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Nondiscrimination Clause

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities, or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, ID 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.
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 current 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, the Kansas Special Education Services Handbook, and the Colorado Instructional Accommodation Manual.

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.

Individuals with Disabilities Education Act (IDEA)
This Handbook contains references to the IDEA.

Special Education Forms
IEP forms and templates can be found on the Idaho State Department of Education, Division of Special Education website.
SPECIAL EDUCATION PROCESS FLOW CHART

General Education

Parent Involvement
(Chapter 1)

General Education Interventions
(Chapter 1)

Referral for Evaluation
(Chapter 1)

Evaluation for Possible Exceptionality
(Chapter 1)

Section 504 Eligible
(Office of Civil Rights)

Eligibility Meeting
(Chapter 1)

Not Eligible
No Services

Special Considerations
(Chapter 5)

IEP Team Meeting
(Chapter 1)

IEP Goals
(Chapter 3)

Placement
(Chapter 5)

Special Education & Related Services
(Chapter 5)

Continuing Services
Annual IEP Review/Revise IEP

Reevaluation & Progress Monitoring
(Chapters 1 and 4)

Discontinuing Services
(Chapter 1)
BEGINNING THE SPECIAL EDUCATION PROCESS

Referral to Consider a Special Education Evaluation

A Referral to Consider a Special Education Evaluation is sent to the Evaluation Team after the general education problem-solving team has determined the student’s response to research-based interventions in general education has not resulted in adequate progress and language and cultural issues are not the main source of the student’s academic or behavioral discrepancy from peers (Idaho Special Education Manual, Chapter 3, Section 4).

Procedural Safeguards are activated as part of the Referral process. Parents must be provided a copy of the Procedural Safeguards Notice.

Note: If immediate action is warranted and documented or a parent initiates a referral, student participation in the problem-solving team and general education interventions cannot be used to delay the Referral process. This includes all students ages 3-21. For more information, see the “Dear Colleague” letter.

When completing the Referral, the Evaluation Team should include all required team members (Parent/Adult Student, General Education Teacher, Special Education Teacher, Individual who can interpret assessment results, Administrator or Designee). The team will consider all available information and determine whether or not the evaluation is warranted.

Information for the team to review includes:

- Parent input and concerns
- Previous assessments and evaluations
- Results of general education interventions
• All available educational records
• Family and health history, and
• Academic information (formal and informal)

Additional information on the Referral process can be found in the current Idaho Special Education Manual, Chapter 3, Section 4.

**Development of the Assessment Plan**

The Evaluation Team will use the information provided in the Referral to develop a comprehensive assessment plan that will provide a clear picture of the student’s learning profile.

The Evaluation Team should be familiar with the 14 disability categories students may be found eligible for in the State of Idaho and complete assessments related to the suspected disability. Information regarding each category’s specific criteria can be found in the current Idaho Special Education Manual, Chapter 4, Section 7: State Eligibility Criteria.

The areas checked on the Consent for Assessment should:

• Be individualized for each student
• Only cover areas where the team needs more information in order to better understand the student’s strengths and needs
• Match the areas marked “yes” under Need More Information on the Referral

To ensure all team members understand their role in the evaluation process, a designated individual should share the assessment plan with all evaluation team members and communicate responsibilities and due dates for the eligibility report draft. This ensures all assessments checked on the Consent are completed, and the information is entered into the eligibility report to share with parents and other team members.

*Remember:* The Evaluation Team has 60 calendar days from the date of written consent to determine eligibility (excluding periods when school is not in session for 5 or more consecutive school days). In order to ensure your team meets timelines, it is recommended that you schedule the eligibility determination meeting prior to the 60-day due date in the event that unforeseen circumstances occur that cause the meeting to be rescheduled.

**Identifying the Appropriate Assessments**

In order to identify the most appropriate assessments that will provide the team with information to determine eligibility, your team will need to ensure the assessment(s):

• Align with the criteria required for the suspected disability category
• Are used for the purpose of which they are proven valid and reliable, and
• Align with the areas of concern identified within the Referral
Administration of the Assessments

Prior to administering the assessment:

- Study the administration and scoring procedures to ensure you are familiar with the requirements
- Ensure you understand the specific starting and stopping points for each subtest
- Identify and follow the requirements for each assessment and subtest
- Review and utilize resources available to you within the testing kit
- Practice, practice, practice!

During administration of the assessment:

- Ensure the testing environment is quiet and free of distractions
- Schedule adequate time for testing sessions, keep the number of sessions to a minimum
- Make sure you have all required materials ready before beginning the assessment
- Maintain standardization by following procedures outlined within the testing guide

Reporting Assessment Results

In order to provide a clear picture of the student’s strengths and needs in each assessment area, the team should interpret and report the results in a way that is understandable to all team members (especially parents!).

Interpretation of results should include:

- A brief description of the assessment
- Testing observations specific to the task
- Behavior during testing
- Standard scores/percentiles
- Clusters/subtests administered
- How assessment results may impact student performance
Eligibility Determination Procedures

The Evaluation Team should review assessment results and discuss whether or not the student meets criteria for one of the 14 disability categories, which can be found in the current Idaho Special Education Manual, Chapter 4, Section 7:

1. Autism Spectrum Disorder
2. Intellectual Disability
3. Deaf-Blindness
4. Deaf or Hard of Hearing
5. Developmental Delay
6. Emotional Disturbance
7. Other Health Impairment
8. Specific Learning Disability
9. Multiple Disabilities
10. Orthopedic Impairment
11. Speech or Language Impairment: Language
12. Speech or Language Impairment: Speech
13. Traumatic Brain Injury
14. Visual Impairment Including Blindness
## Guiding Questions for 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?
Chapter 2: The IEP Team Meeting

THE IEP TEAM MEETING

IEP Team Members

The IEP Team is responsible for developing, reviewing, or revising an IEP for a student with a disability. Though individual team members may change from year to year, the required roles (below) must be part of each IEP team.

IEP Team

- Parent(s)
- Student (if appropriate)
- Person who can interpret assessment results
- Administrator or District Representative
- General Education Teacher
- IEP Team
- Special Education Teacher
- Others with knowledge or special expertise about the student
### Team Participants

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<td>General Education Teacher</td>
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<tr>
<td>(or Speech Pathologist if child is receiving only speech and language)</td>
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<td>Special Education Teacher</td>
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<td>I</td>
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<td>Related Service providers (when services are considered for initiation, continuation or discontinuation)</td>
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**R** = Required attendance  **I** = Must be invited to participate  **O** = Optional attendance

### IEP Team Member Roles

**Parent(s):** Parents are the student’s biggest advocates. They can speak to their child’s strengths, needs and long-term goals. They will likely have information on what strategies and supports have worked (or not worked) in the past and can share information related to the family’s culture and expectations.

**Student:** The student can provide the team with information on preferences, interests, goals, strengths and needs. He or she may have the opportunity to introduce team members, lead the meeting, or present information to the rest of the team. Beginning with the IEP that will be in place when the student turns 16, the student should be an active participant in his or her IEP Team meeting.

**General Education Teacher:** The general educator can provide guidance and expertise related to the general education curriculum and grade level expectations. For students who participate in the general education setting, the General Education Teacher can speak to the student’s involvement and progress in the curriculum, interaction with peers in the general education classroom. They can also share areas of concern and help to determine appropriate supports, accommodations, and positive behavioral
interventions that will allow the student to meaningfully participate in the general education classroom and curriculum.

**Special Education Teacher:** The special educator helps the team understand how assessment results lead to development of an individualized plan for the student. He or she will provide input on the student’s current level of functioning, provide suggestions for accommodations or adaptations, and instructional strategies that might be used to support the student in achieving his or her goals.

**Individual who can interpret assessment results:** This individual may be the School Psychologist, the Speech-Language Pathologist, Occupational Therapist, Vision Specialist, or other related service role. This individual will use their expertise to help the rest of the team understand assessment results and their impact on the student’s ability to access the general education curriculum and environment in addition to input on supports and services necessary for student success.

**Administrator/District Representative:** The Administrator/District Representative may be the school principal, special education director or other individual who is able to make decisions related to resources and ensuring the IEP will be implemented. This person acts as the process leader for the team. This individual has the expertise to ensure the meeting remains focused on the student’s needs, special education and district processes are followed, and has the ability to allocate funds for services that will best support student learning.

**Transition Agency Representative:** The transition agency representative is well informed about specific transition resources and/or adult services in the community. Representatives of agencies invited may include, but are not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, mental health agencies, medical providers, vocational rehabilitation, independent living, or community participation.

**Part C Coordinator or Representative:** The Part C Coordinator or representative has been the individual working with the student from birth to age 3. They are now transitioning the student on to the early childhood program (Part B). Their role is to share knowledge of the student with the receiving teacher and team.

**Other:** The parent or adult student may invite other individuals with knowledge or expertise regarding the student. These individuals can help to provide additional information for the team to consider when developing the student’s individualized plan.

**IEP Team Member Excusal**

The IEP Team should make every attempt to ensure all team members are able to attend and participate in the entire IEP Team meeting. The parent/adult student, general education teacher, special educator (teacher or Speech-Language Pathologist for Speech/Language-only students), individual who can interpret assessment results and district representative are required members of each IEP Team.

If the team has made every attempt to schedule/reschedule the meeting and one of the required team members is not able to attend (whole or in part), the excusal process must be followed.

Prior to the meeting:

- The parent/adult student and district must agree in writing to excuse the individual
• The excused team member must provide written input to the IEP Team regarding his or her area of curriculum and/or services
• Remember: the written input provided needs to include data based on assessment and provide meaningful guidance to the team

**Before the IEP Team Meeting**

**Prepare and Organize Information for the Meeting**

• Provide opportunity for parents to give 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. You may need to provide guidance on what type of information would best support the team in understanding the student’s current strengths, needs, etc.
• Prepare the student for his or her role in the meeting, which might include the input that he or she will provide and how to participate in the meeting.
• If the purpose of the meeting will be the consideration of the postsecondary goals and the transition services, the student must be invited to the meeting. If the student does not attend the IEP Team meeting, ensure the student’s preferences and interests are represented in the documentation and plan.
• 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
• 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. After developing a draft of the PLAAFP, observable, measurable goals that align with the student’s current strengths and needs will be drafted.

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 student’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 7 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
- Review draft PLAAFP/PLOP and IEP goals with the general education teacher to ensure that information is accurate and applicable across learning environments

Sample Meeting Agenda

Sample IEP Meeting Agenda:

- Time scheduled for today’s meeting: _______________
- Introduce IEP Team members
- State the purpose of the meeting
- Offer Procedural Safeguards to parents and ask if they have any questions
- Discuss Present Levels of Academic Achievement and Functional Performance
- Develop or review draft of Annual Goals
- Determine IEP Services, Placement, and Least Restrictive Environment
- Determine necessary accommodations and adaptations
- Review team meeting notes

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.

IEP Meeting Minutes/Notes

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

The note taker 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
• 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 having the parents sign where indicated on the IEP cover page, 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.
Sample Meeting Notes Page

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 Members in Attendance

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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</tbody>
</table>

Meeting Notes:

Meeting notes should include reference to Team members using titles (rather than names), objective language that captures Team discussion, documentation of all aren’t 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.
Meeting Notes (continued):

Following the Meeting:

☐ Notes read aloud to Team members
☐ Copy of notes provided to parents
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, paraprofessionals, 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, paraprofessionals, 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.

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. If you feel that your team may be at a point where facilitation would be beneficial or necessary, talk with your Administrator or Special Education Director.

**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 to meet to amend the IEP or agree in writing 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.*

Amendments take place when:

- The student meets criteria for an annual goal and the IEP needs to be updated
- There is a lack of progress on annual goal(s)
- Services or service times are adjusted
- The student’s placement has been modified
- New assessment results or information prompt the team to adjust the student’s program

**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.

The State Department of Education, Division of Special Education has developed a guidance document to support teams in the process of Sufficiency Reviews. To locate this document, go to the State Department of Education’s Special Education Page, click on Special Education Manual, then Chapter 4-Evaluation and Eligibility.

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 3: Current Level of Performance

CURRENT LEVEL OF PERFORMANCE

Understanding the Present Level of Academic Achievement and Functional Performance (PLAAFP).

As you work with your team to determine the student’s current level of performance, the following information should be reviewed:

- Assessment results from the student’s most current eligibility report
- Parent input and concerns
- Current data from interventions and/or IEP goals
- Input from the student’s general education team members
- Current academic performance data and work samples
- Implementation of accommodations and/or adaptations and their impact
- Grade-level standards and expectations
Understanding and Using General Education Standards

Review the student's grade-level expectations and standards in the identified area(s) of need.

Identify the skill(s) needed for the student to meet grade-level expectations.

Assess the student's skills related to the standards.

Determine how the student's disability prevents him or her from mastering the standards.

Although the student may be working at a level far below his or her grade level, you will always need to cite the current grade level standard. By doing so, the team is always keeping progress in mind and working towards moving the student closer to grade level.

Idaho Content Standards

All Idaho Content standards can be found on the Idaho State Department of Education’s website. On the home page, click on the box labeled Idaho Content Standards.

Idaho Early Learning E-Guidelines

For students receiving early childhood services, the Idaho Early Learning e-Guidelines can be found on the Idaho Department of Health and Welfare’s website. On the home page, click on Children, then Early Childhood Information Clearing House.

Workplace Skills for Career Readiness Standards

For students who are learning skills to support them as they begin to think about or gain employment, the Workplace Skills for Career Readiness Standards can be found on Idaho Career & Technical Education website. On the home page, click on Educators, then Program Standards & Assessments. Click on the (+) sign next to the Workplace Readiness Assessment topic.

Current Level of Performance

Student Strengths

What are the student’s strengths related to the Skill Area? Consider strengths that will help the student be successful in implementation of this annual goal.

Parent Concerns
Gather input from parents on their concerns regarding the student’s skills or growth for the skill area.

Disability Impact Statement

How does the student’s disability impact his or her involvement and progress related to this skill area? Consider involvement in both the general education curriculum and participation in general education activities. *This section should tie to the Adverse Impact statement in the student’s current eligibility.

Annual Goal

Student Need

What skill(s) does the student need to learn in order to make progress in this skill area? The skills listed should relate to the annual goal that is developed for the student.

Baseline Data

What is the student’s current ability to exhibit the target skill or behavior? The baseline statement should link directly to the annual goal.

Annual Goal

What should the student be able to satisfactorily achieve within one year? Consider the student’s rate of acquisition and input from all team members.
Components of an Annual Goal

1. Specify the Condition
   Under what circumstances will the student perform the skill?
   
<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Given a verbal direction from an adult...</td>
</tr>
<tr>
<td>• Given 10 multi-digit division problems...</td>
</tr>
<tr>
<td>• Given a multi-step assignment...</td>
</tr>
<tr>
<td>• Given a shopping list and budget...</td>
</tr>
</tbody>
</table>

2. State the Target Skill or Behavior
   What is the targeted skill or behavior the student is expected to perform? (Ties to Student Need statement)
   
<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ...will raise his or her hand...</td>
</tr>
<tr>
<td>• ...will correctly spell...</td>
</tr>
<tr>
<td>• ...will indicate agreement or disagreement using her communication device...</td>
</tr>
<tr>
<td>• ...sort items by shape...</td>
</tr>
<tr>
<td>• ...will correctly answer who, what and where questions...</td>
</tr>
</tbody>
</table>

3. Determine the Criteria
   At what rate/accuracy/frequency is the student able to exhibit the target skill or behavior?
   
<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ...with 80% accuracy on three consecutive trials</td>
</tr>
<tr>
<td>• ...across 7 classroom assignments</td>
</tr>
<tr>
<td>• ...in 9/10 opportunities presented</td>
</tr>
<tr>
<td>• ...in 4 consecutive peer interactions</td>
</tr>
<tr>
<td>• ...for three consecutive months</td>
</tr>
</tbody>
</table>

4. Specify the Procedure
   How will the student’s progress be monitored?
   
<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation</td>
</tr>
<tr>
<td>• Rubric</td>
</tr>
<tr>
<td>• Work Sample</td>
</tr>
<tr>
<td>• Assessment</td>
</tr>
</tbody>
</table>

5. Specify the Schedule
   How often will data on progress be collected?
   
<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily</td>
</tr>
<tr>
<td>• Weekly</td>
</tr>
<tr>
<td>• Monthly</td>
</tr>
<tr>
<td>• Bi-Monthly</td>
</tr>
</tbody>
</table>

Benchmarks and Short-Term Objectives

For students who are eligible to take alternate assessments, your team must identify short-term objectives or benchmarks as part of the annual goals. For all other students, your team may decide that
the annual goal needs to be broken down into small steps or milestones in order to measure progress throughout the year.

Questions to consider when identifying benchmarks or short-term objectives:

1. What sequence of steps or milestones are needed to reach the annual goal?
2. What levels of progress toward meeting the goal will be measured throughout the year?

<table>
<thead>
<tr>
<th>Short-Term Objectives</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual skills needed to achieve the annual goal.</td>
<td>Measure the progress toward the annual goal.</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>• Steps for toileting</td>
<td>• Increase in percentage</td>
</tr>
<tr>
<td>• Correct use of conventions</td>
<td>• Decrease in prompts</td>
</tr>
<tr>
<td>• Add, subtract, multiply, divide decimals</td>
<td>• Increase in number of words, steps, etc. learned</td>
</tr>
</tbody>
</table>

**Assistive Technology and Accessible Educational Materials**

For each annual goal included in the student’s plan, the IEP Team will need to determine whether or not the student requires Assistive Technology (AT) or Accessible Educational Materials (AEM) in order to successfully participate in his or her educational program.

**Assistive Technology**

Assistive Technology can be a device or a service, depending on the individual needs of the student. An AT device could be any item, piece of equipment or product system used by the student to increase, maintain or improve his or her functional capabilities.

Examples of AT devices you may see in schools:

- “Big key” keyboards
- Speech recognition software
- Jumbo grip pencils
- Weighted vest
- Bookmark timer
- Communication board

AT Services could include:

- School-based consultation to select an assistive technology device
- Support in acquisition of necessary devices
- Training and support to assist the student and team in understanding use of the device
Accessible Educational Materials

For students with disabilities who are unable to access printed materials in the same way as their general education peers, teams can use or develop Accessible Educational Materials. The use of AEM can remove barriers to a student’s access to print and provide him or her with the opportunity to learn the same information as their peers.

Some examples of AEM you might see in schools:

- Digital books
- Books with large print
- Text-to-speech software
- Documents printed using braille

For additional information and support regarding AT and AEM, contact the Idaho Assistive Technology Project. You can also learn more about AEM through the National Center on Accessible Educational Materials.
### PLAAFP Checklist

<table>
<thead>
<tr>
<th>Statements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Strengths</td>
<td>Describe the student’s strengths in the areas of need related to the skill area.</td>
</tr>
<tr>
<td>Parental Concerns</td>
<td>Summarize the Parent/Guardian’s concerns for enhancing education in this Skill Area.</td>
</tr>
<tr>
<td>Disability Impact Statement</td>
<td>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) related to this skill area.</td>
</tr>
</tbody>
</table>

### Annual Goal Checklist

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Needs</td>
<td>Describe the student’s needs related to the disability in this skill area. What skills are needed to improve in order for the student to access the general education curriculum?</td>
</tr>
</tbody>
</table>
| Baseline Data                       | **Condition**  
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.  
Under what circumstances is the student currently able to perform?  
  
**Targeted Skill or Behavior**  
Identify the skill or behavior that will be targeted for instruction. Describe the targeted skill or behavior in observable, measurable terms.  
What is the targeted skill or behavior the student will perform?  
  
**Criteria**  
Specify the level of proficiency at which the targeted skill or behavior is currently observed.  
At what rate/frequency/accuracy is the student currently able to exhibit the skill and/or adaptive behavior? |
<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Annual Goal</td>
<td><strong>Condition</strong> 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. Under what circumstances will the student perform?</td>
</tr>
<tr>
<td></td>
<td><strong>Targeted Skill or Behavior</strong> Describe the targeted skill or behavior in observable, measurable terms. What is the targeted skill or behavior the student will perform?</td>
</tr>
<tr>
<td></td>
<td><strong>Criteria</strong> 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. At what rate/frequency/accuracy is the student able to exhibit the skill and/or adaptive behavior?</td>
</tr>
<tr>
<td>□ Procedure for Data Collection</td>
<td>Identify how the behavior and criteria are documented. Consider observation, rubric, work sampling, assessment, etc. What method of measurement is best to gather data on this skill?</td>
</tr>
<tr>
<td>□ Schedule</td>
<td>Specify when and how often data will be gathered. (Must occur at least monthly) How many data points do you need to collect to ensure the student is making progress?</td>
</tr>
<tr>
<td>□ Objectives/Benchmarks (Required for students taking the Idaho Alternate Assessment)</td>
<td>Include Benchmarks or Short-Term Objectives, if applicable. What benchmarks or incremental steps does the student need to meet in order to attain the annual goal?</td>
</tr>
<tr>
<td>□ General Education Content Standards</td>
<td>Reference the Idaho Content Standards, Workplace Skills for Career Readiness Standards or the Idaho Early Learning eGuidelines.</td>
</tr>
<tr>
<td>□ Assistive Technology/AEM</td>
<td>Consider for every IEP goal.</td>
</tr>
</tbody>
</table>
Chapter 4: Special Education Services

SPECIAL EDUCATION SERVICES

The IEP Team must use the information from the PLAAFP and annual goals to determine the services, activities, and supports the student needs in order to make progress 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 should be clear enough that a stranger could read the description and understand the service, activity or support as it is intended.

Special Education Services

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

Related Services

Related services refer 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 should be a clear thread throughout the IEP that aligns the content of the PLAAFP with 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 defined in a table or grid in the services section of the IEP.

Additional information regarding Special Education Services can be found in the current Idaho Special Education Manual, Chapter 5: Individualized Education Programs, Section 2.

The IEP Service Grid

1. **Special Education and/or Related Service**
   Identify the specific special education or related service required to meet the unique needs of the student. There should be only one service listed per row of the IEP service grid, as illustrated in the example below.

2. **Professional Staff Responsible**
   List the title of the certificated service provider who is responsible for ensuring the service is implemented as written. Do not list titles of non-certificated personnel (i.e., paraprofessionals and staff) or specific names of persons providing the services.

3. **Frequency of Special Education/Related Services**
   List the number of minutes each service will be provided in the appropriate column (Per Day, Per Week, or Per Month).

4. **Location** (setting)
   Identify the environment where the service will be provided. Remember: Only one setting can be listed per service. If the service will be provided in multiple settings, each setting will be on a separate line, as illustrated in the example below.

5. **Start and End Date**
   Identify the dates when the services will begin and end. Start date can be no later than the date of the expiration of the previous IEP.

6. **Total Service Minutes**
   List the total number of minutes daily, weekly, and/or monthly for all special education and related services. Check to make sure that the total number of minutes for each service listed accurately reflects the amount of time the student actually receives services.

Service Grid Example:

<table>
<thead>
<tr>
<th>Special Education and/or Related Services</th>
<th>Professional Staff Responsibility</th>
<th>Frequency of Special Education/Related Services</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Special Education Teacher</td>
<td>150 minutes</td>
<td>02 Special Education Classroom</td>
<td>09/13/18</td>
</tr>
<tr>
<td>Reading</td>
<td>General Education Teacher</td>
<td>100 minutes</td>
<td>01 General Education Classroom</td>
<td>09/13/18</td>
</tr>
</tbody>
</table>
## Optional Statement of Service Delivery

The service grid is where IDEA special education and related services are listed. The *Optional Statement of Service Delivery* 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. It is the perfect place to notate any statements or requirements necessary for Medicaid School-Based Services, as applicable.

Below are some examples of how the *Optional Statement of Service Delivery* section could be used.

- The supervision schedule for paraprofessionals providing direct support to the student, under the direct supervision of certified staff.
  - “Paraprofessionals providing direct services to Bob will be supervised by the Special Education Teacher at least weekly.”
  - “Services may be provided by instructional assistants under the regular supervision of certified staff.”

- A description of the Medicaid School-Based Services that will be provided (i.e., Behavioral Intervention, Community Based Rehabilitation Services (CBRS), or Personal Care Services).
  - “Bob will receive Behavioral 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 provided by a Behavioral Consultant up to 36 hours a year.”
  - “Barb will receive Behavioral Intervention services at the paraprofessional level, on an individual basis, for 900 minutes per week in both the general education and special education settings. The paraprofessional will be supervised by the Special Education Teacher at least monthly. The student will also receive Behavioral Consultation services provided by a Behavioral Consultant up to 36 hours a year.”

- 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).
  - “Bob will need adult supervision during unstructured times throughout the day, such as recess and lunch.”

### Social Skills

<table>
<thead>
<tr>
<th>Special Education and/or Related Services</th>
<th>Professional Staff Responsibility</th>
<th>Frequency of Special Education/Related Services</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Per Day Per Week Per Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>Special Education Teacher</td>
<td>30 minutes</td>
<td>02 Special Education Classroom</td>
<td>09/13/18 09/12/19</td>
</tr>
</tbody>
</table>

**Total Amount of Time (minutes):**

- 180 minutes
- 100 minutes
• A statement explaining that a paraprofessional will be providing Speech/Language/OT/PT services (under the direct supervision of the appropriate professional).
  o “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.
  o “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.
  o “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. Supplemental aids and services may include, but are not limited to, 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 extracurricular 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 general 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 also be included in the Optional Statement of Service Delivery.
Special Considerations

IEP teams should consider any special factors that may interfere with the student’s learning and address all considerations throughout the IEP (e.g., the PLAAFP and any other areas deemed appropriate by the IEP Team). Outlined below are some guiding questions that IEP Teams can use to address special considerations.

Does the student require Special 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, or child safety seats
  - Accommodations (e.g., preferential seating, a positive behavioral support plan for the student on the bus, or 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.

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

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 skills specific to 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. Decisions concerning ESY services should be based on collected data and written documentation. Examples of data and information might include: criterion-referenced assessment results, norm-referenced assessment results, history of past regression or ESY services, data collected on observed performance, progress monitoring data, and/or teacher or parent input.
Determining ESY 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 IEP Team determines the skill is in the process of emerging and that the student would make reasonable gains with ESY services; or

2. **Regression-Recoupment**
   The student would regress to such an extent that the amount of time required to relearn a skill or behavior would be 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 are related 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.

**Does the student have limited proficiency in English?**

The IEP Team will need to consider the language needs of the student. Cognitive academic language proficiency (CALP) will be determined by administering appropriate language dominance tests.

**Is the student deaf or hard of hearing?**

In the case of the student who is deaf or hard of hearing, 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, visit the [Idaho Educational Services for the Deaf and Blind (IESDB) website](#).

**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, visit the [Idaho Educational Services for the Deaf and Blind (IESDB) website](#).
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 the 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?
Chapter 5: Least Restrictive Environment and Placement

LEAST RESTRICTIVE ENVIRONMENT AND PLACEMENT

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 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 students accessing an early childhood program, 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 services 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.

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.

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.

Placement Considerations

As the IEP Team works to identify the most appropriate placement for the student, each of the following questions must be considered and answered. If the team answers “no” to any question, a rationale for removing the student from the general education environment must be provided.

Is this placement based on the student’s educational needs documented in this IEP?

The team will need to go back to the student’s PLAAFP and annual goals and determine whether or not the placement meets the student’s needs.

Is the student able to be satisfactorily educated in the general education environment for the entire school day?

If the student requires any services (special education and/or related) outside of the general education environment, this question must be checked yes. The team will need to describe the reason(s) for removal from the general education environment.

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?

The team should ensure removal is based on the student’s individual needs.

Is the educational placement as close as possible to the student’s home?

If the student is attending a program that is not within their home school, the IEP team should indicate the reason (ex: ___ program is the geographically closest program that meets (these) individual needs, parents placed student in ____ charter school)
Is the educational placement in the school the student would attend if the student did not have a disability?

If the student is attending a program that is not within their home school, the IEP team should indicate the reason (ex: ___ program is the geographically closest program that meets (these) individual needs, parents placed student in ____ charter school)

Did the IEP team consider any potential harmful effect of the educational placement?

The team must consider any potential harmful effects and determine whether or not the placement is appropriate for the student. If the team answers no to this question, provide a rationale for moving forward with the placement, despite potential harmful effects.

Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students?

The team must discuss the student’s opportunity to participate in extracurricular and nonacademic events with their typically-developing peers.
LRE Decision Tree

1. Evaluation & Identify Individual Student Needs

2. Identify Goals

3. Determine Services & Supports Needed

4. Placement Determination

4a. Will the student be successful with services/supports provided within the general classroom?
   - YES: Placement is the General Education Classroom
   - NO

4b. Are there additional services or supports that can be provided that would enable the student to be successful in the general education classroom?
   - YES: Placement is the General Education Classroom
   - NO

4c. Will the benefits of a more restrictive setting outweigh the benefits of remaining in the general education classroom?
   - YES: Identify Placement Option that team feels is appropriate & reconsider questions for placement.
   - NO: Placement is the General Education Classroom

4d. Identify Placement Option that team feels is appropriate & reconsider questions for placement.
   - YES: Placement is that Less Restrictive Setting
   - NO

4e. Are there additional services or supports that can be provided that would enable the student to be successful in a less restrictive setting?
   - YES
   - NO: Placement is made in the Identified Setting
## LRE Decision Tree Clarification

<table>
<thead>
<tr>
<th>1</th>
<th>Evaluate &amp; Identify Needs</th>
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<tbody>
<tr>
<td>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 functional skills as well.</td>
<td></td>
</tr>
<tr>
<td>• Does the Team understand <strong>how the disability manifests itself</strong> within the general education classroom?</td>
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<tr>
<td>• Does the Team understand <strong>what it is about the student’s disability</strong> that prevents the student from being successful in the general education classroom?</td>
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<thead>
<tr>
<th>2</th>
<th>Identify Goals</th>
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<tbody>
<tr>
<td>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.</td>
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<thead>
<tr>
<th>3</th>
<th>Determine Services &amp; Supports Needed to Achieve Goals and Meet Other Needs</th>
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<tbody>
<tr>
<td>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 &amp; 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:</td>
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<td>• Are there skills that could be taught to the student in order to reduce the amount of support she/he needs?</td>
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<tr>
<td>• Is the focus every year on making the student as independent as possible?</td>
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</table>

*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.*

<table>
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<tr>
<th>4</th>
<th>Determine Placement</th>
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<tbody>
<tr>
<td>Once the Team has determined the services that the student needs then the discussion can move to placement, <strong>where services will be provided</strong>. To assist with this decision-making process, the following questions lead the Team through the placement discussion.</td>
<td></td>
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<tr>
<td>LRE Decision Tree Clarification</td>
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<td>--------------------------------</td>
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<tr>
<td><strong>4a</strong> Can the services determined necessary be provided within the general education classroom?</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>4b</strong> 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?</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>4c</strong> If not, will the benefits of a more restrictive setting outweigh the benefits of remaining in the general education classroom?</td>
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</table>
| 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. |
<p>| <strong>4d</strong> 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. |
| <strong>4e</strong> 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 |</p>
<table>
<thead>
<tr>
<th>LRE Decision Tree Clarification</th>
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<tr>
<td>restrictive setting should occur if additional modifications or supports would make that setting appropriate for the student.</td>
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*Kansas State Department of Education & Project SPOT June 2007*
Chapter 6: Accommodations and Adaptations

ACCOMMODATIONS AND ADAPTATIONS

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. More information on accommodations and adaptations are located in the current Idaho Special Education Manual, Chapter 5: Individualized Education Programs, Section 2: IEP Development.

Accommodations

Accommodations level the playing field for students with disabilities by making educational opportunities more accessible. When using accommodations, the student is expected to demonstrate understanding of the content provided to all students.

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>• Use of screen reader&lt;br&gt;• Large print&lt;br&gt;• Paper-based test&lt;br&gt;• Opportunity to “mask” portions of test items, worksheets (ruler, card with opening cut out, etc.)&lt;br&gt;• Color contrasting (invert colors, change background/font, colored overlays)&lt;br&gt;• Increased space between letters, words, or sentences&lt;br&gt;• Braille&lt;br&gt;• Instructions read aloud&lt;br&gt;• Audio books&lt;br&gt;• Electronic books&lt;br&gt;• Copy of slideshow, teacher notes, or peer notes&lt;br&gt;• Outline of content&lt;br&gt;• Underline instructions&lt;br&gt;• Use of student-friendly terms&lt;br&gt;• Highlighted text/materials</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>• Speech-to-text&lt;br&gt;• Voice recording device&lt;br&gt;• Computer or tablet&lt;br&gt;• Scribe&lt;br&gt;• Calculator&lt;br&gt;• Spelling/Grammar device&lt;br&gt;• Word prediction software&lt;br&gt;• Prompt/encourage response</td>
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<tr>
<td>Type</td>
<td>Examples</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Specialized (graph, lined, blank, raised lines) paper</td>
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<td></td>
<td>• Slant board</td>
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<td></td>
<td>• Pencil grip or large pencil</td>
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<td></td>
<td>• Abacus/tactile math manipulatives</td>
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<td></td>
<td>• Opportunity to respond orally</td>
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<td></td>
<td>• Opportunity to respond in writing</td>
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<td></td>
<td>• Respond using communication board</td>
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<tr>
<td><strong>Setting</strong></td>
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<tr>
<td>Configuration of the</td>
<td>• Reduced distractions</td>
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<tr>
<td>setting or environment</td>
<td>• Preferential seating</td>
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<tr>
<td>to support student</td>
<td>• Noise buffers/headphones</td>
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<tr>
<td>learning</td>
<td>• Change in location</td>
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<td></td>
<td>• Adaptive furniture</td>
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<td></td>
<td>• Redirect student to task</td>
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<tr>
<td></td>
<td>• Placement during transitions (first/last in line, next to adult, etc.)</td>
</tr>
<tr>
<td><strong>Timing/ Schedule</strong></td>
<td></td>
</tr>
<tr>
<td>How and/or when the</td>
<td>• Extended time</td>
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<tr>
<td>assignment, project or</td>
<td>• Multiple or frequent breaks</td>
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<tr>
<td>assessment are</td>
<td>• Change time of day, schedule, or order of activities</td>
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<tr>
<td>scheduled</td>
<td>• Prompts to remain on task</td>
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<tr>
<td></td>
<td>• Countdown timers</td>
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<td></td>
<td>• Use of visual schedule</td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Notebook or folder system for organization</td>
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<td></td>
<td>• Clear expectations</td>
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<td></td>
<td>• Positive reinforcement system</td>
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<td></td>
<td>• Group size</td>
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**Guiding Questions when Determining Individualized Accommodations**

- What are the student’s strengths?
- What accommodations will allow the student to show their knowledge and skills?
- What accommodations will support the student in becoming more independent in the school setting?
- What type of data has been collected to show an initial or continued need for accommodations across school environments?
- What patterns or trends are shown in the data that identify a need for specific accommodations?
- What accommodations are already in place and in use across school environments?
- Has the student been given the opportunity to participate in discussion related to his or her accommodations? Is the student aware of his or her accommodations?
- What are the environments where the accommodations need to be implemented?
• How will implementation of the accommodation look or sound for this student? How will that be defined in the IEP?

Assisting Students in Advocating for Accommodations

Involve students in identifying appropriate accommodations by asking what teachers can do to help them show what they know. If students are part of the planning process, they are more likely to understand and be invested in requesting/using accommodations when they are in the classroom. Review the current list of accommodations on the student’s IEP. Find out which ones they use, which are working, and which are not. For some students, you may need to follow up with their general education teacher(s) to ensure the student is accurate. Teach the student about his or her accommodations the way you would teach them other content. You might plan a lesson that includes definitions, examples and non-examples, and when specific accommodations would be needed. Include opportunities to practice using and requesting the accommodations.

Adaptations

Adaptations are changes to the expectations for the student with a disability compared to peers without disabilities. Adaptations include changes to the instructional level, content, and/or performance criteria the student is expected to meet.

Note: Adaptations fundamentally alter the requirements and invalidate assessment results, which produce non-comparable results.

Examples of Adaptations

• Provide student with alternative books that cover the same theme or topic, written at the student’s reading level
• Allow student to complete certain components of a project, rather than all components
• Assign student specific problems to complete that focus on mastery of key concepts
• Provide page numbers to assist student to locate answers
• Provide partial grades based on individual progress and/or effort
• Allow use of alternative grading system or pass/fail designations
• Allow take-home or open-book tests (when peers are required to complete closed-book test)

Identifying Accommodations and Adaptations

• Ensure decisions are based on data collected by the team
• Ask the student how accommodations are working in the classroom (when appropriate)
• Identify accommodations which will be used consistently in day-to-day experiences, as well as classroom and state/districtwide assessments
• Consider which accommodations are necessary for the student to fully participate in whole group, small group/pairs, or independent work activities
• Ensure all team members understand and agree with the definition of the needed accommodation/adaptation
Statewide and Districtwide Assessments

As part of the IEP process, each student’s IEP Team will need to determine how the student will participate in statewide and districtwide assessments. Depending on the strengths and needs of the student, he or she will participate without accommodations, with accommodations, with adaptations, or by means of the alternate assessment. It is important to understand is that the IEP Team considers how the student will participate in state/district wide assessments, not if the student will participate.

Qualification for the Idaho Alternate Assessment

The Idaho Alternate Assessment (IDAA) is intended for only those students with the most significant cognitive impairments. In order to qualify to take the IDAA, the student must meet all criteria listed below:

Evidence of Significant Cognitive Disabilities

- Evidence of demonstrated cognitive ability and adaptive behavior that prevents the student from completing general education curriculum, even with program accommodations and/or adaptations.

Intensity of Instruction

- The student’s course of study is primarily functional-skill and living-skill oriented (skills not typically assessed by state or districtwide assessments).

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.

Exclusions

Students should not qualify to participate in the IDAA for any of these reasons:

- the only determining factor is the student has an IEP
- the student is academically behind due to excessive absences or lack of instruction, or
- the student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

Idaho Alternate Assessment Participation - Learner Characteristics Inventory Decision-Making Matrix

The purpose of the Idaho Alternate Assessment Participation – Learner Characteristics Inventory Decision-Making Matrix is to facilitate IEP Team discussion when considering a student for Idaho Alternate Assessment (IDAA) participation. This matrix aligns items from the Learner Characteristics Inventory (LCI) with IDAA participation criteria to assist IEP Teams as they discuss and respond to each criterion.
Learner Characteristics Inventory Items

Primary disability category:
Primary classroom setting:

Vision
- Vision within normal limits.
- Corrected vision within normal limits.
- Low vision; uses vision for some activities of daily living.
- No functional use of vision for activities of daily living, or unable to determine functional use of vision.

Hearing
- Hearing within normal limits.
- Corrected hearing loss within normal limits.
- Hearing loss aided, but still with a significant loss.
- Profound loss, even with aids.
- Unable to determine functional use of hearing.

Motor
- No significant motor dysfunction that requires adaptations.
- Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- Needs personal assistance for most/all motor activities.

Health Issues/Attendance
- Attends at least 90% of school days.
- Attends approximately 75% of school days; absences primarily due to health issues.
- Attends approximately 50% of school days; absences primarily due to health issues.
- Receives homebound instruction due to health issues.
- Highly irregular attendance or homebound instruction due to issues other than health.

IDAA Participation Criteria 1

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

Learner Characteristics Inventory Items Relevant to Criteria 1

Expressive Communication
- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

**Receptive Communication**
- Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

**Augmentative Communication**
Does your student use an augmentative communication system in addition to or in place of oral speech?

**Reading**
- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response).
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text.
- No observable awareness of print or Braille.

**Mathematics**
- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Performs computational procedures with or without a calculator.
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- Counts by rote to 5.
- No observable awareness or use of numbers.

**Writing**
- Writes, types or uses voice recognition software independently.
- Writes, types or uses voice recognition software with support.
- None of the above.

**Adaptive Skills**
Describe the student’s adaptive skills in terms of how his/her functioning prevents completion of the general academic curriculum, even with program accommodations and/or adaptations.
**IDAA Participation Criteria 2**

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

**Functional- and Living-Skills**

Describe the functional- and daily-living skills that are identified on the student’s IEP and how these skills inform the focus of the student’s course of study.

**IDAA Participation Criteria 3**

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.

**Learner Characteristics Inventory Items Relevant to Criteria 3**

*Engagement*

- Initiates and sustains social interactions.
- Responds with social interaction, but does not initiate or sustain social interactions.
- Alerts to others.
- Does not alert to others.

*Accommodations included on the IEP and used during instruction*

- Braille
- Scribe
- Sign language interpreter
- Text-to-speech
- Visual supports
- None of the above
- Other:

**IDAA NON-PARTICIPATION CRITERIA**

Students are not to be included in the IDAA for any of the reasons listed below. Discuss each item with the IEP team and check the box to indicate that each is not a reason the student is being considered for participation in the IDAA.

- The only determining factor is that the student has an IEP;
- The student is academically behind because of excessive absences or lack of instruction; or
- The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.
IDAA PARTICIPATION DECISION

Choose yes or no for the following IDAA participation criteria to determine whether the student qualifies for the IDAA. Provide a justification for each criterion. The IEP team must be able to respond “yes” to all three criteria for the student to qualify for the IDAA.

IDAA Participation Decision

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Participation Criteria</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The student’s demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The student’s course of study is primarily functional-skill and living-skill oriented (typically not measured by State or district assessments); and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. 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.</td>
<td></td>
</tr>
</tbody>
</table>

Qualification for IDAA

Does this student meet all three criteria to qualify for participation in the IDAA?
PROGRESS MONITORING AND REPORTING

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 whether or not 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. The IEP should include a procedure and schedule for progress monitoring that answers 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 measure (assessment) used to determine the baseline in the Present Level of Academic Achievement and Functional Performance (PLAAFP) will be the same measure (assessment) used for progress monitoring.

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 70% 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:
• *Remain 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 instructional strategies 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?

Within the IEP, 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. And should help parents understand (using current data, observations and information) whether or not the student has made progress toward the goal(s) as expected.
Chapter 8: Early Childhood

EARLY CHILDHOOD

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.

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

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, Head Start program, child care center or other early childhood program requests a developmental screening, the process must be started 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.

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. This information will also help the team to identify priority needs when establishing IEP goals.
- Prior to the annual IEP, the teacher will update this section, gathering new parent information related to each of the outcome areas.

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 can calm himself and recognize others’ emotional expressions with adult support. He likes to be with others and will play near other children and needs encouragement to join a group activity. Johnny can express his emotions and requires adult support to resolve peer to peer conflict. He is able to point 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 is currently 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.

### 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. Information will be reported into ISEE.

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.

If you are having difficulty with this component, contact your district’s special education director.

**Guidance on completing the ECO Rating Grid:**

<table>
<thead>
<tr>
<th>Outcome Area</th>
<th>ECO Entry Rating</th>
<th>Annual ECO Rating and Date</th>
<th>ECO Exit</th>
<th>Progress at exit? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Social Emotional Skills</td>
<td>ECO Rating 1-7 at ENTRY into the Part B ECSE services</td>
<td>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. <strong>NO NEW ANCHOR ASSESSMENT or REPORTING INTO ISEE is needed for this annual score</strong></td>
<td>ECO Rating 1-7 at EXIT from ECSE services (kindergarten-age eligible)</td>
<td>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 ISEE</td>
</tr>
</tbody>
</table>
Decision Tree for Summary Rating Discussions

Does the child ever function in ways that would be considered age-expected with regard to this outcome?

No (consider rating 1-3)

Does the child use any immediate foundational skills related to this outcome upon which to build age-expected functioning across settings and situations?

No

Uses skills that are not yet immediate foundational

Rating = 1

Yes

To what extent is the child using immediate foundational skills across settings and situations?

Occasional use of immediate foundational skills

Rating = 2

Uses immediate foundational skills most or all of the time

Rating = 3

Yes (consider rating 4-7)

Does the child function in ways that would be considered age-expected across all or almost all settings and situations?

No

To what extent does the child function in ways that are age-expected across settings and situations?

Occasional use of age-expected skills; more behavior that is not age-expected

Rating = 4

Yes

Does anyone have concerns about the child's functioning with regard to the outcome area?

Yes

Rating = 6

No

Rating = 7

Source: ECTA Center Decision Tree
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.”
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.

Early Childhood IEP Services

Early Childhood services are funded based on a formula that considers 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.

<table>
<thead>
<tr>
<th>Special Education and/or related Service</th>
<th>Title of Paraprofessional Staff Responsible</th>
<th>Frequency of Special Education/Related Services</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Therapy</td>
<td>Speech Language Pathologist</td>
<td>30 minutes</td>
<td>02 Special Education Classroom</td>
<td>09/13/18 - 09/12/19</td>
</tr>
<tr>
<td>Total Amount of Time (minutes):</td>
<td></td>
<td>30 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Special Education and/or related Service</th>
<th>Title of Paraprofessional Staff Responsible</th>
<th>Frequency of Special Education/Related Services</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Per Day</td>
<td>Per Week</td>
<td>Per Month</td>
</tr>
<tr>
<td>Outcome 1: Social-emotional</td>
<td>Special Education Teacher</td>
<td>4 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 2: Pre-Academic &amp; Communication</td>
<td>Special Education Teacher</td>
<td>3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 3: Taking Action to Meet Needs</td>
<td>Special Education Teacher</td>
<td>2 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Therapy</td>
<td>Speech Language Pathologist</td>
<td>30 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Physical Therapist</td>
<td>30 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>School District</td>
<td>4 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Amount of Time (minutes): 840 minutes

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
Do not leave blank.

Example:
“No statewide or districtwide testing in preschool.”

Early Childhood LRE
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 students 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**

Rebecca comes to the service provider location for speech and language therapy only. She is not enrolled in a Regular Early Childhood Program. Because Rebecca attends NEITHER a Regular Early Childhood Program nor a Special Education Program, the team will check LRE code (47), Service Provider Location or Some Other Location.

The team will then need to answer the following **placement consideration** questions, based on Rebecca’s services and LRE:

- Is this placement based on the student's educational needs documented in this IEP?
  - Yes
- Is the student able to be satisfactorily educated in the general education environment for the entire school day?
  - No. 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. Rebecca requires specially designed speech and language instruction that is not part of a general education curriculum.
- 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?
  - Yes
- Is the educational placement as close as possible to the student's home?
  - Yes
- Is the educational placement in the school the student would attend if the student did not have a disability?
  - Yes
- Did the IEP team consider any potential harmful effect of the educational placement?
  - Yes
Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students?

Yes

**Scenario 2**

Jayden attends Head Start for 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 Jayden out of the classroom. In a Head Start setting, the teacher uses a general education curriculum and the special education teacher will train the teacher on the specially designed instruction to be used in the general education setting. Because Jayden attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority of nondisabled children (i.e., not on IEPs) at least 10 hours per week, the team will check LRE code (49).

The team will then need to answer the following **placement consideration** questions, based on Jayden’s services and LRE:

Is this placement based on the student's educational needs documented in this IEP?

Yes

Is the student able to be satisfactorily educated in the general education environment for the entire school day?

Yes

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?

Yes

Is the educational placement as close as possible to the student's home?

Yes

Is the educational placement in the school the student would attend if the student did not have a disability?

Yes

Did the IEP team consider any potential harmful effect of the educational placement?

Yes

Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students?

Yes
Scenario 3
Jamie 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. Because Jamie attends a 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 and receives the majority of special education and related services in some OTHER LOCATION, the team will check LRE code (52).

The team will then need to answer the following placement consideration questions, based on Jamie’s services and LRE:

Is this placement based on the student’s educational needs documented in this IEP?
Yes

Is the student able to be satisfactorily educated in the general education environment for the entire school day?
No. 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. 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.

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?
Yes

Is the educational placement as close as possible to the student's home?
Yes

Is the educational placement in the school the student would attend if the student did not have a disability?
Yes

Did the IEP team consider any potential harmful effect of the educational placement?
Yes

Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students?
Yes

November 1 Federal Report
At the IEP closest to the child’s 6th birthday, the IEP Team will identify two separate LRE pages; one for preschool (3-5) and one for school age (6-21). The LRE code will change on the child’s 6th birthday. The team will need to capture this change in codes (but no change in placement) within Written Notice.
Transition to Kindergarten

During transition meetings in the spring before transitioning to kindergarten, the IEP Team needs to discuss the appropriate LRE code to reflect a kindergarten placement in the fall. At that time, the student will be in a regular early childhood program with typically developing peers.
Chapter 9: Secondary Transition

SECONDARY TRANSITION

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 a Secondary Transition Plan.

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.

Transition Planning Timeline

*Grade 8 Transition Activities:*
- Create Student Learning Plan (include course of study that addresses required courses and credits in high school).
- Take Pre-Algebra class or alternate course (as determined by IEP Team) to ensure student has met 8th grade mathematics standards.
- Take interest inventory or transition assessment, as determined by IEP Team.

*Grade 9 Transition Activities:*
- Prior to the IEP year in which the student will turn age 16:
  - Complete Transition Assessment
  - Complete Transition Plan
- Update student’s course of study
- Consider applying for Vocational Rehabilitation services. Student may qualify for summer work experience while still a student under IDEA.

*Grade 10 Transition Activities:*
- Complete Transition Assessments; ideally new and different assessments every year
- Update Transition Plan.
- Update student’s Course of Study
- Consider applying for Vocational Rehabilitation services. Student may qualify for summer work experience while still a student under IDEA.

*Grade 11 Transition Activities:*
- Complete Transition Assessments.
- Update Transition Plan; ideally new and different assessments every year
• Update student’s Course of Study (including graduation and options regarding continuing education from 18 to 21 years of age)
• Leading up to the College Entrance Exam (SAT, ACT or other local entrance exam), apply for accommodations.
• Take College Entrance Exam in spring. Some students taking the alternate assessment may be exempt as determined by their individual IEP Team
• As the student approaches age 18, discuss Transfer of Rights
• Define needs and/or adaptations necessary for completion of Senior Project
• Consider participating in job shadow or paid work experience

Grade 12 Transition Activities:
• Complete Transition Assessments.
• Update Transition Plan; ideally new and different assessments every year
• Update student’s Course of Study (including graduation and options regarding continuing education from 18 to 21 years of age)
• Complete Senior Project (could be related to postsecondary goals)
• As the student approaches age 18, discuss Transfer of Rights
• Consider participating in a college campus visit
• Complete Summary of Performance (unless student continuing education from 18 to 21 years of age.)
• Complete Senior Exit Survey (unless student continuing education from 18 to 21 years of age).

Student Invitation
Beginning with the IEP that will be in effect when the student turns 16 (or any time transition will be discussed), the student must be invited to attend and should be encouraged to take a leadership role in his or her IEP meeting. Leading the IEP empowers students to take an active role in their education, learn about their disability and how to advocate for accommodations that help them bridge some of the barriers of their disability.

• The IEP Team meeting invitation MUST include the student’s name or contain documentation that the student was invited prior to the IEP meeting
• Inclusion of the student’s name listed on the meeting invitation only does not constitute an invitation

Transfer of Rights
No later than the student’s 17th birthday, the IEP shall include a statement that the student and parent has been informed whether or not educational planning rights will transfer to the student on his or her 18th birthday, unless the IEP Team determines otherwise. Transfer of educational rights results in the student’s ability to make final decisions regarding his or her education without a guardian. Documentation of this discussion should be indicated by parent/guardian signature within the student’s IEP.
It is advised that teams view guardianship as a continuum of supported decision-making. The school team is encouraged to provide any necessary data to the individual/family to help determine which aspects of the student’s life may need direct care or support. If the parent/guardian indicates they have guardianship rights, the school will need to request copies of documentation to be placed in the student’s cumulative file. As students gain educational planning rights, they should be encouraged to include their individual supports in IEP Team meetings and planning.

**Transition 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.
- Ideally, the team should identify and administer new and different assessments every year

Example:

<table>
<thead>
<tr>
<th>Transition Assessment Tool</th>
<th>Date</th>
<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS Interest Inventory</td>
<td>10/17</td>
<td>Work in the medical field. He enjoys sports</td>
</tr>
<tr>
<td>Self-Directed Search</td>
<td>10/17</td>
<td>Indicated the need to attend college or a community college for training in medical</td>
</tr>
<tr>
<td>Transition Planning Inventory</td>
<td>1/18</td>
<td>Strengths are in the area of community participation, independent living and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interpersonal relations. Area of need is self-determination.</td>
</tr>
<tr>
<td>BASC</td>
<td>1/18</td>
<td>Areas of concern for Nate on the BASC are aggression, depression and study skills.</td>
</tr>
<tr>
<td>Informal inventory (Teacher</td>
<td>9/18</td>
<td>Agreed to the idea of working in a homeless shelter, but also stated that he does</td>
</tr>
<tr>
<td>interview)</td>
<td></td>
<td>not want to attend college.</td>
</tr>
<tr>
<td>Review of attendance data</td>
<td>9/18</td>
<td>55 absences (29 in Economics, 18 in Math, 5 in Government, and 3 in English) and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>left classes (usually without returning) approximately 10 times a week.</td>
</tr>
</tbody>
</table>
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 (considered at least once). 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 completing high school, (Student name) will (goal).

Examples and Non-Examples of Measurable and Observable Goals

Examples:

Education and Training:

- “Within one year of completing high school, 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 completing high school, Nate will be employed part time in the athletic department to fund living expenses.”

Independent Living

- “Within one year of completing high school, Nate will be living in a dorm or apartment on campus and be responsible for his own finances.”

Non-Examples:

- "Jose wants to pursue a career in law enforcement."
- “Amanda will work with Voc Rehab to explore options for jobs after graduation.”
- “Marcus is in mechanics class now to learn how to work on engines.”

Postsecondary Goals in Contrast to Annual IEP Goals

<table>
<thead>
<tr>
<th>Postsecondary Education/Training Goal</th>
<th>Annual IEP Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Within one year of high school, 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.”</td>
<td>“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 12/16/2019.”</td>
</tr>
<tr>
<td>“Within one year of high school, Lisa will utilize public transportation, including the public bus system with supports for personal needs such as shopping, job interviews and entertainment opportunities.”</td>
<td>“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 06/03/19.”</td>
</tr>
</tbody>
</table>

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.
Example student: Nate (activities for one IEP year)

**Postsecondary Education/Training (required)**
- The special education teacher will assist Nate in researching the eligibility requirements and services provided by the college disability access center.
- Nate and his special education teacher will research the SAT scores necessary to be admitted to the Boise State Kinesiology program.
- Nate’s parents will take him to tour the college, including the access center.
- The special education teacher will provide instruction and modeling in how to advocate for his learning needs in college courses.

**Employment/Career (required)**
- Nate will participate in career planning activities with his counselor.
- 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.
- 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.

**Community Participation (required)**
- Nate will participate in volunteer activities through the YMCA or Boys and Girls Club.

**Independent Living (IEP Team must consider)**
- The Special Education teacher will teach Nate how to budget and plan his own finances.

**Adult Services (IEP Team must consider)**
- Nate will start the application process for vocational rehabilitation services.

Example student: Sarah (activities over 9th-12th grade)

**Postsecondary Education/Training (required)**

**9th Grade:**
- SPED teacher will provide direct instruction in using eye-gaze to identify Sarah’s postsecondary education preferences.

**10th Grade:**
- SPED teacher will provide additional direct instruction in using eye-gaze to identify Sarah’s postsecondary education preferences.
- Food and Nutrition teacher and para will provide instruction to Sarah in cooking class and rate her preference for cooking class.
11th Grade:
- Sarah and her special education teacher will research the skills needed to attend cooking courses in the community with assistance.
- Sarah will work with her parents at home to learn how to assist cooking at home.

12th Grade:
- Sarah and her special education teacher will create a task analysis of cooking skills to assist Sarah in learning specific components of cooking.

Employment/Career (required)
9th Grade:
- Sarah and a special education teacher will utilize COPS Picture Inventory of Careers to develop a transition portfolio.
- Sarah, with assistance from her parents, will complete one chore each day at home.

10th Grade:
- Special education teacher will provide direct instruction to Sarah in helping to clean the kitchen.

11th Grade:
- Sarah and her special education teacher will research the skills needed to volunteer in her community.
- Sarah and her parents generate a list of jobs Sarah could have in their home.

12th Grade:
- Sarah, with the help from her special education teacher, will set up and participate in a job tryout at a local greenhouse.
- 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, with the help of a para-educator, will practice packing dirt in a pot, planting seeds, and watering plants.

Community Participation (Required)
9th grade
- 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 will work with her special education teacher to communicate preference in recreation activities.
10th grade

- 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 will continue to work with her special education teacher to learn how to communicate preference in recreation activities.

11th grade

- Sarah, with her special education teacher, will participate in curriculum-based field trips for shopping.
- Sarah will get a library card with her parents to check out movies and get magazines that she enjoys.

12th grade

- Sarah with assistance from her special education teacher will research parks and recreation classes.
- Sarah will work with parents to enroll in a self-selected recreation activity outside of school.

**Independent Living (IEP Team must consider)**

9th Grade:

- The special education teacher will provide direct instruction to Sarah in daily living skills (hygiene and eating skills).

10th Grade:

- The special education teacher will continue to provide direct instruction to Sarah in daily living skills (hygiene and eating skills).

11th Grade:

- The special education teacher will provide direct instruction to Sarah in daily living skills (grooming, hygiene, and eating skills).

12th Grade:

- The special education teacher will continue to provide direct instruction to Sarah in daily living skills (grooming, hygiene, and eating skills).
- The special education teacher will provide direct instruction in how to communicate personal information using a printed card.

**Adult Services (IEP Team must consider)**

9th Grade:

- IEP Team determined not needed at this time.
10th Grade:

- Sarah and her parents will obtain the Idaho State Bar Guardianship Booklet.
- The special education teacher will obtain signed releases needed to share information with other agencies.
- Sarah’s family will work with her special education teacher and the SILC (State Independent Living Council) to determine what in-home support services will be available to Sarah and her family.

11th Grade:

- The special education teacher will facilitate a connection to the Idaho Council on Developmental Disabilities as Sarah and her family explore qualification for SSI.
- The special education teacher and parents will gather information to determine Sarah’s eligibility for community-based adult services and home supports from Health and Welfare.

12th Grade:

- Special education teacher will obtain signed releases needed to share information with other agencies.
- Family will apply for Targeted Service Coordination and the Self-Direction Waiver.

*Related Services (IEP Team must consider)*

9th Grade:

- Sarah and her speech pathologist will learn how to use assistive technology to access classes.
- The para-educator and physical therapist will provide direct instruction in holding a spoon.

10th Grade:

- Sarah and her speech pathologist will learn how to use assistive technology to access classes.
- The para-educator and physical therapist will provide direct instruction in using the universal hand clip to move from a plate to her mouth.

11th Grade:

- The para-educator and physical therapist will provide direct instruction in using the universal hand clip to eat meals.
- The speech pathologist and para-educator will provide direct instruction in how to communicate personal information using assistive technology.

12th Grade:

- The para-educator and physical therapist will provide direct instruction in using the universal hand clip to eat meals.
• 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.

**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, 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 adaptations have been determined by the IEP Team and any long-term implications of those adaptations toward qualifying for future opportunities (college admission, military participation, employment).

The student’s anticipated graduation date must be listed. That date may be:

- completion of required coursework, or
- 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 agree. 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 completion of required coursework: (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
- 12th grade: English IV, Government, Economics, Complete Senior Project, Health, Anatomy and Physiology, Study Skills
**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, they should be requested early on.

- 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.

**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)
Chapter 10: Written Notice

WRITTEN NOTICE

The purpose of Written Notice is to **fully** inform the parent(s) and/or adult student of the proposed or refused action(s) made by the team.

The Written Notice tells the story of the meeting and what decisions were made by the team at that time. It should be written in a way that will allow the parent to review the information at a later time and have a full, clear picture of the discussion. The native language or other mode of communication normally used by the parent/adult student should be used (unless it is not feasible to do so).

You can learn more about Written Notice by becoming familiar with the current Idaho Special Education Manual, Chapter 11: Procedural Safeguards, Section 4.

What to Include in a Written Notice

*Each Written Notice should include explanation of the following:*

- A description of the action proposed or refused by the district;
  - What is the district proposing? What is the district refusing? Describe the information in a way that will provide a clear picture of the action.

- An explanation of why the district proposes or refuses to take the action;
  - What reason(s) caused the district to propose or refuse to take the action? What data was used to make the decision?

- A statement explaining why the options were considered and rejected;
  - What caused the team to reject the options? What discussion took place that led to the rejection?

- A list of the evaluation procedures, tests, records, and reports used as a basis for the decision;
  - What information did the team use to make this decision? List the assessments, outside reports, student records, etc. that the team reviewed.

- Additional information and other factors relevant to the decision.
  - Is there any additional information that the team would need to document that led to the decision(s) made?

The Written Notice should be completed even if the parent agrees with all decisions made during the meeting.

**Note:**

- For 1 and 2 (above), your school or district’s Written Notice may have pre-populated options to choose from.
- The team should consider and complete all areas of the Written Notice. No areas should be left blank.
## Circumstances Requiring Prior Written Notice

<table>
<thead>
<tr>
<th>Identification</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Problem-Solving Team</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>General Education Intervention Strategies</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Referral for Initial Evaluation</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Collection of new data for initial evaluation and reevaluation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Evaluation of progress on the annual goals</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Administration of state or district assessments</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Independent education evaluation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Determination of eligibility upon completion of an initial evaluation or reevaluation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Eligibility issues</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Refusal to conduct an evaluation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Team determines additional assessments are not required during a reevaluation</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Placement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial provision of special education services</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Relocation of the special education program</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Any change in educational placement</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Discontinuation of special education and related services</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Transfer of student to another school or district</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Completion of requirements for a high school diploma</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Disciplinary removal for more than 10 consecutive school days in one school year</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Disciplinary removal for not more than 10 school days</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A series of disciplinary removals that constitute a pattern of removals (for more than 10 days in one school year)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Disciplinary removal to an Interim Alternative Education Setting (IAES) for not more than 45 school days</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Parent refusal to consent to initial provision of special education services</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Parent/adult student revocation of consent for special education services</td>
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<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provision of FAPE</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deletion, addition, or change of special education or related service</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Change in annual goals on an existing IEP</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Increase or decrease in special education services or related services</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Change in how a student will participate in state and district assessments</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Amendment to the IEP</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Refusal to increase or decrease related service or request by parents for change in provision of FAPE</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Consideration of ESY if completed at a separate meeting</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Circumstances Not Requiring Prior Written Notice

Written Notice is not required:

- when reviewing existing data as part of an evaluation or reevaluation
- when students are given an assessment provided to both general and special education students in a grade level or class
- when the team uses observations, ongoing classroom evaluation or criterion-referenced assessments to determine student progress toward IEP goals
- when an observation is conducted with the focus on teacher practices

Written Notice Example 1:

A. Actions Proposed

- The student is due for a reevaluation to determine continued eligibility, and it has been determined by the IEP Team that further assessment is not necessary.

B. Actions Refused

- Other: No actions were refused at this time.

C. Explanation of why actions were proposed or refused

- The current data on school performance along with previous assessments are adequate.

D. The following options were considered and rejected because:

The team met to complete the Special Education Reevaluation Consideration form for Jerry’s 3-year reevaluation. After reviewing the current data and assessments, the team rejected the need for additional data for determining continued eligibility. The current information continues to provide the team with a clear picture of Jerry’s strengths and needs.

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

As part of the reevaluation consideration process, the team discussed information from Jerry’s mother, reviewed his progress on current IEP goals, discussed current classroom observations and reviewed grade reports and work samples from his general education teacher, and reviewed his intellectual/cognitive assessment from his last eligibility report.

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

At this time, no other factors have been determined relevant to the decision.
Written Notice Example 2:

A. Actions Proposed

- Other: The IEP team proposes to increase Kaitlyn’s speech/language service time from 30 minutes per week to 45 minutes per week for the remainder of the current school year.

B. Actions Refused

- Other: No actions were refused at this time.

C. Explanation of why actions were proposed or refused

- Other: The IEP team has determined that the current service time is not adequate to assist Kaitlyn in making satisfactory progress on communication goals.

D. The following options were considered and rejected because:

The team considered keeping her speech/language service time and providing training to the special education teacher to provide increased language support in the classroom but rejected that decision. The SLP has recommended increased time in the 1:1 setting and then moving to more support in the classroom setting when Kaitlyn meets criteria for her next benchmark on her communication goal.

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

The IEP Team reviewed Kaitlyn’s current speech/language data and graphs showing her low level of progress. Kaitlyn’s general education and special education teachers provided input and observations from their classrooms.

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

Kaitlyn’s mother reports they are very concerned about her communication progress and have considered also accessing services outside of school. The team will meet again after the next grading period and discuss Kaitlyn’s progress with the increased service hours.