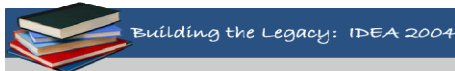


Welcome! The Special Education Process for North Dakota Schools



ND Department of Public Instruction
Office of Special Education
July 31, 2007

Many Partners

- Special Education Administrators, Coordinators & Teachers
- Parents of Children & Youth Who Have Disabilities
- General Educators
- Pathfinder Family Center – *Parent Training & Information*
- Disability Advocacy Organizations
- Bureau of Indian Education

Many Partners (cont.)

- Faculty from Institutions of Higher Education
- Department of Human Services
- Department of Corrections - Division of Juvenile Services
- Private and State School Personnel
- Head Start

We're all here for one reason:

North Dakota Children
and Youth Who Have
Disabilities



Timelines

- **December 3, 2004** - Individuals with Disabilities Education Improvement Act Signed into law by President Bush

Timelines

- **August, 2006** - The U.S. Department of Education issued final implementing Regulations for IDEA 2004 (*Part B*)

Timelines

- **February 15-16, 2007** - The U.S. Department of Education conducted training on the implementation of the IDEA 2004 Part B Regulations for State Education Agencies and Parent Training and Information Centers

Timelines

- **Spring/Summer 2007** - The ND Department of Public Instruction Office of Special Education revised ND IDEA 2004 guidance documents and prepared training materials.

Purposes of IDEA (USCS §§1400 et. seq.)

- (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Purposes of IDEA (USCS §§1400 et. seq.)

- (B) to ensure that the rights of children with disabilities and parents of such children are protected;

Purposes of IDEA (USCS §§1400 et. seq.)

- (C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

IDEA 2004 Themes

- Early Intervention
- Access to general education curriculum
- Scientifically based instruction
- Relationship between IDEA/NCLB
- Paperwork reduction
- Schoolwide approaches

IDEA 2004 Themes

- Focus on homeless children
- Streamlined IEP process
- Highly qualified staff
- Over identification and disproportionality
- Expanded opportunities for parents and schools to resolve differences

That was then. This is now.

- | 1999 | 2007 |
|--|--|
| <ul style="list-style-type: none">■ "The Big Binder"■ Overhead Transparencies■ Paper forms | <ul style="list-style-type: none">■ Electronic■ "Power Points"■ Web-based SE case management |

Today's materials are designed for YOU to use with other audiences.

Please present this information to:

- Special education teachers and related services providers
- General education teachers and administrators
- Parents
- Colleagues who collaborate with schools regarding students with disabilities

A common, broad-based understanding of the special education process.

Training materials include:

- Power Point presentations posted on DPI website
- Guidelines on CD
- Copies of forms
- Websites:
 - NDDPI
 - U.S. Department of Education – *Building the Legacy: IDEA 2004*
 - National Dissemination Center for Children with Disabilities
- All materials used today are accessible on the NDDPI website.

How we'll handle your questions

- Consistent & accurate information is critical
- We don't want to provide hasty & inaccurate responses
- Wait. Your question may be addressed later in the presentation.
- Write your questions on note cards.
- Answers? Later today *OR* posted on the NDDPI website

Katie Knoll
Member, ND IDEA State Advisory Committee

*Looking at Special Education from
Different Perspectives*

Individuals with Disabilities Education Improvement Act 2004 (IDEA): Major Changes

- Parent Guide
- Prior Written Notice
- Procedural Safeguards



Parent Guide To Special Education



Parent Guide

- Format changed
- Introduction changed:
 - reflects primary themes of IDEA 2004
 - highlights the strengthened relationship between No Child Left Behind and IDEA.
- The roles chart was changed to reflect RTI and BLST intervention processes, changes in evaluation, reevaluation, and IEP meeting processes
- Disability categories were only changed to reflect IDEA definition changes

Parent Guide

- Some additions to the Guide includes information on:
 - Required IEP Team member excusal
 - IEP amendments
 - Length of day requirements
 - How parents can prepare for an IEP meeting (IEP Meeting Checklist: Appendix F)

Parent Guide: Glossary of Terms (Pages 20-25)

REVISED

- BLST
- Emotional Disturbance
- Extended School year
- Other Health Impaired
- Parent
- Reevaluations
- Related Services
- Surrogate Parent

NEW

- Highly Qualified Teacher
- Homeless
- Individualized Family Services Plan (IFSP)
- Length of School Day
- Response to Intervention
- Summary of Performance

Parent Guide

- Some additions to the abbreviations
 - ELL (English Language Learner)
 - FIEP (Facilitated IEP)
 - HQT (Highly Qualified Teacher)
 - IFSP (Individualized Family Services Plan)
 - IHO (Impartial Hearing Officer)
 - LEA (Local Education Agency)
 - RS (Resolution Session)
 - SEA (State Education Agency)

Parent Guide

■ **New Appendices:**

- Appendix A: NCLB and IDEA: What Parents of Students with Disabilities Need to Know and Do
- Appendix F- IEP Meeting Checklist
- Appendix H- IDEA Dispute Resolution Processes Chart
- Appendix I- Request for a Facilitated IEP
- Appendix J- Request for Mediation

■ **Updated Appendices:**

- Appendix B – E have been updated to reflect changes in IDEA 04
 - (B) Prior Written Notice; (C) IEP Form: Ages 6-15; (D) IEP Form Ages 3-5; (E) Secondary Transition IEP Form: Ages 16-21



Procedural Safeguards: Prior Written Notice

Prior Written Notice: Changes

- Chart: Summary of Procedures Regarding PWN, Procedural Safeguards, and Parent Consent
 - Revised to incorporate *RTI*, changes in *parent consent* requirements, registration of a *due process complaint*, invitation to other agencies to *Secondary Transition Meeting*
- More detailed explanation of parent consent requirements under IDEA 2004

Prior Written Notice

- Prior notice is required for the following:
 - Selective screening (not mass screening)
 - Initial Assessment
 - IEP development
 - Initial provision of services
 - Annual IEP review
 - Dismissal from program
 - *Request for a due process hearing (See Due Process Hearings in Notice of Procedural Safeguards)*

Prior Written Notice (PWN form)

- No specific content changes to prior written notice (form) except for:
 - Transition age changed from **14 to 16**
 - **Proposed Meeting Arrangements:** "At the present time we *anticipate the following required IEP Team members...* These members of the IEP Team *require agreement or consent in writing to be excused from the IEP meeting.*"
 - "The following members of the IEP team do **NOT require** agreement or consent in writing to be excused from the IEP meeting:"



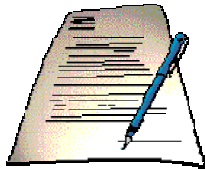
Parental Rights for Public School Students Receiving Special Education Services: Notice of Procedural Safeguards

Notice of Procedural Safeguards

- Subsections
 - Parent Consent
 - Confidentiality of Information
 - Independent Educational Evaluation (IEE)
 - Surrogate Parent
 - Mediation
 - State Complaint Investigation
 - Due Process Hearing
 - Resolution Session (Meeting)
 - Discipline
 - Private School Placement

When the Procedural Safeguards Must Be Given (Page 4)

- A copy must be given to the parents only one time a school year, except that a copy must also be given to the parents:
 - Upon initial referral or parent request for evaluation;
 - Upon receipt of the first State complaint or the first due process complaint in a school year;
 - For disciplinary purposes, when a removal constitutes a change of placement of a child with a disability because of a violation of a code of student conduct; and
 - Upon request by a parent.



Parent Consent

Consent versus Agreement

- Definition has not changed, but consent and agreement were differentiated
 - **Consent** means fully informed and in writing
 - **Agree or agreement** "...refers to an understanding between the parent and the public agency about a particular question or issue, which may be in writing, depending on the context." (*Analysis of Comments and Changes* section of the Regulations)

Parent Consent (Page 5-6)

- Required under the following conditions:
 - Selective screening
 - Initial evaluation or initial provision of services
 - **Reevaluation**
 - **Before personally identifiable information is disclosed to parties other than staff from participating agencies**
 - **Before accessing private insurance to pay for services to ensure FAPE**
 - **Before a required IEP team member can be excused from a meeting**
 - **Before inviting participating agencies to transition IEP meeting**

Initial Provision of Services (Page 6)

- If a parent refuses consent for initial placement in special education or related services, the school may not pursue dispute resolution options to challenge the decision.
- The school does not violate its obligations to locate, identify and evaluate the child



Exception to Consent for Reevaluation

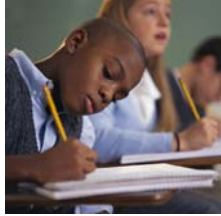
- *Exception: Consent need not be obtained if the school can demonstrate that:*
 - *It made reasonable efforts to obtain the consent; and*
 - *The child's parent has failed to respond*

Reasonable Efforts to Obtain Parent Consent

- The school must document its attempts to obtain parental consent by methods such as:
 - Detailed records of phone calls made or attempted and the results of those calls;
 - Copies of correspondence sent to the parents 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.

When Consent is Not Required New (Page 6)

- Parental consent not required before:
 - Reviewing existing data as part of a child's evaluation or reevaluation; or
 - Administering a test or other evaluation that is administered to all children



When Consent is Not Required New (Page 6)

- **For Initial evaluations only:** If a child is a ward of the state and is not residing with his or her parent, the school is not required to obtain informed consent from the parent if:
 - *Parent's rights are terminated* under State law; or
 - *A judge removes parent's rights* to make educational decisions

Consent Refusal New (Page 6)

- If a parent refuses consent for an **initial evaluation or a reevaluation**, the school may (*but is not required to*) pursue dispute resolution options to resolve the disagreement.

Electronic communications

- A parent of a child with a disability may elect to receive all notices, such as prior written notices, procedural safeguards, or any LEA response to a due process complaint by an electronic mail communication, *if the public agency makes that option available.*



Confidentiality of Information

Personally Identifiable Information New requirements: (Page 8)

- Parents must be informed before personally identifiable information is disclosed to parties other than officials of participating agencies meeting the requirement of the IDEA.
- Obtain parental consent before disclose personally identifiable information:
 - to agencies who are providing or paying for transition services;
 - to a private school where a child is enrolled or is going to enroll that is not located in the district of the child's parents residence



Independent Educational Evaluations

Independent Educational Evaluations (IEE) (Page 9)

- A parent is entitled to only one independent educational evaluation (IEE) at public expense each time a parent disagrees with the evaluation completed by the school district.



Surrogate Parent

Surrogate Parents (Page 10)

- The school district must ensure assignment of a surrogate parent whenever:
 - No parent can be identified;
 - The school, after reasonable efforts, cannot locate a parent;
 - The child is a ward of the State; or
 - **The child is an unaccompanied homeless youth**

Surrogate Parent : New Requirements

- In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs *may be appointed as temporary surrogate parents until a surrogate parent can be appointed* that meets all of the requirements

Surrogate Parent : New Requirements

- Ward of State: The surrogate parent alternatively *may be appointed by a judge* overseeing the child's case, provided the surrogate meets the requirements
- State Education Agency (SEA) responsibility: The SEA must make reasonable efforts to ensure the assignment of a surrogate parent *not more than 30 days after a school district determines that the child needs a surrogate parent.*



Mediation Procedures

Mediation: New Requirements (Page 11)

- State must make mediation available on any matter under IDEA: **including matters arising to the filing of a due process complaint**

Mediation: New Requirements

- Parties must execute a legally-binding document ***that sets out the agreement and that:***
 - Includes a confidentiality statement; and
 - **Is signed** by both the parent ***and a representative of the school district who has authority to bind the school district to the agreement***

State Complaint Investigation Procedures



State Complaints: New Requirements (Page 12)

- State Complaint – A signed, written document submitted to NDDPI by an individual or organization that alleges anything that, if proved, would be a violation of IDEA Part B.
- A state complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received.

State Complaints: New Requirements

- Complaint must include:
 - The name and address of the *residence*;
 - The name of the *school the child is attending*
 - In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending
 - A description of the nature of the problem; and
 - A proposed resolution of the problem



State Complaints: New Requirements

- The party filing the complaint must also send a copy to the public school serving the child at the same time the complaint is filed with the NDDPI



State Complaints: New Requirements

- The school has an opportunity to respond to the complaint, including at a minimum:
 - a proposal to resolve the complaint (at the schools discretion); and
 - An opportunity for a parent who filed a complaint and the school to voluntarily engage in mediation



Due Process Hearing Procedures



Due Process Complaint (Page 12)

Due Process Complaint – filed *by a parent or a public school* to initiate an impartial due process hearing regarding *the identification, evaluation, or educational placement, or the provision of a free appropriate public education (FAPE) to a child with a disability*



Due Process Complaint Notice: New Requirements

- DP complaint notice must allege a violation that occurred not more than **two years** before parties knew or should have known about the alleged issues;
- The party filing a due process complaint must **provide a copy to the other party** and forward a copy to the NDDPI

Due Process Complaint Notice: New Requirements

- Required model form: The Due Process Complaint Notice form is available through the NDDPI
- The due process complaint is deemed sufficient unless the other party challenges the sufficiency of the notice

Due Process Complaint Notice: New Requirements

- Must contain specific components (Page 13)
- Added a requirement that:
 - In the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending should be included on the notice



Due Process Procedures: New Requirements (Page 12)

- *If the school district has not already sent a prior written notice regarding the subject matter contained in a parent's due process complaint... it must, within 10 calendar days, send a response that addresses specific components outlined in the Notice of Procedural Safeguards*



Resolution Meeting

Resolution Meeting: New Requirement (Page 13)

Resolution Meeting – a meeting convened by the school with the parent(s) and other relevant member(s) of the individualized education program (IEP) team *who have specific knowledge of the facts* in the parent's due process complaint

Resolution Meeting (Page 13)

- Outlines the purpose of the meeting and specific timelines required of both parties.
- Specifies what occurs when parent cannot be reached or does not participate, or if the school does not comply with the timeline requirements



Resolution Process in Brief

- The school must convene a resolution meeting within 15 days of receipt of a due process complaint
- If the dispute is not resolved within 30 days from receipt of the due process complaint, the DP hearing timeline begins



Resolution Process in Brief

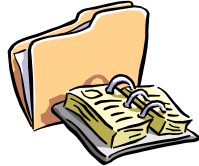
- Parties can agree to mediation as an alternative to the resolution process
- Parties can agree to waive the resolution process



**Civil Action
Attorneys' Fees
Stay Put**

Civil Action: Specific Timeline

- The party bringing the civil action shall have 90 days from the date of the decision of the hearing officer to file a civil action.



Attorneys' Fees: New Requirements (Page 15)

- Reasonable attorneys' fees may be awarded to:
 - A parent of a child with a disability;
 - The school district against the attorney of a parent;
 - The school district against an attorney of a parent or against a parent

Stay Put: New Requirements (Page 15)

- **If a complaint involves an application for initial services** under the IDEA Part B from a child who is transitioning from Part C and is no longer eligible for Part C services, the school is not required to provide the Part C services that the child had been receiving.
- **If the child is eligible under IDEA Part B**, and the parent consents to the initial provision of services, then the school must provide those services for which the child is eligible that are not in dispute.



Discipline: New Requirements

Discipline: Highlights of New Requirements (Page 16)

- School personnel given new authority to consider unique circumstances on a **case-by-case basis**
- Expanded removal authority for special circumstances related to **serious bodily injury**
- Long term removals (not a manifestation of the disability) – same disciplinary procedures to children with disabilities in the same manner **and same duration** as for children without disabilities

Discipline: Highlights New Requirements

- Clarified **when services must be provided** during disciplinary removals, the provision of such services and who makes the determination (Discipline Guideline or Discipline Topical Paper)
- Specifies that the school must give notice – **On the date** on which the decision is made to make a removal that constitutes a change in placement

Discipline: Highlights New Requirements

- Establishes a **new standard for manifestation determinations** – Two questions (Page17)
- Adds provision for when there is a determination that the behavior was a manifestation of the disability
 - Conduct FBA; implement or revise BIP; or return to placement from which removed

Discipline: Highlights New Requirements

- Change of placement definition: clarified that a school makes a **case-by-case determination** of whether a specific pattern of removals constitutes a change in placement

Discipline: Highlights New Requirements

■ Children not yet determined to be eligible for special education services

- Clarifies that a child is entitled to procedural safeguards under IDEA 2004 if the school had knowledge that a child was a child with a disability (Page 16)
- States the conditions under which the school is considered to have knowledge or to not have knowledge that a child is a child with a disability



Discipline: Highlights New Requirements

- Authority of the hearing officer –
 - may return the child to the placement from which removed; or
 - Order a change in placement to an IAES for not more than **45 school days** (previously 45 calendar days)
- Procedures for expedited due process hearing
 - Occur within 20 days
 - A decision within 10 days of the hearing; and,
 - the resolution session within 7 days (unless waived or agree to use mediation)

Discipline: Highlights New Requirements

- Addresses the child's placement pending a disciplinary hearing decision (stay put): the ***child must remain in the interim alternative education setting pending the decision of the hearing officer***
- Previous stay put: child remained in school setting until decision



Private School Placement

Private School Placement New Requirements

- Consent override procedures are unavailable
- Consent is required for disclosure of evaluations between the school of the parent's residence and district where the private school is located
- Consultation requires written affirmation
- Private school officials can file a complaint with the state educational agency (NDDPI) regarding the consultation process



That was easy!



Guidelines: Evaluation Process

Table of Contents	Introduction	1
	Location and Identification	2
	Referral for Evaluation	6
	Evaluation Planning Process	9
	Multidisciplinary Team	9
	Student Demographics	11
	Student Profile	11
	Assessment Plan	13
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	■ State-Recommended Form	
	Student Demographics	
	Student Profile	
	Assessment Plan	
	Integrated Written Assessment Report	
	C. Secondary Transition Summary of Performance	
	Components of Summary Performance Form	
	State Recommended Form	

Evaluation Defined in IDEA

Section 300.15 **Evaluation.**

Evaluation means procedures in accordance with sections 300.304 through 300.311 to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

What is the Evaluation Process?

The evaluation process:

- is an active, on-going process that utilizes relevant information from a full range of sources (home, school, and community);
- supports the instructional process, providing information that improves student outcomes;
- recognizes individual experiences and differences; and
- must be nondiscriminatory and nonbiased.



Purposes of Evaluation

The findings of the evaluation process will:

1. determine if the student has a disability;
2. provide vital information relating to the academic, developmental and functional needs of the child; and
3. guide decision making in determining the appropriate individualized educational programming for each child with a disability to enable the child to be involved and progress in the general education curriculum.

Location and Identification

School districts must conduct activities for identifying and serving children who are in need of special education and related services. This includes identification and location of:

- ✓ children attending private schools;
- ✓ children who are wards of the state;
- ✓ highly mobile children such as migrant and homeless children; and
- ✓ children who are suspected of having a disability even though they are progressing from grade to grade.



Screening For Instructional Purposes

- Part of the instructional process
- Considered to be a relatively simple and quick process that can be used with groups of children
- Not considered to be an evaluation to determine eligibility for special education and related services

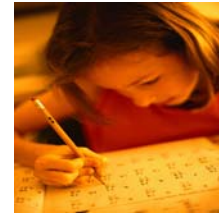
Sec. 300.302 Screening for instructional purposes is not evaluation.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Intervention Process

Follow-up services may be provided through an intervention process such as a:

- Response to Intervention process (RTI) or
- A building level team process such as the Building Level Support Team (BLST) or the Teacher Assistance Team (TAT).



Response to Intervention

- ✓ Monitoring progress frequently to make decisions about changes in instruction or goals
- ✓ High-quality instruction and interventions matched to student need
- ✓ Applying child response data to important educational decisions



Initial Referral for Evaluation

The parent of a child or the school district may initiate the initial evaluation procedures.

- Persons such as employees of the school district or other public agencies may identify children who might need to be referred for an evaluation.
- District policy and procedures must identify the individual(s) who will serve as the school district representative to initiate the evaluation procedures.

Parental Consent for Initial Evaluation

LEA must make reasonable efforts to obtain informed consent from the parent for an initial evaluation. This also includes the parent(s) of a child who is a ward of the state.

These efforts must be documented using procedures such as:

- a detailed record of telephone calls made or attempted and the results of the calls;
- copies of correspondence sent to parents such as prior written notice forms and any responses received from the parents; and
- visits made to the parent's home or place of employment and the results of those visits.

Exceptions

An exception to the parental consent requirements for initial evaluations is for a child who is a ward of the State who is not residing with the child's parent. The exception applies if:

- the public agency has made reasonable efforts to obtain the parent's consent, but is unable to discover the whereabouts of the parent,
- the rights of the parent of the child have been terminated under State law, or
- the rights of the parent to make educational decisions have been subrogated by a judge under State law and consent for the initial evaluation has been given by an individual appointed by the judge to represent the child.

Refusal to Consent or Fails to Respond to Provide Consent

- Parents must understand the purpose of the referral for an evaluation and that their consent is voluntary.
- If the parents of a child with a disability, enrolled or seeking to be enrolled in a public school, refuse consent for evaluation or fails to respond to the request to provide consent, the school may pursue consent for evaluation by using mediation or due process procedures.



60 Day Timeline

The initial evaluation process must be completed within 60 calendar days after the parent of the child provides written consent for the evaluation.

Exceptions to the 60 calendar day timeline are if:

- the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
- a child transfers to a school in a different public agency before an evaluation has been completed, if the new school is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and new public agency agree to a specific time when the evaluation will be completed.



Repeatedly Fails or Refuses to Produce the Child for Evaluation

The meaning of “repeatedly fails” or “refuses to produce” will vary depending on the specific circumstances in each case.

- For example, a situation in which a child is absent from appointments because the child is ill would be treated differently than if a parent repeatedly failed to keep scheduled appointments for their child. Similarly, if a parent failed to keep scheduled appointments when a public agency repeatedly scheduled the evaluation to accommodate the parent’s schedule is different than situations in which a public agency makes no attempt to accommodate a parent’s schedule.

Transfer Students

The exception to the 60 day timeline applies:

- ✓ when a child has transferred to a school in a different (new) public agency;
- ✓ if the new public agency is making “sufficient progress” to assure prompt completion of the evaluation; and
- ✓ if the parent and the new public agency agree to a specific time when the evaluation will be completed.



Evaluation Team

- A multidisciplinary team (MDT) must be identified.
- Members of the MDT may represent the same roles as the members as the IEP team.
- Input must be obtained by multidisciplinary team members who, because of their expertise or special knowledge of the student, can observe, gather data, and assess any aspect of the student’s functioning that may be affected by the suspected disability.

§ 300.301 Initial evaluations.

- General. Each public agency must conduct a full and individual evaluation in accordance with 300.305 and 300.306, before the initial provision of special education and related services to a child with a disability under this part.

§300.305 Additional Requirements for evaluations and reevaluations.

- (a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, if appropriate, must –
 - 1) Review existing evaluation data on the child...

Multidisciplinary Team Members

- Parents
- Special Education Teacher
- Representative of the Local Education Agency
- Regular Education Teacher
- Individual who can interpret the instructional implications of the evaluation results



For additional evaluation procedures refer to:
Guidelines: Identification and Evaluation of Students with Specific Learning Disabilities



SLD Evaluation Guidelines

- Will allow for both:
 1. A process based on a student' response to scientific, research-based intervention
 2. Discrepancy model

SLD Evaluation

- The child does not achieve adequately for the child's age or to meet state-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction...
 - Oral expression
 - Listening comprehension
 - Written expression
 - Basic reading skill
 - Reading fluency skills
 - Reading comprehension
 - Mathematics calculation
 - Mathematics problem solving

SLD Evaluation

- The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in paragraph (a)(1) of this section when using a process based on the child's response to scientific, research-based intervention
- OR
- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments

Data prior to referral

■ The group must consider:

1. Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel, and
2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

IWAR documentation

- (1) Whether the child has a specific learning disability;
- (2) The basis for making the determination;
- (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;
- (4) The educationally relevant medical findings, if any;
- (5) Whether—
 - (i) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards; and
 - (ii)(A) The child does not make sufficient progress to meet age or State-approved grade-level standards; or
(B) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development;
- (6) The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- (7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention—
 - (i) The instructional strategies used and the student-centered data collected; and
 - (ii) The documentation that the child's parents were notified about—
 - (A) The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
 - (B) Strategies for increasing the child's rate of learning; and
 - (C) The parents' right to request an evaluation.
 - (b) Each group member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

Evaluation Process



Gathering Information

The team should consider a variety of information sources.



- data gathered from interventions,
- teacher reports,
- medical reports,
- student cumulative file,
- previous assessment reports,
- referral forms,
- data collected from other agencies, and
- information given by the student and parent(s).

Is Additional Information Needed?

YES

1. MDT completes the Student Profile
2. MDT determines that additional information is needed
3. MDT completes an Assessment Plan
4. Parent provides consent for evaluation
5. Additional information is collected
6. Integrated Written Assessment Report is completed

NO

1. MDT completes the Student Profile
2. MDT may determine no additional information is needed to determine:
 - ✓ if the child is a child with a disability and
 - ✓ the child's educational needs
3. Integrated Written Assessment Report is completed
4. MDT documents that the parents have been notified of their right to request additional assessments

Evaluation Prior to Dismissal

For any child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency "shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals" Sec. 300.305 (e)(3).

ND Century Code 15.1-32-01. Definitions. 4. a. "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before September first of the year in which the individual turns twenty-one and who requires special education and related services...



Summary of Performance Form Components

- ✓ Student Information
- ✓ Student's Measurable Postsecondary Goals
- ✓ Summary of Performance
 - ✓ Academic Achievement
 - ✓ Functional Performance
- ✓ Recommendations to Assist the Student in Achieving Measurable Postsecondary Goals
- ✓ Student Input

Summary of Performance - SOP

An SOP that includes a review of a student's previous disability documentation and current data on the functional impact of the student's disability will significantly assist the student in gaining access to, and participating in, further education and employment.



Assessment Considerations for Secondary-Level Students

Postsecondary goals for students 16 and older must be based on age-appropriate transition assessments related to:

- education or training,
- employment, and
- where appropriate, independent living skills.

Consideration should be given to the following questions during the assessment planning process;

1. What knowledge and skills does the student need to acquire to successfully enter employment, postsecondary education, adult services, independent living, or community participation?
2. What knowledge and skills does the student currently demonstrate in each of these areas?

Secondary Transition Assessments

Types of transition assessments may include:

- ✓ behavioral assessment information,
- ✓ aptitude tests,
- ✓ interest and work values inventories,
- ✓ cognitive and achievement tests,
- ✓ personality or preference tests,
- ✓ career maturity or readiness tests,
- ✓ work-related temperament scales, and
- ✓ transition planning inventories.



Considerations for Nonbiased Assessment

Sec. 300.304 (c)(1)(i)(ii)(c) Other evaluation procedures.

Each public agency must ensure that—

(1) Assessments and other evaluation materials used to assess a child under this part—

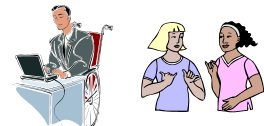
- (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer;

Native Language

Evaluation teams must provide accurate and useful information when evaluating children who come from a nondominant culture or primarily speak a language other than English.

These provisions apply when evaluating children:

- for whom English is not the native language;
- who communicate by signing;
- who use alternative augmentative communication, or
- who use other means to communicate.



Parent Consent for Reevaluation

Sec. 300.300 Parent Consent(c) Parental consent for reevaluation

- (1) Subject to paragraph (c) (2) of this section, each public agency –
 - (i) Must obtain informed parental consent, in accordance with 300.300 (a) (1), prior to conducting any reevaluation of a child with a disability.
 - (ii) If the parent refuses to consent to the reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures described in paragraph (a) (3) of this section.
 - (iii) The public agency does not violate its obligation under 300.111 and 300.301 through 300.311 if it declines to pursue the evaluation or reevaluation.
- (2) The informed parental consent described in paragraph (c) (1) of this section need not be obtained if the public agency can demonstrate that—
 - (i) It made reasonable efforts to obtain such consent; and
 - (ii) The child's parent has failed to respond.

Reevaluation

Sec. 300.303 Reevaluation.

- (a) *General.* A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§ 300.304 through 300.311—(1) If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or (2) If the child's parent or teacher requests a reevaluation.
- (b) *Limitation.* A reevaluation conducted under paragraph (a) of this section—(1) May occur not more than once a year, unless the parent and the public agency agree otherwise; and (2) Must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.

Reevaluation

Children grow and change. The public agency has an obligation to monitor the child's educational and developmental progress and needs.

The child's teachers and parents also observe a child's development and progress and may request a reevaluation to determine if the existing program of special education and related services continues to appropriately address the child's needs.



Reevaluation

- A reevaluation may occur not more than once a year and must occur at least once every three years, unless the parent and the public agency agree that a reevaluation is not necessary. If a parent requests a reevaluation, there is no requirement that a reason for the reevaluation be given.
- If a parent requests more than one reevaluation in a year and the public agency does not believe a reevaluation is needed, the public agency must provide the parents with written notice of the agency's refusal to conduct a reevaluation, that explains, among other things, why the agency refuses to conduct the reevaluation and the parent's right to contest the agency's decision through mediation or a due process hearing.
- In situations where a public agency believes a reevaluation is necessary, but the parent disagrees and refuses consent for a reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures.
- If parents and the public agency agree that a three year reevaluation is unnecessary, the public agency does not have to again offer to reevaluate the child the next year. The parents who have waived the three year reevaluation can later decide to request an evaluation.

Determining the Need for a Reevaluation

1. As part of the student profile, the parent and public agency should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the child's educational program.
2. After the completion of a student profile the parent and school district can agree that a reevaluation is not necessary. It is recommended that the team document this agreement as part of the student profile process.



Independent Evaluation

- If a parent does not agree with some aspect of an evaluation they have the right to request an independent evaluation at public expense.
- Results from any independent evaluation must be considered by the team for evaluation activities or program planning.
- A parent is entitled to only one independent education evaluation at public expense each time the parent disagrees with a specific evaluation or reevaluation that is conducted or obtained by the school.

Independent Evaluation Process

- If the school maintains that its assessment is appropriate, the school must file a due process complaint notice to show that its evaluation is appropriate.
- If the school district initiates a due process hearing and findings show that the district's assessment is appropriate, parents may obtain an independent evaluation at their own expense.
- If a due process complaint notice is not filed, the school must ensure that an independent evaluation is provided at public expense. The school must provide to parents, on request, information indicating where an independent evaluation may be obtained and the school districts criteria for a qualified examiner.

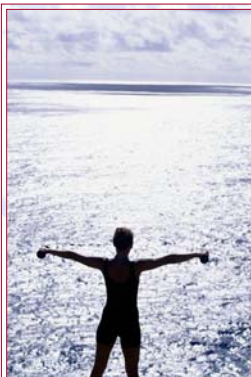
State Recommended Forms

- Student Demographics
- Student Profile
- Assessment Plan
- Integrated Written Summary Report



Thank You

**Guidelines:
Individualized Education Program
Planning Process**



The IEP Team:

**Who is a
member?**

**Who must public agency include on
the IEP Team?**



- *The child's parent(s)*
- *Definition of parent:*
 - *Biological or adoptive parent of a child*
 - *Foster parent*
 - *Guardian authorized to act as the child's parent or to make educational decisions*
 - *Individual acting in place of biological or adoptive parent-where child lives.*
 - *Surrogate parent*

Who must public agency include on the IEP Team?

- Not less than 1 of child's special education teachers
- Not less than 1 of child's regular education teachers*

* If child is, or may be, participating in regular education environment



Who must public agency include on the IEP Team?

Representative of public agency

Must be:

- qualified to provide (or supervise provision of) specially designed instruction to meet the unique needs of children with disabilities
- knowledgeable about general ed curriculum
- knowledgeable about availability of resources of public agency



Who must public agency include on the IEP Team?

Individual who can interpret instructional implications of evaluation results



May:

- already be a member of the IEP team for another purpose, but may not be the child's parent

Who must public agency include on the IEP Team?

Others with "knowledge or special expertise" about the child

Such a person:

- attends "at the discretion of the parent or the agency"
- may be a related services provider (as appropriate)

* "Knowledge or special expertise" about the child is determined by whoever invites individual to be part of the IEP Team



Who must public agency include on the IEP Team?

Who's missing from this picture?



Take a Wild Guess!

Who must public agency include on the IEP Team?

The child with a disability!



The **focus** of all this discussion and planning!

- **Must** be invited to attend, whenever appropriate
- **Must** be invited to a meeting where postsecondary goals and transition services needed to reach those goals will be considered

Who must public agency include on the IEP Team?

The child with a disability!



If child does not attend the meeting, other steps must be taken to ensure that child's preferences and interests are considered

So we're talking about transition...



So we're talking about transition...

** Consent Alert! Consent Alert!*

Parental consent is required (or the student's consent, if he or she has reached the age of majority)...

...before public agency may invite these participating agency representatives to attend an IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered



Another Special Transition Time



When a child previously served under Part C...

If parents ask, public agency must invite Part C service coordinator (or other reps of Part C system) to initial IEP meeting to assist with smooth transition in services



→ ...moves to Part B

MEETINGS of the IEP TEAM



IEP Meeting Excusal

IEP Team Member's curriculum area or related service **NOT** being modified or discussed:

- Written agreement by parents and LEA to excuse team member
- No written report necessary

IEP Team Member's curriculum area or related service being modified or discussed:

- Written consent by parents and LEA to excuse team member
- Member submits in writing to parent and IEP Team input into development of the IEP **prior** to the meeting.

IEP Meeting Excusal

- Not attending the IEP meeting does not relieve the school personnel of responsibility for implementing portions of the IEP assigned to that person.

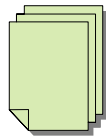


IEP Amendments

- Changes after annual IEP meeting
 - Parent and LEA may agree not to convene an IEP meeting, instead may develop a written document to amend or modify the IEP.
 - LEA must ensure that the child's IEP Team is informed of the changes.
 - Copies of the revised IEP incorporating amendments must be provided to the parents at their request



IDEA CHANGES Regarding THE COMPONENTS OF THE IEP



Changes to 1st page of IEP

- Race (page 64)
- Biological/Foster parent
- LRE
- Type of IEP
- Preschool changes
- Meeting date
- Meeting participants
 - required team members



Consideration of Special Factors

1. Does the child's behavior impede the child's learning or the learning of others?
2. Has the child been identified by the school district using the state English Language Proficiency Assessment as a child with limited English proficiency?
3. Is the child blind or visually impaired?
4. Is the student deaf or hard of hearing?
5. Does the student need assistive technology devices and services in order to successfully access the general education curriculum?

*Page 32-33 IEP Guidelines

PLAAFP

- A statement of the child's present levels of academic achievement and functional performance, including -
 - How the child's disability affects the child's involvement and progress in the general curriculum or
 - For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities

Functional Performance

Functional needs refer to activities and skills that are not considered academic or related to a child's academic achievement as measured on Statewide Achievement tests. Functional skills are those which significantly affect the quality of life of an individual in a community.

Goals

- Four primary components of a goal are:
 - the behavior or skill being addressed,
 - the desired ending level of achievement,
 - the intent or purpose for accomplishment, and
 - characteristics of services (only for goals not requiring short term objectives)

Example Goal

In order to improve math skills, Michael will compute math problems in the 5th grade classroom that require one or two digit regrouping, with 80% accuracy over 10 consecutive trials. This activity will be evaluated through daily assignments by Michael's math teacher. (Mathematics grade 5 standard benchmark 4)

Objectives

Each short-term objective must have 6 components.

1. *Conditions* or circumstances under which the behavior is to be performed.
2. *Performance* of specific behaviors, which are simply statements of what the student is expected to do.
3. *Criteria* for attainment or level of performance statements which generally address how well the student is expected to perform the behavior.
4. *Evaluation* procedures for determining whether the short-term objectives are being met.
5. *Schedule* for determining whether objectives have been met.
6. *Characteristics of services* include a description of where, how, and by whom the services will be delivered.

Example Objective

Given mathematical terminology, Bill will identify the correct terms when adding, subtracting, multiplying, and dividing with 80% accuracy in 9 out of 10 trials beginning September 27, 2007 through December 20, 2007. This skill will be performed in the 8th grade math classroom. Performance will be evaluated through weekly grades by the 8th grade math teacher. (Math grade 8 standard, benchmark 1)

Progress Reports

A description of:

- How the child's progress toward meeting the annual goals will be measured; and
- When periodic reports on the progress the child 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.



Participation in District-wide and Statewide Assessments

- In ND student will participate under one of four general options:

1. *North Dakota State Assessment (NDSA)*
2. *North Dakota State Assessment (NDSA) with **approved** accommodations.*
3. *North Dakota Alternate Assessment (NDAA).*
4. *Combination of the NDSA and the NDAA.*



Participation in District-wide and Statewide Assessments

- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on the state and district-wide assessments
- If IEP team determines child must take an alternate assessment, IEP must contain a statement of **why**—
 - The child cannot participate in the regular assessment; and
 - The particular alternate assessment selected is appropriate for the child.

Nonacademic and Extracurricular Services and Activities: (300.107 Non-academic services)

Supplementary aids and services that will enable children with disabilities to participate in *extracurricular and nonacademic settings* must be addressed by the IEP Team.



Counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency....

LRE Preschool

- **(A) Children attending a regular early childhood program**
 - A1. In the regular early childhood program at least 80% of time
 - A2. In the regular early childhood program 40% to 79% of time.
 - A3. In the regular early childhood program less than 40% of time
- **(B) Children not attending a regular early childhood program or kindergarten**
 - **Attending a special education program**
 - B1. Separate class.
 - B2. Separate school
 - B3. Residential facility
 - **Not attending a special education program**
 - B4. Home
 - B5. Service Provider Location

Ages 6-21 LRE

- Inside regular class 80% or more of Day
- Inside the regular class no more than 79% of day but no less than 40% of day
- Inside regular class for less than 40% of day
- Separate school
- Residential facility
- Homebound/hospital
- Correctional facility
- Parentally placed in private schools

Special Education and Related Services

- New definitions (page 59)
 - Interpreting services are based on the individual language needs of the child
 - School nurse services are services provided by a qualified school nurse
 - Related services do not include a medical device that is surgically implanted (e.g. cochlear implants)

Special Education and Related Services

- IEP Form Changes
 - Service
 - Min/Week
 - Starting Date
 - Duration
 - Service Provider (Job Title)
 - Location of Services

Use of Standards in the IEP Process

IEP teams will be required to include goals aligned with grade-level standards in the IEPs of students who are taking assessments aligned with modified achievement standards.

The intent of Congress is that students with disabilities must be included in statewide accountability systems, to measure the learning of all students on what they should know and be able to do, based on state content standards.

Subsequent regulations for alternate achievement standards (1%) and guidance on modified achievement standards (2%) have reinforced the idea that all students are expected to achieve "proficiency" on a single set of state standards.

Supported by both IDEA and NCLB.

Essentially has driven "Standards - based IEP" to become a requirement.

State Standards

- **Content Standards** = statements of what students should know and be able to do in a particular subject.
- **Topic** = A category that aides in the organization of particular clusters of benchmarks.
- **Benchmark** = translation of a standard into what students should know specific to their grade level.

Achievement Standard

What a student knows and can do to demonstrate a level of achievement on a content standard.

In ND we have four levels of proficiency:

- Advanced Proficient
- Proficient
- Partially Proficient
- Novice

Reading - Content Standard # 2

Content Standard

"Student engages in the reading process"
(same from grade K-12)

Subtopic (grade 3)

"Literary/informational genres and elements"

("Word Recognition/Vocabulary" "Reading Strategies for Meaning")

Benchmark

3.2.1 Identify the elements of a fiction text i.e., setting, characters, events, problem, and resolution/solution.

Alternate Assessment

- Historically (under IDEA) the AA has addressed the needs of students with severe cognitive disabilities.
- Two years ago (under NCLB) we included students with persistent learning difficulties.
- Severe = “linked” to standards = 1%
- Persistent = “aligned” to standards = 2%

2007 changes with Alternate Assessment

- 1% based on alternate achievement standards
- 2% based on modified achievement standards
- No longer referred to as “linked” and “aligned”
- Fall 2007 ND will have an NDAA1 and an NDAA 2

Goals and Objectives

Where do they fit in now?

- Modified achievement standards > goals
- Alternate achievement standards > objectives
- Requirement to review assessment options annually.
- NDDPI recommends that both goals and objectives be written based on standards for all students who are likely to participate in an Alternate Assessment in any content area.

What IEP Teams Need To Know:

- The grade level achievement standards and benchmarks.
- School/district curriculum expectations
This raises the importance of the participation of the general education teacher in the IEP process.
- Student’s present level of performance in all areas including academic subjects.
- Other considerations of educational need

What needs to be focused on in a standards-based IEP?

- Core curriculum subjects – especially those that will be assessed in the state assessment system.
- Mathematics grades 3-8 and 11
- Reading/Language Arts grades 3-8 and 11
- Science in grades 4,8, and 11

Challenges

- Fall Testing window
- When the IEP is scheduled annually
- Being prepared to discuss the grade level expectations
- Prioritizing the content of the IEP
- Allowing time for instruction on the content prior to the next testing window

Questions to ask

- How to write measurable annual goals?
- How to write measurable objectives?
- Understand what it means to “enable the student to be involved in and progress in the general curriculum?”
- How many subjects need to have goals and objectives written?
- What related services/accommodations are needed to assist students to achieve successfully?

Which assessment option is appropriate for a student?

- ND State Assessment with or without accommodations?
- ND Alternate Assessment for 1%?
- ND Alternate Assessment for 2%?
- A combination of the above options?

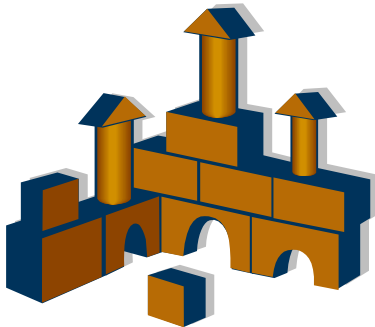
Regardless of the options

- Standards based education is here
- Standards based IEPs will be needed
- All educators will be required to have an understanding of the local curriculum, requirements for each grade level as well as an understanding of state content and achievement standards.

2007 Alternate Assessment

- Will include two separate assessment options (1% and 2%)
- Understanding the testing rules will be necessary for all special education teachers

Secondary Transition Components in the IEP



IDEA 2004 Procedure *Changes*-Transition Services

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team

- 1. Appropriate measurable postsecondary goals**
 - Based upon age appropriate transition assessments
 - Related to education or training, employment and where appropriate, independent living skills.
- 2. The transition services**
 - Courses of study
 - Coordinated set of activities
 - Parental written consent for agency invitation to IEP meeting.
- 3. Summary of Performance**
 - A summary of the child's academic achievement and functional performance (graduation regular diploma, aging out).

IDEA 2004 Transition Services

Definition: (Changes)

Transition Services: The term transition services means a coordinated set of activities for a **child** with a disability that

- Is designed to be **within a result-oriented** process that is **focused on improving the academic and functional achievement of the child with a disability to facilitate the child's** movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's **strengths**, preferences, and interests.
- And includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

34 CFR 300.43 (a)

New Requirements for State Education Associations: Six-year State Performance Plans (SPP) around 20 indicators

Including Indicators, continued...

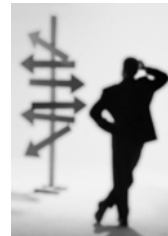
- **Indicator 13 in the SPP speaks to the quality of transition plans.**
 - **Indicator #13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet the postsecondary goals.
- **Indicator 14 in the SPP speaks directly to the issue of measurability and postsecondary goals.**
 - **Indicator #14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of secondary school, or both within one year of leaving high school.

ND Internal Monitoring Transition Requirements Checklist (Indicator 13)

1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and as needed, independent living?
2. Is (are) there annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)?
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?
4. For transition services that are likely to be provided or paid by other agencies with parent (or student once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
5. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school.

Adapted from the NSTTAC (National Secondary Transition Technical Assistance Center) Indicator 13 Checklist

What is a measurable postsecondary goal?



- A statement based on **age appropriate transition assessment** that articulates what the student would like to achieve after high school taking into account the student's strengths, preferences and interests.
- A post secondary goal is defined as an outcome that occurs after the person has exited high school by graduating or is no longer eligible for services.
- A postsecondary goal is not the process of pursuing or moving toward a desired outcome.

Measurable Postsecondary Goal Areas

Training/Education

Specific vocational or career field, independent living skills training, vocational training program, apprenticeship, OJT, job corps, 4 year college or university, technical college, 2 year college, etc.

Employment

Paid (competitive, supported, sheltered); unpaid Employment (volunteer, in a training capacity); military; etc.

Independent Living, where appropriate

Adult living, daily living, independent living, financial, transportation, etc.

17 year old student with a mild disability

- 1. Training/Education:** After high school, Karla will enroll full time at the university in the nursing program.
- 2. Employment:** After completing the nursing program at the university, Karla will work full time as a nurse.

One inclusive goal: After high school Karla will enroll full time at the university to prepare herself to work full time as a nurse.



20 year old student with a severe disability



• **Training/Education**

After high school, Tom will participate in sensory integration skills programming to increase/maintain his tolerance in different environments through Life Long Training Center.

2. Employment

After high school, Tom will participate in the Life Long adult day program with one-on-one support from staff.

3. Independent Living

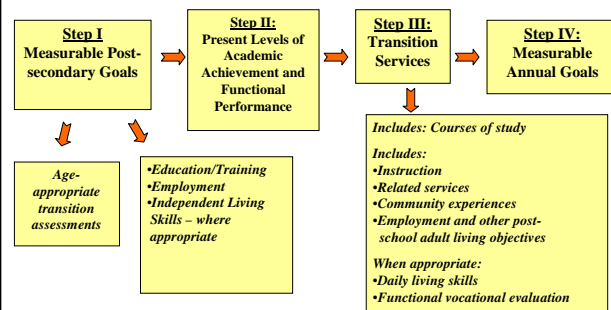
After high school, Tom will live in a medical group home with a personal care assistant.

NSTTAC 02-01-07

IDEA 2004

IEP Results Process for Transition Services

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Postsecondary goals “based on age-appropriate transition assessments”
 defined as: *an ongoing process of collecting data on the student’s:*

- Needs
- Preferences
- Strengths
- Interests

As they relate to the demands of:

- Education or training
- Employment
- Independent Living.

Division on Career Development and Transition (DCDT)

Transition Assessments

- Provide information crucial for identifying appropriate transition services that match the student’s postsecondary goals.
- Help students understand their strengths, interests and preferences.
- A variety of tests must be used.
- Observations of the student, anecdotal information, standardized tests, informal observations.
- Information must be updated annually.

Transition Assessment Results become part of the.....

- The Integrated Written Assessment Report
- Present Level of academic achievement and functional performance (PLAAFP) in the IEP

Whatever the method used in assessment, the end result.....

- Comprehensive understanding of the student’s skills and readiness for the postschool environment.



Transition assessment results become part of the PLAAFP.
 All areas of transition must be addressed:

- Jobs and Job Training,
- Recreation and Leisure,
- Home/Independent living,
- community Participation,
- Post-secondary Training and Learning Opportunity, and
- Related Services.



The Transition Services needed to assist the student in reaching postsecondary goals

- Courses of study (Courses & Educational Experiences)
- Coordinated Set of activities (For each postsecondary goal at least one strategy or activity for one of the following : instruction, related services, community experiences, employment, post-school adult living, daily living skills, functional vocational evaluation).

Coordination of Services Between Agencies

- With the consent of the parent or a student who has reached the age of majority, the public agency **must invite** a representative of any participating agency who is likely to be responsible for paying for transition services.
- Agency responsibilities (*services needed beyond high school to provide adult services*) are documented in the coordinated set of activities section of the IEP. Timelines are also identified.

Agency Collaboration & Responsibilities

- 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 objectives for the child set out in the IEP.



Annual Goals related to postsecondary goals

- For each postsecondary goal there must be an annual goal(s) in the IEP that will help the student make progress toward the stated postsecondary goal(s).
- In designing annual goals, refer to the coordinated set of activities that are the direct responsibility of special education.

Annual Goals-Examples:

Postsecondary Goal: Upon completion of high school, Paul will play soccer in a recreational soccer league at the YMCA.

Annual Goal: Given the phone number for the YMCA and a YMCA application, Paul will call to request an application and complete the application by writing his personal information in the spaces provided with 90% accuracy by January 2008.

NSTTAC 02-01-07

Age of majority (Informed of rights transfer no later than one year before) (300.520)

- Date of IEP Meeting when transfer of rights was discussed.
- Notice to parents and student that rights have transferred.
- Transfer of Right Form completed with student.



Secondary Transition Forms Appendix B of the IEP Guidelines

- Transition IEP Form
- Parent Consent Form for agency Invitation
- Transfer of Rights Form
- Summary of Performance Form

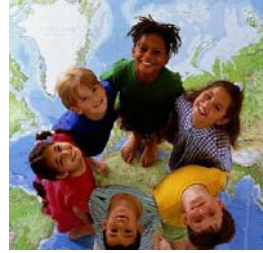
Appendices of the *Guidelines: Individualized Education Program Planning Process*

- State Performance Plan 2005-2010
- Secondary Transition IEP Process & Forms
- Individualized Education Program Forms
- Consideration of Special Factors
- Use of Standards in the IEP Process
- Part 300 IDEA Regulations
- Extended School Year Services
- Individualized Education Program Forms
- OSEP Topical Briefs

“The More We Do What
We Always Did, the
More We’ll get What we
Always Got”
W. Edwards Deming



Thank you for attending this training.



Building the Legacy: IDEA 2004