Minnesota Department of Education

MNCIMP:SR Record Review Training

Individualized Education Program (IEP) Standards

Highlights

- Team Members and Excusal of Team Members
- Short and Long Term Goals and Objectives
- Least Restrictive Environment (LRE)
- Special Education and Related Services
- When IEP Must Be In Effect
- Extended School Year (ESY)
- Secondary Transition
- Progress Reporting
- Review and Revision of IEP
- Transfer Students

Highlights-Team Members and Excusal of Team Members

- Districts must document compliance for team member attendance.
- If a required team member is both missing and is not excused: cite both the Team Member and Excusal of Team Member citation areas.
- Team member excusal and written input are required for attendance both in a whole and in part.
- The district may designate a member of the IEP team to be the district representative. The designated member must meet the requirements of the district representative in order to fill this role.

General Education Teachers at IEP Team meetings for Preschoolers (Ages 3-5)

- Is the child or may the child be participating in a regular early childhood (EC) program while the IEP is in effect?
  - A regular EC program includes a majority (50%+) of nondisabled children.
- If yes, and it's a district program, then the child's general education teacher attends.

- If yes, maybe and it's a district program, then an appropriately-licensed/credentialed teacher attends.
- If yes, but the child is not in a district program then:
  - Best option: appropriately licensed/credentialed EC regular education teacher of the child attends
  - Next best option: appropriately licensed/credentialed EC regular education teacher attends
  - Least best but acceptable: appropriately licensed regular education kindergarten teacher attends
- If no, the child is not and is not expected to be participating in a regular EC program then no general education teacher is required on the team.

Highlights-Short and Long Term Goals and Objectives

- Goals must have a measurable baseline and ending level.
- The baseline or starting level may be found in the Present Level of Academic Achievement of Functional Performance (PLAAFP)
- Measurability also can be found in the goal or in the objectives.
- Terms such as "age appropriate" and "grade level" are not measurable unless the IEP **clearly** describes what is meant.
- Measurable annual goals (Citation One)

  Are the goals measurable?
- Meet the student's needs (Citation Two)

  Are the education needs in the PLAAFP addressed?
- Meet the student's other needs (Citation Three)

  Are all the other education needs of the student addressed?
- Include benchmarks and objectives (Citation Four)

  Are there at least two benchmarks or objectives for each goal?

Highlights-Least Restrictive Environment

Look for answers to three questions:

- Why the student must be removed from general education settings in order to receive services?
- What is the student missing when receiving services away from general education peers?

- Does the LRE match the service grid?

Highlights-Special Education and Related Services

- Statement of special education services (Citation One)
  - *Clearly describe what the district is offering in this IEP (no "as needed" without description of the conditions under which it would be provided)*
  - *If the service grid simply indicates a disability category, for example, is it clear from the context of the IEP what services the team is proposing?*
  - *Do services look sufficient to meet the student's needs?*
- Supplementary aids/services to the student (Citation Two)
  - *What does the student need in order to have educational benefit? Who will provide it?*
- Program modifications/supports for school personnel (Citation Three)
  - *Give school staff sufficient information to implement this IEP. How does the team intend teaching staff to modify assignments?*
- Paraprofessionals (Citation Four)
  - *Need for, as well as duties of, any support provided by paraprofessionals.*
- Assistive Technology (Citation Five)
  - *"Adaptive equipment" checkbox alone is insufficient*
- Behavior skills acquisition (Citation Six)
  - *For students with behavior needs, cite here if an IEP does not focus on behavior skills acquisition.*

Highlights-When IEP Must be in Effect

- The first citation requires the IEP has a proposed start date. Issues with consent, or services starting prior to consent, are handled in the Notification section.
- For the second citation, is the district's commitment of resources clear? Frequency, location, and duration of services must be evident and correspond to the LRE.

Highlights-Extended School Year (ESY)

- The IEP Team must document an ESY determination. If ESY services are necessary, the projected initiation date, duration, location and frequency of services must be documented in the IEP.
- Are you considering regression and recoupment, self-sufficiency and unique needs for students?

- This citation is applicable for all students and reviewers must indicate In Compliance or NOT In Compliance for this citation area.

Highlights-Transition

- Age appropriate transition assessments (Citation One)
  - *More than one and age appropriate*
  - *Can be formal or informal*
- Measurable postsecondary goals (Citation Two)
  - *Outcome is after high school*
  - *Appropriate: is realistic for the student*
  - *Measurable: "hopes to/plans to" is not measurable*
  - *Must have goal for training/education*
  - *Must have goal for employment*
  - *May have goal for independent living (if necessary)*
  - *Problems here likely impact the rest of transition*
- Courses of Study (Citation Three)
  - *Must include current academic year as well as the following academic year.*
  - *Need to demonstrate a correlation to the postsecondary goal, not just classes needed to graduate.*
- Measurable annual goals (Citation Four)
  - *These are the annual goals that enable the student to meet the postsecondary goals*
  - *Measurable and updated annually, just like all IEP goals*
  - *At least one for each postsecondary goal*
- Transition Services (Citation Five)
  - *Must correlate to the postsecondary goals*
  - *Experiences/services/instruction necessary to be able to achieve the postsecondary goals after graduation*
- If an IEP Team chooses to address secondary transition planning before 9th grade, for example during 7th grade, do the same requirements apply?

- Yes, if the IEP team for a child with a disability determines that it is appropriate to address the requirements of 34 C.F.R. § 300.320(b) for a child who is younger than 9th grade then the IEP for that child must meet all the requirements of 34 C.F.R. § 300.320(b)

Highlights-Progress Reporting

- Description of how progress will be measured (Citation One)
  - *Detailed in goals and objectives*
- Statement of when and how progress will be reported (Citations Two and Three)
  - *Found in the IEP, often as the progress report statement*
- Sufficient progress (Citation Four)
  - *Found in progress reports*
- Describe progress toward goals (Citation Five)
  - *Found in progress reports*
- Do not use phrases such as “and/or” in the progress report statement.
- Documentation must be in the file to show all required components of a progress report including:

  Date

  Progress on goals and objectives

  Extent to which progress is sufficient
- If the goal uses the objectives as a means for measurability, both goals and objectives must be addressed in the progress report.

Highlights-Review and Revision of IEP

- This citation is applicable for all students and the reviewer must indicate either In Compliance or NOT In Compliance.
- If no indication of need for review or revision of IEP, then this would be In Compliance.

Highlights-Transfer Students

- MN transfer students:
  - Districts must provide “comparable services” until a new IEP is written, if a new IEP is necessary
  - Write a new IEP (if necessary), or continue to serve with existing IEP
- Non-MN transfer students:
  - Provide comparable services

- Document team's determination of whether an evaluation is necessary (which is an initial evaluation)
- Otherwise, provide comparable services until a new IEP is written, if a new IEP is necessary
- Write a new IEP (if necessary), or continue to serve with existing IEP

Review and Quiz

1. All general education teachers leave the meeting early. The IEP Team must:

   a.) Ensure that parent(s) give verbal agreement for the teacher(s) to leave.

   b.) Ensure that parent(s) give written agreement for the teacher(s) to leave.

   c.) Require that teachers give written input prior to the IEP meeting if they will not be able to stay for the entire meeting.

   d.) Both b and c

   e.) None of the above

2. If an IEP Team completes age appropriate secondary transition assessments before 9th grade they then must meet all secondary transition requirements for that student in the student's IEP (at that time).

   True OR False

IEP Standards-Citation Areas

- Team Members
- Excused Absence from Team Meeting by Individual Member
- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Short and Long Term Goals and Objectives
- Least Restrictive Environment (LRE)
- Special Education and Related Services
- When IEP Must Be In Effect
- Review and Revision of IEP Extended School Year (ESY)
- Progress Reporting
- Secondary Transition
- Failure to Provide Transition Services

- Modification of Assessment
- Review and Revision of IEP for Students in Public School
- Transfer Students

Team Members

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 (whenever appropriate but must be invited by transition age).
- A representative of the district.
- Teacher licensed in the pupil's disability.
- A transition service provider/payor with the consent of the parent.
- For a child enrolled in out of district placement, team membership is defined by nature of the placement (parent choice or district placement)
- For a child transitioning from Part C to Part B, a service coordinator or other representatives of the Part C system by parent request.

Legal Authority

- 34 C.F.R. § 300.321(a)(1)-(4), (b)(1), (b)(3), (f)
- 34 C.F.R. § 300.325(a)(2)
- Minn. R. 3525.0800, subp. 3
- Minn. R. 3525.2350, subp. 3

Team Members-Required Members

- 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 (whenever appropriate but must be invited by transition age).
- A representative of the district.

Points of Clarification

- 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.
- A licensed special education teacher/provider means someone who can interpret the instructional implications of evaluation results. The determination of knowledge or expertise of any individual must be made by the party who invited the individual to be a member of the IEP team.
- 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.

Team Members-Discretionary Members

Points of Clarification

The following team members must be in attendance if the conditions warrant:

- Teacher licensed in the pupil's disability if not already on the team.
- A transition service provider/payor with the consent of the parent.
- For a child in out of district placement, team membership is defined by the nature of the placement.
- For a child transitioning from Part C to Part B, a service coordinator or other representatives of the Part C system by parent request.
- 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.
- LEA must ensure that a representative of the private school or facility attends the meeting. If a private school or facility conducts the IEP meeting, the public agency must ensure that the parents and an agency representative are involved in any decision about the child's IEP and agree to any proposed changes before they are implemented. If the representative cannot attend, other methods are used to ensure participation by the private school or facility, including individual or conference telephone calls.
- For an initial IEP meeting for a child transitioning from Part C to Part B, an invitation to the IEP team meeting must be sent to the Part C service coordinator or other representatives of Part C, at the request of the parent, to assist in a smooth transition.

Excused Absence of Team Member

- ❑ A required member of the IEP Team is not required to attend an IEP Team Meeting in whole or in part, if the parent of a child with a disability and the public agency agree, in writing, that the attendance of that member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

34 C.F.R. § 300.321(e)(1)

- ❑ A member of the IEP Team…, may be excused from attending the IEP Team Meeting….if the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

34 C.F.R. § 300.321(e)(2)

Points of Clarification

- 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.
- It is possible to use electronic signatures to indicate consent. Please refer to the Uniform Electronic Signature Act available at https://www.revisor.mn.gov/statutes/?id=325L
- Written documentation of parent agreement to the excusal of the required team member must be included in the file and must correspond to a specific IEP meeting date.
- Written documentation of the input of the excused team member must also be included in the file. It is not acceptable to merely incorporate the input of the excused member into the newly developed or revised IEP.
- Dates on the agreement to excuse and the written input from the excused member must be prior to, or date of, the IEP team meeting.
- Parents must be informed that they do not need to consent to the excusal and that instead the meeting can be rescheduled. Parents can revoke their consent at any time.
- When a discretionary member is unable to attend the meeting, it is not necessary to obtain a written agreement or consent from a parent. The parent may ask for the meeting to be rescheduled so that this member can attend.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- ❑ The IEP includes a statement of the child's Present Levels of Academic Achievement and Functional Performance, including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e. the same curriculum as for nondisabled children); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

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?

Points of Clarification

- 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. (Commentary in the Federal Register, page 46661)
- The PLAAFP must include
  - Current levels of performance and be more than just test scores.
  - Information on how the disability impacts progress and participation in the general education curriculum.
- Either the PLAAFP, Annual Goal, or Short Term Objectives 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 ____).

PLAAFP

Sample of Noncompliance

Jamal is presently a 10th grade student. Last year his grades were mostly A's and B's. He struggles with writing and spelling.

Sample of Compliance

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 of Non-Compliance

Martin has a Full Scale IQ score of 86. He did not meet expectations on his MCA Reading or Math scores. Martin has many behavior incidents, although the severity of the incidents has lessened.

Sample of Compliance

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

- ❑ The IEP includes a statement of measurable annual goals, including academic and functional goals.

34 C.F.R. § 300.320(a)(2)

- Are these goals measurable?

- ❑ 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)

- Are the education needs addressed from the PLAAFP?

- ❑ The IEP includes a statement of measurable annual goals, including academic and functional goals designed to--Meet each of child's other education needs that result from the child's disability.

34 C.F.R. § 300.320(a)(2)

- Are all the other education needs addressed from the PLAAFP?

- ❑ The IEP includes a statement of measurable annual goals, including benchmarks and short-term objectives…

Minn. R. 3525.2810, subp. 1(A)(2)

- Are there at least two benchmarks or objectives for each goal?

Points of Clarification

- 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 goal or the objectives.
  - include at least two short-term objectives which are used to demonstrate that the child is making progress toward the goal.
  - be accomplishable in one year.

- 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.
- The measurable post-secondary goals will drive the annual goals and transition activities.
- Measurable annual academic and functional goals drive the services in the IEP for transition age students.
- 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.
- 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 of Noncompliance

Tori will pay attention and not disrupt the class.

Sample of Compliance

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 of Noncompliance

Martha will pass the statewide assessment for writing.

Sample of Compliance

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 of Noncompliance

Muna will increase her ability to decode from a level of not recognizing letters to sounding out simple words.

Objective 1: Given a set of randomly presented letters, Muna will be able to identify the letters.

Objective 2: Given a set of mixed sight words, Muna will read them by the end of the year.

Sample of Compliance

[Assume the PLAAFP statement in the IEP includes clear baselines for Muna and her knowledge of letters and letter sounds.]

Goal: 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 2015.

Objective 2: Given randomly presented letters of the alphabet, Muna will produce 26 of 26 letter sounds on 2 consecutively charted trials by June 2015.

Least Restrictive Environment (LRE)

- ❑ The IEP includes an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class [and in extracurricular and nonacademic activities].

34 C.F.R. § 300.320(a)(5)

Additional Legal Authority:

- Each district must ensure that to the maximum extent appropriate, children with disabilities … are educated with children who are nondisabled and [that] special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

34 C.F.R. § 300.114(a)(2)

Point of Clarification

- Read together, the two federal regulations require the district to justify the placement as the least restrictive environment. This is demonstrated by:
  - describing the placement; and,
  - explaining the necessity of the restrictiveness of a placement outside of general education, based on the nature and severity of the student's disability.
- When reviewing an IEP to determine if the LRE explanation is in compliance, ask the following three questions:
  - Does the LRE clearly describe why the nature and severity of the student's disability is such that he/she must be removed from general education to receive services?
  - Does the IEP describe what the student is missing when not participating with nondisabled peers in the general education class?
  - Does the LRE match the service grid information?

Verification Documentation may be located:

- In the specific space designated for the LRE explanation within an IEP form, or
- Anywhere in the IEP. Look at the IEP as a whole to determine if the LRE explanation is in compliance.
- For example, the PLAAFP section of an IEP may address why the nature and severity of the student's disability is such that he/she cannot be educated with nondisabled peers, which is one component of a compliant LRE statement.

Sample of Noncompliance

Ricky will spend no less than 79% of his school day in a general education setting with his peers. He will receive the majority of his special education services in the general education setting.

Sample of Compliance

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 of Noncompliance

Amanda needs a quiet environment with few distractions in order to progress in her academics. She will also use the resource room to organize her materials and complete classroom assignments.

Sample of Compliance

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

Legal Authority:

- The IEP must include a statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

  1) to advance appropriately toward attaining the annual goals,

  2) to be involved and progress in the general curriculum and

  3) to participate in extracurricular and other nonacademic activities.

34 C.F.R. § 300.320(a)(4)

Points of Clarification

- 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 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).

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.

Verification Documentation may be located:

- The IEP service grid,
- Modifications section of an IEP form,
- Paraprofessional section of an IEP form,
- Or on form that is attached and referenced, such as a Behavior Intervention Plan (BIP).

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)

Sample of Noncompliance

An IEP documents two annual goals related to identified SLD math needs, but has no corresponding special education services to address the math goals

Sample of Compliance

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 of Noncompliance

Nora's IEP PLAAFP indicates she struggles with anxiety issues related to school, which in turn significantly impacts her attendance rates. However, her IEP does not include any services to address her school anxiety needs.

Sample of Compliance

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

- ❑ The IEP includes a statement of… supplementary aids and 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)

Point of Clarification

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.

Point of Clarification

- 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;
  - an aide.

Sample of Noncompliance

Alita may need special supplies in order to participate in classes requiring writing.

Sample of Noncompliance

Alita's case manager will provide each of her regular and special education teachers with raised line paper and ¾″ foam pencil grips for her to use when completing all assignments requiring writing.

Points of Clarification

- When reviewing a record in this area, 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 statewide assessments provided to the child.

Program Modifications or Supports for School Personnel

❑ [The IEP includes] a statement of the program modifications or supports for school personnel.

34 C.F.R. § 300.320(a)(4)

Points of Clarification

- 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:
  - shortening the student's assignments,
  - getting assistance or consultation from the student's special education case manager,
  - having an aide in the classroom, or
  - getting special equipment or teaching materials.
- 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 of Noncompliance

Steve may access the resource room for completing math assignments as needed.

Sample of Compliance

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 of Noncompliance

Tyrone will be allowed assignment modifications as necessary in classes requiring reading, math and written expression.

Sample of Compliance

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 of Noncompliance

An IEP of a hearing-impaired child who is using a new Frequency Modulated system (for amplifying sound) in each of his classes lacks documentation of training or instruction to his teachers as to how to use or monitor the system.

Sample of Compliance

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)

Points of Clarification

- 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.

Sample of Noncompliance

Dan needs paraprofessional support in general education classes due to his lack of impulse control and understanding of nonverbal social cues and physical proximity to others.

Sample of Compliance

Dan will receive paraprofessional support in each of his regular education classes due to his significant behavioral needs in the areas of self-regulation. The paraprofessional will provide verbal behavioral redirection, visual calming cues in the form of picture cards provided by the special education teacher, and sensory breaks every 45 minutes to reduce his stressful reaction when over-stimulated.

Special Education and Related Services: Assistive Technology

- ❑ The IEP Team must consider whether the child needs assistive technology devices and services.

34 C.F.R. § 300.324(a)(2)

Points of Clarification

- 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.
- IEP form checkboxes for “adaptive equipment” don’t provide adequate information. “Adaptive equipment” is a subset of AT, so an IEP still must address remaining AT needs.

Acquire Appropriate Behaviors

❑ 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. § 300.324(a)(2)(i)

Sample of Noncompliance

The IEP and BIP in the student’s file do not document behavioral skill acquisition to be taught in response to behavior needs documented in the PLAAFP statement and discipline reports found in the file.

Need: The student has difficulty staying on-task and shuts down when he becomes frustrated when doing tasks.

Positive Alternative Behaviors: The student will hand in his work on time with 80% accuracy as documented in student file.

Sample of Compliance

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.

When IEP Must Be in Effect

❑ [The IEP includes] the projected date for the beginning of the services and modifications.

34 C.F.R. § 300.320(a)(7)

Points of Clarification

- The projected start date must be included for each special education and related service, program modification, and support for school personnel that will be provided to the child to enable him/her to:

  - to advance appropriately toward his/her annual goals, and
  - to be involved in and make progress in the general curriculum, extracurricular and other nonacademic activities.

- **A projected service date prior to parent signature date (or less than 14 days from PWN) is a parental consent issue and cited under Notification tab, not here.**

Anticipated frequency, location, and duration of services and modifications

❑ [The IEP must include] the anticipated frequency, location, and duration of those services and modifications.

34 C.F.R. § 300.320(a)(7)

Points of Clarification

- 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.

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).

Verification Documentation may be located:

- The IEP team must document their determination regarding whether or not the child needs ESY services in order to receive FAPE. Most IEP forms have a space to document "yes," "no," or "more data needed" for ESY services.
- ESY services, when necessary, must be documented in the IEP. Documentation must include the projected initiation date, duration, location and frequency of services.

Points of Clarification

- Sources of information for IEP team determination:
  - -Prior observation of the student's regression and recoupment over the summer.
  - -Observation of the student's tendency to regress over extended breaks in instruction.

– -Experience with other pupils with similar instructional needs.

Minn. R. 3525.0755, subp. 4(A), (B) and (C)

Other Factors to Consider:

- Student's progress and maintenance of skills during the regular school year
- Student's degree of impairment
- Student's rate of progress
- Student's behavioral and physical problems
- Availability of alternative resources
- Student's ability and need to interact with nondisabled peers
- Areas of the student's curriculum which need continuous attention
- Student's vocational needs

Minn. R. 3525.0755, subp. 5(A)-(H)

❑ The IEP team must determine a pupil is in need of ESY services if there will be significant regression of a skill or acquired knowledge from the pupil's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate.

Minn. R. 3525.0755, subp. 3(A)

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 that occurs during a break in instruction.
- "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)

Sample of Noncompliance

The IEP indicates ESY services are not needed despite progress reports in the file that document a significant regression and subsequent significant recoupment time in reading skills that occurred over a holiday break.

Sample of Compliance

The IEP documents ESY needs in the area of math skills, based on progress measurements taken prior to and after an instructional break. The IEP also includes the appropriate frequency, duration and location of ESY services to adequately address the child's math needs.

ESY – Self-Sufficiency

- ❑ 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)

Points of Clarification

- "Self-sufficiency" refers to the functional skills necessary for a pupil to achieve a reasonable degree of personal independence as typically identified in the annual IEP goals for a child requiring a functional curriculum.

Minn. R. 3525.0755, subp. 2(D)

- Self-sufficiency needs may apply to any disability category.
- 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 of Noncompliance

An IEP written in spring indicates "more data needed" to determine if ESY services are necessary based on self-sufficiency needs. When reviewing file in the fall, no additional data or team decision regarding ESY is documented in the file.

Sample of Compliance

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

- ❑ 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)

Points of Clarification

- This statement allows that an IEP Team may determine ESY services are necessary, based on the unique needs of the child, for reasons OTHER than a significant regression in skill or knowledge or self-sufficiency needs.
- The “unique needs” under which ESY services are based must be documented in the special education file
- You will need to choose IN compliance or NOT in compliance for this citation. If the area is not in compliance, check the most appropriate sub-item related to the non-compliance.
- The file may be considered in compliance in this area if the only documentation on ESY need is a box checked “yes,” “no” or “more data needed” provided that there is not documentation in the file to demonstrate the “yes” or “no” box checked is inaccurate based on data. In the case of “more data needed,” if the file lacks documentation of data collected in a timely manner in order to make an ESY determination, this would be cited.

Progress Reporting

- ❑ The IEP includes a description of how the child’s progress toward the annual goals will be measured.

34 C.F.R. § 300.320(a)(3)(i)

- ❑ The IEP includes a statement of when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

34 C.F.R. § 300.320(a)(3)(ii)

- ❑ 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)

- ❑ Pupil's progress toward the annual goals is reported.

Minn. R. 3525.2810, subp. 1(A)(9)

Verification Documentation may be located:

- Description of how child's progress toward the annual goals will be measured. (Citation One)
  - Found in goals and objectives.
- Statement of when progress will be reported and how parents will be regularly informed. (Citation Two and Three)
  - Found in the IEP, often in the progress report section.
  - *When* indicates as frequent as nondisabled peers and the total and individual number of progress report methods i.e. 4 total; 3 written, 1 conference.
  - *How* indicates as frequent as nondisabled peers the type of method i.e. written progress reports, IEP meeting, conference with parents, etc.
- Indicate to the extent to which progress is sufficient to enable the pupil to achieve the goals by the end of the year. (Citation Four)
  - Found in the documented progress reports.
- Progress reports describe pupil's progress toward annual goals. (Citation Five)
  - Found in the documented progress reports.

Points of Clarification

- Compare the method and frequency of general education report cards to the number and frequency of progress reports for special education. Progress for children with a disability should be shared with parents at least as often as children who do not have a disability.
- Documentation should include the progress the child is making on addressing the goals and objectives. Checking off "adequate progress" for extent of progress does not give enough information.
- IEP must clearly indicate the number of each method of progress reporting to inform parents. Do not use phrases such as "and/or" when sharing methods.
- No matter what the method, documentation must be in the file to show all required components of a written progress report including:

  - date

  - progress on goals and objectives

- the extent to which progress is sufficient for the child to meet the goal by the end of the year.

Sample of Noncompliance

IEP does not include any information on how goals will be measured.

IEP states that the goals will be “as measured by the special education teacher.”

Sample of Compliance

Juan’s progress will be measured through daily work, teacher observation, and teacher checklists.

Samples of Noncompliance

Report does not determine that this progress is sufficient for the child to achieve the goal by the end of the year.

Phone log which includes when parents were contacted, but does not include information on what was discussed during the conversation.

Please note: No progress information documented:

Select the sub-item “Documentation of progress reporting as required by the IEP not in the file” and select “NOT In Compliance” as final compliance status.

Sample of Compliance

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.

Sample of Noncompliance

Report cards and semester reports

Sample of Compliance

Progress will be reported in writing five times per year, as with the general education students, and once orally during the annual IEP meeting.

Sample of Noncompliance

Progress will be reported 4 times per year through conferences, phone calls, and/or written reports.

Sample of Compliance

Progress will be reported 4 times a year, as often as general education peers, with 3 written reports and 1 conference.

Secondary Transition

Age-appropriate Transition Assessments

- ❑ There is evidence that the measurable postsecondary goals were based on age-appropriate transition assessments.

34 C.F.R. § 300.320(b)(1)

Points of Clarification

- Postsecondary goals must be based on at least two age-appropriate transition assessments. Assessments may be formal or informal.
- If only one assessment is documented in the ER, or either of the two assessments are not age-appropriate, this sub-item is not in compliance and must be cited.
- Verification in the evaluation report.

Postsecondary Goals

- ❑ [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)

Points of Clarification

- 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.
- 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 *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.
- Failure to define postsecondary goals likely will impact the adequacy of the rest of the transition requirements.

Postsecondary Goals – Education

Sample of Noncompliance

Jamal is interested in pursuing a two-year degree.

Sample of Compliance

After graduation, Jamal will successfully complete the Job Corps Center's culinary arts program to obtain a Culinary Arts Certificate.

Postsecondary Goals – Employment

Sample of Noncompliance

Jamal plans to improve his knowledge of employment by finding three area businesses he could apply at.

Sample of Compliance

Jamal will obtain a part-time position at a restaurant after high school.

Sample of Noncompliance

After high school, Mia is unsure of what she would like to do as a profession.

After high school, Kerry will be a BMX bike racer, work in construction, or be an attorney.

Sample 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)

Points of Clarification

- "Courses of Study" are defined as a *multi*-year description of coursework to achieve the child's desired post-school goals, which minimally includes the *student's current academic year through the following academic year (2 years of 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 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.”

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)

Points of Clarification

- 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.
- 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 of Noncompliance

Jamal will improve his self-advocacy skills.

Sample of Compliance

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.

Sample of Noncompliance

Paul will be able to understand and use the public bus schedules.

Sample of Compliance

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 – Service

- ❑ [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)

Point of Clarification

- Transition services must specifically address the annual goals designed to assist the child in meeting his/her postsecondary goals.
- Transition services must meet the definition of a "results-oriented process that facilitates the child's movement from school to post-school activities including:
  - postsecondary education,
  - vocational education,
  - integrated employment (including supported employment),
  - continuing and adult education,
  - adult services,
  - independent living, or
  - community participation."

34 C.F.R. § 300.43(a)

Consider three questions:

- What *experiences* must the student participate in this academic year that are necessary for achieving the identified post-secondary goals?
- What *services and specific instruction* are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- Do we know *enough about* this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?

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

- If a functional vocational assessment is a needed transition service or activity, the IEP must include this documentation.
  - A functional vocational assessment is an assessment that determines a child's strengths, abilities, and needs in an actual or simulated work setting or in real work experiences.

- If a functional vocational assessment is a needed transition service or activity, the IEP must include this documentation.
  - For example, an IEP may document the transition activity of a referral to Vocational Rehabilitation (VR) for non-verbal, modified assessments of adaptive behavior, career interest, and career skills. In this case, the child's file must contain a signed parent consent form indicating that the district may contact VR services to make the referral.

Outside Agency's Failure to Provide Transition Services

❑ If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, . . . the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

34 C.F.R. § 300.324(c)(1)

Points of Clarification

- If the participating agency does not attend the IEP meeting, the district is no longer required to take other steps to obtain participation of an agency in the planning of any transition services; however, the district is *then required to reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP*.
  - Cite the file in this area if the file lacks documentation to indicate the IEP Team reconvened after a participating transition agency did not attend the necessary IEP meeting.

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)

❑ 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)

Points of Clarification

- The IEP must have a statement for why the child will not participate in assessments and what alternate assessment they will take.
- Daily modifications and adaptations on child's IEP should be considered and included for assessments. Modifications for assessments and daily education should align.

Sample of Compliance

Michael will take his assessments in a small group setting. He will be given 10-minute breaks every 45 minutes. He may also repeat directions back to the proctor for reassurance of comprehension and having heard the needed material. He will have instructions and questions read to him, except for portions of the test that require the student to read.

Sample of Compliance

Debbie will not participate in the MCA-II 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.

34 C.F.R. § 300.324(b)(1)(i-ii)(A)

- ❑ The IEP Team revises the IEP, as appropriate, to address the results of any reevaluation conducted.

34 C.F.R. § 300.324(b)(1)(i-ii)(B)

- ❑ The IEP Team revises the IEP, as appropriate, to address information about the child provided to, or by, the parents.

34 C.F.R. § 300.324(b)(1)(i-ii)(C)

- ❑ The IEP Team revises the IEP, as appropriate, to address the child's anticipated needs; or other matters.

34 C.F.R. § 300.324(b)(1)(i-ii)(D)
34 C.F.R. § 300.324(b)(1)(ii)(E)

Points of Clarification

- An IEP team must ensure that the child's IEP is reviewed periodically, but not less than annually, to determine whether the annual goals for the child are being achieved.

- While reviewing the record, note documentation in the child's file, such as most recent ER or outside evaluation provided by the parents, that wasn't addressed. Determine if something was missed or factors were not considered within the IEP.
- Review or revision may be requested by parent or district in order to address new information regarding the child.
- Remember that special factors for behavior needs, language needs for children with limited English proficiency, Braille instruction and communication needs of deaf and hard of hearing children and assistive technology must be considered by the IEP Team and addressed in the IEP.

Transfer Students

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 not specific 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.
- Therefore, if the new district adopts the prior district's IEP that is not legally adequate, the file would be cited in this area.

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.

❑ 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)

Points of Clarification

- The purpose 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.