

## FAQ – IEP Compliance Training

### 11/28/23, 12/5/23, 12/7/23, 2/5/24

#### Assessments

1. When completing the section for district assessments (e.g. DIBELS, etc.), would you just select state testing with accommodations used in instruction?
  - a. There are two different areas on the Assessment page. The first is for State assessment. Select the appropriate option for accommodations if state assessment will be taken. The second is for district assessments. Select the appropriate option for accommodations for district assessments.
2. How can we write appropriate accommodation(s) for additional time on a test when the tests are timed?
  - a. Extra time cannot be given as an accommodation for tests that have specific timed requirements. You must investigate if the test can be accommodated without challenging the purpose of the test. Extra time accommodations can be provided in appropriate circumstances.
3. If the student is in K-2 and is identified as an English Learner (EL), do we have to fill out the full alternate assessment eligibility form after determining that the student does not have a cognitive disability? Do we have to complete the alternate assessment form for a 3<sup>rd</sup>-6<sup>th</sup> grade student if we are not concerned about their cognitive ability?
  - a. The whole form must be completed. This is a discussion the whole IEP team needs to have based the student's current needs regardless of grade level or previous eligibility status.
4. Are we going to get info on Alternate Assessment for K-2 benchmark?
  - a. Reach out to your site assessment coordinator for information.
5. Are there any situations when a student can be exempt from assessments, including alternate assessments (e.g. visually impaired who just started braille instruction)?
  - a. No. Therefore, teams will need to work with their Academic and Procedural Specialists to ensure students are getting access to instruction and appropriate accommodations are selected.

#### AZELLA specific

6. Who do we contact to figure out if a student learning English as a second language needs to take the Alternate English Language Proficiency Assessment (ELPA) or AZELLA?
  - a. If the student has been identified as an English language learner, the IEP team would complete the alternate assessment eligibility form to determine if the student will take the Alternate ELPA or the AZELLA. Information from the Home Language Survey (HLS) would be in IC.
7. If the student is in K-2<sup>nd</sup> grade and speaks English as primary language, what do you indicate on the Assessment section?
  - a. If the student is English **only** – all responses on the Home Language Survey indicate English – then you would indicate state testing is “Not age appropriate”.

Information about the English Language Learner Program can be found on the CUSD website at: [English Language Learner Program / English Language Learner Program \(cusd80.com\)](https://www.cusd80.com/English-Language-Learner-Program/)

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#### **ESY**

1. What does it mean to be in a ‘critical stage of development?’ Can this be explained further? Explain “critical stage of development” and provide examples of incorrect wording. How is this related to ADLs – is it only related to ADLs? What is an essential skill? Are all goals essential? If regression is shown by data, is it an automatic ESY?
  - a. You may find information about ESY on the ADE website in the AZ-TAS document: [ESY FINAL.pdf \(azed.gov\)](#)
  - b. A student’s performance is at a breakthrough and a lapse in service would significantly jeopardize progress on the goal or goals targeted. This is to be considered based on data and in light of the student’s unique circumstances. This is also explained in the Extended School Year Process/Procedure on the CUSD Special Education website: [Extended School Year Services.pdf \(cUSD80.com\)](#)
  - c. A critical skill is defined as an academic, social, functional, or behavioral skill that is related to an IEP goal and is critical to the student’s overall school and community functioning. [Id. pg. 5] Not all goals on a student’s IEP are necessarily critical skills. It is incumbent on the IEP team to make “a determination if the student’s IEP contains critical skills that need ESY services in order to ensure [a] FAPE to the student. (ADE FAQs) – These are referred to as essential skills in e-IEP PRO
2. Could the Student Services Department reach out to staff in advance to create a pool of employees to provide ESY during any/all breaks, before and after school, and during summer break?
  - a. The district begins posting summer ESY positions during the second semester. As for staff to provide services during other times, the site should work directly with their procedural specialist to determine options.

#### **General Education Teacher/Dean Training**

1. Will the Student Services Department train the general education teachers (per site administration/district, as needed)? Would it be possible to have IEP compliance training that includes general education teachers in an effort to support collaboration among special education and general education staff, as well as help general education teachers gain an understanding of the input needed from them?
  - a. Student Services recommends that each site’s special education staff work with site administration to ensure the general education staff have an understanding of what is required to develop a compliant IEP and how general education staff can contribute appropriate/necessary information. Procedural Specialists are willing to work with administrators and sites to share this information and offer training.
2. Will Deans/APs be provided with this training?
  - a. We will discuss this as a department.

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### IEP

1. Who is responsible for getting clarification about a transfer IEP from the previous district?
  - a. The home school site determines who the service coordinator is, and the team should work together to gather the necessary information.
2. How can we advocate for teachers who are not comfortable translating their own IEP meetings?
  - a. Use the translation/interpretation service provided by the Federal Programs. Notify your administrator if you are not comfortable translating/interpreting.
3. What questions should be asked to parents before an IEP meeting to gather their input?
  - a. Academic related information, Functional performance related information from the parent lens as it relates to educational participation to ensure parents have meaningful participation as part of the IEP team.
4. If behavior impedes progress in the general curriculum, should I indicate that by checking the box in the PLAAFP and completing the additional prompts after that, even if the behaviors are considered a part of the student's disability?
  - a. Yes, if behaviors are adversely impacting progress in the general curriculum, this should be noted in the PLAAFP and the box checked for "Behavior does significantly and adversely impact the progress in the general curriculum". Then the following boxes should be completed to outline the plan and how these behaviors should be addressed.
5. Can a preschool version of a general education teacher input form be added to the CUSD website?
  - a. If an example is provided, we would be happy to upload it to our website.
6. Can you send a link to teacher input forms (PLAAFP) on the website?
  - a. [Special Education / Student Services / Forms \(cusd80.com\)](https://www.cusd80.com/Special-Education-Student-Services-Forms)
7. Can physical development be added to the general education PLAAFP input forms on CUSD sped website?
  - a. You may download and edit the forms on the website to meet your need.
8. How can we get more comprehensive quantitative data from our general education teachers for input on IEPs?
  - a. Consider if the information requested on the current input form is specific and asks for what is needed? If appropriate information is not provided despite your attempts, speak to your site administration about this concern.
9. Can the teacher input form be updated to condense reading, writing, math and utilize checklists (i.e. mastered, developing, area of concern) into checkboxes aligned with present levels and align social/emotional with report cards (e.g. bx checklist) in IC?
  - a. You/your team are able to edit the example forms on our website to meet your specific needs.
10. Is it ok to include multiple elements of writing a paragraph, (capitalization, punctuation, spacing, grammar, while staying on topic) in one single goal? Using a rubric that is teacher made with \_\_\_\_% accuracy.
  - a. Per ADE guidance, this would not be a compliant goal. More information about this can be found at: <https://www.azed.gov/sites/default/files/2015/10/iep-goals-powerpoint-slides.pdf?id=561e9bf1aadebe0cf43b04f2>
11. Should the quarterly progress report date align with report cards (e.g. 12/22/23) OR the last day of school for students (e.g. 12/21/23)?
  - a. The date should align with the date report cards are provided. Since data entered is live in e-IEP PRO the moment you enter and click save, this should not be finalized until the day report card grades are entered.

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12. Do we average data points for all 9 weeks in a quarter, or just the last 4 weeks to show accurate progress?
  - a. Data from the applicable reporting period should be reflected. For further clarification, reach out to your Procedural Specialist.
13. For initial preschool IEPs, when the eval team indicates baselines of 0%, teams need more information to ensure goals/baselines are written compliantly.
  - a. Student services will address this with the Child Find Team and review need for training with site staff.
14. How do we document assistive technology (AT) accommodations when the team determines these would be required “as needed”?
  - a. Accommodations that are required “as needed” that do not have a specific amount of time per day in specific locations in which they are required, would be documented on the accommodations page of the IEP.
15. If I use universal accommodations for all students in a specialized classroom that might be considered specific accommodations in a general education classroom, should I still include them in the PLAAFP?
  - a. Accommodations provided to students should not be based on the setting in which the student receives special education services. Accommodations listed should be those required in order for the student to access the general education curriculum and state/district-wide assessment.
16. Can you write academic accommodations for SLI?
  - a. Yes.
17. Are locations for Supplementary Aids/AT and Services a dropdown or can you type them in? Are different line items needed to represent different locations?
  - a. The location for Supplementary Aids/AT and Services for Students in e-IEP PRO are selected via drop-down. If a student has needs in different settings (i.e. general education classroom, special education classroom), then the team needs to determine how often the service/aid is needed in each setting, and who the provider will be in each setting. This would require multiple lines be added for each aid/service.
18. When entering activities of daily living (ADL) in Supplementary Aids/AT and Services, should they be listed on one line with additional information for each area of need indicated in the Clarification box, or should they all be listed separately with a specific location, duration, and frequency for each?
  - a. Each ADL area should be separated into individual lines in the IEP. A specific number of minutes should be indicated, not a range of minutes. Refer to the Guide Steps for requirements of location, frequency and duration of each service, related service, supplementary aid/service, supports for school personnel, and modifications.
19. What should be listed for ADL-toileting location?
  - a. This location does not refer to where the toileting would occur, but rather where the support for the ADL is.
20. Is it best practice to write 480 min/month, and pull a student 5 days per week in case things come up?
  - a. CUSD practice is to indicate service minutes per month. The frequency and duration line provides additional clarification regarding the specific number of minutes provided per session. The minutes of service should be directly related to the goal(s) developed for that area and reflect the amount of time necessary for specially designed instruction to be provided in order for the student to make appropriate progress.
21. Where would consult services be documented?
  - a. Consultation is a service that is provided from one adult to another, so it would be documented under Supports for School Personnel.

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22. Should a statement indicating that services will be provided “except during holidays, field trips, etc.” be included in the Clarification on the IEP?
  - a. This information is not relevant, nor specific to the student’s needs. We recommend that you **DO NOT** include this information in IEPs.
23. If you are in an IEP meeting and there is a need for a training, but you don’t know if that training is available in the district, what should you do?
  - a. Request to gather more information about the need and continue the IEP meeting. Once concluded, reach out to your Procedural Specialist. They will assist with the training options and how to document in the IEP and PWN.

#### SDI

1. What does SDI look like in a special education preschool program?
  - a. SDI is specific to student need and not based on a program. SDI is not one specific thing. As discussed in the training, SDI includes the strategies and methods used by teachers to instruct students with disabilities that are **different** than what is provided by the general education teacher. This can vary based on student need.
2. What statements/descriptions fit for special education preschool program?
  - a. SDI statements are specific to students. If you are looking for a description of a specialized preschool class, reach out directly to Alicia Arellano.
3. Where can I find a description of curriculum to describe what is being used in the IEP.
  - a. This information can be found on the CUSD Special Education website at: [Special Education / Student Services / Resource - Instructional Materials \(cusd80.com\)](#) and [Special Education / Student Services / Specialized Classroom - Instructional Materials \(cusd80.com\)](#)
4. Can we get preset pages on AAC for curriculum (Foundations, Touch Math, HMH).
  - a. Work with your site SLP and team to determine the appropriateness of this need for each individual student.

#### Other

1. What are the compliant timelines for signing the Provision of Services after an initial MET2 (eligibility), issuing a PWN, and then developing the IEP? (Refer to Timelines document on Special Education Website: [Timelines.pdf \(cusd80.com\)](#))
  - a. After MET2 meeting, PWN – legal requirement = reasonable amount of time; CUSD practice = 5 school days
  - b. Provision of Services signature – CUSD practice is to have parents sign the Consent for Initial Provision of Services following an initial eligibility to have an IEP developed.
  - c. IEP development – legally required to be developed within 30 calendar days of an initial eligibility and should not be developed in the same meeting as the eligibility determination.
  - d. Sign Initial Placement Statement after development of IEP – no legally required time, but services cannot be implemented until this is signed.
2. How can we ensure that parents understand to put their natural home language on the PHLOTE/Home Language Survey?
  - a. This will be handled by the attendance clerk through registration/enrollment.
3. Can we ensure the language survey date populates on the IEP?
  - a. If this date is not pulled from Infinite Campus (IC), the case manager is responsible for ensuring the information is added in the appropriate places on the special education paperwork.

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4. Please send out a completely compliant IEP as an example to all special education personnel (e-IEP PRO version)
  - a. Unfortunately, this is not possible due to different components required for each student and situation.
5. On the accommodations page, can there be preschool specific areas for location (i.e. preschool classrooms?)
  - a. This will be reviewed and requested through e-IEP PRO if needed.
6. Where can we find an outline of CUSD best practices?
  - a. This information is included in the Procedures and Processes listed on the CUSD Special Education website. [Special Education / Student Services / Processes and Procedures \(cUSD80.com\)](#)
7. What if parent does not want an interpreter but the team thinks it would be beneficial based on prior experiences in meetings?
  - a. Consider a conversation with the parent about the technical terms and information that will be reviewed and explain the benefits of having someone who is able to interpret this information be present.
8. Can the district assign a summer team to review and place students (mostly specialized classrooms) before they begin attending at a campus? It's not in the best interest of the students to make so many transitions and it makes parents angry.
  - a. Location assignments are made following the recommendation of an IEP team who has reviewed paperwork for compliance and cannot be made until all steps in the process are followed.
9. **Student information portal:** Which teachers have access to the Student Information Portal? Who can see which general education teachers are reviewing documents?
  - a. The general education teachers listed on the Student Profile in e-IEP PRO are brought in from Infinite Campus. It should be the teachers who are listed on the student's schedule in Infinite Campus. Logging into the Student Portal allows general education staff to see all students' IEP information sheets, BIPs, and 504 accommodations who are on their schedule.
  - b. There is a video in the e-training section under Portals related to this portal and what teachers can see. Report B-6 is a report of the date/time individual documents (i.e., IEP Info Sheet, Full IEP, BIP, 504 Accommodation Plan) have been accessed within the Student Information Portal (from 9/2/2018 and forward).

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**Reach out to your Procedural Specialist for answers to the following questions and situations:**

1. Where on the IEP do you address reading/writing/math needs for SLI students?
  - a. This would depend on the specific, unique situation of the student. Reach out to your procedural specialist.
2. How do we outline weaknesses in relation to grade level in the PLAAFP given that we need to address the pre-requisite skills prior to addressing the noted grade level weaknesses?
  - a. This would depend on the specific, unique situation of the student – reach out to your procedural specialist.
3. Can you pull some samples of good general education teacher input with both qualitative and quantitative data that we can share with teachers?
  - a. This information is individualized for the specific student and his/her needs so a general example would not be applicable.
4. If a general education teacher is going to be a specially designed instruction provider, how do you describe the reasoning for this decision?
  - a. Contact your Procedural Specialist for guidance.
5. Can we use a rotating schedule for inclusion/co-teaching? How would we reflect that in frequency and duration?
  - a. Reach out to your Procedural Specialist for guidance.
6. Provide clarity and additional information regarding EL.
  - a. Please reach out to your Procedural Specialist regarding the specifics of your request.
7. How do we fill out the alternate assessment section for a student who is not taking the AZELLA? How do we fill out the alternate assessment section for a student who is taking the AZELLA? Is there a difference on how you fill out the state assessment and AZELLA?
  - a. Contact your procedural specialist for student specific guidance. This will depend on the specific circumstances of the student.
8. How can ESY be provided as an extension to the school day rather than summer school for speech students?
  - a. This would depend on the specific, unique situation of the student – reach out to your procedural specialist.
9. If a general education teacher says “behavior significantly impacts performance” when gathering information for the MET, do we need to immediately consider an FBA/BIP on considerations page?
  - a. This would depend on the specific, unique situation of the student – reach out to your procedural specialist.
10. What do we do/check/write on IEPs in preschool and upon transitioning to kindergarten for a student in preschool whose Home Language Survey indicates languages other than English at home?
  - a. English learners must have documentation in the IEP regarding the consideration of language needs. This depends on the specific, unique situation of the student – reach out to your procedural specialist.
11. Where does the “second language acquisition is not a factor impacting this delay” statement from METs need to be inserted into the IEP?
  - a. English learners must have documentation in the IEP of the consideration of language needs. This would depend on the specific, unique situation of the student – reach out to your procedural specialist.
12. Can you remove areas of service before a re-evaluation if there is data to support it?
  - a. This guidance is student/case specific. Please reach out to your Procedural Specialist.

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13. Should CPI training be added to Supports for School Personnel on appropriate IEPs? How should this be documented, and will it make the training a requirement for the general education teacher if written in?
  - a. Yes, it can be put on an IEP under Supports for School Personnel. This requires a specific plan for each student. Contact your Procedural Specialist for guidance.
14. Can service minutes on an IEP be changed from 45-minute sessions, 5 days per week to 30 minute sessions, 4 days per week?
  - a. Service minutes are based on individual student need. Contact your Procedural Specialist for additional guidance.