



The Montana Individualized Education Program (IEP)

This document provides an overview of the [Individualized Education Program \(IEP\)](#), a legally binding instrument established under the Individuals with Disabilities Education Act (IDEA) to address the personalized educational needs of eligible students with disabilities. The IEP serves both as a strategic framework and a legally enforceable document, outlining a student's measurable annual goals, specialized instruction, related services, accommodations, and supplementary aids necessary to ensure access to education alongside peers without disabilities, in accordance with the student's unique needs. In the sections that follow, this guide walks readers through each component of the IEP, offering a detailed explanation of its purpose, required content, and role in the broader educational plan. Whether you are a parent, educator, or service provider, this document aims to deepen your understanding of the IEP and its vital role in promoting meaningful access to education for all students with disabilities.

Definition of an IEP and Effective Date (34 CFR 300.22, 34 CFR 300.323 and 300.324, ARM 10.16.3505)

An IEP is a written educational program for a student with a disability that is developed, reviewed, or revised by the IEP Team. For a student's first or initial IEP, the IEP Team is required to meet within 30 calendar days of the evaluation meeting at which the student's eligibility for special education and related services under the Individuals with Disabilities Education Act (IDEA) was established. As soon as possible following the development of an IEP, and after receiving written parental consent to implement it, services must be made available in accordance with the IEP.

Parental Participation (34 CFR 300.321(a)(1), 34 CFR 300.322, ARM 10.16.3505)

Parents are a required member of the IEP Team. Under the IDEA, school districts must take steps to ensure that one or both parents of a student with disabilities attends each IEP Team meeting or is given the opportunity to participate. Schools must notify parents of the IEP Team meeting early enough to ensure they will have an opportunity to attend and must schedule the meeting at a mutually agreed on time and place. The school will provide parents with a [meeting notice](#) that indicates the purpose, time, and location of the meeting and who will be in attendance. If neither parent can attend an IEP Team meeting, the school must provide other means to ensure parent participation, such as through individual or conference telephone calls, etc. Additionally, schools must take whatever action is necessary to ensure parents understand the proceedings of an IEP Team meeting including providing an interpreter for parents with deafness or whose native language is other than English.

Strengths, Educational Concerns, and Preferences/Interests (34 CFR 300.324(a)(1), ARM 10.16.3340)

| STRENGTHS, EDUCATIONAL CONCERNS AND PREFERENCES/INTERESTS | |
|---|--|
| Strengths, Preferences and Interests - Student's Perspective: | |
| Student Strengths: | |
| Parents: | |
| School Staff: | |
| Educational Concerns | |
| Parents: | |
| School Staff: | |

When developing an IEP, the Team will consider the student's strengths and educational concerns, preferences and interests, the results of the initial or most recent evaluation, and the student's academic, developmental, and functional needs. At any age, student participation in developing their IEP is essential, whether it be through attending the IEP meeting or providing input prior to the meeting. For very young students and others who are unable to provide direct input, parents are encouraged to speak on their student's behalf. However, the student must be invited to an IEP meeting anytime a purpose of the meeting will be to discuss postsecondary goals, and the services and accommodations needed to assist the student in meeting those goals.

Consideration of Special Factors (34 CFR 300.105(a), 34 CFR 300.105(b), 34 CFR 300.5, 34 CFR 300.6, 34 CFR 300.324)

| CONSIDERATION OF SPECIAL FACTORS | |
|--|---|
| | Yes No |
| Does the student's behavior impede his/her learning or that of others? | <input type="checkbox"/> <input type="checkbox"/> |
| Does the student have communication needs? | <input type="checkbox"/> <input type="checkbox"/> |
| Does the student require assistive technology devices or services? | <input type="checkbox"/> <input type="checkbox"/> |
| Has the student been determined to be an "English Learner"? | <input type="checkbox"/> <input type="checkbox"/> |
| Any item above checked "Yes" must be addressed in the IEP | |
| For a student with blindness or visual impairment | <input type="checkbox"/> N/A |
| Does the student need training in orientation and mobility? | <input type="checkbox"/> <input type="checkbox"/> |
| If "Yes" is checked, training must be addressed in the IEP. | |
| Does the student need instruction in Braille or the use of Braille? | <input type="checkbox"/> <input type="checkbox"/> |
| If "No" is checked, describe below why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results. | |

The IEP Team must consider the following "Special Factors" in developing a student's IEP:

1. **Behavior:** for a student whose behavior impedes their learning and/or the learning of others, the Team must consider the use of positive behavioral interventions, supports and other strategies to address the student's behavior;
2. **English Proficiency:** for a student with limited English proficiency, the Team must consider the student's language needs as those needs relate to their IEP;
3. **Visual Impairment:** for a student who is blind or visually impaired, Braille instruction and the use of Braille must be provided unless the IEP Team determines, after conducting an appropriate evaluation, that instruction in Braille and the use of Braille would not be appropriate for the student. Additionally, the IEP Team must determine if the student needs training in orientation and mobility to enable the student to attain systematic orientation to and safe movement within their environments in school, home, and community;
4. **Communication:** the IEP Team must consider the communication needs of the student. For a student who is deaf or hard of hearing, the Team considers the student's language and communication needs, opportunities to communicate directly with other students and professionals 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; and,

5. **Assistive Technology:** the IEP Team must determine whether assistive technology devices or services are required as part of the student's special education, related services, or supplementary aids and services. An assistive technology device is any item, piece of equipment, or product system (software) used to increase, maintain, or improve the functional capabilities of a student with disabilities. Functional capabilities are not exclusive to academic classroom time. The IEP Team must consider whether an impairment or disability limits the student from independently accessing, participating, or engaging across all school environments, including academic, nonacademic, and extracurricular activities. Additionally, assistive technology may be used at home or other locations if the IEP Team determines its use is necessary to provide a FAPE to the student. Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. See the [Special Education Guide to Assistive Technology](#) and [Myths and Facts Surrounding Assistive Technology Devices and Services](#), US DOE (January 2024) for additional information.

Present Levels of Academic Achievement and Functional Performance (PLAAFPs), Measurable Annual Goals (MAGs), and Progress Reports

| |
|--|
| PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE AND MEASURABLE ANNUAL GOALS |
| PROGRESS REPORT FREQUENCY |
| When will progress reports on the measurable annual goal(s) be provided to the parents? |
| <input type="checkbox"/> quarterly <input type="checkbox"/> semester <input type="checkbox"/> other: |

PLAAFPs (34 CFR 300.320(a)(1))

After identifying any special factors that impact the student, the IEP Team writes a series of Present Level of Academic Achievement and Functional Performance (PLAAFP) statements. PLAAFP statements describe the student's academic, developmental, and functional performance (their activities of everyday life) as compared to their age and grade-level peers. The IEP Team also describes how the student's disability affects their involvement and progress in the general education curriculum, or for preschool students, their involvement in appropriate activities. Comprehensive PLAAFP statements are essential because they establish the need for a student's goals, and by clearly identifying the student's current level of performance (strengths and weaknesses) in observable and measurable terms. PLAAFPs are the baseline from which goal progress will be measured over the course of the IEP year.

MAGs (34 CFR 300.320(a)(2))

Measurable Annual Goals (MAGs) address the student's needs that were established in the PLAAFP statements. MAGs set reasonable expected performance levels for a student and include a description of how the student's performance will be measured. Academic MAGs are written to align with Montana academic content and achievement standards. For a student whose IEP Team has determined the student will take an alternate statewide assessment aligned to alternative achievement standards, the IEP must also contain benchmarks (short-term objectives) for every goal

in the student's service areas. Benchmarks may be included in the IEPs of students taking the regular statewide assessment as long as both parent and school district agree to include them.

Progress Reports (34 CFR 300.320(a)(3), 34 CFR 300.324(b)(1)(ii)(A), Questions and Answers on U.S. Supreme Court Case Decision *Endrew F. v. Douglas County Sch. Dist.*, RE- 1, Question 15, (US DOE, December 7, 2017))

| | | | |
|--|---------------------|------------------------|-------------|
| Office of Public Instruction PO Box 202001 Helena, MT 59620-2001 | | Progress Report | |
| For plan: (09/28/2024-09/27/2025) | | | |
| XXXX | OPR Training School | 1 | 11/14/2024 |
| Name | From ID | Grade | Report Date |
| OPR Training School | | AAA | |
| District School: | | Case Manager (Please) | |
| Progress toward the annual goal and the extent to which annual goals can be achieved by the end of the Individual Education Plan (IEP) year. | | | |
| <p>Special Education Related Service Area: Written Expression</p> <p>PLAAIF: XXX has made some progress with her writing skills this past IEP cycle. She is now writing her name correctly 50% of the time. She continues to display difficulty with writing the letter "B" fluently. When sitting, she postures hard with her pencil and often breaks the lead. XXX has difficulty tracing letters and is successful 40%-50% of the time. XXX has not yet begun writing sentences and paragraphs independently. Her teacher offers encouragement but has to help her spell most words and check her writing frequently. She is currently writing sentences independently with less than 25% accuracy.</p> <p>Impact Statement: Student's writing difficulty impacts her learning in several subjects.</p> <p>Comparison Statement to Same-Age Peers: First grade students are expected to trace letters with 90% accuracy and write sentences independently with 75% accuracy.</p> <p>Measurable Annual Goal: By her next annual IEP, when given lined paper for letter formation and a visual model, XXX will independently trace upper and lowercase letters (A-Z) with at least 90% accuracy across three data collection opportunities as documented by teacher data collection.</p> <p>Short Term Objectives: By the end of second trimester, when given lined paper for letter formation and a visual model, XXX will trace upper and lowercase letters (A-Z) with at least 80% accuracy across three data collection opportunities as documented by teacher data collection.</p> <p>Short Term Objectives: By the end of the first trimester, when given lined paper for letter formation and a visual model, XXX will trace upper and lowercase letters (A-Z) with at least 60% accuracy across three data collection opportunities as documented by teacher data collection.</p> <p>Progress toward the annual goal:</p> <p>Data and Description: XXX is currently tracing uppercase letters when given the mentioned supports with 60% accuracy.</p> | | | |

Parents receive Progress Reports that describe their student's progress towards meeting their MAGs and these must be justified with supporting data. The actual number of progress reports issued must comply with what is stated in the student's IEP. For any MAG that a student is not expected to reach, the IEP Team will consider reviewing and revising the IEP as necessary to ensure the student is receiving appropriate interventions, special education and related services, and supplementary aids and services. Additionally, the Team will ensure the student's goals are individualized and appropriately ambitious.

Least Restrictive Environment (LRE) (34 CFR 300.114 through 300.118)

| LEAST RESTRICTIVE ENVIRONMENT | | | |
|---|------------------------------|-----------------------------|--|
| A student with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the regular education curriculum. | | | |
| The educational placement is based on the student's IEP. | <input type="checkbox"/> YES | <input type="checkbox"/> NO | |
| The educational placement is as close as possible to the student's home. | <input type="checkbox"/> YES | <input type="checkbox"/> NO | |
| The educational placement is in the school that the student would attend if he or she did not have a disability. | <input type="checkbox"/> YES | <input type="checkbox"/> NO | |
| The IEP team considered any potential harmful effect of the educational placement on the student or on the quality of needed services. | <input type="checkbox"/> YES | <input type="checkbox"/> NO | |
| If "No" is checked, explain why: | | | |
| If the student's school day or week is shorter or longer than peers without disabilities, explain why: | | | |

Under the IDEA, students with disabilities must be educated in the least restrictive environment (LRE) with students who do not have disabilities to the maximum extent appropriate. Special classes, separate schooling, or other removal from the general education environment only occurs if the nature or severity of a student's disability inhibits their ability to be educated in general education classes with the use of supplementary aids and services. Each school district must ensure that there is a full continuum of educational placements available to meet the needs of children with disabilities.

The IEP Team is responsible for determining a student's educational placement: this decision is made in conformity with LRE provisions set out above and must be made at least annually and be

based on the student's IEP. Additionally, the placement should be as close as possible to the student's home, and unless the IEP requires another arrangement, the student is educated in their resident school district. In selecting the LRE, an IEP Team must consider any potential harmful effect on the student or on the quality of needed services. A student should not be removed from age-appropriate regular classrooms solely due to needed modifications in the general education curriculum.

Statewide and Districtwide Assessments (34 CFR 300.160, 34 CFR 320(a)(6), ARM 10.56.102)

All students with disabilities must be included in all general statewide and districtwide assessments. Therefore, the IEP Team must consider if appropriate accommodations are necessary to measure the academic achievement and functional performance of a student with disabilities on statewide and districtwide assessments. If the IEP Team determines that a student must take an alternate assessment aligned with alternate achievement standards, instead of the standard statewide or districtwide assessment, the IEP must include a statement of why the student cannot participate in the regular assessment and an explanation of why the alternate assessment is appropriate for the student.

Supplementary Aids and Services (34 CFR 300.42; 34 CFR 300.320(a)(4))

| SUPPLEMENTARY AIDS AND SERVICES |
|---|
| Necessary Accommodations/Modifications This section includes the accommodations, modifications, supplemental aids and services, assistive technology devices, staff and parent training, etc. that the student will need to be successful in the general education classroom. |

The IEP Team may also identify supplementary aids and services, which may be aids, services, and other supports provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a student with disabilities to be educated with nondisabled peers to the maximum extent appropriate. Supplementary aids and services include accommodations (i.e., changes to how a student learns without changing the content) and modifications to the curriculum (i.e., changes to what a student is taught or expected to learn), assistive technology devices, staff and parent training, and any other services and supports appropriate to enable a student to be successful in the general education classroom.

Extended School Year (ESY) Services (34 CFR 300.106, ARM 10.16.3324)

| EXTENDED SCHOOL YEAR (ESY) |
|---|
| <input type="checkbox"/> Extended School Year services are not necessary for the student. |
| <input type="checkbox"/> Extended School Year services are necessary for the student. |
| <input type="checkbox"/> Determination of need for Extended School Year services will be made by: |
| Describe in Detail the Extended School Year Services: |

As part of developing a student's IEP, the IEP Team considers whether the student needs extended school year services (ESY) in order to receive a free appropriate public education (FAPE). ESY services are provided to students with disabilities who would otherwise experience substantial loss of skills due to a break in services, such as over summer vacation or other extended periods of time, and the

student could not regain the lost skills within a reasonable timeframe. It is normal for students to experience some learning loss over extended breaks, but students who require ESY services experience greater loss that takes much longer to recoup the lost skills than is considered reasonable.

Determination of the need for ESY services is made annually based on a review of data collected for a student that considers regression (loss of skills) and recoupment (the length of time it takes to regain lost skills). If there is no opportunity to collect data or insufficient data to determine regression, the IEP Team may conclude ESY services are necessary based on data that research has shown to predict regression and difficulty with recoupment. ESY services must only be provided if a student's IEP Team determines on an individual basis that the services are necessary. If an IEP Team determines that a student requires ESY services, the team identifies specific IEP goals for the student to work on and creates a schedule that defines the frequency and duration of sessions to be provided beyond the normal school year. ESY services are not the same as summer school. School districts are not required to provide summer school, but if a district offers a summer school program, students with disabilities have an equal opportunity to participate.

Transition Services, Measurable Postsecondary Goals, and Course of Study (34 CFR 300.43, 34 CFR 300.320(b))

| <p style="text-align: center;">TRANSITION SERVICES For ALL students beginning with the IEP to be in effect when the child is 16 and updated annually thereafter.</p> <p>STUDENT'S DESIRED POST-SCHOOL ACTIVITIES: (In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation)</p> <p>RESULTS OF AGE-APPROPRIATE TRANSITION ASSESSMENTS: <input type="checkbox"/> (Results Attached)</p> <p>TRAINING:</p> <p>EDUCATION:</p> <p>EMPLOYMENT:</p> <p>INDEPENDENT LIVING SKILLS (if appropriate):</p> <hr/> <p style="text-align: center;">MEASURABLE POSTSECONDARY GOALS</p> <p>Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills. Clearly specify the desired level of achievement.</p> <p>Measurable Postsecondary Goal(s) - Education or Training:</p> <p>Measurable Postsecondary Goal(s) - Employment:</p> <p>Measurable Postsecondary Goal(s) - Independent Living Skills (if appropriate):</p> | <p style="text-align: center;">COURSE OF STUDY</p> <p><small>Describe below a coordinated set of activities designed within a results-oriented process to:</small></p> <p><small>a. focus on improving the academic and functional achievement of the student;</small></p> <p><small>b. directly relate to the student's measurable postsecondary goals and the student's strengths, preferences and interests; and</small></p> <p><small>c. prepare the student for post-school settings and activities.</small></p> <p>Courses of study needed to assist the student in reaching her or his goals:</p> <p>Anticipated Graduation Date: _____</p> <p>Credits earned to date: _____ Total number of credits needed for graduation: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>School Year</th> <th>Semester</th> <th>Course</th> <th>Credits</th> </tr> <tr> <td rowspan="2">School Year _____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td colspan="3"></td> <td style="text-align: right;">Total credits: .00</td> </tr> </table> <hr/> <p style="text-align: center;">STATEMENT OF TRANSITION SERVICES NEEDED</p> <p><small>Each area must be considered by the IEP Team. After consideration, only areas determined necessary to meet the individual needs of the student should be addressed.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>TRANSITION SERVICE AREA</th> <th>TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement)</th> <th>PERSON OR AGENCY RESPONSIBLE</th> <th>DISCUSSED, NOT NEEDED</th> </tr> </thead> <tbody> <tr> <td>Instruction</td> <td></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Employment</td> <td></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Community Experiences</td> <td></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Post-School Adult Living</td> <td></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Related Services</td> <td></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Daily Living Skills (if appropriate)</td> <td></td> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Functional Vocational Assessment</td> <td></td> <td></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <hr/> <p style="text-align: center;">TRANSFER OF RIGHTS AT AGE OF MAJORITY</p> <p><small>The student has been informed of his or her rights under IDEA that will transfer to the student on reaching the age of majority. The student must be informed at least one year before the student reaches age 18.</small></p> <p>Date student was first informed of the transfer of rights: _____</p> <p>Date student reaches the age of majority: _____</p> | School Year | Semester | Course | Credits | School Year _____ | _____ | _____ | _____ | _____ | _____ | _____ | | | | Total credits: .00 | TRANSITION SERVICE AREA | TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement) | PERSON OR AGENCY RESPONSIBLE | DISCUSSED, NOT NEEDED | Instruction | | | <input type="checkbox"/> | Employment | | | <input type="checkbox"/> | Community Experiences | | | <input type="checkbox"/> | Post-School Adult Living | | | <input type="checkbox"/> | Related Services | | | <input type="checkbox"/> | Daily Living Skills (if appropriate) | | | <input type="checkbox"/> | Functional Vocational Assessment | | | <input type="checkbox"/> |
|---|--|------------------------------|--------------------------|--------|---------|-------------------|-------|-------|-------|-------|-------|-------|--|--|--|--------------------|-------------------------|--|------------------------------|-----------------------|-------------|--|--|--------------------------|------------|--|--|--------------------------|-----------------------|--|--|--------------------------|--------------------------|--|--|--------------------------|------------------|--|--|--------------------------|--------------------------------------|--|--|--------------------------|----------------------------------|--|--|--------------------------|
| School Year | Semester | Course | Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Year _____ | _____ | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | _____ | _____ | _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Total credits: .00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TRANSITION SERVICE AREA | TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement) | PERSON OR AGENCY RESPONSIBLE | DISCUSSED, NOT NEEDED | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Instruction | | | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employment | | | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community Experiences | | | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Post-School Adult Living | | | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Related Services | | | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Daily Living Skills (if appropriate) | | | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Functional Vocational Assessment | | | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Beginning with the IEP that will be in effect when a student turns 16 years old (or younger if the student's IEP Team determines appropriate) the IEP contains goals and services needed for a student to transition to postsecondary education, vocational training, integrated employment (including supported employment), and independent living, when appropriate. The determination of needs is based on information obtained from age-appropriate transition assessments conducted to identify accommodations needed to support the student, and to provide a basis for measurable postsecondary and annual goals. As part of this process, Transition IEPs also indicate the classes a student will take for the duration of the IEP to progress in the high school curriculum and meet graduation requirements established by the state and local school district, and/or to attain their postsecondary goals. Transition services must be specified along with the agency that is responsible for providing the identified services.

Transfer of Rights (34 CFR 300.320(c), 34 CFR 300.520, ARM 10.16.3502)

Upon reaching the age of 18, the age of majority in Montana, all rights accorded to parents under IDEA, including the authority to make educational decisions, transfer to the student unless other legal arrangements have been made. At least one year prior to the student's 18th birthday, school districts must inform both the student and parent this will occur.

Need for Reevaluation (34 CFR 300.303 through 300.311, ARM 10.16.3321)

| |
|---|
| Reevaluations must occur at least once every three years, unless the parent and the school district agree that a reevaluation is unnecessary. Reevaluations help determine: <ul style="list-style-type: none">• whether the child continues to have a disability and needs special education;• whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals, and to participate, as appropriate, in the general education curriculum; or• the parent has requested a reevaluation. |
| Is a reevaluation necessary at this time? <input type="checkbox"/> A reevaluation is necessary at this time. <input type="checkbox"/> The parent and the school district agree that a reevaluation is unnecessary at this time. |

Under the IDEA, a school district must ensure a reevaluation is conducted when it determines that the educational or related services needs, including improved academic achievement and functional performance of the student warrant a reevaluation, or the student's parent or teacher request a reevaluation. A reevaluation may occur not more than once a year, unless parent and school district agree otherwise. A reevaluation must occur every three years, unless the school and parents agree that one is not necessary.

An evaluation is required prior to exiting a student from special education or determining the student is no longer a student with a disability and in need of special education and related services. However, an evaluation is not required when a student's eligibility for special education services terminates due to graduation from high school with a regular diploma or due to exceeding the age of eligibility for special education and related services in Montana. For a student whose eligibility terminates due to graduation or aging out of services, a district must provide the student with a summary of their academic achievement and functional performance including recommendations on how to assist the student in achieving their postsecondary goals.

IEP Accessibility and Responsibilities (34 CFR 300.323(d))

| IEP ACCESSIBILITY AND RESPONSIBILITIES | | |
|---|--------------------------------|---|
| How will each teacher, related service provider, transportation provider and others working with this student be informed of his or her specific responsibilities for implementing this IEP and the accommodations, modifications, and supports that must be provided for this student? | | |
| <input type="checkbox"/> Copy of Accommodations/Modifications | <input type="checkbox"/> Email | <input type="checkbox"/> Verbal communication |
| <input type="checkbox"/> Other: | | |

The IEP Accessibility and Responsibilities section documents how teachers, related service providers, transportation providers and any others working with a student will be informed of their specific responsibilities for implementing the student's IEP, including any accommodations, modifications, and supports that must be provided for the student. The methods of dissemination may include providing copies of accommodations and modifications through email, verbal communication, or other means identified and approved by the IEP Team including the parents.

IEP Participation and Approval Signatures (34 CFR 300.321(a)(1), 34 CFR 300.322, ARM 10.16.3505)

| IEP MEETING PARTICIPANTS | |
|---|------------|
| IEP APPROVAL | |
| I have read and understand my rights as provided to me in the pamphlet PROCEDURAL SAFEGUARDS IN SPECIAL EDUCATION UNDER IDEA, which I received this school year. The parent shall be given a copy of this IEP at no cost to the parent. | |
| <input type="checkbox"/> I approve of this Individualized Education Program. | |
| <input type="checkbox"/> I approve of this Individualized Education Program with the following exceptions*: | |
| Parent/Adult Student _____ | Date _____ |
| *The IEP team agrees to meet again on _____ to resolve differences regarding the exceptions below. | |
| Exceptions: | |

IEP Meeting Participants are documented in a section of the IEP that lists the individuals who attended the meeting and gathers their signatures. All individuals who attended the IEP meeting will sign in this area, including any guests of a parent and employees of other agencies who attended, such as Vocational Rehabilitation Services, Part C Early Intervention family support specialists, etc. A parent's signature in this section *does not* indicate agreement with the proposed IEP; it only indicates that the parent attended the meeting and participated in developing the IEP.

IEP Parental Approval (ARM 10.16.3505)

The IEP Approval section, which immediately follows the participants' signature section, is reserved for a parent of the student for whom the IEP was developed to indicate consent for the IEP to be implemented. The IDEA requires that written parental consent is obtained before an initial IEP can be implemented for a student with disabilities, and in Montana, written parental consent is also required prior to implementation of subsequent annual IEPs. Schools cannot provide special education and related services to students with disabilities without written parental consent.

The IEP Approval section allows for parents to approve the proposed IEP in its entirety, or they may approve it *with exceptions*. If an IEP is approved with exceptions, the parent specifies in writing what they disagree with about the proposed IEP, and the school district must continue to meet with the parent to attempt to resolve the differences. The school district must implement the student's new IEP in the areas of agreement, and the student's last agreed-upon IEP would remain in effect in the areas of disagreement until the disagreement is resolved.

A student's IEP Team must review the IEP at least annually to determine whether the student is achieving goals and to revise the IEP as appropriate. At times, a student's IEP may require changes prior to the next annual review. The IDEA allows for the parent and school district to amend the IEP. Changes to the IEP can be made by convening the entire IEP Team, or the parent and school district can agree not to convene an IEP Team meeting and instead develop a written amendment. Any changes or amendments to the IEP require written parental consent prior to implementing the IEP. If a parent disagrees with proposed changes and refuses to sign the amendment, the school district cannot implement it. If an IEP is amended, the school district must ensure that the student's IEP Team is informed of the changes. Additionally, the parent must be provided with a copy of the amended IEP.

Prior Written Notice (PWN) (34 CFR 300.503(b) and (c))

| Prior Written Notice (34 CFR 300.503) | |
|--|--|
| Action(s) Proposed or Refused | |
| <input type="checkbox"/> Initiation or change in the educational placement of the student | |
| <input type="checkbox"/> Initiation or change in the provision of the FAPE to the student | |
| Description of the specific proposed or refused action(s): | <input type="checkbox"/> Additional Documentation attached |
| Explanation of why the district proposed or refused to take the action(s): | <input type="checkbox"/> Additional Documentation attached |
| Description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposal or refusal: | <input type="checkbox"/> Additional Documentation attached |
| Description of any other options the district considered and the reasons why those options were rejected: | <input type="checkbox"/> Additional Documentation attached |
| Description of other factors relevant to the district's proposal or refusal to take the action: | <input type="checkbox"/> Additional Documentation attached |
| <small>As a parent of a child with a disability you have certain protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA). You may obtain a copy of the pamphlet "Procedural Safeguards in Special Education" by clicking the link, or by requesting a copy from the school district.</small> | |
| <small>For assistance in understanding the provisions of the Individuals with Disabilities Education Act (IDEA) you may contact your child's school, the Office of Public Instruction at (408) 444-5601, or the Edusave Parent Information & Training Center at 1-877-879-1190.</small> | |

PWN is the district's written notice to parents whenever the district proposes to begin or change the identification, evaluation, or educational placement, or the provision of a free appropriate public education (FAPE) to their student. PWN is also required whenever the district refuses to take action. The district's PWN must be provided to the parents in understandable language. The purpose of PWN is to ensure parents' understanding of the school district's proposal *or* refusal to take the actions stated and give parents a reasonable period of time to consider the proposed changes to their student's educational program. OSEP, *Letter to Chandler* (April 26, 2012).

PWN is a procedural safeguard under the Individuals with Disabilities Education Act (IDEA). Although the IEP form contains a section for the district's PWN, it is considered separate from the IEP. Therefore, parents are not approving the contents of the PWN section when they consent to their student's IEP.