

MASTERING THE MAZE

The Special Education Process



Process 4: Annual IEP Team Meeting to Develop the IEP

Alabama State Department of Education
Office of Learning Support
Special Education Services
March 2017 Edition

Alabama State Department of Education, Michael Sentance, J.D., LL.M., State Superintendent of Education

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in their programs, activities, or employment and provide equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 242-8165.

ALABAMA STATE BOARD OF EDUCATION

Governor Kay Ivey, President

Jackie Zeigler, District I

Betty Peters, District II

Stephanie Bell, District III

Yvette M. Richardson, Ed.D., Vice President, District IV

Ella B. Bell, District V

Cynthia Sanders McCarty, Ph.D., District VI

Jeffrey Newman, District VII

Mary Scott Hunter, President Pro Tem, District VIII

ALABAMA STATE DEPARTMENT OF EDUCATION

Michael Sentance, State Superintendent of Education

Dee O. Fowler, Ed.D., Chief of Staff

Barbara J. Cooper, Ph.D., Deputy State Superintendent, Chief Academic Officer

SPECIAL EDUCATION SERVICES

Crystal Richardson, Program Coordinator

Table of Contents

Acronyms	3
Individualized Education Program (IEP) Team Membership	6
Process Chart 4: Annual IEP Team Meeting to Develop the IEP	7
Process Chart 4: Things to Remember When Going through This Process	8
Annotate Process	9
Record of Access to Student Records	10
Record of Student Access: Directions for Completing Record of Access to Student Records	11
Notice and Invitation to a Meeting / Consent for Agency Participation	12
Guide to Completing Notice and Invitation to Meeting	13
Special Education Rights	16
Guide for When to Use Special Education Rights	29
Notice of Proposal or Refusal to Take Action	30
Guide for Completing Notice of Refusal to Take Action	31
Individualized Education Program (IEP)	
Profile Page- First Page	33
Guide for completing the first page of the Profile Page	34
Profile Page – Second Page	37
Guide for completing the second page of the Profile Page	38
Transition Page	41
Guide for completing Transition Page	42
Annual Transition Goals Page	46
Guide for completing Annual Transition Goals Page	47
Annual Goal Page	50
Guide for Completing Annual Goal Page	51
Special Education and Related Service(s) Page	53
Guide for completing Special Education and Related Service(s) Page	54
State Testing Forms	56
Signature Page	57
Child Count Least Restrictive Educational Environment Codes	58
Guide for completing the Signature Page	59
Persons Responsible for IEP Implementation Form	62
Guide for completing Persons Responsible for IEP Implementation Form	63
Annual Goals Progress Report	64
Guide for completing Annual Goals Progress Report	65
Summary of Academic Achievement and Functional Performance (SAAFP)	66
Guide for completing (SAAFP)	70

Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	73
Guide for completing FBA/BIP	76
Manifestation Determination Review	77
Guide for completing the Manifestation Determination Review	79
Notice and Consent Regarding Payment from Medicaid Benefits	81
Guide for completing Consent Regarding Payment from Medicaid Benefits	82
Notice and Revocation of Consent for Continued Provision of Special Education Services	83
Guide for completing Notice of Revocation for Continued Provision of Special Education Services.....	84
Optional Forms	
IEP Planning Sheet for Parents	85
Student Profile Information	91
Teacher’s IEP Input Survey	92
Parent’s IEP Input Survey	93
Assessment of Student Participation in General Education Classes.....	94
ABC Observation Form.....	96
Process 4: Annual IEP Team Meeting to Develop IEP Frequently Asked Questions	
Questions and Answers: IEP	98
Question and Answers: Assistive Technology	120
Question and Answers: English Learner and the Special Education Process.....	124

ACRONYMS

AAA	Alabama Alternate Assessment
AAC	<i>Alabama Administrative Code</i>
ABA	Applied Behavior Analysis
ADA	<i>Americans with Disabilities Act</i>
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADRS	Alabama Department of Rehabilitation Services
AEIS	Alabama's Early Intervention System
ALSDE	Alabama State Department of Education
AMSI	Alabama Middle School Initiative
AMSTI	Alabama Math, Science and Technology Initiative
APR	Annual Performance Report
ARFI	Alabama Reading First Initiative
ARI	Alabama Reading Initiative
AT	Assistive Technology
AUT	Autism
BCBA	Board Certified Behavior Analyst
BIP	Behavioral Intervention Plan
CCRS	College and Career Ready Standards
CRS	Children Rehabilitation Services
CEIS	Coordinated Early Intervening Services
DB	Deaf-Blindness
DD	Developmental Delay
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DPH	Due Process Hearing
ED	Emotional Disability
eGAP	Electronic Grant Application Process
EI	Early Intervention
EL	English Learners
ELPP	Early Learning Progress
ESA	Educational Service Agency

ACRONYMS

ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
HI	Hearing Impairment
IAES	Interim Alternative Educational Setting
ID	Intellectual Disability
IDEA	<i>Individuals with Disabilities Education Act</i>
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
LEA	Local Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MDR	Manifestation Determination Review
OHI	Other Health Impairment
OI	Orthopedic Impairment
O&M	Orientation and Mobility
OSEP	Office of Special Education Program
OT	Occupational Therapy/Therapist
PBS	Positive Behavioral Supports
PST	Problem Solving Team
PT	Physical Therapy/Therapist
RIC	Regional Inservice Center
SBMH	School Based Mental Health
SEA	State Education Agency
SES	Special Education Services
SETS	Special Education Tracking System
SLD	Specific Learning Disability
SLI	Speech or Language Impairment
SLP	Speech Language Pathologist

ACRONYMS

SPP	State Performance Plan
SPDG	State Personnel Development Grant
SSR	Student Services Review
TA	Technical Assistance
TBI	Traumatic Brain Injury
UCP	United Cerebral Palsy
VI	Visual Impairment
VRS	Vocational Rehabilitation Services

AAC pages 525-526 (3) (a-i)

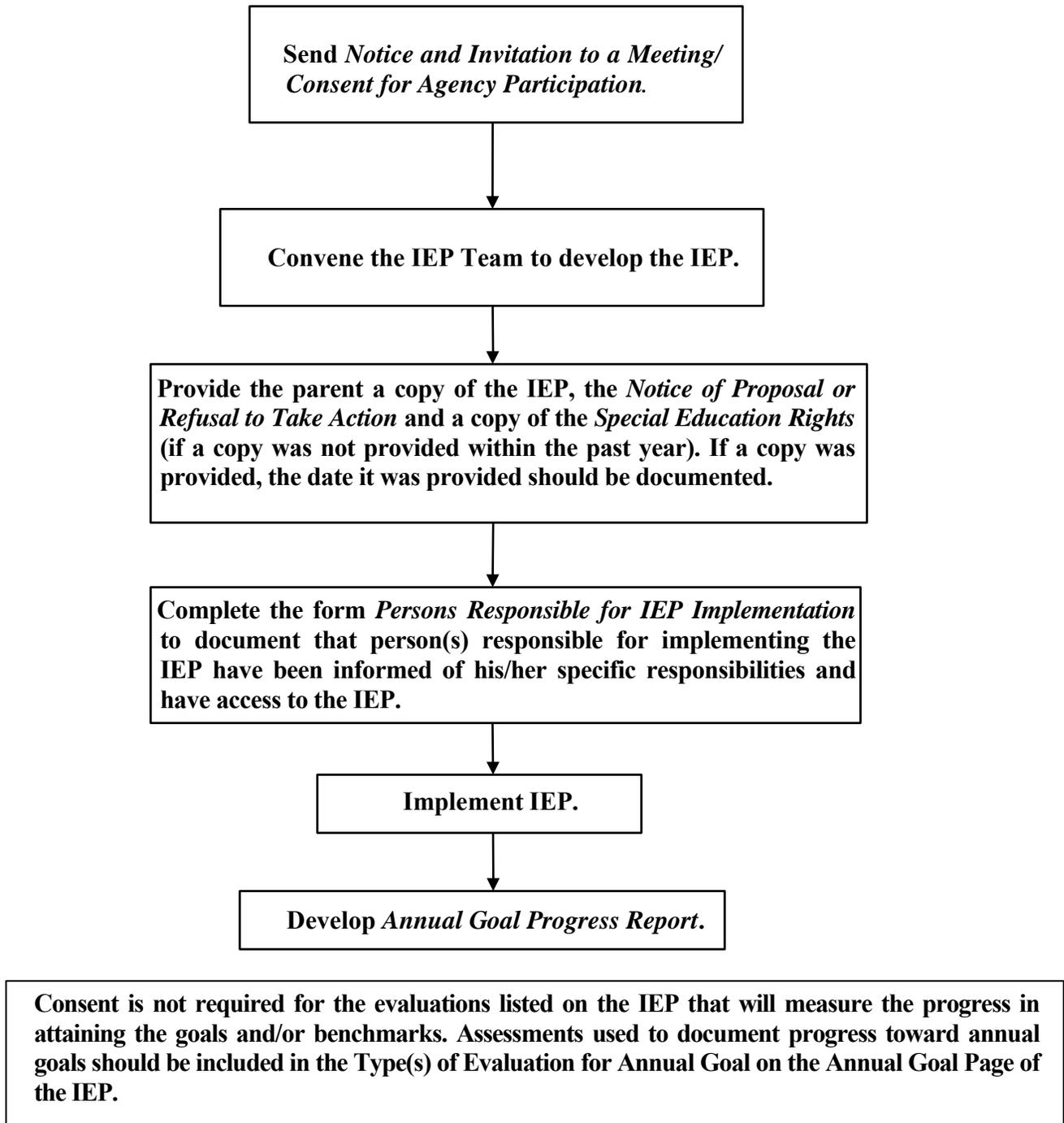
The **IEP Team** is composed of the following:

1. **The Parent of the student with a disability.**
2. **Not less than one regular education teacher of the student** if the student is or may be participating in the regular education environment. The regular education teacher must, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions and supports and other strategies for the student and the determination of supplementary aids and services, program modifications, and supports for school personnel.
3. **Not less than one special education teacher of the student** or, where appropriate, not less than one special education provider of the student.
4. ***A representative of the public agency** who: is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency; has the authority to commit agency resources and be able to ensure that IEP services will be provided. A public agency may designate a public agency member of the IEP Team to also serve as the agency representative, if the criteria for serving as a public agency representative are met.
5. ***An individual who can interpret the instructional implications of evaluation results**, who may be a member of the IEP Team that is described in this section of required members of an IEP Team.
6. **At the discretion of the parent or the agency**, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of the knowledge or special expertise of any individual is made by the party (parents or public agency) who invites the individual to be a member of the IEP Team.
7. **Whenever appropriate, the student with a disability.**
8. **Career/Technical Representative.** A representative of career/technical education must be included as a member of the IEP Team for those children with disabilities who have been referred for, or are currently receiving career/ technical education. The IEP of each secondary child with a disability must show any career/technical education program involvement, as well as needed accommodations and/or modifications made in the program.
9. **Secondary Transition Services Participants.** In addition to the participants specified above, if a purpose of the meeting is the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the public agency must invite the student and, with the consent of the parent or a student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services. If the student does not attend the IEP Team meeting, the public agency must take other steps to ensure that the student's preferences and interests are considered.
10. **Early Intervention Representatives.** In the case of a child who was previously served under Part C/Early Intervention (EI), an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the EI service coordinator or other representatives of the EI system to assist with the smooth transition of services.

*If an IEP Team Member is serving in two positions at a meeting (e.g., special education teacher is also serving as someone who can interpret the instructional implications of the evaluation results) he/she should sign his/her name by each position he/she is representing.

Process 4 Chart

Annual IEP Team Meeting to Develop the IEP



PROCESS CHART 4
Annual IEP Team Meeting to Develop the IEP

Things to Remember When Going Through This Process:

1. The required members of an IEP Team are outlined on page 4 of this document.
2. The **IEP INITIATION/DURATION DATES** do not constitute the annual IEP review date. The date of signatures on the SIGNATURE PAGE determines when the next annual IEP meeting must be held at a minimum to conduct the annual review of the IEP. Amendment signature dates cannot be used as the annual review date. The annual review due by date is calculated based on the IEP signature date of the previous IEP. The IEP must be **reviewed** by the annual review date (signature date plus one year). When the IEP is reviewed, the IEP Team may review the current IEP and write a new IEP, or in some cases the new IEP can be delayed for a reasonable period of time. The **DURATION DATE** (ending date) **is the date that the IEP expires; therefore, that date must be considered before the decision is made to delay the writing of a new IEP.**
3. **IEP Team Attendance**
 - a. A public agency member of the required IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability or student (age 19 and older) and the public agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
 - b. A public agency member of the required IEP Team may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent or student (age 19 and older), consents in writing, and the public agency consents to the excusal. The member must submit, in writing to the parent or student (age 19 and older) and the IEP Team, input into the development of the IEP prior to obtaining consent from the parent or student (age 19 and older) for the excusal of the required IEP Team member.
4. Inform each teacher and service provider of his/her specific responsibilities for implementing the child's IEP and document that this has been done by having each person responsible sign the *Persons Responsible for IEP Implementation* form. If the IEP is written in the Spring and service providers are not known at the time, the case manager must inform each provider at the beginning of the school year of their specific responsibilities for implementing the IEP and how to access the IEP.
5. Develop *Annual Goal Progress Report*.
6. Provide the parent with a copy of the IEP (with no draft stamp or watermark), the *Notice of Proposal or Refusal to Take Action* form, and a copy of the *Special Education Rights* unless a copy had been provided within the last year. If so, the date the copy was provided must be documented.

Annotate Process

Student Name: _____ SSID: _____ Date of Birth: _____

Name of Process: _____ Process Create Date: _____

All entries should have the entry date and the name of the person making the note.

Example: First Last name-xx/xx/xx- Notes

RECORD OF ACCESS TO STUDENT RECORDS

STUDENT'S NAME: _____

It is the policy of the Board of Education, in accordance with IDEA, to provide procedural safeguards that protect the individual confidentiality of all student records. The Board of Education authorizes the following categories of persons to review any personally identifiable data relating to students with disabilities:

CATEGORIES OF PERSONS AUTHORIZED TO REVIEW DATA

1. Parents
2. Student
3. State Department of Education Representatives
4. Federal Education Agency Representatives
5. Local Education Agency Representatives*
6. Other State Agency Representatives*

* Limited to those representatives who have a legitimate educational interest in the student's special education program.

Signature of Person Reviewing Record	Category 1-6	Reason for Review	Date of Review
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

AAC page 539 (8)(d)(1)

RECORD OF ACCESS TO STUDENT RECORDS

Purpose(s) of this form:

- To document the name of the person reviewing the record, the reason for the review, and the date of the review.

When to use this form:

- When a request is made for access to and disclosure of a special education student's records.

Things to remember when completing this form:

- The special education records are confidential and must be kept in a secure location.
- Each special education student record must contain a *Record of Access to Student Records* form.
- The parent may inspect and review all educational records relating to identification, evaluation, educational placement and provision of FAPE of his/her child that are collected, maintained, or used by the education agency.
- After providing written authorization to the education agency, the parent may have a representative review his/her child's records under the same access rights afforded to him/her.
- The local education agency is responsible for maintaining a log of each request for access to and disclosure of special education records.
- The parent, the student's teacher, and local education agency representatives are not required to sign each and every time the file is reviewed.
- If the records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

What happens next:

- The education agency must retain a copy of the student's records containing personally identifiable information for a period of five (5) years after the termination of the special education program for which they were used.
- At the end of the five-year retention period, special education records may be destroyed. To meet the notice requirement regarding the destruction of records, the education agency must inform the parent and student (that has reached the age of majority). This may be in the form of a public notice or in a letter to the parent and student (age 19 and older). Notice must include the years of the records that will be destroyed and the date of destruction.
- The education agency is not prohibited from retaining records indefinitely as long as confidentiality is ensured.

NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

To: _____
Name of Parent or Guardian

Date Notice Sent: _____

This notice is to invite you to a meeting for student _____ DOB : _____ to be held:

Meeting Date: _____ Time: _____ Location: _____

The purpose of this meeting is to:

- Determine if Referral requires Evaluation (Provide Special Education Rights)
- Discuss the Need for Additional Data Collection
- Determine Initial or Continued Eligibility
- Develop an Initial IEP
- Develop an Annual IEP or Revise the current IEP
- Conduct an Annual Review of the current IEP
- Discuss Transition / Postsecondary Services
- Conduct Manifestation Determination
- Develop Functional Behavioral Assessment Plan
- Develop/Revise/Discuss Behavioral Intervention Plan
- Conduct a Resolution Session
- Other Reason to meet:

The following people will be invited to meet with us:

- Local Education Agency (LEA) Representative
- Someone Who Can Interpret the Instructional Implications of the Evaluation Results
- General Education Teacher
- Special Education Teacher
- Parent
- Student notified on _____ via _____
- Career / Technical Representative
- Agency Representative(s) for Transition (with parental consent / student age 19)
Agency Name(s): _____

- Agency notified via: _____ on _____
- Other: _____
- Other: _____

Because your input is important to us, we encourage you to make every effort to attend this meeting. If you would like to participate by phone, please call the person below to make arrangements. You may bring other people whom you feel will be helpful to you in this process. If your child is transitioning from Early Intervention, you may request that an invitation be sent to the Early Intervention Program for the initial IEP Team meeting.

If you require notice and an explanation of your rights in your native language, the LEA/agency will accommodate you to ensure your understanding. You are fully protected under the rights addressed in your copy of the Special Education Rights document. If you want another copy of your rights, have any questions, wish to arrange a conference, or need additional accommodations please contact:

_____ at _____ or _____
Contact Name Telephone number Email me

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 19) for the IEP Team meeting.	
Results of 1 st Attempt:	_____
2 nd Attempt Date:	_____ Action / Result: _____

PARENT – STUDENT (Age 19 or older)	
Please check one of the following boxes, sign, date, and return this form to the contact (above) before: _____	
<input type="checkbox"/>	I WILL be able to meet with you on the scheduled date and time.
<input type="checkbox"/>	I will NOT be able to meet on the scheduled date and time, but would like to reschedule, please contact me at _____
<input type="checkbox"/>	I will NOT be able to attend the meeting. The meeting may proceed without me.
Please check one of the following boxes if agency(s) were invited (see if checked above):	
<input type="checkbox"/>	I Give consent for the representative(s) from the other transition agency(s) to attend the meeting. (Excluding the following agency(s): _____)
<input type="checkbox"/>	I DO NOT give consent for representative(s) from the other transition agency(s) to attend the meeting.
Signature of Parent or Student (Age 19)	Date _____

NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

Purpose(s) of this form:

- To inform the parent and student (age 19 and older) of the purpose(s) of the IEP Team meeting and provide the parent or student (age 19 and older) with an opportunity to attend, participate by phone, etc.
- To document that the parent or student (age 19 and older) has been invited to an IEP Team meeting within a time frame that allows the parent or student (age 19 and older) time to respond and reschedule if necessary.
- To provide documentation that all required persons were invited to the meeting, including the student at age 16 and older. Students who will be age 16 during the implementation of the IEP must be invited to the IEP Team meeting even if they are age 15 at the time of the IEP Team meeting.
- To verify that the parent or student (age 19 and older) has received an invitation in their native language.
- To document attempts to contact the parent or student (age 19 and older) regarding the meeting.
- To inform the parent or student (age 19 and older) who to call to make arrangements if they would like to participate in the meeting by phone.
- To inform the parent of the right to have a representative from Part C attend the initial IEP Team meeting for a child transitioning from EI to preschool. The parent is responsible for informing the public agency that they want a representative from EI to be invited.
- To document consent of the parent or student (age 19 and older) to include or exclude other agency representatives who may be responsible for providing or paying for transition services if one of the purposes of the meeting is to consider transition services.
- To document an annual review of the current IEP.
- To document that the parent has been invited to the annual review meeting

When to use this form:

- Send this form to the parent or student (age 19 and older) every time an IEP Team meeting is scheduled.
- Purposes of meetings:
 - Determine if Referral requires Evaluation
 - Discuss the Need for Additional Data Collection
 - Determine Initial or Continued Eligibility
 - Develop Initial IEP
 - Review/Revise IEP
 - Annual Review/Develop Annual IEP
 - Discuss Transition/Postsecondary Services
 - Conduct Manifestation Determination
 - Develop Functional Behavioral Assessment Plan
 - Develop/Revise Behavioral Intervention Plan
 - Conduct a Resolution Session

Things to remember when completing this form:

- The date, time, and location of the meeting should be documented at the top of the page.
- Check all possible purposes of the meeting before sending the invitation. Purpose(s) of the meeting for which the parent or student (age 19 and older) have not been provided in the invitation may not be addressed unless the parent or student (age 19 and older) is in attendance and agrees to discuss the unchecked item(s). If this occurs it should be documented.
- Invite all IEP Team members required for the purpose(s) of the meeting.
- If the parent or student (age 19 and older) requests to participate by phone, ask the parent or student (age 19 and older) to check **I WILL BE ABLE TO MEET WITH YOU**. Ensure that you have the number where the parent or student (age 19 and older) can be reached at the scheduled time of the meeting.
- Include a copy of the *Special Education Rights* if the purpose of the meeting is to determine if the referral requires an evaluation.
- Type the name of the person signing as the education agency official in the space provided when completing the form in SETS.

NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION
(Continued)

- Record the date that the invitation was sent to the parent and student (age 19 and older) and the results. If there is no response (or if the response is to reschedule the meeting) after the first invitation is sent, a second contact must be made and the date of the contact recorded on this form. The action and results of the second contact must be documented.
- **Agency representatives for transition who may be providing or paying for transition services may be invited to the IEP meeting but cannot attend without consent from the parent student (age 19 and older).**

What happens next:

- If the parent or student (age 19 and older) checks “I **WILL** be able to meet with you on the scheduled date and time,” no further action is required with this form. If the parent or student (age 19 and older) checks this option, but does not attend the meeting or is not available by phone as scheduled, the meeting may be held with the other required IEP Team members.
- If the parent or student (age 19 and older) checks “I **WILL NOT** be able to meet on the scheduled date and time, but would like to reschedule, please contact me at _____,” document this in the **Results** space and reschedule the meeting at mutually agreed upon time and place.
- If the parent or student (age 19 and older) checks “I **WILL NOT** be able to attend the meeting. The meeting may proceed without me,” hold the meeting as scheduled with the other required IEP Team members.
- If the parent or student (age 19 and older) does not respond to two attempts (first and second notice) the public agency may conduct the meeting. The first invitation must be sent/given to the parent or student (age 19 and older) and may be followed up with a phone call, e-mail, etc. A second invitation if needed should be sent/given to the parent or student in an attempt to schedule the meeting and may be followed up with a phone call, e-mail, etc.
- If the parent or student (age 19 and older) checks, “I **Give Consent** for the representative from the other transition agency(s) to attend the meeting, “the public agency should invite the transition agency representatives to attend the meeting. If the parent or student (age 19 and older) checks this option but the transition agency representatives do not attend the meeting as scheduled, the meeting may be held with the other required IEP Team members
- If the parent or student (age 19 and older) excludes transition agency(s) the public agency may not include the transition agency representatives in the meeting.
- If the parent or student (age 19 and older) checks “I **DO NOT** give consent for representatives from the other transition agency(s) to attend the meeting,” the transition agency representative may not be invited to attend the meeting.
- If the parent or student (age 19 and older) does not respond to two attempts (first and second invitation) regarding consent for transition agency representatives to attend the meeting the public agency may conduct the meeting but must not invite the agency representatives for transition.
- If the purpose of the meeting was to determine if the referral requires evaluation and the referral is accepted, the parent or student (age 19 and older) must sign the *Notice and Consent for Initial Evaluation* before any evaluation(s) may be conducted.

Note: The date the public agency receives a signed *Notice and Consent for Initial Evaluation* begins the 60 calendar day timeline to complete the initial evaluation.

- If the purpose of the meeting was to determine initial or continued eligibility, a copy of the *Notice and Eligibility Decision Regarding Special Education Services* must be provided to the parent and student (age 19 and older).
- If the purpose of the meeting was to discuss reevaluation, the parent and student (age 19 and older) must also be provided a copy of the *Notice of IEP Team’s Decision Regarding Reevaluation*. If additional data collection/evaluation(s) are required, the parent or student (age 19 and older) must then sign the *Notice and Consent for Reevaluation* form unless two attempts to gain consent with no response can be documented.

NOTICE AND INVITATION TO A MEETING/CONSENT FOR AGENCY PARTICIPATION

- If the purpose of the meeting was to develop the initial IEP, the parent or student (age 19 and older), must receive an invitation to the meeting using the *Notice and Invitation to a Meeting/Consent for Agency Participation*. The first invitation must be sent/given to the parent or student (age 19 and older) and may be followed up with a phone call, e-mail, etc. A second invitation if needed should be sent/given to the parent or student in an attempt to schedule the meeting and may be followed up with a phone call, e-mail, etc.
- If the purpose of the meeting was to conduct the annual review of the current IEP, the IEP Team must schedule an annual review meeting, but may not rewrite the IEP at that time. A meeting must be held by the annual review date to review the current IEP that will not expire until the TO date.
- If the purpose of the meeting was to develop/review/revise the IEP, the IEP Team will create the annual IEP, review or revise the current IEP. The parent or student (age 19 and older), must receive an invitation to the meeting using the *Notice and Invitation to a Meeting/Consent for Agency Participation*.
- If the purpose of the meeting was to discuss transition/postsecondary services, the student age 16 and older must receive an invitation to the IEP Team meeting. In the state of Alabama, transition must be addressed for students entering ninth grade.
- If the purpose of the meeting was to conduct a manifestation determination, the LEA, parent and relevant team members of the IEP Team (as determined by the parent and the LEA) must meet within 10 days to review all relevant information regarding the student's behavior and to determine whether the behavior in question is or is not a manifestation of the student's disability.
- If the purpose of the meeting is to Develop/Revise/Discuss Behavioral Intervention Plan, the required IEP Team members must meet to determine the problem behavior, develop positive behavioral supports, strategies, and interventions to reduce occurring behaviors. The IEP Team can meet to discuss and or revise the behavior intervention plan as appropriate.
- If the purpose of the meeting was to conduct a resolution session, the LEA must convene a meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge or facts identified in the due process hearing request. The purpose of the meeting is for the parents of the child to discuss the due process hearing request and the facts that form the basis of the request so that the LEA has the opportunity to resolve the issue.

All notices must be sent to the parent even after the rights have transferred to the student at age 19. The notice and invitation must be sent to the parent or the student (age 19 and older) whichever one has IDEA decision making rights.

AAC pages 543-562

**SPECIAL EDUCATION RIGHTS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

To _____ Date Provided _____

You are receiving a copy of *Special Education Rights* (procedural safeguards) for the following reason(s):

- | | |
|--|---|
| <input type="checkbox"/> Required annual copy
<input type="checkbox"/> Initial referral/Parental request for evaluation
<input type="checkbox"/> Disciplinary action resulting in change of placement. | <input type="checkbox"/> Parental request
<input type="checkbox"/> 1 st State complaint filed
<input type="checkbox"/> 1 st Request for due process hearing |
|--|---|

If you have questions or need further assistance in understanding these rights, please contact:

_____ at _____
 Name Telephone Number

Federal and state laws create specific rights for those eligible for SES. A copy of those rights must be given to parents only one time a year, except that a copy must also be given to the parents upon initial referral or parental request for evaluation, upon the first state complaint in a school year and upon the first request for a due process hearing in a school year, when a decision is made to the disciplinary action that constitutes a change of placement, and upon request by a parent. The following is an explanation of those rights. If you would like a further explanation of any of these rights, you may contact the individual named above the school principal the special education coordinator in your school system or the superintendent of schools. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact the individual named above.

PRIOR WRITTEN NOTICE

Your education agency must provide you with prior written notice within a reasonable time before it proposes or refuses to initiate or change the identification, evaluation, educational placement, or the provision of a free appropriate public education (FAPE). The notice must include a full explanation of all of the procedural safeguards available to you; a description of the action proposed or refused by the education agency; an explanation of why your education agency proposes or refuses to take the action; a description of other options considered by the Individualized Education Program (IEP) Team and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the education agency used as a basis for the proposal or refusal; a description of any other factors which are relevant to the education agency’s proposal or refusal; sources to contact to obtain assistance in understanding the rights for special education; a statement indicating that you have protection under the procedural safeguards; and if the notice sent to you is not the first referral for evaluation, the way by which you may obtain a copy of the procedural safeguards. The written notice must be understandable to the general public and provided in your native language or other mode of communication, unless it is clearly not feasible to do so. If your native language or other mode of communication is not a written language, your education agency must take steps to ensure that the notice is translated orally or by other means to you in your native language or other mode of communication; that you understand the content of the notice; that you are provided sources to contact to obtain assistance in understanding the information; and that there is written evidence that these requirements have been met. If your education agency offers parents the choice of receiving documents by e-mail, you may choose to receive prior written notice by e-mail. Written notice must be provided to you when your child graduates from high school with a regular diploma or exits because he or she has exceeded the age of eligibility for a free appropriate public education.

PARENTAL CONSENT

Your education agency must obtain your informed written consent before conducting an initial evaluation, before the initial provision of special education and related services, or before obtaining additional data as part of a reevaluation. Your consent to an initial evaluation must not be construed as consent for initial provision of special education services and related services. The education agency may but is not required to use the state procedures for mediation and due process hearings to determine whether initial evaluations or reevaluations may be conducted when you have refused informed written consent. If the hearing officer upholds your education agency, the education agency may evaluate subject to your rights to appeal the decision and the child must remain in the current educational placement awaiting the decision of the appeal unless you and the education agency agree otherwise. If the parent of a child refuses to give consent to the initial provision of special education and related services, or fails to respond to a request for consent, the education agency shall not provide special education and related services to the child by utilizing due process hearing or mediation procedures. In this instance, the education agency will not be considered to be in violation of the requirement to make available a free appropriate public education to the child and is not required to convene an IEP Team meeting or develop an IEP for the child. The same applies if, subsequent to the initial provision of special education and related services, the parent revokes consent in writing and the public agency provides prior written notice before ceasing services. If the parent revokes consent in writing after the initial provision of services, the public agency is not required to amend the child's education record to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Your education agency must obtain your informed consent before it reevaluates your child unless your education agency can demonstrate that it took reasonable steps to obtain your consent for your child's reevaluation and you did not respond. If you refuse to consent to your child's reevaluation, the education agency may, but is not required, pursue your child's reevaluation by using the mediation and/or due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your education agency does not violate its obligations under Part B of the *Individual with Disabilities Education Act* (IDEA) if it declines to pursue the reevaluation in this manner. However, if after at least two attempts to obtain your consent for reevaluation you have not responded, the education agency may proceed with the reevaluation. Your consent is not required before your education agency may review existing data as part of your child's evaluation or a reevaluation, or give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children. An education agency may not use a parent's refusal to consent to one service or activity regarding initial evaluation for special education services to deny the parent or child any other service, benefit, or activity offered by the education agency for all children, except as required by this part. If you are the parent of a child who is home schooled or placed in a private school at your own expense, and you do not provide your informed written consent for your child's initial evaluation or your child's reevaluation, or you fail to respond to a request to provide your informed written consent, the education agency shall not use its consent override procedures and it is not required to consider your child as eligible to receive equitable services. Your informed written consent or the informed written consent of an eligible child who has reached the age of majority (age 19) must be obtained prior to an IEP Team meeting before representatives of participating agencies who may be responsible for providing or paying for transition services may be invited to the IEP Team meeting.

TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

When a child with a disability reaches the age of majority under state law (age 19) that applies to all children (except for a child with a disability who has been determined to be incompetent under state law) the education agency must provide any notice required by this part to both the child and the parents; and all rights accorded to parents under Part B of the IDEA transfer to the child; all rights accorded to parents under Part B of the IDEA transfer to children who are incarcerated in an adult or juvenile state or local correctional institution; and whenever the rights have been transferred, the agency must notify the child and the parents of the transfer of rights.

INDEPENDENT EDUCATIONAL EVALUATION

You have the right to an independent educational evaluation at public expense if you disagree with an evaluation obtained by your education agency. However, your education agency may request a due process hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, you still have the right to an independent educational evaluation, but not at public expense. If you obtain an independent educational evaluation at private expense, the results of the evaluation must be considered by your education agency (if it meets agency criteria) in any decision made with respect to the provision of a free appropriate public education and may be presented as evidence at a due process hearing. If a due process hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation will not be at your expense. Each education agency shall provide you, on request, information about where an independent educational evaluation may be obtained and the criteria for the independent educational evaluation. Whenever an independent educational evaluation is at public expense, the standards under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the standards that the education agency uses when it conducts an evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

DIFFERENCE BETWEEN STATE COMPLAINT AND DUE PROCESS HEARING PROCEDURES

The regulations for Part B of IDEA set forth separate procedures for state complaints and for due process hearings. As explained below, any individual or organization may file a state complaint alleging a violation of any Part B requirement by an education agency, the ALSDE, or any other public agency. Only you or an education agency may file a due process hearing request on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education to the child. While staff of the ALSDE generally must resolve a state complaint within a 60 calendar day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due process hearing (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45 calendar days after the end of the resolution period, unless the hearing officer grants a specific extension of the timeline at your request or the education agency's request.

STATE COMPLAINT PROCEDURES

Any individual or organization has a right to file a signed written complaint alleging that a school system has violated the IDEA or 34 CFR Part 300 and the facts on which the statement is based; to present allegation(s) that occurred not more than one year prior to the date that the complaint is received; to submit additional information either orally or in writing about the allegations in the complaint; to a written decision within 60 calendar days that addresses each allegation in the complaint and contains findings of fact and conclusions and the reasons for the final decision; to an extension of the time limit only if exceptional circumstances exist with respect to a particular complaint; and to procedures for effective implementation of the final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance. It is permissible for the timeline to be extended if the parent and the education agency agree to extend the timeline in order to participate in mediation to resolve the state complaint. The education agency will respond to the complaint allegations, at the discretion of the education agency, a proposal to resolve the complaint. An independent onsite investigation will occur as determined appropriate by the ALSDE, Special Education Services (SES) Section.

If requested, the ALSDE, Special Education Services, will provide you with a sample form for filing a state complaint.

You are not required to use the sample form, however your complaint must include: (1) A statement that a public agency has violated a requirement of Part B of the IDEA or of this part; (2) The facts on which the statement is based; (3) The signature and contact information for the complainant; and (4) If alleging violations with respect to a specific child: (a) The name and address of the residence of the child; (b) The name of the school the child is attending; (c) In the case of a homeless child or youth (within the meaning

of Section 725(2) of the *McKinney-Vento Homeless Assistance Act* (42 U.S.C. 11434a (2)), available contact information for the child, and the name of the school the child is attending; (d) A description of the nature of the problem of the child, including facts relating to the problem; and (e) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

A party filing a complaint must send it to the SES Section of the ALSDE. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the ALSDE. If after reviewing the complaint, the SES determines that it includes all of the required information and is signed, the 60-day timeline begins on the workday that the SES received the complaint. A signature requirement is the same that a person would use for any other legal document such as a bank check or signing a contract. Exceptions may be made for persons without the ability to sign their name.

If a written complaint is received that is also the subject of a due process hearing or contains multiple issues of which one or more are part of that hearing, the state must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures required. If an issue raised in a complaint filed under this section has previously been decided in a due process hearing involving the same parties the due process hearing decision is binding on that issue; and the SEA must inform the complainant to that effect. A complaint alleging a public agency's failure to implement a due process hearing decision must be resolved by the SEA.

STATE MEDIATION PROCEDURES

You have the right to participate in mediation to resolve disagreements under IDEA with an education agency, whether or not you have requested a due process hearing or have filed a state complaint. The voluntary mediation will be scheduled by the ALSDE at no cost to you. A qualified impartial mediator trained in effective mediation techniques and selected by rotation will be provided and each mediation session will be scheduled in a timely manner and held in a location convenient to the parties in the dispute. The ALSDE must have a list of qualified mediators, and the mediators must be knowledgeable of the laws and regulations relating to special education and related services. The mediators may not be employees of the ALSDE or the education agency involved in the education or care of your child and must not have a personal or professional conflict of interest. You may participate without denial or delay of any other rights. If an agreement is reached, a legally binding written agreement that is signed by the parent and a representative of the education agency that has the authority to bind the education agency will state the resolution. All parties sign a confidentiality pledge prior to the beginning of the mediation process to assure confidentiality of mediation discussions and assurance that discussions may not be used as evidence in any later due process hearings or civil proceedings. The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States. The education agency may develop procedures that offer an opportunity to meet with a disinterested party at a time and location convenient to you if you have chosen not to participate in mediation. The benefits of mediation will be explained by the disinterested party to encourage the use of mediation.

DUE PROCESS HEARING PROCEDURES

You may request a due process hearing regarding the education agency's proposal or refusal to initiate or change the identification, evaluation, educational placement, or the provision of a free appropriate public education. If you request a hearing, you or your attorney must provide a copy of the written request (that must be kept confidential) to the other party and to the ALSDE. If requested, the ALSDE, Special Education Services Section, will provide you with a sample form for requesting a due process hearing.

You are not required to use the sample form; however, your request must include: (1) The name of the child; (2) The address of the residence of the child or available contact information in the case of a homeless child; (3) The name of the school the child is attending; (4) A description of the nature of the problem including facts relating to the problem that occurred within two years of the date the parent or the education agency knew or should have known about the alleged action that is the basis for the hearing request; and (5) A proposed resolution of the problem to the extent known and available to you at the time

you requested the hearing. The timeline shall not apply to a parent if the parent was prevented from requesting the hearing due to specific misrepresentations by the education agency that it had resolved the problem forming the basis of the written request; or the education agency's withholding of information from the parent that was required under this part to be provided to the parent. You or the education agency may not have a due process hearing until you (or your attorney), or the education agency, files a due process hearing request that includes all of the information listed above.

If after receiving the due process hearing request the SES Section determines that it includes all of the required information and is signed, the due process hearing will be initiated and the timeline begins on the workday received. A signature requirement is the same that a person would use for any other legal document such as a bank check or signing a contract. Exceptions may be made for persons without the ability to sign their name.

The party requesting the hearing shall not be allowed to raise issues at the hearing that were not raised in the written request for a hearing unless the other party agrees otherwise.

The education agency must inform you of any free or low-cost legal and other relevant services available in the area if you request the information or if you or the education agency requests a hearing.

In order for a due process hearing to go forward, the request must be considered sufficient. The due process request will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the education agency) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the complaint, that the receiving party believes that the due process complaint does not meet the requirements listed above. Within five calendar days of receiving the notification that the receiving party (you or the education agency) considers a due process request insufficient, the hearing officer must decide if the due process request meets the content requirements, and notify you and the education agency in writing immediately.

You or the education agency may make changes to the hearing request only if the other party approves of the changes in writing and is given the chance to resolve the due process request through a resolution meeting, or no later than five days before the due process hearing begins, the hearing officer grants permission for the changes. If the complaining party makes changes to the due process request, the timelines for the resolution meeting and the time period for resolution start again on the date the amended request is filed.

Within ten calendar days of receiving a copy of your request for a hearing, the education agency will provide you written notice addressing the concerns of the request for hearing, if it has not previously done so. The response must include an explanation of why the education agency proposed or refused to take the action raised in the due process request, a description of other options that the child's IEP Team considered and the reasons why those options were rejected, a description of each evaluation procedure, assessment, record, or report the education agency used as the basis for the proposed or refused action, and a description of the other factors that are relevant to the educational agency's proposed or refused action. However, providing this information does not prevent the education agency from asserting that the due process request was insufficient.

If the education agency files the due process hearing request, you must, within ten calendar days of receiving the request, send the education agency a response that specifically addresses the issues in the complaint.

Prior to the opportunity for a hearing, the education agency, within 15 calendar days of receiving the parents' request for a hearing, will convene a meeting with the parents and the relevant member or members of the IEP Team (as determined by the education agency and the parent), including a member who has decision-making authority on behalf of the education agency, and who have specific knowledge of the facts identified in the written request for a hearing. The education agency may not include an attorney of the education agency if an attorney does not accompany the parent. The purpose of the meeting is for the parents of the child to discuss their hearing issues and the facts that form the basis of the hearing request.

The education agency is then provided the opportunity to resolve the hearing issues unless the parents and the education agency agree in writing to waive such meeting or agree to use the mediation process. If a resolution is reached at the resolution meeting or mediation, the parties shall execute a legally binding agreement that is signed by both the parent and a representative of the education agency who has the authority to bind the education agency. This agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States. If the parties execute such an agreement, a party may void such agreement within three business days of the agreement's execution. If the education agency has not resolved the hearing issues to the satisfaction of the parents within 30 days of the receipt of the written request for a hearing, the hearing may occur and all the applicable timelines for a hearing will commence. A final hearing decision will be reached within 45 calendar days after the hearing timeline commences (i.e., after the 30-day timeline to resolve the issues has expired) unless the hearing officer grants a specific extension at the request of either party. A copy of the decision is mailed to each of the parties.

Except where you and the education agency have both agreed to waive the resolution process or to use mediation, failure of the parent to participate in the resolution meeting will delay the timelines for the resolution process and the due process hearing until the parent's agree to participate in a meeting. If after making reasonable efforts and documenting such efforts, the education agency is notable to obtain the parent's participation in the resolution meeting, the education agency may, at the end of the 30 calendar day resolution period, request that a hearing officer dismiss your due process request. Documentation of such efforts must include a record of the education agency's attempts to arrange a mutually agreed upon time and place, such as detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent and any responses received; and detailed records of visits made to the home or place of employment and the results of those visits. If the education agency fails to hold the resolution meeting within 15 calendar days of receiving notice of the parent's due process request or fails to participate in the resolution meeting, the parent may ask a hearing officer to order that the 45 calendar day due process hearing timeline begin.

If the parent and the education agency agree in writing to waive the resolution meeting, then the 45 calendar day timeline for the due process hearing starts the next day. After the start of mediation or the resolution meeting and before the end of the 30 calendar day resolution period, if the parent and the education agency agree in writing that no agreement is possible, then the 45 calendar day timeline for the due process hearing starts the next day. If the parent and the education agency agree to use the mediation process, at the end of the 30 calendar day resolution period both parties can agree in writing to continue the mediation until an agreement is reached. However, if either party withdraws from the mediation process, then the 45 calendar day timeline for the due process hearing starts the next day.

At a minimum a hearing officer must not be an employee of the state education agency or the local education agency that is involved in the education or care of the child or any person having a personal or professional interest that would conflict with his or her objectivity in the hearing. A person who otherwise qualifies to conduct a hearing is not an employee of the education agency solely because he or she is paid by the education agency to serve as a hearing officer. He or she must possess the knowledge and the ability to: understand the provisions of the IDEA, federal and state regulations pertaining to the IDEA, and legal interpretations by federal and state courts; conduct hearings in accordance with appropriate, standard legal practice; and render and write decisions in accordance with appropriate, standard legal practice.

Each education agency shall keep a list of the persons who serve as due process hearing officers. The list must include a statement of the qualifications of each of those persons.

Any party to a hearing has the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities except state law prohibits non-attorney representation; present evidence and confront, cross-examine, and compel the attendance of witnesses; prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing; obtain a written or electronic verbatim record of the hearing; and obtain written, or at the option of the parents, electronic findings of fact and decisions at no cost. In addition, you have the right to have the child present, open the hearing to

the public, and have the hearing conducted at a time and place that is reasonably convenient to you at no cost. At least five business days prior to the hearing, each party shall disclose to all other parties all evaluations completed by that date and the recommendations based on the offering party's evaluation that the party intends to use at the hearing. A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluations or recommendations at the hearing without the consent of the other party.

CIVIL ACTION

The decision of the hearing officer is final except that any party aggrieved by the findings and decision made in a due process hearing has the right to bring a civil action in any state court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy. An aggrieved party must file a notice of intent to file a civil action with all parties to the hearing within 30 calendar days upon receipt of the decision of the hearing officer. A civil action in a court of competent jurisdiction must be filed within 30 days of the filing of the notice of intent to file a civil action.

A hearing officer's decision on whether the child received a free appropriate public education must be based on substantive grounds. In matters alleging a procedural violation, a hearing officer may find that the child did not receive free appropriate public education only if the procedural inadequacies interfered with the child's right to free appropriate public education, significantly interfered with the parent's opportunity to participate in the decision-making process regarding the provision of free appropriate public education to the child, or caused a deprivation of an educational benefit.

None of the provisions described above can be interpreted to prevent a hearing officer from ordering an education agency to comply with the procedural safeguards requirements.

Nothing in this part should be interpreted to prevent the parent from submitting a separate due process hearing request on an issue separate from a due process request already filed.

CHILD'S STATUS DURING PROCEEDINGS

During the pendency of the resolution period, a due process hearing, or judicial proceeding, unless you and the state or your education agency agree otherwise, the child must remain in his or her current educational placement. If the hearing officer agrees with the parent that a change of placement is appropriate, that placement must be treated as an agreement between the state and the parent.

If the hearing involves an application for initial admission to public school, the child, with parental consent, must be placed in the public school until the completion of all the proceedings. If the hearing involves an application for initial services under Part B from a child transitioning from Part C to Part B and is no longer eligible for Part C services because the child turned three, the education agency is not required to provide the Part C services that the child was receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of special education and related services, then the educational agency must provide those special education and related services that are not in dispute. However, if a parent requests a due process hearing regarding a disciplinary action, placement remains in the alternative education setting pending the decision of the hearing officer or until the expiration of the time period unless the parent and the education agency agree otherwise. A request for expedited hearing for discipline matters must occur within 20 school days of the date the hearing is requested, and the hearing officer must make a determination within ten school days after the hearing.

State Enforcement Mechanisms. For enforcement of a written agreement reached as a result of mediation or a resolution meeting, the State Education Agency (SEA) will allow other state enforcement mechanisms to seek enforcement of that agreement, provided that use of those mechanisms is not mandatory and does not delay or deny a party the right to seek enforcement of the written agreement in a state court of competent jurisdiction or in a district court of the United States.

AWARD OF ATTORNEYS' FEES

In any action or proceeding brought under Part B of the IDEA, the court may award reasonable attorneys' fees to a prevailing party who is the parent of a child with a disability; or to a prevailing party who is a state or local education agency against the attorney of a parent who files a hearing request or court case that is frivolous, unreasonable, or without foundation; or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or to a prevailing state or local education agency against the attorney of a parent, or against the parent if the parent's request or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or needlessly increase the cost of litigation. The fee shall be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished.

Attorneys' fees may not be awarded and related costs may not be reimbursed for services performed subsequent to the time of a written offer of settlement to the parent if the offer is made to the parent ten calendar days prior to the hearing; the offer is not accepted by the parent within ten calendar days; and hearing officer or court finds that the hearing decision obtained by the parents was not more favorable to the parents than the offer of settlement. Also, fees may not be awarded for attendance at any IEP Team meeting unless the meeting is convened as a result of the hearing officer's decision or court action. However, an award of attorneys' fees and related costs may be made to a parent who is the prevailing party and who was substantially justified in rejecting the settlement offer. A resolution meeting is not considered an administrative hearing or court action for purposes of the attorney's fees provisions.

The amount of attorneys' fees awarded may be reduced if the parent or parent's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy; the amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience; the time spent and legal services furnished were excessive considering the nature of the action or proceedings; or the attorney representing the parent did not provide to the education agency the appropriate information in the due process hearing request. The preceding items will not apply in any action or proceeding if the court finds that the state or local education agency unreasonably protracted the final resolution of the action or proceeding or there was a violation of these rules.

ACCESS TO RECORDS

Your education agency must permit you to inspect and review all education records of your child that are collected, maintained, or used by the participating agency under Part B of the IDEA. The participating agency must comply with a request without unnecessary delay and before any meeting regarding an individualized education program, or hearing relating to the identification, evaluation, educational placement, or provision of a free appropriate public education, or resolution session is conducted and in no case more than 45 days after the request has been made. Your right to inspect and review records includes your right to a response from the participating agency to reasonable requests for explanations and interpretations of the records; to have your representative inspect and review the records; and to request that the participating agency provide copies of the records containing the information if failure to provide those copies would effectively prevent you from exercising your right to inspect and review the records. The participating agency may not charge a fee to search for or to retrieve information under this part, but may charge a fee for copies of records which are made for you under this part if the fee does not effectively prevent you from exercising your right to inspect and review those records. The agency may presume that you have authority to inspect and review records unless the agency has been advised that you do not have the authority under applicable state law governing such matters as guardianship, or separation, and divorce. If any education record includes information on more than one child, you may review only the information relating to your situation or be informed of that specific information. The participating agency must provide you, on request, a list of the types and locations of education records collected, maintained, or used by the participating agency. The participating agency must keep a record of parties obtaining access to education records collected, maintained, or used (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to review the records.

RIGHTS FOR CHILDREN

Education agencies must afford to the child, rights of privacy similar to those afforded to parents regarding records taking into consideration the age of the child and type and severity of the disability. Although the rights of parents under the IDEA transfer to the child at the age of majority (age 19), the rights of parents regarding educational records under the *Family Educational Rights and Privacy Act* (FERPA) at 34 CFR Part 99 transfer to the child at age 18.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

Your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent or the consent of an eligible child who has reached the age of 19 must be obtained before personally identifiable information is released to officials of participating agencies responsible for providing or paying for transition services. Also, if your child is in or is going to go to a private school that is not located in the same LEA you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the LEA where the private school is located and officials in the LEA where you reside.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you believe that information in your child's education records collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of the child, you may request that the education agency that maintains the information amend the information. The participating agency must decide whether to amend the information in accordance with your request within a reasonable period of time of receipt of the request. If the participating agency decides to refuse to amend the information in accordance with the request, it must inform you of the refusal and advise you of your right to a hearing. The participating agency shall, on request, provide an opportunity for a hearing, which complies with FERPA procedures, to challenge information in your child's education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights. If, as a result of the hearing, it is determined that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the participating agency must amend the information accordingly and so inform you in writing. If, as a result of the hearing, it is determined that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights, the participating agency must inform you of the right to place in the records it maintains on your child, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the participating agency. Any explanation placed in the records must be maintained by the participating agency as part of the record as long as the record or the contested portion is maintained by the participating agency. If the records or the contested portion are disclosed by the participating agency to any party, the explanation must also be disclosed to the party.

DESTRUCTION OF INFORMATION You must be informed by the public agency when personally identifiable information collected, maintained, or used under Part B of the IDEA is no longer needed to provide education services to your child. The information must be destroyed at your request. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. Information must be destroyed in a manner that maintains confidentiality.

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS WHEN FREE APPROPRIATE PUBLIC EDUCATION IS AT ISSUE

Part B of the IDEA does not require an LEA to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the LEA made FAPE available to your child and you choose to place the child in a private school or facility. However, the public agency where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school. Disagreements between the parents and the public agency regarding the availability of a program appropriate for the child and the question of financial reimbursement, are subject to the due process procedures. If the parents of a child with a disability who previously received special education

and related services under the authority of an public agency enroll the child in a private elementary or secondary school without the consent of or referral by the public agency, a court or a hearing officer may require the agency to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education available to the child in a timely manner prior to that enrollment. The cost of reimbursement may be reduced or denied if at the most recent IEP meeting that the parents attended before removal of the child from the public agency, the parents did not inform the IEP Team that they were rejecting the placement proposed by the public agency to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or at least ten business days (including any holidays that occur on a business day) prior to the removal of the child from the public agency, the parents did not give written notice to the public agency that they were rejecting the offered placement; or prior to the parents' removal of the child, the public agency informed the parents of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for such evaluation; or a judicial finding of unreasonableness with respect to actions taken by the parents is found. **EXCEPTION:** The cost of reimbursement shall not be reduced or denied for a parent's failure to provide such notice if the school prevented the parent from providing such notice, the parent had not received this document, or compliance with this requirement would likely result in physical harm to the child; and may in the discretion of a court or hearing officer not be reduced or denied for failure to provide such notice if the parent is not literate and cannot write in English; or compliance would likely result in serious emotional harm to the child.

DISCIPLINE

Authority of School Personnel. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, during any subsequent days of removal the education agency must provide services to the child with a disability who is removed from the child's current placement. The child must continue to receive educational services, so as to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP, and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except that the child must continue to receive educational services. The educational services may be provided in an interim alternative setting.

An education agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for ten school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, if the current removal is for not more than ten consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. If the removal is a change of placement, the child's IEP Team determines appropriate services.

Change of Placement Because of Disciplinary Removals.

The child's IEP Team determines the interim alternative educational setting for services. For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days, including partial school days of a half day or more, or the child has been subjected to a series of removals that constitute a pattern because the series of removals total more than ten school days in a school year, because the child's behavior is substantially similar to the child's behavior in previous incidents of misconduct that resulted in the series of removals, and because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. The education agency (a minimum of an administrator and the student's special education teacher) determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Notification. On the date that 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 education agency must notify the parents of that decision, and provide the parents with a copy of the *Special Education Rights*.

Manifestation Determination.

1. Within ten school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the education agency, the parent, and relevant members of the child's IEP Team (as determined by the parent and the education agency) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or if the conduct in question was the direct result of the education agency's failure to implement the IEP.
2. The conduct must be determined to be a manifestation of the child's disability if the education agency, the parent, and relevant members of the child's IEP Team determine that either condition is met.
3. If the education agency, the parent, and relevant members of the child's IEP Team determine that there was a failure to implement the IEP, the education agency must take immediate steps to remedy those deficiencies.

Determination that Behavior was a Manifestation. If the education agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must:

1. Conduct a functional behavioral assessment, unless the education agency had conducted a functional behavioral assessment during the previous 18 months before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child, or
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior, and
3. Return the child to the placement from which the child was removed, unless the parent and the education agency agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the Department of Education or an education agency.
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or an education agency.
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or an education agency.

Definitions. For purposes of this section, the following definitions apply:

1. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the *Controlled Substances Act* (21 U.S.C. 812(c)).
2. Illegal drug means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
3. Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of Section 1365 of Title 18, United States Code.
4. Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of Section 930 of Title 18, United States Code.

Appeal. The parent of a child with a disability who disagrees with any decision regarding disciplinary placement or the manifestation determination, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a due process hearing.

Authority of Hearing Officer. A hearing officer hears and makes a determination regarding an appeal under this section. In making the determination, the hearing officer may return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of disciplinary requirements, or that the child’s behavior was a manifestation of the child’s disability, or order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others. The procedures may be repeated, if the education agency believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Expedited Due Process Hearing. Whenever a hearing is requested, the parents or the education agency involved in the dispute must have an opportunity for a due process hearing.

1. The Department of Education is responsible for arranging the expedited due process hearing due to disciplinary action, which must occur within 20 school days of the date the hearing request is filed. The hearing officer must make a determination within ten school days after the hearing.
2. Unless the parents and education agency agree in writing to waive the resolution meeting, or agree to use the mediation process, a resolution meeting must occur within seven calendar days of receiving notice of the due process hearing request.
3. The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of the receipt of the due process hearing request.
4. The decisions on expedited due process hearings are appealable.

Placement During Appeals. When an appeal has been made by either the parent or the educational agency, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period, whichever occurs first, unless the parent and education agency agree otherwise.

Protections for Children Not Determined Eligible for Special Education and Related Services.

A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the education agency had knowledge, as specified below, that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

A public agency must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred if:

1. The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services.
2. The parent of the child requested an evaluation of the child.
3. The teacher of the child, or other personnel of the education agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

Exception. A public agency would not be deemed to have knowledge if the parent of the child has not allowed an evaluation of the child, or has refused services under this part, or the child has been evaluated and determined to not be a child with a disability under this part.

Conditions that Apply if No Basis of Knowledge.

1. If a public agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors.
2. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
3. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the education agency and information provided by the parents, the education agency must provide special education and related services in accordance with this part.

Referral to and Action by Law Enforcement and Judicial Authorities.

Nothing in this part prohibits an agency from reporting an alleged crime committed by a child with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability.

Whenever law enforcement or judicial authorities are contacted by a public agency personnel reporting an alleged crime committed by a child with a disability, the IEP Team must, within two weeks of the child's return to school setting:

1. If a public agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors. Conduct a functional behavioral assessment unless the LEA has conducted a functional behavioral assessment during the previous 18 months before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child, or
2. If the behavioral intervention plan already has been developed, review the behavioral intervention and modify it, as necessary, to address the behavior.

Transmittal of Records.

1. An agency reporting an alleged crime committed by a child with a disability must ensure that education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.
2. An agency reporting an alleged crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the FERPA.

SPECIAL EDUCATION RIGHTS UNDER THE IDEA**Purpose(s) of this form:**

- To fully inform the parent or student (age 19 and older) of his/her rights.

When to use this form:

- The parent or student (age 19 and older) must be given a copy of the rights.
- When a student is initially referred for an evaluation or when the parent requests an evaluation.
- Upon receipt of the first state complaint in a school year.
- Upon receipt of the first due process hearing request in a school year.
- Not later than the date on which the decision is made to take disciplinary action resulting in a change of placement.
- Upon request by the parent.
- At least once a year (the ALSDE is requesting that LEAs provide a copy of the *Special Education Rights* at the annual IEP Team meeting and document the date provided on the signature page of the IEP).

NOTE: LEAs are no longer required to provide a copy of *Special Education Rights* with each notice.

Things to remember when completing this form:

- Take time to explain these rights to the parent so that they make an informed decision
- Explain the rights that apply at the time of the meeting.

NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

The IEP Team has met to consider the following, regarding the educational program for:

STUDENT'S NAME: _____

- | | | | |
|--|---|------------------------------------|--------------------------------|
| <input type="checkbox"/> Identification | <input type="checkbox"/> Evaluation | <input type="checkbox"/> Placement | <input type="checkbox"/> Other |
| <input type="checkbox"/> LEA Response to DPH Request | <input type="checkbox"/> Provision of Free Appropriate Public Education | <input type="checkbox"/> Other | |

DECISION REGARDING SPECIFIC ACTION PROPOSED OR REFUSED.

It has been decided that action will be taken by the local education agency.

Check one:

- The local education agency will take the proposed action immediately and without undue delay.
- The local education agency's proposed action will be taken in _____ calendar days to afford the parent a reasonable period of time to consider the proposed action.

BASIS FOR DECISION(S)

DESCRIPTION OF OTHER OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED

THE FOLLOWING EVALUATION PROCEDURES, ASSESSMENTS, RECORDS, AND/OR REPORTS WERE USED IN MAKING THE DECISION

- | | | | |
|---------------------------------------|--------------------------------------|---|---|
| <input type="checkbox"/> Vision | <input type="checkbox"/> Observation | <input type="checkbox"/> Grades | <input type="checkbox"/> Medical Records |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Speech | <input type="checkbox"/> Developmental Scales | <input type="checkbox"/> Other Agency Information |
| <input type="checkbox"/> Intellectual | <input type="checkbox"/> Language | <input type="checkbox"/> Work Samples | <input type="checkbox"/> State Assessments |
| <input type="checkbox"/> Achievement | <input type="checkbox"/> Motor | <input type="checkbox"/> Discipline Records | <input type="checkbox"/> Other |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Interview | <input type="checkbox"/> Attendance Reports | <input type="checkbox"/> Other |

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to ensure your understanding. You are fully protected under the rights addressed in your copy of the *Special Education Rights* document. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

_____ at _____
 (Name) (Telephone)

 Signature of Education Agency Official

Date Provided/Sent: _____

NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

Purpose(s) of this form:

- To document that prior written notice has been provided to the parent each time the LEA proposes to, or refuses to, initiate or change the identification, evaluation, placement and/or provision of a free appropriate public education (FAPE) to a student with a disability.
- To document the IEP Team's decision **not** to accept a referral for an evaluation to determine eligibility for special education services.
- To document the IEP Team's decision not to provide the special education/related service an IEP Team member is requesting to be included in the IEP.
- To document the IEP Team's decision to change the placement of the student.
- To document that the student will not be returning to school the next school year because the student:
 - Will be graduating from high school with the Alabama High School Diploma (AHSD).
 - Will be age 21 prior to August 1 of the next school year.
- To document that the parent and student have been notified that the student who has reached the age of majority (age 19) and is exiting school before age 21 and who has not earned the AHSD, still has the right to receive services to age 21.
- To document the LEA's response to a DPH request when the public agency did not provide a notice prior to the DPH request.
- To document minor changes on an IEP (i.e., misspelled words, grammatical errors). Check with your local special education coordinator for permission to use this process to make minor changes to the IEP.
- To document corrective actions after an internal/ALSDE monitoring review.
- To document that the parent or student (age 19 and older) has revoked consent for the provision of special education services.
- To document the new IEP being proposed.
- To document that an out-of-state IEP is being implemented until such time eligibility is determined in Alabama.
- To document the time frame in which action will be taken by the education agency regarding the stated decision.
- To document the IEP Team conducted an Annual Review Meeting.

When to use this form:

- To indicate when the stated action will be implemented by the education agency either immediately and without undue delay or a number of calendar days to afford the parent a reasonable period of time to consider the proposed action.
- To indicate to the parent and student (age 19 and older) when the public agency proposes to, or refuses to, initiate or change the identification, evaluation, placement, and/or the provision of a free appropriate public education.
- When the IEP Team has decided not to evaluate the student when the student is initially referred for an evaluation (check Identification and Evaluation).
- When the IEP Team refuses to provide a service requested by an IEP Team member (check Provision of Free Appropriate Public Education).
- When the IEP Team is proposing to change the placement of the student (check Placement and Provision of Free Appropriate Public Education).
- Whenever the IEP is amended and when an annual IEP is developed.
- To provide prior notice of the student exiting school because of graduating with the AHSD or reaching age 21 prior to August 1 (check Placement and Provision of Free Appropriate Public Education).
- To provide documentation to the parent and student who has reached the age of majority (age 19) that the student who is exiting school before age 21 and who has not earned the AHSD, still has the right to receive services to age 21.
- When the IEP Team conducts an annual review of the current IEP.

NOTICE OF PROPOSAL OR REFUSAL TO TAKE ACTION

- To give the completed form to the parent and student (age 19 and older) when a DPH request is received and this form has not been provided prior to the DPH request (check all that apply).
- To document minor changes on an IEP. Seek guidance from the local special education coordinator.
- To document minor corrections found during internal monitoring/ALSDE monitoring. Seek guidance from the local Special Education Coordinator. Examples are as follows:
 - A required evaluation was administered and considered by the IEP Team or Eligibility Committee, but was omitted from the eligibility report.
 - A copy of the eligibility report was not given or sent to the parent and student (age 19 and older).
 - A copy of the IEP was not given or sent to the parent and student (age 19 and older).
 - The date of birth was recorded incorrectly on the IEP.
- Do **not** use this form to request additional data collection/evaluation. For this request, the IEP Team must meet and document the decision on the *Notice of IEP Team's Decision Regarding Reevaluation*.

Things to remember when completing this form:

- Prior written notice must be provided in a timely manner. In the case of a proposal or refusal to take action this will allow the parent a reasonable time to fully consider the changes and respond to the action before it is implemented.
- Type the name of the person signing as the education agency official in the space provided when completing the form in SETS.

What happens next:

- If action is required by the public agency regarding the decision, the action will be taken in the specified number of calendar days unless the IEP Team and parent agree otherwise that the proposed action will take place immediately without undue delay.
- Even if the parent was in attendance at the meeting you still need to give/send prior written notice to the parent and student (age 19 and older) when the public agency proposes to, or refuses to, initiate or change the identification, evaluation, placement, and/or the provision of a free appropriate public education. This includes when the IEP is developed or reviewed annually and any time the IEP is amended.

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME							
DOB		SCHOOL YEAR		-		GRADE	
IEP INITIATION/DURATION DATES		FROM		-	TO		
This IEP will be implemented during the regular school term unless noted in extended school year services.							
EXTENDED SCHOOL YEAR SERVICES (ESY)							
The IEP Team has considered, for the child, based on AAC 290-8-9.05(6)(9), if ESY services are necessary for the provision of FAPE.							
ESY services will be provided: <input type="checkbox"/>				ESY services are not necessary for the child: <input type="checkbox"/>			
STUDENT PROFILE – WILL INCLUDE GENERAL STATEMENTS REGARDING:							
Strengths of the student –							
Include information regarding the student's strengths in academic and functional areas.							
AAC pages 525-537				290-8-9.05			
Parental concerns for enhancing the education –							
Include all information regarding the parental concerns for enhancing the education of their child.							
Student Preferences and/or Interests –							
This area includes information obtained from parent, teacher(s), and the student regarding preferences and interests. Include all information concerning student preferences and/or interests including transition information.							
Results of the most recent evaluations –							
Include all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service providers have a clear understanding of the evaluation results.							
The academic, developmental, and functional needs of the student –							
Include all information concerning how the student's disability affects his/her involvement and progress in the general education curriculum, and, for preschool age children, how the disability affects his/her participation in age-appropriate activities.							
Other –							
Include any information pertinent to the development of the IEP that was not included anywhere else on the Student Profile page.							
For the child transitioning from EI to Preschool, justify if the IEP will not be implemented on the child's 3rd birthday –							
This should only be completed if the child is not being served under IDEA on the child's third birthday. (e.g., if a child's birthday is during the summer or holiday(s) justification is required).							

INDIVIDUALIZED EDUCATION PROGRAM PROFILE

A guide for completing the first page of the Profile

Purpose(s) of this page:

- To document the school year and grade(s) the IEP will cover.
- To document the initiation/duration of the IEP.
- To describe the strengths of the student. Include information regarding the academic, functional, social, emotional or behavioral needs of the child.
- To document concerns of the parent for enhancing the education of their child.
- To document student preferences and/or interests that include transition information beginning no later than the first IEP to be in effect when the student turns 16 or younger if determined appropriate by the IEP Team and for all students entering the 9th grade, regardless of their age.
- To document results of the most recent evaluation.
- To document how the student's disability affects his/her involvement and progress in the general education curriculum (academic, developmental, and functional needs of the student) and, for preschool students, how the disability affects the student's participation in age-appropriate activities.

When to use this page:

- Use this page for the initial IEP, each annual IEP, and if necessary when making amendments to the IEP.
- The first IEP must be written within 30 calendar days of initial eligibility determination and before any special education and related services are provided.

Things to remember when completing this page:

- When completing the **STUDENT PROFILE** page, the **STUDENT'S NAME** should be entered as the student's first, middle, and last name.
- Enter the student's **DATE OF BIRTH**.
- **SCHOOL YEAR** should be written as the indicated year(s). Example: 2012 or 2012-2013, etc.
- **GRADE** should be written as the indicated grade(s). Example: 6 or 6-7.
- **IEP INITIATION/DURATION DATES** may be written from the beginning of the school year to the end of the school year (e.g. 08/09/2016 – 05/27/2017); or the dates may stagger across parts of two years (e.g. 09/06/2016 – 09/05/2017 or 03/08/2016 – 03/07/2017). Academic goals are based on content standards listed in the Alabama Course of Study; objectives listed in the curriculum guides to the Alabama Course of Study; or standards from the *Alabama Extended Standards*, and the *Alabama Developmental Standards for Preschool Children* for both school years must be **considered** when planning an IEP that spans two school years.
- The annual review due by date in SETS is calculated based on the IEP signature date of the previous IEP. The IEP must be **reviewed** by the annual review date (signature date plus one year). When the IEP is reviewed, the IEP Team may review the current IEP and write a new IEP, or in some cases the new IEP can be delayed for a reasonable period of time. The **DURATION DATE** (ending date) **is the date that the IEP expires; therefore, that date must be considered before the decision is made to delay the writing of a new IEP.**
 Examples of when an IEP Team might conduct the annual review without developing a new IEP are:
 1. A student is scheduled to graduate and has a current IEP in place until the end of the school year.
 2. A student transfers into the LEA with a current IEP around the time the annual review is due.
- If the option to review is used, the IEP Team is required to meet **prior to or on the Annual Review Due By** date to review the current IEP, but they are not required to write a new IEP at that time. To ensure compliance, a new IEP must be written before the duration date (ending date) of the current IEP. To document the annual review, the following process should be followed:
 - The IEP signature page will be amended and the signature date **must** be manually entered in the **Annual Review Date** field in the student's folder.

INDIVIDUALIZED EDUCATION PROGRAM PROFILE

- The *Notice of Proposal or Refusal To Take Action* form must indicate that the IEP Team met to review the current IEP.
- A new IEP must be written before the Duration Date (ending date) to ensure compliance.

A guide for completing the first page of the Profile

- The **Student Profile** is the result of the IEP Team’s review of assessment data and other information to develop a descriptive summary of the student’s performance, strengths, and needs.
- **Extended School Year (ESY) Services:** The IEP Team must consider extended school year services annually, for the child based on the AAC 290-8-9.05(9), if ESY services are necessary, for the provision of FAPE. The length of a program for a child with a disability may not be limited to the regular school term/year if an interruption in educational services is likely to deny a child FAPE. One criteria that may be considered by the child’s IEP Team is if significant regression, caused by an interruption in educational services, renders it unlikely that the child will regain critical skills even after an appropriate recoupment period.
- **ESY** services must be considered at the annual IEP meeting, but may not be determined until later in the school year. Therefore the two check boxes are not required to complete the form.
- Check “ESY services will be provided” if services will be extended beyond the current school year for the child.
- Check “ESY services are not necessary for the child” if you determine the child will not need services beyond the current school year.

The **STUDENT PROFILE** must include general statements regarding:

- **Strengths of the student:** Include all information regarding the student’s strengths.
- **Parental concerns for enhancing the education:** Include all information regarding the parental concerns for enhancing the education of their child. (If the parent does not respond, state that. Do **not** put NA)
- **Student Preferences and/or Interests:** This area includes information obtained from the parent, teacher(s), and the student regarding the student’s preferences and interests and strengths. Transition information must be provided in this text box when transition is being addressed in the IEP. Include all information concerning student preferences and/or interests related to the student’s needs when applicable in the text box.
- **Results of the most recent evaluations/assessments/tests** (typically within the past year): Include all information on evaluation/assessment/test results that are helpful to develop the IEP. It is not necessary to repeat information from the *Notice and Eligibility Decision Regarding Special Education Services*. The information should be written in meaningful terms so the parent, IEP Team members, and service providers have a clear understanding of the results. Standard scores, Level 3, percentiles, age, and grade equivalents, can be misleading. For example, stating a child scored a Level 3 in the average range should be easy for all to understand. Be consistent. Use terms such as **above average**, **average**, or **below average** to make test results more meaningful for those not familiar with scoring. Interpretation of Evaluation Results (standard scores with a mean of 100 and standard deviation of 15)
 - 116 and above = Above Average
 - 115-85 = Average
 - 84 and below = Below Average
 - Example: In reading, John scored a 95 (standard score) in the average range.
- **The academic, developmental, and functional needs of the student:** Include all information concerning how the student’s disability affects his/her involvement and progress in the general education curriculum and for preschool children how the disability affects his/her participation in age-appropriate activities. For some students who have several deficit areas, the IEP Team may need to prioritize and work on goals that can be reasonably calculated to provide educational benefit within one year of the length of the IEP.

INDIVIDUALIZED EDUCATION PROGRAM PROFILE

- The student's strengths, needs, and parental concerns noted in the **STUDENT PROFILE** should be considered when determining and prioritizing services and/or LRE.
- **Other:** Include any information pertinent to the development of the IEP that was not included anywhere else on the **Student Profile** page (e.g., extended school year services, medical, OT, PT, AT).
- **For the child transitioning from EI to Preschool, justify if the IEP will not be implemented on the child's third birthday:** This should only be completed if the child transitioned from EI and is not being served under IDEA on the child's third birthday (e.g., if a child's birthday is during the summer or holiday(s) justification is required).

What happens next:

- There should be a direct link between the profile and other elements of the IEP.

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____

DOB: _____

AAC pages 528-529 (6)(h-m)

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have limited English proficiency?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require specially designed P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
• Is the student working toward alternate achievement standards and participating in the <i>Alabama Alternate Assessment</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
• Are transition services addressed in this IEP?	<input type="checkbox"/>	<input type="checkbox"/>

TRANSPORTATION

AAC page 537 (8)

Student's mode of transportation:

Regular bus Bus for special needs Parent contract Other: _____

Does the student require transportation as a related service? YES NO

If yes, check any transportation needs:

Bus assistance: Adult support Medical support

Preferential seating

Behavioral Intervention Plan

Wheelchair lift and securement system

Restraint system

Specify type:

Other. Specify: _____

Bus driver and support personnel are aware of the student's behavioral and/or medical concerns.

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

YES.

YES, with supports. Describe:

NO. Explanation must be provided:

AAC page 537 (8)

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every _____ weeks).

INDIVIDUALIZED EDUCATION PROGRAM

A guide for completing the second page of the Profile

Purpose(s) of this page:

- To address **SPECIAL INSTRUCTIONAL FACTORS**.
- To address **TRANSPORTATION**.
- To address **NONACADEMIC AND EXTRACURRICULAR ACTIVITIES**.
- To address **ANNUAL GOAL PROGRESS REPORTS**.

When to use this page:

- Use this page for the initial IEP, each annual IEP, and, if necessary, when making amendments to the IEP.
 - The first IEP must be written within 30 calendar days of initial eligibility determination and before any **SPECIAL EDUCATION AND RELATED SERVICES** are provided.
 - IEPs must be reviewed annually. The annual review date is determined by the date of signatures on the **SIGNATURE PAGE** of the IEP.

Things to remember when completing this page:

- **Yes** or **No** must be selected for each **SPECIAL INSTRUCTIONAL FACTOR**. Any **SPECIAL INSTRUCTIONAL FACTOR** checked **YES, MUST** be addressed in the IEP.
- When **Yes** is checked for the question, “Does the student have behavior which impedes his/her learning or the learning of others?” this factor must be addressed by either developing a measurable annual goal, as a related service, through supplementary aids and services, or by developing a Behavioral Intervention Plan (BIP).
- When **Yes** is checked for the question, “Does the student have a Behavioral Intervention Plan?” this factor must be addressed. The SES strongly encourages that the BIP be attached using the documents tab in SETS or use the optional form in SETS.
- When **Yes** is checked for the question: “Does the student have limited English proficiency?” All English learners (ELs) with IEPs must have an EL plan documented on the profile page of the IEP. Students may receive both special education and English language services concurrently if the IEP Team determines that both services are appropriate and necessary for the student to access the general education curriculum.
- When **Yes** is checked for the question “Does the student need instruction in Braille and the use of Braille?” If after evaluation of the student’s reading, writing skills, needs and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille) the student is determined to be in need of instruction in Braille.
- When **Yes** is checked for the question “Does the student have communication needs?” If the student has any communication needs; e.g., language and/or communication mode of a child who is deaf or hearing impaired, articulation, stuttering, voice, language disorders, or augmentative communication needs, they **must** be addressed in the IEP.
- When **Yes** is checked for the question “Does the student need assistive technology devices and/or services?” If the student needs an assistive technology device or service(s) for academic or functional needs, it must be addressed in the IEP.
- When **Yes** is checked for the question “Does the student require specially designed physical education (P.E.)?” If any part of the student’s curriculum requires modification, appropriate goals and benchmarks must be addressed in the IEP. The P.E. teacher is responsible for developing and implementing the goals and benchmarks with the assistance of the case manager. (Adapted P.E. is a direct service not a related service.)
- When **Yes** is checked for the question “Is the student working toward alternate achievement standards and participating in the Alabama Alternate Assessment?” When a student is working on extended standards this box **must** be checked annually.
- When **Yes** is checked for the question “Are transition services addressed in this IEP?” Transition must be addressed for all students entering 9th grade and beyond, or earlier if appropriate.

INDIVIDUALIZED EDUCATION PROGRAM

A guide for completing the second page of the Profile:

TRANSPORTATION:

Transportation is a related service and can include travel to and from school and between schools; travel in and around school buildings, and specialized equipment such as special or adapted buses, lifts, and ramps. A child's IEP Team is responsible for determining if transportation is required as a related service to assist a child with a disability to benefit from special education services.

- Student's mode of transportation must be addressed in every IEP by either checking one of the boxes or by adding information under "**Other.**"
- **Does the student require transportation as a related service?" Yes or No** must be selected
 - If **No** is checked, the student will receive the same transportation services provided to nondisabled children.
 - If **Yes** is checked a representative from the Transportation Department should be included in the discussion and decision making. During the discussion, consideration should be given to the entire continuum of services available, including accommodations/modifications on a regular bus; services on a smaller capacity, specially-equipped bus; or some other form of transportation, such as a private vehicle if a parent contract is appropriate for the individual student.
- If **Yes**, check any transportation needs that apply.
- **Bus Assistance:**
 - Adult Support** indicates the need for a bus attendant to assist/accompany the child while boarding and/or riding the school bus.
 - **Medical Support** indicates a need for a medically trained assistant for the student while riding the school bus.
 - **Preferential Seating** should be checked when there is a need for the student to sit in a particular location while riding inside the bus (e.g., front seat, behind the driver, with a designated peer helper).
 - **Behavioral Intervention Plan** should be checked when the student has a BIP that should be shared with the bus driver and other support personnel when the student's behavior could present a challenge while riding the school bus. Please note: Bus personnel may require additional training on the plan.
 - **Wheelchair Lift and Securement System** should be checked when a student is unable to board the bus through the passenger door. Please note: No student may be carried onto the school bus. The student must be secured in a safe wheelchair before boarding the lift.
 - **Restraint System** should be checked when the student is unable to sit safely in a bus seat or safely in a wheelchair without support. Please note: The need for a restraint system should be carefully considered and documented for each individual student, as well as the type of restraint necessary and appropriate for the student, with input from the Transportation Department. Types of restraint systems include: seatbelts (lap or lap/shoulder belt systems); car seats; safety vests or harnesses; Integrated Child Safety Seats; etc. Seatbelts are excluded from the seclusion and restraint policies.
 - **Other** should be checked when there is a need for accommodations/modifications not already listed. Such needs could include any necessary supports (e.g., peer helper, emergency plan of action, atypical school day/schedule or special equipment, oxygen tank, epipen, suction machine, diabetic supplies, augmentative communication system/device, service animal) and/or any additional training that the bus driver and the other support personnel may need in order to manage medical issues which could impact the student during the bus ride.
 - **Bus Driver and Support Personnel are aware of the student's behavioral and/or medical concerns** should ALWAYS be checked if the student requires transportation as a related service. The case manager should:
 - (1) Share information regarding the special needs of the student with the bus driver and support personnel, as well as their responsibility for implementing the IEP; and
 - (2) Have the driver/attendant sign the completed *Persons Responsible for IEP Implementation* form. Transportation does not need to be addressed elsewhere in the IEP unless instruction is being provided (e.g., teaching a student how to use public transportation).

NOTE: Students may not have a shortened school day due to transportation or other administrative conveniences.

INDIVIDUALIZED EDUCATION PROGRAM

A guide for completing the second page of the Profile:

- **NONACADEMIC AND EXTRACURRICULAR ACTIVITIES** must have at least one item checked. If **YES** is checked, this indicates the general notion that the student will have some opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers, but not necessarily *all* of those activities and at *all* times. Obviously, a student must be deemed to be “otherwise qualified” to participate in the activity and meet the same criteria for participation that applies to other students. There may be circumstances where the student is not qualified to participate, which will be decided on a case-by-case basis. If **YES, with supports** is checked, please describe the supports in the space provided. If **NO** is checked, please write an explanation in the space provided.

For Preschool students:

- If **YES** is checked, this indicates the child attends an early childhood program where the potential for nonacademic/extracurricular activities exists.
- If **YES with supports** is checked, the responsibility for any supports required for a student to participate in nonacademic/extracurricular activities is an IEP Team decision. If the IEP Team determines that supports are needed, the Team determines who will provide them (parent, program such as Head Start, or the public agency [LEA]).
- If **NO** is checked, the child is **not** in any type of early childhood environment where the potential for any type of nonacademic/extracurricular activity exists. An example of this situation would be a child who is SLI and stays at home with a parent all day, and comes to a school only for speech therapy services.
- **ANNUAL GOAL PROGRESS REPORT** will be sent to the parent or student (age 19 and older) each time report cards are issued. Indicate how often the **ANNUAL GOAL PROGRESS REPORT** will be sent home by recording the number of weeks in the space provided (e.g., every 6 weeks, every 9 weeks).

What happens next:

There should be a direct link between the profile and other elements of the IEP.

STUDENT'S NAME: _____ **DOB:** _____

Transition: Beginning not later than the first IEP to be in effect when the student is 16, or earlier if appropriate, and updated annually thereafter. For all students entering 9th grade regardless of their age, transition must be addressed.

- This student was invited to the IEP Team meeting on _____ via _____ .
- After prior consent of the parent or student (Age 19) was obtained, other agency representatives were invited to the IEP Team meeting.
- Transition services based on the student's strengths, preferences, and interests that will reasonably enable the student to meet the postsecondary goals are addressed on the transition goal page in this IEP.

Age-appropriate Transition Assessments:

(Select the assessment(s) used to determine the student's measurable postsecondary transition goals.)

- | | | |
|--|--|--|
| <input type="checkbox"/> Student Interview | <input type="checkbox"/> Career Awareness | <input type="checkbox"/> Interest Inventory |
| <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Student Portfolio | <input type="checkbox"/> Interest Learning Profile |
| <input type="checkbox"/> Student Survey | <input type="checkbox"/> Vocational Assessment | <input type="checkbox"/> Career Aptitude |
| <input type="checkbox"/> Other _____ | | |

Enter the assessment(s) used to determine the student's selected long-term postsecondary transition goals:

Postsecondary Education/Training Goal

Assessment: _____ Date: _____
 Assessment: _____ Date: _____

Long-Term Goal:

If Other is selected, specify: _____

Employment/Occupation/Career Goal

Assessment: _____ Date: _____
 Assessment: _____ Date: _____

Long-Term Goal:

If Other is selected, specify: _____

Community/Independent Living Goal

Assessment: _____ Date: _____
 Assessment: _____ Date: _____

Long-Term Goal:

If Other is selected, specify: _____

- This student is in a middle school course of study that will help prepare him/her for transition.

Anticipated Date of Exit: Month: _____ Year: _____

Selected Pathway to the Alabama High School Diploma:

- General Education Pathway (Intended to prepare student for college and career)
- Essentials/Life Skills Pathway (Intended to prepare student for a career/competitive employment)
- Alternate Achievement Standards Pathway (AAS) (Intended to prepare students for supported/competitive employment)

Program Credits to be Earned (Complete for students in Grades 9-12)

For each course taken indicate program credits to be earned next to the appropriate pathway.	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
General Education Pathway				
Essentials/Life Skills Pathway				
Alternate Achievement Standards Pathway				

Elective(s) _____ (enter total number of electives)

Page ___ of _____

INDIVIDUALIZED EDUCATION PROGRAM TRANSITION

A guide for completing the Transition Page

- Transition must be addressed no later than the first IEP to be in effect when the student turns 16 and updated annually thereafter. Transition may be addressed for younger students if determined appropriate by the IEP Team. **NOTE: If transition is being addressed before age 16, the same transition requirements that apply for students age 16 and older apply to younger students as well.**
- It is not necessary to address transition for a student in middle school if the student is younger than age 16 (if the student is 15 years old when the IEP is being developed and will turn 16 years old during implementation of the IEP, transition must be addressed).
- If the IEP Team addresses transition for a student younger than age 16 (for example, age 14) and the student is in middle school, the following must be addressed: **Age-Appropriate Transition Assessments, Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals, Middle School Course of Study, Measurable Annual Goals for Postsecondary Education/Training Employment/Occupation/Career, and Community/Independent Living Transition Services, and Transition Activities** for each annual transition goal.
- If the IEP Team addresses transition for a student younger than age 16 (for example, age 14) and the student is in Grades 9-12, the following must be addressed: **Age-Appropriate Transition Assessments, Long-Term Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals, Anticipated Date of Exit, Pathway to the Alabama High School Diploma, Program Credits to be Earned, Total Number of Electives, Measureable Annual Goals for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living, Transition Services, and Transition Activities** for each annual transition goal.
- For all students entering 9th grade, regardless of their age, the IEP Team must address: **Age-Appropriate Transition Assessments, Long-Term Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals, Anticipated Date of Exit, Pathway to the Alabama High School Diploma, Program Credits to be Earned, Total Number of Electives, Measurable Annual Goals for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living, Transition Services, and Transition Activities** for each annual transition goal.

Purpose(s) of this page:

- To document the date and method by which the student was invited to the IEP Team meeting.
- To document that other agency representatives that may be responsible for providing or paying for **Transition Services** were invited to the IEP Team meeting if permission was granted by the parent or student (age 19 and older).
- To document that transition services are based on the student's strengths, preferences, and interests that will reasonably enable the student to meet the postsecondary goals.
- To document **Age-Appropriate Transition Assessments** used to determine the student's selected long-term transition goals related to Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living. (Include appropriate documentation of all assessments in the student's file.)
- To document the assessment(s) used to determine the long-term transition goal for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.
- To document the date the assessment(s) was given to determine the appropriate long-term transition goals related to **Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.**
- To document **COURSE OF STUDY** for students that are in middle school **OR**
- To document **Selection of Pathway to the Alabama High School Diploma** for students in Grades 9-12.

INDIVIDUALIZED EDUCATION PROGRAM TRANSITION

- To document **ANTICIPATED DATE OF EXIT** for students in Grades 9-12.
- To document **PROGRAM CREDITS TO BE EARNED** for students in Grades 9-12.
- To document the **TOTAL NUMBER OF ELECTIVES**.

Things to remember when completing this page:

- Check “Transition services based on the student’s strengths, preferences, and interests that will reasonably enable the student to meet the postsecondary goals that are addressed on the transition goal page in this IEP.
- You do not have to address transition for a student in middle school if the student is younger than age 16.

If the student is 15 years old when the IEP is being developed and will turn 16 years old during implementation of the IEP, transition must be addressed.

- If the IEP Team addresses transition for a student younger than age 16 (for example, age 14) and the student is in middle school, you must address: Age-Appropriate Transition Assessments, Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals, Middle School Course of Study, Measureable Annual Goals for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living, Transition Service and Transition Activities for each annual transition goal.
- If the IEP Team addresses transition for a student younger than age 16 (for example, age 14) and the student is in Grades 9-12, the following must be addressed: Age-Appropriate Transition Assessments, Long-Term Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals, Anticipated Date of Exit, Pathway to the Alabama High School Diploma, Program Credits to be Earned, Total Number of Electives, Measureable Annual Goals for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living, Transition Services, and Transition Activities for each annual transition goal.
- This page must be completed for all students entering 9th grade, regardless of their age.
- For all students entering 9th grade, regardless of their age, the IEP Team must address: Age-Appropriate Transition Assessments, Long-Term Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals, Anticipated Date of Exit, Pathway to the Alabama High School Diploma, Program Credits to be Earned, Total Number of Electives, Measureable Annual Goals for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living, Transition Services, and Transition Activities for each annual transition goal.
- This page must be completed for students who will turn age 16 during the implementation dates of the IEP.

AGE-APPROPRIATE TRANSITION ASSESSMENTS

- **Age-Appropriate Transition Assessments** must be used to determine the student’s Postsecondary Education/Training Goal, Employment/Occupation/Career Goal, and Community/Independent Living Goal, and transition needs and services.
 - The **Age-Appropriate Transition Assessments** that are used to determine the long-term goals must match assessments that are administered.
 - Check all **Age-Appropriate Transition Assessments** that were used to determine the long-term goals.
 - The name of each transition assessment and the date the assessment was administered must be documented for each long-term goal.
- The student’s Long-Term Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals are to be based on the individual student’s strengths, needs, preferences, and interests.
- Long-Term Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Transition Goals are based on standards listed in the Alabama Transition Standards document. This document can be found on the special education web page under Secondary/Postsecondary/Transition.

INDIVIDUALIZED EDUCATION PROGRAM TRANSITION

GOALS for Postsecondary/Transition: (Note: All goals should be based on the student's progress toward the Alabama Transition Standards)

Postsecondary Education/Training Goal (Select or write the most appropriate goal for the student):

- Student will be prepared to participate in a two- to four-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.
- Student will be prepared to participate in a long-term certificate pathway or long-term apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or apprenticeship requirements.
- Student will be prepared to participate in a short-term certificate pathway program or pre-apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or pre-apprenticeship requirements.
- Student will be prepared to participate in on-the-job training based on completion of IEP goals, high school program, and submission of application for supported employment.
- Student will participate in time-limited, pre-employment services in order to prepare student to participate in Supported Employment services.
- Other: Write an appropriate goal for the student based on the needed Transition Services.

Employment/Occupation/Career Goal (Select or write the most appropriate goal for the student):

- Student will reach college and career readiness by potentially earning an industry career credential.
- Student will be prepared to participate in competitive integrated employment with no need for support based on successful completion of career exploration, community-based work, and/or cooperative education experience.
- Student will be prepared to participate in competitive integrated employment with time-limited support based on successful completion of career exploration, community-based work experience and/or cooperative education experience.
- Student will be prepared to participate in supported employment which will include community-based assessment, job development, job coaching, and extended support needed to meet his/her employment needs based on successful completion of school-based work experiences, community-based career exploration, and application for supported employment services.
- Student will be prepared to participate in pre-employment services to increase the likelihood for community-based integrated employment based on IEP goals, individual or parental choice (requires application for adult services) in order to acquire skills needed for competitive integrated employment through supported employment services.
- Other: Write an appropriate goal for the student based on the needed Transition Services.

Community/Independent Living Goal (Select or write the most appropriate goal for the student):

- Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options.
- Student with time-limited support will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options and support options.
- Student will be prepared to participate in community activities and live semi-independently with ongoing infrequent support based on independent living skill level achieved, identification of options, and/or application for adult services.
- Student will be prepared to live in a group home or other supported environment with full-time support based on independent living skill level achieved and application for adult services.
- Student will be prepared to live with parents, guardian, or relatives based on parental preference and independent living skill level achieved.
- Other: Write an appropriate goal for the student based on the needed Transition Services.

INDIVIDUALIZED EDUCATION PROGRAM TRANSITION

- Student will be prepared to live in a group home or other supported environment with full-time support based on independent living skill level achieved and application for adult services.
- Student will be prepared to live with parents, guardian, or relatives based on parental preference and independent living skill level achieved.
- Other: Write an appropriate goal for the student based on the needed Transition Services.

MIDDLE SCHOOL COURSE OF STUDY:

- Check **“This student is in a middle school course of study that will help prepare him/her for transition”** for students who are 16 years old and older in middle school, or for younger students, if the IEP Team has determined that transition will be addressed for the student. **(Do not check the middle school course of study box if transition will not be addressed for the student).**

ANTICIPATED DATE OF EXIT: (Complete for students in Grades 9-12)

- Identify the month and year the student is expected to exit high school.
- Students who have not earned an Alabama High School Diploma and who have not reached their 21st birthday by August 1st are entitled to receive services up to age 21. A student who turns 21 on or after August 1st are entitled to complete the school year.
- Students that turn 21 before August 1st are not entitled to services the following school year.

SELECTED PATHWAY TO THE ALABAMA HIGH SCHOOL DIPLOMA: (Complete for students in Grades 9-12)

- This section must be completed prior to entering 9th grade. The focus will be on the coursework taken that necessitates a clearly articulated and individualized four-year high school plan built for each student based on the results from the ACT Aspire academic and career interest assessment and middle school coursework.
- Identify and select the highest most appropriate pathway leading to the Alabama High School Diploma.
- It is very important to annually review the student’s coursework and selected pathway to ensure the student will achieve the desired post-school outcomes.

PROGRAM CREDIT TO BE EARNED: (Complete for students in Grades 9-12) (Record current year only): IEP Teams should determine the appropriate coursework/pathway that will lead to the Alabama High School Diploma to meet individual post-school outcomes.

- All courses should be coded based on the program credit to be earned.
- Accommodations lessen the impact of the student’s disability in the teaching/learning environment in order to level the playing field but do not change the content of the standard. When accommodations are made for the student with disabilities, the content has not been altered and the student can earn course credit.
- Modifications are changes made to the content of the curriculum due to the unique needs arising from the student’s disability. When course content is modified, the student is not pursuing the content prescribed in the applicable course of study and cannot earn course credit.
- Students who participate in a graduation ceremony but return to school until age 21 should continue to work toward earning course credit. These students might be working toward fewer credits and there might be less variety in the subjects, but they should still be working toward credits.
- Indicate the **Total Number of Electives**.

INDIVIDUALIZED EDUCATION PROGRAM
ANNUAL TRANSITION GOAL(S)

STUDENT'S NAME: _____ DOB: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based on the student's strengths, preferences, interests, and needs related to the postsecondary goals (include a description of age-appropriate transition assessments).

[\(Link to Transition Standards\)](#)

MEASURABLE ANNUAL POSTSECONDARY TRANSITION GOALS:

Academic areas may be written separately or embedded within the transition goal. Address transition services, activities, and person(s)/agency involved for each goal area. (If more than one goal is needed in any one goal area below, additional goal pages can be added.)

Postsecondary Education/Training Goal:

Date of Completion/Mastery:

*Transition Service(s): _____

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Postsecondary Education/Training goal.)

1.
2.

Person(s)/Agency Involved: _____

Employment/Occupation/Career Goal:

Date of Completion/Mastery:

*Transition Service(s): _____

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Employment/Occupation/Career goal.)

1.
2.

Person(s)/Agency Involved: _____

Community/Independent Living Goal:

Date of Completion/Mastery:

*Transition Service(s): _____

Transition Activities:

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Community/Independent Living goal.)

1.
2.

Person(s)/Agency Involved: _____

***Transition Services: Consider these service areas:**

Vocational Evaluations (VE), Community Experiences (CE), Personal Management (PM), Transportation (T), Employment Development (ED), Medical (M), Postsecondary Education (PE), Living Arrangements (LA), Linkages to Agencies (LTA), Advocacy/Guardianship (AG), Financial Management (FM), and if appropriate, Functional Vocational Evaluation (FVE).

INDIVIDUALIZED EDUCATION PROGRAM ANNUAL TRANSITION GOAL(S)

Purpose(s) of this page:

- To document the required components of the IEP for the ANNUAL TRANSITION GOAL(S).
- A statement of the student's **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** based on the student's Strengths, Preferences, Interests, and Needs related to the annual postsecondary goals (include a description of the **Age-Appropriate Transition Assessment**).

The **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** must be linked to the Transition Standards.

- To document a statement of the **MEASURABLE ANNUAL Postsecondary GOAL developed for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.**

DATE OF COMPLETION/MASTERY

- To document the mastery/completion of **GOAL(s) developed for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.**

TRANSITION SERVICES

- To document Transition Service(s) selected for each measurable annual transition postsecondary goal.

TRANSITION ACTIVITY(S)

- To document Transition Activities to assist the student in achieving **Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Measureable Annual Goals.**
- Transition activities must list specific steps the student must take to achieve his/her long-term Postsecondary Education/Training goal.

When to use this page:

- To document **MEASURABLE ANNUAL Postsecondary Education/Training, Employment/ Occupation/Career, and Community/Independent Living TRANSITION GOAL(s)** that the IEP Team addresses.
- To document **DATE OF COMPLETION/MASTERY OF MEASURABLE ANNUAL TRANSITION GOAL(S).**
- To revise/change transition goal(s).
- To determine Transition services based on the student's strengths, preferences, and interest that will reasonably enable the student to meet the postsecondary goals are addressed on the transition goal page in this IEP.
- To document Transition Activities to assist the student in achieving **Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living Measureable Annual Goals.**

Things to remember when completing this page:

- It is important to remember that each student's **MEASURABLE ANNUAL Postsecondary Education/ Training, Employment/Occupation/Career, and Community/Independent Living TRANSITION GOAL(S)** should be based on relevant content transition standards and must be individualized.
- The Alabama Transition Standards are intended to be used as a guidepost from which to plan each student's growth during the IEP annual cycle.
- Annual Transition goals are based on transition standards listed in the Alabama Transition Standards. All transition goal(s) must reference a standard.
- Transition goals that have embedded academic goals must reference the content standard.
- Transition activities must list specific steps the student must take to achieve his/her long-term Postsecondary Education/Training goal.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- Based on the student's Strengths, Preference, Interests and Needs related to the postsecondary goal. The Present Level of Academic Achievement and Functional Performance must include a description of the Age-Appropriate Transition Assessment.

INDIVIDUALIZED EDUCATION PROGRAM ANNUAL TRANSITION GOAL(S)

- Information should be stated in a readily understandable way that is precise enough to understand what the student can do and in relation to what the student should be able to do in each area of transition.
- There must be a direct relationship between the **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** for Transition and other components of the IEP, such as a **MEASURABLE ANNUAL GOAL**, and **SPECIAL EDUCATION AND RELATED SERVICE(S)**.

MEASURABLE ANNUAL POSTSECONDARY TRANSITION GOAL:

- Targets the individual needs of the student based on the student's Strengths, Preference, Interests and Needs related to the long-term postsecondary goals.
- Describes what a student can reasonably be expected to accomplish within one school year.
- Addresses the needs written in the **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**.
- Are measurable to the extent that they can be used to monitor the student's progress and assess the appropriateness of the special education services.
- Each IEP must be individualized based on the student's strengths, preferences, interests, and needs. Copying and pasting standards into the goal is not individualized and places the LEA in a very vulnerable litigious situation. The IEP must be written to provide educational benefit.
- An annual goal may address more than one Transition Service.
- All Transition Services selected on the transition page of the IEP must be supported through an annual goal.
Each Transition Service is selected under more than one Transition Strand must be supported through a Measurable Annual Goal.

TRANSITION SERVICES: (Select the most appropriate Transition Service area[s])

- **Evaluations (Vocational VE)** - This service area will address the individual's potential for employment through assessment(s) that provide information about job and career interests, skills, and aptitudes. Information gathered through the assessment(s) can identify the individualized level of support needed to gain potential employment (e.g., no special services, time limit supports, and on-going supports). It will also provide information for career planning and development.
- **Community Experiences (CE)** - This service area will address activities/services that are provided outside the school building and prepare the student for participation in community life. These community-based experiences provide opportunities to engage in integrated activities in typical environments. Through these experiences, students may also learn how to access community resources (e.g., after school jobs, use of public library, community recreational activities) to achieve his or her projected post-school outcomes. Community based instruction provide students with the opportunity to practice skills in the setting in which they will be expected to perform them. Transportation must be provided by the LEA.
- **Personal Management (PM)** - This service area will address and provide instruction in managing personal responsibilities and activities in adult areas such as: home and family life, leisure pursuits, community engagement, physical and emotional well-being, personal responsibility, communication and education, employment and training.
- **Transportation (T)** - This service area will address the academic and functional competencies to interact and travel within and outside the community.
- **Employment Development (ED)** - This service area will focus on the development of work-related behavior, job seeking, and maintenance skills, career exploration (e.g., labor market resources, job application process, résumé), and actual employment (e.g., work-related forms and documents). This information provides guidance towards employment options (e.g., competitive employment, customized employment, or supported employment).
- **Medical (M)** - This service area will address the academic and functional competencies needed to maintain a full range of physical, emotional, and psychological well-being of an individual.
- **Postsecondary Education (PE)** - This service area will include opportunities for preparation of individuals who plan to pursue postsecondary education/training after high school. This involves considerations of courses needed to meet further training of post-school training requirements, research potential colleges, universities, or technical schools and provide assistance with the application process.

INDIVIDUALIZED EDUCATION PROGRAM ANNUAL TRANSITION GOAL(S)

- **Living Arrangements (LA)** - This service area will address adult living outcomes. These are generally those activities related to pursuing an individual's desired community/independent living goal (e.g., independently, time-limited support, semi-independently with ongoing infrequent support, group home or supported environment with full-time support and live with parents, guardians, relatives).
- **Linkages to Agencies (LTA)** - This service area will address the coordination and collaboration between the school and community service providers who offer transition services which assist with facilitating the student's movement from school to post-school activities.
- **Advocacy Guardianship (AG)** - This service area will address student's rights (e.g., age of majority, informed consent), responsibility (e.g., student involvement), self-knowledge (e.g., disability awareness) and self-advocacy (e.g., strengths, preferences, and interests).
- **Financial Management (FM)** - This service area will address competencies such as budgeting, paying bills, balancing a checkbook, spending money.
- **Functional Vocational Evaluation (FVE)** - This area will address a more comprehensive approach to assessing an individual's potential for employment through assessment(s) that provide(s) information about job and career interests, skills, and aptitudes (e.g. situational work assessments, work samples, job trials).

TRANSITION ACTIVITIES:

- Transition planning is a coordinated set of activities focused on improving the academic and functional achievement of a student with a disability to promote the student's movement from school to postsecondary activities.
- Postsecondary activities can include college, vocational training, employment, continuing and adult education, adult services, independent living or community participation.
- Transition activities are based upon the individual student's needs, taking into account the student's preferences, potential, abilities and interests.
- Transition activities include instruction, community experiences, the development of employment and other postsecondary adult living objectives, and acquisition of daily living skills and functional vocational skills.
- Transition activities are checkpoints along the path towards mastery of each Measurable Annual Postsecondary Transition Goal.
- Transition activities should be linked to the Measurable Annual Postsecondary Transition Goals.
- At least one transition activity is needed for each Measurable Annual Postsecondary Transition Goal.

PERSONS/AGENCIES INVOLVED:

- Specify personnel involved with the transition activities for each Measurable Annual Postsecondary Transition Goal. These individuals should assist the student in achieving their Measurable Annual Postsecondary Transition Goal.
- The *Persons Responsible for IEP Implementation* form should be used to document persons/agencies who are responsible for assisting the student in achieving the transition activities.

What happens next:

- Annually review the student's coursework and selected pathway to ensure the student will achieve desired post-school outcomes.
- Annually review **Transition Assessment** information, progress towards goals and the **Transition Services** and revise as necessary.
- The *Summary of Academic Achievement and Functional Performance* (SAFFP) must be completed for every student that exits with a high school diploma based on the General Education Pathway, or who will be exceeding the age of eligibility for FAPE.
- Special Education Services strongly encourages public agencies to complete the SOP for all other students exiting high school.

STUDENT'S NAME: _____

DOB: _____

Identify the area the MEASURABLE ANNUAL GOAL will address. The area may be an academic content area (e.g., math, science) and/or a functional area (e.g., community participation, behavior). For all students working on Extended Standards (following the Alternate Achievement Standards pathway), each content area (e.g., reading, math, and functional skills) must be addressed.

AREA: _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

State how the student's disability affects his/her involvement and progress in the general education curriculum for this particular area of instruction, or for preschool age students, how the disability affects the student's participation in age-appropriate activities.

[\(Link to Curriculum Guides\)](#)

[\(Link to Extended Standards\)](#)

MEASURABLE ANNUAL GOAL related to meeting the student's needs:

Target the individual needs of the student resulting from the student's disability and how the student's disability affects his/her involvement and progress in the general education curriculum. Describe what a student can reasonably be expected to accomplish within one school year.

DATE OF MASTERY: _____

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

Check each type of evaluation that will be used to evaluate the MEASURABLE ANNUAL GOAL. (At least one must be chosen.)

- Curriculum Based Assessment
 Teacher/Text Test
 Teacher Observation
 Grades
 Data Collection
 State Assessment(s)
 Work Samples
 Other: _____
 Other: _____

BENCHMARKS:

Include at least two Benchmarks for students working on Extended Standards or for students in public agencies that require Benchmarks. Benchmarks are required for all students working on Extended Standards. This includes academic goals and functional goals, regardless of whether it is a testing year.

- | | |
|----------|------------------|
| 1. _____ | _____ |
| | Date of Mastery: |
| 2. _____ | _____ |
| | Date of Mastery: |
| 3. _____ | _____ |
| | Date of Mastery: |
| 4. _____ | _____ |
| | Date of Mastery: |

INDIVIDUALIZED EDUCATION PROGRAM MEASURABLE ANNUAL GOAL PAGE

Purpose(s) of this page:

- To document the **AREA** for which the **MEASURABLE ANNUAL GOAL** is written.
- To document a statement of the student's **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** in relation to the **AREA**.
- To document a statement of the **MEASURABLE ANNUAL GOAL**.
- To document **TYPE(S) OF EVALUATION(S) FOR ANNUAL GOAL**.
- To document **DATE OF MASTERY**.
- To document **BENCHMARKS** for all students being assessed by the AAA.

When to use this page:

- Use this page for the initial IEP, each annual IEP, and if necessary when making amendments to the IEP.
- Use this page for **MEASURABLE ANNUAL GOAL(S)** that the IEP Team addresses and to document **DATE OF MASTERY OF MEASURABLE ANNUAL GOAL** and, if appropriate, **BENCHMARKS**.
- Use this page any time goal(s), and/or benchmarks, are revised/changed.

Things to remember when completing this page:

- The IEP Team should determine and prioritize the students' needs for special education services.
- Academic goals are based on content standards listed in the *College and Career Ready Standards* and the *Alabama Course of Study*; academic goals for students with significant cognitive disabilities are based on *Alabama Extended Standards*. Goals for preschool students ages three through five (who are not in Kindergarten) are based on the *Alabama Developmental Standards for Preschool Children*.
- Each IEP must be individualized based on the student's needs. Copying and pasting standards into the goal is not individualized and places the LEA in a very vulnerable litigious situation. The IEP must be written to address the student's unique needs and to provide educational benefit within one year or the length of the IEP.

AREA:

- Identify the **AREA** the **MEASURABLE ANNUAL GOAL** will address. The **AREA** may be an academic **AREA** (e.g., math, science), or a functional **AREA** (e.g., community participation, behavior).
- For all students participating in the AAA, the following content areas must be addressed: reading, math, and functional skills.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

- State how the student's disability affects his/her involvement and progress in the general education curriculum for that particular **AREA** of instruction, or for preschool students, how the disability affects the student's participation in age-appropriate activities.
- Information should be stated in a readily understandable way that is precise enough to understand what the student can do and in relation to what the student should be able to do in that **AREA** of instruction.
- There must be a direct relationship between the **AREA**, the **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** and other components of the IEP, such as a **MEASURABLE ANNUAL GOAL** and **BENCHMARKS**, and **SPECIAL EDUCATION AND RELATED SERVICE(S)**.

MEASURABLE ANNUAL GOAL:

- Identify the area the **MEASURABLE ANNUAL GOAL** will address. The area may be an academic content area (e.g. math, science) and/or a functional area (e.g., behavior, organization). For all students working on Extended Standards (following the Alternate Achievement Standards pathway), each content area (i.e., reading, math, and functional skills) must be addressed.
- Targets the individual needs of the student resulting from the student's disability and how the student's disability affects his/her involvement and progress in the general education curriculum.

**INDIVIDUALIZED EDUCATION PROGRAM
MEASURABLE ANNUAL GOAL PAGE**

- Describes what a student can reasonably be expected to accomplish within one school year.
- Addresses the needs written in the **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**.
- Are measurable to the extent that they can be used to monitor the student's progress and assess the appropriateness of the special education services.
- Additional information on Standard-Based IEPs can be found on the special education Web page under Technical Assistance/IEP/Presentations.

TYPE(S) OF EVALUATION(S) FOR ANNUAL GOAL:

- Check each type of evaluation that will be used to evaluate the **MEASURABLE ANNUAL GOAL**. At least one must be chosen.
- If **Other** is checked, describe in the space provided. Evaluations listed on the IEP used to measure progress toward attaining the **MEASURABLE ANNUAL GOAL** do not require parental consent.

DATE OF MASTERY:

- Record the actual dates that the student masters the **MEASURABLE ANNUAL GOAL** and **BENCHMARKS**.

BENCHMARKS:

- Include at least two **BENCHMARKS** for students working on Extended Standards.
- **BENCHMARKS** are required for all goals for students who take the AAA. This includes academic goals (reading and math) and functional goals, regardless of whether it is a testing year.
- **BENCHMARKS** must be included if required by the public agency.
- If **BENCHMARKS** are written they must contain the following:
 - Content to be learned or skills to be performed.
 - Measurable, intermediate steps or targeted sub skills between the **PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** and the **MEASURABLE ANNUAL GOAL**.
 - There must be at least two benchmarks per goal.

What happens next:

- Data must be maintained on each **MEASURABLE ANNUAL GOAL** to evaluate whether services are providing educational benefit. **Date of Mastery** should be noted when a **MEASURABLE ANNUAL GOAL** and **BENCHMARKS**, if appropriate, are mastered.

STUDENT'S NAME: _____ **DOB:** _____

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Special Education

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Related Services Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Supplementary Aids and Services Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Program Modifications Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Accommodations Needed for Assessments Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Assistive Technology Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Support for Personnel Needed Not Needed

Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

**INDIVIDUALIZED EDUCATION PROGRAM
SPECIAL EDUCATION AND RELATED SERVICES(S) PAGE**

SPECIAL EDUCATION AND RELATED SERVICE(S):

Please note:

Under **Special Education**, describe the specially designed instruction that will be provided for each area that is listed in the IEP. (Specially designed instruction is what the IEP Team has determined will assist the student in attaining the goals). Location must be completed for each service.

Anticipated Frequency of Service(s) is how often the service(s) will be provided (e.g., annual, bi-monthly, weekly, and daily) and **Amount of Time** should be documented. The **Amount of Time** is required for **Special Education and Related Services**. If the **Location of Service** and the **Anticipated Frequency of Service** is the same for more than one area, the **Amount of Time** may be written as the cumulative **Amount of Time** for all areas. For some services (i.e., testing accommodations) it is difficult to determine the exact **Amount of Time**; therefore, the service itself should be self-explanatory. For example: When tested, the student will have the test read to him/her. More importantly, all IEP Team members should understand what services will be provided and ensure that the services are documented and implemented as per the IEP Team's understanding.

Beginning/Ending Duration Dates are the start to finish of services and may be different for each area listed and may be different from Location of Services(s) is required and must list the specific location where the service will be provided (e.g., regular education classroom, resource room, school bus, lunchroom, gym). Location of Service may be different for each area listed.

Describe the specially designed instruction that addresses the unique need(s) of the student. The **SPECIAL EDUCATION AND RELATED SERVICE(S)** in the IEP must be based on peer-reviewed research, which means there is reliable evidence that the program or services are effective. The IEP Team should have strong evidence of the effectiveness of instructional programs and other services before proposing them in an IEP. Peer-reviewed research also applies to nonacademic areas such as behavioral interventions. **Special Education** must be completed for all students. **Needed or Not Needed** must be checked for all other services on this form.

- **Special Education** must be completed for all students with an IEP and is defined as adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from his/her disability. Services provided must ensure the child has access to the general curriculum, so that the educational standards within the jurisdiction of the public agency, which apply to all children, can be met. **NOTE:** For students whose area of disability is Speech or Language Impairment, as documented on the most current *Notice and Eligibility Decision Regarding Special Education Services* form, enter Speech or Language services in the **Special Education** Section. Accommodations alone do not constitute **Special Education** Services. **Special Education** Services must be described in the detail box in a manner that all IEP Team members understand.
- **Related Services** should include services necessary for the student to benefit from **Special Education**. When addressed, related services must be written in detail. Examples of Related Services include audiology services, counseling services, including rehabilitation counseling services, early identification and assessment of disabilities in children, interpreting services, medical services (for diagnostic or evaluation purposes only), occupational therapy, parent counseling and training, physical therapy, psychological services, recreation, including therapeutic recreation, speech-language pathology (as an additional service), social work services in schools, school nurse services, school health services, and orientation and mobility services. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.

**INDIVIDUALIZED EDUCATION PROGRAM
SPECIAL EDUCATION AND RELATED SERVICES(S) PAGE**

- **Supplementary Aids and Services** should include accommodations that consist of aids, services, and other supports that are provided in regular education classes or other education-related settings to enable a student with a disability to be educated with nondisabled students to the maximum extent appropriate in accordance with their least restrictive environment. Examples include tutoring, adult assistance, note-taking, peer helper, preteaching/reteaching or reinforcing concepts, behavior management plan, point sheet, assigned seating, etc. When accommodations are made for the student with disabilities, the content standards are the same and the student can earn course credits. **This section should not include accommodations for classroom, district- wide, or state assessments.**
- **Program Modifications** should include changes made to the content of the curriculum due to the unique needs arising from the student’s disability. When course content is modified, the student is not pursuing the content prescribed in the applicable course of study and cannot earn course credit.
- **Accommodations Needed for Assessments** should be completed for all students taking classroom and district-wide assessments. The only accommodations that are allowed for state assessments are those accommodations that are listed on the “IEP Accommodations Checklist.” There must be documentation that the same or similar accommodations needed for state and district-wide assessments are provided on an on-going basis for classroom assessments that students take throughout the school year. Examples of **Accommodations Needed for Assessments** include additional time for tasks, organizational aids, highlighter, mnemonics, adapting assignments/tasks, reformatting assessments, audio tapes, large print books, Braille, calculators, word processor, special seating, etc. Record all accommodations the student needs for assessments regardless of whether the accommodations are allowed on state assessments.
- **Assistive Technology** should include any device(s) and/or service(s) needed that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Examples include voice output devices, word processors, electronic books, talking calculators, alternate computer keyboards, switches, adapted chair, sidelyer, stander, screen magnifier, FM system, adaptive sporting equipment, walker, etc. Assistive Technology does not include a medical device that is surgically implanted, or the replacement of such device.
- **Support for Personnel** should include any training or support provided to public agency staff regarding the student’s specific need(s). Examples include the training on a specific syndrome or technique, training on an assistive technology device, content-area workshop, etc.

If the IEP Team determines that there is no need for specially designed instruction and/or the student can work successfully in the regular education environment without specially designed instruction, the IEP Team should discuss the need for reevaluation to determine if this student continues to be a student in need of special education services.

FOR STATE TESTING FORMS

- Follow this link: <http://www.alsde.edu/sec/sa/Pages/specialpopulations-all.aspx>
OR
- GO TO: www.alsde.edu
- Click on Department Offices
- Under Division of Teaching and Learning Deputy Superintendent
-Office of Student Learning,

- Click on Student Assessment> Special Populations: Special
Populations **Forms** (testing and accommodations forms)

- Click on Student Assessment: >Special Populations (bottom tab):
Special Populations **Documents**
 - The Alabama Student Assessment Program Policies and
Procedures for Students of Special Populations (Special
Populations Manual)
 - Decision Chart for annual testing administrators

STUDENT'S NAME: _____

DOB: _____

TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19 _____

LEAST RESTRICTIVE ENVIRONMENT

Does this student attend the school (or for a preschool-age student, participate in the environment) he/she would attend if nondisabled? Yes No

If no, explain:

Does this student receive all special education services with nondisabled peers? Yes No

If no, explain (explanation may not be solely because of needed modifications in the general curriculum):

6-21 YEARS OF AGE

3-5 YEARS OF AGE

Least Restricted Environment:

COPY OF IEP

Was a copy of the IEP given to parent/student (age 19) at the IEP Team meeting?

Yes No

If no, date sent: _____

COPY OF SPECIAL EDUCATION RIGHTS

Was a copy of the *Special Education Rights* given to parent/student (age 19) at the IEP Team meeting?

Yes No

If no, date sent: _____

Date copy of **amended** IEP provided/sent to parent/student (age 19): _____

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP.

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
Special Education Teacher		
LEA Representative		
Someone Who Can Interpret the Instructional Implications of the Evaluation Results		
Student		
Career/Technical Education Representative		
Other Agency Representative		

INFORMATION FROM PEOPLE NOT IN ATTENDANCE

Position	Name	Date

CHILD COUNT LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENT CODES

<u>CODE</u>	<u>MEANING</u>
<i>To be used for children 6 - 21 years of age only</i>	
01	100% to 80% of the Day Inside the Regular Education Environment
03	79% to 40% of the Day Inside the Regular Education Environment
04	Less Than 40% of the Day Inside the Regular Education Environment
05	Private School (Parentally Placed)
06	Separate School - Public Day School Greater Than 50% of the Day
07	Separate School - Private Day School Greater Than 50% of the Day
08	Homebound
09	Hospital
10	Public Residential School Greater Than 50% of the Day
11	Private Residential School Greater Than 50% of the Day
40	Short Term Detention (Community or Residential) or Correctional Facilities
<i>To be used for children 3 - 5 years of age only</i>	
20	Regular Early Childhood Program At Least 10 Hrs. Per Week – Receiving Majority of Special Education Services in the Regular Early Childhood Environment
21	Regular Early Childhood Program At Least 10 Hrs. Per Week – Receiving Majority of Special Education Services in Other Location
22	Regular Early Childhood Program Less Than 10 Hrs. Per Week - Receiving Majority of Special Education Services in the Regular Early Childhood Environment
23	Regular Early Childhood Program Less Than 10 Hrs. Per Week - Receiving Majority of Special Education Services in Other Location
18	Separate Class: Attending a Special Education Program--Not Attending a Regular Early Childhood Program or Kindergarten
17	Separate School: Attending a Special Education Program--Not Attending a Regular Early Childhood Program or Kindergarten
16	Residential Facility: Attending a Special Education Program--Not Attending a Regular Early Childhood Program or Kindergarten
19	Service Provider Location: Not Attending a Special Education Program or a Regular Early Childhood Program or Kindergarten
14	Home: Not Attending a Special Education Program or a Regular Early Childhood Program or Kindergarten

INDIVIDUALIZED EDUCATION PROGRAM SIGNATURE PAGE

Purpose(s) of this page:

- To document Transfer of Rights.
- To document the IEP Team has considered the need for Extended-School-Year services.
- To document **LEAST RESTRICTIVE ENVIRONMENT (LRE)** and the explanation of any removal from the regular education classroom/environment/nondisabled peers.
- To document a copy of the **IEP** was given/sent to the parent or student (age 19 and older).
- To document a copy of the *Special Education Rights* was given/sent to the parent or student (age 19 and older).
- To document a copy of the **amended** IEP was given/sent to the parent or student (age 19 and older).
- To document all required IEP Team members participated in the development of the IEP.
- To document the consideration of information from persons not in attendance.

When to use this page:

- Use this page for the initial IEP, each annual review, each annual IEP, and if necessary, when making amendments to the IEP.

Things to remember when completing this page:

TRANSFER OF RIGHTS

- Record the date the student **was informed** that the rights under the IDEA will transfer at the age of 19.
- This section must be completed no later than the first IEP that will be in effect when the student reaches 18 years of age.
- The date that the student was first informed that the rights will transfer to him/her at age 19 is the date that should be recorded in any subsequent IEPs.
- All notices must be sent to both the parent and the student (age 19 and older) when the student reaches the age of majority (age 19).

LRE:

The LRE must be based on the IEP, determined by the IEP Team at least annually, be as close as possible to the student's home, and in the school that he/she would attend if nondisabled, unless the IEP requires some other arrangement. A student with a disability cannot be removed from his/her age-appropriate regular education classroom solely because of needed modifications in the general education curriculum.

- Check **YES** or **NO** for each statement under LRE. If **NO** is checked explain in the space provided stating why the student is being removed from the regular education classroom. The explanation should not be based on the disability area of the student.
- Remember to work through the continuum of services questions:
 1. Can this student complete all course requirements in the regular education class without accommodations?
 2. If the answer to #1 is no, can the student complete all course requirements in the regular education class with accommodations?
 3. If the answer to #2 is no, explain clearly why the student should be removed from the regular education classroom/environment/nondisabled peers.
- Select **6-21 YEARS OF AGE** or **3-5 YEARS OF AGE**, then select the appropriate LRE from the drop down box.
- Please refer to the Child Count Least Restrictive Educational Environment Codes located on (Page 58) of this document.

COPY OF IEP:

- Check **YES** or **NO**. If **NO** is checked, enter the date in the space provided that a copy of the IEP was sent to the parent or student (age 19 and older).

INDIVIDUALIZED EDUCATION PROGRAM SIGNATURE PAGE

COPY OF SPECIAL EDUCATION RIGHTS:

- Check **YES** or **NO**. If **NO** is checked, enter the date in the space provided that a copy of the **SPECIAL EDUCATION RIGHTS** was sent to the parent or student (age 19 and older) within the past year.

A copy of the **amended** IEP must be sent to the parent or student (age 19 and older) and the date the amended IEP was sent must be recorded in the space provided.

If the parent, or student (age 19 and older), or teacher(s) has reason to suspect that the IEP needs revision, an IEP Team meeting may be requested at any time. The public agency must conduct the IEP Team meeting **within 30 calendar days** of the receipt of the request.

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP:

The annual review due by date is calculated based on the IEP signature date of the previous IEP. The IEP must be **reviewed** by the annual review date (signature date plus one year). When the IEP is reviewed, the IEP Team may review the current IEP and write a new IEP, or in some cases the new IEP can be delayed for a reasonable period of time. The **DURATION DATE** (ending date) **is the date that the IEP expires; therefore, that date must be considered before the decision is made to delay the writing of a new IEP.**

Each student's IEP Team must include all required IEP Team members to develop the IEP.

- The IEP Team members who participate in the meeting must sign this page. If a person participates in the IEP Team meeting by phone, the attendance should be documented by the person's name on the signature line. For example, "parent participated by phone" should be written on the signature line. Do not collect signatures at a later date.
- Type in the name of each IEP Team member that participated in the meeting on the individual signature line when completing the form in SETS. Maintain the original signature page in the student's folder.
- If an IEP Team member is serving in two positions at the IEP Team meeting (e.g., special education teacher is also serving as someone who can interpret the instructional implications of the evaluation results), he/she should sign his/her name by each position he/she is representing.

A member of the IEP Team (as listed in the federal regulations and AAC as required IEP Team members), is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability or student (age 19 and older) and the public agency agree in writing that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

- A member of the IEP Team, may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services.
- The member must submit in writing to the parent or student (age 19 and older) and the IEP Team input into the development of the IEP prior to obtaining consent from the parent or student (age 19 and older) for the excusal.
- The parent or student (age 19 and older) must agree in writing and the public agency must consent to the excusal.

INFORMATION FROM PEOPLE NOT IN ATTENDANCE:

If information is submitted from someone unable to attend, that person's position, name, and date the information was received should be recorded in the space provided.

INDIVIDUALIZED EDUCATION PROGRAM SIGNATURE PAGE

What happens next:

- The parent or student (age 19 and older) must be provided a copy of the IEP.
- Implement the IEP as written.
- School personnel who have any responsibility to implement the IEP must be informed of the specific accommodations, modifications, and supports that must be provided for the student; must be informed of his/her specific responsibilities related to implementing the IEP; and must have access to the IEP. The *Persons Responsible for IEP Implementation* form must be signed by school personnel that have responsibility for the implementation of the student's IEP. If the IEP is amended or a student's schedule changes, the persons responsible for IEP implementation affected by the changes must be informed and new signatures obtained.

PERSONS RESPONSIBLE FOR IEP IMPLEMENTATION
(Required Form in SETS)

Purpose(s) of this page:

- To document that each regular education teacher, special education teacher, case manager, related service provider (e.g., bus driver, OT, and PT) and any other service provider who is responsible for implementation of the IEP has access to the student's IEP.
- To document that each teacher and service provider has been informed of his or her specific responsibilities related to implementing the student's IEP.
- To document that each teacher and service provider has been informed of specific accommodations, modifications, and supports that must be provided for the student.
- To document that changes were made to the current IEP through an amendment process and that each teacher and service provider has been informed of his or her specific responsibilities related to implementing the student's IEP.

When to use this form:

- This form must be completed for every student who has an IEP.
- This form may be completed at the end of an IEP Team meeting. If not completed at the IEP Team meeting, the form should be completed immediately following the meeting or at the beginning of the school year.
- This form must be completed when teachers and/or service providers change to ensure that the person now responsible for implementing the IEP has been informed of his/her responsibilities and he/she understands access to the student's IEP must be made available (e.g., amend the IEP, change of schedules).

Things to remember when completing this form:

- Ensure every service provider and teacher is informed of his/her responsibilities for implementing the IEP.
- Ensure every teacher and service provider understands they have access to the IEP.
 - This does not require every teacher and service provider to be provided a copy of the IEP.
 - Every teacher and/or service provider **must** have access to the IEP and may receive a copy of the IEP in whole or in part that reflects their area of responsibility in implementing the IEP.
 - The IEP is a confidential record and must be protected at all times.
- Ensure the student's name is included in the space provided.
- Ensure the school year is included in the space provided.
- Ensure each person who signs this page includes the date of signature and his/her position.
- Ensure the person responsible for informing school personnel of their responsibility signs in the space provided.
- All service providers who are responsible for implementation of the IEP **must** sign this page.
- Type in the name of each person responsible for implementing the IEP in the space provided when completing the form in SETS. A copy with original signatures must be kept on file.

What happens next:

- Implement the IEP as written.
- If the IEP is amended or a student's schedule changes, the persons responsible for IEP implementation affected by the changes must be informed of his/her responsibilities and new signatures obtained.

Annual Goal Progress Report

Page of

District: _____

School: _____

Student Name: _____

Student _____ Number: _____

IEP Initiation/Duration Dates From: _____ to _____

School Year: _____ to _____

IEP Annual Review Date: _____

Date Sent: _____

Use the legends below to evaluate the student's progress toward the annual goals. The 1st column should indicate the Report of Progress using the numbers 1-6. The second column should indicate the Extent of Progress using the numbers 1-7.

<u>Report of Progress on Annual Goals</u>	<u>Extent of Progress Toward Meeting Annual Goals</u>
1. Goal has been met.	1. Goal mastered. (Enter date in comments.)
2. Some progress made.	2. Anticipate mastery.
3. Very little progress made.	3. Do not anticipate mastery. (Note in comments.)
4. No progress made.	4. Not applicable during this grading period. NA
5. Very little progress made. Goal added or deleted. (Note in comments.)	5. Goal not mastered. (Note in comments.)
6. Transfer record. (See previous school.)	6. Transfer record (See previous school.)
	7. Excessive absences / tardies / truancy

Measurable Annual Goals

Goal:
Date Progress Extent Comments

Special Education Teacher / Case Manager Name: _____ Telephone Number: _____

Parent / Guardian Signature: _____ Date Signed: _____

*** Hard copy should be placed in student's special education record.***

ANNUAL GOAL PROGRESS REPORT

Purpose(s) of this page:

- To document student progress toward annual IEP goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the school year.

When to use this form:

- This report must be completed for every student who has an IEP.
- This report must be completed and sent to the parent or student (age 19 and older) to report progress toward IEP goals concurrent with the issuance of report cards as scheduled by the public agency.

Below is explanation and guidance for the legend on the Annual Goal progress Report

Report of Progress on Annual Goals	Explanation of Terms
1. Goal has been met.	The student has met the criteria for this goal.
2. Some progress made.	The student is making sufficient progress toward achieving this goal within the duration of the IEP.
3. Very little progress made.	The student has demonstrated some progress toward achieving this goal.
4. No progress made.	The student has not yet demonstrated progress toward achieving this goal.
5. Very little progress made. Goal added or deleted. (Note in comments.)	This goal has not been or was just recently introduced. Add notes in the Description of Progress made/Comments field to
6. Transfer record. (See previous school).	<ul style="list-style-type: none"> • The student transferred into your school during the reporting period and there was not adequate time before the close of the reporting period to assess progress. • Use when a student transfers to your school and progress from a previous reporting period does not display.

Extent of Progress toward Meeting Annual Goals	Directions/Applications
1. Goal mastered. (Enter date in comments.)	Enter the date in which the goal was mastered during the grading period in the Description of Progress.
2. Anticipate mastery.	The student is expected to master this goal.
3. Do not anticipate mastery. (Note in comments.)	In the Description of Progress made/Comments section, indicate why you do not anticipate mastery of this goal (i.e., more time is needed).
4. Not applicable during this grading period.	Goal was not introduced during this grading period.
5. Goal not mastered. (Note in comments.)	In the comment section, state why the goal was not mastered.
6. Transfer record (See previous school.)	<ul style="list-style-type: none"> • The student transferred into your school during the reporting period and there was not adequate time before the close of the reporting period to assess progress. • Use when a student transfers to your school and progress from a previous reporting period does not display.
7. Excessive absences/tardies/truancy.	The student's attendance has prevented adequate time to work on the goal, therefore, little or no progress was made toward the goal.

What happens next:

- The parent or student (age 19 and older) must be provided a copy of the *Annual Goal Progress Report* each reporting period concurrent with the issuance of report cards.
- A hardcopy of the *Annual Goal Progress Report* should be placed in the student's special education file each reporting period.

Summary of Academic Achievement and Functional Performance (SAAFP)

Student Information

Student Name: _____ Date of Birth: _____ Gender: _____

Student Address: _____ Primary Phone #: _____

_____ Cell Phone #: _____

_____ Email Address: _____

School Attended: _____ School Phone #: _____

SAAFP Completed by: _____ Position: _____ Phone # _____

Email Address (if available): _____

Date Summary was Provided to Student: _____ Date of Graduation / Exit: _____

Student's Alabama High School Diploma Pathway:

- General Education Pathway
- Essentials Life Skills Pathway
- Alternate Achievement Standards Pathway

Date of most recent Eligibility report provided to the student: _____

Date of most recent IEP provided to the student: _____

This Summary of Academic Achievement and Functional Performance (SAAFP) document is being provided to this student to assist him/her in planning for the future. This information will be useful in the transition from high school to higher education, training, employment, and/or adult services. The document summarizes the student's academic and functional performance in school, the progress and accommodations/modifications, and gives the student an opportunity to provide information related to his/her achievement(s) and performance.

Summary of Student's Academic and Functional Performance: (Based on previous assessments and tied to the student's postsecondary goals, summarize the student's abilities, skills, needs, and limitations, if appropriate, to assist them in meeting their postsecondary goals.)

Academic Achievement (Reading, Math, Language, Learning skills)	Accommodation(s)	Recommendation(s)

Student Name: _____

Date of Birth: _____

Functional Performance (If appropriate)	Accommodation(s)	Recommendation(s)
Career/Vocational		
Social Skills and Behavior		
Communication		
Self-Advocacy Skills		
Independent Living Skills		
Medical/Family Concerns		

Postsecondary Goals:

Postsecondary Education/Training Goal:

<input type="checkbox"/> 1.2. Student will be prepared to participate in a two- to four-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.
<input type="checkbox"/> 2.2. Student will be prepared to participate in a long-term certificate pathway or long-term apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or apprenticeship requirements.
<input type="checkbox"/> 3.2. Student will be prepared to participate in a short-term certificate pathway program or pre-apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or pre-apprenticeship requirements.
<input type="checkbox"/> 4.2. Student will be prepared to participate in on-the-job training based on completion of IEP goals, high school program, and submission of application for supported employment.
<input type="checkbox"/> 5.2. Student will participate in time-limited pre-employment services in order to prepare student to participate in Supported Employment services.
<input type="checkbox"/> 6. Other: Write an appropriate goal for the student based on the needed Transition Services.

Recommendations to assist the student in meeting this goal:

Detailed information about the goal	Recommendations to assist in meeting this goal

Student Name: _____

Date of Birth: _____

Employment/Occupation/Career Goal:

<input type="checkbox"/>	1.1. Student will reach college and career readiness by potentially earning an industry career credential.
<input type="checkbox"/>	2.2. Student will be prepared to participate in competitive integrated employment with no need for support based on successful completion of career exploration, community-based work, and/or cooperative education experience.
<input type="checkbox"/>	3.1. Student will be prepared to participate in competitive integrated employment with time-limited support based on successful completion of career exploration, community-based work experiences, and/or cooperative education experience.
<input type="checkbox"/>	4.1. Student will be prepared to participate in supported employment which will include community-based assessment, job development, job coaching, and extended support needed to meet his/her employment needs based on successful completion of school-based work experiences, community-based career exploration, and application for supported employment services.
<input type="checkbox"/>	5.1. Student will be prepared to participate in pre-employment services to increase the likelihood for community-based integrated employment based on IEP goals, individual or parental choice (requires application for adult services) in order to acquire skills needed for competitive integrated employment through supported employment services.
<input type="checkbox"/>	6. Other: Write an appropriate goal for the student based on the needed Transition Services.

Recommendations to assist the student in meeting this goal:

Detailed information about the goal	Recommendations to assist in meeting this goal

Community/Independent Living Goal:

<input type="checkbox"/>	1. Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options.
<input type="checkbox"/>	2.1. Student, with time-limited support, will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living and support options.
<input type="checkbox"/>	3. Student will be prepared to participate in community activities and live semi-independently with ongoing infrequent support based on independent living skill level achieved, identification of options, and/or application for adult services.
<input type="checkbox"/>	4. Student will be prepared to live in a group home or other supported environment with full-time support based on independent living skill level achieved and application for adult services.
<input type="checkbox"/>	5. Student will be prepared to live with parents, guardian, or relatives based on parental preference and independent living skill level achieved.
<input type="checkbox"/>	6. Other: Write an appropriate goal for the student based on the needed Transition Services.

Recommendations to assist the student in meeting this goal:

Detailed information about the goal	Recommendations to assist in meeting this goal

Student Name: _____

Date of Birth: _____

Student Input / Comments:

1. What supports or accommodations have helped you succeed in school? How did they help you?

2. Which supports or accommodations has not helped you?

3. What supports or accommodations do you feel you will need to continue to achieve your postsecondary goals?

4. What services have helped you succeed in school?

5. What strengths and needs should professionals know about you as you enter the postsecondary work environment?

6. What has been the most difficult for you in school?

Youth can provide valuable information about how things are going within the year after they have exited school. Since you are exiting high school this year, someone from your school may contact you next year or meet with you to take a survey about your work or your further training. This survey is called the Alabama Post-School Outcomes Survey. This person from your school will ask you questions on the survey and will record your answers, along with the answers of many other students who exited school the same year that you did. This survey is very important. This survey helps schools and agencies understand how successful youth are meeting their goals for life after school and helps them improve their work in order to help other students achieve their goals.

I have reviewed this document with my teacher/service provider and was provided a copy.

Student's Signature: _____

Date: _____

Signature of LEA staff providing copy to the student: _____

Date: _____

Name of Parent/Guardian: _____

Address 1: _____

Home Phone#: _____ Work Phone#: _____

Address 2: _____

Cell Phone#: _____

City/State: _____

Email Address: _____

Zip: _____

Parent/Guardian Signature: _____

Date: _____

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SAAFP)

Purpose(s) of this form:

- To document the date of graduation/exit.
- To document the pathway leading to the Alabama High School Diploma.
- To document academic achievement and functional performance.
- To document the student's progress, strengths, needs, and limitations.
- To document successful accommodations/modifications during high school.
- To document recommendations for achieving the student's post-school goals.
- To document recommendations for **Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living** goal(s).
- To document the student's input/comments.

When to use this form:

- At the end of the student's exiting year.
- The SAAFP must be completed for every student that exits with a high school diploma or who will be exceeding the age of eligibility for FAPE.

Things to remember when completing this form:

- Public agencies may choose to add informational components to the SAAFP. However, the statewide forms provided for the *Summary of Academic Achievement and Functional Performance* MUST be used along with anything the public agency chooses to use.
- The case manager and student, and as appropriate, the parent, and other agency personnel should meet to complete the *Summary of Academic Achievement and Functional Performance*.
- Although high school credit/grades will not be finalized until the end of the senior year, copies of the most current credit/grades and other required parts of the SAAFP should be made available to the student as needed to assist with post-secondary opportunities.
- The case manager is responsible for providing the completed SAAFP, including a copy of high school credits/grades, recent Eligibility report, recent IEP, and documentation of testing accommodations to the student upon exiting from high school.
- The *Summary of Academic Achievement and Functional Performance* should be completed through a team process that includes the student, family, and school personnel.

What happens next:

Student Information

- Complete all sections of this form.
- Verify that the student's demographic information is correct.
- Enter the date the SAAFP was provided to the student.
- Enter the date the student will graduate/exit from high school.
- Indicate the pathway to the Alabama High School Diploma.
- Enter the date the most recent Eligibility report was provided to the student. (Provide the most recent copy of the Eligibility report to the student.)
- Enter the date the most recent IEP was provided to the student. (Provide the most recent copy of the IEP to the student.)

Summary of Student's Academic and Functional Performance

The Academic Achievement and Functional Performance provides a summary of the student's current functioning, strengths, abilities, interests, and needs in subject and skill areas.

The completion of this section may require the input from a number of school personnel and/or other persons who have contact with the student. They may include the Special Education teacher(s), Special Education case manager, General Education teacher(s), Career/Technical representative(s), Transition Coordinator, school psychologist/psychometrist, related service provider(s) family member(s), or other agency representative(s).

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SAAFP)

- Complete the student's present level of academic achievement and functional performance, accommodations, and recommendations.
- The first column should contain a summary of the student's academic educational program (course of study, reading, mathematics, writing, and other related academic areas) and related instructional performance levels as related to the student's postsecondary goals. This information should include the present level of performance for each identified area based upon assessments and recent IEP present level of academic achievement and functional performance (e.g., reading decoding, independent reading level, reading comprehension, math reasoning, written expression, strengths/weaknesses, career interests, and self-advocacy).
- The second column should describe any essential accommodations, modifications, assistive technology, and instructional strategies that have been utilized to assist the student in his/her educational program (books on tape, additional time for assignments/test, use of a calculator, use of an organizer, assistive technology for written assignments, use of a tape recorder, use of a checklist/schedule).
- The third column should include recommendations for the student to self-advocate, maintain, or obtain the accommodations that he/she needs to be successful in a postsecondary environment, workplace, and community. This section should provide information on what to do next for the student.
- **Complete the student's Functional Performance, accommodations, and recommendations that were essential in high school. If an area within the Functional Performance is not applicable, please specify the reason(s) under the area, and place a N/A in the accommodations and recommendations columns.**
- All fields must be addressed to complete this form within the SETS process (Closure Rule).
- The exception to the closure rule is that either the student's or guardian's signature is required, but not both.

Postsecondary Goals

- Indicate the appropriate long-term postsecondary goal for **Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living.**
- The postsecondary goals should match the long-term postsecondary goals identified in the student's IEP.
- These goals should reflect the post-school environment the student intends to transition to upon the completion of high school.

Recommendations to assist the student in meeting the postsecondary goals

- This section should be directly tied to the student's post-school plans for education, training, employment, community, and independent living and reflect the skills, abilities, needs, and functional limitations noted in the SAAFP.

Detailed information about the goal

- This column should contain a detailed summary of the student's goal and instructional performance as it relates to the student's **Postsecondary Education/Training Goal, Employment/Occupation/Career Goal, and Community/Independent/Living Goal.**
- Provide a detailed summary of the student's academic achievement and functional performance related to the identified postsecondary long-term goals.
- Include the student's strengths, preferences, interests, and needs related to the postsecondary goals.

Recommendations to assist in meeting this goal

- Describe any recommendations that the student may require to be successful in meeting his/her goal and being successful in a postsecondary environment including postsecondary education, training, employment, community, and independent living.
- Provide information on what to do next for the student.

**SUMMARY OF ACADEMIC ACHIEVEMENT AND
FUNCTIONAL PERFORMANCE (SAAFP)**

Student Input/Comments

- Encourage the student to provide input/comments for each question in this section.
- These questions can be completed independently by the student or completed with the student through an interview. This is an opportunity for the student to state what supports and services have been helpful in high school and what services or supports will be needed in the future.

Additional contact information has been added at the bottom of this page to assist in the collection of information that may improve the response rate for our Alabama Post-School Outcomes Survey.

- Use the student's contact information as needed when participating in the Alabama Post-School Outcome Survey.

Functional Behavioral Assessment / Behavioral Intervention Plan

Student's Name: _____ SSID: _____

School Name: _____ Case Manager: _____

Grade Level: _____ DOB: _____ FBA / BIP Meeting Date: _____

Data Sources:

- | | | |
|---|---|---|
| <input type="checkbox"/> Observations | <input type="checkbox"/> Student Interview | <input type="checkbox"/> Teacher Interview |
| <input type="checkbox"/> Parent Interview | <input type="checkbox"/> Rating Scales | <input type="checkbox"/> Discipline Reports |
| <input type="checkbox"/> Psychological Evaluation | <input type="checkbox"/> Cumulative Records | <input type="checkbox"/> Prior IEP/FBA/BIP |
| <input type="checkbox"/> Evaluation Information from other agencies | | |

Description of Behavior -

Specific description of behavior that is impeding learning (define in measurable and observable terms):

Current intensity of the behavior

(specific consequences of problem behavior on the student, peers, staff, and instructional environment):

How often does this behavior occur (based on collected data): _____

Duration: (how long does this behavior last?): _____

Setting(s) in which the behavior occurs (activities, time of day, around whom behavior occurs, etc.):

Antecedents – Events that occur immediately before the behavior

(most common or frequently noted within the data collection):

Consequences – Events that immediately follow the behavior

(most common or frequently noted with the data collection):

Student's reaction to consequences -

Describe previous interventions (what is being implemented at this time and how effective are the interventions):

Educational Impact:

Student's Name: _____ SSID: _____

Analysis of Function of Behavior –

After review of the data on antecedents and consequences, the targeted behavior may render one of two functions, to gain something, or to avoid something. Select the agreed upon functions(s) that apply to the targeted behavior.

Gain(s) - (enter a brief description next to each that applies):

- attention from Teacher(s) _____
- attention from Peer(s) _____
- attention from Parent(s) _____
- a Tangible Item _____
- a Sensory Stimulation _____
- Other If Other, explain: _____

Avoidance / Escape - (enter a brief description next to each that applies):

- a Task and/or activity _____
- a Specific Person _____
- a Classroom or School _____
- Other If Other, explain: _____

Affective regulation/emotional reactivity (anxiety, anger, depression, frustration, etc.):

Hypothesis:

Based on the primary function identified, write a hypothesis statement describing why the student is engaging in the inappropriate behavior. Hypothesis statement (based on FBA): (Student) will (describe target behavior) when (identified antecedent) in order to (function of behavior).

Replacement Behavior:

The replacement behavior is a positive alternative that allows the student to obtain the same outcome that the problem behavior provided. What behavior do we want the student to display? This statement will correspond with the student's behavioral goal. Replacement behavior statement: (Student) will (describe replacement behavior) when (what precipitates behavior).

Functional Behavioral Assessment / Behavioral Intervention Plan

Student's Name: _____ SSID: _____

Behavioral Intervention Plan –

Behavioral Goal(s):	Date of Completion / Mastery:

Intervention(s) -
 (To include positive interventions, teaching strategies, environmental changes, reinforcement procedures, and reactive strategies to use if problem behavior occurs. Include time, frequency and place for each intervention.)

1.
2.

Person(s) Responsible: _____

Evaluation Method(s) and Criteria:

Behavioral Goal(s):	Date of Completion / Mastery:

Intervention(s) -
 (To include positive interventions, teaching strategies, environmental changes, reinforcement procedures, and reactive strategies to use if problem behavior occurs. Include time, frequency and place for each intervention.)

1.
2.

Person(s) Responsible: _____

Evaluation Method(s) and Criteria:

Was a copy of the FBA/BIP given to parent/student (age 19) at the IEP Team meeting?
 Yes No If No, explain: _____

A report on progress towards behavioral goal(s) will be provided to the parent(s):
 Frequency: _____ Method: _____

Date copy of amended form provided/sent to the parent/student (age 19): _____

The following people attended and participated in the FBA/BIP meeting and subsequent reviews:

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
Special Education Teacher		
LEA Representative		
Someone Who Can Interpret the Instructional Implications of the Evaluation Results		
Student		
Career/Technical Education Representative		
Other Agency Representative		

Functional Behavioral Assessment / Behavioral Intervention Plan

Purpose(s) of this form:

- To determine an explanation of the purpose behind a problem behavior of a student.
- To implement positive behavioral supports, strategies, and interventions to decrease the likelihood that the problem behavior will recur.
- To document that the required IEP Team members participated in the assessment and development of the plan.

When to use this form:

- The IDEA requires that if the district, parent, and relevant members of the IEP Team determine that a student's conduct (that gave rise to a change of placement, i.e., a removal for more than 10 consecutive school days or a series of removals that constituted a pattern) was a manifestation of the student's disability, the IEP Team must:
 - Conduct a functional behavioral assessment (provided the district had not conducted such assessment prior to the conduct at issue) and implement a behavioral intervention plan for the child.
 - Review the plan when a behavioral intervention plan has already been developed and modify it as necessary to address the behavior. And, except when the student is removed to an alternate interim educational setting, return the student to the placement from which he was removed, unless the parent and district agree of a change in placement as part of the modification of the behavioral intervention plan.
- A student with a disability who is removed from his current placement for more than 10 consecutive school days for behavior not determined to be a manifestation of his disability (or a student who is removed to an interim alternative educational setting for up to 45 school days for weapons, drugs, or serious bodily injury, irrespective of whether his behavior is a manifestation of his disability) must receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so it does not recur.

Things to remember when completing this form:

- If a public agency conducts a functional behavioral assessment (FBA) to assist in determining whether an individual child is a child with a disability and the nature and extent of the special education and related services that the child needs, it is considered an evaluation under Part B therefore it is subject to parental consent requirements.
- In conducting a functional behavioral assessment, the IEP Team identifies and defines the problem behavior in specific, observable terms.
- The team reviews information from various sources (e.g., questionnaires; semi-structured interviews with students, teachers, and others; or observations of students in various settings) and in various forms (e.g., ABC charts, scatterplots, frequency plots)
- The team carefully examines what they have learned about the behavior and its context in order to determine its function(s) and decides what to do next.
- The FBA is a first step in trying to understand why a student may be exhibiting a problem behavior. As the function of the behavior becomes apparent, a behavioral intervention plan can be developed to reduce the occurrence of the interfering behavior and teach a new appropriate replacement behavior.

What happens next:

- Develop a system to monitor the effectiveness of the Behavioral Intervention Plan.
- Revisit the FBA/BIP if, after six to eight weeks, there are no documented changes in behavior.
- If amendments are made, send the amended BIP home with date the copy was sent completed on the appropriate line.
- Once a behavioral goal(s) has been mastered, the strategies/accommodations can be included on the Services page of the IEP under Special Education and Related Service(s), if the IEP Team determines the strategies/accommodations should continue.

Manifestation Determination Review

Student's Name: _____ DOB: _____ SSID: _____

School Name: _____ Grade Level: _____ Review Date: _____

Code of Conduct violation: _____

Summary of the information considered:

Student's behavior(s)
Student's IEP
Teacher(s) comments
Relevant information provided by the parent(s)
Total number of days suspended this school year, comments
Other relevant information (include grades and attendance)

Yes No Was the conduct in question caused by or does it have a direct and substantial relationship to the student's disability?

Yes No Was the conduct in question a direct result of the LEA's failure to implement the IEP?

Manifestation Determination Review

Student's Name: _____

DOB: _____

Determination:

The LEA, parent, and relevant members of the IEP team looked at all information and determined that the conduct:

IS

a manifestation of the disability and the student will be returned to the placement specified in his/her IEP, unless: (a) the school and parent(s) agree to a change of placement through the IEP process; or (b) the student is assigned to an alternative educational setting for possession of a weapon, illegal drugs or for infliction of serious bodily injury on another person.

The team will conduct a functional behavioral assessment and will implement a behavioral intervention plan for the student.

The team has recently conducted a functional behavioral assessment and will implement a behavioral intervention plan for the student.

The team will review the existing behavioral intervention plan and modify it, as necessary, to address the conduct that resulted in the disciplinary removal.

IS NOT

a manifestation of the disability and disciplinary removal may occur. The LEA will continue to make a free appropriate public education (FAPE) available to the student in a manner which enables the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The LEA may conduct a functional behavioral assessment and develop a behavioral intervention plan designed to address the conduct violation so that it does not recur.

The following people attended and participated in the meeting for the Manifestation Determination.

Position	Signature	Date
Parent		
Parent		
General Education Teacher		
Special Education Teacher		
LEA Representative		
Someone Who Can Interpret the Instructional Implications of the Evaluation Results		
Student		
Career/Technical Education Representative		
Other Agency Representative		

Dissenting Opinion Team Members:

Position	Signature	Date

MANIFESTATION DETERMINATION REVIEW

Purpose(s) of this form:

- To review all relevant information regarding the student’s behavior.
- To provide adequate information for the IEP Team to determine whether the behavior in question is or is not a manifestation of the student’s disability.
- To document that the relevant IEP Team members participated in making this decision.

When to use this form:

- The MDR examines the relationship between a student's disability and his/her misconduct. It must be undertaken when a district proposes to take disciplinary action that results in a change of placement.

Things to remember when completing this page:

- The MDR is an analysis of a student's misconduct to determine whether that conduct is a manifestation of the student's disability. It must be performed when a district proposes disciplinary measures that will result in the change of placement for a student with a disability.
- The MDR analysis must be performed 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 student conduct.
- A change in placement occurs when:
 1. The removal is for more than 10 consecutive school days; or
 2. The student has been subjected to a series of removals that constitute a pattern—
 - i. Because the series of removals totals more than 10 school days in a school year;
 - ii. Because the student's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - iii. Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
- The MDR must involve a review of all the relevant information in the student's file, including the student's IEP (what specific services and supplementary aids the student is currently receiving), any teacher observations, and any relevant information provided by the parents.
- The IEP Team must answer the following two questions:
 1. Was the conduct in question caused by or does it have a direct and substantial relationship to the student’s disability?
 2. Was the conduct in question a direct result of the LEA’s failure to implement the IEP?
- If the answer to either of these questions was a “yes” the IEP Team must determine the conduct is a manifestation of the student’s disability.

What happens next:

If the MDR reveals that the conduct was a manifestation of the student's disability, the IEP Team must:

- Conduct a functional behavioral assessment, unless the public agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student.
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior
- Return the student to the placement from which the student was removed, unless the parent and the public agency agree to a change of placement as part of the modification of the behavioral intervention plan.

MANIFESTATION DETERMINATION REVIEW

- The exception of special circumstances allows school personnel to remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
 - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.
 - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

- If the district determines that a student's misconduct was not related to his disability, then the student is subject to the same sanctions for misconduct as a student without a disability. However, the student must continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

Notice and Consent Regarding Payment from Medicaid Benefits

Student Name: _____ LEA: _____

School Year: _____ (One time) Consent Date: _____

Notification Date: _____ [] Consent Denied

The rules under the *Individuals With Disabilities Education* (IDEA) regarding the use of public benefits, such as Medicaid, require schools to provide written notification and obtain consent from a parent one time before accessing a child's Medicaid benefits and notify the parent annually thereafter. IDEA and the *Family Educational Rights and Privacy Act* (FERPA) also require schools to obtain parental consent before disclosing information from a child's education records to outside parties such as Medicaid or another public health insurance agency.

"Consent" means that the parent has been fully informed of all relevant information in his or her native language or other mode of communication; that the parent understands and agrees in writing; that the consent describes what the school system seeks to do and lists the records that will be released and to whom; and that the parent understands that giving consent is voluntary and that he or she can change his/her mind at any time. Parents must have advance notice of the school's efforts to use a child's public benefits to pay for special education services and an opportunity to prevent any related disclosure of information from the child's education records.

Prior to accessing a child's Medicaid benefits, the school system must make sure that using the child's Medicaid benefits will *not*:

- Decrease available lifetime coverage or any other insured benefit.
- Result in the family paying for services that the child needs outside of school and that otherwise would be covered by the public benefits.
- Increase premiums or lead to discontinuation of benefits.
- Risk loss of eligibility for home and community-based waivers based on total health-related expenditures.

School officials must annually notify the parent of the school's interest in utilizing Medicaid benefits as well as the above-listed constraints; seek from the parent (and other relevant sources) the information necessary for the school system to utilize Medicaid benefits; solicit any parental concerns; and give parents a meaningful opportunity to express any relevant concerns about the process.

School officials may not require parents to sign up for Medicaid benefits as a condition for their child receiving services under IDEA. Nor may they require parents whose children *are* enrolled in Medicaid to incur any out-of-pocket expenses, such as paying a deductible or co-payment.

I authorize the Local Education Agency (LEA) to disclose personally identifiable information of this student to the Alabama State Medicaid Agency and its contractors ("Medicaid"), for the purposes of determining the student's Medicaid status. If the student is determined to be covered by Medicaid, I authorize the LEA to bill Medicaid for Medicaid-covered health services provided to the student that are in the student's Individualized Education Program (IEP). I understand that, upon request, I may receive copies of the student's educational records that are disclosed as a result of this authorization. I understand that this consent is required one time and I will be notified annually. I also understand that my refusal to allow access to the Medicaid benefits does not relieve the school system of its responsibility to ensure that all required IEP services are provided at no cost to me.

Parent/Guardian Signature

Relationship to Student

Date

Notice and Consent Regarding Payment from Medicaid Benefits

Reference: 34CFR 300.154(d)

Purpose(s) of this form:

- To document that notification and one time consent has been provided to the parent(s) regarding the public agency accessing their Medicaid benefits for Medicaid covered IEP services provided by the public agency to the student and annually thereafter. This form also serves that you have explained to the parent all of the protections available to them under Part B, as described in 34 CFR §300.154(d)(2)(v).
- Consent is one time and you must notify the parent annually if you continue to access their or the student's Medicaid benefits.

When to use this form:

- Use this form at an annual IEP Team meeting to notify the parent and get first time consent when accessing the parent's or student's Medicaid benefits for students with service(s) that are Medicaid eligible.
- The public agency may use this form to provide notice and obtain consent to bill for Medicaid eligible services provided by the current public agency up to a year prior to the date of authorization.
- If this consent is not obtained during an IEP Team meeting or a parent conference, the public agency may provide the notice and consent form along with a cover letter of explanation and public agency contact information.
- After you obtain consent the first time, you can use this form to notify the parent annually if you continue to access their Medicaid benefits. This could be at the IEP meeting or sent under separate cover, as listed in the previous bullet.

Things to remember when completing this form:

- Enter the child's full name as it appears on school enrollment record.
- Enter the name of the school system (LEA) seeking authorization.
- Enter the current school year.
- Enter the (One time) Consent date. **NOTE:** This date will auto-populate on subsequent forms from the student folder field.
- Enter the notification date. **NOTE:** This date will be the same date as the consent date on the first form used of this version.
- Check the Consent Denied box if the parent refuses use of their Medicaid benefits.
- Parent/Guardian Signature – this is the person providing authorization to the Medicaid benefits.
- Enter the relationship to the student of the person providing authorization.
- Enter the date the authorization was signed.
- Upon completion of the form, open the student's folder in SETS and check the "Permission to Bill Medicaid" box located on the screen labeled "Other" tab. All other fields on this form will write to corresponding fields in the student folder when the form is marked complete.
- If for any reason the form is completed not using SETS, the information should be entered in SETS as soon as possible after completing the process of obtaining consent. The information must be entered in SETS to begin the billing process and for auditing purposes.

What happens next:

- The billing process may be implemented.

NOTICE OF REVOCATION OF CONSENT FOR CONTINUED PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

Dear Parent:

It is our understanding that you no longer want your child, _____, to receive special education and related services.

By revoking consent for the continued provision of special education and related services, you must understand that the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services.
2. May not use the Mediation or Due Process procedures in order to obtain agreement or a ruling that the services may be provided to the child.
3. Will not be considered to be in violation of the requirement to make free appropriate public education available to the child because of the failure to provide the child with further special education and related services.
4. Is not required to convene an Individualized Education Program (IEP) Team meeting or develop an IEP for the child for further provision of special education and related services.
5. Will no longer provide services to your child as of the date the public agency provides written notice.
6. Is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

If you have questions regarding this decision, your rights, or wish to schedule a conference, please contact:

Name: _____

Telephone: _____

Please return this form to: _____

Address: _____

My signature below verifies that if you require notice and an explanation of your rights in your native language, the LEA/agency has accommodated you to ensure your understanding. You are fully protected under the rights addressed in your copy of the *Special Education Rights* document. If you want another copy of your rights, have any questions, or wish to arrange a conference, please contact:

(Name)

(Telephone)

- Yes, I want to revoke my consent for the continued provision of special education services.
- No, after understanding the provisions above, I do not want to revoke my consent. I want my child to continue to receive special education and related services.

Signature of Parent

Date

Date Notice Received by Public Agency _____

AAC page 524 (d)(e)

AAC page 542 (3)(4)

Notice of Revocation of Consent for Continued Provision of Special Education and Related Services

Purpose(s) of the form:

- To document in writing the parent's or student's (age 19 and older) request to revoke consent for the continued provision of special education and related services.
- To inform the parent or student (age 19 and older) of the provisions that the public agency has to adhere to should a parent or student (age 19 and older) revoke consent for the continued provision of special education and related services.

When to use this form:

- This form is used when a parent requests that his/her child no longer receive special education and related services.
- A student (age 19 and older) may also request that he/she no longer receive special education and related services.

Things to remember:

- The revocation of services must be in writing.
- If the parent or student (age 19 and older) has checked no, "I do not want to revoke my consent" at the bottom of the form, the student must continue receiving special education and related services.
- Upon receipt of a signed copy of the *Notice of Revocation of Consent for Continued Provision of Special Education and Related Services* form indicating the parent or student (age 19 and older) does want to revoke consent, the public agency must provide/send a copy of the *Notice of Proposal or Refusal to Take Action* informing the parent and student (age 19 and older) that the student will no longer receive special education and related services at the request of the parent or student (age 19 and older).

What happens next:

- The public agency should discontinue all special education and related services.
- If a referral for an evaluation is made at a later date for this child, the evaluation will be an **initial** evaluation.

INDIVIDUAL EDUCATIONAL PLANNING
IEP Planning Sheet for Parents

Student's Name: _____ **Date:** _____

Parent's Name: _____

To develop the best possible program, we need your assistance and knowledge of your child. Below are some questions for you to think about in preparation for the IEP meeting. Please write any additional thoughts and/or information that you wish to include for future reference by the IEP Team.

- What do you feel are the strengths of your child?

- | | | |
|---|---|---|
| <input type="checkbox"/> Tries new things | <input type="checkbox"/> Has a sense of humor | <input type="checkbox"/> Does well in home activities |
| <input type="checkbox"/> Makes new friends easily | <input type="checkbox"/> Has neat ideas | <input type="checkbox"/> Says, "please" and "thank you" |
| <input type="checkbox"/> Encourages others | <input type="checkbox"/> Talks clearly | <input type="checkbox"/> Is happy |
| <input type="checkbox"/> Offers help to others | <input type="checkbox"/> Good feelings about self | <input type="checkbox"/> Plays well with other children |
| <input type="checkbox"/> Likes books | <input type="checkbox"/> Understands what is said | <input type="checkbox"/> Is a good sport |
| <input type="checkbox"/> Admits mistakes | <input type="checkbox"/> Listens attentively | <input type="checkbox"/> Has good eye contact |
| <input type="checkbox"/> Does chores when asked | <input type="checkbox"/> Follows instructions | <input type="checkbox"/> Has good appetite |
| <input type="checkbox"/> Does homework | <input type="checkbox"/> Asks for help | <input type="checkbox"/> Has limited fears |
| <input type="checkbox"/> Does not give up easily | <input type="checkbox"/> Keeps trying | <input type="checkbox"/> Makes self understood |
| <input type="checkbox"/> Adjusts well to changes in routine | <input type="checkbox"/> Adjusts well to different people | <input type="checkbox"/> Proud of self |
| <input type="checkbox"/> Likes music | <input type="checkbox"/> Likes to be read to | <input type="checkbox"/> Smiles at people |

- What do you feel are your child's weaknesses (e.g., areas that may be frustrating or that you feel your child has a particular need to improve)?

- | | | |
|--|--|---|
| <input type="checkbox"/> Argues with you | <input type="checkbox"/> Is too serious | <input type="checkbox"/> Is easily distracted |
| <input type="checkbox"/> Eats things that are not food | <input type="checkbox"/> Acts without thinking | <input type="checkbox"/> Trouble making friends |
| <input type="checkbox"/> Trouble with going from one task to another | <input type="checkbox"/> Won't do work | <input type="checkbox"/> Worries about others |
| <input type="checkbox"/> Worries about what parents think | <input type="checkbox"/> Breaks things | <input type="checkbox"/> Does not speak clearly |
| <input type="checkbox"/> Stays mad a long time | <input type="checkbox"/> Does not listen well | <input type="checkbox"/> Does not ask for help |
| <input type="checkbox"/> Refuses help | <input type="checkbox"/> Has eye problems | <input type="checkbox"/> Is critical of self |
| <input type="checkbox"/> Complains about work | <input type="checkbox"/> Has fears | <input type="checkbox"/> Does not smile |
| <input type="checkbox"/> Does not seem happy | <input type="checkbox"/> Forgets things | <input type="checkbox"/> Has ear problems |
| <input type="checkbox"/> Does not adjust well to change | <input type="checkbox"/> Tries to hurt self | <input type="checkbox"/> Has a short attention span |
| <input type="checkbox"/> Is nervous | <input type="checkbox"/> Has fevers | <input type="checkbox"/> Whines |
| <input type="checkbox"/> Is overly active | <input type="checkbox"/> Needs to be shown how to do something | <input type="checkbox"/> Needs a lot of supervision |
| | <input type="checkbox"/> Always wants to be right | <input type="checkbox"/> Is sick a lot |
| | <input type="checkbox"/> Daydreams | <input type="checkbox"/> Is easily upset |
| | | <input type="checkbox"/> Has toileting accidents |

**INDIVIDUAL EDUCATIONAL PLANNING
IEP Planning Sheet for Parents**

❖ How does your child usually react when upset and how do you deal with the behavior?

❖ If you have particular concerns about your child’s school program this year, please describe them.

❖ What are your main hopes for your child this year?_____

❖ Please list any other information that would help us gain a better understanding of your child.

❖ Are there any concerns that you would like to discuss at the next IEP meeting?

Thank you for contributing valuable parental insights.

INDIVIDUAL EDUCATIONAL PLANNING
IEP Planning Sheet for Parents

Student's Name: _____ **Date:** _____

Parent's Name: _____

To develop the best possible program, we need your assistance and knowledge of your child. Below are some questions for you to think about in preparation for the IEP meeting. Please write any additional thoughts and/or information that you wish to include for future reference by the IEP Team.

- What do you feel are the strengths of your child?

- | | | |
|---|---|---|
| <input type="checkbox"/> Tries new things | <input type="checkbox"/> Has a sense of humor | <input type="checkbox"/> Does well in home activities |
| <input type="checkbox"/> Makes new friends easily | <input type="checkbox"/> Has neat ideas | <input type="checkbox"/> Says, "please" and "thank you" |
| <input type="checkbox"/> Encourages others | <input type="checkbox"/> Talks clearly | <input type="checkbox"/> Is happy |
| <input type="checkbox"/> Offers help to others | <input type="checkbox"/> Good feelings about self | <input type="checkbox"/> Plays well with other children |
| <input type="checkbox"/> Likes books | <input type="checkbox"/> Understands what is said | <input type="checkbox"/> Is a good sport |
| <input type="checkbox"/> Admits mistakes | <input type="checkbox"/> Listens attentively | <input type="checkbox"/> Has good eye contact |
| <input type="checkbox"/> Does chores when asked | <input type="checkbox"/> Follows instructions | <input type="checkbox"/> Has good appetite |
| <input type="checkbox"/> Does homework | <input type="checkbox"/> Asks for help | <input type="checkbox"/> Has limited fears |
| <input type="checkbox"/> Does not give up easily | <input type="checkbox"/> Keeps trying | <input type="checkbox"/> Makes self-understood |
| <input type="checkbox"/> Adjusts well to changes in routine | <input type="checkbox"/> Adjusts well to different people | <input type="checkbox"/> Proud of self |
| <input type="checkbox"/> Likes music | <input type="checkbox"/> Likes to be read to | <input type="checkbox"/> Smiles at people |

- What do you feel are your child's weaknesses (e.g., areas that may be frustrating or that you feel your child has a particular need to improve)?

- | | | |
|--|--|---|
| <input type="checkbox"/> Argues with you | <input type="checkbox"/> Is too serious | <input type="checkbox"/> Is easily distracted |
| <input type="checkbox"/> Eats things that are not food | <input type="checkbox"/> Acts without thinking | <input type="checkbox"/> Trouble making friends |
| <input type="checkbox"/> Trouble with going from one task to another | <input type="checkbox"/> Won't do work | <input type="checkbox"/> Worries about others |
| <input type="checkbox"/> Worries about what parents think | <input type="checkbox"/> Breaks things | <input type="checkbox"/> Does not speak clearly |
| <input type="checkbox"/> Stays mad a long time | <input type="checkbox"/> Does not listen well | <input type="checkbox"/> Does not ask for help |
| <input type="checkbox"/> Refuses help | <input type="checkbox"/> Has eye problems | <input type="checkbox"/> Is critical of self |
| <input type="checkbox"/> Complains about work | <input type="checkbox"/> Has fears | <input type="checkbox"/> Does not smile |
| <input type="checkbox"/> Does not seem happy | <input type="checkbox"/> Forgets things | <input type="checkbox"/> Has ear problems |
| <input type="checkbox"/> Does not adjust well to change | <input type="checkbox"/> Tries to hurt self | <input type="checkbox"/> Has a short attention span |
| <input type="checkbox"/> Is nervous | <input type="checkbox"/> Has fevers | <input type="checkbox"/> Whines |
| <input type="checkbox"/> Screams | <input type="checkbox"/> Needs to be shown how to do something | <input type="checkbox"/> Needs a lot of supervision |
| <input type="checkbox"/> Is overly active | <input type="checkbox"/> Always wants to be right | <input type="checkbox"/> Is sick a lot |
| | <input type="checkbox"/> Daydreams | <input type="checkbox"/> Is easily upset |
| | | <input type="checkbox"/> Has toileting accidents |

- | | | |
|--|---|---|
| <input type="checkbox"/> Does not understand the first time he/she hears something | <input type="checkbox"/> Gets upset when things are lost | <input type="checkbox"/> Bullies brothers/sisters |
| <input type="checkbox"/> Needs very simple directions | <input type="checkbox"/> Has bad allergies | <input type="checkbox"/> Has frequent colds |
| <input type="checkbox"/> Is nervous about answering | <input type="checkbox"/> Has a short attention span | <input type="checkbox"/> Climbs on things |
| <input type="checkbox"/> Stares blankly | <input type="checkbox"/> Repeats one thought over and over | <input type="checkbox"/> Cries easily |
| <input type="checkbox"/> Won't mind | <input type="checkbox"/> Gets mad if he/she doesn't get own way | <input type="checkbox"/> Has seizures |
| <input type="checkbox"/> Can't understand math | <input type="checkbox"/> Can't read | <input type="checkbox"/> Won't read |
| <input type="checkbox"/> Does not play well with others | <input type="checkbox"/> Won't do math homework | <input type="checkbox"/> Throws temper tantrums |
| <input type="checkbox"/> Does not talk very well | <input type="checkbox"/> Hits others | <input type="checkbox"/> Is shy with others |
| <input type="checkbox"/> Does not make all the sounds right when he/she talks | <input type="checkbox"/> Cannot say what he/she is thinking about without a long wait | <input type="checkbox"/> Stays sick a lot |
| <input type="checkbox"/> Gets mad/angry when he/she can't do something fast | | <input type="checkbox"/> Has ear infections |
| | | <input type="checkbox"/> Does not laugh much |
| | | <input type="checkbox"/> Is afraid of dying |
| | | <input type="checkbox"/> Breaks things |

- How do you think your child learns best? (What kind of situation makes learning easiest)?

- | | |
|--|---|
| <input type="checkbox"/> One on one with a teacher | <input type="checkbox"/> One on one with a friend |
| <input type="checkbox"/> One on one with parent | <input type="checkbox"/> One on one with sister/brother |
| <input type="checkbox"/> Working with picture books | <input type="checkbox"/> With work sheets |
| <input type="checkbox"/> With objects (like for counting) | <input type="checkbox"/> Working in a classroom |
| <input type="checkbox"/> Watching someone else do the activity first | <input type="checkbox"/> With lots of rewording of the directions |
| <input type="checkbox"/> When my child is close to the one teaching | <input type="checkbox"/> With no noise in the room |
| <input type="checkbox"/> With music | <input type="checkbox"/> With the computer as a tool |
| <input type="checkbox"/> With my child in my lap | <input type="checkbox"/> With my child sitting next to me in a soft chair |
| <input type="checkbox"/> With my child seated at a table | <input type="checkbox"/> With my child seated at a desk |
| <input type="checkbox"/> With the lights turned on low | <input type="checkbox"/> With bright light in the room |
| <input type="checkbox"/> With a snack | <input type="checkbox"/> Without food around |
| <input type="checkbox"/> With the TV/radio on | <input type="checkbox"/> With no TV/radio on |

- Please describe educational skills that your child practices at home regularly (e.g., reading, crafts, using the computer).

- | | |
|--|--|
| <input type="checkbox"/> Reads to parent every day | <input type="checkbox"/> Reads to brother/sister every day |
| <input type="checkbox"/> Works on math every day | <input type="checkbox"/> Draws pictures with pencil, crayons, markers |
| <input type="checkbox"/> Likes to make cookies | <input type="checkbox"/> Uses the computer every day to do math, reading |
| <input type="checkbox"/> Likes to make crafts | |

- Does your child have any behaviors that are of concern to you or other family members? If so, please describe the behavior(s).

- | | | |
|---|---|---|
| <input type="checkbox"/> Wets bed at night | <input type="checkbox"/> Says, "I wish I were dead" | <input type="checkbox"/> Argues about everything |
| <input type="checkbox"/> Breaks things | <input type="checkbox"/> Does not sleep well | <input type="checkbox"/> Refuses to go to bed |
| <input type="checkbox"/> Refuses to do homework | <input type="checkbox"/> Tantrums | <input type="checkbox"/> Argues a lot |
| <input type="checkbox"/> Is sad | <input type="checkbox"/> Has stomach problems | <input type="checkbox"/> Has allergies |
| <input type="checkbox"/> Makes noises when playing | <input type="checkbox"/> Refuses to play with others | <input type="checkbox"/> Babbles to self |
| <input type="checkbox"/> Acts without thinking | <input type="checkbox"/> Complains about health | <input type="checkbox"/> Has headaches |
| <input type="checkbox"/> Stays alone all the time | <input type="checkbox"/> Is easily distracted | <input type="checkbox"/> Is too serious |
| <input type="checkbox"/> Voice is scratchy sounding | <input type="checkbox"/> Does not laugh/smile | <input type="checkbox"/> Stutters |
| <input type="checkbox"/> Screams | <input type="checkbox"/> Talks about dying | <input type="checkbox"/> Plays with own sex parts |
| <input type="checkbox"/> Does not seem able to finish something | <input type="checkbox"/> Says, "Nobody likes me" | <input type="checkbox"/> Bites nails |
| <input type="checkbox"/> Threatens to hurt others | <input type="checkbox"/> Has trouble making decisions | <input type="checkbox"/> Is easily frustrated |
| | <input type="checkbox"/> Uses foul language | <input type="checkbox"/> Does not talk plain |

- What are your child's special talents or hobbies?

- | | | |
|--|--------------------------------------|--|
| <input type="checkbox"/> Music | <input type="checkbox"/> Coloring | <input type="checkbox"/> Riding horses |
| <input type="checkbox"/> Telling stories | <input type="checkbox"/> Reading | <input type="checkbox"/> Memorizing |
| <input type="checkbox"/> Saying poetry | <input type="checkbox"/> Dressing up | <input type="checkbox"/> Bicycling |
| <input type="checkbox"/> Remembering information | <input type="checkbox"/> Cooking | <input type="checkbox"/> Gardening |
| <input type="checkbox"/> Art | <input type="checkbox"/> Photography | <input type="checkbox"/> Working puzzles |
| <input type="checkbox"/> Writing stories | | |

- What are your child's favorite activities?

- Does your child have any particular fears? If so, please describe.

- How does your child usually react when upset and how do you deal with the behavior?

- Do you have any particular concerns about your child's school program this year? If so, please describe.

- What are your main hopes for your child this year?

- Is there other information that would help us gain a better understanding of your child?

- Are there any concerns that you would like to discuss at the next IEP Team meeting?

Thank you for contributing valuable parental insights.

Sincerely,

(IEP Team Coordinator)

**STUDENT PROFILE
INFORMATION
(HAVE STUDENT COMPLETE THIS FORM EACH YEAR)**

FULL NAME: _____

DATE OF BIRTH: _____

ADDRESS: _____

NAMES OF PARENT(S): _____

YOU LIVE WITH BOTH PARENTS: _____, ONE PARENT: _____

OTHER THAN PARENT: _____ WHO? _____

NUMBER OF SISTER(S): _____ NUMBER OF BROTHER(S): _____

FAVORITE SPORT(S): _____

FAVORITE SCHOOL SUBJECT(S): _____

HOBBIES: _____

CHURCH: _____

CLUBS OR ORGANIZATIONS YOU ARE A MEMBER: _____

SPORTS YOU PLAY: _____

MEDICAL PROBLEM(S): _____

DO YOU TAKE MEDICINE? _____ FOR WHAT? _____

FUTURE JOB OR PLANS: _____

CLASSES YOU WANT TO TAKE NEXT YEAR: 1. _____ 2. _____

3. _____ 4. _____ 5. _____ 6. _____

7. _____ 8. _____

TEACHER'S IEP INPUT SURVEY

Teacher's Name: _____ Date: _____

Student's Name: _____

Subject: _____ Case Manager: _____

Please give responses to the following items:

1. How does the child participate in class instructions (stays on task, answers or responds in class, etc.)?

2. How does he/she interact or get along with peers/teachers?

3. What are some areas or activities that he/she needs to improve on in your class or did not successfully complete?

4. What were some activities that he/she completed successfully in your class or at school?

5. Did you provide any modifications or accommodations, if so, what?

6. Do you think he/she can progress in general education classes without special education services?

If so, explain.

PARENT'S IEP INPUT SURVEY

Parent's Name: _____ Date: _____

Student's Name: _____

Teacher's Name: _____

Please complete the following items and return this form to the above teacher at the school:

1. How does the child participate in home jobs/tasks (stays on task, etc.)?

2. How does he/she interact or get along with family members/classmates/teachers?

3. What are some areas or activities that your child needs to improve or did not complete successfully at home or school that you would like to get some support for him/her?

4. What were some activities that your child did complete successfully or did well at home or at school?

5. Other comments, questions, suggestions.

Assessment of Student Participation in General Education Classes

Student: _____

Grade: _____ Subject: _____ Class Period: _____ Classroom: _____

Teacher: _____ Prep Periods: _____

Room Number: _____ # of Students in Class: _____ Assessment Completed by: _____ Date: _____

Instructions:

1. After the student attends the specific general education class for approximately one week, the team reviews all the skills identified in Sections I and II of this assessment tool.

Score + for items that student consistently performs; +/- for items that student does some of the time but not consistently; - for items that student never or very rarely performs; and NA for items that are not appropriate for the student/class

2. Circle about 5 items that the team identifies as priorities for instructional emphasis for the individual student.
3. Write objectives for each of the circled items, then design related instructional programs.
4. Review student progress on all items at least 2 more times during the school year. Revise as needed.

I. CLASSROOM ROUTINES AND ACTIVITIES

	Date:				
1. Gets to class on time.					
2. Gets seated in class on time.					
3. Performs transitional activities during class in response to situational cues (e.g., changes in seating, activity)					
4. Begins tasks.					
5. Stays on task.					
6. Participates in some regular class activities without adaptations.					
7. Terminates tasks.					
8. Tolerates out-of-the-ordinary changes in classroom routine					
9. Follows class rules.					
10. Locates/brings materials to class as needed.					
11. Shares materials with peers when appropriate.					
12. Uses materials for their intended purpose.					
13. Puts materials away after use.					
14. Uses classroom materials and equipment safely.					
15. Works cooperatively with a partner.					
16. Works cooperatively with a small group.					
17. Performs competitive learning tasks.					
18. Readily accepts assistance.					
19. Evaluates quality of own work (given a model).					
20. Copes with criticism/correction without incident and tries an alternative behavior.					

II. SOCIAL AND COMMUNICATION SKILLS

Date:						Date:					
21. Interacts with peers: a. responds to others b. initiates.					29. Follows directions: a. for curricular tasks b. for helping tasks/errands c. given to the student individually d. given to students as a group						
22. Interacts with the classroom teacher: a. responds to the teacher b. initiates					30. States or indicates: a. don't know/don't understand b. when finished with an activity						
23. Uses social greetings: a. responds to others b. initiates					31. Orients toward the speaker or other source of input..						
24. Uses farewells: a. responds to others b. initiates.					32. Secures listener attention before communicating.						
25. Uses expressions of politeness (e.g., please, thank you, excuse me): a. responds to others b. initiates					33. Maintains eye contact with the listener when speaking.						
26. Participates in joking or teasing a. responds to others b. initiates					34. Takes turns communicating in conversation with others.						
27. Makes choices and indicates preferences: a. responds to others (cue or questions) b. initiates					35. Gives feedback. a. gives positive feedback b. gives negative feedback						
Asks questions a. asks for help b. asks for information (e.g., clarification, feedback)					36. Uses appropriate gestures and body movements when interacting with others.						
					37. Uses appropriate language/vocabulary/topic of conversation.						
					38. Uses intelligible speech (volume, rate, articulation, etc.)						
					Comments:						

Figure 5.2 Classroom assessment tool. (From Macdonald, C., & York, J. [1989]. Assessment, objectives, instructional programs. In J. York, T. Vandercook, C. Macdonald, & S. Wolff [Eds.], Strategies for full inclusion [pp. 83-116]. Minneapolis: University of Minnesota, Institute on Community Integration; reprinted by permission.)

ABC OBSERVATION FORM

STUDENT'S NAME: _____ OBSERVATION DATE: _____		
OBSERVER: _____ TIME: _____		
ACTIVITY: _____ CLASS PERIOD: _____		
BEHAVIOR: _____		
ANTECEDENT	BEHAVIOR	CONSEQUENCE

FROM: *Addressing Student Problem Behavior, An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plans (2nd edition)*. Center for Effective Collaboration and Practice.

ABC OBSERVATION FORM

STUDENT: _____ OBSERVER: _____

DATE: _____ TIME: _____ ACTIVITY: _____

Context of Incident:

Antecedent:

Behavior:

Consequence:

Comments/Other Observations:

Individualized Education Program

4-1. Who are the required members of an IEP Team?

The public agency must ensure that the IEP Team for each child with a disability includes the following:

- a. The parents of a child with disability.
- b. Not less than one regular education teacher of the child if the child is, or may be, participating in the regular education environment. The regular education teacher must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of appropriate positive behavioral interventions and supports and other strategies for the child and the determination of supplementary aids and services program modifications, and supports for school personnel.
- c. Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child.
- d. A representative of the public agency who:
 1. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities.
 2. Is knowledgeable about the general education curriculum.
 3. Is knowledgeable about the availability of resources of the public agency. The public agency may designate an LEA member of the IEP Team to also serve as the public agency representative, if the criteria for serving as a public agency representative are met.
 4. Has the authority to commit agency resources and be able to ensure that IEP services will be provided.
- e. An individual who can interpret the instructional implications evaluation results, who may be a member of the team described in sections (b) through (d) above.
- f. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate. The determination of the knowledge or special expertise of any individual is made by the party who invites the individual to be a member of the IEP Team.
- g. Whenever appropriate, the student with a disability.
- h. Secondary Transition Services Participants. In addition to the participants specified in (a) through (f) above, if a purpose of the meeting is the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals, the public agency must invite the child and, with the consent of the parents or a child who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services. If the child does not attend the IEP Team meeting the public agency must take other steps to ensure that the child's preferences and interests are considered.
- i. Early Intervention Representatives. In the case of a child who was previously served under Part C/EI, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the EI service coordinator or other representatives in the EI system to assist with the smooth transition of services.

Note: In Alabama, a representative of career/technical education must be included as a member of the IEP Team for those children with disabilities who have been referred for, or are currently receiving career/technical education.

4-2. Who can serve as a public agency representative?

Any representative of the public agency who:

- a. Is qualified to provide the provision of, specially designed instruction to meet the unique needs of the students with disabilities.
- b. Is knowledgeable about the general education curriculum.
- c. Is knowledgeable about the availability of resources of the public agency.
- d. Has the authority to commit agency resources and ensure that IEP services are provided.

A public agency may designate a public agency member of the IEP Team to serve as the agency representative, if the above criteria are satisfied.

4-3. Must there be a public agency representative present at each IEP Team meeting?

Yes. A representative of the public agency should be in attendance for each IEP Team meeting. However, according to the excusal clause a public agency representative is a member who may be excused. Special Education Services **highly** recommends that public agency representatives attend **all** IEP Team meetings.

4-4. Which regular education teachers should attend the IEP Team meeting?

A regular education teacher who has knowledge of the general education curriculum for the grade the student will be in during the implementation of the IEP and who may be a regular education teacher of the student (if the student is or may be participating in the regular education environment) should participate as a team member in the development, review, and revision of the IEP. If more than one regular education teacher will be working with the student, the public agency representative may designate who will attend the meeting. The IEP Team is encouraged to seek input from teachers who do not attend. Each public agency must ensure that the student's IEP is accessible to each regular education teacher who is responsible for its implementation and each teacher is informed of his or her specific responsibilities related to implementing the student's IEP; and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

4-5. Who should be invited as the regular education teacher for a preschool child with disabilities?

The requirement is to have the teacher of the child. If a child attends a program in the community, a licensed service provider of the child (i.e., Head Start teacher, day care provider, church personnel) must be invited. If there is not a regular teacher of the child, someone who meets state certification requirements such as a kindergarten teacher or other qualified personnel who can provide services to this age group must be invited.

4-6. Preschool teachers are invited to attend IEP Team meetings but may not be able to attend. How do we go about meeting the requirement to have a regular education teacher at the IEP Team meeting?

The requirement is to have the teacher of the child. However, if this person cannot attend the IEP Team meeting, maybe they can participate by conference call. The IEP Team should have input from the teacher of the child. Teacher input may be gained through such methods as the *Natural Environment Observation/ ELPP Documentation*, *Family Focus Interview/ELPP Documentation*, teacher records, etc.

4-7. What is the role of the regular education teacher at an IEP Team meeting?

A regular education teacher of the child (if the child is, or may be, participating in the regular education environment) has knowledge of the general education curriculum for the grade the student will be in during the implementation of the IEP and therefore should participate as an IEP Team member in the development, review, and revision of the IEP. The regular education teacher should also assist in the determination of appropriate positive behavioral interventions and supports, other strategies for the student, supplementary aids and services, program modifications, and/or accommodations and supports for school personnel, if necessary.

4-8. Which related services provider should be invited to the IEP Team meeting?

Any service provider(s) who is responsible for implementing services identified in the IEP may be invited to the IEP Team meeting. If the service provider(s) does not attend the meeting, the IEP Team should seek input from the service provider(s). The public agency must ensure that the service provider(s) is informed of his or her specific responsibilities related to implementing the student's IEP.

4-9. Can an OT or a PT serve as the special education teacher at an IEP Team meeting?

No. In Alabama, occupational therapy and physical therapy is not considered special education (specially designed instruction). Therefore, an OT or a PT may not serve in the capacity of the required special education teacher or special education provider.

4-10. Does a parent and public agency have the option of inviting any individual of their choice to be participants on a student's IEP Team?

The parent or the public agency may include individuals who have knowledge or special expertise regarding the student. The determination as to whether an individual has knowledge or special expertise shall be made by the parent or public agency who has invited the individual. The public agency must get consent from the parent or a student who has reached the age of majority to invite transition agency representatives who would be responsible for providing or paying for transition services. The public agency also determines which individuals from the public agency will fill the required IEP Team member's position.

4-11. If the parent indicates on the request to attend an IEP Team meeting that he/she will attend, but then calls the day before the meeting and wants to reschedule, what is the public agency's responsibility?

The public agency has the responsibility to hold the IEP meeting at a mutually agreed upon time and location. Therefore, if the parent informs the public agency before the scheduled meeting that the time, date, or location needs to be changed, the public agency has the responsibility to reschedule the meeting. If after attempts to reschedule with the parent the rescheduling would prohibit the public agency from meeting a timeline (i.e., before the IEP lapses), the public agency should inform the parent that the IEP Team must meet before the specified timeline.

4-12. If the parent indicates on the request to attend an IEP Team meeting that he/she will attend, but then does not come to the meeting, what is the public agency's responsibility?

If the parent checks that he or she will meet as scheduled but does not attend, the meeting may be held as scheduled. Only the purposes of the meeting checked on the *Notice and Invitation to a Meeting/Consent for Agency Participation* form may be discussed.

4-13. What are the requirements for public agencies in regard to parent participation in the IEP Team meeting?

Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including notifying the parent of the meeting early enough to ensure that he/she will have an opportunity to attend; and scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls or alternative means such as video conferences. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parent that he/she should attend. In this case, the public agency must keep a record of reasonable efforts (at least two attempts) to arrange a mutually agreed on time and place such as detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parent and any responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits. The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting including arranging for an interpreter for a parent with deafness or whose native language is other than English. The public agency must provide the parent a copy of the child's IEP at no cost to the parent.

4-14. What if a parent continues to check "I want to reschedule a meeting" time after time and the timeline is running out?

Document all attempts to schedule a mutually agreed upon time for an IEP Team meeting. If neither parent can participate in a meeting where a decision is to be made relating to the educational placement of their child, the public agency must use other methods to ensure their participation, including individual or conference telephone calls or a video conference. If rescheduling prohibits the public agency from meeting a specified timeline, the public agency should inform the parent that they must determine eligibility by a certain date or they must have an IEP Team meeting by a certain date before the IEP lapses.

4-15. What is the role of the parent at an IEP Team meeting?

The parent should participate as an equal partner with school personnel in developing, reviewing, and revising the IEP. This is an active role in which the parent (1) provides critical information regarding the strengths of the child and expresses concerns for enhancing the education of the child; (2) participates in discussions about the student's need for special education and related services; and (3) joins with other participants in deciding how the student will be involved in the general education curriculum and participate in state and district-wide assessments, and what services will be provided and in what setting.

4-16. At what age can a student attend the IEP Team meeting?

Whenever appropriate, and at the discretion of the parent, the student with a disability should be invited to attend the IEP Team meeting. The public agency must invite a student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals.

4-17. What must be considered when an IEP is developed, reviewed, or revised?

In developing each student's IEP, the IEP Team must consider the strengths of the student; the concerns of the parent for enhancing the education of the child; the student's preferences and/or interests; the results of the initial or most recent evaluation of the student; and the academic, developmental, and functional needs of the student. The IEP Team must also consider "special instructional factors" for the student each time the IEP is reviewed.

4-18. Does a student continue to receive special education services even though he or she is making A's and B's but may have some areas in the standards where he or she is below grade level?

In order to be eligible for special education, a student must have a disability that has an adverse effect on educational performance and is in need of special education and related services. Educational performance means academic, social/emotional, and/or communication skills. Each public agency must ensure that FAPE is available to any individual student with a disability who needs special education and related services, even though the student has not failed or been retained in a course or a grade, and is advancing from grade to grade. The determination that a student is eligible must be made on an individual basis by the group responsible within the student's public agency for making eligibility determinations.

4-19. If a student qualifies for services in the area of DD in one domain, is that the only domain that may be addressed in the IEP for services?

No. Once the student is eligible for special education services, he or she may receive any service(s) that the IEP Team deems appropriate after appropriate evaluations have been completed.

4-20. At what point in the IEP process is the least restrictive environment (LRE) determined for a student?

The LRE should be determined when the IEP Team meets and identifies the type and amount of services for the student and determines how and where those services will be implemented. The IEP Team must consider each LRE option and move down the continuum to determine the appropriate LRE.

4-21. What information should be included in the profile of a student's IEP.

The profile must include:

- a. The strengths of the student.
- b. Parental concerns for enhancing the student's education.
- c. Student preferences and/or interests that include transition information beginning no later than the first IEP to be in effect when the student turns 16 or younger, if determined appropriate by the IEP Team.
- d. The results of the most recent evaluations.
- e. The academic, development, and functional needs of the student.
- f. Other information.
- g. For a child transitioning from EI to preschool, justify if the IEP will not be implemented on the child's third birthday.

4-22. Should medical information be included in the profile?

Medical information should be included in the profile when it is pertinent to the student's progress and involvement in his or her educational program or if it is a concern of the parent.

4-23. If an area of concern is addressed in the profile, do we need goals for that area?

Any needs addressed on the profile page must be addressed as either a goal or in other components of the IEP. If the student's needs are more than what could realistically be addressed in one academic year, the IEP Team should prioritize the student's needs in the profile.

4-24. What do we mean by the term *general education curriculum*?

The general education curriculum is the curriculum for nondisabled students. The general education curriculum in Alabama is based on content standards listed in the College- and Career-Ready Standards for preschool age children, the Developmental Standards for preschool children are used as the curriculum.

4-25. Is it necessary for a student’s IEP to address involvement in the general education curriculum regardless of the nature and severity of the student’s disability and the setting in which the student is educated?

Yes. The IEPs of all students with disabilities must address the extent to which the student will be involved and progress in the general education curriculum. The *Individuals with Disabilities Education Act* (IDEA) recognizes that some students with disabilities have educational needs which cannot be fully met by the general education curriculum; therefore, the IEP Team must make an individualized decision as to the extent appropriate for the student to participate in the general education curriculum and whether the student has other educational needs which cannot be met by the general education curriculum.

4-26. Does lunch and break time count as time “inside the regular education environment?”

Yes, if indeed the student is with nondisabled peers during lunch and break.

4-27. Can a student with a disability be in a regular education classroom with different but related work/activities?

Yes.

4-28. Is the goal now for children with severe cognitive delays to spend 80% of their time in the regular education classroom?

The goal is to include all students with disabilities in the regular education environment to the greatest extent appropriate. The LRE is an IEP Team decision that should be based on the individual needs of the student. The Office of Special Education Programs (OSEP) has asked states to work **towards** having all students with disabilities spend at least 80% of their time in the regular education environment. This is a goal to work toward. LRE decisions should be made on a case-by-case basis according to the student’s individual needs.

4-29. How can state assessment data be useful in writing standard-based IEPs?

State assessments are designed to measure progress toward academic content standards; therefore, results from state assessments can be used to identify concerns to be addressed when developing a standards-based IEP.

4-30. Can you elaborate on the collection of discipline referrals and attendance reports for making data based IEP decisions?

In the case of a student whose behavior impedes the student’s learning or the learning of others, positive behavioral interventions and supports, and other strategies to address that behavior should be developed and implemented. If a student has discipline referrals, the IEP Team should consider and discuss the need for behavior goals and/or a behavioral intervention plan (BIP) or other services to address the behavior. If a student has truancy problems, that too should be addressed by the IEP Team.

4-31. What is meant by “consideration of Special Instructional Factors?”

Special Instructional Factors must be reviewed and considered at each annual IEP Team meeting and may be reviewed and considered if a revision is being made to the IEP. If “**yes**” is checked on any one of the **Special Instructional Factors** it should be addressed in the IEP.

4-32. If a student has a behavior problem and a BIP will be written, is the BIP considered part of the IEP?

Yes. In the circumstances outlined below:

- a. For a child with a disability whose behavior impedes his/her learning or that of others, and for whom the IEP team has decided a BIP is appropriate.
- b. For a child with a disability whose violation of the code of student conduct is a manifestation of the child's disability, the IEP Team must include a BIP in the child's IEP to address the behavioral needs of the child.

4-33. If a student's behavior in the regular education classroom would significantly impair the learning of others, can the IEP Team determine that placement in the regular education classroom is inappropriate for that student?

The IEP Team is required to consider positive behavioral interventions, and supports, and other strategies to address the behavior of a student with a disability whose behavior impedes his or her learning or the learning of others. The determination of appropriate placement for a student whose behavior is interfering with the education of others requires careful consideration of whether the student can appropriately function in the regular education classroom if provided appropriate behavioral interventions, supports, and strategies. If the student can function in the regular classroom when provided appropriate behavioral interventions, supports, and strategies, placement in a more restrictive environment would be inconsistent with the LRE provisions of the IDEA.

4-34. If you mark "Yes" for transportation, do you need to address it elsewhere in the IEP?

Transportation does not need to be addressed further unless instruction is being provided. (e.g., teaching a student how to use public transportation).

4-35. Should the bus driver be aware of the IEP?

If **Yes** is checked regarding the student's need for transportation accommodations or modifications, a representative from the Transportation Department should be included in the discussion and decision-making for this section of the IEP.

Each public agency must ensure that the student's IEP is accessible to any service provider who is responsible for its implementation; each provider is informed of his or her specific responsibilities related to implementing the student's IEP; and, the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. Therefore, if the student has a medical, behavioral, or other need of which the bus driver should be made aware, it is the public agency's responsibility to inform the bus driver of his or her responsibilities to implement the student's IEP and any specific accommodations, modifications, and/or supports the student may need.

4-36. In the area of Nonacademic and Extracurricular Activities, what do you check if the student is a private school student only receiving speech services through the public school?

If a student is a private school student and only receiving speech or language services from the public agency based on the public agency's private school plan, **Nonacademic and Extracurricular Activities** should be addressed as "No" with an explanation provided that the student only receives speech or language services from the public agency based on the public agency's private school plan.

4-37. If nondisabled students receive progress reports every 4.5 weeks, should students with disabilities receive progress reports on the same frequency?

Students with disabilities should receive progress reports the same as students without disabilities. However, progress of annual goals on the IEP only need to be provided concurrent with the issuance of report cards.

4-38. What must be addressed in the *Annual Goal Progress Report*?

The following must be addressed in the **Annual Goal Progress Report**:

- a. A description of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- b. IEP goals must be addressed. The report is in addition to, not instead of, the usual report card and grades given for participation in regular education classes.

4-39. Could teachers and service providers who are in charge of implementing an IEP be involved in a due process hearing primarily because the student did not master all of the IEP goals written for the duration of an IEP?

It is possible. However, the agency, teacher, or other persons who are responsible for implementing the IEP are not held accountable if a student with a disability does not achieve the growth projected in the annual goal(s), as long as good faith effort is made to assist the student toward achieving the goal(s). Public agencies providing special education services to a student with a disability must provide the services in accordance with the IEP and should keep documentation of the services provided to individual students.

4-40. Do the transition pages of the IEP have to be a part of the IEP if it is not applicable for a student?

If a student will not be entering ninth grade or will not be 16 or older during the implementation of an IEP and the IEP Team does not think transition should be addressed for a student not yet 16, the transition pages does not have to be included with the IEP.

4-41. What are the transition requirements at age 16?

Beginning not later than the first IEP to be in effect when the student turns 16, or if the student is entering ninth grade, or younger, if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and transition services (including courses of study) needed to assist the student in reaching those goals. **If transition is being addressed before age 16 the same transition requirements that apply for students age 16 and older apply to younger students as well.**

4-42. Do requirements for transition services apply to eligible students in adult prisons?

The requirements apply to the same extent as for eligible students in public schools with one exception. Transition planning and services do not apply to students whose eligibility will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

4-43. Can you check the box for the selected pathway to the AHSD on the transition pages of the IEP if the student is not yet 16?

If the student is in the ninth grade and earning program credits the answer is yes. If the student is still in middle school and not earning program credits the statement, **“This student is in a middle school course of study that will help prepare him/her for transition”** should be checked in lieu of **exit option, anticipated date of exit, and program credit to be earned.**

4-44. If a student is age 16 or older and is receiving speech services only, does the transition page have to be included in the file? If yes, what has to be completed?

Yes, a student who is eligible for speech or language impairment is considered to be a student with a disability under the IDEA. Therefore, beginning no later than the first IEP to be in effect when the student turns 16 the entire transition page must be addressed.

4-45. How do you document “program credit to be earned?”

IEP Teams should code program credit according to the credit earned. General education courses should be coded on the General Education Pathway line. Essential/Life Skills Pathway courses should be coded on the Essential/Life Skills Pathway line. Extended standards should be coded on the Alternate Achievement Standards Pathway line.

4-46. How the transfer of rights should at the age of majority be documented on the signature page of the IEP?

Beginning not later than the IEP that will be in effect when the student reaches 18 years of age, the student should be informed of his or her rights and that the rights will transfer to him or her upon reaching the age of majority which is age 19. Document the date the student is informed of the rights being transferred. The initial date that the student is informed of the rights being transferred should be used and carried over in subsequent IEPs.

4-47. Can a parent deny his/her child the process of transferring rights due to the student’s low cognitive skills?

When a student with a disability reaches age 19, which is the age of majority in Alabama (except for a student with a disability who has been determined to be incompetent under Alabama law), the public agency shall provide all notices to both the adult student and the parent. All other rights accorded to the parent transfer to the student. The public agency shall notify the student and the parent of the transfer of rights. If, under Alabama law, a student with a disability who has reached the age of 19, who has not been determined to be incompetent, but who is determined not to have the ability to provide informed consent with respect to the educational program of the student, the state shall establish procedures for appointing the parent of his/her child, or if the parent is not available, another appropriate individual, to represent the educational interests of the student throughout the period of eligibility of the student. Those procedures can be found on the Special Education Web page under Policy/Informed Consent in a document titled *Procedures for Determining Inability to Provide Informed Consent*.

4-48. If a student has a birthday on August 31, and turns 21 on that date, can the student attend school in the fall?

Yes. Students with disabilities who have not earned an Alabama High School Diploma through the General Education Pathway and who have not reached their twenty-first birthday by August 1 are entitled to services up to age 21, even if it means that instruction is provided in excess of 12 years. A student who turns 21 on or after August 1 is entitled to begin and complete the school year.

4-49. Has a process been set up for the exit IEP Team conference that is mandated by IDEA 2004?

IDEA 2004 does not require an exit IEP Team meeting. In Alabama, the *Summary of Academic Achievement and Functional Performance* (SAAFP) must be completed for every student that exits with a high school diploma, or who will be exceeding the age of eligibility for FAPE. SES strongly encourages public agencies to complete the SAAFP for all other students exiting high school. Also, the *Notice of Proposal or Refusal to Take Action* form must be completed to document that the student will not be returning to school the next school year because:

- a. The student will be graduating from high school with the Alabama high school diploma.
- b. The student will be age 21 prior to August 1.
- c. The parent or student, who has reached the age of majority, has been notified that the student who is exiting school on or before age 21 has the right to receive services to age 21.

4-50. If a student does not receive the Alabama High School Diploma before he/she exits school at age 18, may he/she return to school to work toward completing the requirements to earn a regular diploma?

Yes. A student with a disability is entitled to FAPE up to the age of 21. A student who turns 21 on or after August 1 is entitled to begin and complete the school year. Students with disabilities who have graduated from high school with an Alabama High School Diploma earned through the General Education Pathway no longer have a right to FAPE.

4-51. If the student does not attend the IEP Team meeting, when are transition services discussed?

The public agency should take steps to ensure the IEP Team is aware of the student's needs, interests, and preferences because these must be considered in order to develop an appropriate transition plan. Also, after the meeting there should be a follow-up meeting with the student to let him/her know what was discussed at the IEP Team meeting if the student was not in attendance.

4-52. What happens if the parent or student who has reached the age of majority (age 19) does not give consent for a transition agency representative to participate in the IEP Team meeting?

If the public agency is unable to get consent from the parent or student (age 19 and older) to invite transition agency representatives after two attempts, the agencies responsible for transition services may not be invited to the IEP meeting. If the parent or student (age 19 and older) check on the *Notice and Invitation to a Meeting/Consent for Agency Participation* form **I DO NOT GIVE CONSENT**, the public agency may not invite any agencies that would be responsible for paying or providing transition services.

4-53. If a representative that is likely to be responsible for providing or paying for transition services (e.g., job coach) is partially funded by the public agency and partially funded by another agency does the public agency have to get parental consent to invite that agency representative to an IEP Team meeting?

No.

4-54. What happens if another agency fails to provide agreed upon transition services?

If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition goals for the student set out in the IEP.

- 4-55. If other agencies (such as DHR or Mental Health) not affiliated with transition are invited to the IEP Team meeting by the public agency does the IEP Team need permission from the parent or student, who has reached the age of majority, to invite the other agencies?**

Consent from the parent or the student who has reached the age of majority is only needed when inviting agency representatives that may be providing or paying for transition services. The purpose for inviting other agency representatives not providing or paying for transition services should be considered. The IEP Team should consider if the agency representatives have knowledge or special expertise regarding the child and the reason for inviting other agency representatives not affiliated with providing or paying for transition services. Parental consent is required before personally identifiable information is released to parties including those providing or paying for transition services.

- 4-56. Is it a requirement to address all long-term goals (Postsecondary Education/Training, Employment/ Occupation/Career, and Community/Independent Living) on the transition pages of the IEP?**

Yes. Transition must be addressed no later than the first IEP to be in effect when the student turns 16 and updated annually thereafter. Transition must be addressed for all students beginning at the age of 16 and for all students entering the ninth grade. Transition may be addressed for younger students if determined appropriate by the IEP Team. If transition is being addressed before age 16 the same transition requirements that apply for students age 16 and older apply to younger students as well.

- 4-56. Is it a requirement to develop measurable annual postsecondary transition goals for Postsecondary Education/Training, Employment/Occupation/Career, and Community/Independent Living?**

Yes. The IEP Team must develop a measurable annual postsecondary transition goal for each area if transition is being addressed.

- 4-57. How many transition activities are required for each measurable annual postsecondary transition goal?**

A minimum of one transition activity must be written to address the measurable annual transition goal for each area.

- 4-58. What are transition activities?**

Transition activities are sub-skills or steps that lead to the achievement of the overall measurable annual postsecondary transition goal.

- 4-59. How many transition assessments are required to address transition?**

A minimum of one assessment must be administered. Best practice is to use a variety of formal and informal age-appropriate transition assessments to develop appropriate measurable postsecondary annual transition goals.

- 4-60. On the annual transition goal(s) page, who may be considered a person/agency involved for transition activities?**

The person/agency involved in transition activities may include the student, parent(s), special education teacher, general education teacher, school administrator(s), guidance counselor(s), vocational rehabilitation counselor, or other agency representatives.

- 4-61. Does a student have to be invited to an IEP Team meeting when transition is being addressed?**
- Yes. The student, regardless of their age, must be invited to the IEP Team meeting when addressing transition.
- 4-62. Do you have to develop a new IEP for each senior even if the annual review signature date is in March or April?**
- No. According to OSEP, an “annual review” of the IEP must be conducted every 365 days. As long as the implementation/duration dates go to the last day of school, another IEP doesn’t have to be written in March or April. **You do have to meet by the Annual Review Due date to review the current IEP.**
- On the *Notice and Invitation to a Meeting/Consent for Agency Participation* form select ‘Conduct an Annual Review of the current IEP’. If the IEP will be revised also select ‘Develop an Annual IEP or Revise the Current IEP’.
 - Do not change the implementation/duration dates on the IEP profile page.
 - Do amend the IEP signature page to add all participates in the meeting
 - If revisions to the IEP are made, also fill out the *Notice of Proposal or Refusal to Take Action* form.
- 4-63. What are the pathways leading to the Alabama High School Diploma?**
- When selecting the pathway, the IEP Team should consider the highest most appropriate pathway. Students pursuing the Alabama High School Diploma through the General Education Pathway follow the General Education Course of Study which is intended to prepare the student for college and career. Students pursuing the Alabama High School Diploma through the Essential Pathway follow the Essentials Course of Study which is intended to prepare the student for career/competitive employment. Students pursuing the Alabama High School Diploma through the Alternate Achievement Standards Pathway follow the Extended Standards Course of Study which is intended to prepare the student for supported/competitive employment. Students following the General Education and Essentials Pathways have the option of taking courses between the two pathways. Counselors should advise students carefully of possible outcomes and benefits of taking Essentials courses or regular education courses, including careful consideration to college admission requirements, NCAA eligibility, etc.
- 4-64. What are the ALSDE’s policies for promotion and retention?**
- The AAC does not contain regulations for promotion and retention. Each public agency should have its own policies regarding promotion and retention based on the number of credits required for graduation in high school. The same applies for elementary grades with the school/system deciding what classes, number of classes, etc., that must be passed in order to progress from one grade to the next grade.
- 4-65. What should be considered in the Present Level of Academic Achievement and Functional Performance?**
- The **Present Level of Academic Achievement and Functional Performance** should be written in terms that are observable, specific, and based on evidence. The **Present Level of Academic Achievement and Functional Performance** should include the strengths and needs of the student and how the student’s disability affects the student’s performance in the general education curriculum. For preschool children, as appropriate, the **Present Level of Academic Achievement and Functional Performance** should include how the disability affects the child’s participation in age appropriate activities.

4-66. What are Measurable Annual Goals?

Measurable Annual Goals are related to needs resulting from the student's disability that directly affect involvement and progress in the general education curriculum. Goals should be specific, based on the student's **Present Level of Academic Achievement and Functional Performance**. Goals should be measurable. Goals should be realistically achievable and related to the most critical needs. Goals should be results-oriented by being developed with an outcome in mind, and goals should be time bound by clearly defining the length of time in which the student should be able to master each goal. **Academic goals must be written to general education content standards, or Alabama Extended Standards for students with significant cognitive disabilities who are being assessed with the Alabama Alternate Assessment, or Developmental Standards for preschool children with disabilities.**

4-67. Should the Measurable Annual Goals be stated in terms of percentages or trials?

As long as the goals are written in measurable terms to the extent that they can be used to monitor progress and assess the appropriateness of special education services, goals can be stated in terms of percentages or trials. SES highly recommends that goals are reviewed on a regular basis.

4-68. If IEPs are written that cover two grades, which grade level of standards do we use?

An IEP that covers two academic grades should address the content and skills that the student will need to be involved and progress in the general education curriculum for both school years. Depending on the nature of the student's needs, the IEP goals may or may not reflect course of study standards for multiple school years.

4-69. Can we write only one measurable annual goal?

The amount of goals written should be based on the student's needs. (For students working on extended standards at least one goal in the area of reading, math, and functional skills is required).

4-70. Do we write a measurable annual goal for all academic areas or just for the area(s) of the student's weakness?

Goals should address the area(s) of need for the student.

4-71. Do we write goals for classes taught by regular education teachers?

Goals should be written to address the student's needs not the classes taught. Goals should not restate the standard.

4-72. Would there ever be a reason to have the student's measurable annual goal read "the student will maintain A's and B's on grade-level standards?"

No. Goals should be written based on the student's deficit areas in working toward grade-level standards.

4-73. Must all IEPs have a reading and math goal?

Students should have goals that address the student's area of need which may or may not be reading and/or math.

4-74. Do goals need to be written for specially designed physical education (PE)?

If the student receives specially designed PE which is an area of instruction, the IEP must have goal(s) if the PE curriculum is being modified. If only accommodations are provided for PE, goals are not required unless specially designed PE is the only goal being addressed in the student's IEP. The PE accommodations without a goal should be documented under **Supplementary Aids and Services** on the goal page of the IEP.

4-75. If a student with physical disabilities requires specially designed PE, whose job is it to provide this service?

If specially designed PE is prescribed in a student's IEP, the public agency responsible for the education of that student must provide the services directly or make arrangements for them to be provided through other public or private programs.

4-76. Do goals need to be written for OT or PT services?

Goals should not be written for OT and PT services. The OT and PT services are related services that are needed to assist the student to benefit from special education services. Address OT and PT services under **Related Services** in the IEP.

4-77. Is it appropriate to have fluency goals for a high school student?

Yes, if this is an area of need for the student.

4-78. Does speech need to be written as a goal or as a related service?

If SLI is the disability area and the student qualifies in articulation, voice, or fluency, there must be a speech goal(s) and speech should be addressed as "**Special Education**" under the **Special Education and Related Service(s)** section of the IEP. If a student qualifies for SLI in the area of language, the IEP team should have a language goal, reading goal, or other goal with a language component embedded in the goal and services should be addressed as "**Special Education**" under the **Special Education and Related Service(s)** section of the IEP. If SLI is not identified to be the area of disability on the student's eligibility report, goals may or may not be written in the area of articulation, voice, or fluency. That will be an IEP Team decision. When SLI is not the area of disability as stated on the eligibility report, it should be addressed as a "**Related Service**" under the **Special Education and Related Service(s)** section of the IEP.

4-79. What is meant by the term peer reviewed research?

The term peer reviewed research means there is reliable evidence that the program or services are effective. The IEP Team should have strong evidence (i.e., journal publications, programs that are known to be scientifically based researched, teacher data) of the effectiveness of instructional programs and other services before proposing them in an IEP. Peer reviewed research also applies to nonacademic areas such as behavioral interventions. Before the IEP Team lists specially designed services and/or programs under **Special Education and Related Services**, the IEP Team must validate that the services and/or programs have been proven to be effective based on peer review research.

4-80. Where would you list a scientifically based reading research program on an IEP?

A program used for all students does not need to be addressed in the IEP. If it is a program used specifically to meet an individual student's needs, the program would be identified under the **Special Education and Related Service(s)** section of the IEP. Naming a specific program in the IEP is not recommended because a specific program may change (i.e., the program isn't working, the student transfers) within the implementation and duration dates of the IEP.

4-81. How do we work toward eliminating deficits in reading and math when the students are required to be in a regular class?

For students with deficits in reading and math, the regular education teacher and special education teacher should collaborate to provide differentiated instruction during regular education time as well as during the supplemental and intervention time that should be built into the master schedule.

4-82. When putting the minutes on related services, do you put a cumulative amount for those areas where the services are not provided daily?

The Amount of Time must be documented for all **related service** areas. There are various ways to document the **Amount of Time**. All IEP Team members should understand what services will be provided and ensure that the services are documented and implemented as per the IEP Team's understanding.

4-83. How are supplementary aids and services defined?

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

4-84. What is meant by Benchmarks?

Benchmarks are targeted sub skills or steps (levels of achievement) that lead to the achievement of the overall annual goal and should contain clear indications of how the student's progress will be evaluated.

4-85. If a child is in all regular classes, are Benchmarks required?

Benchmarks are required only for those students who participate in alternate assessments aligned to alternate achievement standards and for those students where the public agency requires benchmarks for all students.

4-86. Can Measurable Annual Goals and/or Benchmarks be changed without initiating another IEP Team meeting?

Changes in the IEP can only be made through an IEP Team meeting or through the allowable amendment process. Regardless, notice must be provided to the parent explaining the changes made.

4-87. What is meant by the terms anticipated frequency of service(s), amount of time, beginning/ending date, and location of service(s)?

Terms	Explanation of Terms
Anticipated Frequency of	Indicates how often the service(s) will be provided (e.g., annual, bi-monthly, daily, weekly).
Service(s) Amount of Time	a. Refers to the minutes, hours, or days for each area. b. Required for Special Education and Related Services . c. If the IEP Team knows the Amount of Time for other needed services, it should be included.
Beginning/Ending Date	a. The start to finish of service(s). b. May be different for each goal listed. c. May be different from the IEP Initiation/Duration Dates .
Location of Service(s)	The specific location where the services will be provided (e.g., regular education classroom, resource room, school bus, lunch room, gym).

4-88. What is the difference in an accommodation and a modification?

Accommodations lessen the impact of the student’s disability in the teaching/learning environment in order to level the playing field but do not change the content of the standard. When accommodations are made for the student with disabilities, the content has not been altered and the student can earn course credit.

Modifications are changes made to the content of the curriculum due to the unique needs arising from the student’s disability. When course content is modified, the student is not pursuing the content prescribed in the applicable course of study and cannot earn course credit.

4-89. If the student requires support for personnel in the general education, curriculum, where do you document this?

Support for personnel should be documented on the **Special Education and Related Service(s)** page of the IEP under “**Support for Personnel**” and should be indicated on the IEP only when training or support are being provided to public agency personnel regarding a student’s specific need.

4-90. When the special education teacher collaborates with the regular education teacher by meeting with him or her to discuss the student’s special education services, is that considered Special Education or Support for Personnel?

That is considered **Special Education** and should be documented under “**Special Education**” in the **Special Education and Related Service(s)** section of the IEP.

4-91. When extended school year (ESY) services should be provided?

The IEP Team must consider ESY services at least annually as part of the provision of FAPE. The ESY services must be provided only if a student’s IEP Team determines that the services are necessary for the provision of FAPE. If ESY services are needed, the IEP must clearly specify which goals and services are being extended, the beginning and ending dates for services, the location, and the amount of time committed.

4-92. Why is the IEP Team required to include an explanation of the extent to which a student will NOT participate with nondisabled students in the regular class and in extracurricular and nonacademic activities?

The IDEA requires that each student with a disability be educated with nondisabled students to the maximum extent appropriate. A student with a disability may be removed from the regular education environment only when the nature or severity of the disability is such that education in the regular education classroom with **Supplementary Aids and Services** cannot be satisfactorily achieved. To the maximum extent appropriate, students with disabilities should participate with nondisabled students in nonacademic and extracurricular services and activities. The IDEA assumes that the majority of students who are eligible for special education and related services are capable of participating in the general education curriculum to some degree with accommodations and/or modifications. The IEP Team must consider the needs of the individual student and decide the extent to which the student is able to participate appropriately in the general education curriculum.

4-93. If a student receives intermittent services at home or in the hospital, could more than one LRE be noted?

No. The IEP Team should determine where the student spends most of his or her time and choose the LRE based on that information. If the amount of time is equally spent at home and in the hospital only choose one LRE. The IEP Team should explain why a student receives services in more than one environment in the **Least Restrictive Environment** section of the IEP.

4-94. Under what circumstances can you justify a separate school as a student's LRE?

The justification of LRE is written for the student not for the separate school. The justification should be based on the needs of the student. Students enrolled in separate schools should still be afforded the opportunity for interaction with age-appropriate nondisabled peers. Also, physical education services, specially designed if necessary, must be made available to every student with a disability receiving FAPE, unless the public agency enrolls students without disabilities and does not provide physical education to students without disabilities in the same grades.

4-95. Are public agencies required to have a continuum of services available?

Yes. A public agency may not say that the only option is full inclusion or a self-contained classroom.

4-96. Is a parent signature required on the IEP?

There is not a requirement in the IDEA statute or the federal regulations that a parent sign an IEP for it to be implemented. The parent signature is a way of documenting parent participation.

4-97. If a parent participated in the IEP meeting via conference call, should a signature page for the IEP be mailed to the parent for their signature?

No. Simply document how the parent participated in the IEP Team meeting in the space provided for the parent signature. The parent must be provided a copy of the IEP.

4-98. What if the parent gets upset and leaves the IEP meeting?

If the parent gets upset and leaves the IEP meeting, the meeting may continue. An IEP Team member should document that the parent was present during part of the meeting. Each IEP Team member should document his or her participation and position(s) he/she is serving in by signing and dating on the appropriate line(s). The parent must be provided a copy of the IEP as well as a *Notice of Proposal or Refusal to Take Action* form if this was an annual IEP Team meeting. If this was an IEP amendment meeting, the parent must receive a copy of the revised IEP and a *Notice of Proposal or Refusal to Take Action* form explaining the changes.

4-99. Is it permissible for the public agency to have the IEP completed before the IEP meeting begins?

No. Public education agency staff may come to an IEP meeting prepared with evaluation findings and proposed recommendations regarding the IEP content, but the public agency must make it clear to the parent at the beginning of the meeting that the services proposed by the public agency are only recommendations for review and discussion by the IEP Team. Best practice would be to seek input from the parent prior to the meeting and/or send a draft of the IEP to the parent so he/she has time to review the proposed IEP prior to the meeting.

4-100. Are state assessment forms required for preschool?

No.

4-101. How many pages will be in an IEP?

The number of pages in an IEP would depend on the needs of the student and what the IEP Team determines the student can reasonably be expected to do during a school year.

4-102. Who should have a copy of the IEP?

The special education teacher and/or case manager of the student must have a copy of the IEP. The public agency is also required to provide a copy of the IEP to the parent at no cost. Others responsible for implementing parts of the IEP (e.g., regular education teacher(s), related service providers, and any other service provider) must be informed of their specific responsibilities related to implementing the IEP and the accommodations, modifications, and supports that must be provided in accordance with the student's IEP. The IEP must be "accessible" to these other providers but it is not a requirement that a personal copy of the entire IEP be provided. If a personal copy of the IEP is provided to other service providers, they must be made aware that the IEP document in whole or in part must be protected in a secure location and treated as a confidential document.

4-103. Should a paraprofessional assigned to a student sign the *Persons Responsible for IEP Implementation*?

Yes. Each regular education teacher, special education teacher, related service providers, and any other service provider must first be informed of his or her specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. Secondly, once informed of his or her responsibilities, each individual responsible for the implementation of the student's IEP must sign the form *Persons Responsible for IEP Implementation*. The student's case manager must keep a copy of the form *Persons Responsible for IEP Implementation* with the individual signatures on file.

4-104. Who is responsible for serving a student with disabilities who is residing in a local detention/jail facility?

The local education agency where the detention/jail facility is located should ensure that special education and related services are provided to the student with disabilities.

4-105. How often must the IEP and placement must be reviewed?

The IEP must be reviewed at least annually. The IEP and placement may be reviewed more often, if needed. The parent or the teacher may request an IEP Team meeting if there is a need to review or revise the IEP.

4-106. Will a transitional IEP be developed for students who are no longer eligible for special education services?

No.

4-107. When a student transfers from another public agency within the state do you have to honor the IEP from the other agency?

If a student with a disability (who had an IEP that was in effect in a previous public agency in Alabama) transfers to a new public agency in Alabama and enrolls in a new school within the same school year, the new public agency (in consultation with the parent) must provide FAPE to the student (including services comparable to those described in the student's IEP from the previous public agency) until the new public agency either:

- a. Adopts the student's IEP from the previous public agency.
- b. Develops, adopts, and implements a new IEP.
- c. Manually enter the annual review date into the student's folder (This date represents the date the IEP Team met to review the IEP).

4-108. What if a student who's IEP has not been subject to a timely annual review, but who continues to receive services under that IEP, transfers to another public agency in the same state? Is the new public agency required to provide FAPE from the time the student arrives?

If a student with a disability was receiving special education and related services pursuant to an IEP in a previous public agency even if that public agency failed to meet the annual review requirements and transfers to a new public agency in the same state and enrolls in a new school within the same school year, the new public agency (in consultation with the parent) must provide FAPE to the student (including services comparable to those described in the student's IEP from the previous public agency), until the new public agency either:

- a. Adopts the student's IEP from the previous public agency.
- b. Develops, adopts, and implements a new IEP.
- c. Manually enter the annual review date into the student's folder (This date represents the date the IEP Team met to review the IEP).

4-109. When a student transfers from another state do you have to honor the IEP from the other state?

If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in a new state, and enrolls in a new school within the same school year, the new public agency (in consultation with the parent) must provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public agency) until the new public agency:

- a. Conducts an evaluation (if determined to be necessary by the new public agency).
- b. Develops, adopts, and implements a new IEP, if appropriate.

4-110. Is the receiving public agency required to write an IEP on Alabama forms for out-of-state transfers who have a current IEP?

No. The receiving public agency would implement the out-of-state IEP until such time that a new IEP is developed, if the student is eligible according to the AAC.

4-111. Do you have to get consent from the parent to request records from the sending public agency?

Parental consent is not required for the transmission of special education records between public agencies. Parental notice is required. A sample form is on our Web site under "Forms."

4-112. What procedures must the public agency follow when an out-of-state transfer student cannot produce any IEP, and the parent is the source for identifying “comparable” services?

- a. The new public agency in which the child enrolls must take reasonable steps to promptly obtain the child’s records, from the previous public agency in which the child was enrolled (including the IEP and supporting documents and any other records relating to the provision of special education or related services).
- b. The previous public agency in which the child was enrolled must take reasonable steps to promptly respond to such request from the new public agency.
- c. When a child with a disability who had an IEP that was in effect in a previous public agency in another state transfers within the same school year and enrolls in a new school, the new public agency, in consultation with the parents, must provide the child with FAPE,
- d. The new public agency must provide services comparable to those described in the previously held IEP, until such time as the new public agency conducts a new evaluation.
- e. The new public agency must evaluate, if necessary, and determine eligibility.
- f. When an evaluation is determined to be necessary by the IEP Team, that evaluation will be considered to be an initial evaluation.
- g. If the parents refuse consent for the initial evaluation, the public agency may, but is not required to initiate mediation and/or a due process hearing to override the parents’ refusal.

4-113. What if a student transfers from an out-of-state agency to a public agency without an IEP, yet it is obvious he/she is in need of special education services?

If the parent and the new public agency agree on services that the student needs until records are received from the previous public agency, those agreed upon services may be provided. If the parent and the public agency do not agree on the services to provide, the student is enrolled in the regular education program along with any **Special Education and Related Services** on which the parent and the public agency agree. The public agency may also ask the parent for consent to conduct an initial evaluation.

4-114. Is it permissible for a public agency to require that a student with a disability who transfers from another state with a current IEP that is provided to the new public agency remain at home without receiving services until a new IEP is developed by the public agency?

- a. No. If a student with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in a new state, and enrolls in a new school within the same school year, the new public agency (in consultation with the parent) must provide the student with FAPE (including services comparable to those described in the student’s IEP from the previous public agency), until the new public agency:
 - 1) Conducts an evaluation (if determined to be necessary by the new public agency).
 - 2) Develops, adopts, and implements a new IEP, if appropriate.
- b. The public agency must provide FAPE to the student when the student enrolls in the public agency in the new state, and the public agency may not deny services to the student pending the development of a new IEP.

4-115. How do we document parent participation in a meeting if they participated by phone?

To document parent participation on hard copy forms and in SETS, on the parent signature line write, “parent participated by phone.”

4-116. Do public agencies have a time limit on facilitating the transfer of student records?

The new public agency in which the student enrolls must take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous public agency in which the student was enrolled, and the previous public agency in which the student was enrolled must take reasonable steps to promptly respond to the request from the new public agency. If hard copies of records are requested by the new public agency, SES recommends the records be delivered within **ten** days of the request. With the transfer process in SETS hopefully there will not be a need to transfer hard copies of records.

4-117. What is the timeline for the receiving public agency to adopt an IEP from a previous public agency or to develop and implement a new IEP?

The federal regulations do not establish timelines for the new public agency to adopt the student's IEP from the previous public agency or to develop, adopt, and implement a new IEP. However, the new public agency must take the steps within a reasonable period of time to avoid any undue interruption in the provision of special education and related services.

4-118. How do we document the parent chose to participate by phone but at the time of the meeting they did not answer the phone?

If the parent said he/she was going to participate in the meeting by phone and did not participate, document that the parent was unavailable by phone.

4-119. How should an LEA handle missed speech-language services?

The Office of Special Education Programs (OSEP) issued a letter March 8, 2007 to the American Speech-Language Hearing Association (ASHA) addressing missed services. This letter was reaffirmed for ASHA by OSEP in January, 2016. OSEP reiterated that the determination of whether an interruption in services constitutes a denial of FAPE is an individual determination that must be made on a case-by-case basis. You should "consider the impact of a provider's absence or a child's absence on the child's progress and performance and determine how to ensure the continued provision of FAPE in order for the child to continue to progress and meet the annual goals in his or her IEP." Generally, absences of the child (unless excessive) do not constitute a denial of FAPE. Here is a link to the letter from OSEP:

<https://www2.ed.gov/policy/speced/guid/idea/letters/2007-1/clarke030807disability1q2007.pdf>

4-120. What is the process to discontinue the speech-language services only for a student with an exceptionality area other than SLI who continues to need other special education services?

Since the exceptionality is in an area other than SLI, the IEP Team's decision should be documented on the Profile Page of the IEP. The IEP Team may make a change at an annual IEP meeting/review or through the Amendment Process (follow Process Chart 5 of *Mastering the Maze*).

4-121. Who provides services for a school-age student attending a private school located in the LEA in which he lives?

The LEA of residence is required to make FAPE available. If the parent makes clear the intention to keep the child enrolled in the private school, then the LEA of residence is responsible for ensuring equitable participation according to its private school plan.

4-122. Who should provide services for a preschool student attending a private preschool outside the LEA of residence, the LEA of residence or the LEA in which the private school is located?

Please refer to question N-1 on page 42 of *Q and A: Questions and Answers On Serving Children With Disabilities Placed by Their Parents at Private Schools* (April 2011) from the U.S. Department of Education, below:

“Question N -1: What obligation, if any, do districts have to serve three- through five-year-old children who are parentally placed in private preschools?”

Answer: An LEA’s obligation to serve children aged three through five under the equitable services provisions depends on whether a child is enrolled in a private school or facility that meets the definition of “elementary school” in the IDEA and the final regulations. “Elementary school” is defined in 34 CFR §300.13 as a nonprofit institutional day or residential school, including a Public elementary charter school that provides elementary education, as determined under State law. Accordingly, three- through five-year-old children with disabilities who are enrolled by their parents in a private school or facility that meets the State’s definition of “elementary school” would be considered parentally placed and the equitable participation provisions would apply.

A child aged three through five enrolled by his or her parents in a private school or facility that does not meet the State’s definition of “elementary school” would not be eligible to be considered for equitable services. However, the State’s obligation to make FAPE available to such a child remains. Section 612(a)(1) of the IDEA requires that States make FAPE available to eligible children with disabilities aged three through 21 in the State’s mandated age range (34 CFR §300.101). Because many LEAs do not offer public preschool programs, particularly for three- and four-year-olds, LEAs often make FAPE available to eligible preschool children with disabilities in private schools or facilities in accordance with 34 CFR §§300.145 through 300.147. In these circumstances, there is no requirement that the private school or facility be an “elementary school” under State law.

In some instances, an LEA may make FAPE available in the private preschool program that the parent has selected. If there is a public preschool program available, the LEA of residence may choose to make FAPE available to a preschool child in that program. If the group of persons making the placement decision, as specified in 34 CFR §300.116(a)(1), places the child in a public or private preschool program and the parents decline the public agency’s offer of FAPE because they want their child to remain in the private preschool program they have selected, the public agency is not required to provide FAPE to that child., The parent may challenge the public agency’s determination of what constitutes FAPE for their child using the State complaint and due process procedures available under IDEA.”

4-123. Who provides services for a school–age student attending a private school not located in the LEA in which he lives?

The LEA of residence would be responsible for making FAPE available. If the parent makes clear the intention to keep the child enrolled in the private school located in another LEA, then the LEA where the private school is located is responsible for ensuring equitable participation according to its private school plan.

Assistive Technology

4-124. What is an assistive technology device?

An assistive technology (AT) device is 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 child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device. The definition of the term “assistive technology device” is based on how the technology is used rather than specific types of technology.

4-125. What is an assistive technology service?

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- a. The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- b. Purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by a child with a disability;
- c. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- d. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- e. Training or technical assistance for a child with a disability or, if appropriate, that child's family; and
- f. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

4-126. Does every child need an assistive technology device?

No. It is the IEP Team’s decision to determine what assistive technology, if any, a student needs.

4-127. Can assistive technology devices and/or services be taken home?

Yes. The assistive technology device or service must be provided for home use when the IEP Team determines that a particular assistive technology item is required for home use in order for the student to receive FAPE.

4-128. Can a student use an assistive technology device during summer?

Yes. If the IEP Team determines that assistive technology is needed to provide FAPE. On a case-by- case basis, the use of school purchased assistive technology devices in a child's home or in other settings is required if the child’s IEP Team determines that the child needs access to those devices in order to receive FAPE (AAC 290-8-9.07(6)(e)).

4-129. Are items such as eye glasses, wheelchairs, or hearing aids considered to be assistive technology devices? If so, who is responsible for payment?

On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child’s IEP Team determines that the child needs access to those devices in order to receive FAPE. (AAC 290-8-9.07(6)(e)). Items such as wheelchairs, hearing aids, and eyeglasses may be considered to be assistive technology (*Letter to Seiler*, 20 IDELR 1216 [OSEP 1993], *Letter to Bachus*, 22 IDELR).

4-130. If a particular device is *recommended* on a report or in a student’s IEP, is the LEA responsible for providing the equipment?

No. When a particular assistive technology device or service is recommended in an evaluation report, the IEP Team **must consider** the recommendation. If the IEP Team decides that the recommendation is appropriate the IEP team should include the AT in the IEP.

4-131. Who is qualified to do an assistive technology evaluation?

The qualifications of the evaluator(s) depends on the type of assistive technology being considered. There are no federal regulations regarding the qualifications of an assistive technology evaluator.

4-132. Who determines the need for assistive technology?

The IEP Team determines the need for assistive technology.

4-133. When and where is the assistive technology evaluation completed?

When – The evaluation must be completed within a reasonable period of time.

Where – The evaluation should take place in the child’s customary environment.

4-134. What is consideration of assistive technology?

Consideration of assistive technology is a discussion that takes place during the IEP meeting to determine if an AT device or service is needed in order for the student to receive FAPE.

4-135. Is assistive technology a disability category?

No. Assistive technology is not a disability category.

4-136. Is assistive technology a “special education service?”

According to the federal regulations §300.308 assistive technology may be a special education service, a related service, or a supplementary aid and service.

4-137. Is assistive technology a “related service?”

According to the federal regulations §300.308 assistive technology may be a special education service, a related service, or a supplementary aid and service.

4-138. Is assistive technology a “supplementary aid and service?”

According to the federal regulations §300.308 assistive technology may be a special education service, a related service, or a supplementary aid and service.

4-139. What role does assistive technology play in supporting the student in the least restrictive environment?

Assistive technology serves as an attempt to level the playing field and to maximize, to the extent appropriate, the student’s ability to receive services in the least restrictive environment.

4-140. Where is assistive technology documented in the IEP?

Assistive technology may be documented throughout the IEP. The student's present level of academic achievement and functional performance should determine where assistive technology is documented in the IEP. If assistive technology is checked "yes" under special instructional factors, it must be addressed in the IEP.

4-141. Should the IEP Team state the brand name of an assistive technology device?

No. Citing specific equipment, software, or apps on an IEP is not recommended. A broad description of function such as "communication device" instead of a brand name should be used.

4-142. Are back-up devices needed or emergency contingency plans required?

Yes. The IEP Team should discuss the use of back-up equipment. Back-up equipment should be used until the student's equipment is repaired or replaced even though it may not be identical to the device being repaired or replaced.

4-143. Who decides what assistive technology the student needs?

The IEP Team decides what assistive technology the student needs.

4-144. What is the assistive technology range of service or type of device the district is required to provide to the student?

There is no set range of assistive technology devices or services. The IEP Team determines the needs of the student and the device or service that best fits the student.

4-145. Is it appropriate to recommend assistive technology equipment at the IEP meeting if you know the necessary training for the student will not be available due to a shortage of qualified personnel?

Yes, it is appropriate as part of the consideration process. A student's IEP should not be limited to the services currently available.

4-146. What happens when a parent disagrees with the IEP Team's decision that assistive technology is or is not needed?

The parent may request an Independent Educational Evaluation (IEE), mediation, and/or impartial due process hearing.

4-147. Is the LEA responsible for funding assistive technology for a student who is served in special education and needs assistive technology?

Yes. Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability AAC 290-8-9.00(21)(a)(1).

4-148. Can an LEA decline to provide assistive technology services and equipment due to a lack of funds?

No. A public agency is responsible for providing what is included in the IEP. Public agencies cannot deny the provision of equipment due to a lack of funds.

4-149. Is the LEA required to provide assistive technology for students with disabilities parentally placed in private school?

Possibly. The specific types of services to be provided are based on equitable services outlined in the LEA's private school agreement serving children with disabilities placed by their parents in private school.

4-150. Can the parent choose to purchase a device for the student to use in the school environment?

Yes. Parents may purchase a device for their child to use at school.

4-151. Does the school have any responsibility for personally provided parent devices?

No, when the parentally purchased device is not necessary for the child to receive FAPE, the public agency is not responsible.

Yes, when the parentally purchased device is identified as a need on the IEP, the public agency is responsible.

4-152. How are personally provided parent devices documented in the IEP?

Personally provided parent devices are only documented on the profile page as personally provided parent devices in the "parental concerns" or "other" sections of the IEP.

4-153. Are all service providers involved with the student required to receive training in the assistive technology used by the student?

This is an IEP Team decision. The depth of training depends on the use of AT in the environment and the person's involvement with the student and equipment.

4-154. What if the student does not use the assistive technology device after it has been purchased?

If the student does not use the assistive technology offered, provide additional training to the student and personnel. If additional training is not sufficient, the IEP Team should revisit the consideration process and determine if different technology is required to meet the student's needs.

4-155. Is a parent responsible for a lost or damaged device that was provided by the LEA?

No. When assistive technology is specified on the student's IEP, the family cannot be required to incur any financial responsibility.

4-156. Does the student keep the same assistive technology until graduation?

Yes, if the present technology continues to meet the student's need. However, assistive technology consideration is an ongoing process, therefore the IEP Team must annually determine if the current technology continues to meet the student's needs.

4-157. Must assistive technology be provided for students with disabilities attending virtual schools?

Yes. When the IEP Team determines virtual school as an appropriate environment, the student with a disability must receive assistive technology, if needed, as a part of the student's special education services.

4-158. If a student from another district enrolls in a virtual school in my district, who is responsible for providing the needed assistive technology?

If a student with a disability applies and is accepted as an out-of-district enrollee, the public agency sponsoring the virtual school is responsible for the educational program and the special education and related services.

4-159. Would a computer-based reading program be considered assistive technology?

A computer-based reading program could be considered as part of the student's **Special Education, Supplementary Aids and Services**, or as **Assistive Technology (AT)** if the IEP Team determines the program is needed for the student to receive FAPE. If it is a program available to all students, it is not considered to be AT and not included on the IEP.

English Learner (EL) and the Special Education Process

4-160. Does an EL need to be in school for a certain amount of time before he can be referred/evaluated for special education services?

No. Any student may be referred and evaluated at any time if there are concerns and it is determined to be appropriate. During the special education eligibility process, the IEP Team is directed to consider the amount of formal education the student has received in its decision regarding eligibility.

4-161. Does an EL need to reach a certain level of English proficiency on the WIDA ACCESS or comparable measure before he can be referred for special education evaluation?

No. If concerns are present and the team determines that referral/evaluation are necessary, the student may be evaluated at any time. If the student is not proficient in English, evaluation should proceed in the dominant language.