



IDAHO

STATE DEPARTMENT OF EDUCATION

IDAHO IEP GUIDANCE HANDBOOK

Division of Special Education

August 2016

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INTRODUCTION

The Idaho State Department of Education is providing this special education guidance to assist educators in the development of Individual Education Programs (IEPs). The IEP is the foundation of a quality education for each eligible child and serves to guide instruction and programming to meet the individual needs of students with disabilities. The development of an IEP also creates an opportunity for educators and parents to join forces to improve educational results for students with disabilities.

This IEP Guidance Handbook is to be used in conjunction with federal and state laws and regulations, including the 2015 Idaho Special Education Manual, the Individuals with Disabilities Education Act (IDEA) and the Idaho Administrative Procedures Act (IDAPA).

Portions of this guidance handbook were used, in whole or part, from the Colorado Department of Education IEP Procedural Guidance document and the Kansas Special Education Services Handbook.

In addition, we would also like to take this opportunity to express our appreciation to the educators of Idaho in assisting students with disabilities. Thank you.

Using This Document

Idaho Special Education Manual

This Handbook contains references to the current Idaho Special Education Manual, which can be found at www.sde.idaho.gov/site/special_edu/manual_page.htm.

Individuals with Disabilities Education Act (IDEA)

This Handbook contains references to IDEA, which can be found at <http://idea.ed.gov/explore/home>.

IEP Forms

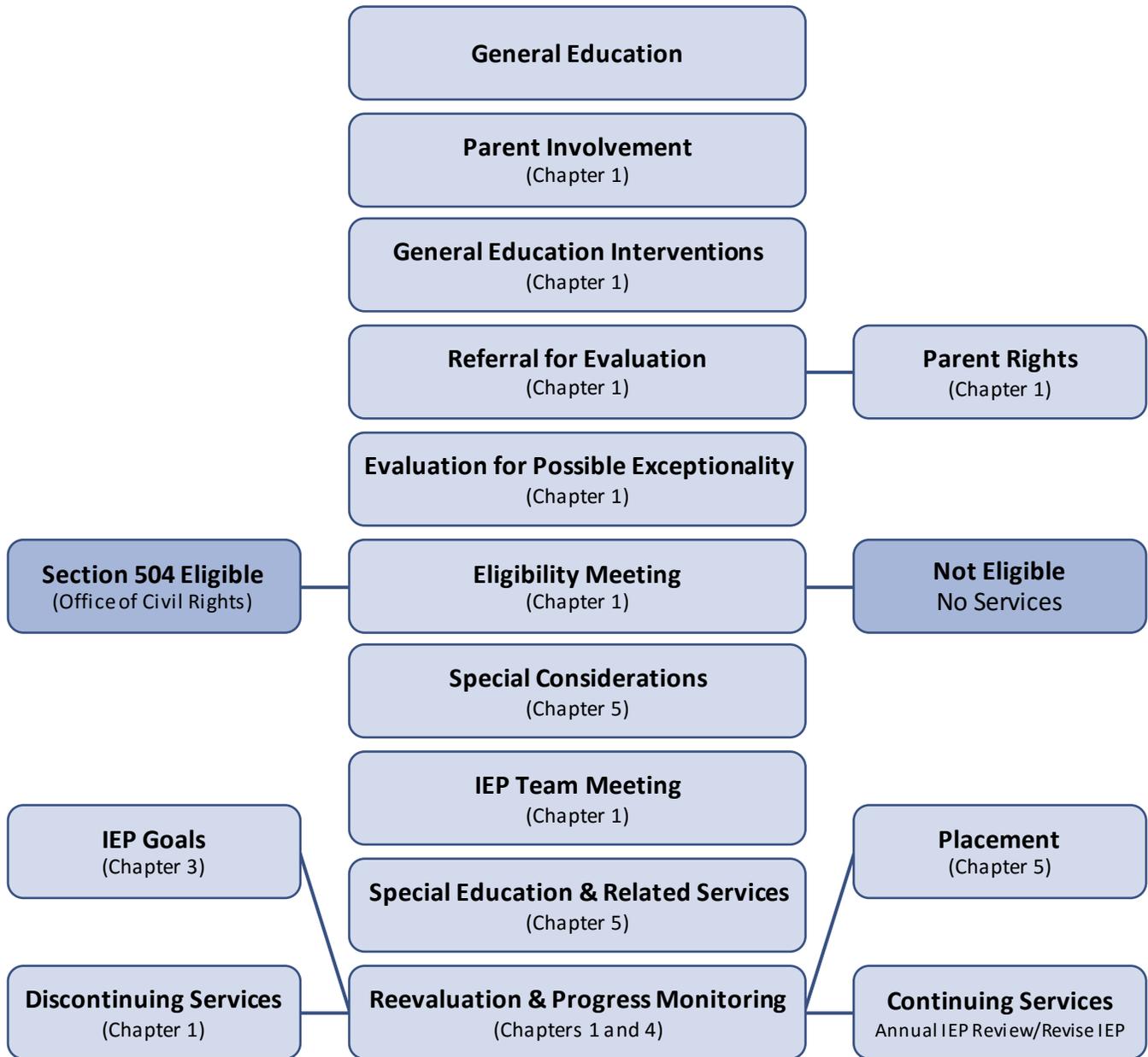
IEP forms and templates can be found on the Idaho State Department of Education, Division of Special Education website at www.sde.idaho.gov/sped/sped-forms/

Icons and Symbols

This Handbook uses several icons to help guide you through the document. They provide references to best practices, additional information, and other resources.

	Additional Information Includes additional information and references to other sections of this Handbook.
	Attention Includes critical pieces of information and important notes.
	Resources and Notes Includes links to resources and suggestions for best practices.
	Reference Materials Includes information on the applicable sections of the Idaho Special Education Manual and the Individuals with Disabilities Education Act (IDEA).

Special Education Process Flow Chart



CHAPTER 1

Beginning the IEP Process

Chapter 1 provides guidance and suggestions for best practices on beginning the IEP process, including timelines, evaluation and eligibility, and written notice. This chapter also includes information on planning and conducting the IEP meeting, including gathering necessary information, involving the appropriate individuals and using the proper forms in the initial stages of the IEP development, which will help students improve educational outcomes.

**Individuals with Disabilities Education Act (IDEA)**

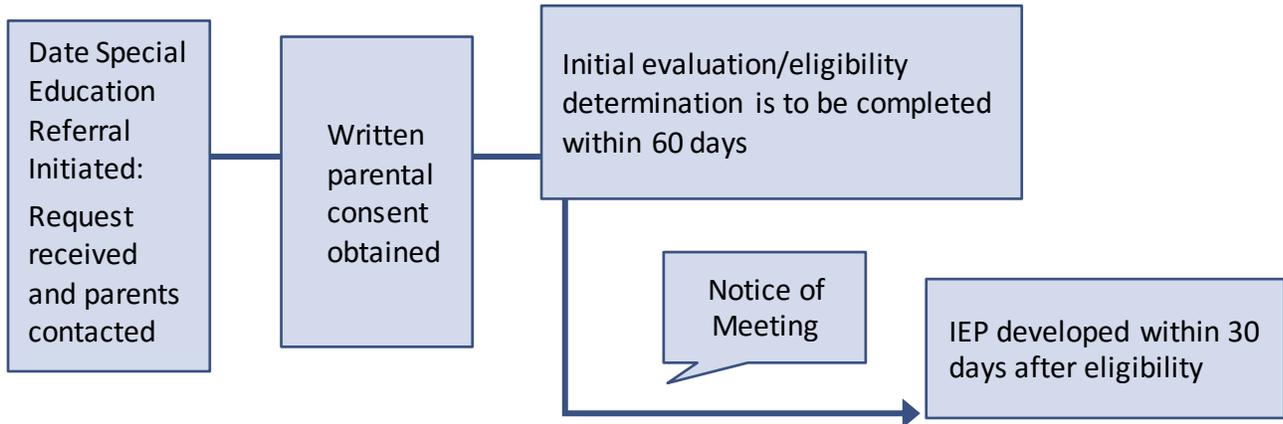
34 CFR §300.321(b)
34 CFR §300.321(e)(2)
34 CFR §300.322(a)(1)
34 CFR §300.320(a)(3)(i)
34 CFR §300.320(a)(3)(ii)
34 CFR §300.324(b)
34 CFR §300.303(b)(2)
34 CFR §300.300(c)(1)(i)
34 CFR §300.321 (a)(7)
34 CFR §300.321(a)(1)
34 CFR §300.321(a)(4)(i)-(iii)
34 CFR §300.321(a)(2)
34 CFR §300.321(a)(3)
34 CFR §300.501(b)(1)-(3)
34 CFR §300.304(a)
34 CFR §300.304(b)
34 CFR §300.304(b)(1)
34 CFR §300.503(b)(6)
34 CFR §300.304(c)
34 CFR §300.304(c)(4)
34 CFR §300.305
34 CFR §300.9
34 CFR §300.300(a)
34 CFR §300.300(c)(2)
34 CFR §300.306(a)(1)
34 CFR §300.306(a)(2)
34 CFR §300.306(b)(1)(i)-(iii)
34 CFR §300.8
34 CFR §300.8(a)

Idaho Special Education Manual

Chapter 3, Section 4B
Chapter 4, Section 1-6
Chapter 5, Section 1D-E
Chapter 5, Section 1F

Important Timelines

Referral, Evaluation, IEP Implementation



A referral is initiated when:

- The parent is informed of the special education referral or the parent requests an evaluation;
- AND**
- The parent provides written consent to conduct the initial evaluation.

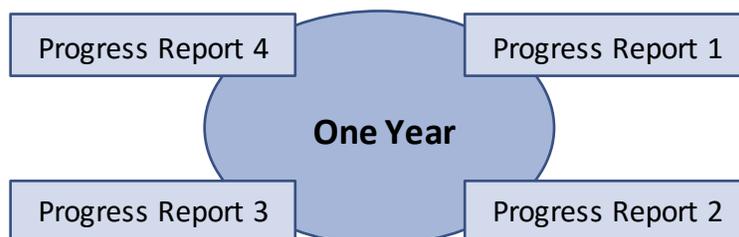
The evaluation and eligibility determination must be completed within 60 days from the date of receipt of consent. This timeline does not include days when school is not in session for 5 or more consecutive days.

A notice of meeting should be sent to the parent in a reasonable amount of time to ensure that s/he will have an opportunity to attend [IDEA Reg. 300.322(a)(1)]. A 10-day notice is usually accepted as reasonable.

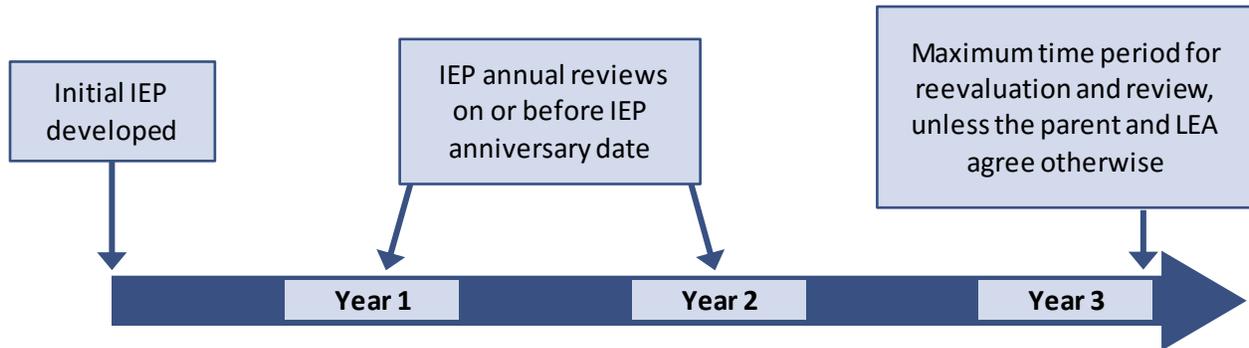
The IEP must be implemented within 30 days of the date that the child is determined to be an eligible child with a disability.

IEP Progress Reporting

The IEP must contain a description of when periodic reports will be provided regarding the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards). [IDEA 300.320(a)(3)(ii)]



IEP Annual Reviews, 3-year Reevaluations



An **IEP** must be **reviewed** periodically, **but not less than annually**, to determine whether the annual goals for the child are being achieved and revised as appropriate to address:

- Any lack of expected progress toward the annual goals;
- The results of any reevaluation;
- Information about the child provided by the parents;
- The child's anticipated needs; or
- Other matters.

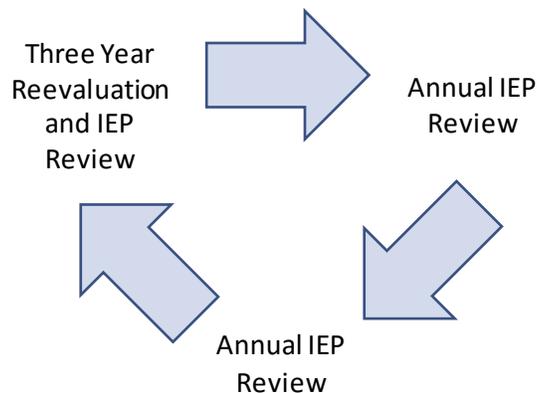
A **notice of meeting** must be sent to the parents in a reasonable amount of time to ensure that they will have an opportunity to attend the IEP meeting. [IDEA 300.303(b)(2)(i-ii)]

A **reevaluation** of each child with a disability must occur **at least once every 3 years**, unless the parent and the public agency agree in writing that a reevaluation is not necessary. [IDEA Reg. 300.303(b)(2)]

If a reevaluation is necessary, written **parental consent** for evaluation must be obtained prior to conducting the new assessments.

The public agency must have documentation of **multiple attempts** to gain parental consent using **multiple means of contact**. [IDEA Reg. 300.300(c)(1)(i)]

Three Year Timeline



Beginning the Special Education Process



Evaluation

Evaluation Team Members

Under IDEA, an Evaluation Team is a group of people that has the responsibility for making decisions regarding evaluation, assessments, and eligibility.

The Evaluation Team includes the same members as the IEP Team (although not necessarily the same individuals) and other professionals as needed to ensure that appropriate, informed decisions are made throughout the evaluation process.

The Evaluation Team has flexibility in decision making with or without a meeting. The case manager can gather input for Team members in a variety of ways either in a meeting or by meeting individually with Team members. **The parent/adult student is included within the Evaluation Team decision making and must be given the opportunity to indicate whether he/she wishes to hold a meeting with all members attending.**



For more detailed information on the IEP Team Member requirements, see Chapter 2 of this Handbook.

The Evaluation Team will review:

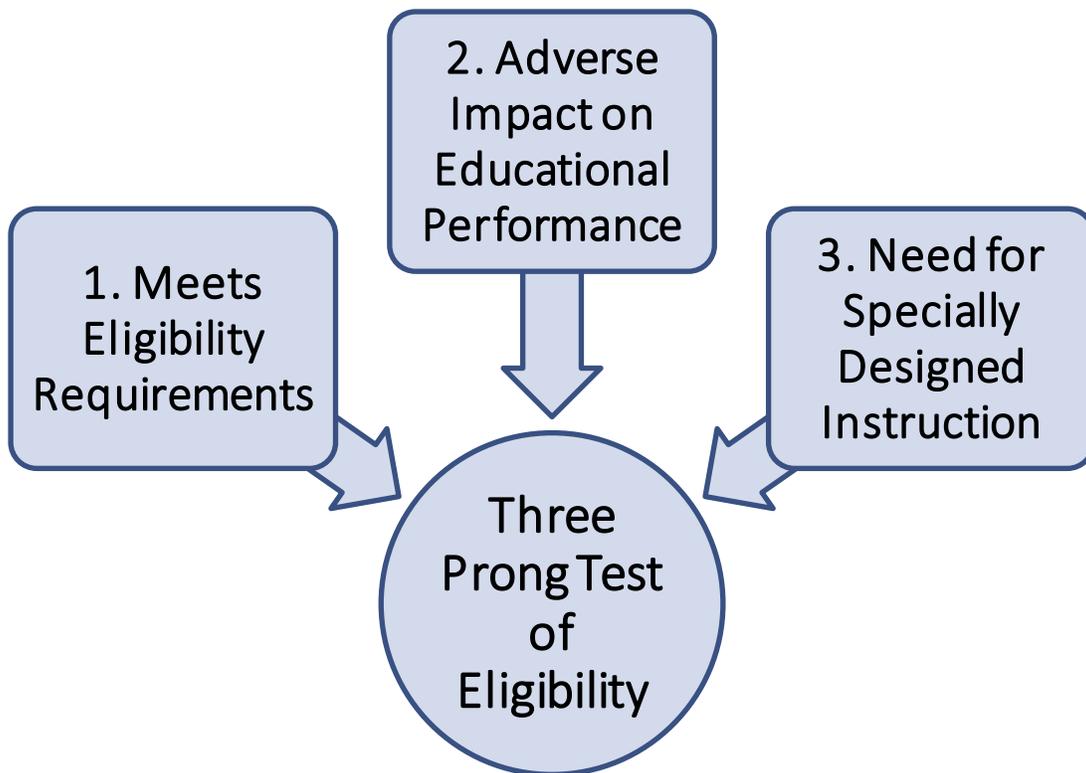
- Student's strengths and needs;
- Cultural or language concerns;
- All available records, including:
 - Previous assessments and evaluations (including assessments provided by parent)
 - Past school experiences (attendance records, grades, etc.)
 - Results from general education interventions;
- Current level of Academic Performance
 - How is he/she functioning within the classroom?
 - What are his/her developmental and social needs at school?
- Academic information (informal and formal); and
- Parent(s) input and concerns
 - Including family and health history.

Areas related to the suspected disability could include:

- | | |
|--|--|
| 1. Intellectual/Cognitive Functioning | 8. Developmental Progress |
| 2. Academic Performance | 9. Medical History |
| 3. Classroom Observation | 10. Adaptive Behavior |
| 4. Communication (Speech/Language) | 11. Emotional/Social/Behavioral |
| 5. Motor Development (Fine and/or Gross) | 12. Transition/Vocational/Occupational |
| 6. Hearing | 13. Assistive Skills |
| 7. Vision | |

Eligibility Determination Procedures

The student shall be assessed in all areas related to the suspected disability, which includes areas such as functional, developmental, and academic skills needed to participate and progress in the general education classroom.



Guiding Questions to Determination of Special Education Eligibility

Prong 1: Meets Eligibility Requirements

The student meets state eligibility requirements for a specific disability.

- What are the specific criteria (according to the current Idaho Special Education Manual) needed to meet requirements for the suspected disability?
- What evidence has the Team collected to show the student meets the eligibility requirements for the suspected disability?

Prong 2: Adverse Impact on Educational Performance

The student's educational performance measure is significantly and consistently below the level of same-age peers preventing the student from benefiting from general education.

- How does the disability impact the student significantly and consistently, preventing him or her from accessing general education as same-age peers?
- Identify the specific area of concern or impact according to evidence collected during the evaluation process.

Prong 3: Need for Specially Designed Instruction

The student requires modification to instruction (content, methodology, or delivery of instruction) to meet his or her needs and ensure access to the general education curriculum.

- What are the adaptations of content, methodology, or delivery of instruction needed to ensure access to the general education content?
- How will the proposed modifications meet the unique needs of the student and identified area of concern?

Circumstances Requiring Prior Written Notice

	Yes	No
Identification		
Screening		X
Problem Solving Team		X
General Education Intervention Strategies		X
Referral for Initial Evaluation	X	
Evaluation		
Collection of new data for initial evaluation and reevaluation	X	
Evaluation of progress on the annual goals		X
Administration of state or district assessments		X
Independent education evaluation		X
Determination of eligibility upon completion of an initial evaluation or reevaluation	X	
Eligibility issues	X	
Refusal to conduct an evaluation	X	
Educational Placement		
Initial provision of special education services	X	
Relocation of the special education program		X
Any change in educational placement	X	
Discontinuation of special education and related services	X	
Transfer of student to another school or district		X
Graduation with a regular diploma	X	
Disciplinary removal for more than 10 consecutive school days in one school year	X	
Disciplinary removal for not more than 10 school days		X
A series of disciplinary removals that constitute a pattern of removals (for more than 10 days in one school year)	X	
Disciplinary removal to an Interim Alternate Educational Setting for not more than 45 school days	X	
Provision of FAPE		
Deletion, addition, or change of special education service or related service	X	
Change in annual goals on an existing IEP	X	
Increase or decrease in special education services or related services	X	
Change in how a student will participate in state and district assessments	X	
Revision of the IEP	X	
Increase or decrease of supplementary aids and services	X	
Refusal to increase or decrease related service or request by parents for change in provision of FAPE	X	
Consideration of ESY if done at a separate meeting	X	

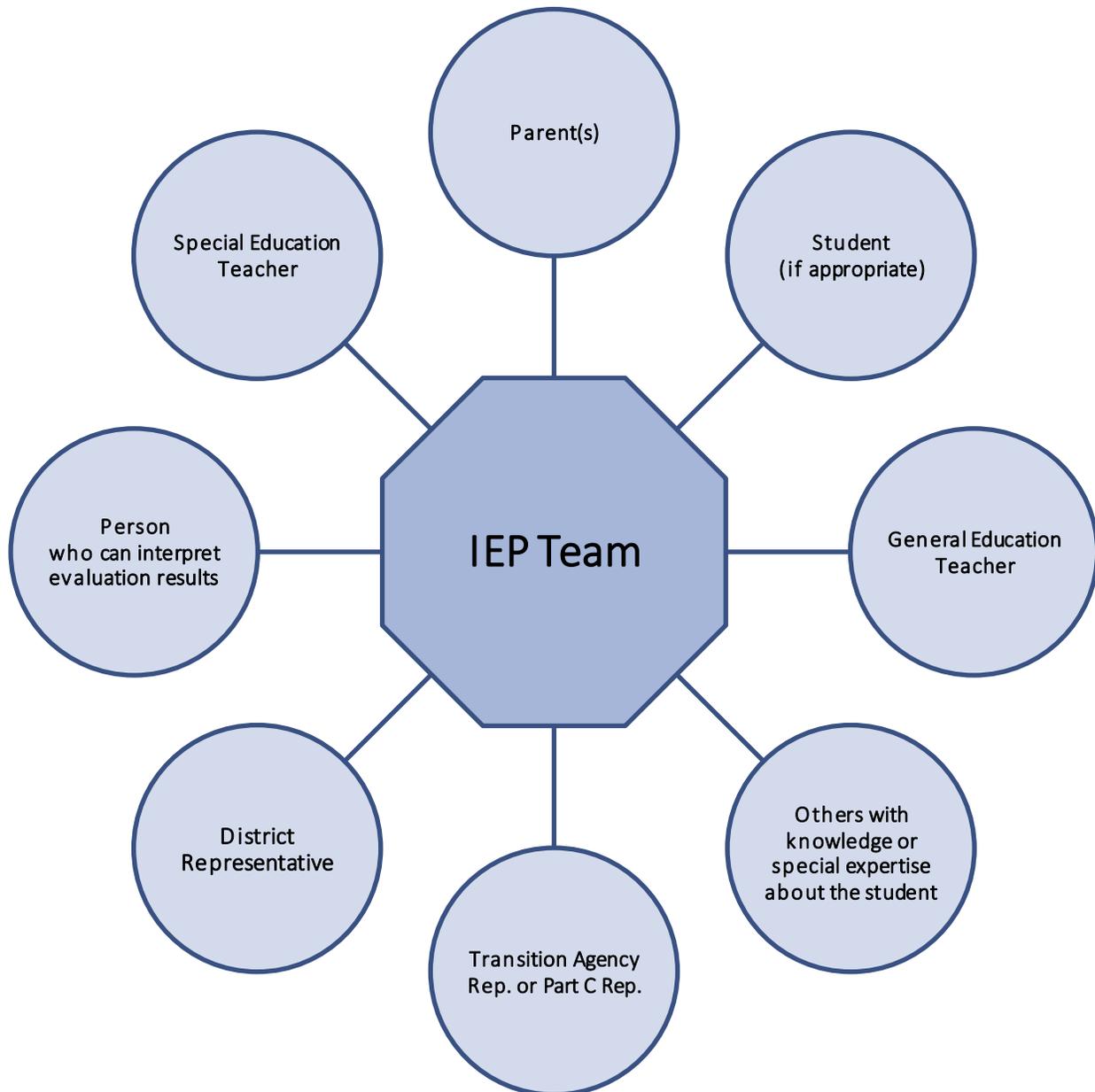


The notice must be written in understandable language and provided in the native language of the parents or other mode of communication used by the parent.

Preparing for the IEP Meeting

IEP Team Members and Roles

The IEP Team is a group of individuals responsible for developing, reviewing, or revising an IEP for a student with a disability.



Team Participants	Evaluation Team <i>(for determining eligibility)</i>	IEP Team <i>(for annual review)</i>	IEP Revision Team	IEP Team for Transition
Parent	R	R	R	R
General Education Teacher (if student is or may be receiving services in general education classroom)	R	R	R	R
Special Education Teacher (or Speech Pathologist if child is receiving only speech and language)	R	R	R	R
Individual who can interpret results of evaluation(s)	R	R	R	R
District Representative (Administrator or designee)	R	R	R	R
Student age 16 or older (when appropriate, if younger than 16)	R	R	R	R
Bilingual Specialist for students who are LEP	R	R	R	R
Community Service Agency Representative (if student is age 16 or older and the agency will provide or pay for services)	O	I	O	I
Related Service providers (when services are considered for initiation, continuation or discontinuation)	R	R	I	I

R= Required attendance

I= Must be invited to participate

O = Optional attendance

The general education teacher, special education teacher, district representative, or individual who can interpret implications of evaluation may be excused from an IEP meeting, in whole or in part, if the parent/adult student and district agree in writing in advance to the meeting. If the meeting deals with the excused member's area of curriculum and/or services, he/she shall provide written input to the IEP Team **prior to the meeting**.



For a list of the IEP Team members and their roles, see Chapter 5 of the current Idaho Special Education Manual.

Invitation to IEP Team Meetings

The district must meet the following requirements when scheduling an IEP meeting:

- Schedule the meeting at a place and time mutually agreed on by the parent/adult student and the district;
- Invite the parent and/or adult student, and if applicable the transition-aged student, to the meeting early enough to ensure that he/she can attend.
- Written record of the invitation should be kept and include:
 - The purpose, time, and location of the meeting;
 - Who will attend the meeting by role;
 - Information regarding the parent's/adult student's right to bring other people to the meeting and invite a Part C representative, if appropriate; and
 - Notification that post-secondary goals and transition services will be discussed, as applicable.
- Invitation to the student, if appropriate or required by age.
- Invitation may be either written or oral. If invitation is oral, all components (indicated above) must be included, and documented in written form.
- If one purpose is to consider transition services, the invitation shall:
 - Indicate this purpose, and
 - Invite the student.

Identify any other agency that will be invited, with parent's/adult student's consent, to send a representative. Consent must be obtained from the parents/adult student to invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

- Ensure that appropriate action was taken for parent to participate and understand meeting proceedings (i.e., invite interpreter as needed).

The IEP may be conducted without a parent in attendance if the district is unable to convince the parents that they should attend. Documentation of attempts to arrange a mutually agreed upon time and place would include detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parent/adult student and any responses received, and detailed records of any visits made to the home or place of employment of the parent/adult student.

If a meeting is held without a parent/adult student, the district must offer and document alternative methods, such as conference calls, to gain his/her participation in the development of the IEP.



It is important to note that if an IEP Team member is not able to attend the scheduled meeting, an excusal form should be completed and provided to parents prior to the scheduled date of the meeting. The excused Team member shall provide written input regarding his/her area of the curriculum and/or services prior to the scheduled date of the meeting.



For more information on invitations to IEP meetings, see Chapter 5 of the current Idaho Special Education Manual.

Before the IEP Team Meeting

Prepare and Organize Information for the Meeting

Provide opportunity for parent input prior to the meeting. This could be in the form of a face-to-face interview, phone call, questionnaire that is sent home, or a combination of those methods.

Request input from the general education teacher(s) that support the student.

Prepare the student for attending the meeting, which might include the input that he or she will provide and how to participate in the meeting.

The student must be invited to the IEP Team meeting, if appropriate, and if the purpose of the meeting will be the consideration of the postsecondary goals and the transition services needed to assist him or her in reaching those goals. If the student does not attend the IEP Team meeting, ensure that the student's preferences and interests are represented.

Prepare and distribute an IEP draft and a list of suggested discussion topics for the IEP meeting. Remember, all final decisions are made at the IEP meeting.

Drafting the IEP

The information you will need in developing the IEP may include:

- Assessment results from most recent evaluation;
- Current baseline data;
- Progress monitoring data regarding the student's progress on the previous year's IEP Goals;
- Other assessment data such as the statewide achievement tests, classroom tests, and grades; and
- A summary of the curriculum and type of instruction the student has been receiving.

Using current data and assessment results, the student's current areas of need may be drafted and the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) developed. For more information on the development of PLAAFP/PLOP, please see Chapter 2 of this Handbook.

After developing a draft of the PLAAFP/PLOP, observable, measurable goals that align with the student's current strengths and needs will be drafted. For more information on annual goal development, see Chapter 3 of this Handbook.

As part of the process of goal development, the IEP Team must consider how and when progress will be monitored and reported. Information regarding tools that assist in monitoring and reporting the child's progress can be found in Chapter 4 of this Handbook.

When identifying other considerations, such as services, related services, accommodations and adaptations, assistive technology, extended school year services, transportation, and other special considerations, please refer to Chapter 5 of this Handbook.

Prior to the Meeting

Prior to the IEP meeting, it may be beneficial for IEP Team to:

- Send home draft PLAAFP/PLOP and IEP goals for parents to review and provide input on;
- Contact parents and discuss the meeting agenda and find out if they have any questions regarding the meeting format; and
- Review draft PLAAFP/PLOP and IEP goals with the general education teacher to ensure that information is accurate and applicable across learning environments.



A parent's guide to the IEP meeting can be found in Appendix 1a of this Handbook.

The IEP Cover Page

The cover page of each IEP must include:

- Date of the IEP Meeting
- General demographic information
- Student's full (legal) name, birth date, grade
- Native language
- Ethnicity
- Birth date and age
- Identification Number
- Name, address, phone number, native language of parent(s)



For more information on documentation of participants, see Chapter 5 of the current Idaho Special Education Manual.

Conducting the IEP Team Meeting

IEP Team Attendance and Participation

The district shall ensure the attendance and participation of the IEP Team members at the IEP meeting. Documentation of attendance can be accomplished by listing Team member roles on the IEP and checking their attendance status.

The IEP meeting serves as a communication vehicle between IEP Team members enabling them, as equal participants, to make joint, informed decisions regarding the student's special education services. All Team members should be given the opportunity to participate in discussion and decision-making during the IEP meeting.



If an IEP Team member is not able to attend, an excusal form with parent and district representative signature of approval shall be presented prior to the start of the meeting. The excused Team member shall provide written input regarding his/her area of the curriculum and/or services prior to the scheduled date of the meeting.



Things to consider to allow for full parent participation:

- Smile and greet the parent when they arrive.
- Introduce others in the room (even if before the meeting).
- All school team members should give the parent their full attention during the meeting by refraining from the use of phones, email, side conversations, grading activities, etc.



A sample meeting agenda can be found in Appendix 1b of this Handbook.

IEP Meeting Minutes/Notes

A Notetaker may be appointed at every IEP meeting to record pertinent information discussed in the meeting. The Notetaker should not be the same person who is facilitating the meeting.

The Notetaker should:

- Have knowledge of the special education process and forms;
- Have legible handwriting, or use technology to take notes;
- Use Team member titles, not names;
- Use objective language that captures Team discussion;
- Document all parent requests and Team member responses to those requests; and
- Document discussion related to the IEP and any Team decisions that were made as a result of discussions.

Documentation should be kept that verifies that the parents received a copy of the *Procedural Safeguards Notice*. This can be done by adding a signature page to the *Procedural Safeguards Notice*, a notation in the meeting notes, or in combination with documentation in the parent contact log.



A copy of the meeting notes should be provided to the parents at the conclusion of the meeting and a copy should be kept in the student's Special Education file.



A meeting notes sample can be found in Appendix 1c of this Handbook.

Concluding the Meeting

If the IEP needs to be updated to reflect changes made to the document during the meeting, the Team should provide parents with a time when they will receive the final copy that includes the written notice of proposed or refused actions.

The Team should review the meeting notes and may collect signatures of all Team members who participated in the meeting. Although signatures are not required by IDEA, it is best practice and can be used to demonstrate meaningful participation and document attendance. A signature indicates attendance, not agreement.

IEP Facilitation

Facilitation is a process offered to help special education teams reach agreements and decisions related to students' individual education programs. Individualized Education Plan (IEP) Team meetings, and other Special Education Team meetings, may benefit from skilled and capable facilitators who can assist the Team in working together.

The facilitator is neutral, is not a member of the Team, and makes no decisions for the Team. The facilitator is knowledgeable about special education, skilled at running effective meetings, and adept at managing challenging issues that may arise when teams disagree.

There is no charge for facilitation to either the district or the parent. To request facilitation, contact SDE Dispute Resolution.

IEP Implementation and Review

IEP Implementation

- All IEP Team members will be given access to the student's complete IEP to review.
- The Special Education Teacher/Case Manager should discuss individual responsibilities with members of the student's IEP Team.
- Staff members should receive training on student-specific instructional practices that will be used during implementation of the IEP.
- All team members should have training related to each student's Behavior Intervention Plan.
- Data sheets will be developed and staff will be trained in use of them.

Progress is Measured and Reported to Parents

Periodic written progress statements related to progress toward annual goals will be reported, at minimum, concurrent with the issuance of report cards. It is not sufficient to only report the student's grades.

Annual IEP Review

Each student's IEP must be reviewed by the IEP Team at least once every 365 days. The IEP Team should review current data related to IEP goals and progress on those goals, and develop an IEP that continues to promote the growth of the student in the areas of need. Parents and other Team members may request an IEP Team meeting to discuss or review the IEP more often than once per year.

3-Year Reevaluation

At least every three years the student must be reevaluated. This evaluation is often called a "triennial." Its purpose is to determine if the student continues to be eligible for special education services, as defined by IDEA. The results of the reevaluation provide Teams with updated information regarding the student's educational needs related to his or her disability. However, the student must be reevaluated more often if conditions warrant or if the student's parent or teacher asks for a reevaluation.

Amending the IEP

Changes may be made to the IEP during the current year. IEP Amendments take place when the IEP Team determines that changes to the IEP are necessary during the year. The Team may decide whether or not to meet to amend the IEP or to make amendments without a meeting.

Parents and other IEP Team members may request an IEP Team meeting at any time during the course of the IEP year. Depending on the purpose of the meeting, not all team members are required to attend (such as related service providers, etc.) with the exception of those required to attend all IEP Team meetings.

Transfer Students

Transfer from an Idaho School District

In-state transfer students are assumed to be eligible under the disability criteria established in the state at the time they were determined eligible.

When a reevaluation is necessary, the IEP Team (including the parent) will:

- Use the current Idaho disability criteria to review all available information, and
- Determine whether additional information is needed to determine continued eligibility.

The current IEP shall be implemented if a new IEP cannot be developed within five (5) school days of the student's enrollment or if a reevaluation will be taking place.



Provide FAPE within a reasonable time (services comparable to those described in the student's IEP from the previous district), until you decide to either:

- Adopt IEP from previous district, or
- Develop and implement a new IEP.

Transfer from an Out-of-State District

When a student with a disability transfers from out-of-state to an Idaho school district with a current IEP in that other state, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such time as the district conducts an evaluation, if determined necessary, and develops, adopts, and implements a new IEP.

Transfer to an Out-of-State District

Within ten (10) school days of receiving a request from an out-of-state school district for copies of eligibility documentation and a transferring student's IEP, a district shall send the requested information to the receiving district.

CHAPTER 2

Present Levels of Academic Achievement and Functional Performance

Chapter 2 is intended to provide guidance and suggestions for best practices on developing Present Levels of Academic and Functional Performance (PLAAFP) for students, including examples of all key elements of a PLAAFP/PLOP, as well as links and citations for Idaho approved state standards which will help students improve educational outcomes. The Present Levels of Academic Achievement and Functional Performance (PLAAFP) is also known as the Present Levels of Performance (PLOP).



Individuals with Disabilities Education Act (IDEA)

34 CFR §300.320(a)(1)
34 CFR §300.324(a)(i)
34 CFR §300.324(a)(1)(ii)
34 CFR §300.320(a)(1)(i)

Idaho Special Education Manual
Chapter 5, Section 2C

Understanding the PLAAFP/PLOP

Prior to creating the PLAAFP/PLOP, review the current eligibility report to ensure the thread between the identified areas of need, adverse effect and the need for specially designed instruction. The thread should continue by ensuring there is a direct relationship between the PLAAFP/PLOP and the Annual Goal(s), as well as the other components of the IEP. It is important to review grade-level expectations/standards in each of the identified areas of need.

PLAAFP/PLOP Requirements

Questions to consider when developing each student's PLAAFP/PLOP:

Student Strengths

- What are the student's strengths related to the Skill Area?

Parental Concerns

- What are the Parent/Guardian's concerns for enhancing education in the Skill Area?

Disability Impact Statement

- How does the student's disability impact his or her involvement in the general education curriculum?
- How does the student's disability impact his or her progress in the general education curriculum?



A checklist for the PLAAFP/PLOP can be found in Appendix 2a of this Handbook.

Example PLAAFP/PLOPs

Bradley

4th grade / SLD reading

1. Strengths

Bradley can read basic sight words and decode one-syllable words. He enjoys listening to books read to him.

2. Parent Input

Bradley's parents are concerned that he isn't able to read his homework without significant help from them. They also have concerns that because he isn't able to read what is given to him, that he won't be able to keep up with what is being taught in class. His mom reports he needs help reading books and reading on the Internet at home.

3. Disability Impact

Bradley's lack of decoding skills impacts his ability to read grade level reading materials in all of his classes. This also results in Bradley having difficulty reading curricular text in order to complete assignments independently in all subject areas (reading, math, science, social studies, etc.). His deficits in working memory impact his ability to recall and apply learned skills across the curriculum.

Javier

8th grade / OHI (ADHD)

1. Strengths

Javier enjoys hands-on activities and learning through "doing." He can concentrate on all requirements of a task if working individually with a teacher and will volunteer to answer questions in a group when he is familiar with a topic. He seeks social interaction with peers and adults.

2. Parent Input

Javier's parents are worried about how he will be able to complete tasks in a workplace environment in the future. They are also concerned about how to help him learn to stay focused long enough to finish assignments and homework.

3. Disability Impact

Javier's difficulty with remaining on task impacts his ability to follow along with group instruction and participate fully in conversations related to the topic the class is learning. Javier's difficulty with completing all required steps in a task or activity during independent work times impacts his ability to complete tasks at the same rate as his peers.

Josephine

10th Grade / Autism

1. Strengths

Basic math computation skills are a relative strength area for Josephine. She is able to proficiently round a price to the next dollar and count out money to pay for the item. She can generalize this skill across people and settings.

2. Parent Input

Josephine's dad reports that when they are shopping, she will buy brands that she is familiar with regardless of price and size. He also is concerned that she isn't always able to determine if she has enough money to pay for the items she selects.

3. Disability Impact

Josephine's disability impacts her ability to perform abstract computations and to problem-solve on an abstract level such as in geometry and algebra.



Additional PLAAFP/PLOP examples can be found in Appendix 2b of this Handbook.

CHAPTER 3

Developing Specific, Observable, Measurable IEP Goals

Chapter 3 provides guidance and suggestions for best practices on creating IEP goals for students that are specific, measurable, achievable, relevant, and time-bound (SMART), as well as five components that all IEP goals should include and examples of completed goals. This chapter also addresses criteria for students who take the alternate assessment as well as example goals for those students, which will help students improve educational outcomes.



Individuals with Disabilities Education Act (IDEA)

- 34 CFR §300.320(a)(1)
- 34 CFR §300.320(a)(2)
- 34 CFR §300.320(a)(2)(i)(A)
- 34 CFR §300.324(a)(1)(ii)
- 34 CFR §300.324(a)(1)(iii)
- 34 CFR §300.324(a)(1)(iv)
- 34 CFR §300.320(a)(3)(i)-(ii)
- 34 CFR §300.324(a)(2)(v)
- 34 CFR §300.324(a)(2)(ii)

Idaho Special Education Manual

Chapter 5, Section 2C

SMART Goals

Measurable Annual Goals should be *reasonable but challenging* expectations for a student which allow him or her to progress in the general education curriculum. Goals are descriptions of what a student can reasonably be expected to accomplish within the timeline of the IEP (generally a 12-month period) with the provision of special education services. In general, annual goals should be **SMART**:

Specific

The skill can't be broken down any further. It is not vague.

Measurable

It can be counted and observed. There are numbers involved, and the method of measurement matches what is used in the PLAAFP. Others can see if the goal has been met.

Achievable

The goal is reasonable, yet challenging, keeping in mind the standard, the student's current performance level, and resources available.

Relevant

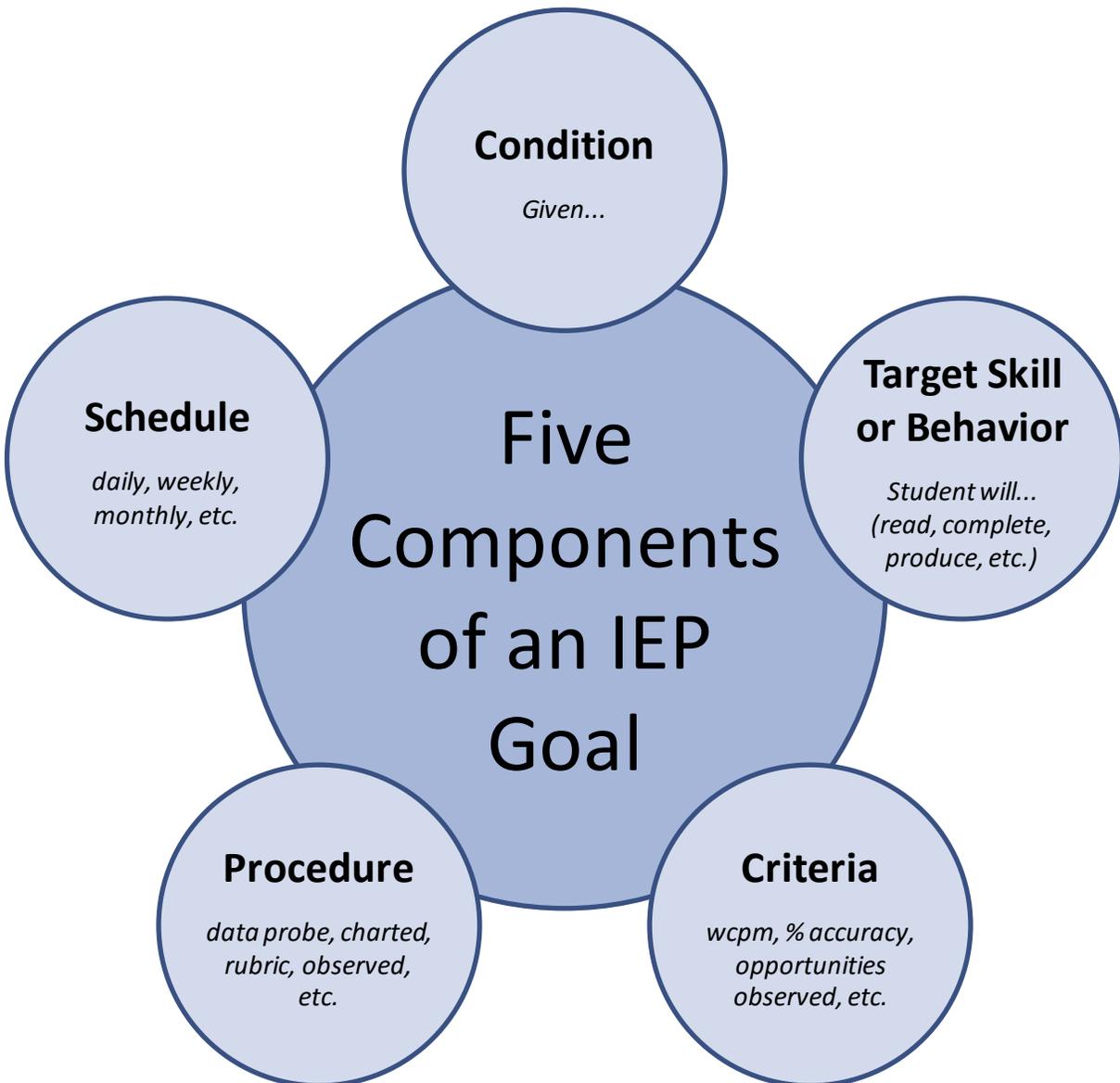
The goal should be connected to Idaho standards, address a priority need and make a difference in the life of the student/child. There should be a direct connection between the PLAAFP and the goal.

Time-bound

The goal should have a time frame for completion and monitoring procedures that are clearly described. Most annual goals will be for the duration of the IEP; in that case the time frame is implied to be one year and does not need to be restated within the goal.

Components of an IEP Goal

A well-written IEP goal should have the five components: **target skill/behavior, condition(s), criteria, progress monitoring procedure, and schedule.**



A checklist for the IEP Goal Components can be found in Appendix 3a of this Handbook.

IEP Goals: Five Components

<p>1. Specify the Condition</p> <p>Under what circumstances will the student perform the skill?</p>
Examples
<p>Given a fourth grade reading passage...</p> <p>Given a verbal direction from an adult...</p> <p>Given 10 multi-digit division problems...</p> <p>Given independent work time...</p>
<p>2. State the Target Skill or Behavior</p> <p>What is the targeted skill or behavior the student will perform? This element should tie directly to the need statement in the PLAAFP.</p>
Examples
<p>...will read...</p> <p>...will complete math problems...</p> <p>...will raise his hand...</p> <p>...will nod her head for yes or shake her head for no...</p> <p>...will retell the events of a story...</p>
<p>3. Determine the Criteria</p> <p>At what rate/accuracy/frequency is the student able to exhibit the skill and or a adaptive behavior?</p>
Examples
<p>...70 words per minute with less than 3 errors</p> <p>...with 90% accuracy on three consecutive trials</p> <p>...on 4 out of 5 opportunities</p> <p>...for 20 minutes</p>
<p>4. Specify the Procedure</p> <p>How will the student's progress be monitored?</p>
Examples
<p>...on a data probe</p> <p>...as charted</p> <p>...as observed</p> <p>...on a writing rubric</p> <p>...on graded classroom assignments</p>
<p>5. Specify the Schedule</p> <p>How often will the student's progress be monitored?</p>
Examples
<p>...daily</p> <p>...weekly</p> <p>...bi-monthly</p>

Examples of Complete Goal Statements

Bradley

Student Needs: Bradley needs to be able to sound out words with more than one syllable. He also has deficits in working memory. He has difficulty sounding out words with more than one syllable and makes many errors when reading grade-level materials. He also has deficits in working memory.

Baseline Data: Given two syllable words in isolation, Bradley currently can decode with 17% accuracy on three consecutive weekly data collection trials.

Annual Goal: Given two syllable words in isolation (conditions), Bradley will decode the words (target skill) with 85% accuracy (criterion) on three consecutive weekly (schedule) data collection trials (procedure) by 5/25/___ (date).

General Education Content Standards:

Idaho Core Standards: ELA 4 RF.3 Know and apply grade-level phonics and analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Javier

Student Needs: Javier needs to learn to remain on task during individual and group activities, complete all steps of assignments and tasks as given, within the designated timeframe.

Baseline Data: Given an independent work task with 8 steps, Javier is currently able to accurately complete all steps of the task within the designated time frame for 30% of work samples.

Annual Goal: Given an independent work task with 7-8 steps (condition), Javier will accurately complete all steps of the task within the designated time frame (target skill) for 80% of work samples (criterion) per week for three consecutive weeks (schedule) by 3/24/___ (date).

General Education Content Standards:

Employability Skills for Career-Ready Practice: Content Standard 1.0: Demonstrate employability skills for career readiness. Performance Standard 1.2 Demonstrate professional knowledge and skills. 1.2.8 Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work.

Josephine

Student Needs: It is important for Josephine to be a conservative shopper. Learning how to save money in the grocery store will increase Josephine's independence in grocery shopping and in money management. Josephine needs to be able to understand and identify the most economically appropriate choice, depending on size and price, when making purchases.

Baseline Data: Given two similar grocery items with different sizes and prices, Josephine currently can determine which item is the most economically appropriate choice in 45% of opportunities.

Annual Goal: Given two similar grocery items with different sizes and prices (condition), Josephine will determine which item is the most economically appropriate choice (target skill) in 80% of opportunities per week (criterion) over a one-month period (schedule) by 10/14/___ (date).

General Education Content Standards:

Idaho Core Standards: Mathematics A-CED Creating Equations: Creating Equations that describe numbers or relationships 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.



Additional goal statement examples of can be found in Appendix 3b of this Handbook.

Benchmarks and Short-Term Objectives

The purpose of the use of benchmarks and short-term objectives is to outline the steps or milestones in moving from a student's PLAAPF toward an annual goal so that progress can be measured in intermediate steps or intervals during the year.

Guiding questions when considering the use of benchmarks and/or short-term objectives for goals are:

1. What sequential intermediate steps or milestones are needed to reach goal?
2. What levels of progress toward meeting the goal will be measured intermittently during the year?
3. Do the short-term objectives define the discrete steps to a goal: *The student... will do what... to what level/degree... by what date?* Or, do the benchmarks identify major milestones in achieving a goal within specified segments of a 12-month timeframe: *The student... will do what... to what level/degree... by when?*

Example Goals and Benchmarks:

Bradley's Goal

Given two syllable words in isolation, Bradley will decode the words with 85% accuracy on three consecutive weekly data collection trials by 5/25/___.

Benchmarks

1. Given two syllable words in isolation, Bradley will decode the words with 65% accuracy on three consecutive weekly data collection trials by 12/16/___.
2. When given two syllable words in isolation, Bradley will decode the words with 5% accuracy on three consecutive weekly data collection trials by 3/24/___.

Javier's Goal

Given an independent work task with 7-8 steps, Javier will accurately complete all steps of the task within the designated time frame for 8 out of 10 of work samples per week for three consecutive weeks by 3/24/___.

Objectives

1. Given an independent work task with 3-4 steps, Javier will accurately complete all steps of the task within the designated time frame for 8 out of 10 work samples per week for three consecutive weeks by 10/20/___.
2. Given an independent work task with 5-6 steps, Javier will accurately complete the task within the designated time frame for 8 out of 10 work samples per week for three consecutive weeks by 12/16/___.

Josephine's Goal

Given two similar grocery items with different sizes and prices, Josephine will determine which item is the most economically appropriate choice for 80% of opportunities per week over a one-month period by 10/14/___.

Benchmarks

1. Given two similar grocery items with different sizes and prices, Josephine will determine which item is the most economically appropriate choice for 55% of opportunities per week over a one-month period by 2/26/___.
2. Given two similar grocery items with different sizes and prices, Josephine will determine which item is the most economically appropriate choice for 70% of opportunities per week over a one-month period by 5/27/___.

Important Note: Beginning no later than the first IEP that will be in effect when the student turns 16, the IEP must include annual goals that will reasonably enable the student to meet their postsecondary goals. In other words, the annual goals and postsecondary goals should be related.



For information on developing IEPs for specific age groups, see Chapter 7 and Chapter 8 of this Handbook.
Additional goal and benchmark examples can be found in Appendix 3c of this Handbook.



For more information on Early Childhood IEPs and Secondary Transition IEPs, refer to the Idaho Training Clearinghouse (ITC) website, under the Early Childhood or Secondary Transition topics.

Early Childhood Topic on the ITC:

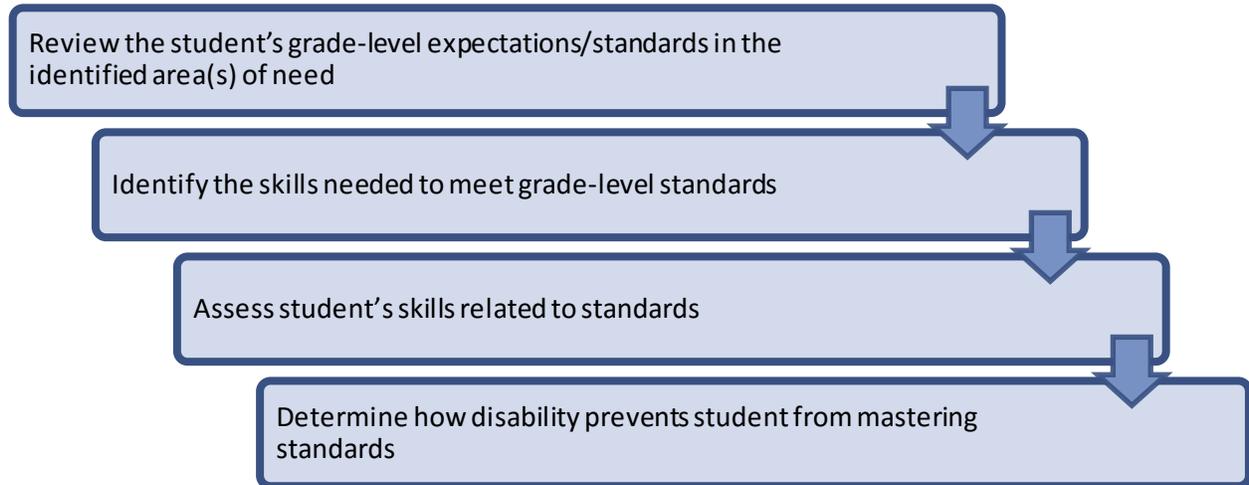
<http://idahotc.com/earlychildhood/Home.aspx>

Secondary Transition Topic on the ITC:

<http://idahotc.com/secondary-transition/home.aspx>

Idaho State Standards

Relating General Education Standards to the Annual Goal



Citing Idaho State Standards on an IEP

When referencing Idaho approved state standards on an IEP, indicate which standard is being referenced. **Cite the entire title of the standard**, such as:

- Idaho Core Standards
- Early Learning e-Guidelines
- Employability Skills for Career-Ready Practice (formerly Idaho PTE Basic Workplace Competencies)
- Health Content Standards
- PE Content Standards
- Handwriting Standards for Idaho K-6

Include the **grade level** of the student in your citation.

Idaho Core Standards

Abbreviate the strands as follows:

- Reading: RL, RI, RF, etc.
- Writing: W
- Speaking & Listening: SL
- Language: L
- Math: CC, OA, etc.



For additional information on the Idaho approved state standards, visit:
<http://www.sde.idaho.gov/academic/standards/index.html>

Assistive Technology Devices and/or Services

The district shall ensure that Assistive Technology (AT) devices and/or services are made available to a student, if required, as special education, related services, or supplementary aids and services.

- “Assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability.
- “Assistive technology service” means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

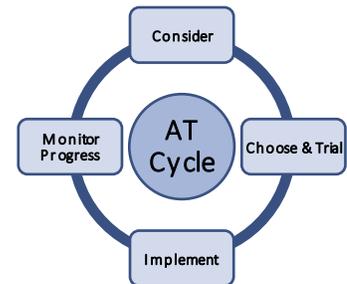
AT Consideration Process

When appropriately considered, AT helps the student with disabilities access the general education curriculum with greater success and independence.

The Johns Hopkins School of Education Center for Technology in Education (CTE) developed a five -step AT Consideration Process to lead IEP Teams systematically through the process of considering assistive technology for students with disabilities.

AT Consideration Process:

1. Consider AT
2. Choose & Trial AT
3. Implement AT
4. Monitoring Progress of AT



Source: <https://marylandlearninglinks.org/topics/assistive-technology/>



“Technology” does not necessarily mean it is high tech and has batteries. AT can include such things as pencil grips and highlighters as well.



An assistive technology checklist can be found in Appendix 5a of this Handbook.

CHAPTER 4

Effective Progress Monitoring Activities

Chapter 4 provides guidance and suggestions for best practices on gathering necessary information, the process, and purpose of progress reporting, including examples of progress monitoring charts and types which will help students improve educational outcomes.

	<p>Individuals with Disabilities Education Act (IDEA) 34 CFR §300.320(a)(3)(i)-(ii)</p> <p>Idaho Special Education Manual Chapter 5, Section 2D</p>
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Progress Reporting vs. Progress Monitoring

Progress Reporting

It is important to identify how and when the parent/adult student will be informed of the student's progress toward the annual goals, including the extent to which progress is sufficient to enable the student to achieve the goals by the end of the IEP time period. Periodic written progress statements related to progress toward annual goals will be reported, at minimum, concurrent with the issuance of report cards. It is not sufficient to only report the student's grades.

Progress Monitoring

The definition of progress monitoring is a method of formative assessment used to measure a student's progress toward meeting each goal. Progress monitoring procedures document how data will be collected on each IEP goal in order to make instructional decisions about the progress of the student (how well the student is performing) and if instruction or strategies are effective or need to be changed.

Progress monitoring must be done **frequently and regularly**, e.g., daily, weekly, or at least monthly. Progress monitoring data must be documented in writing and kept in the special education file.

Progress monitoring of an IEP Goal should include procedures to answer the following questions:

1. How will progress be measured?
2. How often will progress be monitored?
3. How often will progress reports be provided?

The same measure (assessment) used to determine the baseline in the Present Level of Academic and Functional Performance (PLAFFP) needs to be the same measure used for the procedure in the goal.

1. How will progress be measured?

Progress can be measured a number of different ways depending on the skill the student is working on. Three of the most common methods of measuring progress are Frequency Count, Percentage, and Duration.

Frequency Count

The number of times the behavior occurs during a specified time period.

Examples:

- *"The number of words read correctly in one minute."*
- *"The number of two-digit subtraction problems completed correctly in five minutes."*
- *"The number of prompts needed to complete an assignment."*

Percentage

A comparison between the number of correct responses to the total number of possible responses.

Examples:

- *"Given 10 reading comprehension questions, answer 90% correctly."*
- *"Complete 95% of his assignments on time."*
- *"Retell the story with at least 80% accuracy."*

- *“Spell 90% of her weekly spelling words correctly.”*

Duration

A measurement of how long the behavior occurs between the start of a response until its conclusion.

Examples:

- *Remaining on task for 4 minutes while completing seatwork.*
- *Given 15 minutes of free time, student will engage with peers for at least 10 minutes.*

2. How will data be collected to monitor progress?

The IEP Team must describe how often a student’s progress will be monitored. The Team will determine who will collect data, across what environments, and how often data will be collected. Although multiple Team members may collect data for a single student, the Special Education Teacher is responsible for reviewing the data to ensure accuracy, fidelity of implementation of the goals and to determine whether or not the child is progressing throughout the year.

Additionally, teachers should use progress monitoring data to determine whether the instructional plan for the student is effective. Using a progress monitoring graph can be very helpful for informing parents and others about the student’s progress.

Examples of Progress Monitoring Tools

- Behavioral observations
- Curriculum-based assessment (AIMSweb, CBM, DIBELS, STAR)
- Rubrics
- Student self-assessments
- Goal attainment scales
- Charting progress
- Conferences with students
- Portfolios
- Student work samples

Questions to consider when a student is not making adequate progress toward the goal:

- Is the instructional program being implemented with fidelity?
- Does the student have access to the supports noted in the IEP?
- Do the current instructional strategies align with the student’s needs?
- Does the progress monitoring tool align with what needs to be measured?

3. How often will progress reports be provided?

There must be documentation of how and when periodic progress reports will be provided to the parent(s). This may include the use of quarterly or other periodic reports that are issued, for example, at the same time as report cards. The progress reports must be in writing. Therefore the word “written” must be in the description of how the reports will be sent home to the parents.

State **how** and **when** parents can expect to see progress monitoring reports.

Examples:

- *“Written progress reports will be provided to parents quarterly.”*
- *“Written progress reports for IEP goals will be provided to parents three times per year with report cards.”*

It is helpful for parents to receive specific information related to the student’s progress.

Progress Reports should provide answers to the question:

- Has the student made progress toward the goal(s) as expected?

Examples of Progress Reports

Bradley's Annual Goal

Given two syllable words in isolation, Bradley will decode the words with 85% accuracy on three consecutive weekly data collection trials.

Bradley's Progress on Goal

Bradley's goal is to decode two syllable words in isolation with 85% accuracy. On the last three data trials, Bradley was able to decode two syllable words with at least 75% accuracy. As indicated within the charted data and graphed progress, Bradley is on track to meeting his decoding goal this year. Bradley has worked hard to increase his decoding skill this quarter.

Javier's Annual Goal

Given an independent work task and information regarding how long he has to work, Javier will accurately complete the task within the designated time frame for 70% of work samples per week for three consecutive weeks.

Javier's Progress on Goal

When given an independent work task and information regarding how long he has to work, Javier is able to complete the task within the designated time frame for 54% of work samples per week for three consecutive weeks. Javier is most successful with completion of tasks when the classroom is quiet and has limited distractions. He responds positively by complying with prompts to move his focus back to work from both peers and adults.

Josephine's Annual Goal

Given two similar grocery items with different sizes and prices, Josephine will determine which item is the most economically appropriate choice for 80% of opportunities per week over a one-month period.

Josephine's Progress on Goal

When given two similar grocery items with different sizes and prices, Josephine is able to determine which item is the most economically appropriate choice for 60% of opportunities per week over a one-month period. At this time, Josephine is most successful when she is able to identify the "best deal" for items that have similar sizes and different prices.



Additional progress report examples can be found in Appendix 4a of this Handbook.

CHAPTER 5

Special Education Services

Chapter 5 provides guidance and suggestions for best practices on developing the following areas of the IEP: related services; accommodations and adaptations (including state assessment accommodations); service pages; statements of service delivery; program modifications and staff support; assistive technology; extended school year services (ESY); transportation; special considerations; and examples of completed areas of the IEP and necessary information for each area addressed which will help students improve educational outcomes.

	<p>Individuals with Disabilities Education Act (IDEA) 34 CFR §300.320 34 CFR §300.320(a)(4) 34 CFR §300.320(a)(7) 34 CFR §300.106 34 CFR §300.34 (a) 34 CFR §300.324(a)(2)(ii) 34 CFR §300.324(a)(2)(iv) 34 CFR §300.324(a)(2)(iii) 34 CFR §300.324(a)(2)(i) 34 CFR §300.530(d)(1)(ii) 34 CFR §300.320(a)(4)(i) 34 CFR §300.320(a)(4)(ii) 34 CFR §300.320(a)(6)(i) 34 CFR §300.320(a)(6)(ii)</p>
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	<p>Idaho Code 33-512(4)</p> <p>Idaho Special Education Manual Chapter 5, Sections 2E-F</p>
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Supplementary Aids, Services, and IEP Considerations

The IEP Team must use the information from the PLAAFP/PLOP and the goals to determine the **services, activities, and supports** (including accommodations and adaptations) the student needs in order to advance in the general curriculum. Each service, activity and support that is identified by the IEP Team during the IEP meeting must be described in detail. The description needs to be clear enough that a stranger could read the description and understand the service, activity or support as it was intended.

Special Education Service

Special education includes specially designed instruction to meet the unique needs of the student.

Related Services

Refers to transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education.

Examples of Related Services:

- Audiology
- Speech therapy
- Language therapy
- Psychological services
- Physical therapy
- Occupational therapy
- Therapeutic recreation
- Early identification and assessment of students' disabilities
- Rehabilitation counseling services
- Orientation and mobility services
- Medical services for diagnostic or evaluation purposes
- School nurse services (excluding surgically implanted medical devices)
- Social work services in schools
- Supports for school staff
- Parent counseling and training
- Interpreting services

There needs to be a direct relationship in the IEP between the content of the PLAAFP/PLOP, the goals, and the special education services, (i.e., for every identified skill area there should be a matching service). Special education and related services are placed in a table or a grid on the service page of the IEP.

The following information must be listed on the IEP Service page:

1. Professional Staff Responsible

List the title of certificated service provider (i.e., Special Education Teacher, Speech Language Pathologist, Occupational Therapist, Physical Therapist, School Psychologist, School Counselor, School Nurse, Behavioral Specialist, Mobility/Orientation Specialist, Vision Impaired Specialist, and/or Hearing Impaired Specialist). Do not list titles of non-certificated personnel (i.e., paraprofessionals and staff). Also do not list specific names of persons providing the services.

2. Frequency of Special Education/Related Services

List the amount of time each service is provided in the appropriate column (Per Day, Per Week, Per Month).

3. Location (setting)

Location Codes:

01 Gen Ed Classroom	04 Hospital
02 Sp Ed Classroom	05 Community
03 Home	06 Therapy Room

4. Total Service Minutes per Week

List the amount of time provided weekly for each special education service (check to make sure that the total number of minutes of service listed per week is accurate – minutes must match the amount of time the student actually receives services).

5. Start Date (No later than the date of the expiration of the previous IEP)

Identify the date when the services will begin.

6. Anticipated Duration

Identify the ending service date (not to exceed 365 days).

Example:

Special Education and/or Related Service	Professional Staff Responsible	Frequency of Special Education/ Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Reading	Special Education Teacher	150 minutes			02 Special Education Classroom	09/15/ __	09/14/ __
Reading	General Education Teacher/Special Education Teacher	100 minutes			01 General Education Classroom	09/15/ __	09/14/ __
Working Memory Strategies	Special Education Teacher	30 minutes			02 Special Education Classroom	09/15/ __	09/14/ __
Total Amount of Time (minutes):		280 minutes					

Optional Statement of Service Delivery

This section allows the IEP Team to describe, clarify, and explain in greater detail the services listed in the service grid, as well as any activities and supports that the IEP Team identifies into one statement. The service grid is where IDEA special education and related services are to be listed. The Statement of Service Delivery is for expanding on any services that may need further clarification, explaining any activities or supports identified, as well as noting any Medicaid services the student will receive (if applicable). Examples for this section could include:

- The supervision schedule for paraprofessionals providing direct support to the student, under the direct supervision of certified staff.

Examples:

"Paraprofessionals providing direct services to Bob will be supervised by the Special Education Teacher on a regular basis."

"Services may be provided by instructional assistants under the regular supervision of certified staff."

- A description of the school-based Medicaid services that will be provided (i.e., Behavior Intervention, Psycho-Social Rehabilitation, or Personal Care Services).

Examples:

"Bob will receive Behavior Intervention services at the professional level for 600 minutes per week to provide behavioral support in the general education classroom. He will also receive Behavioral Consultation services as needed."

"Barb will receive Behavior Intervention services at the paraprofessional level, on an individual basis, for 900 per week in both the general education and special education settings. The paraprofessional will be supervised by the Special Education Teacher at least monthly. She will also receive Behavioral Consultation service as needed."

- A statement describing the amount of adult supervision the student will need for specific situations (e.g., in all general education classes, in science and history classes, or during unstructured times such as recess/lunch).

Example:

"Bob will need adult supervision during unstructured times throughout the day, such as recess and lunch."

- A statement explaining that a paraprofessional will be providing speech/language/OT/PT services (under the direct supervision of the appropriate professional).

Example:

"Language intervention services may be provided by a paraprofessional under the direct supervision of a certificated Speech/Language Pathologist."

- A statement that behavior goals and services may also be addressed during other academic service times.

Example:

"Behavior goals and services may also be addressed during academic service times due to Bob's need for behavioral intervention and supervision throughout the school day."

- An explanation for activities or supports identified by the IEP Team as needed for the student.

Example:

"Professional development will be provided to the general education teacher working with Bob regarding the effects and implications of Traumatic Brain Injuries."

Supplementary Aids and Services

Supplementary aids and services are defined as aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Examples of Supplementary Aids and Services:

Health accommodations, assistive technology, community experiences, linkages/interagency responsibilities, program modifications, specialized accessible formats such as Braille, levels of staff support, or supports to address environmental needs. These are to be listed in the Accommodations section of the IEP.

Example Statements of IEP Supplementary Aids and Services for the IEP:

- Sign language interpreter will be provided to the student in academic classrooms and extra-curricular activities.
- Student will have access to an alternative restroom.
- Student will have access to a tablet with internet access and word-finding capabilities.
- Adult supervision will be provided during all community field trips.
- Noise-canceling headphones will be available to the student at their request.

Program Modifications and Staff Support

Just as supports and modifications are available as needed for students with disabilities, supports are also available for those who work with these students. Some of these supports might include:

- Attending a conference or training related to the student's needs,
- Getting assistance from another staff member or administrative person,
- Having an aide in the classroom for a specific purpose, or
- Obtaining special equipment or specific teaching materials.

It is the responsibility of the IEP Team to determine what types of program modifications are necessary to support staff and to specify these in the IEP as an Accommodation. The regular educator and special educator serving on the student's IEP Team may be especially helpful in identifying what program modifications the student may need.

Decisions made by the Team regarding program modifications and staff support may be included in the Optional Statement of Service Delivery.

Special Considerations

Consideration of Special Factors is used to:

- Consider any special factors that may interfere with the student's learning.
- ALL areas must be considered by the IEP Team.
- ALL areas requiring special consideration must be addressed throughout the IEP (e.g., the PLAAFP and any other areas deemed appropriate by the IEP Team).

Guidelines and Guiding Questions

Does the student require Special Transportation?

For more information on special transportation, see the *Transportation* section in Chapter 5 of this Handbook.

Are extended school year (ESY) services required for this student?

For more information on extended school year see the *Extended School Year Services* section in Chapter 5 of this Handbook.

Does the student have limited proficiency in English?

For more information, see Chapter 5 of the Idaho Special Education Manual.

Is the student deaf or hard of hearing?

In the case of the student who is deaf or hearing impaired, the IEP Team shall consider the language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

For more information, contact Idaho Educational Services for the Deaf and Blind (IESDB) at 208-934-4457 or visit their website at www.iesdb.org.

Does the student have unique communication needs?

The IEP Team shall consider the communication and language needs of the student, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, the student's academic level, and his or her full range of needs including opportunities for direct instruction in the student's language and communication mode.

Is the student blind or visually impaired?

If the student is blind or visually impaired, the IEP Team shall provide for instruction in Braille and the use of Braille unless the IEP Team determines that Braille is not appropriate for the student. This determination can only be made after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille).

For more information, contact Idaho Educational Services for the Deaf and Blind (IESDB) at 208-934-4457 or visit their website at www.iesdb.org.

Does the student have health care needs?

If the student has health care needs, the IEP Team shall identify those needs in the IEP.

Does the student's behavior impede the student's learning or the learning of others?

If behavior is noted as a concern that impedes the learning of self or others, then the IEP Team must include positive behavior supports, or include a Behavior Intervention Plan to address the behavior.

Questions to consider:

- What supports are available in your school to address behavioral needs?
- How does the student's behavior impact his or her access to learning opportunities and general education curriculum?
- Can the student's needs be addressed through typical classroom supports and/or accommodations, or does the student require more intensive supports?
- Does the student already exhibit some level of replacement behaviors (adaptive behaviors), or do replacement behaviors need to be systematically taught?

Extended School Year Services

Extended School Year (ESY) services means special education and/or related services that are provided beyond the regular school year.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

Determining Eligibility

There are three areas to consider when determining whether a student is eligible for ESY services:

1. Emerging Skill

The student makes few, if any, gains during the regular school year. The Team determines the skill is in the process of emerging, and that with ESY services the student would make reasonable gains; or

2. Regression-Recoupment

The student would regress to such an extent and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education; or

3. Self-Sufficiency

The Team determines that an interruption in services would threaten the acquisition of critical life skills that aid in the student's ability to function as independently as possible, thereby continuing the student's reliance on caretakers, including institutionalized care. Critical life skills relate to those skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance the student's integration with individuals without disabilities. Skills may include things such as toileting, feeding, mobility, communication, dressing, self-help, and social-emotional functioning.



For additional information on ESY services, see:

- Chapter 5, Section 2F of the current Idaho Special Education Manual

Transportation

Transportation is a related service if special arrangements resulting from the student's disability are required for the student to benefit from special education. The IEP Team shall determine whether the student's disability prevents the student from using the same transportation provided to students without disabilities, or from getting to school in the same manner as students without disabilities. This includes transporting a preschool-age student to the site at which the district provides special education and related services, if that site is different from the site at which the student receives other preschool or day care services.

When the IEP Team determines that special transportation is required it is to be documented on the IEP.

Transportation needs may include, but are not limited to, the following:

- Travel to and from school and between schools to access special education;
- Travel in and around school buildings;
- Specialized equipment including lifts and ramps, if required to provide special transportation; or
- Other services that support the student's use of transportation, such as:
 - Special assistance (e.g., an aide on the bus and assistance getting on and off the bus);
 - Safety restraints, wheelchair restraints, and child safety seats;
 - Accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, and altering the bus route);
 - Training for the bus driver regarding the student's disability or special health-related needs; or
 - Attending non-academic and extracurricular activities if required on the IEP.

Accommodations and Adaptations

Definitions

Idaho uses the terms accommodations and adaptations to describe two separate instructional and assessment practices. Accommodations and adaptations include any changes that allow students with disabilities the same opportunity as students without disabilities to participate in and benefit from the educational program, activities, and services of the district.

Accommodations

Accommodations are intended to make educational opportunities more accessible. This may involve the setting, communication modality, equipment, and/or supplemental aids and services. Examples include Braille editions, large print, pencil grips, tape recorders, note takers, and computers with spell check. Accommodations are changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings. Accommodations do not invalidate assessment results and do not fundamentally alter the requirements or course expectations.

What to Consider When Selecting Accommodations

For Consideration	Not Recommended
Make accommodation decisions based on individualized needs	Selecting the same accommodations for all students regardless of individual needs (e.g., cut and paste a predetermined list)
Include accommodations that reduce the effect of the disability to access instruction and demonstrate learning	Selecting accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage
Become familiar with the types of accommodations that can be used for both instruction and assessment	Assuming that all instructional accommodations are appropriate for use on all assessments
Evaluate accommodations used by a student	Assuming the same accommodations remain appropriate year after year
Provide accommodations for assessments routinely used for classroom instruction	Providing assessment accommodations for Statewide Assessments only

Adaptations

Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Adaptations include strategies such

as reading aloud the reading portion of a test, using spell/grammar check for language arts assessments, substituting out-of-level testing.

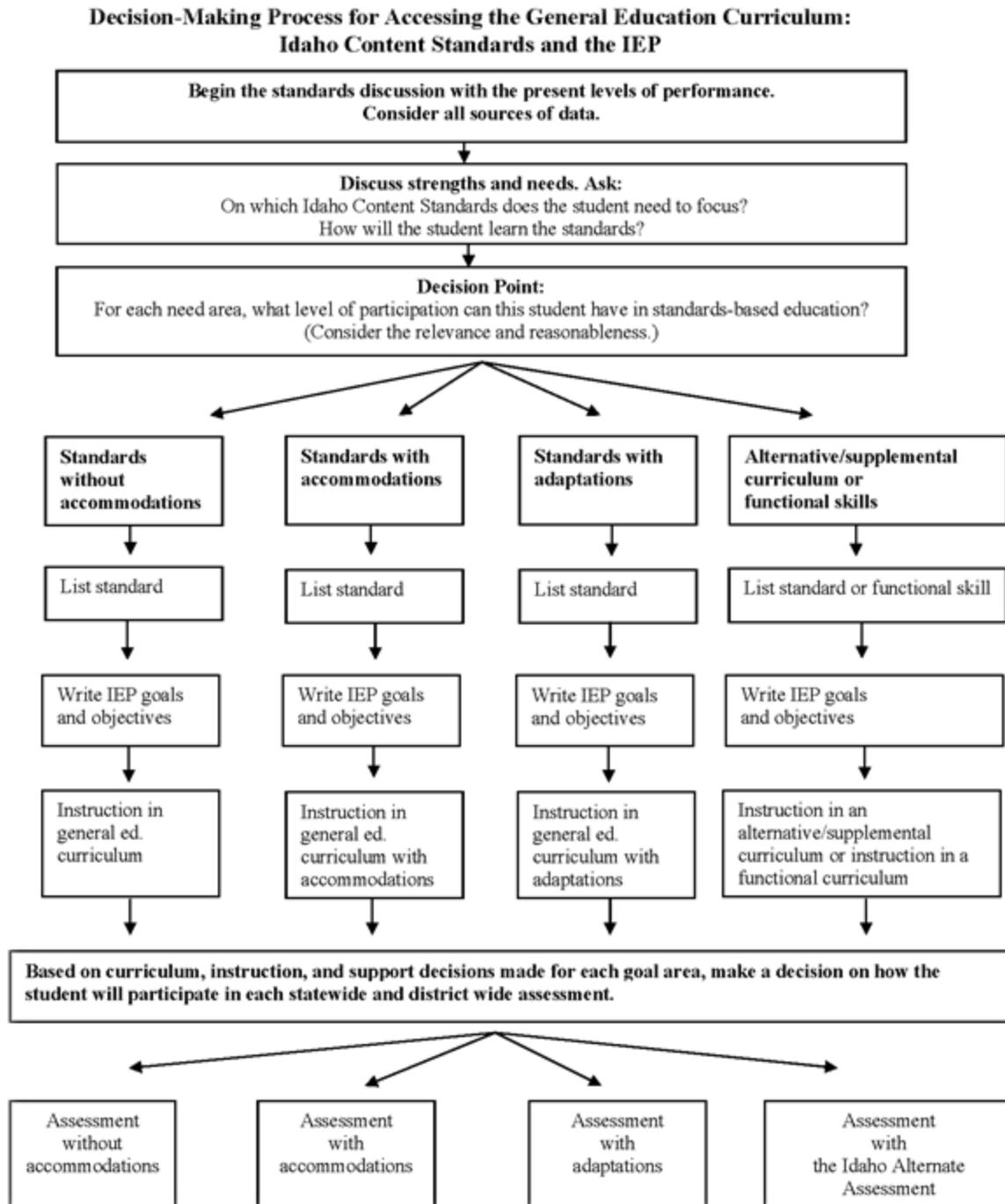
Adaptations fundamentally alter requirements and invalidate assessment results and provide non-comparable results. Adaptations should be considered in an IEP meeting with input from all members of the IEP Team, including the parents.

Accommodations and Adaptations in the IEP

Whenever the IEP Team determines that accommodations and/or adaptations are needed to ensure academic progress, these shall be indicated in the IEP. This should not be a “bucket list” of items that applies to all students just because they may be helpful. Each accommodation and adaptation should be carefully considered for each individual student. Any accommodations and/or adaptations required in physical education, vocational education, and statewide or district wide assessments shall be included in the IEP.

When completing the accommodations or adaptations testing section of the IEP, remember that the lists should be the same or similar to the accommodations/adaptations that a student is receiving in the classroom.

Guidelines to determine how the student accesses instruction and participates in testing.



Source: Idaho State Department of Education, Division of Special Education
<https://www.sde.idaho.gov/sped/sped-manual/>

Idaho Alternate Assessment

Criteria

The IEP Team must **agree** to all criteria to establish participation

1. Evidence of Significant Cognitive Disabilities

The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;

2. Intensity of Instruction

The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by State or district assessments);

3. Curricular Outcomes

The student is unable to acquire, maintain, or generalize skills in multiple settings and to demonstrate performance of these skills without intensive and frequent individualized instruction;

4. Exclusions

The student's inability to participate in ISAT is NOT primarily the result of any of the following:

1. The only determining factor is the student has an IEP;
2. The student is academically behind because of excessive absences or lack of instruction; or
3. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

Participation Decisions

The IEP Team has agreed that this student will participate in the following alternate assessments.

- ISAT - Alt English Language Arts
- ISAT - Alt Mathematics
- ISAT - Alt Science
- IRI-Alt

If the student cannot participate in some or all of the general assessments, the IEP shall contain a statement that includes the reason the student cannot participate in the general assessment and the alternate assessment- language arts, reading, math or science- in which the student will participate.

CHAPTER 6

Least Restrictive Environment (LRE)

Chapter 6 provides guidance and suggestions for best practices on considering, making and documenting: placement decisions, the continuum of settings and services, and identifying the areas addressed in the written notice which will help students improve educational outcomes.

	<p>Individuals with Disabilities Education Act (IDEA) 34 CFR §300.320(a)(5) 34 CFR §300.114 34 CFR §300.116(b)(3) 34 CFR §300.116(c) 34 CFR §300.114(a)(2)(ii) 34 CFR §300.116(d) 34 CFR §300.117</p> <p>Idaho Special Education Manual Chapter 5, Section 2H Chapter 6</p>
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LRE Determination

IDEA states that, to the maximum extent appropriate, all students with disabilities are to be educated with age appropriate peers who are nondisabled. Least Restrictive Environment (LRE) ensures an appropriate balance of settings and services that enable the student to make progress on his or her educational goals.

LRE is a provision of special education services, rather than a specific place, such as a classroom or school. The IEP Team makes the decision about the child's educational placement. Placement decisions must be based on the unique needs of the child. For children with disabilities, special education services and related services must be provided in the environment that is least restrictive.

The IEP Team must ensure that placement decisions, including preschool children, provide access to age-appropriate peers to the greatest extent possible. Districts must make available a range of placement options, known as a continuum of services, to meet the unique needs of children with disabilities. This requirement of a continuum of placements reinforces the importance of individual inquiry, not a "one size fits all" approach. The continuum of alternative placements include instruction in the general education classroom, resource room instruction, special schools, home instruction, and instruction in hospitals or institutions.

If the student's IEP Team determines that the student will not participate entirely in the general education classroom, curriculum, and/or nonacademic and extracurricular activities, a written explanation must justify their decision.

Document Requirements

- A written explanation of what settings were considered and selected.
- A written explanation justifying the IEP Team's decision including the consideration of supplemental aids and services.
- A written discussion of advantages and disadvantages to the student that the setting and services outlined in the IEP would provide.



LRE codes and nonparticipation statement examples can be found in Appendix 6a and 6b of this Handbook.

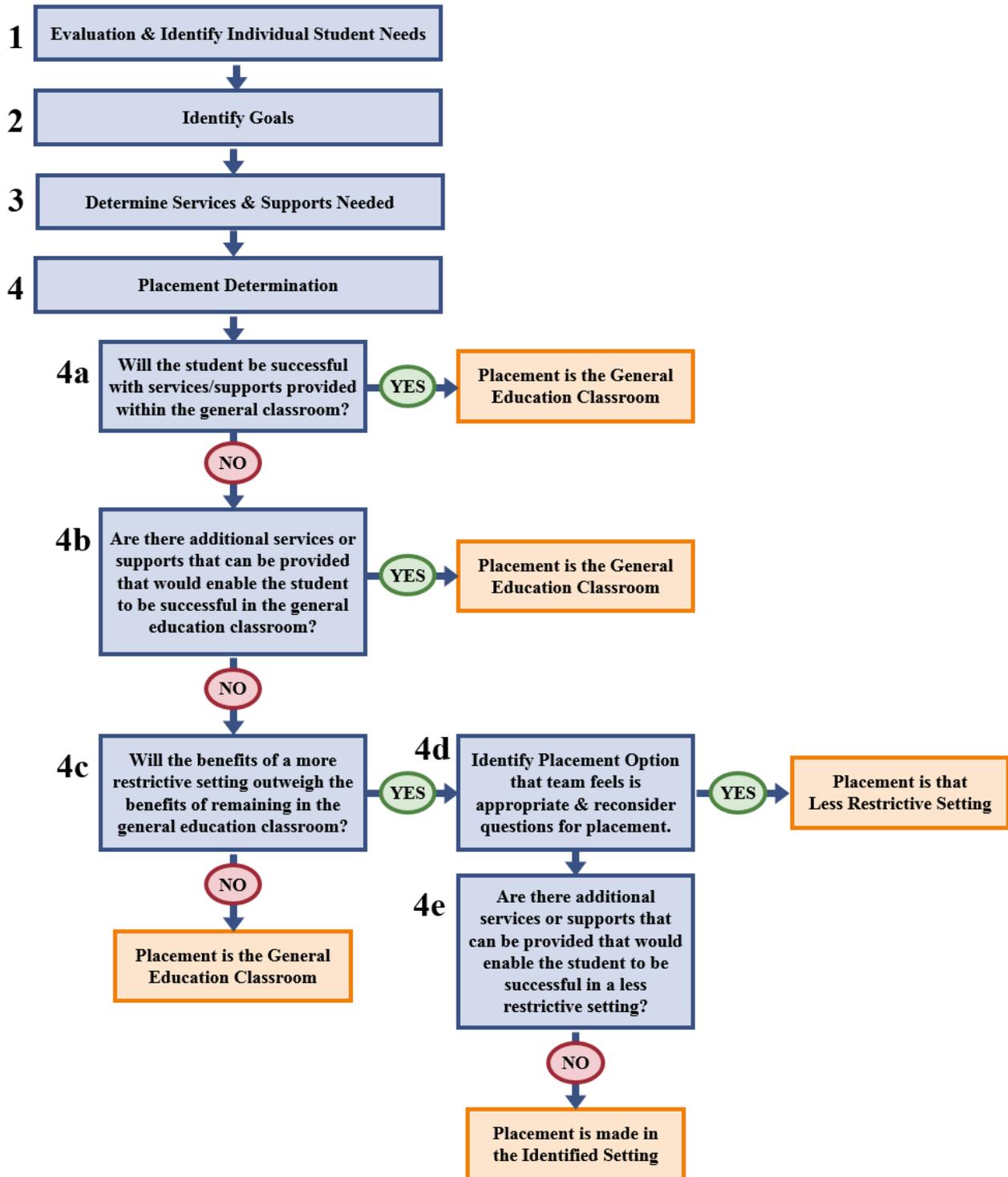


For a complete description of LRE considerations and responsibilities, see Chapter 6 of the current Idaho Special Education Manual.



The IEP Team must identify the placement environment appropriate to the student and note the corresponding LRE code on the IEP.

LRE Decision Tree



LRE Decision Tree Clarification

1 Evaluate & Identify Needs

For the IEP Team to be able to make any decisions for a student they must clearly understand the student's needs. Think beyond academics and consider function as well.

- Does the Team understand how the disability manifests itself within the general education classroom?
- Does the Team understand what it is about the student's disability that prevents the student from being successful in the general education classroom?

2 Identify Goals

After the Team completely understands the student's needs they can then prioritize the needs and identify the goals for the student (both post-school and annual goals). Using their understanding of the two questions above the Team can determine what the student needs to become more independent and successful within the general education classroom.

3 Determine Services & Supports Needed to Achieve Goals and Meet Other Needs

After the goals for the student have been identified the IEP Team then moves to determining what services and supports need to be provided to enable the child to achieve those goals and to address the other needs identified in the present levels but do not have goals written for them. The services that the Team needs to consider are special education, related services, program modifications, supplementary aids & services and supports for school personnel. When making these decisions the Team needs to keep in mind how much support the student needs to be successful. Too much support can build dependence in a child but providing the wrong type of services can prevent the student from being able to function in more independent ways. In addition to all of these considerations it's important to remember, by law, a child with a disability cannot be removed from age-appropriate general classrooms solely because of needed modifications in the general education curriculum. Some questions to keep in mind when making service decisions include:

- Are there skills that could be taught to the student in order to reduce the amount of support she/he needs?
- Is the focus every year on making the student as independent as possible?

*Note: The following are placement decisions, NOT service decisions, and are not considered at this point:
Resource Room, Pull-Out, Self-Contained, Inclusion, Center Based, BD/ED Program.*

4 Determine Placement

Once the Team has determined the services that the student needs then the discussion can move to placement, where services will be provided. To assist with this decision-making process, the following questions lead the Team through the placement discussion.

4a Can the services determined necessary be provided within the general education classroom?

When having this conversation try to focus on whether services could be provided in the general education classroom and not how we typically provide services. The discussion of whether the services can be provided in the general education classroom must be done for each individual student based on their specific needs. If the Team determines it is possible to provide the services in the general education classroom, then the least restrictive environment for the student is the general education classroom.

4b If not, are there additional services or supports that can be provided that would enable the student to be successful within the general education classroom?

If the Team determines that the services as originally identified as necessary are unable to be provided in the general education classroom the next discussion should be whether additional supports or services could be provided that would allow the student to remain within the general education classroom. When making the decisions the Team should consider the same issues of student independence as was considered in Step 3.

4c If not, will the benefits of a more restrictive setting outweigh the benefits of remaining in the general education classroom?

If the Team determines that it is not possible to provide additional services and supports in the general education classroom to meet the needs of the student, then the consideration of placement options outside of the general education classroom are then considered. The Team should move in small incremental steps away from the general education classroom and at each movement in the continuum the Team should readdress questions in 4a and 4b for that placement. It is not until this point in the placement determination does the Team consider placement options (e.g., pull-out, resource room). In making this decision, the Team should consider:

- Whether reasonable efforts have been made to accommodate the student;
- The educational benefits, both academic and social that are available in each setting;
- The possible negative effect of the inclusion of the student on the education of other students; and
- The harmful effects of a more restrictive environment on the student.

4d Identify Placement Option that the Team feels is appropriate and reconsider questions for Placement Determination

If it is determined that the general classroom is not appropriate, based on the student's needs and the services to be provided, the Team identifies a reasonable and appropriate placement.

4e Are there additional services or supports that can be provided that would enable the student to be served in a less restrictive setting?

The Team needs to consider whether program modifications could occur or additional services could be provided which would enable the student to be appropriately served in a less restrictive setting. Even if these program modifications have never before been provided in the less restrictive setting, it should still be considered. When making the decision the Team should consider the same issues of student independence as described in Step 3. Placement in the less restrictive setting should occur if additional modifications or supports would make that setting appropriate for the student.

Kansas State Department of Education & Project SPOT June 2007

CHAPTER 7

Secondary Transition IEPs

Chapter 7 provides guidance and suggestions for best practices on transition services and needs, assessment summary for transition planning, transition PLAAFP/PLOP examples and guidance, post-secondary goals and using the proper forms for secondary transitions IEP development which will help students improve educational outcomes.

	Individuals with Disabilities Education Act (IDEA) 34 CFR §300.43 34 CFR §300.43(a) 34 CFR §300.305(e) 34 CFR §300.320(a)(1) 34 CFR §300.320(a)(2) 34 CFR §300.320(a)(2)(i)(A) 34 CFR §300.320(a)(2)(ii) 34 CFR §300.320(a)(3)(i)-(ii) 34 CFR §300.320(a)(4) 34 CFR §300.320(a)(5) 34 CFR §300.320(a)(7) 34 CFR §300.320(b)(1) 34 CFR §300.320(b)(2) 34 CFR §300.321(b)(3) 34 CFR §300.320(c) 34 CFR §300.324(a)(i)
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34 CFR §300.320(a)(1)(i)

34 CFR §300.324(a)(1)(ii)

34 CFR §300.324(a)(2)(v)

34 CFR §300.520

34 CFR §300.622(a)

Idaho Special Education Manual

Chapter 7, Section 2A

Secondary Transition Planning

In order to best meet IDEA and to prepare our students for post-secondary education, training, employment and independent living, transition plans must be in place before a student's 16th birthday. This chapter includes the steps required to complete an IEP Transition Plan.

Transition Planning at 14

Beginning when the child is age 14 (or younger, if appropriate), the IEP must address (within the applicable parts of the IEP) the courses he or she needs to take to reach his or her post-school goals. A statement of transition services needs must also be included in each of the child's subsequent IEPs.

Transition Planning at 16

Beginning when the child is age 16 (or younger, if appropriate), the IEP must state what transition services are needed to help the child to prepare for leaving school.



Additional secondary transition planning examples and resources can be found in Appendix 7a and 7b of this Handbook.

Transition Planning Timeline

Grade 8 Transition Activities:

1. Create Student Learning Plan (include course of study that addresses required courses and credits in high school). (*Secondary IEP Post School Goals Form*)
2. Take Pre-Algebra class or alternate course as determined by IEP Team.
3. Take interest inventory or transition assessment, as determined by IEP Team.

Grade 9 Transition Activities:

1. Prior to age 16:
 - a. Complete Transition Assessment.
 - b. Complete Transition Plan. (*Secondary IEP Form*)
2. Update Student Learning Plan. (*Secondary IEP Form*)

Grade 10 Transition Activities:

1. Complete Transition Assessments.
2. Update Transition Plan. (*Secondary IEP Form*)
3. Update Student Learning Plan. (*Secondary IEP Form*)
4. Pass state-determined statewide assessment or state alternate assessment, or consider IEP alternate route to graduation.
5. Apply for accommodations for College Entrance Exam (SAT, ACCUPLACER, ACT or COMPASS). Some students taking the alternate assessment may be exempt as determined by their individual IEP Team.
6. Discuss Transfer of Rights. (*Secondary IEP Form*)
7. Consider applying for Vocational Rehabilitation services. Student may qualify for summer work experience while still a student under IDEA.

Grade 11 Transition Activities:

1. Complete Transition Assessments.
2. Update Transition Plan. (*Secondary IEP Form*)
3. Update Student Learning Plan. (*Secondary IEP Form*)
4. Take College Entrance Exam in spring. Some students taking the alternate assessment may be exempt as determined by their individual IEP Team
5. Discuss Transfer of Rights. (*Secondary IEP Form*)
6. Discuss options regarding continuing education from 18 to 21 years of age.
7. Define needs and/or adaptations necessary for completion of Senior Project.

Grade 12 Transition Activities:

1. Complete Transition Assessments.
2. Update Transition Plan. (*Secondary IEP Form*)
3. Update Student Learning Plan. (*Secondary IEP Form*)

4. Complete Senior Project (could be related to postsecondary goals).
5. Discuss Transfer of Rights. (*Secondary IEP Form*)
6. Determine if student will continue to receive services through the semester he or she turns twenty-one.
7. Complete Summary of Performance (unless student continuing education from 18 to 21 years of age.) (*Summary of Performance Form*)
8. Complete Senior Exit Survey (unless student continuing education from 18 to 21 years of age). (Survey can be found at <https://www.sde.idaho.gov/sped/index.html>)



For more information concerning **Idaho Transition Timeline** and **Suggested Activities** at each grade level, please visit <http://idahotc.com/Topics/N-Z/Secondary-Transition> and click on Documents tab.

Student Invitation

Beginning as early as appropriate for the student and his or her IEP Team, students should attend and take a leadership role in his or her IEP meeting. Students aged 16 years and older **MUST** be invited to the IEP meeting. Leading the IEP empowers students to take an active role in their education, learn about their disability and learn to advocate for accommodations that help them bridge some of the barriers of their disability.

- **MUST** include the student's name on the meeting invitation letter or contain documentation that the student was invited prior to the IEP meeting
- Inclusion of the student's name listed on the Notice of Meeting does not constitute an invitation

Transfer of Rights

The Transfer of Rights should be completed no later than the student's 17th birthday. Transfer of educational rights results in the student's ability to make final decisions regarding his or her education without a guardian. Transfer of educational rights are separate from the transfer of the student's civil rights (rights to make health and financial decisions without guardian permission).

- The student & parents have been informed that Special Education Rights **will** transfer to the student at age 18.
- Special Education Rights **will not** transfer to the student at age 18 because:
 - The IEP Team has determined that the student is not able to provide informed consent.
 - A legal guardian has been appointed by the court.
- The district may determine that the student's parents will be invited to the IEP Team meeting although Transfer of Rights has occurred.

Assessment Summary

The Assessment Summary for Transition Services Planning is used to maintain a cumulative record of assessments and needs, and should include:

- Name of assessments (authentic interviews with students may count as an assessment-must be identified as such)
- Date of assessments
- Summary of assessment results
- Assessments can measure many different skill areas depending on student's interests and needs, such as; academic skills, emotional behavior, social skills, mental health, health, interests, aptitudes, work behaviors, work skills, soft skills, environmental work place assessments, life skills, self-management and care, self-determination and/or study skills.
- Many different assessment measures can be used; academic testing, achievement testing, CBMs/CRTs, GED, ACT or SAT, Compass, ACCUPLACER, ASVAB, end of course assessments, behavioral analysis, social adaptation, mental health screening, physical, work interests, work aptitudes, job performance, independent living assessments, etc.

Example:

Transition Assessment Tool	Date	Summary of Results
CIS Interest Inventory	10/13	Work in the medical field. He enjoys sports
Self-Directed Search	10/13	Indicated the need to attend college or a community college for training in the medical field.
Transition Planning Inventory	1/14	Strengths are in the area of community participation, independent living and interpersonal relations. Area of need is self-determination.
BASC	1/14	Areas of concern for Nate on the BASC are aggression, depression and study skills. His areas of strength were adaptability and attention.
Informal inventory (Teacher interview)	9/14	Agreed to the idea of working in a homeless shelter, but also stated that he does not want to attend college.
Review of his records SWIS Data	9/14	55 absences (29 in Economics, 18 in Math, 5 in Government, and 3 in English) and left classes (usually without returning) approximately 10 times a week.
Records Review	9/14	8th grade ISAT scores: Reading (220) and Language Usage (219) both proficient, Math (203) below basic.



For more information, see the Assessment tab on the Secondary Transition page of the Idaho Training Clearinghouse website at: <http://idahotc.com/Topics/N-Z/Secondary-Transition>.

Current Level of Performance for Postsecondary Goals and Transition Services

Current Level of Performance for Postsecondary Goals and Transition Services planning needs to include a list and summary of the student's:

- Strengths of the student as indicated by formal or informal transition assessments;
- Needs of the student as indicated by formal or informal transition assessments;
- Preferences of the student as indicated by formal or informal transition assessments; **and**
- Interests of the student as indicated by formal or informal transition assessments.

Example:

Nate completed Pre-Algebra during his 8th grade school year with a B-. He is enrolled in Algebra 1 and he currently is earning a B in that course.

Nate has difficulty in reading fluency and comprehension. He needs to be able to advocate for himself by discussing his disability with his teachers and explaining why he needs accommodations when completing reading assignments. Nate currently has a gap between his reading fluency and comprehension and the ability to read college level texts

Nate enjoys science and does best with hands-on activities. All assessments point to his chosen occupation of medical assistant or nurse in the field of sports medicine.

Nate spends his spare time playing soccer and hiking. He enjoys attending school sports events and plays.

Post-secondary Goals

Post-secondary goals in the transition plan represent overarching long term goals in regard to what the student would like to pursue after graduation. These goals are broader and focus on development of skills that will increase the student's success and opportunities after graduation, which differ from the IEP goals that are designed to help a student progress in the least restrictive educational environment. Post-secondary goals outline what the student will be engaged in after leaving secondary school in the areas of education (required), training (required), employment/career (required), and independent living (when appropriate). Education and training can be combined into one goal, as long as the skill is the same. Postsecondary Goals are developed based on information gathered through formal or informal age appropriate transition assessments (summarized in the preceding section), the student input and the present level of performance toward postsecondary goals.

Postsecondary Goal Formula

Within one year of graduation, (Student name) will (goal).

Examples and Non-Examples of Measurable and Observable Goals

Examples:

Education and Training:

- *"Within one year of graduation, Nate will be living independently and be attending Boise State's Kinesiology program to study to be an athletic trainer."*

Employment/Career:

- *"Within one year of graduation, Nate will be employed part time in the athletic department to fund living expenses."*

Independent Living

- *"Nate and his IEP Team did not think an independent living skills goal was appropriate."*

Non-Examples:

"Jose wants to pursue a career in law enforcement."

"Amanda will explore options for jobs after graduation."

"Marcus is in mechanics class now to learn how to work on engines."

Examples of Postsecondary Goals in Contrast to Annual IEP Goals

Postsecondary Education/Training Goal	Annual IEP Goal
<p><i>“Within one year of graduation, Lisa will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.”</i></p>	<p><i>“Given direct instruction for completing a job application, Lisa will complete an application with 100% accuracy to gain skills necessary to apply for employment in the food court at the college by the end of the second semester on 12/16/20__.”</i></p>
<p><i>“Within one year of graduation, Lisa will utilize public transportation, including the public bus system with supports for personal needs such as shopping, job interviews and entertainment opportunities.”</i></p>	<p><i>“Given a bus schedule adapted with pictures, Lisa will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy in order to assist with her independent transportation needs by the end of the school year on 06/03/__.”</i></p>



For more information on writing postsecondary goals, visit <https://intra.wps60.org/transition/staff-development/26.html>.

Transition Activities

Transition activities are identified areas that will help enable the student to meet his or her identified Postsecondary Goals. Transition activities are required for all students in education/training, employment/career, and community participation.

The IEP Team must consider whether or not activities in the areas of independent living, adult services and related services would be beneficial in helping the student to meet his or her post school goals depending on their skills and level of need.

If the student is receiving related service, the student must have a transition activity provided by the related service provider. [IDEA Reg. 300.43 (ii)].



For information concerning suggested transition activities for college bound students, visit <http://idahotc.com/Topics/N-Z/Secondary-Transition>.

Transition Activities Example

REQUIRED				
Transition Activities	Position Responsible	Start Date	Status	End Date
<p>Postsecondary Education/Training:</p> <ol style="list-style-type: none"> 1. <i>The special education teacher will assist Nate in researching the eligibility requirements and services provided by the college disability access center.</i> 2. <i>Nate and his special education teacher will research the SAT scores necessary to be admitted to the Boise State Kinesiology program.</i> 3. <i>Nate's parents will take him to tour the college, including the access center.</i> 4. <i>The special education teacher will provide instruction and modeling in how to advocate for his learning needs in college courses.</i> 	<p><i>Nate's special education teacher, and parents</i></p>	<p>2/12/__</p>		
<p>Employment/Career:</p> <ol style="list-style-type: none"> 1. <i>Nate will participate in career planning activities with his counselor.</i> 2. <i>Nate and his special education teacher will research the skills needed to work in sports medicine and the skills to be an athletic trainer and complete a gap analysis of these skills and Nate's current abilities.</i> 3. <i>Nate and his school trainer will create a list of job duties Nate can complete and develop a job tryout in the school as an athletic trainer.</i> 	<p><i>Nate, counselor, special education teacher, school trainer</i></p>	<p>2/12/__</p>		
<p>Community Participation:</p> <ol style="list-style-type: none"> 1. <i>Nate will research volunteer activities through the YMCA.</i> 	<p><i>Nate and special education teacher</i></p>	<p>2/12/__</p>		

IEP TEAM MUST CONSIDER				
Transition Activities	Position Responsible	Start Date	Status	End Date
Independent Living: 1. <i>The Special Education teacher will teach Nate how to budget and plan his own finances.</i>	<i>Nate and special education teacher</i>	<i>2/12/___</i>		
Adult Services: 1. <i>Nate will start the application process for vocational rehabilitation services.</i> 2. <i>Related Services:</i>	<i>Nate, special education teacher, parents</i> <i>N/A</i>	<i>2/12/___</i>		

High School Graduation Consideration

The IEP Team must consider all requirements necessary for graduation including credits, state assessments, college entrance exam, senior project, etc.

A student graduating from high school may fulfill graduation requirements by meeting one of the following:

- The student will meet regular high school graduation requirements;
- The student will meet district alternate mechanism/plan requirements; or
- The student will meet high school graduation requirements with adaptations as determined by the IEP Team.

If the student will not meet regular high school graduation requirements, the Team must describe what the alternate plan requirements will be or what adaptations have been determined by the IEP Team.

The student's anticipated graduation date must be listed. For students continuing past their senior year, clarify the dates of:

1. Social graduation, and
2. When they will terminate their public education (i.e., "age out" at end of the semester when turning 21 years of age).

Course of Study

The IEP Team must also describe the student's course of study (9th-12th grades). Parent must be informed of the course of study and be in agreement. A minimum of at least one course should directly be related to supporting post-school goals.

Example:

The student will meet regular high school graduation requirements.

Anticipated graduation date: (Month/Year)

Course of study:

- 9th grade: English 1, Physical Science, Algebra, Physical Education, Reading Intervention, Computer Science
- 10th grade: English II, Biology, Geometry, World History, Art I, Reading Intervention, Trainer Job Tryout
- 11th grade: English III, Speech, Algebra 2, U.S. History, Chemistry, Study Skills
- 12th grade: English IV, Government, Economics, Complete Senior Project, Health, Anatomy and Physiology, Study Skills

Present Level of Academic Achievement and Functional Performance

Current Level of Performance and Annual Goals must link directly to Postsecondary Goals and to the student's transition service needs.

Example:

Skill Area: Reading Fluency

Student Strengths: Nate continues to make small gains in reading fluency, and has increased from 58 to 68 words per minute. Nate enjoys reading for pleasure.

Parental Concerns: Nate's parents would like him to be able to read at the fluency level necessary to complete tasks as he finishes high school and moves on to college. His parents shared that he will often read for pleasure at home, but struggles to read when asked to do so related to homework.

Disability Impact Statement: Nate's current fluency level impacts his ability to keep up with grade-level reading and classwork. He often misses information or does not understand text at the level of his peers.

Student Need: Nate needs to be able to increase his reading fluency to be able to read college level texts in order to pursue his interests in athletic training in college.

Baseline Data: Given a cold read passage at the 8th grade reading level, Nate currently reads at a level of 68 words per minute over five consecutive timed trials.

Annual Goal: Given a cold read passage at the 8th grade reading level, Nate will read at a level of 125 words per minute over five consecutive timed trials by 12/16/ __.

Postsecondary Goals:

Within one year of graduation, Nate will be living independently and be attending Boise State's Kinesiology program to study to be an athletic trainer.

This goal will support Nate in increasing his reading fluency so that he is able to read and understand college-level test.

General Education Content Standard(s):

Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards: RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).



For further guidance on writing Annual Goals, see Chapter 3 of this Handbook.

College Entrance Exam

The college entrance exam requirement is effective for all public school students in their **11th grade year**. Each college entrance exam will have its own requirements for accommodations.

IEP Team Consideration - Student will take (select one):

- SAT (State Funded)
- ACT

Accommodations for the SAT

If accommodations are needed for the SAT, **request no later than 10th grade**.

- School accommodations are NOT College Board Accommodations
- College Board approval of testing accommodations is required for every student prior to testing – even those who receive accommodations at school. **The College Board’s request process can take up to seven weeks, so start early**. Documentation of the student’s disability and need for specific accommodations is always required and must sometimes be submitted for College Board review. Visit the SSD site for information about the approval process.

<https://www.collegeboard.org/students-with-disabilities>

Exemptions

Student may elect an exemption from taking college entrance exam under the following circumstances:

- Student participates in ISAT-Alt and the IEP Team has determined student will be exempt; or
- Designation of non-reportable score by College Board (IEP specifies accommodations not allowed for a reportable score); or
- Student is enrolled in an Limited English Proficiency (LEP) Program for three academic years or less (which results as a non-report score).



For more information regarding specific policies and procedures for SAT accommodations, visit:

www.collegeboard.com/ssd/student or

<http://professionals.collegeboard.com/testing/ssd/accommodations>.

CHAPTER 8

Early Childhood IEPs

Chapter 8 provides guidance and suggestions for best practices on gathering necessary information, involving the appropriate individuals, developing PLAAFP/PLOP, early childhood outcome entry, referencing standards, service page examples, LRE examples and using the proper forms for Early Childhood IEP development which will help students improve educational outcomes.



Individuals with Disabilities Education Act (IDEA)

34 CFR §300.34(a)
34 CFR §300.106
34 CFR §300.114
34 CFR §300.114(a)(2)(ii)
34 CFR §300.116(b)(3)
34 CFR §300.116(c)
34 CFR §300.116(d)
34 CFR §300.117
34 CFR §300.320
34 CFR §300.320(a)(1)
34 CFR §300.320(a)(2)
34 CFR §300.320(a)(2)(i)(A)
34 CFR §300.320(a)(2)(ii)
34 CFR §300.320(a)(2)(iii)
34 CFR §300.320(a)(3)(i)-(ii)
34 CFR §300.320(a)(4)

34 CFR §300.320(a)(4)(i)-(ii)
34 CFR §300.320(a)(5)
34 CFR §300.320(a)(6)(i)
34 CFR §300.320(a)(7)
34 CFR §300.321(a)(1)
34 CFR §300.321(a)(2)
34 CFR §300.321(a)(3)
34 CFR §300.321(a)(4)(i)-(iii)
34 CFR §300.322(f)
34 CFR §300.324(a)(1)(i)
34 CFR §300.324(a)(1)(ii)
34 CFR §300.324(a)(1)(iii)
34 CFR §300.324(a)(1)(iv)
34 CFR §300.324(a)(2)(i)
34 CFR §300.324(a)(2)(ii)
34 CFR §300.324(a)(2)(iii)
34 CFR §300.324(a)(2)(iv)
34 CFR §300.324(a)(2)(v)
34 CFR §300.503(a)(1)
34 CFR §300.503(a)(2)
34 CFR §300.503(b)(6)
34 CFR §300.503(b)(7)
34 CFR §300.503(c)(1)-(2)
34 CFR §300.530(d)(1)(ii)
20 U.S.C. 1416(a)(3)(A)

Idaho Special Education Manual

Chapter 5, Section 1D
Chapter 5, Section 2C
Chapter 5, Section 2F
Chapter 5, Section 5
Chapter 6, Section 2

Early Childhood IEP or ECO/IEP

There are two paths to enter Early Childhood Special Education:

1. A student has been served in the Infant Toddler Program (Part C) and is transitioning, if eligibility criteria are met, into an early childhood special education program (Part B) on the student's 3rd birthday; or
2. A family member, daycare provider, or other interested party refers a student 3-5 years of age to the local school district for developmental screening.

1. If the student is transitioning from the Infant Toddler Program:

- With parental consent, attend transition planning conference;
- Ensure transfer of records occurs;
 - Individual Family Service Plan (IFSP)
 - Assessment reports, medical information, etc.
 - Current progress reports
- Determine with family if they wish to have child evaluated for eligibility and services.
- Determine eligibility and if eligible complete one of Idaho's 10 approved anchor assessments.

2. If the student is a direct referral to the local school district:

- Each school district must have procedures around child find activities and when they conduct developmental screenings. If a parent requests a developmental screening it must be done within a reasonable timeframe (typically within 10 days of the request).
- Gather parent concerns, probe for information on concerns in the three global outcome areas (Positive Social-Emotional Skills, including Social Relationships; Acquiring and Using Knowledge/Skills, including Communication and Early Literacy; Taking Appropriate Action to Meet Needs).
 - Determine evaluations and information needed to establish if student is a student with a disability,
 - Determine academic, developmental and functional needs of the child, and
 - Schedule evaluations.
- Determine eligibility and if eligible complete one of Idaho's 10 approved anchor assessments.

Which Type of IEP Should Be Used?

Which type of IEP (ECO/IEP or regular K-12 IEP) should be used for students who are 5 years old?

A student who has received early childhood special education services will utilize an ECO/IEP up until the IEP closest to the student's 6th birthday. At the IEP meeting closest to the student's 6th birthday, the IEP Team may decide to either continue utilizing the ECO/IEP or transition to the regular K-12 IEP.

Remember that there will need to be two Least Restrictive Environment pages; one that captures the LRE for 3-5 year olds, and one that captures the LRE for 6 year olds (no matter which IEP the Team decides to use).

Early Childhood IEP Team Composition

The Early Childhood IEP Team composition is the same as a school-aged IEP Team with the exception of:

- The general education teacher role can be filled by an early childhood blended certificate special education teacher, day care provider, Head Start teacher, private or public preschool teacher;
- Infant Toddler Coordinator/Representative will be invited to the IEP meeting if the student is transitioning from Infant Toddler to early childhood special education.

State Approved Anchor Assessment

(required at entrance and exit from preschool if in the ECSE program for longer than 6 months)

- List the name of the assessment and date completed. The actual results of how the child performed on the anchor assessment will be summarized in the Section 2.
- If the student is in the ECSE program less than six months, a statement to this fact would be noted here and no ECO rating determined.
- Do not make changes to this section on the annual IEP. Changes are only completed at entrance and exit.



A list of approved anchor assessments, as well as other ECO/IEP resources, can be found in the Early Childhood Documents section of the Idaho Training Clearinghouse website, which can be found at <http://idahotc.com/Topics/A-M/Early-Childhood>.

Early Childhood IEP Goals

The PLAAFP encompasses Sections 1-3 of each of the three global outcome areas. In these sections, report the child's specific skills and functioning as indicated by anchor and other assessments, observations and interviews with parents and other individuals in close contact with the child. This should include related service providers, Infant Toddler Program staff, community child care provider/preschool providers, kindergarten teachers, and Head Start staff, when appropriate.

All three global outcome areas must be completed, even if the student will not have an annual goal in a specific outcome area. Additionally, if there is more than one annual goal in an outcome area, DO NOT rewrite Sections 1-3, only complete the baseline data information for each goal within the Annual Goal section of the IEP.

1. Parental Concerns

(required in all three outcome areas)

- Parent input for enhancing the student's education in each skill area should be gathered during the screening, evaluation and IEP process. You can gather this information through interviews, questionnaires, and/or rating scales.
- Information provided by the parent will be used to help identify whether the child is exhibiting specific skills that are similar to same age peers or the skills of a younger or a much younger child.
- Prior to the annual IEP, the teacher will update this section, gathering new parent information related to each of the outcome areas.



Additional resource materials, including the Parent Interview documents in both English and Spanish, are available in the Early Childhood topic on the Idaho Training Clearinghouse website, which can be found at <http://idahotc.com/Topics/A-M/Early-Childhood>.

2. Summarize the student's specific skills that are age-appropriate, immediate foundational and/or foundational based:

(required in all three outcome areas)

Write a statement for each skill level (i.e., age-appropriate, immediate foundational, foundational). The purpose of this section is to identify what the student is able to do.

- **Age-Appropriate (AA):** Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life.

Example:

"Johnny manages separation without distress. He responds appropriately to others' expressions or wants. Johnny will act out something familiar and may use a prop such as a telephone or doll. He will enter groups of children."

- **Immediate Foundational (IF):** Child shows functioning that might be described as that of a slightly younger child. They exhibit skills that are conceptually linked to later skills and immediately precede the later skills developmentally. It is helpful to reference an early childhood developmental chart while discussing and completing this portion of the IEP.

Example:

"Johnny needs adult support to calm himself. He often does not react to others' emotional expressions. Although he likes to be with others, he does not seek out a particular preferred playmate. He plays near other children. Johnny may show his feelings during a conflict, but does not seek out an adult to help resolve a problem. He points to what he wants."

- **Foundational (F):** Skills and behaviors that occur earlier in development and serve as the foundation for later skill development.

Example:

"Johnny currently is only able to make sounds as word approximations."

Do not leave any section blank. If there are no skills to report, write "None found" or "All skills fall into age-appropriate range."

This section is updated annually using current parent input, ongoing evaluation and assessment of the student while receiving early childhood special education services, classroom observations, related service provider input, etc.



Additional resources that will help you identify age-appropriate, immediate foundational, and foundational skills in the three outcome areas, including the Age Expectation Developmental Milestones, can be found on the "Screening" folder within the Early Childhood Documents section of the Idaho Training Clearinghouse website, which can be found at: <http://idahotc.com/Topics/A-M/Early-Childhood>.

3. Early Childhood Outcome Entry, Exit, and Progress Data Collection

(required)

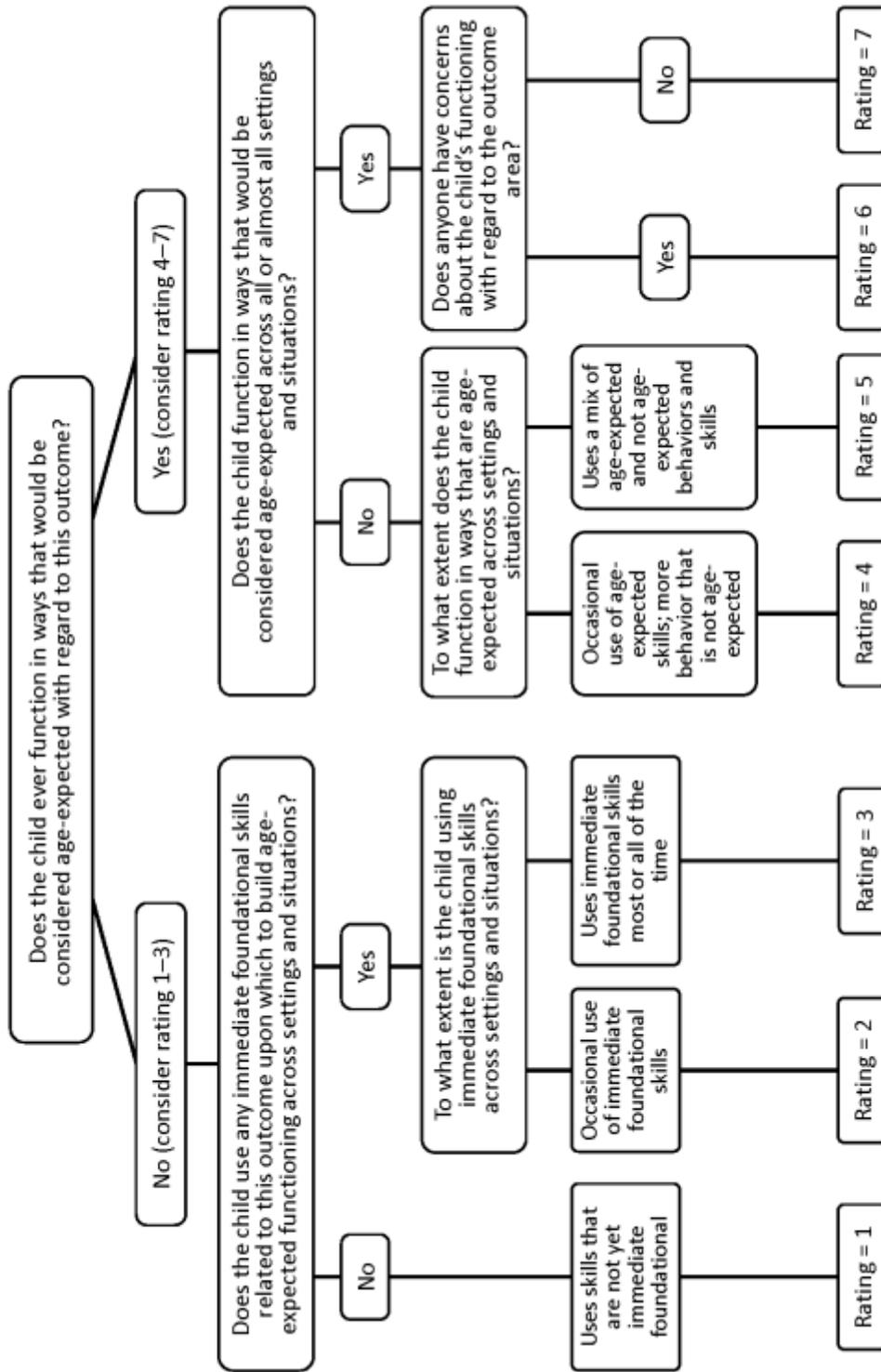
Based on the listing of AA, IF, and F skills (see Section 2), the IEP Team will use the “Idaho Decision Tree for Summary Rating Discussions” to decide which rating (1-7) best describes the child’s current functioning.

- If the student is in the ECSE program less than 6 months, a statement to this fact would be noted here and no ECO rating determined.
- Check appropriate statement below rating scale to describe whether annual goals will or will not be developed.
- Continue to Annual Goal section if goals are needed.
- Annually, with updated parent input, updated age-appropriate, immediate foundational and foundational skills, the IEP will use the “Decision Tree for Summary Rating Discussions” and update the student’s rating. If the student’s rating has fallen, the IEP Team **must** consider how special education services are being provided and might need to be modified to address student needs.

Example:

Outcome Area	ECO Entry Rating	Annual ECO Rating and Date	ECO Exit	Progress at exit? Yes/No
Positive Social Emotional Skills	ECO Rating 1-7 at ENTRY into the Part B ECSE services This Entry ECO score must be reported into the STATE DATA SYSTEM	Based on the PLAAFP/PLOP at the annual review the Team will determine if the ENTRY ECO rating is still accurate or assign a new rating. NO NEW ANCHOR ASSESSMENT or REPORTING INTO THE STATE DATA SYSTEM is needed for this annual score	ECO Rating 1-7 at EXIT from ECSE services (kindergarten-age eligible)	At EXIT only: YES: if the child moved up a point on the scale from ENTRY rating or they stayed at the same rating but demonstrated more IF or AA skills. This Exit ECO score must be reported into the STATE DATA SYSTEM

Decision Tree for Summary Rating Discussions



Updated 11/12/2015

Source: http://ectacenter.org/~pdfs/eco/Decision_Tree.pdf

Early Childhood IEP Annual Goals

Student Need

Specify student needs related to the outcome area and current level of performance for each outcome area.

Baseline Data

Include student's current baseline performance and participation in pre-academic and non-academic activities and routines. There must be separate baseline data for each goal in this area that includes the condition under which the target skill or behavior occurs, the specific target skill or behavior, and the criteria.

Example:

"Given a social situation with two or more peers, Johnny currently initiates play with a peer one time with verbal prompting during four, 10-minute play opportunities."

Annual Goal

IEP goals include the condition under which the target skill or behavior occurs, the specific target skill or behavior, criteria, and anticipated date for completion.

Example:

"Given the opportunity to participate with peers in the classroom (condition), Johnny will independently initiate play with peers (target skill) 3 times per day for 4 consecutive preschool days (criteria)."

Procedure for Data Collection

Identify the procedure that will be used to collect data related to the IEP goal: observation, rubric, work sampling, assessment, or other.

Schedule

Identify the schedule for data collection: daily, weekly, monthly, or bi-monthly.

General Education Content Standard(s)

Early Learning e-Guidelines

Domain (e.g., Domain 1: Approaches to Learning and Cognitive Development)

Goal (e.g., Goal 1: Children show curiosity and interest in learning and experimenting)

Age Level and standard (e.g., 36 to 60 Months: Becomes inquisitive; seeks information and vocabulary to build understanding)

Example:

"Domain 1: Approaches to Learning and Cognitive Development. Goal 1: Children show curiosity and interest in learning and experimenting. 36 to 60 Months: Becomes inquisitive; seeks information and vocabulary to build understanding."



The Idaho Early Learning e-Guidelines can be found at:

<http://healthandwelfare.idaho.gov/Children/InfantToddlerProgram/EarlyLearningeGuidelines/tabid/2280/Default.aspx>

Assistive Technology/Accessible Educational Materials

The Team will identify whether or not Assistive Technology (AT)/Accessible Educational Materials (AEM) are currently being used. The Team should also consider whether there is a need for any new component. If AT/AEM are not being used, the Team will need to explain why. If AT/AEM are needed, the Team will need to list those components that are necessary.

Reporting Progress

Indicate when written progress will be provided to parents.



For descriptions and examples for each of the components of an IEP goal, see Chapter 3 of this Handbook.

Early Childhood IEP Services

Early Childhood services are funded based on a formula that takes into account all of the service minutes identified in a student's IEP. Unlike K-12 students, the school does not receive a daily attendance rate; early interventions services rely on reporting all service minutes on the service grid. If there is an educational goal being addressed during transportation, these minutes should also be included for reimbursement purposes.

Scenario 1

Student qualifies under the category of Speech Impairment and receives speech therapy only.

Special Education and/or Related Service	Service Provider Qualified Staff Title	Frequency of Special Education/ Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Speech Therapy	Speech Language Pathologist		30 min		02 Special Education Classroom	09/15/__	09/14/__
Total Amount of Time (minutes):			30 min				

Statement of Service Delivery: Speech services will be provided by the SLP or a paraprofessional, under the supervision of the SLP, in an individual or group setting, based on Rebecca's speech needs.

Scenario 2

Student qualifies under the category of Developmental Delay, has goals in several areas and receives several types of service.

Special Education and/or Related Service	Service Provider Qualified Staff Title	Frequency of Special Education/ Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Outcome 1: Social-emotional	Special Education Teacher		4 hours		02 Special Education Classroom	09/15/__	09/14/__
Outcome 2: Pre-Academic and Communication	Special Education Teacher		3 hours		02 Special Education Classroom	09/15/__	09/14/__
Outcome 3: Taking Action to Meet Needs	Special Education Teacher		2 hours		02 Special Education Classroom	09/15/__	09/14/__
Speech Therapy	Speech Language Pathologist		30 min		02 Special Education Classroom	09/15/__	09/14/__
Physical Therapy	Physical Therapist		30 min		02 Special Education Classroom	09/15/__	09/14/__
Transportation	School District		4 hours		05 Community	09/15/__	09/14/__
Total Amount of Time (minutes):			840 min				

Statement of Service Delivery: Speech services will be provided by the SLP or a paraprofessional, under the supervision of the SLP, in an individual or group setting, based on Jamie's speech needs.

Participation in Statewide and Districtwide Assessments

Section 2

Do not leave blank.

Example:

"No statewide or districtwide testing in preschool."

Early Childhood LRE

Overview of §§300.114 through 300.118 of IDEA

A child 3-5 years of age with a disability, who is eligible to receive special education and related services, is entitled to all of the rights and protections guaranteed under Part B of the IDEA and its implementing regulations in §§300.114 through 300.118. Section 612(a)(5) of IDEA requires that students with disabilities, including preschool students, are educated to the maximum extent appropriate in regular classes with appropriate aides and supports. Public agencies that do not operate programs for preschool children without disabilities are not required to initiate those programs solely to satisfy the LRE requirements of the Act. Public agencies that do not have an inclusive public preschool that can provide all the appropriate services and supports must explore alternative methods to ensure that the LRE requirements are met.

The Office of Special Education Programs identifies regular early childhood programs as Head Start, kindergartens, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, group child care centers, and other programs that serve student who are not on IEPs.

Least Restrictive Environment

Early Intervention programs may be comprised of different types of classrooms or settings to provide a continuum of options for children. A placement decision is made for each child by the IEP Team, including the parents, after careful consideration of the child's strengths, needs, and IEP goals. The scenarios provided below are not meant to imply that there are only three ways preschool services can be provided. There are numerous scenarios for preschool services.

Scenario 1

Student comes to service provider location for speech and language therapy only. Student is not enrolled in a Regular Early Childhood Program.

- Check the description "The student will participate in the general education classroom and curriculum, **except for the following:**"
 - Check "General education classroom" and add a justifying statement.

Example:

"Rebecca is not enrolled in a Regular Early Childhood Program and will receive her speech and language services in a service provider location (SLP room) to help ensure a quiet location with reduced distractions."

- Check "General education curriculum" and add a justifying statement.

Example:

"Rebecca requires specially designed speech and language instruction that is not part of a general education curriculum."

Notes on Section 2: The November 1 Federal Report

- Check section “The student attends NEITHER a Regular Early Childhood Program nor a Special Education Program.”
 - Check code 47, “Service Provider Location or Some Other Location.”

Scenario 2

Student attends Head Start 10 hours per week and receives ECSE services within the Head Start program. The Special Education teacher, from the local school district, provides itinerant services on a quarterly basis and provides training to Head Start teachers on implementation of IEP goals. The special education and Head Start teachers provide services in the classroom, rather than pulling Johnny out of the classroom. The Special Education teacher uses the general education curriculum.

- Check the description “The student will participate entirely in the general education classroom, the general education curriculum and nonacademic and extracurricular activities with nondisabled peers.”

Notes on Section 2: The November 1 Federal Report

- Check section “The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of nondisabled children (i.e., not on IEPs) **at least 10 hours per week.**”
 - Check code 49 “And receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.”

Scenario 3

Child attends a regular early childhood program (group child care center) five hours per week and also attends the public school’s early childhood special education program for 10 hours per week, which includes his speech therapy.

- Check the description “The student will participate in the general education classroom and curriculum, **except for the following:**”
 - Check “General education classroom” and add a justifying statement.

Example:

“Jamie will receive access to the general education classroom while attending the group day care center two days per week. He will also attend the district’s early childhood special education classroom four days a week that is specifically designed for students with developmental delays and/or disabilities.”

- Check “General education curriculum” and add a justifying statement:

Example:

“Jamie will have access to general education curriculum through his child care center, but will receive instruction that is modified/adapted while attending the district’s early childhood special education program.”

Notes on Section 2: The November 1 Federal Report

- Check section “The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) **less than 10 hours per week**”.
- Code 52 “Receives majority of Special Education and related services in some OTHER LOCATION.”

November 1 Federal Report

When the student is five years old and will be turning six before the next IEP, the student may need two separate LRE pages, one for the preschool (3-5) and one for school-age (6-21).

- Some IEP software programs require a start date for the November 1 Federal Report codes.

APPENDIX 1

Appendix 1a

A Parent's Guide to the IEP Meeting

Parent Participation

Parents are important members of the IEP Team and should actively participate in making decisions during the IEP meeting.

Preparation for the IEP Meeting

- Participate with the case manager to determine the date and time for the IEP meeting.
- Review the current IEP or, if the purpose of the meeting is to determine eligibility, review any evaluation or assessment data submitted in advance of the meeting.
- Review the most recent progress reports from teachers.
- Share comments regarding your child's strengths, abilities and needs.
- Think about the skills you would like your child to master by the end of the year and beyond.
- Notify the case manager if you need any special accommodations, an advocate, or additional information (e.g., evaluation reports, previous IEPs or other reports, procedural safeguards).
- Decide whether other family members or individuals knowledgeable of your child should be invited to attend the meeting, and notify the case manager in advance.

During the IEP Meeting

- Ask the case manager to review or explain parent rights and due process procedures, if necessary.
- Share information about your vision for your child's future and expectations for the year.
- Identify your child's strengths and interests, including the types of activities he or she enjoys at home and in the community.
- Share information about your child's relationship with siblings and neighborhood friends.
- Discuss the types of rewards and discipline strategies that are effective at home and in the community.
- Share relevant information about your child's medical and personal care needs.
- Ask questions to clarify any reports or information regarding your child's present level of performance in class work, behavior and community activities, as appropriate.
- Ask IEP Team members to clarify, explain or give examples for any information presented that may be unclear.
- Make recommendations regarding annual goals.
- Share interests and goals for post high school.

Implementation of the IEP

- Review the IEP document to ensure that all decisions made at the meeting are documented.
- Establish and maintain positive communication with teachers, paraeducators, and related service providers.
- Monitor your child's progress toward meeting goals.
- Assist your child with homework assignments or ask the teacher what can be done to help your child with school work.
- Participate in parent training programs to enhance knowledge of relevant educational issues.
- Contact identified community agencies and resources for additional support, as necessary.
- Request training that may be needed to assist your child in meeting IEP goals.

Student Participation

If transition goals and services are being considered, students must be invited to attend IEP meetings. If the student is unable to attend, efforts must be made and documented, to ensure that the student's interests and plans for post high school are considered by the IEP Team.

Preparing Yourself for the IEP Meeting

- Think about school activities you enjoy and activities you would like to pursue.
- Think about your educational goals (e.g., college, career, job placement).
- Share any concerns or questions with your parents or teachers.
- Identify accommodations which have been helpful and those which were not useful.
- Decide if you would like to share anything specific at the IEP meeting.

During the IEP Meeting

- Share information about your vision for the future and expectations for the year.
- Share your strengths and interests, including the types of activities you enjoy at home and in the community.
- Ask IEP Team members to clarify, explain or give examples for any information presented that may be unclear.
- Make recommendations regarding annual goals.
- Share interests and goals for post high school.
- Identify the accommodations provided in class that are the most helpful and the least helpful.

Implementation of the IEP

- Work with teachers, para educators, related service providers, and parents in order to improve achievement and meet goals.
- Understand the criteria for promotion and grading.
- Tell parents and teachers about problems encountered and request assistance, as necessary.
- Indicate to parents and teachers which accommodations or modifications are helpful or ineffective.

Appendix 1b

Sample Meeting Agenda

Sample 1:

1. Introductions (name, role, value of that person's attendance)
2. Discuss purpose of the IEP Meeting
3. Review the agenda (make changes, if needed)
4. State approximate length of meeting (discuss tabling items for another meeting, if needed)
5. Discuss meeting norms (Set at least one norm, "respect" and provide examples of what it looks like.)
6. Offer parents a copy of the Procedural Safeguards Notice – discuss and answer parent questions
7. Review evaluation results and eligibility determination (if appropriate)
8. Review demographic information with parent for accuracy
9. Share information about student's current PLAAFP (ask for input from parent)
10. Develop annual goals
11. Determine Assistive Technology needs
12. Determine services and other considerations
13. Determine accommodations, adaptations, and/or supports in General and Special Education
14. Determine participation in statewide and districtwide assessments
15. Determine behavior considerations
16. Determine placement in the Least Restrictive Environment
17. Discuss Written Notice components
18. Review meeting notes/minutes
19. Note attendees at meeting and collect signatures
20. Distribute copies of IEP documents

Sample 2:

Sample IEP Meeting Agenda:

Time scheduled for today's meeting: _____

1. Introduce IEP Team participants
2. State the purpose of the conference
3. Ask if parents have questions regarding **Procedural Safeguards, Rights and Responsibilities**
4. Present levels of academic achievement and functional performance
5. Determination of special factors
6. Determine post-school goals and transition needs (if necessary)
7. Develop annual goals
8. Determine accommodations and adaptations needed
9. Determine service delivery
10. Determine placement in the Least Restrictive Environment

Appendix 1c

Sample Meeting Agenda

Date: _____

Student Name: _____

School: _____ Grade Level: _____

Purpose of Meeting

- Initial Evaluation Initial IEP Other:
 Re-evaluation Annual IEP

Procedural Safeguards Notice

- Offered and Accepted
 Offered and Declined

 Parent/Guardian Signature

List of Team Members in Attendance

Team Member Name	Position/Title

Meeting Notes:

Meeting notes should include reference to Team members using titles (rather than names), objective language that captures Team discussion, documentation of all parent requests and Team member responses to those requests, and discussion related to the IEP and any Team decisions that were made as a result of discussions.

APPENDIX 2

Appendix 2a

PLAAFP/PLOP Checklist

Statements	Description
<input type="checkbox"/> Student Strengths	Describe the student's strengths in the areas of need related to the Skill Area.
<input type="checkbox"/> Parental Concerns	Summarize the Parent/Guardian's concerns for enhancing education in this Skill Area.
<input type="checkbox"/> Disability Impact Statement	Describe how the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

Appendix 2b

PLAAFP/PLOP Examples

Alyssa

1. Strengths

Alyssa enjoys drawing pictures with sidewalk chalk and finger painting. Her teacher describes her as very motivated to learn new things.

2. Parental Concerns

Alyssa's mother reports that she worries Alyssa will fall further behind on learning how to write letters and numbers this school year, and that it will impact her confidence in activities that involve writing.

3. Disability Impact

Alyssa's fine motor difficulties interfere with her progress in the school's first grade writing curriculum currently focused on letter, word and number writing. These difficulties also keep her from being able to create artwork like that of other children her same age.

Tina

1. Strengths

Tina is able to point towards items or activities she would like access to. When her augmentative communication device is present, she is able to use it to communicate with adult prompting. Tina likes to spend time with her peers and enjoys listening to music.

2. Parental Concerns

Tina's parents share that they would like her to be able to consistently tell them what she wants and needs so that others do not need to spend so much time guessing what she is trying to communicate.

3. Disability Impact

Tina's limited verbal skills and lack of effective utilization of an augmentative communication device interfere with her ability to communicate effectively with individuals in her environment.

Lee

1. Strengths

Lee can reference text to answer questions. He enjoys reading non-fiction text and is very interested in reading about science. Lee actively participates during science in the general education curriculum.

2. Parental Concerns

Lee's parents report that they would like him to be able to better focus on tasks at school and at home. He will often start something and not finish it (like cleaning his room) and doesn't know how to keep himself on track.

3. Disability Impact

Lee's difficulty in focusing his attention adversely impacts his ability to comprehend grade level reading material in the general education classroom.

APPENDIX 3

Appendix 3a

Annual Goal Checklist: Student Needs and Baseline

Components	Description
<input type="checkbox"/> Student Needs	Identify the student's need related to the skill area. Consider what skills are needed to improve in order for the student to access the general education curriculum.
<input type="checkbox"/> Baseline Data	<p>Condition Specify the manner in which progress toward the goal occurs and describe the specific resources that must be present for a student to reach the goal.</p> <p>Targeted Skill or Behavior Identify the skill or behavior the student is currently able to perform. Describe the targeted skill or behavior in observable, measurable terms.</p> <p>Criteria Specify the amount of growth, how much and how frequent, or to what standard or level of proficiency the behavior must occur in order to demonstrate the goal has been achieved.</p>

Appendix 3b

Annual Goal Checklist

Components	Description
<input type="checkbox"/> Annual Goal	<p>Condition</p> <p>Specify the manner in which progress toward the goal occurs and describe the specific resources which must be present for a student to reach the goal.</p> <p>Under what circumstances will the student perform?</p>
	<p>Targeted Skill or Behavior</p> <p>Describe the targeted skill or behavior in observable, measurable terms.</p> <p>What is the targeted skill or behavior the student will perform?</p>
	<p>Criteria</p> <p>Specify the amount of growth, how much and how frequent, or to what standard or level of proficiency the behavior must occur in order to demonstrate the goal has been achieved.</p> <p>At what rate/frequency/accuracy is the student able to exhibit the skill and/or a daptive behavior?</p>
	<p>Procedure for data collection</p> <p>Identify how the behavior and criteria are documented.</p> <p>Consider observation, rubric, work sampling, assessment, etc.</p> <p>What method of measurement is best to gather data on this skill?</p>
	<p>Schedule</p> <p>Specify when and how often data will be gathered. (Must occur at least monthly)</p> <p>How many data points do you need to collect to ensure the student is making progress?</p>
<input type="checkbox"/> Objectives/Benchmarks (Required for students taking the Alternate Assessment)	<p>Include Benchmarks or Short-Term Objectives, if applicable.</p> <p>Does your district require 2 or 3 benchmarks per goal?</p>
<input type="checkbox"/> Grade-level Standards	<p>Reference Idaho Core Standards or Employability Skills for Career-Ready Practice or Idaho Early Learning eGuidelines.</p>
<input type="checkbox"/> Assistive Technology/AEM	<p>Consider for every IEP goal.</p>

Appendix 3c

Complete Goal Statement Examples

Given assignments in her general education classroom (condition), Anna will independently complete assigned work (targeted skill or behavior) 90% of the time as measured by teacher observational records (criteria) by 12/04/__(date).

Given addition and subtraction word problems (condition), Samantha will solve two-step word problems (targeted skill or behavior) with at least 80% accuracy on weekly assignments (criteria) by January 15, 20__(date).

Given an in-class writing assignment (condition), Billy will write a five paragraph essay using correct organization, capitalization, punctuation and grammar (targeted skill or behavior) with a score of 4 or better on a writing rubric (criteria) by 03/16/__.

Given fifth grade level texts (condition), Max will identify the main idea of the texts (targeted skill or behavior), on 4 out of 5 trials (criteria) as charted weekly by 04/04/__(date).

Given a variety of coins totaling less than one dollar (condition), Jerry will count the total value of the coins (targeted skill or behavior), with 90% accuracy on 4 consecutive data collection probes (criteria) as measured weekly by 2/07/__(date).

Given the instruction to write three sentences about her day (condition), Rosa will write with appropriate spaces between the words (targeted skill or behavior), with 80% daily accuracy for 10 consecutive school days (criteria) by October 4, 20__(date).

Given questions about orally presented information (condition), Logan will independently answer a variety of WH- questions (who, what, when, where) (targeted skill or behavior) with 90% accuracy on 3 consecutive weekly trials (criteria) by 01/12/__(date).

Given a simple recipe (condition), Danny will demonstrate the use of common measures (e.g., cup, half cup, tablespoon, and teaspoon) and correctly use them to combine the ingredients (targeted skill or behavior) with 100% accuracy on 3 separate occasions (criteria) as measured weekly by teacher observation by 05/01/__(date).

Given a checklist/template for how to complete a resume (condition), Shirley will complete her own resume for employment (targeted skill or behavior) with 90% accuracy and revise to 100% accuracy with teacher feedback (criteria) as measured by teacher checklist by November 08, 20__(date).

Appendix 3d

Goal and Benchmark Examples

Bill's Goal

Given a routine-based instruction, Bill will comply with adult requests within 10 seconds of the request for 80% of opportunities per week for 3 consecutive weeks by October 15, 20__.

Benchmarks

1. Given a routine-based instruction, Bill will comply with adult requests within 30 seconds of the request for 80% of opportunities per week for 3 consecutive weeks by March 1, 20__.
2. Given a routine-based instruction, Bill will comply with adult requests within 20 seconds of the request for 80% of opportunities per week for 3 consecutive weeks by May 20, 20__.

Elizabeth's Goal

Given 10 functional sight words, Elizabeth will read 9 out of 10 words correctly as measured on weekly progress charts by 5/30/__.

Benchmarks

1. When presented with 10 functional sight words, Elizabeth will read 4 out of 10 words correctly as measured on weekly progress charts by 1/14/__.
2. When presented with 10 functional sight words, Elizabeth will read 7 out of 10 words correctly as measured on weekly progress charts by 3/23/__.
3. When presented with 10 functional sight words, Elizabeth will read 9 out of 10 words correctly as measured on weekly progress charts by 5/30/__.

APPENDIX 4

Appendix 4a

Progress Report Examples

Additional Example 1:

“Emily’s goal is to read 90 words per minute with 3 or less errors at a third grade level. After six months, Emily is reading 75 words per minute with an average of 3 errors. As shown on her progress monitoring graph, Emily is on track to meet her goal and is closing the reading gap to be able to successfully read grade level material. Emily appears to enjoy reading in her free time and has asked to take books home to read as well.”

Additional Example 2:

“Julia’s goal is stating the time to the hour and minute in 9 out of 10 attempts. Currently, Julia can tell time accurately to 30-minute intervals. Most of Julia’s peers can tell time to the minute. Julia’s mother states that she tries to read the clock at home and says the correct hour but has difficulty with saying the correct minutes. Although Julia is not on target to meet her goal in three months, we will continue working on this skill. We are currently working on counting by 5’s, so it should not be long until Julia can tell time correctly to 5-minute intervals. “

APPENDIX 5

Appendix 5a

WATI Assistive Technology Checklist

COMPUTER ACCESS

- Keyboard using accessibility options
- Word prediction, abbreviation/expansion to reduce keystrokes
- Keyguard
- Arm support
- Track ball/track pad/joystick with on-screen keyboard
- Alternate keyboard
- Mouth stick/head mouse with on-screen keyboard
- Switch with Morse code
- Switch with scanning
- Voice recognition software
- Other – *Describe*

WRITING

Motor Aspects of Writing

- Regular pencil/pen
- Pencil/pen with adaptive grip
- Adapted paper (e.g. raised line, highlighted lines)
- Slantboard
- Use of prewritten words/phrases
- Portable word processor to keyboard instead of write
- Computer with word processing software
- Portable scanner with word processing software
- Voice recognition software to word process
- Other – *Describe*

Composing Written Material

- Word cards/word book/word wall
- Pocket dictionary/thesaurus
- Writing templates
- Electronic/talking electronic dictionary/thesaurus/ spell checker
- Word processing with spell checker/grammar checker
- Talking word processing
- Abbreviation/expansion
- Word processing with writing supports
- Multimedia software
- Voice recognition software
- Other – *Describe*

COMMUNICATION

- Communication board/book with pictures/objects/ letters/words
- Eye gaze board/frame communication system
- Simple voice output device
- Voice output device w/levels
- Voice output device w/icon sequencing
- Voice output device w/dynamic display
- Device w/speech synthesis for typing
- Other – *Describe*

READING, STUDYING, AND MATH

Reading

- Standard text
- Predictable books
- Changes in text size, spacing, color, background color
- Book adapted for page turning (e.g. page fluffers, 3-ring binder)
- Use of pictures/symbols with text
- Talking electronic device/software to pronounce challenging words
- Single word scanners
- Scanner w/OCR and text to speech software
- Software to read websites and emails
- Other – *Describe*

Learning/Studying

- Print or picture schedule
- Low tech aids to find materials (e.g. index tabs, color coded folders)
- Highlight text (e.g. markers, highlight tape, ruler, etc.)
- Recorded materials (books on tape, taped lectures with number coded index, etc.)
- Voice output reminders for assignments, steps of task, etc
- Electronic organizers
- Pagers/electronic reminders
- Single word scanners
- Hand-held scanners
- Software for concept development/manipulation of objects – may use alternate input device, e.g. switch, Touch Window
- Software for organization of ideas and studying
- Palm computers
- Other – *Describe*

Math

- Abacus/Math Line
- Enlarged math worksheets
- Low tech alternatives for answering
- Math "Smart Chart"
- Money calculator and Coinulator
- Tactile/voice output measuring devices
- Talking watches/clocks
- Calculator/calculator with printout
- Calculator with large keys and/or large display
- Talking calculator
- Calculator with special features (e.g. fraction translation)
- On-screen/scanning calculator
- Alternate keyboard
- Software with cueing for math computation (may use adapted input methods)
- Voice recognition software
- Other – *Describe*

RECREATION AND LEISURE

- Toys adapted with Velcro®, magnets, handles, etc.
- Toys adapted for single switch operation
- Adaptive sporting equipment (e.g. lighted or beeping ball)
- Universal cuff/strap to hold crayons, markers, etc.
- Modified utensils (e.g. rubber stamps, brushes, etc.)
- Ergo Rest or other arm support for drawing/painting
- Electronic aids to control/operate TV, VCR, CD player, etc.
- Software
- Completion of art activities
- Games on the computer
- Other computer software
- Other – *Describe*

ACTIVITIES OF DAILY LIVING (ADLS)

- Non slip materials to hold things in place
- Universal cuff/strap to hold items in hand
- Color coded items for easier locating and identifying
- Adaptive eating utensils (e.g. foam handles, deep sides)
- Adaptive drinking devices (e.g. cup with cut-out rim)
- Adaptive dressing equipment (e.g. button hook, elastic shoelaces, Velcro® instead of buttons, etc.)
- Adaptive devices for hygiene (e.g. adapted toothbrush, raised toilet seat, etc.)
- Adaptive bathing devices
- Adaptive equipment for cooking
- Other – *Describe*

MOBILITY

- Walker
- Grab bars and rails
- Manual wheelchair including sports chair
- Powered mobility toy (e.g. Cooper Car, GoBot)
- Powered scooter or cart
- Powered wheelchair w/joystick or other control
- Adapted vehicle for driving
- Other – *Describe*

POSITIONING AND SEATING

- Non-slip surface on chair to prevent slipping (e.g. Dycem)
- Bolster, rolled towel, blocks for feet
- Adapted/alternate chair, sidelyer, stander
- Custom fitted wheelchair or insert
- Other – *Describe*

VISION

- Eye glasses
- Optical aids
- Large print materials
- Auditory materials
- Dictation software (voice input)
- CCTV (closed circuit television)
- Screen magnifier (mounted over screen)
- Screen magnification software
- Screen color contrast
- Screen reader, text reader
- Braille notetaker
- Braille translation software
- Braille embosser
- Enlarged or Braille/tactile labels for keyboard
- Alternate keyboard
- Other – *Describe*

HEARING

- Pen and paper
- Computer/portable word processor
- TDD for phone access with or without relay
- Signaling device (e.g. flashing light or vibrating pager)
- Closed captioning
- Read Time captioning
- Computer aided note taking
- Screen flash for alert signals on computer
- Phone amplifier
- Personal amplification system/hearing aid
- FM or loop system
- Infrared system
- Other – *Describe*

COMMENTS

Source: *WATI Assessment Package*, Wisconsin Assistive Technology Initiative, Wisconsin Department of Public Instruction
<http://dpi.wi.gov/sped/educators/consultation/assistive-technology/wisconsin-assistive-technology-initiative/forms>

APPENDIX 6

Appendix 6a

Nonparticipation Statement Examples

General Education Classroom

Example:

“Bradley will receive direct instruction and practice in reading and math for 90 minutes daily in the resource room to help him meet his IEP goals.”

General Education Curriculum

Example:

“Bradley’s instruction in the resource room will be split between grade level reading comprehension strategies and math computation skills that are accommodated for his skill level as outlined his IEP goals.”

Non-Academic and Extracurricular Activities with Nondisabled Peers

Example:

“When Bradley chooses or it is determined by his teachers that he may become overstimulated or upset, he will be allowed to not attend assemblies, fieldtrips or other extracurricular activities with his peers. An appropriate substitute activity will be substituted instead.”

Appendix 6b

Least Restrictive Environmental Codes

The **general education classroom** is defined as an environment that includes 50% or more nondisabled children who are representative of the general school population. For students with disabilities who receive their education in a public virtual school setting, the general education classroom is defined as the same environment as that in which students without disabilities receive instruction, i.e., the home environment.

The Environmental Codes

Students Attending Regular Early Childhood Programs

Students attending regular early childhood programs should be reported in one of the environments below, even if they receive special education services in other environments.

Educational Environments for 6 through 21 year olds

- 01** Student is inside the general education classroom 80% or more of the day. In a 6-hour school day, the student is inside the regular class at least 4 hours and 48 minutes.
- 02** Student is inside the general education classroom at least 40% but not more than 79% of the school day. In a 6-hour school day, the student is inside the regular class at least 2 hours, 25 minutes, but not more than 4 hours, 47 minutes.
- 03** Student is inside the general education classroom less than 40% of the school day. In a 6-hour school day, the student is inside the regular class 2 hours, 24 minutes or less.
- 11** Student is in a district self-contained classroom in a separate special education school for more than 50% of the school day – more than 3 hours in a 6-hour school day.
- 12** Student is placed in a private special education day school/facility at public expense for more than 50% of the school day – more than 3 hours in a 6-hour school day.
- 13** Student receives education services in public residential facility for more than 50% of the school day and resides in that facility during the school week.
- 14** Student receives education services in a private residential facility at public expense for more than 50% of the school day and resides in that facility during the school week.
- 15** Student receives special education services in a hospital or homebound setting (do not include home-schooled students or virtual charter school students.)
- 16** Student receives special education services in a detention center or correctional facility.
- 21** Student is voluntarily enrolled in a private school by parents. The only services provided at public expense are special education/related services. Include children whose parents have chosen to home-school them. Do not include students enrolled in a public virtual charter school.

Educational Environments for 3-5 YEAR OLDS

The student attends a public or private Regular Early Childhood Program that includes at least 50% non-disabled children (i.e., children not on IEPs). Regular Early Childhood Programs may include but are not limited to: Head Starts, kindergartens, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child care centers.

- 49 Attends a regular early childhood program at least 10 hours per week and receives the majority of special education and related services in the regular early childhood program.
- 50 Attends a regular early childhood program at least 10 hours per week and receives the majority of special education and related services in some other location.
- 51 Attends a regular early childhood program less than 10 hours per week and receives the majority of special education and related services in the regular early childhood program.
- 52 Attends a regular early childhood program less than 10 hours per week and receives the majority of special education and related services in some other location.

Student does NOT Attend Regular Early Childhood Programs

The student attends a public or private Special Education Program.

- 44 **Separate Special Education Class:** Student attends a special education program that is not a regular early childhood program.
- 45 **Separate School:** Student receives special education in a public or private day school designed specifically for children with disabilities.
- 46 **Residential Facility:** Student receives all special education and related services in a public or private residential facility.

The student DOES NOT attend a Special Education Program.

- 47 **Service Provider Location or some other location not in any other category:** Student receives all special education and related services from a service provider and does not attend a special education program in any regular early childhood program.
- 48 **Home:** Student receives special education and related services in the principal residence of the child's family or caregiver and does not attend a regular early childhood program or a special education program.

APPENDIX 7

Appendix 7a

Secondary Transition Planning Examples

Assessment Summary

Additional Example:

Transition Assessment Tool	Date	Summary of Results
Communication Matrix	10/__	Communicating strongly at the Unconventional Communication Level of competence with some skills developing in the Conventional Communication Level and the Concrete Level. At the Concrete Symbols Level, she is working towards using pictures to request items and matching pictures to objects. This assessment identified that Sarah is progressing toward her postsecondary goal of being able to request items while volunteering at a greenhouse.
Casey Life Skills Caregiver 1	10/__	Strengths in communicating her preferences and significant needs in daily living, home life and self-care.
Life Skills Task Assessment	9/__	On a 20-point task assessment of laundry, Sarah can complete 2 of the tasks correctly with a gestural prompt, 5 of the tasks correctly with a verbal prompt and the remaining tasks (13) correctly with either a verbal and physical prompt. She needs an average of 7 verbal prompts and 11 physical prompts to load the machine.
Choose and Take Action	9/__	Sarah viewed 16 pairs of jobs; her interest was indicated by smiling. The results of both assessments indicated that Sarah would like to work in a greenhouse taking care of plants or have a job cooking meals.

Current Level of Performance for Postsecondary Goals and Transition Services

Additional Example:

On the Inventory of Gross Motor and Skills for Functional Independence January 20__, Sarah demonstrated head control against gravity and ability to support herself with upper extremities (as in a crawl position). While sitting, she can actively move her arms to reach for items, but she cannot crawl. She has increased her time being able to stand in the gait trainer by 5 minutes since last year. She can now stand for 15 minutes. Sarah is making progress towards her postsecondary goal of managing her own hygiene. Using her AAC device, Sarah greets people when the switch is present. She will look at and touch pictures to request an item 70% of the time and match a picture to an object 60% of the time. She follows the direction "put in" 50% of the time and "give me" 40% of the time. Sarah is progressing towards her postsecondary goal of communicating and following directions in cooking courses at the local recreation center."

She requires maximum assistance to move from her wheel chair to another seat (e.g., the toilet). She is on a 45-minute toileting schedule (she is taken to bathroom and helped onto the toilet every 45 minutes). She successfully voids in the bathroom 2 of 3 times when following the schedule and has bathroom accidents 1-2 times each week. Sarah's parents said that her chore in the house is to water the plants, help stir items when cooking, and to

use the newspaper ads to indicate, by pointing or smiling, the items she wants her parents to buy. Sarah needs to be able to reach for objects (hairbrush, toothbrush, etc.) when in a standing position.

When asked about living out of the home by her teachers at school, Sarah has not been clear about her preference, but she seems to really enjoy her family and always smiles when she sees them. Sarah's parents have indicated that Sarah plans to remain living in their home because she likes her bedroom and doesn't want to live away from her family. Sarah plans to attend the 18-21-year-old transition program next year and the transition teacher is working on finding a job tryout at a local greenhouse or a job that relates to cooking.

Sarah's parents said she loves her dog and younger sister who often watches TV with Sarah. She enjoys visiting her grandparents who live in the neighborhood and likes it when her sister pushes her in her wheelchair to their house. She seems to enjoy being outdoors and chose yellow as the color to paint her room.

Measurable and Observable Postsecondary Goals

Additional Example:

Education and Training:

- *"Within one year of exiting from the 18-21 year old program, Sarah will participate in cooking courses offered at the local recreation center with the assistance of an adult service provider."*
- *"Within one year of exiting from the 18-21 year old program, with assistance, Sarah will train on-the-job to volunteer at a greenhouse."*

Employment/Career:

- *"Within one year of exiting from the 18-21 year old program, Sarah will participate in volunteer work at a greenhouse with assistance."*

Independent Living:

- *"Within one year of exiting from the 18-21 year old program, Sarah will live at home where she will assist in meal preparation, and assist in managing her own hygiene and feeding."*

Present Level of Academic Achievement and Functional Performance

Additional Example:

Skill Area: Life Skills Reading

Student Strengths: Sarah is able to match the correct picture to the actual item, when given a 3 choice array, 1 out of 3 times as measured by a teacher-developed probe. After selecting the correct picture, Sarah is able to hand that picture to the teacher to request an item 2 out of 3 times as measured by a teacher developed probe.

Parental Concerns: Sarah's parents shared that at home she requires assistance with eating, hygiene, and mobility.

Disability Impact Statement: Sarah's general education peers do not require the use of pictures or assistive technology to correctly identify items.

Student Need: Sarah needs to be able to match the correct picture to the correct item and hand the picture to the teacher.

Baseline Data: Given a variety of academic topics, Sarah currently matches the correct picture to an item and hands the picture to the teacher in class one out of four times over 2 consecutive trials when given a 3 choice array.

Annual Goal: Given a variety of academic topics, Sarah will match the correct picture to an item and hand the picture to the teacher in class 3 out of 4 times over 2 consecutive trials when given a 3 choice array by 05/20/___.

Postsecondary Goals: What Postsecondary Goals are addressed in this annual goal: Within one year of exiting from school, with assistance, Sarah will train on-the-job to volunteer at a greenhouse.

How does this Annual Goal progress the student toward attaining Postsecondary Goals: This goal will support Sarah in increasing her ability to identify and hand familiar items to her supervisor when volunteering at a greenhouse.

General Education Content Standard(s): Idaho Content Standards, Idaho Core, Idaho Work Place Competencies, Idaho Extended Content Standards: Work Place Competencies: 2.5.5 Overcome communication barriers

Transition Activities

Additional Example:

Postsecondary Education and Training REQUIRED				
Transition Activities	Position Responsible	Start Date	Status	End Date
9th Grade 1. SPED teacher will provide direct instruction in using eye-gaze to identify Sarah's postsecondary education preferences.	Sarah and special education teacher	4/21/__	In progress 4/15/__	Met 4/8/__
10th Grade 1. SPED teacher will provide additional direct instruction in using eye-gaze to identify Sarah's postsecondary education preferences. 2. Food and Nutrition teacher and para will provide instruction to Sarah in cooking class and rate her preference for cooking class.	Sarah and special education teacher Sarah, foods teacher, para-educator	4/13/__ 4/13/__	Met Met	4/8/__ 1/16/__
11th Grade 1. Sarah and her special education teacher will research the skills needed to attend cooking courses in the community with assistance. 2. Sarah will work with her parents at home to learn how to assist cooking at home.	Sara and special education teacher Sarah and parents	4/9/__ 4/9/__	Met Met	10/25/__ 4/1/__
12th Grade 1. Sarah and her special education teacher will create a task analysis of cooking skills to assist Sarah in learning specific components of cooking.	Sarah and special education teacher	4/7/__		

Postsecondary Education and Training REQUIRED				
Transition Activities	Position Responsible	Start Date	Status	End Date
9th Grade 1. <i>Special education teacher will provide direct instruction in using eye-gaze to identify Sarah's postsecondary education preferences.</i>	<i>Sarah and special education teacher</i>	4/21/__	<i>In progress 4/15/__</i>	<i>Met 4/8/__</i>
10th Grade 1. <i>Special education teacher will provide additional direct instruction in using eye-gaze to identify Sarah's postsecondary education preferences.</i> 2. <i>Food and Nutrition teacher and para will provide instruction to Sarah in cooking class and rate her preference for cooking class.</i>	<i>Sarah and special education teacher</i>	4/13/__	<i>Met</i>	<i>4/8/__</i>
	<i>Sarah, foods teacher, para-educator</i>	4/13/__	<i>Met</i>	<i>1/16/__</i>
11th Grade 1. <i>Sarah and her special education teacher will research the skills needed to attend cooking courses in the community with assistance.</i> 2. <i>Sarah will work with her parents at home to learn how to assist cooking at home.</i>	<i>Sara and special education teacher</i>	4/9/__	<i>Met</i>	<i>10/25/__</i>
	<i>Sarah and parents</i>	4/9/__	<i>Met</i>	<i>4/1/__</i>
12th Grade 1. <i>Sarah and her special education teacher will create a task analysis of cooking skills to assist Sarah in learning specific components of cooking.</i>	<i>Sarah and special education teacher</i>	4/7/__		

Employment/Career REQUIRED				
Transition Activities	Position Responsible	Start Date	Status	End Date
9th Grade				
1. Sarah and a special education teacher will utilize COPS Picture Inventory of Careers to develop a transition portfolio.	Sarah and special education teacher	4/21/__	Met	4/2/__
2. Sarah, with assistance from her parents, will complete one chore each day at home.	Sarah and parents	4/21/__	Met	4/1/__
10th Grade				
1. Special education teacher will provide direct instruction to Sarah in helping to clean the kitchen.	Sarah and special education teacher	4/13/__	Met	4/2/__
11th Grade				
1. Sarah and her special education teacher will research the skills needed to volunteer in her community.	Sarah and special education teacher	4/9/__	Met	9/25/__
2. Sarah and her parents generate a list of jobs Sarah could have in their home.	Sarah and parents	4/9/__	Met	3/3/__
12th Grade				
1. Sarah, with the help from her special education teacher, will set up and participate in a job tryout at a local greenhouse.	Sarah and special education teacher	4/7/__		
2. Sarah and her special education teacher will create a task analysis of watering plants in a greenhouse to assist Sarah in learning specific components of watering plants.	Sarah and special education teacher	4/7/__		
3. Sarah, with the help of a para-educator, will practice packing dirt in a pot, planting seeds, and watering plants.	Sarah and para-educator	4/7/__		

Community Participation REQUIRED				
Transition Activities	Position Responsible	Start Date	Status	Completion Date
9th Grade				
1. Sarah will work with the speech pathologist and para-educator to learn how to use AAC device to communicate to people in her community.	Sarah, speech/ language pathologist and para-educator	4/21/__	In progress	Continued for further growth
2. Sarah will work with her special education teacher to communicate preference in recreation activities.	Sarah and special education teacher	4/21/__	In progress	Continued for further growth
10th Grade				
1. Sarah will continue to work with her speech pathologist and para-educator to learn how to use her AAC device to communicate to people in her community.	Sarah, speech/ language pathologist and para-educator	4/13/__	(Greets people) Met	4/8/__
2. Sarah will continue to work with her special education teacher to learn how to communicate preference in recreation activities.	Sarah and special education teacher	4/13/__	(Smiles) Met	4/8/__
11th Grade				
1. Sarah, with her special education teacher, will participate in curriculum based field trips for shopping.	Sarah and special education teacher	4/9/__	Met	4/5/__
2. Sarah will get a library card with her parents to check out movies and get magazines that she enjoys.	Sarah and parents	4/9/__	Met	3/28/__
12th Grade				
1. Sarah with assistance from her special education teacher will research parks and recreation classes.	Sarah and special education teacher	4/7/__		
2. Sarah will work with parents to enroll in a self-selected recreation activity outside of school.	Sarah and parents	4/7/__		

Independent Living IEP TEAM MUST CONSIDER				
Transition Activities	Position Responsible	Start Date	Status	Completion Date
9th Grade 1. The special education teacher will provide direct instruction to Sarah in daily living skills (hygiene and eating skills).	Sarah and special education teacher	4/21/__	In progress	Continued for further growth
10th Grade 1. The special education teacher will continue to provide direct instruction to Sarah in daily living skills (hygiene and eating skills).	Sarah and special education teacher	4/13/__	In progress	Continued for further growth
11th Grade 1. The special education teacher will provide direct instruction to Sarah in daily living skills (grooming, hygiene, and eating skills).	Sarah and special education teacher	4/9/__		
12th Grade 1. The special education teacher will continue to provide direct instruction to Sarah in daily living skills (grooming, hygiene, and eating skills). 2. The special education teacher will provide direct instruction in how to communicate personal information using a printed card.	Sarah and special education teacher Sarah and special education teacher	4/7/__ 4/7/13		

Adult Services IEP TEAM MUST CONSIDER				
Transition Activities	Position Responsible	Start Date	Status	Completion Date
9th Grade 1. IEP Team determined not needed at this time.	N/A			
10th Grade 1. Sarah and her parents will obtain the Idaho State Bar Guardianship Booklet.	Sarah and parents, special education teacher	4/13/__	Met	4/8/__
2. The special education teacher will obtain signed releases needed to share information with other agencies.	Special education teacher	4/13/__	Met	4/8/__
3. Sarah's family will work with her special education teacher and the ILC (Idaho Centers for Independent Living) to determine what in-home support services will be available to Sarah and her family.	Parents, special education teacher, and ILC staff	4/13/__	Met	4/8/__
11th Grade 1. The special education teacher will gather information regarding how to apply for public assistance: SSI.	Special education teacher		Met	4/5/__
2. The special education teacher and parents will determine eligibility for community based adult services and home supports from Health and Welfare.	Special education teacher and parents		Met	4/5/__
12th Grade 1. Special education teacher will obtain signed releases needed to share information with other agencies.	Special education teacher			
2. Family will apply for Targeted Service Coordination and the Self-Direction Waiver	Parents			

Related Services IEP TEAM MUST CONSIDER				
Transition Activities	Position Responsible	Start Date	Status	Completion Date
9th Grade				
1. Sarah and her speech path will learn how to use assistive technology to access classes.	Sarah and speech pathologist	4/21/__	In progress	Continued for further growth
2. The para-educator and physical therapist will provide direct instruction in holding a spoon.	Sarah, PT and para-educator	4/21/__	N/A	Modified to match skill level
10th Grade				
1. Sarah and her speech pathologist will learn how to use assistive technology to access classes.	Sarah and speech pathologist	4/13/__	Met	4/1/__
2. The para-educator and physical therapist will provide direct instruction in using the universal hand clip to move from a plate to her mouth.	Sarah, PT, and para-educator	4/13/__	In progress	Continued for further growth
11th Grade				
1. The para-educator and physical therapist will provide direct instruction in using the universal hand clip to eat meals.	Sarah, PT and para-educator	4/9/__	In progress	Continued for further growth
2. The speech pathologist and para-educator will provide direct instruction in how to communicate personal information using assistive technology.	Sarah, speech pathologist, and para-educator	4/9/__	In progress	Continued for further growth
12th Grade				
1. The para-educator and physical therapist will provide direct instruction in using the universal hand clip to eat meals.	Sarah, PT, and para-educator	4/7/__		
2. Sarah will work with her speech pathologist and para-educator to use her Big Mac switch to communicate personal and other information in her cooking class.	Sarah, speech pathologist, para-educator	4/7/__		

High School Graduation Consideration

Additional Example: The student will meet high school graduation requirements with adaptations as determined by the IEP Team.

Describe: Sarah will not meet regular graduation requirements. Her IEP Team will individually determine what the prioritized course of study should entail for her post-secondary needs.

Anticipated graduation date: Social graduation (Sarah will walk with her peers): 6/20__. Sarah will meet the age of maximum eligibility, 21 and complete her education the semester thereafter: 6/20__.

Course of study:

- 9th grade: Special Education Math, Special Education Language Arts, Life Skills, Physical Science, History, Consumer Studies 2, Art
- 10th grade: Special Education Math, Special Education Language Arts, Life Skills, Technology, Health, Food and Nutrition, Biology
- 11th grade: Special Education Math, Special Education Language Arts, Life Skills, US. History, Speech (to be completed with the speech pathologist), Work Experience
- 12th grade: Special Education Math, Special Education Language Arts, Life Skills, US. Government, Transitions, Work Experience (cooking and greenhouse)
- 18-21: Community Transitions and Work Experience

APPENDIX 8

Appendix 8a

Standard IEP Form

Document Date: **Individual Education Program (IEP)** Page 1 of 12

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

CONTACT INFORMATION

Parent/Guardian Name: Primary Phone Number:

Mailing Address: Secondary Phone Number:

Native Language: Email Address:

Parent/Guardian Name: Primary Phone Number:

Mailing Address: Secondary Phone Number:

Native Language: Email Address:

Case Manager Name: Direct Contact Number:

Email Address:

IEP INFORMATION

Eligibility Category:

Medical Information:

PROCEDURAL SAFEGUARDS

34 CFR 300.504

I have been provided the special education procedural safeguards in my native language or other mode of communication:

- Offered and Accepted Offered and Declined

Parent/Guardian or Adult Student Signature

Date

IEP TEAM INFORMATION

Names of All IEP Team Members Invited to Attend	Position or Title	IEP Meeting Attendance (Check DOES NOT indicate agreement)
<input type="text"/>	Student (whenever appropriate) <small>34 CFR 300.321(a)(7)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	Parent/Guardian <small>34 CFR 300.321(a)(1)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	District Administrator or Designee <small>34 CFR 300.321(a)(9)(i)-(ii)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	General Education Teacher <small>34 CFR 300.321(a)(2)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	Special Education Teacher <small>34 CFR 300.321(a)(3)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	<input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 2 of 12

This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

Early Childhood IEP
Students Ages 3-5

Standard IEP
Students Ages 6-14

Secondary IEP
Students Ages 15-21

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

34 CFR 300.320(a)(1)

Skill Area

Add New Skill Area

Delete this Skill Area

[Empty text box for Skill Area]

Current Level of Performance

34 CFR 300.320(a)(1)

1. Strengths of the student in this Skill Area:

34 CFR 300.324(a)(1)

[Empty text box for Strengths]

2. Parental concerns for enhancing student's education in this Skill Area:

34 CFR 300.324(a)(1)(i)

[Empty text box for Parental concerns]

3. How the student's disability affects the student's involvement and progress in the general curriculum and participation in appropriate activities in this Skill Area:

34 CFR 300.320(a)(1)(i)

[Empty text box for Disability impact]

Annual Goal

1. Student Need:

34 CFR 300.324(a)(1)(iv)

[Empty text box for Student Need]

2. Baseline Data:

34 CFR 300.324(a)(1)(iii)

Given [Condition] [Student Name] currently [Targeted Skill or Behavior] [Criteria]

3. Objectives and Benchmarks

(REQUIRED FOR STUDENTS TAKING THE ALTERNATE ASSESSMENT)

34 CFR 300.324(a)(2)(i)

Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

Add Objectives and Benchmarks

Hide All Objectives and Benchmarks

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 3 of 12

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

4. Annual Goal: 34 CFR 300.320(a)(2)
 Given will by
Condition Student Name Targeted Skill or Behavior Criteria Date

5. Procedure for data collection: 34 CFR 300.320(a)(3)(i)(i)
 Observation Rubric Work Sample Assessment Other

6. Schedule: 34 CFR 300.320(a)(3)(i)(ii)
 Daily Weekly Monthly Bi-Monthly

7. General Education Content Standard(s): 34 CFR 300.320(a)(2)(A)

[Idaho Early Learning eGuidelines](#) [Idaho Core Standards](#) [Idaho Basic Workplace Competencies](#)

8. Assistive Technology (AT)/Accessible Educational Materials (AEM) in use or considered new: 34 CFR 300.324(a)(2)(v)
 No If "No", why?
 Yes If Yes, list the AT/AEM:

Reporting Progress 34 CFR 300.320(a)(5)(i)(A)
 Written progress will be provided:

IEP SERVICES 34 CFR 300.320(a)(6) and (7)
 The information below is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Special Education and/or Related Service <small>34 CFR 300.320(a)(4)</small>	Title of Professional Staff Responsible <small>34 CFR 300.320(a)(4)</small>	Frequency of Special Education/ Related Services <small>34 CFR 300.320(a)(7) Use ONE column only per identified service</small>			Location <small>34 CFR 300.320(a)(7)</small>	Date <small>34 CFR 300.320(a)(7)</small>	
		Per Day	Per Week	Per Month		Start	End
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total Amount of Time (minutes):		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Optional Statement of Service Delivery: 34 CFR 300.320

LEAST RESTRICTIVE ENVIRONMENT (LRE) 34 CFR 300.320(a)(5)
Idaho Special Education Manual 2016
 The IEP shall explain the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities.

Select the age range for this student: 3 to 5 year old 6 to 21 year old

Document Date: **Individual Education Program (IEP)** Page 4 of 12This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

Minutes Weekly AveragesTotal minutes in the school week for this student: Average time **outside** the general education environment:

Special Ed Percentage: 0%

Average time **inside** the general education environment*:

General Ed Percentage: 0%

* even if special education services are being provided

Educational Environment for Ages 6-21

34 CFR 300.320(a)(5) and 300.114

- (01) Student is inside the general education classroom 80% or more of the school day. In a 6 hour school day, the student is inside the regular class at least 4 hours and 48 minutes.
- (02) Student is inside the general education classroom at least 40% but not more than 79% of the school day. In a 6 hour school day, the student is inside the regular class at least 2 hours, 25 minutes, but not more than 4 hours, 47 minutes.
- (03) Student is inside the general education classroom less than 40% of the school day. In a 6 hour school day, the student is inside the regular class 2 hours, 24 minutes or less.
- (11) Student is in a district self-contained classroom in a separate special education school for more than 50% of the school day - more than 3 hours in a 6 hour school day.
- (12) Student is placed in a private special education day school/facility at public expense for more than 50% of the school day - more than 3 hours in a 6 hour school day.
- (13) Student receives education services in public residential facility for more than 50% of the school day and resides in that facility during the school week.
- (14) Student receives education services in a private residential facility at public expense for more than 50% of the school day and resides in that facility during the school week.
- (15) Student receives special education services in a hospital or homebound setting (do not include home-schooled students or virtual charter school students).
- (16) Student receives special education services in a detention center or correctional facility.
- (21) Student is voluntarily enrolled in a private school by parents.

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 5 of 12

This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

Educational Environment for Ages 3-5

34 CFR 300.320(a)(5) and 300.114

- (44) SEPARATE SPECIAL EDUCATION CLASS: Student attends a special education program in a class with a majority (at least 50%) of children with disabilities (i.e., children on IEPs). (This category may include but is not limited to programs in regular school buildings, portables, child care facilities, out-patient hospital facilities, or other community based settings.)
- (45) SEPARATE SCHOOL: Student receives education programs in a public or private day school designed for children with disabilities.
- (46) RESIDENTIAL FACILITY: Student receives education program in publicly or privately operated residential school or medical facility on inpatient basis.
- (47) SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION: Student receives the majority of special education and related services in a service provider location or some other location not in any other category. (This category includes but is not limited to clinicians' offices located in school buildings, private clinicians' office, and hospital facilities on outpatient basis.)
- (48) HOME: Student receives the majority of special education and related services in the principal residence of the child's family or caregivers (includes babysitters). (Include children who receive special education both at home and in a service provider location or other location not in any other category.)
- (49) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) at least 10 hours per week. The student receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.
- (50) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) at least 10 hours per week. The student receives majority of Special Education and related services in some OTHER LOCATION.
- (51) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) less than 10 hours per week. The student receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.
- (52) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) less than 10 hours per week. The student receives majority of Special Education and related services in some OTHER LOCATION.

Placement Considerations

Yes No Is this placement based on the student's educational needs documented in this IEP? 34 CFR 300.114

Rationale for removing of the student from the general education environment:

[Redacted area]

Yes No Is the student able to be satisfactorily educated in the general education environment for the entire school day? 34 CFR 300.114

Rationale for removing of the student from the general education environment:

[Redacted area]

Yes No If removal from the regular environment is necessary, is it based on the nature and severity of the student's disability and not the need for modifications in the general curriculum? 34 CFR 300.114(a)(2)(i)

Rationale for removing of the student from the general education environment:

[Redacted area]

Yes No Is the educational placement as close as possible to the student's home? 34 CFR 300.116(b)(3)

Rationale for removing of the student from the general education environment:

[Redacted area]

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

Yes No Is the educational placement in the school the student would attend if the student did not have a disability? 34 CFR 300.116(c)

Rationale for removing of the student from the general education environment:

[Redacted text area]

Yes No Did the IEP team consider any potential harmful effect of the educational placement? 34 CFR 300.119(d)

Rationale for removing of the student from the general education environment:

[Redacted text area]

Yes No Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students? 34 CFR 300.117

Rationale for removing of the student from the general education environment:

[Redacted text area]

OTHER CONSIDERATIONS

A. Special transportation is a related service. 34 CFR 300.34(n)

The student requires: Regular Special No Transportation

Describe, if necessary: [Redacted text area]

B. Are extended school year (ESY) services required for this student? 34 CFR 300.106

No Yes TBD *If TBD, when:* [Redacted text area]

1. What are the skills this student will lose as a result of an interrupted educational program and will be unable to recoup so as to make reasonable progress toward achieving the goals and benchmarks/objectives in the IEP?
[Redacted text area]

2. What skills are emerging that require ESY services in order to make reasonable gains?
[Redacted text area]

3. What acquisition of a critical life skill that aids the student's ability to function independently would be threatened by an interruption in services?
[Redacted text area]

4. In what way are the above skills critical to the overall progress of the student?
[Redacted text area]

5. Specify which goals and objectives/benchmarks should be part of the IEP for ESY services.
[Redacted text area]

6. Beginning and ending dates of ESY: [Redacted text area] Hours per week: [Redacted text area]

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

C. Does the student have limited proficiency in English? 34 CFR 300.324(a)(2)(i)

No Yes If Yes, what native language? _____

Explain what considerations are necessary: _____

D. Is the student deaf or hard of hearing? 34 CFR 300.324(a)(2)(iv)

No Yes If Yes, explain what considerations are necessary: _____

If hearing impaired/deaf, is hearing aid monitoring required?

No Yes

E. Does the student have unique communication needs? 34 CFR 300.324(a)(2)(iv)

No Yes If Yes, how will communication needs be met: _____

F. Is the student blind or visually impaired? 34 CFR 300.324(a)(2)(i)

No Yes If Yes, explain what considerations are necessary: _____

If visually impaired/blind, is Braille required?

No Yes

G. Does the student have health care needs?

No Yes If Yes, list the health care needs: _____

BEHAVIOR INTERVENTION PLANNING 34 CFR 300.324(a)(2)(i) and 300.530(d)(1)(i)

Does behavior impede the student's learning or that of others?

No Yes

If behavior impedes the student's learning or that of others:

Positive behavior supports are incorporated in this IEP. (Complete the Positive Behavior Supports section below)

A behavior intervention plan (BIP), including positive supports. (Complete the Behavior Intervention Plan section below)

Positive Behavior Supports

Supports/Tools	Purpose

Behavior Intervention Plan

Replacement behavior (restate IEP goal that addresses teaching behavior):

Given _____ will _____ by _____
Condition Student Name Targeted Skill or Behavior Criteria Date

Preventative Strategies	Teaching	Responding

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 8 of 12

This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

Setting Event Strategies	Antecedent Strategies	Replacement Behavior	Consequence Strategies
			Reinforce Correct Student Responding (Replacement Behavior)
			Minimize/Extinguish target behavior

What method of progress monitoring will be used to determine if the replacement behavior is working?

Is there a crisis plan that ensures safety for all (what to do in dangerous or high risk situations, if needed)?

Idaho Code 33-512(4) and 34 CFR 300.324(a)(2)(i) and 300.530(d)(1)(k)

No

If No, why:

Yes

If Yes, describe escalation cycle and interventions at each stage/level:

ACCOMMODATIONS, ADAPTATIONS, AND/OR SUPPORTS IN GENERAL AND SPECIAL EDUCATION

34 CFR 300.320(a)(4)(i)-(j) and 300.320(a)(8)(i)

Document accommodations and/or adaptations the student requires, based on assessed needs, in order to advance, be involved and make progress in general education curriculum; and be educated in general education to the maximum extent possible. Include all necessary classroom accommodations and adaptations.

A. Accommodation/Adaptations, If Needed

Presentation

Timing/Schedule

Setting

Response

Other

B. Modification to the General Education Curriculum

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 9 of 12
 This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

PARTICIPATION IN STATEWIDE AND DISTRICTWIDE ASSESSMENT

34 CFR 300.320(a)(8)(ii)

Only those accommodations listed in the "Accommodations, Adaptations, and/or Support in General and Special Education" section of this IEP and regularly used by the student in classroom instruction and classroom testing may be used during statewide or districtwide assessments.

ELA/Reading (Grades K-11)

IRI IRI-Ait ISAT ISAT-Ait NAEP Other Not tested at this grade level

IRI-Ait Eligibility

34 CFR 300.320(a)(8)(i)-(ii)

The student must meet **all** of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

ISAT-Ait Eligibility

34 CFR 300.320(a)(8)(i)-(ii)

The student must meet **all** of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Math (Grades 3-11)

ISAT ISAT-Ait NAEP Other Not tested at this grade level

ISAT-Ait Eligibility

34 CFR 300.320(a)(8)(i)-(ii)

The student must meet **all** of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Science (Grades 5, 7, 11)

ISAT ISAT-Ait NAEP Other Not tested at this grade level

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 10 of 12

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

ISAT-Alt Eligibility 34 CFR 300.320(a)(5)(i)-(ii)
The student must meet all of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Other

- Access Access-Alt Civics (Fall 2017) College Entrance Exam Other

Access-Alt Eligibility 34 CFR 300.320(a)(5)(i)-(ii)
The student must meet all of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

WRITTEN NOTICE OF SPECIAL EDUCATION ACTION

A. Actions Proposed 34 CFR 300.503(a)(1)

- The student is due for a reevaluation to determine continued eligibility, and it has been determined that further assessment is not necessary.
- The school district proposes to initiate/change identification.
- The school district proposes to initiate/change educational placement.
- The school district proposes to initiate/change educational placement due to disciplinary action.

If Other, describe:

B. Actions Refused 34 CFR 300.503(a)(2)

- The school district refuses to initiate/change identification.
- The school district refuses to initiate/change evaluation/reevaluation.
- The school district refuses to initiate/change educational placement.
- The school district refuses to change the Individualized Education Program (IEP).

If Other, describe:

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 11 of 12

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

C. Explanation of why actions were proposed or refused

34 CFR 300.503(a)(1)-(2) and 300.503(b)(1)-(2)

- The student has completed the semester in which he or she turned 21 years old and is no longer entitled to special education services.
- The student has met IEP or district graduation requirements.
- The current data on school performance along with previous assessments are adequate.
- The student's disability adversely affects his or her educational performance, preventing satisfactory achievement.
- Special education services are required in order for the student to benefit from an educational program.
- The student's disability does not adversely affect his or her educational performance.
- Behavioral and academic interventions can be implemented within the current placement.

If Other, describe: _____

D. The following options were considered and rejected because:

34 CFR 300.503(b)(8)

E. The following evaluation procedures, tests, records, and reports were used as a basis for the decision:

34 CFR 300.503(b)(3)

F. The following information and other factors are relevant to the decision:

34 CFR 300.503(b)(7)

This written notice is provided in the native language of the parent/guardian or other mode of communication used by the parent, unless it is clearly not feasible to do so.

34 CFR 300.503(c)(1)-(2)

Yes No Explain why it is not feasible to do so:

What steps have been taken to ensure that the parent understands the content of this written notice?

CONSENT FOR INITIAL PLACEMENT

Is this an initial placement?

Yes No

Parent or Adult Student Consent

- I GIVE consent to placing _____ in special education. I understand that I can revoke this consent before services begin.
- I DENY consent to placing _____ in special education.

Document Date: _____ **Individual Education Program (IEP)** Page 12 of 12

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date: _____

Student Name: _____ District ID: _____ State ID: _____ Grade: _____ Sex: _____

Native Lang: _____ Ethnicity: _____ Birthdate: _____ Age: _____

District: _____ School: _____ Phone: _____

Parent/Guardian or Adult Student Signature *Date*

A copy of the IEP has been provided to the parent/guardian.

34 CFR 300.322(f)

Yes No If No, will be provided on: _____

If you need assistance, contact your school district using the contact information below:

School District Contact Information: _____

In addition to contacting your school district, if further assistance is needed, you may contact any of the agencies below:

Idaho State Department of Education
 650 W. State Street
 P.O. Box 83720
 Boise, Idaho 83720
 208/332-6910
 800/432-4601
 TT: 800/377-3529
 Web: www.sde.idaho.gov

Idaho Parents Unlimited, Inc.
 4619 Emerald
 Suite E
 Boise, Idaho 83706
 800/242-4785
 V/TT: 208/342-5884
 Web: www.ipulidaho.org

DisAbility Rights Idaho
 4477 Emerald Street
 Suite B-100
 Boise, Idaho 83706-2066
 V/TT: 208/336-5353
 V/TT: 866/262-3462
 Web: <http://disabilityrightsidaho.org>

Idaho Legal Aid Services
 Administration Office:
 1447 Tyrell Lane
 Boise Idaho 83706
 Phone: (208) 336-8980
 Fax: 342-2561
 Web: www.idaholegalaid.org/

* Offices in Boise, Caldwell, Coeur d'Alene, Idaho Falls, Lewiston, Pocatello and Twin Falls

Idaho Bar Association
 P.O. Box 895
 Boise Idaho 83701
 Phone (208) 334-4500
 Fax: 334-4515
 Web: <https://isb.idaho.gov/>
 Online Lawyer Referral:
https://isb.idaho.gov/member_services/lrs/lrs_search_panel.cfm

WrightsLaw Idaho Yellow Pages for Kids
www.yellowpagesforkids.com/help/id.htm

Updated: August 2016

Appendix 8b

Early Childhood IEP Form

Document Date: **Individual Education Program (IEP)** Page 1 of 16

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

CONTACT INFORMATION

Parent/Guardian Name: Primary Phone Number:

Mailing Address: Secondary Phone Number:

Native Language: Email Address:

Parent/Guardian Name: Primary Phone Number:

Mailing Address: Secondary Phone Number:

Native Language: Email Address:

Case Manager Name: Direct Contact Number:

Email Address:

IEP INFORMATION

Eligibility Category:

Medical Information:

PROCEDURAL SAFEGUARDS

34 CFR 300.504

I have been provided the special education procedural safeguards in my native language or other mode of communication:

- Offered and Accepted Offered and Declined

Parent/Guardian or Adult Student Signature

Date

IEP TEAM INFORMATION

Names of All IEP Team Members Invited to Attend	Position or Title	IEP Meeting Attendance (Check DOES NOT indicate agreement)
<input type="text"/>	Student (whenever appropriate) <small>34 CFR 300.321(a)(7)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	Parent/Guardian <small>34 CFR 300.321(a)(1)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	District Administrator or Designee <small>34 CFR 300.321(a)(4)-(6)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	General Education Teacher <small>34 CFR 300.321(a)(2)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	Special Education Teacher <small>34 CFR 300.321(a)(3)</small>	<input type="radio"/> Yes <input type="radio"/> No
<input type="text"/>	<input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 2 of 16

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

- Early Childhood IEP**
Students Ages 3-5
- Standard IEP**
Students Ages 6-14
- Secondary IEP**
Students Ages 15-21

EARLY CHILDHOOD

Was this student served in the Part C: Infant Toddler Program?
 Yes No *if Yes, the Infant Toddler Program assessment(s), IFSP, and ECO data may be utilized as part of the IEP process.*

State Approved Anchor Assessment

Anchor Assessment: Date Completed:

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

34 CFR 300.320(a)(1)

Outcome 1: Positive Social-Emotional Skills, including Social Relationships

20 U.S.C. 1418(a)(3)(A)

Current Level of Performance

1. Parental concerns for enhancing student's education in this Skill Area: 34 CFR 300.324(a)(1)(i)
2. Summarize the specific skills this student has that are age-appropriate, immediate foundational, and/or foundational skills based on assessments, observations and interviews: 34 CFR 300.324(a)(1)(i)
 - a. Age Appropriate Skills:
 - b. Immediate Foundational Skills:
 - c. Foundational Skills:

3. Early Childhood Outcome Entry, Exit, and Progress Data Collection

ECO Entry Rating	Annual ECO Rating and Date*	Annual ECO Rating and Date*	ECO Exit Rating	Progress at Exit?
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

* Enter updated ECO rating and date at the annual review.

Select one of the following:

- The student's functioning is age-appropriate across all or almost all settings and situations (6 or 7).
- The student uses a mix of age-appropriate, immediate foundational, and/or foundational skills across setting (5 or lower), team decided no annual goals will be developed this time.
- The student uses a mix of age-appropriate, immediate foundational, and/or foundational skills across settings (5 or lower), annual goals are below.

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 3 of 16

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

Annual Goal

1. Student Need: 34 CFR 300.324(a)(1)(v)

[Redacted]

2. Baseline Data: 34 CFR 300.324(a)(1)(iv)

Given [Redacted] currently [Redacted] [Redacted]

3. Objectives and Benchmarks (REQUIRED FOR STUDENTS TAKING THE ALTERNATE ASSESSMENT) 34 CFR 300.320(a)(2)(i)

Given [Redacted] will [Redacted] [Redacted] by [Redacted]

Given [Redacted] will [Redacted] [Redacted] by [Redacted]

Given [Redacted] will [Redacted] [Redacted] by [Redacted]

+ Add Objectives and Benchmarks
- Hide All Objectives and Benchmarks

4. Annual Goal: 34 CFR 300.320(a)(2)

Given [Redacted] will [Redacted] [Redacted] by [Redacted]

5. Procedure for data collection: 34 CFR 300.320(a)(3)(i)-(iv)

Observation Rubric Work Sample Assessment Other [Redacted]

6. Schedule: 34 CFR 300.320(a)(3)(i)-(iv)

Daily Weekly Monthly Bi-Monthly

7. General Education Content Standard(s): 34 CFR 300.320(a)(2)(A)

[Redacted]

[Idaho Early Learning eGuidelines](#) [Idaho Core Standards](#)

8. Assistive Technology (AT)/Accessible Educational Materials (AEM) in use or considered new: 34 CFR 300.324(a)(2)(v)

No If "No", why? [Redacted]
 Yes If Yes, list the AT/AEM: [Redacted]

Reporting Progress 34 CFR 300.320(a)(3)(i)-(iv)

Written progress will be provided: [Redacted]

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 4 of 16

This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

Outcome 2: Acquiring and Using Knowledge/Skills, including Communication and Early Literacy

20 U.S.C. 1416(a)(3)(A)

Current Level of Performance

1. Parental concerns for enhancing student's education in this Skill Area: 34 CFR 300.324(a)(1)(i)

2. Summarize the specific skills this student has that are age-appropriate, immediate foundational, and/or foundational skills based on assessments, observations and interviews: 34 CFR 300.324(a)(1)(ii)

a. Age Appropriate Skills:

b. Immediate Foundational Skills:

c. Foundational Skills:

3. Early Childhood Outcome Entry, Exit, and Progress Data Collection

ECO Entry Rating	Annual ECO Rating and Date*	Annual ECO Rating and Date*	ECO Exit Rating	Progress at Exit?
<input style="width: 100%; height: 100%;" type="text"/>	▼			

* Enter updated ECO rating and date at the annual review.

Select one of the following:

- The student's functioning is age-appropriate across all or almost all settings and situations (6 or 7).
- The student uses a mix of age-appropriate, immediate foundational, and/or foundational skills across setting (5 or lower), team decided no annual goals will be developed this time.
- The student uses a mix of age-appropriate, immediate foundational, and/or foundational skills across settings (5 or lower), annual goals are below.

Annual Goal

1. Student Need: 34 CFR 300.324(a)(1)(iv)

2. Baseline Data: 34 CFR 300.324(a)(1)(v)

Given Condition Student Name currently Targeted Skill or Behavior Criteria

3. Objectives and Benchmarks (REQUIRED FOR STUDENTS TAKING THE ALTERNATE ASSESSMENT) 34 CFR 300.320(a)(2)(ii)

Given Condition Student Name will Targeted Skill or Behavior Criteria by Date

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 5 of 16

This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

Given will by
Condition Student Name Targeted Skill or Behavior Criteria Date

Given will by
Condition Student Name Targeted Skill or Behavior Criteria Date

Add Objectives and Benchmarks

Hide All Objectives and Benchmarks

4. Annual Goal:

34 CFR 300.320(a)(2)

Given will by
Condition Student Name Targeted Skill or Behavior Criteria Date

5. Procedure for data collection:

34 CFR 300.320(a)(3)(i)

Observation Rubric Work Sample Assessment Other

6. Schedule:

34 CFR 300.320(a)(3)(ii)

Daily Weekly Monthly Bi-Monthly

7. General Education Content Standard(s):

34 CFR 300.320(a)(2)(A)

[Idaho Early Learning Guidelines](#) [Idaho Core Standards](#)

8. Assistive Technology (AT)/Accessible Educational Materials (AEM) in use or considered new:

34 CFR 300.324(a)(2)(v)

No If "No", why?
 Yes If Yes, list the AT/AEM:

Reporting Progress

34 CFR 300.320(a)(3)(i)

Written progress will be provided:

Outcome 3: Use of Appropriate Behaviors to Meet Needs

20 U.S.C. 1416(a)(3)(A)

Current Level of Performance

1. Parental concerns for enhancing student's education in this Skill Area:

34 CFR 300.324(a)(1)(i)

2. Summarize the specific skills this student has that are age-appropriate, immediate foundational, and/or foundational skills based on assessments, observations and interviews:

34 CFR 300.324(a)(1)(ii)

a. Age Appropriate Skills:

b. Immediate Foundational Skills:

c. Foundational Skills:

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 6 of 16
 This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

3. Early Childhood Outcome Entry, Exit, and Progress Data Collection

ECO Entry Rating	Annual ECO Rating and Date*	Annual ECO Rating and Date*	ECO Exit Rating	Progress at Exit?

* Enter updated ECO rating and date at the annual review.

Select one of the following:

- The student's functioning is age-appropriate across all or almost all settings and situations (6 or 7).
- The student uses a mix of age-appropriate, immediate foundational, and/or foundational skills across setting (5 or lower), team decided no annual goals will be developed this time.
- The student uses a mix of age-appropriate, immediate foundational, and/or foundational skills across settings (5 or lower), annual goals are below.

Annual Goal

1. Student Need: 34 CFR 300.324(a)(1)(v)

[Text input field]

2. Baseline Data: 34 CFR 300.320(a)(2)(ii)

Given [Condition] [Student Name] currently [Targeted Skill or Behavior] [Criteria]

3. Objectives and Benchmarks (REQUIRED FOR STUDENTS TAKING THE ALTERNATE ASSESSMENT) 34 CFR 300.320(a)(2)(ii)

[+] Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

[+] Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

[+] Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

- Add Objectives and Benchmarks
- Hide All Objectives and Benchmarks

4. Annual Goal: 34 CFR 300.320(a)(2)

Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

5. Procedure for data collection: 34 CFR 300.320(a)(3)(i)-(ii)

Observation Rubric Work Sample Assessment Other [Text input field]

6. Schedule: 34 CFR 300.320(a)(3)(i)-(ii)

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 7 of 16

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

Daily Weekly Monthly Bi-Monthly

7. General Education Content Standard(s): 34 CFR 300.320(a)(2)(A)

[Idaho Early Learning eGuidelines](#) [Idaho Core Standards](#)

8. Assistive Technology (AT)/Accessible Educational Materials (AEM) in use or considered new: 34 CFR 300.324(a)(2)(v)

No If "No", why?

Yes If Yes, list the AT/AEM:

Reporting Progress 34 CFR 300.320(a)(3)(i)-(k)

Written progress will be provided:

IEP SERVICES 34 CFR 300.320(a)(4) and (7)

The information below is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Special Education and/or Related Service <small>34 CFR 300.320(a)(4)</small>	Title of Professional Staff Responsible <small>34 CFR 300.320(a)(4)</small>	Frequency of Special Education/ Related Services <small>34 CFR 300.320(a)(7) Use ONE column only per identified service</small>			Location <small>34 CFR 300.320(a)(7)</small>	Date <small>34 CFR 300.320(a)(7)</small>	
		Per Day	Per Week	Per Month		Start	End
		<input style="width: 100%; height: 15px;" type="text"/>	<input style="width: 100%; height: 15px;" type="text"/>	<input style="width: 100%; height: 15px;" type="text"/>		<input style="width: 100%; height: 15px;" type="text"/>	<input style="width: 100%; height: 15px;" type="text"/>
Total Amount of Time (minutes):		<input style="width: 100%; height: 15px;" type="text"/>	<input style="width: 100%; height: 15px;" type="text"/>	<input style="width: 100%; height: 15px;" type="text"/>			

Optional Statement of Service Delivery: 34 CFR 300.320

LEAST RESTRICTIVE ENVIRONMENT (LRE) 34 CFR 300.320(a)(5)

The IEP shall explain the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities. Idaho Special Education Manual 2016

Select the age range for this student: 3 to 5 year old 6 to 21 year old

Minutes Weekly Averages

Total minutes in the school week for this student:

Average time **outside** the general education environment: Special Ed Percentage: 0%

Average time **inside** the general education environment*: General Ed Percentage: 0%

* even if special education services are being provided

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 8 of 16
 This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

Educational Environment for Ages 6-21

34 CFR 300.320(a)(5) and 300.114

- (01) Student is inside the general education classroom 80% or more of the school day. In a 6 hour school day, the student is inside the regular class at least 4 hours and 48 minutes.
- (02) Student is inside the general education classroom at least 40% but not more than 79% of the school day. In a 6 hour school day, the student is inside the regular class at least 2 hours, 25 minutes, but not more than 4 hours, 47 minutes.
- (03) Student is inside the general education classroom less than 40% of the school day. In a 6 hour school day, the student is inside the regular class 2 hours, 24 minutes or less.
- (11) Student is in a district self-contained classroom in a separate special education school for more than 50% of the school day - more than 3 hours in a 6 hour school day.
- (12) Student is placed in a private special education day school/facility at public expense for more than 50% of the school day - more than 3 hours in a 6 hour school day.
- (13) Student receives education services in public residential facility for more than 50% of the school day and resides in that facility during the school week.
- (14) Student receives education services in a private residential facility at public expense for more than 50% of the school day and resides in that facility during the school week.
- (15) Student receives special education services in a hospital or homebound setting (do not include home-schooled students or virtual charter school students).
- (16) Student receives special education services in a detention center or correctional facility.
- (21) Student is voluntarily enrolled in a private school by parents.

Educational Environment for Ages 3-5

34 CFR 300.320(a)(5) and 300.114

- (44) SEPARATE SPECIAL EDUCATION CLASS: Student attends a special education program in a class with a majority (at least 50%) of children with disabilities (i.e., children on IEPs). (This category may include but is not limited to programs in regular school buildings, portables, child care facilities, out-patient hospital facilities, or other community based settings.)
- (45) SEPARATE SCHOOL: Student receives education programs in a public or private day school designed for children with disabilities.
- (46) RESIDENTIAL FACILITY: Student receives education program in publicly or privately operated residential school or medical facility on inpatient basis.
- (47) SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION: Student receives the majority of special education and related services in a service provider location or some other location not in any other category. (This category includes but is not limited to clinicians' offices located in school buildings, private clinicians' office, and hospital facilities on outpatient basis.)
- (48) HOME: Student receives the majority of special education and related services in the principal residence of the child's family or caregivers (includes babysitters). (Include children who receive special education both at home and in a service provider location or other location not in any other category.)
- (49) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) at least 10 hours per week. The student receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.
- (50) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) at least 10 hours per week. The student receives majority of Special Education and related services in some OTHER LOCATION.
- (51) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) less than 10 hours per week. The student receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.
- (52) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) less than 10 hours per week. The student receives majority of Special Education and related services in some OTHER LOCATION.

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

Placement Considerations

- Yes No Is this placement based on the student's educational needs documented in this IEP? 34 CFR 300.114

Rationale for removing of the student from the general education environment:

- Yes No Is the student able to be satisfactorily educated in the general education environment for the entire school day? 34 CFR 300.114

Rationale for removing of the student from the general education environment:

- Yes No If removal from the regular environment is necessary, is it based on the nature and severity of the student's disability and not the need for modifications in the general curriculum? 34 CFR 300.114(a)(2)(i)

Rationale for removing of the student from the general education environment:

- Yes No Is the educational placement as close as possible to the student's home? 34 CFR 300.116(b)(3)

Rationale for removing of the student from the general education environment:

- Yes No Is the educational placement in the school the student would attend if the student did not have a disability? 34 CFR 300.116(c)

Rationale for removing of the student from the general education environment:

- Yes No Did the IEP team consider any potential harmful effect of the educational placement? 34 CFR 300.116(d)

Rationale for removing of the student from the general education environment:

- Yes No Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students? 34 CFR 300.117

Rationale for removing of the student from the general education environment:

OTHER CONSIDERATIONS

A. Special transportation is a related service. 34 CFR 300.34(a)

The student requires: Regular Special No Transportation

Describe, if necessary: _____

Updated: August 2016

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

B. Are extended school year (ESY) services required for this student?

34 CFR 300.106

No Yes TBD *If TBD, when:* _____

1. What are the skills this student will lose as a result of an interrupted educational program and will be unable to recoup so as to make reasonable progress toward achieving the goals and benchmarks/objectives in the IEP?

2. What skills are emerging that require ESY services in order to make reasonable gains?

3. What acquisition of a critical life skill that aids the student's ability to function independently would be threatened by an interruption in services?

4. In what way are the above skills critical to the overall progress of the student?

5. Specify which goals and objectives/benchmarks should be part of the IEP for ESY services.

6. Beginning and ending dates of ESY: _____ Hours per week: _____

C. Does the student have limited proficiency in English?

34 CFR 300.324(a)(2)(ii)

No Yes *If Yes, what native language?* _____

Explain what considerations are necessary: _____

D. Is the student deaf or hard of hearing?

34 CFR 300.324(a)(2)(iv)

No Yes *If Yes, explain what considerations are necessary:* _____

If hearing impaired/deaf, is hearing aid monitoring required?

No Yes

E. Does the student have unique communication needs?

34 CFR 300.324(a)(2)(iv)

No Yes *If Yes, how will communication needs be met:* _____

F. Is the student blind or visually impaired?

34 CFR 300.324(a)(2)(ii)

No Yes *If Yes, explain what considerations are necessary:* _____

If visually impaired/blind, is Braille required?

No Yes

G. Does the student have health care needs?

No Yes *If Yes, list the health care needs:* _____

Updated: August 2016

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

BEHAVIOR INTERVENTION PLANNING

34 CFR 300.324(a)(2)(i) and 300.530(d)(1)(i)

Does behavior impede the student's learning or that of others?

- No
- Yes

If behavior impedes the student's learning or that of others:

- Positive behavior supports are incorporated in this IEP. *(Complete the Positive Behavior Supports section below)*
- A behavior intervention plan (BIP), including positive supports. *(Complete the Behavior Intervention Plan section below)*

Positive Behavior Supports

Supports/Tools	Purpose

Behavior Intervention Plan

Replacement behavior (restate IEP goal that addresses teaching behavior):

Given will by
Condition Student Name Targeted Skill or Behavior Criteria Date

Preventative Strategies		Teaching	Responding
Setting Event Strategies	Antecedent Strategies	Replacement Behavior	Consequence Strategies
			Reinforce Correct Student Responding (Replacement Behavior) <hr/> Minimize/Extinguish target behavior

What method of progress monitoring will be used to determine if the replacement behavior is working?

Is there a crisis plan that ensures safety for all (what to do in dangerous or high risk situations, if needed)?

Idaho Code 32-512(4) and 34 CFR 300.324(a)(2)(i) and 300.530(d)(1)(i)

- No If No, why:
- Yes If Yes, describe escalation cycle and interventions at each stage/level:

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 12 of 16

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

ACCOMMODATIONS, ADAPTATIONS, AND/OR SUPPORTS IN GENERAL AND SPECIAL EDUCATION

34 CFR 300.320(a)(4)(i)-(ii) and 300.320(a)(9)(i)

Document accommodations and/or adaptations the student requires, based on assessed needs, in order to advance, be involved and make progress in general education curriculum, and be educated in general education to the maximum extent possible. Include all necessary classroom accommodations and adaptations.

A. Accommodation/Adaptations, If Needed

Presentation

Timing/Schedule

Setting

Response

Other

B. Modification to the General Education Curriculum

PARTICIPATION IN STATEWIDE AND DISTRICTWIDE ASSESSMENT

34 CFR 300.320(a)(9)(i)

Only those accommodations listed in the "Accommodations, Adaptations, and/or Support in General and Special Education" section of this IEP and regularly used by the student in classroom instruction and classroom testing may be used during statewide or districtwide assessments.

ELA/Reading (Grades K-11)

IRI IRI-Ait ISAT ISAT-Ait NAEP Other Not tested at this grade level

IRI-Ait Eligibility

34 CFR 300.320(a)(9)(i)-(ii)

The student must meet all of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

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Projected Triennial Reevaluation Date:

Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

ISAT-Alt Eligibility

34 CFR 300.320(a)(5)(i)-(ii)

The student must meet *all* of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Math (Grades 3-11)
 ISAT ISAT-Alt NAEP Other Not tested at this grade level
ISAT-Alt Eligibility

34 CFR 300.320(a)(5)(i)-(ii)

The student must meet *all* of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Science (Grades 5, 7, 11)
 ISAT ISAT-Alt NAEP Other Not tested at this grade level
ISAT-Alt Eligibility

34 CFR 300.320(a)(5)(i)-(ii)

The student must meet *all* of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Other
 Access Access-Alt Civics (Fall 2017) College Entrance Exam Other

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Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

Access-Ait Eligibility

34 CFR 300.320(a)(5)(i)-(ii)

The student must meet *all* of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

WRITTEN NOTICE OF SPECIAL EDUCATION ACTION**A. Actions Proposed**

34 CFR 300.503(a)(1)

- The student is due for a reevaluation to determine continued eligibility, and it has been determined that further assessment is not necessary.
- The school district proposes to initiate/change identification.
- The school district proposes to initiate/change educational placement.
- The school district proposes to initiate/change educational placement due to disciplinary action.

If Other, describe: **B. Actions Refused**

34 CFR 300.503(a)(2)

- The school district refuses to initiate/change identification.
- The school district refuses to initiate/change evaluation/reevaluation.
- The school district refuses to initiate/change educational placement.
- The school district refuses to change the Individualized Education Program (IEP).

If Other, describe: **C. Explanation of why actions were proposed or refused**

34 CFR 300.508(a)(1)-(2) and 300.508(b)(1)-(2)

- The student has completed the semester in which he or she turned 21 years old and is no longer entitled to special education services.
- The student has met IEP or district graduation requirements.
- The current data on school performance along with previous assessments are adequate.
- The student's disability adversely affects his or her educational performance, preventing satisfactory achievement.
- Special education services are required in order for the student to benefit from an educational program.
- The student's disability does not adversely affect his or her educational performance.
- Behavioral and academic interventions can be implemented within the current placement.

If Other, describe:

Updated: August 2016

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Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

D. The following options were considered and rejected because: 34 CFR 300.503(b)(5)

[Redacted]

E. The following evaluation procedures, tests, records, and reports were used as a basis for the decision:

34 CFR 300.503(b)(3)

[Redacted]

F. The following information and other factors are relevant to the decision: 34 CFR 300.503(b)(7)

[Redacted]

This written notice is provided in the native language of the parent/guardian or other mode of communication used by the parent, unless it is clearly not feasible to do so. 34 CFR 300.503(c)(1)-(2)

Yes No

Explain why it is not feasible to do so:

[Redacted]

What steps have been taken to ensure that the parent understands the content of this written notice?

[Redacted]

CONSENT FOR INITIAL PLACEMENT

Is this an initial placement?

Yes No

Parent or Adult Student Consent

I GIVE consent to placing in special education. I understand that I can revoke this consent before services begin.

I DENY consent to placing in special education.

Parent/Guardian or Adult Student Signature

Date

A copy of the IEP has been provided to the parent/guardian. 34 CFR 300.322(f)

Yes No If No, will be provided on: [Redacted]

If you need assistance, contact your school district using the contact information below:

School District Contact Information: [Redacted]

In addition to contacting your school district, if further assistance is needed, you may contact any of the agencies below:

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 District: School: Phone:

Idaho State Department of Education

650 W. State Street
 P.O. Box 83720
 Boise, Idaho 83720
 208/332-6910
 800/432-4601
 TT: 800/377-3529
 Web: www.sde.idaho.gov

Idaho Parents Unlimited, Inc.

4619 Emerald
 Suite E
 Boise, Idaho 83706
 800/242-4785
 V/TT: 208/342-5884
 Web: www.ipulidaho.org

DisAbility Rights Idaho

4477 Emerald Street
 Suite B-100
 Boise, Idaho 83706-2066
 V/TT: 208/336-5353
 V/TT: 866/262-3462
 Web: <http://disabilityrightsidaho.org>

Idaho Legal Aid Services

Administration Office:
 1447 Tyrell Lane
 Boise Idaho 83706
 Phone: (208) 336-8980
 Fax: 342-2561
 Web: www.idaholegalaid.org/
 * Offices in Boise, Caldwell, Coeur d'Alene, Idaho Falls,
 Lewiston, Pocatello and Twin Falls

Idaho Bar Association

P.O. Box 895
 Boise Idaho 83701
 Phone (208) 334-4500
 Fax: 334-4515
 Web: <https://isb.idaho.gov/>
 Online Lawyer Referral:
https://isb.idaho.gov/member_services/lrs/lrs_search_panel.cfm

WrightsLaw Idaho Yellow Pages for Kids

www.yellowpagesforkids.com/help/id.htm

Appendix 8c

Secondary Transition IEP Form

Document Date: **Individual Education Program (IEP)** Page 1 of 15

This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

CONTACT INFORMATION

Parent/Guardian Name: Primary Phone Number:

Mailing Address: Secondary Phone Number:

Native Language: Email Address:

Parent/Guardian Name: Primary Phone Number:

Mailing Address: Secondary Phone Number:

Native Language: Email Address:

Case Manager Name: Direct Contact Number:

Email Address:

IEP INFORMATION

Eligibility Category:

Medical Information:

PROCEDURAL SAFEGUARDS

34 CFR 300.504

I have been provided the special education procedural safeguards in my native language or other mode of communication:

- Offered and Accepted Offered and Declined

Parent/Guardian or Adult Student Signature

Date

IEP TEAM INFORMATION

Names of All IEP Team Members Invited to Attend	Position or Title	IEP Meeting Attendance (Check DOES NOT indicate agreement)
	Student (whenever appropriate) <small>34 CFR 300.321(a)(7)</small>	<input type="radio"/> Yes <input type="radio"/> No
	Parent/Guardian <small>34 CFR 300.321(a)(1)</small>	<input type="radio"/> Yes <input type="radio"/> No
	District Administrator or Designee <small>34 CFR 300.321(a)(3)-(4)</small>	<input type="radio"/> Yes <input type="radio"/> No
	General Education Teacher <small>34 CFR 300.321(a)(2)</small>	<input type="radio"/> Yes <input type="radio"/> No
	Special Education Teacher <small>34 CFR 300.321(a)(3)</small>	<input type="radio"/> Yes <input type="radio"/> No
	<input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No

Updated: August 2016

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

- Early Childhood IEP** **Standard IEP** **Secondary IEP**
Students Ages 3-5 *Students Ages 6-14* *Students Ages 15-21*

SECONDARY

Transfer of Rights *(Completed no later than the student's 17th birthday)* 34 CFR 300.320(c) and 300.520

- The student & parents have been informed that Special Education Rights **will** transfer to the student at age 18.

Parent/Guardian or Adult Student Signature *Date* *Student Signature* *Date*

- Special Education Rights **will not** transfer to the student at age 18.

Rationale: _____

- The IEP Team has determined that the student is not able to provide informed consent.
 A legal guardian has been appointed by the court.

Agency Participation 34 CFR 300.321(b)(3) and 300.622(a)

Were any outside agencies invited to attend the IEP Team Meeting?

- Yes, with documentation of written consent dated prior to agency invitation.

Date of written/verbal consent: _____ *(prior to invitation)*

Date of outside agency invitation: _____ *(following consent)*

- No

If No, specify reason: _____

POSTSECONDARY GOALS AND TRANSITION SERVICES PLANNING

Assessment Summary for Transition Services Planning 34 CFR 300.320(b)(1)-(2)
(It is recommended that a cumulative record of assessments be maintained)

Transition Assessment Tool	Date	Summary of Results

Current Level of Performance for Postsecondary Goals and Transition Services 34 CFR 300.43 and 300.320(b)(1)

1. Strengths of the student as indicated by formal or informal transition assessments:

2. Needs of the student as indicated by formal or informal transition assessments:

34 CFR 300.43 and 300.320(b)(1)

Updated: August 2016

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

3. Preferences of the student as indicated by formal or informal transition assessments:

[Redacted area]

4. Interests of the student as indicated by formal or informal transition assessments:

[Redacted area]

Postsecondary Goals

34 CFR 300.43 and 300.320(b)

A. Postsecondary Education and Training (REQUIRED)

Within one year of graduation, _____ will _____

Student Name Goal

B. Employment (REQUIRED)

Within one year of graduation, _____ will _____

Student Name Goal

C. Independent Living (When appropriate)

Within one year of graduation, _____ will _____

Student Name Goal

Transition Activities

(It is recommended that a cumulative record of transition activities be maintained)

34 CFR 300.320(b)(2) and 300.43(a)

A. Postsecondary Education and Training (REQUIRED)

Transition Activity	Position Responsible	Start Date	Status	End Date
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

B. Employment (REQUIRED)

Transition Activity	Position Responsible	Start Date	Status	End Date
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

C. Community Participation (REQUIRED)

Transition Activity	Position Responsible	Start Date	Status	End Date
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

E. Adult Services

The IEP Team has considered and determined activities in this area are: Necessary Not Necessary

Transition Activity	Position Responsible	Start Date	Status	End Date
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

F. Related Services

The IEP Team has considered and determined activities in this area are: Necessary Not Necessary

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This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

Transition Activity	Position Responsible	Start Date	Status	End Date

D. Independent Living

The IEP Team has considered and determined activities in this area are: Necessary Not Necessary

Transition Activity	Position Responsible	Start Date	Status	End Date

High School Graduation Consideration

34 CFR 300.43

- The student will meet regular high school graduation requirements.
- The student will meet district alternate mechanism/plan requirements.
- The student will meet high school graduation requirements with adaptations as determined by the IEP Team.

Identify and explain the adaptations made to the high school graduation requirements:

Anticipated graduation/exit date: _____

Course of Study

34 CFR 300.320(b)(2)

School Year	Grade Level	Courses to be Taken <i>At least one course must be included to help reach Postsecondary Goals.</i>	Credits Earned
	Grade 8		
	Grade 9		
	Grade 10		
	Grade 11		
	Grade 12		
	Ages 18-21		

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

34 CFR 300.320(a)(1)

Skill Area

Add New Skill Area

Delete this Skill Area

Current Level of Performance

34 CFR 300.320(a)(1)

1. Strengths of the student in this Skill Area:

34 CFR 300.324(a)(6)

2. Parental concerns for enhancing student's education in this Skill Area:

34 CFR 300.324(a)(1)(i)

Updated: August 2016

Document Date: **Individual Education Program (IEP)** Page 5 of 15

This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

3. How the student's disability affects the student's involvement and progress in the general curriculum and participation in appropriate activities in this Skill Area: 34 CFR 300.320(a)(1)(i)

[Redacted text area]

Annual Goal

1. Student Need: 34 CFR 300.324(a)(1)(i)

[Redacted text area]

2. Baseline Data: 34 CFR 300.324(a)(1)(ii)

Given [Condition] [Student Name] currently [Targeted Skill or Behavior] [Criteria]

3. Objectives and Benchmarks (REQUIRED FOR STUDENTS TAKING THE ALTERNATE ASSESSMENT) 34 CFR 300.320(a)(2)(i)

[Add] Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

[Add] Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

[Add] Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

[+] Add Objectives and Benchmarks
[-] Hide All Objectives and Benchmarks

4. Annual Goal: 34 CFR 300.320(a)(2)

Given [Condition] [Student Name] will [Targeted Skill or Behavior] [Criteria] by [Date]

4a. Postsecondary Goals: 34 CFR 300.320(b)(1)

What Postsecondary Goals are addressed in this Annual Goal?
How does this Annual Goal progress the student toward attaining Postsecondary Goals?
[Redacted text area]

5. Procedure for data collection: 34 CFR 300.320(a)(3)(i)-(ii)

Observation Rubric Work Sample Assessment Other [Redacted text area]

6. Schedule: 34 CFR 300.320(a)(3)(i)-(ii)

Daily Weekly Monthly Bi-Monthly

7. General Education Content Standard(s): 34 CFR 300.320(a)(2)(A)

[Redacted text area]

Updated: August 2016

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date: _____
 Student Name: _____ District ID: _____ State ID: _____ Grade: _____ Sex: _____
 Native Lang: _____ Ethnicity: _____ Birthdate: _____ Age: _____
 District: _____ School: _____ Phone: _____

[Idaho Early Learning eGuidelines](#) [Idaho Core Standards](#) [Idaho Basic Workplace Competencies](#)

8. Assistive Technology (AT)/Accessible Educational Materials (AEM) in use or considered new: 34 CFR 300.324(a)(2)(v)
 No If "No", why? _____
 Yes If Yes, list the AT/AEM: _____

Reporting Progress 34 CFR 300.320(a)(3)(i)(B)
 Written progress will be provided: _____

IEP SERVICES 34 CFR 300.320(a)(4) and (7)
 The information below is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Special Education and/or Related Service <small>34 CFR 300.320(a)(4)</small>	Title of Professional Staff Responsible <small>34 CFR 300.320(a)(4)</small>	Frequency of Special Education/Related Services <small>34 CFR 300.320(a)(7)</small> Use ONE column only per identified service			Location <small>34 CFR 300.320(a)(7)</small>	Date <small>34 CFR 300.320(a)(7)</small>	
		Per Day	Per Week	Per Month		Start	End
Total Amount of Time (minutes):							

Optional Statement of Service Delivery: 34 CFR 300.320

LEAST RESTRICTIVE ENVIRONMENT (LRE) 34 CFR 300.320(a)(5)
 The IEP shall explain the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities. Idaho Special Education Manual 2016

Select the age range for this student: 3 to 5 year old 6 to 21 year old

Minutes Weekly Averages

Total minutes in the school week for this student: _____
 Average time **outside** the general education environment: _____ Special Ed Percentage: 0%
 Average time **inside** the general education environment*: _____ General Ed Percentage: 0%
 * even if special education services are being provided

Document Date: **Individual Education Program (IEP)** Page 7 of 15
 This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:
 Student Name: District ID: State ID: Grade: Sex:
 Native Lang: Ethnicity: Birthdate: Age:
 District: School: Phone:

Educational Environment for Ages 6-21

34 CFR 300.320(a)(5) and 300.114

- (01) Student is inside the general education classroom 80% or more of the school day. In a 6 hour school day, the student is inside the regular class at least 4 hours and 48 minutes.
- (02) Student is inside the general education classroom at least 40% but not more than 79% of the school day. In a 6 hour school day, the student is inside the regular class at least 2 hours, 25 minutes, but not more than 4 hours, 47 minutes.
- (03) Student is inside the general education classroom less than 40% of the school day. In a 6 hour school day, the student is inside the regular class 2 hours, 24 minutes or less.
- (11) Student is in a district self-contained classroom in a separate special education school for more than 50% of the school day - more than 3 hours in a 6 hour school day.
- (12) Student is placed in a private special education day school/facility at public expense for more than 50% of the school day - more than 3 hours in a 6 hour school day.
- (13) Student receives education services in public residential facility for more than 50% of the school day and resides in that facility during the school week.
- (14) Student receives education services in a private residential facility at public expense for more than 50% of the school day and resides in that facility during the school week.
- (15) Student receives special education services in a hospital or homebound setting (do not include home-schooled students or virtual charter school students).
- (16) Student receives special education services in a detention center or correctional facility.
- (21) Student is voluntarily enrolled in a private school by parents.

Educational Environment for Ages 3-5

34 CFR 300.320(a)(5) and 300.114

- (44) SEPARATE SPECIAL EDUCATION CLASS: Student attends a special education program in a class with a majority (at least 50%) of children with disabilities (i.e., children on IEPs). (This category may include but is not limited to programs in regular school buildings, portables, child care facilities, out-patient hospital facilities, or other community based settings.)
- (45) SEPARATE SCHOOL: Student receives education programs in a public or private day school designed for children with disabilities.
- (46) RESIDENTIAL FACILITY: Student receives education program in publicly or privately operated residential school or medical facility on inpatient basis.
- (47) SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION: Student receives the majority of special education and related services in a service provider location or some other location not in any other category. (This category includes but is not limited to clinicians' offices located in school buildings, private clinicians' office, and hospital facilities on outpatient basis.)
- (48) HOME: Student receives the majority of special education and related services in the principal residence of the child's family or caregivers (includes babysitters). (Include children who receive special education both at home and in a service provider location or other location not in any other category.)
- (49) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) at least 10 hours per week. The student receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.
- (50) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) at least 10 hours per week. The student receives majority of Special Education and related services in some OTHER LOCATION.
- (51) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) less than 10 hours per week. The student receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.
- (52) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) less than 10 hours per week. The student receives majority of Special Education and related services in some OTHER LOCATION.

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

Placement Considerations

- Yes No Is this placement based on the student's educational needs documented in this IEP? 34 CFR 300.114

Rationale for removing of the student from the general education environment:

- Yes No Is the student able to be satisfactorily educated in the general education environment for the entire school day? 34 CFR 300.114

Rationale for removing of the student from the general education environment:

- Yes No If removal from the regular environment is necessary, is it based on the nature and severity of the student's disability and not the need for modifications in the general curriculum? 34 CFR 300.114(a)(2)(i)

Rationale for removing of the student from the general education environment:

- Yes No Is the educational placement as close as possible to the student's home? 34 CFR 300.116(b)(3)

Rationale for removing of the student from the general education environment:

- Yes No Is the educational placement in the school the student would attend if the student did not have a disability? 34 CFR 300.116(c)

Rationale for removing of the student from the general education environment:

- Yes No Did the IEP team consider any potential harmful effect of the educational placement? 34 CFR 300.116(d)

Rationale for removing of the student from the general education environment:

- Yes No Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students? 34 CFR 300.117

Rationale for removing of the student from the general education environment:

OTHER CONSIDERATIONS

A. Special transportation is a related service. 34 CFR 300.34(a)

The student requires: Regular Special No Transportation

Describe, if necessary: _____

Updated: August 2016

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

B. Are extended school year (ESY) services required for this student?

34 CFR 300.106

No Yes TBD *If TBD, when:* _____

1. What are the skills this student will lose as a result of an interrupted educational program and will be unable to recoup so as to make reasonable progress toward achieving the goals and benchmarks/objectives in the IEP?

2. What skills are emerging that require ESY services in order to make reasonable gains?

3. What acquisition of a critical life skill that aids the student's ability to function independently would be threatened by an interruption in services?

4. In what way are the above skills critical to the overall progress of the student?

5. Specify which goals and objectives/benchmarks should be part of the IEP for ESY services.

6. Beginning and ending dates of ESY: _____ Hours per week: _____

C. Does the student have limited proficiency in English?

34 CFR 300.324(a)(2)(ii)

No Yes *If Yes, what native language?* _____

Explain what considerations are necessary: _____

D. Is the student deaf or hard of hearing?

34 CFR 300.324(a)(2)(iv)

No Yes *If Yes, explain what considerations are necessary:* _____

If hearing impaired/deaf, is hearing aid monitoring required?

No Yes

E. Does the student have unique communication needs?

34 CFR 300.324(a)(2)(v)

No Yes *If Yes, how will communication needs be met:* _____

F. Is the student blind or visually impaired?

34 CFR 300.324(a)(2)(ii)

No Yes *If Yes, explain what considerations are necessary:* _____

If visually impaired/blind, is Braille required?

No Yes

G. Does the student have health care needs?

No Yes *If Yes, list the health care needs:* _____

Updated: August 2016

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

BEHAVIOR INTERVENTION PLANNING

34 CFR 300.324(a)(2)(i) and 300.530(d)(1)(i)

Does behavior impede the student's learning or that of others?

- No Yes

If behavior impedes the student's learning or that of others:

- Positive behavior supports are incorporated in this IEP. *(Complete the Positive Behavior Supports section below)*
- A behavior intervention plan (BIP), including positive supports. *(Complete the Behavior Intervention Plan section below)*

Positive Behavior Supports

Supports/Tools	Purpose

Behavior Intervention Plan

Replacement behavior (restate IEP goal that addresses teaching behavior):

Given will by

Condition Student Name Targeted Skill or Behavior Criteria Date

Preventative Strategies		Teaching	Responding
Setting Event Strategies	Antecedent Strategies	Replacement Behavior	Consequence Strategies
			Reinforce Correct Student Responding (Replacement Behavior)
			Minimize/Extinguish target behavior

What method of progress monitoring will be used to determine if the replacement behavior is working?

Is there a crisis plan that ensures safety for all (what to do in dangerous or high risk situations, if needed)?

Idaho Code 32-512(4) and 34 CFR 300.324(a)(2)(i) and 300.530(d)(1)(i)

- No If No, why:
- Yes If Yes, describe escalation cycle and interventions at each stage/level:

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

Native Lang: Ethnicity: Birthdate: Age:

District: School: Phone:

ACCOMMODATIONS, ADAPTATIONS, AND/OR SUPPORTS IN GENERAL AND SPECIAL EDUCATION

34 CFR 300.320(a)(4)(i)-(ii) and 300.320(a)(9)(i)

Document accommodations and/or adaptations the student requires, based on assessed needs, in order to advance, be involved and make progress in general education curriculum, and be educated in general education to the maximum extent possible. Include all necessary classroom accommodations and adaptations.

A. Accommodation/Adaptations, If Needed

Presentation

Timing/Schedule

Setting

Response

Other

B. Modification to the General Education Curriculum

PARTICIPATION IN STATEWIDE AND DISTRICTWIDE ASSESSMENT

34 CFR 300.320(a)(9)(i)

Only those accommodations listed in the "Accommodations, Adaptations, and/or Support in General and Special Education" section of this IEP and regularly used by the student in classroom instruction and classroom testing may be used during statewide or districtwide assessments.

ELA/Reading (Grades K-11)

IRI IRI-Ait ISAT ISAT-Ait NAEP Other Not tested at this grade level

IRI-Ait Eligibility

34 CFR 300.320(a)(9)(i)-(ii)

The student must meet all of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Updated: August 2016

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Projected Triennial Reevaluation Date:

Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

ISAT-Alt Eligibility

34 CFR 300.320(a)(5)(i)-(ii)

The student must meet *all* of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Math (Grades 3-11)
 ISAT ISAT-Alt NAEP Other Not tested at this grade level
ISAT-Alt Eligibility

34 CFR 300.320(a)(5)(i)-(ii)

The student must meet *all* of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Science (Grades 5, 7, 11)
 ISAT ISAT-Alt NAEP Other Not tested at this grade level
ISAT-Alt Eligibility

34 CFR 300.320(a)(5)(i)-(ii)

The student must meet *all* of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

Other
 Access Access-Alt Civics (Fall 2017) College Entrance Exam Other

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Document Date: **Individual Education Program (IEP)** Page 13 of 15This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

Access-Ait Eligibility

34 CFR 300.320(a)(5)(i)-(ii)

The student must meet *all* of the criteria listed below with documentation available for the IEP Team to determine that the student is eligible to participate in an alternate assessment:

- Yes No The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;
- Yes No The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- Yes No The student is unable to acquire, maintain, or generalize skills (in multiple settings) and to demonstrate performance of these skills without intensive and frequent individualized instruction.

WRITTEN NOTICE OF SPECIAL EDUCATION ACTION**A. Actions Proposed**

34 CFR 300.503(a)(1)

- The student is due for a reevaluation to determine continued eligibility, and it has been determined that further assessment is not necessary.
- The school district proposes to initiate/change identification.
- The school district proposes to initiate/change educational placement.
- The school district proposes to initiate/change educational placement due to disciplinary action.

If Other, describe: _____

B. Actions Refused

34 CFR 300.503(a)(2)

- The school district refuses to initiate/change identification.
- The school district refuses to initiate/change evaluation/reevaluation.
- The school district refuses to initiate/change educational placement.
- The school district refuses to change the Individualized Education Program (IEP).

If Other, describe: _____

C. Explanation of why actions were proposed or refused

34 CFR 300.508(a)(1)-(2) and 300.508(b)(1)-(2)

- The student has completed the semester in which he or she turned 21 years old and is no longer entitled to special education services.
- The student has met IEP or district graduation requirements.
- The current data on school performance along with previous assessments are adequate.
- The student's disability adversely affects his or her educational performance, preventing satisfactory achievement.
- Special education services are required in order for the student to benefit from an educational program.
- The student's disability does not adversely affect his or her educational performance.
- Behavioral and academic interventions can be implemented within the current placement.

If Other, describe: _____

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This IEP is an: Initial Annual Review Projected Triennial Reevaluation Date:

Student Name: District ID: State ID: Grade: Sex:

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District: School: Phone:

D. The following options were considered and rejected because: 34 CFR 300.503(b)(5)

[Redacted]

E. The following evaluation procedures, tests, records, and reports were used as a basis for the decision:

34 CFR 300.503(b)(3)

[Redacted]

F. The following information and other factors are relevant to the decision: 34 CFR 300.503(b)(7)

[Redacted]

This written notice is provided in the native language of the parent/guardian or other mode of communication used by the parent, unless it is clearly not feasible to do so. 34 CFR 300.503(c)(1)-(2)

Yes No

Explain why it is not feasible to do so:

[Redacted]

What steps have been taken to ensure that the parent understands the content of this written notice?

[Redacted]

CONSENT FOR INITIAL PLACEMENT

Is this an initial placement?

Yes No

Parent or Adult Student Consent

- I GIVE consent to placing in special education. I understand that I can revoke this consent before services begin.
- I DENY consent to placing in special education.

Parent/Guardian or Adult Student Signature *Date*

A copy of the IEP has been provided to the parent/guardian. 34 CFR 300.322(f)

Yes No If No, will be provided on: [Redacted]

If you need assistance, contact your school district using the contact information below:

School District Contact Information: [Redacted]

In addition to contacting your school district, if further assistance is needed, you may contact any of the agencies below:

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Document Date: **Individual Education Program (IEP)** Page 15 of 15This IEP is an: Initial Annual Review

Projected Triennial Reevaluation Date:

Student Name:

District ID:

State ID:

Grade:

Sex:

Native Lang:

Ethnicity:

Birthdate:

Age:

District:

School:

Phone:

Idaho State Department of Education

650 W. State Street
 P.O. Box 83720
 Boise, Idaho 83720
 208/332-6910
 800/432-4601
 TT: 800/377-3529
 Web: www.sde.idaho.gov

Idaho Parents Unlimited, Inc.

4619 Emerald
 Suite E
 Boise, Idaho 83706
 800/242-4785
 V/TT: 208/342-5884
 Web: www.ipulidaho.org

DisAbility Rights Idaho

4477 Emerald Street
 Suite B-100
 Boise, Idaho 83706-2066
 V/TT: 208/336-5353
 V/TT: 866/262-3462
 Web: <http://disabilityrightsidaoh.org>

Idaho Legal Aid Services

Administration Office:
 1447 Tyrell Lane
 Boise Idaho 83706
 Phone: (208) 336-8980
 Fax: 342-2561
 Web: www.idaholegalaid.org/

* Offices in Boise, Caldwell, Coeur d'Alene, Idaho Falls,
 Lewiston, Pocatello and Twin Falls

Idaho Bar Association

P.O. Box 895
 Boise Idaho 83701
 Phone (208) 334-4500
 Fax: 334-4515
 Web: <https://isb.idaho.gov/>
 Online Lawyer Referral:
https://isb.idaho.gov/member_services/lrs/lrs_search_panel.cfm

Wrightslaw Idaho Yellow Pages for Kids

www.yellowpagesforkids.com/help/id.htm

Updated: August 2016

