

# REFLECTIVE FRAMEWORK FOR INDIVIDUALIZED EDUCATION PROGRAM DEVELOPMENT



**Utah State Board of Education**

# Individualized Education Program Task Force Members

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# Purpose: Equitable Access to Grade-Level Content for Students with Disabilities

## Utah State Board of Education Special Education Rules – Purpose

I.A. PURPOSES (34 CFR § 300.1). The primary purposes of these Rules, consistent with Utah Code Annotated (UCA) Title 53E, Chapter 7, Part 2, Special Education Program; and the Individuals with Disabilities Education Improvement Act (IDEA), as amended; are: 1. To ensure that all students with disabilities ages 3 through 21 in Utah, including students with disabilities who have been suspended or expelled from school and students who have not graduated from high school with a regular high school diploma, have available to them a FAPE that emphasizes special education and related services, as specified on an Individualized Education Program (IEP) designed to meet their unique needs and prepare them for further education, employment, and independent living; 2. To ensure that the rights of students with disabilities and their parent(s) are protected; 3. To ensure that State standards are established for the provision of a FAPE to students with disabilities, as defined in these Rules; 4. To assess and ensure the effectiveness of efforts to educate students with disabilities; and 5. To provide a system for State reimbursement for disabilities program costs authorized under Utah school finance laws.

### Purpose

The “Reflective Framework for IEP Development” is designed to engage teams in a process that uses strengths-based data and observations to create Individualized Education Programs (IEP) for students that support access and progress with grade-level content standards. The intentional design of this document promotes the alignment between compliance and best practices. Each member of the IEP team is encouraged to use this document to ensure adherence to the Individuals with Disabilities Education Act (IDEA) and Utah’s Special Education Rules, while designing educational programs to meet individual student needs.

Each member of the team shares responsibility for the design and implementation of the IEP. While different members bring different strengths to the conversation, it is important that all voices are heard and included. True collaboration includes deep discussions about data, student strengths, and important grade-level content that will sustain student learning across years. Consideration for appropriate accommodations and modifications that allow for access to the Least Restrictive Environment (LRE) for each student.

## Design

The framework has six key components of the IEP process based on questions asked during an internal file review or an on-site monitoring review. The rule that corresponds to each component is broken down into checklist statements with a corresponding set of reflective questions for teams to consider as they develop each IEP aligned to the key competencies of the grade the student is enrolled. Connections to the implementation of evidence-based practices to ensure students with disabilities (SWD) are provided with specially designed instruction (SDI) and related services or supports are addressed.





## Present Levels of Academic Achievement and Functional Performance

### Utah State Board of Education Special Education Rules – Present Levels of Academic Achievement and Functional Performance

#### III.I.1.a.

1. Development, review, and revision of the IEP. a. In developing each student's IEP, the IEP Team must consider: (1) The strengths of the student; (2) The concerns of the parent(s) or adult student for enhancing the education of the student; (3) The results of the initial or most recent evaluation of the student, and (4) The academic, developmental, and functional needs of the student.

#### III.G.5.a.

5. The parent(s) of a student with a disability or adult student are participants along with school personnel in developing, reviewing, and revising the IEP for their student. This is an active role in which the parent(s) or adult student: a. Provide critical information regarding the strengths of the student and express their concerns for enhancing the education of the student;

#### III.J.2.a.

2. The IEP must include: a. A statement of the student's present levels of academic achievement and functional performance (PLAAPF), including: (1) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same grade-level curriculum as for non-disabled students); or (2) For preschool students, as appropriate, how the disability affects the student's participation in appropriate activities; and (3) For students who are blind, the results obtained from a braille-related or braille skills assessment;

## Checklist and Reflective Questions – Present Levels of Academic Achievement and Functional Performance

Checklist	Reflective Questions
<p>✓ A statement of the student’s present (current) levels of academic achievement and functional performance is included (e.g., data).</p>	<ul style="list-style-type: none"> <li>❖ How have the language and communication needs of the student been addressed by the team?</li> <li>❖ How is data supporting the student’s strengths and guiding the team’s instructional decision-making?</li> <li>❖ Does the present level statement include current academic and functional achievement data as well as data on other areas of need (e.g., transition, social emotional learning, behavior, etc.)?</li> <li>❖ How can we include information about the student’s level of self-advocacy/self-determination to support the student’s success in the general education classroom?</li> </ul>
<p>✓ A statement of how the student’s disability affects the student’s involvement and progress in the general curriculum is included (the same curriculum as nondisabled peers).</p>	<ul style="list-style-type: none"> <li>❖ What input have we received from the required team members? (For example: parent(s) of the student or adult student, regular education teacher, special education teacher or special education provider, LEA representative, an individual who can interpret evaluation results, the student, when appropriate).</li> <li>❖ How do the disability-related characteristics (including strengths) affect involvement and progress in the general education curriculum?</li> <li>❖ How does the impact statement address the student's strengths and needs and provide the specific instructional supports necessary to increase access to grade-level content?</li> <li>❖ How will the identified related services, accommodations, or modifications support the student’s IEP goals?</li> </ul>
<p>✓ Multiple data are used to identify the student’s current strengths. *Note: This question is not currently monitored during a monitoring visit.</p>	<ul style="list-style-type: none"> <li>❖ What multiple data sources were used to identify the student’s current strengths (be sure this includes input from parents, the student, and all IEP team members)?</li> <li>❖ How will we be able to use the student’s strengths to support growth in the identified areas of need?</li> </ul>

## Special Factors

### Utah State Board of Education Rules – Special Factors

#### III.I.1.b.

b. The IEP Team, in conducting a meeting to develop, review and, if appropriate, revise a student's IEP, must consider the following special factors: (1) In the case of a student with limited English proficiency (LEP), consider the language needs of the student as those needs relate to the student's IEP; (2) In the case of a student who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student; (a) Prior to determining whether a blind student should use braille as the primary reading mode, the student's IEP Team must be provided (through pertinent literature or discussions with competent braille users and educators, or both) with detailed information about the use and efficiency of braille as a reading medium, in order to make an informed choice as to the student's primary reading. (3) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; (4) Consider whether the student needs assistive technology devices and services in school and on a case-by-case basis, in a student's home or other setting; and (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavior interventions and supports, and other strategies, to address that behavior.



## Checklist and Reflective Questions – Special Factors

Checklist	Reflective Questions
<p>✓ English Language proficiency has been considered and, if needed, is addressed in the IEP.</p>	<ul style="list-style-type: none"> <li>❖ How has the spoken language in the home been addressed and how have barriers been removed?</li> <li>❖ Was a language screener administered and how were the results used to address interventions?</li> <li>❖ How has the team used the data from the WIDA assessment to determine if language is a factor?</li> <li>❖ What input has been provided by the multi-language learner (MLL) specialist regarding language acquisition and the impact on the student’s learning?</li> <li>❖ What language support is the student receiving to ensure access to learning across the school setting?</li> </ul>
<p>✓ Braille and the use of braille has been considered and, if needed, is addressed in the IEP.</p>	<ul style="list-style-type: none"> <li>❖ How is the team considering the student’s proficiency in braille, and how will braille be addressed in the IEP?</li> <li>❖ How can braille be used in the classroom to help the student progress in the curriculum, and how can the braille instructor support the classroom teachers?</li> <li>❖ How can the Utah Schools for the Deaf and Blind (USDB) support us in evaluations and instruction?</li> </ul>
<p>✓ Behavior has been considered and, if needed, is addressed in the IEP.</p>	<ul style="list-style-type: none"> <li>❖ How are the social and emotional needs of the student being met?</li> <li>❖ How has the team considered student behavior and the impact on learning and participation with peers without disabilities?               <ul style="list-style-type: none"> <li>➤ Have we included behavior data in the IEP, and are the data measurable, objective, and quantitative?</li> <li>➤ Has the team considered goals and/or accommodations to 1) address communication needs as they relate to behavior, and 2) teach an appropriately selected replacement behavior?</li> <li>➤ Should the team consider a Functional Behavior Assessment (FBA) and/or a Behavior Intervention (BIP) for this student, either because 1) we have documented previous behavior interventions that have not resulted in improvement in the behavior as measured by our data, or because 2) the student’s behavior presents a safety risk to themselves or others?</li> </ul> </li> </ul>
<p>✓ Communication has been considered and, if needed, is addressed in the IEP.</p>	<ul style="list-style-type: none"> <li>❖ How does the student’s ability to communicate affect the student’s learning (e.g., academic, social and emotional, behavioral)?</li> <li>❖ How does the student’s ability to comprehend spoken language affect the student’s ability to learn, participate, and demonstrate knowledge?</li> </ul>

Checklist	Reflective Questions
	<ul style="list-style-type: none"> <li>❖ Where has the student found success in speaking/writing?</li> <li>❖ What accommodations have been considered to support access to grade-level instruction and peer groups?</li> <li>❖ What additional communication (expressive and receptive) supports are needed or have been considered and who will provide them (when, where, and how)?</li> </ul>
<ul style="list-style-type: none"> <li>✓ Assistive technology has been considered and, if needed, is addressed in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>❖ How has the team addressed the student’s need for assistive technology; has the student had an assistive technology evaluation?</li> <li>❖ What options for assistive technology has the team presented to parents? Has the team considered the accessibility, feasibility, usefulness, and generalization of assistive technology recommendations?</li> <li>❖ Have we considered all types (both low-tech and high-tech) of assistive technology devices, including any piece of equipment used to increase, maintain, or improve functional capabilities of a student with disabilities?</li> </ul>

# Individualized Education Program Goals

## Utah State Board of Education Rules – Individualized Education Program Goals

### III.J.2.b.

2. The IEP must include: b. A statement of measurable annual goals, including academic and functional goals designed to: (1) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the grade-level general education curriculum; and (2) Meet each of the student's other educational needs that result from the student's disability;

### III.J.2.c.

2. The IEP must include: c. For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement standards (i.e., Essential Elements): (1) Notification to the parent(s) or adult student that the student's academic achievement will be measured through an assessment of the grade-level Utah alternate achievement standards and how participation in such alternate achievement assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; and (2) A description of benchmarks or short-term objectives for each annual goal;

## Checklist and Reflective Questions – Individualized Education Program Goals

Checklist	Reflective Questions
<p>✓ The IEP goals address all areas of educational need outlined in the PLAAFP.</p>	<ul style="list-style-type: none"> <li>❖ How does the data from the PLAAFP support the student’s strengths in connection to accessing grade-level content in order to make meaningful progress?</li> <li>❖ How is the input of all stakeholders reflected in the IEP goals?</li> <li>❖ How are the goals aligned to the student’s strengths and needs?</li> <li>❖ How are student voice and choice used in the IEP goal, and how will this promote positive dispositions?</li> </ul>
<p>✓ There is a statement of a specific academic and/or functional skill or behavior needed to achieve the goal.</p>	<ul style="list-style-type: none"> <li>❖ What are the specific, prerequisite, and/or discrete skills or practices a student must acquire to demonstrate the key competencies of the grade?</li> <li>❖ Is the scope of the goal specific to the grade level while also being significant enough to last the year?</li> <li>❖ How will the student know the identified learning and behavior goals are being met?</li> </ul>
<p>✓ There is a statement of what the student will reasonably be expected to accomplish within the year.</p>	<ul style="list-style-type: none"> <li>❖ How does the statement include specific measurable skills that lead to the overarching IEP content goals?</li> <li>❖ How are the goals personalized to meet the needs of this student?</li> <li>❖ How are the goals appropriately ambitious for meeting long term outcomes with clearly defined learning trajectories?</li> </ul>
<p>✓ For eligible students with significant cognitive disabilities who receive instruction and support through grade-level alternate achievement standards, there is a description of benchmarks or short-term objectives for each annual goal.</p>	<ul style="list-style-type: none"> <li>❖ How are the benchmarks related to the grade-level alternate achievement standards (i.e., Essential Elements)?</li> <li>❖ How do the short-term objectives support the trajectory of learning to meet the benchmark goals?</li> </ul>

## Specially Designed Instruction & Service Time

### Utah State Board of Education Rules – Specially Designed Instruction & Service Time

#### III.J.2.e.

2. The IEP must include: e. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student: (1) To advance appropriately toward attaining the annual goals; (2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and (3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section;

#### III.J.2.h.

2. The IEP must include: h. The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.

#### I.E.43.

43. *Scientificallly-based research* means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that a. Employs systematic, empirical methods that draw on observation or experiment; b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators; d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls; e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

#### I.E.46.

46. *Special education* means specially designed instruction, at no cost to the parent(s) or the adult student, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education. Special education services are services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion.

*At no cost* means that all specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to nondisabled students or their parent(s) as part of the regular education program.

**I.E.47.**

47. *Specially designed instruction (SDI)* means adapting, as appropriate to the needs of an eligible student under these Rules, the content, methodology, or delivery of grade-level core curriculum instruction in order to: a. Address the unique needs of the student that result from the student's disability; and b. Ensure access of the student to the grade-level core/general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students. (1) The IEP Team may determine the use of the grade-level alternate core standards (i.e., Essential Elements), for a student with a significant cognitive disability as defined in R277-705-2(8). (2) Other alternate or modified academic achievement standards are prohibited.



## Checklist and Reflective Questions – Specially Designed Instruction and Service Time

Checklist	Reflective Questions
<ul style="list-style-type: none"> <li>✓ List of special education services is provided to align with the goals of the student's IEP.</li> </ul>	<ul style="list-style-type: none"> <li>❖ How do the services support the student goals in a way that allows the student to access the grade-level material?</li> <li>❖ What services must be included in order to provide specially designed instruction to meet the student's identified needs and ensure progress in the appropriate educational setting/content?</li> </ul>
<ul style="list-style-type: none"> <li>✓ The IEP states the location of the special education services by type of setting.</li> </ul>	<ul style="list-style-type: none"> <li>❖ How is the Least Restrictive Environment (LRE) being addressed and implemented in the goals?</li> <li>❖ How has the team determined what the student needs to be successful in the general education classroom (or other LRE)?</li> <li>❖ How can this goal be addressed in the general education classroom with additional services and supports?</li> </ul>
<ul style="list-style-type: none"> <li>✓ IEP states the amount of time and frequency of services.</li> </ul>	<ul style="list-style-type: none"> <li>❖ How is the team looking at data to determine the time for SDI being delivered? Has the learning environment in which the student receives instruction been considered?</li> <li>❖ How have stakeholders (general ed and special ed) collaborated to identify the target areas and SDI needed to ensure student success with the IEP goals?</li> </ul>
<ul style="list-style-type: none"> <li>✓ IEP addresses the related services provided to the goals of the student's IEP.</li> </ul>	<ul style="list-style-type: none"> <li>❖ What data or evidence is necessary to ensure the related services support the student's goals?</li> <li>❖ How are these related services assisting the student to benefit from special education?</li> </ul>
<ul style="list-style-type: none"> <li>✓ IEP addresses the location of related services by type of setting.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Does the scheduling for related services consider the student's participation with same-aged peers or Tier 1 instruction?</li> <li>❖ What considerations are being used by the team to determine the location of related services?</li> </ul>
<ul style="list-style-type: none"> <li>✓ The amount of time and frequency of related services is stated.</li> </ul>	<ul style="list-style-type: none"> <li>❖ How does the service time reflect what the student needs in order to make meaningful progress vs. what the master calendar allows?</li> <li>❖ Has the general education teacher provided input on the amount of time the student needs services to make progress?</li> <li>❖ What has the team discussed to determine the appropriate time for the student to receive related services in order to minimize the impact of the student missing core content classroom lessons?</li> </ul>

# Accommodations & Modifications

## Utah State Board of Education Rules – Accommodations & Modifications

### III.J.2.e.

2. The IEP must include: e. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student: (1) To advance appropriately toward attaining the annual goals; (2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and (3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section;

### III.J.2.g

g. A statement of: (1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and (2) If the IEP Team determines that the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why: (a) The student cannot participate in the regular assessment; and (b) The particular alternate assessment selected is appropriate for the Student;

## Checklist and Reflective Questions – Accommodations & Modifications

Checklist	Reflective Questions
<p>✓ IEP addresses supplementary aids, services, program modifications, or supports provided to align with the student's IEP.</p>	<ul style="list-style-type: none"> <li>❖ What accommodations could be provided, tapping into a student's strengths, that would allow involvement in the general education class?</li> <li>❖ What input has the general education teacher provided about the interventions and support available for the student in the general education setting?</li> <li>❖ What input has the team, including the parent and student, discussed about accommodations and modifications that have worked for the student in making progress toward the annual goals? How is the team explicitly defining accommodations or modifications, and how and when they will be used (e.g., accommodations for assessment align to what is being used in daily instruction)?</li> <li>❖ How will the team communicate to students, parents, and teachers when a modification has been made and how it will impact access to grade-level content?</li> </ul>
<p>✓ IEP lists the supplementary aids, services, program modifications, or supports provided to enable the student to be involved and make progress in the general curriculum.</p>	<ul style="list-style-type: none"> <li>❖ What input from the student is being considered in program design?</li> <li>❖ How is data on implementation and use of supplementary aids, services, and program modifications being analyzed and adjusted to ensure appropriateness and impact on outcomes?</li> <li>❖ How are the supplementary aids, services, and program modifications being addressed across settings to ensure student access and involvement?</li> </ul>
<p>✓ IEP states the frequency of supplementary aids, services, program modifications, and/or supports.</p>	<ul style="list-style-type: none"> <li>❖ What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)?</li> <li>❖ How has “as needed” under frequency been documented, how will it be determined, and how will it be communicated to service providers?</li> </ul>
<p>✓ IEP states how the student will participate in the statewide assessment.</p>	<ul style="list-style-type: none"> <li>❖ How is the team utilizing the Utah Participation and Accommodations Policy to determine which accommodations are allowed on specific statewide assessments?</li> <li>❖ What data supports the decision whether “standard administration-SA”, “participate with accommodations-PA”, etc. is most appropriate for the student on statewide assessments?</li> <li>❖ What input from the student is being considered?</li> <li>❖ If the student is participating in the alternate assessment what data is utilized to support this determination?</li> </ul>

Checklist	Reflective Questions
<p>✓ The IEP explains a) why the student cannot participate in the regular assessment and b) why the particular alternate assessment selected is appropriate.</p>	<ul style="list-style-type: none"><li>❖ What data has the team considered to determine that the student has a significant cognitive disability?</li><li>❖ What are the regular assessments and what data supports that they would not be appropriate for the student?</li><li>❖ In what ways are the alternate standards and alternate assessment appropriate for the student?</li></ul>

# Transition

## Utah State Board of Education Rules – Transition

### Transition from early intervention (Part C) to special education preschool (Part B) of the IDEA (Utah State Board of Education Special Education Rules VII.A)

- (1) At the beginning of each school year, each local education agency (LEA) must have an individualized education program (IEP) in effect for each student with a disability, ages 3 through 5, within its jurisdiction.
- (2) By the eligible student's third birthday, an IEP has been developed and is being implemented for the student;
- (3) If a student's third birthday occurs after the end of the school year, the student's IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year; and
- (4) In developing the IEP for a student with a disability ages 3 through 5 (or at the discretion of the LEA, a two-year-old student with a disability who will turn age three during the school year), the IEP Team must consider the contents of an Individualized family Service Plan (IFSP) that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills.
- (5) In the case of a student who was previously served under Part C of the IDEA, an invitation to the initial IEP meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.

#### III.J.2.i.

2. The IEP must include: i. A statement of school to post-school transition services. For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills; and (2) The transition services (including courses of study) needed to assist the student in reaching those goals.

### VII.B. TRANSITION SERVICES—SCHOOL TO POST-SCHOOL

1. Purpose (34 CFR § 300.1). To ensure that all students with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
3. Parent or adult student participation (34 CFR § 300.322). For a student with a disability age 14 and older, or younger if determined appropriate by the IEP Team, the notice of meeting must indicate: a. That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student; b. That the LEA will invite the student; and c. Identify any other agency that will be invited, with the consent of the parent(s) or adult student, to send a representative.
4. IEP Team (34 CFR § 300.321). For an IEP Team meeting that includes as a purpose the development of a transition plan: a. The LEA must invite the student with a disability to attend the student's IEP meeting if a purpose of the meeting will be the consideration of the post- VII. Transitions 127 secondary goals for the student and the transition services needed to assist the student in reaching those goals. b. If the student does not

attend the IEP meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered. c. To the extent appropriate, with the consent of the parent(s) or adult student, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

5. Definition of IEP (34 CFR § 300.320(b)). a. Transition services. For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) Realistic and reasonable measurable postsecondary goals based upon annual age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills; (2) Transition services, including multi-year courses of study, that will reasonably enable the student to reach the post-secondary goals identified on the IEP; (3) Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed. If the student does not attend the IEP meeting, the IEP Team must take other steps to ensure the student's preferences and interests are considered; (4) If appropriate, evidence that a representative of any participating agency that might be providing or paying for any transition services was invited to the IEP Team meeting with written consent of the parent or adult student prior to the meeting; and (5) Any modifications to graduation requirements, as permitted under R277- 700. b. Students with disabilities must have access to school counselors for the purpose of planning and must be actively invited and included (when appropriate) in school activities which address course planning (including online courses), graduation, and post-secondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment).

### **V.U.1.**

1. When a student with a disability reaches the age of majority under State law (i.e., age 18) that applies to all students, except for a student with a disability who has been determined to be incompetent under State law, or the student with a disability marries or becomes emancipated: a. The LEA must provide any notice required by Part B of the IDEA to both the individual and the parent(s); and b. All other rights accorded to parents under Part B of the IDEA transfer to the student; c. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution; and d. Whenever a state transfers rights, the LEA must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.



## Checklist and Reflective Questions – Transition

Checklist	Reflective Questions
<p>✓ A transition assessment is complete (for all students 14 or older) and used to develop postsecondary goals.</p>	<ul style="list-style-type: none"> <li>❖ How did the team consider using <a href="#">assessments from different domains</a> (e.g., self-determination, college readiness, career interests, adult living skills)?</li> <li>❖ How are teachers, school counselors, families and the student collaborating to conduct transition assessments related to specific content areas and college/career readiness?</li> <li>❖ How are transition assessments summarized in the PLAAFP?</li> </ul>
<p>✓ The student was invited to the IEP meeting to consider postsecondary goals and transition services.</p>	<ul style="list-style-type: none"> <li>❖ How does our LEA prepare students to understand and participate in the IEP process?</li> <li>❖ How are students actively <a href="#">participating in or leading their transition IEP meetings</a>?</li> </ul>
<p>✓ IEP goals are related to transition service needs.</p>	<ul style="list-style-type: none"> <li>❖ How do the annual IEP goals align with the areas of need resulting from the transition assessment?</li> <li>❖ How are the annual IEP goals related to the transition service needs?</li> </ul>
<p>✓ There is a measurable postsecondary goal for education/training.</p>	<ul style="list-style-type: none"> <li>❖ How are the assessment results used in generating the postsecondary goal in education and training with student input (based on preferences and interests)?</li> <li>❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in education and training?</li> <li>❖ How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary education and training?</li> </ul>
<p>✓ There is a measurable postsecondary goal in employment.</p>	<ul style="list-style-type: none"> <li>❖ How are the assessment results used in generating the postsecondary goal in employment with student input (based on preferences and interests)?</li> <li>❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in employment?</li> <li>❖ How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary employment?</li> </ul>
<p>✓ A measurable postsecondary goal for independent living is considered.</p>	<ul style="list-style-type: none"> <li>❖ How are the assessment results used in generating the postsecondary goal for independent living with student and family input (based on preferences and interests)?</li> <li>❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in independent living?</li> </ul>

Checklist	Reflective Questions
	<ul style="list-style-type: none"> <li>❖ How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary independent living?</li> </ul>
<ul style="list-style-type: none"> <li>✓ Education/training transition service(s) is(are) listed to reasonably enable the student to reach the postsecondary goal(s).</li> </ul>	<ul style="list-style-type: none"> <li>❖ What <a href="#">evidence-based transition predictors</a> are being implemented for the student to improve post school outcomes for education and training?</li> <li>❖ How is the team using the <a href="#">Pre-ETS activity guide</a> and <a href="#">USB E Transition Services Examples</a> document when considering transition services for the student?</li> <li>❖ How are we providing instruction in the <a href="#">differences between IDEA, Section 504, and ADA</a>?</li> </ul>
<ul style="list-style-type: none"> <li>✓ Employment transition service(s) is(are) listed to reasonably enable the student to reach the postsecondary goal(s).</li> </ul>	<ul style="list-style-type: none"> <li>❖ What <a href="#">evidence-based transition predictors</a> are being implemented for the student to improve post school outcomes in employment?</li> <li>❖ How is the team using the <a href="#">Pre-ETS activity guide</a> and <a href="#">USB E Transition Services Examples</a> document when considering transition services for the student?</li> <li>❖ How are we ensuring students have work-based learning experience before leaving high school? (i.e., <a href="#">Career Development Credential</a>)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Independent living transition service(s) is(are) considered/listed to reasonably enable the student to reach the postsecondary goal(s).</li> </ul>	<ul style="list-style-type: none"> <li>❖ What <a href="#">evidence-based transition predictors</a> are being implemented for the student to improve post school outcomes for independent living?</li> <li>❖ How are independent living assessments used as the foundation to determine whether the student will need independent living postsecondary goals (PSGs) or services?</li> <li>❖ How is our team considering independent living services in the areas of self-advocacy, self-determination, adult living skills, and executive functioning?</li> </ul>
<ul style="list-style-type: none"> <li>✓ The IEP states if the transition services are likely to be provided or paid for by any other agency.</li> <li>✓ The parent or adult student’s consent was obtained prior to inviting an agency representative to the meeting.</li> <li>✓ The agency representative was invited to the IEP meeting.</li> </ul>	<ul style="list-style-type: none"> <li>❖ How does our <a href="#">LEA collaborate to braid services</a> with adult agencies and community partners for the student?</li> <li>❖ How are parents informed of the <a href="#">services available</a> and the eligibility processes of the various adult agencies?</li> <li>❖ How is our LEA collaborating with outside agencies that could provide support or services to transition-age students? (<a href="#">Utah Statewide Resources</a>)</li> </ul>

Checklist	Reflective Questions
<p>✓ The transition plan includes a multi-year course of study that will reasonably enable the student to reach the postsecondary goals.</p>	<ul style="list-style-type: none"> <li>❖ How does the team ensure that there are high expectations for the student’s course of study, including concurrent enrollment and AP classes where appropriate?</li> <li>❖ How has the team considered CTE pathways and internships for the student?</li> <li>❖ How does the team, including school counselors, ensure the IEP course of study aligns with the student’s College Career Readiness (CCR) plan?</li> </ul>
<p>✓ There is documentation at least one year before the student turns 18 informing the student, parent, and LEA of the transfer of rights.</p>	<ul style="list-style-type: none"> <li>❖ What are our LEA’s procedures for ensuring parents and students are informed of and understand the upcoming transfer of rights?</li> </ul>
<p>✓ The LEA provided notice that all rights accorded to the parent under Part B have transferred to the student now that the student has reached the age of 18, has become married, or emancipated.</p>	<ul style="list-style-type: none"> <li>❖ How do we provide <a href="#">information and resources</a> to parents about available options to support their adult student?</li> </ul>