



Individual Education Program (IEP)

A Technical Assistance Guide

Updated November 7, 2022

SD Department of Education, Special Education Programs
800 Governors Drive, Pierre, SD 57501 - doe.sd.gov/sped

Purpose of the IEP

There are two main parts of the Individual Education Program (IEP) requirement. First, the IEP **meeting**, at which parent/guardians, the student, evaluators, school personnel, and others jointly make decisions about the student's eligibility and the educational program for a student with disabilities who requires special education or special education and related services. Second, the IEP **document**, which acts as a written record of the decisions reached at the meeting. The overall IEP requirements have a number of purposes and functions:

1. The IEP meeting serves as a **communication vehicle** between parent/guardians and school personnel. It enables them, as equal participants, to jointly decide what the student's needs are, what services will be provided to meet those needs, and what the anticipated outcomes will be.
2. The IEP process serves as an opportunity to **resolve any differences** between parent/guardians and school personnel, either through the meeting itself, or if necessary, through procedural safeguards available to parent/guardians.
3. The IEP sets forth in writing a **commitment of resources** necessary to enable a student with disabilities to receive a free appropriate public education (FAPE) and outlines the special education or special education and related services to be provided.
4. The IEP is a **management tool** that is used to ensure that each student is provided special education or special education and related services appropriate to individual learning needs.
5. The IEP is a **compliance and monitoring** document that can be used to ensure that students are receiving a FAPE.
6. The IEP serves as a **progress monitoring device** in determining the extent of student's progress toward IEP goals and in the general curriculum.

The IEP Process – What you need to know.

The following information is taken from the August 14, 2006 Federal Register IDEA Comment Section of the regulations. The comment sections are guidance given by the Office of Special Education Programs.

Federal Register Analysis: Referral

Since not all child find and referral processes in States and LEAs would necessarily meet the requirement in section 615(k)(5)(B)(iii) of the Act that the teacher of the child, or other personnel of the LEA, must express specific concerns about a pattern of behavior demonstrated by the child "directly to the director of special education of such agency or to other supervisory personnel of the agency," we are removing from §300.534(b)(3) the requirement that concerns be expressed in accordance with the agency's established child find or special education referral system.

We continue to believe the child find and special education referral system is an important function of schools, LEAs, and States. School personnel should refer children for evaluation through the agency's child or special education referral system when the child's behavior or performance indicates that they may have a disability covered under the Act. Having the teacher of a child (or other personnel) express his or her concerns regarding a child in accordance with the agency's established child find or referral system helps ensure that the concerns expressed are specific, rather than casual comments, regarding the behaviors demonstrated by the child and indicate that the child may be a child with a disability under the Act. **For these reasons, we would encourage those States and LEAs whose child find or referral processes do not permit teachers to express specific concerns directly to the director of special education of such agency or to other supervisory personnel of the agency, to change these processes to meet this requirement.**

Changes: In light of some State child find procedures, we have removed from §300.534(b)(3) the requirement that the teacher or other LEA personnel must express concerns regarding a child’s pattern of behavior in accordance with the agency’s established child find or special education referral system.

Federal Register Analysis: Draft IEP

As noted in §300.306(a)(2), the public agency must provide a copy of an evaluation report and the documentation of determination of eligibility at no cost to the parent. Whether parents receive all evaluation reports before an IEP Team meeting, however, is a decision that is best left to State and local officials to determine.

With respect to a draft IEP, we encourage public agency staff to come to an IEP Team meeting prepared to discuss evaluation findings and preliminary recommendations. Likewise, parents have the right to bring questions, concerns, and preliminary recommendations to the IEP Team meeting as part of a full discussion of the child’s needs and the services to be provided to meet those needs. We do not encourage public agencies to prepare a draft IEP prior to the IEP Team meeting, particularly if doing so would inhibit a full discussion of the child’s needs. However, if a public agency develops a draft IEP prior to the IEP Team meeting, the agency should make it clear to the parents at the outset of the meeting that the services proposed by the agency are preliminary recommendations for review and discussion with the parents. The public agency also should provide the parents with a copy of its draft proposals, if the agency has developed them, prior to the IEP Team meeting so as to give the parents an opportunity to review the recommendations of the public agency prior to the IEP Team meeting and be better able to engage in a full discussion of the proposals for the IEP. It is not permissible for an agency to have the final IEP completed before an IEP Team meeting begins.

Disclaimer: The IEP TA Guide examples in this guide are for general information purposes only. You should not rely upon this information as a basis for making legal determinations or decisions.

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IEP COVER PAGE

OVERVIEW

IEP cover page provides an overview of the student demographics, basic documentation requirements along with who is participating in the IEP meeting, when it is developed, and when services begin.

COMPLETING THIS PAGE

Student Name

State the full name of the student, including middle name or initial.

Student Information Management System (SIMS)

Write the child's State ID "SIMS" number in the blank.

To obtain the SIMS number log into Infinite campus (SIMS).

If you do not have access, contact your data entry person or look in the student's cumulative folder.

Parent/Guardian Information

The name(s) of the child's parent/guardian must be entered here. In order to assure correspondence is sent to the proper mailing address, acquire the address from the office or parents and document it in this section.

In the event the district needs to contact parents by telephone, numbers should be documented in this space and re-checked annually.

[ARSD 24:05:13:04. Parent.](#)

School District

Identify the child's school district of residence.

School

Identify the school building or center that the child actually attends.

DOB

Indicate the child's full date of birth (month, day, and year).

Age

Fill in the age of the child on the day that the meeting is held.

Grade

Identify the regular classroom grade of the child. If the child is in a non-graded placement, identify the grade the student is enrolled as in the SIMS.

Gender

Indicate whether the child is male or female.

INDIVIDUAL EDUCATION PROGRAM ARSD 24:05:27		
STUDENT NAME:	SIMS:	
PARENT/GUARDIAN NAME:	PHONE:	
ADDRESS:	WK PHONE:	
SCHOOL DISTRICT:	SCHOOL:	
DOB:	AGE:	GRADE:
GENDER:	RACE:	
Meeting Date:	Purpose of Meeting	
Date Services Begin:	<input type="checkbox"/> Initial Eligibility, IEP, Placement	
Annual Review Date:	<input type="checkbox"/> Annual Review of IEP	
Date of Eligibility Determination:	<input type="checkbox"/> Three Year Reevaluation	
Three Year Reevaluation Due By:	<input type="checkbox"/> Dismissal from Services - Date Effective: _____	
	<input type="checkbox"/> Parent Request	
	<input type="checkbox"/> Other: _____	
Discussed evaluation results/progress/assessment method <input type="checkbox"/> Yes <input type="checkbox"/> No (Parent/Guardian Initial)	Student is eligible for special education or special education and related services as determined by the IEP team <input type="checkbox"/> Yes <input type="checkbox"/> No	
Copy of evaluation results received <input type="checkbox"/> Yes <input type="checkbox"/> No (Parent/Guardian Initial)	An annual copy of Parent/Guardian Rights was received and reviewed (Date) _____ (Parent/Guardian Initial)	
Transition Planning Needed <input type="checkbox"/> No <input type="checkbox"/> Yes (If yes, attach appropriate transition pages)	A copy of the IEP was provided to parent/guardian <input type="checkbox"/> Yes <input type="checkbox"/> No (Parent/Guardian Initial)	
Primary Disability:		
IEP Team Membership	Signature	Date
Parent/Guardian	_____	_____
Parent/Guardian	_____	_____
Student	_____	_____
School Representative	_____	_____
General Education Teacher	_____	_____
Special Education Teacher or Provider	_____	_____
Speech Language Pathologist	_____	_____
Individual who can interpret evaluation results	_____	_____
Other:	_____	_____
Other:	_____	_____
Other:	_____	_____
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Race

Indicate the child's primary race as identified by the parent.

Hispanic/Latino (H/L), American Indian or Alaska Native (AI/AN), Asian (A), Black or African American (B/AA), Native Hawaiian or Other Pacific Islander (NH/OPI), White (W) or two or more races (TR)

Meeting Date

Identify the date the meeting is held (month, day, and year).

Date Services Begin

Identify the date (month, day, and year) the IEP services will be initiated.

Date services begin is, at a minimum 5 days, after the Parental Prior Written Notice (PPWN) is given to parents to review the districts decisions. Parents can waive the minimum 5-day implementation date but should only be done in limited circumstances. Due to the time it takes to put new programming in place, immediate action may not always be feasible. The five day notice also gives parents time to review the decisions made by the IEP team. If the parents disagree, they have an opportunity to use their procedural safeguards. The date of implementation should be discussed and identified by the IEP team during the meeting, and this date should be documented on a PPWN after the decision is made and is documented on the front page of the IEP.

A situation in which the service date may be later than the five days is as follows:

- A child is moving from the Part C program to the Part B program and the IEP is developed within 90 days prior to the student's third birthday. The date services begin would be reflected as the student's third birthday or date agreed upon after the student's 3rd birthday. Parent is unable to waive to start services prior to third birthday.

Annual Review Date

Identify the date (month, day, and year) the IEP will be reviewed by the IEP team.

The date may be less than one year but cannot exceed 365 days from the current meeting date. This timeline cannot be extended or waived. Begin planning early with parents to establish a mutually agreeable date.

Situation	Date of IEP meeting	Date services can begin (Noted PPWN and IEP) Minimum of 5 days after meeting and PPWN sent.	Parents waived 5 days	Annual IEP review date deadline
School Aged Student	April 6, 2022	April 11, 2022	No	April 6, 2023
	April 6, 2022	April 8, 2022	Yes	April 5, 2023
Part C to Part B (Child turns 3 on June 1, 2022)	May 10, 2022	June 1, 2022 Unless team agrees no ESY services needed then start of school year: August 17, 2022	No	May 10, 2023

[ARSD 24:05:27:08. Yearly review and revision of individual educational programs.](#)

Date of Eligibility Determination

The student must meet SD eligibility requirements for the stated disability as listed in the Administrative Rules of South Dakota.

The eligibility date is the date the IEP team determines the student is eligible for special education based on an initial evaluation or reevaluation. This date must match the date on the “eligibility document” for the most recent evaluation conducted.

ARSD 24:05:24.01:01. Students with disabilities defined.

Three Year Reevaluation Due by

This is the month, day and year of the next three-year evaluation. This date must not exceed three years from the date of the prior eligibility determination date. Reevaluation may not occur more than once a year, unless the parent and the district agree otherwise.

Purpose of Meeting

The purpose(s) must correspond with the purpose(s) stated on the meeting notice sent to the parent/guardian.

Discussed evaluation results/progress/assessment method

This is an opportunity to document parent/guardian were involved in discussion of the evaluation results and/or progress on goals and objectives at the meeting. Districts should consider documenting on the IEP through parent initials and date or by other means to verify this has been done.

Copy of evaluation results received

District must ensure the parent/guardian receives a copy of the evaluation results discussed. Districts should consider documenting the receipt of evaluation results on the IEP by having the parent’s initial and date or by other means to verify this has been done.

Transition Planning Needed

Transition planning needs to begin no later than the first IEP to be in effect prior to the student turning 16, or younger if determined appropriate by the IEP team. If transition is needed, please use the Individual Education Plan for Transition.

Student is eligible for special education

Check the appropriate box (Yes/No) indicating the team decision regarding the eligibility status of the student.

Parent/Guardian Rights

After the initial referral, a copy of parent/guardian rights brochure (procedural safeguards) must be given to parents annually. Districts should consider documenting receipt of parental rights on the IEP by having the parent’s initial and date or by other means to verify this has been done. The district should determine when the annual notification of rights will be provided.

Options to provide parent procedural safeguards include sending parent/guardian rights with the meeting notice, giving a copy to the parent/guardian on the day of the annual IEP meeting or sending a copy by mail the beginning of each school year. This date should reflect the date it actually occurs.

Parents may receive this notice by electronic mail if the district makes that option available and parents elect to receive notice in that manner (ARSD 24:05:30:06.03.).

ARSD 24:05:30:06.01. Procedural safeguards notice -- Availability.

IEP provided to parent/guardian

A copy of the IEP must be provided to the parent/guardian at the close of the IEP team meeting. Districts should consider documenting the receipt of final IEP decisions by having the parent's initial and date document or by other means to verify this has been done. The copy of the IEP the parent/guardian leaves with following the meeting is the official copy of the team's decisions.

It does not need to be "pretty", but it does need to contain the decisions made by the team during the meeting. The district can re-type the document to improve its appearance and send another copy to the parents after the meeting; however, the content cannot be altered.

Parental Prior Written Notice (PPWN): The PPWN explains decisions of the IEP team and district along with reasons, data and other factors about the individual student. It must be individualized and written in parent friendly language. Before the implementation of proposals or refusals, to change the identification, evaluation, educational placement, or provision of FAPE a parental prior written notice must be provided to a parent/guardian at a minimum of 5 days prior to implementation of the IEP. This document is developed after the meeting and can be provided the day of the meeting or after. If sent after the meeting, ensure implementation date is a minimum of 5 days from when PPWN was sent.

Parents may receive these notices by electronic mail if the district makes that option available and parents elect to receive notice in that manner (ARSD 24:05:30:06.03.).

PRIMARY DISABILITY

This must match the category marked in the Determination of Eligibility/Continued Eligibility Document for the most recent eligibility determination.

Thirteen Disability Categories (3-21) plus Developmental Delay

- **0500 - Deaf-Blindness**
- **0505 – Emotional Disability**
- **0510 - Cognitive Disability**
- **0515 - Hearing Loss**
- **0525 - Specific Learning Disability**
- **0530 - Multiple Disabilities**
- **0535 - Orthopedic Impairment**
- **0540 - Vision Loss**
- **0545 – Deafness**
- **0550 - Speech/Language Impairment**
- **0555 - Other Health Impaired**
- **0560 – Autism Spectrum Disorder**
- **0565 - Traumatic Brain Injury**
- **0570 – Developmental Delay (may only be used for students ages 3 through 8)**

IEP TEAM MEMBERSHIP

NOTE: Signing as an IEP team member does not mean consent or agreement to the information developed in the IEP document. It only means the individual was present at the IEP team meeting.

NOTE: Alternative means of meeting participation, such as video conferences and conference calls may be used. If a team member participates through alternative means, the district should document their name and how they participated under the signature section on the IEP. For example: Mary Smith, parent, participated through conference call or parent invited and name of person is documented on the IEP.

Parent/Guardian

The parent(s) of the student. ARSD 24:05:13:04 discusses who can be a parent under IDEA.

Student

The student should be encouraged to participate in his/her IEP meeting, whenever appropriate. Parents and the student's IEP team will make this decision.

The student must be invited to the IEP meeting if the purpose is the consideration of postsecondary goals and transition services prior to turning 16 or younger if appropriate. Evidence of the student invitation must be present in the student's file.

If the student does not attend, the district must ensure the student's preferences and interests are considered at the meeting. Though the student's preferences and interests must be considered, only the parent has the authority to make educational decisions for the student until the student has reached the age of majority under State law.

School Representative

The individual selected to act as the district's administrative designee "MUST":

- Be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
- Be knowledgeable about the general education curriculum; and
- Be knowledgeable about the availability of resources of the school district
- Have the authority to allocate district funds and to make those decisions at the time of the IEP meeting.

Example:

The school counselor was selected to be the administrative designee at Alice's IEP meeting. The team decided that Alice needs a Kurzweil reading program to assist with her reading disability. The counselor stated they would have to check with the Superintendent before agreeing to buy the program. The IEP team would need to reconvene at a later date with the decision.

In this scenario, the counselor is not familiar with the availability of district resources and cannot delegate funds. Therefore, he/she does not meet the requirements of the administrative representative.

General Education Teacher

Not less than one regular education teacher of the student must attend the IEP meeting if the student is, or may be, participating in the general education environment.

Special Education Teacher/Provider

Not less than one special education teacher of the student must attend the meeting or, if appropriate, at least one special education provider of the student.

Speech/Language Pathologist

If speech and language is the primary area of disability, the speech/language pathologist must be at the meeting. Speech/Language therapist may also be a member of the child's IEP team when speech/language is considered a related service needed by the student.

Individual who can interpret evaluation results

This member of the IEP team is an individual who can interpret the instructional implications of evaluation results. This individual may be one of the IEP team members described above.

Other

At the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the student may be invited to participate at the IEP meeting.

Other members may include, but are not limited to, a psychologist, physical therapist, occupational therapist, counselor, behavior specialist, etc. Be sure to include the person's title following their name.

Transition Requirements: If an agency is likely to be responsible for paying for or providing transition services, a representative from the agency should be invited to the annual IEP. **Prior to including the agency representative on the meeting notice**, written consent must be received from parent or student who has reached the age of majority to invite the agency to the IEP meeting. This consent must be updated before each time the agency is invited.

NOTE: IEP team members may be excused from attending the IEP meeting with the **prior** consent of the parent and district. A sample form at <https://doe.sd.gov/sped/IEP.aspx> .

- [ARSD 24:05:13:04. Parent](#)
- [ARSD 24:05:27:01.01 IEP Team](#)
- [ARSD 24:05:27:01.05. IEP team attendance](#)
- [ARSD 24:05:25:17. Conduct of IEP team without parents](#)
- [ARSD 24:05:25:16.01. Participation of student in IEP team meeting](#)

RESOURCES

Online Resources:

- ✓ Student Data Desk Guide – <http://doe.sd.gov/ofm/sims.aspx>
- ✓ Eligibility Guide: <http://doe.sd.gov/sped/documents/16-Eligib.pdf>
- ✓ IEP Form “Request to Excuse Required IEP Team Members”:
<http://doe.sd.gov/sped/documents/ExcusalSD.pdf>
- ✓ Team Process: IEP Development, Implementation, and Progress webinar:
<https://doe.sd.gov/sped/webinars.aspx>

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFPS)

OVERVIEW

The Present Levels of Academic Achievement and Functional Performance (PLAAFPS) is a summary of the student's current achievement/performance and strengths/needs in the skill areas affected by his/her disability (as determined by a comprehensive evaluation).

The skill areas included in the PLAAFPS should:

- Connect to BOTH the student's most recent evaluation and IEP goals.
- Be specific and list observable skills/behaviors
- Include data driven baseline data collected during skill-based assessments.
- List the student's current skills in comparison to the skills of a typically performing student at this time in the year. This information will be used to develop goals that work to decrease the gap.

Examples:

- Joe reads 36/100 of first 100 Fry sight words.
- Robin correctly added 3 single-digit numbers in 1/5 attempts.
- Tony uses correct punctuation (! , , ?) consistently (in 7/8 writing samples).

For students of transition age (by the age 16), the team must include transition-related information in the PLAAFPS. This will help the team identify where the student is functioning in relationship to what he/she plans to do after finishing high school.

The transition skill areas included in the PLAAFPS should connect to BOTH the most recent transition evaluation(s) and his/her post-secondary goals.

COMPLETING THIS PAGE

Include the following information when completing this page:

Strengths

- Include all areas the IEP team determines the student needs specialized instruction and supports (i.e. math reasoning, math calculation, reading, behavior, transition, written language, articulation, fine motor, etc.)
- Use a variety of skill-based and/or developmental assessment tools to gather information.
- List specific skills/concepts that the student can demonstrate in an academic/educational setting.
- List skills in bullet or paragraph form.
- If including transition information, include strengths in employment, education/training, and independent living. Include student preferences and interests.

Needs

- Include all areas the IEP team determines the student needs specialized instruction and supports (i.e. math reasoning, math calculation, reading, behavior, transition, written language, articulation, fine motor, etc.)
- Use a variety of skill-based and/or developmental assessment tools to gather information.
- List specific skills/concepts that the student cannot demonstrate in an academic/educational setting.
- List skills in bullet or paragraph form.

INDIVIDUAL EDUCATION PROGRAM AR SD 24:95-27
Present Levels of Academic Achievement and Functional Performance <small>In developing each student's IEP, the IEP Team must consider 1) the strengths of the student; 2) the concerns of the parents for enhancing the education of their student; 3) the results of the initial or most recent evaluation of the student; and 4) the academic, developmental, and functional needs of the student.</small> <small>Provide a statement of the student's present levels of academic achievement and functional performance, including 1) how the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or 2) for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities.</small>
<small>*Remember to address:</small> <ul style="list-style-type: none"> • Strengths & needs using academic achievement (skill-based assessment) AND functional performance • Parent input • Transition strengths and needs including the student's preferences and interests (must be in the student's IEP by age 16)
<small>South Dakota Department of Education Page 12 Revised - July 2021</small>

- If including transition information, include needs in employment, education/training, and independent living. Include student preferences and interests.
- If all needs will not be addressed in the IEP, the team should prioritize needs and document why all needs are not being addressed.

How the student’s disability affects the student’s involvement in the general curriculum

- Document the impact the student’s disability has on his/her ability to perform in the **general education curriculum** (or age-appropriate activity if the student is a preschooler).
- Describe what the disability “looks like” as it presents itself in the general education setting.
- **DO NOT:** Make or write placement decision such as, “Student needs assistance from the resource room to be successful.”

Parent/Guardian Input

- Encourage parent/guardian to be an active part of the IEP process. Their input is a vital component in addressing the student’s needs. Input on how they see the disability is impacting their child or strategies used with the child at home or school. Be prepared to ask guiding questions to help parent(s) provide information the IEP team needs to consider.

Document the parent/guardian concerns or comments regarding the evaluation results, PLAAFPs, etc. If the parent does not have input after encouraging a response, note that as well.

Note: PLAAFP page should not contain information such as current grades, missing work or opinions. Evaluation scores are already discussed during evaluation process and would not be required to be restated here.

[ARSD 24:05:27:01.03. Content of individualized education program.](#)

[ARSD 24:05:27:01.02. Development, review, and revision of individualized education program.](#)

RESOURCES

Appendix Resources:

- ✓ 4. Sources of Skill-Based Assessments
- ✓ 5. Skill-Based Assessment Examples
- ✓ 7. PLAAFP Examples

Online Resources:

- ✓ Transition Technical Assistance and Resources - <https://tslp.org/>
- ✓ IEPQ: <https://sd.iepq.org/>

CONSIDERATION OF SPECIAL FACTORS

OVERVIEW

Consideration of Special Factors page determines whether the student has factors that may impede his/her ability to access or learn in general education curriculum. If a student has one of these relevant factors, IEP team must consider how to address them.

COMPLETING THIS PAGE

Is the student limited English proficient?

If “yes” is marked, please explain the language needs of the student as these needs relate to the student’s IEP.

Example:

- The student may visit a language tutor
- The student may receive extra assistance in the area of his/her second language

Are there any special communication needs?

Regardless of a child’s disability, IEP teams must consider a child’s:

- Communication needs to determine what support(s) are needed in order for him/her to fully participate in school.
- Progress in the general education curriculum and nonacademic activities.

In determining the child’s communication needs, the IEP team might ask:

- Does the child communicate appropriately and effectively, and if not, why not? How would the deficit in communication be described?
- What communicative demands and opportunities does the child have?
- Does the child have the skills and strategies necessary to meet those communicative demands and take advantage of communicative opportunities?
- Can the child fulfill his or her need to communicate in different settings?
- Would/does the student benefit from the use of an alternative means of communication? (Consider the full range from basic to sophisticated, including but not limited to eye gaze, gestures, communication symbols, sign language, augmentative and/or assistive tech devices.)

In the case of a child who is deaf or hard of hearing, team members must consider the child’s:

- Language and communication needs,
- Opportunities for direct communications with peers and professional personnel in the child’s language and communication mode; academic level,
- Full range of needs, including opportunities for direct instruction in the child’s language and communication mode.

Does the student require Braille?

If the student requires Braille:

INDIVIDUAL EDUCATION PROGRAM
AR SD 24.05.27

Consideration of Special Factors

Is the student limited English proficient? Yes No
If the answer to this question is "yes", please explain the language needs of the student as these needs relate to the student's IEP.

Are there any special communication needs? Yes No
If the answer to this question is "yes", please explain the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

Does the student require Braille? Yes No
If the answer to this question is "yes", what instruction in Braille and use of Braille will be provided?

Does the student's behavior impede his or her learning or that of others? Yes No
If yes, what strategies are required to appropriately address this behavior, including positive behavioral interventions and supports?

Does the student require Assistive Technology Devices and Services? Yes No
If yes, what device or service will be provided?

Physical Education: Regular Not Required Adaptive
Refer to Goals/Standards & Objectives

Hearing Aid Maintenance: Not Applicable Yes: Personnel Responsible for Monitoring: _____
Describe the monitoring process/frequency necessary for maintenance: _____

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- Describe how the district will provide instruction in Braille and incorporate it's use.

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

This section is intended to give the IEP team an opportunity to be proactive in addressing behavior issues for students with disabilities.

- IDEA focuses on intervention and strategies, not assessment, to address the needs of a child whose behavior impedes his/her learning or that of others.
- Formal behavior evaluations are not required in order to address student's minimal behavior issues in this section.
- However, if the evaluation team has determined that behavior is an area of primary concern and that specific evaluations are necessary for the purpose of determining eligibility or to provide appropriate instruction, skill-based assessment as well as formal evaluation would be required.

Whether addressing minimal or substantial behavior issues:

- Briefly describe the specific behaviors the student displays.
- Briefly describe the positive intervention strategies all staff will need to know and implement.

NOTE: For a student whose behavior is central to his/her disability (Autism Spectrum Disorder, Emotional Disability, Other Health Impaired due to attention/ hyperactivity concerns, etc.) the IEP team is required to address how the behavior impedes learning. For these students:

- IEP goal(s) must be written to address the student's behavioral needs in addition to addressing behavior impedes learning.
- An individual behavior intervention plan may also be necessary to meet his/her educational needs.

Does the student require Assistive Technology Devices and Services?

IEP team, during evaluation and IEP process, should be considering if the student will need to be evaluated for an assistive technology device or service that will provide education benefit.

This section will document the description of the assistive technology device or service needed by the student to access the general curriculum. This section is not limited to only technology components but may include low assistive technology options as well.

In determining the child's assistive technology needs, the IEP team may consider some of the following examples, but this is not an exhaustive list:

- Does the student need a special computer to be able to participate with his or her peers?
- Does the student need an iPad to complete his or her work?
- Does the student need a smartpen for help with note taking?
- Are there different applications that could be beneficial and if so, is there a cost for these?
- Would the teacher and/or student need training on using the technology?

[ARSD 24:05:27:01.02. Development, review, and revision of individualized education program](#)

[ARSD 24:05:27:18. Assistive technology device](#)

[ARSD 24:05:27:19. Assistive technology service](#)

[ARSD 24:05:27:20. Availability of assistive technology](#)

Physical Education

Physical education is required for all students at specified grade levels.

- If a student with disabilities will participate in the regular physical education program, check “**Regular**” in this section. (Some students at the secondary level may be required to take a ½ unit of health or PE.)

Students in pre-school programs are not required to take physical education.

- For those students, mark the box labeled “**Not Required**”.

Based upon the individual needs of the student identified in the PLAAFP, if the student requires adaptive physical education, check “**Adaptive**” and include the necessary goals (and objectives if required) when developing the student’s program.

[ARSD 24:05:28:08. Physical education services](#)

Hearing Aid Maintenance

If the student does not have hearing aid(s), mark the box labeled “Not Applicable” in this section.

If the student has hearing aid(s), the IEP must include a plan to ensure they are routinely monitored.

- Identify the title of the personnel responsible for monitoring the hearing aid(s).
- Specify how often monitoring will take place, and what process will be used to monitor the working condition and repair of the instrument(s). This could include replacing the batteries in the instrument.
- It is not sufficient to list “parent” as the person responsible.

[ARSD 24:05:27:05. Hearing aid.](#)

RESOURCES

Appendix Resources:

- ✓ 8. Special Communication Needs
- ✓ 9. Behavior Impedes Learning

TRANSITION SECTION

MEASURABLE POSTSECONDARY GOALS (MPSG) BASED ON AGE-APPROPRIATE ASSESSMENT

OVERVIEW

Appropriate Measurable Post-Secondary Goals (MPSG)

This component is required to be in the IEP prior to student turning 16 or younger if appropriate. Most students will start this process when they turn 15 years old.

These goals should answer the question “What will the student do after high school/post school?” and be based upon age-appropriate transition assessments related to the areas of:

- **Employment (required)**
- **Education OR Training (required)**
- **Independent Living Skills (where appropriate)**

After high school is defined as when the student is no longer eligible for special education services due to either receiving a signed diploma or reaching the age of majority (June 30th following the student’s 21st birthday).

To make the goals measurable, use verbs such as “will work”, “will enroll”, “will live”, etc.

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Measurable Postsecondary Goals (MPSG) Based on Age-Appropriate Assessment

(Required on or before the student's 16th birthday) OSEP guidance requires at least one linked annual goal AND at least one service/activity for each MPSG identified. Assessment results should determine which MPSGs are addressed.

Employment: _____ (see linked annual goal(s) # _____)

Education/Training: _____ (see linked annual goal(s) # _____)

Independent Living (where appropriate): _____ (see linked annual goal(s) # _____)

Transition Course of Study
(Required on or before the student's 16th birthday) (Complete for current school year through the planned exit year)
(Should result to and help the student to progress towards achievement of the Measurable Postsecondary Goals above)

Grade	Grade	Grade	Grade	Grade

Comments: _____

Transfer of Parent/Guardian Rights (Must be addressed on or before the 17th birthday).
Student will turn 17 on _____ Student was informed of this transfer of rights on _____ (Date).

Graduation or Completion of an Approved Program (Must be addressed at least one year prior to graduation date.)
Student is to graduate/complete program: _____ (Date)

Individualized district specific requirements and remaining courses needed to complete an approved secondary education program: _____

Summary of Performance – (For students who are graduating with a regular diploma or aging out of special education)
A summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals, is required. A suggested form and instructions are available on the Special Education Programs website.

One Year Follow-Up – (For students who are graduating, aging out, or have dropped out)
Students will be contacted by a contracted agency one year after exiting to determine their status in regards to employment, postsecondary school, and other outcomes.

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Employment (Required)

This includes paid employment (competitive, part-time, supported, or self-employment). A student can only have unpaid or non-employment MPSG under employment if indicated by transition assessment or by going through Pre-Employment Transition Services (Pre-ETS) process (contact Vocational Rehabilitation).

Examples of employment:

- I will work full-time as a registered nurse in a hospital.
- After high school, Luci will work part-time producing Native American artwork.

Education OR Training

Education could include attendance at a 4-year university, colleges, technical institutes, technical college or associates’ program, etc.

Examples of education:

- After graduation, I will attend a university in South Dakota for a 4-year nursing program.
- John will enroll in Lake Area Technical Institute’s Auto Mechanics Program.

Training could include specific vocational or career field, independent living skill training, apprenticeship, on-the-job training, military, Job Corps, etc.

Examples of training:

- After high school, I will receive on-the-job training through Vocational Rehabilitation to be a janitor.
- After exiting special education services, John will receive his CDL license to become a truck driver.

Independent Living (IL) (if appropriate)

This must be determined by the IEP team's review of the student's transition assessment and PLAAFP page. Based on the information, the IEP team will determine if the student will need IL support(s) after high school/post-school life. This could address adult living, daily living, independent living, financial, transportation, etc.

If an IL goal is written, ensure there is a transition activity.

Examples of independent living:

- After high school, I will live in an apartment with supports for budgeting & time management.
- After exiting high school and special education services, Suzie will live in a 24-hr. supervised setting and receive supports in all areas of daily living.

Course of Study

The course of study is a multi-year description of the planned coursework to achieve the student's desired post-school goals, inclusive of the student's current grade through anticipated exit year (graduation or age 21).

- The courses of study should reflect a direct relationship between the student's educational experiences in high school and the student's desired measurable post-secondary goals.
- *In South Dakota, all students, beginning in 8th grade must create a Personal Learning Plan (PLP) toward their career goals.* This can be developed and accessed through SDMyLife/Xello for all students.
- The course of study and personal learning plan should be similar.

When determining a course of study, the IEP team should ask the following question:

- **Is this course of study aligned with the student's postsecondary goals?**

The course of study should consist of classes and experiences the student will be taking at the time the IEP is being written through the remainder of the years until graduation from high school or aging out of the school system.

- The classes listed in the course of study are not 'set-in-stone', but rather a map of what classes and experiences would benefit the student in reaching the stated measurable post-secondary goals in the IEP.
- The course of study is also dependent on the student's interests, abilities, needs and those courses that can be made available through the student's educational placement and may be amended as necessary by the IEP team.

Comment Section

Graduation with a regular high school diploma is the goal for every student on an IEP. Those requirements can be met even with accommodations and supports. The IEP team can modify the content requirements or substitute the course requirements, this should be done with caution and by fully informing the parents and student of any implications that may be a result from modifying the course requirements. Those considerations are listed below:

Definition of a Regular High School Diploma: Students who exit an educational program through receipt of a regular high school diploma identical to that for which students without disabilities are eligible.

- These students met the same standards for graduation as those for students without disabilities.
- Does not include an alternative degree not fully aligned with the state's academic standards, such as a certificate or GED.
- The IEP team **must** denote whether the student will meet the same graduation course requirements as students without disabilities or if the IEP team is modifying the course requirements.

Modification Implications

- If modifying the graduation requirements, IEP teams must document on the comments in this section specifically what will be modified, such as which courses or content standards will be modified and document on the prior written notice the decision and reason.
- If the IEP team modifies the required regular high school diploma course standards and/or substitutes graduation course requirements, the student will not receive a regular high school diploma.
- This means the student will continue to be enrolled and able to receive special education services until age 21 or until the student completes all the required high school diploma courses without modifications.
- Free Appropriate Public Education (FAPE) does not end until they meet all regular diploma requirements similar to their peers or age out.
- The IEP team should bring forward the modified graduation course(s) each year.

Transfer of Rights

One year prior to the student reaching the age of majority, so before the student turns 17 or earlier, the student's IEP must include a statement that the student has been informed of their educational rights that will transfer to him or her upon reaching age 18.

In this section:

- Document the day, month and year the student will turn 17 years old.
- Document the day, month and year that the parents and the student were informed of the transfer of rights.
- This discussion needs to be documented on the parental prior written notice.

Unless parents assume guardianship, all rights previously afforded to parents will transfer to the student when the student turns 18 years of age. For the list of specific education rights that transfer to the student at age 18, refer to Procedural Safeguards (Parental Rights) booklet.

Note: If parent(s) and student need more information regarding different types of supported decision making which are available, besides full guardianship, refer to the resources in this section.

[ARSD 24:05:27:01.03. Content of individualized education program.](#)

Graduation Documentation

Parents must be informed through the IEP process at least one year in advance (typically at the 11th Grade IEP meeting), of the intent to graduate their child with a regular diploma and terminate services. The IEP team must review student completed requirements at this time and determine which courses still need to be completed to earn the regular high school diploma.

Date Requirement: The district must document the month and year the proposed receipt of the students signed regular diploma.

Requirement (individualized district specific requirements section): The IEP will state specifically how the student in need of special education will satisfy the regular graduation requirements.

List the specific classes/courses that the student still needs in order to complete the regular graduation requirements.

Best Practice: Annually, the IEP team discusses future plans and goals for the student. It should also be discussed whether the student is on track for graduation with their classmates or will continue services beyond four years. These discussions should be documented and included in the PPWN.

Before student receives a signed diploma:

Before a student receives a signed regular diploma and exits special education, the IEP team must verify that:

- The school district's graduation requirements have been met (utilize student transcripts), and
- The student's measurable annual goals will be substantially completed, and
- New measurable annual goals or additional transition goals or services are not needed for the coming school year.

ARSD 24:05:27:12. Graduation requirements.

Summary of Academic Achievement and Functional Performance (SOP)

PURPOSE: When a student graduates from high school with a regular diploma or "ages out" of special education, IDEA requires the school to provide a SOP.

The SOP must be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation or Division of Developmental Disabilities. In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information.

It is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of this document. The SOP should include recommendations about ways to help meet post-secondary goals and contain the most updated information on the performance of the student and include both the student's abilities and aspirations. The student and parent receive a copy of the SOP document, along with a copy to be kept in the student's school file.

SOP is for students who will graduate or age out. While the SOP is very closely tied to information contained in the IEP, it should be a separate document which condenses and organizes the key information that should follow the student.

The SOP will typically be discussed and given to the student at an IEP meeting or before leaving the district.

The SOP template can be found at <https://doe.sd.gov/sped/IEP.aspx>.

State Performance Plan Indicator 14

Indicator 14, mandated by IDEA 2004, involves tracking post school outcomes for students with disabilities. District outcome data should be reviewed and used to improve transition programs.

Appendix A Exit Information (Indicator 14 Post-School Outcomes): Districts are required to complete and submit exit information for all special education students who have dropped out, will be aging out of special education, or graduating with a regular diploma during the current school year. Up-to-date contact information should be gathered prior to exiting.

One Year Follow-Up Survey: For students who graduated, aged out, or dropped out. Students will be contacted one year after exiting, by a state contracted agency or school personnel, to determine the student's status in regard to employment, postsecondary schooling, and other outcomes. For additional information regarding the One Year Follow-Up, please see the SD-DOE State Performance Plan, Indicator 14 Post-School Outcomes.

RESOURCES

Online Resources:

- ✓ Disability Policy: Guidance Policy Applying Graduation Requirements to Students with Disabilities: <https://doe.sd.gov/gradrequirements/index.aspx>
- ✓ Graduation Requirements: <https://doe.sd.gov/gradrequirements/index.aspx>
- ✓ Technical Assistance Guide for Transition in the IEP – Indicator 13: <https://tslp.org/writing-ieps/>
- ✓ Information Regarding Guardianship: <http://dhs.sd.gov/guardianship/default.aspx>
- ✓ Appendix A -- <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- ✓ Post School Outcomes Data - <https://www.sdposthighsurvey.org/>

TRANSITION SERVICES / COORDINATED SET OF ACTIVITIES

OVERVIEW

The transition services are a coordinated set of activities that promote movement from school to the post school activities.

- Appropriate transition services help drive the student’s course of study and address the post-school goals.
- These activities are those things that need to happen that will lead to post-school results.
- These activities also help the student to achieve the desired measurable post-secondary goals.

All of the things that will need to happen to help students achieve these goals cannot be done by the school alone.

- Include those things that others (student, families, and appropriate adult service agencies or programs) will need to do.
- When viewed as a whole, the activities should demonstrate involvement and coordination between all of the individuals and organizations mentioned previously.
- District must follow up with the activities and track progress.
- If transition activities need to be changed or updated, follow IEP amendment process and procedures.

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Transition Services / Coordinated Set of Activities

Transition Services must be a coordinated set of activities/strategies designed within a results oriented process. This means that the activities are those steps or things that need to happen that will lead to post-school results and help the student achieve higher desired post-secondary goals. All of the activities that will need to happen to help students achieve their post-secondary goals cannot be done by the school alone. Thus, the activities should include those things that others (student, families, and appropriate adult services, agencies or programs) will need to do. When viewed as a whole, the activities should demonstrate involvement and coordination between the student, families, and school as well as the appropriate adult services, agencies or programs.

Instruction:	Personnel/Agency/Person Responsible	Date Initiated	Date Completed
Activity Recommendations			
Employment:			
Activity Recommendations			
Community Experiences:			
Activity Recommendations			
Related Services:			
Activity Recommendations			
Other Post-School Adult Living Objectives			
Activity Recommendations			
Acquisition of Daily Living Skills (when appropriate)			
Activity Recommendations			
Functional Vocational Evaluation (when appropriate)			
Activity Recommendations			

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At a minimum, for each postsecondary goal (employment, education/training and independent living (if applicable), transition services may include:

- Instruction
- Related Services
- Community Experience
- Development of Employment and Post-School Objectives
- Acquisition of Daily Living Skills (if appropriate)
- Functional Vocational Evaluation (if appropriate)

Each of these areas should be discussed during the IEP team meeting to determine which ones are needed for the individual student.

If transition assessments and PLAAFPs show no needs in one or more of the seven transition service areas, then simply indicate Not Applicable (N/A) or leave the item blank and can be explained on the prior written notice.

At a bare minimum, **at least one activity/service must be listed which ties back to each of the student’s Measurable Post-Secondary Goals.** Typically, many services/activities may be needed to help students reach their post-secondary goals.

The person/agency responsible (which could include the student, family, school, adult agency, etc.) needs to be listed, along with the initiation and completion dates.

24:05:27:13.02. Transition services.

RESOURCES

Online Resources:

- ✓ Transition Services Liaison Project: <https://tslp.org/>

EDUCATIONAL GOALS AND OBJECTIVES/BENCHMARKS

OVERVIEW

When writing goals, focus on what the student can accomplish within one year (12 months).

An annual goal does not have to be developed for every need listed in the PLAAFP – **BUT** at least one goal **MUST** be written in each area affected by the student’s disability.

As the student masters his/her goals, use the needs identified in the PLAAFP page to develop new goals.

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Measurable Annual Goals

Every annual goal and objective (if applicable) must include the following:

Condition: State how the student will be prompted to complete the skill. This can include what information or material is used or how it is presented. This often begins with “When given...”

Target Behavior/Performance: State the specific skill or observable behavior the student will perform. The skill should be linked to the student’s skill-based assessment and to the district’s curriculum and content standards (beginning at the student’s current level of performance). This often begins with “(name) will ...”

Criteria: State how the skill or observable behavior will be measured. Include how well (accurately) AND how often (consistently) the student must demonstrate the skill to consider it mastered.

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Educational Goals and Objectives/Benchmarks
Provide a statement of measurable annual goals, including academic and functional goals designed to 1) meet the student's needs that result from the disability, 2) enable the student to be involved in and make progress in the general educational curriculum, and 3) meet each of the student's other educational needs that result from the disability.

Measurable Annual Goal #	Proc. Code/s	Date	Prog. Code	Comments

Procedure Codes/Contexts & IEP meetings
 1. Teacher-made tests 6. Work Samples
 2. Observations 7. Portfolios
 3. Weekly tests 8. Class Tests
 4. Unit tests 9. Data Response
 5. Student Conferences 10. Other

Progress Codes
 P= Progress being made
 I= Insufficient Progress to meet goal
 X= Not addressed this Reporting Period
 M= Met goal

Reporting Frequency to Parents
 Quarterly Reports Other
 Trimester Reports Other
 Reporting Method as Parents
 Conferences Report Card
 Goal Page Copy Other

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Condition/Context	Target Behavior/Performance Skill or Behavior	Evaluation Criteria and Procedures
Circumstances under which the behavior is to be performed –	Observable Measurable Verifiable	Expected level of performance Method Instrument
When given When presented	Use correct punctuation Complete 2 step math problems Recognize when need to use de-escalation strategy	55% accuracy Created “r” and “r-blends” correctly in 3 out of 4 conversations.

Short-Term Instructional Objectives OR Benchmarks

Teachers may choose to include objectives or benchmarks under a goal to more clearly define the skills/behaviors included in a goal. If a team includes objectives or benchmarks within a goal, there must be more than one short-term objective or benchmark for that annual goal. **It must also contain all the criteria of a goal.**

NOTE: If your student is working on alternate content standards and is taking the alternate assessment, all of that student's academic goals MUST include objectives or benchmarks during the school years in which the student will be taking state and/or district assessments.

Short-term objectives are measurable, intermediate steps between a student's present level of educational performance and the annual goals established for the student. Short-term objectives are often used when the subskills leading to the goal change over time.

Benchmarks are also measurable indicators of skill acquisition. They are broader than short-term objectives and typically address major milestones. Benchmarks are often used when the skill or behavior remains the same, but the percentage, accuracy, or rate change over time.

Additional Boxes

Procedure Code - The procedure code indicates how progress toward a goal will be measured. The box at the bottom of the goal page lists procedure codes that can be used. You can use more than one procedure code for a goal.

Date – Each time a progress report is written and given to the parent, list the date here.

Progress Code – The progress code represents the level of progress made by the student on each annual goal or short-term objective/benchmark during the reporting period. The box at the bottom of the goal page lists progress codes that can be used.

Comments – This space is provided to add personal comments to families regarding student progress. **It is best practice to document data rich progress toward the goal.** Example: add comments that student is now at 50% accuracy toward meeting the 85% accuracy goal.

Note: If progress reports are written on a copy of the goal pages and not on the original, be sure to place the document containing the yearly progress information in the student's file when the new IEP is written.

Reporting Frequency to Parents – Check the box that represents how often the family will receive progress reports. This should, at a minimum, be equal to the frequency that general education students receive report cards.

Reporting Method to Parents - Check the box(es) that indicate(s) how progress toward the annual goal will be reported to the parent/guardian. More than one box may be checked.

[ARSD 24:05:27:01.03. Content of individualized education program.](#)

RESOURCES

Appendix Resources:

- ✓ 10. Writing Annual Goals

Online Resources:

- ✓ IEPQ – <https://sd.iepq.org/>

ACCOMODATIONS, MODIFICATIONS AND/OR SUPPORTS

OVERVIEW

The IEP team will need to determine what supports the student will need to be successful in accessing the general curriculum. Supports can include accommodation, supports in classroom for student and staff, and/or modifications. The IEP team will consider how the disability will impact access to general curriculum based on student's strengths and needs.

What should the IEP teams consider when determining the appropriate supports for a student in the classroom?

- What are the student's learning characteristics?
- What will happen in the classroom regarding tasks and demands?
- What is the purpose/goal of the task/demand in the classroom?
- How will the disability be affected by the situations?
- What supports will the student need to access the general curriculum?
- Will the supports needed to access the curriculum impact modification of the course standards taught?

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Accommodations and Modifications			
Accommodations/Modifications/Supplementary Aides and Services	Frequency	Location	Duration
1.			
2.			
3.			
4.			
5.			
Statement of the program modifications or supports for school personnel (as appropriate):			

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Student Characteristic	Task/Demand	Purpose	Disability Effect	Accommodation
Limited sustained attention Likes physical movement	Pay attention during teacher led lecture	Obtain new information and be prepared to complete homework or task	Student will miss critical information to be academically successful.	Seat in back row when accessing sensory input strategies without disrupting others Chunk information Provide outline of material being presented

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When the IEP team determines what supports a student will need, it may consider an accommodation, modification and/or a support depending on what the student is expected to learn or demonstrate their knowledge. It is important for IEP team to understand the difference, the consideration in the classroom context, and document when this situation may occur.

DEFINITION

Accommodations: the teaching supports and services that students may require to successfully demonstrate learning. Accommodations do not change curriculum expectations, or the knowledge and skills students are expected to demonstrate based on course standard(s).

Modifications: practices that change, lower, or reduce learning expectations for course standard(s). Providing modifications to students may have the unintended consequence of reducing their opportunities to learn critical content.

Supports: Program supports for students and school personnel necessary for the student to advance appropriately toward the annual goals, to progress in the general curriculum, and to be educated and participate with other children both with and without disabilities

WHAT IS IT?

Accommodation: It allows the student, due to needs, to access the information for learning and assessment.

- This includes how information is presented, how the student responds, what environment is needed for student to learn, and what timing and scheduling of the instruction is best for the student.

Modification: It changes and reduces the expectation for learning or demonstration of same knowledge based on course standards.

Supports: It supports the student and educator(s) in order for the student to access curriculum and participate with peers.

- Paraprofessional training, paraprofessional services consultation services, physical access supports, assistive technology, training for educators and parents, training on behavior strategies and/or behavior plan, etc.

Example: Shortening assignments.

Content Taught: double digit addition and subtraction

Accommodation: A teacher assigns 20 math problems (i.e. 10 on double-digit addition and 10 on double-digit subtraction). The teacher shortens the assignment to half the problems, but requires an even mix of addition and subtraction problems, this is an accommodation. The student may not have as much practice and reinforcement opportunity as other students, but the student is still able to demonstrate knowledge of the full scope of the standards.

Modification: A teacher assigns 20 math problems (i.e. 10 on double-digit addition and 10 on double-digit subtraction), but a student on an IEP is only required to complete the 10 addition problems, this is a modification. The student is not expected to demonstrate the same knowledge and skills that is expected of all students to meet the standards.

Example #1

Audio books/read aloud/text to speech

- **Accommodation**: when measuring content knowledge.
- **Modification**: when measuring if the student can comprehend or decode what they have read.
- **Supports**: Assistive technology training for staff, paraprofessional support and training in providing accommodation.

Example #2

Multiplication Table

- **Accommodation**: when completing science formulas or applying multiplication process.
- **Modification**: when student needs to demonstrate knowledge of multiplication facts.

- **Supports:** Training on type of multiplication table appropriate for student, when it is considered an accommodation or modification for the student.

Requirements for Accommodations/Modifications/Supports

Frequency: Specify the frequency the accommodations, modifications and/or supports will need to be provided. (I.e. daily, weekly, etc.).

Duration: Duration is the amount of time a service will be provided. Duration can be stated, for example, as the number of minutes per session or per week (e.g., 15 minutes, 30 minutes) However, this timeline could be considered individually by the IEP team for each accommodation and/or modification for example if trying to wean a student from using some modifications or accommodations.

Location: For each accommodation, modification and/or supports listed, the team must specify the location (ex. Classroom, resource room, guidance office, library) in which it will need to be provided.

Example: For assignments require reading and tests, if Text-to-Speech is available, student will use headphones/ear buds daily in the classroom. If no text to speech available, student will receive read aloud assistance in library study room.

Teacher Notification Requirement: All teachers and support staff must be informed of the accommodations, modifications and/or supports they are required to implement in their class. This can include information from the special factors page. The student’s teachers must have access to copies of the IEP.

Keep in Mind:

- Include only the accommodations, modifications and/or supports the student needs to have during instruction in order to benefit from the educational program.
- The accommodations, modifications and/or supports are required to be provided according to the frequency, duration and location specified in the IEP.
- **These are not optional or delivered at the discretion of the teacher or student.**
- Accommodations, modifications and/or supports must be written specific enough so that everyone responsible for implementing the student’s program will know exactly what and how to implement them.
- Collect data and information on how the accommodations, modifications and/or supports are working or not working for the student so the IEP can be adjusted as needed.
- Do not include instructional practices that a teacher provides for the entire class or accommodations, modifications and/or supports needed because of a one-time lesson or activity.
- Modifications, even at a young age, could impact students’ lives in the future which include whether the student will meet the regular diploma requirements.
- Discussion and decisions should be documented in the PPWN.

[ARSD 24:05:27:01.03. Content of individualized education program.](#)

RESOURCES

Appendix Resources:

- ✓ 11. Accommodations, Modifications and Supports

Online Resources:

- ✓ Information regarding accommodations: <https://doe.sd.gov/sped/IEP.aspx>
- ✓ IRIS Center accommodation section: <https://iris.peabody.vanderbilt.edu/>

- ✓ Center on Technology and Disabilities - great resource for educators on assistive technology
<http://ctdinstitute.org/library>
- ✓ JAN: Job Accommodation Network: <https://askjan.org/>

STATE/DISTRICT-WIDE ASSESSMENT ACCOMMODATIONS

OVERVIEW

The Individuals with Disabilities Education Act requires that all special education students fully participate in all state and districtwide assessments in the same manner as their non-disabled peers **unless** the IEP team determines:

- (1) such participation is not appropriate without reasonable accommodations.
- (2) such assessment is not appropriate and identifies an alternate form of assessment.

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Assessment Considerations

The IEP teams must select one of the three options regarding the student's need for accommodations on state and district-wide assessments.

- 1. Student will be taking state and/or district-wide assessments with or without accommodations.**
Will the student be taking, during the timeframe of this IEP, a district or state assessment?

- 2. Student will be taking state and/or district-wide alternate assessments.**

If the student will be taking state and district-wide alternate assessments, the team must develop annual goals with short-term objectives or benchmarks for all areas of need.

A student taking the alternate assessment must meet the criteria for significant cognitive disability. To be identified as having a significant cognitive disability, the student must meet **all** of the following criteria:

- The student has a significant cognitive disability.
- The student is learning content linked to (derived from) the Core Content Connector State Standards (CCSS).
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.

For a student taking the alternate assessment the IEP team must explain the following:

- a. The reason why the student cannot participate in the regular assessment.
- b. The reason why the alternate assessment selected is appropriate for this student.

- 3. No state- and/or district-wide assessments are required at this student's grade level during the course of this annual IEP.**

Be aware of the beginning and ending date of the IEP you are developing. If state or district wide assessments will be **conducted during the timeframe of the IEP**, be sure to select the appropriate option.

Example:

- The annual IEP meeting is held in May for student in the 10th grade.
- State assessment will occur during the next school year and prior to developing a new IEP so the IEP team must consider with or without accommodations.

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State/District-wide Assessment Accommodations

Assessment

Student will be taking state and district-wide assessments with or without accommodations.

Student will be taking state and district-wide alternate assessments (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short-term objectives required)

a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment) Yes No

b. Explain the reason why the student cannot participate in the regular assessment.

c. Explain the reason why the alternate assessment selected is appropriate for this student.

No state and/or district-wide assessments are required at this student's grade level during the course of this annual IEP.

***Teams must consider if the accommodations are approved for the applicable test administration.**

***List the accommodations the student will be taking for each test/test area.**
(Only those accommodations identified for instruction on the goal pages can be considered for state and district-wide testing. The accommodations selected for use must relate to the student's disability.)

State Assessment Accommodations

South Dakota ELA Assessment (Gr 3-8 & 11)	South Dakota Math Assessment (Gr 3-8 & 11)	South Dakota Science Assessment (Gr 5, 8 & 11)
_____	_____	_____
_____	_____	_____

*** South Dakota AIT Assessments for ELA, Math, & Science**
Accommodations for both instruction and assessment must be documented.

South Dakota ELA-AIT Assessment (Gr 3-8 & 11)	South Dakota Math-AIT Assessment (Gr 3-8 & 11)	South Dakota Science-AIT Assessment (Gr 5, 8 & 11)
_____	_____	_____
_____	_____	_____

District-wide Assessment Accommodations

Test	Test	Test
_____	_____	_____
_____	_____	_____

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List the Accommodations the student will or will not be taking for each applicable test administration.

Taking assessments without accommodations

If student will not utilize accommodation for the assessment, then leave it blank.

Taking assessments with accommodations

In this section, the IEP team will identify which accommodations will be used on the specific state and districtwide assessment. Only specific accommodations are allowed in these assessments depending on what the assessment is measuring. The IEP team will need to compare the instructional accommodations already identified in the IEP along with the accommodations allowed in the specific assessment. Many times, a student may have more instructional accommodations than the state or districtwide assessment allow.

1. Teams must consider if the student’s accommodations are approved for the applicable test administration.
2. In order for an accommodation to be considered for statewide assessment, it must first be an accommodation identified as an instructional accommodation in the IEP. The accommodation should be used regularly by the student for at least five weeks or until the student is comfortable with the accommodation.
3. Accommodations that are not approved for test administration cannot be provided as they invalidate the test results.

Instructional Accommodations	State and Districtwide Accommodations	Document Selected Accommodations
What accommodation(s) did the IEP team already determine for the student?	What accommodations are allowed for specific state or district assessment to ensure it is measuring skills correctly?	Once the IEP team has ensured the instructional and the specific assessment accommodations align, they will document which ones that will be used.

Other Information Regarding State Assessments:

Check Statewide Assessment procedures on when to notify the State of certain accommodations in order for them to be enabled during the state testing window. Those can be found at <https://doe.sd.gov/assessment/> .

Alternate Assessment Accommodations

In the alternate assessment, there are many accessible features included in the assessment for students to use. In order to document the appropriate accommodations for the state or districtwide alternate assessment, the IEP team will need to refer to the specific state or district alternate assessment manual for allowable accommodations.

The process of selection is same as for the regular assessment.

RESOURCES

Online Resources:

- ✓ Accommodations for South Dakota State English Language Arts, Math and Science Assessments: <https://doe.sd.gov/assessment/>
- ✓ State Alternate Assessments Information: <https://doe.sd.gov/assessment/alternate.aspx>
- ✓ South Dakota Accommodations Manual: <http://doe.sd.gov/sped/documents/SDAccManl.pdf>
- ✓ South Dakota's Tools, Supports and Accommodations SD Smarter Balanced <https://doe.sd.gov/Assessment/SD-assessments.aspx>

DESCRIPTION OF SPECIAL EDUCATION SERVICES

OVERVIEW

This section must describe the specialized instruction the student will receive. The configuration of services represents the district’s commitment of services to the student.

The service area, amount of service, and location of service to be provided must be documented for the total amount of time a student is removed from their typical peer group to receive specialized instruction and for specialized instruction that will be provided to the student in the regular classroom setting.

Example:

Articulation – 1 time per week for a 30 minutes session – Speech therapy room.

Math – 2 times per week for 20 minutes - Resource room

Reading – 3 days per week for 15 minutes – General Education classroom

Adaptive Behavior – 3 times per week for 20 minutes – preschool setting

COMPLETING THIS PAGE

Description of Services

The description of services must reflect each of the skill areas affected by the disability in which the student was determined to be eligible.

- Each area listed under “Description of Services” should link to a goal based on individual needs identified through evaluation.
- “Study hall” and “Social Studies” are not skill areas affected by the disability and should not be used as a description of service. Exception is if that is only place your online program will allow.

For younger students determined eligible under the category of developmental delay, the areas affected by the disability would include cognitive, adaptive, social/behavior, fine motor, gross motor, articulation and/or language.

If cognitive is too general of a term, then consider using such terms as pre-reading or literacy, pre-math etc.

Area	<ul style="list-style-type: none"> ■ Related to annual goals such as basic reading, math, behavior, listening comprehension, reading fluency, reading comprehension, fine motor, gross motor, language, articulation, pre-reading, pre-math, etc.
Frequency	<ul style="list-style-type: none"> ■ The number of times per week the special education and related services will be delivered. ■ Ensure the frequency provides sufficient opportunities for practice and corrective feedback.
Duration	<ul style="list-style-type: none"> ■ The length of time of each session, often represented in minutes, of services to be provided to the student. ■ Be mindful of the attention span of a students' age or disability.
Location	<ul style="list-style-type: none"> ■ The placement where the services will be provided. ■ If more than one place, then clearly delineate.

Note:

If the start or end of the service area is different than the length of the annual IEP. Please document when it will start and end.

[24:05:27:01.03. Content of individualized education program](#)

RELATED SERVICE

Related services are those services required by the individual student in order to benefit from his/her special education program.

- Participate in the general education curriculum with their peers.
- Meet their educational goals.
- Take part in extracurricular and nonacademic activities.

The IEP team will determine what related services are needed, the title of the person responsible, the amount, location, and duration of the service.

Examples:

- Due to a student's behavior, the team assessed, developed PLAAFPs and wrote a behavior goal as part of the student's program. In determining "what related service was needed for the student to benefit from the program", the team indicated the student would benefit from the related service of counseling. The counseling service would target skills connected to the behavior goal.
- A student was determined eligible as developmentally delayed in the areas of fine motor and gross motor. The IEP team developed PLAAFPs and wrote a fine and gross motor goal as part of the child's program of specialized instruction. The preschool special education teacher is assigned as the person responsible for carrying out the program. In determining "what related service was needed for the student to benefit from the program", the team indicated the child would benefit from the related service of Occupational Therapy. The occupational therapist would target fine motor deficits.

Reminders:

- The student must be eligible for special education before they can access a related service.
- Related services are individual for the student and are not disability specific.
- Transportation services should be clearly described in this section. Identify who will provide the transportation, special equipment and personnel (if any) to assure safety of the child, cost, responsible party to pay for transportation, and schedule of transportation services (days of the week, times of the day).
- **NOTE:** If a district will be using a parent's private or public benefits (Medicaid) you need to very carefully document the amount of services and duration of services. Parental consent is required each time a public agency accesses a parent's private or public benefits. Parents need to know how many times you will be accessing their insurance.
- Dismissal process (see dismissal section)

[ARSD 24:05:27:03. IEP team to determine related services](#)

[ARSD 24:05:27:04. Determination of related services](#)

[ARSD 24:05:14:01 Children with Disabilities covered by public benefits or insurance](#)

[ARSD 24:05:14:01.05 Children with disabilities covered by private insurance](#)

RESOURCES

[Appendix Resources](#)

[Online Resources](#)

LEAST RESTRICTIVE ENVIRONMENT AND JUSTIFICATION FOR PLACEMENT

OVERVIEW

The least restrictive environment (LRE) ensures to the maximum extent appropriate that students with disabilities are educated with nondisabled peers, including extracurricular services and activities.

Recess, lunch, art, music, P.E., and time spent in passing are all general classroom time when spent with typical peers.

When a special education staff member works with a child in the general education environment, those minutes do not count as minutes of removal. (However, it is still important to document that on the supports section or another section in IEP if the child requires that support.)

If a student is removed from a general education study hall environment to a special education study hall for 50 minutes, then those 50 minutes should be counted toward removal. Even though special education staff may not be working with the child for each one of those 50 minutes, all of them are still minutes of removal.

INDIVIDUAL EDUCATION PROGRAM
ARSD 24:05:27

Least Restrictive Environment

The IEP Team must ensure that, to the maximum extent appropriate, students with disabilities are educated with nondisabled peers, including extracurricular services and activities.

<p>Continuum of Alternative Placements (K-12)</p> <p><input type="checkbox"/> 0100 General Classroom with Modifications 80-100%</p> <p><input type="checkbox"/> 0110 Resource Room 40-79%</p> <p><input type="checkbox"/> 0120 Self-Contained Classroom 0-39%</p> <p><input type="checkbox"/> 0130 Separate Day School</p> <p><input type="checkbox"/> 0140 Residential Facility</p> <p><input type="checkbox"/> 0150 Home/Hospital</p>	<p>Continuum of Alternative Placements (Preschool Age 3-5)</p> <p><input type="checkbox"/> 0310 Regular Early Childhood Program-10 hrs./week & SPED services in Reg EC program</p> <p><input type="checkbox"/> 0315 Regular Early Childhood Program-10 hrs./week & SPED services in other location</p> <p><input type="checkbox"/> 0325 Regular Early Childhood Program-Less than 10hrs/wk & SPED services in Reg EC program</p> <p><input type="checkbox"/> 0330 Regular Early Childhood Program-Less than 10hrs/wk & SPED services in other location</p> <p><input type="checkbox"/> 0335 Special Education Class</p> <p><input type="checkbox"/> 0345 Separate School</p> <p><input type="checkbox"/> 0355 Residential Facility</p> <p><input type="checkbox"/> 0365 Home</p> <p><input type="checkbox"/> 0375 Service Provider Location</p>
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Participation with Non-Disabled Peers

<p><u>Program Options</u></p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> Career and Technical Ed</p> <p><input type="checkbox"/> Music</p> <p><input type="checkbox"/> Early Childhood Program</p> <p><input type="checkbox"/> Physical Education (PE)</p> <p><input type="checkbox"/> Other _____</p>	<p><u>Non-Academic</u></p> <p><input type="checkbox"/> Counseling</p> <p><input type="checkbox"/> Meals</p> <p><input type="checkbox"/> Employment Referrals</p> <p><input type="checkbox"/> Recess</p> <p><input type="checkbox"/> Health Services</p> <p><input type="checkbox"/> Other _____</p>	<p><u>Extracurricular</u></p> <p><input type="checkbox"/> Athletics</p> <p><input type="checkbox"/> Clubs</p> <p><input type="checkbox"/> Groups</p> <p><input type="checkbox"/> Recreation</p> <p><input type="checkbox"/> Other _____</p>
---	---	---

Comments: _____

Justification for Placement—An explanation of the extent, if any, to which the student will not participate with non-disabled students in regular classes and non-academic activities.
(Please use accept/reject format for each alternative placement considered.)

The team addressed the potential harmful effects of the special education placement.

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For 6-21 and 5-year-olds attending Junior Kindergarten or Kindergarten: Only the amount of time the student is **removed** from his/her peer group is calculated to determine the placement category. Placement percentage can be calculated according to a typical day, week, or whatever unit the team decides. The following method calculates placement percentage per week. **An example is demonstrated in the gray.**

- Count the <u>total</u> number of minutes in the district’s typical week.	A. _____	2,100
- Count the number of minutes of <u>removal for special education</u> in a typical week.	B. _____	610
- Subtract the removal (B) from the total (A) to calculate the <u>minutes in general education</u> .	C. _____	1,490
- Divide the minutes in general education (C) from the total (A) to determine the <u>percentage of time</u> spent in general education environments (D).	D. _____	71%

For ages 3-5, see Early Childhood Special Education website for Decision Tree for Coding Age 3-5 LRE.

- [ARSD 24:05:28:01. Least restrictive program to be provided](#)
- [ARSD 24:05:28:02. Continuum of alternative placements](#)
- [ARSD 24:05:28:03. Factors in determining placements](#)

COMPLETING THIS PAGE

Placement Codes for School Aged Students Ages 6-21 and 5-year-old in Junior Kindergarten or Kindergarten

0100 Regular Classroom with Modification

Inside the **regular class 80 percent or more** of the day. *Unduplicated* total that were inside the regular classroom for 80 percent or more of the school day. (These are children who received special education and related services outside the regular classroom for less than 21 percent of the school day.)

This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

0110 Resource Room

Inside **regular class no more than 79 percent of day and no less than 40 percent** of the day. *Unduplicated* total that were inside the regular classroom between 40 and 79 percent of the day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities.

This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

0120 Self-Contained Classroom

Inside **regular class less than 40 percent** of the day. *Unduplicated* total that were inside the regular classroom less than 40 percent of the day. (These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day.) Do not include children who are reported as receiving education programs in public or private separate school or residential facilities.

This category may include children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

0130 Separate Day School

Unduplicated total who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for **greater than 50 percent of the school day in public or private separate schools.**

This may include children placed in:

- public and private day schools for students with disabilities;
- public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
- public and private residential facilities if the student does not live at the facility.

0140 Residential Facility

Unduplicated total that received education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for **greater than 50 percent of the school day in public or private residential facilities.**

This may include children placed in:

- public and private residential schools for students with disabilities; or
- public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility, but do not live there.

0150 Home/Hospital

Unduplicated total who received education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:

- **hospital programs, or**
- **homebound programs.**

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.

Placement Codes Students ages 3-5 in Preschool

Description of Placement Setting

0310 Early Childhood Setting (In the regular early childhood program)

A student is in this category if he/she **attends an Early Childhood Program 10 hrs./week or more that includes at least 50% non-disabled children and** receives special education services and/or related services in **EC program.**

0315 Early Childhood Setting (in some other location)

A student is in this category if he/she **attends an Early Childhood Program 10 hrs./week or more that includes at least 50% non-disabled children and** receives special education and/or related services in **another location.**

0325 Early Childhood Setting (In the regular early childhood program)

A student is in this category if he/she **attends an Early Childhood Program less than 10 hrs./week that includes at least 50% non-disabled children and** receives special education and/or related services in **EC program.**

0330 Early Childhood Setting (in some other location)

A student is in this category if he/she **attends an Early Childhood Program less than 10 hrs./week that includes at least 50% non-disabled children and** receives special education and/or related services in **another location.**

Examples of an Early Childhood Program – Includes at least 50% non-disabled children

- ✓ Head Start
- ✓ Preschool classes offered to an eligible pre-kindergarten population by the public-school system
- ✓ Private preschools; and

- ✓ Group child development centers or childcare

0335 Special Education Class or Separate Class

A student is in this category if he/she **attends special education program. A program that includes less than 50% non-disabled children. A separate class there must serve more than one student.**

0345 Separate School

A student is in this category if he/she **attends a special education program in public or private day schools designed specifically for children with disabilities.**

0355 Residential Facility

A student is in this category if he/she **attends education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.**

0365 Home

A student is in this category if he/she receives special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school or residential facility.

0375 Service Provider Location

A student is in this category if he/she receives special education and related services from a service provider, and who did not attend an early childhood program, or a special education program provided in a separate class, separate school, or residential facility.

Examples:

- Specialized instruction provided in the service provider's office, in school buildings, on an outpatient basis in hospital facilities, libraries and other public locations.

Participation with Non-disabled Peers

When the IEP team decides to remove a student from his/her non-disabled peers, the team must discuss all of the other opportunities available for the student to participate with his/her typical peer group.

- Check all of the boxes that apply to times the student will participate with his/her peers.
- For students ages 3-5, document if student will participate in any of the activities within an early childhood program. If the student will not participate in an educational program, use the comment section to note that it was discussed and does not apply.

[ARSD 24:05:28:05. Nonacademic and extracurricular services.](#)

Justification for Placement

The IEP team must provide a written justification regarding their decision to place a student in any setting outside the regular classroom to receive instruction.

Removal from the regular educational classroom shall occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Accept/Reject Format:

The IEP team must provide a written description for each option considered and the reasons why those options were rejected for **EACH** option on the **continuum of alternative placements** from least restrictive to most restrictive down to the option chosen.

Then describe the student's **instructional needs** that resulted in the IEP team's decision to remove the student from their peers to receive instruction.

Written descriptions are **NOT** required for options on the continuum that are **more restrictive** than the one accepted by the IEP team.

Copying and pasting the same reject statement for each option on the continuum is not acceptable. Each option is different and the reason for rejection should reflect as such.

Examples:

- General classroom with modifications: Rejected – Describe why
- Resource room: Rejected – Describe why
- Self-contained classroom: Accepted – Describe why
- STOP

Acceptable justifications may include a combination of the following:

- Clearly outlines the group's discussion and serious consideration
- Goes beyond description of a preferred option such as "student needs better ratio than this option can provide" and tells why this is essential to student's unique learning needs and describes those needs.

Unacceptable Justifications:

- Reflect **non**-academic reason
- Reflect **non**-individualized reason
- Reflect administrative convenience
- Reflect decision based on disability category
- Are identical to all other students in that placement
- Are based on availability of related services
- Are based on availability of services
- Are based on availability of space

Potential Harmful Effects: In addition, the team must discuss the *potential harmful effects* of the accepted special education placement. If the team's discussion addressed the potential harmful effects of the special education placement, check the box.

RESOURCES

Appendix Resources:

- ✓ 13. Continuum of Alternative Placements
- ✓ 14. Justification for Placement Examples
- ✓ 15. Coding Early Childhood Educational Environments

EXTENDED SCHOOL YEAR (ESY)

OVERVIEW

ESY services are not intended to advance skills but are provided to students that:

- 1) experience significant regression/recoupment of previously learned skills without the provision of such services;
- 2) need to maintain critical life skills, or
- 3) to support the establishment of emerging skills.

The IEP team must consider the following elements when determining the need for ESY services:

- The likelihood of significant regression and the rate of probable recoupment of skills,
- If the lack of services over breaks in service will halt a student’s progress toward developing critical life skills;
- If the break in service will interrupt a student with a disability at a critical breakthrough period of learning a skill;
- If the break in service will intensify “interfering behavior” such as aggression and self-injury.

NOTE: The need for extended school year services must be addressed each year for all students. It can also include other breaks besides summer break.

INDIVIDUAL EDUCATION PROGRAM
AR10 24-9C-37

Extended School Year

Extended School Year Services: needed not needed to be determined by (Date) _____

Goal(s) #	*Type of Service	Beginning Date mm/dd/yy	Ending Date mm/dd/yy	Minutes Per Week	**Based on

* Instruction, related services (specify), other (list)
** Regression/Recoupment, Emerging Skills, or Maintenance of Critical Life Skills

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ESY Services Needed

Check this box if the IEP team determines that ESY service is needed. The program must be developed.

Document the following information when planning the ESY services for a student:

- The goals that will be reinforced during ESY services;
- The type of service—instruction, specific related services that will be provided, or other;
- The beginning date of services (*Estimate the start of services by month, date, and year*);
- The ending date of services (*Estimate the end of services by month, date, and year*);
- The minutes per week of each service listed; and,
- The reason that the service is needed (regression/recoupment, emerging skills, or maintenance of critical life skills).

ESY Services Not Needed

If data collected indicates a student does not regress over periods when school is not in session, then no extended school year services are needed, mark "no" on this section of the form.

NOTE: A review of data may be necessary before school is out to be sure circumstances have not changed resulting in the need for ESY services.

Example:

- After 4 months of service, the student initiates the “r” sound. The team may want to consider ESY service to maintain the productions of this sound.

ESY Services to be Determined by (Date)

If it is not known at the time the IEP is developed whether extended school year services will be needed, the IEP team will specify a date by which the team will reconvene to discuss and determine if ESY services will be provided.

There will need to be documentation in the file that the team met on or before the date indicated to make the determination if services need to be provided.

Documentation should include:

- Meeting notice
- Amendment regarding the IEP team’s decision
- Parental prior written notice summarizing the IEP team’s actions
- If it is determined ESY services are needed, complete the ESY page in the IEP.

In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the school district may agree not to convene an IEP meeting for the purposes of making the changes, and instead may develop a Parental Prior Written Notice (PPWN) to amend or modify the student's current IEP.

If changes are made to the student's IEP in accordance with this section, the district shall ensure that the student's IEP team is informed of the changes.

[ARSD 24:05:25:26. Extended school year authorized.](#)

RESOURCES

AMENDMENT

OVERVIEW

There are two ways to document an IEP amendment.

- 1). Record the changes on an amendment form, and then give the parent a copy of the amendment form and a Parental Prior Written Notice.
- 2). Write the changes directly on the IEP with the date the change was made, and then give the parent a copy of the IEP with the changes and a Parental Prior Written Notice.

Note: if using an IEP program, the process may be slightly different check with district process.

An amendment to the IEP can be made **at any time that the team agrees a change is appropriate or necessary**. Some of the most common reasons to draw the IEP team together for IEP amendment include:

1. There is change in the health status of a student;
2. The student has met goals and objectives at a faster (slower) rate than anticipated, requiring new/different goals and objectives to be written;
3. An IEP team meeting may be necessary if the student is making insufficient progress toward his/her annual goals.
4. A member of the team feels a change of placement should be considered by the team;
5. A member of the team feels additional (fewer) related services are needed and should be considered by the team;
6. Extended school year services are potentially needed, requiring the team to reconvene for determination of need and the development of an Extended School Year IEP;
7. New evaluation findings are brought to the attention of a member of the team that require the committee to reconsider placement, goals and objectives, related services, or other portions of the IEP.
8. The team needs to discuss if the student has met their graduation requirements.

The Amendment form **may not be used, however, to extend an IEP beyond the 365-day timeline**. This timeline cannot be extended.

NOTE: Districts must provide *Parental Prior Written Notice* following an amendment agreement.

Note: If an online IEP system, check for procedure to document an amendment.

COMPLETING THIS PAGE

Demographics-Top Section

For instructions on completing this section, see directions for the cover page of the IEP in this guide.

Meeting Date

Indicate the date (month/day/year) the amendment meeting/discussion takes place.

The form is titled "INDIVIDUAL EDUCATION PROGRAM AMENDMENT" with the ARSD codes 24:05:27:06.01 & 24:05:27:06.02. It contains several sections: 1. Student and Parent/Guardian Information: Fields for Student Name, SIMS, Parent/Guardian Name, Date Sent, School District, School, DOB, Age, and Grade. 2. Meeting Information: Meeting Date and a checkbox for "A copy of this IEP amendment was provided to Parent/Guardian" with sub-options for "Yes (Parent/Guardian Initial)" and "Date copy sent:". 3. Purpose of Meeting: A large text area for "Agenda Items". 4. IEP Team Membership: A table with columns for "Signature" and "Date". Rows include Parent/Guardian, Student, School Representative, General Education Teacher, Special Education Teacher or Provider, Speech/Language Pathologist, and Individual who can interpret evaluation results. 5. Meeting Notes: A large text area at the bottom. 6. Footer: "South Dakota Department of Education Page | 1 Revised - April 2013".

A copy of this IEP

District must ensure that parent/guardian received a copy. It can be noted here or through other documentation.

Purpose of the Meeting/Agenda

Briefly specify the purpose of the amendment or agenda. (ex., change service minutes, change placement, etc.)

Signatures

The signature lines on the cover sheet of the amendment form provide space to document all the IEP team members in attendance. This can be through signatures of the team members or documented participation by the district. One's signature implies **participation** and not agreement or consent.

Meeting Notes

This section of the amendment form allows the IEP team to write any information they wish to add or change on the current IEP document.

If the IEP team is modifying or adding to the goals and objectives of the IEP, simply make a statement to that effect on the amendment form and attach the updated goal and objective sheets to the IEP amendment.

Whenever an amendment is done the district must complete the parental prior written notice, which states what they just agreed to. The district explains that the change will go into effect at a minimum after the 5 days prior notice unless the parent wishes to waive the 5 days waiting period. A waiver should be utilized only on a limited basis. The district must document the parent agreed to waive the 5-day notice.

Examples of situations when an IEP amendment would be appropriate.

- A parent calls the district and would like to discuss a change to their child's IEP. The district and the parent agree to make a change to the IEP. The district completes a parental prior written notice that states when the parent called, what was discussed and the agreed upon change. The amendment is completed and attached to the prior notice and sent to the parent. The parental prior written notice states the amendment will go into effect on XXXX date, which is after the 5 days waiting period.
- A parent is visiting the school. The district and the parent are discussing a change to the child's IEP. The parent and the district agree to a change. While the parent is at the school, the district completes the amendment and has the parent sign. The district also completes the parental prior written notice, which states what they just agreed to. The district explains that the change will go into effect after the 5 days prior notice unless the parent wishes to waive the 5 days waiting period. The parent signs the waiver right away, the district will document the new date service will go into effect.

• [ARSD 24:05:27:08.01. Agreement to change IEP](#)

[ARSD 24:05:27:08.02. Amendments to IEP](#)

DISMISSAL PROCEDURES

The same process and requirements used for initial evaluation and/or reevaluation apply before determining that the child is no longer a child with a disability.

To dismiss a student from special education and/or related service(s) the district would proceed as follows:

1. (Review of Existing Data) The district evaluation team including the parent would review the student's information and decide what evaluation information is necessary before determining the child is no longer a child with disability.
2. Once the district has decided what evaluations are necessary, complete the PPWN Consent. Remember to keep parent/guardian involved and informed of the evaluation plan. Document their input on the PPWN Consent.
3. The district must complete the parental prior written notice/consent for evaluation, listing the test/evaluations, records, and reports that will be used to determine if the child continues to be eligible for services.
4. When documenting previous evaluation information to be used on the parental prior written notice/consent for evaluation, indicate the area or name of the evaluation and the date it was administered. This also holds true with any information to be used that was not administered during the 25-school day evaluation timeline. This will let the parent/guardian know that previous information will be used and that a new evaluation will not be administered.
5. Parent/guardians must be informed of their right to request an assessment to determine whether the child continues to be a child with a disability. District needs their written consent to conduct evaluations.
6. All the evaluation procedures stated in **ARSD 24:05:25:04 Evaluation procedures** apply.
7. Copies of all evaluation reports/documentation used by the team to determine if the child continues to be a child with a disability must be provided to parent/guardians.
8. Meeting notice is sent to parent/guardian setting up a meeting at a mutually agreeable time at which time the IEP team will review the evaluation data and determine if the child continues to be eligible for services.
9. The team will complete the evaluation report and the determination of eligibility reporting the team's decision regarding the child's eligibility for services on PPWN. A copy of this document with the team's decision must be given to parents/guardians. Do not forget to allow for the minimum 5-day implementation requirement.

Dismissal from a Related Service

A student's IEP team is responsible for reviewing data and information on a regular basis to "determine whether or not related services are required in order to assist the child to benefit from the special education program" (ARSD 24:05:27:04). If the IEP team is considering dismissal only from a related service (while maintaining other special education services and supports), the IEP team must:

- review data and information regarding the related service
- determine how the potential change will impact the student's access to FAPE
- determine whether a formal evaluation is needed

If the IEP team determines the current data is sufficient to justify dismissal from a related service, document the decision in a PPWN (with clear explanation of the team's considerations, data that supports the team's decision, and reasons(s) why the related services is no longer needed).

If the IEP team determines that current data is not sufficient and formal evaluations are needed, the team will follow regular evaluation procedures (**24:05:25:06**)

[24:05:25:06. Reevaluations](#)

[24:05:25:04. Evaluation procedures -- General](#)

[24:05:25:04.03. Determination of eligibility](#)

[24:05:25:07. Additional procedures for evaluating specific learning disabilities](#)

[24:05:25:08. Additional group members for specific learning disabilities](#)

[24:05:25:11. Observation for specific learning disabilities](#)

[24:05:25:12. Documentation of eligibility for specific learning disabilities](#)

[24:05:27:04. Determination of related services](#)

TRANSFER PROCEDURES

Type 1: Student transfers in from another South Dakota school district (In State)

1. Request the following documents from the previous district:
 - Referral document (if initial evaluation)
 - Initial consent for placement
 - Parental prior written notice/consent for the most recent evaluation
 - All evaluation reports from the most recent evaluation
 - Medical diagnostic reports of chronic/acute health issues
 - Any other evaluation report pertinent to the student's disability
 - Eligibility determination document
 - Meeting notice
 - Current IEP
 - All applicable amendments to the IEP
 - Behavior intervention plan (if applicable)
2. If documents are not received within one week of requesting records from the previous district, the receiving district administrator should make a second contact to the previous district's administrator to expedite the transfer of records. In the event records are not received, the receiving district administrator should contact the South Dakota Department of Education, Special Education Programs (SEP) and request an intervention to acquire the above documents.
3. The receiving district review team will examine the documents to determine:
 - If the IEP can be implemented (comparable services) as written
 - If evaluation/eligibility documents accurately support eligibility
4. No amendment required:
 - District will contact the parent by phone or in person and discuss the results of the review teams finding.
 - Following the contact/discussion, parental prior written notice will be sent to the parents summarizing the IEP implementation discussion.
 - District will inform all staff responsible for implementing the IEP of their responsibilities. Services will be implemented to avoid any undue interruption in the provision of special education and related services.
5. Amendment required:
 - District will contact a parent prior to sending a meeting notice to explain purpose of the meeting. Then send a meeting notice to the parents setting up an IEP team meeting to discuss possible amendments recommended by the district review team.
 - Amendment decisions will be documented, parental prior written notice sent/given to parent and IEP implemented.
 - District will inform all staff responsible for implementing the IEP of their responsibilities. Services will be implemented to avoid any undue interruption in the provision of special education and related services.

- If additional evaluation is needed to determine eligibility and educational need, prior notice/consent for evaluation will be completed at the time of the meeting.
- Evaluation procedures, eligibility determination and IEP meeting will be held following completion of the evaluation(s).
- Parental prior written notice is sent.
- Complete an Initial Consent for Special Education and Related Services for first time receiving services in South Dakota.

ARSD: 24:05:27:15.01. IEPs for transfer students within state

Type 2: Student transfer in from an Out-of-State school district

1. Request the following documents from the previous district:
 - Referral document (if initial evaluation)
 - Initial consent for placement
 - Parental prior written notice/consent for the most recent evaluation
 - All evaluation reports from the most recent evaluation
 - Medical diagnostic reports of chronic/acute health issues
 - Any other evaluation report pertinent to the student's disability
 - Eligibility determination document
 - Meeting notice
 - Current IEP
 - All applicable amendments to the IEP
 - Behavior intervention plan (if applicable)
2. If documents are not received within one week of requesting records from the previous district, the receiving district administrator should make a second contact to the previous district's administrator to expedite the transfer of records. In the event records are not received, the receiving district administrator should contact the Special Education Programs (SEP) region representative and request an intervention to acquire the above documents.
3. The district review team will examine the documents to determine:
 - If the IEP can be implemented (comparable services) as written.
 - If evaluation/eligibility documents accurately support South Dakota eligibility criteria.
4. The district will send a meeting notice to the parents setting up an IEP team meeting to review the IEP and establish the student's eligibility in South Dakota.
 - Team will review current IEP and agree to implement OR amend the IEP as necessary.
 - District will inform all district staff responsible for implementing the IEP of their responsibilities.
 - Services will be implemented to avoid any undue interruption in the provision of special education and related services.
 - The IEP team will determine if appropriate evaluation information is available supporting South Dakota eligibility criteria. If so, complete the Eligibility Determination document for the purpose of verifying the appropriate disability category for child count.
 - If additional evaluation is needed to determine eligibility and educational need, prior notice/consent for evaluation will be completed at the time of the meeting. This will be considered an **initial evaluation**.

- Evaluation procedures, Eligibility determination and IEP meeting will be held following completion of the initial evaluation.
- Parental prior written notice is sent.

[ARSD 24:05:27:15.02. IEPs for student transfers from another state](#)

REVOCAION OF CONSENT FOR SPECIAL EDUCATION AND RELATED SERVICES

The form enables the parent/guardian or adult student to revoke consent in writing. If you revoke consent in writing the school district or public agency:

1. Is not required to convene an IEP team meeting or develop an IEP;
2. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the student because of the failure to provide further special education and related services;
3. May not seek to use consent override procedures such as mediation or due process procedures to obtain an agreement or a ruling that services may be provided to the student;
4. May not continue to provide special education and related services to the student but must provide **Prior Written Notice** before ceasing the provision of special education and related services.

It is not required to amend the student's education records to remove any references to the student's receipt of special education and related services because of the revocation of consent.

Parental Prior Written Notice Following Revocation of Consent for Special Education and Related Services

Under ARSD 24:05:27:04.03, when a parent/guardian or adult student revokes consent in writing for the provision of special education and related services, the school district may not continue to provide special education and related services to the student. **However, before the district discontinues services, the district must provide the parent/adult student with a prior written notice before ceasing services.** The district must provide the notice in understandable language (ARSD 24:05:30:06). The prior written notice must be given a reasonable time before the school discontinues special education and related services.

If only revoking a component of the IEP: This is the process if a parent or student (at age of majority) revokes ALL special education services. If the parent requests only a component of the special education or related services in the IEP to be removed, the IEP team shall reconvene to determine if the component to be removed will impact FAPE for the student. If it will not impact FAPE, it can follow amendment procedures. If it does impact student's access to FAPE, the district will document on PPWN and notify parents of their procedural safeguards dispute resolutions.

[24:05:27:04.03. Parental withdrawal of consent for services.](#)