

Individual Education Program (IEP) Form Guidance

The purpose of the IEP document is to provide a written record of the decisions made at an IEP meeting where parent(s) and school personnel jointly make decisions about the educational program for a student with a disability. The Minnesota Department of Education's (MDE) model IEP form provides a template for an IEP that is compliant with state and federal law and provides useful information for staff and parents. While not all sections of the model IEP are required for all students with disabilities, the failure to include certain required information may result in non-compliance and reduced effectiveness of instruction. This guidance will help staff ensure all required information is included in students' IEPs so that the district's efforts to educate students with disabilities are effective.

IEP Information

Record the name and number of the parent's resident school district or, if the parent enrolled the student in a charter school or open enrolled into another school district, the name and number of the charter school or open enrolled district. This information is important for tuition billing and other financial issues when more than one district is involved with a family.

Record the IEP meeting date (or date of the first of a series of meetings) on which the proposed IEP was reviewed or developed. This serves as a benchmark for aiding in determining when the proposed IEP should be served on the parents. It is important to remember that whenever an initial IEP is proposed or the IEP is proposed to be changed, it must accompany the prior written notice and parent consent/objection form.

IEP teams are required to review and revise the student's IEP as needed, but not less than once per year. A current IEP must be in effect at the beginning of each school year.

Record the date of the last comprehensive evaluation report. This provides assistance to the team by informing members of the age of the evaluation data used in developing the program, and in ensuring that evaluations occur not less than every three years.

IDENTIFYING INFORMATION

Record the student's name, MARSS number, and address. Record the parents' names and phone number(s), the relationship of the parent/guardian to the student and address(es) if different from the student or each other.

The student's gender should be recorded for assisting in reporting data. The student's grade for the year the IEP is in effect should be recorded as well as the student's date of birth. These can be useful data elements as well.

The student's school of attendance and the school district responsible for his or her education should also be recorded. If the student attends a charter school by choice, the name and number of the charter school are sufficient.

IEP TEAM

Districts are required to ensure that each IEP team includes the following required members:

- Parent(s) of the student, which may include a legal guardian, surrogate parent, and student if age 18 or older;
- At least one general education teacher (if the student is, or may be, participating in the regular education environment);
- At least one special education teacher of the student or where appropriate, not less than one special education provider. This person should be the person who is, or will be, responsible for implementing the IEP. For example, if the student's disability is a speech impairment, the special education teacher or special education provider could be the speech language pathologist. 34 C.F.R. § 300.321 cmts. at 71 F.R. 46670;
- A district representative who:
 - is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - is knowledgeable about the general education curriculum; and
 - is knowledgeable about the availability of resources of the public agency;
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and
- Whenever appropriate, the student.

The district must take steps to ensure that one or both parents are present at each IEP team meeting or are given the opportunity to participate. This means the district must:

- 1) Notify parents of the meeting early enough to ensure they will have an opportunity to attend; and
- 2) Schedule the meeting at a mutually agreed-upon time and place.

If neither parent can attend the IEP team meeting, the district must use other methods to ensure parent participation, including individual or conference telephone calls. A meeting may be conducted without a parent in attendance if the district is unable to convince the parents that they should attend. In this case, the district must keep a record of its attempts to arrange a mutually agreed-upon time and place, such as:

- 1) Detailed records of telephone calls made or attempted and the results of those calls;

- 2) Copies of correspondence sent to the parents and any responses received; and
- 3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

In addition to the required IEP team members listed above, the following team members must be invited to IEP meetings when the purpose of the meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals:

- The student, when appropriate; and
- With the consent of the parents, a representative of any participating agency that is likely to be responsible for providing or paying for transition services (the agency may designate the administrative designee of the IEP to also serve as the agency representative).

Minnesota Statutes, section 125A.515, subparagraph 5(b)(2) requires additional team members for students placed in care and treatment facilities. Refer to the statute for additional guidance.

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

A member of the IEP team may be excused from attending the IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

- the parent, in writing, and the public agency consent to the excusal pursuant to title 34, section 300.9, of the Code of Federal Regulations. This consent means that a parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication. The parent must understand and agree, in writing, to the carrying out of the activity for which his or her consent is sought, and the consent must describe that activity and list the records (if any) that will be released and to whom. Further, the parent must understand that the granting of consent is voluntary on the part of the parent and may be revoked at any time; however, if a parent revokes consent, the revocation is not retroactive; and
- the member submits, in writing, to the parent and the IEP team, input into the development of the IEP prior to the meeting.

CHILD'S PRIMARY DISABILITY CATEGORY

Check the box(es) for the disability category(ies) under which the student qualifies. This data is useful in reporting. It is not for purposes of programming, since programming is based on the particular student's needs, not the disability category under which they are eligible for an IEP.

PROGRESS REPORTING

Record when and how progress reports will be provided to parents, such as through the use of quarterly or other periodic report cards. Progress reports address the student's progress toward achieving the annual IEP goals. Progress reports must be provided to parents at least as often as parents are informed of their nondisabled student's progress.

Required Reporting Data

FOR AGENCY USE ONLY (Not part of IEP. See IEP instructions for code explanations.)

MARSS/Tuition Billing/Child Count data:

Primary Disability Code: _____

Federal Instructional Setting Code: _____

Documentation of the primary disability code is required for reporting purposes only. It is not part of the IEP or subject to IEP team discussion. Document the primary disability under which the student has been classified. The following chart shows the codes and relevant categories. In the case of a student qualifying under more than one disability category, the primary disability identifies the disability that requires the most services.

Primary Disability Codes

Disability Code	Definition
01	Speech/Language Impairment
02	Developmental Cognitive Disability: Mild-Moderate
03	Developmental Cognitive Disability: Moderate-Severe
04	Physical Impairment
05	Deaf – Hard of Hearing
06	Visually Impaired
07	Specific Learning Disability
08	Emotional/Behavioral Disorder
09	Deaf-Blind
10	Other Health Disability
11	Autism Spectrum Disorder
12	Developmental Delayed
14	Traumatic Brain Injury
16	Severely Multiply Impaired

Documentation of the federal instructional setting code is required for reporting purposes only and is not part of the IEP. The following charts provide the codes and their definitions for K-21 and 3-K ranges, respectively.

Federal Instructional Settings for Students K-Graduation or through age 21

Federal Instructional Setting Code	Definition
01	Learners receiving the majority of their education program in regular class. Includes students with disabilities receiving special education and related services outside the regular classroom for less than 21 percent of the school day.
02	Learners receiving education programs in resource room. Includes students with disabilities receiving special education and related services outside the regular classroom for 21-60 percent of the school day.
03	Learners receiving education programs in a separate class that includes students with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the school day. This DOES NOT include students who receive education programs in public or private separate day or residential facilities.
04	Learners receiving education programs in public separate day school facilities, including students with disabilities receiving special education and related services in public separate day school facilities for greater than 50 percent of the school day. <i>Note: This must be a specially designed facility/program for special education students only.</i>
05	Learners receiving education programs in private separate day school facilities at public expense for greater than 50 percent of the school day. <i>Note: This must be a specially designed facility/program for special education students only.</i>
06	Learners receiving education programs in public residential facilities for greater than 50 percent of the school day. <i>Note: This must be a specially designed facility/program for special education students only, i.e. State Academy for the Deaf and State Academy for the Blind.</i>
07	Learners receiving education programs in private residential facilities at public expense for greater than 50 percent of the school day <i>Note: This must be a specially designed facility/program for special education students only.</i>
08	Learners receiving education programs in homebound/hospital placement. Includes students with disabilities placed in and receiving education in hospital programs or homebound programs.

Federal Instructional Settings for Early Childhood Special Education Students Ages 3-Kindergarten Entrance

When determining instructional settings for children ages 3 through 5, use the following factors to decide which MARSS primary disability instructional setting to use when reporting each child.

Factors Used to Determine Federal Instructional Setting	Program Description	Federal Instructional Setting Used for Reporting Child
<p>Child DOES attend a regular early childhood program.</p>	<p>A regular early childhood (EC) program includes at least 50 percent non-disabled children.</p> <p>EC programs include, but are not limited to:</p> <ul style="list-style-type: none"> • Head Start; • Kindergarten; • Private preschool programs; • School Readiness; • Early Childhood Family Education; • Group child care; and • Reverse mainstream classrooms that include at least 50 percent children without disabilities. <p>Attendance at an early childhood program need not be funded by IDEA, Part B.</p> <p>Note on Transportation Time: The amount of time a child spends being transported from a regular EC program to another location to receive special education and related services SHOULD NOT be included in the calculation.</p>	<p>31 (In regular EC program at least 80 percent of the time);</p> <p>32 (In regular EC program 40-79 percent of the time); or</p> <p>33 (In regular EC program less than 40 percent of the time).</p> <p>When determining whether to report a child using these settings you must calculate the percentage of time the child spends in a regular EC program.</p> <p>The numerator for this calculation is the amount of time per week the child spends in a regular EC program. The denominator is the total number of hours the child spends in a regular EC program PLUS any time the child spent receiving special education and related services outside of a regular EC program. The result is multiplied by 100.</p>
<p>Child DOES NOT attend a regular early childhood program or kindergarten and DOES attend a special education program.</p>	<p>A special education program is one that includes less than 50 percent children without disabilities and includes, but is not limited to special instruction and related services provided in:</p> <p>Special education classrooms in:</p> <ul style="list-style-type: none"> • Regular school buildings; • Trailers or portable outside regular school buildings; • Child care facilities; • Hospital facilities on an out-patient basis; • Other community based settings; • Separate schools; and • Residential facilities. 	<p>41 (Separate Class);</p> <p>42 (Separate School)</p> <ul style="list-style-type: none"> • Includes a public or private day school designed specifically for children with disabilities; or <p>43 (Residential Facility)</p> <ul style="list-style-type: none"> • Residential school or inpatient medical facility.
<p>Child DOES NOT attend a regular early childhood program or a special education program and DOES receive some or all of his/her special education services in the home.</p>		<p>45 (Home)</p> <ul style="list-style-type: none"> • Includes children who receive some special education services in a service provider location • Includes babysitter's residence

Factors Used to Determine Federal Instructional Setting	Program Description	Federal Instructional Setting Used for Reporting Child
Child DOES NOT receive any special education services in an early childhood program, a special education program or the home.		44 (Service Provider Location)

PRESENT LEVEL(S) OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE, GOALS AND MEASUREMENT OF PROGRESS: (PLAAFP)

The foundation of the IEP is the statement of the student’s present levels of academic achievement and functional performance (PLAAFP). The PLAAFP must describe how the student’s disability affects his or her involvement in the general education curriculum. The general education curriculum is the same curriculum as for nondisabled students. If the student is a preschool student, the PLAAFP must describe how the student's disability affects his or her participation in appropriate activities. In addition, for student’s ages 14-21, the PLAAFP must address the present level of performance in each of the transition areas per Minnesota Rule 3525.2900. These areas may include work, recreation and leisure, home living, community participation, and postsecondary training and learning opportunities.

Measurable annual goals, with benchmarks or short-term objectives:

Measurable annual academic and functional goals drive the services in the IEP. For transition age students, the measurable postsecondary goals will drive the annual goals and activities. The measurable academic and functional goals should meet all of the student’s needs that result from his or her disability. The goals must include benchmarks or short-term objectives that will demonstrate whether the student is making progress toward the goal. The purpose of the goals is to enable the student to be involved in and make progress in the general education curriculum and to meet each of the student's other educational needs that result from the student's disability. See 34 C.F.R. § 300.320(a)(2)(i)(B).

Progress towards meeting this annual goal:

Describe progress made towards reaching this goal. Typically, the benchmarks or short-term objectives will identify how progress is measured. Progress reports must inform a parent of the extent to which the progress is sufficient to enable the student to achieve the goal by the end of the year. See Minn. R. 3525.2810. Use data and other means to summarize progress toward reaching the goal. In the sentence that states "Progress as of _____" enter the date(s) progress is reported, each time it is reported. This provides the baseline for future measurements of progress and forms a basis for determining if a revision of the goal is needed.

Student performance and measurement of progress:

In developing each student's IEP, the IEP Team must consider:

- 1) The strengths of the student;
- 2) The concerns of the parents for enhancing the education of their 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.
- 5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
- 6) In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
- 7) 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.
- 8) 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 communications 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.
- 9) Consider whether the student needs assistive technology devices and services.

The consideration of these different factors may be documented in either the IEP or the prior written notice, or both. An item documented in one part of the IEP is not required to be duplicated in another part of the IEP.

TRANSITION PLANNING

Transition services means a coordinated set of activities for a student with a disability that is designed to be within a results-oriented process. This process is focused on improving the academic and functional achievement of a student with a disability to facilitate the student'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. Transition services must also be based on the individual student's needs, taking into account the student's strengths, preferences, and interests. See 34 C.F.R. § 300.43.

Transition planning for a student with a disability must be included in the first IEP to be in effect by grade nine. Transition planning must be updated annually. Pursuant to Minnesota Statutes, section 125A.08(a)(1), in developing the transition plan, districts must inform parents of the full range of transitional goals and related services that should be considered. The plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded.

TRANSITION SERVICES

(Transition information to be updated annually)

A: Measurable Postsecondary Goals

As a part of transition planning, title 34, section 300.320(b)(1), of the Code of Federal Regulations, requires the IEP to include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to postsecondary education and training, employment, and where appropriate, independent living skills. Postsecondary goals are those goals that a student hopes to achieve after leaving secondary school. These postsecondary goals will drive the rest of the IEP since the purpose of the IEP is to prepare the student for further education, employment, and, where appropriate, independent living.

B: Courses of Study

In addition, title 34, section 300.320(b)(2), of the Code of Federal Regulations, outlines transition services, including courses of study, that are necessary to assist the student in reaching his or her postsecondary goals. The courses of study are not simply a recording of classes already taken, but should be a long range educational plan that is a projection of future course work. The courses of study that are taken, or those courses that are to be taken may include regular, career and technical, advance placement, and modified or specially designed instruction, as well as other educational experiences such as work-based learning. Record the school year of each set of courses completed or planned to be completed. The courses of study should show a direct relationship between the student's educational experience in high school and the student's measurable postsecondary goals.

C: Transition Services:

Transition services include instruction (i.e. specialized instruction, regular education, career and technical education), related services, community participation, the development of employment and other post-school adult living objectives, and if appropriate the acquisition of daily living skills and provision of a functional vocational evaluation. Transition services in this section are closely related to the student's annual goals with benchmarks or short-term objectives.

List activities for transition services in the second column that are needed to assist the student in accomplishing his or her measurable postsecondary goals. An activity can be done in collaboration with other participating agencies, including the student and family, and may not require specialized instruction.

As required in title 34, section 300.324 (c)(1), of the Code of Federal Regulations, if a participating agency, other than a school, fails to provide the transition services described in the IEP, the school must reconvene the IEP team to identify alternative strategies to meet those goals. In the last column, list the participating agency(ies) who will provide transition services as described.

TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the student turns 18, the IEP must include a statement that the student has been informed of his or her rights under IDEA that will transfer to the student upon reaching 18 years of age. When the student has been informed of the rights that will transfer to him or her, record on the IEP the date he or she was so informed.

SERVICES AND MODIFICATIONS

The purpose of this section of the IEP is to document the special education and related services and supplementary aids and services provided to the student or on behalf of the student. This section also provides space to document program modifications or supports for school personnel that will be provided for the student to advance appropriately toward attaining annual goals, to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities.

Three tables, each containing the same six columns are provided on the IEP form to delineate the types of services and modifications provided to the student. Boxes should be expanded as appropriate to allow as much space as necessary for a complete statement. The tables represent the general format to use, which will help ensure compliance as well as provide necessary information for effective implementation of the IEP. Specific instructions for each table are provided below.

Special Education and Related Services (primarily direct instruction and services)

Statements of special education and related services	Start date	Frequency per week/month/other (e.g. daily, X per week, each test)	Minutes per session for services	Location (e.g. regular classroom, pull-out/resource room, special education room, home)	Anticipated duration

In the first column, state the specific special education instruction to be provided or the specific related service. Special education instruction and related services must be based on peer-reviewed research to the extent practicable. Specificity is required to document what kind of research-based instruction or service is to be provided to demonstrate compliance and to provide clear direction to staff. The instruction and services must enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general curriculum, and to meet each of the student's other educational needs that result from the student's disability. See 34 C.F.R § 300.320(a)(2)(i)(B). The IEP team must meet to review and, if necessary, revise the IEP if the student is not making progress toward annual goals and in the general education curriculum, if appropriate. See. 34 C.F.R. § 300.324(b).

In the second and third columns, document the anticipated start date of the described instruction and services and the frequency of the instruction and services, as required by IDEA.

In the fourth column, record the minutes of service or instruction to be provided for each session. This information is necessary to calculate the amount of time the student is receiving special education and related services and the amount of time the student is pulled out of the mainstream setting, if at all. This

will enable the district to accurately determine the instructional setting code and seek reimbursement from other agencies as appropriate.

In the fifth column, record the location of the instruction or services as required by IDEA. Location of services also is part of determining the instructional setting code. This information is followed-up later on the form with an explanation of why and to what extent the student will not be participating with nondisabled peers. (See Least Restrictive Environment (LRE) Explanation.)

In the sixth column, record the anticipated duration of the instruction or services, pursuant to IDEA. This may be documented as appropriate; e.g. "for the school year," "12 months," "for X semester," "on [Month, Day, Year]," or "during extended school year services."

Supplementary Aids and Services (accommodations, assistive technology, paraprofessional support, etc.)

Statements of supplementary aids and services	Start date	Frequency per week/month/other (e.g. daily, X per week, each test)	Minutes per session for services	Location (e.g. regular classroom, pull-out/resource room, special education room, home)	Anticipated duration

In the first column, state the specific supplementary aid or service to be provided. Supplementary aids and services must be based on peer-reviewed research to the extent practicable. See 34 C.F.R. § 300.320(a)(4). Specificity is required to document what kind of research aids or services are to be provided to demonstrate compliance and to provide clear direction to staff. The aids and services must enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general curriculum, and meet each of the student's other educational needs that result from the student's disability. See 34 C.F.R. § 300.320(a)(2)(i)(B). Federal regulations require that in providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in § 300.107, each public agency must ensure that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student. The public agency must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP Team to be appropriate and necessary for the student to participate in nonacademic settings. See 34 C.F.R. § 300.117. Assistive technology, classroom accommodations, paraprofessional support and indirect services to assist teachers working with the student are examples of supplementary aids and services. If paraprofessional services are required, both the student's need for and the specific responsibilities of the paraprofessional must be documented under the statement of supplementary aids and services.

In columns two and three, document the anticipated start date of the described aids and services and the frequency of the use of the aids and services, as required by IDEA.

In column four, record the minutes of use of aids or services to be provided for each session, as appropriate. This will enable the district to seek accurate reimbursement from other agencies as appropriate.

In column five, record the location of aids or services as required by IDEA. This information is necessary for staff to know when and where to implement or provide the aids or services.

In column six, record the anticipated duration of the aids or services, pursuant to IDEA. This may be documented as appropriate, e.g. "for the school year," "12 months," "for X semester," "on [Month, Day, Year]," or "during extended school year services."

Program Modifications and Supports for School Personnel (modified instruction delivery or other regular program component, indirect services, specialized training for staff, behavior interventions, etc.)

Statements of program modifications and supports for school personnel	Start date	Frequency per week/month/other (e.g. daily, X per week, each test)	Minutes per session for services	Location (e.g. regular classroom, pull-out/resource room, special education room, home)	Anticipated duration

In the first column, state the specific program modifications or supports for school personnel to be provided. The program modifications and supports for school personnel must enable the student to advance appropriately toward attaining the annual goals, be involved in and make progress in the general curriculum and meet each of the student's other educational needs that result from the student's disability. See 34 C.F.R. § 300.320(a)(2)(i)(B).

In the second and third columns, document the anticipated start date of the described program modifications and supports for school personnel and the frequency of the use of the program modifications and supports for school personnel, as required by IDEA.

In the fourth column, record the minutes of use of program modifications and supports for school personnel to be provided for each session, as appropriate. This will enable the district to seek accurate reimbursement from other agencies as appropriate.

In the fifth column, record the location of program modifications and supports for school personnel as required by IDEA. This information is necessary for staff to know when and where program modifications and supports for school personnel will be provided or used.

In the sixth column, record anticipated duration of the program modifications and supports for school personnel, pursuant to IDEA. This may be documented as appropriate, e.g. "for the school year," "12 months," "for X semester," "on [Month, Day, Year]," or "during extended school year services."

LEAST RESTRICTIVE ENVIRONMENT (LRE) EXPLANATION

IDEA requires the IEP to include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and extracurricular and other non-academic activities.

STATE ASSESSMENTS FOR ENGLISH LANGUAGE PROFICIENCY ACCOUNTABILITY

Check the box for the appropriate assessment for the student. This section applies to special education students who are English learners (ELs). Students who are identified as Limited English Proficient (LEP) in MARSS are required to take the English language proficiency (ELP) assessments, which include the

ACCESS for ELLs (administered annually in grades K-12) and the Alternate ACCESS for ELLs (administered annually in grades 1-12; a grade K alternate assessment is planned for 2015). The Alternate ACCESS for ELLs is an English language proficiency assessment for students with significant cognitive disabilities. [View the *Alternate ACCESS for English Language Learners Participation Guidelines*](http://education.state.mn.us) (<http://education.state.mn.us> > Select School Support > Test Administration > Minnesota Tests).

STATE ASSESSMENTS FOR ACCOUNTABILITY

Check the box for the appropriate grade-level state assessments for accountability for the student and document the IEP team's decision in the IEP. The current accountability assessments are the Minnesota Comprehensive Assessments (MCA), the Minnesota Comprehensive Assessments-Modified (MCA-Modified) and the Minnesota Test of Academic Skills (MTAS). If accommodations are necessary to measure the academic achievement and functional performance of the student on the accountability assessments, they must be documented here. Accommodations must not invalidate the student's score on the test. Refer to Chapter 5 of the Procedures Manual for the Minnesota Assessments for more information on accommodations. [View the Procedures Manual on the Minnesota State Assessment website](http://www.mnstateassessments.org) (www.mnstateassessments.org > Select Resources > Select the Resources tab on the top left side of the screen > General Resources.)

Before the IEP Team selects the MCA-Modified or the MTAS as the appropriate assessment for a student for any content area, it must review the current guidelines in the *Alternate Assessment Eligibility Requirements* document and make a determination that the selected assessment is appropriate for this student. The rationale for this decision must be documented on the IEP. [View the *Alternate Assessment Eligibility Requirements*](http://education.state.mn.us) (<http://education.state.mn.us> > Select School Support > Test Administration > Minnesota Tests).

If the IEP team determines the student will take the MCA-Modified, the student's IEP must also include standards-based goals and objectives. For assistance in determining what standards apply, the team may consult [MDE's Academic Standards Web page](http://www.education.state.mn.us) (www.education.state.mn.us > Select Educator Excellence > Standards, Curriculum and Instruction > K-12 Academic Standards).

GRADUATION ASSESSMENT REQUIREMENTS

Document the participation plan for the student in meeting the district's high school graduation assessment requirements, including the accommodations used on any graduation tests. Graduation assessment requirements changed during the 2013 legislative session. The various routes by which students can fulfill graduation assessment requirements are detailed in Table 1b of the [Minnesota Assessment System and Requirements Overview](http://education.state.mn.us) (<http://education.state.mn.us> > School Support > Test Administration. [View *Frequently Asked Questions: 2013 Legislative Assessment Changes*](#) on the same page for additional help to IEP teams.

RECORD OF MEETING GRADUATION ASSESSMENT REQUIREMENTS

Use this section to record the student's completion of diploma requirements.

District-wide assessments – Address each time a student is in a grade level/s where all students are being assessed by the district. Check the option that applies to this IEP. If accommodations are necessary to measure the academic achievement and functional performance of the student on a district-wide assessment, they must be documented here. Accommodations must not invalidate the student's score on the test.

If the IEP team determines the particular district-wide assessment is not appropriate for the student, it must utilize an appropriate alternate assessment. The IEP team must document the rationale for this decision on the IEP.

PARENTAL NOTIFICATION OF ALTERNATE ASSESSMENT

IDEA requires that parents be notified when their student is to be assessed on an alternate assessment and that they be informed that their student's achievement will be measured on modified or alternate academic achievement standards. Modified academic achievement standards are expectations of performance based on grade-level standards that are challenging for eligible students, but are less difficult than the standards set for proficiency on the general education assessments. Alternate academic achievement standards are achievement standards used to measure the proficiency of students with the most significant cognitive disabilities.