

For the past several years, the *AEA Special Education Procedures* were distributed as a pdf made up of the 'body' of the manual and several appendices, including this *Documentation Guide*. For the 2020-2021 school year, the *Documentation Guide* will continue to be a pdf and the remainder of the manual will be an online resource that can be found here: [I3 Information](#) & here: [I3 Resources](#)

Area Education Agency Special Education Procedures

July 1, 2020

Documentation Guide



Iowa Area
Education Agencies
PARTNERS IN EDUCATION



All Iowa AEAs are required to adhere to state and federal laws that prohibit discrimination in programs, activities, and employment practices.
For specific information, contact your AEA.

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Data Entered on the Family Tab

Information added on the “Family” tab in the Iowa IDEA system is used to pre-populate many forms. Data related to both the student and relevant adults are entered. That data includes:

Student

Name

Birthdate

Gender

Grade

[Resident District](#)

[Attending District and Building](#)

[Domicile Building](#)

[Race and Ethnicity](#)

Adult

[Name](#)

Address

Contact Information (phone numbers, email)

[Relationship to the student](#)

[Whether the student lives with this adult/in this facility](#)

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Resident District. In most cases the district is the school district in which the parent and the child reside. In cases where the child does not reside with parent(s) refer to Iowa Rule 41.51(12) to determine resident district.

Attending District. District where the student attends school.

Building. School building where the student attends school.

Domicile building. The school building the student would attend based upon where the student lives. Normally this is the same as the building where a child would attend in his or her resident district but there are exceptions when children do not reside with their parents. (Refer to 41.51(12))

Attending Area Education Agency. The AEA that serves the child's attending district and building.

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Relationship, Name and Address. When a new form is begun, information from the Iowa IDEA system is automatically entered. Check the relationship, name, address and telephone number information for correctness and edit (Family tab, Adult sub-tab), as needed.

The relationship options are:

- Parent – use for biological, adoptive and step-parents
- Foster Parent
- Court appointed guardian – use only when you are certain that this is the circumstance
- Surrogate – a surrogate parent is appointed by the AEA Special Education Director or the director's designee
- Relative – use when the child is living with a relative other than his or her parents
- Student Living Independently
- Residential Facility

Student lives at this address. The place where the student resides, his or her relationship to the adult(s) and the resident and attending district information are all important in correctly identifying the district that receives funding and the district responsible for a child's special education.

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Race and Ethnicity Data.

Race-ethnicity data collection is accomplished through a two-part question:

- Is the student Hispanic/Latino?
- What is the student's race?

Hispanic/Latino: The federal definition is: A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race. “***Spanish culture or origin***” is the over-arching concept, **NOT** geography. For example, while people self-identify, the following are generally not considered Hispanic/Latino:

- Brazilian-Americans and Surinamese-Americans (The South American nations of Brazil and Suriname are former Portuguese and Dutch colonies, respectively)
- French Guianan-Americans (The Department of French Guiana, located in South America, is a part of France)

Race: Multiple races may be indicated. Use these definitions:

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Who made determinations? Parent report or self-report is strongly preferred. If it is not possible to make an identification in this way, follow your district's or AEA's procedures for making a determination.

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Names: Family Tab Entry Examples

General principles:

- Identify parent(s) first (i.e., Adult 1) when others such as a foster parent, a student living independently or a residential facility are also identified
- Adult 1, Adult 2 or both **must** identify where the student lives
- When parents are divorced and the child is not living with either, identify one parent as “Adult 1,” the child’s residence as “Adult 2” and enter the other parent’s name in “Copies to” on the RSD tab (This will print on the bottom of the “A” page)

<p>Eligible individual lives at home with both parents</p> <p><u>Adult 1</u> Name: John & Mary Smith First Last Relationship: Parent <input checked="" type="checkbox"/> Student lives at this address Or ----- <u>Adult 1</u> Name: John Smith First Last Relationship: Parent <input checked="" type="checkbox"/> Student lives at this address <u>Adult 2</u> Name: Mary Smith First Last Relationship: Parent <input checked="" type="checkbox"/> Student lives at this address</p>	<p>Divorced parents, primary custody with one</p> <p><u>Adult 1</u> Name: Mary Smith First Last Relationship: Parent <input checked="" type="checkbox"/> Student lives at this address <u>Adult 2</u> Name: John Smith First Last Relationship: Parent <input type="checkbox"/> Student lives at this address</p>
<p>Eligible individual placed in a foster home</p> <p><u>Adult 1</u> Name: John/Mary Smith First Last Relationship: Parent <input type="checkbox"/> Student lives at this address <u>Adult 2</u> Name: Juan/Maria Hernandez First Last Relationship: Foster parent <input checked="" type="checkbox"/> Student lives at this address</p>	<p>Eligible individual placed in a residential facility</p> <p><u>Adult 1</u> Name: John/Mary Smith First Last Relationship: Parent <input type="checkbox"/> Student lives at this address <u>Adult 2</u> Name: North Pines Home for Youth First Last Relationship: Residential Facility <input checked="" type="checkbox"/> Student lives at this address</p>
<p>Eligible individual lives at home with a single parent</p> <p><u>Adult 1</u> Name: Susan Jones First Last Relationship: Parent <input checked="" type="checkbox"/> Student lives at this address</p>	<p>Eligible individual lives independently</p> <p><u>Adult 1</u> Name: Steve & Sandy Tucker First Last Relationship: Parent <input type="checkbox"/> Student lives at this address <u>Adult 2</u> Name: Colby Tucker First Last Relationship: Student Living Independently <input checked="" type="checkbox"/> Student lives at this address</p>

[Family tab data](#)

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Disability Suspected

Student: _____ Birthdate: ____/____/____ Gender ____ Grade: ____

Resident District: _____

Attending District: _____ Building: _____

Disability is suspected if “yes” is checked for any of the following:

Are there [data to suggest](#) that:

- the child has a [diagnosis of a condition](#) that is specifically listed in IDEA’s disability categories or is clearly included within one of IDEA’s disability categories, *and*
- the condition has a [discernible effect](#) on educational performance?

☐ Yes ☐ No

(If yes, summarize the data used to conclude that the child meets these criteria)

.....

.....

Are there [data to suggest](#) that:

- is not meeting standards; and
- is [unique](#) when compared to peers

☐ Yes ☐ No

(If yes, summarize the data used to conclude that the child meets these criteria)

.....

.....

Are there [data to suggest](#) that:

- the child has received high quality instruction (general instruction & evidence-based supplemental instruction), and
- the child’s performance is not meeting standards and is not progressing towards meeting standards

☐ Yes ☐ No

(If yes, summarize the data used to conclude that the child meets these criteria)

.....

.....

Are there [data to suggest](#) that:

- the child has received high quality instruction (general instruction & evidence-based supplemental instruction), and
- is meeting standards or is progressing towards meeting standards; but
- requires continued and substantial effort that may include the [provision of special education and related services](#)?

☐ Yes ☐ No

(If yes, summarize the data used to conclude that the child meets these criteria)

.....

.....

The disability suspected process is utilized as a part of the child find system to meet the requirements that:

- “at the point when a public agency suspects a child is a child with a disability under this chapter, the public agency must seek parental consent for an initial evaluation of that child ...” [41.111(5)]
- “a public agency suspects a child is a child with a disability when the public agency is aware of facts and circumstances that, when considered as a whole, would cause a reasonably prudent public agency to believe that the child’s performance might be explained because the child is an eligible individual ...” [41.111(6)]

Are there data to suggest ... Review available information, including the results of any previous interventions, educational records, information provided by individuals with knowledge of the child (e.g., the parents, teachers, caregivers, the child, etc.), observations of the child in learning environments, and any tests or other assessments.

Based on the review of information, consider each of the three descriptive statements. Check “Yes” to any that apply to the child being considered.

Diagnosis of an IDEA condition. IDEA identifies *categories* of disability, not specific disabilities (autism; deaf-blindness; deafness; emotional disturbance; hearing impairment; intellectual disability; orthopedic impairment; other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; visual impairment; including blindness). IDEA’s disability definitions are purposefully broad and potentially include a wide range of diagnoses from medical and mental health professionals. Diagnoses from mental or medical health professional will often meet the criteria for an IDEA condition, but do not check “yes” on the basis of a diagnosed condition, alone. A diagnosed condition is suspected to be an IDEA disability only if it creates a discernible effect on educational performance (see next item).

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Discernible effect. Keep in mind that the “bar” for establishing suspicion is low. “Discernible” means that the effects of the diagnosed condition are noticeable and may impede educational progress or performance, or may impede participation in or access to educational settings and opportunities.

Not meeting standards. Consider information that reflects whether or not the child’s performance is different from typical expectations for age and grade. Progress and status related to the expectations of the Iowa Core or other accepted standards and assessments allowing comparison to statewide or nationwide peers assists in this consideration.

Uniqueness of the child’s performance. Consider information that reflects whether or not the child’s performance is different from peers in the school or community with similar developmental and educational experiences. The purpose of this information is to assist in determining if the concerns relate to the child (i.e., are indicative of disability) or the concerns are shared by a significant number of others with similar backgrounds and may be indicative of a problem with the general education system of supports and instruction.

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Provision of special education and related services. “Child find ... must include ... a child who is suspected of being a child with a disability and in need of special education, even though the child is advancing from grade to grade” and “if interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the agency shall then conduct a full and individual initial evaluation.” [281-41.111(3) & 281-41.312(3)] Therefore, it is possible that an individual’s performance is not different from standards or expectations, but that disability is suspected because of the nature or extent of the supports needed to maintain/improve the individual’s performance.

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If [disability is not suspected](#):

If the team has responded “No” to all items above, provide a rationale for the decision not to suspect (e.g., educational performance has changed recently; other, more plausible factors than disability account for the child’s performance; needs can be met through general education interventions, etc.)

.....

.....

.....

[Participants](#) involved in decision:

_____	_____
_____	_____

[Date](#) of Determination: ____/____/____**[Note](#):**

- Written parental [consent for a full and individual initial evaluation](#) must be sought when disability is suspected.
- [Prior Written Notice of a refusal](#) to conduct an evaluation must be provided when parents have requested an evaluation and disability is not suspected.
- This form must be retained as a part of the student’s records.

Disability not suspected. The process of considering whether disability is suspected is always initiated for good cause (data suggesting difficulties, parental request, etc.). Summarize why the facts and circumstances that have been considered support the conclusion that disability is not suspected.

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Participants. The obligation to determine whether a disability is suspected or not is an *agency* obligation. This is a determination made by the AEA or AEA in conjunction with the LEA. The individuals involved and the degree of parental involvement (information source, meeting participant, etc.) depends on the circumstances. Participants in this decision-making are identified by the AEA or AEA in conjunction with the LEA.

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Date of Determination. Date on which the disability suspected process was carried out.

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Notes.

Parent consent. If it is determined that a disability is suspected, [parental consent](#) for a full and individual initial evaluation must be sought *promptly*.

Refusal of parent request. Parents have the right to request an evaluation. A request should be refused if the conclusion of this process is that disability is not suspected. [Refusal](#) is communicated using the [Prior Written Notice of a Proposed or Refused Action](#) form.

Student records. The *Disability Suspected* form must be retained and treated as an educational record.

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Consent for Full and Individual Initial Evaluation

Date: ____ / ____ / ____

Student: _____ Birthdate: ____ / ____ / ____ Gender ____ Grade: ____

Resident District: _____

Attending District: _____ Building: _____

 Teacher/Service Provider: _____ [Language spoken in home:](#)
[Interpreter](#) needed for student _____

[Interpreter](#) needed for parent(s) _____

Name _____ Relationship _____

Address _____ Email _____

Home _____ Cell _____

City, ST Zip _____ Work _____

Name _____ Relationship _____

Address _____ Email _____

Home _____ Cell _____

City, ST Zip _____ Work _____

Description of the action proposed:

This form is intended to provide notice of an upcoming evaluation of your child and to obtain your consent for this evaluation.

The purpose of an educational evaluation is to determine interventions needed to resolve presenting problem(s) or behavior(s) of concern and to determine whether or not those interventions require special education. The Individualized Education Program (IEP) team, including you, and, as appropriate, other qualified professionals will address the following questions:

- Does your child have a disability?
- In comparison to peers or standards, what are your child's present levels of performance, rate of progress and educational needs?
- Does your child need special education and related services?

[Explanation](#) of why the school or AEA proposes to initiate an evaluation:

Description of [other options](#) the school or AEA considered and the reasons why those options were rejected.

Consent is required for all initial evaluations for eligibility determination. The following requirements apply.

“Consent” is obtained when all of the following conditions are satisfied:

- a. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication;
- b. The parent understands and agrees in writing to the carrying out of the activity for which parental consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- c. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. [281—41.9]

If the parent of a child ... does not provide consent for *initial evaluation*, or the parent fails to respond to a request to provide consent, the public agency may, but is not required to, pursue the initial evaluation of the child by utilizing ... procedural safeguards, including the mediation procedures or the due process procedures.

An AEA does not violate its obligation to evaluate if it declines to pursue an *evaluation or reevaluation*.

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Teacher/Service Provider.

- For PK- 12th grade students, identify the child’s general education teacher.
- For a preschool-age child who is not in any school, enter “Not applicable”.
- For a school-aged child receiving competent private instruction (homeschooling) enter the name of the parent(s) or an educator identified by the parents.
- For a child transitioning from Pact C (infant and toddler services), identify the Early ACCESS service coordinator who has primary responsibility for the Individualized Family Service Plan (IFSP).

Language spoken in the home/interpreter needs: Identify the language spoken in the home. Indicate interpreter needs (for the child/student for the evaluation and/or for the parent(s) at meetings).

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Explanation of why the school or AEA proposes to initiate an evaluation:

One: Provide the foundation in the Iowa *Administrative Rules of Special Education* for the evaluation. For example:

General education interventions have not been effective in solving problems your child is experiencing and special education services may be needed

General education interventions have been effective but require continued and substantial efforts that may include special education services

Based on [your child’s school performance, screening results, etc.] we (school or AEA) believe there is reason to suspect that your child has a disability and special education services need to be considered

Your child’s injury has created an immediate need for specialized services

You have requested an evaluation and we (school or AEA) believe there is reason to suspect that your child has a disability and special education services need to be considered

Two: State –

This evaluation will assist us in understanding your child’s needs in the areas of instruction, curriculum, the learning environment and other areas.

Description of other options the school or AEA considered and the reasons why those options were rejected.

For example: Continuation of general education interventions was rejected due to lack of success

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Description of the evaluation procedures, tests, records, or reports that were used as a basis for the proposed evaluation:

- All available information was reviewed, including the results of previous interventions, educational records, information provided by individuals with knowledge of your child (e.g., you, the parents; teachers; caregivers; your child; etc.), observations of your child in learning environments, and any tests or other assessments.
- Based on that review, these areas of evaluation were identified.

[Domain\(s\)](#) to be included in the Full and Individual Initial Evaluation:

☐ Academic

☐ Behavior

☐ Physical

☐ Health

☐ Hearing/Vision

☐ Communication

☐ Adaptive Behavior
Evaluation methods will be determined by the individual professionals involved in the evaluation and may include:

- Review of the results of previous interventions (e.g., general education data, IFSP data, current IEP, etc.)
- Reviews of relevant records (school or Early ACCESS records, work samples, previous evaluations, etc.)
- Interviews of individuals with knowledge of your child (teachers, parents, your child, etc.)
- Observations completed by team members
- Tests (classroom-based, district-wide, and individually administered)

PARENT/GUARDIAN CONSENT TO EVALUATE

I understand that this evaluation may provide useful information for educational planning for my child. I have received a copy of the *Procedural Safeguards Manual for Parents*. I understand that I have certain protections under the procedural safeguards of the Individuals with Disabilities Education Act and that these rights are detailed in the *Procedural Safeguards Manual for Parents*. I understand that this manual contains information about whom to contact to obtain assistance in understanding my rights. I understand that I may also contact my child's school administrator or AEA Director of Special Education if I have any questions or wish to obtain an additional copy of *Procedural Safeguards Manual for Parents*.

[Procedural Safeguards](#) were reviewed by:

_____/_____/_____
Name Date ☐ In person ☐ Via phone

**I understand my rights related to this evaluation and
I give my permission for the evaluation to begin as soon as possible.**

[Signature of Parent/Guardian](#) Date: ____/____/____

Domains. Indicate the domains that align with the areas to be evaluated. This should correspond to the areas of concern that were identified through the “disability suspected” process.

Iowa Performance Domains	Description	
Academic	Grade level achievement of standards related to listening comprehension, oral expression, basic reading skills (reading comprehension & fluency), math calculation, mathematical problem solving, and written expression.	
Behavior	Awareness of self, identification and expression of emotions, self-regulation, and interaction with others.	
Physical	Gross motor skills, fine motor skills and mobility for learning, living and work.	
Health	General condition of the body or mind, especially in terms of the presence or absence of illness, injury or impairments.	
Hearing/Vision	The ability to perceive sound and/or the ability to see.	
Adaptive Behavior	Everyday living skills (e.g., dressing, eating, toileting), work skills, or school functioning skills (e.g., meeting timelines, organization of materials) that a child learns in the process of adapting to his/her surroundings.	
Communication	Receptive and expressive language (form, content or use). This includes, but is not limited to, language (social communication), vocabulary, speech sound production, voice (nasality), or fluency.	

Procedural Safeguards were reviewed by. Identify the individual who provided the parents with their procedural safeguards and the method used.

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Signature. Signed, parent consent is required for *all* initial evaluations. Initial consent is required for the process of considering eligibility and assessments completed following consent, if any. Both parents may sign, but only one parent signature is needed. **Parent** means:

- A biological or adoptive parent of a child
- A court-appointed guardian
- An individual such as a grandparent, stepparent, or other relative with whom the child lives and is acting in the place of a biological or adoptive parent
- An individual who is legally responsible for the child’s welfare
- An extended educational decision maker
- A surrogate parent [41.30(1)]

Important Notes:

- When more than one party is qualified to act as a parent, the biological or adoptive parent must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
- If a judicial decree or order identifies a specific person or persons under paragraphs to act as the parent of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent.
- “Parent” does not include a public or private agency involved in the education or care of a child or an employee or contractor with any public or private agency involved in the education or care of the child in that employee’s or contractor’s official capacity.
- “Parent” *does not include a foster parent, unless* the foster parent meets one of the other requirements (relative with whom the child lives, surrogate, etc.).

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Consent to Receive Electronic Communication

Date / /

Student: _____
Last First M.I.

Birthdate: / /

Parent(s) and Guardian(s): By signing below, you consent to receive electronic communication regarding your child's eligibility for and/or receipt of special education services. "Electronic communication" may include, but is not limited to, email, on-line applications, and other web services or websites utilized by your school district or the area education agency to share information about your student. This consent covers all electronic communication that concerns your child's eligibility for and/or receipt of special education services, including, but not limited to, evaluations and reevaluations, Individualized Education Program (IEP) services and accommodations, Prior Written Notices (PWN), Meeting Notices, Procedural Safeguards, and due process notifications. The security of electronic communication cannot be guaranteed.

This consent does not pertain to other electronic communications that are unrelated to your child's special education services. The school district or area education agency may send other electronic communications at any time without consent, consistent with their respective technology policies. For example, an email from your child's special education teacher about an IEP service would require consent, but an email from your child's general education teacher about a field trip would not.

- ☐ I **give my consent** to receive electronic communications. Please sign and date below.
I understand that 1) this consent is voluntary and will continue to be in effect until modified or revoked by me in writing, and 2) this consent may be revoked at any time.

Parent/Guardian Name:	Parent/Guardian Name:
<u>Signature:</u>	Signature:
E-mail Address:	E-mail Address:
Date:	Date:

- ☐ I **do not consent** to receive electronic communication. Please sign and date below.
I understand that 1) communication will be provided by alternative means such as U.S. Mail and
2) I may choose to receive electronic communications at any time.

Parent/Guardian Name:	Parent/Guardian Name:
<u>Signature:</u>	Signature:
E-mail Address:	E-mail Address:
<u>Date:</u>	Date:

- ☐ The IEP team has been [unable to obtain written consent](#) from parents at this time. Communications on special education matters will be provided by alternate means such as U.S. Mail. For additional information on providing consent to receive electronic communication, please contact:

Name:	Position:
Date:	Phone number:

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Consent for E-Communication

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Consent to Receive Electronic Communication

The *Consent to Receive Electronic Communication* form must be a part of the IEP record for every eligible individual and the special education record of every child who has gone through the Child Find process and found to not be an eligible individual. This consent documents the parent's consent or non-consent to receive electronic communication regarding special education matters for their student. Please carefully review the specifics of this requirement and process below. The *Consent to Receive Electronic Communication* form will be a required form within the Child Find application in IowaIDEA.

Upon receiving parent signature for *Consent to Full and Individual Initial Evaluation*, the *Consent to Receive Electronic Communication* form must be completed. The *Consent to Receive Electronic Communication* form must be completed to “end child find” or to submit the initial IEP if the student is determined eligible.

The student name and date of birth will auto-populate on the form.

Once the “I consent” or “I do not consent” box is selected per the parent preference, the parent(s) name(s) and email (as noted on Page A of the IEP) will auto-populate in the appropriate section of the form.

If after multiple attempts to obtain written parent consent an IEP team is unable to obtain a signature, the team should document such on the consent form. A lack of signature is treated in the same manner as non-consent. Thus, LEA and AEA staff may not share special education matter electronically, rather they should communicate by alternative means such as U.S. Mail. A copy of the Consent to Receive Electronic Communication form must be included in the final copy of the IEP provided to parents. The information on the consent will include contact information for the parent if they wish to contact the district to change their consent status.

Parent signature. At least one parent signature is required for “consent” or “do not consent.”

An electronic signature is available. However, if the electronic signature option is not utilized, the following step must be completed:

1. The signed printed copy of the form must be uploaded to “Associated Files” of the IEP.

When uploading the file to associated files, label the file “Consent for Electronic Communication, (date signed)” For example: “Consent for E-Comm, 11/30/19”

2. On the *Consent to Receive Electronic Communication* form with the IowaIDEA Web IEP, staff must indicate if parents “consent” OR “did not consent” AND enter the date the consent was signed.

Date. The date entered is the date the “consent”/“do not consent” was signed by the parent(s). Once the date is entered, it will auto-populate in the top right corner of the form.

The consent status and date of the most recent consent will appear on Page A of the IEP.

Special Note for all current IEPs:

Effective July 2019, the *Consent to Receive Electronic Communication* form will be available under the “Additional Forms” tab. The form will be also available between IEP meetings via ‘Forms for Active IEP’ and ‘New IEP Planning’ buttons on the IEP Overview screen of the IEP application.

Forms for Active IEP

New IEP Planning

NOTE: In order to ensure the *Consent to Receive Electronic Communication* form is completed for every active IEP, the form will be required for the first natural occurring IEP (review, reevaluation, interim) after July 1, 2019.

The *Consent to Receive Electronic Communication* form will need to be completed prior to choosing ‘ready to review’ for the IEP. The form will be available, but not required, for amendments, move-in IEPs, and attending-out-of-state IEPs.

However, if the form already exists (created via “Forms for Active IEP”) the form will not be required on the first naturally occurring IEP after July 1, 2019.

[Consent for E-Communication](#)

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Change in Consent Status:

If the parent has previously “consent” and later chooses “do not consent” or vice versa, a new *Consent to Receive Electronic Communication* form will need to be created. The form can be accessed via “Forms for Active IEP,” “New IEP Planning,” or within the Additional Forms tab of an open IEP.

The new form should be completed as indicated in the directions above.

An electronic signature is available. However, if the electronic signature option is not utilized, the following step must be completed:

1. The signed printed copy of the form must be uploaded to “Associated Files” of the IEP.
When uploading the file to associate files, label the file “Consent for Electronic Communication, (date signed)” For example: “Consent for E-Comm, 11/30/19”
2. On the *Consent to Receive Electronic Communication* form with the IowaIDEA Web IEP, staff must indicate if parents “consent” OR “did not consent” AND enter the date the consent was signed.

Date: The date entered is the date the “consent”/ “do not consent” was signed by the parent(s). Once the date is entered, it will auto-populate in the top right corner of the form.

The consent status and date of the most recent consent will appear on Page A of the IEP o

The form is considered complete once the user has checked ‘consent’ or ‘do not consent’ and the date is entered. A message will display asking if the data is accurate and the user will have the ability to select ‘no’ to return to form and update data or ‘yes’ to mark (validate) the information complete in the system. By marking the form complete, the user will not be able to edit the form they marked complete. A new form would need to be created if the form needed a change. ***The method of validating the form is important so data isn’t overwritten between meetings when IEP isn’t being processed and archived.***

[Consent for E-Communication](#)

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Educational Evaluation Report

[The purpose of the evaluation](#) is to determine the educational interventions that are required for the individual to access and make progress in general education curriculum, and whether the individual is eligible for special education services. This evaluation is based on educationally relevant information gathered through reviews (monitoring data, work samples, school records, and reports from other sources), interviews (teacher, parent, and child), observations, and tests or other assessments.

An individual is eligible for special education services when there is 1) a disability which is determined by assessing rate of educational progress and discrepancy from expectations, and 2) a need for special education services. Following the evaluation, parents and professionals meet to review the results of the evaluation and to determine if the individual has a disability and needs special education.

Eligibility Meeting: ____/____/____

Student: _____ **Birthdate:** ____/____/____ **Gender** ____ **Grade:** ____

Resident District: _____

Attending District: _____ **Building:** _____

Area Education Agency: _____ **Attending Building Phone:** _____

Relationship _____

Student lives at this address _____

Name _____

Email _____

Address _____

Home _____ **Cell** _____

Work _____

City, ST Zip _____

Relationship _____

Student lives at this address _____

Name _____

Email _____

Address _____

Home _____ **Cell** _____

Work _____

City, ST Zip _____

[Individuals contributing to this evaluation:](#)

[Contact person](#) for this report:

 Name Phone: E-mail

Eligibility Meeting. The actual date the meeting is held to determine eligibility.

Name & Other Demographic Information. It is imperative that the demographic information is complete and accurate. This includes the individual's name, date of birth, resident and attending district information and parent information.

Individuals Contributing to this Evaluation. List all AEA and LEA staff *who contributed to the completion* of the full and individual initial evaluation.

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Contact Person for this Report. The designated AEA contact person/case manager for this evaluation is responsible for ensuring that information is gathered, the evaluation is completed, and that all documentation is submitted. This person serves as the contact if additional information or clarifications are needed.

The Purpose of the Evaluation. This section informs parents as to the purpose of the evaluation and the information gathered to complete the evaluation.

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Individual Information: The evaluation must include educationally relevant information that is important for eligibility decision making. The information describes how the individual is provided access and opportunity to learn what is expected, and that his/her difficulty is not the result of other, more plausible factors.

Which [Performance Domain\(s\)](#) will be the focus of this evaluation?

☐ Academic

☐ Behavior

☐ Physical

☐ Health

☐ Hearing/Vision

☐ Communication

☐ Adaptive Behavior

Reminder: For a child not yet in kindergarten, data from this evaluation may be utilized with other information to report early childhood outcomes in the areas of: positive social-emotional skills, acquisition and use of knowledge & skills, and appropriate behaviors to meet needs.

What is the [area\(s\) of concern](#)?

.....

.....

.....

What evidence suggests that [concerns are pervasive](#) across different times and/or different settings?

.....

.....

.....

What are the [individual's strengths](#) that support his or her educational success in the area(s) of concern?

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.....

Within the areas of concern, describe

a) ways in which [access and opportunity](#) were assured for this individual to learn what was expected

.....

.....

.....

b) whether or not the concerns are primarily caused by any of the following [factors](#):

- Limited English proficiency
- A lack of appropriate instruction in reading, including the essential components of reading instruction
- A lack of appropriate instruction in math

.....

.....

.....

c) any [ecological factors](#) (e.g., race, ethnicity, culture, language, or life circumstances) that affect the individual's educational performance)

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.....

Performance Domains. (See *AEA Special Education Procedures Manual*, Child Find Chapter, Section Consent for additional information).

Check the domains to be included in the Full and Individual Initial Evaluation as identified on the *Consent for Full and Individual Initial Evaluation* form.

Note: The performance domains provide a framework for consideration of the individual's instructional needs. They are defined as follows:

- **Academic** – Grade level achievement of standards related to listening comprehension, oral expression, basic reading skills, reading comprehension, math calculation, math problem solving and written expression
- **Behavior** – Awareness of self, identification and expression of emotions, self-regulation and interaction of others
- **Physical** – Gross motor skills, fine motor skills, and mobility for learning, living and working
- **Health** – General condition of the body or mind, especially in terms of the presence or absence of illness, injury or impairment
- **Hearing/Vision** – The ability to perceive sound and/or the ability to see
- **Communication** – Receptive and expressive language (form, content or use), including but not limited to, language (social communication), vocabulary, speech sound production, voice (nasality) and fluency
- **Adaptive Behavior** – Everyday living skills, work skills or school functioning skills that an individual learns in the process of adapting to his/her surroundings.

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Reminder: For children ages 3 through 5 who are not yet in kindergarten. No additional action is necessary. This is simply a reminder.

Area(s) of concern. List areas of concern (using the descriptors listed under each performance domain in #6 above) to be addressed in this evaluation. For example, basic reading skills under the domain of academics; self-regulation under the domain of behavior; receptive vocabulary skills under the domain of communication.

Concerns are pervasive across different times and/or different settings. Describe the evidence to support whether or not the area of concern is pervasive across different times and settings.

Individual's strengths. A statement about the individual's educationally relevant strengths in the areas of concern is provided here. This statement should include information about the strengths that will assist the team in planning to meet the individual's educational needs. Areas of strength that have no impact or relevance in the school setting should not be included.

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Individual Information Examples:

Academic

Communication

Behavior

Early Childhood

Access and opportunity to learn. Describe ways in which access and opportunity were assured for this individual to learn what was expected. Include evidence as to whether or not the individual was provided with appropriate core and supplemental instruction delivered by qualified personnel.

Factors. Provide a brief description of whether or not the concerns are primarily caused by any of the following factors:

- Limited English proficiency
- A lack of appropriate instruction in reading, including the essential components of reading instruction
- A lack of appropriate instruction in math

Appropriate instruction in reading is defined in IDEA 2004 as: phonemic awareness, phonics, fluency, vocabulary and comprehension. Further guidance on team considerations for these three exclusionary factors is found in the *AEA Special Education Procedures Manual*.

At the conclusion of the evaluation, the team will consider whether or not any of these factors would exclude a child from the consideration of being an eligible individual.

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Ecological factors (e.g., race, ethnicity, culture, language, or life circumstances). Describe any relevant information regarding race, ethnicity, culture, language or life circumstances that affect the individual's performance in the area(s) of concern. If factors are identified here, fully address them later in the report (Needs section). If these factors do not influence educational performance it is acceptable to indicate "no factors were identified".

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Individual Information Examples:

[Academic](#)

[Communication](#)

[Behavior](#)

[Early Childhood](#)

Educational Progress: Progress means performance over time. In addressing progress, the team considers data that have been collected about the individual's performance over time in relation to the interventions that have been provided. The evaluation must provide evidence as to whether or not the individual's performance is persistently below the educational standard(s), or age or grade level expectation(s).

Performance Domain: _____

List the [Iowa Core](#) Standards and Benchmarks or Early Learning Standards and Benchmarks for the individual's age and/or grade level in this area of concern.

Using [multiple assessment methods](#) and data sources, including progress data collected on a frequent and regular basis, summarize the individual's response to the targeted or intensified instruction that was provided.

Describe the targeted or intensified instruction, curriculum, environmental changes provided to address this area of concern.

Describe how the interventions were matched to the individual's needs.

Describe how interventions were implemented (Were interventions implemented as designed? Were changes to interventions made?).

Response to Intervention Performance Results

- Standard of comparison:

- Expected level of performance prior to intervention:

- Expected level of performance following intervention:

- Expected rate of progress:

- This individual's level of performance prior to intervention (i.e. baseline):

- This individual's level of performance following intervention:

- This individual's rate of progress:

If the individual received supplemental [instruction in a small group](#) describe his/her response in comparison to how the other individuals in the group responded (may be answered “No other students received the same intervention”).

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Identify the instruction, interventions and environmental changes under which the individual experienced the [most growth or success](#).

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Describe any [other information](#) relevant to understanding the individual’s rate of acquisition or progress.

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Using the data above and any other relevant information, [summarize the significance](#) of this individual’s rate of progress.

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Standards: List one or more Iowa Core Standards and Benchmarks or Early Learning Standards and Benchmarks of the core instruction program in the area(s) of concern for the individual’s age and/or grade level. Identify the standards that align with the functional implications of the area(s) of concern.

Using multiple assessment methods and data sources... Description reported in this section should be sufficient enough that the reader can identify all three of the elements listed in the evaluation prompts.

- a. the elements utilized for supplemental or intensified instruction, curriculum, and environmental changes that address the area of concern.
- b. details to explain how the supplemental, or intensified instruction, curriculum, and environmental changes match with the needs identified for the individual.
- c. details of how the supplemental or intensified instruction, curriculum, and environmental changes were implemented (include changes made to the plan, and whether or not the plan was implemented as designed).

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Standard for Comparison/Expected Performance: Provide information that (identifies) indicates the standard of comparison and the expected level of performance determined **prior** to engaging in supplemental or intensive instruction. Expected performance must include a numeric value.

Baseline: Provide information that indicates the individual’s performance **prior** to engaging in supplemental or intensive instruction. Baseline must include a numeric value. Baseline performance should be indicated for each area of instructional focus.

Performance following Supplemental or Intensified Instruction: Provide information that indicates the individual’s performance and expected performance **after** engaging in supplemental or intensive instruction. These must include a numeric value.

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Rate of Progress: Document the analysis comparing the individual’s rate or slope of progress to the expected rate or slope of progress.

Small Group Comparison: If the individual participated in supplemental instruction with a group of peers, describe his or her rate of progress compared to the progress made by the other individuals in that group. If the individual did not receive a group intervention, the question may be answered, “No other students received the same intervention.”

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Progress Examples:

[Academic](#)

[Communication](#)

[Behavior](#)

[Early Childhood \(Academic\)](#)

[Early Childhood \(Adaptive\)](#)

Supports Yielding the Most Growth: Describe the instruction, interventions, curricular materials, and/or environmental changes that assisted the individual in making the most growth or having the most success.

Other information relevant to understanding the individual's rate of progress. Provide a description of any relevant factors or circumstances (e.g., health, sensory functioning, physical limitations, etc.) that have not been addressed elsewhere in this report.

Progress Conclusion: Write a summative assessment conclusion that describes the magnitude and significance of the rate of progress difference(s). Include the educational implications for the difference(s). The summary should reference the data above, as well as implementation integrity.

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Progress Examples:

[Academic](#)

[Communication](#)

[Behavior](#)

[Early Childhood \(Academic\)](#)

[Early Childhood \(Adaptive\)](#)

Educational Discrepancy: Discrepancy is the difference between the individual's current level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. The evaluation relies on multiple sources of data for each area of concern to describe the individual's performance in comparison to peers or educational standards, and if the individual's performance is unique within a comparable group.

Report the performance results for each domain identified on the Consent for Full and Individual Initial Evaluation.

Performance Domain: _____

<u>Area of Concern</u>	<u>Data Source</u>	<u>Date(s)</u>	<u>Peer/Expected Performance</u>	<u>Individual's Current Performance</u>

Using the data above, and any other relevant information (including qualitative, descriptive information), summarize the individual's level of performance in comparison to peers or other educational standards. (Compare this child's performance to children across the state or nation, or to generally accepted developmental milestones or educational expectations. What additional factors are important to understanding the individual's level of performance? Is performance meeting standards, but is sustained by interventions?)

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Using the data above, and any other relevant information (including qualitative, descriptive information), summarize whether or not the individual's performance (following the provision of adequate general education instruction and supplemental or intensified instruction) is unique from a comparable group. (Compare this child's performance to children in his/her small group, classroom, school or district who have had similar educational experiences.)

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Performance Domain: Identify the performance domain(s) listed on the Individual Information Section of the EER. Each performance domain identified on the *Consent for Full and Individual Initial Evaluation* form should be addressed in this section.

Area of Concern (column): Indicate the area(s) of concern for the data being reported. Select from the descriptors under each performance domain (refer to AEA Special Education Procedures Manual for additional guidance). This should match the area of concern(s) identified in the Individual Information section earlier in this EER. There may be multiple areas of concern within the same domain (i.e. Basic Reading and Math Computation both in the domain of Academics.)

Data Source (column): For each area of concern, using multiple data sources, identify each source of data. A convergence of data is needed to make a discrepancy decision. Examples of data sources could include a review of cumulative record, parent interviews, classroom observations, Statewide Assessments, DIBELS ORF, etc.

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Date(s) (column): Indicate the date(s) that the data was gathered or the assessments were completed. Data reported here should be sufficiently current and relevant to decision-making. For example, ending performance data from progress monitoring should be used as opposed to baseline data.

Peer/Expected Performance (column): Indicate expected performance level using established numerical standards of comparison. Possible standards include: percentile ranks; standard scores; peer performance; age/grade levels; developmental norms; medical standards; local district, AEA, state, or national norms; etc. An appropriate expectation would be based on a minimal level of performance relative to the comparison group.

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Individual's Current Performance (column): State the individual's current performance following acceptable measurement conventions for nominal, ordinal, ratio and interval data.

Discrepancy Examples:

Academic

Communication

Behavior

Early Childhood (Academic)

Early Childhood (Adaptive)

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Performance in comparison to peers or standards: Using a convergence of data, consider the individual's performance in comparison to peers and/or expected performance standards/levels. Utilize the numeric data from the discrepancy table as well as other relevant descriptive data to determine whether or not a convergence of data has been established. Convergence means there is a preponderance of data that clearly demonstrates the discrepancy conclusion reported. Consideration should be given to those measures which are direct and functional, requiring little inference.

[Academic](#) [Communication](#) [Behavior](#) [Early Childhood Academic](#) [Early Childhood Adaptive](#)

Uniqueness Consideration: Determine whether or not the individual's performance is unique when compared to the performance of others in a comparable group receiving the same or similar instruction. This comparison allows for a local discrepancy comparison as well as allowing the team to consider setting and instruction when making a discrepancy decision. The uniqueness consideration is a local comparison of an individual to a smaller subgroup in terms of the conditions (instruction, setting) within which learning takes place and the characteristics (peer makeup within a group) of a comparable group. To consider uniqueness, the same discrepancy data are often used, but the standard of comparison is different. For example, a DIBELS reading score can be compared to a research-based benchmark in the discrepancy comparison above and to the percent of students in the grade level or small instructional group as a measure of uniqueness.

[Academic](#) [Communication](#) [Behavior](#) [Early Childhood Academic](#) [Early Childhood Adaptive](#)
[EER Page 1](#) [EER Page 2](#) [EER Page 3](#) [EER Page 4](#) [EER Page 5](#) [Table of Contents](#)

Discrepancy Examples:

[Academic](#) [Communication](#) [Behavior](#) [Early Childhood \(Academic\)](#) [Early Childhood \(Adaptive\)](#)

Educational Needs: Educational needs are the instructional strategies, services, activities and supports, and the accommodations and modifications required in order for the individual to be involved and make progress in the general curriculum. The evaluation describes the individual's educational needs in the areas of instruction, curriculum, environment and additional learning supports.

Based on evidence from the analysis of the Progress and Discrepancy components, the functional implications of the individual's performance, as well as other educationally relevant information, describe the individual's needs within:

- **Instruction** (i.e. instructional strategies and methods that will enable learning, reinforcement/motivational strategies)

- **Curriculum** (i.e. content of instruction, specific skills and concepts the individual needs to learn)

- **Environment** (i.e. adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, adaptive supports)

- **Additional Learning Supports** (i.e. family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology, other accommodations that are needed)

Based on evidence from ... Carefully integrate and analyze the evidence collected within this evaluation to address the progress and discrepancy components, AND the functional implications of these data, to determine the individual's needs in instruction, curriculum, environment, and additional learning supports. A description of each of these (instructional, curriculum, environment and learning supports) should be written to address the individual needs whether or not special education services are necessary.

Instruction: Describe the individual's needs in the area of instruction. Instruction is how the individual needs to be taught. For example: Does the individual need to receive instruction frequently and for a significant duration of time? Are there specific instructional practices that have been shown to be successful for the individual (i.e. additional modeling, frequent feedback, reinforcement)? It may be appropriate to indicate that the current instructional program in place within the general education setting (including supplemental supports) is sufficient to meet the individual's needs.

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Curriculum needs. Describe the individual's needs for curriculum content, expectations, concepts, or skills in each area of concern. It may be appropriate to indicate that the current curricula in place within the general education setting (including supplemental supports) are sufficient to meet the individual's needs.

Environment. Specify the individual's needs for the learning environment (i.e. context for learning, adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, or materials that are needed). It may be appropriate to indicate that the current environmental supports in place within the general education setting are sufficient to meet the individual's needs.

Additional learning supports. Identify additional learning supports needed by the individual (i.e. family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology, and other accommodations). It may be appropriate to indicate that the current learning supports in place within the general education setting are sufficient to meet the individual's needs.

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CF Overview	Dis Suspected	Participants	EDW
Eligibility Determination Worksheet For a School-Aged Student or Preschool Child who is not Transitioning from Early ACCESS Services			
Consent for Evaluation Provided to Parent(s): 06/25/2013			
After signed Consent received: Date Consent for Evaluation Signed: 06/25/2013 <input type="checkbox"/> A Signed Consent for Initial Evaluation form was not returned Consent received 06/25/2013			
Consent and Meetings Eligibility Meeting Due: H 08/24/2013 Meeting Held: No <input type="button" value="v"/> Date: <input type="text"/> Reason if not held: <input type="text"/> <input type="button" value="v"/> Initial IEP Teacher (Page A): <input type="text"/> IEP Meeting Date (Page A): <input type="text"/> If this student moves to another Iowa school district during this evaluation and prior to eligibility determination, provide one of the Child Find Administrators below with the student's new location.			
Eligibility Student is eligible: <input type="button" value="v"/> Result: <input type="text"/> <input type="button" value="v"/>			
Determination Timeline Eligibility meeting held within 60 days of signed consent: Yes <input type="button" value="v"/> Reason: <input type="text"/> <input type="button" value="v"/>			
IEP Implementation Timeline IEP Services were initiated by the child's 3rd birthday: <input type="button" value="v"/> Reason: <input type="text"/> <input type="button" value="v"/> *Will not be determined until Initial IEP created.			
Notification of Incomplete Determination Due to the Student Moving Child Moved <input type="text"/> <input type="button" value="v"/>			

The Eligibility Determination Worksheet is completed within the Child Find Process but does not print out as a form. Much of the data captured in the EDW does print out on the IMS Summary. The EDW calls for:

- Date that consent for evaluation provided to the parents
- Date the consent for evaluation was signed
- Date consent received, or
- Notation that a signed consent for evaluation form was not returned
- Eligibility Meeting due date (auto-filled, based on the date that consent was received)
- Whether a meeting was held or not and, if a meeting is held, its date
- Initial IEP teacher or service provider (filled in from the initial IEP)
- Initial IEP meeting date (filled in from the initial IEP)
- Whether or not the student was determined to be eligible
- Whether an eligible student will receive and IEP or parents declined services
- (continued on next page)

- Whether the eligibility meeting was held within 60 days of receiving signed consent (auto-filled, based on date of receipt and meeting date) and, if not, the reason:
 - Parent Failure/Refusal
 - Student hospitalization/long-term illness
 - Natural Disaster
 - Moved
 - No valid reason
 - Public Health Emergency-COVID19
- For transitions from Early Access to age 3-21 services, whether IEP services were initiated by the child's 3rd birthday
- Whether a child moved (ending the evaluation process)

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Consent for Initial Special Education and/or Related Services

Student: _____ Birthdate: ____/____/____

Meeting Date: / /

Attending District: _____ **Building:** _____

Parent(s) and Guardian(s): You have a right to receive written notice when your school district or area education agency proposes to initiate special education and/or related services for your child. Services may not begin without your written consent. Your child has been determined to be a student with a disability and to be in need of special education and/or related services. As the parent of a child entitled to special education, you have certain protections under the procedural safeguards of the Individuals with Disabilities Education Act. These protections are explained in the *Procedural Safeguards Manual for Parents*. This manual contains information about whom to contact to receive assistance in understanding your protections as well as a description of the state complaint process and mediation procedures.

- a) I understand that after a full and individual evaluation of my child's educational needs that my child has been determined to be a child with a disability in need of special education and/or related services.
- b) The results of the full and individual evaluation have been explained to me. The service(s) for my child has been reviewed in detail and described on his/her Individualized Education Program (IEP). I understand the service(s).

I understand and agree with the above statements. I give my consent for the special education and/or related service(s) to be provided as described in the IEP.

_____/_____/_____
Signature of Parent or Guardian

_____/_____/_____
Date

The *Consent for Initial Special Education and/or Related Services* form **must** be used in conjunction with the *Prior Written Notice* form. The *Prior Written Notice* form should be completed and reviewed with the parents to ensure the parent understands the options considered and is in agreement with the recommendations.

Guidance for completing a *Prior Written Notice* form at the time of an initial special education placement may be found [here](#).

The *Prior Written Notice* form **and** a signed *Consent for Initial Special Education and/or Related Services* form documents that parents have been provided appropriate notice and have given written consent for these services, as documented in the IEP, to begin.

The date consent for service was given is entered on Page A of the initial IEP in the “from” field of “Duration of this IEP”. Therefore, this date entered on an initial IEP specifies both the effective date of consent and the date this initial IEP is in effect.

[Consent for Initial Services](#)

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Parent means:

- A biological or adoptive parent of a child
- A court-appointed guardian
- An individual such as a grandparent, stepparent, or other relative with whom the child lives and is acting in the place of a biological or adoptive parent
- An individual who is legally responsible for the child’s welfare
- An extended educational decision maker
- A surrogate parent [41.30(1)]


Important Notes:

- When more than one party is qualified to act as a parent, the biological or adoptive parent must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
- If a judicial decree or order identifies a specific person or persons under paragraphs to act as the parent of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent.
- “Parent” does not include a public or private agency involved in the education or care of a child or an employee or contractor with any public or private agency involved in the education or care of the child in that employee’s or contractor’s official capacity.
- “Parent” **does not include a foster parent, unless** the foster parent meets one of the other requirements (relative with whom the child lives, surrogate, etc.).

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Signature. If the parent(s) consent to services, enter the date of signature in the Web IEP (Forms tab, Signatures sub-tab):

<u>Consent for Services</u>	
Date Signed:	<input type="text" value="02/24/2014"/> 



Prior Written Notice of a Proposed or Refused Action

Student: _____

Birthdate: ____/____/____

Parent(s): _____

You have protections under the procedural safeguards of the Individuals With Disabilities Education Act. These rights are explained in the Iowa *Procedural Safeguards Manual for Parents*. The manual contains information of whom to contact to obtain assistance in understanding your rights as well as a description of the state complaint procedures and mediation procedures. A copy of this manual was provided on ____/____/____.

We encourage open communication between parents and the school regarding your child's educational needs and parental rights. You may obtain an additional copy of the *Procedural Safeguards Manual for Parents* by contacting your building principal or area education agency.

You have a right to receive written notice prior to when the district or area education agency proposes or refuses to initiate or change the identification, evaluation, or placement of your child or the provision of a free appropriate public education. This notice must be provided within a reasonable time of any proposed action.

Purpose of this notice: ☐ An action is being proposed ☐ An action is being [refused](#)

1. A [description of the action](#) proposed or refused.

.....

2. An [explanation of why](#) the school proposes or refuses to take the action.

.....

3. A [description of any other options](#) the school considered and the reasons why those options were rejected.

.....

4. A [description of each evaluation procedure](#), test, record, or report the school used as a basis for the proposed or refused action.

.....

5. A [description of any other factors](#) that are relevant to the school's proposal or refusal.

.....

6. ☐ Yes ☐ No Is the proposed action a change in identification, evaluation, services, supports or placement?

If "yes," when will this action be implemented)? ____/____/____
 (Date)

If you have questions, please contact the school principal or district/AEA designee:

 (Name) (Position) (Phone) (E-mail)

Prior written notice. Prior written notice *must* be given to the parents of a child with a disability a reasonable time before the public agency (LEA or AEA) –

- Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
- Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

Before the action is implemented, the parent or agency has the right to request an impartial due process hearing on any issue in the *Prior Written Notice*. Thus, the prior written notice that constitutes the basis for a parent’s hearing request must include the agency’s final action, or decision, on the proposal or refusal. The *Prior Written Notice* forms the basis for the parents to request a hearing.

Note. Outside sources may provide information for the PWN. “Outside” sources do not include school or AEA personnel. Clearly identify any outside sources of PWN information in response to relevant prompts. Determine the best “fit” for the information.

The outside report, itself. Follow your AEA’s protocol for maintaining outside written reports.

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Examples of actions and refusals requiring Prior Written Notice:

- Decision not to conduct initial evaluation
- Change of disability designation
- Change in services or placement, including consent for initial special education services
- Addition or termination of service (including termination due to parent revocation of consent, graduation, etc.)
- Change in the model of delivery of service, e.g.:
 - Mode – such as direct to indirect
 - Pull-out to general class
- Addition, deletion or change of ESY services
- Addition or deletion of a goal
- Change in a related service:
 - Transportation
 - Behavior plan
 - Special health plan
 - Assistive technology service or equipment
- Amendment to an existing IEP
- Whenever a disciplinary action results in a change of placement

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Examples of actions and refusals not requiring Prior Written Notice:

- Change of qualified service provider
- Changes or updates of goals and objectives that do not change services
- Change in location of service not controlled by school agency:
 - Foster care placement
 - Hospitalization
 - Parent relocation
- Change in the location of a service which does not change the service:
 - Movement to a different classroom
 - Age/grade-appropriate promotion (pre-K to K, grade to grade, middle school to senior high, etc.)

Note: The determination of the significance of a change must be made on a case by case basis. Each IEP team must use professional judgment in this decision. In instances of uncertain significance, best practice would be to document the action using a Prior Written Notice form.

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A description of the action proposed or [refused](#). Describe the action proposed or refused by the agency (AEA, school district or both). Examples:

- Physical therapy (80 minutes per month) will be added to the services provided to Maria.
- John's special education support in reading will be reduced from 60 minutes daily to 30 minutes daily.
- Pedro was identified as learning disabled in Montana. He will be identified as an eligible individual.

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Refusals. Parents may request an action that does not become the outcome of IEP team discussion. For example, parents may request that a level of service be maintained when it is recommended that a lesser level of service is sufficient or parents may request an evaluation and the eventual decision is that existing information will support necessary actions and decision making.

Do not assume that consensus has been reached, that the parents are no longer requesting something and that a *Prior Written Notice* of refusal is not needed. Parents may acquiesce at the moment but remain unconvinced. Check to be sure that parents agree with and support actions that are different than what they have requested. Communicate with parents in a forum where the parents are comfortable responding (e.g., ask privately, if the parents may be reluctant to express their opinion in the IEP team setting).

If there is *any doubt* about the parents' acceptance of an IEP team decision regarding a parent request, provide a *Prior Written Notice* of refusal.

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An explanation of why the school proposes or refuses to take the action. State why the agency proposes or refuses to take the action. Examples:

- During Maria's recovery from surgery physical therapy is needed to allow her to participate as fully as possible in her educational program.
- John is able to apply phonics and word analysis skills in decoding words. Work on these skills is no longer needed but special education services in reading focused on comprehension skills will continue.
- Iowa prefers to identify students requiring special education without designating a disability category.

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A description of any other options the school considered and the reasons why those options were rejected. If no other options were considered, state that. Examples:

- No other options were considered for Maria.
- Maintaining John’s past level of service was considered. Given John’s mastery of decoding skills and growth in comprehension skills, 60 minutes of support per day is not needed.
- Maintaining Pedro’s identification as learning disabled was considered. No advantage to doing so was identified through team discussion.

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A description of each evaluation procedure, test, record, or report the school used as a basis for the proposed or refused action. Examples:

- Information and recommendations from Maria’s family physician, surgeon and hospital physical therapist were considered.
- Curriculum-based progress monitoring, teacher observations and recommendations, Iowa Assessment results.
- School records from Pedro’s former school, including his last IEP and the evaluation report documenting his disability.

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A description of any other factors that are relevant to the school’s proposal or refusal. Describe any factors that were not noted in the previous item. If no other factors were relevant to decision making, state that (e.g., not applicable, none, etc.). Examples:

- Not applicable
- Parent preferences for John’s program communicated to his special education teacher at school conferences.
- No other factors were relevant to the proposal for Pedro.

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Is the proposed action change in identification, evaluation services, supports or placement? If so, check “yes.”

If “yes,” when will this action be implemented? Document the date when this proposed change will become effective. Teams must provide a reasonable amount of time before a change. The “reasonableness” is determined by the IEP team.

- A date reflecting an immediate change may be reasonable if action is urgent and the team agrees.
- A date in three weeks may be reasonable if a parent requests the opportunity to discuss the proposed change with their spouse who is traveling and unavailable for several weeks.
- A date indicating the start of school in the fall may be reasonable when only a few days remain in the current school year.

IEP teams will need to consider the particular circumstances when making this decision.

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If you have questions, please contact the school principal or district/AEA designee. Provide information for a contact person who can answer parent questions regarding this notice.

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Prior written notice following an initial evaluation. A completed *Prior Written Notice* informs parents of the eligibility determination outcome of an initial evaluation. Also, if the child is eligible for special education and the parents have consented to services, the same *Prior Written Notice* may inform parents that services for their child will commence. The examples below reflect one *Notice* for both actions. Alternately, notice of the two actions – eligibility determination and initiating services – could be provided by giving two *Notice* forms to parents.

Purpose of this notice. Indicate that an action is being proposed.

Description of the action proposed or refused. Indicate that the team proposes to either:

- Identify the student as an individual eligible for special education services and initiate services, **OR**
- Identify the student as NOT eligible for special education services.

Examples:

“The team proposes to identify Mindy as an individual eligible (a child with a disability who requires special education) and to provide the special education services described in the IEP in the areas of reading and social skills.” **OR**

“The team proposes to identify Freddie as an individual who is NOT eligible for special education services.”

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Explanation of why the school proposes or refuses to take the action. State why the identification decision is being proposed.

Examples:

“The evaluation team has determined that Opie is a student with a disability and that special education resources are required to meet his educational needs.” **OR**

“The evaluation team has determined that Barbie does not have a disability nor a need for special education resources.” **OR**

“The evaluation team has determined that even though Skeeter has a disability, he does not require special education services in order to be successful in the general education curriculum.”

Description of options considered and rejected. State any other options that were considered and briefly describe why the options were not considered appropriate.

Examples:

“The team considered development of a 504 accommodation plan. This was rejected due to the need for specially designed instruction.” **OR**

“The team considered continuation of interventions in general education setting without special education supports. Rejected due to the intensity of instruction needed in small group setting with immediate correction and feedback, in addition to classroom interventions and accommodations.”

Description of evaluation procedures, test, record, or report used. State, “The evaluation procedures and assessment results used as the basis for the proposed actions are described in the *Educational Evaluation Report* dated xx/xx/xxxx.”

Description of other factors. Describe any other factors relevant to the decision. “None” may be appropriate.

Is the proposed action change in identification, evaluation services, supports or placement? If a child is identified as an eligible individual and special education services are proposed, the *Notice* describes both a change in identification and a change in placement. State when this change will become effective. Notice must be provided a reasonable amount of time before a change, and that “reasonableness” is determined by the IEP team. “Immediately” may be reasonable if action is urgent and the team agrees. “In three weeks” may be reasonable, if a parent requests the opportunity to discuss the proposed change with their spouse who is traveling and unavailable for several weeks. “When school resumes in the fall” may be reasonable when only a few days remain in the current school year. Decide based on the particular circumstances.

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Prior Written Notice: Revocation of Consent for Services

When parents revoke their consent for continued special education services for their child, schools and/or AEAs are required to provide a *Prior Written Notice* of the cessation of services and supports *after* receiving the parents' written revocation, but *before* ending services. The school works with the parents to determine an agreed-upon date in the same way as other *Prior Written Notices*. See next page for [examples](#).

It may be in the child's best interest and in the interest of promoting and maintaining positive working relationships with the parents to provide a cover letter or other form of communication explaining the reason for the *Prior Written Notice* and stating the potential availability of assistance to the student through means other than an IEP. For example, parents may not demand and schools are not required to provide a 504 plan in lieu of an IEP, but a school could choose to provide one. Supports that had been specified in the IEP and provided in the general education classroom could be continued informally or through a written intervention plan.

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Sample cover letter:

Dear Mr. and Mrs. Jones,

You have revoked your consent for Michael's special education services. When parents revoke consent, we are required to provide *Prior Written Notice* of the school's action. The enclosed *Prior Written Notice* details the services and supports that will end and the date when that will occur.

All parents have the right to ask that their child be considered for possible special education needs. Please contact me or one of Michael's teachers if you wish to have special education needs considered in the future.

The West River Community Schools provide many forms of assistance and support other than special education. Please contact me or one of Michael's teachers if you wish to discuss other ways that we can work together to help Michael.

Please contact me if you have any questions.

Sincerely,

Sharon Kielsburg, Principal

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Prior Written Notice: Revocation of Consent for Services - Examples

Purpose of this notice. Indicate that an action is being proposed.

Description of the action proposed or refused. Detail all services, supports and protections that will end. State what will be done with special education records. For example:

The following services will be discontinued: Specially designed instruction in reading and math, speech-language therapy.

The following accommodations will be discontinued: extended testing time and shortened assignments

Michael will not have special education procedural safeguards in the event of a disciplinary action

Michael's special education records will be maintained by the school and AEA for five years. See the notices of record destruction for further information.

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Explanation of why the school proposes or refuses to take the action.

Example:

"Mr. and Mrs. Jones requested in writing that special education services end."

"Mr. and Mrs. Hernandez revoked their consent for continued special education and related services."

Description of options considered and rejected. State any other options that were considered and briefly describe why the options were not considered appropriate.

Examples:

"After the school received Mr. and Mrs. Jones request, various means of resolving issues raised by the Jones were offered (e.g., Resolution Facilitator, mediation). Mr. and Mrs. Jones declined these offers."

"Potential changes to Maria's special education program (e.g., more vocational preparation opportunities) were discussed. Mr. and Mrs. Hernandez chose to not pursue any other options."

Description of evaluation procedure, test, record, or report used.

Examples:

"Mr. and Mrs. Jones' letter requesting that special education services end."

"Mr. and Mrs. Hernandez's written revocation of their consent for continued special education and related services."

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Description of other factors. Describe any other factors relevant to the decision. In most circumstances it will be appropriate to indicate "none", as the parent's written revocation *must* be acted upon.

Is the proposed action change in identification, evaluation services, supports or placement. Check "Yes"

When will this action be implemented? State when this change will become effective. Notice must be provided a reasonable amount of time before a change, and that "reasonableness" is determined in consultation with the parents. "Immediately" may be reasonable. "In three weeks" may be reasonable, with parent agreement, if that would allow a student to complete a semester without jeopardizing the earning of credits. "When school resumes in the fall" may be reasonable, with parent agreement, when only a few days remain in the current school year.

*Schools will need to consider the particular circumstances when having this discussion with parents, **but may not unnecessarily delay acting on the written revocation.***

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Prior Written Notice: Transition to Kindergarten - Examples

For children transitioning from early childhood to kindergarten, a spring IEP describes both remaining early childhood special education services and the services that will be provided in the fall. The Web IEP identifies services that will not begin for 30 days or more as “future services”. These services are not included in LRE calculations (important if a child will turn six prior to count date) and the early childhood setting code based on pre-K services may not be correct for kindergarten. An amendment is required in the fall to reorganize information contained in the Spring IEP. It is also possible that other IEP changes may be identified (e.g., service time; setting; length of school day; support and related services, such as transportation; etc.). The following examples reflect both possibilities (i.e., reorganizing information & reorganizing and amending other aspects of the IEP).

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Purpose of this notice. Indicate that an action is being proposed.

Description of the action proposed or refused.

Reorganizing information, only, example:

Derek’s IEP has been amended to correctly reflect kindergarten services. Derek’s school building and special education teacher have been updated. Early childhood special education services have been removed from the IEP and kindergarten special education services have been moved from future services to current services. No other changes have been made to the IEP.

Reorganizing information and making other changes example 1:

Esperanza’s IEP has been amended to correctly reflect kindergarten services. Esperanza’s school building and special education teacher have been changed. Early childhood special education services have been removed from the IEP and kindergarten special education services have been moved from future services to current services.

Specialized transportation to and from school will be removed from Esperanza’s IEP.

Reorganizing information and making other changes example 2:

Susie’s IEP has been amended to correctly reflect kindergarten services. Susie’s school building and special education teacher have been changed. Early childhood special education services have been removed from the IEP and kindergarten special education services have been moved from future services to current services.

Specially designed instruction will be increased from 30 minutes daily to 45 minutes daily.

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Explanation of why the school proposes or refuses to take the action.

Reorganizing information, only, example:

Information in the IEP has been updated so that information about Derek's program is correct and current.

Reorganizing information and making other changes example 1:

Information in the IEP has been updated so that information about Esperanza's program is correct and current.

Esperanza's parents have informed the school that their work schedules have changed and that they will be providing Esperanza's transportation.

Reorganizing information and making other changes example 2:

Information in the IEP has been updated so that information about Susie's program is correct and current.

Susie's progress at the end of the past school year and during extended school year was less than hoped.

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Description of options considered and rejected. State any other options, if any, that were considered and briefly describe why the options were not considered appropriate.

Reorganizing information, only, example:

No other options to updating information were considered.

Reorganizing information and making other changes example 1:

No other options to updating information were considered.

Continuing school-provided transportation was considered but Esperanza's parents wish to bring her to school and pick her up from school.

Reorganizing information and making other changes example 2:

No other options to updating information were considered.

The IEP Team considered having Susie continue in the current pre-K setting; however, the IEP Team determined that Susie would make progress in a kindergarten setting with age-appropriate peers and participation in the general education curriculum.

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Description of evaluation procedure, test, record, or report used.

Reorganizing information, only, example:

Not applicable to updating information. Updating information is a required procedure.

Reorganizing information and making other changes example 1:

Not applicable to updating information. Updating information is a required procedure.

The transportation change was made based on the parents' request and IEP team discussion.

Reorganizing information and making other changes example 2:

Not applicable to updating information. Updating information is a required procedure.

The decision regarding instructional time was based upon progress monitoring of IEP Goals, teacher observations, development progress measured using the GOLD Assessment and parent report.

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Description of other factors. Describe any other factors relevant to the decision.

Reorganizing information, only, example:

None

Reorganizing information and making other changes example 1:

The possibility of future changes in parent work schedule was discussed.

Reorganizing information and making other changes example 2:

None

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Is the proposed action change in identification, evaluation services, supports or placement.

Reorganizing information, only: Check "No"

Reorganizing information and making other changes: Check "Yes"

When will this action be implemented? Notice must be provided a reasonable amount of time before a change, and that reasonableness is determined by the IEP team. A date reflecting an immediate change may be reasonable if action is urgent and the team agrees. A date in three weeks may be reasonable, if a parent requests the opportunity to discuss the proposed change with their spouse who is traveling and unavailable for several weeks. IEP teams will need to consider the particular circumstances when making this decision.

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Meeting Notice

Student: _____ Birthdate: ____/____/____

Parent: _____ Student: _____

Address: _____

City, ST Zip: _____

Home: _____ Cell: _____

You are invited to attend a meeting to discuss the educational program for _____ Student

Date: ____/____/____ Time: _____ Location: _____

At this meeting, we will review student needs, progress, and possible changes or additions to the current educational program. We will be seeking your ideas and information regarding your child's educational program. You are welcome to have others accompany you. If you need a translator/interpreter at this meeting, if the meeting time is inconvenient or you do not plan to attend this meeting, [please contact:](#)

Name	Position	Phone	E-mail
------	----------	-------	--------

The [purpose of this meeting](#) is to discuss and develop or review: (Check all that may apply.)

- | | |
|---|---|
| <input type="checkbox"/> Individualized Family Service Plan (IFSP) | <input type="checkbox"/> Reevaluation |
| <input type="checkbox"/> Individualized Education Program (IEP) | <input type="checkbox"/> Transition Planning |
| <input type="checkbox"/> Evaluation Information | <input type="checkbox"/> Extended School Year Services |
| <input type="checkbox"/> Eligibility for Special Education Services | <input type="checkbox"/> Exiting Special Education Services |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |

The following individuals have been [requested to attend](#) this meeting:

- ☐ [For transition-age students:](#) Representatives of outside agency(ies) involved with transition planning, have been invited to attend this meeting, with the prior consent of the parent or student who has reached the age of majority, where appropriate; **OR** agency participation is not applicable for this student.

- ☐ The school or AEA has requested that one or more individuals be [excused](#) from attending this meeting (see attached page).

School use: Written meeting notice sent by _____ Method: _____
Name

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Meeting notice. Efforts to ensure parent participation are an IDEA requirement. For any upcoming meeting at which decisions will be made regarding identification, placement, or the provision of FAPE (e.g., eligibility meetings, IEP meetings, manifestation determinations), schools and AEAs must notify parents of the meeting early enough to ensure that they will have an opportunity to attend; and schedule the meeting at a mutually agreed-upon time and place.

Parent & Student Names and Addresses. Parents must always be provided notice of meetings at which decisions will be made regarding identification, placement, or the provision of FAPE. Also, by age 14 the school or AEA must invite a child with a disability to attend the IEP team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

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Date (of the Meeting). Specify the meeting's date, time, and location. Schedule the meeting at a mutually agreed upon time and place.

Please contact: Identify a contact person and enter accurate contact information. The parents may have questions regarding the meeting or may need to reschedule.

The purpose of this meeting. Check one or more meeting purposes. By age 14, indicate "Transition Planning" as a meeting purpose.

Attendance at this meeting. Identify all persons that the school or AEA has requested to attend the meeting.

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For transition-age students. The school must determine whether any participating agencies should be invited to send representatives to IEP meetings.

- Consider the topics to be discussed and whether or not these topics are relevant to any agencies providing or potentially providing transition services.
- Representatives of agencies already providing services may be invited, at the discretion of the school or AEA as "other individuals who have knowledge or special expertise regarding the child".
- Representatives of agencies that are not currently providing transition services, but are likely to be responsible for providing or paying for transition services may be invited, **but** parent or age-of-majority student consent is required. "Where appropriate" relates to this consent requirement.

Checking the box indicates that the appropriate consideration was made regarding the involvement of other agencies and that consent was obtained, if necessary.

This box must be checked for the IEP meeting of any student age 13 and above.

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The school or AEA has requested that one or more individuals be excused from attending this meeting. It is possible for the school or AEA to request that one or more individuals be excused from attending this meeting. If this is the case, request parental agreement to the excusal when scheduling the meeting and check this box. Send an [Agreement to Excuse Attendance at IEP Meeting](#) form to the parents along with the meeting notice.

Written meeting notice sent by. Document the person and method by which notice is provided to the parents.

We are required to provide parents a copy of their procedural safeguards once a year. For most students, IEPs are reviewed no more often than once per year so this may be a good choice of time to send a copy of the *Procedural Safeguards Manual for Parents*.

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Agreement to Excuse Attendance at IEP Meeting

Student: _____

IEP Meeting Date: ____/____/____

Parents,

An IEP Team member is not required to attend an IEP meeting if that member's area of curriculum or service is not being modified or discussed, and the parent and the area education agency or school agree.

A IEP Team member, whose input for a meeting is required because of modification or discussion of that member's area of curriculum or service, may be excused if the parent, and the area education agency or school consent to excuse the member, and the member submits the input in writing prior to the meeting.

The agreement to excuse any member from the IEP meeting must be documented in writing.

We agree that the following individuals do not need to attend the IEP meeting:

	<u>Input not needed</u>	<u>Input needed: written input will be provided</u>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

Signed Agreement

Parent(s)

____/____/____
Date

School or Area Education Agency Representative

____/____/____
Date

Individuals who would normally be required participants in IEP meetings may be excused under two circumstances:

- The topics to be addressed at an IEP meeting ***do not involve*** a modification to or discussion of a team member's area of the curriculum or related service. In this circumstance, an IEP Team member is not required to attend an IEP meeting, in whole or in part, ***if*** the parent of the student and the school agree that the attendance of this member is not necessary.
- The topics to be addressed at an IEP meeting ***do involve*** a modification to or discussion of a team member's area of the curriculum or related service. In this circumstance, an IEP Team member may be excused ***if*** the student's parent(s) and school agree to this ***and*** the member submits, in writing to the parent and the rest of the IEP team, input into the development of the IEP ***prior to the meeting***.

The school or AEA should communicate with the student's parents regarding the need for IEP member(s) absence in a timely fashion prior to the actual meeting and obtain the necessary agreement. The meeting notice must indicate that one or more individuals are asked to be excused and the agreement form is to accompany the *Meeting Notice* sent to parents.

Notes: At least one AEA support service professional is a ***required participant*** at IEP meetings at which discussions and decisions regarding initial or continued eligibility for special education occur. If excused from an initial or reevaluation IEP meeting, at least one AEA support service professional ***must*** provide written input.

There may occasionally be circumstances when the process and timeline are not possible (e.g., an illness or emergency affecting one of the IEP team members). In this case, contact parents as soon as possible.

[Agreement to Excuse](#)

[Meeting Notice](#)

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Input not needed. Indicate this option when a team member's attendance and input is not necessary, given the topics to be discussed and decisions to be made at the upcoming IEP meeting.

Input needed. Indicate this option when a team member's input is necessary, given the topics to be discussed and decisions to be made at the upcoming IEP meeting. Provide written input to the IEP team, including the parents, prior to the meeting.

Signed agreement. The agreement that a team member may be excused must be written and signed by the parents and signed by either a school representative for eligible individuals receiving weighted, instructional programs or an area education agency representative for eligible individuals receiving unweighted support services. Signatures attesting to the agreement to excuse may be secured by requesting that the parents return the form or, if verbal agreement was secured, signatures can be obtained at the meeting.

In the Web IEP (Forms tab, Signatures sub-tab), document the dates:

Agreement to Excuse

Parent(s):	04/01/2014	
School/AEA Rep:	04/01/2014	
Date Signed		

[Agreement to Excuse](#)

[Meeting Notice](#)

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Individualized Education Program

[File or ID number](#)

DATE: ____/____/____ TYPE: _____ ☐ [45 Day Trial Out](#) ☐ [Amendment](#)

STUDENT: _____ Birthdate: ____/____/____ Gender ____ Grade: ____

[Resident District:](#) _____

[Attending District:](#) _____ [Building:](#) _____

[Attending Area Education Agency:](#) _____ [Attending Building Phone:](#) _____

[Teacher/Service Provider:](#) _____

[Relationship](#) _____

[Student lives at this address](#) _____

[Name](#) _____

Email _____

[Address](#) _____

Home _____ Cell _____

Work _____

City, ST Zip _____

Relationship _____

Student lives at this address _____

Name _____

Email _____

Address _____

Home _____ Cell _____

Work _____

City, ST Zip _____

[Duration of this IEP:](#) From ____/____/____ to ____/____/____ [Reevaluation is due:](#) ____/____/____

A printed copy of the [Procedural safeguards](#) were reviewed by: _____ Method: _____

The parents ☐ accepted ☐ declined the printed copy.

[Rights will transfer](#) at age 18: ____/____/____ Notification: Student ____/____/____ Parent: ____/____/____

[Consent to receive Electronic Communication:](#) Date: ____/____/____

☐ Consent ☐ Do not consent ☐ No signature available

[Persons Present at Meeting/Position or Relationship to Student](#)

Signature or listing indicates presence at the meeting, not approval or acceptance of the IEP

[Outside written input:](#) Name/Agency: _____ Date: ____/____/____

If an IEP is amended without a meeting, in lieu of “**Persons Present at Meeting**” the following is included:

Parental agreement to amend without a meeting:

Person who contacted parent: _____

Method of contact: _____

Date of agreement: ____ / ____ / ____

If an IEP is printed before being validated (i.e., reviewed for data correctness and completeness), the following statement appears:

DRAFT:

The new IEP will be in use immediately or at a time determined by the IEP team.

The draft IEP will be proofread and reviewed for accuracy of information.

Any changes made to the IEP without a meeting will not be substantive.

Any substantive changes proposed during the review will be discussed at a subsequent IEP meeting or through an IEP amendment process.

PLEASE NOTE: Provide parents a copy of a draft IEP:

- at the conclusion of the IEP meeting, or
- when an amendment without a meeting is completed, or
- within five (5) school days of an IEP meeting or completion of an amendment without a meeting, *and*
- if parents do not receive a draft copy at a meeting, inform the parents of when they will receive a draft copy of the IEP.

ID number or file number. Area education agencies or school districts that use a local student identification number or file number will record this number here.

Type of IEP meeting:



Initial: An initial full and individual evaluation has been completed; eligibility has been determined. The first IEP for this eligible individual is being developed.

Review: All parts of a previously written IEP are being reviewed and may be revised and updated. A review of an IEP must be held within one year of the date of the current IEP.

Reevaluation: (Refer to Page R of the IEP for further directions.) The AEA’s full and individual reevaluation process has been completed and the IEP team has determined whether or not more information is needed. A previously written IEP is being rewritten. A reevaluation IEP **must** include responses to six specific questions contained on Page R. This new IEP must be reviewed within one year of the date of this IEP meeting. The reevaluation process must be completed within three years of the date of this IEP meeting.

Interim: A previously written IEP is being replaced on a short-term basis by an interim IEP. This may occur when:

An eligible individual moves to a new AEA and the current IEP is unavailable, or

The IEP team determines it is necessary to temporarily provide special education as a part of the evaluation process in order to identify appropriate services. **NOTE:** An interim IEP shall not be in place for more than 30 school days. See *Rules: 41.324(5)*.

Move-in IEP: The Move-in IEP option is intended to be used when an eligible individual moves to an Iowa school district from another state shortly before the fall count date. At all other times, select another IEP meeting type.

A move-in IEP provides the data necessary to include the child in the weighted count and allows the district and AEA to provide “services comparable to those described in the child’s IEP from the previous public agency” until a complete Iowa IEP is developed [281—41.323(6)]. A complete Iowa IEP must be developed as soon as practicable.

A move-in IEP requires completion of: Family Tab (student/adult information); A Tab; F Tab – if transportation services are included on Tab F, Tab G would require completion of the transportation question; RSD Tab

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45 Day Trial Out: 45 Day Trial Out Placement: An IEP team may elect to provide a trial out of:

- all special education services and supports **or**
- one or more services and supports while others continue.

A 45 school day trial out placement may be initiated at a Review IEP meeting or Reevaluation IEP meeting.

If the trial out discontinues one or more services and supports while others continue, an IEP process (review, amendment with or without a meeting, etc.) must occur within 45 school days.

If the trial out discontinues **all** services and supports, a reevaluation IEP meeting must be held within 45 school days of the initiation of the trial placement.

The Web IEP system **will not** prompt the user when the 45 day trial out placement ends.

Amendment: A previously written IEP is being amended — the IEP *is not* being completely rewritten. For example, a goal area and services might be dropped or a behavioral intervention plan might be added to the IEP. This may be done with or [without a meeting](#).

Selecting “Amendment” unlocks the IEP being amended and allows that IEP to be changed, except for the “Duration to” date. In addition to making the amendments within the IEP, complete a *Prior Written Notice* to communicate the IEP changes to the parents.

NOTE: Amending an IEP does not change the due date for annual review. For example, if an IEP was written in October and amended the following April, an annual review is due in October.

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Teacher/Service Provider. Identify the teacher or support service provider with primary responsibility for the IEP.

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Duration of this IEP. Specify the date the IEP will go into effect and the date it is anticipated to end. The duration may be less than one year, but never more. Reasons for a duration of less than one year may include: graduation of the student, anticipated change in program, a 45-day trial placement in general education, a 45-day alternative placement related to student discipline, short-term hospital or home instruction for health reasons, and so forth. Specifying the beginning date of each service, activity and support is also required on Page F.

Reevaluation is due. Specify the date by which the reevaluation must occur. The reevaluation process must be completed within three years of the initial IEP date or the last reevaluation IEP date.

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Procedural safeguards were reviewed by. Parents must be offered a *printed copy* of their procedural safeguards at least once a year. *A copy could be provided with the IEP meeting notice or at the IEP meeting.* Complete this item with the name of the individual who has reviewed rights and has assured that the parents have a copy of Parental Rights in Special Education.

Method. Indicate the method used (e.g., letter, phone, in-person, other).

Accept or decline printed copy. Parents may accept or decline a printed copy of procedural safeguards. Document their choice.

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Rights will transfer at age 18. The requirement satisfied by this item is “Beginning no later than one year before the child reaches the age of majority [in Iowa: 18th birthday, date of marriage, or date a prison term begins if convicted as an adult], the IEP must include a statement that the child has been informed of the child’s rights under Part B of IDEA, if any, that will transfer to the child on reaching the age of majority

Student and parent notification. The Web IEP requires that these items *must be completed* for **all** transition-age students. The notification requirement applies to IEPs written *prior to and during the year that a student is 16 years old*. ***DO NOT*** change this date on IEPs written at age 17 or above. Changing the date gives the appearance that notice was not given at least one year prior to the transfer of rights.

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Consent to Receive Electronic Communication: The correct box will be pre-populated based on the parental response to the *Consent to Receive Electronic Communication*.

Persons Present at Meeting/Position or Relationship to Student. ([See alternate directions for amending an IEP without a meeting](#)). This item communicates *only* that these persons attended the meeting and does not indicate agreement or disagreement with the IEP. This item may be completed by the person acting as recorder for the meeting.

Transition Note: Students must be invited to their IEP meeting if the purpose of the meeting is consideration of post-secondary goals and needed transition services. If the student does not attend, steps must be taken to ensure that the individual's preferences and interests are considered in the development of the IEP. Also, *with parent or age-of-majority student consent*, any agency likely to be responsible for providing or paying for transition services must be invited to the meeting.

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Amending an IEP without a meeting. When an IEP is being amended, you will be asked by the Web IEP if a meeting will be held. An amendment to an IEP may be developed without a meeting when doing so has been agreed-upon by the parent(s) and the school or AEA. When no meeting is held, the IEP documents this agreement, rather than persons present, by noting:

- The person who contacted parent,
- The method of contact (phone, face-to-face contact, etc.), and
- The date of agreement

Note: When amending an IEP without a meeting, take action to assure the *meaningful participation* of all IEP team members affected by the amendment. This will always include the parents, but may also **need to** include multiple special and general educators, administrators and AEA support staff.

The duration of an amended IEP remains the same as the existing IEP. The Prior Written Notice form is used to provide the parents with a summary of the specific change(s) made through the amendment and to provide the rationale and data that support the change(s).

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[Meeting Type](#)

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Outside written input. “Outside” sources do not include school or AEA personnel. Identify any source of written information that is being considered in the development of this IEP (physician, clinic, etc.).

The outside report, itself. Follow your AEA's protocol for maintaining outside written reports.

Relevant information from outside written reports.

- Tab A: Identify any source, other than school or AEA personnel, of written information that is being considered in the development of this IEP (physician, clinic, etc.)
- Other locations: Determine the best “fit” for the information
 - “Other information” if the information is a foundation for the need for adaptations or accommodations
 - “Other information” if the team wishes to use this location to summarize relevant information and document that the information was received and considered
 - Page I if the team wishes to use this location to summarize relevant information and document that the information was received and considered
 - Page R (Reevaluation Questions), if the information is relevant to one or more reevaluation items
 - Transition assessments, if the information is relevant to one or more items
 - Current academic achievement and functional performance if the information is a foundation for a goal and services

Note: This list **is not** exhaustive and other IEP locations may be the best place, depending on the nature and relevance of the information

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Present Levels of Academic Achievement and Functional Performance**Strengths, interests and preferences of this individual**

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Parents' concerns regarding their child's education

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The IEP team must consider the following when developing this IEP.

Behavior (in the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions, supports and other strategies, to address that behavior)

- ☐ Yes, behavior is a concern and will be addressed in this IEP.
- ☐ Yes, behavior is a concern. A Functional Behavioral Assessment (FBA) is required. If one exists, it will be reviewed and modified, as needed. A Behavior Intervention Plan (BIP) will be developed, if required due to disciplinary action or determined to be needed by the IEP team. If a BIP exists, it will be reviewed and modified, as needed.
- ☐ No, behavior is not a concern.

Limited English proficiency (Consider the language needs related to the IEP)

- ☐ Yes, limited English is a concern and will be addressed in this IEP.
- ☐ No, limited English is not a concern

Communication and language, especially if the student is deaf or hard of hearing.

- ☐ Yes, communication and language are a concern and will be addressed in this IEP.
- ☐ Yes, communication and language are a concern and will be addressed in the attached Communication Plan for Deaf and Hard of Hearing.
- ☐ No, communication and language are not a concern.

Braille instruction needs if this student has a visual impairment

- ☐ Yes, Braille is needed and will be addressed in this IEP.
- ☐ No, Braille is not needed.

Health Needs (intervention, procedures, or services required in order to access education)

- ☐ Yes, health is a concern and will be addressed in this IEP.
- ☐ Yes, health is a concern and will be addressed in the health plan as a part of the student's health records.
- ☐ No, health is not a concern.

Assistive technology (services, software and devices needed to access the general education curriculum)

- ☐ Yes, assistive technology is needed and will be addressed in this IEP.
- ☐ No, assistive tech. is not needed.

This student requires **accessible instructional materials** (AIM): ☐ Yes ☐ No

Other information essential for the development of this IEP

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Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills. For a preschool child, describe the effect of this individual's disability on involvement in appropriate activities.

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B (Students ages 3 through 12)

Present Levels of Academic Achievement and Functional Performance

(PLAAFP – Page B) – Ages 3-12

The sections of the PLAAFP are intended to:

- Engage parents and students in the IEP process
- Establish a context for discussion by the IEP team
- Establish a foundation for decision-making (e.g., priorities for goals, activities, etc.)
- Establish a foundation for specially designed instruction

Gathering as much information as possible prior to the meeting will facilitate the discussion. *Complete these items as a team before proceeding to discussion of the rest of the IEP.*

[Page B Ages 3-12](#)

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Strengths, interests and preferences of this individual. The IEP team is required to consider the strengths of the eligible individual. Also document interests and preferences to assist in planning for the individual's needs.

Strengths are general things the student is good at (singing, telling jokes, math computation, sports, band, following directions, etc.). For preschool children this may include strengths associated with the developmental skills addressed in the Iowa Early Learning Standards (Physical Well-Being and Motor Development, Approaches to Learning, Communication Language and Literacy, Social and Emotional Development, Mathematics and Science, Creative Arts) such as sharing, turn-taking, dressing, doing puzzles, etc.

Interests are things, events, or people that evoke the student's curiosity (sports, rocks, peer interaction, computers, music, etc.). For preschool children this may include interests associated with their daily activities (e.g. vehicles, animals, dancing, community helpers, etc.)

Preferences are things, events, or people that the student chooses over others. They could pertain to, but not limited to the needs of the student in the school setting (e.g. prefers working with a partner, working independently, utilizing hands-on activities, etc.). For preschool children this may include their choice of participation in centers or activities in the home (e.g. cooking, dramatic play, blocks, art, etc.).

[Page B Ages 3-12](#)

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Parents' concerns regarding their child's education. The IEP team is required to consider the concerns of the parents for enhancing the education of their child. Sometimes, these are general statements ("We would like more help in the area of math", "We don't think her reading is coming along as well as it could"), but may be quite specific ("We would like another hour of associate help for Susan", "Jeremy needs access to a computer at all times"). For preschool children these statements might include concerns about kindergarten readiness, self-help skills, communicating their wants and needs, getting along with friends, participation in community activities, etc.

At this point in the IEP process, it is not time to set goals or define services, activities and supports. First, assure the parents that their concerns will be addressed as the IEP is developed and record their concerns in their own words. Second, make sure that the parents' concerns are addressed as the IEP is developed.

If the parents have no concerns, state "The parents have no concerns."

Consideration of the parents' concerns for enhancing their child's education is a *required* component of the IEP process. An effort needs to be made to obtain parent input any time it is known that the parents will be unable to attend the IEP meeting.

[Page B Ages 3-12](#)

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Special considerations to be addressed in developing this IEP. Respond to *each* area of consideration.

At this point in the IEP process, the team is identifying specific areas that bear *consideration and potential action* as the rest of the IEP is developed. Each decision must be documented, though some may require little discussion (e.g., limited English proficiency for a student whose first language is English).

Addressed in this IEP means only that the area represents a concern and that at least some information is provided about this area in the IEP. The discussion of a special consideration that is an area of concern and the indication that the area will be “addressed in this IEP”, could result in information being documented under Other Information, Effect of Disability, Course of Study, Goals, Services and Supports or other sections of the IEP.

For example, if behavior is of some concern, but classroom or program-wide positive behavior supports are having a beneficial effect and individualized supports are unnecessary, the team would check the first option and could note relevant information in the “Other Information” section of the IEP. However, if behavior is a significant concern that the team believes it must be addressed in the IEP (goals and services, activities or supports) **and** in a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP), the team would indicate both of the first two options and follow the specific requirements of the FBA and BIP.

[Page B Ages 3-12](#)

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Behavior

Indicate that behavior is an area of concern and will be addressed in the IEP when the student’s behavior interferes with her or his learning or the learning of others.

Indicate that behavior is an area of concern and will be addressed in a Functional Behavioral Assessment (FBA) or an existing FBA will be reviewed and modified, if needed. A Behavior Intervention Plan (BIP) will be developed if required to appropriately address the student’s needs or a BIP is required due to a disciplinary action.

Communication and Language

Indicate that communication and language is an area of concern and will be addressed in the IEP when either 1) communication needs are a known concern, or 2) the student is deaf or hard of hearing and the impairment adversely affects his or her learning.

Indicate that communication and language is an area of concern and will be addressed in a Communication Plan for the Deaf and Hard of Hearing when the student is deaf or hard of hearing, the impairment adversely affects his or her learning and a communication plan is needed.

Health

Indicate that health is an area of concern and will be addressed in the IEP when the student’s health interferes with access to educational environments or interferes with educational performance.

Indicate that health is an area of concern and will be addressed in a health plan when the student’s health interferes with access to educational environments or interferes with educational performance and specific action is required in the school setting.

[Page B Ages 3-12](#)

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Braille

Indicate that Braille instruction is needed when the student’s vision is impaired to the extent that even with correction, the vision limits educational performance **and** Braille instruction is needed.

Limited English Proficiency

Indicate that limited English proficiency is a concern that will be addressed in the IEP when the student’s first language is not English and the student has not acquired **academic proficiency** in English.

Assistive Technology

Indicate that assistive technology is needed and will be addressed in the IEP when the student cannot complete or participate in daily educational tasks or activities because of the disability and assistive technology is needed.

[Page B Ages 3-12](#)

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Accessible instructional materials/Accessible educational materials (AIM/AEM). Accessible instructional materials have been broadened to accessible educational materials, including digital instructional materials. In addition to considering alternate formats for printed materials, the expansion to accessible educational materials requires teams to consider access to technology-based materials. Discuss the student’s potential need for accessible instructional/educational materials. Accessible instructional/educational materials (AIM/AEM), are materials that are designed or converted in a way that makes them usable across the widest range of student variability, regardless of format (print, digital, graphic, audio, video).

The team thinks about “whether the student 1) can gain information from standard print-based and technology-based instructional materials used across the curriculum by all students, 2) needs the materials in a specialized format, or 3) needs modified content or alternative materials” (National Center on Accessible Instructional Materials).

If a team identifies an option for a student that requires specialized formats, then the team would mark “yes” for AIM/AEM on the PLAAFP and provide language summarizing the decision-making process on the “Other Information essential for the development of this IEP” textbox on Tab B.

The AT consideration checkbox will generally be checked along with AT Device and AT Support on Tab F/Activities. Accessible Instructional Materials must be selected in the pull-down on Tab F/Activities. This will create a text box description area and information related to the AIM/AEM requirements should be listed here. List materials and media and the support needed for AIM/AEM. Include information related to required AIM/AEM and activities related to participation in nonacademic or extracurricular activities.

If the team identifies the student does not require specialized formats, then the team would mark “no” for AIM/AEM on the PLAAFP.

NIMAS eligibility. Students who are NIMAS-eligible comprise only some of the eligible individuals whose needs include accessible materials. **A student is NIMAS-eligible** if the student is:

- 1) **blind** (visual acuity is 20/200 or less in the better eye with correction or whose widest diameter of visual field subtends an angular distance no greater than 20 degrees);
- 2) **visually impaired** (impairment with correction prevents the reading of standard printed material);
- 3) unable to read or unable to use standard printed material as a result of *physical limitations*; or
- 4) certified by competent authority (i.e., a *physician*) as having a *reading disability resulting from organic dysfunction* of sufficient severity to prevent reading printed material in a normal manner.

Other information essential for the development of this IEP. Document information that establishes the need for activities and supports that *are not* directly related to a goal of the IEP.

Examples: Other information: “Juan is ambulatory, but walks and goes up and down stairs very slowly” This information establishes the need for an accommodation. **Service, activity or support** (Page F)
“Juan is allowed six minutes to make class changes without being considered tardy.”

Other information: “Maria is NIMAS-eligible.”

Document information that the IEP team believes is useful to an understanding of the eligible individual’s current status and needs, or may require future action through the IEP.

Example: “Tina has been diagnosed as having attention deficit disorder. Past IEPs have included behavioral goals and services. She currently receives medication which effectively controls problems of attention and work completion.”

For *English language learners*, document any language-support accommodations will be provided on districtwide assessments that are *different from* accommodations that will be provided due to disability.

Example: Due to her ELL status, Maria will be provided written directions in Spanish on districtwide assessments.

Example: In addition to assessment accommodations due to his disability, Thanh will have available an approved English/Vietnamese word-to-word dictionary on districtwide assessments.

Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills. For a preschool child, describe the effect of this individual's disability on involvement in appropriate activities.

Make a general statement regarding the impact of the individual's disability on curriculum involvement, and, for preschool children, involvement in appropriate activities. ***You must include*** information that describes the functional implications of the effect of the student's disability. Include both in school and out of school implications.

Note: For further definition and information regarding curricular and functional implications, see IEP Development in the body of the AEA Special Education Procedures Manual.

Examples: Simon is progressing through the general curriculum at a level expected for his grade in math, science and social studies, but below his peers in language arts. He does not independently acquire content through reading and requires assistance in creating written products in subject areas. Accommodations will be required on job placements where reading and writing skills are necessary.

Maria's physical limitations do not interfere with acquiring the content of the general curriculum. However, she is not always able to fully participate in all learning tasks and activities (e.g., she can use a microscope to observe the cellular structure of a leaf but requires assistance to prepare a slide) and does not always participate in the same manner as peers (e.g., she creates written products with a voice-activated computer system). Maria is very mobile in her wheelchair, but at times physical barriers interfere with access to places and activities.

Torrance's behavior does not interfere with his ability to be involved and make progress in the general curriculum. Interpersonal relationships with school peers and with adults, both in and out of school, have been affected. Job placements while in school and employment after graduation could be affected.

Tana's progress in the general curriculum is below peers in all areas. She does not always recognize potential danger in the community (traffic, strangers, etc.) In order to live independently, she will require self-help skills and assistance in accessing the community.

Gerald (age four) is developing at an age-expected rate and is able to participate in all age-appropriate activities but cannot always be understood when communicating with same-age peers and unfamiliar adults.

Tyler (age three) is developing at an age-expected rate in early literacy and early math, however, his behavior interferes with his ability to interact with same-age peers during group and center time.

[Page B Ages 3-12](#)

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Present Levels of Academic Achievement and Functional Performance**Strengths**, interests and preferences of this individual**Parents' concerns** regarding their child's educationThe **IEP team must consider** the following when developing this IEP.

Behavior (in the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions, supports and other strategies, to address that behavior)

- ☐ Yes, behavior is a concern and will be addressed in this IEP.
- ☐ Yes, behavior is a concern. A Functional Behavioral Assessment (FBA) is required. If one exists, it will be reviewed and modified, as needed. A Behavior Intervention Plan (BIP) will be developed, if required due to disciplinary action or determined to be needed by the IEP team. If a BIP exists, it will be reviewed and modified, as needed.
- ☐ No, behavior is not a concern.

Limited English proficiency (Consider the language needs related to the IEP)

- ☐ Yes, limited English is a concern and will be addressed in this IEP.
- ☐ No, limited English is not a concern

Communication and language, especially if the student is deaf or hard of hearing.

- ☐ Yes, communication and language are a concern and will be addressed in this IEP.
- ☐ Yes, communication and language are a concern and will be addressed in the attached Communication Plan for Deaf and Hard of Hearing.
- ☐ No, communication and language are not a concern.

Braille instruction needs if this student has a visual impairment

- ☐ Yes, Braille is needed and will be addressed in this IEP.
- ☐ No, Braille is not needed.

Health Needs (intervention, procedures, or services required in order to access education)

- ☐ Yes, health is a concern and will be addressed in this IEP.
- ☐ Yes, health is a concern and will be addressed in the health plan as a part of the student's health records.
- ☐ No, health is not a concern.

Assistive technology (services, software and devices needed to access the general education curriculum)

- ☐ Yes, assistive technology is needed and will be addressed in this IEP.
- ☐ No, assistive tech. is not needed.

This student requires **accessible instructional materials** (AIM): ☐ Yes ☐ No

Transition assessments and other information essential for the development of this IEP (address living, learning & working):

Living: Information sources:

Living: Results:

Learning: Information sources:

Learning: Results:

Working: Information sources:

Working: Results:

B (Students ages 13-21)

Other information essential for the development of this IEP

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Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.

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Based on the transition assessments, describe the post-secondary expectations for living, learning, and working.

Post-secondary expectation for living:

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☐ Yes ☐ No Is living an area of need that will be addressed with goals, services or activities in this IEP?

Post-secondary expectation for learning:

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☐ Yes ☐ No Is learning an area of need that will be addressed with goals, services or activities in this IEP?

Post-secondary expectation for working:

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☐ Yes ☐ No Is working an area of need that will be addressed with goals, services or activities in this IEP?

Course of study

What requirements does this student need to meet to graduate?

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What is this student's current status with regard to these requirements?

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Target graduation date (mo/yr): _____ / _____

Courses and activities needed to pursue the post-secondary expectations and graduate by the target graduation date.

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B (Students ages 13-21)

Present Levels of Academic Achievement and Functional Performance

PLAAFP – Page B Ages 13-21

The sections of the PLAAFP are intended to:

- Engage parents and students in the IEP process
- Establish a context for discussion by the IEP team
- Establish a foundation for decision-making (e.g., priorities for goals, activities, etc.)
- Establish a foundation for specially designed instruction

Note: In Iowa, secondary transition planning should begin no later than the first IEP to be in effect when the student turns 14, or younger if determined by the team.

Complete these items as a team before proceeding to discussion of the rest of the IEP.

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Strengths, interests and preferences of this individual. The IEP team is required to consider the strengths of the eligible individual. Also document interests and preferences to assist in planning for the individual's needs.

Strengths are general things the student is good at (basketball, singing, telling jokes, etc.).

Interests are things, events, or people that evoke the student's curiosity (sports, rocks, etc.)

Preferences are things, events, or people that the student chooses over others (e.g., a student may be interested in two activities that occur at the same time of year [e.g., track and soccer], but demonstrates a preference by participating in one over the other).

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Parents' concerns for enhancing their child's education. The IEP team is required to consider the concerns of the parents for enhancing the education of their child. Typically, these are general statements ("We would like more help in the area of math", "We don't think her reading is coming along as well as it could"), but may be quite specific ("We would like another hour of associate help for Susan", "Jeremy needs access to a computer at all times"). At this point in the IEP process, it is not time to set goals or define services, activities and supports. First, assure the parents that their concerns will be addressed as the IEP is developed and record their concerns in their own words. Second, make sure that the parents' concerns are addressed as the IEP is developed.

If the parents have no concerns, state "The parents have no concerns."

Consideration of the parents' concerns for enhancing their child's education is a ***required*** component of the IEP process. An effort needs to be made to obtain parent input any time it is known that the parents will be unable to attend the IEP meeting.

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Special considerations to be addressed in developing this IEP. Respond to *each* area of consideration.

At this point in the IEP process, the team is identifying specific areas that bear *consideration and potential action* as the rest of the IEP is developed. Each decision must be documented, though some may require little discussion (e.g., limited English proficiency for a student whose first language is English).

Addressed in this IEP means only that the area represents a concern and that at least some information is provided about this area in the IEP. The discussion of a special consideration that is an area of concern and the indication that the area will be “addressed in this IEP”, could result in information being documented under Other Information, Effect of Disability, Course of Study, Goals, Services and Supports or other sections of the IEP.

For example, if behavior is of some concern, but classroom or program-wide positive behavior supports are having a beneficial effect and individualized supports are unnecessary, the team would check the first option and could note relevant information in the “Other Information” section of the IEP. However, if behavior is a significant concern that the team believes it must be addressed in the IEP (goals and services, activities or supports) **and** in a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP), the team would indicate both of the first two options and follow the specific requirements of the FBA and BIP.

Behavior

Indicate that behavior is an area of concern and will be addressed in the IEP when the student’s behavior interferes with her or his learning or the learning of others.

Indicate that behavior is an area of concern and will be addressed in a Functional Behavioral Assessment (FBA) or an existing FBA will be reviewed and modified, if needed. A Behavior Intervention Plan (BIP) will be developed if required to appropriately address the student’s needs or a BIP is required due to a disciplinary action.

Communication and Language

Indicate that communication and language is an area of concern and will be addressed in the IEP when either 1) communication needs are a known concern, or 2) the student is deaf or hard of hearing and the impairment adversely affects his or her learning.

Indicate that communication and language is an area of concern and will be addressed in a Communication Plan for the Deaf and Hard of Hearing when the student is deaf or hard of hearing, the impairment adversely affects his or her learning and a communication plan is needed.

Health

Indicate that health is an area of concern and will be addressed in the IEP when the student’s health interferes with access to educational environments or interferes with educational performance.

Indicate that health is an area of concern and will be addressed in a health plan when the student’s health interferes with access to educational environments or interferes with educational performance and specific action is required in the school setting.

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Braille

Indicate that Braille instruction is needed when the student’s vision is impaired to the extent that even with correction, the vision limits educational performance **and** Braille instruction is needed.

Limited English Proficiency

Indicate that limited English proficiency is a concern that will be addressed in the IEP when the student’s first language is not English and the student has not acquired **academic proficiency** in English.

Assistive Technology

Indicate that assistive technology is needed and will be addressed in the IEP when the student cannot complete or participate in daily educational tasks or activities because of the disability and assistive technology is needed.

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Accessible instructional materials/Accessible educational materials (AIM/AEM). Accessible instructional materials have been broadened to accessible educational materials, including digital instructional materials. In addition to considering alternate formats for printed materials, the expansion to accessible educational materials requires teams to consider access to technology-based materials. Discuss the student’s potential need for accessible instructional/educational materials. Accessible instructional/educational materials (AIM/AEM), are materials that are designed or converted in a way that makes them usable across the widest range of student variability, regardless of format (print, digital, graphic, audio, video).

The team thinks about “whether the student 1) can gain information from standard print-based and technology-based instructional materials used across the curriculum by all students, 2) needs the materials in a specialized format, or 3) needs modified content or alternative materials” (National Center on Accessible Instructional Materials).

If a team identifies an option for a student that requires specialized formats, then the team would mark “yes” for AIM/AEM on the PLAAFP and provide language summarizing the decision-making process on the “Other Information essential for the development of this IEP” textbox on Tab B.

The AT consideration checkbox will generally be checked along with AT Device and AT Support on Tab F/Activities. Accessible Instructional Materials must be selected in the pull-down on Tab F/Activities. This will create a text box description area and information related to the AIM/AEM requirements should be listed here. List materials and media and the support needed for AIM/AEM. Include information related to required AIM/AEM and activities related to participation in nonacademic or extracurricular activities.

If the team identifies the student does not require specialized formats, then the team would mark “no” for AIM/AEM on the PLAAFP.

NIMAS eligibility. Students who are NIMAS-eligible comprise only some of the eligible individuals whose needs include accessible materials. **A student is NIMAS-eligible** if the student is:

- 1) **blind** (visual acuity is 20/200 or less in the better eye with correction or whose widest diameter of visual field subtends an angular distance no greater than 20 degrees);
- 2) **visually impaired** (impairment with correction prevents the reading of standard printed material);
- 3) unable to read or unable to use standard printed material as a result of *physical limitations*; or
- 4) certified by competent authority (i.e., a *physician*) as having a *reading disability resulting from organic dysfunction* of sufficient severity to prevent reading printed material in a normal manner.

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Transition assessments. For each post-secondary area of living, learning and working document information sources and results of transition assessments. The results must include data or skills information that are sufficient to demonstrate that the area has been assessed and to determine if there is a need for services, supports or activities. Transition assessments are broadly defined and may include review of school records and classroom data; interviews of the student, caregivers, parents or employers; observations; questionnaires, informal assessments or published assessments. The following table provides a set of prompts to assist in considering potential information needs. Transition assessment [examples](#) are provided on the following page.

	Application to Each Post-Secondary Expectation		
Transition Planning Assessment Areas	Living	Learning	Working
Interests/Preferences for Post-Secondary Expectations	Community Living Preferences	Formal education with licensure, certification or degree Non-formal education	Work Style Options Career Options
Basic Skills for Post-Secondary Expectations	Home and Community Living Skills	Literacy (math, reading, writing) skills Technology Communication skills	Core workplace skills (general employability) Organizational/ time management
Attitudes-Habits-Self Awareness for Post-Secondary Expectations	Personal Organization Interpersonal Personal (hygiene, sexuality, etc.)	Study/ Test taking skills Personal learning characteristics/learning style	Work Ethics/Values Ability to work on one's own and with others
Critical Thinking-Application Skills for Post-Secondary Expectations	Decision-making Skills Personal Life Choices	Application of knowledge to real life, known situations Application of knowledge to real life, unpredictable situations	Ability to adapt to new tasks/jobs Ability to problem solve on the job. Job specific/technical skills

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[Living Assessment Examples](#)

[Learning Assessment Examples](#)

[Working Assessment Examples](#)

Transition Assessment Examples (Living):

Jared

Living information sources: Parent and student interviews, school and community-based observations.

Living results: Jared is able to function independently to meet his needs for post-secondary living. He has a driver's license and can access community resources, cook, clean, do laundry, take care of personal hygiene and manage his checking and savings accounts.

Suzy

Living information sources: School records, including adaptive skills inventories, parent and caregiver interviews, school and community-based observations.

Living results: Suzy can chew and swallow solid food when it is presented to her. She can assist in transferring her weight from a sitting position and can sit without support for five minutes. She can use her electric wheelchair to get around indoors in familiar settings but needs assistance in crowded or unfamiliar settings. She also needs assistance to complete all daily living tasks. Suzy adapts easily to new people and new routines.

[Transition Assessments](#)

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Transition Assessment Examples (Learning):

Jared

Learning information sources: Teacher and student interviews, school records, Iowa Tests of Educational Development.

Learning results: Jared's Iowa Assessment scores all exceed the 75th percentile. His classroom work is of excellent quality and math, reading, and writing skills are comparable to that of his peers. However, Jared does not keep track of assignments nor allocate time outside of class to complete homework or study for tests. As a result, homework is turned in accurately 69% of the time, which affects his grades (1.74 GPA). A higher grade point will be necessary for Jared to pursue his post-secondary expectation of a four-year degree.

Suzy

Learning information sources: School records, teacher interviews, classroom data.

Learning results: Suzy uses a communication system to express basic needs. She demonstrates an understanding of common signs and symbols in the community and 250 selected sight words but does not read connected text. She understands basic concepts of quantity (e.g., more-less), follows a picture schedule and understands time signals (e.g., school bells) and can match amounts to a model but she does not count, perform calculations or tell time or read a calendar. Suzy enjoys learning new tasks and changes in routine.

[Transition Assessments](#)

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Transition Assessment Examples (Working):

Jared

Working information sources: School records, parent, student and community experience supervisor interviews.

Working results: Jared has a job through the school work experience at the hospital where he helps transport patients and deliver lab results. At work, he is friendly and completes his assignments on time. At times, however, he does not accept changes in assignments well and is occasionally late or absent without calling in. At home, Jared has a number of chores for which he receives an allowance. He needs reminders to complete those tasks and can be explosive when asked to redo tasks. He expresses a keen interest in continuing to work and receive further education in the area of health care. He cannot complete a resume or job application nor does he know how to contact employers for potential work.

Suzy

Working information sources: School records, parent and teacher interviews.

Working results: Suzy can attend to tasks for up to ten minutes and can remain in the same physical position for up to 45 minutes. She has difficulty with fine motor tasks but can follow a three-step picture routine (match-to-sample). She works well with others and prefers socially active environments with bright, active physical attributes.

[Transition Assessments](#)

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Other information essential for the development of this IEP. Document information that establishes the need for activities and supports that *are not* directly related to a goal of the IEP. For example, a student with a physical limitation may need the accommodation of additional time to complete certain tasks in the school setting. **Also,** document information that the IEP team believes is useful to an understanding of the eligible individual's current status and needs, or may require future action through the IEP.

Example: Other information: "Juan is ambulatory, but walks and goes up and down stairs very slowly." This information establishes the need for an accommodation. **Service, activity or support** (Page F) "Juan is allowed six minutes to make class changes without being considered tardy."

Example: Other information: "Tina has been diagnosed as having attention deficit disorder. Past IEPs have included behavioral goals and services. She currently receives medication which effectively controls problems of attention and work completion."

NOTE: When completing this section for a Reevaluation IEP during high school, the IEP team may wish to include information needed by adult service providers to document the severity and persistence of the student's disability over time. This information should provide a succinct summary that leads up to the next item in the IEP (effect of this individual's disability). Include any accommodations that have proven effective for the student.

Example: File review indicates that developmental delays were recognized before age two. Jeremy has received special education support from age two to the present. He has displayed significantly slow progress in all domains and his educational needs have included academic and functional life skills components.

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Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.

Make a general statement regarding the impact of the individual's disability on curriculum involvement, pursuit of the post-secondary expectations. ***You must include*** information that describes the functional implications of the effect of the student's disability. Include both in school and out of school implications.

Examples: Simon is progressing through the general curriculum at a level expected for his grade in math, science and social studies, but below his peers in language arts. He does not independently acquire content through reading and requires assistance in creating written products in subject areas. Accommodations will be required on job placements where reading and writing skills are necessary.

Maria's physical limitations do not interfere with acquiring the content of the general curriculum. However, she is not always able to fully participate in all learning tasks and activities (e.g., she can use a microscope to observe the cellular structure of a leaf but requires assistance to prepare a slide) and does not always participate in the same manner as peers (e.g., she creates written products with a voice-activated computer system). Maria is very mobile in her wheelchair, but at times physical barriers interfere with access to places and activities.

Torrance's behavior does not interfere with his ability to be involved and make progress in the general curriculum. Interpersonal relationships with school peers and with adults, both in and out of school, have been affected. Job placements while in school and employment after graduation could be affected.

Tana's progress in the general curriculum is below peers and standards in all areas. She does not always recognize potential danger in the community (traffic, strangers, etc.) In order to live independently, she will require self-help skills and assistance in accessing the community.

NOTE: It is not necessary to repeat information that has been provided in the Transition Assessments sections. Note "See Learning Results", "See Living, Learning, and Working Results," and so forth as appropriate. Then add any *additional* effects of the disability such as effects on the impact on involvement in nonacademic and extracurricular activities.

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Post-secondary expectations. Statements about post-secondary expectations describe what the student will pursue after graduating from high school. The areas of living, learning and working are considered. These statements should be based on assessment information (including student and family preferences) and represent what the IEP team, including the student and parents, will use to plan goals, services, activities and supports. Post-secondary expectations should project into the future after high school. They should also be written in terms that are observable and state the actual result not the process of doing it. For example “will work at ...” rather than “will apply for jobs”.

Post-secondary expectations must:

- Project beyond high school,
- Include an anticipated result in *each* of the areas of living, learning and work,
- Be written as observable behaviors,
- Become more specific as a student approaches his or her post-secondary transition, and
- Be the foundation for the course of study, goals, & services, activities and supports documented in the IEP.

Examples. Living: Josh will live in an apartment with roommates.

Learning: Josh will complete an associate degree in landscaping.

Working: Josh will work as a greenhouse/landscaping business.

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Area of need. Use this box to indicate if the needs identified during the transition assessment will be addressed through the provision of services, supports or supplementary aids to complete goals or activities for the duration of the IEP under development. **Keep in mind** that transition is a multi-year process. It is possible that some needs identified through the transition assessment will not result in services, supports and supplementary aids in the coming year. Some may not ever rise to a level of priority to need services, supports or supplementary aids.

If the IEP indicates that no supports or services are needed in a post-secondary area (living, learning or working) for the coming year, then one of two things must also be present. Either the assessment information in the PLAAFP must be sufficient to determine that no needs exist in that post-secondary area, or the course of study should indicate that the need will be addressed in a future year. An area of need might be addressed in the course of study by specifying courses or activities that will occur at some point in the future but those needs might not be addressed through goals, services and activities in the IEP being written through goals, services and activities.

Example. “Sierra is a freshman. Her post-secondary expectation is to work as a veterinarian’s assistant. Her course of study includes junior and senior year activities specific to this occupation. If there are no freshman or sophomore year activities specific to the post-secondary expectation for work, the IEP team would document “No” to the question: “Is working an area of need that will be addressed with goals, services or activities in this IEP?”

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Course of study (see [examples](#)).

PLEASE NOTE: To earn a regular high school diploma, a child with a disability must complete four years of English, three years of math, three years of social studies, and three years of science (“4-3-3-3”). It will no longer be permissible to award a regular high school diploma based solely on IEP goal attainment. A child may either graduate based on 4-3-3-3 or based on 4-3-3-3 plus IEP-specified goals or activity completion.

The course of study examples align with these requirements.

By age 14, include:

- **Graduation requirements.** Complete this item by one of the following means:
 - Specify:
 - (1) the overall number of credits/years the student needs to graduate (for a regular diploma, must meet the 4-3-3-3 requirement),
 - (2) overall subject areas and required number of credits/years (e.g., 4 years of English) and
 - (3) any other district graduation requirements that apply; **OR**
 - Specify:
 - (1) the overall number of credits/years the student needs to graduate (for a regular diploma, must meet the 4-3-3-3 requirement),
 - (2) overall subject areas and required number of credits/years (e.g., 4 years of English) and
 - (3) any other district graduation requirements that apply; **AND**
 - (4) any IEP specifications for graduation, **OR**
 - If the student is to complete their K-12 education by other means and **will not** receive a regular diploma, specify the IEP-team-determined requirements specific to the student.

NOTE: For additional information on graduation requirements for eligible individuals, please refer to the Iowa Department of Education website on [Secondary Transition](#).

[4-3-3-3 Requirements](#)

- **Current status.** State clearly and specifically the student’s current status in relationship to the stated graduation requirements. Include:
 - the required courses yet to be completed,
 - the number of credits/years yet to be completed, and
 - any other accomplishments required for graduation
- **Target graduation date.** Document the anticipated month, date and year of graduation. This date represents an accomplishment that is feasible for the student and is the IEP team’s best guess at the time the IEP is being written. This date may be changed, if necessary, in future IEPs.
- **Courses and activities needed to pursue the post-secondary expectations and graduate by the projected date.**

It is not necessary to repeat course information that has already been documented in previous items (What requirements does this student need to meet to graduate? What is this student’s current status with regard to these requirements?). Provide additional information and/or necessary detail here.

[Course of Study Examples](#)

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Course of Study Example 1: Meeting district credit requirements

What requirements does this student need to meet to graduate? Miguel will meet the district's credit requirements for graduation. A minimum of 300 credits are required to graduate: 60 credits in language arts, 45 credits in science, 45 credits in math, 45 credits in social studies, 30 credits of P.E. or equivalent waivers, and 75 credits in electives to meet district expectations for graduating.

What is this student's current status with regard to these requirements? Miguel is on track to successfully complete all currently enrolled, second semester grade 10 courses. Including second semester grade 10 courses, Miguel's current status with regard to the graduation requirements: Language arts: 35 credits earned, 25 credits needed (must include 10 credits from literature classes); Science: 35 credits earned, 10 credits needed; Math: 35 credits earned, 10 credits needed; Social Studies: 10 credits earned, 35 credits needed (must include the course, "An Informed Electorate"); PE: 17.5 credits earned, 12.5 credits or equivalent waivers needed; Electives: 57.5 credits earned, 17.5 credits needed. Miguel needs a total of 110 more credits to graduate.

Target graduation date. 5/31/2023

Courses and activities needed to pursue the post-secondary expectations and graduate by the target graduation date. Miguel will take electives in the area of science, including Chemistry 2 and Anatomy and Physiology, to help prepare for a career in a medical field. Miguel is interested in obtaining financial support for his post-secondary education through a military commitment. He will contact a military recruiter and begin taking the ASVAB practice tests.

Course of Study Example 2: Meeting district credit requirements

What requirements does this student need to meet to graduate? Janeen needs to meet district credit requirements in order to graduate. Cedarton Community School District requires 24 credits to graduate. Students are awarded 0.25 credits for each semester of PE that is successfully completed and 0.5 credits per semester for all other courses successfully completed. Graduation requirements include: 4 years of English; 3 years of math; 3 years of science; 3.5 credits of Social Studies, including 1 semester of Topics in History, 1 year of World Studies, 1 year of U.S. History, 1 year of American Government; 1 semester of either Computer Application or Graphic Communications; 4 years of PE; 1 semester of Heath/CPR Certification; and 8.5 credits of electives.

What is this student's current status with regard to these requirements? Janeen has earned 13.5 credits toward graduation and requires 10.5 more credits. She is on track to graduate with her peers. Janeen still needs to complete the following courses in order to graduate from Cedarton High School: 4 semesters of English (2 credits), 3 semesters of math (1.5 credits), 2 semesters of science (1 credit), 1 year of U.S. History (1 credit), 1 year of Government (1 credit), 2 years of P.E. (1 credit) and electives (3 credits).

Target graduation date. 5/31/2023

Courses and activities needed to pursue the post-secondary expectations and graduate by the target graduation date. In order to pursue her post secondary goals and interests in retail business, Janeen should consider enrolling in the following semester (0.5 credit) classes from the Entrepreneurship Career Cluster: Introduction to Business, Advertising and Sales, Consumer Education, Computer Applications I, and Acting. Janeen will be provided information regarding applying for Iowa Vocational Rehabilitation Services (IVRS). She will be offered opportunities to participate in job shadowing and business tours through PreETS activities in school.

Course of Study Example 3: Middle School student

What requirements does this student need to meet to graduate? To graduate from high school, Sam will need 71.5 credits. He will need to complete 12 credits in English, 9 credits in math, 9 credits in science, 9 credits in social studies, 4.5 credits in PE, 3 credits in wellness, 1.5 credits financial literacy, and 23.5 credits in electives.

What is this student's current status with regard to these requirements? At this time Sam is an eighth grader so he has not taken classes to obtain high school credit. Sam will need to complete the 71.5 credits listed in the graduation requirements above in order to graduate.

Target graduation date. 5/31/2024

Courses and activities needed to pursue the post-secondary expectations and graduate by the target graduation date. Since Sam is in eighth grade, he has earned zero high school credits. In order to develop career interests, Sam is participating in an eighth grade careers class and will complete ICAP assessments and his 4 year plan. Of the 24 electives that Sam has yet to complete in high school, Sam may choose to take some industrial technology classes and some family consumer science classes to help him prepare for his career field and to live independently. Sam would also benefit from the driver's education course. Sam will be referred to the Iowa Vocational Rehabilitation Services counselor during his sophomore or junior year of high school.

Course of Study Example 4: Work Experience and Internship

What requirements does this student need to meet to graduate? Marc will meet the district's credit requirements for graduation (4 credits of English, 3 credits of Social Studies, 3 credits of Math, 3 credits of Science, 4 credits in physical education, one credit of Health and 16 elective credits for a total of 34 credits). The district guidelines that limit internships to 3 elective credits and work experience to 3 elective credits will be waived for Marc and he may earn 6 elective credits through internships and 6 elective credits through work experience.

What is the student's current status with regard to these requirements? Marc has earned 3 credits in English, including 1 credit for Composition (required for all students); 3 credits of Social Studies, including 1 credit of American Government (required for all students); 3 credits of Math; 3 credits of Science, including Science Inquiry (required for all students); 3 credits of PE; 1 credit of Health; and 10 credits of electives. Marc needs 8 more credits to graduate (1 English credit, 1 PE credit & six elective credits).

Target graduation date. 5/31/2022

Course and activities needed to pursue the post-secondary expectations and graduate by the target graduation date. To pursue his post-secondary expectation in the field of horticulture, Marc needs to complete internships with a yard and garden service and a greenhouse and continue his work experience at the local golf course. His course of study would be enhanced by taking Field Biology and Environmental Science as electives.

Course of Study Example 5: 4+ program

What requirements does this student need to meet to graduate? Tina will graduate based on completing district graduation credit requirements (4 credits of English, 3 credits of Social Studies, 3 credits of Math, 3 credits of Science, 4 credits in physical education, one credit of Health and 16 electives for a total of 34 credits) and successful participation in the 4+ program as outlined in this IEP. Completion of the 4+ program includes participation in 4+ program meetings and completing job searches, job shadows and internships. Tina must also meet an employability skills goal for keeping appointments, regular attendance, appropriate behavior, dress and hygiene for the workplace and communicating in a timely fashion with 4+ program staff, with a high school contact assigned to her by the district and with her internship employers.

What is the student's current status with regard to these requirements? Tina has earned enough credits to meet district graduation credit requirements. However due to her disability and unmet academic and vocational needs, the IEP team has added the additional requirement of the 4+ program. The 4+ program will begin in the fall and Tina has not completed any of its activities or requirements.

Graduation Status Note: Upon completion of the 4+ program or the determination of the IEP team that the 4+ program is no longer necessary (e.g., goals met sooner than anticipated, a change in Tina's post-secondary expectation for working, etc.), Tina will be awarded a diploma.

Graduation date: 5/31/21

Course and activities needed to pursue the post-secondary expectations and graduate by the target graduation date. Tina will participate in the 4+ program that will include activities such as job shadows, extended job internships, individual and/or small group work on specific topics related to work, researching job requirements, and practicing job search skills. She will also connect with community agencies for support services, as well as connect with her IVRS counselor.

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Goal #: _____

Goal area: _____ Domain: _____

Current Academic Achievement and Functional Performance (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards).

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Baseline (Describe individual's current performance in measurable terms using the same measurement as measurable annual goal and progress monitoring procedures).

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Measurable Annual Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance).

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Progress Monitoring procedures (State how progress toward meeting this goal will be measured, how often progress will be measured, and the decision-making rule that will be used in considering instructional changes).

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Position(s) responsible for services _____

[See attached graph](#)

Major Milestones or Short Term Objectives/Dates Expected (Required for students assessed against alternate achievement standards)	Comments/ Progress Notes /Dates Achieved

Goal #: _____

Progress Report

1 = This goal has been met.

2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.

3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.

4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.

5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

____ / ____ / ____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	____ / ____ / ____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
____ / ____ / ____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	____ / ____ / ____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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Goal area.

On the Goals tab, click “Add Goal.”

Select a goal area from the pull-down and the domain auto-fills.

When a goal area is selected this domain autofills
Reading Writing Math	Academic
Communication	Communication
Behavior	Behavior
Physical	Physical
Health	Health
Hearing/Vision	Hearing/Vision
Adaptive Behavior	Adaptive Behavior
Employability Skills Financial Literacy Health Literacy Technology Literacy	21 st Century Skills

When several different goal areas (e.g., adaptive behavior or employability skills, math or financial literacy or adaptive behavior) accurately reflect the content and the intent of the goal, any of the potential goal areas may be used.

When several different goal areas (e.g., behavior and employability skills) accurately reflect different aspects of a concern (e.g., reducing an undesirable behavior and building positive, pro-social behaviors), each may be used to develop a goal specific to those skills.

Current Academic Achievement and Functional Performance (CAAFP). Include *relevant* evaluation information from the initial or most recent evaluation, district-wide assessments, and current performance in comparison to general education peers and standards** and the functional expectations of the environments where the individual’s skills will be performed. Relevant information is directly related to the goal area and recent enough to merit consideration in developing this particular goal.

Example: *Referenced to Iowa Early Learning Standards (behavior).* Olivia, 3 years 10 months, is able to follow simple verbal directions when given verbal and visual prompts. She needs an average of 3 prompts when given a direction during a 5-minute period. Olivia does her best when there are limited distractions in her environment and given a visual cue such as a picture schedule. She is able to maintain child-initiated play for up to 5-7 minutes when it is a preferred activity. During an adult-directed activity, Olivia needs verbal prompts to stay on task and physical assistance to come back to the activity. When she is redirected or asked to complete a non-preferred task/activity, she often tantrums and becomes very upset. She displays the following behaviors in such situations: screaming, yelling, crying, hitting, kicking, and throwing toys. *According to developmental expectations and the GOLD Assessment, children of the same age are able to follow simple requests not accompanied by gestures, follow directions of 2 or more steps that relate to familiar objects/experiences, accepts redirection from adults, manage classroom rules, routines and transitions with occasional reminders and sustains work on interesting tasks and ignores most distractions and interruptions.*

Example: *Referenced to the Iowa Core (behavior).* Jarrod does not display the skills needed to establish and maintain relationships with peers and to complete work. He frequently makes remarks that are critical of the ideas and opinions of others, and only occasionally offers ideas and opinions of his own. Given work that his teachers judge to be within his skills to complete on his own, he often seeks assistance from peers and adults. Peers frequently decline to give assistance. *Based on recent observations, peers average less than one peer-directed critical remark (as defined in Jarrod’s behavior intervention plan) per class period.*

Example: *Referenced to Iowa Early Learning Standards (math).* Clay, 4 years 8 months, demonstrates delays in understanding counting, ways of representing numbers and relationships between quantities and numerals. Clay was able to verbally count to a median of 4, count objects up to 5 for 50% of the trials and demonstrate an understanding of “more, less and equal” for 50% of the trials. *The GOLD Assessment age expectations for children of the same age are to verbally count to 20, accurately count 10–20 objects, and consistently identify which part has more/less/equal.*

Example: *Referenced to the Iowa Core (reading).* Maribelle accurately decodes one and two syllable words that follow phonetic rules (e.g., cat, pretend) but has difficulty decoding unfamiliar multisyllabic words (e.g., photosynthesis). Maribelle has difficulty recognizing grade-level sight words especially when spelling and sound do not correspond (e.g., said, women). In 4th grade level text, it is hard for her to determine the meaning of words and phrases from context, identify the theme of a story or main idea of an informational text, and to draw inferences from what she reads. In 2nd to 3rd grade level text, her performance is better at identifying word meanings, themes and main ideas, but is inconsistent. Maribelle’s reading score on the 4th grade Statewide Assessments was the 9th percentile. Her peers average 140 words read per minute with 98% decoding accuracy in fourth grade materials.

** Information related to the expectations of the Iowa Early Learning Standards, the Iowa Core and Iowa Core Essential may be found here:

[Iowa Core](#), [Iowa Early Learning Standards](#), and [Iowa Core Essential Elements](#)

[Goal Page](#)

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Example: *Referenced to the Iowa Core Essential Elements (writing).* In core language arts class, Andrew's sixth grade peers are using technology/laptops to work collaboratively, to conduct research on the internet, and to produce and publish writing that are approximately three pages in length. They collaborate with the teacher and other students using collaborative technology (e.g. Google Docs). At this time, Andrew uses collaborative technology and works with others during the writing process with the facilitation of an adult. He can use the internet to access information about a topic of interest that leads to a written summary. He accesses modified books of grade level content from Tar Heel Reader (collections of modified books with images written at significantly off grade level reading). Andrew uses a talking word processor to assist with the comprehension of these text and other sources to research information. In the content areas of science and social studies, Andrew is also able to access information from grade level textbooks using Read 2 Go / Bookshare on his iPad, which provides a text reader. When researching topics, Andrew uses a graphic organizer. The graphic organizer supports language development and increases the quality of his writing. During research, Andrew identifies and places the components of his research topic within a graphic organizer. Andrew's sixth grade peers are able to write in complete paragraph format, including main idea, supporting details and a conclusion. Currently, Andrew does not independently write in full paragraph format, however, he uses a graphic organizer to support the development of writing details, supporting statements, and summarizing the topic. Andrew can produce short written summaries on researched areas (1-3 sentences) using word prediction software. The word prediction software supports Andrew's motor planning and spelling accuracy. On his iPad, he utilizes Typ-O HD to write sentences, and is able to e-mail short written products to his teacher.

Note: Ending the CAAFP statement with the data that will be compared to the baseline will make it easier for the reader of the IEP to follow the progression of items.

[Additional CAAFP examples](#)

[Page D Goal Page](#)

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Baseline. State the student's current performance on the indicator that will be used to measure progress towards the goal. The baseline, just like the goal, must be observable, measurable and specific.

- *The baseline must include a **number**!*
- *The baseline number is also the graph starting point for progress monitoring*
- *The measurement tool used to determine the baseline **must** also be the measurement tool used in progress monitoring*

Example: Maribelle reads 74 words per minute with 83% decoding accuracy in fourth grade materials.

[Additional baseline examples](#)

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Measurable annual goal. The goal represents an ambitious and realistic one-year accomplishment. The goal must address needs identified in the Present Levels of Academic Achievement and Functional Performance (PLAAFP). A well-written goal should be meaningful, measurable, able to be monitored, and useful in making decisions. The goal must include:

Conditions (when and how the individual will perform):	In 36 weeks, given a fourth grade level passage
Behavior (what the individual will do):	Maribelle will read
Criterion (acceptable level of performance):	100 words per minute with 95% decoding accuracy

The IEP must contain appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Transition skills then are designed to assist students to reach these goals. In Iowa these areas are designated as living, learning, and working. The practice of identifying appropriate measurable post-secondary goals begins with the statement of expectations and continues with determining the relationship of goals to these expectations. For example, a reading goal might be linked to an expectation to graduate from college, a math goal might be linked with an expectation that a student live (and budget) independently.

[Additional goal examples](#)

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Progress monitoring procedures. Indicate 1) how progress toward this goal will be measured, 2) how often progress will be measured and graphed, and 3) the decision-making rule that will be utilized to determine when changes to the goal or to the instructional or intervention approach *and* how the rule will be applied. ***Describe frequent and repeated measures.*** Measures must accurately assess the skills being taught and be administered with sufficient frequency for educators to be responsive to the child's needs. In most situations, data is expected to be collected and entered every two weeks unless the IEP specifies a different period of time between data points. Considerations regarding the frequency of monitoring include:

- Frequency of service is less than once every two weeks
- Measures are not sensitive to change every two weeks
- Data collection every two weeks does not align with the service delivery model
- The potential need for more frequent progress monitoring when rapid changes to instruction or intervention may be necessary (e.g., adjustments to services and supports driven by a behavior intervention plan).

NOTE: The baseline and goal criterion *must* have the *same* numeric measurement and the evaluation procedures *must* correspond to that measurement.

Good alignment: Baseline: Suzy is on-task 62% of the time. Goal criterion: Suzy will be on-task 90% of the time. Evaluation: Weekly, structured classroom observations.

Bad alignment: Baseline: Suzy is on-task 62% of the time. Goal criterion: Suzy will complete 95% of her assignments on time. Evaluation: Test grades.

[Additional Examples of Progress Monitoring](#)

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Position(s) responsible for services. Responsible person(s) may include special education teacher, social worker, school psychologist, parent, work experience coordinator, etc. (use **titles**, not names as specific staff could change while the IEP is in effect).

See attached graph. Obviously, data must be collected on all goals. Visual displays facilitate both decision-making and communication. The use of a graph or other visual representation of student data and the targeted level of performance is **required**! Data collection and entry must be completed as specified in the IEP.

The Web IEP allows the uploading of Associated Files (e.g., an Excel file with a graph or chart). If forms of visual display other than the Web IEP are used, data collection and entry must be completed as specified in the IEP and the graph must be uploaded as an associated file to the Web IEP as often as progress reports are provided to parents (e.g., at the end of each quarter, tri-semester, etc.). However, use of the Web IEP graphing option is strongly encouraged!!!

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Short-term objectives or major milestones. Short-term objectives or major milestones are required *only* for students who will be assessed using alternate achievement standards (i.e., student who will have the alternate assessment).

Short-term objectives or major milestones *may* be written for other students. **Keep in mind**, that even if short-term objectives or major milestones are written, the goal itself must be measurable. It is **not permissible** to write “Joey’s reading skills will improve” in combination with measurable objectives or measurable milestones.

Short-term objectives. Short-term objectives are the skills the student needs to acquire or be able to perform in order to reach his/her goal. For the goal “In 36 weeks, James will purchase ten grocery store items from a written list with 100% accuracy”, short-term objectives might be:

By November 1, James will read orally the names of 50 items in the grocery store where his family shops from a written list with 100% accuracy

By December 15, James will locate 50 items in the grocery store where his family shops from a written list with 100% accuracy

By February 15, James will select ten items from a grocery list, place them in the cart and take them to the checkout lane and place them on the conveyor belt with 100% (30 of 30 steps) accuracy

By April 15, James will give the grocery store clerk sufficient money to make a ten item purchase with 100% accuracy (sufficient money on 10 of 10 trials)

Major milestones. Major milestones are sequentially written, logical, task-analyzed components of the annual goal. For the annual goal “In 36 weeks, given a fourth grade level passage Maribelle will read 100 words per minute with 95% decoding accuracy” major milestones might be:

By November 1, Maribelle will read 80 words per minute with 90% decoding accuracy

By January 1, Maribelle will read 80 words per minute with 95% decoding accuracy

By March 1, Maribelle will read 90 words per minute with 95% decoding accuracy

By May 1, Maribelle will read 100 words per minute with 95% decoding accuracy

Dates expected. Include the dates of expected accomplishment in the statement of each milestone or objective.

[Additional short-term objective examples](#)

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Comments, progress notes, dates achieved. (41.320(1)d) Update this information at least as often as you would prepare a parent report.

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Progress report. An eligible individual's parents must be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of

1. Their child's progress toward the annual goals; and
2. The extent to which that progress is sufficient to enable the eligible individual to achieve the goals by the end of the year.

NOTE: If the method chosen to fulfill this requirement is updated goal pages, complete this section and provide to the parents.

NOTE: If the method chosen to fulfill this requirement is a "report card," include a copy of the report card in the student's school records.

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Baseline examples

- When asked to orally read a 200-word passage from her world history textbook, Mariah reads at an average rate of 82 words per minute with 96% accuracy in word identification and 70% comprehension on a 10 question probe.
- When given toys/objects, Milo performs five actions with them (shake, roll, bang, throw, push). He does not combine actions into a functional play sequence with the toys/objects.
- Mei Li can write a five-sentence paragraph using both simple and compound sentences. She scores an average of 25/50 on the district's writing rubric.
- Currently John, on average, is missing 90 minutes a week of classroom instructional time due to physical and verbal aggression.
- Currently, Tyrone is following teacher directions with one verbal redirection/reminder 20% of the time.
- Mike correctly completes 6 out of 10 comprehension probes at the 6th grade level.

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Measurable Annual Goal examples

- In 36 weeks, given a 200-word passage from her world history textbook, Mariah will read at an average rate of 125 words per minute with 99% accuracy in word identification and 90% comprehension on a 10 question probe.
- In 36 weeks, given the opportunity to play with 6-8 different toys/objects, Milo will spontaneously link four discrete actions according to the toys/objects intended functions three times per observation period across five consecutive play times.
- In 36 weeks, when met with a frustrating situation that causes John to feel angry, he will engage in school appropriate behaviors which will result in him missing no more than 30 minutes a week instruction time.
- By October 31, 2011, when given a direction with no more than one additional verbal reminder given as needed, Tyrone will follow the direction 80% of the time.
- By September 27, 2011, when given comprehension probes at the 7th grade level, Mike will successfully answer 8 of 10 probes.

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Evaluation Procedures examples

- Once a week, Mariah will orally read a 200-word passage from her world history textbook into a tape recorder and complete a ten-question probe. The teacher will calculate words per minute and percent of word identification from the tape and score the probe. Instructional changes will be considered when four consecutive data points fall below the aimline.
- During two randomly selected playtimes per week, Milo's play with toys/objects will be observed by the classroom aide. The aide will record the number of actions Milo performs and note any spontaneous links of discrete actions. Instructional changes will be considered when four consecutive data points fall below the aimline.
- Mei Li's weekly writing samples will be scored using the district's writing rubric. Instructional changes will be considered when Mei Li's trendline (based on at least seven data points) does not project meeting the annual goal.
- John's progress will be monitored through daily behavioral observations and records. Behavior intervention plan changes will be considered when John's trendline (based on at least seven data points) does not project meeting the annual goal.
- Tyrone's progress will be monitored through teacher observation and tally records. Instructional changes will be considered when four consecutive data points fall below the aimline.
- Weekly, at least one comprehension probe will be assessed. Instructional changes will be considered when Jan's trendline (based on at least seven data points) does not project meeting the annual goal.

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Short-term Objective examples

- In nine weeks, given the opportunity to play with four to five different toys/objects, Milo will spontaneously link two discrete actions according to the toys/objects intended function three times per observation period across five consecutive play times.
- In 18 weeks, given the opportunity to play with four to six different toys/objects, Milo will spontaneously link three discrete actions according to the toys/objects intended function three times per observation across five consecutive play times.
- In 27 weeks, given the opportunity to play with five to seven different toys/objects, Milo will spontaneously link three discrete actions according to the toys/objects intended function three times per observation period across five consecutive play times.

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Special Education Services

Indicate the special education and related services, supplementary aids and services, based upon peer-reviewed research to the extent practical, that will be provided in order for this individual: 1) to advance appropriately toward attaining the annual goals; 2) to be involved and progress in the general curriculum; 3) to be educated and participate with other individuals with disabilities and nondisabled individuals; 4) to participate in extracurricular and other nonacademic activities; and 5) by age 14, to pursue the course of study and post-high school outcomes (living, learning & working).

Services

Service Name: _____ minutes per: _____

In general education setting: _____ In special education setting: _____

[Service description] _____

Activities/Supports

Activity or Support Name: _____

Time and frequency provided:

Begin date: ____ / ____ / ____ Provider: _____

[Activity/Support description] _____

Future Services

Future Service Name: _____

Start Date: _____

Provider: _____

Total Time: _____

Time removed from general education per day: _____

[Future service description] _____

Agnes three to five, including kindergarten

Minutes in School Day: _____ Total minutes removed from general education per month: _____

LRE: Removal from General Education: _____% plus Time in General Education: _____% = 100%

EC Code: _____ Regular EC program min./month: _____

Special Ed. Program min./month: _____

Age six and above

Minutes in School Day: _____ Total minutes removed from general education per month: _____

LRE: Removal from General Education: _____% plus Time in General Education: _____% = 100%

Special education services, activities and supports. The IEP must identify and clearly describe *all* services, activities and supports that are committed to or on behalf of an eligible individual. ***Do not*** include program-level supports that are routinely available to all eligible individuals (e.g., LEA or AEA professionals who are available for consultation). For students 13-21, refer to the AEA Special Education Procedures Manual for more information.)

Occasionally, parents provide a service, activity or support (e.g., specialized transportation, parentally-owned communication device, etc.) that would otherwise be provided by the school district or AEA. The parties (district and parents or AEA and parents) may agree to but are not compelled to agree to such an arrangement. For example:

- The public agency may ask the parents to provide a service, activity or support for reimbursement; the parents may decline and the district must make other arrangements.
- The public agency may ask the parents or the parents may offer to provide a service, activity or support for reimbursement; if the parties agree, the parents and public agency may negotiate reimbursement.
- The parents may offer to provide a service, activity or support without reimbursement.

The F and G pages of the IEP document commitments of school districts and AEAs for and on behalf of an eligible individual. If parents provide a service, activity or support ***for reimbursement***, document this on Page F or G; if parents provide a service, activity or support ***without reimbursement***, do not document this on Page F or G. The team may wish to note the parents' actions in "Other Information."

Example: A child requires transportation in a vehicle with a wheelchair lift.

Parents provide transportation ***without reimbursement***.

On Page G: Are specialized transportation services required that are related to the disability? [] Yes [X] No

Other Information: Jess requires transportation in a vehicle equipped with a lift. Her parents will provide transportation without reimbursement from the district.

Parents provide transportation ***for reimbursement***.

On Page G: Are specialized transportation services required that are related to the disability? [X] Yes [] No
Check "Specially Equipped Vehicle"

On Page F: Describe the Transportation service (Jonah requires transportation in a vehicle equipped with a lift. His parents will provide transportation and will be reimbursed by the district).

If the parents provide a service, activity or support, with or without reimbursement, the district must have a means to provide the service, activity or support at times when the parent cannot.

In the Web IEP program, "services" and "activities and supports" are entered on separate sub-tabs on the "F" tab.

Services. Services imply a regular, purposeful, ongoing set of actions delivered to or on behalf of a student over time. The systematic nature of a described service is reflected in the number of minutes and frequency, the setting where services are provided and the persons responsible.

When a service is directly required for the accomplishment of a goal (e.g., specially designed instruction for a math goal; a speech/language services for a communication goal, etc.) service providers or educators directing paraprofessional services must be identified as the provider or collaborator for the IEP goal.

[Page F](#)

[Services](#) definitions

[Services Web IEP entry](#)

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Activities and supports. Activities and supports are events, tasks or things provided to or on behalf of an eligible individual in order for the individual to take advantage of, or respond to, educational programs and opportunities. Activities and supports are less regular or systematic than services and do not require an ongoing designation of minutes in settings or monitoring of progress towards goal attainment.

[Page F](#)

[Activities and Supports definitions](#)

[Activities and Supports Web IEP entry](#)

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Distinguishing between services and activities and supports. If the nature of an action seems as if it might be characterized as either a “Service” or an “Activity or Support,” apply these guidelines for what a service is:

*Services are **regular*** – “regular” means scheduled and occurring monthly or more often.

*Services are **ongoing*** – “ongoing” means for the duration of the IEP.

Exception to ongoing. *Specially designed instruction* is always a service. Occasionally, due to a student’s course of study and the availability of classes within a school’s schedule, there may be a school term (quarter, trimester, semester) during which no specially designed instruction is provided. If the IEP includes specially designed instruction for any period of time covered by the IEP, describe this on the Services or Future sub-tab.

Activities and supports are actions that do not meet these guidelines.

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Future services. All services, activities and supports that will be provided while the IEP is in effect (usually one year) must be described. Services, activities and supports that will begin on the IEP’s start date are described on the Services and Activities tabs. Services, activities and supports that will begin more than 30 days after the start date of the IEP are described here, on the Future tab. Follow the text prompts to assure that information is complete.

Future services, activities and supports will not automatically roll over and become “live,” nor will they be used to calculate LRE. If it is necessary to move a future service to the Services or Activities tab, use the amendment process.

To move a future service to the Services or Activities tab, complete an amendment or a review or reevaluation IEP. When possible, secure parent consent beforehand for an amendment without a meeting – moving information is not changing information.

Once you have manually moved the future services to the Services or Activities tab, use the red **x** on the Future tab to remove the service.

[Future Services Web IEP entry](#)

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Web IEP Service entry (F tab, Services sub-tab). Select a service from the pull-down menu (see [Definitions](#))

- Start date for new services defaults to the meeting date, but is editable. Rolled over dates come from the IMS for existing services are not editable. Note the correct start date in the description.
- Identify the service provider (only the provider's position prints).
- Specify the number of minutes of service per day, week or month.
- Indicate if the child will be removed from education with nondisabled peers to receive any of the service.
- If there is direct removal, specify the amount of removal per day, week or month.
- Describe the service in a manner that passes the "Stranger Test" – that is, if the child enrolled at a new school, would teachers and/or support professionals there understand the child's needs and know what to do?
 - Terms such as *consultative*, may be used only if the description makes clear the commitment of services.

Example: Consultative occupational therapy services will be provided to Sheree's special education teacher and to her parents. Weekly contacts (approximately 20 minutes each) will be made with both parents and teachers for the first two months of the IEP with monthly contacts after that.

Removal from general education settings.

No direct removal. When special education time for the selected service is spent entirely in environments that are available to eligible individuals *and* nondisabled peers, there is no direct removal. This includes team taught classrooms and instruction involving mixed groups of students with disabilities and nondisabled students, time in community experiences such as work placements and instruction in community use *and* courses and activities that are open and available to all students, *regardless of the actual make-up of the group.*

Yes, direct removal. When *any* special education time for the selected service is spent in environments that are *only* open and available to eligible individuals, there is direct removal. Time spent in individual services in a therapy room, instruction in a special education classroom or in a special school designed for and available to only disabled peers would count as removal. If all the special education students in a class receive physical education at the same time and eligible individuals are the only students the class is made available to, the gymnasium or playing field is a special education environment and the PE class time is removal time. Education in a workshop or training facility in the community which serves *only* clients with disabilities is removal.

Web IEP Activities and Supports entry. Select an activity or support from the pull-down menu (see [Definitions](#)).

- Specify the time and frequency for the activity or support. Both “time” (e.g., minutes, hours, etc.) or the condition under which the activity or support will occur (“All timed tests”) are permissible. Terms such as *episodic* or *intermittent* may be used only if the description of the activity or support makes clear the commitment to or on behalf of the individual.

Example: Time and frequency: Episodic

Description: Robert will be provided with short-term counseling (two to three contacts, 30 minutes each) following any office referrals for disruptive classroom behavior. The counselor will reinforce/re-teach self-control approaches Robert has learned in the past.

- Identify the service provider and position.
- Describe the activity or support in a manner that passes the “Stranger Test” – that is, if the child enrolled at a new school, would teachers and/or support professionals there understand the child’s needs and know what to do?

Assistive Technology and Accessible Instructional Materials Guidance

1. If the team determines that assistive technology is required, **Assistive Technology on Tab B** is checked.

IEP Overview - Page B - Considerations

Family	CF	A	B	Goals	F	G
--------	----	---	----------	-------	---	---

Considerations

☒ Yes, assistive technology is needed and will be addressed in this IEP.

☐ No, assistive technology is not needed

- This item is checked for **any** assistive technology service, device or equipment, regardless of the category (e.g. communication, mobility, organization, hearing, writing, reading, etc.).
2. If **Assistive Technology on Tab B** is checked, then *one or more of the following items **must be checked** on Tab F*.

IEP Overview - Page F (Services)

Family	CF	A	B	Goals	F	G	H	I	Forms	RSD
--------	----	---	---	-------	----------	---	---	---	-------	-----

- **Assistive Technology Service (AT – Tab F, Services sub-tab):** Services of an assistive technology provider that promote accomplishing a technology literacy goal, **and/or**
- **Assistive Technology Devices (Tab F, Activities sub-tab):** any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability *except* a medical device that is surgically implanted (these are excluded by *Rule*), **and/or**
- **Assistive Technology Support (Tab F, Activities sub-tab):** *Short definition* – support for selection and purchase; short-term training of students and school personnel in the use and maintenance of assistive technology; follow-up training, trouble-shooting and support.

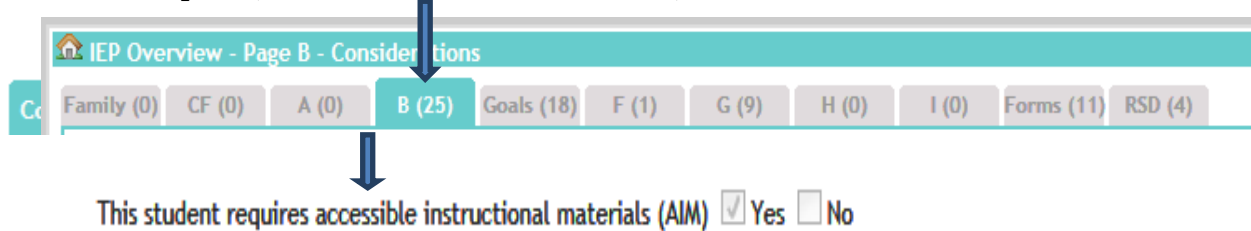
Full definition – support for selecting, purchasing, leasing, or otherwise acquiring assistive technology devices or equipment; support for designing, fitting, customizing, adapting, applying and maintaining assistive technology devices or equipment; support for coordinating and using other therapies, interventions, or services with assistive technology devices or equipment; short-term training or technical assistance for a student, his or her family, professionals, employers or other individuals who are substantially involved in the major life functions of the student.”

3. If Assistive Technology Service (AT) is chosen for a student:
 - Choose “Technology Literacy” for the Goal Type (Goals Tab).
 - Provide service information on Tab F (provider, time, yes or no to removal, description).

Note: *The determination of the personnel who may provide assistive technology services and assistive technology activities and supports is made by each AEA in collaboration with their school districts.*

Accessible Instructional Materials (AIM)

If AIM are required, this should be checked on Tab B, Consider Tab.



IEP Overview - Page B - Considerations

Co Family (0) CF (0) A (0) **B (25)** Goals (18) F (1) G (9) H (0) I (0) Forms (11) RSD (4)

This student requires accessible instructional materials (AIM) ☒ Yes ☐ No

On Tab F, Activities sub-tab, select “Accessible Instructional Materials” from the “Select Category” pull-down.



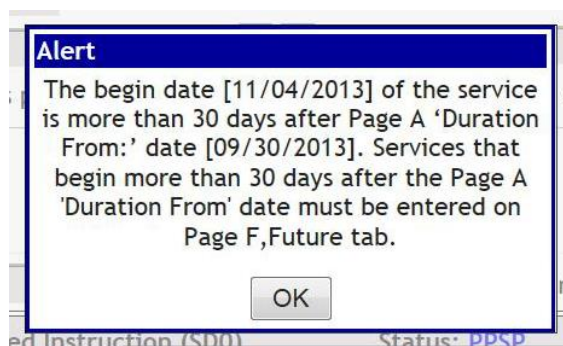
Services **Activities** Future

- List materials and media and the support needed for them. This could be a repetition of some information included in the description of Assistive Technology Support.
- Include information related to required AIM and activities related to participation in nonacademic or extracurricular activities.

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Web IEP Future Services entry. If you enter a service begin date too far in the future, you will see this message:



Click on the “Future” sub-tab, select a service and click the “Add” button.

The text box that appears has these prompts:	
Start Date:	Specify the start date for the selected service.
Provider:	Identify the service provider <i>by position</i> (e.g., Special Education Teacher).
Total Time:	Specify the number of minutes of service per day, week or month.
Time removed from general education per day:	If there is direct removal, specify the amount of removal per day. “0” may be entered.
Description:	Describe the service in a manner that passes the “Stranger Test” – that is, if the child enrolled at a new school, would teachers and/or support professionals there understand the child’s needs and know what to do?

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EC (Early Childhood) Worksheet (Page F): At the date of the IEP meeting, if a child is 3-5 years old (including Kindergarten), an EC Worksheet will be required. The EC Worksheet determines the EC Setting Code.

On IEPs requiring the EC Worksheet, the service minutes must be documented ***per month***.

Click on the EC Worksheet button – *available only if the child is three to five years old* – to access the Worksheet.

Background

Early childhood setting codes are utilized to document the environments in which children ages 3 through 5, including 5 year olds in kindergarten, participate. Setting codes are based on multiple factors that include the following:

- The type of programs a child attends;
- The amount of time child attends regular early childhood program;
- The percent of special education services a child receives in a regular early childhood program; and
- The setting where the child receives special education services.

The early childhood setting code is populated from the Early Childhood Setting Code Worksheet. The worksheet is accessed on Page F by clicking the EC Worksheet button. The answer to the question below will determine what further information is required.

Does this child attend a Regular Early Childhood Program, including kindergarten? ? ☐ Y ☐ N

Note: A Regular Early Childhood Program is defined as a program, including kindergarten, with at least 50% peers NOT on an IEP.

A Regular Early Childhood Program is defined as a program that at least 50 percent of the children are **NOT** on an IEP for special education instructional and/or support services. The program does **NOT** need to be where any of a child's special education services are provided. Therefore, the program is not required to meet program standards to be considered as a Regular Early Childhood Program in which the child attends in order to answer "Yes" to the question above. **Please Note:**

- The Regular Early Childhood Setting includes more than preschool programs operated by a district (e.g., child care center, community preschool, Head Start, Statewide Voluntary Preschool and kindergarten).
- If a child attends a Regular Early Childhood Program for any time during the week that would be considered a typical school day (e.g., Monday – Friday, 7:30 – 3:30), the answer to the question is "Yes".
- If a child does NOT attend a Regular Early Childhood Program, the answer to the question is "No".
- If a child does not attend a Regular Early Childhood Program at any time, then the Early Childhood Setting Code is determined by the setting where the child receives special education instructional and/or support services.

If the answer is “Yes” – the child attends a Regular Early Childhood Program – you will need to enter the Minutes Per Week the child attends the Regular Early Childhood Program.

If the child is attending a regular early childhood program, the Early Childhood Setting Code is determined by the number of hours per week a child participates in a regular early childhood program and the setting where the majority of special education services are provided.	
MINUTES PER Week the child attends the Regular Early Childhood Program, <u>including kindergarten?</u> *(cannot exceed 2,400 minutes per week; 480 minutes per day)	<input type="text"/>
TOTAL HOURS PER WEEK in a Regular Early Childhood Program *(cannot exceed 40 hours)	<input type="text"/>

If the answer is “No” – the child does not attend a Regular Early Childhood Program – you will need to select the setting or location where the child is receiving special education services.

If the child is not attending a regular early childhood program and attends a special education program, the Early Childhood Setting code is determined by the special education program where the child receives special education services.	
Does the child attend one of the following special education programs? If yes, mark the appropriate setting:	
<input type="checkbox"/>	A special education class. (C1)
<input type="checkbox"/>	A special school. (C2)
<input type="checkbox"/>	A residential facility. (C3)
If the child is not attending EITHER a regular early childhood program OR a special education program, the Early Childhood Setting code is determined by the setting where the child receives the majority of special education services.	
Which one of the following describes the setting the child receives the majority of special education services?	
<input type="checkbox"/>	Home. (D1)
<input type="checkbox"/>	A service provider location or some other location. (D2)

Definitions:

A special education class: Special education services provided within a classroom comprised of more than 50 percent of the children are on an IEP (includes any child receiving special education instructional and/or support services).

A special school: Special Education services provided within a separate school (e.g., Iowa School for the Deaf Day Program).

A residential facility: Special education services provided within a residential facility (e.g., Iowa Braille School residential placement, all educational services provided on the IBS campus with no non-disabled peers).

Home: Special education services provided in the child’s home.

A service provider location or some other location: Special education services are provided within a service provider location or other location such as an AEA office or a designated room for AEA Support Services in an elementary school/building (includes support services such as OT, PT, or Speech etc.).

Note. If the child receives the same number of minutes of special education services in the home and service provider/other location, check “Home” as the setting.

The EC Code will display once page F is complete.

Special Education Services, continued**Are extended school year ([ESY](#)) services required?**☐ Yes ☐ No**If yes, specify the goals that require ESY services and describe the services. If no because ESY needs cannot be determined at this time, specify when ESY consideration will occur.**.....
.....**Are [specialized transportation](#) services required that are related to the disability?**☐ Yes ☐ No**If yes, describe.**☐ Special route (outside normal attendance area or transportation not typically provided based on distance from school)☐ Attendant services☐ Specially equipped vehicle☐ Other _____**[Physical Education](#):**☐ General☐ Modified— describe below☐ Specially designed— requires goal(s).....
.....**Will this student participate in [district-wide assessments](#) (DWA)?**☐ Yes ☐ No**How will this individual participate in district-wide assessments for [Adequate Yearly Progress \(AYP\)](#)?**☐ Standard assessments (Statewide Assessments)☐ Iowa's Alternate Assessments (Dynamic Learning Maps)**If this student will participate in the standard assessments (Statewide Assessments):****The standard assessment will be given:**☐ with accommodations ☐ without accommodations**If [with accommodations](#), describe accommodations necessary to measure academic achievement and functional performance**.....
.....**If this student will participate in [Iowa's Alternate Assessment's](#): Why can't the individual participate in the general assessment?**.....
.....**Why is this alternate assessment appropriate for this student?**

.....

[Non-AYP district-wide assessments](#) will be given:☐ with accommodations☐ without accommodations☐ through an alternate assessment**If [with accommodations](#), describe accommodations necessary to measure academic achievement and functional performance**.....
.....**If alternate methods will be used for non-AYP assessments: Why can't the individual participate in the general assessments?**.....
.....**For each alternate, non-AYP district-wide assessment: How will the individual be assessed and why is this alternate assessment appropriate for this student?**.....
.....

Additional Considerations

Will this individual receive [all special education services in general education environments](#)?

☐ Yes ☐ No

If no, explain:
.....
.....

Will this individual participate in [nonacademic activities](#) with nondisabled peers and have the same opportunity to participate in extracurricular activities as nondisabled peers?

☐ Yes ☐ No

If no, explain:
.....
.....

Will this individual attend the [school he or she would attend if nondisabled](#)?

☐ Yes ☐ No

If no, explain:
.....
.....

Will this individual attend a [special school](#)? If yes, attach responses to the special school questions.

☐ Yes ☐ No

Progress reports

Parents: You will be informed of your child's IEP progress _____ times per year. You will receive:

- ☐ An IEP report with report cards and progress reports ☐ Updated copies of the IEP goal pages
☐ Other:

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Are extended school year (ESY) services required?

- Document the decision of the IEP team (yes or no);
- Identify the goals to be addressed through ESY services by number or goal area (e.g., Goals 1 and 4; Self-help and Community use); and
- Briefly describe ESY services: (e.g., Occupational therapy 60 minutes per month; Instruction in community use, 3 hours per week, etc.)
- Complete the *Extended School Year (ESY) Services* form

NOTE: If the IEP team is unable to make an ESY determination at the time of the meeting (e.g., additional progress monitoring data is needed), a) indicate “No,” b) describe the time of or circumstances of a meeting to discuss ESY.

Examples: The team will meet in the spring to discuss ESY if Jen has not reached 80% of the annual goal by April 15.

The team will convene in March to discuss ESY.

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Are specialized transportation services required that are related to the disability?

- Document the decision of the IEP team (yes or no).

Note: For a “yes” response, describe the specially designed transportation on Page F.

- Check or describe the specialized transportation. More than one item may be checked.
 - Special route: A student is transported to an attendance center different from the student’s domicile building, or a student is transported to school for a reason related to the disability even though a nondisabled student living the same distance from school would not receive transportation services.
 - Attendant services: An assistant or aide is required to provide physical assistance, ensure student safety, or to manage the student’s behavior.
 - Specially equipped vehicle: A bus with a wheelchair lift or other special equipment is required to transport the student.

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Physical Education.

- The Web IEP allows a single selection. The IEP team indicates the option (general, modified, or specially designed) that requires ***the greatest degree of individualization for any or all*** of the student’s physical education program. If modified or specially designed PE is required for some, but not all activities, the description of PE must delineate which activities require modification or special design and which do not. For example:

Modified (description on Page G). Teresa is able to participate in most general PE activities. However, Teresa’s warm up routine is individualized and designed in collaboration with the physical therapist and fitness exercises are individualized. Equipment must be non-latex

Modified (description on Page G). Joshua requires the following modifications during all PE activities: paraeducator support for safety and success due to visual impairment and head injury; soft equipment and a designated “safe” area for skill practice

Modified (description on Page G). David will change into his physical education attire in the privacy of a bathroom, and will not change in the locker room.

Modified (description on Page G). Gina participates in physical education activities with same-age peers using mobility aides (walker, mobile stander) and switch activated equipment for archery, golf, basketball shooting, and volleyball serving.

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Modified (description on Page G). Nate attends general physical education with peers DAILY which provides him increased practice and skill repetition necessary to make progress in the general curriculum.

Specially designed (description on Page F). Jose’s entire PE program is specially designed. He requires activities that emphasize functional fitness (body support, transition in and out of positions,) and lifetime recreational activities. He requires paraeducator support, small group setting and individualized instruction with adapted materials to maintain personal strength

Specially designed (description on Page F). Tara will participate in general PE activities with age peers. She requires modifications in the general setting for endurance activities, needing frequent rest time, reduced number of repetitions or less weight. When the typical activity requires the propulsion of a large ball(s) (volleyball, basketball, soccer ball, football) Tara’s participation must be specially designed with assistive technology.

- If PE is “specially designed,” PLAAFP and CAAFP information must support the need, a goal is required and a description of services should appear on Page F.

Participation in district-wide assessment.

Yes is selected for any student enrolled in a school district program, including: children enrolled in a voluntary four year-old program, regardless of location or provider; children enrolled in an early childhood special education program; and dually enrolled or shared-time students.

- If “yes” is selected, the Web IEP will display this question, “Is the IEP team considering the Iowa’s Alternate Assessments for this student's AYP assessment?”
- If this question is answered “yes,” the IEP team must address the Alternate Assessment Eligibility Guidelines.

No is selected for preschool children who receive AEA support services, only, and for students incarcerated in an adult correctional facility.

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AYP Assessments. District-wide assessments include assessments given as a part of the state accountability system for Adequate Yearly Progress (AYP). Iowa’s AYP measures are the Statewide Assessments and Iowa’s Alternate Assessments (Dynamic Learning Maps). Indicate how the student will participate. See the procedures manual for a more thorough discussion of IEP team decision making regarding assessments for AYP.

If AYP assessments **will not** be administered during the year while the IEP is in effect **for whatever reason** (student grade level, shared-time nonpublic or dually enrolled competent private instruction students who are not required to take specific assessments), indicate how the student would participate **if** assessments were administered.

Students with disabilities may participate without accommodations, with accommodations, or through the state alternate assessment. Indicate the IEP team’s determination.

English language learners (ELLs). If an ELL who has not been in US schools for a full academic year will be taking an English language proficiency assessment in lieu of the AYP reading assessment, indicate “Standard assessment.”

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Accommodations. Describe accommodations if “With accommodations” was chosen.

Examples: “All items except reading test items will be read to Jorge”

“Joshua may read items aloud”

“Mara will state her selection (a, b, c, or d) and it will be recorded by an adult”

“Petra will be allowed 10 extra minutes for the math calculation test”

NOTES: General. Accommodations may not change what’s being assessed, and must follow the directions of the specific assessment tool regarding allowable accommodations.

Correspondence to classroom accommodations. Accommodations for assessments generally correspond to accommodations given for classroom tests. For example, if extended testing time is not given for classroom tests, the IEP team would need a sound reason to provide this accommodation on district-wide assessments.

Eligible individuals who are English language learners (ELLs). An eligible individual who is also an ELL may be eligible for assessment accommodations due to his or her ELL status (e.g., provision of an English/native language word-to-word dictionary). ***ELL personnel*** typically make these determinations. However, if the same accommodation has conflicting guidance for ELLs and students with disabilities, the guidance for students with disabilities takes precedence. Document any language-support accommodations will be provided on districtwide assessments that are ***different from*** accommodations that will be provided due to disability in the “Other information” section of the PLAAFP.

ELL students with significant cognitive disabilities.

- ELL students with significant cognitive disabilities are required by law to participate in the ELPA21 assessment. The IEP team may exempt the reading domain, if it is not accessible to the student.
- If any of the accessibility features of the ELPA21 assessment are required for the student to access and participate in the assessment, then these accessibility features must be documented as accommodations on the IEP.
- The IEP team, with the participation of (preferred) or input from, the ELL teacher, determines testing accommodations.

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Iowa’s alternate assessments. In order to choose “Iowa’s Alternate Assessments (Dynamic Learning Maps),” the child must be eligible for these assessments. See [eligibility guidelines](#).

If the IEP team chooses “Iowa’s Alternate Assessments,” state: 1) why the student cannot participate in the general assessment, and 2) why the alternate assessment is appropriate for the student.

Example: Why the student cannot participate in the general assessment. The general assessment does not afford sufficient and appropriate means for Barbara to demonstrate her skills.

Why the alternate assessment is appropriate for the student. Based upon Barbara’s communication, academic and adaptive behavior needs, she requires substantial instructional supports and accommodations. Being educated and assessed within the alternate achievement standards of the Iowa Core provides Barbara with access to multiple appropriate means of learning and multiple appropriate opportunities to demonstrate her learning.

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Alternate Assessment Eligibility Guidelines

The criteria for participation in Iowa's Alternate Assessments (Dynamic Learning Maps) reflect the pervasive nature of a significant cognitive disability. When IEP teams select the alternate assessment, Iowa's Alternate Assessments are the only option for all subject content areas assessed.

Students who participate in Iowa's Alternate Assessments **will not** participate in the Statewide Assessments.

The factors listed below **are not** allowable (or acceptable) considerations for determining participation in Iowa's Alternate Assessments. *Even if one or more of the following are true of a student, they may not be the determining factor(s) for deciding that a student will participate in the Alternate Assessments:*

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment or instructional setting
- Percent of time receiving special education
- English Language Learner (ELL) status
- Low reading level/achievement level
- Anticipated student's disruptive behavior
- Impact of student scores on accountability system
- Administrator decision
- Anticipated emotional duress
- Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

In order for an individual to be eligible for Iowa's Alternate Assessments, *all of the following questions must be answered "yes" by the IEP team:*

- **Does this student have a significant cognitive disability?** Student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
- **Does this student receive instruction on the Iowa Core Essential Elements which are aligned to the Iowa Core Standards but are of reduced breadth, depth, and complexity?** Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Iowa Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.
- **Does this student require extensive, direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum?** The student a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

Non-AYP district-wide assessments. Students with disabilities are expected to participate in *all* district-wide assessments. A districtwide assessment is an *achievement or performance measure* that is *required by the local school district*, and is *given to all students in a district in a particular grade*.

Indicate how the student will participate in non-AYP assessments (with accommodations, without accommodations, through an alternate assessment). If no non-AYP assessments will be administered during the year while the IEP is in effect *for whatever reason* (student grade level, shared-time nonpublic or dually enrolled competent private instruction students who are not required to take specific assessments), *indicate how the student would participate if assessments were administered*.

When a student cannot meaningfully access a non-AYP district-wide assessment, even with accommodations, an alternate assessment must be used. An “alternate” in the context of non-AYP district-wide assessments means a process of evaluation that accomplishes the same purpose. If the response to the Tab G item, “Non-AYP district-wide assessments will be given ...” is “Through an Alternate Assessment” additional information will be required.

If alternate methods will be used for non-AYP assessments: Why can’t the individual participate in the general assessments?

A response to this question might be something like, “Standard tests and materials do not allow this student to respond in a meaningful or timely way, even with accommodations.”

For each alternate, non-AYP district-wide assessment: How will the individual be assessed and why is this alternate assessment appropriate for this student? Examples:

Vocational interest assessments. The IEP processes used to identify Carmine’s strengths, interests and preferences and to establish a post-secondary expectation for working will be used in place of the vocational interest tests that are taken by 10th graders. The IEP processes take into account multiple data sources and accommodate for Carmine’s mode of communication.

K-2 Early Literacy. The Dynamic Learning Maps K-2 Literacy alternate assessment will be used to meet the Early Literacy screening and progress monitoring requirements. This assessment has been state-approved for children with significant cognitive disabilities.

Grade 3 Early Literacy. Iowa’s Dynamic Learning Maps Grade 3 English Language Arts alternate assessment will be used to meet the Early Literacy screening and progress monitoring requirements. This assessment has been state-approved for children with significant cognitive disabilities.

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Additional Considerations. Consider the following LRE requirements:

- To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled;
- Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily;
- School districts ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services (including, instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions);
- The child’s placement is as close as possible to the child’s home;
- Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;
- In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

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Will this individual receive all special education services in general education environments? IDEA's LRE principle is intended to ensure that a child with a disability is served in a setting where the child can be educated *successfully*. Consider supplementary aids and services that, if provided, could facilitate the student's placement in the regular classroom setting. Following that consideration, if a determination is made that a student cannot be educated satisfactorily in the regular educational environment, even with aids and services, that student could be placed in a setting other than the regular classroom. If the answer to this item is "No", provide the team's rationale.

Key considerations include:

- 1) Aids and services that would overcome obstacles to education in the general education environment must be considered.
- 2) Decisions are made by IEP teams for a student based on the student's unique needs and circumstances.
- 3) A valid rationale will focus on the need for education in a different educational environment to ensure *success* for the individual.
- 4) A growing body of research suggests that students with disabilities educated in the general education settings acquire skills at a rate equal to or greater than students with disabilities educated in special education settings.
- 5) If the child's behavior in the regular classroom, even with the provision of appropriate behavioral supports, strategies or interventions, *would significantly impair the learning of others*, the IEP team may consider other placement options.
- 6) Just as a student's behavior could be disruptive to instruction, the provision of a service (e.g., individualized speech or occupational therapy services) in the general education setting could impair the learning of other students.
- 7) Potential harmful effects on the student might include consideration of the student's sensitivity to being singled out or the student's willingness to participate in special education services provided in the general education setting.
- 8) A service may carry an expectation of privacy and confidentiality (e.g., counseling, health procedures).

[Examples](#)

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Will this individual receive all special education services in general education environments?

Examples: The adaptations of content and delivery of instruction that CeCe needs require direct instruction by a special educator in order for her to progress in the general curriculum. Efforts to adapt content and delivery of instruction in the general education setting (e.g., adapted materials and assignments, extra teacher assistance) have been unsuccessful.

John's behavior and social interactions (shouting at teachers, throwing objects at other students) have interfered with the learning of others in the classroom. Interventions, including positive behavioral supports and peer mediation have been unsuccessful in the general education setting. John's counseling sessions require privacy.

Dina requires direct instruction by a speech-language pathologist. She is extremely sensitive to being singled out and no other students in her general education class need the same type of assistance (i.e., a small group session would not be possible).

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Will this individual participate in nonacademic activities with nondisabled peers and have the same opportunity to participate in extracurricular activities as nondisabled peers? Nonacademic activities include recess, lunch, and school assemblies. It is assumed that all students, regardless of disability, will be able to access nonacademic and extracurricular activities so long as they meet the school's requirements for participation. If the answer to this question is "No", provide the team's rationale.

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Will this individual attend the school he or she would attend if nondisabled? The school the child would attend if nondisabled is considered to be the school building in the resident district where the child would be assigned at the point of initial enrollment given a neutral application of the district's attendance center policy. "Neutral", in this context means, without consideration of disability status or court-ordered placement. If the answer is "No", provide the team's rationale. IDEA presumes that the first placement option considered for each disabled student by the group of persons making the placement decision, which must include the parent, is the school the child would attend if not disabled. A valid rationale will focus on the need for education in a different school location to ensure success for the individual. A "No" answer is required any time the proposed placement option is in a district other than the district in which the child resides. A "No" answer is also required when the proposed placement option is a building in the district where the child resides that the child would not attend if nondisabled. The explanation for a "No" answer to this question must describe why the special education services prescribed in the child's IEP cannot be provided in the school the child would attend if not disabled.

Notes regarding specific placement circumstances:

Open enrollment. Answer "Yes" to this item if the student is open-enrolled.

Preschool placements. Answer "Yes" to this item if a preschool student receives special education services in a setting he or she might attend if nondisabled (e.g., a Head Start, preschool) or if the student receives special education services in the elementary school he or she would attend if school-aged. Answer "No" and provide an explanation for all other preschool circumstances.

Court ordered placements. Answer "No" to this item in cases where a court order results in a placement in a school that is not the school the child would attend if not disabled. For the explanation, simply document the facts of the court ordered placement.

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Will this individual attend a special school? A special school is one that has a program specifically designed for eligible individuals and serves only eligible individuals (e.g., Iowa School for the Deaf). If this individual will attend such a school, the answer to this question is "Yes". If "yes", complete the *Justification for Special School Placement*.

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Progress reports. Indicate the frequency of progress reports and how that progress will be reported.

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RSD Tab – Required System Data

[Required System Data](#)

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RSD Tab: Required system data. This information is addressed after decisions have been made through the process of developing the IEP. Pre-K and K-12 RSD tabs are slightly different from one another:

RSD Tab – Pre-K

Family	CF	A	B	Goals	F	G	H	I	Forms	RSD
Child Info: First: LouAnn MI: Last: Flannel DOB: 03/03/2009 ID: 08-FAN3030309L1										
Student Info School Day: <input checked="" type="checkbox"/> Full Time <input type="checkbox"/> Shortened Rec. Program: L2 L WEF: 2.21 Enrollment Basis: IP L Served Status: B L										
Other Copies to:										
Disability Select a disability to add: EI - Entitled/Eligible Individual Add Disability										
Disability: EI - Entitled/Eligible Individual Beg: 06/25/2013 David Happe Comment: End:										

RSD Tab – K-12

Family	CF	A	B	Goals	F	G	H	I	Forms	RSD
Child Info: First: Louie MI: Last: Flannel DOB: 03/03/1999 ID: 08-FAN3030399L0										
Student Info School Day: <input type="checkbox"/> Shortened Rec. Program: L1 L WEF: 1.72 Enrollment Basis: RD L Served Status: B L										
Attending Building The student receives 50% or more of his/her special education services in the Attending Building: Yes Select: Dubuque Lincoln 10 District Building Facility Type Setting Code: A The student receives special education in this location because it is: The Normal Attendance Center Based on Where the Student Lives										
Other Copies to:										
Disability Select a disability to add: EI - Entitled/Eligible Individual Add Disability										

School day – shortened. Indicate the team’s determination. A shortened school day should be a very uncommon occurrence. Refer to 281-41.11(2)

School day – full-time or part-time. For children age 3 to kindergarten entry *only*, indicate if the child will be served on a full- or part-time basis.

[Required System Data](#)

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Rec. Program (recommended program). Select the appropriate program from the list. Most children will be assigned to one of three levels of instructional programming (L1, L2, L3) or regular class with a support service such as speech (RS). Assigning a level to a student's program is the responsibility of the AEA Director of Special Education or the Director's designee.

WEF. A weighted enrollment factor (WEF) auto-fills, based on the recommended program entry. The weighted enrollment [matrix](#) is included for your reference.

Enrollment basis. This answers the question, "Why is this child receiving his or her special education in the specified location?" See [Codes](#).

Served status. "B" (i.e., both State and Federal count eligible) if a child is served in a school district provided or school district financed program. "F" (i.e., Federal) if a child is served in a program that is not provided or funded by a school district (e.g., AEA-provided speech services).

Attending Building. Indicate whether the student receives more than 50% of his or her special education services in the attending building (setting code and facility type are entered by the system).

Copies to. Identify parties, other than parents, school district and AEA, who need to receive a copy of the IEP (sending district, outside provider, etc.).

Note: When parents are divorced and the child is not living with either, identify one parent as "Adult 1," the child's residence as "Adult 2" and enter the other parent's name in "Copies to" on the RSD tab.

"Copies to" will print on the bottom of the "A" page.

Disability(ies). Indicate the disability designation(s) determined through a full and individual evaluation or reevaluation. Most students with disabilities will be identified as "EI" as their sole or primary disability. See [Codes](#).

Weighted enrollment factor matrices. Weighted matrices have been developed to assist in determinations related to generating funds for school district special education services.

Weighted matrices forms for early childhood special education and K-12 special education are available at IowaIDEAInformation.org on the [Resources](#) page.

Codes and Definitions Used in the Web-IEP and IMS

Early Childhood Setting Codes

The early childhood setting code is populated from the [Early Childhood Setting Code Worksheet](#). In the Web IEP the Worksheet is accessed either from Page A (IEP Coversheet) by clicking on the “S” next to “Early Childhood Setting” in the Required System Data elements at the bottom of Page A or by clicking on the “S” next to “EC Code” at the bottom of Page F (Services). The table below provides a definition for each of the setting codes.

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Code	Label (Name)	Definition (Comments)
A1	Regular EC Program: • 10 Plus 50	Attends <u>Regular Early Childhood Program</u> \geq 10 hours per week and receives \geq 50% special education instructional and/or support services in Regular EC.
A2	Regular EC Program: • 10 Less 50	Attends <u>Regular Early Childhood Program</u> \geq 10 hours per week and receives less than 50% special education instructional and/or support services in Regular EC.
B1	Regular EC Program: • Less 10 Plus 50	Attends <u>Regular Early Childhood Program</u> less than 10 hours per week and receives \geq 50% special education instructional and/or support services in Regular EC.
B2	Regular EC Program: • Less 10 Less 50	Attends <u>Regular Early Childhood Program</u> less than 10 hours per week and receives less than 50% special education instructional and/or support services in Regular EC.
C1	Special Education Class	Attends <u>Special Education Class</u> and does NOT attend any Regular Early Childhood Program.
C2	Special School	Attends <u>Special School</u> and does NOT attend any Regular Early Childhood Program.
C3	Residential Facility	Attends <u>Residential Facility</u> and does NOT attend any Regular Early Childhood Program.
D1	Home	Receives majority of special education and related/support services in child's <u>Home</u> . Does NOT attend any Regular Early Childhood or Special Education Program.
D2	Service provider or other location	Receives majority of special education and related/support services in <u>Service Provider</u> location (e.g., AEA office) or some <u>Other Location</u> not in any other category.

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Codes and Definitions used in the Web-IEP and IMS

Codes – Disability

Code	Description	Code	Description
AT	Autism Spectrum	LD	Learning disability
BD	Behaviorally disordered	MD	Intellectual disability
CM	Communication disability	OH	Other health Impairment
DB	Deaf-blindness	OI	Orthopedic impairment
DF	Deafness	PD	Physical disability
EI	Eligible individual	SL	Speech language
HI	Hearing impairment	SP	Severely disabled
HJ	Head injury	VI	Visual impairment including blindness

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Codes – Basis for Enrollment

Code	Description	Code	Description
DE	Dual enrollment	PI	Private competent instruction
FC	Living in foster home	PO	In district due to Parent Option
GR	Group home	RD	District resident
IP	Directed by IEP	RI	Resides in Regent's institution
JS	Junior/senior rule	RP	Residential placement
LR	Lives with a relative	ST	Shared time
OE	Open enrollment	WG	Whole grade sharing
PC	Placed by court		

[Required System Data](#)

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Codes – Roster Change

Code	Description	Code	Description
CAD	Change in attending district	MAK	Moved Residence to another AEA – Known to be continuing
CPI	Competent private instruction with an IEP	MGS	Met goal, still served in special education
CRI	Change in Roster Information	PDS	Service is discontinued at parent request, student still active
CRD	Change in resident district		

[Required System Data](#)

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Codes – Final Exit

Code	Description	Code	Description
DEC	Deceased	MSK	Moved Residence – Another State, known to be continuing
DRO	Dropped out: if re-enrolled, <i>student remains eligible</i> for special education. Use this code <i>only</i> if the school district has determined that the individual is a dropout. The determination that the student is a dropout <i>is made by the school district and is not an IEP team determination.</i>	RMA	Reached maximum age
GCP	Graduated with Certificate- Completed IEP	RRG	Returned to Iowa general education, either within or outside of AEA; IEP team determined that the <i>individual is no longer eligible</i> for special education
GRD	Graduated - regular diploma	PRC	Parent revoked consent for special education
		UNK	Unknown

Codes – Served Status

Code	Description	Code	Description
B	Both State and Federal Count Eligible	N	Not applicable
F	Federal count eligible	S	State count eligible

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Service Codes and Definitions

Code	Legal (long name)	Definition
AP	Adapted Physical Education Consultation	Provision of planning, coordination and implementation of motor or sensorimotor intervention strategies and services.
AR	Autism Resource	Provision of collaborative consultation activities to support learners with learning patterns like autism or autism spectrum disorders.
AS	Audiometry	Assessment only for identification of hearing impairments provided by a qualified person other than an educational audiologist.
AT	Assistive technology	Services of an assistive technology provider that promote the accomplishing of a goal of effective technology use
AU	Audiology	Habilitative activities, such as language habilitation, auditory training, speech reading (lipreading), hearing evaluation, and speech conservation.
CO	Consultation	Ongoing support to special and general education staff or learner provided by a special education instructional specialist.
DI	Deaf/Hard of Hearing Instruction	Specially-designed instruction provided by a teacher of the deaf or hard of hearing.
FT	Family(Parent) Training/Counseling Service (FT)	Services to assist the parent/family in understanding the learner's special needs, learner development, and helping parents/family to acquire the necessary skills that will allow them to support the implementation of their learner's IEP.
GC	Counseling	Direct counseling to a learner or family provided by an appropriately certified individual.
HS	Health Services	Services provided by a qualified person trained by a RN, or advanced degree nurse (i.e. catheterization, tracheotomy, tube feeding, colostomy collection).
HV	Home Intervention	Adaptation of content, methodology, or delivery of instruction to address the unique needs of a preschool learner provided by a licensed Early Childhood Special Education teacher/consultant in the child's home.
IN	Interpreter	Sign language interpreting, transliterating, or cued speech transliterating provided by a licensed interpreter.
NR	Nursing Services	Nursing services provided by a qualified nurse (RN or advanced).
OB	Other LEA Service	Services provided by LEA (school district) staff that do not correspond to other codes & definitions.
OM	Orientation Mobility	Assessment, instruction, collaboration or evaluation provided by an orientation & mobility specialist.
OT	Occupational Therapy	Provision of planning, coordination and implementation of fine motor or sensorimotor intervention strategies and services (e.g. adaptive work, play or leisure skills).
PP	Paraprofessional Services for Health, Physical or Behavioral Support	Paraprofessional services necessary to provide physical assistance or to implement the health or behavioral provisions of the IEP or an associated Individual Health Plan or Behavior Intervention Plan.
PT	Physical Therapy	Provision of planning, coordination and implementation of motor or sensorimotor intervention strategies and services, e.g. mobility and positioning.
PY	Psychological	Provides behavioral, social, emotional, developmental and educational assessment and direct services through counseling.
SD	Specially Designed Instruction	Adaptation of content, methodology, or delivery of instruction to address the unique needs of the eligible individual provided by a licensed special education teacher.
SA	Supplemental Assistance	Use only when a learner 1) will not receive district-provided specially designed instruction (SD), 2) will receive one or more AEA support or itinerant instructional services and , 3) will receive district-provided services, activities or supports that create district expense (e.g., a learner with AEA physical therapy, specialized transportation and a paraprofessional for physical assistance; a learner requires the services of an itinerant teacher of the deaf and hard-of-hearing and a classroom amplification system)
SS	Speech Language	Provision of assessment and intervention strategies related to speech and language development and disorders.
ST	Specialty Resources	Services provided to the learner requiring a specialist, e.g. behavior, brain injury, music or art therapy.
SW	Social Work	Provides behavioral, social, emotional, developmental and educational assessment and direct services through counseling in the home, school and community.

Code	Legal (long name)	Definition
TA	Paraprofessional Services for Instructional Support	Paraprofessional services necessary to support progress in the general curriculum and progress towards the academic goals of the IEP.
TM	AEA Team Representation (psych., soc. worker, cons.)	AEA Team Representation (psychologist, social worker, consultant).
TN	Transition Services	Transition Services.
TR	Specialized Transportation Web IFSP: "Transportation"	Transportation for student/family to enable access to services listed in IEP/IFSP, which exceeds that provided for other learners.
VI	Vision Instruction	Specially designed instruction provided by a teacher of the visually impaired.
VS	Vision Services	Evaluation and assessment of visual functioning; provided by a certified orientation and mobility specialist or teacher of children with visual impairments.
WE	Work Experience Coordination/Instruction	Services provided by a work experience coordinator or work experience teacher.

Support Service Codes for Children Who Are Transitioning from an IFSP (Part C) to an IEP (Part B)

Note: These codes may **only** be used for a child who is birth through two

Code	Legal (long name)	Definition
MS	Medical Services	(To be used only for infants and toddlers birth through 2 years.) Diagnosis and evaluation only, for identification and assessment of disabling conditions.
NU	Nutrition Services	(To be used only for infants and toddlers birth through 2 years.) Conducting nutritional assessments, developing and monitoring child's nutritional plan provided by a licensed dietician.
OE	Other Outcome-Linked Service	(To be used only for infants and toddlers birth through 2 years.) Any other early intervention services, considered non-Early ACCESS services under IDEA, Part C. The specific service is listed on the IFSP. Service must be listed on the "IFSP Other Services."
OH	Other Outcome-Health Service	(To be used only for infants and toddlers birth through 2 years.) Health services, considered non-Early ACCESS services under IDEA, Part C, that are provided by Child Health Specialty Clinic, Hospital-Based, Clinic/Private or Public Health Agency. Service must be listed on the "IFSP Other Services."
RC	Respite Care	(To be used only for infants and toddlers birth through 2 years.) Short term, non-medical child care services to provide temporary relief to primary caregivers.
SC	Service Coordination	(To be used only for infants and toddlers birth through 2 years.) Facilitation and enhancement of Part C services.
SI	Developmental Services	(To be used only for infants and toddlers birth through 2 years.) The planning and/or direct provision of developmental activities and environments for the child/family/caregiver.

Activities and Support Definitions

Activity or support	Definition
Accessible Instructional/Educational materials (AIM/AEM)	Materials or media and the supports needed for them (e.g., hardware and software) Examples: Braille materials, magnification, electronic media, Kurzweil software
Accommodations	Supports provided to help a learner access settings, opportunities and the general curriculum and validly demonstrate learning Examples: Teacher prepared notes; peer readers; extended testing time; occasional adult assistance (Note: ongoing adult assistance is a “Service” not an “Activity or Support”)
Assistive technology devices	Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a learner with a disability except a medical device that is surgically implanted (excluded by <i>Rule</i>). Examples: word prediction software, talking calculator, supported seating, wheelchair or a walker, adapted control device
Assistive technology support	Support for selection and purchase, training learners and school personnel in the use and maintenance of assistive technology, follow-up training, trouble-shooting and support. Examples: assisting an LEA in the selection of a computerized text reader or classroom amplification system, trouble-shooting communication devices
Community experiences	Educationally supported activities in the community necessary for FAPE Examples: community-based activities providing instruction in the use of community resources (stores, post office, recreational facilities)
Linkages/inter-agency responsibilities	A statement of interagency responsibility or linkages required for a learner to receive FAPE during transition to post-secondary life Examples: activities that secure commitments from work experience sites, DVRS responsibilities, application processes for post-high school living, working, education, training
Program modification	Changes made to the context and performance standards for learners with disabilities Examples: extensions of district standards and benchmarks, modifications in performance expectations in general education classes, modified requirements for earning credits
Supplementary aids	Supports provided to help a learner access general education settings to enable education with nondisabled peers to the maximum extent appropriate Example: occasional physical assistance needed to access educational settings or opportunities. Note: Regular, ongoing assistance would be entered as a “Service.”
Support for school personnel	Supports provided to school personnel to provide them with the necessary skills and assistance needed to support the implementation of the IEP Examples: professional development, resource materials, discussing learner supports and needs
Transition activities and support	Activities and supports that are done occasionally and that lead to a job, career or other important adult activities and outcomes. Examples: making arrangements for work experience placements, development of work, instruction in household accounting, registering to vote, doing taxes or renting a home
Other activities and supports	Activities and supports that 1) don’t fit well in any of the specific categories above, 2) include activities and supports that fit in multiple categories or 3) describe how associated plans relate to the IEP. Examples: Annual hearing evaluation, a behavior intervention plan



Consent for/Notice of Reevaluation

Student: _____ Birthdate: ____ / ____ / ____ Gender ____ Grade: ____

Resident District: _____

Attending District: _____

Building: _____

[Teacher/Service Provider](#): _____

[Language spoken in home](#): _____

Interpreter needed for student _____

Interpreter needed for parent(s) _____

Relationship _____

Student lives at this address _____

Name _____

Email _____

Address _____

Home _____ Cell _____

Work _____

City, ST Zip _____

Relationship _____

Student lives at this address _____

Name _____

Email _____

Address _____

Home _____ Cell _____

Work _____

City, ST Zip _____

Description of the action proposed:

A reevaluation of your child is proposed. A reevaluation is required at least once every three years, upon parent or teacher request or when your child's IEP team, including you, determines one is needed. The purpose of a reevaluation is to determine:

- Whether your child continues to have a disability and continues to need special education and related services;
- Your child's present levels of performance and educational needs; and
- Whether any additions or modifications to the special education and related services are needed to enable your child to meet the IEP goals and to participate and make progress in the general curriculum or, in the case of a preschool child, whether any additions or modifications are needed to meet the IEP goals and participate in appropriate activities.

[Explanation](#) of why the school or AEA proposes to initiate an evaluation:

.....

.....

.....

Description of [other options](#) the school or AEA considered and the reasons why those options were rejected:

.....

.....

.....

Description of the evaluation procedures, tests, records, or reports that were used as a basis for the proposed reevaluation:

All available information was reviewed, including the results of previous interventions and special education services, educational records, information provided by individuals with knowledge of your child (e.g., you, the parents; teachers; caregivers; your child; etc.), observations of your child in learning environments, and any tests or other assessments.

Based on the review of existing information:

☐ **The IEP team has not recommended additional assessment.** You (as the parent) do not need to sign this form. However, you have the right to request additional assessment to determine whether your child has or continues to have a disability and a need for special education and related services. If you would like additional assessment, please contact your child's teacher or service provider.

☐ **The IEP team has recommended additional assessment in the following areas:**

- | | | | |
|---|--|--|---------------------------------|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Physical | <input type="checkbox"/> Health |
| <input type="checkbox"/> Hearing/Vision | <input type="checkbox"/> Communication | <input type="checkbox"/> Adaptive Behavior | |

Evaluation methods will be determined by the individual professionals involved in the evaluation and may include:

- Review of the results of previous interventions (e.g., general education data, current IEP, etc.)
- Reviews of relevant records (school records, work samples, previous evaluations, etc.)
- Interviews of individuals with knowledge of your child (teachers, parents, your child, etc.)
- Observations completed by team members
- Tests (classroom-based, district-wide, and individually administered)

PARENT/GUARDIAN CONSENT TO EVALUATE

I understand that this evaluation may provide useful information for educational planning for my child. I have received a copy of the Procedural Safeguards Manual for Parents. I understand that I have certain protections under the procedural safeguards of the Individuals with Disabilities Education Act and that these rights are detailed in the Procedural Safeguards Manual for Parents. I understand that this manual contains information about whom to contact to obtain assistance in understanding my rights. I understand that I may also contact my child's school administrator or AEA Director of Special Education if I have any questions or wish to obtain an additional copy of Procedural Safeguards Manual for Parents.

Procedural Safeguards were reviewed by:

_____/_____/_____
Name Date ☐ In person ☐ Via phone

**I understand my rights related to this evaluation and
I give my permission for the evaluation to begin as soon as possible.**

_____/_____/_____
Signature of Parent/Guardian Date

[Reevaluation Consent/Notice Page 1](#)

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Consent is required for reevaluations when assessments, in addition to the review of existing information, will be conducted. The following requirements apply.

“Consent” is obtained when all of the following conditions are satisfied:

- a. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication;
- b. The parent understands and agrees in writing to the carrying out of the activity for which parental consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- c. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. [281—41.9]

If the parent refuses to consent to a **reevaluation**, the public agency may, but is not required to, pursue the initial evaluation of the child by utilizing ... procedural safeguards, including the mediation procedures or the due process procedures.

An AEA does not violate its obligation to evaluate if it declines to pursue an **evaluation or reevaluation**.

Exception. Informed parental consent for a **reevaluation** need not be obtained if the public agency can demonstrate that:

- (1) It made reasonable efforts to obtain such consent; and
- (2) The child’s parent has failed to respond.

[Reevaluation Consent/Notice Page 1](#)

[Reevaluation Consent/Notice Page 2](#)

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Teacher/Service Provider

Identify the special education service provider (teacher, AEA support staff) who has primary responsibility for the IEP.

Language spoken in the home/interpreter needs: Identify the language spoken in the home. Indicate interpreter needs (for the child/student for the evaluation and/or for the parent(s) at meetings).

Explanation of why the school or AEA proposes to initiate an evaluation:

One: Provide the foundation in the Iowa *Administrative Rules of Special Education* for the evaluation. For example:

It has been three years since your child’s last evaluation.

You have moved to Iowa from another state and additional information is needed to determine your child’s eligibility for special education services in Iowa. Special education services will continue while this reevaluation is completed.

Based on [your child’s school performance, screening results, etc.] we (school or AEA) believe there is reason to believe that your child has special education needs in additional areas and further evaluation information is needed.

You have requested a reevaluation.

Two: State –

This evaluation will assist us in understanding your child’s needs in the areas of instruction, curriculum, the learning environment and other areas.

Description of other options the school or AEA considered and the reasons why those options were rejected.

For example:

No other options were considered [**Note:** This is always the correct response for **required** reevaluations — i.e., three-years, parent or teacher request, consideration of exit from all services, etc.]

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[Reevaluation Consent/Notice Page 2](#)

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Domains. If the team has determined that additional assessments must be conducted, indicate the domains that align with the areas to be evaluated.

Iowa Performance Domains	Description
Academic	Grade level achievement of standards related to listening comprehension, oral expression, basic reading skills (reading comprehension & fluency), math calculation, mathematical problem solving, and written expression.
Behavior	Awareness of self, identification and expression of emotions, self-regulation, and interaction with others.
Physical	Gross motor skills, fine motor skills and mobility for learning, living and work.
Health	General condition of the body or mind, especially in terms of the presence or absence of illness, injury or impairments.
Hearing/Vision	The ability to perceive sound and/or the ability to see.
Adaptive Behavior	Everyday living skills (e.g., dressing, eating, toileting), work skills, or school functioning skills (e.g., meeting timelines, organization of materials) that a child learns in the process of adapting to his/her surroundings.
Communication	Receptive and expressive language (form, content or use). This includes, but is not limited to, language (social communication), vocabulary, speech sound production, voice (nasality), or fluency.

Procedural Safeguards were reviewed by. Identify the individual who provided the parents with their procedural safeguards and the method used.

[Reevaluation Consent/Notice Page 1](#)

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Signature. Signed, parent consent is required for *all* evaluations. Both parents may sign, but only one parent signature is needed. **Reevaluation exception:** The informed parental consent need not be obtained if the public agency can demonstrate that:

- (1) It made reasonable efforts to obtain such consent; and
- (2) The child's parent has failed to respond. [41.300(3)b]

Parent means:

- A biological or adoptive parent of a child
- A court-appointed guardian
- An individual such as a grandparent, stepparent, or other relative with whom the child lives and is acting in the place of a biological or adoptive parent
- An individual who is legally responsible for the child's welfare
- An extended educational decision maker
- A surrogate parent [41.300(1)]

Important Notes:

- When more than one party is qualified to act as a parent, the biological or adoptive parent must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
- If a judicial decree or order identifies a specific person or persons under paragraphs to act as the parent of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent.
- "Parent" does not include a public or private agency involved in the education or care of a child or an employee or contractor with any public or private agency involved in the education or care of the child in that employee's or contractor's official capacity.
- "Parent" *does not include a foster parent, unless* the foster parent meets one of the other requirements (relative with whom the child lives, surrogate, etc.).

[Reevaluation Consent/Notice Page 1](#)

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Reevaluation Questions

On the basis of a review of relevant, existing information and any new assessments that were conducted, the IEP team considered the present levels of academic achievement and functional performance and the needs of this child as they are related to 1) the goal areas in the IEP being reviewed and, 2) any other current areas of concern.

1. What evidence is there that this child continues to be an eligible individual or does not continue to be an eligible individual? (Include data regarding performance over time, current performance levels, & current needs related to the standards applicable to all children.)

.....

.....

2. What is the IEP team's conclusion regarding this child's eligibility for special education?

☐ This child continues to be an eligible individual because:

- ☐ This child is not meeting the standards applicable to all children in the area(s) of concern and requires specially designed instruction to progress towards meeting the standards.
- ☐ This child is meeting the standards applicable to all children in the area(s) of concern but requires specially designed instruction to sustain or improve his or her progress.
- ☐ Other reason (specify)

☐ This child is no longer an eligible individual because:

- ☐ This child is meeting the standards applicable to all children in the area(s) of concern and does not require specially designed instruction to sustain or improve his or her progress.
- ☐ This child is not meeting the standards applicable to all children in the area(s) of concern and requires instructional adaptations, but:
- ☐ instructional adaptations do not include specially designed instruction
- ☐ the need for instructional adaptations is not created by a disability
- ☐ Other reason (specify)

3. If this child continues to be an eligible individual:

What additions or modifications to the special education and related services are needed to enable this child to meet the IEP goals and to participate, as appropriate, in the general education curriculum?

.....

.....

Under what conditions will the IEP team consider exiting this child from special education services?

.....

.....

Reevaluation. Reevaluations of eligible individuals are required:

- Every three years, or sooner –
 - If the IEP team determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
 - If the child’s parent or teacher requests a reevaluation; or
 - If the IEP team will be considering whether a child is no longer an eligible individual; or
 - If the reevaluation of a transfer student from out-of-state is needed to either establish eligibility or to develop an appropriate IEP.

As needed, the child is assessed in all areas related to the disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. 41.304(3)d

Reevaluations *are not* to occur more than once a year, unless the parent and the LEA and/or AEA agree otherwise. Also, a reevaluation *is not* required to exit a student from services due to graduation with a regular diploma.

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Reevaluation questions. For all reevaluations, the IEP team must document answers to the following questions on IEP Page R (Reevaluation Questions):

1. What evidence is there that this child continues to be an eligible individual or does not continue to be an eligible individual? (Include data regarding performance over time, current performance levels, & current needs related to the standards applicable to all children.)

Provide detailed information for each goal area and current area(s) of concern. For example:

Reading:

Math:

Behavior:

2. What is the IEP team’s conclusion regarding this child’s eligibility for special education?

Document the team’s conclusion.

3. If this child continues to be an eligible individual:

What additions or modifications to the special education and related services are needed to enable the student to meet the IEP goals and to participate, as appropriate, in the general education curriculum?

Information described in response to Question 1 must provide a foundation for additions or modifications to the special education and related services.

Under what conditions will the IEP team consider exiting the student from special education services?

If answering these questions requires the collection of new information, parental consent is required.

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Waiver Evaluations

AEA school psychologists are occasionally asked by parents and outside agencies to evaluate children's qualifications for Medicaid waiver services.

These services, administered through the Department of Human Services, are designed to assist parents with vital services required in order for them to keep their child with a disability in the home environment as opposed to placing them in an institution.

While there are a several categories of eligibility for Medicaid waivers, the most common request received by school psychologists is to provide information relative to a student's eligibility for the "Home and Community Based Services Intellectual Disability Waiver" (ID Waivers).

The school psychologist is asked to write a letter describing the child's level of functioning that will be used by the parent as part of the documentation they will submit to the Iowa Foundation for Medical Care, the entity that determines eligibility.

Additional information for school psychologists can be found here:

[Evaluations for Eligibility for Home & Community Based Waivers](#)

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[Medicaid Authorization Form](#)

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Medicaid

An AEA or LEA may seek Medicaid reimbursement for Health Services (including behavior) required to provide FAPE to an eligible individual.

If an eligible individual is eligible for Medicaid Reimbursement and the AEA or LEA has received written parent consent to seek reimbursement, then IEP should be reviewed to locate documentation of billable services.

See IEP documentation guidance, here: [Reviewing IEP for Medicaid Reimbursement](#)



Parent Consent for an Area Education Agency To Share Data and Seek Payment for Individualized Education Program (IEP) Health Related Services

Student: _____ Birthdate: ____ / ____ / ____ Gender ____ Grade: ____

Attending District _____ Area Education Agency _____

Name _____ Relationship _____

Address _____ Email _____

_____ Home _____ Cell _____

City, ST Zip _____ Work _____

Name _____ Relationship _____

Address _____ Email _____

_____ Home _____ Cell _____

City, ST Zip _____ Work _____

Your area education agency (AEA) may bill Iowa Medicaid for the health-related services your child receives. The type, amount, and frequency of services are described in your child's Individualized Education Program (IEP). We need your signature to share data with the Iowa Department of Human Services (DHS) and to bill for these services. The data include your child's name, date of birth, member number, dates of service, and types of service codes.

In audits by DHS, or the U.S. Department of Health and Human Services (DHHS), the data shared may also include your child's IEP, evaluation reports, documentation of service and attendance, and medical orders.

I understand and agree that the AEA named above may bill DHS and use my public benefits and/or my child's public benefits to pay for special education and related services that the school district and/or AEA are required to provide under the Individuals with Disabilities Education Act.

I understand and agree that the AEA named above may share data with DHS and DHHS.

I understand that:

- My consent starts on the date of my signature, may include billing for services already provided through my child's current IEP and is good as long as my child is eligible for special education.
- My consent can be changed or stopped by me at any time in writing.
- The type, amount, and frequency of services are described in my child's IEP.
- If I ask, I can get copies of all data shared with DHS or DHHS.
- I can get a copy of this release.
- Laws that protect private data sometimes allow the data to be re-disclosed.
- If I do not sign this consent, my child's IEP services will not change or stop.

My signature allows the AEA to 1) share data with DHS for billing purposes, 2) to share data with DHS or DHHS for audit purposes; and 3) to bill Iowa Medicaid or Medical Assistance for special education and related services.

Signature of Parent/Guardian (Both parents may sign, but only one signature is required)

Date: ____ / ____ / ____



Parent [Refusal of Consent or Withdrawal of Consent](#) for an AEA To Share Data and Seek Payment for Individualized Education Program (IEP) Health Related Services

Student: _____	Birthdate: ____ / ____ / ____	Gender ____	Grade: ____
Attending District _____	Area Education Agency _____		
<hr/>			
Name _____	Relationship _____		
Address _____	Email _____		
_____	Home _____	Cell _____	
City, ST Zip _____	Work _____		
<hr/>			
Name _____	Relationship _____		
Address _____	Email _____		
_____	Home _____	Cell _____	
City, ST Zip _____	Work _____		
<hr/>			

Your area education agency (AEA) may bill Iowa Medicaid for the health-related services your child receives **if** you give your consent to share data with the Iowa Department of Human Services (DHS) and to bill DHS for these services.

- ☐ I choose to **not allow** the AEA named above to share data with the Iowa Department of Human Services and to bill for covered IEP health related services.
- ☐ I choose to **withdraw my consent** for the AEA named above to share information with the Iowa Department of Human Services and to bill for covered IEP health related services.

I understand:

- By signing below, my child's IEP services will not change or stop; and
- I can get a copy of this denial or withdrawal of consent.

[Signature](#) of Parent/Guardian (Both parents may sign, but only one signature is required)

Date: ____ / ____ / ____

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IDEA requires that parent consent be obtained in order for public agencies (AEAs or LEAs) to access a child's public insurance coverage (i.e., Medicaid). Because the claiming process requires the release of educational information to Iowa Medicaid, parent consent is also required for information release.

2013 changes to IDEA regulations require one-time consent for sharing data and billing Medicaid.

Each agency (AEA or school district) is required to have its own consent from the parents. For example:

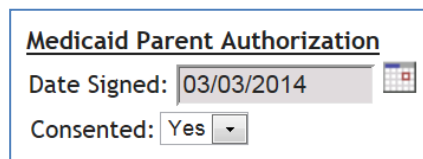
- If the AEA provides physical therapy services and the school district provides a health service, both the school and the AEA required signed consent for information release and billing.
- If a child moves to a new district, the new district would need to obtain consent before billing. If the new district is in a different AEA, the new AEA would need to obtain consent before billing.

AEA Medicaid forms are included in this Appendix. School district forms are available through the Web IEP.

Refusal of Consent or Withdrawal of Consent. Indicate, by checking, the parent's decision to refuse consent or withdraw previously given consent.

Signature. Parent signature on this line indicates that the parents' decision regarding Medicaid claiming. Complete and submit the appropriate form (*Parent Consent or Parent Refusal/Withdrawal*).

In the Web IEP, on the Forms tab, Signatures sub-tab indicate the date and whether or not the parent consented:



The screenshot shows a form titled "Medicaid Parent Authorization". It has two fields: "Date Signed:" with the value "03/03/2014" and a calendar icon to its right, and "Consented:" with a dropdown menu showing "Yes".

“Parent” means:

- A biological or adoptive parent of a child;
- A court-appointed guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, but not the state if the child is a ward of the state;
- An individual acting in the place of a biological or adoptive parent including a grandparent, stepparent, or other relative with whom the child lives or an individual who is legally responsible for the child's welfare; or
- A surrogate parent who has been appointed in accordance with rule 41.519(256B,34CFR300) or 20 U.S.C. 1439(a)(5).

Important Notes:

- When more than one party is qualified to act as a parent, the biological or adoptive parent must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
- If a judicial decree or order identifies a specific person or persons under paragraphs to act as the parent of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the parent.
- “Parent” does not include a public or private agency involved in the education or care of a child or an employee or contractor with any public or private agency involved in the education or care of the child in that employee's or contractor's official capacity.
- “Parent” ***does not include a foster parent, unless*** the foster parent meets one of the other requirements (relative with whom the child lives, surrogate, etc.).

[Medicaid Authorization Form](#)

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Extended School Year ([ESY](#)) Services

Date: ____/____/____

[Student Name](#): _____

Birthdate: ____/____/____

Parent(s): _____

Phone: _____

Extended School Year Services Consideration

[Goal 1](#): _____

- ☐ Yes ☐ No In this goal area, has there been, or is there a potential, for significant regression during periods of interruption that would require significant recoupment? If yes, please explain.
- ☐ Yes ☐ No In this goal area, are there any rare and unusual circumstances? If yes, please explain.
- ☐ Yes ☐ No In this goal area, are there other factors to be considered in determining this child's need for ESY services? If yes, please explain.

[Goal 2](#): _____

- ☐ Yes ☐ No In this goal area, has there been, or is there a potential, for significant regression during periods of interruption that would require significant recoupment? If yes, please explain.
- ☐ Yes ☐ No In this goal area, are there any rare and unusual circumstances? If yes, please explain.
- ☐ Yes ☐ No In this goal area, are there other factors to be considered in determining this child's need for ESY services? If yes, please explain.

[Goal 3](#): _____

- ☐ Yes ☐ No In this goal area, has there been, or is there a potential, for significant regression during periods of interruption that would require significant recoupment? If yes, please explain.
- ☐ Yes ☐ No In this goal area, are there any rare and unusual circumstances? If yes, please explain.
- ☐ Yes ☐ No In this goal area, are there other factors to be considered in determining this child's need for ESY services? If yes, please explain.

Parents, if you have questions, please [contact](#):

(Name) (Position) (Phone) (E-mail)

Extended school year (ESY). The IEP team must determine if there are goal areas of concern that represent skills that need to be acquired or maintained without interruption for the child to meaningfully benefit from FAPE. If such goal areas are identified and special education activities, services, or supports are needed during school breaks (e.g., summer recess), the child must be provided ESY services. The ESY decision making process is discussed in detail in the procedures manual. Please refer to that source for further guidance.

In completing this form, the amount of detail will depend upon the circumstances. If the summer ESY service provider is the same professional who works with the individual during the school year, less information may be needed. For a different provider there will be a greater need for information.

Student name and other demographic information. Complete all demographic information.

[ESY Page1](#)

[ESY Page 2](#)

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Goal areas. State the goal area(s) to be addressed as part of ESY. For each area identified, indicate why this individual requires ESY services. Indicate whether the ESY need is based on regression, rare and unusual circumstances, or other considerations. For any “Yes” response, provide the team’s rationale for ESY services.

Contact information. Provide information to the parents regarding the individual they should contact with any questions about ESY services. Keep in mind that this may be a different contact person than during the school year.

[ESY Page1](#)

[ESY Page 2](#)

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Goal 1: Description of Services

What services will be provided?

Minutes per session: _____ Total sessions: _____

Start date: ____ / ____ / ____ End date: ____ / ____ / ____

Who will provide service?

Name: _____ Position: _____

Where will services be provided?

When will services be provided?

☐ Yes ☐ No Is **transportation** needed to Goal 1 services? If yes, please describe.

Progress Monitoring Procedures

How will progress be monitored?

How often will progress be monitored?

Who will monitor progress?

Name: _____ Position: _____

Goal 1: Levels of Student **Performance**

Beginning level of performance:

End of ESY Services level of performance:

Beginning of school year level of performance:

End of First Quarter level of performance:

Additional Goals

What services will be provided? Indicate type of service (instruction, physical therapy, etc.), the minutes per session and the total number of sessions, and the beginning and ending dates of services.

Who will provide services? Indicate the provider's name and position.

Where will services be provided? Indicate location of services (e.g., Andrews Elementary)

[ESY Page1](#)

[ESY Page 2](#)

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When will services be provided? Indicate the scheduling of services (e.g., Tuesdays in June at 2:00 PM; June 7 & 21, July 6 & 20 at 9:30 AM)

Transportation needed? Indicate "Yes" or "No". If "Yes" describe the transportation arrangements.

How often will progress be monitored? Who will monitor the progress? Answer each question:

- Record the indicators used to monitor progress. Example: Increase the number of feet walked or % of acquisition of articulation skills.
- Record the progress monitoring schedule. Example: Progress will be monitored at every other session.
- Record the name and title of the person monitoring progress.

[ESY Page1](#)

[ESY Page 2](#)

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Performance Levels. Note the timelines (beginning level of performance, performance at the end of ESY, performance at the beginning of the return to school year, and performance at the first quarter of the year). The person responsible for documenting the levels of performance is indicated under each line. The data collected should be in numeric form, as defined by the goal and collected according to the progress monitoring procedures.

If an IEP meeting is held before the end of the first quarter, indicate "Data not available at this time" for end of first quarter performance. The team will need to determine whether it has sufficient information to make an ESY determination for the following summer with available information or if that determination will be made at a later date.

Additional goals. As needed, repeat the steps for additional goals.

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[ESY Page 2](#)

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Please note. The ESY form remains open to changes after the IEP has been validated. If changes are made to the amount or kind of services (changing the total hours or minutes of service, adding or deleting a service such as transportation or a support service, etc.) an IEP process (review or amendment) is required and the parents must be provided prior written notice. Changes that do not affect the kind or amount of ESY services, such as a change to the schedule (Tuesdays at 10:00 instead of Thursdays at 1:00) or location (Madison Elementary instead of Monroe Elementary) necessitate communication with the parents but do not require an IEP process or prior written notice.



Justification for Special School Placement

Student: _____ Birthdate: ____ / ____ / ____ Gender ____ Grade: ____

Resident District: _____

Attending District: _____ Building: _____

Area Education Agency: _____ Attending Building Phone: _____

Teacher/Service Provider: _____ Special School: _____

The Individualized Educational Program (IEP) team must provide written justification for the placement of an eligible individual in a special school by responding to the questions below. These questions must be addressed in writing before an initial placement in a special school and must be addressed in writing at each subsequent IEP review or reevaluation, if the special school placement will continue.

- Reasons:** What are the reasons that the eligible individual cannot be provided an educational program in an integrated school setting?

.....

.....

.....

- Support Needed:** What supplementary aids and services are needed to support the eligible individual in the special education program?

.....

.....

.....

- Integrated Setting:** Why can't these aids and services be provided in an integrated setting?

.....

.....

.....

- Continuum of services available:** What is the continuum of services available for the eligible individual?

.....

.....

.....

Justification. The questions the IEP team addresses are intended to reinforce the ideas that:

- special school placements are a part of the continuum of services,
- special school placements are intended for a small number of students with highly specialized needs, and therefore,
- special school placements require careful and thoughtful consideration.

Special school. Special schools are schools that are designed to serve eligible individuals, only. Facilities that serve both eligible individuals and nondisabled students *are not considered special schools* for the purpose of meeting this requirement. An example of a special school placements is the Iowa School for the Deaf (ISD).

[Justification for Special School Placement](#)

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Written justification for the placement. When an eligible individual's special education is provided in a special school, the individual's IEP *must* include answers to the specific questions incorporated into the Justification for Special School Placement form. This form *must be completed*:

- when an initial placement is made in a special school, *and*
- at any review that continues the special school placement.

[Justification for Special School Placement](#)

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Early Childhood Outcomes Summary

Date: / /

Student: _____ **Birthdate:** ____/____/____

Last (legal) First (no nicknames) M.I.

a. **Comparison to peers or standards:** To what extent does this child show age-appropriate functioning in the area of positive social-emotional skills across a variety of settings and situations?

Check one

Age Appropriate			
Child's Rating	Outcome Rating	Outcome Rating Definitions and Descriptions:	
	7	Completely means:	<ul style="list-style-type: none"> Functioning expected for his or her age in all or almost all of everyday situations that are part of the child's life Functioning is considered appropriate for his or her age No concerns about functioning
	6		<p>Between Completely and Somewhat</p> <ul style="list-style-type: none"> Functioning generally is considered appropriate for his or her age Some concerns about functioning
Below Age Appropriate			
	5	Somewhat means:	<ul style="list-style-type: none"> Functioning expected for his or her age some of the time and/or in some situations Functioning is a mix of age appropriate and not age appropriate Functioning might be described as like that of a slightly younger child
	4		Between Somewhat and Emerging
	3	Emerging means:	<ul style="list-style-type: none"> Does not yet show functioning expected of a child of his or her age in any situation Skills and behaviors include immediate foundational skills upon which to build age appropriate functioning Functioning might be described as like that of a younger child
	2		Between Emerging and Not Yet
	1	Not Yet means:	<ul style="list-style-type: none"> Does not yet show functioning expected of a child his or her age in any situation Skills and behaviors do not yet include any immediate foundational skills upon which to build age appropriate functioning Functioning might be described as like that of a much younger child

b. Progress: Has the child shown any new skills or behaviors related to positive social-emotional skills since the last IEP meeting?

☐ Yes ☐ No ☐ Not Applicable because this is the child's Initial IEP Meeting

c. Supporting Evidence for Outcome Rating and Progress in Positive Social-Emotional Skills:

Date of Assessment	Method used f) (Check all that apply)	Sources of Information g) (Describe for each check)	Summary of Relevant Results h) (Include present level of performance)
	<input type="checkbox"/> Record Review		
	<input type="checkbox"/> Interviews		
	<input type="checkbox"/> Observations		
	<input type="checkbox"/> Tests/Assessments		
	<input type="checkbox"/> Other		

2. Acquisition and Use of Knowledge & Skills (including early language/communication and early literacy):

- a. **Comparison to peers or standards:** To what extent does this child show age-appropriate functioning in the area of acquisition and use of knowledge and skills across a variety of settings and situations?

Check one

Age Appropriate			
Child's Rating	Outcome Rating	Outcome Rating Definitions and Descriptions:	
	7	Completely means:	<ul style="list-style-type: none"> Functioning expected for his or her age in all or almost all of everyday situations that are part of the child's life Functioning is considered appropriate for his or her age No concerns about functioning
	6		<p>Between Completely and Somewhat</p> <ul style="list-style-type: none"> Functioning generally is considered appropriate for his or her age Some concerns about functioning
Below Age Appropriate			
	5	Somewhat means:	<ul style="list-style-type: none"> Functioning expected for his or her age some of the time and/or in some situations Functioning is a mix of age appropriate and not age appropriate Functioning might be described as like that of a slightly younger child
	4		Between Somewhat and Emerging
	3	Emerging means:	<ul style="list-style-type: none"> Does not yet show functioning expected of a child of his or her age in any situation Skills and behaviors include immediate foundational skills upon which to build age appropriate functioning Functioning might be described as like that of a younger child
	2		Between Emerging and Not Yet
	1	Not Yet means:	<ul style="list-style-type: none"> Does not yet show functioning expected of a child his or her age in any situation Skills and behaviors do not yet include any immediate foundational skills upon which to build age appropriate functioning Functioning might be described as like that of a much younger child

- b. **Progress:** Has the child shown any new skills or behaviors related to acquisition and use of knowledge and skills since the last IEP meeting?

☐ Yes ☐ No ☐ Not Applicable because this is the child's Initial IEP Meeting

- c. **Supporting Evidence for Outcome Rating and Progress in Acquisition and Use of Knowledge and Skills:**

Date of Assessment	Method used (Check all that apply)	Sources of Information (Describe for each check)	Summary of Relevant Results (Include present level of performance)
	<input type="checkbox"/> Record Review		
	<input type="checkbox"/> Interviews		
	<input type="checkbox"/> Observations		
	<input type="checkbox"/> Tests/Assessments		
	<input type="checkbox"/> Other		

3. Use of Appropriate Behaviors to Meet Their Needs:

- a. **Comparison to peers or standards:** To what extent does this child show age-appropriate functioning in the area of use of appropriate behaviors to meet his or her needs across a variety of settings and situations?

Check One

Age Appropriate			
Child's Rating	Outcome Rating	Outcome Rating Definitions and Descriptions:	
	7	Completely means:	<ul style="list-style-type: none"> Functioning expected for his or her age in all or almost all of everyday situations that are part of the child's life Functioning is considered appropriate for his or her age No concerns about functioning
	6		Between Completely and Somewhat <ul style="list-style-type: none"> Functioning generally is considered appropriate for his or her age Some concerns about functioning
Below Age Appropriate			
	5	Somewhat means:	<ul style="list-style-type: none"> Functioning expected for his or her age some of the time and/or in some situations Functioning is a mix of age appropriate and not age appropriate Functioning might be described as like that of a slightly younger child
	4		Between Somewhat and Emerging
	3	Emerging means:	<ul style="list-style-type: none"> Does not yet show functioning expected of a child of his or her age in any situation Skills and behaviors include immediate foundational skills upon which to build age appropriate functioning Functioning might be described as like that of a younger child
	2		Between Emerging and Not Yet
	1	Not Yet means:	<ul style="list-style-type: none"> Does not yet show functioning expected of a child his or her age in any situation Skills and behaviors do not yet include any immediate foundational skills upon which to build age appropriate functioning Functioning might be described as like that of a much younger child

- b. **Progress:** Has the child shown any new skills or behaviors related to the use of appropriate behaviors to meet his or her needs since the last IEP meeting?

☐ Yes ☐ No ☐ Not Applicable because this is the child's Initial IEP Meeting

- c. **Supporting Evidence for Outcome Rating and Progress in Use of Appropriate Behaviors to Meet Their Needs:**

Date of Assessment	Method used (Check all that apply)	Sources of Information (Describe for each check)	Summary of Relevant Results (Include present level of performance)
	<input type="checkbox"/> Record Review		
	<input type="checkbox"/> Interviews		
	<input type="checkbox"/> Observations		
	<input type="checkbox"/> Tests/Assessments		
	<input type="checkbox"/> Other		



Summary for Post-Secondary Living, Learning, and Working

(To be completed at exit prior to graduation)

Student Name: _____ Birthdate: ____/____/____ Date: ____/____/____

Attending District: _____ Date of Exit: ____/____/____

Building: _____

Post-Secondary Expectations:

Living:

.....

Learning:

.....

Working:

.....

Recent Special Education Services (Indicate all received within three years prior to exit.)

- | | | |
|--|---|--|
| <input type="checkbox"/> Behavior Supports | <input type="checkbox"/> Communication | <input type="checkbox"/> Braille Instruction |
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Accommodations | <input type="checkbox"/> ESL Services |
| <input type="checkbox"/> Modifications | <input type="checkbox"/> Specially Designed Instruction | <input type="checkbox"/> Health |
| <input type="checkbox"/> Additional Services (e.g. Speech, Occupational Therapy, Physical Therapy, Transportation) | | |

Goal Areas (Within three years prior to exit)

Describe Student's Current Levels of Performance, as Related to Living, Learning, Working. (Include type of assessment, date of administration, and results)

.....

Describe Functional Impact of the Disability (as related to Living, Learning, Working)

.....

Response to Instruction and Accommodations (As Related to Living, Learning, Working)

.....

.....

.....

Recommendations for: (include suggestions for accommodations, linkages to adult services, or other supports)

Living

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Learning

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Working

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Adult/Community Contacts:

Agency _____ Status _____

Name/Position _____ Phone _____

Agency _____ Status _____

Name/Position _____ Phone _____

Agency _____ Status _____

Name/Position _____ Phone _____

High School Contacts:

_____ Phone _____

Additional team members contributing to this summary:

When an eligible individual graduates or ages out the school district and/or AEA, depending upon the services provided, must provide the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's post-secondary goals. The *Summary for Post-Secondary Living, Learning and Working* and the *Support for Accommodations Request (SAR)* have been developed to meet this requirement. The *Summary for Post-Secondary Living, Learning and Working* should be completed using family-friendly language.

Date. Information may be added to the summary throughout the student's last year of school. This is the date the Summary for Post-Secondary Living, Learning, and Working form was finalized.

[Summary for Post-Secondary Page 1](#)

[Summary for Post-Secondary Page 2](#)

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Date of Exit. This is the date the student will exit special education services, typically a graduation date.

Post-Secondary Expectations. Transition assessments of a student aged 14 or older, are described on Page B of the IEP. Based on these assessments, describe the post-secondary expectations for living, learning, and working. The statements should be very specific and current at the time of exit. If the summary sheet is completed early in the student's last year of school, the information should be reviewed and updated, as appropriate, at the time of exit.

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Recent Special Education Services. Identify *all* special education services the student received in the last three years. *Remember to consider work experience, adaptive PE, or any other services that were delivered that might not be listed.*

Goal Areas. Record any goal areas included in the student's IEP over the last three years. List goal areas only once.

Examples: reading, financial literacy, self-responsibility, employability skills, etc.

[Summary for Post-Secondary Page 1](#)

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Describe Student's Current Levels of Performance, as Related to Living, Learning, and Working. Include type of assessment, date of administration, and results. This section may help adult service providers and other organizations or institutions determine eligibility for services.

Information included here is directly related to the post-secondary expectations on Page B on the IEP and "current levels of performance" on each goal page. Assessment information may come from formal or informal assessment techniques. This section should not exclusively be scores or percentages: it could include observations and situational assessment information.

Describe Functional Impact of the Disability. This information describes the impact of the disability and answer the "so what" question: How does the disability impact the application of skills and the completion of tasks in learning, living, and working?

Domains to consider in this section include: mobility, self-care, self-direction, cognitive/motor skills, work tolerance, interpersonal skills, and sensory/verbal communication.

Information to complete this section may be found on Page B, goal pages, and Page F of the IEP.

[Summary for Post-Secondary Page 1](#)

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Response to Instruction and Accommodations as related to living, learning, and working. Describe accommodations/instructional strategies that *have and have not* worked and when. Progress monitoring, teacher input, and the IEP review should provide the necessary information to know when a student is or is not responding to an accommodation or instructional strategy.

This section may help adult service providers and other organizations or institutes that are developing a plan or program for the student to identify service or support needs.

Recommendations for Living, Learning, and Working. Include suggestions for accommodations, linkages to adult services, or other supports.

Make the recommendations specific to each individual student. Use the Post-Secondary Expectation information (*Page B of the IEP or the Post-Secondary Expectations section of this document*) to determine recommendations that would be helpful for the student to successfully pursue the post-secondary expectation in each of the areas of living, learning, and working. Avoid a laundry list of recommendations.

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Adult/Community Contacts. This section is designed to assist students and families in contacting or staying in contact with community agencies or organizations.

Agency: Identify the name of the agency the student has already been referred to or an agency that would be helpful based upon the recommendations made in the previous section of the document.

Status: Indicate the current (i.e., at the time of student exit) status of a referral or transition activity, such as referral made, active case, student on waiting list, and so forth.

Name/Position: The name and position of the contact person within the identified agency.

Phone: The phone number of the contact person within the identified agency.

High School Contacts. Indicate the name and position of one person within the high school that may be contacted in the future. Those who may have questions in the future include the student, family, adult or community service providers, or post-secondary institutions.

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Additional team members contributing to this summary. Identify members of the IEP team who provided information for the development of the Summary of Post-Secondary Living, Learning, and Working.

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Support for Accommodation Request (SAR)

To be used in consideration of post-secondary academic accommodation requests.

Student: _____

1. **ELIGIBILITY/DIAGNOSTIC STATEMENT:**

- Date of original eligibility: ____ / ____ / ____
- Most recent reevaluation date: ____ / ____ / ____
- Current goal area(s) of concern:

.....

.....

2. **FORMAL DIAGNOSIS** and DATE (when available):

.....

.....

3. What is the **BASIS OF DETERMINATION** for current services? (Provide available formal/informal diagnostic assessment information and recent evaluation results; include performance levels with/without accommodations.)

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.....

4. Describe the **CURRENT FUNCTIONAL IMPACT** of the disability:

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.....

5. **RESPONSE TO** specially designed INSTRUCTIONAL INTERVENTION:

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.....

6. Expected **PROGRESSION or STABILITY** of the disability:

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.....

7. **HISTORY of ACCOMMODATIONS:**

- 9th Grade:

.....

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- 10th Grade:

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- 11th Grade:

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- 12th Grade:

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8. **SUGGESTED ACCOMMODATIONS** for post-secondary experiences:

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9. **RECOMMENDATIONS** for (include accommodations, linkages to adult services, other support)

- Living:

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- Working:

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.....

10. **ADULT/COMMUNITY** Contacts:

Name/Position: _____

Agency: _____ Status: _____ Phone: _____

11. **SIGNATURE** of Credentialed Professional

Name of Person completing this form (Print) Title/Role Agency/Organization

Signature Telephone Date

12. **AUTHORIZATION for RELEASE OF INFORMATION.** I hereby authorize the release of information summarized in this **Support for Accommodation Request** for the purpose of evaluating eligibility and accommodation requests.

Name of Student (Printed) Student's Signature Date

13. **STUDENT WRITTEN RESPONSE** — Statement of Goals (Please write your statement of at least 3-5 sentences describing what you hope to accomplish in the next year.)

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- 1) **Eligibility/Diagnostic Statement.** The diagnostic systems used by the Department of Education, the Area Education Agencies, the State Department of Rehabilitative Services or other State agencies and/or the current editions of either the Diagnostic Statistical Manual of the American Psychiatric Association (DSM-IV-TR) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.

An **eligibility/diagnostic statement** includes the nature of the disability and the:

- Date of original eligibility into the system
- Most recent reevaluation date, and
- Current area(s) of concern

[SAR](#)

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- 2) **Formal Diagnosis and Date.** In this context, a “formal” diagnosis means the specific identification of a mental, physical or health condition by a practitioner or institution *other than* the school or AEA.

When available include the formal diagnosis, the name of the professional evaluator with credentials (certification, licensure, and/or the professional training of individual(s) conducting the evaluation should be provided), and the date of the evaluation. *Please indicate if there is no formal diagnosis available* (e.g., none available).

- 3) **Basis of Determination.** List the diagnostic test(s), criteria and/or process(es) used for the determination of the disability. Include specific results from the diagnostic procedures and/or tests that are relevant to the disability and when they were administered. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process. Useful and relevant information includes:

- Formal/informal diagnostic assessments,
- Recent reevaluation results, and/or
- Performance levels with/without accommodations

[SAR](#)

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- 4) **Current Functional Impact.** The current functional impact of the disability is most helpful in describing either explicitly or through provision of specific diagnostic results how the student functions within the academic setting. Include current levels of function, goals, rate of progress, modifications, and accommodations. In addition, provide any information that describes the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact academic performance, and the applicability of the information to the current context of the request for accommodations at the post-secondary level. Current functional impact focuses on:

- Perceptual,
- Cognitive,
- Behavioral and/or
- Physical abilities

Include current treatments and medications. A brief review or history of treatments and medications noting significant and/or potential side effects that may impact perceptual, cognitive, behavioral and/or physical performance should also be included.

[SAR](#)

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- 5) **Response to Instructional Intervention.** A description of instructional interventions, assistive devices, accommodations and/or assistive services should be provided. Include statements about their effectiveness in managing and/or minimizing the impact of the disability for the individual.
- 6) **Description of the expected progression or stability of the impact of the disability over time.** This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.
- 7) **History of Accommodations.** Depending on the impact of the condition on the individual, a history of accommodations implemented and perceived effectiveness in managing and/or minimizing the impact of the disability should be provided. For individuals graduating from high school, a record of accommodations used during eighth through twelfth grade provides a more complete picture of the student's experiences. It also provides an opportunity for the student to engage in reflection and self-determination.

[SAR](#)

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- 8) **Suggested Accommodations.** Depending on the functional impact of the condition on the individual, include a listing of suggestions for accommodations and supports that may be beneficial in providing full access as the student transitions. Recommendations may include:

- Accommodations,
- Adaptive devices,
- Assistive services,
- Compensatory strategies, and/or
- Collateral support services

As appropriate, recommendations for collateral medical, psychological, and/or educational support services or training that would be beneficial may also be included.

[SAR](#)

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- 9) **Recommendations.** Recommendations from professionals with a history of working with the individual provide valuable information for the review process. They will be included in the evaluation of requests for accommodation and/or auxiliary aids. Where such recommendations are congruent with the programs, services, and benefits offered by the College or University they will be given deference. When recommendations go beyond services and benefits that can be provided by the College they may be used to suggest potential referrals to area service providers beyond the College or University.

10. **Adult/Community Contacts.** List agencies with current or past supportive relationships with the student. Indicate status (active/inactive) as of the time of SAR completion. Provide contact information.

11. **Signature.** The signature of the professional (i.e. secondary special education teacher, transition coordinator) completing this form along with the person's title/role, and contact information is included for reference.

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12) Authorization of Release. The student should be involved in this process and document his/her authorization for the release of the information for the purpose of evaluating eligibility and accommodation requests by signing and dating the release.

13) Student Written Response. The purpose of the student written response is to engage the student in the process of his or her transition and self-determination. The response may be handwritten or word-processed.

[SAR](#)

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Documenting a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

To create an FBA as a part of an initial evaluation:

- During the Child Find process, select Functional Behavioral Assessment from the Child Find Overview Tab, Additional Forms section and complete the FBA.

CF Overview Dis Suspected Participants EDW

Complete all "Child Find Forms". Make sure the Child Find Incomplete Data Report (IDR) has no incomplete items. Buttons will become available after certain form data is completed.

Child Find Process											
Actions:	<input type="button" value="End Child Find"/> <input type="button" value="Transfer Child"/> <input type="button" value="Child Find IDR"/>										
Initial IEP:	<input type="button" value="Create"/> *enabled after disability suspected forms completed and EDW 'Consent Received date' is filled in										
Child Find Forms:	<table border="1"> <thead> <tr> <th>Status</th> <th>Task</th> </tr> </thead> <tbody> <tr> <td>Complete</td> <td>Disability Suspected Form</td> </tr> <tr> <td>Complete</td> <td>Disability Suspected Participants</td> </tr> <tr> <td>Complete</td> <td>Consent for Full and Individual Initial Evaluation</td> </tr> <tr> <td>Incomplete</td> <td>Eligibility Determination Worksheet (EDW)</td> </tr> </tbody> </table>	Status	Task	Complete	Disability Suspected Form	Complete	Disability Suspected Participants	Complete	Consent for Full and Individual Initial Evaluation	Incomplete	Eligibility Determination Worksheet (EDW)
Status	Task										
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Additional Forms: H	<table border="1"> <thead> <tr> <th>Form</th> </tr> </thead> <tbody> <tr> <td>Meeting Notice - Optional</td> </tr> <tr> <td>Functional Behavior Assessment (FBA) - Optional</td> </tr> <tr> <td>Prior Written Notice (PWN) - Optional</td> </tr> </tbody> </table>	Form	Meeting Notice - Optional	Functional Behavior Assessment (FBA) - Optional	Prior Written Notice (PWN) - Optional						
Form											
Meeting Notice - Optional											
Functional Behavior Assessment (FBA) - Optional											
Prior Written Notice (PWN) - Optional											

For the first FBA and/or BIP for a student:

- Check "Yes, behavior is a concern and will be addressed in the attached FBA and/or BIP" on Page B of the IEP.
- On the forms tab, select FBA from the forms list.

Note: For an initial evaluation and initial IEP, when an FBA has already been created as a part of Child Find, select BIP only.
- "New" will be auto-populated.
- The meeting date populates on the initial FBA and/or BIP.
- Complete the FBA and/or BIP.

Consider (0) Assess (0)

Considerations ?

The IEP team must consider the following when developing this IEP.

Behavior H	Communication and Language H	Health Needs H
<input type="checkbox"/> Yes, behavior is a concern and will be addressed in this IEP.	<input checked="" type="checkbox"/> Yes, communication and language are a concern and will be addressed in this IEP.	<input type="checkbox"/> Yes, health is a concern and will be addressed in this IEP.
<input checked="" type="checkbox"/> Yes, behavior is a concern. A Functional Behavioral Assessment (FBA) is required. If one exists, it will be reviewed and modified, as needed. A Behavior Intervention Plan (BIP) will be developed, if required due to disciplinary action or determined to be needed by the IEP team. If a BIP exists, it will be reviewed and modified, as needed.	<input type="checkbox"/> Yes, communication and language are a concern and will be addressed in the attached Communication Plan for Deaf and Hard of Hearing.	<input type="checkbox"/> Yes, health is a concern and will be addressed in the health plan in the student health records.
<input type="checkbox"/> No, behavior is not a concern.	<input type="checkbox"/> No, communication and language are not a concern.	<input checked="" type="checkbox"/> No, health is not a concern.

For an FBA and/or BIP for a student whose current IEP includes an FBA and/or BIP (the second box is checked under Behavior on Page B) and the new IEP is a review or reevaluation:

- If "Yes, behavior is a concern and will be addressed in the attached FBA and/or BIP" was selected on the on Page B of the previous IEP, the FBA and BIP data will be copied over to the new plan.
- The meeting date of the new IEP will auto-populate on the FBA and/or BIP.
- Choose:
 - "New" If a 'new' FBA and/or BIP is needed, choose FBA and/or BIP from the forms tab. "New" and the meeting dates will be auto-populated.
 - "Review without changes." The form will be filled in from data in the existing FBA and/or BIP. Select this option if the information in the existing FBA and BIP is current and correct.
 - "Revision." The form will be filled in from data in the existing FBA and/or BIP and may be edited. Select this option when the FBA and/or BIP will be changed but the changes are not significant enough to completely rewrite the document.

For an FBA and/or BIP for a student whose current IEP includes an FBA and/or BIP (the second box is checked under Behavior on Page B) and the IEP is open as an amendment:

- If "Yes, behavior is a concern and will be addressed in the attached FBA and/or BIP" was selected on the on Page B of the previous IEP, the FBA and BIP data will be copied over to the new plan.
- When the existing FBA and/or BIP are clicked on, a prompt will appear asking the user if they plan to "Review without changes" or "No Review".

- If "Review without changes" is selected, the meeting date of the amendment and "Review without changes" will auto-populate on the form.
Note: To ensure accurate records, regardless of which option is selected, "Revision" will be selected automatically if any changes are made on the form.
- If 'No review' is selected, the FBA and/or BIP data will remain the same as previous IEP. Example: The previous FBA/BIP were marked 'New'. Because 'No review' was selected the forms will continue to be marked 'New.'
- Additionally, once the form is open, the user may choose: "New," "Review without Changes," or "Revision."



Functional Behavioral Assessment Summary

Assessment Date: ____ / ____ / ____ ☐ [New](#) ☐ [Revision](#) ☐ [Review without change](#) **Date:** ____ / ____ / ____

Student: _____ **Birthdate:** ____ / ____ / ____ **Gender** ____ **Grade:** ____

Relationship _____

Name _____

Address _____

City, ST Zip _____

Student lives at this address _____

Email _____

Home _____ **Cell** _____

Work _____

Relationship _____

Name _____

Address _____

City, ST Zip _____

Student lives at this address _____

Email _____

Home _____ **Cell** _____

Work _____

[Individuals](#) completing this Functional Behavior Assessment:

[Contact person](#) for this summary:

Name

Phone

E-mail

A Functional Behavioral Assessment (FBA) must be completed when required to appropriately address a student's needs, or when required due to a disciplinary action. The disciplinary requirement is:

If the AEA, the LEA, the parent, and relevant members of the IEP team make the determination that a code of conduct violation that would result in a change of placement was a manifestation of the child's disability, the IEP team must conduct a functional behavioral assessment, unless the AEA or LEA had conducted a functional behavioral assessment before the behavior occurred, and implement a behavioral intervention plan.

See the Procedure Manual and 281—41.530 for detailed information.

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Assessment Date. Document the date the FBA was completed.

FBA type. Indicate whether this is a new FBA, a revision to an existing FBA or a review of an existing FBA without any changes being made. A review without change indicates that the information contained in the FBA is accurate, sufficiently current and valid as a basis for planning and decision-making.

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Date: Date of the IEP meeting or date the IEP is revised without a meeting.

Individuals completing this Functional Behavior Assessment. List the individuals who contributed to the writing of this report. Do not list those who contributed information but did not actually assist in the writing. Where it is important to note the sources of information, do so in relevant parts of the report (e.g., "Based on parent interviews" "John's third grade teacher reported that ...")

Contact person for this summary. Identify and provide contact information for the individual who would best be able to respond to any questions regarding this assessment.

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Behavior(s) of concern. State a clear, measurable, and observable description of the behavior(s) of concern.

.....

.....

Strengths. What student strengths may provide a foundation for decreasing the behavior(s) of concern and increasing replacement behaviors?

.....

.....

Descriptive Summary: Document existing and newly acquired data. Include information from a variety of approaches and/or data sources: record review, interviews, observations, tests, and/or graphic displays such as scatter plots, ABC analysis, etc. The extent of data collection should reflect the complexity of the behavior(s) of concern.

.....

.....

.....

Student Skills:

Are there skill deficits related to the behavior of concern?

☐ Yes ☐ No

If yes, identify or describe:

.....

.....

Does the student display appropriate skills instead of the behavior of concern?

☐ Yes ☐ No

If yes, identify or describe:

.....

.....

Problem Analysis: Based on the **Descriptive Summary**, respond to the following questions.

1. What about the behavior is concerning? Consider the behavioral dimensions of frequency (how often), intensity (to what degree), duration (how long), and latency (time between prompt and desired behavior).

.....

.....

2. What is the expected or desired performance? What standard was utilized to make the comparison? (e.g., standard, benchmarks, peer comparison, school norms)

.....

.....

3. What is the student's current level of performance?

.....

.....

4. What is the discrepancy between the student's expected and current performance?

.....

.....

Behavior(s) of concern. State a clear, measurable, and observable description of the behavior(s) of concern. Be specific. There are many ways to be aggressive, inattentive, disruptive, etc. The definition should allow someone who is unfamiliar with the student to be able to recognize when the behavior is and is not occurring.

Strengths. Describe student strengths that may support the development of interventions. Be specific. For example, the student has high language comprehension ability; the student is able to use picture cues/prompts; the student has good peer relationships; the student has strong math skills, with performance at or above his/her peers.

Descriptive summary. Based on a variety of information sources, summarize what is known about the behavior of concern and the conditions related to it. Include identification of resources. Identify outside information sources, if any. You may attach relevant documents (in the Web IEP “Associated Files” are uploaded).

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Student skills – skill deficits. If “Yes” describe the skill deficit of concern. Is it that the student can’t use appropriate behavior instead of the behavior of concern (skill deficit) OR is it that the student won’t use appropriate behavior instead of the behavior of concern (performance deficit)? For example, the student is nonverbal and is expected to ask for help but does not do so (skill deficit) versus the child is verbal and is expected to ask for help but does not do so (performance deficit)

Student skills – display of appropriate skills. If “Yes” describe if the student possesses appropriate replacement behaviors. The purpose of this item is to help determine if new skills need to be taught or if existing skills need to be encouraged and reinforced. Has the student used appropriate behavior instead of the behavior of concern in the situations documented in the descriptive summary? For example, sometimes the student requests help verbally, sometimes the student uses a picture cue to request help, and then sometimes the student tantrums (commensurate with a performance deficit)

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Problem analysis.

- **What about the behavior is concerning?** Describe the aspects of the student’s behavior that make it a concern (frequency, intensity, etc.). For example, the frequency of aggressive behavior – specifically hitting peers.
- **What is the expected or desired performance?** For some behaviors (stealing, throwing rocks at others, etc.) desired performance is zero occurrences of the behavior of concern. For other behaviors (e.g., work completion) the reasonable expectation is the typical performance of others in the classroom. For example, peers engage in hitting 0 times per day.
- **What is the student’s current level of performance?** State the student’s current performance. Use positive phrasing whenever possible (James completes 80% of his homework assignments). For example, Johnny hits his peers 5 times per day.
- **What is the discrepancy between the student’s expected and current performance?** State the difference in objective measurable terms. For example, the discrepancy between the student’s expected performance (0 hits) and the current performance (5 hits) is 5.

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Environmental conditions

Antecedents

What are the events immediately before the behavior(s) of concern, or events that trigger the behavior(s) of concern?

.....

.....

Consequences

- What is the observed common response(s) of the teacher to the behavior(s) of concern?

.....

.....

- What is the observed common response(s) of peers to the behavior(s) of concern?

.....

.....

Hypothesized function (purpose) of the behavior. Based on a convergence of data reflected in the **Descriptive Summary** and **Problem Analysis**, what is the function of the behavior(s) of concern? Is the student attempting to gain something or avoid something?

.....

.....

.....

Additional Notes. Document any additional notes or reflections here.

.....

.....

.....

Next Steps. An FBA is an on-going process which is directly tied to the development and implementation of a Behavior Intervention Plan (BIP). Please select the appropriate box below:

- ☐ This FBA led to the development of a BIP
- ☐ This FBA did not lead to the development of a BIP. Any needed alternative actions will be addressed in a separate plan (504 plan or intervention plan).

Environmental conditions: Antecedents. What conditions make the behavior more or less likely to occur? Using the Descriptive Summary data above, determine the common antecedents to the behaviors of concern. For example: “25/30 times that the student hit, the antecedent was independent play with no teacher or peer attention”. It is important to note the conditions must be what are actually observed, not what was believed to have happened. Describe:

- the conditions that make the behavior more likely to occur, but do not directly or immediately trigger the behavior (e.g., time of day, certain classes, particular adults or peers present, etc.); **and**
- The events that directly and immediately trigger the behavior (e.g., teasing, specific classroom demands, etc.)

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Environmental conditions: Consequences. Consequences are the actions and events that follow occurrences of the behavior(s) of concern. Using the Descriptive Summary data above, determine the common consequences to the behaviors of concern. For example, “28/30 times the student hit, the consequence was followed by an adult reprimand”. It is important to note the conditions must be what are actually observed, not what was believed to have happened – for example, adults may indicate the behavior of concern is immediately followed by time out, however observation might show the behavior of concern is followed by time out with adult reprimand during time out.

Positive consequences (actions and events that follow the occurrences of the behavior(s) of concern and appear to reinforce that behavior – “positive” means potentially reinforcing and not necessarily desirable in the general view of others). Negative consequences: (actions and events that follow the occurrences of the behavior(s) of concern and appear to discourage that behavior – “negative” means potentially punishing in the behavioral sense and not necessarily undesirable in the general view of others).

- Describe the response of teachers/parents/caregivers to the behavior of concern
- Describe the response of peers to the behavior of concern

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Hypothesized function (purpose) of the behavior. State clearly and succinctly the conclusion related to the behavior’s function. Behavior generally falls into one of two functions: Gaining or Avoiding. What the student is trying to gain or avoid will differ based on the situation (e.g. gain attention; avoid a task; gain preferred object). Most commonly, students are attempting to escape or avoid an undesirable task or gain attention from peers or adults.

A very small number of behaviors are automatic (i.e., not readily modifiable through strictly behavioral approaches). Consideration may also need to be given to outside factors that may inform intervention strategies such as gang affiliation, and relevant internal cognitive variables and beliefs. Gain and/or Escape functions should be ruled out before an automatic function can be determined.

Next steps. An FBA is typically completed only when there is a behavior of concern that is significant enough to require a systematically applied approach to dealing with the behavior (i.e., a plan). Indicate whether the behavior of concern will be addressed through a Behavior Intervention Plan (BIP), or through some other means.

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Behavior Intervention Plan

☐ [New](#) ☐ [Revision](#) ☐ [Review](#) without change [Date:](#) ____ / ____ / ____

Student: _____ **Birthdate:** ____ / ____ / ____ **[Date of most current FBA:](#)** ____ / ____ / ____

[Persons](#) who developed this plan/Position or relationship to student:

_____	_____
_____	_____
_____	_____

[Behavior\(s\) of Concern](#) identified in the Functional Behavior Analysis:

.....

.....

The behavior(s) of concern is a: ☐ [Skill Deficit](#) ☐ [Performance Deficit](#)

[Alternative or Replacement Behaviors](#) and/or Skills.

Has the alternative or replacement behavior been observed?

☐ Yes ☐ No

If yes, describe the behavior and under what conditions it was observed?

.....

.....

If no, can the alternative or replacement behavior be elicited by offering appropriate reinforcement?

☐ Yes ☐ No

If yes describe reinforcement required:

.....

.....

[Baseline](#). What is the student's current level of performance?

.....

.....

[Goal](#). State the behavioral goal in measurable and observable terms that include the conditions, behavior, and criterion.

.....

.....

.....

IMPORTANT NOTE: These directions relate to a “stanto create an fbad-alone” BIP. When incorporated in an IEP that has the behavior goals targeted by the BIP, the baseline, goal, progress monitoring procedures and plan modifications (phase change notes) may be completed through the IEP goal page, and you may note “See IEP” in completing the BIP.

BIP type. Indicate whether this is a new BIP, a revision of an existing BIP or a review of an existing BIP without any changes being made. A review without change indicates that the information contained in the BIP is accurate, sufficiently current and provides a sound basis for the actions described.

Date. Date of the IEP meeting or IEP revision without a meeting.

Date of most current FBA. BIPs are based on information gathered through an ongoing FBA. Indicate the date of the most current FBA Summary Form that provides the foundation for this BIP.

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Persons who developed this plan. BIPs are developed or modified through an IEP process (initial, review, reevaluation or an IEP amendment with or without a meeting). Involve all appropriate parties on the IEP team or as a part of the group of individuals who will amend the IEP without a meeting.

Behavior(s) of concern. State the behavior of concern identified in the FBA.

Skill deficit/performance deficit. “Skill deficit” indicates that the behavior of concern occurs because the individual lacks alternative, appropriate behaviors that serve the same function as the behavior of concern. “Performance deficit” indicates that the individual has alternative, appropriate behaviors that serve the same function as the behavior of concern, but does not use these skills or does not use these skills at an expected rate.

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Alternative or Replacement Behaviors and/or Skills. Often alternative, appropriate behaviors have not been observed or have not been observed to occur at an acceptable rate.

- **Observed.** Indicate if alternative, appropriate behaviors have been observed. Determine the alternative or replacement behavior to document on page 2.
- **Elicited by reinforcement.** If alternative, appropriate behaviors have not been observed, indicate whether the individual displays the behaviors, given reinforcement. Determine the level of reinforcement necessary to maintain the alternative/replacement behavior.

Baseline. State the student’s current performance on the indicator that will be used to measure progress towards the goal. The baseline, just like the goal, must be observable, measurable and specific.

- *The baseline must include a **number**!*
- *The baseline number is also the graph starting point for progress monitoring*
- *The measurement tool used to determine the baseline **must** also be the measurement tool used in progress monitoring*

Example: Carl follows teacher directions within 10 seconds 43% of the time.

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Goal. The goal must include:

Conditions: In 36 weeks, given a teacher direction

Behavior: Carl will follow that direction within 10 seconds

Criterion: 90% of the time

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Implementation Plan

Prevention Strategies: What changes in instruction, choices, environment, and so forth are needed to decrease or prevent behavior(s) of concern?

Action:

Who will be responsible for this action?

When this action will be implemented: / /

Teaching Alternative or Replacement Behaviors and/or Skills: This behavior will replace the behavior(s) of concern for the student to obtain the same results.

Action:

Who will be responsible for this action?

When this action will be implemented: / /

Response Strategies - Teacher/parent/caregiver responses

Action:

Who will be responsible for this action?

When this action will be implemented: / /

Safety plan: Actions needed to ensure safety and the de-escalation of student behaviors in emergency situations.

Action:

Who will be responsible for this action?

When this action will be implemented: / /

Other actions that are needed to meet the needs of this individual

Action:

Who will be responsible for this action?

When this action will be implemented: / /

Implementation plan. Each section of the Implementation Plan calls for a clear description of the action to be taken, the individual(s) who will be responsible for the action and the timeframe for the action. In the Web IEP additional actions may be added or new actions, replacing previous actions may be added.

Prevention strategies. Review all salient information on the FBA Summary Form, as well as **Problem Analysis** results, specifically **Environmental Conditions** and **Antecedents** to develop appropriate prevention strategies. Actions might include adaptations to:

Procedures	Schedules	Routines
Behavioral expectations	Room or seating arrangements	Materials.

Teaching Alternative or Replacement Behaviors and/or Skills. Review all salient information on the FBA Summary Form, specifically the **Alternative or Replacement** behavior section to develop appropriate strategies to teach the alternative/replacement behavior. Actions might include:

- Direct teaching (explanation, demonstration, feedback related to correct responding) of behavioral expectations, new skills, acceptable behaviors that serve the identified function of the behavior(s) of concern.
- Structured assessment of the effects of potential reinforcers.
- Reinforcement of desirable behaviors, those directly taught or others desirable behaviors that are demonstrated.
- Reinforcement of progressively lower rates of the behavior(s) of concern.

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Response strategies. Review all salient information on the FBA Summary Form, as well as **Problem Analysis** results, specifically the pattern documented under **Consequences** in relation to the hypothesized function to develop appropriate response strategies that do not reinforce the behavior(s) of concern and **do** prompt and reinforce the alternative/replacement behavior. In a prioritized order, these classroom, home or community actions might include:

- Reinforcement of specifically targeted replacement behaviors or alternative skills.
- Reinforcement of acceptable behavior, whether or not the behavior is a specifically targeted replacement behavior or alternative skills.
- Ignoring occurrences of targeted undesirable behaviors.
- Prompting or redirecting undesirable behavior to desirable behavior.
- Providing a negative consequence for an undesirable behavior.

Safety plan. When the behaviors of concern may pose a danger to the individual, other students or adults, a safety plan may be required. If a safety plan is needed, define a crisis for this student and identify actions to be taken based on the function of the student's behavior. Actions might include:

- Assuring that any necessary assistance is available when needed.
- Appropriately preparing (with information, training, etc.) all responsible adults to implement the safety plan.
- Establishing a system of timely communication.

Other actions that are needed to meet the needs of this individual. Certain life circumstances do not directly trigger or make more likely an undesirable behavior, but rather place an individual generally at-risk for various undesirable outcomes. This item is intended to stimulate discussion of this potential. Actions might include:

- Referral to outside resources.
- Promoting success in other aspects of the individual's life.

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Monitoring Plan

Monitoring: complete the area(s) to be monitored

BIP Student Goal: State how progress toward meeting this goal will be measured and how often progress will be measured.

Action:

Who will be responsible for this action?

When this action will be implemented: _____ / _____ / _____

Frequency of monitoring?

Alternative or Replacement Behavior: State the method, person responsible and frequency of monitoring of replacement behavior success.

Action:

Who will be responsible for this action?

When this action will be implemented: _____ / _____ / _____

Frequency of monitoring?

BIP Implementation: State the method, person responsible and frequency of monitoring the implementation of the components outlined in this BIP.

Action:

Who will be responsible for this action?

When this action will be implemented: _____ / _____ / _____

Frequency of monitoring?

Monitoring plan. The monitoring plan allows the description of both goal monitoring and replacement skill monitoring. This allows tracking a goal to reduce one behavior while efforts are also undertaken to increase the occurrence of replacement behaviors. If the goal itself calls for increasing replacement behaviors, only the Goal Monitoring section needs to be completed.

BIP student goal. Indicate how progress toward this goal will be measured and how often progress will be measured. *Recall*, if the BIP goal is the same as an IEP goal, you may state: “See IEP”.

Describe frequent and repeated measures.

Action	Frequency
Tallies	Weekly
Observations	Daily
Record Books	Every two weeks

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Alternative or replacement behaviors. If the BIP goal targets reducing the behavior of concern, efforts to increase the occurrence of behavior(s) that are acceptable and serve the same function as the behavior of concern should be undertaken. Indicate how, how often and who is responsible for this monitoring.

Plan implementation. You *must* describe how plan implementation will be monitored. Treatment integrity is critical to the success of any BIP.

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Manifestation Determination Guide

Meeting Date: ____ / ____ / ____

Student: _____ Date of Birth: ____ / ____ / ____

School District: _____ School Building: _____

Code of conduct violation: _____

Timelines: Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of conduct, a manifestation determination must be made.

Date the code of conduct violation occurred: ____ / ____ / ____

Date of the school district's determination that the potential disciplinary action would constitute a change of placement (educational setting change for more than 10 days): ____ / ____ / ____

NOTE: If a student possesses or sells drugs, possesses a weapon or causes serious bodily injury on school property or at a school activity, school officials may order a change in placement of up to 45 school days regardless of the manifestation determination.

IEP Team Review: The following information was considered:

- | | |
|--|---|
| <input type="checkbox"/> Evaluation and diagnostic results | <input type="checkbox"/> Information from the parents or guardian |
| <input type="checkbox"/> This individual's IEP | <input type="checkbox"/> Teacher observations |
| <input type="checkbox"/> Other: _____ | |

Behavioral Background Information

- ☐ Yes ☐ No Has there been a [history](#), previously documented or not, of behavioral concerns for this student?

If "No," proceed to the Manifestation Determination section.

If "Yes", briefly describe the history of behavior concerns:

- ☐ Yes ☐ No Does the history of behavior concerns include [behavior similar](#) to or related to the behavior that was a code of conduct violation?

Comments:

- ☐ Yes ☐ No Has a [functional behavioral assessment](#) been completed for this student? If "Yes," what function (purpose) of the student's behavior(s) of concern was identified?

- ☐ Yes ☐ No Is this function related to the behavior that was a code of conduct violation?

Comments:

- ☐ Yes ☐ No Have the behavior(s) of concern been considered in developing the [current IEP](#) (i.e., "Behavior" was indicated to be a Special Consideration in the Present Levels of Academic Achievement and Functional Performance)?

Comments:

A manifestation determination is required whenever the disciplinary consequence of a violation of a school's code of conduct would constitute a change in placement for an eligible individual. Expulsions from school, suspensions of greater than ten consecutive school days, or suspensions totaling more than ten days during a school year that constitute a pattern of removal are "changes in placement". Regardless of the outcome of the manifestation determination, the school district maintains responsibility for the student's education. Therefore, the Manifestation Determination Guide outlines both the process that is required by IDEA for manifestation determination and a consideration of the potential behavior needs of the student.

Code of conduct violation. Briefly describe the behavior subject to discipline under the school's code of conduct.

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Timelines. The manifestation determination must be completed within ten school days of the determination that the potential consequence for the violation constitutes a change in placement. These dates are important. Record them accurately.

Example: Thomas receives an immediate three-day suspension for fighting, pending a parent conference. Thomas's parents are informed immediately of Thomas's behavior and the suspension and are invited to a meeting at school. The purpose of the meeting is to discuss Thomas's behavior in light of the school's code of conduct. At the meeting, the statements of witnesses and Thomas's statement are presented to the parents. Thomas has the opportunity to explain his actions. [NOTE: IDEA 2004 states "School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct."]. Thomas and his parents are told that this violation would ordinarily draw a suspension for the remainder of the semester. Because Thomas is a student with a disability, a manifestation determination is required before a decision can be made about the consequence for Thomas's behavior. The school has ten school days from the date of the meeting with Thomas and his parents to hold the manifestation determination.

IEP Team Review. Indicate the information sources that were discussed at the manifestation determination meeting.

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Behavioral Background Information.

History of behavior concerns. Indicate "Yes" or "No". If there has been no history of behavioral concerns, indicate "No" and proceed to the Manifestation Determination section. There, the team will be prompted to conduct a Functional Behavior Assessment (FBA) and create a Behavior Intervention Plan (BIP) or review the existing plan if the behavior is a manifestation of the student's disability. If the behavior is not a manifestation, the team is prompted to consider the need for an FBA and BIP.

If there is a history of behavior concerns, briefly describe that history.

Relationship between past behavior and the code of conduct violation. Answer "Yes" if there is some reasonable relationship between the behavior being discussed and past behavior (e.g., reoccurrence of a past behavior, a more intense occurrence of past behavior, a progression from past behavior – e.g., a history of verbal confrontations progressing to a physical fight).

Completion of FBA. Answer "Yes" if an FBA has been conducted and indicate the identified function of the behavior that was evaluated in the FBA. Indicate if this function was related to the code of conduct violation. For example, if peer attention was the identified function of related, past behavior, was peer attention also a factor in the code of conduct violation?

Behavior addressed in the current IEP. Indicate "Yes" if the code of conduct violation or related behaviors have been addressed in the current IEP.

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- ☐ Yes ☐ No Have the behavior(s) of concern been [addressed through interventions](#) documented in an IEP (behavioral goal & services) or in a behavior intervention plan? If "Yes":
- ☐ Yes ☐ No Have these interventions been matched to the identified function of the behavior(s) of concern?
- Comments:
- ☐ Yes ☐ No Will the supports and services specified in the IEP or the behavioral intervention plan meet this student's future behavioral needs?

Manifestation Determination

- ☐ Yes ☐ No 1. Was the code of conduct violation caused by or have a direct and substantial relationship to this individual's disability?
- ☐ Yes ☐ No 2. Was the code of conduct violation the direct result of the school's or area education agency's failure to implement the IEP?

If the team agrees that **either** question is correctly answered "Yes", the behavior **is** a manifestation of this individual's disability.

If the team agrees that **both** questions are correctly answered "No", the behavior **is not** a manifestation of this individual's disability.

- ☐ The team reached consensus that the behavior ☐ is ☐ is not a manifestation of this individual's disability.
- ☐ The team did not reach consensus. Attach a Prior Written Notice, informing the parents of the school's determination.

Individuals Who Participated in this Meeting

(Required Participants: Parents, an LEA Representative & Relevant IEP Team Members)

_____ Parent _____

_____ Parent _____

_____ LEA Rep/Designee _____

		<u>Is the Behavior a Manifestation</u> of Disability?	
		Yes	No
Are There Special Circumstances? Possessed or sold drugs, possessed a weapon, caused serious bodily injury	No	<ul style="list-style-type: none"> ✓ <i>Disciplinary action constituting a change in placement may <u>not</u> be taken.</i> ✓ Conduct a functional behavioral assessment if one has not been completed. ✓ Develop a behavior intervention plan. If a behavioral intervention plan already exists, review and modify it, as necessary. ✓ Change the IEP, program or B IP, as needed, to address behavior. 	<ul style="list-style-type: none"> ✓ <i>Disciplinary action constituting a change in placement may be taken.</i> ✓ Continue to provide educational services. Services must enable the individual to continue to participate in the general curriculum and to progress towards meeting the IEP goals. ✓ Consider the need for a functional behavioral assessment and development of a behavior intervention plan. If a behavioral intervention plan already exists, review and modify it, as necessary. ✓ The IEP team determines the setting for services.
	Yes	<ul style="list-style-type: none"> ✓ <i>School officials may order a change in placement of up to 45 school days.</i> ✓ Continue to provide educational services. Services must enable the individual to continue to participate in the general curriculum and to progress towards meeting the IEP goals. ✓ Conduct a functional behavioral assessment if one has not been completed. ✓ Develop a behavior intervention plan. If a behavioral intervention plan already exists, review and modify it, as necessary. ✓ The IEP team determines the setting for services. 	<ul style="list-style-type: none"> ✓ <i>School officials may order a change in placement of up to 45 school days.</i> ✓ Continue to provide educational services. Services must enable the individual to continue to participate in the general curriculum and to progress towards meeting the IEP goals. ✓ Consider the need for a functional behavioral assessment and development of a behavior intervention plan. If a behavioral intervention plan already exists, review and modify it, as necessary. ✓ The IEP team determines the setting for services.

Behavioral Background Information, continued.

Behaviors of concern addressed through interventions. Indicate if behavior(s) of concern have been addressed through an IEP or BIP. Think broadly, not just about the behavior subject to discipline. If behaviors have been addressed in the past, the following questions are intended to stimulate discussion of future behavioral needs. The answers to these questions are not intended to influence the manifestation determination.

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Manifestation Determination. Address the two listed questions. Little guidance is currently available to aid teams in addressing these questions.

Question #1. If a child whose disability includes the diagnosis of Tourette Syndrome and the symptoms of that condition include loud vocal tics, it would be unreasonable to suspend that student because those vocalizations disrupt class. That, of course, is an obvious example. Many situations will be less obvious.

Question #2. First discuss whether there has been any failure to follow the IEP. If the IEP has been implemented as written, the correct response to this question is “No”. ***Don’t forget***, if the IEP calls for a behavior plan, carrying out that plan is an expectation of implementing the IEP.

Answering either question “Yes” means the behavior is a manifestation of the individual’s disability. Answering both questions “No” means that the behavior is not a manifestation.

Indicate the consensus of the team. When it is not possible to reach consensus, the school must make a determination and inform the parents of that determination with a *Prior Written Notice*.

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Individuals who participated in this meeting. IDEA 2004 requires that the group conducting a manifestation determination include “the local educational agency [the school district], the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency)”. List ***all*** participants. Signature or listing does not indicate agreement with the determination.

Potential outcomes. The determination of the team (behavior is or is not a manifestation) and the nature of the code of conduct violation (special circumstances are present or are not) create four possibilities, each with different implications for actions that can, may or must be taken. Carefully review the implications of the particular circumstances and proceed accordingly.

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Home Schooling for Students in Special Education: Parent Notification and Acknowledgment

Student's Name: _____ **DOB:** _____

Parents in Iowa have multiple options when they want to educate their children at home. These options are Independent Private Instruction (IPI) and Competent Private Instruction (CPI) which are outlined in the Private Instruction Handbook located on the Iowa Department of Education website. Parents are encouraged to review these options prior to making a decision regarding homeschooling. Students in special education receive specially designed instruction and additional supports to learn at school. Parents will want to consider the need for these extra supports as they are making a decision about homeschooling. The following considerations apply for students who receive special education:

Continuing Special Education Services

- Competent Private Instruction (CPI) with dual enrollment for special education services is the option of homeschooling that could allow families to access special education services and supports while the child is dual enrolled at school.
- CPI with dual enrollment for special education services will require the family to work with the school in developing an IEP that provides adequate supports for the student to make progress on his/her goals. Since the child is not enrolled in school for a full day, the child may miss substantial education services. The IEP team will determine the necessary special education services to provide a free appropriate public education.
- Prior to starting CPI with dual enrollment, the AEA Director of Special Education must approve the appropriateness of the proposed CPI program for the child requiring special education, considering the child's individual disability. This process could require the IEP team to reconvene if there are concerns with the plan. Once approved, parents will receive a letter from the Director.
- Families choosing CPI with dual enrollment for special education must make the child available for instruction at the time/location determined by the school district. The school determines when teachers are available to provide the needed instruction and supports. Attendance laws apply for the dual enrolled portion of the school day.

Revocation of Special Education Services

- Families who choose to revoke special education services may be negatively impacting their child's ability to make progress on important goals.
- Families who do not choose dual enrollment for special education services are taking full responsibility for their child's education and will need to provide the instruction necessary to support their continued progress. Parents who decline dual enrollment for special education are effectively revoking their consent for special education services and will be provided with a Prior Written Notice by the school district or AEA.
- The procedural safeguards afforded to students in special education and their families no longer apply once a parent revokes consent for special education services. This includes:
 - The student will be a general education student. He/She will no longer be provided an IEP, including instructional services, support services, program accommodations, and modifications.
 - IDEA's manifestation determination requirements and other discipline protections will no longer apply. The student will be disciplined as a general education student.

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- General education academic requirements for competition eligibility (e.g. sports, activities) will apply to the student.
- Other supports are still available to help your child if appropriate. These may include:
 - Accommodations available to any other general education student
 - Health plans and medication administration plans, consistent with any other general education students.
- After special education services stop, parents have the right to ask for the services to start again. However, an initial evaluation will need to be conducted to determine eligibility for special education services.
- Special education records of the student must still be kept by the school for audit and accountability purposes.
- By stopping the student's special education services, it may affect the student's eligibility for other services or programs such as SSI, Medicaid, vocational rehabilitation services, and accommodations in colleges. Each of these services and programs have their own eligibility criteria and priorities. Parents should consult with a person responsible for these services and programs prior to stopping their child's special education services.

Acknowledgment of Information

I acknowledge that information about homeschooling for students in special education has been reviewed with me and I understand the potential implications for my child. Please **check** the appropriate box below and sign.

- ☐ I wish to dual enroll my student to receive special education services. I understand that I must follow the requirements of Competent Private Instruction with dual enrollment and submit a Form A with a plan of study. An IEP will be developed for the portion of the day my child attends school and that while these services are designed to help my child make progress on their goals, the supports are different than if my child attended school full-time. I understand that my choice to homeschool impacts my child's access to instruction at school and may have a detrimental impact on my child's progress.
- ☐ I request that my student's special education services be discontinued as I will be homeschooling and do not wish to dual enroll for special education services. I understand that my child will no longer receive the special education services and supports outlined in his/her IEP. My signature indicates my revocation of consent for special education services. If I choose to re-enroll my student in special education services in the future, I understand an evaluation to determine eligibility for special education will be necessary prior to the development of an IEP based on the evaluation results.

Parent Signature

Date of signature

Information Reviewed By:

Name (LEA or AEA staff member)

Date

☐ In-Person ☐ Via Phone

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Home Schooling for Students in Special Education: Parent Notification and Acknowledgment

Fully inform parents. When a parent informs the district of their plan to enroll their eligible student in homeschooling, the AEA/LEA must explain the parent's options for dual enrollment for special education services. Particularly important is explaining to parents that if they choose not to dual enroll their child for special education services, they have effectively revoked their consent for special education and that this decision has specific consequences.

If the parents plan to dual enroll for special education services. The team must:

- Complete the *Home Schooling for Students in Special Education: Parent Notification and Acknowledgment* form, including seeking a parent signature.
- Develop an IEP

Parents must:

- Submit Form A, and
- Seek Director (or Director designee) approval for dual enrollment.

If the parents do not plan to dual enroll for special education. The team must:

- inform parents that their decision effectively revokes their consent for their child's special education services
- complete the *Home Schooling for Students in Special Education: Parent Notification and Acknowledgment* form, including obtaining parent signature,
- complete a Prior Written Notice.
- provide parents a copy of the form and *Prior Written Notice* and offer a copy of the *Procedural Safeguards Manual for Parents*,
- exit the student.

If the student re-enrolls in school in the future, eligibility will need to be redetermined through the initial evaluation process regardless of the length of time. Consideration of all relevant, existing information may be used in determining eligibility.

If the parents do not plan to dual enroll for special education, but:

- The parents will not meet to discuss homeschool options and participate in the completion of the *Home Schooling for Students in Special Education* form or the parents will not sign the *Home Schooling for Students in Special Education: Parent Notification and Acknowledgment* form, the team must:
 - complete the form, without parent signature, indicating who reviewed information regarding special education and home schooling, when the information was reviewed and how the parents were informed,
 - complete the *Prior Written Notice*,
 - provide parents a copy of the form and *Prior Written Notice* and offer a copy of the *Procedural Safeguards Manual for Parents*,
 - exit the student.

If the student re-enrolls in school in the future, eligibility will need to be redetermined through the initial evaluation process regardless of the length of time. Consideration of all relevant, existing information may be used in determining eligibility.

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Surrogate Parent Recommendation Form for IDEA Parts C and B



Submit completed form to the AEA Director of Special Education or designee

AEA Director/Designee Name: _____ AEA: _____

Name of Recommended Surrogate Parent: _____

Address: _____ City, State Zip: _____

Email: _____ Phone: _____

Name of Child/Student: _____ Date of Birth: _____

Resident District: _____ Attending District: _____

Submitted by: _____ Email: _____

The recommended surrogate parent must meet the following criteria:

- Has no interest that conflicts with the interest of the child that the surrogate parent represents;
- Has knowledge and skills that ensure adequate representation of the child; and
- Not be an employee of any state agency (such as the Departments of Education or Human Services) or a person or employee providing early intervention, education, care or other services to the child or to any family members of the child. (A person who otherwise qualifies to be a surrogate parent is not an employee solely because the person is paid by a public agency to serve as a surrogate parent.)

Conflict of Interest, Knowledge/Skills	×	Supporting Notes/Documentation
The recommended surrogate parent has no conflict of interest, has knowledge and skills to represent the child, or will be provided training, as necessary	<input type="checkbox"/>	

A surrogate parent is needed because	×	Supporting Notes/Documentation
Parent cannot be identified	<input type="checkbox"/>	
The public agency, after reasonable effort, cannot locate any parent	<input type="checkbox"/>	
The child is a ward of the state	<input type="checkbox"/>	
The child is an unaccompanied homeless youth (McKinney Vento Homeless Assistance Act)	<input type="checkbox"/>	

Once the surrogate parent has been appointed by the AEA Director of Special Education or designee:

- The AEA Director of Special Education or designee notifies the surrogate parent by letter;
- The letter must contain the child/student's name, age, educational placement and other information determined useful to the surrogate parent, and must specify the period of time which the person shall serve; and
- A copy of the original, signed letter is sent to:

Bureau of Learner Strategies and Support
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines IA 50319-0146
Fax: 515-242-5988

July 1, 2012

Surrogate parent. Special education processes must involve at least one person acting in the role of a “parent”. If there is no one who meets any of these requirements for being a parent under IDEA –

- A biological or adoptive parent of a child;
- A guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the child, but not the state if the child is a ward of the state; or
- An individual acting in the place of a biological or adoptive parent including a grandparent, stepparent, or other relative with whom the child lives or an individual who is legally responsible for the child’s welfare –

a surrogate is appointed.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child.

[Surrogate Parent Recommendation](#)

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Surrogate parent qualifications. An individual who is appointed as a surrogate parent must meet the qualifications listed on the *Recommendation* form. The purpose of these requirements is to assure that the surrogate is prepared to be actively involved in discussions and decision making and that surrogate’s priority is serving the educational interests of the child.

Not all individuals who might be recommended to serve as surrogate parents have “knowledge and skills that ensure adequate representation of the child” (e.g., a foster parent who has had no experience with the special education system. Such an individual would need to receive training through the AEA.

[Surrogate Parent Recommendation](#)

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Translations

Translations of the [Procedural Safeguards Manual for Parents](#)

Translations of [IEP Forms](#)

Translations of [EER Forms](#)

Note: For information on the use of [TransACT.com](#) for additional translations, please contact your local AEA.

Procedural Safeguards

A **full copy** of the complete procedural safeguards that are available to the parents of a child with a disability **must be given to the parents once a school year**. A copy must also be given to the parents:

- Upon initial referral or parent request for evaluation;
- Upon receipt of the first state complaint in a school year;
- Upon receipt of the first due process complaint in a school year;
- In accordance with discipline procedures (i.e., “**On the date** on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision and **provide the parents the procedural safeguards notice**); and
- Upon request by a parent.

A summary of the procedural safeguards may be used to assist in explaining and reviewing parental rights but **must not be used in place of a full copy** of the complete procedural safeguards.

Parents **must be offered** a printed copy of the *Procedural Safeguards Manual for Parents*. Parents may choose the printed copy, a link to an electronic copy of the *Procedural Safeguards* or both.

[Safeguards Summary](#)

[Translations](#) of the *Procedural Safeguard Manual for Parents*

POWER OF ATTORNEY FOR EDUCATIONAL DECISION MAKING

The undersigned:

_____ (student name), _____ (street; city, IA zip);

does hereby make, constitute and appoint:

_____ (attorney-in-fact name), _____ (street; city, IA zip);

the undersigned's true and lawful attorney-in-fact, with full right, power and authority for the undersigned and in the undersigned's name, place and stead to represent the undersigned's educational interest throughout my period of eligibility under the Individuals with Disabilities Education Act (IDEA).

My attorney-in-fact shall have full power and authority to exercise or perform any act, duty, right or obligation I now have or may hereafter acquire relating to my eligibility under the IDEA. The power and authority of my attorney-in-fact will include, but not be limited to, the power and authority to:

- a. Accept notice on my behalf.
- b. Attend and participate at IEP meetings.
- c. Examine educational records.
- d. Request independent educational evaluations.
- e. Give consent for initial evaluation or reevaluation.
- f. Exercise all rights consistent with state and federal laws.

This Power of Attorney is to be construed and interpreted as a General Power of Attorney relating to my educational interest under the IDEA. The enumeration of specific items, rights, acts, or powers relating to my education shall not be limited or restrict the general and all-inclusive powers relating to my educational interest under the IDEA, which I have granted to my attorney-in-fact.

My attorney-in-fact shall not be liable for any loss sustained through an error of judgment made in good faith, but shall be liable for willful misconduct or breach of good faith in the performance of any of the provisions of this Power of Attorney.

The attorney-in-fact understands that this Power of Attorney is given without any express or implied promise of compensation. Any services performed as my attorney-in-fact will be done without compensation.

This Power of Attorney shall be effective immediately, shall not be affected by my disability, and shall continue effective until I am no longer eligible under the IDEA or revoke my decision.

Dated: _____ / _____ / _____, at _____

Student signature

State of Iowa, County of _____

This instrument was acknowledged before me on: _____ / _____ / _____

By: _____

Notary Public in and for said State

Power of attorney. The power of attorney for educational decision making process was developed for age-of-majority students who would like assistance in educational decision making but do not have someone else appointed as guardian or extended educational decision maker (see Procedural Manual for further information regarding extended educational decision makers).

Assigning another person power of attorney may only be done by an individual who fully understands and appreciates the action being taken. That is, the impact of an individual's disability must be taken into account in determining if assigning power of attorney to someone else is appropriate for that individual. . Someone who is incompetent may not execute a power of attorney.

Assigning power of attorney does not surrender any authority the individual holds, but only allows another person to exercise the same authority. For example, if you give someone power of attorney to sell your car, you can still sell it yourself.

[Power of Attorney](#)

[Revocation of Power Of Attorney](#)

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The undersigned. Enter the student's name and address and the attorney-in-fact's name and address.

Dated. Enter the date the student signed this form and the location (city, state) where the form was signed.

Notary Public. The power of attorney form must be signed before a notary. The notary will complete this section.

[Power of Attorney](#)

[Revocation of Power Of Attorney](#)

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Revocation of Power of Attorney for Educational Decision Making

The undersigned:

_____ (student name), _____ (street; city, IA zip);

Hereby revokes the Power of Attorney given to:

_____ (name), _____ (street; city, IA zip);

to make educational decisions for me during my period of eligibility under the Individuals with Disabilities Education Act (IDEA).

The Power of Attorney given to _____ (name) is hereby revoked.

This change will not go into effect until I tell my school. I understand that I must call or write the school office so that the school will put this change in my records.

Date: ____/____/____

Student signature

Revocation of Power of Attorney. The power of attorney for educational decision making process was developed for age-of-majority students who would like assistance in educational decision making but do not have or need to have someone else appointed as guardian.

Power of attorney may be revoked at any time. Revocation does not go into effect until the student informs his or her school. It is important that the student understands this and that he or she must contact the school office so that the school will be aware of this change.

The undersigned. Enter the student's name and address and the attorney-in-fact's name and address.

Power of Attorney given to. Enter the attorney-in-fact's name.

[Power of Attorney](#)

[Revocation of Power Of Attorney](#)

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Date. Enter the date the student signed this form.

Student signature. Have the student sign here. The student's signature on the revocation attests that the change will not go into effect until the student informs his or her school. Assure that the student understands this and that he or she that must contact the school office so that the school will be aware of this change and place a copy of the revocation in the student's records.

[Power of Attorney](#)

[Revocation of Power Of Attorney](#)

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Authorization For Exchange Of Information

Student: _____ Birthdate: ____ / ____ / ____

Parent: _____ Student: _____

Address: _____

City, ST Zip: _____

Home: _____ Cell: _____

Parent/Guardian/Eligible Student (over 18, own guardian):

Your signature on this *Authorization for Exchange of Information* will give the individuals, programs, organizations, and entities listed on Page 2 of this *Authorization* permission to exchange the information indicated below.

The purpose for the exchange information is:

.....

Your signature will give your permission for the following specific information to be exchanged:

- ☐ Medical Status ☐ Current Medications/treatments
- ☐ Recommendations for School ☐ Other: _____

Information in the following areas may not be exchanged without your special permission. Your signature will give your special permission for the exchange of information in the areas indicated:

- ☐ Mental health ☐ Substance abuse/chemical dependence ☐ Sexually transmitted disease ☐ HIV/AIDS

Your signature will give your permission for the exchange of information by the methods indicated:

- ☐ Yes ☐ No The *exchange of written records* containing the information described in this release by the agencies or individuals specified
- ☐ Yes ☐ No The *verbal exchange* of the information described in this release by the agencies or individuals specified

Before giving your permission for exchange of information, please carefully review the following:

This authorization is good until the following date, ____ / ____ / ____, or until one year after the date of signing, whichever occurs first. You may revoke this authorization, in writing, at any time, however, this does not affect information shared prior to your request for revocation. All members of the IEP team and, as appropriate, those identified as having legitimate educational interest may review the information received. The information may also be used in the future, including if the student moves, for the purpose of IEP decision making.

Health Insurance Portability and Accountability Act (HIPAA)/Family Educational Rights and Privacy Act (FERPA)

Notice. Any and all personally identifiable information regarding children receiving special education services funded under the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.) is protected from unauthorized disclosure under FERPA. Personally identifiable information protected by FERPA is specifically exempted from HIPAA privacy standards. FERPA prohibits disclosure of personally identifiable information without parent consent except in limited circumstances, requires notice to be provided to the child's family regarding their privacy rights, requires providers to keep records of access to a student's records, and contains complaint and appeal procedures which apply to disputes over records in possession of special education or its providers, among other provisions. All special education providers comply with these procedures.

If you have questions, please contact:

Contact person: _____ District/Agency: _____

Address: _____ E-mail: _____

_____ Phone: _____

City, ST Zip _____

In general, written consent must be given by the parent, legal guardian or eligible students to release student records or disclose the personally identifiable information contained in those records to other persons or agencies.

Written consent must state which records are released, to whom they are released, and the reason for the release. For exceptions to the general rule regarding consent for disclosure, see **Transfer of Records & Disclosure of Information Without Parent Consent**, AEA Special Education Procedures Manual.

It is advisable to check with the medical professional or institution in advance regarding acceptable disclosure consent documentation.

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[Exchange of Health Info](#)

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Parent/Guardian/Eligible Student. For most students, the parents will have the authority to give consent for the exchange of information. Some students will have a guardian or extended educational decision maker who will be able to give consent. A student who has reached the age of majority and does not have an appointed guardian or extended educational decision maker must be the one to grant consent.

The purpose for the exchange of information. State why information is needed. Examples:

- AEA and school information is needed to assist the clinic to complete an independent educational evaluation.
- Medical information is needed to develop Jennifer's individual health plan.

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[Exchange of Health Info](#)

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Your signature will give your permission for the following specific information to be exchanged. Identify the information that will be shared if permission is given. Identify the appropriate category(ies) of information or specify "Other":

- Other: Current IEP, including progress monitoring and reevaluation data

Information in the following areas may not be exchanged without your special permission. Information related to mental health, substance abuse/chemical dependence, sexually transmitted disease, or HIV/AIDS is protected from disclosure and requires special permission. If permission is being sought to exchange information in any of these areas, each area must be specifically identified.

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Your signature will give your permission for the exchange of information by the methods indicated. Indicate the method(s) that will be used to exchange information.

Note: Permission to exchange *records* **does not** confer permission to exchange information in other ways.

This authorization is good until the following date. Indicate the period of time for which this permission to exchange information will be in force. Do not exceed one year.

Contact. Identify a contact person.

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I understand my rights related to this exchange of information. As per the conditions described in this *Authorization for Exchange of Information*, I consent to the exchange of information with the individuals, programs, organizations, and entities listed below.

_____/_____/_____
Signature of Parent, Guardian or Eligible Student Date

- | | |
|------------------------------------|---------------------|
| 1. Name: _____ | Address: _____ |
| <u>Agency/Relationship</u> : _____ | _____ |
| Phone: _____ Fax: _____ | City, ST Zip: _____ |
| 2. Name: _____ | Address: _____ |
| <u>Agency/Relationship</u> : _____ | _____ |
| Phone: _____ Fax: _____ | City, ST Zip: _____ |
| 3. Name: _____ | Address: _____ |
| <u>Agency/Relationship</u> : _____ | _____ |
| Phone: _____ Fax: _____ | City, ST Zip: _____ |
| 4. Name: _____ | Address: _____ |
| <u>Agency/Relationship</u> : _____ | _____ |
| Phone: _____ Fax: _____ | City, ST Zip: _____ |
| 5. Name: _____ | Address: _____ |
| <u>Agency/Relationship</u> : _____ | _____ |
| Phone: _____ Fax: _____ | City, ST Zip: _____ |
| 6. Name: _____ | Address: _____ |
| <u>Agency/Relationship</u> : _____ | _____ |
| Phone: _____ Fax: _____ | City, ST Zip: _____ |

Signature. Recall, an individual over 18 who is his or her own guardian or must sign, not a parent.

Name/Agency/Relationship. Identify the individuals and agencies involved in the exchange of information. If medical service providers (physicians, clinics, etc.) are included, please note that the confidentiality of medical information is protected by the Health Insurance Portability and Accountability Act (HIPAA). Medical professionals and institutions operate in the manner in which they have been advised to be HIPAA-compliant. *To avoid unnecessary delays, it is advisable to check with medical professionals or institutions in advance regarding acceptable information disclosure consent documentation.*

Name: Individual to whom records are to be delivered and/or has permission to discuss the specified information

Agency/Relationship: For example, Foothills Health Clinic (agency); Psychiatrist (relationship)

Address/Phone/Fax: Complete accurately and completely the information needed for the information exchange.

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Authorization for the Release of Health and/or Educational Information

Student: _____ Birthdate: ____ / ____ / ____

Parent: _____ Student: _____

Address: _____

City, ST Zip: _____

Home: _____ Cell: _____

On behalf of the above named student, I authorize _____
(Name of health care provider, agency, or medical institution)

to release evaluation records to _____ and _____
(Area Education Agency) (School or School District)

for the purpose of determining eligibility for and/or provision of appropriate special education and related services.

AEA Contact: _____ District Contact: _____

Address: _____ Address: _____

For this purpose, I consent to the release of the following health information to the AEA and school district regarding this child from

____ / ____ / ____ to ____ / ____ / ____ :

☐ Current Medical Status ☐ Current Medications/treatments

☐ Recommendations for School ☐ Other _____

I hereby give special permission to the above named medical entity to release records pertaining to:

- | | |
|---|--|
| <input type="checkbox"/> Mental health | <input type="checkbox"/> Substance abuse/chemical dependence |
| <input type="checkbox"/> Sexually transmitted disease | <input type="checkbox"/> HIV/AIDS |

I understand that the released information becomes a part of the student's educational records as defined by the Individuals with Disabilities Education Act (IDEA) and, as such, is protected by the Family Educational Rights and Privacy Act (FERPA). The information may be reviewed by all members of the IEP team and, as appropriate, those identified as having legitimate educational interest. The information may also be used in the future, including if the student moves, for the purpose of Individualized Education Program (IEP) decision making.

I understand that I have the following **rights** with respect to this authorization:

- The right to inspect or copy the health information to be disclosed by this form.
- The right to receive a copy of this form.
- The right to withdraw this Authorization by written notification at any time (although my withdrawal will not be effective as to uses and/or disclosures already made regarding this form).

This authorization is valid until _____ , or until one year after the date of signing, whichever occurs first.

_____ Signature	_____ Relationship to Student	____ / ____ / ____ Date
_____ Printed name		

Health Insurance Portability and Accountability Act (HIPAA)/

Health Insurance Portability and Accountability Act (HIPAA)/Family Educational Rights and Privacy Act (FERPA) Notice

Any and all personally identifiable information regarding children receiving special education services funded under the Individuals with Disabilities Education Act (20 U.S.C. section 1400 et seq.) is protected from unauthorized disclosure under FERPA. Personally identifiable information protected by FERPA is specifically **exempted** from HIPAA privacy standards. FERPA prohibits disclosure of personally identifiable information without parent consent except in limited circumstances, requires notice to be provided to the child's family regarding their privacy rights, requires providers to keep records of access to a student's records, and contains complaint and appeal procedures which apply to disputes over records in possession of special education or its providers, among other provisions. All special education providers comply with these procedures.

NOTICE TO RECIPIENTS OF MENTAL HEALTH INFORMATION

In accordance with the Iowa Mental Health Information Disclosure Act (Iowa Code, Chapter 228), a recipient of mental health information may redisclose this information only with the written authorization of the subject or the subject's legal representative or as otherwise provided in chapter 228 and 220. Unauthorized disclosure is unlawful and civil damages and criminal penalties may apply. Federal confidentiality rules (42 CFR Part 2) restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.

NOTICE TO RECIPIENTS OF SUBSTANCE ABUSE INFORMATION

This information has been disclosed from records whose confidentiality is protected by Federal law. Iowa Code, Chapter 125 and Federal regulations (42 CFR, Part 2) prohibit any further disclosure without the specific written consent of the person to whom the information pertains, or as otherwise permitted by such statute and regulations. A general authorization for the release of medical or other information is not for this purpose. Federal rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.

NOTICE TO RECIPIENT OF HIV RELATED TESTING INFORMATION

This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of the information without specific written consent of the person to whom it pertains, or as otherwise permitted by law. A general authorization for the release of medical or other information is not sufficient for this purpose. (Iowa Code 141.23) Federal confidentiality rules (42 CFR, Part 2) restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.

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The *Authorization for the Release of Health and/or Educational Information* was designed medical and health providers. However, agencies and individuals providing medical services are covered under the rules of the Health Insurance Portability and Accountability Act (HIPAA). In order to comply with HIPAA regulations those agencies and individuals may require that their own release forms be used.

It is advisable to check with the medical professional or institution in advance regarding acceptable disclosure consent documentation.

Note: To obtain records from the University of Iowa Hospitals and Clinics, including Child Health Specialty Clinics, follow this link to assure you that you are using their current release:

[University of Iowa Consent to Release Information](#)

Timeframe. Indicate the period of time from which records are sought. The source may have years and years of records. Make sure you are getting the records you want without overburdening the source or filling the individual's educational file with out-of-date and potentially irrelevant information.

Information to be shared. Identify the information that will be shared if permission is given.

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I hereby give special permission... Information related to mental health, substance abuse/chemical dependence, sexually transmitted disease, or HIV/AIDS is protected from disclosure and requires special permission. If permission is being sought to exchange information in any of these areas, each area must be specifically identified.

This authorization is valid until Indicate the period of time for which this permission to exchange information will be in force. Do not exceed one year.

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Notice of Destruction of AEA Records

Records must be retained for five years. AEAs must maintain special education records for at least five years after a student's special education services end. [41.624]

AEA special education records may be destroyed when records no longer needed. When personally identifiable information no longer needs to be maintained in order to provide educational services to the student or to be available for audit (e.g., Medicaid records), AEAs may destroy the records.

Records destruction.

Notice must be given to the parent and eligible student that the AEA intends to destroy the records. "Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary education. The *Notice of Area Education Agency Special Education Records Destruction* form is used for this purpose. This notice includes information about the reasons for which parents or eligible students may want the records maintained (social security benefits, etc.).

The *Notice of Area Education Agency Special Education Records Destruction* is available here:

[AEA Records Destruction form](#)

Important note: Notice of AEA records destruction is to be provided to parents, eligible students and students who will become eligible students in the next five years at the time when a student exits special education services.

Permanent AEA record. A permanent record may be maintained without time limitation consisting of:

- A student's name
- Address
- Phone number
- Date of birth
- Dates of AEA and/or LEA special education service(s)
- Grade or age level and date of final exit from special education service

Records must be retained for five years. School districts must maintain special education records for at least five years after a student's special education services end. [41.624]

Destruction allowed when records no longer needed. When personally identifiable information no longer needs to be maintained in order to provide educational services to the student or to be available for audit (e.g., Medicaid records), districts may choose to destroy the records.

Records destruction. The following records destruction procedures must be followed:

- Notice must be given to the parent that the district intends to destroy the records. This notice must also include information about the reasons for which parents or eligible individuals may want the records maintained (social security benefits, etc.)

Important note: Notice of records destruction may be provided to parents or eligible students at the time when a student exits special education services. "Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary education.

- School districts wishing to destroy special education records may, but are not required to, use the *Notice of School District Special Education Records Destruction* form to provide the necessary notice of destruction.

The *Notice of School District Special Education Records Destruction* is available here:

[LEA Records Destruction form](#)

Permanent record/request for destruction. If a school would ordinarily maintain records after they are no longer needed, the parents or eligible student may request that the records be destroyed. If a school receives such a request, the records must be destroyed. However, a permanent record may be maintained without time limitation consisting of:

- A student's name
- Address
- Phone number
- His/her grades
- Attendance record
- Classes attended
- Grade level completed, and year completed [41.624(2)]

In the absence of a parent or eligible student's request to destroy the records, the district may maintain the records indefinitely.

EER Samples

EER Academic Sample

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EER Academic Sample

Individual Information: The evaluation must include educationally relevant information that is important for eligibility decision making. The information describes how the individual is provided access and opportunity to learn what is expected, and that his/her difficulty is not the result of other, more plausible factors.

Which Performance Domain(s) will be the focus of this evaluation?

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Health | <input type="checkbox"/> Hearing/Vision | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Adaptive Behavior | | |

Reminder: For a child not yet in kindergarten, data from this evaluation may be utilized with other information to report early childhood outcomes in the areas of: positive social-emotional skills, acquisition and use of knowledge & skills, and appropriate behaviors to meet needs.

What is the area(s) of concern?

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- Reading - Basic Reading Skills
- Written Expression

What evidence suggests that concerns are pervasive across different times and/or different settings?

Record review and interviews with Sammy's teachers and parents indicate that academic concerns have been present in reading and written expression since kindergarten. Report cards and data collected from the Basic Reading Inventory (BRI) and DIBELS show that Sammy has scored below the expectations of peers and standards since kindergarten. His difficulty in the area of reading has affected his performance across content areas. Sammy's parents report that he does not enjoy reading at home and avoids doing so in community settings. In addition, Sammy is often able to demonstrate his wealth of knowledge and understanding verbally, but is unable to do so in written form.

What are the individual's strengths that support his or her educational success in the area(s) of concern?

Sammy enjoys when the teacher reads to the class and listening to audio books. He can correctly answer questions that are asked about things that are read to him. He is able to verbally share his knowledge on a topic.

Within the areas of concern, describe

a) ways in which access and opportunity were assured for this individual to learn what was expected

Sammy has attended Happy Elementary since Kindergarten. Sammy has received core reading and written language instruction each year of school. The core reading instruction has focused on the Iowa Core essential concepts and skills and has been implemented with fidelity as evidenced by classroom observations and peer progress. Additionally, Sammy has received supplemental instruction in the area of reading and written expression provided by classroom teachers and/or the district reading specialist each year beginning in first grade. Sammy's attendance has been regular and he participates in this instruction on a consistent basis.

b) whether or not the concerns are primarily caused by any of the following factors:

- Limited English proficiency
- A lack of appropriate instruction in reading, including the essential components of reading instruction
- A lack of instruction in math

Sammy is a native English speaker and English is the only language spoken in his home. He has attended the same school since kindergarten. He has received core instruction in reading, including the essential components

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of reading instruction as well as supplemental instruction in the classroom since Kindergarten. He also has had core instruction in math and has progressed and performed at expected levels. Based on his access to viable supplemental instruction, a lack of appropriate instruction has been ruled out as the primary cause of Sammy's reading and written expression difficulties.

c) **any ecological factors (e.g., race, ethnicity, culture, language, or life circumstances) that affect the individual's educational performance**

No ecological factors were found to impact Sammy's reading and written expression concerns.

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Educational Progress: Progress means performance over time. In addressing progress, the team considers data that have been collected about the individual's performance over time in relation to the interventions that have been provided. The evaluation must provide evidence as to whether or not the individual's performance is persistently below the educational standard(s), or age or grade level expectation(s).

List the Iowa Core Standards and Benchmarks or Early Learning Standards and Benchmarks for the individual's age and/or grade level in this area of concern.

Reading

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Iowa Core Essential Concept and Skill: Literacy

Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Recognize and read grade-appropriate irregularly spelled words.

Fluency: Read with sufficient accuracy and fluency to support comprehension

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Iowa Core Essential Concept and Skill: Written Expression (Grade 2 Writing Standards)

Text Types and Purposes: By the end of the year:

- Write narratives which recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- Write information/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing: By the end of the year...

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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Using multiple assessment methods and data sources, including progress data collected on a frequent and regular basis, summarize the individual's response to the targeted or intensified instruction that was provided.

- **Describe the targeted or intensified instruction, curriculum, environmental changes provided to address this area of concern.**

Reading: Targeted supplemental instruction was provided for a period of 12 weeks with daily 20 minute sessions specifically targeting reading decoding skills using direct instruction materials that provided multiple opportunities for modeling, practice and feedback. The intervention was provided in a small group of four other students and was lead by the Reading Specialist. The intervention targeted explicit instruction in CVCe words, vowel digraphs and diphthongs, as well as multi-syllabic words. Instruction was provided using an "I Do", "We Do", and "You Do" approach that allowed Sammy to demonstrate appropriate skills prior to moving into independent practice.

Written Expression: Sammy was provided additional instruction in written expression focusing on writing mechanics (punctuation, capitalization, and spelling), as well as on developing a topic sentence, supporting sentences of a paragraph as well as the editing/revising process. Instructional strategies included demonstration of the skill, guided practice of the skill, as well as independent practice of the skill with immediate error correction and feedback ("I do, we do, you do" model of guided instruction). The intervention was provided to Sammy and five other students in the general education classroom by Sammy's general education teacher. The intervention group met three times weekly for 20 minutes each session.

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- **Describe how the interventions were matched to the individual's needs.**

Reading: Error analysis, teacher interview, and a review of classroom work indicated that Sammy's reading difficulties primarily lie in the area of reading decoding. Specifically, error analysis and observation indicate Sammy needs instruction in CVCe words, vowel digraphs and diphthongs, as well multi-syllabic words.

Written Expression: A review of classroom writing samples, interviews with Sammy and his teacher, as well as observation of Sammy during writing indicate Sammy's difficulties in writing include writing mechanics (punctuation, capitalization, and spelling) as well as the formation and expression of ideas. The intervention focused on both of these writing components.

- **Describe how interventions were implemented (Were interventions implemented as designed? Were changes to interventions made?).**

Reading: Permanent products and teacher logs were used to examine the implementation of the intervention and it was determined that the intervention was implemented 100% of the sessions indicated. Additionally, each essential component of the intervention was implemented 94% of sessions as well. This exceeded the expectation of 80% session and component implementation integrity. The intervention remained the same throughout the 12-week period of time.

Written expression: Permanent products from the intervention as well as teacher logs were used to examine implementation of the intervention and it was determined that the intervention was implemented 96% of the sessions indicated. Additionally, each essential component of the intervention was implemented 89% of sessions. This exceeded the expectation of 80% session and component implementation integrity.

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- **Response to Intervention Performance Results**
Reading

Standard of comparison: Reading: Peer Performance on local district norms. **Writing:** Grade level peer performance on local district norms.

Expected level of performance prior to intervention: Reading: Typical 2nd grade peers read 30-94 correct words per minute (cwpm) (16-84th percentile) with a minimum of 95% accuracy. **Writing:** When given a topic with one minute to think and three minutes to write, typical peers write with 10-28 Total Words Written (TWW), 8-25 Words Spelled Correctly (WSC), 5-22 Correct Words Sequences (CWS), and 39-85% Correct Word Sequences (16th – 84th percentile).

Expected level of performance following intervention: Reading: Typical 2nd grade peers read 54-127 cwpm (16-84th percentile) with a minimum of 95% accuracy. **Writing:** When given a topic with one minute to think and three minutes to write, typical peers write with 12-30 Total Words Written, 10-27 Words Spelled Correctly, 6-23 Correct Words Sequences, and 41-78% Correct Word Sequences (16th – 84th percentile).

Expected rate of progress: 2.0 words per week: Reading: 24 words over the 12-week intervention period **Writing:** .33 TWW/week, .33 WSC/week, .13 CWS/week, and .07 %of CWS/week: 3.96 TWW, 3.96 WSC, -1.56 CWS, and 0.84% CWS over the 12-week intervention period

This individual's level of performance prior to intervention (i.e. baseline): Reading: 15 cwpm with 83% accuracy **Writing:** 8 TWW, 4 WSC, 2 CWS, and 17% CWS

This individual's level of performance following intervention: Reading: 25 cwpm with 85% accuracy **Writing:** 10 TWW, 6 WSC, 2 CWS, and 20% CWS

This individual's rate of progress: Reading: .83 words per week, 10 words gained over the 12-week intervention period **Writing:** 0.16 TWW, 0.16 WSC, 0.0 CWS, and 0.25% CWS

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If the individual received supplemental instruction in a small group, describe his/her response in comparison to how the other individuals in the group responded (may be answered “No other students received the same intervention”).

Basic Reading Skills

Sammy's instruction took place in a small group of four other students. His progress (.83 words per week) was less than the other members of the group, whose performance gains ranged from 1.5 words gained/week to 3.0 words gained/week.

Written Expression

Sammy's instruction took place in a small group of five other students. His progress of 0.16 TWW, 0.16 WSC, 0.0 CWS, and 0.25% CWS, was slower than the other members of the group. Group gains ranged from 0.60 TWW, 0.90 WSC, 0.5 CWS, and 1.25% CWS.

- **Identify the instruction, interventions and environmental changes under which the individual experienced the most growth or success.**

Basic Reading Skills

Data indicates Sammy benefited most from reading instruction in a small group setting that allowed for frequent opportunities to respond/practice skills, frequent feedback and error correction, and instruction to be targeted specifically on the skills Sammy needed. He also benefited from repeated reading strategies using first-grade level (independent level) materials that were used as part of core instruction. Sammy was also highly motivated to graph his own progress.

Written Expression

Data indicate Sammy benefited from direct and explicit instruction in forming complete sentences with accurate capitalization, punctuation, and spelling. He made progress, albeit slower than peer progress, when instruction was provided in the general education setting with a small group. The small group setting allowed for frequent opportunities to respond/practice skills, frequent feedback and error correction, and instruction to be targeted to Sammy's needs.

- **Describe any other information relevant to understanding the individual's rate of acquisition or progress.**

No additional information is relevant to understanding Sammy's rate of acquisition at this time.

Using the data above and any other relevant information, summarize the significance of this individual's rate of progress compared to the expected rate of progress.

Basic Reading Skills

Sammy's rate of progress given small group instruction on specific decoding skills and multiple opportunities for guided and independent practice with feedback has not result in the expected rate of progress, and was not sufficient to demonstrate that he is narrowing the gap between his performance and peer performance. At the current rate of progress, the gap between Sammy's skills and his peers will continue to increase over time. Additionally, his slow reading will require him to spend more time reading and will likely impact his comprehension of the material he reads. Overall, these data would suggest that when given intensified instruction matched to Sammy's skills deficits, he continues to make inadequate progress. Sammy's progress was most improved when he received small group instruction using materials that were explicit and provided many opportunities to respond and receive feedback. Use of these type of materials requires specialized teacher training.

Written Expression

Sammy's rate of progress when given intensified instruction matched to his needs in written expression is slower than peer progress. His progress is not sufficient to demonstrate a narrowing of the gap between Sammy's progress and that of peers. At his current rate of progress, the gap will increase over time. Overall, these data would suggest that when given intensified instruction matched to Sammy's skills deficits, he continues to make inadequate progress. Sammy's progress was most improved when he received small group instruction using materials that were explicit and provided many opportunities to respond and receive feedback.

Educational Discrepancy: Discrepancy is the difference between the individual's current level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. The evaluation relies on multiple sources of data for each area of concern to describe the individual's performance in comparison to peers or educational standards, and if the individual's performance is unique within a comparable group.

Report the performance results for each domain identified on the Consent for Full and Individual Initial Evaluation.

Performance Domain: Academics

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Area of Concern	Data Source	Date(s)	Peer/ Expected Performance	Individual's Current Performance
Basic Reading Skills	Diagnostic Decoding Survey	10/15/2012	48 points Criterion References Benchmarks	22 points
Basic Reading Skills and Comprehension	Qualitative Reading Inventory – 5 2 nd grade narrative passage	10/15/2012	2 nd grade Instructional Level: Word Reading Accuracy: 90-97% Reading Rate (Correct Words Read): 20-68 CWR Comprehension Accuracy : 67% to 89% Qualitative Reading Inventory Instructional Level Scoring Guidelines	Word Reading Accuracy: 45% Reading Rate (Correct Words Read): 15 Correct Words Read Comprehension Accuracy: 30%
Basic Reading Skills and Comprehension	Fountas and Pinnell Diagnostic Reading Assessment level K Non-Fiction	10/10/2012	Instructional Level: Level K with 95–97% word reading accuracy and 7 comprehension points. Mid-year 2 nd Grade Instructional Level Benchmarks	Level K with 45% word reading accuracy and 2 comprehension points Instructional Level D with 95–97% word reading accuracy and 6 comprehension points.
Basic Reading Skills	DIBELS Next Correct Letter Sounds (CLS)	10/10/12 10/14/12 10/15/12	54 CLS DIBELS Next Researched Benchmarks	24 CLS
Basic Reading Skills	DIBELS Next Correct Letter Sounds (CLS)	10/10/12 10/14/12 10/15/12	40-136 CLS 16-84 Percentile District Peer Performance	24 CLS
Basic Reading Skills	DIBELS Next Whole Words	10/10/12 10/14/12 10/15/12	13 WWR	6 WWR

	Recoded (WWR)		DIBELS Next Researched Benchmarks	
Basic Reading Skills	DIBELS Next Whole Words Recoded (WWR)	10/10/12 10/14/12 10/15/12	11-47 WWR 16-84 th Percentile District Peer Performance	8 WWR
Basic Reading Skills: Reading Fluency	DIBELS Next Oral Reading Fluency	1/7/13 1/10/13 1/12/13	52 Correct Words Per Minute (CWPM) DIBELS Next Researched Benchmarks	25 CWPM
Basic Reading Skills: Reading Fluency	DIBELS Next Oral Reading Fluency	1/7/13 1/10/13 1/12/13	54-127 Correct Words Per Minute (CWPM) 16-84 th Percentile District Peer Performance	25 CWPM (3 rd percentile)
Reading Accuracy	DIBELS Oral Reading Fluency	1/7/13 1/10/13 1/12/13	96-100% accuracy DIBELS Next Researched Benchmarks	85% accuracy

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Basic Reading Skills	Statewide Assessments Reading (National Norms)	10/2011	16th Percentile Rank (PR) to 84th PR (+/- 1 standard deviation)	13th PR
Written Expression	Curriculum-Based Measurement: Total Words Written	1/8/13 1/11/13 1/13/13	12- 30 Total Words Written (16th - 84th PR) District Peer Comparison	8 Total Words Written (7th percentile)
Written Expression	Curriculum-Based Measurement: Words Spelled Correctly	1/8/13 1/11/13 1/13/13	10-27 Words Spelled Correctly (16th - 84th PR) District Peer Comparison	4 Words Spelled Correctly (2 nd percentile)
Written Expression	Curriculum-Based Measurement: # Correct Writing Sequences	1/8/13 1/11/13 1/13/13	5-22 Correct Writing Sequences (16th - 84th PR) District Peer Comparison	2 Correct Writing Sequences (2 nd percentile)
Written Expression	Curriculum-Based Measurement: % Correct Writing Sequences	1/8/13 1/11/13 1/13/13	41-78% Correct Writing Sequences (16th - 84th PR) District Peer Comparison	17% Correct Writing Sequences (<1 st percentile)
Written Expression	Beginning Writing Rubric	1/8/13 1/11/13 1/13/13	Expected local peer performance is a score of 87.5% (21/24 points) District Peer Comparison	Rubric score of 37.5% (9/24 points)
Written Expression	Statewide Assessments Written Expression	10/2012	16th to 84 th PR	11th PR

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Using the data above, and any other relevant information (including qualitative, descriptive information), summarize the individual's level of performance in comparison to peers or other educational standards. (Compare this child's performance to children across the state or nation, or to generally accepted developmental milestones or educational expectations. What additional factors are important to understanding the individual's level of performance? Is performance meeting standards, but is sustained by interventions?)

Basic Reading Skills

The convergence of data indicates Sammy's performance in reading is not meeting the standards applicable to grade level peers. He struggles to decode new words and lacks the skills to decode even basic CVC words with fluency.

Written Expression Skills

Sammy's skills in writing mechanics are not meeting the standards applicable to grade level peers. Sammy writes less than peers. Based on performance measured on the writing rubric, he struggles with authorship factors of written expression as well. Teacher and student interview data indicate that Sammy has difficulty coming up with ideas for his writing and organizing his thoughts prior to writing.

Using the data above, and any other relevant information (including qualitative, descriptive information), summarize whether or not the individual's performance (following the provision of adequate general education instruction and supplemental or intensified instruction) is unique from a comparable group. (Compare this child's performance to children in his/her small group, classroom, school or district who have had similar educational experiences.)

Basic Reading Skills

Sammy's performance in reading is unique compared to same grade peers in his building. Eighty-six percent of students in the second grade scored at or above the 41st percentile rank on the reading portion of the Statewide Assessments while Sammy scored at the 13th percentile. Additionally, 85% of second graders met the benchmark for DIBELS Next Oral Reading Fluency this winter. Compared to students in his small group intervention, Sammy's performance is below that of all other students in the group, whose performance now meets benchmark expectations. Sammy continues to read well below benchmark expectations.

Written Expression Skills

Sammy's written expression skills are unique when compared with others in his same grade. Eighty-nine percent of second graders in his school scored at or above the 41st percentile rank on the written expression portion of the Statewide Assessments while Sammy scored at the 11th percentile. Additionally, 84% of students in his same class scored at or above the 50th percentile rank on district norms for total words written, words spelled correct, number of correct writing sequences, and % of correct writing sequences. Sammy's performance is lower than this. Compared to students in his small group intervention, Sammy's performance is below that of all five other students in the group, four of who perform at a level meeting benchmark expectations. Sammy continues to perform below expectations in written expression.

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Educational Needs: Educational needs are the instructional strategies, services, activities and supports, and the accommodations and modifications required in order for the individual to be involved and make progress in the general curriculum. The evaluation describes the individual's educational needs in the areas of instruction, curriculum, environment and additional learning supports.

Based on evidence from the analysis of the Progress and Discrepancy components, the functional implications of the individual's performance, as well as other educationally relevant information, describe the individual's needs within:

Instruction (i.e. instructional strategies and methods that will enable learning, reinforcement/motivational strategies)

Sammy's instruction in both reading and written expression needs to be provided in an explicit manner. This should follow a model, lead, test (or "I do, we do, then you do") format with many opportunities for guided practice and feedback. Sammy needs additional practice with skills that are introduced in class instruction and needs repeated practice with skills in order to acquire these. Distributed practice with skills throughout the day and in different contexts has also been shown to benefit Sammy. In addition to the core instruction, this focused instruction should occur more than 20 minutes per day in reading and more than 20 minutes three times per week in written expression order to accelerate his rate of progress. This instruction should follow a research-based scope and sequence that increases in complexity as he masters skills.

Curriculum (i.e. content of instruction, specific skills and concepts the individual needs to learn)

Basic Reading Skills: Sammy's instruction in reading will focus on the following skills:

- increasing accuracy for word recognition
- identifying vowels, vowel teams, regular and irregular patterns in words
- decoding blends and multisyllabic words
- increasing fluency and accuracy in reading connected text

Written Expression: Sammy requires instruction focused on the following skills:

- encoding letter sounds and vowel patterns to spell words correctly
- developing ideas for writing
- planning and organizing in preparation for writing
- applying appropriate writing mechanics (capitalization, punctuation)

Environment (i.e. adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, adaptive supports)

Sammy benefits from a small group setting in which he can have additional opportunities to respond and receive consistent feedback and error correction. Additionally, he benefits from an environment where instruction is motivating and reinforcing.

Additional Learning Supports (i.e. family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology, other accommodations that are needed)

Sammy's parents can be shown how to practice the word recognition skills he's learning in school to help at home. Sammy can also continue to practice writing mechanics and idea formation at home with the help of his parents, who will be provided with graphic organizers and writing sheets.

EER Communication Sample

Individual Information: The evaluation must include educationally relevant information that is important for eligibility decision making. The information describes how the individual is provided access and opportunity to learn what is expected, and that his/her difficulty is not the result of other, more plausible factors.

Which Performance Domain(s) will be the focus of this evaluation?

- ☐ Academic ☐ Behavior ☐ Physical
☐ Health ☐ Hearing/Vision ☒ Communication
☐ Adaptive Behavior

Reminder: For a child not yet in kindergarten, data from this evaluation may be utilized with other information to report early childhood outcomes in the areas of: positive social-emotional skills, acquisition and use of knowledge & skills, and appropriate behaviors to meet needs.

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What is the area(s) of concern?

- Receptive Language – listening comprehension (following oral directions, answering questions)
- Expressive Language – expressing ideas (vocabulary, basic concepts)

What evidence suggests that concerns are pervasive across different times and/or different settings?

Tommy struggles with following directions and oral speaking both at home and at school. His mother reported that he has difficulty following oral directions in both English and Spanish. Progress reports from Head Start indicated that he has been falling below benchmark in the areas of language development and literacy. Tommy's Head Start teacher reported that he pays attention during class instruction but is often unable to complete independent work tasks. These difficulties have been seen in the Head Start setting as well as in the home, for more than a year.

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What are the individual's strengths that support his or her educational success in the area(s) of concern?

Tommy attends school regularly, is very cooperative, wants to learn, and gets along well with his peers. His attention and focusing skills are appropriate for his age. Progress reports from Head Start indicate that Tommy meets developmental outcomes in the areas of: creative arts, social-emotional development, approaches to learning, and physical health development. A review of health records reported no known concerns with vision, hearing or health.

Within the areas of concern, describe

a) ways in which access and opportunity were assured for this individual to learn what was expected

A review of records indicated that Tommy has been enrolled in the Head Start program for two years. He attends the program 4 days weekly from 9:00 AM – 2:30 PM. His classroom has 15 children, one teacher and one classroom associate. The program is using a curriculum that meets the Head Start standards. Within the Head Start curriculum, Tommy participates in large group literacy lessons daily. He also has opportunities for additional practice in small group settings and has been provided supplemental instruction to reinforce listening and concept development. Tommy has had good attendance with few absences, and accesses the curriculum and instruction on a regular basis.

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b) whether or not the concerns are primarily caused by any of the following factors:

- **Limited English proficiency**
- **A lack of appropriate instruction in reading, including the essential components of reading instruction**
- **A lack of instruction in math**

Tommy lives in a bilingual home and was born in the United States. The family speaks both Spanish and English in their home. Concerns with communication are seen by Tommy's family when Tommy speaks Spanish at home as well. The language differences used in the home are not the primary reason for Tommy's communication difficulties. Based upon examination of Head Start curriculum and Tommy's response to age appropriate large and small group supplemental instruction delivered in the area of literacy skills within the classroom, it was determined that concerns with Tommy's listening comprehension and oral expression are not the result of a lack of appropriate instruction in pre-reading or math. Tommy's teacher has tried repeating questions for Tommy and cues him to watch what the other children are doing to improve his direction following skills. When asked what is the one area that would most impact Tommy's learning and class participation, the teacher stated that she would like to see him be able to answer questions and understand basic concepts/vocabulary.

c) any ecological factors (e.g., race, ethnicity, culture, language, or life circumstances) that affect the individual's educational performance

There do not appear to be any ecological factors related to Tommy's language, culture, or life circumstances that are affecting his educational performance at this time.

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Educational Progress: Progress means performance over time. In addressing progress, the team considers data that have been collected about the individual's performance over time in relation to the interventions that have been provided. The evaluation must provide evidence as to whether or not the individual's performance is persistently below the educational standard(s), or age or grade level expectation(s).

List the Iowa Core Standards and Benchmarks or Early Learning Standards and Benchmarks for the individual's age and/or grade level in this area of concern.

Tommy is working toward the Iowa Early Learning Standard in Area 10 (Communication, Language and Literacy), 10.1 Language Understanding and Use, Children understand and use communication and language for a variety of purposes. The benchmarks Tommy is struggling with include: shows a steady increase in listening, speaking and vocabulary; and asks and answers a variety of questions.

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Using multiple assessment methods and data sources, including progress data collected on a frequent and regular basis, summarize the individual's response to the targeted or intensified instruction that was provided.

- **Describe the targeted or intensified instruction, curriculum, environmental changes provided to address this area of concern.**

Initial concerns expressed by the Head Start teacher provided evidence that Tommy was having difficulty understanding and answering wh-questions and does not demonstrate recall of classroom activities. He also has difficulty organizing his thoughts to express ideas clearly when compared to classmates who are able to do these tasks. When he participated in large group literacy lessons in the classroom, the teacher read a story and stopped briefly to ask questions as she read.

A 6-week intervention in the area of language development was conducted as part of Tommy's initial evaluation, implemented within general education by the teacher and teacher associate with monitoring and consultation by the speech-language pathologist. The intervention focused on wh-questions (e.g. who, what, where, why, when, how) related to literacy and consisted of multiple readings of the same book over three sessions, of 15 minutes each, by the teacher/associate. This intervention was provided to Tommy individually. After multiple readings, Tommy was asked questions about things/events in the story. The reader kept track of correct responses on a score sheet

which indicated if a correct response was provided without cues, when cues were added or when choices of answers were provided. Data were taken at each reading, charted, and analyzed.

Tommy's parents also participated in the intervention by reviewing a weekly story map that was sent home, asking questions about the story that had been read at preschool that week, and providing additional practice. His brother participated by reading a story to Tommy at bedtime and informally asking questions as he read the story. Over the course of the week, parents noted the number of questions that Tommy was able to answer correctly, and recorded when the story map activities and questioning activities were completed.

- **Describe how the interventions were matched to the individual's needs.**

The Speech Language Pathologist (SLP) consulted with the teacher to monitor student responses to questions and assist with determining the level of prompt/cue needed to increase correct answers. In addition, dynamic assessment procedures were conducted by the SLP prior to and during the 6-week intervention. This assessment indicated Tommy did not understand the meaning of wh-question words. To teach wh- questions, the SLP presented Tommy with a short story using the "dialogic" reading strategies of Before, During and After. As the story was read, the SLP stopped and asked questions about each page. Based upon the observational data reported by the Head Start teacher and SLP, it was determined that designing a targeted intervention to address Tommy's apparent skill deficit with understanding wh-questions would be an appropriate match to his needs.

- **Describe how interventions were implemented (Were interventions implemented as designed? Were changes to interventions made?).**

Based on teacher logs and permanent products that were kept, it was determined that Tommy's 6-week targeted intervention was implemented as designed (100% integrity). No adjustments needed to be made over the duration of the intervention period as the plan was implemented in the Head Start and home settings.

Response to Intervention Performance Results

Standard of comparison: Expectations based on the performance of peers in Tommy's Head Start classroom, was the standard used for this rate of progress comparison.

Expected level of performance prior to intervention: At the beginning of Tommy's intervention phase, peers are expected to express ideas, follow directions and answer "wh" comprehension questions (without cues) about stories read to them with an average of 60% accuracy.

Expected level of performance following intervention: 80% accuracy in answering wh-questions without cues

Expected rate of progress: Over a 6-week period, peers are expected to grow 20 percentage points in accurately answering wh-questions without cues, which is a rate of 3.33 percentage points per week

This individual's level of performance prior to intervention (i.e. baseline): Tommy's baseline for the three conditions of answering mixed wh-questions was

- 0% accuracy for answering when no cues were provided
- 20% accuracy for answering when cues were provided
- 40% accuracy for answering when choice (answer) options were provided

This individual's level of performance following intervention: Following 6 weeks of supplemental instruction, Tommy's performance for the three wh-conditions was:

- 20% accuracy for answering when no cues were provided
- 50% accuracy for answering when cues were provided
- 60% accuracy for answering when choices (answers to choose from) were provided

This individual's rate of progress: Data indicated answering wh-questions over the 6-week intervention period:

- without cues grew 20 percentage points, which is a rate of 3.33 percentage points per week
- with cues grew 30 percentage points, which is a rate of 5 percentage points per week
- through the choice option grew 20 percentage points, which is a rate of 3.33 percentage points per week

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If the individual received supplemental instruction in a small group, describe his/her response in comparison to how the other individuals in the group responded (may be answered “No other students received the same intervention”).

No other students received the same intervention.

Identify the instruction, interventions and environmental changes under which the individual experienced the most growth or success.

Guided practice strategies and more opportunities to practice answering questions enabled Tommy to learn wh-questioning skills with errorless learning and supportive feedback. He showed significant improvement in comprehending wh-questions by the end of the intervention period although he continued to need a combination of specific and general prompts to achieve higher degrees of accuracy.

Team teaching and peer coaching were effective means for improving Tommy’s question comprehension skills with the SLP sharing the role of the primary provider with other communication partners (Head Start teacher and associates).

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Describe any other information relevant to understanding the individual’s rate of acquisition or progress.

At the beginning of the intervention, Tommy correctly scored 0/5 for who, what, and where questions. He did appear to understand that questions required answers and Yes/No type questions were answered correctly 80% of the time. By the end of the intervention, the teacher noted that accuracy improved further when content was chunked into smaller amounts of information. Tommy also demonstrated an improvement in using key concepts and vocabulary when summarizing information to answer questions or repeat oral directions. Furthermore, Tommy demonstrated progress in his participation and interaction during the small group reading activities although he continued to require multiple readings with varying levels of prompts in order to perform at the same level as peers. He was able to answer ‘wh-questions’ when given specific picture cues.

Using the data above and any other relevant information, summarize the significance of this individual’s rate of progress.

Results of Tommy’s intervention plan were generally successful and he made progress in answering wh-questions at a rate similar to peer expectations, but his problem with listening comprehension (following directions and answering oral questions) and oral expression (vocabulary and basic concepts) was not completely resolved. The growth in Tommy’s responses to answer wh-questions over the course of the intervention period (i.e., 20 percentage points over 6 weeks for uncued responses, 30 percentage points for cued) suggests that specific instructional, curricular, and environmental conditions have been identified that will help him improve his listening comprehension skills. However, his rate of growth for this learning task (i.e., a gain of 3.3 percentage points per week for uncued) does not represent a rate that will allow Tommy to narrow or close the gap when his learning is compared to peers. It is important to note that Tommy is not demonstrating an independent level of performance for answering wh-questions which most of his peers can do with a high degree of accuracy (+80% on average). He still requires specific cues/prompts to assist his understanding of the various types of wh-questions. The more independent level that peers have acquired for answering questions also indicates that they are acquiring vocabulary and concepts at a faster rate.

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Educational Discrepancy: Discrepancy is the difference between the individual's current level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. The evaluation relies on multiple sources of data for each area of concern to describe the individual's performance in comparison to peers or educational standards, and if the individual's performance is unique within a comparable group.

Report the performance results for each domain identified on the Consent for Full and Individual Initial Evaluation.

Performance Domain: **Communication**

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Area of Concern	Data Source	Date(s)	Peer/Expected Performance	Individual's Current Performance
Listening Comprehension and Oral Expression: Answering wh-questions	Wh-question accuracy during intervention period	3/3/2011 – 4/14/2011	80% accuracy answering mixed wh-questions (who, what, when, where)	20% accuracy answering mixed wh-questions <i>without cues</i>
Listening Comprehension and Oral Expression: Answering wh-questions	Wh-question accuracy during intervention period	3/3/2011 – 4/14/2011	80% accuracy answering mixed wh-questions (who, what, when, where)	30% accuracy answering mixed wh-questions <i>with cues</i>
Listening Comprehension and Oral Expression: Answering wh-questions	Wh-question accuracy during intervention period	3/3/2011 – 4/14/2011	80% accuracy answering mixed wh-questions (who, what, when, where)	50% accuracy answering mixed wh-questions <i>with answer choices provided</i>
Listening Comprehension and Oral Expression: Answering wh-questions	Prompts required to answer wh-questions correctly	3/3/2011 – 4/14/2011	10% of questions asked	40% of questions asked
Listening Comprehension and Oral Expression: Concepts/vocabulary	Boehm Test of Basic Concepts 3rd Edition Preschool Level	3/31/2011	Percentile Rank Median: 50th	Percentile Rank: 9th

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Oral Expression: Concepts/Vocabulary	Language Sample: Social (Play) Conversation (100 utterances)	3/31/2011	Predicted Mean Length of Utterance (MLU): 5.63 (59-61 months)	Mean Length of Utterance: 3.78
Oral Expression:	Language Sample: Social (Play) Conversation (50 utterances)	4/7/2011	Age 5-0: <i>Mean Different Words = 132.4</i> <i>Standard Deviation = 27.2 words</i> <i>Mean Total Words = 286.2</i> <i>Standard Deviation = 75.5 words</i>	<i>Total Number of Different Words = 79</i> <i>Total Number of Words = 134</i>

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Using the data above, and any other relevant information (including qualitative, descriptive information), summarize the individual's level of performance in comparison to peers or other educational standards. (Compare this child's performance to children across the state or nation, or to generally accepted developmental milestones or educational expectations. What additional factors are important to understanding the individual's level of performance? Is performance meeting standards, but is sustained by interventions?)

Further evaluation of Tommy's vocabulary and basic concept skills was completed to obtain additional quantitative data and qualitative perspective on the types of skills that he will need to learn for achieving with emergent literacy in reading and mathematics as he enters kindergarten in the upcoming Fall. The Boehm Test of Basic Concepts -3 Preschool was administered by the SLP to more specifically assess Tommy's understanding of basic relational concepts important for language and cognitive development, as well as for later success in school. The concepts assessed are fundamental to understanding directions, classroom routines, and are an important aspect of emergent literacy. Tommy's raw score of 37 (out of a possible 52 points) corresponded to a Percentile Rank of 9. This means that his knowledge of basic concepts is extremely low when compared to age-level peers. The majority of the children in Tommy's age range know most of the basic concepts or lack understanding of just a few of them. Concepts in error for Tommy included the following: *across, both, before, farthest, shortest, last, together, some but not many, between, least, same, middle*. As Tommy moves from preschool to kindergarten and first grade, knowledge of these basic concept words will become increasingly critical for understanding what is being communicated in the classroom.

Further assessment of expressive language skills was also completed by the SLP to examine Tommy's grammatical skills (language structure) in relation to increases in his utterance length as determined by meaning units, or morphemes. A language sample of 100 utterances was elicited during a play/spontaneous speaking scenario in the speech room. The Mean Length of Utterance (MLU) calculated for Tommy's sample was 3.78 which means that he produced on average 3.78 morphemes per utterance in his spontaneous speech. Peers (age 59-61 months) have a predicted MLU of 5.63 which is higher in comparison. Tommy's MLU was found to be -1.56 standard deviations below the mean for his chronological age. Qualitative analysis of Tommy's language sample indicated use of the following grammatical morphemes: present progressive tense of verb (-ing); regular plural – s; preposition *in*; preposition *on*; possessive – s; regular past tense of verb – ed.

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Observations of Tommy's questioning skills indicate he has difficulty with asking questions as well as answering them. He uses a rising intonation on his phrase or sentence when asking most *yes/no* type of questions. There is some evidence that he is beginning to invert the auxiliary and the subject noun to form grammatically correct *yes/no* questions i.e., *Can I eat this one?* or *Is that the one?* Analyzing the complexity of his production of *wh*-questions, it was noted that Tommy asks only one *wh*-question i.e., *What this/that?*

A Type-Token Ratio was also calculated by the SLP on a 50 utterance language sample of spontaneous speech elicited during a conversational/play scenario with Tommy in his Head Start classroom using toys and picture books as stimulus materials. The procedure was used to analyze Tommy's vocabulary diversity. It allowed examination of the relationship between the total number of *different words* used and the *total number of words* used. Tommy's language sample contained 79 different words spoken out of a total of 134 words in the 50 utterance sample. These results indicated that the vocabulary diversity found in Tommy's sample was less than peers. The number of different words he produced in the sample was – 1.96 standard deviations below the mean for his chronological age. These findings substantiate that Tommy's acquisition of vocabulary and basic concept skills are below age level expectations and that he is not using a diverse vocabulary in his verbal interactions.

Results of the current evaluation indicate that Tommy is not meeting the standards applicable to his age-peers, following the provision of adequate general education instruction and supplemental instruction and targeted, intensified instruction.

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Using the data above, and any other relevant information (including qualitative, descriptive information), summarize whether or not the individual's performance (following the provision of adequate general education instruction and supplemental or intensified instruction) is unique from a comparable group. (Compare this child's performance to children in his/her small group, classroom, school or district who have had similar educational experiences.)

Tommy is not meeting the Head Start language/literacy standards and benchmarks. Most of the peers in his classroom are meeting expected standards. The places Tommy at critical risk for literacy failure. His lower level of achievement makes him unique compared to almost all students in his Head Start classroom. Results of language sample analysis also describe the magnitude of Tommy's difficulties with vocabulary and concepts in comparison to peer performance. Most of the results from language sample analysis show differences in his receptive and/or expressive language skills of 1.5 – 2.0 deviations below the mean, compared to his Head Start classmates.

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Educational Needs: Educational needs are the instructional strategies, services, activities and supports, and the accommodations and modifications required in order for the individual to be involved and make progress in the general curriculum. The evaluation describes the individual's educational needs in the areas of instruction, curriculum, environment and additional learning supports.

Based on evidence from the analysis of the Progress and Discrepancy components, the functional implications of the individual's performance, as well as other educationally relevant information, describe the individual's needs within:

Instruction (i.e. instructional strategies and methods that will enable learning, reinforcement/motivational strategies)

Tommy needs intensive 1:1 and small group instruction to improve his receptive and expressive language. This instruction should include many opportunities for direct teaching of key concepts with guided practice and corrective feedback, using a hierarchy of visual and verbal cues and prompts, and multiple opportunities to practice a skill. He benefits from hearing literacy materials provided through multiple presentations. The Dialogic Reading Strategy is one approach to consider, since Tommy has already had an opportunity to learn and use this strategy.

Curriculum (i.e. content of instruction, specific skills and concepts the individual needs to learn)

Tommy needs to continue to receive direct instruction in his preschool classroom using Head Start literacy materials. Supplemental instruction in a 1:1 or small group using the same curriculum will provide routine situations for pre-teach or re-teach of new concepts as well as multiple practice opportunities. Teaching of specific vocabulary (labeling, describing attributes, categorization) and basic concepts (spatial, quantity, quality, time) to increase understanding of word meanings are needed and provide an additional focus to his preschool curriculum.

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Environment (i.e. adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, adaptive supports)

Tommy needs verbal/visual/physical cues and prompts to assist him in focusing on classroom instruction. He benefits from small group teaching and many practice opportunities with guided feedback and a gradual reduction in the level of cues/prompts needed for him to demonstrate mastery of new concepts/vocabulary. Tommy needs curricular content chunked into smaller segments with frequent review and questioning to check for comprehension while listening.

Additional Learning Supports (i.e. family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology, other accommodations that are needed)

Tommy will continue to need the positive and patient support of his family to assist him with learning. The family could provide multiple opportunities for Tommy to listen and interact with stories that are read repeatedly. These would provide additional opportunities for him to practice newly acquired skills.

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Individual Information: The evaluation must include educationally relevant information that is important for eligibility decision making. The information describes how the individual is provided access and opportunity to learn what is expected, and that his/her difficulty is not the result of other, more plausible factors.

Which Performance Domain(s) will be the focus of this evaluation?

- ☐ Academic
 ☒ Behavior
 ☐ Physical
☐ Health
 ☐ Hearing/Vision
 ☐ Communication
☐ Adaptive Behavior

Reminder: For a child not yet in kindergarten, data from this evaluation may be utilized with other information to report early childhood outcomes in the areas of: positive social-emotional skills, acquisition and use of knowledge & skills, and appropriate behaviors to meet needs.

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What is the area(s) of concern?

The specific areas of concern are interactions with others and self-regulation, including aggression and on-task behavior.

What evidence suggests that concerns are pervasive across different times and/or different settings?

Concerns about Adam's behavior have been expressed by his first grade teacher and were first noted in his kindergarten report card. These behaviors have been observed to occur throughout the day in school when he is expected to follow directions or interact appropriately with peers. Concerns were also reported by his parents in the home setting and during child care. The parents report that Adam has difficulty following directions at home and is sometimes aggressive toward his younger sister or other children while at day care.

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What are the individual's strengths that support his or her educational success in the area(s) of concern?

Adam wants to please adults and enjoys attention from teachers and peers. He is able to follow directions when engaged in an activity he likes or prefers. Appropriate peer interaction has been observed when Adam is in a play setting with a game he has chosen. A review of health records reported no known concerns with vision, hearing or health.

Within the areas of concern, describe

a) ways in which access and opportunity were assured for this individual to learn what was expected

Adam was provided with similar instruction as peers in the area of social behavior. The school utilizes the Character Counts curriculum, as part of their school-wide Positive Behavioral Intervention and Supports (PBIS) framework implemented throughout the district. School and classroom rules are posted, they were taught to students at the beginning of the year, and are reviewed periodically, with positive behaviors being acknowledged daily in non-classroom and classroom settings. In addition, Adam received small group and individual supplemental instruction from the guidance counselor and classroom teacher.

Adam's attendance is excellent. He has missed no days of school this year and only missed 2 days all of last year.

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b) whether or not the concerns are primarily caused by any of the following factors:

- **Limited English proficiency**
- **A lack of appropriate instruction in reading, including the essential components of reading instruction**
- **A lack of instruction in math**

Adam comes from an English speaking home. His behavioral concerns are not the result of Limited English proficiency. He has attended the same school since kindergarten. He has received core instruction in reading, including the essential components of reading instruction. He is progressing at an expected rate in reading. He also has had core instruction in math and has progressed and performed at expected levels. Based on his access to viable core and the availability of supplemental instruction if necessary, a lack of appropriate instruction has been ruled out as the primary cause of Adam's behavioral difficulties.

c) any ecological factors (e.g., race, ethnicity, culture, language, or life circumstances) that affect the individual's educational performance

An interview with the teacher and parent identified no ecological factors that appear to impact Adam's behavior at this time.

Educational Progress: Progress means performance over time. In addressing progress, the team considers data that have been collected about the individual's performance over time in relation to the interventions that have been provided. The evaluation must provide evidence as to whether or not the individual's performance is persistently below the educational standard(s), or age or grade level expectation(s).

List the Iowa Core Standards and Benchmarks or Early Learning Standards and Benchmarks for the individual's age and/or grade level in this area of concern.

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The Iowa Core has identified Essential Skills and Concepts which address student behavior. The following address behaviors that are a concern for Adam:

Essential Skill / Social Studies - Behavioral Sciences

- Understands interactions between self and peer group
- Understands that disagreements occur between friends.
- Understands that rules let people understand what to expect and so can reduce the number of disputes.
- Understands that telling and listening is a way that people can learn from others

Essential Skills / 21st Century Skills – Employability

Communicate and work appropriately with others to complete tasks.

- Concept - exhibit appropriate behavior in various situations. Identify behaviors that cause conflict. Respect others
 - Work positively and effectively with others.
 - Exhibit appropriate behavior in various situations.
 - Identify behaviors that cause conflict
 - Cooperate with others
- Use different perspectives to increase innovation and the quality of work. Generate ideas with assistance.
 - Are aware of others' feelings and opinions.
 - Appropriately accept constructive feedback.
- Use all the appropriate principles of communication effectively.
 - Listen to others.
 - Follow directions.
 - Express ideas.

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District Standards and Expectations: Adam's district, in their implementation of PBIS, has identified school-wide expectations in the areas of demonstrating respectful, responsible, and safe behaviors in all school settings. Additionally, the school follows the Character Counts model using the Six Pillars.

Using multiple assessment methods and data sources, including progress data collected on a frequent and regular basis, summarize the individual's response to the targeted or intensified instruction that was provided.

- **Describe the targeted or intensified instruction, curriculum, environmental changes provided to address this area of concern.**

Based on assessment data, in order to address the aggressive behaviors, Adam received 6 weeks of intervention that included 25 minutes of direct instruction per day teaching several replacement behaviors (e.g. changing the order of work completion, asking for a short break before beginning the assigned task), and providing him with guided assistance on the first one or two items. Adam was taught these intervention components through modeling, individual, and small group instruction. He was also taught a "walk away" strategy which served the same function of escaping the task but did not cause harm to others. In individual instruction Adam learned other methods of communicating with peers such as negotiating for decision making (we'll do what you want this time and then next time what I want), moving to an alternate activity rather than simply walking away from the situation and for expressing his frustration without using physical solutions. He was placed on a reinforcement system (time on the computer - a personal choice) for each day he was able to demonstrate a non-aggressive choice. When Adam was aggressive, he was required to work with the guidance counselor to review the incident, decide how to handle it differently in the future, and generate an appropriate consequence.

Reinforcement was provided through social reinforcements (e.g. verbal praise, thumbs up, smiles from adult assisting), and through tangibles (e.g. sticker chart on his desk, positive notes home). Additionally, Adam was taught that tasks would not be removed when he refused or was aggressive, and his schedule would freeze until the work was attempted. He occasionally stayed after school (with parent support) to finish any work not completed due to these identified behaviors.

- **Describe how the interventions were matched to the individual's needs.**

FBA information was gathered through interviews, record review and observations (e.g. direct, scatterplot) and it was hypothesized that the function of Adam's lack of following directions and aggressive behavior was to avoid less preferred tasks. Based on that information, a behavior intervention plan, matched to the function of Adam's behavior and his needs, was developed. Adam received individual instruction on replacement behaviors for his aggression. The instruction targeted times when Adam was faced with situations where he was required to comply with non-preferred tasks when requested by teachers or peers.

- **Describe how interventions were implemented (Were interventions implemented as designed? Were changes to interventions made?),**

These interventions were monitored by the School Psychologist using direct observation as well as performance data gathered by the classroom teacher, a review of the daily communication sheet, a log of aggressive events, and an interview with the guidance counselor. The components of the intervention were implemented a median of 75% of observed times. This is lower than the 80% criteria defined for implementation integrity. The components of preteaching and the positive notes home were the two components with lower implementation. A review of the data indicates that the lower implementation integrity did not have a significant impact on the effectiveness of the intervention.

- **Response to Intervention Performance Results**

Standard of comparison:

Adam's physically aggressive behavior will be compared to the same-grade peers.

Adam's on-task behavior will be compared to same-grade, same-gender peers.

Expected level of performance prior to intervention:

Students in first grade at ABC Elementary School currently exhibit 1 incident of physically aggressive behavior per week.

When observed, boys in Adam's class were on-task 87% of the time during three observations one week prior to the intervention period.

Expected level of performance following intervention:

Students in first grade at ABC Elementary School currently exhibit 0 incidents of physically aggressive behavior per week.

When observed, boys in Adam's class were on-task 92% of the time during three observations one week prior to the intervention period.

Expected rate of progress:

Students in first grade decreased physically aggressive behavior during the 6-week intervention period by 1 incident. This is a rate of 0.167 incidents/week.

Boys in Adam's class increased their on-task behavior from 87% to 92% over the intervention period. This is an increase of 0.83% per week.

This individual's level of performance prior to intervention (i.e. baseline):

Prior to intervention, Adam exhibited 7 physically aggressive acts per week.

Prior to intervention, Adam was on-task 35% of the time in the classroom setting.

This individual's level of performance following intervention:

Following the 6-week intervention, Adam had 1 physically aggressive act per week.

Following the 6-week intervention, Adam was on-task 80% of the time.

This individual's rate of progress:

Adam decreased his aggressive behavior by 1 aggressive act/week over the intervention period. This is consistent with his goal and meets the expected rate of progress.

Adam increased his on-task behavior by 7.5% per week. This growth will allow him to close the gap with peers.

- **If the individual received supplemental instruction in a small group, describe his/her response in comparison to how the other individuals in the group responded (may be answered "No other students received the same intervention").**

Adam was a part of a small group intervention as part of the on-task behavior component of the intervention. Similar to Adam, the 4 other students who were a part of the small group instruction have all made progress as expected. On-task behavior of the other 4 students ranged from 42%-63% when the intervention began. At the end of the 6-week period, the range was 78%-96%. All students exhibited the expected rate of growth in this intervention.

No other student received the same intervention as Adam in the area of physically aggressive behavior.

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- **Identify the instruction, interventions and environmental changes under which the individual experienced the most growth or success.**

Teaching Adam alternatives to aggression, giving him the choice of the order he completes his work, and providing him with consistent positive reinforcement for making good choices have provided the most success. A strength that was identified early in the intervention was Adam's desire to please adults and his peers, so the social reinforcement has been important. He also seemed to be motivated by tangibles, such as stickers on his chart and positive notes home.

- **Describe any other information relevant to understanding the individual's rate of acquisition or progress.**

Adam's goal was to reduce his aggressive acts by at least one each week, and by the end of the 6 week intervention to have 2 or fewer aggressive acts per week when interacting with peers or when completing work. Although the grade level and school policy expectations are zero, team members determined it was reasonable to reduce the aggression in both areas as stated. His teacher reported that Adam was positively engaged in setting the goal to reduce his aggressive behaviors.

By the end of the intervention period, Adam reduced the number of aggressive acts to one per week. Teacher reports also indicate Adam was more accepting to interventions by adults and the time needed to deescalate his behaviors was decreased. At the end of the intervention, Adam was on-task 80% of the time. He was completing both in-class and homework assignments. He needed limited adult redirection and adult assistance to remain on-task.

Using the data above and any other relevant information, summarize the significance of this individual's rate of progress compared to the expected rate of progress.

A review of the intervention data, anecdotal comments from the teacher, counselor and parent, and follow-up observations of Adam all indicate he made good progress during the intervention phase. He made the expected progress based upon the instruction provided and the goal set for his behavior. Intervention implementation data suggests that some components may not have been implemented at the predetermined integrity level; however, the results have been positive. His social behaviors and rate of progress are not different than peers. This intervention and the supports have been provided with general education resources, facilitated by the classroom teacher and guidance counselor.

Data suggest that Adam will be able to maintain his behavior, and most likely continue to improve, given the supports that are in place.

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Educational Discrepancy: Discrepancy is the difference between the individual's current level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. The evaluation relies on multiple sources of data for each area of concern to describe the individual's performance in comparison to peers or educational standards, and if the individual's performance is unique within a comparable group.

Report the performance results for each domain identified on the Consent for Full and Individual Initial Evaluation

Performance Domain: Behavior

Area of Concern	Data Source	Date(s)	Peer/ Expected Performance	Individual's Current Performance
Self-regulation related to task completion	Classroom Observation - Tally of tasks completed	9/26 9/30 10/4	3 tasks 4 tasks 3 tasks	3 tasks 4 tasks 2 tasks
Interaction with others; self-regulation	Playground Observation - Tally of aggressive actions in 10 days	9/26 - 10/4	0 per week	1 per week
Self-regulation; task completion	Classroom Interval Observations	9/26- 10/4	On-task 92% of intervals	On-task 80% of intervals
Interaction with others; self-regulation	Office Referrals - Disciplinary data	9/26 - 10/4	90% of first grade peers had no office referrals 10% had 1 office referral	2 office referrals

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Using the data above, and any other relevant information (including qualitative, descriptive information), summarize the individual's level of performance in comparison to peers or other educational standards. (Compare this child's performance to children across the state or nation, or to generally accepted developmental milestones or educational expectations. What additional factors are important to understanding the individual's level of performance? Is performance meeting standards, but is sustained by interventions?)

Adam's performance in the areas of on-task behavior, and physically aggressive behavior when not getting his way were problematic prior to intervention. Although he continues to demonstrate aggressive behaviors more frequently than same age/grade peers, his ending performance levels following the intervention are essentially similar to peers. Adam is now better able to comply with directions given by adults and maintain appropriate social behavior when confronted with situations that used to result in aggressive behavior. He also continues to be more off-task than his peers, but this is also not a problematic difference. Adam now utilizes skills in self-regulation to remain on-task and focused while in the classroom.

Using the data above, and any other relevant information (including qualitative, descriptive information), summarize whether or not the individual's performance (following the provision of adequate general education instruction and supplemental or intensified instruction) is unique from a comparable group. (Compare this child's performance to children in his/her small group, classroom, school or district who have had similar educational experiences.)

Adam received intervention for on-task behavior in a small group with 4 other peers. In comparing his on-task behavior to theirs, his behavior is not unique. At then end of the intervention period, all of the students in the small group were on-task 78-96% of the time, and Adam was on-task 80%. Adam's performance is similar to those in this small group, and is not unique compared to others receiving similar intervention components.

Although Adam did not receive small group instruction in improving his physically aggressive behavior, when compared to other students in his classroom, he has slightly more incidents of aggression, but the difference does not make his behavior unique when compared to his class.

Educational Needs: Educational needs are the instructional strategies, services, activities and supports, and the accommodations and modifications required in order for the individual to be involved and make progress in the general curriculum. The evaluation describes the individual's educational needs in the areas of instruction, curriculum, environment and additional learning supports.

Based on evidence from the analysis of the Progress and Discrepancy components, the functional implications of the individual's performance, as well as other educationally relevant information, describe the individual's needs within:

- **Instruction** (i.e. instructional strategies and methods that will enable learning, reinforcement/motivational strategies)

Adam benefits from direct instruction including modeling, both positive and negative reinforcement strategies, assistance when beginning tasks, asking for help when unsure how to work through an assignment, and frequent feedback. Providing Adam with choices with respect to work completion and pre-teaching skills to use when solving disagreements rather than aggression improves behavior.

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- **Curriculum** (i.e. content of instruction, specific skills and concepts the individual needs to learn)

Adam needs to continue to learn skills related to appropriate physical social skills and skills regarding following directions and task completion. Additionally, he needs continued support in learning core expectations for behavior. An alternative curriculum is not needed to teach Adam the skills necessary to complete work and solve disagreements with peers. The curriculum used in the guidance program was taught in a small group setting and he benefited from practicing the skills with an adult and peers. Continued involvement in the core curriculum, including the Character Counts program, will benefit Adam. No curriculum modifications have been identified.

- **Environment** (i.e. adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, adaptive supports)

Like many students, Adam benefits from having posted expectations, pre-corrections, and a high ratio of positive feedback when he is meeting those behavioral expectations. He, like his peers, has benefited from having the expectations taught and acknowledged in all school settings, with the Character Counts emphasis and PBIS framework. He has benefited from identifying aggression triggers with the guidance counselor in a private session and engaging in problem solving alternative ways to handle them in the future. No further adaptations to the educational environment have been identified.

School staff need to identify a location where Adam can go when his schedule freezes. In that location, Adam will work on the task and social reinforcers will be lessened (quiet, distraction free, easy access). In addition, staff will need to be identified to supervise this time, when it occurs.

- **Additional Learning Supports** (i.e. family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology, other accommodations that are needed)

Adam will receive continued support of the school-wide Character Counts, PBIS and guidance activities. The home school communication system has also been beneficial, with Adam's parents reinforcing his successes.

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EER Early Childhood Sample (4 year-old; mid-year of preschool)

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Individual Information: The evaluation must include educationally relevant information that is important for eligibility decision making. The information describes how the individual is provided access and opportunity to learn what is expected, and that his/her difficulty is not the result of other, more plausible factors.

Which Performance Domain(s) will be the focus of this evaluation?

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Health | <input type="checkbox"/> Hearing/Vision | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Adaptive Behavior | | |

Reminder: For a child not yet in kindergarten, data from this evaluation may be utilized with other information to report early childhood outcomes in the areas of: positive social-emotional skills, acquisition and use of knowledge & skills, and appropriate behaviors to meet needs.

What is the area(s) of concern?

- Academic – Literacy (early reading) and Mathematics (early math)
- Adaptive Behavior - School Functioning

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What evidence suggests that concerns are pervasive across different times and/or different settings?

Clay's teacher reports concern regarding Clay's following of the daily routine. She notes that he struggles to complete activities that all others in the class have mastered - e.g. morning arrival routine, snack routine, lunch routine, transitions for specific center activities, clean up, preparing to go home, lining up. The teacher also reported that he has difficulty following directions.

Clay's teacher reports that he has difficulty with listening to and recalling details of a story. Observation data indicate Clay has difficulty focusing on and attending during large- and small-group instruction comparable to same age peers. These difficulties are also observed at home when parents read stories to Clay.

The classroom teacher also reports that Clay is struggling with beginning math concepts (e.g. rote counting, more/less, one to one correspondence) as seen in play activities as well as in structured teaching lessons. Clay's parents indicate that they, too, have seen these difficulties when working on counting and feel he has not made much progress. Clay's difficulties in the math and literacy areas have continued throughout the school year.

What are the individual's strengths that support his or her educational success in the area(s) of concern?

Clay is outgoing, caring about his peers, and eager to participate and be a part of the group. He has a positive approach to establishing and sustaining positive relationships with peers and adults. His peers appear to initiate interactions with him as evidenced by several asking him to join what they are doing, and he joins in and sustains positive interactions with them. He offers apologies when he feels he has interfered with the play of peers. He is able to manage his feelings and can make friends easily. He is cooperative with peers and easy going.

Clay enjoys simple puzzles and playing with building toys. He is able to problem solve with 5-6 piece puzzles without assistance. He is able to make simple structures with large blocks to use with play activities.

Clay's general understanding and use of language skills appear to be age appropriate. He can express his wants and needs. His peers can understand him. Clay can use descriptive language on topics he is familiar with.

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Within the areas of concern, describe

a) ways in which access and opportunity were assured for this individual to learn what was expected

Clay has been attending preschool since the beginning of this year in a classroom that uses a research based preschool curriculum (Creative Curriculum). In addition, he has been provided supplemental and intensified instructional opportunities. He has been present all but two days of this preschool year. He has participated in whole group, small group and some individual lessons on skills he is struggling with. Mrs. Primrose reports using a variety of prompting techniques to engage Clay when he becomes distracted or loses interest. She also has provided him more opportunities throughout the day to practice counting skills as well as story retelling often through embedding the practice into routine classroom activities. Mrs. Primrose indicated that in addition to whole group directions, she makes sure that Clay has heard the directions by making eye contact and/or using his name. She also partners a buddy with Clay each day to model appropriate transitions.

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b) whether or not the concerns are primarily caused by any of the following factors:

- **Limited English proficiency**
- **A lack of appropriate instruction in reading, including the essential components of reading instruction**
- **A lack of instruction in math**

English is the primary language spoken in the home. The preschool program uses Creative Curriculum for Preschool which is a research based developmentally appropriate curriculum, and the Teaching Strategies GOLD Assessment System (curriculum based assessment), meets the Iowa Quality Preschool Program Standards and embeds the content areas of the Iowa Early Learning Standards into daily instruction (includes both literacy and math). Based on the access and opportunity provided, as well as Clay's participation and attendance in the preschool program for the past 3 months, the concerns identified are not primarily a result of these exclusionary factors.

c) any ecological factors (e.g., race, ethnicity, culture, language, or life circumstances) that affect the individual's educational performance

Clay's mother shared during an interview that she is American and Clay's father emigrated from Africa and speaks fluent French. This, however, is not impacting Clay's difficulties as English is his primary language. Parents are working together with the preschool staff to help their child. No ecological factors have been identified which adversely impact educational performance.

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Educational Progress: Progress means performance over time. In addressing progress, the team considers data that have been collected about the individual's performance over time in relation to the interventions that have been provided. The evaluation must provide evidence as to whether or not the individual's performance is persistently below the educational standard(s), or age or grade level expectation(s).

Domain: Academic

List the Iowa Core Standards and Benchmarks or Early Learning Standards and Benchmarks for the individual's age and/or grade level in this area of concern.

The district uses both the Iowa Early Learning Standards and the Teaching Strategies GOLD Objectives for Development and Learning to guide instruction. While there are several standards that apply, the following are the critical standards, benchmarks and skills Clay is not meeting and are directly related to this assessment data.

Iowa Early Learning Standards (Academic Performance Domain)

10 - Communication, Language, and Literacy

10.2 - Early Literacy

GOLD Objectives (Academic Performance Domain)

Objective 18. Comprehends and responds to books and other texts (corresponds to IA ELS 10)

18a. Interacts during "read-alouds" and book conversations

18c. Retells stories

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Iowa Early Learning Standards (Academic Performance Domain)

11-Math and Science

11.1 Comparison and number—Children understand amount including use of numbers in counting

GOLD Objectives (Academic Performance Domain)

Objective 20. Uses number concepts and operations (corresponds to IA ELS 11)

20a. Counts

Using multiple assessment methods and data sources, including progress data collected on a frequent and regular basis, summarize the individual's response to the targeted or intensified instruction that was provided.

- **Describe the targeted or intensified instruction, curriculum, environmental changes provided to address this area of concern.**

Literacy: Clay and two peers participated in guided instruction with the focus on comprehension strategies (story retelling, making predictions, understanding vocabulary, and sequencing) three times per week for thirty minutes (two 15 minute sessions) using center-based activities. Clay and his peers were taught the meaning of unfamiliar words and encouraged to use the new vocabulary in their retell. The use of character names and prompting about story details were emphasized. The teacher used visuals (picture cards, character cards) as initial instructional supports. Parents supported the literacy activities from the classroom during their reading time at home (although this part of the intervention plan was not closely monitored). This formal intervention period was 6 weeks in length.

Math: In addition to core math instruction, Mrs. Primrose provided additional individual guided practice activities several times each day with respect to specific math concepts. Several modeling and practice opportunities were provided for counting to 10 (e.g. during center times, snack time), for and with the teacher. The intervention plan included at least 5 structured counting activities each day for at least three days each week. Parents also worked on rote counting during routines at home (e.g. counting forks while setting the table, counting clothing pieces as they were put on/taken off), although this part of the intervention was not closely monitored.

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- **Describe how the interventions were matched to the individual's needs.**

Literacy: Teacher observations and progress monitoring using the GOLD indicate that Clay has difficulties recalling details of a story, an early literacy skill. Because the intervention was targeted on the skills identified in the areas of concern and instructional strategies were implemented to address these skills, the intervention was matched to Clay's needs.

Math: Teacher observations and progress monitoring using the GOLD indicate that Clay is not able to rote or object count beyond 2, an early math skill. Because the intervention was targeted on the skills identified in the areas of concern and instructional strategies were implemented to address these skills, the intervention was matched to Clay's needs.

- **Describe how interventions were implemented (Were interventions implemented as designed? Were changes to interventions made?).**

Literacy: (Comprehends and responds to books and other texts)

A teacher log was used to monitor the implementation of the intervention noting the date, session length and activities used to teach the concepts of the intervention. A review of the log indicates implementation integrity above 90% when all of the intervention elements were reviewed.

Mathematics: (Uses number concepts and operations)

A teacher log of the counting trials was kept. At least 5 trials 3 times each week were implemented. Clay was absent one day on a shortened week due to parent teacher conferences. As a result trials were not implemented three times that week. Overall, however, implementation integrity was 90% or higher.

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- **Response to Intervention Performance Results**

Standard of comparison: **Literacy:** Goal Expectation **Math:** Goal Expectation based on younger peers (Gold)

Expected level of performance prior to intervention:

Literacy: 2 out of 12 story elements identified on a scoring sheet (character names, sequencing, retelling details, and telling parts in order) based on skills peers have already acquired.

Math: 1 out of 10 numbers correctly counted in sequence

Expected level of performance following intervention:

Literacy: Identify 8 out of 12 story elements

Math: 2.5 (3 would be the whole number) out of 10 numbers correctly counted in sequence (on 3 consecutive trials) based on the Gold skill acquisition for younger peers learning to count.

Expected rate of progress:

Literacy: Increase of 1 story element on the scoring sheet per week

Math: Increase .33 numbers per week

This individual's level of performance prior to intervention (i.e. baseline):

Literacy: 2 out of 12 story elements

Math: 1 out of 10 numbers counted correctly in sequence

This individual's level of performance following intervention:

Literacy: 5 out of 12 elements

Math: 3 out of 10 numbers counted correctly in sequence on 3 consecutive trials

This individual's rate of progress:

Literacy: .5 story elements per week

Math: .33 numbers per week

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- **If the individual received supplemental instruction in a small group, describe his/her response in comparison to how the other individuals in the group responded (may be answered “No other students received the same intervention”).**

Literacy: Two other students received similar intervention in literacy skills. In both of these cases the peers made the goal expectation starting at 1 story element and ending at 8 out of 12 story elements, the expected rate of progress of 1 story element per week. Clay’s growth from 1 to 6 story elements and rate of progress of .75 was less than the two peers. Peers were able to master the story elements of sequencing and retell without visual supports much more quickly than Clay.

Math: None of the other students in the classroom received similar instruction.

- **Identify the instruction, interventions and environmental changes under which the individual experienced the most growth or success.**

Literacy: Intervention/support strategies that resulted in improvement in Clay’s performance included repeated reading of the story with the explicit instruction noting the characters, the sequence of beginning, middle and end, as well as the teaching of unfamiliar vocabulary. Retell elements supported by picture cards met with more success than unaided retell; he was only able to consistently identify the end of the story without visual supports. Materials which were highly engaging around concepts that Clay is familiar with as well as repetitive content resulted in stronger story retell accuracy. A review of the home/school notebook also indicated that stories the parents read and reinforced during the evening resulted in better recall the next day.

Math: Clay demonstrated more growth from repeated direct instruction, distributed practice throughout the school day and frequent feedback for rote counting and counting objects. Peers at his table during work time joined with the counting and Clay seemed to respond positively to this choral approach by imitating what was modeled by his peers. The carry over to independent counting, however, was iffy.

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- **Describe any other information relevant to understanding the individual’s rate of acquisition or progress.**

While not a part of the formal intervention plan, the parent’s work around literacy appeared to a positive influence in terms of improving recall. When interviewed, Clay’s mom shared that they would try to use examples from family and home life to exemplify vocabulary terms. Parents would also have Clay retell an event from his day with prompting of what happened first, and then, and last.

Using the data above and any other relevant information, summarize the significance of this individual’s rate of progress.

Literacy: Based on Clay’s rate of progress of .5 story elements per week, he is not meeting the expected growth that other peers who were at a similar level were able to make. In addition, the larger peer group of his class have mastered 12 out of 12 story elements and are continuing to add additional literacy skills to their repertoire (e.g. recognizing I/me in print, using pictures to read the story as they look at a book). At the current rate of progress, it will take Clay an additional 14 weeks of instruction just to master the elements described in his intervention. In addition, peers are growing at a rate of 2 times faster than Clay.

Math: Given Clay’s current rate of progress it will take Clay an additional 21 weeks of instruction to master the rote counting to 10. While his rate of progress was similar to younger peer skill acquisition, his same age peers have moved on to more advanced counting.

In both literacy and math, Clay received substantial instructional and practice supports when compared to peers in his classroom and this a factor in his positive rate of progress.

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Educational Discrepancy: Discrepancy is the difference between the individual's current level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. The evaluation relies on multiple sources of data for each area of concern to describe the individual's performance in comparison to peers or educational standards, and if the individual's performance is unique within a comparable group.

Report the performance results for each domain identified on the Consent for Full and Individual Initial Evaluation.

Performance Domain: Academic

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Area of Concern	Data Source	Date(s)	Peer/Expected Performance	Individual's Current Performance
Early Reading Skills – Literacy	Student retell testing	12/19/11	9 out of 12 (75%) identified story elements identified by classroom peers	5 out of 12 (42%) story elements
Early Reading Skills – Literacy	Brigance Age Scores**	12/19/11	Total Score** 4 year - 6 month	Total Score** 3 year - 4 month
Early Reading Skills – Literacy	Teaching Strategies Gold Assessment	12/17/11	Interacts during read-alouds and book conversations (18a): levels 3-6 uses emergent reading skills (18b); levels 2-6 retells stories (18c)	18a) Level 3 18b) Level 3 18c) Level 2
Early Math Skills	Student testing	12/14/11	Peers identify the concepts of more/less/equal 92% of trials Peers count sets of objects up to 10 correctly 90% of trials Peers rote count to a median of 12 Peers count with 1:1 correspondence up to 7 - 100% and up to 12 - 80% of the time	Identified concepts of more/less/ equal 50% of trials Counted sets of objects up to 10 correctly 50% of trials Rote counts to a median of 4 Counts 1:1 to 3 - 50% of the time and 0 % of the time to 15
Early Math Skills	Brigance Age Scores	12/17/11	Total Score 4 year- 6 month**	Total Score 2 year - 10 month**
Early Math Skills	Teaching Strategies Gold	12/10/11	Counts (20a): Level 5-6 Identifies concepts -more, less, equals, etc. (20b): levels 4-6	20a) Level 3 20b) Level 3

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- ****Using age equivalent scores is an inappropriate use of data that continues across the state.** While they are included in this sample because current practice is reflected, professional development needs to be conducted around its inappropriate use.

Using the data above, and any other relevant information (including qualitative, descriptive information), summarize the individual's level of performance in comparison to peers or other educational standards. (Compare this child's performance to children across the state or nation, or to generally accepted developmental milestones or educational expectations. What additional factors are important to understanding the individual's level of performance? Is performance meeting standards, but is sustained by interventions?)

Literacy: Based on the data collected, Clay's early reading skills are discrepant from peer expectation in the two reading areas that were assessed – story retell and concepts. His retell scores are 1.8 times discrepant and concepts were 1.84 discrepant. With time, it is expected that the difference between his performance and peer performance will continue to increase if instructional supports and repeated opportunities to practice new skills are not provided.

Math: Based on the above data collected as part of this assessment, Clay's performance level is below peers and curricular expectations in the area of math. He is 1.8 times discrepant in counting objects, 3 times discrepant in rote counting, 2.3 times discrepant counting 1:1 to the number 7 and 4 times discrepant counting up to 12 with 1:1 correspondence. As with his literacy skills, it is expected that the difference between his performance and peer performance will continue to increase if instructional supports and repeated opportunities to practice new skills are not provided.

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Using the data above, and any other relevant information (including qualitative, descriptive information), summarize whether or not the individual's performance (following the provision of adequate general education instruction and supplemental or intensified instruction) is unique from a comparable group. (Compare this child's performance to children in his/her small group, classroom, school or district who have had similar educational experiences.)

Clay's performance is unique when compared to setting peers in the area of early literacy and early math skills.

Literacy: Two other students receiving similar intervention in literacy skills have now mastered all the elements identified on the original progress tool, both having mastered 8 of the 12 story elements similar to their classroom peers who have mastered at least 9 out of 12 story elements. Classroom observations and teacher report reveal that classmates transfer knowledge gained in one literacy activity to other similar activities (e. g. concept of character in a story, sequencing beginning/middle/end). Clay currently requires re-teaching and repeated practice to recall story elements unlike his peers who are learning these skills through whole group and flexible group instruction. He is less likely to transfer knowledge from one activity to another (e.g. refers to character in previous story, recalls story element from previous story).

Math: Since Clay received individual instruction there is no peer group who received similar intervention. Compared to the next higher performing peer he is unique with respect to counting with one to one correspondence (he counted to 3 while the next higher peer performance counts objects to 8) and rote counting (next higher peer performance is consistently rote counting to 12). Clay's performance is 2.7 times discrepant in counting 1:1.

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Educational Progress: Progress means performance over time. In addressing progress, the team considers data that have been collected about the individual's performance over time in relation to the interventions that have been provided. The evaluation must provide evidence as to whether or not the individual's performance is persistently below the educational standard(s), or age or grade level expectation(s).

Domain: Adaptive Behavior

List the Iowa Core essential concepts and skills, Early Learning Standards and Benchmarks, or District Standards and Benchmarks of the core instructional program in the area(s) of concern for the individual's age and/or grade level.

The district uses both the Iowa Early Learning Standards and the Teaching Strategies GOLD Objectives for Development and Learning to guide instruction. While there are several standards that apply, the following are the critical standards, benchmarks and skills Clay is not meeting and are directly related to this assessment data.

Iowa Early Learning Standards (Adaptive Behavior Performance Domain - School Functioning)

8-Approaches to learning

8.2 Engagement and Persistence—children purposefully choose and persist in experiences and activities

GOLD Objectives (Adaptive Behavior Performance Domain - School Functioning)

Objective 11. Demonstrates positive approaches to learning (corresponds to IA ELS 8)

11a. Attends and engages

11b. Persists

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Using multiple assessment methods and data sources, including progress data collected on a frequent and regular basis, summarize the individual's response to the targeted or intensified instruction that was provided.

- **Describe the targeted or intensified instruction, curriculum, environmental changes provided to address this area of concern.**

Clay and two peers participated in small group instruction with the goal in increasing engagement time. The teacher used center-based activities (library interest area, writing center) and materials, but supplemented them with high interest, interactive, teacher directed activities. Structured activities were repeated 30 minutes daily (3 times per week) for a six-week period. Positive reinforcement was added to the intervention to reinforce Clay's attention to task. It should be noted that the classroom uses PBIS strategies and there are visual supports posted throughout the environment.

To improve Clay's attention and engagement in the large group and center times, Mrs. Primrose used a variety of prompts (e.g. proximity, physical guidance, nonverbal prompts, visual and verbal cuing). She also uses a coaching strategy preparing Clay with the expectations before he joins others. While these strategies are used for all students from time to time, Mrs. Primrose indicated that she uses one of the strategies every time Clay is given a direction or the students are preparing to transition. She hoped to fade from intrusive (using his name, eye contact) to less intrusive over time.

- **Describe how the interventions were matched to the individual's needs.**
Structured observations and interview data revealed that Clay had difficulties engaging and persisting in activities whether in small group, centers, or large group settings. Because the intervention was targeted on the skills identified in the areas of concern and instructional strategies were implemented to address these skills, the intervention was well matched to Clay's needs.
- **Describe how interventions were implemented (Were interventions implemented as designed? Were changes to interventions made?).**
Observation data indicated coaching, instructional supports and environmental changes were implemented at the expected rate of 80% or above. The teacher was able to fade some of the more intrusive cues during small group instruction according to a follow up interview.

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- **Response to Intervention Performance Results**

Standard of Comparison: Classroom Peer Performance

Expected level of performance prior to intervention: 14 out of 17 peers engaged unassisted for 5 minutes before transitioning to a different center.

Expected level of performance following intervention: 14 out of 17 peers engaged unassisted for 7 minutes before transitioning to a different center

Expected rate of progress: An increase of .33 minutes per week of engagement

This individual's level of performance prior to intervention (i.e. baseline): Engaged unassisted for 2 minutes at a center before transitioning

This individual's level of performance following intervention: Engaged unassisted for 5 minutes at a center before transitioning

This individual's rate of progress: An increase of .66 minutes per week of engagement

- **If the individual received supplemental instruction in a small group, describe his/her response in comparison to how the other individuals in the group responded (may be answered "No other students received the same intervention").**

For the school functioning intervention, all 3 students in the group, including Clay, have shown similar improvement in the length of time they sustained engagement during center time. Clay's growth and peer growth was from a baseline of 2 minutes at a center to five minutes at a center. Peers did, however, carry over the engagement skills to academic tasks, an area that Clay continues to struggle with.

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- **Identify the instruction, interventions and environmental changes under which the individual experienced the most growth or success.**

Clay is spending less time wandering the room and more time engaged in activities through the various strategies that have been employed. Sustaining engagement to tasks that are more academic in nature has been more difficult than his engagement during free play and center time. Allowing Clay to select during his morning routine, his center choices and his free play activity choice, has resulted in increased time engaged in these activities. In addition, using visual supports in the center to remind Clay of the expectation (including a visual timer), coaching prior to transition to the center activity and partnering Clay with a buddy all had a positive effect on engagement.

- **Describe any other information relevant to understanding the individual's rate of acquisition or progress.**

No additional, relevant factors were identified.

Using the data above and any other relevant information, summarize the significance of this individual's rate of progress.

Clay made better than expected progress (.66 minutes per week compared to .33 minutes). Given continued peer growth it will take Clay an estimated 6 additional weeks to catch up to peer performance at center time. This, however, is just one activity during Clay's day. Limited carryover has been noted in his engagement with other types of tasks/activities. Follow-up conversation with the teacher indicates that the strategies used in the intervention were effective and will be applied to tasks that are more academic in nature.

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Educational Discrepancy: Discrepancy is the difference between the individual's current level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. The evaluation relies on multiple sources of data for each area of concern to describe the individual's performance in comparison to peers or educational standards, and if the individual's performance is unique within a comparable group.

Report the performance results for each domain identified on the Consent for Full and Individual Initial Evaluation.

Performance Domain: Adaptive Behavior

Area of Concern	Data Source	Date(s)	Peer/Expected Performance	Individual's Current Performance
School Functioning	Classroom observation	12/2/11	Attention to task 80% of intervals observed for peers in the classroom	Attention to task 75% of intervals observed
School Functioning	Teaching Strategies Gold Assessment	12/17/11	11a) Attends and engages - levels 5-7; and 11b) Persists - levels 4-6 with limited supports	11a) level 5 and 11b) level 4; with individualized supports
School Functioning	Classroom observation	12/9/12	14 out of 17 were able to engage 7 minutes or longer during center time – center time	Engage for 5 minutes during center time
School Functioning	Classroom observation	12/9/12	15 out of 17 engage for 9 min. or longer with academic tasks with no redirects	Engage for 3 minutes for academics with no redirects

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Using the data above, and any other relevant information (including qualitative, descriptive information), summarize the significance of the discrepancy, if any, between the individual's current level of performance and that of peers or other educational standards. (Compare this child's performance to children across the state or nation, or to generally accepted developmental milestones or educational expectations. What additional factors are important to understanding the individual's level of performance?)

Based on the data collected throughout the intervention and evaluation period, Clay (5 minutes, level 5 on 11a and 4 on 11b) is 1.4 times discrepant from his peers (7 minutes) in the area of attending and engagement during center time. He is able to engage for longer periods, able to stick with free time/center time when the option is preselected. He still struggles with engagement for academic tasks where he was 3 times discrepant from peers; however, the teacher would like to implement the strategies she has used for center time to see if this improves academic engagement. Finally, his attention to task was similar to peers with a 1.1 discrepancy. It is expected that his improvement in engagement time will improve for academic times with the implementation of the strategies that were successful. It is thought that his engagement may be due in part to his academic skill deficits. Mrs. Primrose will continue an intervention in this area with periodic monitoring of progress.

Using the data above, and any other relevant information (including qualitative, descriptive information), summarize whether or not the individual's performance (following the provision of adequate general education instruction and supplemental or intensified instruction) is unique from a comparable group. (Compare this child's performance to children in his/her small group, classroom, school or district who have had similar educational experiences.)

Clay's performance as indicated in the data above is not unique when compared to setting peers. The other three peers in his intervention group receiving similar instruction, had performance that was similar to Clay's in the area of intervention focus. Clay does engage less than peers in his classroom with academic tasks; however his teacher noted that he responds with prompting/cuing. It is expected that Clay will continue to make growth in this area.

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Educational Needs: Educational needs are the instructional strategies, services, activities and supports, and the accommodations and modifications required in order for the individual to be involved and make progress in the general curriculum. The evaluation describes the individual's educational needs in the areas of instruction, curriculum, environment and additional learning supports.

Based on evidence from the analysis of the Progress and Discrepancy components, the functional implications of the individual's performance, as well as other educationally relevant information, describe the individual's needs within:

- **Instruction (i.e. instructional strategies and methods that will enable learning, reinforcement/motivational strategies)**

Intervention data from literacy, math and engagement suggest that Clay learns best when provided direct instruction on an individual or small group basis where he has multiple opportunities for practice, is pre-taught vocabulary, where visual supports are used to aid understanding, and where the incorporation of real life examples increase Clay's understanding of the concepts. Repeated practice opportunities should be embedded throughout his school day such as counting objects in his environment and retelling an event that has just occurred. Coaching is an additional instructional strategy that was effective for increasing engagement time. The instructional time and opportunities to practice new skills should be at least as much as the time that was designated in the intervention phase. Clay also persists with activities longer if he is given consistent positive feedback for successful responses or closer approximations (encouragement for trying, modeling correct response and correcting errors as they occur). Frequent opportunities to respond and repeated practice are needed for Clay to master a concept.

- **Curriculum (i.e. content of instruction, specific skills and concepts the individual needs to learn)**

The use of a developmentally appropriate curriculum and curriculum-based assessment which is frequently monitored is important in helping Clay to achieve skills at his developmental level. Specific instructional objectives should be linked to the curriculum objectives of 1) Demonstrates positive approaches to learning, 2) Comprehends and responds to books and other texts, and 3) Uses number concepts and operations. With respect to positive approaches to learning Clay needs to engage and persist with tasks that are related to academics as well as when working with a peer. Behavioral expectations related to engagement are met through the use of PBIS, but an individualized intervention plan for Clay will need to continue. Comprehension skills are enhanced with visual supports and Clay needs to master a retell of a story with three parts (beginning, middle, end) independent of cues, using character names in his retell and additional story details when prompted to "Tell me more." In the area of numeracy Clay needs to expand his rote counting, counting with 1:1 correspondence and use of vocabulary terms such as one more / one less, few/several and comparative language such as shortest/longest, most/least, first/second/third, and so on. The classroom use of Creative Curriculum/Teaching Strategies Gold may need to be supplemented with more visual supports and discrete skill lessons.

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- **Environment (i.e. adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, adaptive supports)**

In order to maintain attention and engagement, Clay needs a predictable schedule that provides consistency from day to day. His learning is facilitated with visual supports throughout the classroom, such as clear boundaries around interest areas, shelves marked to indicate where to store materials, and a system for transitions (e.g. visual timer, individual warnings of approaching transitions) from one activity to another. Multiple opportunities to practice in a variety of different activities and environments should be provided (i.e., counting during snack, center time, line up, outdoor play, etc.). Instructional materials Intervention results indicated a need for manipulatives to support counting and visual supports to aid instruction.

- **Additional Learning Supports (i.e. family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology, other accommodations that are needed)**

As frequent, distributed practice is important for Clay, parents should be provided with ideas of developmentally appropriate activities related to literacy and math that they can do with Clay at home and in community settings. Giving a real-world context for new learning assists Clay's mastery.

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Additional information – specify purpose

Required [virtual/hybrid](#) learning items ([accessing Page I](#)) –

Discuss the following and document IEP Team decisions in preparation for occasions when virtual/hybrid learning is necessary:

Describe the [General Education](#) services and settings for virtual/hybrid learning.

What [Accessibility](#) needs are unique to the student for virtual/hybrid learning?

What other [Needs](#) of the student are unique to the virtual/hybrid setting and his/her/their individual circumstances?

How will [Services](#) on page F be prioritized, adapted, and delivered to the student to make progress in virtual/hybrid learning? What, if any, services will not be delivered in virtual/hybrid learning?

What [Goals](#) are prioritized by the IEP team and how will **Progress Monitoring** for these goals be adapted for a virtual/hybrid setting?

What **Additional Considerations** are important for the implementation of this IEP with these adaptations?

Consider other questions as relevant to the unique circumstances of the individual:

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Additional Guidance and Examples of Page I Documenting IEP Team Decisions for Virtual/Hybrid Learning

The disruption caused by the reaction to the coronavirus affected every area of society, including education. This disruption exposed the need for the education system to anticipate a significant interruption of services and be prepared to continue educational services.

In order to support a fluid change in the delivery of services so that educational services are not disrupted in the future, IEP teams need to discuss and decide what services and supports a student will need in a variety of delivery models.

Iowa schools are currently planning for three possible models: on-site (brick and mortar), hybrid, and continuous learning. This document uses the term virtual learning instead of continuous learning as it is more explicit to parents and others outside of the education system. Specifically, virtual learning is used in this document to reference educational services that are provided through technology such as online or telephone. Virtual learning also includes hard copy materials/packets that are provided as adaptations or modifications for those that cannot participate in typical virtual learning methodologies. Hybrid learning refers to educational services that are provided as a combination of virtual learning and on-site learning.

General Education Services (What is general education doing, what are ALL students getting?)

- Brief Summary of the district's Required Educational Services Plan as it relates to the student's grade level/building e.g., synchronous, asynchronous,
- What are the student's peers engaged in and receiving for universal general education?

Accessibility (Description of the services, supports, and activities provided and student access in a virtual/hybrid setting)

- How can a child attend school as provided by the district (virtual/hybrid)?
- How can the student comply with the district's health and safety procedures?
- Describe the student's ability to access online/virtual platforms?
- If partial accessibility is available, what can be provided to supplement the rest?

Needs (Describe the needs of the child)

- How are the needs of the child different if/when we move to a virtual setting?
- How will the accommodations and modifications this child is receiving change if/when we move to a virtual setting?
- If behavior is an area of need, please see guidance on behavior planning during continuous learning.

Services, supports, activities (Describe what services will be provided to the child to make progress in a virtual/hybrid setting)

- What changes in services, supports, and activities will occur during hybrid/virtual learning (e.g., frequency, duration, goal areas)?
- What additions or modifications to the special education and related services are needed to enable this child to meet the IEP goals and to participate, as appropriate, in the general education curriculum during hybrid/virtual learning?
- What services will be provided for this student to make progress in hybrid/virtual learning?
- What supports will this student need to make progress?
- What supports will parents/caregivers need?

Goals & Progress Monitoring (How the student's goals will be addressed and progress will be monitored)

- Discussion of goals (baseline, goal, and progress monitoring) for each goal on the IEP
- Are there adjustments in progress monitoring that need to be considered?
- [Progress Monitoring Decision Making Process](#)

Information on Accessing the “Additional Information” Page in the Web IEP system

For active IEPs (even if the IEP is overdue), use the **‘Forms for Active IEP’** button to access the “Additional Information” Page, “Meeting Notice,” and “PWN.”

‘Forms for Active IEP’ button is available for all archived (AAA) Reviews, Amended IEPs, Interims, Move-ins, and Reevaluations.

All forms added using the **‘Forms for Active IEP’** button will be archived in the next archive of the IEP. That could be the final (FIN) archive of the current IEP or the archive of the next Amended IEP. The final archive is generated when a new IEP is written and submitted.

New IEP (NEW) or Open Amendment (AMD) the team will document the virtual learning on Page I of the IEP. The **‘Forms for Active IEP’** button is not available.

If a user had previously begun the exit process and entered an exit date and/or exit reason, the **‘Forms for Active IEP’** button is not available. The team could remove the exit date and/or end code, however, all exit forms will be lost once the exit code is removed. Thus, the team may want to make copies of completed exit forms or consider proceeding with exit.

		Filter by name	Clear filter								
Last	First	DOB	Annual Due	Reeval Due	Last Meeting On	IEP Status	IEP Type	Status	Page A Teacher	Current Status	Electronic Consent
IEP Status Code		How/where to access the Additional Info Page (Page I)									
NEW or AMD		Tab I or ‘Additional Forms’ - (Additional IEP Page I)									
AAA		‘Forms for Active IEP’ - (Select Additional IEP Page I)									
DRF		Tab I or ‘Additional Forms’ - (Additional IEP Page I)									
RTV, RV1, RV2, VAL		Unable to access Page I or ‘Forms for Active IEP’ until the IEP has been validated by IMS staff.									

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Documentation Guide

Release Notes 2020-2021

July 1, 2020

Topic	Notes
Organization of the “Procedure Manual”	<p>For the past several years, the <i>AEA Special Education Procedures</i> were distributed as a pdf made up of the ‘body’ of the manual and several appendices, including the <i>Documentation Guide</i>. For the 2020-2021 school year, the <i>Documentation Guide</i> will continue to be a pdf and the remainder of the manual will be an online resource that can be found here: I3 Information and here: I3 Resources</p> <p>Training and support materials for navigating online information and resources is available here:</p> <p>Iowa IDEA Information</p>
Page I (Additional Information): Required elements for virtual/hybrid learning	Given the possible necessity of altering instructional delivery during 2020-2021, required items related to virtual/hybrid learning have been added to Page I (Additional Information) of the IEP.
Home Schooling for Students in Special Education: Parent Notification and Acknowledgment form	<p>New for 2020-2021, teams are asked to engage with parents who express the intention of home schooling their child and process this form.</p> <p>If parents choose to home school and dual-enroll for special education, that is a roster change (code CPI).</p> <p>If parents choose to home school without dual enrollment for special education, that has the same effect as a parent revocation of consent for services and is processed accordingly (code PRC).</p>
CPN code retired	Because home schooling without dual enrollment for special education is processed as a revocation of consent for services (code PRC), the CPN final exit code (Competent Private Instruction – No IEP) became unnecessary.
Eligibility Determination Worksheet (EDW) & COVID-19	<p>The Eligibility Determination Worksheet asks whether the eligibility meeting was held within 60 days of receiving signed consent and, if not, the reason. Added to the list of reasons is:</p> <ul style="list-style-type: none"> Public Health Emergency-COVID19
Requirements for a regular diploma	<p>To earn a regular high school diploma, a child with a disability must complete four years of English, three years of math, three years of social studies, and three years of science (“4-3-3-3”). It will no longer be permissible to award a regular high school diploma based solely on IEP goal attainment. A child may either graduate based on 4-3-3-3 or based on 4-3-3-3 plus IEP-specified goals or activity completion.</p> <p><i>Course of study examples have been modified or deleted to align with these requirements.</i></p>

Topic	Notes
Accessible instructional materials (AIM) and accessible educational materials (AEM),	<p>Accessible instructional materials (AIM) have been broadened to accessible educational materials (AEM), including digital instructional materials.</p> <p>In addition to considering alternate formats for printed materials, the expansion to accessible educational materials requires teams to consider access to technology-based materials.</p>
Family(Parent) Training/Counseling. (FT)	<p>“Family training, counseling & home visits” was previously listed as a service for children transitioning from Part C to Part B, only. “Parent counseling and training” was given as an example of an “Other” Activity or Support.</p> <p>“Family(Parent) Training/Counseling” is now listed as a service for any IEP with the code FT and the definition:</p> <p style="padding-left: 40px;">Services to assist the parent/family in understanding the learner’s special needs, learner development, and helping parents/family to acquire the necessary skills that will allow them to support the implementation of their learner’s IEP.</p> <p>Service minutes are not included in the LRE calculation.</p>
45-day trial out placement language	45-day trial out placement language has been amended to align with I3 language. Past procedures described 45-day trials for all services, only. The 45-day process may be applied to single services while other services continue and both the Documentation Guide and I3 language reflect that.
Items that have been moved -	Go to: I3 Resources

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Acknowledgements

Many professionals from Iowa’s area education agencies and the Iowa Department of Education contributed to this total body of work, including work that led to the development of statewide procedures, implementing and maintaining procedures and moving to fully online resources. Among the many significant contributors:

Topic (date of work origination)	Group(s)	Leadership
Child Find (2005)	Child Find Leadership Group	Jim Gorman
IEP Development (2002)	Iowa Department of Education	Barb Guy, Sharon Hawthorne
Documentation Guide (2002)	Northwest Iowa AEA Cooperative	David Happe
Statewide Procedures (2006)	AEA Special Education Directors and DE leadership	Directors, Lana Michaelson, Jeananne Schild, David Happe
Implementing, maintaining and improving Statewide Procedures (2009)	AEA Special Education Directors and DE leadership, Procedures Coordinating Council	Directors, David Happe, Jim Gorman, Misty Christensen
Placing procedures online (2018)	AEA Special Education Directors and DE leadership, Procedures Governance Council	Directors, Annette Hyde, Jim Gorman, Barb Guy, Melissa Tandy

Links to I³ Information & Resources

Special Education Procedures

- **Evaluations & Eligibility**
 - Child Find Process for Special Education
 - Consent and Initial Evaluation Planning
 - Suspecting a Disability
 - Defining a Disability
 - Iowa's Position on Disability Categories
 - Completing an Initial Evaluation
 - Documenting the Evaluation
 - Determining Eligibility for Special Education
 - Reevaluations
 - Exiting Special Education
- **IEP**
 - Individualized Education Program Teams
 - Types of Individual Education Programs
 - Components of an IEP
 - Assistive Technology and Accessible Educational Materials
 - Age-Specific Components of IEPs
 - Early Childhood Special Education
 - Secondary Transition
 - Transfer of Students
 - Behavior in an IEP
 - Discipline in an IEP
 - Unique Placements
 - Billing & Contracting
 - Special Schools and State Institutions
 - Adult Correctional Facilities
 - Hospital and Home Settings
 - Out-of-State Placement
 - Open Enrollment
 - Competent Private Instruction
 - Accredited Nonpublic Schools
- **Procedural Safeguards**
 - Parent Participation in IEP Processes
 - Parent Consents
 - Prior Written Notice
 - Special Education Records
 - Procedures for Special Education Records
 - Dispute Resolution
 - Unilateral Placement by Parents

Special Education Resources

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