



Special Education Toolbox

This is the cover page of the Special Education Toolbox. This edition of the toolbox was provided as training materials for Essential Components: Special Education Process. In this toolbox, you will find guidance on the process from Child Find to IEP. Included is instruction for completing the components of a high-quality Eligibility and IEP. It is divided into sections. Topics found within the Toolbox are indicated below. The Idaho Special Education Manual is referenced throughout the Special Education Toolbox

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Confidentiality

FERPA Overview

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Source: U.S. Department of Education Laws & Guidance, <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Child Find

Child Find Overview

Chapter 3

District Responsibility

Chapter 3, Section 1

Child Find is a system that districts are responsible for that involves:

1. Locating;
2. Identifying; and
3. Evaluating students (ages 3-21) to determine if students have disabilities and if they require special education.

This system applies to ALL students in district's geographic boundaries (including students in public, charter, private, home school, and homeless).

Locating

Chapter 3, Section 2

Locating involves coordination and public awareness.

Coordination: Districts must coordinate with other agencies.

- Children 0-3 years of age may have received early intervention from Infant Toddler Programs. Districts work with the Infant Toddler Program to identify children who may be eligible for special education.

Public awareness: Special education services and referral process.

- Ensure that district staff and the general public understand what special education is and the referral process.
- Newspaper announcement, fliers, TV or radio advertisements, info on district website, screenings, etc.

Identification

Chapter 3, Section 3

Screening: Process of identifying students who are not meeting Idaho approved standards. Screening for instructional purposes (to determine appropriate instructional strategies for curriculum implementation) is NOT an evaluation.

A variety of methods can be used, including:

- Performance on statewide assessments;
- Curriculum based measures;
- Teacher observations;
- Hearing and vision screeners;
- Office referral data; and
- Kindergarten readiness measures.

General Education Problem-Solving Teams: Schools/districts may use different terms for their general education problem solving team, e.g., Multidisciplinary Team (MDT), Building Support Team (BST), grade-level team discussions.

- If a student is struggling with academics and/or behavior, the education team will consider the need for interventions.
- The team documents and reviews accommodations to determine the next steps (multi-tiered model of support).
 - Teams use data from general education interventions to make decisions to either:
 - Continue general education interventions (if progress is made); or
 - To process a referral or to evaluate (team decision – not just parent or teacher decision).

Note: Interventions cannot be used to delay a referral for a special education evaluation when immediate action is warranted.

Evaluation

Chapter 3, Section 4

Before an evaluation is conducted, a *Referral to Consider a Special Education Evaluation* form is needed.

Referral to Consider Special Education Evaluation: Some students may be identified through:

- Screening;
- Problem solving process;
- Referral; or
- All the above.



Points to Remember:

- Child Find is NOT a one-time announcement or screening, but an ongoing combination of activities used to locate, identify, and evaluate students that are suspected of having a disability.
- Child Find is a district system responsibility, not a teacher's. Teachers should be aware of the district child find process and examples of how it is written in district materials.



The *Referral to Consider Special Education Evaluation* form can be found at:

<http://www.sde.idaho.gov/sped/sped-forms>

Referral

Overview

Chapter 3, Section 4

Referrals to Consider Special Education

Chapter 3, Section 4, Part B

The procedure for handling referrals to consider special education is as follows:

Unless immediate action is warranted and documented, referral to consider a special education evaluation is sent to the Evaluation Team **after** the problem solving team has determined:

- The student's response to research-based interventions in general education (or age-appropriate preschool activities) has not resulted in adequate progress.
 - Language and cultural issues are not the main source to the student's academic or behavioral discrepancy from peers.
1. Complete the *Referral to Consider a Special Education Evaluation* form.
 2. Procedural Safeguards are activated when a referral is made to consider special education evaluation. The parent/adult student must be provided with their *Procedural Safeguard Notice*. At the same time, the parent/adult student must be given opportunity to provide input regarding the need for and scope of initial evaluation, including opportunity to hold a meeting if desired. A *Request for Input* form will be provided to parents.
 3. The Evaluation Team (including the parent/adult student) reviews all available records, which could include:
 - Family and health history;
 - Past school experiences;
 - Results of general education interventions; and
 - Previous assessments and evaluations.

If the Evaluation Team determines that an evaluation **is warranted**, written notice describing the proposed evaluation shall be provided to the parent/adult student and consent for assessment shall be obtained from the parent/adult student.

If the Evaluation Team determines that an evaluation **is not warranted**, the Team should seek other avenues for services to meet the student's needs. Written notice of the district's refusal to evaluate a student for special education services will be provided to the parent/adult student. This review and determination process can take place at a face-to-face meeting of the Evaluation Team or through an alternate format, unless the parent/adult student requests that a meeting be held.



The *Referral to Consider a Special Education Evaluation*, *Procedural Safeguard Notice*, *Request for Input*, and *Written Notice* can be found at <http://www.sde.idaho.gov/sped/sped-forms>.

Referral

The Evaluation Team

Evaluation Team Members

Chapter 3, Section 4, Part A

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

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

Possible members of an Evaluation Team include:

- Parent(s) and/or adult student;
- General Education Teacher;
- Special Education Teacher;
- District Representative (Administrator or Designee);
- Individual who can interpret implications or evaluation results (School Psychologist, Speech-Language Pathologist, etc.);
- Non-adult aged student (if appropriate); and
- Other individuals invited by the parent(s) or who have knowledge or special expertise.

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

Gathering the Information

Chapter 4, Section 2

The Evaluation Team will review:

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

Areas related to the suspected disability could include:

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

Evaluation Team

Parent Input Form

An electronic template of this document is available on the Idaho SESTA website.

Parent Input Form

Student Name:

Birthdate:

Parent Name:

Phone:

Student Profile

1. My child's interests include:
2. My child has received the following help in the recent past:
3. Problems with my child's current program:
4. Possible alternatives/additions to my child's current program:
5. Services my child needs:
6. Special concerns I have about my child:
7. Questions I want to ask about my child:
8. Suggestions I have for working with my child:
9. My child's strengths and needs in the areas of academics, speech, motor, social/behavioral, vocational, and/or self-help:
Strengths:

Needs:

Evaluation

Written Notice Requirements

Chapter 4, Section 3, Part A

If the Evaluation Team determines that evaluation is warranted the following actions will be taken:

- Written notice is given to the parent(s) or adult student.
- Written consent will be obtained from the parent(s) or adult student before any testing can start.
- The parent/adult student has special education rights and how to obtain a copy and explanation of the *Procedural Safeguards Notice* as well as sources that the parent(s) might access to obtain assistance in understanding the notice will be provided. **If this is an initial evaluation, the parent(s) and/or adult student will be given a copy of the procedural safeguards with the initial notice of the special education evaluation.**

If the Evaluation Team determines that an evaluation is NOT warranted the following actions will be taken:

- The Evaluation Team will seek other services to meet the student's needs.
- The person who initiated the referral is informed as to why the evaluation is not being considered.
- Written notice of district's refusal to evaluate is given to the parent(s) and /or adult student.
- The parent/adult student has special education rights and how to obtain a copy and explanation of the *Procedural Safeguards Notice* as well as sources that the parent(s) might access to obtain assistance in understanding the notice will be provided. **If this is an initial evaluation, the parent(s) and/or adult student will be given a copy of the procedural safeguards with the initial notice of the special education evaluation.**

Written notice shall be provided to the parent(s)/adult student within a reasonable time before the district proposes to initiate the evaluation or reevaluation of a student.

The purpose of written notice is to **fully** notify the parent(s) and/or adult student of the proposed action.

Written notice must be in words understandable to the general public. The native language or other mode of communication normally used by the parent(s) and/or adult student shall be used unless it is not feasible to do so.



The *Written Notice*, *Consent for Assessment*, and *Procedural Safeguards Notice* can be found at:
<http://www.sde.idaho.gov/sped/sped-forms>



For additional information on Written Notice, see Chapter 11 of the Idaho Special Education Manual.

Evaluation

Consent for Assessment

Consent for Assessment for Initial Evaluation

Chapter 4, Section 3, Parts B

Consent for Assessment must be obtained in writing prior to the start of an initial evaluation for ALL students.

- Consent is voluntary and can be revoked in writing.
- Consent means understanding and agreeing in writing to activities described.
- Consent ensures parents are fully informed in native language or other mode of communication.

Consent for Reevaluation

Chapter 4, Section 3, Parts C-D

Consent is NOT required when:

- A test will be given to all students
- Reviewing existing data (as part of an evaluation or reevaluation)
- Using typical formative data to determine students' progress towards IEP goals:
- Curriculum-based assessments
- Ongoing classroom evaluations
- Criterion-referenced tests
- Screening or observing to determine appropriate instructional strategies for curriculum implementation
- Using data to address program needs

Refusing Consent or Failure to Respond

Chapter 4, Section 3, Parts E

Reasonable effort to obtain written consent must be obtained by the district. Some examples of what would be considered reasonable include:

- Phone call
- Email
- Note home
- Visit to the home

Document all reasonable attempts in the student's *Contact Log*.



The *Consent for Assessment* and *Contact Log* forms can be found at:
<http://www.sde.idaho.gov/sped/sped-forms>

Evaluation

Timelines

Chapter 4, Section 3, Part F

- For **initial evaluations**, an evaluation and eligibility determination must be completed within 60 calendar days of the district receiving consent.
- For **reevaluations**, an evaluation and eligibility determination must be completed within 3 years of the previous eligibility determination.
- **Eligibility determinations** must be documented on an *Eligibility Report* and copy provided to the parent.
- The time between eligibility determination and the development and implementation of the IEP cannot exceed 30 calendar days



The *Consent for Assessment and Eligibility Report* forms can be found at:
<http://www.sde.idaho.gov/sped/sped-forms>.

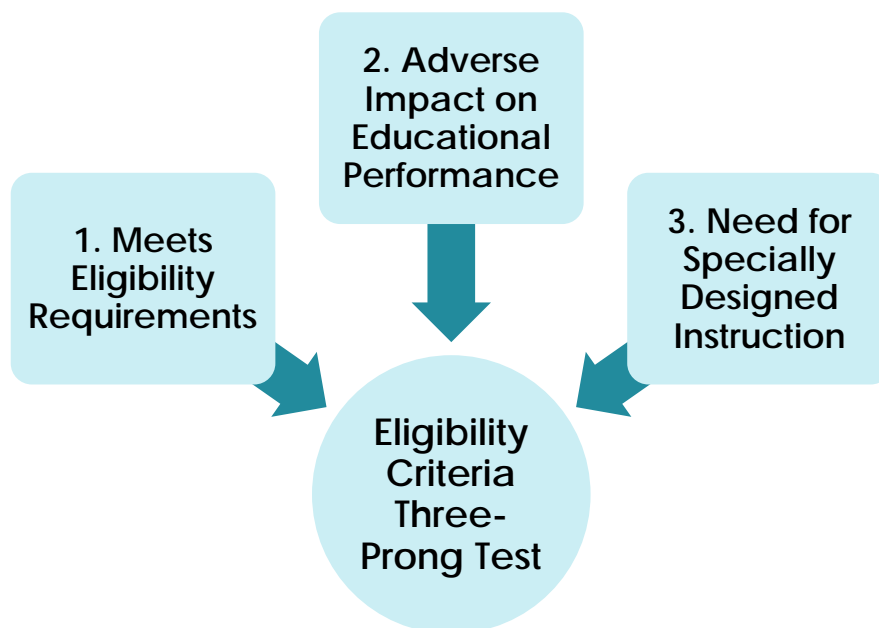
Eligibility

Eligibility Determination

Chapter 4, Sections 5-7

Eligibility Determination Procedures

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



The *Eligibility Report* form can be found at <http://www.sde.idaho.gov/sped/sped-forms>.

Prong 1

There are 15 disability categories recognized within the Idaho Special Education Manual:

- | | |
|-----------------------------|---|
| 1. Autism Spectrum Disorder | 9. Specific Learning Disability |
| 2. Intellectual Disability | 10. Multiple Disabilities |
| 3. Deaf-Blindness | 11. Orthopedic Impairment |
| 4. Deafness | 12. Speech or language Impairment: Language |
| 5. Developmental Delay | 13. Speech or language Impairment: Speech |
| 6. Emotional Disturbance | 14. Traumatic Brain Injury |
| 7. Other Health Impairment | 15. Visual Impairment Including Blindness |
| 8. Hearing Impairment | |

Prong 2

The adverse impact to a student's educational performance is determined by the Evaluation Team.

The student's progress is impeded by his/her disability and educational performance is **significantly** and **consistently** below the level of similar age peers, preventing the student from benefiting from general education.

Educational performance refers to:

- Academic Achievement
- Developmental Skills
- Functional Skills

Example of an Adverse Effect Statement:

"Karen is unable to **independently read** and **comprehend** grade level material. Her **weak decoding** skills and **poor memory** skills **decrease her understanding of grade level material** that she is required to read."

Prong 3

The student **needs** specially designed instruction.

When identifying the need for specially designed instruction, teams must consider the unique needs of the student's disability and identify the content, methodology, or delivery of instruction needed to meet the student's individual needs.

Specially Designed Instruction allows a student to access the general curriculum so that he/she can meet Idaho Content Standards or Idaho Core Standards.

Example of Need for Specially Designed Instruction Statement:

"Stephanie requires **individualized or small group** instruction using direct instruction with frequent feedback in order to develop her math skills. She requires **pre-teaching** and **re-teaching** with **additional practice** to facilitate learning to help her understand, remember, and generalize information."

Guiding Questions to Determination of Special Education Eligibility

Prong 1
The student meets state eligibility requirements for a specific disability
<ul style="list-style-type: none">• What are the specific criteria (according to the Idaho Special Education Manual) needed to meet requirements for the suspected disability?• What evidence has the Team collected to show the student meets the eligibility requirements for the suspected disability?
Prong 2
The student's educational performance measure is significantly and consistently below the level of similar aged peers preventing the student from benefiting from general education
<ul style="list-style-type: none">• How does the disability impact the student significantly and consistently, preventing him or her from accessing general education as same-age peers?• Identify the specific area of concern or impact related to evidence collected during the evaluation process.
Prong 3
The need to modify instruction (content, methodology, or delivery of instruction) as appropriate meeting the needs of the eligible student.
<ul style="list-style-type: none">• What are the adaptations of content, methodology, or delivery of instruction needed to ensure access to the general education content?• How will the proposed modifications meet the unique needs of the student and identified area of concern?

Evaluation

Academic Assessments Resources

Identifying the Appropriate Assessment

The student must be assessed in all areas related to the suspected disability, which includes academic performance. The assessment selected must be used for the purpose of which they are valid and reliable. (*Idaho Special Education Manual, Chapter 4*)

- Identify the specific area(s) of concern identified within the Referral to Consider a Special Education Evaluation.
- Understand the criteria required for each disability category. For example, the criteria for Specific Learning Disability requires that evidence must indicate performance that is significantly below the mean on a cluster, composite, or two or more subtest scores of a norm-referenced, standardized achievement assessment in the specific area(s) of the suspected disability. Using the criteria from the manual will assist teams in identifying which and how many assessments are required.
- Follow recommendations within the assessment manual to identify the subtest(s) that will provide the information needed to make an Eligibility decision.
- Be aware of what each subtest is designed to measure, ensuring that the assessment results will provide relevant information to the student's area(s) of suspected disability.

Administering Academic Assessments

Trained and knowledgeable personnel must follow instructions provided by the publisher when administering assessments. (*Idaho Special Education Manual, Chapter 4*)

- Ensure you are familiar with the test. This includes understanding the purpose of the assessment, starting and stopping points for each subtest, order of which the subtests should be administered, and other points of consideration specific to each assessment.
- Maintain standardization while administering the test. This is not an appropriate time to provide additional help to the student. Standardization ensures the test results are comparable to the norming sample.
- Be aware of a high-quality testing environment. This means providing the student with a quiet room with reduced distractions.
- Try to keep testing sessions to a minimum. Testing should stay within a one-week timeframe.
- Check qualification requirements before administering the assessment to ensure you meet the requirements before administering the assessment.

Scoring Academic Assessments

- Familiarize yourself with the scoring protocol specific to each subtest, which includes understanding how to recognize a correct/incorrect answer, calculate the raw score and use the scoring guide or computer programs specific to the test.

- Know score ranges specific to the assessment. Typically, a standard score of 90-110 is considered average and 85-89 low average.
- Understand when to use age versus grade norms.

Age versus grade norms

If results from an academic assessment will be compared to results from another test that only provides age norms (e.g. psychological processing assessments), age norms should be used.

Source: Mather, N. & Wending, B. (2014). Examiner's Manual. *Woodcock-Johnson IV Test of Achievement*. Rolling Meadows, IL: Riverside.

If a student is considered very young or old for their grade, then grade-norms must be used to obtain scores when the student's age is out of level.

Source: Pearson. (2009). *Wechsler Individual Achievement Test, Third Edition*. Bloomington, MN.

Reporting Academic Assessment Results

No single measure or assessment should be used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for the student. (*Idaho Special Education Manual, Chapter 4*)

- Report standard scores and percentile ranks within the Eligibility Report. Avoid using age- and grade-equivalencies as these are often misunderstood.

Avoid cutting and pasting tables and/or narratives from the report generated by the computer-scoring program. Instead, include an interpretation of the assessment results. Report these results within the Eligibility document.

Interpretation results should include:

- Brief description of the assessment along with average range and standard deviation;
 - Statement indicating the validity of the assessment administration;
 - Testing observations specific to the student's task struggles; and
 - Behavior during testing, date administered, subtest and composite scores with percentile rank, and the name and title of test administer.
- Provide a narrative of how the assessment results might impact the student's performance within the classroom.

Connecting Assessment Results

Teams should use assessment tools and strategies that produce relevant information that directly assist in determining the educational needs of the student. (*Idaho Special Education Manual, Chapter 4*)

- The results and interpretation of cognitive functioning and academic achievement assessment results should drive the Present Levels of Academic Achievement and Functional Performance (PLAAFP), annual goals, and accommodations/adaptations needed to help the student progress in the general education curriculum.

Individual Education Program

Individual Education Program

Chapter 5

IEP Overview

The Individual Education Program (IEP) is a written document that is developed for each eligible student with a disability. It documents the specially designed instruction and related services.

SECTION CONTENTS

IEP Team

Beginning the IEP

PLAAFP/PLOP

- Skill Area
- Current Level of Performance
- Parent Input Form

Annual Goals

- Developing the Annual Goal
- Annual Goal Components
- Annual Goal Examples
- Citing General Education Standards
- Assistive Technology

Reporting Progress

IEP Services

Least Restrictive Environment (LRE)

Other Considerations

Accommodations and Adaptations

IEP Amendments

Individual Education Program

IEP Team

Chapter 5

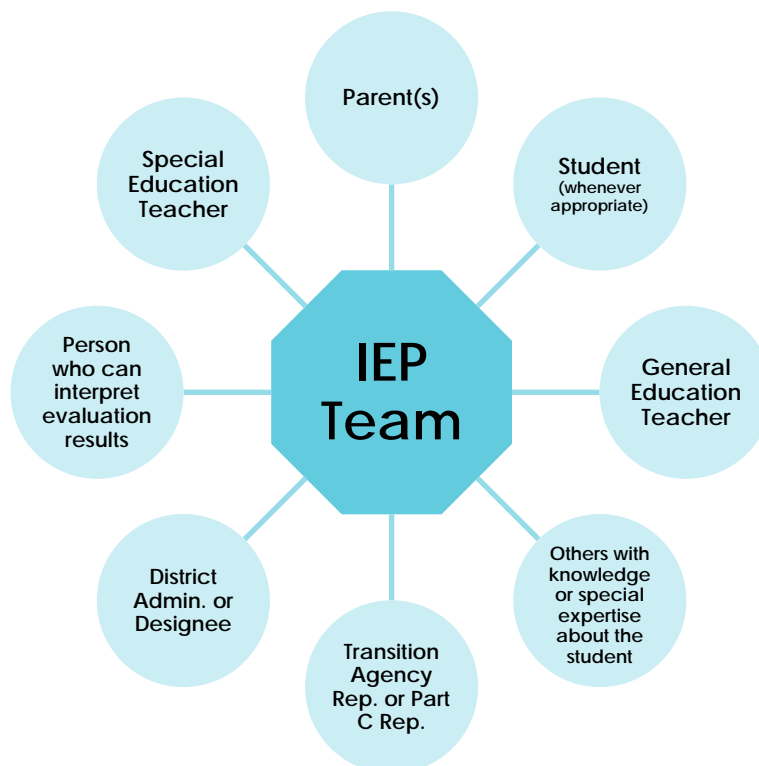
IEP Team Members and Roles

Chapter 5, Section 1, Parts D-E

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

IEP Team Members:

- Parent/Adult Student
- General Education Teacher
 - Role: Discussion of the student's involvement and progress in the general education classroom; Determination of appropriate positive behavioral interventions and other strategies for the student; and Determination of supplementary aids and services, program accommodations/adaptations, and supports for school personnel.
- Special Education Teacher/Service Provider (e.g., SLP, OT, PT)
- District Representative (Administrator or Designee)
- Student (required if 16 years of age or older)
- Related Service Provider(s)
- Individual who can interpret evaluation results and implications



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

Purpose of a Meeting

Chapter 5, Section 1, Part A

During the meeting, the IEP Team determines the special education and related services in order for the student to receive access to the general education curriculum.

When IEP Team Meetings are Held

Chapter 5, Section 1, Part C

A meeting is held for one or more of the following reasons:

1. To develop an IEP within 30 calendar days of determination that the student needs special education and related services;
2. To review the IEP periodically, but no longer than one year (365 days) from the date of development;
3. If another agency fails to deliver transition or other services outline within the IEP;
4. To consider revisions to the IEP if there is lack of expected progress toward annual goals or in the general education curriculum;
5. At a reasonable request of any member of the IEP Team;
6. To review behavioral intervention strategies and/or develop a behavioral plan of the IEP;
7. To address IDEA discipline requirements; or
8. To review the results of any reevaluation or independent educational evaluation.

Invitation to IEP Team Meetings

Chapter 5, Section 1, Part F

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

- Schedule the meeting at a place and time mutually agreed on by the parent/adult student and the district.
- Invite the parent and/or adult student and if applicable the transition aged student, to the meeting early enough to ensure that he/she can attend. Record of the invitation should be kept and include:
 - The purpose, time, and location of the meeting;
 - Who will attend the meeting by role;
 - Information regarding the parent's/adult student's right to bring other people to the meeting and invite Part C representative, if appropriate; and
 - Notification that post-secondary goals and transition services will be discussed, as applicable.
- Invitation to the student, if appropriate or required by age.

- Invitation may be either written or oral.
- If one purpose is to consider transition services, the invitation shall:
Indicate this purpose;
Invite the student; and
Identify any other agency that will be invited, with parent's/adult student's consent, to send a representative.
- Ensure that appropriate action was taken for parent to participate and understand meeting proceedings (i.e., invite interpreter as needed).

The IEP Team may meet without the parent/adult student if he/she cannot attend the meeting or cannot be convinced to attend the meeting. Documentation could include records of telephone calls or conversations, copies of correspondence sent to the parent/adult student and any responses received, and detailed records of any visits made to the parent/adult student.

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

IEP Team Attendance and Participation

Chapter 5, Section 2, Part B

- The district shall ensure the attendance and participation of the IEP Team members at the IEP meeting. Documentation of attendance can be accomplished by listing team member roles on the IEP and checking their attendance status.
- If a team member(s) is not able to attend, an *IEP Team Member Excusal* form with parent and district representative signature of approval shall be presented to the parent/adult student **prior to the scheduled date of the meeting**. The excused team member shall provide written input regarding his/her area of the curriculum and/or services prior to the start of the meeting.

Indicating attendance of a meeting within the IEP does not reflect agreement or disagreement with the document.

Team Decision Making

Chapter 5, Section 1, Part B

All members of the IEP Team are expected to work toward consensus regarding the student's Free Appropriate Public Education (FAPE). Consensus means consent of IEP Team members to support the decision of the Team, which requires that all members of the Team have had an opportunity to provide meaningful participation.

Parent/Adult Student Objections

Chapter 5, Section 2, Part J

If the **Parent/Adult Student** is not in agreement, the district should remind the parent/adult student that they may file a written objection.

The parent/adult student should be made aware of the procedures in Chapter 5, Section 2, Part J in the Idaho Special Education Manual and their procedural safeguards, including due process rights.

IEP Team Member Objections

Chapter 5, Section 2, Part B

If the **team member** is not in agreement, they may file a written objection. This written objection will not prevent implementation of an IEP decision.



For additional information on the various forms of dispute resolution, see Chapter 13 of the Idaho Special Education Manual.



The *Written Notice*, *Procedural Safeguards Notice*, *IEP Team Member Excusal*, and *Individual Education Program* forms can be found at <http://www.sde.idaho.gov/sped/sped-forms>.

Individual Education Program

Beginning the IEP

Chapter 5, Section 2

General Demographic Components for All IEPs

Chapter 5, Section 2, Part A

The cover page of each IEP must include:

- Date of the IEP Meeting
- General demographic information
- Student's full (legal) name, birth date, grade
- Native language
- Ethnicity
- Birth date and age
- Identification Number
- Name, address, phone number, native language of parent(s)
- Whether document is an Initial IEP or Annual IEP
- Projected Triennial Reevaluation Date

IEP Considerations

The IEP Team will make the following considerations while developing the IEP:

- The strengths and needs of the student;
- The concerns of the parents for enhancing the education of their child;
- The results of the initial or most recent evaluation of the student; and
- The academic achievement, development, and functional needs of the students based on current data.



The *Individual Education Program* form can be found at <http://www.sde.idaho.gov/sped/sped-forms>.

PLAAFP/PLOP

Present Level of Academic Achievement and Functional Performance

Chapter 5, Section 2, Part C

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) is also known as the Present Levels of Performance (PLOP).

Skill Area

A different Current Level of Performance needs to be written for each Skill Area (e.g., reading, mathematics, social skills).

For each Skill Area identified, the IEP Team should determine the appropriate special education services the student will receive.

Current Level of Performance

Statements must include the following information written in easy to understand language:

1. Strengths of the student in each Skill Area.
2. Parental Concerns for enhancing the student's education in each Skill Area.
3. How the student's disability affects the student's involvement and progress in the general education curriculum and participation in appropriate activities in each Skill Area.

Requirements

A description of the student's strengths, parent input, and disability impact.

Example 1: 3rd grade

Student with Learning Disabilities in reading

Student Strengths: Jared can read basic sight words and decode one-syllable words. He enjoys listening to books read to him."

Parental Concerns: Jared's mom is frustrated that he avoids doing his reading homework. Mom stated, "I am worried that he will never catch up. He doesn't like to read for pleasure like his brothers and sisters."

Disability Impact Statement: Jared's lack of decoding skills impacts his ability to read grade level reading materials in all his classes. This also results in Jared having difficulty completing assignments independently in all subject areas including reading, math, science, social studies, etc. when reading is required. His deficits in working memory impact his ability to recall and apply learned skills across the curriculum.

Example 2: 10th grade

Student with Multiple Disabilities

Student Strengths: Juanita has a pleasant disposition and smiles when she is happy.

Parental Concerns: Parents report she likes to spend time with her peers and enjoys listening to music, but struggle to understand her when she is uncomfortable or hurt.

Disability Impact Statement: Juanita's limited verbal skills and lack of effective utilization of an augmentative communication device interfere with her ability to communicate her wants and needs effectively with individuals in her environment.

PLAAFP/PLOP

Parent Input Form

An electronic template of this document is available on the Idaho SESTA website.

Parent Input Form

Student Name:

Birthdate:

Parent Name:

Phone:

Student Profile

1. My child's interests include:
2. My child has received the following help in the recent past:
3. Problems with my child's current program:
4. Possible alternatives/additions to my child's current program:
5. Services my child needs:
6. Special concerns I have about my child:
7. Questions I want to ask about my child:
8. Suggestions I have for working with my child:
9. My child's strengths and needs in the areas of academics, speech, motor, social/behavioral, vocational, and/or self-help:
Strengths:

Needs:

PLAAFP/PLOP

Current Level of Performance Checklist

Chapter 5, Section 2, Part C

Guiding Questions

Components	Description
<input type="checkbox"/> Student Strengths	Describe the strengths of the student. What are the student's strengths related to the skill area?
<input type="checkbox"/> Parental Concerns	Include a statement from the parent about their concerns in this area of need. What are the Parent/Guardian's concerns for enhancing education in this skill area?
<input type="checkbox"/> Disability Impact	Describe the impact of the disability. How does the student's disability affect involvement and progress in the general curriculum and participation in appropriate activities in this skill area?

Annual Goals

Developing the Annual Goal

Chapter 5, Section 2, Part C

Required Components

- Student Needs
- Baseline Data

Specify the Student Need

Describe the student's needs related to the disability in this skill area.

Examples:

- "Jared needs to be able to decode words with automaticity."
- "Johnny needs to be able to write a five-sentence paragraph, following a rubric for end punctuation, spelling and relation to topic."
- "Maria needs to be able to independently solve multi-digit multiplication and division problems that are mixed on a page."
- "Carrie needs to be able to request help from adults or peers when needed."

Indicate the Baseline

What is the student's starting point for this skill?

Examples:

- "Given a fourth-grade reading passage (condition), student currently decodes (targeted skill or behavior) 53% of words correctly (criteria) on a 3-minute timed probe."
- "Given a writing topic and 15 minutes to complete the task (condition), student is currently able to write a five-sentence paragraph with 2 out of 5 of the sentences related to the topic (targeted skill or behavior), 75% accuracy (criteria) on spelling and 60% accuracy (criteria) on end punctuation."
- "Given 10 multi-digit multiplication and division problems (condition), student is currently able to compute multiplication or division problems using a calculator (targeted skill or behavior) with 88% average accuracy (criteria) on assignments, but averages 25% correct (criteria) when problems are mixed on a page."
- "Given independent work time in class (condition), student currently requests help from peers or adults (targeted skill or behavior) 0/5 times (criteria)."



For additional information on IEP Development and Implementation, see Appendix: Chapter 5 of the Idaho Special Education Manual.

Annual Goals

Developing the Annual Goal Checklist

Chapter 5, Section 2, Part C

Guiding Questions

Components	Description
<input type="checkbox"/> Student Need	<p>Describe the student's needs related to the disability in this skill area.</p> <p>What skills are needed to improve in order for the student to access the general education curriculum?</p>
<input type="checkbox"/> Baseline Data	<p>Condition</p> <p>Specify the manner in which progress toward the goal occurs and describe the specific resources which must be present for a student to reach the goal.</p> <p>Under what circumstances is the student currently able to perform?</p>
	<p>Targeted Skill or Behavior</p> <p>Describe the targeted skill or behavior in observable, measurable terms.</p> <p>What is the targeted skill or behavior that the student is currently able to perform?</p>
	<p>Criteria</p> <p>At what rate/frequency/accuracy is the student <u>currently</u> able to exhibit the skill and/or adaptive behavior?</p> <p>If you gave a probe today on this skill, what would the student results indicate?</p>

Annual Goals

Annual Goal Components

Chapter 5, Section 2, Part C-D

Annual Goal Components

- Condition
- Targeted Skill or Behavior
- Criteria
- Procedure for data collection
- Schedule

Specify the Condition

This is the situation under which the student will perform the skill.

Examples:

- “Given a fourth-grade reading passage...”
- “Given a writing topic and 15 minutes to complete the task...”
- “Given 10 multi-digit multiplication and division problems...”
- “Given independent work time...”

State the Target Skill or Behavior

This is the skill or behavior the student will perform and ties directly to the need statement and the baseline.

Examples:

- “Student will decode words...”
- “Student will complete math problems...”
- “Student will raise his hand...”
- “Student will nod her head for yes or no...”
- “Student will retell the events of the story...”

Determine the Criteria

This is the acceptable level of performance and the method of measurement matches what is used in the baseline.

Examples:

- “...70 words per minute with less than 3 errors.”
- “...with 90% accuracy on three consecutive trials.”
- “...on 4 out of 5 opportunities.”
- “...for 20 minutes.”

Specify the Schedule

Examples:

- Daily
- Weekly
- Monthly
- Bi-monthly

Specify the Data Collection Procedure

Examples:

- Observation
- Rubric
- Work Sample
- Assessment

Objectives/Benchmarks

Required for students taking the Alternate Assessment.

Examples:

- 1st Benchmark: "...50 words per minute with less than 3 errors by date."
- 2nd Benchmark: "...60 words per minute with less than 3 errors by date."
- 1st Benchmark: "...with gestural prompts at 90% of opportunities by date."
- 2nd Benchmark: "...with verbal prompts at 90% of opportunities by date."

Annual Goals

Annual Goal Examples

Example 1: 4th grade

Student with Specific Learning Disability in Reading

Student Need: Jared needs to be able to decode words with more than one syllable.

Baseline Data: Given two syllable words in isolation (condition), Jared currently decodes the words (targeted skill or behavior) with 27% accuracy (criteria).

Annual Goal: Given two syllable words in isolation (condition), Jared will decode the words (targeted skill or behavior) with 85% accuracy (criteria), on 3 consecutive data collection trials (procedure for data collection), measured weekly (schedule) by date.

Example 2: Secondary Transition

Student with Autism

Student Need: William needs to appropriately interact with adults in a workplace setting.

Baseline Data: Given a script written on a 3x5 card of 3 possible greetings (condition), William currently uses an appropriate greeting (targeted skill or behavior) 2 out of 5 opportunities (criteria).

Annual Goal: Given a script written on a 3x5 card of 3 possible greetings (condition), William will use an appropriate greeting (targeted skill or behavior) 4 out of 5 opportunities (criteria) measured weekly (schedule) on his progress monitoring chart (procedure for data collection) by date.

Example 3: 7th grade

Student with Specific Learning Disability in Mathematics

Student Need: Maria needs to be able to independently solve multi-digit multiplication and division problems that are mixed on a page.

Baseline Data: Given 10 multi-digit multiplication and division problems that are mixed on a page (condition), Maria is currently able to compute multiplication or division problems using a calculator (targeted skill or behavior) with 25% average correct (criteria).

Annual Goal: Given 10 multi-digit multiplication and division problems that are mixed on a page (condition), Maria will be able to compute multiplication or division problems using a calculator (targeted skill or behavior) with 75% average correct (criteria), on 3 work samples (procedure for data collection) collected monthly (schedule), by date.

Example 4: 10th grade Student with Multiple Disabilities

Goal Statement with Benchmarks/Objectives

The following is an example of a complete goal statement with benchmarks/short-term objectives (Required for students taking the ISAT-ALT Assessment).

Student Need: Juanita needs to communicate her feelings and preferences when at school.

Baseline Data: Given 10 words or icons depicting preferred activities and/or feelings (condition), Juanita currently speaks using her AAC device (targeted skill or behavior) 3 out of 10 opportunities (criteria).

Annual Goal: Given 10 words or icons depicting preferred activities and/or feelings (condition), Juanita will speak using her AAC device (targeted skill or behavior) 8 out of 10 opportunities (criteria) as measured on weekly (schedule) progress charts (procedure for data collection) by 4/30/18.

Benchmarks:

1. Given 10 words or icons depicting preferred activities and/or feelings (condition), Juanita will speak using her AAC device (targeted skill or behavior) 5 out of 10 opportunities (criteria), as measured on weekly (schedule) progress charts (procedure for data collection) by 11/30/17.
2. Given 10 words or icons depicting preferred activities and/or feelings (condition), Juanita will speak using her AAC device (targeted skill or behavior) 7 out of 10 opportunities (criteria), as measured on weekly (schedule) progress charts (procedure for data collection) by 2/30/18.

Annual Goals

Citing General Education Standards

Chapter 5, Section 2, Part C

Idaho Content Standards

The *Idaho Content Standards* can be found at: <http://sde.idaho.gov/academic/standards/>

College and Career Readiness Anchor Standards for Reading, Key Ideas and Details, Reading Standards for Informational Text 9-12 for Grade 11 would be cited as:

CCRA.R.1.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Idaho Content Standards, Writing Component, Handwriting K-6 for Kindergartners would be cited as:

HW.K.1 Write upper and lower case letters of the alphabet. A. Write left to right, top to bottom, with appropriate spaces between words.

Idaho Content Standards, Mathematics, Operations and Algebraic Thinking, Represent and solve problems involving addition and subtraction could be cited as:

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.

Early Learning eGuidelines

The *Idaho Early Learning eGuidelines* can be found at:

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

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

Idaho Workplace Skills for Career Readiness Standards

The *Idaho Workplace Skills for Career Readiness Standards* can be found at:

[http://idahotc.com/Portals/0/Topics/Secondary Transition/Secondary Transition/Documents/Transition IEPs/Workplace Competency Standards.pdf?ver=2017-01-27-171250-820](http://idahotc.com/Portals/0/Topics/Secondary%20Transition/Secondary%20Transition/Documents/Transition%20IEPs/Workplace%20Competency%20Standards.pdf?ver=2017-01-27-171250-820)

Employability Skills for Career Readiness Standards: Content Standard 1.0: Demonstrate workplace skills for career readiness, Performance Standard 1.1 Demonstrate personal qualities and people skills, 1.1.5 Demonstrate diversity awareness by working well with all customers and co-workers.

Annual Goals

Assistive Technology

Chapter 5, Section 2, Part F

Assistive Technology Devices and/or Services

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

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

Accessible Education Materials

Accessible education materials or AEM refers to specialized formats of printed materials. The following are examples of AEM:

- Braille, large print, audio, and digital text

If any student is unable to read or use grade level instructional materials at a sufficient rate and with adequate comprehension to complete academic tasks with success, relative to same-age peers, or cannot do this independently, or cannot do this across environments and tasks, then the student MAY need AEM.

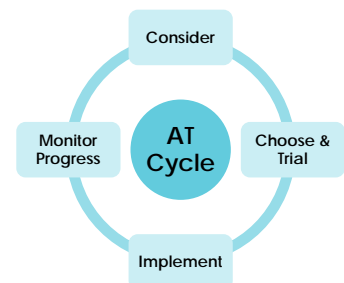
AT Consideration Process

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

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

AT Consideration Process:

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



Source: <https://marylandlearninglinks.org/resource/jhu-at-cycle/>



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

For more information, access the Assistive Technology resources on the Idaho Training Clearinghouse at: <http://idahotc.com/Topics/A-M/Assistive-Technology/> or the CAST website at: <http://aem.cast.org/>

Annual Goals

Annual Goal Checklist

Chapter 5, Section 2, Part C

With Guiding Questions

Components	Description
<input type="checkbox"/> Annual Goal	Condition Specify the manner in which progress toward the goal occurs and describe the specific resources which must be present for a student to reach the goal. Under what circumstances will the student perform?
	Targeted Skill or Behavior Describe the targeted skill or behavior in observable, measurable terms. What is the targeted skill or behavior the student will perform?
	Criteria Specify the amount of growth, how much and how frequent, or to what standard or level of proficiency the behavior must occur in order to demonstrate the goal has been achieved. At what rate/frequency/accuracy the student will be able to exhibit the skill and/or adaptive behavior?
<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 taking the 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 Idaho Content Standards, Idaho Workplace Skills for Career Readiness Standards or Idaho Early Learning eGuidelines.
<input type="checkbox"/> Assistive Technology/AEM	Consider for every IEP goal.

Annual Goals

Reporting Progress

Chapter 5, Section 2, Part D

Progress Reporting vs. Progress Monitoring

Progress Reporting

Progress reporting is defined as how and when the parent/adult student will be informed of the student's progress toward the annual goals, including the extent to which progress is sufficient to enable the student to achieve the goals by the end of the IEP time period. Periodic written progress statements related to progress toward annual goals will be reported, at minimum, concurrent with the issuance of report cards.

Progress Monitoring

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

Progress monitoring must be done **frequently and regularly**, e.g., daily, weekly, or at least monthly.

Progress monitoring data must be documented in writing and kept in the special education file.

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

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

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

Progress Monitoring Procedure Questions

1. How will progress be measured?

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

Frequency Count

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

Examples:

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

Percentage

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

Examples:

- "Given 10 reading comprehension questions, answer 90% correctly."

- “Complete 95% of his assignments on time.”
- “Retell the story with at least 80% accuracy.”
- “Spell 90% of her weekly spelling words correctly.”

Duration

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

Examples:

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

2. How will data be collected to monitor progress?

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

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

Examples of Progress Monitoring Tools

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

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

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

3. How often will progress reports be provided?

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

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

Examples:

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

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

Progress Reports should provide an answer to the question:

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

Examples of Progress Reports

Bradley’s Annual Goal

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

Bradley’s Progress on Goal

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

Javier’s Annual Goal

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

Javier’s Progress on Goal

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

Josephine’s Annual Goal

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

Josephine’s Progress on Goal

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

Individual Education Program

IEP Services

Chapter 5, Section 2, Part E

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

There needs to be a direct relationship in the IEP between the content of the PLAAFP/PLOP, the goals, and the special education services (i.e., for every identified Skill Area there should be a matching IEP Service). Special education and related services are placed in a table or a grid on the “IEP Services” section of the IEP.

Examples of Related Services:

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

Individual Education Program

Least Restrictive Environment

Chapter 5, Section 2, Part H

LRE Determination

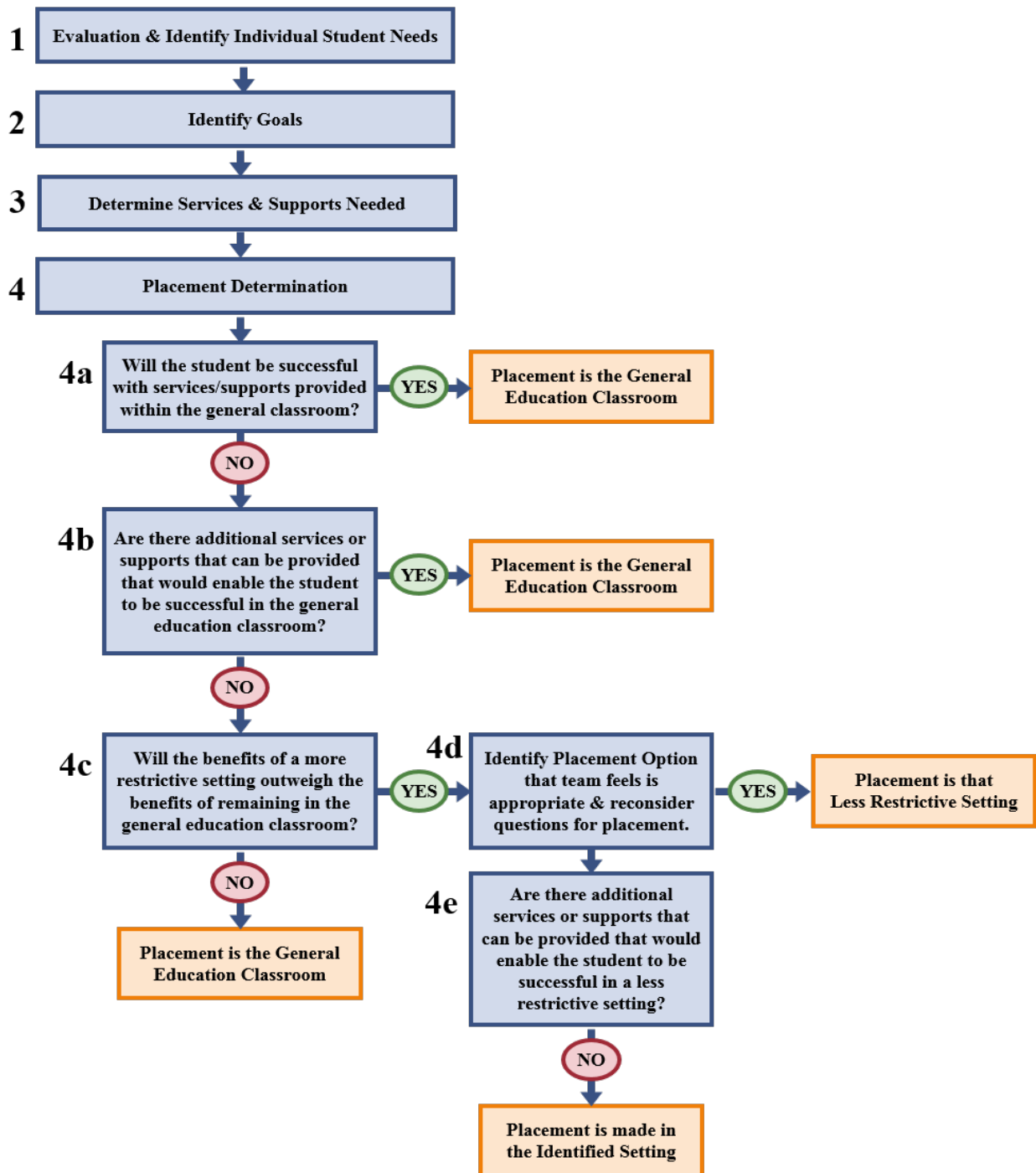
IDEA states that, to the maximum extent appropriate, all students with disabilities are to be educated with age appropriate peers who are nondisabled. Least Restrictive Environment (LRE) ensures an appropriate balance of settings and services that enable the student to make progress on his or her educational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

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

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

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

LRE Decision Tree



Source: *Kansas Special Education Services Process Handbook*, p. 131
www.ksde.org/Portals/0/SES/PH/PH-complete.pdf

Individual Education Program

Other Considerations

Chapter 5, Section 2, Part F

The “Other Considerations” section of the IEP is used to:

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

Guidelines and Guiding Questions

Does the student require Special Transportation?

- Does the student’s disability affect his or her need for transportation?
- Does the disability prevent the student from using the same transportation provided to students without disabilities?

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

- Does the student require assistance with emerging or maintenance of specific IEP goals addressed during the school year?

Does the student have limited English proficiency as determined by an appropriate language Dominance test?

Is the student deaf or hard of hearing?

If yes:

What are the student’s individual needs for communicating with school personnel and peers, including opportunities for direct instruction in the student’s language and communication mode?

Does the student have unique communication needs?

- How will those unique needs be met?

Is the student blind or visually impaired?

- Does the student require instruction in Braille?
- Have the student’s reading and writing skills, needs, and appropriate reading and writing media been evaluated before making this determination?

Does the student have health care needs?

- What are the specific health care needs and how will those needs be met?

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

If yes:

Have positive behavior supports been included in the IEP?

Has a Behavior Intervention Plan been included in the IEP?

Individual Education Program

Accommodations and Adaptations

Chapter 5, Section 2, Part F

Accommodations

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

What to Consider When Selecting Accommodations

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

Adaptations

Adaptations are changes in educational expectations for the student with a disability compared to peers without disabilities. These adaptations include actual changes in the general education curriculum and instruction or the use of an alternative or supplemental curriculum. Adaptations include strategies such as reading aloud the reading portion of a test, using spell/grammar check for language arts assessments, substituting out-of-level testing.

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

Accommodations and Adaptations in the IEP

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

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

Participation in Statewide and Districtwide Assessments

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

Individual Education Program

IEP Amendments

Chapter 5, Section 3, Part B

Things to Consider

- If changes need to be made to the IEP after the Annual Review is held, the parent/adult student and the district may agree in writing to develop the changes within a written document without holding a meeting.
- If no meeting is held, a written notice will be provided to the parent/adult student.
- The parent/adult student will be given a revised copy of the IEP with the amendment incorporated.
- The annual review date remains that of the original IEP date.
- Be sure the general education teacher and any other service providers are given access to the amended document, and that they are aware of any changes that have been made.



The *IEP Amendment* and *Written Notice* forms can be found at:

<http://www.sde.idaho.gov/sped/sped-forms>

Transfer Students

Transfer Students Overview

Chapter 5, Section 4

Transfer from an Idaho School District

Chapter 5, Section 4, Part A

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

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

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

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

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

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

Transfer from an Out-of-State District

Chapter 5, Section 4, Part B

When a student with a disability transfers from out-of-state to an Idaho school district with a current IEP in that other state, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP.

The District conducts an evaluation, if determined necessary, and develops, adopts and implements new IEP.

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

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

Transfer to an Out-of-State District

Chapter 5, Section 4, Part C

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



The *Sufficiency Review* guidance document can be found at:

<http://sde.idaho.gov/sped/sped-manual/files/chapters/chapter-4-evaluation-and-eligibility/Sufficiency-Review-Transfers.pdf>

Written Notice

Written Notice Requirements

Chapter 11, Section 4

Purpose of Written Notice

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

Written notice must be provided within a reasonable time frame and be in words understandable to the general public. The native language or other mode of communication normally used by the parent(s) and/or adult student shall be used unless it is not feasible to do so.

Written Notice is Required

Chapter 11, Section 4, Part C

Before the district proposes to:

- Initiate/change identification
- Initiate/change educational placement
- Initiate/change educational placement due to disciplinary action

If the district decides to refuse the parent/adult student's request to:

- Convene an IEP Team meeting
- Initiate/change identification
- Initiate/change educational placement
- Change the IEP

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

The parent files a due process hearing request.

The parent/adult student revokes consent for the continued provision of special education.

Written Notice is NOT Required

Chapter 11, Section 4, Part D

When reviewing existing data as part of an evaluation or reevaluation.

When a test will be given to all students.

If using typical formative data to determine students' progress towards IEP goals:

- Curriculum-based assessments,
- Ongoing classroom evaluations, and/or
- Criterion-referenced tests.

If outside observation is in relation to teacher's general practice.

- Written Notice

Written Notice

Written Notice Examples

Example 1

- A. Actions Proposed:** “If Other, describe: Parents proposed John receives OT services at school.”
- B. Actions Refused:** “If Other, describe: The school district refuses to change the IEP to add OT services at this time.”
- C. Explanation of why actions were proposed or refused:** “If Other, describe: After the IEP Team assessed and reviewed the data, it was determined that John does not require OT services in order to benefit from his educational program.”
- D. The following options were considered and rejected because:** “Adding OT for John was considered but rejected after the IEP Team assessed and reviewed the data, it was determined that John does not require OT services in order to benefit from his educational program. The teacher will implement the accommodations as outlined in the IEP.”
- E. The following evaluation procedures, tests, records or reports were used as a basis for the decision:** “Information from the general education teacher, progress monitoring, informal curriculum based assessment, OT input, and file review. John’s mother provided an outside OT report that was considered by the IEP Team.”
- F. The following information and other factors are relevant to the decision:**
“John’s mother provided an outside OT report that was considered by the IEP Team. The general education teacher reports great progress with John academically and socially. He is able to access the general education program with his accommodations. John is also good at advocating for his needs in all environments including the playground.”

Example 2

- A. Actions Proposed:** “If Other, describe: The school district proposes to initiate identification. Simone has been determined as eligible under the category Other Health Impairment.”
- B. Actions Refused:** “If Other, describe: No actions were refused at this time.”
- C. Explanation of why actions were proposed or refused:** “The student’s disability adversely affects his or her educational performance, preventing satisfactory achievement.”
- D. The following options were considered and rejected because:** “No options were rejected at this time.”
- E. The following evaluation procedures, tests, records or reports were used as a basis for the decision:** “A comprehensive initial evaluation was conducted to determine Simone’s strengths and needs including cognitive, academic, behavior rating scales and

classroom observations. A file review considering Simone's response to intervention in the general education setting influenced her referral for special education evaluation. The IEP Team considered the doctor's report, which included a diagnosis of ADHD, provided by the parent."

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

"The IEP Team considered the doctor's report, which included a diagnosis of ADHD, provided by the parent. The IEP Team also looked at SLD under the area of reading but determined that her inattention was the primary factor in her lack of progress in the area of reading."



The *Written Notice* form can be found at <http://www.sde.idaho.gov/sped/sped-forms>.