


Idaho IEP Guidance Handbook



High-Quality
Practices



IDAHO SESTA

SPECIAL EDUCATION SUPPORT
& TECHNICAL ASSISTANCE



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Introduction

Special educators play an important role in public schools. We are given the opportunity to teach some of our community's most vulnerable and often underestimated children the skills they need to be successful in and outside of the school setting. While our jobs can be difficult, they are also filled with excitement and wonder when we see a student have an "ah ha" moment as a result of our instruction. Our job allows us to help show the world what amazing things students with disabilities can do and help others understand the importance of holding students to high expectations, regardless of their abilities.

The contents of this handbook will help to guide both new and experienced special educators through the development of IEPs that can help students access general education content and bring them closer to grade level. Each chapter covers a different component of the IEP process and includes various resources to increase your knowledge in specific areas of the IEP.

This handbook is dedicated to the special education teachers, therapists, counselors, paraprofessionals, general education teachers, teacher leaders, and administrators who work tirelessly each day to help shape the future of students with disabilities.

Thank you for all you do, you are amazing.

This IEP Guidance Handbook was created by the Idaho SESTA team, in collaboration with the Idaho State Department of Education.

Commonly Used Terms in Special Education

Accommodation- A change in curriculum or instruction that does not substantially modify the requirements of the class or alter the content standards or benchmarks.

Annual goal- A written component of an IEP: skills the student is expected to reasonably achieve in one year maximum (reviewed and re-evaluated by the IEP team at least annually).

Adaptation- A change to the curriculum, instruction or assessment that fundamentally alters the requirements in order to help the student participate. Adaptations invalidate assessment results and provide non-comparable results.

Assessment- Any systematic method of obtaining information from tests and other sources; used to draw inferences about characteristics of people, objects, or programs. An initial evaluation (or periodic re-evaluation) to determine whether a child has a disability and to determine the educational needs of this child.

Assistive Technology (AT) - Any piece of equipment used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Behavior Intervention Plan (BIP)- A document, attached to the IEP and developed by the team, that outlines a student's behavior goal(s) and provides instructions for the team on how to support the student and prevent challenging behavior, how to teach and build replacement behavior skills, and how to respond to both challenging behavior and replacement behavior.

Curriculum- The subject matter that is to be learned, usually described in terms of scope and sequence.

Curriculum Based Assessment (CBA)- An evaluation process that makes use of academic content selected directly from the material taught.

Family Educational Rights and Privacy Act (FERPA)- A federal law that regulates the management of student records and disclosure of information from those records, with its own administrative enforcement mechanism.

Free Appropriate Public Education (FAPE)- Special education and related services are provided to students with disabilities at public expense and under public supervision and direction at no cost to the student's parents.

Functional Behavioral Assessment (FBA)- A systematic process for defining problem behavior and gathering medical, environmental, social, and instructional information that can be used to hypothesize about the function of student behavior.

Individuals with Disabilities Education Act (IDEA)- A federal law that requires that schools locate and identify students who are suspected of having disabilities, at no cost to parents. If found eligible, the school must provide individualized support that meets the child's needs, provides them access to general education content, and move students closer to grade level peers.

Individualized Education Program (IEP)- The annually written record of an eligible individual's special education and related services, describing the unique educational needs of the student and the manner in which those educational needs will be met.

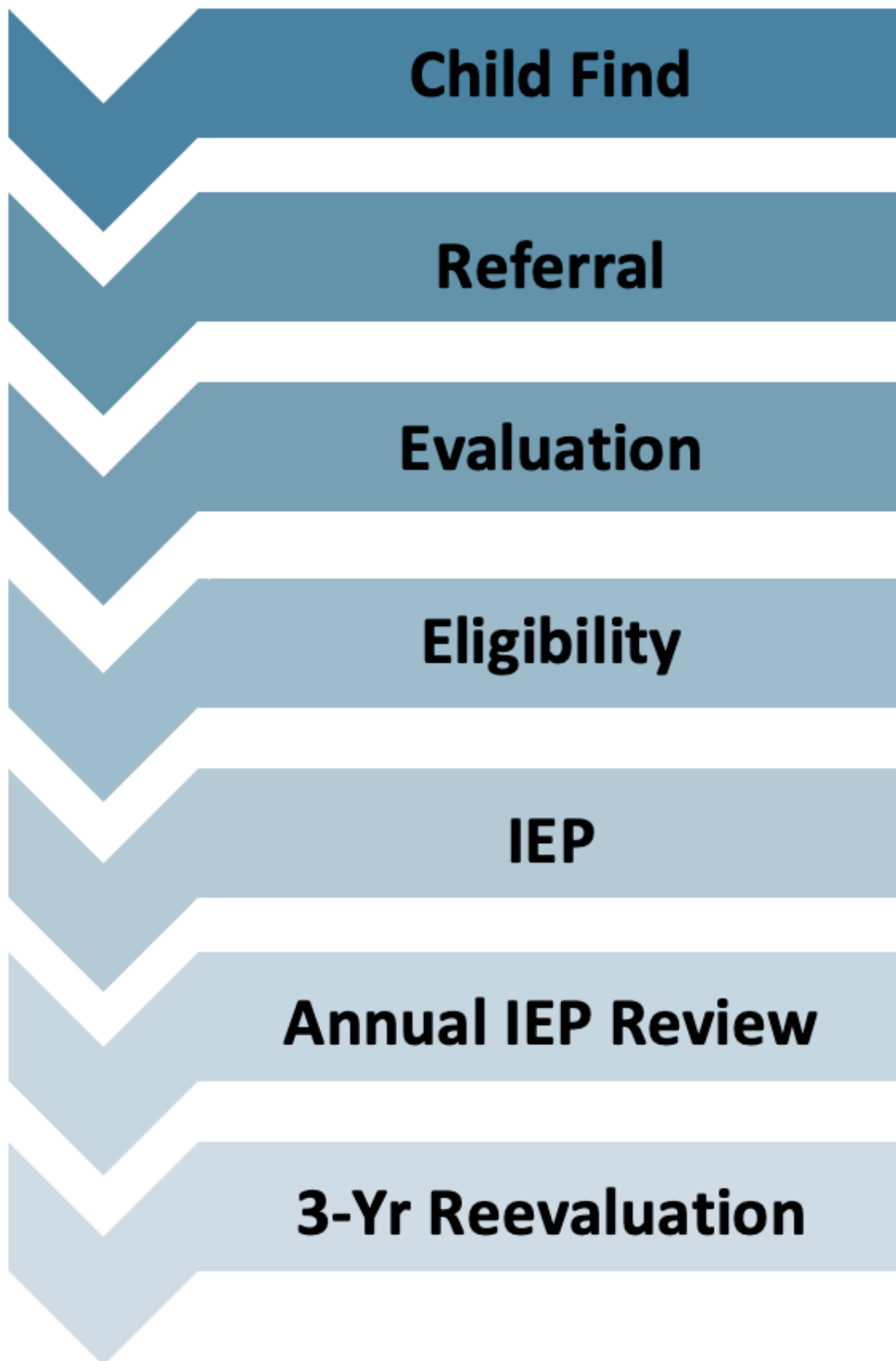
Least Restrictive Environment (LRE)- A federal mandate stipulating that, to the maximum extent possible, students with disabilities be educated with their non-disabled peers.

Placement- The unique combination of facilities, personnel, location or equipment necessary to provide instructional services to meet the goals as specified in the student's IEP. Set of services, not a location.

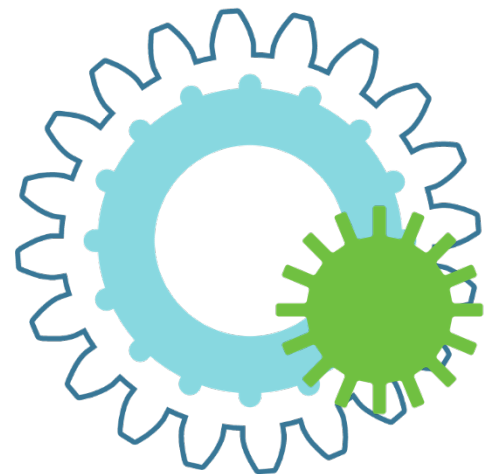
Special Education (SPED)- Specially designed instruction, at no cost to parents, to meet the unique needs of an eligible individual, including the specially designed instruction conducted in schools, in the home, in hospitals and institutions, and in other settings. Special education provides a continuum of services in order to provide for the educational needs of each eligible individual regardless of the nature or severity of the educational needs.

Transition Plan- A plan to coordinate a set of activities that promote movement from school to post- school education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition goals are determined by the IEP team, beginning the year the student turns 16, and are based on student and family vision, preferences, and interests.

The Special Education Process



Chapter 1: Beginning the Special Education Process



Beginning the Special Education Process

Importance of a Team Approach

When a parent, teacher, or problem-solving team suspects that a student has a disability and may need special education, a referral to consider special education is made to the evaluation team. The evaluation team completes the *Referral to Consider a Special Education Evaluation* process and form. This process sets the stage for the team to begin making decisions together that are based on evidence and input from all team members, including the parent. The evaluation team determines what information is already available and what information is still needed in order to answer referral question(s) and make an eligibility decision.

Evaluation Team Members

When identifying evaluation team members, in addition to required team members, it is also important to ensure that the team includes individuals who can support the team in answering the following questions:

- Who can speak to the concerns that brought the student forward?
- Who can speak to and/or assess current functioning in each area of concern? (Intellectual/Cognitive, Academic, Speech/Language, Emotional/Social/Behavioral, etc.)
- Who needs to be present to help in the review of existing information?
- Are there individuals that can help the team to identify what, if any, additional information is needed?



The referral is the beginning of the special education process and lays the foundation for the rest of the evaluation process. Using a team approach to the referral allows the team to clearly communicate all areas of concern, identify the questions that need to be answered to provide the team with actionable information related to the areas of concern, and determine what assessments need to be completed to answer those questions.

Referral to Consider a Special Education Evaluation

The referral process is more than just completing the referral document. The referral process brings the student to the attention of the evaluation team and allows the team to gather all of the information they currently have about the student, as well as identify what additional information may be needed. The process also provides an opportunity for the team to discuss and document information about the following areas:

- Student strengths
- Background Information
- Current Levels of Performance

When the referral to consider a special education evaluation is made, the special education process begins. At this point, parents are **REQUIRED** team members and must be provided a copy of the *Procedural Safeguards Notice*.

Gathering Parent Input

Parents are an important part of a student's evaluation team. They are able to speak to the student's developmental and educational history, as well as the student's strengths. As part of the referral process, the team should ask parents guiding questions to gather more information. Some examples might be:

- What are your student's strengths? What do they do well?
- What are your concerns about your student's current progress in school?
- How are those concerns impacting the student from your perspective?
- What information can you provide about their health and development?
- What information can you provide about their education history?
- Has your student been evaluated outside of school? Are you willing to share the evaluation results with the team?

Gathering this information during a meeting gives us the opportunity to ask clarifying questions or to help parents understand what information might be helpful.

Review of Existing Information

In addition to gathering parent input, the evaluation team will need to review existing information. Within the *Referral to Consider a Special Education Evaluation* document, the team will move through the list and identify which information has been reviewed:

▼ Evidence Reviewed

Check all that apply and attach documentation, if applicable.

<input type="checkbox"/> Information from parent/guardian	<input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Achievement data
<input type="checkbox"/> Psychological evaluation(s)	<input type="checkbox"/> Speech-language data	<input type="checkbox"/> Hearing/Vision screening data
<input type="checkbox"/> Attendance records	<input type="checkbox"/> Observations	<input type="checkbox"/> Fine/Gross motor
<input type="checkbox"/> Social/emotional/behavioral data	<input type="checkbox"/> Adaptive Behavior	<input type="checkbox"/> Classroom progress/grade reports/work samples
<input type="checkbox"/> Instructional methodology/interventions/curriculum provided	<input type="checkbox"/> Medical/outside provider records	<input type="checkbox"/> Assistive technology data
<input type="checkbox"/> Other data	<input type="checkbox"/> Discipline records	<input type="checkbox"/> Positive behavior supports/Behavior intervention plan

(Required)

Information from Outside Evaluations

If parents provide evaluation results (from outside school), the evaluation team must consider the information as it applies to an educational setting. The team, which includes the parents, may choose to use the provided information, to conduct additional assessments to determine the educational impact of the results of the provided information, or that the provided information is not needed.



It is important to note that the team should document the discussion and decision within *Written Notice*.

Once the team has reviewed existing information, the next step is to use that information to determine the areas of concern. Questions that guide this discussion include:

- What concerns does the team have?
- What is the suspected disability category?
- What are the possible related needs of the student?
- What information do we need in order to help the team provide meaningful instruction for the student?

The team will document their discussion and concerns by indicating whether each area is once of concern and whether or not more information is needed in that area (within the section of the Referral document).

Establishing Referral Questions

Referral questions are a restatement of the concerns that were raised when the student was brought to the attention of the evaluation team, as well as any additional concerns raised by the team during the referral process.

Establishing referral questions helps the team to identify the information that the team needs to gather through a comprehensive evaluation that will help to determine eligibility. In addition, referral questions can help the team ensure they are gathering information that provides the team with actionable guidance about supports or instruction the student may need to address the areas of concern.

Types of Referral Questions

There are three types of referral questions: disability based, present level based, and solution based.

Disability based questions are designed to help the team clarify the concerns and determine what might be causing the problem. By including this type of question in the referral, we are NOT predetermining whether the student is eligible under a specific category. Instead, the team can use this information to determine what information needs to be collected as part of the evaluation.

Examples of this type of question are:

- Does Peter have a Specific Learning Disability?
- Does Emily have a Language Impairment or weak Verbal Comprehension skills?
- Does Xavier have a Health Impairment that is causing his academic and behavioral deficits?

Present level based questions help the team to identify where the student is currently performing in the areas of concern.

Examples of this type of question are:

- What are Peter's strengths and needs in the area of reading comprehension?
- What are Emily's current levels of academic and language development?
- What skills does Xavier currently have related to math calculation and problem solving, and what skills does he need to learn? When are his behaviors most likely to occur and how often are they occurring?

Solution based questions help the team to determine what can be done to support the student and what types of instruction may be needed.

Examples of this type of question are:

- Does Peter need specially designed instruction in the area of reading comprehension?
- What changes to content, methodology, or delivery of instruction are needed to support Emily's academic and language development?
- What skill areas in math may need to be addressed for Xavier through specially designed instruction or intervention? Are there behavioral supports or instruction needed to allow him to access the general education curriculum?

Documenting the Referral Questions

Once the team has identified what questions need to be answered through evaluation, the questions should be documented within the Referral form as seen below.

Team Decision

Is evaluation warranted at this time, based on the evidence reviewed?

Yes (Team will complete Consent for Assessment)

If yes, what are the referral questions that the team would like answered through the evaluation:

Does Richard have a health impairment that impacts his ability to attend to instruction and remain focused on his work?

What skills does Richard currently have that support him in getting work done, following instructions in his classes and advocating for himself when he is unsure of the expectations?

No (Team will complete Written Notice)

Consent for Assessment

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 review the referral questions as they determine what new information will need to be gained through the assessment process.

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 "Need More Information" on the referral document



Note: The team does not need consent to use existing information as part of the evaluation. This information should be reported as Background Information in the *Eligibility Report*.

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):

- Have a connection to the referral questions
- Align with the criteria required for the suspected disability category
- Are used for the purpose for which they are proven valid and reliable
- Align with the areas of concern identified within the referral

Communication with the Evaluation Team

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 for Assessment* are completed, and the information is entered into the eligibility report to share with parents and other team members.

For more information regarding consent for assessment and evaluation, view the Consent and Evaluation module on the Idaho Training Clearinghouse at <https://idahotc.com/Resources/View/ID/737>

Evaluation and Reevaluation

For an initial evaluation, the team must complete the process within 60 calendar days of written consent for assessment (excluding periods when school is not in session for 5 or more consecutive school days).

For a 3-year reevaluation, the team must complete the eligibility determination by the 3-year due date. It is often easiest to begin 60 days prior to the 3-year reevaluation due date to ensure the team has enough time to develop an assessment plan, complete any new assessments, and determine continued eligibility for the student. However, the 3-year reevaluation date remains fixed.



For more information regarding the reevaluation process, view the Reevaluation Consideration module on the Idaho Training Clearinghouse at <https://idahotc.com/Resources/View/ID/726>

In order to ensure your team meets timelines, it is recommended that you schedule the eligibility determination meeting prior to the 60-day/3-year due date in the event that unforeseen circumstances occur that cause the meeting to be rescheduled.

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 basal and ceiling rules 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

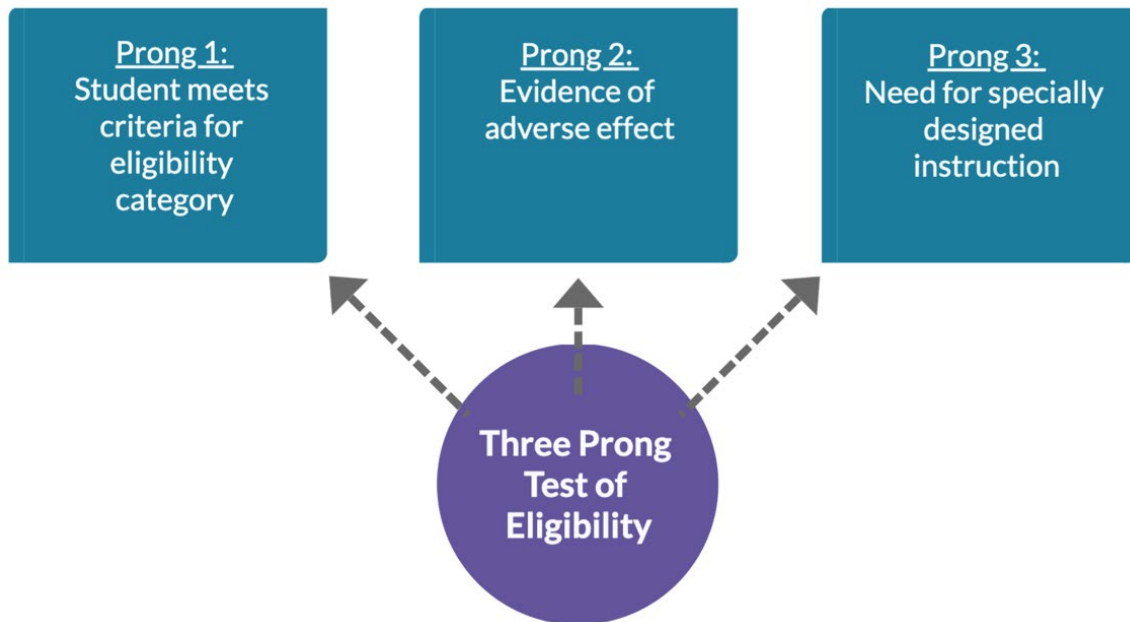
In order to provide a clear picture of the student's strengths and needs in each assessment area, the team should interpret and report the results in a way that is understandable to all team members (especially parents!).

The information reported by the team should be relevant to the eligibility decision (meaning the report should emphasize scores and other evidence specifically related to the eligibility category), concise (summarized or condensed while still providing necessary information) and meaningful and actionable (information should drive next steps for the student).

For additional information regarding reporting assessment results and the *Eligibility Report*, view the Eligibility Report module on the Idaho Training Clearinghouse at <https://idahotc.com/Resources/View/ID/745>

Eligibility Determination

In order to find a student eligible for special education supports and services, the evaluation team will need to complete the evaluation process to gather data, review the information and determine eligibility using the Three Prong Test of Eligibility.



Prong 1: Student meets state eligibility requirements

The Evaluation Team should review assessment results and discuss whether or not the student meets criteria for one of the 14 eligibility categories:

1. Autism Spectrum Disorder (ASD)
2. Intellectual Disability (ID)
3. Deaf-Blindness
4. Deaf or Hard of Hearing (DHH)
5. Developmental Delay (DD)
6. Emotional Behavioral Disorder (EBD)
7. Other Health Impairment (OHI)
8. Specific Learning Disability (SLD)
9. Multiple Disabilities
10. Orthopedic Impairment
11. Language Impairment (LI)
12. Speech Impairment (SI)
13. Traumatic Brain Injury (TBI)
14. Visual Impairment including Blindness

Using the results of assessments, observations, and review of previous information from within the eligibility document, the team will summarize the information within the Evaluation Team Assessment Summary section of the eligibility report.

Prong 2: Adverse impact on educational performance

After determining whether or not the student meets criteria for one of the 14 eligibility categories, they will need to determine whether or not the student’s disability has an adverse impact on his or her educational performance.

The team will need to outline how the student’s educational performance is **significantly and consistently** below the level of same-age peers, preventing him or her from benefiting from general education. The statement should be specific to the student, based on assessment results (listed within the eligibility) and notes the impact of the student’s disability in the educational setting.

Prong 3: Need for specially designed instruction

Lastly, the team will use the information gleaned from the assessments to determine whether or not the student needs specially designed instruction in order to ensure access to the general education curriculum and environment. They will then need to document the changes to content (knowledge and skills), methodology (strategies and approaches) and/or delivery of instruction the student requires to move closer to their grade level peers. The statement should be specific to the student and based on his or her individualized needs.

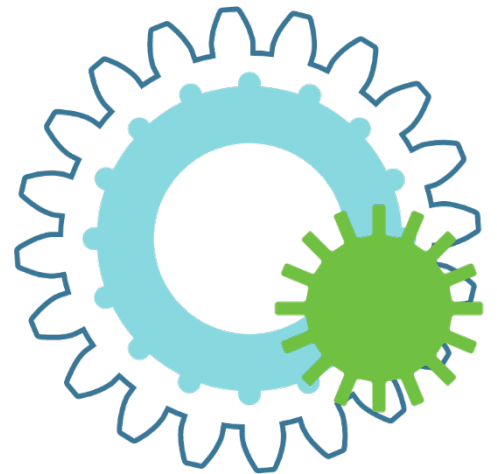
Wrapping up the Eligibility Process

Throughout the eligibility process, the evaluation team will need to ensure that all team members have had the opportunity to provide input and engage in the eligibility determination. After the evaluation team determines whether or not the student is eligible for special education, they will need to document the information on the final page of the Eligibility Report.

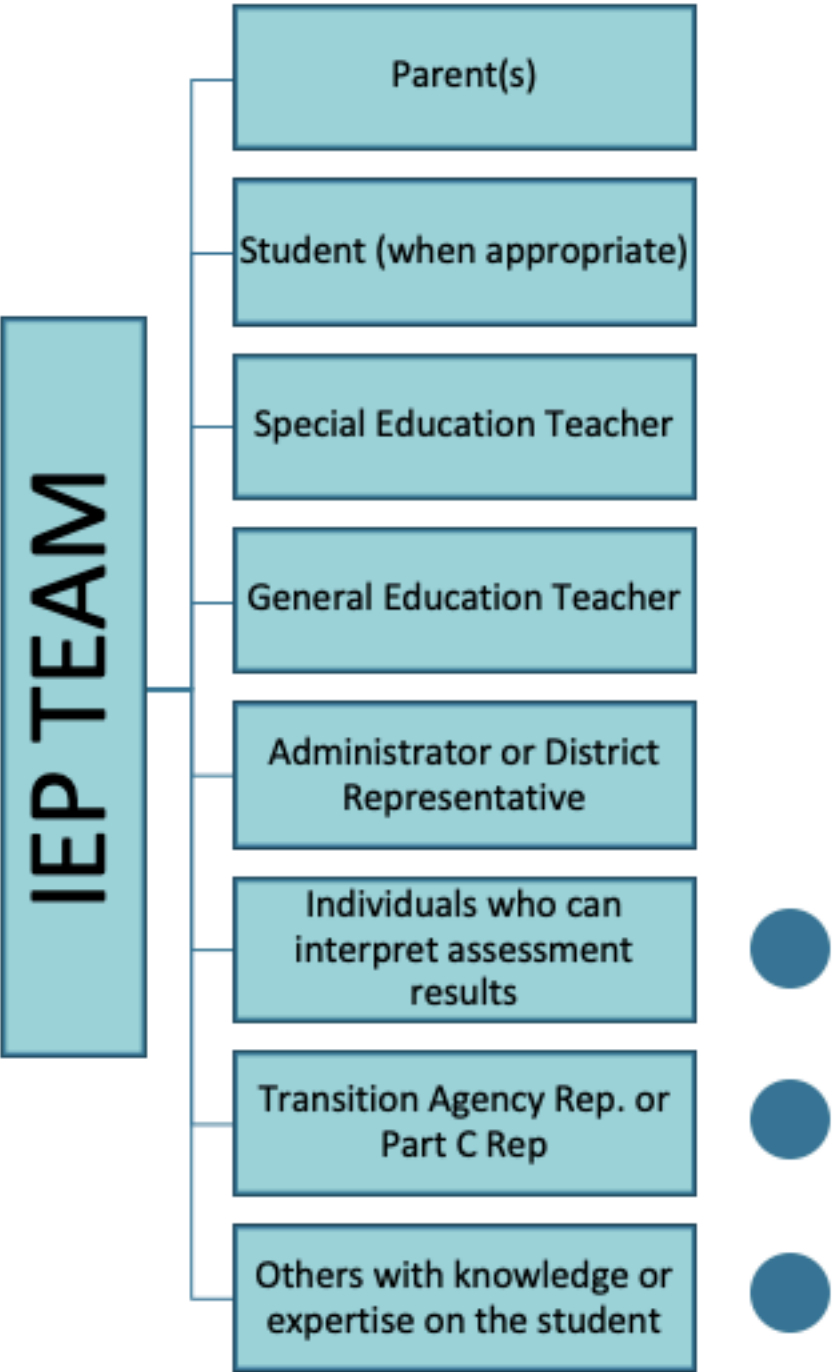
Additionally, the team will need to indicate agreement/disagreement with the report on the cover page of the document, as seen below:

Name of Team Members		Agreement with Report
<input type="checkbox"/> Eric Grant (check when appropriate)		<input type="radio"/> Yes <input type="radio"/> No
Parent/Guardian		
<input checked="" type="checkbox"/> Mary Grant		<input checked="" type="radio"/> Yes <input type="radio"/> No
<input checked="" type="checkbox"/> Elijah Grant		<input checked="" type="radio"/> Yes <input type="radio"/> No
District Administrator or Designee Other	Enter Other Team Member Mr. Gonzalez	<input checked="" type="radio"/> Yes <input type="radio"/> No
General Education Teacher Other	Enter Other Team Member Mrs. Smith	<input checked="" type="radio"/> Yes <input type="radio"/> No
Special Education Teacher/Provider Other	Enter Other Team Member Mr. Johnson	<input checked="" type="radio"/> Yes <input type="radio"/> No

Chapter 2: The IEP Team Meeting



The IEP Team



● *As needed*

IEP Team Members & Their Roles

Parent(s): Parents are the student's strongest advocates. They can speak to their child's strengths, needs, and long-term goals. They will likely have information regarding strategies and supports that have been attempted in the past, what has worked, and what has not. Parents can share information related to the family's culture and expectations that will better help the team understand how to support the student.



Student: The student can provide the team with information on preferences, interests, goals, strengths and needs. They 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 they year they turn 16, the student should be an active participant in his or her own IEP Team meeting. This may look different for each student and IEP team.

General Education Teacher: The general education teacher 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 educator(s) can speak to the student's involvement and progress in the curriculum, interaction with peers in their classroom, and overall skills with regard to the general education curriculum. The general educator can also share areas of concern and help determine appropriate accommodations, supports 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. They will provide input on the student's current level of functioning, provide suggestions for accommodations or adaptations and instructional strategies that can be used to support the student in achieving their 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. Additionally, this individual may provide input on supports and services necessary for student success. It is important that each team ensures they have people at the table who can fulfill this role.

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. They have 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. *Written consent from the parent/adult student must be gained in order to invite this individual to attend the IEP meeting.

Part C Coordinator or Representative: The Part C Coordinator or representative has been the individual working with the student from birth to age 3 through the Infant Toddler Program (ITP). 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. This means the team may need to be flexible with scheduling and get creative with how the team meets (virtually, over the phone, in person, or a combination).

There are four (4) roles that are required members of the IEP team and must have parent/adult student and district agreement prior to excusal from the meeting. These roles include:

1. Parent/Adult Student
2. General Education Teacher
3. Special Education Teacher (SLP for Speech/Language-only students)
4. Administrator/District Representative

If the team has made every attempt to schedule or 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 **before** the IEP 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 their area of curriculum and/or services

IEP TEAM MEMBER - EXCUSAL	
The parent or adult student and the District agree that the following required IEP team member may be excused from attending the IEP meeting scheduled for 09/04/2020. The IEP team member must submit written input to the parents and the IEP team prior to the IEP meeting.	
Whitney Schexnider	
Member's area of curriculum or related services may be discussed or modified and the IEP Team member has submitted written input to the parent/guardian and the IEP team prior to the IEP meeting.	
I hereby authorize the District to take the action described above. This action has been fully explained to me in my native language or other mode of communication, and I understand the action. The action is being taken with my agreement and consent. I understand that I can revoke my consent for this action, but my revocation will not be retroactive.	
_____	_____
Parent/Guardian Signature	Date
_____	_____
District Representative	Date



Remember! The written input provided by the excused team member needs to include evidence based on assessment(s) and provide meaningful guidance to the team.

IEP Amendments

There may be times when adjustments need to be made to one or more areas of the IEP outside of the annual IEP team meeting. The discussion and resulting adjustments would take place through an IEP Amendment.

Most often, IEP 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 one or more annual goals and the team needs to adjust the student's plan
- services or service times need to be adjusted
- the student's placement will be modified
- new assessment results or information prompt the team to adjust the student's plan

Amendments to the IEP can be made with or without an IEP team meeting, but the decision should be made with input from all required team members (including parents).

Transfer Students

When a student transfers from an Idaho school district

When a student with a current eligibility transfers from one Idaho school district to another, the team should assume that the student is eligible for special education and proceed to make decisions about the IEP.

The receiving district may accept and implement the existing IEP or may convene an IEP team to develop a new IEP. The team will need to review the transfer student's IEP to determine whether they will:

- adopt the Transfer IEP without revisions,
- adopt the Transfer IEP with an IEP Amendment, or
- develop an Interim until a new IEP is completed.

If the IEP team decides to develop an Interim IEP, they will need to establish a date by which the student's full IEP will be developed and include the date within *Written Notice*.

The State Department of Education has developed a guidance document to support teams in moving through the Transfer Process. To locate this document, go to www.sde.idaho.gov/sped, click on Special Education Manual, then Chapter 4- Evaluation and Eligibility.

When a student transfers from out of state

Within five (5) school days of receiving the educational records of a student with a current eligibility who is transferring from out of state, the team will need to determine whether or not the student meets Idaho criteria for special education. If so, the student's existing eligibility date will be used.

If the student's eligibility report does not meet Idaho criteria, the IEP team will need to develop an Interim IEP to provide special education services to the student during the reevaluation period. The IEP team will need to establish a date by which the reevaluation will be completed and a full IEP will be developed for the student.

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.

Preparing for the IEP Meeting

- Work 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 provided 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 interpreter, or additional information (ex: evaluation reports, previous IEPs or other reports, Procedural Safeguards).
- Decide whether other family members or individuals knowledgeable about 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 schoolwork.
- 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.

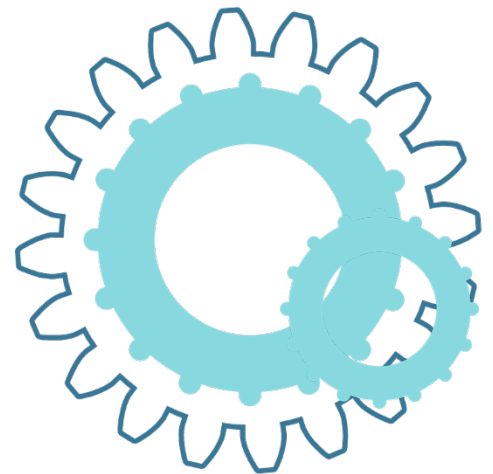
During the IEP Meeting

- 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 your 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.

Chapter 3: Current Level of Performance



Understanding and Using General Education Standards

It is important that IEP teams are familiar with the general education standards for the student’s current grade level and begin with the standards when identifying areas of need to include in the IEP. Below are four steps to follow in determining the appropriate areas of need, skills, and instructional focus for each student:

1. Review the student’s grade level expectations and standards in the area(s) of need.
2. Identify the skill(s) needed for the student to move closer to grade-level expectations.
3. Assess the student’s skills related to the standards and grade-level expectations
4. Determine how the student’s disability prevents them from mastering the standards.

Although the student may be working far below their grade level, you will always need to **cite the current grade level standard in the IEP**. By doing so, the team will always be working toward moving the student closer to grade level, keeping grade level skills in mind as a target, and holding the student to high expectations.

Idaho’s General Education Standards



All Idaho Content Standards can be found on the Idaho State Department of Education website at www.sde.idaho.gov. On the home page, click on the box labeled Idaho Content Standards.

Click on academic areas (such as ELA, Math, Science) to locate the general education standards as well as the extended content standards. The extended content standards are vertically aligned and appropriate for students who are eligible for the Idaho Alternate Assessment.



The Idaho Early Learning eGuidelines can be used for students receiving early childhood services through third grade. These developmental standards can be found on the Idaho Department of Health and Welfare website at www.healthandwelfare.idaho.gov. On the home page, click on Children, then Early Childhood Information Clearinghouse.



For students who are learning skills for future or current employment, the Workplace Skills for Career Readiness Standards can be found at www.cte.idaho.gov. 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

After the team has identified grade-level standards the student should be working towards, the next step is to establish the student's Present Levels of Academic Achievement and Functional Performance, or PLAAFP, for each skill area.

The PLAAFP includes

- Student strengths
- Parental concerns
- Disability impact statement
- Student needs
- Baseline statement
- Annual goal statement

This information can come from a variety of sources, including:

Assessment results from the student's current eligibility report



Input from the student's general education team members

Current academic performance data and work samples

Current data from interventions and/or goals

Grade level standards and expectations

How accommodations and/or adaptations have supported the student

Establishing the PLAAFP and Annual Goals

For each area of need identified by the team, the student's present levels of academic achievement and functional performance (PLAAFP) will need to be established. Using that information, the team will then describe the skill the student needs to learn, collect and document baseline data, and develop an annual goal that will bring the student closer to grade level.



Areas of need are not limited to academics. Some students may have a mix of academic, language, and behavior needs. Other students may only have social/emotional/behavioral needs. It is up to each student's IEP team to identify the right combination of goals and supports that will meet their needs.

Student Strengths

- The strengths statement helps the team identify the student's skills that can be built upon toward grade-level standards.
- On an annual IEP, this is a good place to indicate the growth a student has made toward their annual goals from the previous year.
- The information listed in this section should relate to the area of need or skill area.

Parent Concerns

- **The team** should gather and document input from parents related to their concerns regarding the student's skills or growth for the skill area.
- It will be important to help parents come to the meeting prepared to discuss their concerns. This can be done by making a phone call before the meeting, sending home a parent input form in a backpack or via email, or scheduling a quick face-to-face or virtual visit.

Disability Impact Statement

- This statement should identify how the student's disability impacts his or her ability to participate in and make progress towards grade level-standards.
- The information in this section should be specific to the student and the area of need, not a general statement regarding the general impact of the disability category.

Student Need

- This statement should identify the skill(s) the student needs to learn that will directly relate to the annual goal.

Baseline Data

- The baseline data statement should have all of the components of an annual goal (condition, target skill/behavior, criteria) and identify what the student can currently do.
- This statement will look almost identical to the annual goal statement and is the starting point to measure progress on the annual goal.

Annual Goal

- The annual goal should be observable, measurable, and achievable for the student within the IEP year.

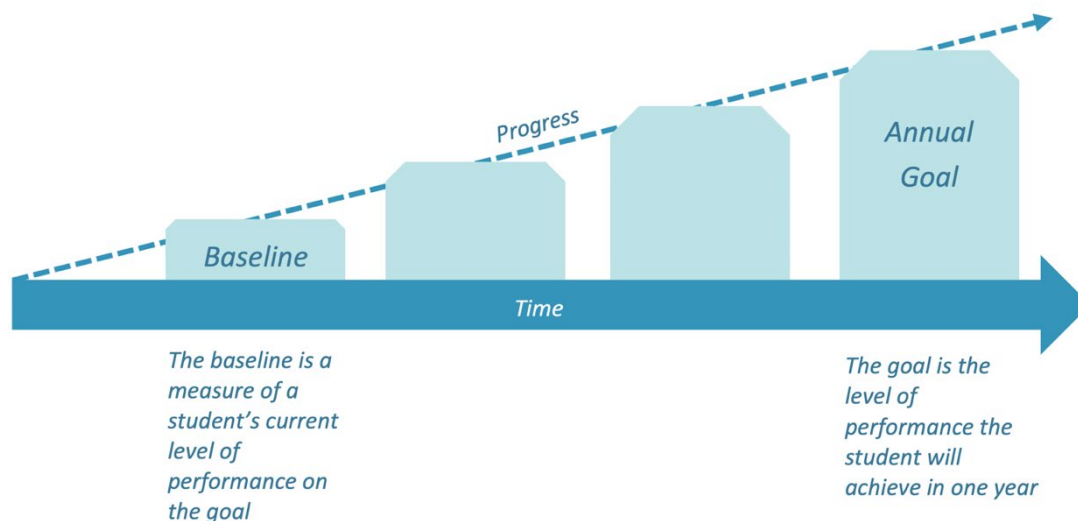
Observable: *The target skill/behavior the student needs to improve should be observable, meaning that you can see the student do or say something.*

Measurable: *The team should be able to measure the student's progress towards the goal and it should be clear to all team members what is being measured.*

Achievable: *Given what the team knows about how the student learns (go back to the Eligibility Report!) and how quickly he or she acquires new skills, the annual goal should be set at a level that demonstrates high expectations for learning.*

Building the Annual Goal

Before developing an annual goal, the team must understand what skill(s) the student currently has in the area of need. By collecting baseline data, the team will be able to measure growth over the period of the IEP. In order to establish the baseline, you'll need to be familiar with the components of the annual goal. That way, baseline data is collected in the same manner data for the annual goal will be collected and the team can compare student growth over time.



There are five (5) components that should be included in each annual goal:

Condition
<p>Under what circumstances will the student perform the skill? What will be provided to them or what type of learning environment or what type of instruction or cue will be given?</p> <p>Examples:</p> <ul style="list-style-type: none"> Given a multi-step direction... Given a list of available activities... Given 10 multi-digit division problems... Given an unstructured social situation...
Target Skill or Behavior
<p>What observable, measurable skill does the student need to be able to perform?</p> <p>Examples:</p> <ul style="list-style-type: none"> ...will match identical pictures... ...will use correct punctuation and capitalization... ...will create a complete shopping list of needed items... ...will use evidence from the text to explain a concept...
Criteria
<p>At what rate or frequency or accuracy is the student expected to exhibit the target skill or behavior?</p> <p>Examples:</p>

<p>...with no more than two reminders on 8 out of 10 opportunities. ...with 70% or higher accuracy on 5 consecutive assignments. ...on 9/10 opportunities presented. ...with 85% accuracy on 3 consecutive opportunities.</p>
Procedure
<p>How will the team monitor the student's progress?</p> <p>Examples:</p> <ul style="list-style-type: none"> Observation Rubric Work Sample Assessment
Schedule
<p>How often will data on progress be collected?</p> <p>Examples:</p> <ul style="list-style-type: none"> Daily Weekly Monthly Bi-Monthly

All components must be present (condition, target skill/behavior, criteria, procedure, schedule) and measure the same skill/behavior as the baseline data statement.

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?

Short-Term Objectives	Benchmarks
<p>Individual skills needed to achieve the annual goal.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Steps for toileting • Correct use of conventions • Add, subtract, multiply, divide decimals 	<p>Measure the progress toward the annual goal.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Increase in percentage • Decrease in prompts • Increase in number of words, steps, etc. learned

PLAAFP Checklist

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

Annual Goal Checklist

Components	Description
<input type="checkbox"/> Student Needs	Describe the student’s specific 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?
<input type="checkbox"/> Baseline Data	<p><u>Condition</u> 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?</p> <p><u>Targeted Skill or Behavior</u> 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?</p> <p><u>Criteria</u> 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?</p>

Annual Goal Checklist (continued)

Components	Description
<input type="checkbox"/> Annual Goal *Note: The condition and targeted skill or behavior in the goal should be the same as the baseline.	<p><u>Condition</u> 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?</p> <p><u>Targeted Skill or Behavior</u> Describe the targeted skill or behavior in observable, measurable terms. What is the targeted skill or behavior the student will perform?</p> <p><u>Criteria</u> 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?</p>
<input type="checkbox"/> Procedure for Data Collection	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?
<input type="checkbox"/> Schedule	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?
<input type="checkbox"/> Objectives/Benchmarks (Required for students participating in the Idaho Alternate Assessment)	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?
<input type="checkbox"/> General Education Content Standards	Reference the grade-level Idaho Content Standards, Workplace Skills for Career Readiness Standards or the Idaho Early Learning eGuidelines.
<input type="checkbox"/> Assistive Technology/AEM	Consider for every IEP goal.

Assistive Technology & 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 at <https://idahoat.org>.

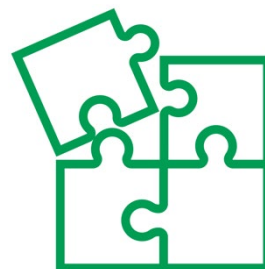
You can also learn more about AEM through the National Center on Accessible Educational Materials at www.aem.cast.org.

Early Childhood IEPs

Early childhood IEPs are developed for students ages 3-5 who are accessing special education services through public schools. There are two ways a student might enter an early childhood special education program:

If the student is transitioning from the Infant Toddler Program:

With parental consent, a representative from the school or district will participate in the student's transition planning conference. This will allow for a transfer of records from the Infant Toddler Program and an opportunity to speak with the parent/guardian to determine if they wish to have their child evaluated for special education eligibility. This discussion will help to determine how the team moves forward with identifying the information the team has and what information is still needed, scheduling of assessments, observations, etc., and establishing initial eligibility for special education services.



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

Your school district will have procedures regarding Child Find activities and when they conduct developmental screenings. If a parent, Head Start program, childcare 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).

The screening team will meet with parents to gain information regarding their concerns related to the three Early Childhood Outcome (ECO) areas:

- ECO 1: Positive Social-Emotional Skills, including Social Relationships;
- ECO 2: Acquiring and Using Knowledge/Skills, including Communication and Early Literacy;
- ECO 3: Taking Appropriate Action to Meet Needs

This discussion will help to determine how the team moves forward with identifying the information the team has and what information is still needed, scheduling of assessments, observations, etc., and establishing initial eligibility for special education services.

Which Type of IEP Should be Used?

For a student who is receiving early childhood special education services, the IEP team will utilize an *Early Childhood IEP* until the student transitions to kindergarten. At the IEP meeting prior to transition to kindergarten, the IEP Team will transition to the *School Age IEP*.

Early Childhood IEP Team

The Early Childhood IEP team includes the following required team members:

- Parent/Guardian

- General Education Teacher
 - Ex: Early Childhood Blended Certificate Special Education teacher, day care provider, Head Start teacher, private or public preschool teacher.
- Special Education Teacher (or Speech-Language Pathologist if Speech/Language only)
- Administrator/Designee

Additionally, the early childhood IEP team may also include:

- Infant Toddler Coordinator/Representative
- Other individuals knowledgeable about the student and invited by the parent/guardian



Note: The General Education Teacher and Special Education Teacher roles must be fulfilled by two (2) separate individuals on the IEP team.

State Approved Anchor Assessment

Completion of a state approved anchor assessment is required when the student enters the early childhood special education program and again when they exit (as long as they have been in the program for at least six (6) months). If the student is in the early childhood special education program for less than six months, a statement to this fact would be noted and no ECO rating is determined.

There are multiple state approved anchor assessments that can be used to assess and determine early childhood strengths and needs (listed in alphabetical order):

- The Assessment, Evaluation, and Programming System (AEPS 3-6)
- Battelle Developmental Inventory (BDI)
- Brigance Inventory of Early Development
- Creative Curriculum Development Continuum for Ages 3-5
- Developmental Assessment of Young Children (DAYC)
- High-Scope Child Observation Record (COR) Advantage
- Teaching Strategies GOLD Assessment System

Within the IEP, the team will list the name of the assessment used and the date the assessment was completed. Results of how the child performed on the anchor assessment will be reported in Early Childhood Outcome Areas 1, 2 and 3 within the IEP.

Early Childhood IEP Goals

The present level of academic achievement and functional performance (PLAAFP) is established by the student's IEP team and documented within each Early Childhood Outcome area. In each ECO area, the team will report parental concerns related to the ECO area, as well as 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.

Parental Concerns (Required in all three outcome areas)

Parent input and concerns 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 (age-appropriate) or the skills of a younger (immediate foundational) or a much younger child (foundational). This information will also help the team to identify priority needs when establishing IEP goals.

Summarize the student's specific skills that are age-appropriate, immediate foundational and/or foundational based (Required in all three outcome areas)

Within this section, the team will use the Decision Tree for Summary Rating Discussions to answer questions about the student's current functioning, which will determine the ECO rating. Based on the answers to the questions, the team will identify what skills the student demonstrates in the following areas:

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

Example: Josh manages separation without distress. He responds appropriately to others' expressions or wants. Josh 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: Josh 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. Josh can express his emotions and requires adult support to resolve peer to peer conflict. He is able to point to what he wants.

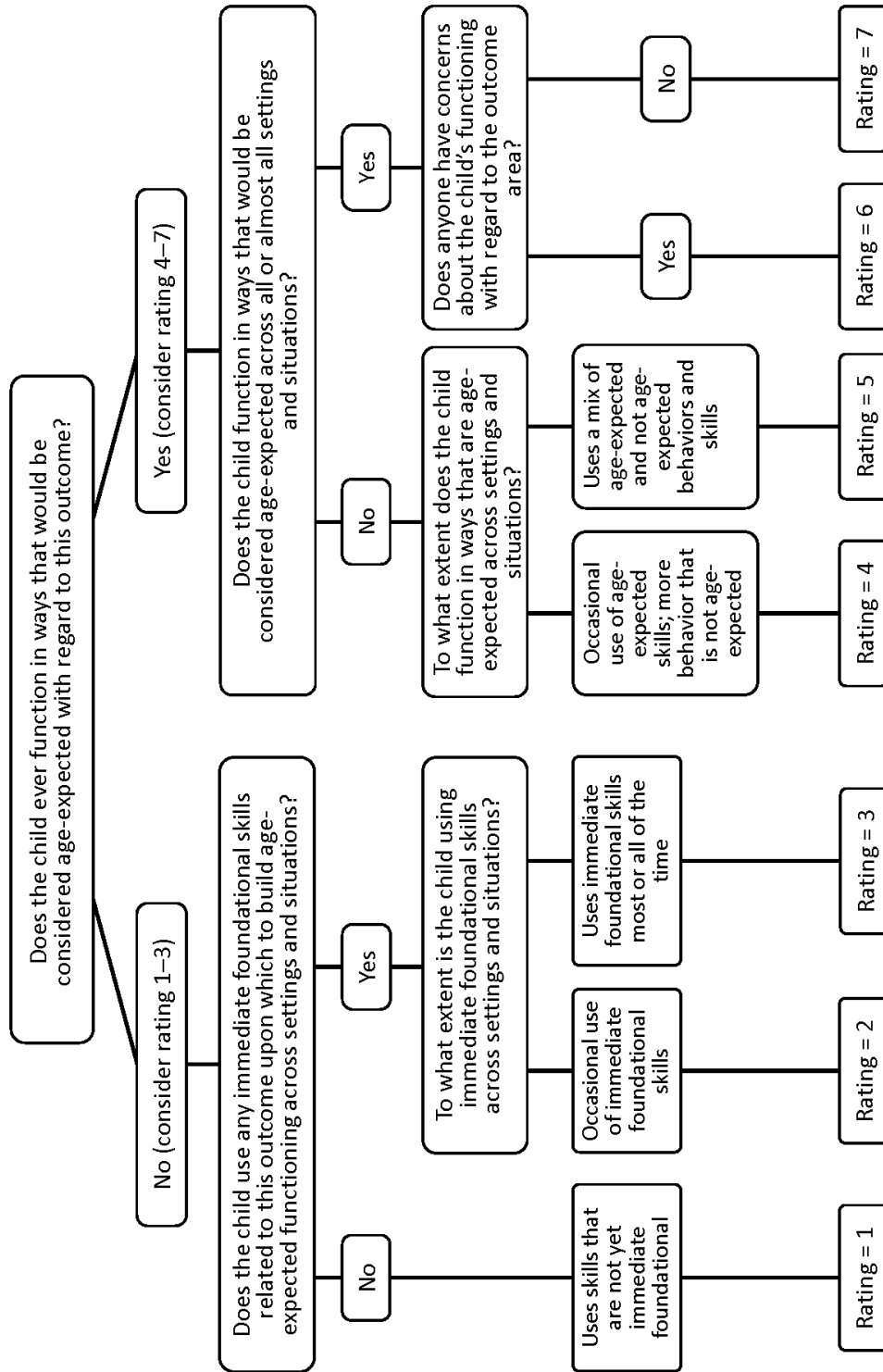
Foundational (F): Skills and behaviors that occur earlier in development and serve as the foundation for later skill development.

Example: Josh is currently able to make sounds as word approximations.

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.



Decision Tree for Summary Rating Discussions



Early Childhood Outcome Entry, Exit, and Progress Data Collection (Required)

The answers to the questions on the Decision Tree for Summary Rating Discussions will provide an ECO rating for the student. Based on that rating, the IEP team will determine whether goals are needed for each of the three outcomes. If the student is in the early childhood special education program for less than 6 months, a statement to this fact would be noted here and no ECO rating would be determined. If the student is in the early childhood special education program less than 6 months, a statement to this fact would be noted here and no ECO rating would be determined.

Outcome Area	ECO Entry Rating	Annual ECO Rating and Date	ECO Exit	Progress at exit? Yes/No
Positive Social Emotional Skills	ECO Rating 1-7 at ENTRY into the Part B ECSE services This Entry ECO score must be reported into ISEE	At the annual review, the IEP team will use the Decision Tree to determine the student's current ECO rating. NO NEW ANCHOR ASSESSMENT or REPORTING INTO ISEE is needed for this annual score	ECO Rating 1-7 at EXIT from ECSE services (kindergarten-age eligible)	At EXIT only: YES: if the child moved up a point on the scale from ENTRY rating or they stayed at the same rating but demonstrated more IF or AA skills. This Exit ECO score must be reported into ISEE



Remember! All three Early Childhood Outcome areas must be completed, even if the student will not have an annual goal in a specific outcome area.

Early Childhood IEP Annual Goals

As with IEPs developed for K-12 students, the early childhood IEP will also include annual goals developed to increase student skills that will move them closer to same-age peers. The IEP team will document the student’s need(s), baseline data, an annual goal, procedure and schedule for data collection and the general education content standard(s) associated with the annual goal.

Student Need

This statement should identify the skills the student needs to learn related to the outcome area.

Example: *Josh needs to learn how to initiate play with peers.*

Baseline Statement

There must be a separate baseline statement for each annual goal that includes the condition, the specific target skill or behavior, and the criteria. The baseline data statement provides the team with a starting point for progress monitoring for the annual goal and should have the same condition and target skill or behavior as the annual goal.

Example: *Given a social situation with two or more peers (condition), Josh currently independently initiates play with a peer (target skill) one time per school day (criteria).*

Annual Goal

The annual goal must have the same condition and target skill or behavior as the baseline statement, with criteria set at a point that demonstrates high expectations for the student's learning, based on his or her rate of skill acquisition.

Example: *Given a social situation with two or more peers (condition), Josh will independently initiate play with a peer (target skill) 3 times per school 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. Examples include 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)

For early childhood students, the Idaho Early Learning eGuidelines should be used to determine the appropriate general education content standard(s). It is important to identify the standard the student should be working towards and use that information to develop the annual goal that will measure the student's progress toward the standard.



The Idaho Early Learning eGuidelines can be used for students receiving early childhood services through third grade. These developmental standards can be found on the Idaho Department of Health and Welfare website at www.healthandwelfare.idaho.gov. On the home page, click on Children, then Early Childhood Information Clearinghouse.

Secondary Transition IEPs

In order to prepare our students for postsecondary education, training, employment and independent living, transition plans must be developed and in place before a student's 16th birthday.

Transition Planning at 16

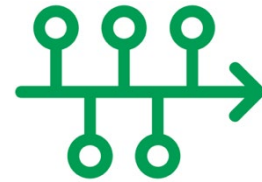
Beginning the year the student will turn 16 (or younger, if appropriate), the IEP must state what transition services are needed to help the child to prepare for leaving K-12 public school.

Transition Planning Timeline

Grade 9 Transition Activities:

Beginning with 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. The 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. The 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 is continuing education from 18 to 21 years of age)
- Complete Senior Exit Survey (unless student is continuing education from 18 to 21 years of age)

Student Participation in the IEP Process



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 one or more components of the IEP meeting can empower 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. It will be important to work with the student and his or her parent/guardian to determine the best way to include their input in the IEP process.

Chapter 10 of this Handbook includes tip sheets to share with students and parents to help them feel confident to participate in IEP meetings.

Transfer of Rights

By the student's 17th birthday, the IEP will need to include a statement that the student and parent have been informed that educational planning rights will transfer to the student on his or her 18th birthday, unless the IEP Team determines the student is not able to provide informed consent with respect to their own special education program, or the parent has obtained legal guardianship.

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 important that IEP 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. Regardless of the student's educational planning rights, he or she should be encouraged to actively participate (to the greatest extent possible) in IEP team meetings and planning.

Transition Assessment Summary

The Assessment Summary for Transition Services Planning section of the IEP is used to maintain a *cumulative record* of assessments and needs, and should include the name of each assessment, the date the assessment was administered and a 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.



The IEP team should administer new and different assessments each year. This will help to ensure the student’s strengths, needs, preferences, and interests are accurately represented.

Transition Assessment Summary Example:

POST SECONDARY GOALS AND TRANSITION SERVICES PLANNING		
Assessment Summary for Transition Services Planning		34 CFR 300.320(b)(1)-(2)
Transition Assessment Tool	Date	Summary of Results
Informal teacher interview	08/24/2020	Richard was able to identify that some of his strengths include staying focused on assigned activities that interest him, but he needs to practice staying focused when he’s doing something he doesn’t like. He is good with people and likes to interact with others, especially others his age and younger. Richard is interested in learning how to better handle his money so he can save up for a car after he graduates high school.
Job-Related Interest and Preference Inventory	08/24/2020	The results of this inventory indicate Richard is okay with working either indoors or outdoors and allows him to work with others. He is okay with being flexible on the job, but would prefer that he has notice ahead of time if his responsibilities change. Richard reports that he is indifferent to wearing a uniform but would prefer not to have a job that requires him to dress up, as he does not have many dress clothes. He’d like to work for an activity-based company such as one of the trampoline parks in the area.
Behavior Assessment System for Children Third Edition	08/22/2019	Areas of concern for Richard on the BASC are aggression, depression and study skills. His areas of strength were adaptability and attention.
Transition Planning Inventory	08/19/2019	Strengths are in the area of community participation, independent living and interpersonal relations. Area of need is self-determination.
CIS Interest Inventory	08/22/2018	Work in the medical field. Richard enjoys sports
Self-Directed Search	08/22/2018	Indicated the need to attend college or a community college for training in the medical field.

Current Level of Performance for Postsecondary Goals and Transition Services

This section of the IEP provides the team an opportunity to gather information specifically from the student regarding their strengths, needs, preferences and interests. This information should come from the student as well as the results of his or her formal or informal transition assessments.



Example:

Current Level of Performance for Postsecondary Goals and Transition Services

34 CFR 300.43 and 300.320(b)(1)

Strengths of the student as indicated by formal or informal transition assessments:

Richard is interested in having a job that allows him to interact with other people. He reports that he wants to learn how to better handle his money so he can save up to buy a car after graduation.

Needs of the student as indicated by formal or informal transition assessments:

Richard needs to learn strategies that will help him remain focused when working on something he doesn't enjoy. He needs to learn how to budget his money so he can save towards large purchases (such as a car). Richard needs to learn strategies to advocate for himself when he is in unfamiliar situations or does not understand the expectations (whether that is at school, home, or in a work environment).

Preferences of the student as indicated by formal or informal transition assessments:

Richard would prefer to work with others, either indoor or outdoors, and would like to work at a trampoline park. He recognizes that he likes to have notice ahead of time if his responsibilities change, especially on the job.

Interests of the student as indicated by formal or informal transition assessments:

Richard is interested in video games (especially Fortnite) and hanging out with his friends from school.

Postsecondary Goals

Post-secondary goals in the transition plan represent overarching long-term goals in regard to what the student would like to pursue after high school 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.

Postsecondary goals outline what the student will be engaged in after leaving high school in the areas of education (required), training (required), employment/career (required), and independent living (considered). Postsecondary Goals are developed based on information gathered through formal or informal age appropriate transition assessments (summarized in the preceding section), the student's input, and the present level of performance toward postsecondary goals.

Postsecondary Goals in Contrast to Annual IEP Goals

Postsecondary Education/Training Goal	Annual IEP Goal
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.	Given a job description to work in a fast-food restaurant, Lisa will accurately identify the skills she currently has and the skills she needs to develop with 100% accuracy on 3 consecutive opportunities.
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.	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.

Postsecondary Goal Formula

Within one year of completing high school, (Student) will (observable, measurable goal).

Examples and Non-Examples of Measurable and Observable Postsecondary 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 a vocational training program, Jeremy will be employed as an HVAC repairman.

Independent Living

Within one year of completing high school, Jessie will be living in a dorm or apartment on campus and be responsible for her 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.*

Transition Activities

Transition activities focus on skills that will help enable the student to meet his or her identified Postsecondary Goals. Transition activities are required for all students in education and training, employment, 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.

If the student is receiving related service supports, the student must have a transition activity provided by the related service provider.

Example student: Nate (activities for one IEP year)

Postsecondary Education and 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.
- The special education teacher will provide instruction and modeling in how to advocate for his learning needs in college courses.

Employment (required)

- Nate will participate in career planning activities with his school 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's athletic 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 begin the application process for Vocational Rehabilitation services.

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

Postsecondary Education and 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 paraprofessional 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 (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 will 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 paraprofessional, 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 paraprofessional 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 paraprofessional 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 access and complete the *Prospective Guardian and Conservator Online Training Module*.
- 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 Supplemental Security Income (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:

- The special education teacher will obtain signed releases needed to share information with other agencies.
- Sarah's family will apply for the *Developmental Disabilities Wavier* and hire a Support Broker.

Related Services (IEP Team must consider)

9th Grade:

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

10th Grade:

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

11th Grade:

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

12th Grade:

- The paraprofessional and physical therapist will provide direct instruction in using the universal hand clip to eat meals.
- Sarah will work with her speech-language pathologist and paraprofessional 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 district alternate mechanism/plan requirements, or
- The student will meet high school graduation requirements with adaptations as determined by the IEP Team.

If the student will not meet regular high school graduation requirements, the team must describe what 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/exit 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 will also need to describe the student's Course of Study (9th-12th grades). The parent/guardian must be informed of the course of study and agree. The team will need to document the courses and credits earned as well as the anticipated courses the student will take. The courses/credits will need to be updated each year as part of the annual IEP process.



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
- ACCUPLACER (students on an IEP may take this in lieu of the SAT or 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.
<https://www.collegeboard.org/students-with-disabilities>

Exemptions

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

- Student participates in ISAT-Alt and the IEP Team has determined student will be exempt
- Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less
- Transferring from out of state to an Idaho high school in grade twelve (12)

Reporting Progress on IEP Goals

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. Written progress reports related to progress on IEP goals must 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 (AIMS web, 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.

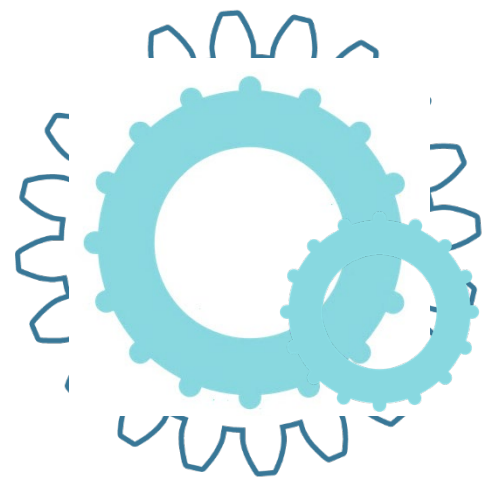
State **how** and **when** parents can expect to see progress monitoring reports.

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. This information 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 4: Special Education Services



Special Education Services

After the team has determined the student's PLAAFP and annual goals, the next step will be to identify what services will be required to teach the new skills they need to learn. IEP services support instruction that leads to student growth and movement toward annual goals.

Each school district and charter school must offer a continuum of supports and services that meet the needs of individual students. It is important that IEP teams discuss what the student needs, based on the skill areas identified in the IEP, and determine the special education and related services that will assist the student in learning the skills needed to move closer to grade level.

For every identified skill area (ex: Behavior, Reading, Social Skills, etc.), there should be a matching service. The team will need to identify five components for each service listed:

The type of service

Special education services and related services should be focused on meeting the student's unique needs as identified in the IEP.

The role responsible for ensuring each service is implemented

This role should be someone who is certificated by the State of Idaho. Examples include the Special Education Teacher, Speech-Language Pathologist, School Counselor, General Education Teacher, and Occupational Therapist. Non-examples include Behavior Interventionist and Paraprofessional.

The frequency of each service

The frequency of services should be related to the student's needs and the level of support necessary to bring them closer to grade level

The location of each service

This has to do with where and with whom the student will access instruction. If the student is learning general education content with their general education peers, the location would be General Education. If the student is learning in a small group with other special education students, is removed from the general education classroom for 1:1 instruction, or no longer has access to general education content and/or peers during instruction, the location would be Special Education. The team should always consider the general education setting first. If a service will be provided in multiple settings, each service/setting will be listed on a new row on the service grid.

The start and end dates for each service

Most often, these dates coincide with the beginning and ending dates of the IEP. Sometimes, though, services may be less than one year (but cannot go beyond the IEP expiration date).



Remember! There should be a clear thread throughout the IEP that aligns the areas of need and annual goals to services that will help the student increase their skills to move closer to grade level.

A note about Special Education vs Related Services:

- Special Education Services include specially designed instruction the team has identified to meet the student’s unique needs. These are the services that will support the student’s growth on annual goals and help them move closer to grade level.
- Related Services include any additional services that help the student with a disability to benefit from special education. Examples of related services include (but aren’t limited to) Occupational Therapy, Special Transportation, Orientation and Mobility Services, Nursing Services, Counseling Services, and more.

Completing the Service Grid

Below is an example student’s service grid. Notice each component is completed and clearly identifies how the student will be provided instruction related to their annual goals.

IEP SERVICES				34 CFR 300.320(a)(4) and (7)				
<i>The information below is a summary of the student's program/services, including when the services will begin, where they will be provided, who will be responsible for providing them, and when they will end.</i>								
Special Education and/or Related Service 34 CFR 300.320(a)(4)	Title of Professional Staff Responsible 34 CFR 300.320(a)(4)	Frequency of Special Education/Related Services 34 CFR 300.320(a)(7)			Location 34 CFR 300.320(a)(7)		Date 34 CFR 300.320(a)(7)	
		Per Day	Per Week	Per Month			Start	End
Math	Special Education Teacher		45		Special Education Setting		08/24/2020	08/23/2021
Social/Emotional	Special Education Teacher		60		Special Education Setting		08/24/2020	08/23/2021
Speech Therapy	Speech-Language Pathologist			120	Special Education Setting		08/24/2020	08/24/2021
Behavior Skill Building	Special Education Teacher		250		General Education Setting		08/24/2020	08/24/2021
Total Amount of Time (minutes):		0	355	120				

Early Childhood IEP Services

Within this section, the team will need to document the amount of time the school district is providing service or oversight to the early childhood student. This includes service time for each outcome area in which the team has identified goals and related service time. Remember, the special education/related service identified must align with one of the areas of need within the IEP. Transportation services would be indicated in the Special Considerations section and/or in the Optional Statement of Service Delivery.

IEP SERVICES					34 CFR 300.320(a)(4) and (7)		
<i>The information below is a summary of the student's program/services, including when the services will begin, where they will be provided, who will be responsible for providing them, and when they will end.</i>							
Special Education and/or Related Service 34 CFR 300.320(a)(4)	Title of Professional Staff Responsible 34 CFR 300.320(a)(4)	Frequency of Special Education/Related Services 34 CFR 300.320(a)(7)			Location 34 CFR 300.320(a)(7)	Date 34 CFR 300.320(a)(7)	
		Per Day	Per Week	Per Month		Start	End
Outcome 1: Positive Social-Emotional	Special Education Teacher		45		Special Education Setting	08/28/2020	08/27/2021
Outcome 2: Knowledge & Skills	Special Education Teacher		60		Special Education Setting	08/28/2020	08/27/2021
Outcome 3: Appropriate Behaviors	Special Education Teacher		120		Special Education Setting	08/28/2020	08/27/2021
Language Therapy.	Speech-Language Pathologist			120	Special Education Setting	08/28/2020	08/27/2021
Total Amount of Time (minutes):		0	225	120			

Optional Statement of Service Delivery

The Optional Statement of Service Delivery is where the team has the opportunity to describe what the student's services will look like. Think of this section as a place to clarify how the student's different services will be provided, who will be providing the services, how they may differ from one environment to the other, etc. The information in this section should be written so that any IEP team member (including the parent or adult student) can understand how the student's services will be provided.

Optional Statement of Service Delivery examples

Paraprofessionals providing services to Jenna will be supervised by the special education teacher weekly.

Services may be provided by a paraprofessional under the regular supervision of certified staff.

Allen will receive Behavioral Intervention services by a BI Professional across both the general and special education settings.

During recess and lunch, a paraprofessional will be there to support Graham in case he needs redirection, prompts to use his calming strategies, and to praise him when he is able to navigate peer interactions independently.

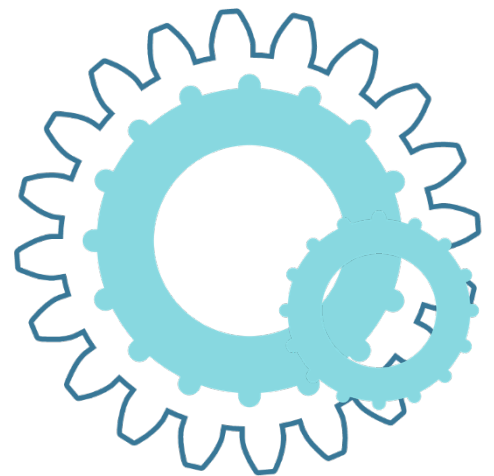
Language services will be provided to Jenna by the Speech-Language Pathologist or a paraprofessional under the direct supervision of the SLP.

Implementation of Emma's Behavior Intervention Plan (BIP) will take place across all school settings.



Remember, this section should be individualized to the student and based on his or her needs!

Chapter 5: Least Restrictive Environment and Placement



Least Restrictive Environment (LRE)

LRE Determination

To the maximum extent appropriate, all students with disabilities are to be educated with age-appropriate peers. 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 refers to how we provide special education services, rather than a specific place (such as a classroom or school). The IEP team makes the decision about the student’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. This looks different for every student.



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 and charters must make available a range of placement options, known as a continuum of services, to meet the unique needs of children with disabilities. The continuum of services reinforces the importance of individual decision-making, not a “one size fits all” approach.

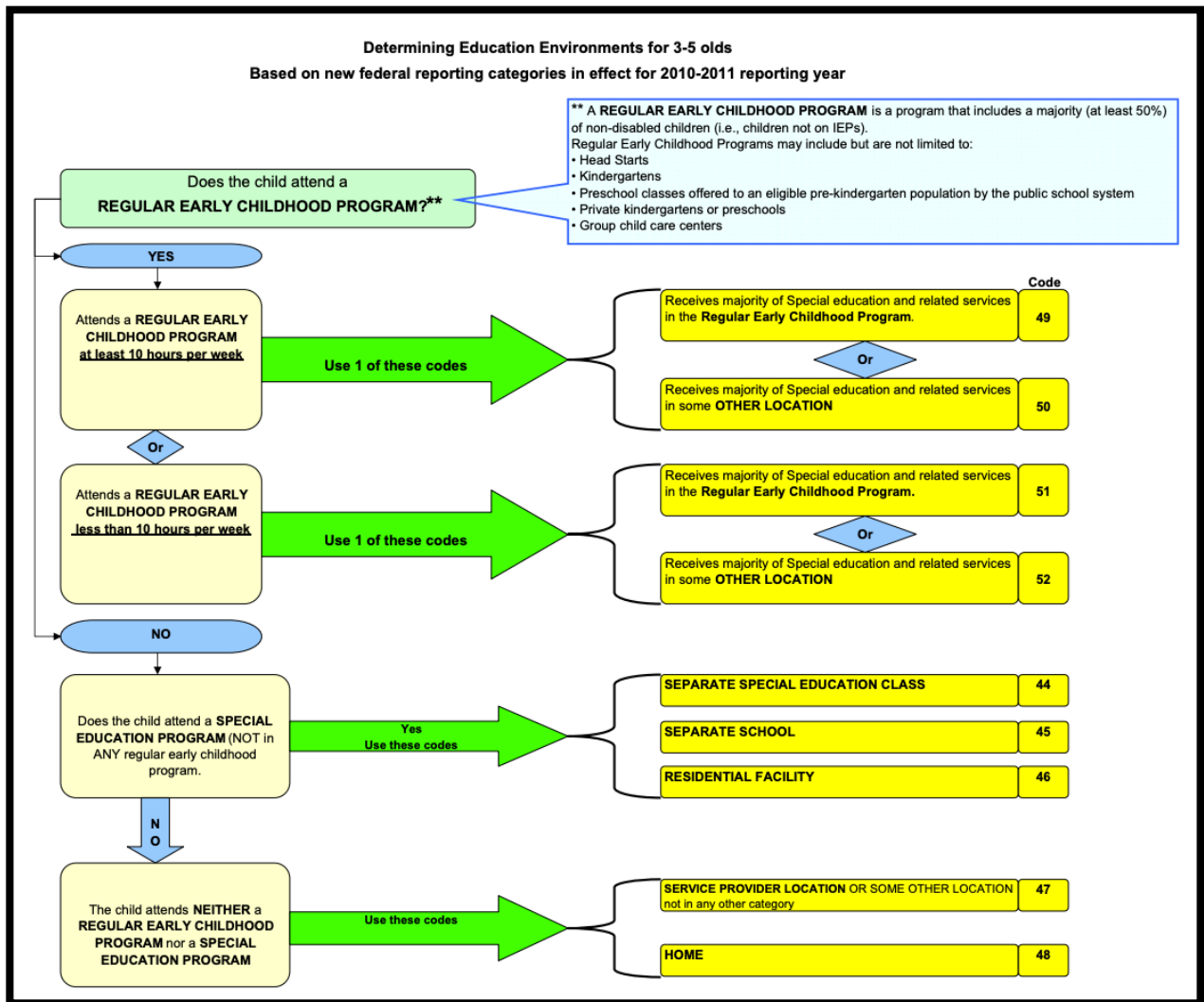
Early Childhood LRE

Just like K-12 students, early childhood students should be educated to the maximum extent appropriate with typically developing peers in the general education environment. When choosing an early childhood least restrictive environment (LRE) code, the team will need to be familiar with the amount of time the early childhood student is spending with typically developing peers, even if they are outside of the public school setting.

Transition to Kindergarten

During transition meetings in the spring before the early childhood student moves to kindergarten, the IEP team will determine the student’s kindergarten LRE code (using the school age LRE codes) for the fall. In this situation, the student will have two separate LRE codes; one early childhood code for the remainder of the early childhood school year and one school age code for the kindergarten school year.





For more information on determining Early Childhood LRE codes, you can view the Least Restrictive Environment (LRE) Coding webinar on the Early Childhood topic page on the Idaho Training Clearinghouse at <https://idahotc.com/Resources/View/ID/524>.

Below are three example scenarios that may help you better understand how to determine early childhood LRE.

Example 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 select LRE code (47), Service Provider Location or Some Other Location.

Example 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 select LRE code (49).

Example 3

Jamie attends a regular early childhood program (group childcare 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 select LRE code (52).

Placement Considerations

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.

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).

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).

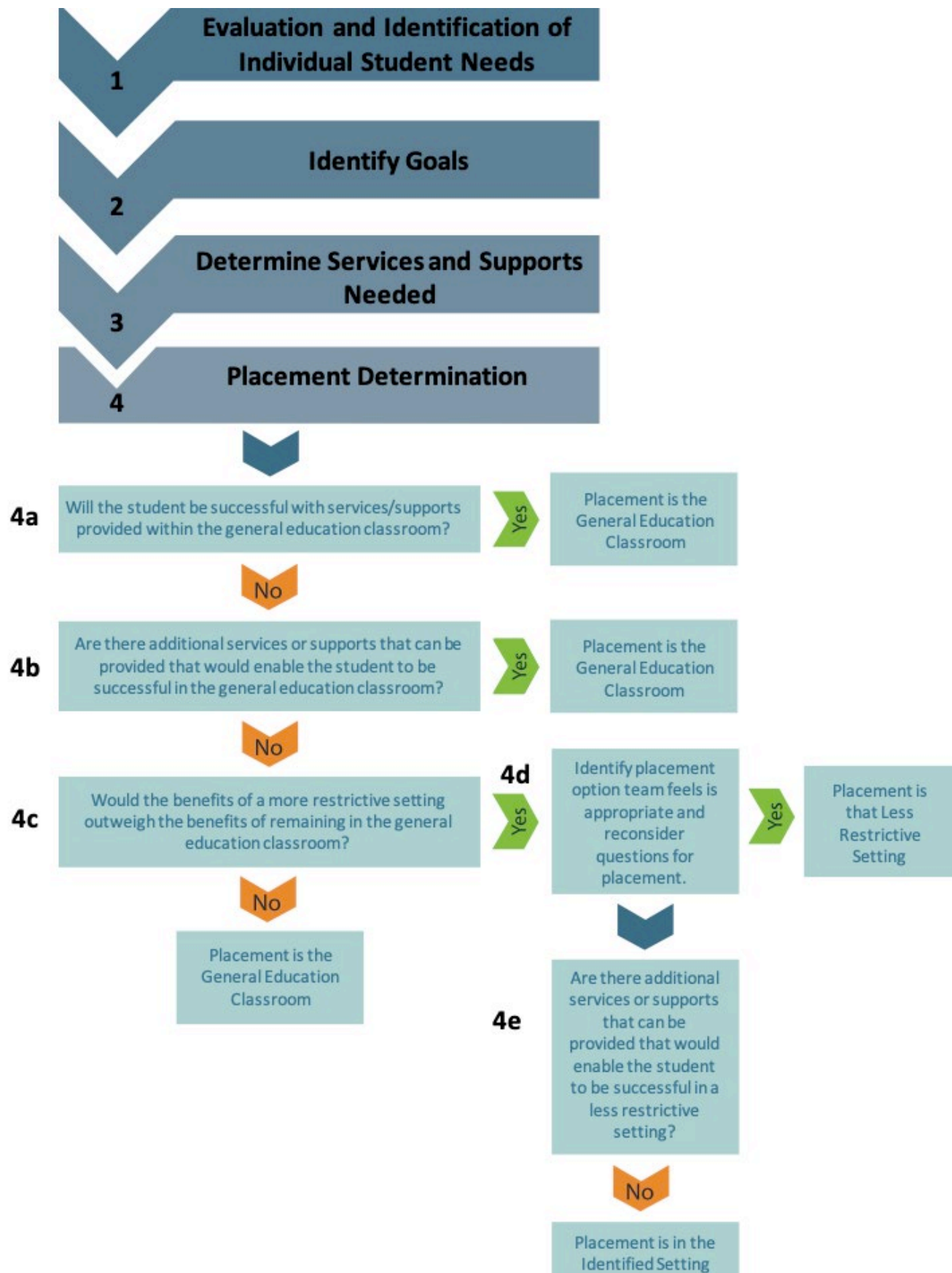
Did the IEP team consider any potential harmful effect of the educational placement?

The team must consider and discuss any potential harmful effects and determine whether or not the placement is appropriate for the student.

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



LRE Decision Tree Clarification

<p>1 Evaluate & Identify Needs</p> <p>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.</p> <ul style="list-style-type: none">• Does the team understand expectations within the general education classroom?• Does the team understand what prevents the student from being successful in the general education classroom?
<p>2 Identify Goals</p> <p>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).</p>
<p>3 Determine Services & Supports Needed to Achieve Goals and Meet Other Needs</p> <p>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 student to achieve those goals. The services that the team needs to consider are special education, related services, program modifications, supplementary aids and 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. In addition to all of these considerations, it is important to remember that 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:</p> <ul style="list-style-type: none">• Are there skills that could be taught to the student in order to reduce the amount of support his or her needs?• Is the focus every year on making the student as independent as possible?
<p>4 Determine Placement</p> <p>Once the team has determined the services and supports that the student needs, then the discussion can move to placement. To assist with this decision-making process, the following questions lead the team through the placement discussion:</p> <p><i>Can the services determined necessary be provided within the general education classroom? If not, are there additional services or supports that can be provided that would enable the student to be successful within the general education classroom? If not, will the benefits of a more restrictive setting outweigh the benefits of remaining in the general education classroom?</i></p>
<p>4a Can the services determined necessary be provided within the general education classroom?</p> <p>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.</p>
<p>4b If not, are there additional services or supports that can be provided that would enable the student to be successful within the general education classroom?</p> <p>If the team determines that the services as originally identified as necessary cannot be provided in the general education classroom, the next discussion should be whether additional supports or</p>

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 were considered in Step 3.

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

If the team determines that it is not possible to provide additional services and supports in the general education classroom to meet the needs of the student, placement options outside of the general education classroom are then considered. 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 harmful effects of a more restrictive environment on the student

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

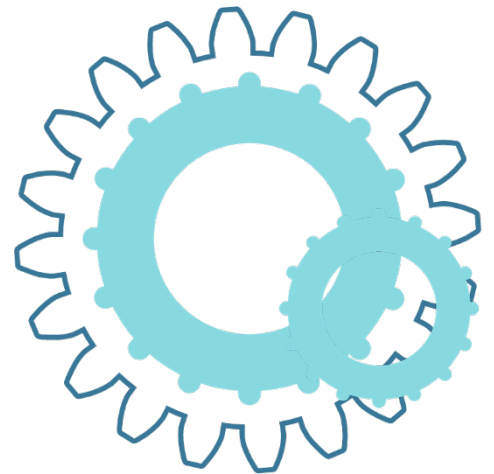
If it is determined that the general classroom is not appropriate, based on the student's needs and the services to be provided, the team identifies a reasonable and appropriate placement.

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

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

Adapted from Kansas State Department of Education & Project SPOT June 2007

Chapter 6: Special Considerations



Special Considerations

Each IEP team will need to consider any special factors that may interfere with the student's learning and address those factors as part of the IEP development. The team will want to think about how these special considerations can support the student's strengths and needs and clearly document them within the IEP. Outlined below are some guiding questions IEP teams can use to address special considerations.



Does the student require special transportation?

Transportation can be listed as a related service if access to the special transportation supports the student in benefiting from special education. The IEP team will need to identify whether or not the student's disability prevents them from using the same transportation as their general education peers.

Special transportation may include (but is not limited to):

- Travel to and from school or between schools to access special education
- The use of specialized equipment such as lifts and ramps, safety restraints, and wheelchair restraints
- Special assistance such as a paraprofessional who can support the student on the bus
- Accommodations such as preferential seating, a positive behavior support plan or adjustment of the bus route;
- Training for the bus driver regarding the student's disability or health-care needs
- Attending non-academic and/or extracurricular activities if required on the IEP

The IEP team will need to consider special transportation for each student and determine whether or not the student will need transportation as a related service. If the team determines the student does require specialized transportation, they will need to identify whether the student will ride the regular bus with supports or the special education bus with supports. In either situation, the team will need to describe the required supports within the IEP.

Specialized Transportation

i Transportation is a related service if it is required to assist a child with a disability to benefit from special education.

The IEP Team has determined:

- The student has no need for transportation as a related service; they may use regular busing WITHOUT individualized supports.
- The student will ride the regular bus WITH the supports described below.
- The student will ride the special education bus WITH the supports described below.
- The student qualifies for transportation as a related service but the parent/guardian/adult student is declining transportation. The parent/guardian/adult student may request transportation as a related service at any time.

(Required)

Describe student specific transportation supports:

Describe:

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

Extended school year (ESY) services are special education and/or related services that are provided to the student outside of the regular school year. They are not the same as summer school or traditional IEP services, and not all students will be eligible for these services. The purpose of ESY services is to support the student in strengthening emerging skills or maintaining already learned skills specific to the student's IEP goals. The skill areas may be related to behavior, independence, social skills, communication, academics, or others.

ESY services focus on three main areas:

1. **Emerging Skill:** the student makes few, if any, gains during the regular school year. The IEP team is tasked with determining that the skill is emerging and with ESY services would be able to make reasonable gains.
2. **Regression-Recoupment:** As the result of a break from the regular school year, the student would regress to such an extent that the amount of time it would take to relearn the skill or behavior would impede the student's ability to benefit from their special education.
3. **Self-Sufficiency:** The team determines the student's ability to acquire critical life skills (and function as independently as possible) is threatened by an interruption in services. These skills may include (but are not limited to) toileting, feeding, mobility, communication, dressing, and other self-help skills.

In order for a team to find a student eligible for ESY services, they will need to use current data to consider and document the area(s) in which the student is eligible for support. Forms of data teams may consider using include progress monitoring data, the results of criterion-referenced and/or norm-referenced assessments, history of past regression or ESY services, data collected on observed performance in the school setting,

The ESY plan does not include all components of an IEP, but instead identifies the specific annual goals and services the student will receive as part of their ESY services. This information should be documented within the ESY section of the student's IEP. Below is an example of the questions each team will need to answer in order to determine whether or not the student requires ESY services.

<p>B. Are extended school year (ESY) services required for this student? <small>34 CFR 300.106</small></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> TBD</p> <p>1. What are the skills this student will lose as a result of an interrupted educational program and will be unable to recoup so as to make reasonable progress toward achieving the goals and benchmarks/objectives in the IEP?</p> <p>2. What skills are emerging that require ESY services in order to make reasonable gains?</p> <p>3. What acquisition of a critical life skill that aids the student's ability to function independently would be threatened by an interruption in services?</p> <p>4. In what way are the above skills critical to the overall progress of the student?</p> <p>5. Specify which goals and objectives/benchmarks should be part of the IEP for ESY services.</p> <p>6. ESY begin and End dates: - Hours per week:</p>
--

ESY should be considered each year, for each student. If, at the time of the annual IEP meeting, the team does not have enough data to make an informed decision, they can determine a later date to come back together and decide on ESY need/eligibility.

Does the student have limited proficiency in English?

In order to develop an IEP that meets a student's unique circumstances, the team needs to be knowledgeable about all aspect of the student's strengths and needs. This includes language skills. It will be important for the IEP team to review the eligibility report and utilize information within language/cultural assessment results, background information and input from the student's parent(s) to develop a comprehensive IEP that meets their needs.

If the student has limited proficiency in English, the IEP team will need to consider instruction, services, and supports that will provide access to the general education content and environment.

For more information on supporting English learners with special needs, take a look at these modules:

- Understanding the Characteristics of English Learners (www.idahotc.com/Resources/View/ID/601)
- Building Comprehensive Assessment Plans for English Learners (www.idahotc.com/Resources/View/ID/602)
- Development of Effective IEPs for English Learners (www.idahotc.com/Resources/View/ID/603)

The Idaho State Department of Education has also developed an EL and Special Education Guidance document, which can be found at <https://www.sde.idaho.gov/sped/sped-manual/>. Click on Chapter 4- Evaluation and Eligibility and scroll down to the guidance document.

Is the student deaf or hard of hearing?

If the student is deaf or hard of hearing, the IEP team will need to consider the following:

- What are the student's language needs?
- What mode of communication does the student use?
- What are the student's academic needs, and how are they tied to the student's hearing loss?
- What type of accommodations will need to be in place for the student to participate in the general education environment and curriculum?
- What type of instruction/supports will the student need in order to participate in the general education environment and curriculum?
- Does the student require Assistive Technology or Accessible Educational Materials in order to participate in the general education and curriculum?

Idaho has multiple resources for supporting students who are deaf/hard of hearing, including the Idaho Educational Services for the Deaf and Blind (IESDB) at www.iesdb.org and the IESDB page on the Idaho Training Clearinghouse (www.idahotc.com).

You can also find information in the Idaho Deaf or Hard of Hearing Guidance Handbook at <https://www.sde.idaho.gov/sped/sped-manual/>. Click on Chapter 4- Evaluation and Eligibility.

Does the student have unique communication needs?

The IEP team will need to consider each student's preferred method of communication and what services/supports should be in place so the student can communicate their wants and needs to others. The team should use information from the student's most recent eligibility report, input from parents/guardians, the student (when appropriate), observations from teachers and staff in the building, and any other relevant information.



It will be important to embed communication supports within the IEP in order to ensure the student is able to participate in both general and special education instruction to the greatest extent possible.

Is the student blind or visually impaired?

Using current assessment results and information from team members (including parents), the IEP team will need to determine the student's needs related to instruction in Braille and the use of Braille.

Here are some questions to consider as the team drafts the student's IEP:

- What are the student's academic needs, and how are they tied to the student's blindness or visual impairment?
- What type of accommodations will need to be in place for the student to participate in the general education environment and curriculum?
- What type of instruction/supports will the student need in order to participate in the general education environment and curriculum?
- Does the student require Assistive Technology or Accessible Educational Materials in order to participate in the general education and curriculum?

Idaho has multiple resources for supporting students who are blind or visually impaired, including the Idaho Educational Services for the Deaf and Blind (IESDB) at www.iesdb.org and the IESDB page on the Idaho Training Clearinghouse (www.idahotc.com).



Does the student have health care needs?

Some students may have health care needs the IEP team should be aware of and consider as they draft the student's IEP and individualized instruction. It will be important to document the student's health care needs and any instructions for school staff within the IEP in order to ensure all team members are aware and can provide the best support to the student. In some instances, it will be necessary to include the school nurse as part of the student's IEP team to provide guidance related to the student's health care needs.

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

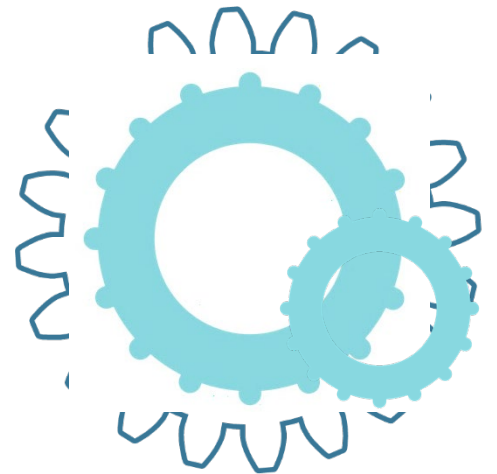
If the student exhibits behavior that impede his or her learning OR the learning of others, it will be necessary for the IEP team to include positive behavior supports and/or a Behavior Intervention Plan (BIP) in the IEP to address the student's behavior needs.

Here are some questions for the IEP team to consider as you develop the student's IEP and behavior supports/plan:

- What supports are already in place (formally or informally) that address the student's behavior needs?
- How does the student's behavior impact his or her access to learning opportunities and general education curriculum?
- Can the student's behavior needs be addressed through classroom supports and/or accommodations, or does the student require more intensive supports?
- Does the student already exhibit some level of replacement behaviors, or will they need to be systematically taught?

For more information on behavioral supports, training modules and documents, and the continuum of behavioral supports provided to teams by Idaho SESTA, go to www.idahotc.com, click on Topics, then Behavior.

Chapter 7: Accommodations, Adaptations and/or Supports



Accommodations and Adaptions

Idaho uses the terms *accommodations* and *adaptations* to describe two separate instructional practices. Both of these practices are individualized for the student, based on what the IEP team knows about his or her strengths and needs. The purpose of accommodations and adaptations are **to allow students with disabilities to participate in and benefit from the educational program, activities, and services of the district.**

Accommodations

Accommodations are changes to curriculum, instruction, testing format or procedures that enable students with disabilities to participate in a way that allows them to show their abilities rather than their disabilities. The addition of an accommodation does not fundamentally alter the learning requirements, nor does it invalidate assessment results. Teachers should continue to have high expectations for students and require a student to continue to show their knowledge of the concepts and content. An accommodation allows the student to show their knowledge in a different way that better meets their individual strengths and needs.

Identifying Accommodations

It is important that all IEP team members participate in discussion regarding a student's accommodations and, if possible, the student should be involved as well. Here are some questions for the IEP team to consider when identifying a student's 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?

A student's accommodations should be revisited as part of each annual IEP meeting. The team should discuss the current accommodations, remove those that are no longer needed, and consider adding new ones as the student requires them. The student should be made aware of his or her accommodations and taught to request and utilize them, beginning as early as possible.

Type	Examples
<p>Presentation</p> <p><i>How information is presented to the student</i></p>	<ul style="list-style-type: none"> • Large print • Paper-based test • Color contrasting (invert colors, change background/font, colored overlays) • Increased space between letters, words, or sentences • Braille • Instructions read aloud • Audio books • Electronic books • Copy of slideshow, teacher notes, or peer notes • Underline instructions • Use of student-friendly terms • Highlighted text/materials
<p>Response</p> <p><i>The way the student responds to show his or her knowledge/ understanding</i></p>	<ul style="list-style-type: none"> • Speech-to-text • Voice recording device • Computer or tablet • Scribe • Calculator • Word prediction software • Prompt/encourage response • Graphic organizers • Specialized (graph, lined, blank, raised lines) paper • Abacus/tactile math manipulatives • Opportunity to respond orally • Opportunity to respond in writing • Respond using communication board
<p>Setting</p> <p><i>Configuration of the setting or environment to support student learning</i></p>	<ul style="list-style-type: none"> • Reduced distractions • Preferential seating • Noise buffers/headphones • Change in location • Adaptive furniture • Redirect student to task • Placement during transitions (first/last in line, next to adult, etc.)
<p>Timing/ Schedule</p> <p><i>How and/or when the assignment, project or assessment are scheduled</i></p>	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks • Change time of day, schedule, or order of activities • Prompts to remain on task • Countdown timers • Use of visual schedule
<p>Other</p>	<ul style="list-style-type: none"> • Notebook or folder system for organization • Clear expectations • Positive reinforcement system • Group size

Defining & Communicating Accommodations

The same accommodation (ex: preferential seating) can be vastly different in implementation from one student to another. For Student A, that may mean she needs to be in a space close to the board where she can read and focus on the teacher and instruction. For Student B, preferential seating means that he needs to be towards the back of the room to avoid disturbing others when he shifts in his seat or stands to listen throughout the class period.

As IEP teams identify the accommodations necessary for a student to access the general education environment and content, they should also identify a plan for defining and communicating them as well. Each team member, including the student, should understand:

- the circumstances under which the accommodation needs to be implemented
- what it looks like
- who is responsible for implementing the accommodation
- who will communicate this information to members of the IEP team, other staff, etc. who did not participate in the IEP meeting

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's perception 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
- 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)

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 may participate without accommodations, with accommodations, with adaptations, or through the alternate assessment. It is important to understand that the IEP team considers **how** the student will participate in state/district wide assessments, not **if** the student will participate.

Early Childhood Participation in Statewide and Districtwide Assessments

Although there are no required state or districtwide assessments for early childhood students, it is important not to leave this section blank. Instead, mark 'not tested at this grade level' for each assessment.

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 Impairment

Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).

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) and is aligned with the Idaho Extended Content Standards.

Curricular Outcomes

It is extremely difficult for the student to acquire, maintain or generalize skills in multiple settings and to demonstrate performance of these skills **without intensive and frequent individualized instruction**.

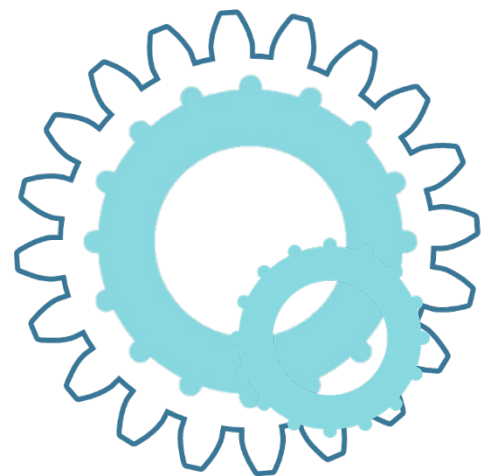
Exclusions

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
- the student is unable to complete the general academic curriculum because of socioeconomic or cultural differences

For more information regarding the Idaho Alternate Assessment, including the IDAA participation criteria, go to the Idaho State Department of Education website at www.sde.idaho.gov, click on Assessment & Accountability, then Special Education & Alternate.

Chapter 8: Written Notice



Written Notice

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

Written Notice 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 and decisions that were made by the team. 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, Section 4.

The Required Components of Written Notice

Each of the components below are required as part of a *Written Notice* document. It is important that all sections are completed. The *Written Notice* should **never** be completed ahead of time, since it is essentially “telling the story” of the meeting and the decisions that were made by the team at that time.

A description of the action proposed or refused by the district;

- This is the overarching reason the *Written Notice* is provided. Think about what the district is proposing to do or what they are refusing to do. There are pre-populated options in this section of the *Written Notice*. If one of the options does not describe the “big” reason for the *Written Notice*, you can use the Other option and fill in the reason.

An explanation of why the district proposes or refuses to take the action;

- In this section, explain, using terms parents and all team members understand, why the district is proposing or refusing the action.

An explanation of options that were considered and rejected;

- During the IEP team meeting, there will likely be discussion and consideration of different components of the IEP, some of which may be decided against (or rejected). This section of the *Written Notice* is where the team will document those rejections and the reasons why they were rejected.

A list of the evaluation procedures, tests, records, and reports used as a basis for the decision;

- This section is where the assessments, outside reports, student records, etc. that the team reviewed and used to make the IEP decisions are listed.

Additional information and other factors relevant to the decision.

- If there is any additional information that needs to be documented as part of the *Written Notice* (that does not ‘fit’ in another section of the document), that information can be included here.



The *Written Notice* should be completed even if the parent agrees with all decisions made during the meeting and no sections of the Written Notice should be left blank.

Circumstances Requiring Written Notice

	Yes	No
Identification		
Screening		X
Problem-Solving Team		X
General Education Intervention Strategies		X
Referral to Consider a Special Education Evaluation	X	
Evaluation		
Collection of new data for initial evaluation and reevaluation	X	
Evaluation of progress on the annual goals		X
Administration of state or district assessments		X
Independent education evaluation		X
Determination of eligibility upon completion of an initial evaluation or reevaluation	X	
Eligibility issues	X	
Refusal to conduct an evaluation	X	
Team determines additional assessments are not required during a reevaluation	X	
Educational Placement		
Initial provision of special education services	X	
Relocation of the special education program		X
Any change in educational placement	X	
Discontinuation of special education and related services	X	
Transfer of student to another school or district		X
Completion of requirements for a high school diploma	X	
Disciplinary removal for more than 10 consecutive school days in one school year	X	
Disciplinary removal for not more than 10 school days		X
A series of disciplinary removals that constitute a pattern of removals (for more than 10 days in one school year)	X	
Disciplinary removal to an Interim Alternative Education Setting (IAES) for not more than 45 school days	X	
Parent refusal to consent to initial provision of special education services	X	
Parent/adult student revocation of consent for special education services	X	
Provision of FAPE		
Deletion, addition, or change of special education or related service	X	
Change in annual goals on an existing IEP	X	
Increase or decrease in special education services or related services	X	
Change in how a student will participate in state and district assessments	X	
Amendment to the IEP	X	
Refusal to increase or decrease related service or request by parents for change in provision of FAPE	X	
Consideration of ESY if completed at a separate meeting	X	

Within this list, there are situations where the Written Notice is embedded into the document such as the *Consent for Assessment* document that identifies which data will be collected for an

initial evaluation and reevaluation or the IEP Amendment document. There are other times when the single *Written Notice* document will need to be used, often in conjunction with other documentation.

Circumstances When Written Notice is Not Required

The team does not need to provide *Written Notice* when completing the following activities:

- When reviewing existing data as part of an evaluation or reevaluation
- When all (general and special education) students are given a test or assessment
- When the team uses progress monitoring data, teacher observations, or classroom assessments to determine a student's progress toward IEP goals

Written Notice Examples

Below are two example *Written Notice* documents that include all required components.

Written Notice Example 1:

ACTION(S) PROPOSED

34 CFR 300.503(a)(1) & (b)(1)

Sample District proposes to:

Conduct a reevaluation of student.

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

ACTION(S) REFUSED

34 CFR 300.503(a)(1) & (b)(1)

Sample District refuses to:

No Action is being refused at this time.

REASON/JUSTIFICATION

Provide the reason or justification for taking the proposed action(s) or for refusing to take an action(s) requested.

34 CFR 300.503(b)(2)

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

Describe other options that were considered and rejected.

34 CFR 300.503(b)(6)

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 decided there was no 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.

Describe the evaluations, tests, records, or reports that were used as the basis for the action(s) proposed or refused.

34 CFR 300.503(b)(3)

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.

Describe any other factors relevant to the action(s) proposed or rejected.

34 CFR 300.503(b)(7)

At this time, no other factors have been determined relevant to the decision.

ACTION(S) PROPOSED

34 CFR 300.503(a)(1) & (b)(1)

Sample District proposes to:

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.

ACTION(S) REFUSED

34 CFR 300.503(a)(1) & (b)(1)

Sample District refuses to:

No Action is being refused at this time.

REASON/JUSTIFICATION

Provide the reason or justification for taking the proposed action(s) or for refusing to take an action(s) requested.

34 CFR 300.503(b)(2)

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

Describe other options that were considered and rejected.

34 CFR 300.503(b)(6)

The team considered keeping Kaitlyn's 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.

Describe the evaluations, tests, records, or reports that were used as the basis for the action(s) proposed or refused.

34 CFR 300.503(b)(3)

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.

Describe any other factors relevant to the action(s) proposed or rejected.

34 CFR 300.503(b)(7)

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.