

INDIVIDUAL EDUCATION PROGRAM (IEP)

A TECHNICAL ASSISTANCE GUIDE

Updated August 15, 2025



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 educational 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 Technical Assistance Guide** is grounded in the federal **Individuals with Disabilities Education Act (IDEA)** and relevant state statutes and regulations. In South Dakota, these state regulations are known as the **Administrative Rules of South Dakota (ARSD)**. Each section of the document references the applicable ARSDs.

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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CHECKLIST PRIOR TO MEETING

Always check district or agency procedures.

Meeting Set Up

1. Contacted parents to set up a mutually agreed upon time and date of the meeting. Discussion of location: can parents come in person or other options discussed.
2. Discussed with parents what meeting is about and who should attend. Examples are outside agency, Part C coordinator, specific role in school, etc.... Remember the meeting notice is who the district will invite. Parents are welcome to invite who they want to attend.
3. Ask parents if they need any accommodation or supports to attend the meeting (language interpreter, large print, sign language interpreter, etc....)
4. Meeting notice was sent early enough with all the requirements completed.

Gather Prior Information

1. Discussed with IEP team student's current strengths and needs along with any supporting documentation.
2. Visited with or shared an input document with parents to ensure their participation.
3. Visited with the student about their goals and things that help them in the classroom.
5. Draft, per district policy, provide it _____ days prior to the meeting to prepare for discussions.
6. If the family and/or student needs a language or sign language interpreter, ensure an interpreter is there to support participation in the meeting.
7. Bring progress data

Meeting Location Set Up

- In person meeting, the room is set up for everyone to feel a part of the team and discussion.
- If using a projected method to review the IEP during development, ensure the entire team can see or access the information.

Virtual:

- Does everyone have the link and can access it?
- How will documents be shared so all can participate?

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.

SCHOOL DISTRICT: Identify the child's school district of residence.

SCHOOL: Identify the school building the student is associated.

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.

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).

INDIVIDUAL EDUCATION PROGRAM ARND SKELSET			
STUDENT NAME: _____		SIMS: _____	
PARENT/GUARDIAN NAME: _____		PHONE: _____	
ADDRESS: _____		WORK 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 applicable 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			
Parent/Guardian		Signature	Date
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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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.

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 current IEP Meeting	Annual IEP review meeting date	<u>Date the PPWN received by the parent?</u>	Parents waived 5 days	Date services can begin (5 days after parent received notice)
School Aged Student	September 8, 2024	September 8, 2025/ September 7, 2025 (District Process)	Mailed on the 11th and projected received on 12th.	No	Earliest date services can begin September 17, 2024
School Aged	October 4, 2024	October 3, 2025	Provided before parent left the meeting on October 4, 2024. 5 days would be October 9	Yes Parent and District agree to start on October 7, 2024	Date services begin on IEP: October 7

TRANSITION FROM PART C TO PART B: CHILDREN TURNING 3 (ANNUAL REVIEW AND SERVICES BEGIN DATE)

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 3rd birthday. The date services begin would be reflected as the student's 3rd birthday or date agreed upon after the student's 3rd birthday. Parent is unable to waive to start services prior to 3rd birthday. The start date of Part B services cannot be sooner than the child's third birthday.

EXAMPLE 1

Student's 3rd Birthday	May 13, 2025
PPWN received by the parent	April 16, 2025

*Services cannot begin prior to the student's 3rd birthday._

Meeting Date: 4/15/2025
Date Services Begin: 5/13/2025
Annual Review Date: 4/15/2025
Date of Eligibility Determination: 4/15/2025
Three Year Reevaluation Due By: 4/15/2028

EXAMPLE 2

Student's 3rd Birthday	May 13, 2025
PPWN received by the parent	May 1, 2025

*Services cannot begin prior to the student's 3rd birthday. Team agrees no ESY services needed and will start services in next school year.

Meeting Date: 4/24/2025
Date Services Begin: 8/20/2025
Annual Review Date: 4/23/2026
Date of Eligibility Determination: 4/24/2025
Three Year Reevaluation Due By: 4/24/2028

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.

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.).

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

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:

Alice's IEP team convened to discuss her educational needs. The school counselor was appointed as the administrative designee for the meeting. During the discussion, the team determined that Alice would benefit from the Kurzweil 3000 reading program to support her reading disability. However, the counselor mentioned that they would need to consult with the Superintendent before committing to the purchase of the program. Consequently, the IEP team decided to reconvene at a later date to finalize the decision.

In this scenario, the school counselor does not meet the requirements of an administrative representative because they lack familiarity with the district's resources and do not have the authority to allocate funds. According to the Individuals with Disabilities Education Act (IDEA), the administrative representative must be knowledgeable about the availability of resources and have the authority to commit those resources

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> .

FRONT PAGE RESOURCES

Eligibility Guide: <https://doe.sd.gov/sped/documents/Eligibility.pdf>

IEP Form "Request to Excuse Required IEP Team Members: <http://doe.sd.gov/sped/documents/ExcusalSD.pdf>

Special Education Process: South Dakota Professional Learning Platform (PLP): <https://sded.sd.gov/>

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

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

[ARSD 24:05:24.01:01. Students with disabilities defined.](#)

[ARSD 24:05:30:06.01. Procedural safeguards notice -- Availability.](#)

[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](#)

Parental Prior Written Notice After Decisions Examples (includes additional examples of 5 days):
<https://doe.sd.gov/sped/IEP.aspx>

Surrogate Parent Manual: <https://doe.sd.gov/sped/IEP.aspx>

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

OVERVIEW

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) 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).

INDIVIDUAL EDUCATION PROGRAM 401.30-24.30.07	
Present Levels of Academic Achievement and Functional Performance	
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 children; 3) the results of the initial or most recent evaluation of the student; and 4) the academic, developmental, and functional needs of the student.	
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.	
**Required to address: • Strengths & needs • Present level • Academic 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 1 of 2 Revised - July 2013</small>	

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

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 or Skills to Improve

- 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.
- If including transition information, include needs in employment, education/training, and independent living. Include student preferences and interests.

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.

PLAAFP RESOURCES

Guidance and Example Documents: <https://doe.sd.gov/sped/IEP.aspx>

SLD Skills Based Guidance Document

Specific Learning Disability Categories and Characteristics

Engaging Youth in IEPs

Transition Technical Assistance and Resources - <https://tslp.org/>

[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.](#)

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 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:

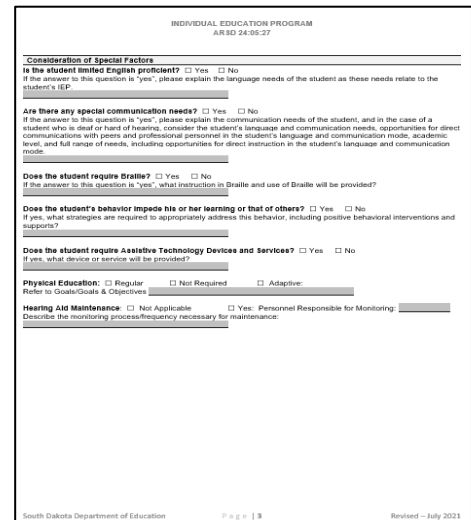
- Does the child communicate appropriately and effectively, and if not, why not? How would the deficit in communication be described?
- What communicative demands and opportunities does the child have?
- Does the child have the skills and strategies necessary to meet those communicative demands and take 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, describe how the district will provide instruction in Braille and incorporate it’s use.



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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/Goals & Objectives

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

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

This section is intended to be proactive in addressing the student's behavior. There should be a clear description of how to support the student in both the special education and general education setting. If the student has goals focusing on behavior, consider listing the strategies used to teach the desired behaviors during the student's specially designed instruction time.

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 to address student's minimal behavior issues in this section.
- If the evaluation team has determined that behavior is an area of primary concern, and 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.** This should include any environmental changes or prompts from staff that are necessary for the student to be successful.

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.

If an individual behavior intervention plan is written, it is considered part of the IEP and not a separate document. When making changes to a behavior intervention plan, the IEP team should follow the same procedures as when making changes to other pieces of the IEP.

Does the student require assistive technology devices and services?

The IEP team, during evaluation and IEP process, should be considering if the student will need to be evaluated for an assistive technology device or services that will provide educational 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, 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?

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.

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” or “student” as the person responsible.

SPECIAL FACTOR RESOURCES

[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](#)

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

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

Assistive Technology Technical Assistance Guide 2024: <https://doe.sd.gov/sped/documents/AT-TA-Guide-24.pdf>

Hearing Loss or Deafness: Considerations for Assessment Planning and IEP Development:
<https://doe.sd.gov/SPED/documents/HearingLossDeafness-IEP-0125.pdf>

Positive Behavior Interventions And Supports: <https://doe.sd.gov/sped/pbis.aspx>

TRANSITION SECTION: DISTRICT INTERNAL PROCEDURES

TRANSITION SECTION

OVERVIEW

Transition Section assists the team in developing an Individual Education Program (IEP) that will enable the student to make progress toward their future goals in employment, education/training, and (if applicable) independent living.

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.

COMPLETING THIS PAGE

APPROPRIATE MEASURABLE POST-SECONDARY GOALS (MPSG)

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.

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.

INDIVIDUAL EDUCATION PROGRAM AR 80 24.05:27				
Measurable Postsecondary Goals (MPSG) Based on Age-Appropriate Assessment				
<small>(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.</small>				
Employment:	<small>(see linked annual goal(s) # _____)</small>			
Education/Training:	<small>(see linked annual goal(s) # _____)</small>			
Independent Living (where appropriate):	<small>(see linked annual goal(s) # _____)</small>			
Transition Course of Study <small>(Required on or before the student's 16th birthday) (Complete for current school year through the planned exit year) (Should relate to and help the student to progress towards achievement of the Measurable Postsecondary Goals above)</small>				
Course	Grade	Course	Grade	Course
Comments: _____				
Transfer of Parent/Guardian Rights (Must be addressed on or before the 17 th birthday) <small>(Student will turn 17 on _____ Student was informed of this transfer of rights on _____ (Date).)</small>				
Graduation or Completion of an Approved Program (Must be addressed at least one year prior to graduation date.) <small>(Student is to graduate/complete program _____ (Date).)</small>				
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) <small>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.</small>				
One Year Follow-Up – (For students who are graduating, aging out, or have dropped out) <small>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.</small>				
South Dakota Department of Education Page 4 Revised – July 2014				

CONSIDERATIONS

Discussion of transition at beginning of IEP meeting assists the team in developing appropriate goals and services. The team needs to know what the student’s MPSG are to ensure the entire IEP will support transition plan.

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 needs 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 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.
- “Electives” is not allowed. Please specify types of electives align to the student’s post-secondary goals that district has currently.

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, 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 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 educational 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.

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 to complete the regular graduation requirements.

Best Practice: Annually, the IEP team discusses the student's 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.

GRADUATION RESOURCES

Disability Policy: Guidance Policy Applying Graduation Requirements to Students with Disabilities:

<https://doe.sd.gov/gradrequirements/>

Graduation Requirements: <https://doe.sd.gov/gradrequirements/index.aspx>

ARSD 24:05:27:01.03. Content of individualized education program.

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

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 will help the student achieve the desired measurable post-secondary goals.

Activities will support the student to achieve these goals and will require a coordinated effort.

- Include specifically what 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 the individuals and organizations involved in the student's transition program.
- 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.

COMPLETING THIS PAGE

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)

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

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 explain the decision 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 initiation and completion dates.



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 will typically be discussed and given to the student at an IEP meeting or before leaving the district. The sample SOP template can be found at <https://doe.sd.gov/sped/IEP.aspx> under the transition section.

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 can 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.

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 regarding 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.

TRANSITION ACTIVITY RESOURCES

Technical Assistance Guide for Transition in the IEP – Indicator 13: <https://tslp.org/transition-iep-plan/>

High School Transition For Students with Disabilities: <https://doe.sd.gov/sped/transition.aspx>

- Exit Checklist
- Graduation Q and A
- Sample Consent Form
- Summary of Performance
- Indicator 14: High School Outcomes
- National Dropout Prevention Center

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

- Transition Technical Assistance Guide
- Parent Transition Guides
- Agencies
- Post-Secondary Outcomes

ARSD 24:05:27:13.02. Transition services.

Appendix A -- <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>

Post School Outcomes Data - <https://www.sdposthighsurvey.org/>

MEASURABLE ANNUAL 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 – **at least one goal MUST be written in each area affected by the student's disability.**

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

COMPLETING THIS PAGE

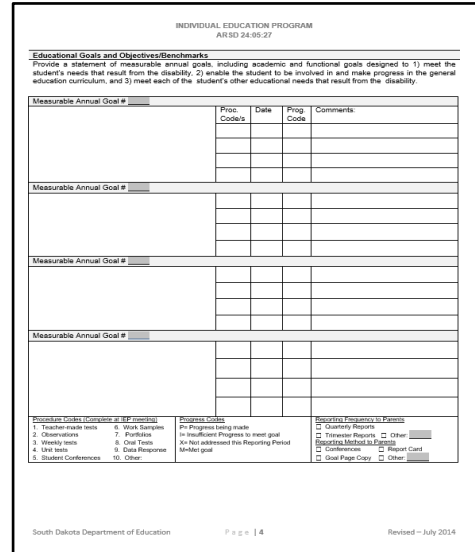
Every annual goal and objective must include the following:

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.



INDIVIDUAL EDUCATION PROGRAM
AR 00 24.05.27

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 education curriculum, and 3) meet each of the student's other educational needs that result from the disability.

Measurable Annual Goal #	Prior Code(s)	Date	Prog. Code	Comments

Progress Monitoring Methods (Check all that apply):
 1. Teacher observation 6. Work Samples 7. Portfolio
 2. Observations 8. Oral Tests 9. Data Response 10. Other: _____
 3. Weekly tests 4. Unit tests 5. Student Conferences

Reporting Methods (Check all that apply):
☐ Quarterly Reports ☐ Semester Reports ☐ Other: _____
☐ Reporting Method to be Determined ☐ Conference ☐ 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 two or more short-term objective or benchmark for that annual goal. **Objectives or Benchmarks must also contain all the criteria of a goal.**

NOTE: If your student is working on alternate academic achievement standards and is taking the alternate assessment, all the 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.

ANNUAL GOAL RESOURCES

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

Writing Annual Goal Examples: <https://doe.sd.gov/sped/IEP.aspx>

Document Annual Goals and Service Time: <https://doe.sd.gov/sped/IEP.aspx>

ACCOMMODATIONS, SUPPORTS, AND/OR MODIFICATIONS

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 (PLAAFP).

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?

INDIVIDUAL EDUCATION PROGRAM ARSD 24:06:27			
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	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
Likes physical movement				Chunk information
				Provide outline of material being presented

COMPLETING THIS PAGE

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 provides supports for the student and/or educator(s) 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 #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.). Because the need for an accommodation may be different depending on the situation, often the frequency of an accommodation is documented by describing the condition under which the accommodation will occur. **Example:** When Sally is given an independent reading assignment that requires reading text above her current instructional level

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, because some accommodations are more difficult to quantify in terms of a specific timeframe, how the team describes the duration of the service may vary. For example, with the example of Sally from above, and knowing that some reading assignments will take longer to complete than others, the complete accommodation statement that includes the duration of the service might look something like: When Sally is given an independent reading assignment in the general education classroom that requires reading text above her current instructional level, she will be provided the text in a format that she can listen to until the reading assignment is completed.

Location: For each accommodation, modification and/or supports listed, the team must specify the location (ex. General education 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.

Example: When Sally is given an independent reading assignment in the general education classroom that requires reading text above her current instructional level, she will be provided the text in a format that she can listen to until the reading assignment is completed.

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 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 may include whether the student will meet the regular diploma requirements.
- Discussion and decisions should be documented in the PPWN.

ACCOMMODATION, SUPPORTS, AND MODIFICATION RESOURCES

IRIS Center accommodation section: <https://iris.peabody.vanderbilt.edu/>

Center on Technology and Disabilities – great resource for educators on assistive technology
<https://www.air.org/project/center-technology-and-disability>

JAN: Job Accommodation Network: <https://askjan.org/>

[South Dakota Accommodation Documenting Frequency Location Duration](#)

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

Paraprofessional Guidelines: <https://doe.sd.gov/sped/IEP.aspx>

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.

COMPLETING THIS PAGE

Assessment Considerations

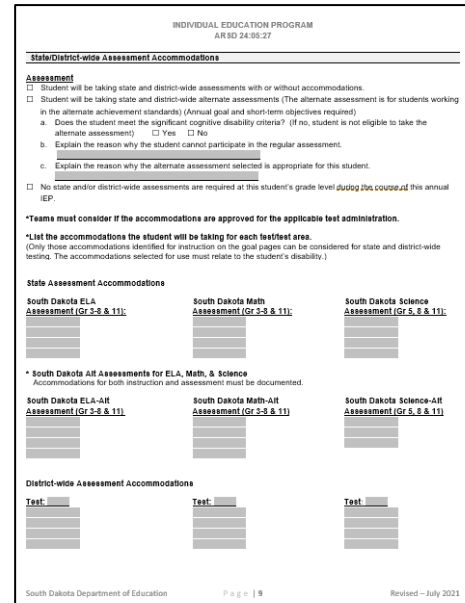
The IEP teams must select one of the three options regarding the student's need for accommodations on state and district-wide assessments.

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 short-term objectives or benchmarks for all academic goals.



Eligibility Criteria for Alternate Assessment:

A student must meet **all** three of the following criteria to be identified for participation in state and district alternate assessment:

1. Student has a significant cognitive disability.
2. Student requires extensive instruction and support to acquire and maintain skills.
3. Student learns through alternate academic achievement standards.

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.

To determine what constitutes a "districtwide assessment," district can refer to the [District-wide Assessment Guidance Policy](#).

Examples:

- The annual IEP meeting is held in May for student in the 10th grade. The student's 11th grade state assessment will occur in the spring of the next school year and prior to the next annual IEP meeting. The IEP team must consider accommodations for state testing at this time.
- The district requires all 5th graders to participate in district-wide assessment via fall, winter, and spring benchmarking.
- Accommodations for district assessment should be documented for students whose IEPs dates will occur during the 5th grade year.
- Any 5th grade student with a significant cognitive disability identified for alternate assessment participation should have documentation of how the district will provide a district alternate assessment using 5th grade alternate academic achievement standards.

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 on 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. 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. Accommodations must first be identified as an instructional accommodation in the IEP to be considered as an accommodation for the statewide assessment.
3. The accommodation should be used regularly by the student for at least five weeks or until the student is comfortable with the accommodation.
4. 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 for timelines on when to notify the State of certain accommodations to be enabled for the state testing window. Those can be found at <https://doe.sd.gov/assessment/>.

ALTERNATE ASSESSMENT ACCOMMODATIONS

There are many accessible features included in the alternate assessment for students to use. 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 the same as for the regular assessment.

STATE AND DISTRICT ASSESSMENT 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's Tools, Supports and Accommodations: <https://doe.sd.gov/Assessment/>

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

District-wide Assessment Guidance Policy: <https://doe.sd.gov/assessment/documents/AssessmentPolicy.pdf>

Description Of Special Education Services

OVERVIEW

The statement of services in a student's IEP must be written clearly so that the school's commitment of resources is clear to parents and other members of the IEP team. This section documents the when, where, how often, and how long the service will be provided for each area the student is eligible and should, at minimum, align to the student's annual goals.

Annual Goal				Description of Services		
Condition	Performance	How well	How often	Frequency	Duration	Location

The description of services must reflect each of the areas the student was determined to be eligible. Areas of eligibility can include reading decoding, math, behavior, listening comprehension, reading fluency, reading comprehension, fine motor, gross motor, language, articulation, etc. Each area listed under "Description of Services" should be linked to a goal which reflects a need identified through evaluation and IEP team discussion. Those needs represent each skill area that is affected by the disability.

- Statements such as "study hall" and "Social Studies" are not skill areas affected by the disability and should not be used as a description of service area.

For younger students determined eligible under the category of developmental delay, the areas affected by the disability might 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 such as pre-reading or literacy, pre-math etc.

Documenting Service Time Definitions:

Area	<ul style="list-style-type: none"> ■ Related to annual goals such as basic reading, math, behavior, listening comprehension, reading fluency, reading comprehension, social communication, fine motor, gross motor, adaptive behavior, 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 each session, often represented in minutes, for the 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, clearly note where services will occur.
Note	<ul style="list-style-type: none"> ■ 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.

Updated August 2025

Least Restrictive Environment: The IEP team must determine the placement of the student on the continuum of alternative placement to document the justification for placement. The total amount of time the student is “removed or separated” from his/her peers is the only amount of time considered when calculating the percentage. **Note:** When documenting terms such as “in class support”, “in the school”, or other vague comments, etc. it is difficult to determine where the student is receiving instruction on the goal or if the district is indicating a student support.

Provide FAPE: The intent of “Special Education Service to be provided” is to reflect the amount of special education time and services the district is committed to provide for the student to provide a Free Appropriate Public Education (FAPE). **The intent of “services to be provided” is not to account for the student’s entire time but rather to reflect the amount of instruction time the student needs, that represents his/her specialized instruction.** A schedule can be developed to reflect a student’s entire time.

Caution: The district’s services reflect what instructional time the student needs and does not reflect the entire class period. If the student is pulled out of 8th grade math for the entire 55 minutes, then doing so conflicts with the concept “that all students need to receive instruction in the general curriculum” which is the general concept encouraged by Every Student Succeeds Act (ESEA) and ARSD 24:05:28:01 Least Restrictive Program to be provided.

DESCRIPTION OF SERVICES RESOURCES

Documenting Annual Goals and Service Time: <https://doe.sd.gov/sped/IEP.aspx>

RELATED SERVICES

Related services are those services required by the individual student to benefit from his or her special education program. Related services allow students to:

- 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.

Transportation Considerations:

Transportation by the IEP team considers the student needs to ...

- Travel to and from school and between schools
- Travel in and around school buildings; and
- Specialized equipment (such as special or adapted buses, lifts, and ramps) if required to provide special transportation for a child with disability.

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).

Early Childhood Transportation: How will they access special education services? Transportation should be considered if student must travel to a location for services.

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.
- NOTE: If a district will be using a parent's private or public benefits (Medicaid) you must very carefully document the number 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](#))

DOCUMENTING RELATED SERVICES OPTION

3:1 MODEL: HOW TO DOCUMENT IN DESCRIPTION OF SERVICES

- 3 weeks direct and 1 week indirect
 - Do not use "week off" terminology.
- What does direct mean?
- What does indirect mean?
- Keep in mind: What does the student need to make progress?
- How would you clearly document services on the IEP?

Therapy Service Only Examples: Services must clearly describe frequency, duration of services, and location that will be provided.

Frequency	Duration	Location
6 sessions per month	20 minute sessions	Therapy room
Comment: Goal work will be approximate 1 to 2 sessions per week for a total of 6 sessions in 4 weeks.		

Example below is for two locations the annual goal will be provided instruction.

Frequency	Duration	Location
6 times per month	20 minutes	Therapy room
Comment: Goal work will be approximate 1 to 2 sessions per week for a total of 6 sessions in 4 weeks.		
2 times per month	20 minutes	General Classroom
SLP will meet with student 20 minutes 2 x per month to work on generalization of the goal in the regular education setting.		

Example below is not acceptable:

Frequency	Duration	Location
6 sessions per month	20 minute sessions	Therapy room
Monthly	120 minutes	Therapy
These examples are not allowed because it is not clear enough to provide services. Monthly minutes is too broad.		

RELATED SERVICES RESOURCES

[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](#)

ARSD 24:05:27:07. Transportation. If transportation is required for the child to benefit from the special education program, transportation shall be written in the individual educational program and provided at no cost to the parent. A district may not require that a parent provide transportation; however, if both parties agree that the parent will provide the transportation, it shall be noted on the individual educational program and the parent shall be reimbursed by the district in accordance with SDCL 13-30-3 and 13-37-8.9.

MONITORING PROGRESS

Why Monitor Progress?

- Individuals with Disability Education Act (IDEA) and state regulations
- Student should make progress on goals
- Report progress based on IEP team decisions
- Communicate with the parent as a member of the IEP team
- What if student is not making progress?
 - Teacher change evidence-based instruction method
 - Still is not improving, the IEP team will reconvene
- What if the student meets his or her goal?
 - IEP team will meet to determine next steps
- Discuss at the annual IEP meeting for the team to make adjustments to the student's IEP, or as needed

Documentation of implementation and progress on the goal

Staff implementing the annual goal must keep record of the implementation and progress. Best practice is to include the date, time, and location along with notes on strategies/interventions used. Since the district is required report progress on annual goals, the district must track the data collected and student progress.

Guiding Question	Things to Do	Things to Avoid
How will the student's progress be objectively measured?	Do: use objective measures (e.g., data that can be reported in numbers rather than words). Examples: <ul style="list-style-type: none"> • Behavior observation checklists • Progress monitoring probes (e.g., reading, mathematics) • Unit or chapter test scores 	Don't: Use subjective measures. Examples: <ul style="list-style-type: none"> • Anecdotal reports • Teacher or student perceptions
How often will the student's progress be measured?	Do: Measure frequently and systematically. Examples: <ul style="list-style-type: none"> • Every two weeks • At least three times per week 	Don't: Measure inconsistently or infrequently that data-based changes to services and supports can't occur. Examples: <ul style="list-style-type: none"> • Every nine weeks • Three times a year
Who is responsible for collecting progress monitoring data?	Do: Identify an individual with appropriate data collection training. Examples: <ul style="list-style-type: none"> • General education teacher • Special education teacher • School psychologist 	Don't: Assume that an individual has the skills to collect data.

Guiding Question	Things to Do	Things to Avoid
Where will data collection occur?	Do: Clearly identify each relevant setting or context in which data will be collected. Examples: <ul style="list-style-type: none"> • During reading instruction • On the playground 	Don't: Broadly describe the setting or context (e.g., in the general education setting) or omit it completely.
When will data collection occurs?	Do: Maintain a consistent data collection schedule. Examples: <ul style="list-style-type: none"> • Mondays, Wednesdays, and Fridays at 10:00 a.m. • Tuesdays during reading 	Don't: Collect data on an inconsistent basis. Examples: <ul style="list-style-type: none"> • Monday at the beginning of reading class (9:00 a.m.) and then Wednesday right before recess (10:30 a.m.) • At the teacher's convenience • When the student is in a good mood
How well will the student need to perform to achieve his or her stated IEP goals (i.e., performance criteria)?	Do: Use the performance criteria from annual goals. Examples: <ul style="list-style-type: none"> • Perform a task with 85% accuracy during three consecutive observations • Read 95 words correctly per minute with at least 93% accuracy 	Don't: Use different performance criteria than those stated in annual goals.

Table is from IRIS CENTER: [IEPS: Developing High Quality Individualized Education Programs \(Page 9\)](#)

MONITORING PROGRESS RESOURCES

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

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

[ARSD 24:05:24:01:19. Criteria for specific learning disability](#)

[ARSD 24:05:26:02.03. Required services -- No change of placement](#)

South Dakota Statewide Literacy: <https://doe.sd.gov/literacy/>

South Dakota Response to Intervention: <https://doe.sd.gov/sped/rti.aspx>

South Dakota Positive Behavior Intervention and Supports: <https://doe.sd.gov/sped/pbis.aspx>

AIR: Center on Multi-Tiered System of Supports: <https://mtss4success.org/essential-components/progress-monitoring>

IRIS Center: <https://iris.peabody.vanderbilt.edu/>

LEAST RESTRICTIVE ENVIRONMENT AND JUSTIFICATION

Overview

Least Restrictive Environment (LRE), or sometimes called placement, is an important decision on where and how specialized services will be provided to a student. Individuals with Disabilities Education Act (IDEA) specifically indicates:

- to the maximum extent appropriate, students with disabilities shall be educated with children who are not disabled and shall be provided special programs and services to meet their individual needs which are coordinated with the regular educational program.

LRE is determined by the IEP team as they consider and determine the individual student needs and supports required to receive specially designed instruction (SDI). LRE is not just a location but program of what services a student needs for success and where and how the services will be provided most effectively.

When calculating LRE, the Individual Education Program (IEP) team will include the amount of time the student is with nondisabled peers. This includes the regular education classroom, recess, lunch, art, music, P.E., and time spent in passing through the hallways. These environments are all regular classroom time when spent with nondisabled peers.

The IEP team will also consider the amount of time the student is removed from the regular education classroom; including when providing instruction on the annual goals, supports, classes which student is unable to make progress, etc. This is where the team must also discuss the pros and cons, including harmful effects, of the removal.

- When a special education staff member works with a student in the regular education environment, those minutes do not count as minutes of away from non-disabled peers. (However, it is still important to document this time on the supports section or another section in the IEP if the child requires that support).
- If a student is removed from a regular education study hall environment to a study hall only for students with disabilities for 50 minutes, those 50 minutes should be counted toward time away from nondisabled peers. The special education staff may not be working with the child for all 50 minutes, the child is still removed from their regular classroom during that time.

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.

Continuum of Alternative Placements (Ages 5-21)	Continuum of Alternative Placements (Preschool Ages 3-5)
<input type="checkbox"/> 0100 General Classroom with Modifications 80-100%	<input type="checkbox"/> 0310 Early Childhood Setting-10 hrs. +/week services in Reg EC program
<input type="checkbox"/> 0110 Resource Room 40-79%	<input type="checkbox"/> 0315 Early Childhood Setting-10 hrs. +/week services in other location
<input type="checkbox"/> 0120 Self-Contained Classroom 0-39%	<input type="checkbox"/> 0325 Early Childhood Setting-Less than 10hrs/wk services in Reg EC program
<input type="checkbox"/> 0130 Separate Day School	<input type="checkbox"/> 0330 Early Childhood Setting-Less than 10hrs/wk services in other location
<input type="checkbox"/> 0140 Residential Facility	<input type="checkbox"/> 0335 Special Education Class
<input type="checkbox"/> 0150 Home/Hospital	<input type="checkbox"/> 0345 Separate School
	<input type="checkbox"/> 0355 Residential Facility
	<input type="checkbox"/> 0365 Home
	<input type="checkbox"/> 0375 Service Provider Location

Participation with Non-Disabled Peers

Program Options

- ☐ Art
- ☐ Career and Technical Ed
- ☐ Music
- ☐ Early Childhood Program
- ☐ Physical Education (PE)
- ☐ Other _____

Non-Academic

- ☐ Counseling
- ☐ Meals
- ☐ Employment Referrals
- ☐ Recess
- ☐ Health Services
- ☐ Other _____

Extracurricular

- ☐ Athletics
- ☐ Clubs
- ☐ Groups
- ☐ Recreation
- ☐ Other _____

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.

What should the team consider when determining a student's LRE or placement?

Requirements	Considerations
Must be based on the individual student needs.	What are the needs of the student, and can the student still be educated with nondisabled students in regular class and activities?
Appropriate accommodations, supports, and SDI services are provided for the student.	What supports does the student need to remain in regular education classroom? Can this be accomplished? Why or why not?
Student will be educated in the school the student would normally attend if not disabled. If the IEP team determines another location is required, it should be as close to home as possible.	Which school would the student attend if not identified as a student with a disability? What supports or accommodations are necessary for the student to be successful in that school environment? What evidence suggests that student would not be successful in that school environment?
Discuss the harmful effects of the LRE (placement) on the student.	What are the benefits and harmful effects (pros and cons) of educating with nondisabled students? Potential benefits should outweigh harmful effects when determining appropriate placement.
Discuss how the student will have access to nonacademic and extracurricular services.	Will the student need a specific plan for nonacademic and extracurricular services provided by the school? When the school plans a field trip or other special event, how will the student be included in the event?

CONTINUUM OF PLACEMENTS

Continuum of placements are available based on the individual needs of the student. The K-12 and early childhood environments have different placement options. Staff should be trained to use the appropriate continuum of placements.

K-12 School Placement Continuum



For 6-21 and 5-year-olds attending Junior Kindergarten or Kindergarten: Only the amount of time the student is **removed** from his/her nondisabled 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.**

Determine the <u>total</u> number of minutes in the district's typical week.	A. _____	2,100
Determine the number of minutes the student is in an environment with non-disabled peers in a typical week.	B. _____	1,490
Divide the minutes student is in an environment with non-disabled peers (B) from the total (A) to determine the <u>percentage of time</u> spent in regular education environments (C).	C. _____	71%

Age 3-5 Early Childhood Environments:



South Dakota Decision Tree for Coding Least Restrictive Environment

Continuum of Alternative Placements (Ages 3-5)

DDN Campus Reporting/Child Count

Student is 5 years old
attending Junior Kindergarten
or Kindergarten

These students are coded using 100
Placement Codes:

- ⇒ 100 General Classroom with Modifications 80-100%
- ⇒ 110 Resource Room 40-79%
- ⇒ 120 Self-Contained Classroom 0-39%
- ⇒ 130 Separate Day School
- ⇒ 140 Residential Facility
- ⇒ 150 Home/Hospital

Includes: all 5 year olds attending Junior Kindergarten (JK) and Kindergarten (K).

Is the student attending a regular early childhood program?

- **Does not** include 5 year old attending Junior Kindergarten or Kindergarten

YES

How many hours does the student attend a regular early childhood program?

10 hours or more per week

At least 10 hours...

Where does the child receive the majority of special education related services hours?

310 = In the regular early childhood Program

315 = In some other location

Less than 10 hours per week

If less than 10 hours...

Where does the child receive the majority of special education related services hours?

325 = In the regular early childhood Program

330 = In some other location

Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of non-disabled children (i.e. children not on IEP's). This category may include but is not limited to: public or private pre-school programs, group child development centers or home-based child-care.

NO

Is the student attending a special education program?

If YES,

335 = Special Education Class
(at least 50%) of children with disabilities (i.e. children on IEPs). This category may include but is not limited to programs in: Regular School Buildings, Trailers or Portables, Child care facilities, Hospital Facilities - out patient, Other community based settings.

345 = Separate School

designed for children with disabilities.

355 = Residential Facility

or medical facility (in patient)

If NO,

Is the child receiving the majority of special education services and related services in the family or caregivers residence?

If YES,
365 = Home

If NO,

375 = Service Provider Location
or some other location that is not included in any other category.

Participation with Nondisabled Peers

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

- Check all of the boxes that apply when 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.
- **Potential Harmful Effects:** In addition, the IEP team must discuss the *potential harmful effects* of the accepted special education placement.

DOCUMENTING THE JUSTIFICATION (ACCEPT AND REJECT):

The justification is the statement that explains why the placement was selected for the student based on the student's individual needs and reasons based on those needs.

Justification				
Based on a student's unique needs and goals and taking into account parent and student preference.	Benefit to the student regarding academic, behavior, functional, and social emotional benefits to remain in classroom.	Effect on peers when student is placed in a specific location.	Where will student make progress and still be educated with nondisabled peers?	How can accommodations, supports, modified assignments, and/or equipment support the student in the general education classroom?

If removing the student from the regular classroom, the IEP team documents evidence that accommodations, supports, and modifications in the regular education classroom was not providing the necessary progress for the student. Progress means the student is learning academically and functioning in the classroom with supports. The student may still struggle in a particular environment, but access to the curriculum and peers provides greater opportunity for the student to make progress.

Considerations for documenting justification as accept/reject section:

The IEP team must provide an individualized written description for each **continuum of alternative placement** option considered and the reason(s) why each option was rejected. The IEP team will work down the **continuum of alternative placements** from least restrictive to most restrictive ending at the placement the team accepts.

Include in the description the student's **instructional needs** that were considered in the decision.

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

Copying and pasting the same reject statement for each option on the continuum is **not** acceptable. Each **continuum of alternative placement** option is different, and the reason the student is unable to be educated in that rejected placement should reflect the students unique learning needs.

Acceptable justifications may include a combination of the following:

- Clearly outlines the group’s discussion and serious consideration of each placement
- Go beyond a description of a preferred option, such as "student needs better ratio than this option can provide.”
- Tells why the setting is essential, or harmful, to **student's unique learning needs** and describes those needs.

Unacceptable Justifications are ones that only:

- 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

Examples of Continuum Accept and Reject Considerations:

K- 12 Accept Reject	Early Childhood
General classroom with modifications: Rejected – Describe why	Early Childhood: Rejected and describe why
Resource room: Rejected – Describe why	Special Education Class: Accepted and describe why along with the harmful effects.
Self-contained Accepted – Describe why along with discussion of the harmful effects	
STOP	

K-12 Example:

LRE	Justification
General Education Classroom with Modification	Reject: when the IEP team reviewed all the evaluation data and input from the IEP team, student has significant needs in reading comprehension, math problem solving, and caculation. The accommodations, supports, and modifications provided in the past and currently still demonstrate they are having a negative impact on the students progress. Student is unable to maintain same pace with peers.

Resource Room	<p>Accept: Student will receive instruction in the special education classroom for English Language Arts (ELA) and Math classes due to the significant impact of the disability. The student will access the regular education curriculum to some extent in this setting but this environment will support the student's disability with more focused attention and consistency in individualized pacing and specialized instructional methods. Student will receive specialized instruction on the annual goals during this time. Student will access the regular education class in other settings with support. The IEP team discussed potential harmful effects of removal but student wants to quit working because they can't keep up with peers. Student will work toward diploma requirements, due to maintaining a connection to the regular curriculum.</p>
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PPWN Tip: Explain why the IEP team determined the student can be in regular education class. If removed for a class or specialized instruction (work on goals) only, explain why the IEP team choose that option and the impact on future goals.

Continuum Placement Codes for School Aged Students (Definitions)

0100 Regular Classroom with Modification

A student is in this category if he/she attend the regular class for 80 percent or more of their 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

A student is in this category if he/she **attends the regular class no more than 79 percent and no less than 40 percent** of their school day. These children receive special education and related services outside of their regular classroom at least 21 percent, but no more than 60 percent of the school day. Children who receive their services in a public or private separate school or residential facility are not included in the resource room LRE code.

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

A student is in this category if he/she attends the **regular class less than 40 percent** of the day and receives special education and related services outside of the regular classroom for more than 60 percent of the school day. Children who receive their services in a public or private separate school or residential facility are not included in the Self-Contained Classroom LRE code.

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

A student is in this category if he/she receives their 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

A student is in this category if he/she receives their education program and lives 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

A student is in this category if he/she receives their 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.

CONTINUUM PLACEMENT CODES FOR EARLY CHILDHOOD PROGRAM (AGES 3-5) DEFINITIONS

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 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 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 does not attend an early childhood program, or a special education program provided in a location that is not included in any other Early Childhood location.

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.

LEAST RESTRICTIVE ENVIRONMENT AND JUSTIFICATION RESOURCES

[ARSD Chapter 24:05:28](#)

"Locating 'virtual learning' on the LRE Continuum", 2023, Special Ed Connections:

<https://www.specialedconnection.com/LrpSecStoryTool/index.jsp?contentId=10004&chunkid=1000014815>

U.S. Department of Health and Human Services and U.S. Department of Education. *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs*. Updated November 28, 2023.

<https://sites.ed.gov/idea/files/policy-statement-on-inclusion-11-28-2023.pdf>

IRIS Center: Least Restrictive Environment Brief: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_least_restrictive_environment_info_brief.pdf. September 25, 2019

For students ages 3-5, see the Early Childhood Special Education Website for [Decision Tree for Coding Age 3-5 LRE](#).

Professional Learning Platform: <https://sded.sd.gov/>

Updated August 2025

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.

EXTENDED SCHOOL YEAR RESOURCES

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

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 a 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.

INDIVIDUAL EDUCATION PROGRAM AMENDMENT AR SD 24-05-27-08.01 & 24-05-27-08.02			
STUDENT NAME: _____		SMS: _____	
PARENT/GUARDIAN NAME: _____		DATE SENT: _____	
SCHOOL DISTRICT: _____		SCHOOL: _____	
DOB: _____		AGE: _____	
		GRADE: _____	
Meeting Date: _____		A copy of this IEP amendment was provided to Parent/Guardian: <input type="checkbox"/> Yes (Parent/Guardian Initial) _____ <input type="checkbox"/> Date copy sent: _____	
Purpose of Meeting (Agenda Item): <div style="border: 1px solid black; height: 100px; width: 100%;"></div>			
IEP Team Membership		Signature	
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: _____		_____	
Meeting Notes			

Meeting Date

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

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.

AMENDMENT RESOURCES

[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)

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)

DISMISSAL RESOURCES

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

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

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

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

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

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

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

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

ARSD [24:14:14:03. Prior written notice](#)

ARSD [24:05:25:03.04. Evaluation procedures -- Notice](#)

TRANSFER PROCEDURES

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.

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.

TRANSFER RESOURCES

[ARSD 24:05:27:15.01. IEPs for transfer students within state](#)

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

REVOCATION OF CONSENT FOR SPECIAL EDUCATION AND RELATED SERVICES

The form enables the parent/guardian or adult student to revoke consent in writing. If a parent or student at age of majority 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. District 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. District 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. District 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 **ALL** 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: 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, amendment procedures can be followed. If removing the component of the IEP does impact student's access to FAPE, the district will document on PPWN the decision made and notify parents of their procedural safeguards dispute resolutions.

REVOCATION OF CONSENT RESOURCES

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

Sample Forms: <https://doe.sd.gov/sped/IEP.aspx>

AFTER MEETING REMINDERS

After any meetings where decisions are made, the district is required to:

- ✓ Ensure a final copy of the IEP is given to the parent(s) along with a PPWN
- ✓ Final copies are stored (based on district procedures)
- ✓ Notify all staff working with the student who are required to assist in implementation of the IEP
 - When changes take effect
 - Ensure the staff know responsibilities, what accommodations and supports mean, and answer any additional questions.
 - Receive a copy
- ✓ Any changes to IEP notify the district staff that enters enrollment data in Infinite Campus

24:05:27:01.04. Access to IEP. Each school district shall ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and other service provider who is responsible for its implementation. Each teacher and provider described above is informed of:

- (1) His or her specific responsibilities related to implementing the child's IEP; and
- (2) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

District Written Procedures

PARENTAL PRIOR WRITTEN NOTICE (PPWN OR PWN)

Prior Written Notice (PWN) means before implementation. This document is completed after eligibility meetings, IEP meetings, amendments, or any other time when district decisions are made related to evaluation, eligibility, and FAPE. The district should provide parent notice of the changes or reasons of a rejected suggestion and the decisions by the district and IEP team.

This notice is required prior to implementing any change in identification, evaluation, placement or the provision of Free and Appropriate Public Education (FAPE), regardless of whether an IEP meeting was held or not.

The PPWN must clearly reflect an individualized comprehensive overview of the proposal(s) agreed to and/or refused. The notice provides the parent/guardian a comprehensive overview of the changes and affords them time and opportunity to express additional questions and/or concerns or seek resolution before any action is taken.

Written notice also must be given to the parent/guardian a minimum of five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parent/guardian.

Note: The waiver should only be used on a limited basis. The five-day notice provides the district and parent/guardian time to ensure new IEP is ready to implement and provide parent/guardian time to consider the proposal. If parent/guardian does waive the five-day waiting period, the district must document the agreement.

PPWN AFTER DECISION RESOURCES

PPWN After Decision Examples: <https://doe.sd.gov/sped/IEP.aspx>

[ARSD 24:14:14:03. Prior written notice](#)

See also [IEP Cover Page](#) section for date chart