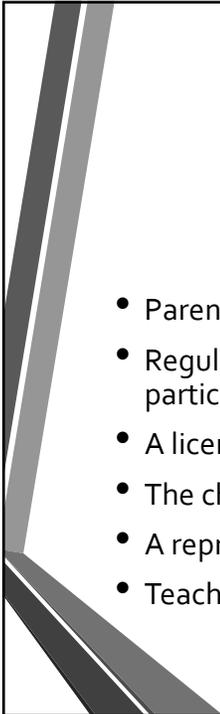


## Individualized Education Program (IEP) Standards



## IEP Team Membership

- Parent(s) of the child.
- Regular education teacher, (if the child is, or may be, participating in the regular education environment).
- A licensed special education provider.
- The child (by transition age).
- A representative of the district.
- Teacher licensed in the pupil's disability.

## IEP Team Membership

- A child with a disability must be invited whenever appropriate and must be invited by transition age. If the child can't attend, the team must take steps to ensure that the child's preferences and interests are considered.

## IEP Team Membership

- A representative of the public agency must be knowledgeable about the general education curriculum and knowledgeable about the availability of resources of the public agency. The team may designate a member of the IEP team to also serve as the agency representative and this member must meet the above definition to be the district representative.
- Parents and the district may include other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.
- The public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services, with the consent of the parent.

## Excused Absence of Required Team Member

- Written excusal is needed for any required team member not in attendance at a team meeting.
- A required member of the IEP team may be excused from attending the meeting if the parent and district consent in writing to the excusal and the necessary member submits, in writing to the parent and IEP team, input prior to the meeting.

## Team Membership

- Stories
  - Volunteers- Best Story- Worst Story

## PLAAFP Present Level of Academic Achievement and Functional Performance

- The following questions need to be answered in the PLAAFP statements to be in compliance:
  - What are the student's present levels as related to the needs identified in the evaluation report or any previous IEP?
  - How does the student's disability affect the student's involvement and progress in the general education curriculum?

## PLAAFP

- Functional performance is generally understood to refer to skills or activities that are not considered academic or related to a child's academic achievement. Instead, "functional" is often used in the context of routine activities of everyday living.
- Either the PLAAFP or the Annual Goal must have a measurable baseline/starting point. Do not use vague or subjective terms; i.e. define what is meant by "improve" (improve from \_\_\_\_ to \_\_\_\_).

## Sample

- Jamal knows many mechanical rules. He correctly capitalizes and uses appropriate ending punctuation for all of his sentences. However, in a recent writing sample, he was unable to spell sight words such as "could" and "respect" as well as many of the shorter words (five letters or less). Due to his written expression difficulties, he will need to continue work on spelling.

## Sample

- Martin's intellectual abilities fall within the average to low average range. His memorization and processing speed were relatively strong, compared to lower reasoning and conceptual thinking skills. Classroom teachers noted that Martin is turning in assignments on time, responds well to redirection and is beginning to positively interact with peers. Martin has had seven behavioral incidents this school year compared to sixteen during the last school year. Five of these incidents were due to peer conflict and three of those led to disruptive behavior and his removal from the classroom. Although the severity of behavioral incidents has decreased, negative peer interactions are keeping Martin out of class, preventing him from focusing in class and thus result in him falling behind in academics.

## Short and Long Term Goals and Objectives

- A statement of measurable annual goals, including academic and functional goals designed to--Meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum.

- 34 C.F.R. § 300.320(a)(2)(i)(A)

## Short Term Objectives

- The IEP includes a statement of measurable annual goals, including benchmarks and short-term objectives.
  - Minn. R. 3525.2810, subp. 1 (A)(2)
- You must include at least 2 benchmarks or objectives for each goal

## Short and Long Term Goals and Objectives

Goals must:

- be measurable, including a clear starting level/baseline and an ending level
- The starting level/baseline may be documented in the PLAAFP.
- Measurability could be found in the objectives.
- be accomplishable in one year.

## Short and Long Term Goals and Objectives

- Using "age appropriate" and "grade level" are not measurable unless the IEP clearly describes what this means.
- Examples for describing grade level may include specific curriculum used by the district or Lexile measures that can be reviewed in order to understand the student level and ascertain the baseline or starting point.
- The measurable academic and functional annual goals must meet all of the student's needs that result from his or her disability as documented in the most recent ER and IEP.

## Short and Long Term Goals and Objectives

- Annual goals that relate to attendance, passing state assessments, earning passing grades and/or earning credits for graduation are goals of *all* students and are not considered specialized instruction.
- If these areas warrant discussion, the IEP Team should include annual goals that will address the issues impacting attendance, grades, etc. If the student has trouble in these areas and it is related to the disability, ask the question, what causes the problem? Goals can address the reasons why students may be failing or missing school, but attending school cannot be the goal itself.

## Sample

Goal:

- Tori will decrease her verbal outbursts (yelling, arguing or crying) that result in a disruption to instruction from an average of 3 per hour to 2 or less per day.

## Sample

### Goal:

- When given a 3 paragraph writing assignment, Martha will include a topic sentence and at least 3 supporting details and progress from 50% to 85% accuracy in writing mechanics.

## Sample

### Goal and Objectives:

- Muna will increase her ability to decode from a level of not recognizing all letters to a level of recognizing all letters and corresponding letter sounds.
- Objective 1: Given a set of randomly presented upper and lower case letters of the alphabet, Muna will identify 52 of 52 letters on 2 consecutively charted trials by June 2013.
- Objective 2: Given randomly presented letters of the alphabet, Muna will produce 26 of 26 letter sounds on 2 consecutively charted trials by June 2013.

## PLAAFP - Short and Long Term Goals and Objectives

- Stories
  - Volunteers- Best Story -Worst Story

## Least Restrictive Environment Questions

- Does the LRE clearly describe *why* the nature and severity of the child's disability is such that he/she must be removed from general education to receive services?
- Does the IEP describe what the child is *missing* with general education peers when pulled for direct special education services in the special education setting?
- Does the LRE *match* the service grid information?

## Sample

LRE:

- Ricky needs intensive social skills instruction and practice in a small group situation in order to improve his ability to resolve conflict and cooperate with peers. He will receive this instruction from the social worker and EBD teacher during his study hall.

## Sample

LRE:

- Due to Amanda's significant information processing deficits in the areas of auditory acquisition and organization related to sequencing words, she needs small group reading instruction with repeated directions in multiple formats. Therefore, she will be removed from general education reading to receive this instruction.

## Special Education and Related Services

- The IEP includes a statement of special education and related services...based on the peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child,...

- 34 C.F.R. §300.320(a)(4)

## Special Education and Related Services

- Each service, aid, and modification to be provided to the child or on behalf of the child must be clearly and specifically described in the IEP.
  - The IEP service grid,
  - Modifications section of an IEP form
  - Paraprofessional section of an IEP form,
  - Or on an attached form, such as a Behavior Intervention Plan (BIP).
- School Social Workers maybe included in the service grid, modifications or BIP

## Special Education and Related Services

- If any of the special education and related services, supplementary aids and services, program modifications or supports for school personnel that will be provided are only needed in a specific situation or under certain circumstances, the conditions under which they are needed must be clearly documented.
  - Using phrases such as “as needed,” “may need,” “when necessary,” or “and/or” in the IEP are not acceptable.
- Not acceptable to have annual goals related to identified SLD math needs, but have no corresponding special education services to address the math goals.

## Sample

The services, aids, and modifications described in the IEP must be sufficient in frequency and duration to address the child’s educational needs and annual goal(s).

- The IEP service grid documents SLD math direct instruction that is sufficient in frequency and duration to reasonably enable the student to meet math goals by the end of the year.

## Sample

- Nora's IEP documents direct psychological services and annual goals related to school anxiety. Indirect psychological services (i.e. consultation from the school psychologist to special and general education teachers who work with Nora) also are documented on her IEP service grid.

## Supplementary Aids and Services

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

## Supplementary Aids and Services

- The supplementary aids and services *and* the program modifications and supports for school personnel (to be discussed next) should align with:
  - The needed additions and modifications to the child's special education program as described in the child's most recent ER,
  - The child's current educational needs as described in the most recent IEP PLAAFP statements, and
  - The modifications to district and state-wide assessments provided to the child.

## Supplementary Aids and Services

Examples of supplementary aids and services include:

- adapted equipment—such as a special seat or a cut-out cup for drinking;
- adapted materials—such as books on tape, large print books, or highlighted notes;
- special technology - such as a word processor, unique software, or a communication system;
- training and consultation for staff, student, and/or parents on the use of supplementary aids;
- peer tutors;
- A paraprofessional

## Sample

- Alita's case manager will provide each of her regular and special education teachers with raised line paper and  $\frac{3}{4}$ " foam pencil grips for her to use when completing all assignments requiring writing.
- The team considered the provision of supplemental aids and services determined appropriate and necessary to afford children with disabilities an equal opportunity for participation.

## Special Education and Related Services

- [The IEP includes] a statement of the program modifications or supports for school personnel.
- 34 C.F.R. §300.320(a)(4)

## Program Modifications or Supports for School Personnel

- Program modifications and supports for school personnel responsible for implementing the IEP, when deemed necessary, must be documented in the IEP. It is the responsibility of the IEP team to determine what types of program modifications are necessary to support staff and to specify these in the IEP.
- Examples might include:
  - attending a conference or training related to the child's needs or disability,
  - getting assistance or consultation from another staff member or administrative person,
  - having a paraprofessional in the classroom, or
  - getting special equipment or teaching materials.

## Program Modifications

- A *modification* is a change in what is being taught to or expected from the student. Shortening an assignment so the student is not doing the same amount of work as other students is an example of a modification.
- The IEP must clearly describe any program modifications that staff must provide to the child.
  - Program modifications may be documented as indirect services such as consultation or training, or
  - A list or description of specific program modifications staff must provide in order to support the student's advancement toward the annual goals and participation with general education.

## Sample

- Steve may access the resource room for the last half of his regular education math class if he is expressing difficulty in understanding the assignment despite clarification from the regular education teacher. Resource room staff will provide written directions and relevant math manipulatives to reinforce understanding.

## Sample

- Tyrone will receive a copy of teachers' notes for reading and math classes. He will receive extra time to complete all assignments requiring writing more than one paragraph. For writing assignments longer than one page, he may use the classroom or school library computer to complete.

## Sample

- An IEP of a hearing-impaired child who is using a new FM system in each of his classes documents indirect services and training on the device to the teachers working with the child.

## Paraprofessionals–Need for and Duties

- The IEP includes a statement of the pupil's need for and the specific responsibilities of a paraprofessional.
- Minn. R. 3525.2810, subp. 1(A)(10)

## Paraprofessionals–Need for and Duties

- The paraprofessional must be informed of his/her specific responsibilities related to implementing the child's IEP.
- Remember to include frequency, location, and duration of the paraprofessional's services on the IEP.

## Personal Care Assistants Services

- See Description Information for PCA- To be eligible for PCA services in school, a child must be dependent in at least one activity of daily living (ADL) or a Level 1 behavior or require Other Health-related Procedures and Tasks- If the services are not PCA refer to them as paraprofessionals
  - Dependent means the child requires help to begin and complete one or more activity of daily living
  - Level 1 behavior is physical aggression towards self or others or destruction of property that requires the immediate response of another person

## Third Party Billing

- When writing your IEP use the time study information to determine how much of the paraprofessionals time is PCA- please complete a time study the month before the IEP so that the minutes you report on IEP match the time billed
- Make sure the IEP clearly describes the duties for PCA activities and paraprofessional academic instruction time

## Consideration of Assistive Technology

- The IEP Team must consider whether the child needs assistive technology devices and services.
  - 34 CFR § 300.324(a)(2)
- Make sure to consider both high technology (FM system) and low technology (pencil grips) in order to include all possibilities for students.
- Assistive technology should align with modifications and accommodations to be used with the student.

## **Anticipated frequency, location, and duration of services and modifications**

- The amount of time committed to each service and the location in which the service(s) will be provided must be specific and clearly stated in the IEP so that the district's commitment of resources can be understood by the parents, IEP team and all school personnel responsible for implementing the child's IEP.
- The amount of time the student is receiving direct special education and related services in the special education setting should correlate with the LRE explanation as described in the IEP.

## **LRE-Special Education and Related Services- Aids and Services- Paraprofessionals- Assistive Technology**

- Stories
  - Volunteers- Best Story- Worst Story

## IEPs and Behavior – Minnesota Statute

- The objective of any behavioral intervention must be that pupils acquire appropriate behaviors and skills. It is critical that behavioral intervention programs focus on skills acquisition rather than merely behavior reduction or elimination.
- Minn. R. 3525.0850
- 34 C.F.R. §300.323(f)(2)

## Sample

- PLAAFP statement related to behavior: Adrian leaves the classroom abruptly and without permission.
- Positive Alternative Behaviors: Adrian will identify when he is feeling so anxious he has to leave the room. When he has identified the feelings, he will signal the teacher with a red card. The teacher will call a paraprofessional. Adrian and the paraprofessional will walk to the resource room and practice calm breathing techniques and then come up with a plan to address the anxiety. Adrian will tell the paraprofessional the plan and she will write it down.

## **Review and Revision of IEP Extended School Year (ESY) Points of Clarification**

- “ESY” refers to special education services that are provided to a child with a disability beyond the normal school year of the district, in accordance with the child’s IEP, and at no cost to the parents of the child.
- School districts are required to provide ESY services to a child if the IEP team determines the services are necessary during a break in instruction in order to provide a Free Appropriate Public Education (FAPE).

## **ESY – Regression & Recoupment Points of Clarification**

- “Level of performance” refers to a child’s progress toward annual IEP goals immediately prior to a break in instruction as seen in the progress measurements.
- “Regression” refers to the significant decline in the performance of a skill or acquired knowledge, specified in the annual goals as stated in the child’s IEP.
- “Recoupment” refers to a child’s ability to regain the performance of a skill or acquired knowledge to approximately the same level of performance just prior to the break in instruction.
- Minn. R. 3525.0755, subp. 2(A),(B) and (C)

## ESY – Minnesota Statute

- The IEP team must determine a pupil is in need of ESY services if services are necessary for the pupil to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the pupil's age and level of development, and the timeliness for teaching the skill.
- Minn R. 3525.0755, subp. 3(B)

## ESY-Self Sufficiency

- To attain self-sufficiency, a pupil must maintain skills consistent with the child's IEP goals in any of these skill areas:
  - (1)basic self-help, including toileting, eating, feeding, and dressing;
  - (2)muscular control;
  - (3)physical mobility;
  - (4)impulse control;
  - (5)personal hygiene;
  - (6)development of stable relationships with peers and adults;
  - (7)basic communication; or
  - (8)functional academic competency, including basic reading and writing skills, concepts of time and money, and numerical or temporal relationships.
- Minn. R. 3525.0755 subp. 2

## Sample

- The IEP described above includes data collected on progress on self-sufficiency goals prior to and after summer break. The documented progress is sufficient to demonstrate that the student is maintaining needed skills and the IEP documents no ESY services are needed this year.

## ESY – Minnesota Statute

- The IEP team must determine a pupil is in need of ESY services if the IEP team otherwise determines, given the pupil's unique needs, that ESY services are necessary to ensure the pupil receives FAPE.
- Minn R. 3525.0755, subp. 3(C)

## MN Statute

- Pupil's progress toward the annual goals is reported.
- Minn. R. 3525.2810, subp. 1(A)(9)

## Progress Reporting

- Pupil's progress toward the annual goals is reported.
  - Minn. R. 3525.2810, subp. 1(A)(9)
- The IEP includes a statement of how the pupil's parents will be regularly informed by such means as periodic report cards, at least as often as parents are informed of their nondisabled student's progress.
  - Minn. R. 3525.2810, subp. 1(A)(9)
- The extent to which progress is sufficient to enable the pupil to achieve the goals by the end of the year is reported.
  - Minn. R. 3525.2810, subp. 1(A)(9)

## Sample

- Goal: Katie will increase her reading rate from reading 16 correct words per minute to reading 50 correct words per minute.
- On the progress report "Adequate Progress" is indicated and the following narrative is included to address the goal and subsequent objectives for the goal:
- Katie practices timed reading passages 3 days a week 3/5 trials. She is timed on the fourth and fifth day. She is reading with 30% accuracy and scored 45 words correct per minute. Given strategies and practice, she states the sound in each word with 100% in 3/5 trials. Given 50 basic sight words, Katie can read the words in context with 70% accuracy in 4/5 trials.

## ESY Progress Reporting

- Stories
  - Volunteers Best Story Worst Story

## Secondary Transition

- [Transition-aged students' IEPs must include] appropriate measurable postsecondary goals ... related to training or education, employment, and, where appropriate, independent living skills.
  - 34 C.F.R. § 300.320(b)(1)
- During Grade 9
- The measurable post secondary goals will drive the annual goals and activities. Measurable annual academic and functional goals drive the services in the IEP for transition age students.

## Secondary Transition

- There is evidence (evaluation information) that the measurable postsecondary goals(s) were based on age-appropriate transition assessments.
  - 34 C.F.R. § 300.320(b)(1)
- Postsecondary goals must be based on at least two age-appropriate transition assessments. Assessments may be formal or informal. Must occur during or prior to grade 9.

## Postsecondary Goals

- A postsecondary goal is an outcome that occurs *after* the child leaves high school.
- Postsecondary goals must be measurable and stated in such a way that the extent to which the child has achieved the goal can be determined. Postsecondary goals must indicate what a child "will" do after high school.
- Use of the words "hopes to" or "plans to" when stating a postsecondary goal are not acceptable.
- Postsecondary goals must be updated annually, if necessary, on the IEP.

## Postsecondary Goals

- The IEP must include two postsecondary goal areas: one in the area of education/training and one in the area of employment, whether or not the child's skill levels related to education/training or employment are age appropriate. The goals may be combined, but both areas must be addressed.
- The *only* area in which an IEP team may determine whether or not a third postsecondary goal is necessary for the student to receive FAPE is in the area of independent living skills.

## Sample of Compliance

- After graduation, Jamal will attend the Job Corps Center full-time and successfully complete their culinary arts program to obtain a Culinary Arts Certificate.

## Sample of Compliance

- Jamal will obtain a part-time position at a restaurant after high school while he obtains his culinary arts certificate through the Job Corps.

## Samples of Compliance

- After high school, Mia will work part-time as an assistant hair stylist at a beauty salon.
- After high school, Kerry will assist his brother in his welding business, focusing on improving BMX bike frames.

## Courses of Study

- [Transition-aged students' IEPs must include] transition services (including courses of study) needed to assist the child in reaching those goals.
  - 34 C.F.R. § 300.320(b)(2)
- "Courses of Study" are defined as a *multi-year* description of coursework to achieve the child's desired post-school goals, which minimally include *the student's current academic year through the following academic year (2 years of courses of study)*.

## Courses of Study

- Courses of study are the projection of future coursework, updated annually.
- Courses of study include specific classes (functional or academic), vocational/technical classes, job shadowing or work-based learning, and instruction in daily living and/or community participation skills.

## Courses of Study

- Courses of study are not just a list of classes needed to graduate. They should demonstrate a correlation to and a support of the child's measurable postsecondary goals.
- The courses of study for a child with a moderate or severe disability may be described by course content area, i.e. "mobility," "self-advocacy," "personal relationships," but *it is not acceptable* to merely state "functional living classes."

## Courses of Study Sample of Compliance

Post-Secondary Goal: Jamal will attend the Job Corps Center full-time and successfully complete their culinary arts program to attain a Culinary Arts Certificate.

School Year	Grade Level	Courses of Study
2012-2013	9	Family & Consumer Science (FACS), Business Basics, Basic Geometry, English I, Current Events
2013-2014	10	FACS II, Business Math, Employability Skills, English II, World Culture
2014-2015	11	Advanced FACS, Accounting, Business Communications & Writing, Social Studies, Job Shadow
2015-2016	12	Advanced Cooking, Computer Applications, Writing for Businesses, Work-Based Learning

## Secondary Transition– Annual Goals

- [Transition-aged students' IEPs must include] a statement of measurable annual goals ... designed to meet the child's [postsecondary] needs.
  - 34 C.F.R. § 300.320(a)(2)
- The post-secondary goal(s) generate the annual goals. Annual goals are the yearly "steps" designed to enable the child to achieve their post-secondary goals.
- Annual goals must reasonably enable the child to meet their post-secondary goal(s) by the end of high school.
- There must be at least one annual goal for each post-secondary goal.
- Annual transition goals must be updated yearly.

## Secondary Transition- Annual Goals

- Annual transition goals may address transition and academic or functional needs at the same time.
- For example, a child who has academic needs related to spelling and written expression and a corresponding transition need of completing a college application form and essay may have one annual goal that covers both needs in his/her IEP.

## Sample

- Jamal will improve his self-advocacy skills from his current level of being able to name his disability (SLD) to being able to describe his academic strengths and weaknesses, including his needed modifications and adaptations in the educational environment 100% of the time when asked.
- Paul will improve his ability to understand the metro bus system from his current level of not understanding how to use the bus schedule to being able to correctly respond to questions and scenarios relating to bus schedule maps and schedule times with 90% accuracy.

## Secondary Transition- Services

- [Transition services in the IEP are] focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities.

• 34 C.F.R. § 300.43(a)(1)

## Points of Clarification

- Transition services are based on the child's needs, taking into account their strengths, preferences and interests and include:
  - specialized instruction,
  - related services,
  - courses of study,
  - community experiences,
  - the development of employment and other post-school adult living objectives, and
  - if appropriate, the acquisition of daily living skills and the provision of a functional vocational evaluation

## Modification of Assessment

- The IEP includes a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessment of student achievement.
- 34 C.F.R. § 300.320(a)(6)(i)

## Transition

- Stories
  - Volunteers Best Story Worst Story

## Modification of Assessment

- See handout regarding State Assessment Plans
- State Website lists available resources on specific test accommodation options
- If the IEP Team determines that the child must take an alternative assessment instead of a particular state or district-wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment; and the particular assessment selected is appropriate for the child.
- 34 C.F.R. § 300.320(a)(6)(ii)

## Sample

- Debbie will not participate in the MCA because her level of instruction does not correspond with the content of the assessments. Debbie has limited response mode. She will participate in the Minnesota Test of Alternative Standards (MTAS) assessment.

## Review and Revision of IEP

- The IEP Team revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals and progress in the general curriculum, if appropriate.
- The IEP Team revises the IEP, as appropriate, to address the results of any re-evaluation conducted.
- The IEP Team revises the IEP, as appropriate, to address information about the child provided to, or by, the parents.
- The IEP Team revises the IEP, as appropriate, to address the child's anticipated needs; or other matters.

## Transfer Students – IN State

- If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency either---Adopts the IEP from the previous public agency; or develops, adopts, and implements a new IEP.

• 34 C.F.R. §300.323(e)

## Points of Clarification

- “Comparable services” refers to similar or equivalent services, as determined by the child’s newly designated IEP Team in the new district.
- If the previous agency forwards an IEP that is unspecific or not in compliance with legal standards, the new school district should conduct an IEP meeting to develop, adopt, and implement a new and legally adequate IEP as soon as possible.

## Transfer Students – OUT of State

- If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency conducts an evaluation (if determined to be necessary by the new public agency).

- 34 C.F.R. §300.323(f)(1)

## Points of Clarification

- The new MN IEP team must document their determination of whether a new evaluation of the child is necessary (to determine whether the child is a child with a disability under MN criteria and to determine the educational needs of the child) or they must document that the previous state's ER documented eligibility under MN criteria and a new evaluation is not necessary.
- If the district determines that a new evaluation is necessary, the evaluation is considered an *initial* evaluation and *not* a reevaluation. PWN and parental consent is required.

## Transfer Students – OUT of State

- The new public agency develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements.
  - 34 C.F.R. §300.323(f)(2)

## Transfer Students – OUT of State Points of Clarification

- The purpose of this is to avoid a disruption in services. The provision of comparable services by the MN district is not a proposal or refusal to a change in services, placement, identification, or provision of FAPE and accordingly does not require prior written notice or a 14 calendar-day notice period.
- If the MN district conducts an initial evaluation and proposes an IEP consistent with federal and state law and the parent consents to the newly-proposed IEP, the district's obligation to provide comparable services based on the prior district's IEP ends with the implementation of the new IEP.

## State and District Assessments, Review of IEP and Transfer Students

- Stories
  - Volunteers Best Story Worst Story