

IEP/IFSP STANDARDS

Team Members:

Required Members include:

- Parent;
- Administrator or appointed designee (not for IFSP);
- Special Ed Teacher; (licensed in disability area);
- General Ed Teacher (if child is in gen ed or will be soon).

Service Coordinator-Part C only

Required for Certain Situations:

Special Education teacher licensed in disability, if needed
Child-at 14+, postsecondary goals, transition services
Agencies-parental consent to invite
Private School representative
Placement options- representative
Part C Service Coordinator for transition to Part B

Invitations to:

Related service providers;
Resident district if open enrolled.

Excused Absence from Meeting: Excusal form is only required when the team does not have one of the required members. This is typically administrator or general education teacher. **Both parent and school need to sign excusal form.**

If administrator is only able to be in meeting for part or is in building and can only attend if requested, legal ruling is to have parent and school sign on line by administrator name.

If the general education teacher you invited can't attend due to illness, etc., contact parent ASAP to ask if they want to continue to meet. If yes, parent and school should sign excusal form on line by general ed teacher at meeting. If no, reschedule meeting. Gened needs to submit in writing any input regarding student progress PRIOR to meeting date.

If a member under the 'Required for Certain Reasons' list cannot attend, Best Practice would be to have parent and school district sign the excusal form.

Present Levels of Academic Achievement and Functional Performance (PLAAFP):

Need to address:

- Present levels of academic achievement;
- Present levels of functional performance;
- How disability affects the child's involvement and progress in the general education curriculum.
- Students 14 and older, transition areas

The PLAAFP must include data indicating student's present skills compared to grade level peers. How does their disability impact them from being in general ed. curriculum?

The parent should be able to understand *why* their child is not with non-disabled peers all day and *why* they may be taking alternate assessments by reading this section.

The PLAAFP must clearly identify the student's strengths and deficits due to disability so needs/goals can be generated from the description.

Accommodations and modifications should also be able to be generated from the PLAAFP description by understanding how disability affects the child's progress in mainstream.

PLAAFP should be data driven and detailed enough to create needs, goals, LRE, accommodations, modifications, MCA decisions and services.

If student is taking MCA-M or MTAS, explanation must be included in PLAAFP.

Goals/Objectives:

Goals must be measurable and must contain an ending level. (See Goal/Objective writing guide on WCED website). Goals must come from PLAAFP and meet the needs resulting from disability; enable the child to be involved and make progress toward being in general curriculum; include objectives. If PLAAFP was written well, it can be used for baseline or starting point for goal.

Goals must meet all needs that result from disability as documented in recent ER and IEP. Only use "age-appropriate" or "grade level" if clearly defined. Goals relating to passing classes, passing state tests, attendance, earning credit or handing in assignments are not specially designed instruction. Team needs to define why the student is not accomplishing this task and write relevant goal.

Least Restrictive Environment:

Explanation of extent child is not with students without disabilities. What is child missing in general education when they are receiving special education services? The explanation of WHY should be included in PLAAFP not here.

Special Ed and Related Services:

Only indicate 1 location per service. If service occurs in both, use 2 lines OR provide detailed explanation in program modifications regarding reason for each setting and when services will occur in each.

If student has a 1-1 paraprofessional, there must be a service line for the paraprofessional time.

Program Modifications:

Provide details of paraprofessional duties in program modifications.

Details of accommodations and modifications in classroom should not include: if needed, when possible, etc. If the student's disability requires an accommodation or modification, be specific regarding the provision of such changes.

Progress Reporting:

Indicate # of times for each reporting method. It must be at least as often as parents receive information on nondisabled student's progress. If IEP is considered 1 of the progress reports, it must include data regarding progress on goals.

Progress Reports:

Progress reports must be in main file with IEP. Communicate with related service providers regarding progress reporting timelines so they have an opportunity to report progress also. Only count progress reports as progress document toward meeting annual goals; don't count weekly contacts with parents regarding general status of progress.

Secondary Transition:

Post secondary goals are students wishes, not educational 'goals'. Must be based on transition assessments. Must be in IEP when student turns 14 or enters grade 9.

Goals must be stated as outcomes for after graduation and not use: "hopes to" or "plans to". Must address education/training and employment regardless of skills. Independent living skills may not be necessary.

Course of study includes current year plus one.

Transition services include tasks to be completed based on post secondary goals/PLAAFP- may be completed by family, school or student. Summary of what needs to happen for student to achieve post secondary goals.

Goals in which school is responsible should meet goal/objective criteria.

See Transition Toolkit on WCED website for more information.

New IEP must be written to address: lack of progress, results of re-evaluation, address information about child provided by parent or to address anticipated needs or other matters. If student isn't making any progress or if new information comes from parents or outside agencies that should be used for programming, the team should meet, review data and create new IEP.

Transfer Students:

Have a meeting within 10 days: Review ER/IEP:

Provide comparable service until team adopts or writes new IEP. If IEP is not in compliance and new district adopts the IEP as is, the new district is responsible for inadequacies.

Must document if ER is adequate to determine eligibility and needs OR if team feels further evaluation is necessary in order to determine eligibility and needs.

If testing is needed for OUT of state transfer, evaluation is considered initial and PWN and consent is required.

Can provide comparable service prior to adopting IEP without PWN or consent or 14 day wait period.

Significant Change:

If team needs to make a change to an IEP that constitutes an amended IEP such as: federal setting, service time, discontinuing a related service, or adding a goal, the following procedure should be used:

- Contact Parent to verify no meeting is needed;
- Make changes in IEP; (may be a new way in SP soon)
- Document changes in Parent Contact Summary including date of phone conference and parents responses.
- Send a copy home and put one in file.