**ACCOMMODATIONS AND SUPPORTS**

The need for supplementary aids, accommodations, modifications, or both, and supports for school personnel must be considered at all IEP meetings. Anyone responsible for implementing the educational accommodations must be informed by the case manager of his/her specific responsibilities.

**Completion of IEP Accommodation Page:**

**Transition:** Check the boxes to indicate if the team must consider transition services including assessment, post-secondary goals, course of study, services/support and/or Home-based Support Services Program for Mentally Disabled Adults. For any box checked “Yes”, complete the appropriate sections of the Transition Services pages of the IEP.

**Consideration of Special Factors:** Use the boxes to indicate which, if any, special factors apply to the student and must be addressed in the IEP. If any box is checked “Yes”, the team must document in the Supplementary Aids, Accommodations, and Modifications section what aids and/or services will be provided. (Additional information on the selection of appropriate accommodations and modifications and their documentation are included later in this section.)

The special factors include:

 Assistive Technology Devices and Services

 Communication Needs

 Deaf/Hard of Hearing – Language and Communication Needs

 Limited English Proficiency – Language Needs

 Blind/Visually Impaired – Provision of Braille Instruction

 Behavior Impedes Student’s Learning or That of Others

**Linguistic and Cultural Accommodations**

Use the boxes to indicate if the student has any special accommodations due to his/her linguistic and/or cultural need or requires the provision of special education and related services in a language or mode of communication other than or in addition to English. Indicate any accommodations or other language/modes of communication that are required.

**Supplementary Aids, Accommodations, and Modifications**

#### Indicate what aids, accommodations, and/or modifications are needed in the general education classes and other education-related settings to enable the student to make progress toward annual goals, to progress in the general education curriculum, to participate in extracurricular and other non-academic activities, and to be educated and participate with other children with disabilities and/or nondisabled children.

**Supports for School Personnel**

Check the boxes to indicate supports for school personnel are needed for the student to:

* Advance appropriately toward the annual goals,
* Participate in the general curriculum, and
* Be educated and participate with other students in educational activities.

Supports could include training or consultation to assist school personnel. The supports should be based on the student’s needs and should include, when appropriate, information that clarifies when the supports will be provided, by whom, in what location, etc. Supports must be based upon peer-review research.

**Selecting Appropriate Supplementary Aids, Accommodations, and Modifications**

* Should link to the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and the Disabilities Effect on Progress in the General Curriculum sections on the IEP. Must be based on data included in the PLAAFP.
* Must be individualized – consider student’s mode of communication, level of instruction, learning style, etc.
* Must be clear and specific. **Statements should not include terms such as “as needed,” “when appropriate,” “upon student request,” “optional” or any other non-specific qualifier.** Each statement must indicate specifically when the accommodation, modification, or support will be needed, when it is appropriate, or when it should be provided.
* Must not leave room for interpretation
* Must not be blanket statements on all IEPs
* Can be limited; More accommodations are not necessarily better
* May be acceptable for one content area but not for others
* May apply to extracurricular or non-academic areas
* Could threaten validity of assessment in some testing situations. (Not all accommodations are appropriate in all situations.)
* On state tests should mirror those provided in the classroom (Refer to Assessment section for more information on Assessment Accommodations.)

If a personal or classroom aide is needed, it may be listed under Supplementary Aids. (Refer to Aide Section of handbook for more information.)

It is highly discouraged for IEPs to attach a standard checklist of accommodations to all IEPs.

**Difference between an Accommodation and Modification**

Accommodations eliminate obstacles that would interfere with a student’s ability to perform or produce at the same standard of performance expected of general education students.

Modifications are changes in work requirements or expectations that lower the standards of performance.

**Determining the Need for Assistive Technology**

During the IEP process, assistive technology must be considered for every child and then provided by districts if required in a child's IEP to access a free and appropriate public education (FAPE).

AT DEVICE: An assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. (34 CFR 300.5)

AT SERVICE: An assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. (34 CFR 300.6)

Questions to Consider:

What difficulties is the student experiencing in the school environment for which AT intervention is needed?

What tasks is the student unable to perform because of his/her disability and will the use of AT help the student accomplish task(s) more independently and within the least restrictive environment?

Will the use of AT enable the student to compensate for difficulties in various settings (i.e., regular classroom, special education classroom, home, social)?

What strategies, materials, equipment, and technology tools has the student already used to address concerns?

What new or additional AT should be tried?

What is the student’s prior experiences with technology and does the student want to use the AT device and/or service recommended?

Will the student be involved in the decision making process to determine the most appropriate AT device and/or service?

What are the student’s expectations for what AT will do for him/her?

Is the teacher comfortable with the AT? If not, will training and support be available.

What will be the criteria used for determining whether or not the student’s needs are being met while using AT?

What plan will be in placed to integrate the technology effectively?

What will be the time frame for evaluating the potential success of using the AT?

Who will be responsible for determining if the criteria are being met?

Are the AT devices and services being used? If not, explain why.

Does the use of AT enable the child to meet his/her goals?

**Addressing Communication Factors**

Communication factors are considered when students require supplementary aids or accommodations to enable a child to communicate. These aids and accommodations may include picture schedules, communication devices, etc.

Questions to Consider:

Will the student require supplementary aids, accommodations, or modifications to enable the child to communicate in the general education curriculum?

Does the student require repetition of directions, extra time to provide verbal response, etc?

Does the student require use of augmentative or assistive communication devices?

Does the student use another means of communication, such as a picture exchange communication system, sign language, etc.?

**Consideration of Behavior Factors**

When a child’s behavior interferes with his learning or the learning of others, the need for a functional behavioral assessment must be considered and the IEP must contain positive behavioral interventions and supports. (Additional information is included in the section of the handbook on Functional Behavior Assessment and Behavior Intervention Plans.)

**Consideration of Linguistic and Cultural Needs**

Questions to Consider:

Will the student require supplementary aids, accommodations, or modifications to enable the child to understand the material presented if English is not native language?

Will materials need to be adapted to the child’s native language?

Will the student require accommodations due to cultural differences?

**Consideration of Needs of Deaf or Hard of Hearing**

Questions to Consider:

Will the student require American Sign Language?

Will the student require interpretation services?

Will the student require an FM system?

Will the student require preferential seating in the classroom?

**Consideration of Needs of Blind or Visually Impaired**

Questions to Consider:

Will the student require Braille instruction?

Does the student require accommodations or modifications to for any of the following nine areas of the expanded core curriculum (according to the American Foundation for the Blind)?

1) compensatory or functional academic skills, including communication modes

 2) orientation and mobility

 3) social interaction skills

 4) independent living skills

 5) recreation and leisure skills

 6) career education

 7) use of assistive technology

 8) sensory efficiency skills

 9) self-determination

**Autism Considerations for Accommodations and Modifications:**

The IEP shall consider all of the following factors:

 1. The verbal and nonverbal communication needs of the child;

 2. The need to develop social interaction skills and proficiencies;

3. The needs resulting from the student’s unusual responses to sensory experiences;

4. The needs resulting from resistance to environmental change or change in daily routines;

5. The needs resulting from engagement in repetitive activities and stereotyped movements;

6. The need for any positive behavioral interventions, strategies, and supports to address behavioral difficulties resulting from autism spectrum disorder; and

7. Other needs resulting from the child’s disability that impact progress in the general curriculum, including social and emotional development.

**Addressing Student Refusal of Accommodation**

When students with disabilities refuse the accommodations required in their IEPs, the best course of action is to reconvene the IEP meeting to determine whether the rejected accommodation is necessary, and if so, how to ensure implementation.

The next step would be to consider if the refusal is a “behavior that interferes with the child’s learning.” This requires the IEP team to develop a behavior intervention plan to address the behavior.

**Keeping Records of Accommodations Offered/Provided**

General and special education teachers should maintain documentation of the provision of accommodations and modifications. This could be a separate log or it could be incorporated into existing recording systems.

For example, a teacher may develop his/her own coding system. In their grade book they could mark that the student received 10 minutes of extra time to complete the in-class assignment by marking “10M” next to the assignment recorded. If the student refused, they could mark “10M – RF.” If tests were read aloud to a student, the teacher might record “RA.”

The teacher might also mark on a copy of the assignment or test, then maintain a copy in the student’s file.

**AIDES**

**Determining the Need for Aide Support**

* To assist in the determination of the need for aide support for a student with a disability, the form **“Documentation of Need for Aide”** should be completed. (This form can also be used to assist in the scheduling of aides.)
* Identify the purpose behind the request for aide support. Common reasons include 1) protection/safety of the student, 2) instructional support, and 3) assistance with self-care and daily living skills.
* Discuss alternatives to aide prior to and during the IEP meeting. Exhaust additional supports including supplementary aids, accommodations, and modifications and behavior intervention plans.
* Review past and current IEPs and other available data to determine whether students are making educational (academic and behavioral) progress.
* Consider what support is required to enable the child to benefit from his or her education. Factors to consider include individual student need, teacher-to-student classroom ratios, class size, and need for student support. Frequency, duration, and intensity of concerns should also be considered.
* Develop student plan for independence before assigning aide support. Recognize that learned helplessness or the inability to generalize social skills across environments or staff members is a legitimate concern.
* Ensure the final decision on the appropriateness of the aide support is made by the IEP team.
* Requests for classroom aides should also be considered at IEP meetings following a review of available data. Common reasons for the request for classroom aides include: 1) class size and/or staff-to-student ratio, and 2) instructional support needed. The team must consider the individual student needs and whether the classroom aide is required for the individual student to receive educational benefit.
* Because a classroom aide is present in a classroom or is required for the mandated class size requirement, does not automatically mean that “classroom aide” must be listed on the IEP for each student enrolled in that classroom. The decision to include a classroom aide in the IEP would depend on the need for the classroom aide for each individual student.
* Decisions regarding personal/individual or classroom aides should be based on data and not be arbitrary or based on funding and/or administrative convenience.

**Documentation of Aides on IEPs**

The need for aides should be listed in the Supplementary Aids section. In addition, the aides should be listed on the Educational Services page.

If the aide is serving the student in a general education classroom, list the aide in box 2 for General Education with Supplementary Aids. Although minutes are optional, they are strongly recommended in order to clarify the extent the service will be provided. This will avoid confusion or misinterpretation.

 Examples:

 Classroom aide to provide instructional support in English class

 Individual aide to provide supervision in Math class

Individual aide to provide self-care support during bathroom breaks

If the aide is serving the student in a special education classroom, list the aide in box 5 for Related Services. Because minutes cannot be added in the right-hand box or they will duplicate the minutes of the special education teacher, it is strongly recommended that the minutes and/or description of the service be added after listing the aide.

Examples:

 Classroom aide during special education math course

Individual aide to provide self-care assistance and supervision in all courses due to safety needs

**Aide minutes are NOT included in the calculation of percentage of time the student receives special education (% Sp Ed).**

**Additional Documentation on IEPs**

* If an aide is provided, craft IEP goals that target student independence and account for fading out the use of the aide.
* Explain in the IEP the role of the aide for the student. There are very few situations where a child needs uninterrupted one-to-one aide services. By clarifying roles and responsibilities, it will be clear that the aide will be used with other students when services for the student at issue are not needed.
* Do not identify a specific individual by name in the IEP as the person to be assigned as the student’s aide.
* Do not state in the IEP a specific gender that the aide must be. This is a violation of employment law.
* Be prepared to discuss when the district must provide aide support for participation in extracurricular and non-academic activities. Do not state in the IEP that the parent must accompany the child to extracurricular or non-academic activities as a replacement for the district’s obligation to provide aide support to enable the child to participate.

**Employment & Assignment of Aides**

* Decisions regarding employment of classroom aides and personal/individual aides should consider the certification requirements for each position.
* The assignment of a classroom aide automatically provides the district flexibility to allow the classroom aide to serve other students. When personal/individual aides are being used to serve other students, it is best practice to indicate this flexibility in the IEP by specifying the specific roles of the aide.
* Decisions regarding employment of classroom aides and personal/individual aides should consider the certification requirements for each position.
* The assignment of a classroom aide automatically provides the district flexibility to allow the classroom aide to serve other students. When personal/individual aides are being used to serve other students, it is best practice to indicate this flexibility in the IEP by specifying the specific roles of the aide.
* The district is in charge of staffing. The IEP team makes the decision on the appropriateness of aide support, but the district makes the hiring decisions. Parents may not dictate the assignment of a specific aide. Districts should, however, ensure that the aide receives appropriate training to work with the student at issue to ensure the aide is deemed to be qualified to serve the student.
* When parents request a specific aide, help parents understand why training multiple aides to work with their child is preferred to specifically assigning one person to the child. Ease parents concerns by developing a list separate from the IEP of aides who receive training on the child’s needs and the dates of their trainings to gain parent confidence in their capabilities.
* Parents, other family members, or parent-selected private aides could serve as the one-to-one aide if this is agreed upon by the district and parent, however, this is not advisable.
* When parents request a private aide, be prepared to discuss the qualifications of your chosen aide.

**ANNUAL REVIEW**

The law requires schools to hold an annual review of a student’s IEP. Case managers are responsible for maintaining a log of their case load indicating when each student is due for an annual review. The case manager schedules this meeting prior to the end date of the current IEP. At the annual review, the team discusses progress on the current goals, current performance levels, and addresses new goals for the new IEP. Copies of progress reports on the previous goals should be attached.

Annual reviews should be held no later than the date of the initial IEP or last IEP Annual Review. It is strongly advised to schedule the meeting date prior to the actual due date to allow opportunity to reschedule the meeting if cancellations need to occur. Per ISBE guidelines, failure to meet the Annual Review due date results in non-compliance.

All forms associated with the respective type of IEP meeting (Annual Review or IEP Review) must be completed.

Use of the VASE IEP Annual Review Agenda is strongly recommended and/or required per building guidelines.

**ASSESSMENT**

Assessment needs should be considered for each IEP.

**Classroom-Based Assessment:** Check the appropriate boxes to indicate if the student requires any accommodations or alternate assessments/methods to participate in classroom-based assessments. If the box is checked “Yes”, identify the accommodations in the “Assessment Accommodations” section.

Please note that if no accommodations are needed in regular classroom assessment then no accommodations should be provided on district or state assessment.

**District-Wide Assessments:** Check the boxes to indicate whether or not the district administers a district-wide assessment and/or the district administers a district-wide assessment at the student’s particular grade level. If the district administers an assessment, the team should indicate whether or not the student requires accommodations to participate. If accommodations are needed, they should be identified in the “Assessment Accommodations” section. The accommodations should be appropriate for that particular assessment and be reflective of those already identified for the student in the “Supplementary Aids, Accommodations, and Modifications” section. If the student will not participate in the district-wide assessment(s), document the alternate assessment that will be used to assess the student.

**State Academic Assessments:** If appropriate, check the box to indicate that the State Assessment is not provided at the student’s particular grade level and indicate the grade level. Check the appropriate boxes to indicate the extent to which the student will participate in the State Academic Assessments.

*Illinois Alternative Assessment*

The Illinois Alternate Assessment (IAA) is used to measure the learning of students with significant cognitive disabilities (IQ below 55 is generally the level the state considers to be appropriate for the IAA). Students with severe disabilities take the IAA if participation in the state's regular assessment is not appropriate, even with accommodations.

IAA Participation Guidelines Chart is on the VASE website.

When the IAA is being considered, teachers should become familiar with the Alternate Assessment Framework. Case managers should notify administrators prior to and following an IAA determination.

**State Assessment of Language Proficiency:** Check the boxes to indicate whether or not the student is an English Language Learner. If the student is an English Language Learner, and will be participating in ACCESS, check the appropriate box. If accommodations are needed, they should be identified in the “Assessment Accommodations” section.

**Assessment Accommodations:** If the student will participate with accommodations, document any needed accommodations. The team must address the student’s need for accommodations for classroom assessments, district assessments, and state assessments. Accommodations needed for the State Academic assessment should be reflective of those needed during the child's school day AND provided for classroom-based assessments. All accommodations should fall within the guidelines established by the Illinois State Board of Education. Accommodations should be appropriate for that particular assessment and be reflective of those already identified for the student in the “Supplementary Aids, Accommodations, and Modifications” section.

**Assessment Accommodations**

Accommodations/modifications can only be provided on state assessments if such accommodations/modifications are provided in classroom assessments.

Accommodations:

* Should link to the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and the Disabilities Effect on Progress in the General Curriculum sections on the IEP. Must be based on data included in the PLAAFP.
* Must be individualized
* Must be clear and specific. **Statements should not include terms such as “as needed,” “when appropriate,” “upon student request,” “optional” or any other non-specific qualifier.** Each statement must indicate specifically when the accommodation, modification, or support will be needed, when it is appropriate, or when it should be provided.
* Must not leave room for interpretation
* Must not be blanket statements on all IEPs

**Selecting Assessment Accommodations**

*Questions to Consider:*

*Timing*

Does the student require extended time beyond that allowed for the regular test administration?

What is the reasonable length of time that will be required for the student to complete the test?

Has the student struggled with completing tests in the allotted time period in the past?

Is there previous evaluation data to support that the student does not complete tasks at the same rate as peers (e.g., reading/math fluency delays; processing speed deficits, etc.)?

Due to the need for extended time, will the student need to be moved to a different setting when the regular time has elapsed?

Due to the need for extended time, will the student need to be tested separately from other students?

*Scheduling*

Will tests need to be completed during the student’s optimal time of day?

Will the student require breaks during the test session administration?

Will the student require more than 10 minute breaks between test sessions?

Will breaks be in-seat or out-of-seat?

Will content area tests need to be presented in a different order, such as starting with the one the student is most comfortable with to ease some of the student’s apprehension?

Will the test session be stopped if the student’s frustration level gets too high?

*Setting*

Does the test need to be administered in a small group in a separate location?

Does the test need to be administered individually in a separate location?

Does the environment need to be adjusted (e.g., special lighting, adaptive or special furniture, noise buffers, location with minimal distractions, etc.)”

Does the environment need to provide opportunities for the student to stand, move, and/or pace during the test session?

*Presentation*

Does the student require the test in Braille or Large Print?

Does the student require visual assistance – abacus, graphic organizer, magnifier, templates, or test copied onto colored paper?

Does the student require auditory assistance – paraphrasing of directions, amplifiers, or student reading aloud to self?

Does the student require someone to use sign language for test administration?

Does the student required oral presentation of materials – readers script, audiocassette, or CD?

Does the student require fewer items on a page?

Does the student require use of a calculator?

Does the student require directions to be highlighted?

Does the student require cues such as arrows or stop signs on tests or answer documents?

Does the student require directions to be repeated, or should student understanding be verified by having the student repeat the directions?

Does the student require directions to be paraphrased?

*Response*

Will the student need to point to or mark answers?

Will the student need to dictate answers to a scribe to record, or should answers be tape recorded, or both?

Will the student need to use assistive, adaptive, or augmentative technology during assessment?

Will the student need to write answers on large paper or large-spaced paper, use templates, rulers, or other devices to keep their place?

**AUTISM CONSIDERATIONS**

Students with Autism Spectrum Disorders may have unique educational issues as a result of the seven core areas outlined in Public Act 095-0257. The information in the chart below is provided to assist an IEP Team in understanding the needs of the student on the autism spectrum in these areas, and therefore develop a more effective educational program.

IEP teams must consider the seven core areas when developing the IEP. A good time to review the considerations is during the development of the Supplementary Aids, Accommodations, and Modifications Section and/or at the end of the meeting to ensure that all items have been considered during the development of the IEP.

The “*IEP Attachment for Students with Autism*” Form in Filemaker must be completed to show that the seven core areas were considered and how the considerations were incorporated into the student’s IEP.

|  |  |
| --- | --- |
| Factors for Consideration: | Considerations for IEP Team: |
| Verbal and nonverbal communication  | * Current level of communication
* System of communication most effective with student
* Functions for which the student uses and understands language
* Ability to use and understand non-verbal communication
* Emerging communication skills
* Alternative augmentative communication assessment
 |
| Social interaction skills | * Ability to respond appropriately to the social approach of others
* Social interactions the student is capable of initiating
* Pragmatic skills
* Abilities within small and large groups and in typical age-level activities
 |
| Unusual responses to sensory experience | * Tactile – Does the student demonstrate a lack of awareness to his/her body in space, and/or a need for higher level of input in tactile experiences?
* Visual – Is the student’s eye gaze avoidant of, or fixated on, particular sights?
* Sound – How does the student respond to auditory events?
* Smell/taste – Does the student respond in an atypical way to olfactory events or tastes?
 |
| Resistance to environmental change or change in daily routines | * Preparing for transitions with visual supports and timers
* Previewing changes in environment and schedules
* An individual visual schedule – either written, pictures, photos, line drawings
* All supports provided in the most successful modality for this student for communicating upcoming change or transition
 |
| Engagement in repetitive activities and stereotyped movements | * Determine the function of the behavior, activity or verbalization
* Determine the extent to which the behavior interferes with engagement in other more appropriate activities (social or academic)
* The use of formal and informal data collection for significant behaviors
* The use of positive behavior supports to encourage participation in social and academic activities
* Depending on the behavior, effective practice can include modifying the behavior, teaching more appropriate replacement behaviors, providing sensory and motivating breaks, using special equipment, developing curriculum around student’s topic of interest
 |
| Positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder | * Discuss the need for a functional behavioral assessment (FBA) of the target behavior
* Match the intensity level of the FBA to the behavior being addressed
* Use the information to determine positive behavior interventions, strategies and supports and replacement behaviors to teach
* Select the least amount of intervention likely to be effective and efficient
 |
| Other needs resulting from the child’s disability that impact progress in the general curriculum, including social and emotional development | * Intervention strategies for social skill development
* Regular review of classroom and individual expectations
* Organization supports
* Previewing information
* Direct instruction for learning new skills or generalizing skills
* Repeated instruction and practice in multiple environments with a variety of materials and people
 |

Resource: Illinois Autism Training and Technical Assistance Project (IATTAP) at [www.illinoisautismproject.org](http://www.illinoisautismproject.org)

**CHILD COUNT FORMS & FACTS**

VASE is the responsible agent for all State and Federal Special Education Reporting for its member districts.

It is VERY IMPORTANT that case managers provide VASE with the most up-to-date information as soon as possible. This includes:

- Forms to Enter New Student Information

- Forms to Exit Students

- All ORIGINAL special education forms, including referral forms, eligibility forms, IEPs, amendments, evaluation reports, etc.

- All records for students who have transferred in

**Procedures for Records**

* Case manager sends information to VASE Technical Assistant for Records.
* VASE Technical Assistant for Records reviews all records to ensure completion of all required forms.
* VASE Technical Assistant for Records gives records to VASE Technical Assistant for State and Federal Reporting.
* VASE Technical Assistant for State and Federal Reporting reviews all records and converts information from records into codes required for FACTS. FACTS stands for “Funding and Child Tracking System.” FACTS is the system the State of Illinois utilizes to track students receiving special education services.
* The VASE Technical Assistant for State and Federal Reporting submits the FACTS information to ISBE via a system called iePoint from the Harrisburg Project.
* The VASE Technical Assistants will contact personnel if changes are needed on forms or if forms are missing. These forms are placed in a holding cabinet until forms are turned in.
* Once the records are deemed complete, then the Technical Assistant for Records files them.
* At required times throughout the year the FACTS data is transmitted to ISBE. Prior to these transmission periods, the VASE office sends Class List information to Case Managers to review for accuracy. **THIS IS EXTREMELY IMPORTANT!**

**CHILD FIND REQUIREMENTS &**

**PRE-REFERRAL PROCEDURES**

Child Find

A. Each school district is required to “find” any student with a disability within their jurisdiction.

B. Failure to implement procedures for Child Find violates a disabled student’s right to a free and appropriate public education (FAPE).

C. Child Find includes appropriate procedures for screening and evaluating students suspected of having a disability.

**Response to Intervention**

A. It is the responsibility of each school to establish procedures for the implementation of Response to Intervention (RTI). This includes procedures for universal screening, progress monitoring, problem-solving, and tiers of interventions and supports.

B. RTI procedures are a required component of initial case study evaluations for students suspected of having a Specific Learning Disability. RTI procedures are highly encouraged for evaluations for students suspected of having other disabilities.

C. Per the Office of Special Education Program’s (OSEP) guidance, districts cannot deny a request for an evaluation solely on the basis of RTI. That is, a district cannot deny a request because the student had not yet received interventions in a multi-tiered system.

D. Documentation of implementation of research-based interventions, including type of intervention, length of intervention, duration of intervention, and charting of the student’s rate of progress must be completed as part of the RTI process.

E. Schools may opt to hold additional types of problem-solving team meetings (e.g., PBIS meetings).

F. Although interventions should be provided in order to determine if specialized instruction will be required, this should not delay a student from being referred for an evaluation if such a delay would prohibit the child with a disability from receiving a free and appropriate public education. This is especially true for students suspected of having an Intellectual Disability, Hearing Impairment, Visual Impairment, Deafness, Deaf-Blind, Multiple Disabilities, Traumatic Brain Injury, Other Heath Impairment, or Autism.

**CLASS SIZE, WORKLOAD, & CASELOAD**

**Class Size**

“Class size” is defined as the total number of students an educator serves during any “special education class.” When an IEP calls for placement in a “special education class,” a) the student will be placed in a class where only students with IEPs are served, b) at least one qualified special education teacher or related service provider is assigned, and c) the instruction or therapy is provided exclusively to the students with IEPs.

Below are the class size limits set forth in Illinois Administrative Code 23, Section 226.730, “Class Size for 2009-2010 and Beyond,” as listed below:

|  |  |  |
| --- | --- | --- |
|  | Class Size Limit with Teacher Only | Class Size Limit with Teacher and a Classroom Paraprofessional |
| Early Childhood | 5 | 10 |
| Students with 20% or less Special Education Services | 15 | 17 |
| Students with 21-60% Special Education Services | 10 | 15 |
| Students with 61% or more Special Education Services | 8 | 13 |

**Special Education Workload**

Each district has its own Special Educator Workload Plan. Unless specified in a district’s Special Educator Workload Plan, there is no caseload limit for special educators, meaning there is no limit to how many students a special education teacher may be the case manager for.

**Speech-Language Therapists’ Caseloads**

Unless specified in a district’s Special Educator Workload Plan, at no time shall the caseload of a speech-language pathologist exceed 60 students.

**DISMISSAL OF A RELATED SERVICE**

*When Dismissing a Student Due to Significant Progress*

When dismissing a student from a related service, you must dismiss the student at an IEP Annual Review or IEP Review meeting.

Document on the IEP goals that the student has met all related service goals and objectives. Consider explaining the dismissal on the Additional IEP Information page. Remove it as a related service on the Educational Services and Placement page.

*When Dismissing a Student Due to Lack of Progress*

In most cases, dismissing a student from a related service due to lack of progress or limited progress is discouraged. Before making a decision to dismiss a student from a related service due to lack of progress or limited progress, the service provider should change the intervention or methodology being used with the student, document the results of therapy sessions, and consult with regular education teachers and other stakeholders involved with the student.

Services must be dismissed at an IEP Annual Review or IEP Review meeting. Document progress on the IEP goals and explain the reasons for dismissal on the Additional IEP Information page. Remove it as a related service on the Educational Services and Placement Page and discuss adding consult services to the student’s IEP if necessary.

**DOMAIN MEETINGS**

“Domain meeting” refers to a meeting in which the IEP team members review the existing data available for a student and determine what additional information is needed if an evaluation is deemed necessary.

***Format of Meeting***

The IEP team shall designate a person to facilitate the meeting. This person should understand the special education referral process and be able to handle any conflicts which may arise. (See Facilitator’s Section.)

Conferences should begin with a statement indicating that the purpose of the meeting is to review the existing data available for the student, to determine if additional data is needed, and to determine if an initial case study evaluation or re-evaluation is needed. It should be made clear that the purpose of the case study evaluation is to determine the existence of a disability, to determine the disability’s effect on the child’s educational performance, and to determine whether the child will be eligible for special education services under one or more handicapping conditions. The parent shall be made aware of the disabilities the team suspects.

Following the review of the purpose, then the facilitator will guide the team through the process of reviewing each domain. Each domain area should be described prior to determining its relevancy to the suspected disability. Although all domains must be considered, the order in which they are discussed can be determined by the facilitator of the meeting.

The facilitator then proceeds through the completion of Identification of Needed Assessments (page 2 of the Parent/Guardian Consent for an Initial Evaluation). See below for instructions.

***Forms to Be Completed***

*Parent/Guardian Notification of Conference*

Prior to holding a domain meeting, the Notification of Conference Form must be completed and sent to parents and participating staff members. Directions for completing the Notification of Conference form are located in the Parent Notifications section.

Please ensure that all team members are invited and are provided the opportunity to provide input as to whether additional data is needed. Team members must be listed by name and by title. It is recommended that “or designee” be added when unsure if the person listed will be replaced by someone else at the meeting.

*Conference Summary Report*

The purpose of the meeting on this form shall be marked “Domain Meeting.”

All participants should sign in to indicate attendance. No box needs to be checked next to the participant’s name. For additional information on form completion, see Parent Notifications section.

*Parent/Guardian Notification of Decision Regarding a Request for an Evaluation*

The Notification of Decision Regarding a Request for an Evaluation form must state:

1. name and title of the person making the request,

2. the reason(s) why the individual has made the request:

3. the reasons for the decision of whether the evaluation is deemed necessary or not.

The reasons for the evaluation request should be as specific as possible, including the type of disability suspected, the areas of concern, the type of services believed to be needed, etc.

The date on the Notice would be the date the form was either mailed or handed to the parent.

*Parent/Guardian Consent for an Evaluation – Page 2 (Domain page)*

Page two is the “Identification of Needed Assessments,” also known as the domain page. Members of the IEP team can complete the following two columns of page two prior to the domain meeting: Relevant and Existing Information about the Child.

a) Relevant

Mark “Yes” if the domain area is “relevant” to the suspected disability. If the domain area is not “relevant” to the suspected disability, mark “No.” Relevancy is based on whether information contained in that domain area must be considered when identifying the existence of a disability or its effect on educational performance.

b) Existing Data

The team shall summarize the existing data for each relevant domain area. The team may include existing data in the non-relevant areas too. Data may be obtained from a review of records, standardized test results, teacher input, parental input, etc.

If a parent provides a report from an outside source, that report must be taken into consideration during the review of the existing data. A copy of the report should be attached to the consent forms. *(The team is only required to take the report into consideration and is not required to adhere to any recommendations contained within the report.)* The outside evaluation should NOT replace any evaluation to be conducted by school personnel. It may supplement but not supplant data needed for the evaluation.

The team shall list the results of most recent vision and hearing screening on all domain pages.

Team members who typically complete assessments for the various domain areas are responsible to complete their respective sections PRIOR to the domain meeting (e.g., school social workers complete Social and Emotional Status, school psychologist complete Cognitive Functioning, etc.) For sections not completed prior to the meeting, the facilitator may assign someone to complete the information during the meeting.

If there is not enough room on the form, then mark “See Additional Notes” and type information on another sheet to be attached.

c)Additional Data Needed

The team shall determine if additional evaluation data is needed and list the type of data to be collected in the box for that domain area.

Exact test names need not be entered, but enough description of the information requested or mode of data collection shall be listed (e.g., academic achievement testing in reading, math, and written language; non-verbal intelligence test; functional behavioral analysis; behavior rating scales completed by parent, teachers, and student; curriculum-based assessment in reading; parent interview for social and health history; classroom observation; direct assessment of fine and gross motor skills; etc.).

The team shall keep in mind that eligibility decisions cannot be made on one source of data and evaluations must be multi-disciplinary. If these criteria cannot be met, then additional data shall be collected.

*Keep in mind that any evaluation recommended by the district and documented on the form becomes the financial responsibility of the district.*

Please do not commit others to complete components of the evaluation without their input whenever possible.

d) Sources From Which Data will be Obtained

The team shall determine the sources from which the data will be obtained. Typically this can simply include the title of the person (e.g., school psychologist, occupational therapist, speech therapist, etc.).

*Waiver of 10-Day Notice Before Evaluation Begins*

Evaluations cannot begin before 10 calendar days unless the parent waives the 10 days in writing. The waiver form must be signed by parent. The waiver form is found on Filemaker under Supplemental Forms.

*Parent/Guardian Consent for an Initial Evaluation – Page 1 or Parent/Guardian Consent for a Re-evaluation – Page 1*

After the team has completed page 2, Parent/Guardian consent shall be obtained after the parents have received a thorough review of the Explanation of Procedural Safeguards. DO NOT SIMPLY HAND PARENTS A COPY.

For Re-evaluations, the box “Re-evaluation” should be checked. Ignore the box “No Re-Evaluation Needed.”

If the team determined that additional data is needed, then the corresponding box should be checked by the parent and signed. If the team determines that no additional data is needed, then the corresponding box should be checked by the parent and signed.

If a parent refuses to give consent for an initial evaluation, the district may pursue due process. If the district does not choose to pursue due process, then they are not in violation of providing a free and appropriate public education.

If reasonable attempts to obtain consent for a reevaluation are unsuccessful, then the district may pursue the re-evaluation without consent. There must be clear documentation of at least three attempts (in three different modes of communication – letter, phone call, home visit) to obtain consent.

If a parent refuses consent for a re-evaluation, then the district is not in violation of providing a free and appropriate public education.

For re-evaluations in which the team decides that additional information is not needed, the parent may disagree with the team decision and request an evaluation. The team would then be required to complete those components of the evaluation relevant to the disability for which the student has been entitled to services.

The date the parent signs the consent form becomes the date of referral. The evaluation must be completed within **60 school days** of the date of referral.

**Copies of Forms**

Copies of all special education forms should be given to the parent and placed in the student’s temporary folder in the district. Copies should be provided as soon as they are completed, but no later than 2 weeks following the meeting. **Original forms should be sent to VASE.** Team members present at the meeting may also request copies of the forms.

**Referral Tracking Menu**

Upon receipt of the original forms, the VASE Technical Assistant for Records will review the referral packet to verify accurate completion. The Technical Assistant will then input the referral information into the Referral Tracking Menu. The Referral Tracking Menu is located on the Filemaker Main Menu page for that student. The Technical Assistant will email those responsible for completing a component of the evaluation.

After each evaluation component is completed, the person responsible for that component must submit the completion date on the Referral Tracking Menu.

EDUCATIONAL SERVICES AND PLACEMENT

***Consideration of Services and Placement Options***

All IEP teams MUST consider a full range of educational services, beginning with the least restrictive environment in which the student can receive educational benefit. (See Continuum of Placement Options section for more information.) Services and placement may not be determined prior to the IEP meeting. Services, including the amount of service required, should be based on the individual student’s goals and objectives. Thus, service minutes may vary among students in the same class. As each level of support is discussed, the team MUST discuss the potentially harmful effects of the placement.

Levels of support must be considered in the following order:

1. Consideration of the student’s participation in general education classes with no supplementary aids
2. Consideration of the student’s participation in general education classes with supplementary aides
3. Consideration of participation in general education with special education or related services provided within the general education classroom
4. Consideration of participation in special education classes or services outside of the general education classroom

***Completion of the Educational Services and Placement Form Page 1***

**Initiation Date**

* List the date that the services and placement will begin.
* The initiation date must be within 10 days from the date the IEP meeting was held for all annual reviews.

**Duration Date**

* List the date that the services and placement will end.
* This date cannot exceed one year from the date of the most recent Annual Review.

**BOX 1 – Gen Ed with No Supplementary Aides**

* List all classes and activities in which the student will NOT receive any special ed supports.
* Anything you list in this box means that the student has NO accommodations during the class or activity and it means the behavior plan is NOT in effect during the classes or activities listed.
* Essentially the student is like every other student during these classes and activities and has no special treatment and no supports. That is, the general education teacher will NOT be required to modify or accommodate anything for the student in these classes.

**BOX 1 - Minutes Per Week (MPW)**

* DO NOT list MPW in the box on the right side.

**BOX 2 – Gen Ed with Supplementary Aides**

* List all GENERAL EDUCATION classes and activities in which the student will receive the accommodations and modifications that you listed on the 2 IEP pages titled Accommodations and Assessment and the interventions and supports included in a Behavior Intervention Plan.
* Do NOT list GENERAL EDUCATION classes and activities that the student will have a personal aide or classroom aide with them in.

**BOX 2 – Minutes Per Week (MPW)**

* DO NOT list MPW in the box on the right side.

**BOX 3 – Special Education and Related Services within the General Education Environment**

* List all GENERAL EDUCATION classes that a SPECIAL EDUCATION TEACHER is in FOR the student. This would include CO-TAUGHT classes. Only list classes that this individual student requires the special ed teacher for. Do not list because the service is in the room if the student does not need the service. That is, do not list services that occur because of the student’s schedule only.
	+ Examples:
		- Co-taught Math
		- Adapted PE
		- Special Ed Teacher with student in Social Studies *(if in room for the student but not co-teaching per se)*
* List any CONSULTATION with a GENERAL ED TEACHER.
	+ Example:
		- Consultation with Science Teacher
* List all GENERAL EDUCATION classes that the child has a personal aide
	+ Examples:
		- Math class with personal aide
		- Personal aide to assist behavior in gen ed classes of Science, Art, Music
* List all GENERAL EDUCATION classes that the student REQUIRES a classroom aide. Do not list classes that have a classroom aide in them unless the student requires the aide to be in the class in order for the student to be in the class.
* List STEP if the student is receiving school credit for STEP AND the student is receiving a paycheck by the employer in the community.
* List any RELATED SERVICE that is provided in a general education classroom or setting.
	+ Example:
		- Social skills instruction with peers by social worker on playground
		- Language therapy during reading class

**BOX 3 – Minutes Per Week (MPW)**

* List MPW required for each service listed.
* To calculate MPW for Co-Teaching, consider the amount of time the student requires the special education teacher to be present in the classroom. In some cases this will be the entire class period and in other cases in may be a portion of the class period. List the MPW that the student requires a co-teacher.

**BOX 4 – Special Education Services – Outside General Education**

* List all SPECIAL EDUCATION SERVICES that the student receives in a special education classroom.
	+ Examples:
		- Reading
		- Resource Support for Gen Ed Classes
* DO NOT list RTI as a Special Ed Service. List the service provided during that time period, ”Math instruction”
* SPEECH THERAPY is listed in this section ONLY IF speech language impairment is a primary or secondary disability.
* List STEP if the student is receiving a stipend by the STEP program and is not being paid minimum wage.

**BOX 4 - Minutes Per Week (MPW)**

* List MPW for each class or service listed.
* If one of the related services listed in Box 5 (i.e., social work, speech therapy, occupational therapy, physical therapy, psychological services, counseling, etc.) occur while the student is in one of the special education classes listed in Box 4, then subtract the MPW from Box 5 from the MPW for Box 4.

**BOX 5 – Related Services – Outside General Education**

* List the Related Services the student is receiving in the related service providers office or in the special education classroom or in a location without other general education students present
* List personal aide if the personal aide is with the student in the special education classroom.
* List classroom aide if the student REQUIRES two adults in the special education room at all times. Do NOT list classroom aide for class size purposes. Do NOT list a classroom aide simply because there is a classroom aide assigned to the room if that student does not require two adults each time the student is in the class.
* Speech therapy is listed when it is NOT a primary or secondary disability.
* Although Filemaker contains dropdowns to select related services and does not allow you to type in this section, it is acceptable and recommended to handwrite on the official copy any clarification to the service, such as indicating if services are individual or group, consult with a special education teacher or direct with the student, etc.

**BOX 5 – Minutes Per Week (MPW)**

* List MPW for each related service.
* Do NOT list MPW for personal aides or classroom aides.

**HOW TO CALCULATE PERCENTAGES:**

Please note: \*These formulas/instructions are found in the FACTS manual distributed by ISBE.

**% Special Ed Calculations**

**Using the completed Educational Services and Placement pages of the current IEP:**

**Formula:**

1. Take the total of all special ed and related service minutes provided in **both** the general ed classroom and outside the general ed classroom

2. Divide this by the Instructional Minutes

3. Convert to a percentage

**% Time Inside Regular Education Classroom**

**Using the completed Educational Services and Placement pages of the current IEP:**

**Formula:**

1. Take the Bell to Bell Minutes per week

2. Subtract the Minutes **Outside** General Ed Environment

3. Divide the result by the Bell to Bell Week

4. Convert to a percentage

\*\*This is the percentage that determines placement as well.

Reminder: If the related service is being provided while the student is in a special education classroom, deduct the number of minutes from the special education services amount.

**Refer to the handout “Facts Length of Instructional Day” for each school’s instructional minutes and bell-to-bell minutes.**

*Monitor/Consult Services*

Special education services may be provided on a monitor/consult basis when the need for direct services is no longer necessary. Monitor/consult services are often provided in the following circumstances:

1) the student is without direct services on a trial basis for a semester to determine if the student can “maintain” skills without direct supports. Monitor/consult services will require the special education teacher to regularly consult with the student and/or the general education teacher.

2) the student’s direct services are provided by an individual or classroom aide and the special education teacher is providing consultation to the aide on the necessary aides and accommodations

When special education services are on a monitor/consult basis, the service shall be listed on the Educational Services page under “Special Education Within the General Education Setting,” minutes per week shall be listed, and goals for “maintaining” skills should be written.

Related services on a monitor/consult basis should be listed under Supports for School Personnel. Frequency of consultation should be indicated, but need not include specific minutes per week. Goals may be written, but are not required. Related services may be maintained on a monitor/consult basis as long as necessary.

Related services may be provided on a monitor/consult basis when the need for direct services are no longer necessary, when there is a concern of potential regression of skills, or separate therapy sessions are not the best method to meet the child’s needs. For example, sensory needs may be best addressed by consultation from the OT on strategies that can be incorporated throughout the child’s school day rather than being addressed in separate therapy sessions.

It is allowable to have services on both a direct and monitor/consult basis as some skills may be directly addressed by a therapist and other skills may be monitored or addressed through consultation.

***Completion of Educational Services and Placement Form – page* 2**

*Need for Special Classes/Removal from General Education Setting*

This section would be filled in as the team made the decision to place a child in special education classes or related services OUTSIDE the regular education classroom. The reasons why the child requires separate classes must be clearly documented.

Examples:

Johnny requires frequent and intensive instruction which cannot be provided to the degree needed in the regular classroom.

Social work services will be provided in the social work office to allow for confidentiality of student issues.

Due to Sally’s distractibility, OT therapy must be provided in a separate location.

Tom requires a structured therapeutic classroom which allows for greater supervision and emotional support.

Suzie requires a functional skills curriculum which requires intensive individualized instruction.

*Participation in Extracurricular Activities*

Provide an explanation whenever a child will not be provided an opportunity to participate in a nonacademic or extracurricular activity due to a disability.

*Placement in Home School*

Provide an explanation whenever a child will not attend the school he/she would attend if nondisabled.

*Consideration of Harmful Effects of Placement Options*

When completing this section, the team must specifically document the reasons why placements considered were rejected. This discussion should have been held when services were discussed. Statements such as “too restrictive” are not specific enough.

The team must specifically document any potentially harmful effect of the proposed placement on the student or the quality of services he/she needs.

If the completion of the services page indicates that the student will be in the general education classroom 80% or more of the day, then this is the only placement option that needs to be listed unless discussion was held on other placement options.

The more a child is educated outside the general education setting, the more placement options will need to be addressed.

In most cases, the placement option “accepted” is the most restrictive of the options marked on the page.

After determining the special education placement, complete the "Placement" section on the Conference Summary Report page of the IEP.

*Special Transportation*

Check the boxes to indicate if the student requires special transportation. For any box checked "yes," provide a specific description.

*Extended School Year*

Refer to Extended School Year section.

**EXTENDED SCHOOL YEAR:**

**Definition and Determination of the Need for Services**

Definition: *ESY encompasses services provided during breaks in the academic year to students with disabilities on an individual basis in order to provide FAPE. ESY is an extension of the child’s school year for the purpose of providing necessary supports for specific goal areas in which the child has demonstrated a significant regression of skills and has demonstrated an inability to recoup skills. “Summer school” is a separate program, which can be for any student.*

Whether a student requires ESY is determined on an individual basis for each student as part of the IEP process. Eligibility is a data driven decision based on a regression-recoupment analysis. That is, the IEP team must determine whether it will be likely that the student will experience significant regression in the absence of an educational program and whether the time it will take to re-learn any lost skill will be excessive. If it is determined the student will experience regression during the break from school that he will not be able to recoup within a required time frame (typically 6-8 weeks), then ESY services should be made available.

In addition to showing regression, ESY services may be determined necessary by the IEP team for significant emergent skills and breakthrough opportunities (when a child is on the brink of learning to read, demonstrates a speech breakthrough, begins learning to walk, begins learning key concepts that are essential to an enduring skill, etc) in academic areas and life skills.

When documenting the need for extended school year, the following actions should be taken:

1. Document the mastery of the IEP goals and objectives and/or benchmarks several times during the year, including at the end of each grading period. Record objectives mastered and the level of achievement.
2. Document the length of time required by the student to regain previously mastered skills following any significant periods of absence from school, such as a long illness, school breaks, summer vacation, etc.

(Complete the **Extended School Year Eligibility Considerations Checklist**)

1. Document the progress made by the student during each grading period of the school year. Compare this with the level of achievement the student had reached when school ended the previous school year. If the student fails to regain the level of performance attained at the end of the previous school year within approximately six to eight weeks, the student should be considered as possibly needing extended school the following summer.

While extended school would be beneficial to most exceptional students, the criteria for eligibility is not simply because a student is likely to benefit. The criterion is that the service is essential for an individual student. Extended school year is not mandated for all handicapped children, it is not childcare, nor is it intended to be an opportunity to maximize educational benefits for exceptional children. Remember, most students will show some regression in skills after a long absence from instruction.

**EXTENDED SCHOOL YEAR:**

**IEP and Placement Instructions**

The student’s IEP team is responsible for determining whether the student should receive ESY services. Once this question is answered in the affirmative, the team decides on the nature and extent of the services, as well as their location. Generally, the IEP team determines ESY services at the annual review. In the case that the student’s need for ESY does not become evident until sometime during the course of the school year, the IEP team should convene a new meeting to discuss and decide upon these services.

During the IEP meeting, the case manager must check the boxes on the “*Educational Services and Placement Page 2*” to indicate the team's determination of the eligibility for extended school year services. Whether the child is eligible or not eligible for ESY, a statement detailing the basis for the determination must be included.

For students who meet ESY criteria, the IEP team must indicate special education and related services to be provided consistent with the child’s right to FAPE. Because the purpose of ESY services is to prevent regression and recoupment problems, rather than advance the educational goals outlined in the IEP, the ESY services a student receives may differ from those provided during the school year. The location, amount, frequency, and initiation and duration of services will be determined by the IEP team—based on data collected—and documented on the IEP. Additionally, the goals to be addresses shall be documented. It is important to keep in mind that ESY services should be designed to prevent significant regression—not used to teach new skills. Therefore, the addition of new measurable goals generally would not apply to the ESY IEP component.

No areas of chart on the “Educational Services and Placement Page 2” may be left blank.

**FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIOR INTERVENTION PLANS**

***When to complete an FBA and BIP***

Functional Behavioral Assessments (FBAs) must be completed and a Behavior Intervention Plan (BIP) must be developed following a Manifestation Determination Review (MDR) when the student’s misconduct is found to be related to the student’s disability.

An FBA and BIP should also be completed when the IEP team determines that “the student’s behavior affects his or her learning or the learning of others.” (By law, only the behavior plan needs to be developed, however, best practice for the development of an effective behavior plan is to base it on a thorough FBA. Therefore, VASE requires an FBA.)

FBAs should also be considered at the time of Initial or Re-evaluations as part of the Domain Meeting when determining necessary evaluation components.

In order to develop an effective behavior intervention plan, an FBA should be completed. The FBA is a process that incorporates a variety of techniques and strategies to lead to a hypothesis of the function of the target behavior and to identify likely interventions intended to address problem behaviors.

In most cases, the FBA should have been completed prior to the IEP meeting. It typically is an ongoing process of assessing the child’s behavior and not a one-time event. Rarely should an FBA be done for the first time at an IEP meeting.

***Consent for FBA Required***

Written informed consent must be obtained by the parent before the completion of an FBA. When completed as part of a case study evaluation, the FBA should be included on the domain form and the evaluation consent form suffices. If the FBA is conducted at a time other than when a case study evaluation is being conducted, then the VASE FBA Consent Form can be used in lieu of the state consent forms.

The FBA, like any other evaluation, must be completed within 60 school days from the date consent was obtained.

***Who Should Complete the FBA and BIP***

FBAs and BIPs should be completed by a team of professionals working with the student. A school social worker, school psychologist, special education teacher, or speech therapist should facilitate the process but should include input from a variety of individuals and data sources when completing the FBA.

**Completion of the FBA Form**

**Participant/Title:** Identify all individuals involved in gathering documentation and completing the functional behavioral assessment.

**Student Strengths:** Identify the student’s appropriate behaviors and strengths, such as positive interactions with adults, accepts responsibility for his/her own actions.

A description of a student’s behavioral strengths can serve several purposes. It allows us to consider if there is a point in the developmental continuum of skills that a breakdown may be occurring. It also helps us in determining if target behaviors are a skill deficit or a performance deficit. By knowing a student’s strengths, we can develop interventions that utilize the skills the student already has.

Sample Do’s: Works for rewards, Initiates conversations with adults, Will volunteer answers, Follows regular classroom routines such as lining up for recess, Participates in classroom discussions, etc

Sample Don’ts: nice smile, clean cut, dresses nicely, nice parents, etc.

In addition, do NOT spoil a statement of strengths with a statement of a weakness. Words that suggest you may have spoiled a strength statement include: but, however, although, regardless, despite, can’t, won’t, needs to, etc.

Example of an acceptable description: “Tom greets the teacher by her name. He will raise his hand appropriately. He remains in his assigned area in the classroom and in the cafeteria.”

Example of an unacceptable description: “Tom is nice. He can do his work but doesn’t. He likes to talk, however, his talking can become distracting to others.”

**Operational Definition of Target Behavior:** Identify the behavior(s) of concern. The targeted behavior should be defined in observable and measurable terms. Thus, data must be collected to accurately define the behavior. If descriptive behaviors are vague, such as “has a poor attitude”, it will be difficult for the team to identify the function the behavior serves, decide on an appropriate intervention, or devise an appropriate way to evaluate its success. The definition of the behavior should include the duration, frequency, intensity and latency period (time between trigger and occurrence) of behavior – all which should be based on the data collected.

Behaviors have certain qualities that help us to define them. These qualities or dimensions also help teachers or observers in deciding how to measure the behavior. The behavior has to be measurable to determine intervention effectiveness and to enable accurate data collection.

The dimensions of behavior are:

1. Topography: How a behavior looks – the physical dimension

Example Do’s: hit, kick, spit, refusal to cooperate or participate, scream, throwing things, arguing, absenteeism, blaming others, cheating, complaining, distractible, out of seat, excessive questions, talking in class, etc.

Example Don’ts: tantrums, throws fits, disrespectful behavior, self-injurious behavior, bad behavior, does what he/she wants to do, hateful, etc.

Sample Questions to Ask: How does the child show (disrespect, irresponsibility, anger, bad behavior, etc)?

What does (throwing fits, self-injury, aggression, etc.) look like?

Could you give me some examples of what you mean when you say he is (aggressive, disrespectful, etc.)?

 Data Collection: Interviews

 Observations

 Code systems

2. Frequency: The number of times a behavior occurs

Example Do’s: 2 times an hour, 6 times a day, twice during lunch period, every 14 seconds, etc.

Example Don’ts: a lot, often, sometimes, frequently, many times, usually, normally, typically

Sample Questions to Ask: What does the data say about how often the behavior happens?

 When you say (often, sometimes, etc.), how many times per (hour, day, week) is this?

Data Collection: Event recording/Frequency Count

 Record beginning time of the observation, Tally or count each time behavior occurs, Record ending time

 Tally marks

 Mechanical counter

 Masking tape on arm/leg

 Small objects moved from one pocket to another

3. Latency: The amount of time between the antecedent for the behavior and the behavior itself

 Example Do’s: 2 days, 5 minutes, 3 weeks, 6 seconds, 5 hours, etc.

Example Don’ts: a while, a long time, quickly, followed by, later, before that, sometimes, soon, etc.

Sample Questions to Ask: If you ask the student to do (the replacement behavior), how soon would it take for the student to comply?

 If the stimulus was presented, how long will it take before the student responds to it?

Data Collection: Give directions to the student, Record amount of time it takes student to begin

4. Duration: The amount of time a behavior lasts

 Example Do’s: 5 seconds, 5 minutes, 3 weeks, 6 hours

Example Don’ts: a while, a long time, quickly, later, before that, sometimes, soon, etc.

Sample Questions to Ask: How long does an episode last?

 When did the child first exhibit this behavior?

Data Collection: Record start time, Count the number of seconds/minutes that a behavior lasts each time it occurs, Record stop time

 Stopwatch

 A watch with second hand

 Wall clocks

5. Magnitude: The force or power of a behavior

Example Do’s: loud enough to be heard in the next classroom, caused bodily harm, required two adults to take down, etc.

Example Don’ts: mild, moderate, severe, hard, soft, pretty bad, etc.

Sample Questions to Ask: How intense is the behavior?

What do you mean by (mild, moderate, severe) (aggression, disrespect)?

What might I look for to know that the behavior is intense?

 Data Collection: Interviews

 Observations

 Anecdotal notes

 Rating scales

**Setting:** Include a description of the setting in which the behavior occurs. Once the target behavior has been identified, staff members can begin to observe the student and the school environment to determine the exact nature of the problem. The team generally collects information on the times, conditions, and individuals involved/present when the target behavior occurs most often and least often.

Sample Do’s Math/Reading/Science Class, Special Education Resource Room, Library, Hallway, Bus, Cafeteria, Class with desks in grouped together but not in class where desks are in rows, In classes with a particular peer, Large open spaces, When there is a lack of opportunity for choices, When too much or too little assistance is provided, Assemblies, Art, Bathroom, Break, Centers, Computer Lab, Individual work, Leisure activities, Playground, Rest Time, Snack Time, Speech Room, etc.

Sample Don’ts School, Home, Outside, Inside, Everywhere

Sample Questions to Ask: Where does the behavior occur?

 What settings does the behavior not occur in?

What are the similarities and differences between the settings in which the behaviors occur and those that it doesn’t (e.g., curriculum, number of transitions, size and structure of classroom, teaching style, make-up of students in the room, structure of setting, relationship/history with others in the room)?

Who is present when the behavior occurs?

During which activities does the behavior occur?

Data Collection: Scatter plot with time of day

Direct observation of seating arrangement, proximity to teacher, class activity, independent activity, etc.

Interviews

**Antecedents:** During the observations and gathering of data, the documentation should include the events that precipitate the target behavior.

Sample Do’s Adult request, Challenged by a peer, Seatwork, Transition, Specific task, Toy taken away, Long lecture, Denied access, Instruction/directive, New Task, Told “No”, Waiting, Corrective Feedback, Choice Given, Routine Task, Redirection, Attempt to communicate, Down time, Close physical proximity, Teacher attention to others, etc.

Sample Don’ts When in a bad mood, when she wants to, no pattern, anything sets him off

Sample Questions to Ask: What usually happens before the child misbehaves?

What was the teacher doing? What were peers doing?

Was there anything unusual happening when the behavior occurred?

What was the child asked to do or not do?
 What sets him/her off?

Data Collection: A-B-C Analysis

**Consequences:** During the observations and gathering of data, the documentation should include the specific results of the target behavior.

Consequences are events that immediately follow a behavior that have an effect on the likelihood a behavior will occur again

Sample Do’s: Classmates laughed, Teacher became upset, Student was sent out of the room, Teacher allowed student to work in the hallway, Changed/delayed/stopped activity, Natural consequence, Personal space given, etc.

Sample Don’ts (only listing punishments given)

Sample Questions to Ask: What happens after a particular misbehavior?

 How do the other students respond?

 How does the teacher respond?

Was the consequence seen as positive or negative for the student?

What is the effect of the behavior on the classroom atmosphere?

What progress or lack of it is made on the activity or the assigned task?

**Environmental Variables:** Describe any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors). Depending on the behavior of concern, teams may use indirect as well as direct means to identify the likely reasons behind the target behavior. Indirect methods may include a review of the student’s cumulative record, such as health, medical, and educational records; direct methods may include structured interviews with teachers, other school personnel (e.g., bus driver, cafeteria worker), or the student of concern.

Sample Do’s recently moved, stays at dad’s house on weekends, mornings/afternoons/other time of day, weather changes, when hungry or thirsty, when fatigued, medication side effects, medical problems/allergies, increase arousal due to fight, missing the bus, disruption in routine, noise level

Sample Don’ts history of target behavior, nice home, good parents

Sample Questions to Ask: What kinds of environmental or internal factors might contribute to the behavior?

 Have there been any recent changes in their situations at school or home?

 Does (sleep, hunger, changes in the weather, medication) affect his/her behavior?

Have you notice changes when…?

 Has the student been exposed to…?

Data Collection Observations

***Hypothesis of Behavioral Function:*** Identify the team’s hypothesis or the reason they believe the behavior is occurring. Two very common functions of behavior are to: 1) gain attention (e.g., peers or adults) and 2) to avoid or escape an unpleasant task or situation (e.g., difficult assignments, interaction with a particular adult or peer). Interventions will differ significantly depending on the team’s hypothesis or presumed function.

The function of a behavior is its underlying motivation or purpose. It describes what the “payoff” is that the student obtains or maintains through the behavior. A behavior may have multiple functions.

Challenging behavior has a purpose or function that, from the student’s perspective, makes it a reasonable and logical way to act

Do’s Nonverbal Communication

student lacks an effective vocabulary to communicate wants and needs verbally

Adult Attention

Adult to be near them, talk to them, touch them, scold them

 Distract adult from something else

 Peer Attention

 Seeks to be popular or tough in front of peers

 Seeks peer approval/acceptance

 Show affiliation with a particular group

 Access to Reward, Preferred Activity, Materials, Etc.

 Students wants a tangible object that is being denied

Control of Interaction

student remains in control of the event or situation

Control of Information

the student controls what information others will know

Power

 Student needs to feel powerful over others

 Students sees self as above the law

Escape or Avoidance

Get away from peers, staff, tasks, demands, locations, activities, materials, interaction, consequence, etc.

Self-Esteem

avoid tasks that threaten self-esteem

avoid tasks that embarrass student

“no one cares about me, so why should I show I care”

Fulfillment of Negative Expectations of Self

believes he is fated to failure

Revenge for Injustice

believes he is wronged by others and feels justified in getting even

Sensory Regulation

 Greater/less movement

 Greater/less auditory

 Greater/less visual

 More/less confinement

 Stimulation

 Wants to touch, taste, smell, or feel something

Autonomy

student wants to make his/her own decisions

Structure

student lacks internal locus of control; seeks external controls

Life is so chaotic and behavior allows for some structure in a chaotic environment

Skill Deficit

doesn’t grasp the hidden curriculum or implied expectations

disability feature – obsessive-compulsive, anxious, hyperactive/impulsive, mood disorder

Performance Deficit

“Can but Won’t”

May not experience sufficient rewards for his/her work or may experience greater rewards for not performing

Don’ts Child doesn’t care, He’s lazy

Sample Questions to Ask: What purpose does this behavior serve for this student?

 What does the child hope to get?

 What does the child hope to avoid?

 What has served to encourage the behavior?

 What has served to stop the behavior?

**Behavior Intervention Plan**

Complete this page when the team has determined a behavioral intervention plan is needed. When an IEP team has determined that a behavioral intervention plan is necessary, the team members should use information about the targeted behavior’s function, gathered from the functional behavioral assessment. The IEP team should include strategies to:

* Teach the student more acceptable ways to get what he/she wants;
* Decrease future occurrences of the target behavior; and
* Address any repeated episodes of the target behavior.

Typically, the behavioral intervention plan will not consist of simply one intervention; rather, it will be a plan with a number of interventions designed to address the target behavior.

**Student’s Strengths:** Identify the behavior(s) of concern. The targeted behavior(s) should be in a clear and specific written format. Each targeted behavior should identify whether or not the behavior is a skill or performance deficit. A skill deficit means that the student does not know how to perform the desired behavior. If the student does not know how to perform the desired behavior, the intervention plan should include instruction to teach the needed skills. Sometimes, it may include teaching both the behavioral and cognitive skills and may call for a task analysis to be conducted (i.e., break down the skills into component parts). A performance deficit means the student knows the skills necessary to perform the behavior, but does not consistently use them. In that case, the intervention plan should include techniques, strategies, and supports to increase the student’s use of the behavior.

**Hypothesis of Behavioral Function:** Identify the team’s hypothesis or the reason they believe the behavior is occurring. Two very common functions of behavior are to: 1) gain attention (e.g., peers or adults) and 2) to avoid or escape an unpleasant task or situation (e.g., difficult assignment, interaction with a particular adult or peer). Interventions will differ significantly depending on the team’s hypothesis or presumed function.

**Summary of Previous Interventions Attempted:** Summarize previous interventions that were attempted and indicate whether or not they were successful. Previous interventions could include environmental changes, changes to the curriculum, and any replacement behaviors taught to the student.

**Replacement Behaviors:** List the behaviors that will be taught to replace target behavior. Selecting an appropriate replacement behavior is key to the success of the behavior intervention plan. The replacement behavior must serve the same function as the target behavior.

Indicate strategies for teaching acceptable replacement behaviors. This may include modeling, teaching, practicing, feedback, and reinforcement. Also, include a description of how these behaviors will be taught.

* A critical component of the intervention plan is the pattern of reinforcement for using the appropriate replacement behavior that the IEP team devises.
* The team can use information that was collected during the functional behavioral assessment (i.e., baseline data) to determine the frequency with which the problem behavior occurred and was reinforced. Using this information, the IEP team can develop a plan so that the student is reinforced more often for the replacement behavior than he/she was for the problem behavior. As a general rule, school personnel should reinforce appropriate behavior at least twice as often as the problem behavior was reinforced.

**Behavioral Intervention Strategies and Supports**: Document the strategies and supports that will be implemented in order to ensure the likelihood that the student will engage in the replacement behavior. For example:

Environment – Documentation should include any adjustment that may be made to the environment to modify the behavior(s) (e.g., physical arrangement of the classroom).

Environmental Changes

* Stressors (home, school, community)
* Meet basic needs (hunger, safety, sleep, etc.)

Instruction and/or Curriculum – Documentation should include any adjustments to instruction and/or curriculum (e.g., multi-level instruction, oral rather than written responses).

Examples of Instructional Changes

* Level of curricular material
* Instructional pace
* Task relevant practice
* Mode of task presentation
* Mode of student response
* Scope and sequence of tasks
* Criterion for student success
* Direct Instruction Time
* Allocation of Engaged Time
* Degree of Task Structure/Grouping
* Guided and Independent Practice
* Opportunities to Respond
* Feedback (amount and type)
* Cues and Prompts (amount and type)

Positive Supports: - Documentation should include any positive supports or services to be provided to the student to address the targeted behavior(s) (e.g., student performance contract or group motivational strategies).

Examples of Positive Behavior Supports

* Allow student to escape task or to complete half task
* Modeling
* Peer Involvement
* Prompting
* Shaping
* Response-cost
* Nonverbal redirection
* Feedback
* Reduction of homework
* Frequent praise
* Display student’s work as an example for peers
* Planned ignoring
* Nonverbal reprimand
* Token economy
* Direct instruction
* Practice new behaviors
* Communication notebook
* Front row seating
* Extra time
* Transition prompts
* Social stories
* Visual timer
* Provide choices
* Visual labeling
* Independent projects
* Space and time to calm

**Motivators and Rewards:** This section should include a description of the motivators and rewards that will be implemented in order to replace the target behavior with a more appropriate behavior. A student interest survey can help identify motivators and rewards that are meaningful to the student in order to effect change.

**Restrictive Disciplinary Measure:** Identify the restrictive disciplinary measures that will be implemented for use with a particular student and the conditions under which such measures may be used. Restrictive measures, such as suspension, should only be considered after all possible positive interventions are implemented (for an appropriate length of time, remembering that behavior may get worse before it gets better). It is usually ineffective to use aversive techniques to control student behavior. Additionally, it is unethical to use corporal punishment. Some examples: referral to office/principal/dean, physical guidance, restraint, time out, detention, suspension.

*Restrictive Interventions*

* Detentions (before/after school, weekend)
* Time out (isolation or quiet room)
* Removal from classroom
* In school suspension
* Out of school suspension
* Exclusion from extracurricular activities
* Manual restraint

**Crisis Plan:** Provide a description of how an emergency situation or behavior crisis will be handled.

* A crisis can be defined as a situation that requires an immediate intervention. The plan should include conditions under which a crisis/emergency plan will be used. Additionally, it should be reviewed to make sure it is in compliance with any district policies or procedures regarding the use of behavior intervention strategies.
* Steps should be taken to minimize and control the amount of time necessary to manage the behavior. The crisis/emergency intervention should be replaced with less intrusive and invasive intervention options as soon as possible.
* The crisis plan should be closely monitored.

Crisis Plan Questions to Ask

* What will be done if the behavior threatens the safety of the individual?
* What will be done if the behavior threatens the safety of others?
* Who will be contacted?
* Who will make decisions?

**Data Collections Procedures and Methods:** Describe the expected outcomes of the interventions, how data will be collected and measured, timelines, and the criteria for determining success or the lack of success of the interventions. It is good practice for the IEP team to identify the evaluation procedures needed to ensure that: a) the behavior intervention plan is initiated and b) to determine whether or not the interventions are successful. Examples include a:

* Plan to monitor the consistency and accuracy with which the intervention plan is implemented. This will be easier if the team precisely spells out the various components of the intervention plan, along with the individuals responsible for implementing each component.
* Plan designed to accurately measure changes in the target behavior. For example, measure the behavior (baseline) prior to starting the intervention (done through the direct observation stage of conducting a functional behavioral assessment). Then continue to measure the behavior (e.g., direct classroom observation of the targeted behavior) once the intervention has been implemented. These progress checks should be detailed enough to yield information that the IEP team can then use to begin to evaluate the impact of the intervention plan. The team does this by using the baseline information as a standard against which to judge subsequent changes in student behavior, measured through progress checks. Team members may see positive changes, negative changes, or no changes at all.

**Provisions for Coordination with Caregivers:** Identify how the school will work with caregivers to:

* Share information, including how often the communication should take place, and
* Provide training to the caregivers, if needed.

**Additional Information:** The following are possible obstacles to the development and use of effective behavioral intervention plans and supports. One or more of these obstacles may sometimes require the attention of school personnel to enable the implementation of a positive behavioral intervention plan and supports.

* Too vague a definition of the behavior(s) of concern,
* Incomplete measurement/data collection regarding the behavior(s) of concern and interventions selected.
* Inappropriate interventions (e.g., too weak to deal with the complexity or magnitude of the behavior problem, not aligned with the assessment data).
* Inconsistent or incorrect application of one or more parts of the intervention plan.
* Failure to adequately monitor the implementation of the intervention plan or to adjust the intervention plan over time, as needed, based on on-going monitoring and evaluation, and to adequately evaluate the impact of the intervention plan.
* School personnel lack the skills and support necessary to teach behavioral skills.
* Failure to consider environmental issues, cultural norms, or psychiatric issues/mental illness outside of the school/classroom environment that are impacting on the student’s behavior.

**IEP GOALS AND OBJECTIVES**

**General Information**

For each area identified as a deficit area adversely affecting educational performance (academic or functional), at least one goal page must be completed. Goals for other non-identified deficit areas can also be written, but are not required. For example, if a student is eligible under Other Health Impairment due to an attention deficit disorder, the student should have goals related to any adverse effect such as increasing on-task behavior but may have goals for increasing reading comprehension if comprehension is adversely affected by the attention deficits.

The intent of IEP goals is to set yearly targets for performance and to drive the specialized instruction required.

IEP goals are based on *DATA* from the IEP sections of:

1. Present Level of Academic Performance Level

2. Present Level of Functional Performance

3. Disability’s Effect on Progress in General Curriculum

4. Transition Plan – Employment & Education/Training & Independent Living for all students 14 ½ and older

5. Functional Behavior Assessment and Behavior Intervention Plan

Goals shall NOT repeat year after year. A student’s failure to make measurable progress towards goals, and the team’s repeating IEP goals that the student has still not mastered, can be evidence that the district’s IEP is flawed.

Goals should be expressed in objective terms so that the team can make an analysis of whether the child was making progress.

An IEP goal is appropriate if a person unfamiliar with the IEP would be able to implement the goal, implement the assessment of the student’s progress, and determine the student’s progress was satisfactory.

If special education services are listed on the Educational Services page with minutes, there must be a goal for that skill area. This applies to special education and related services provided in general or special education classrooms. Services provided on a consultation basis, as indicated under the sections of “Supports for School Personnel” or “Supplementary Aids, Accommodations, or Accommodations” may not require goals and objectives.

Goals must relate to the student’s disability and need for special education. Goals and objectives such as “will pass all classes” or “will receive average grades” are not acceptable.

One way to check if a goal is measurable is the inclusion of the words “increase,” “decrease,” or “maintain” AND the words “from” and “to.” This indicates that the goal focuses on the student improving performance in the area of deficit or maintaining the acquired skill which was previously deficient from the current level to a level expected in one year.

Avoid listing specific tests or instructional programs in your goals and objectives. Remember that your IEP must pass “the stranger test,” meaning a stranger can implement the IEP. Some schools or providers may not have the exact tests or curriculum materials available.

Instead use phrases such as:

“using a research-based fluency program,”

“based on curriculum-based math probes,”

“using an augmentative communication device,”

“using an electronic tablet,”

“during role play situations,”

“given participation in research-based social skills lessons,”

“using a graphic organizer,” or other non-specific items.

This will guide the instructor in what types of materials to use, but will not require them to use the exact item. It is okay though to refer to tests and programs by name in the Current Levels section. This will help the reader know what materials have been used and the child’s performance on them.

***Current Levels of Performance***

On the top of each goal page, specifically describe the student’s current level of performance in the area in which the specific goal will be written. This section should be a “snapshot” of the child’s performance in the goal area and include statements of what the child “can” and “cannot” do. Information is this section should be consistent with information contained in the Present Levels of Academic and Functional Performance sections but should be related to the specific skills to be addressed in the goals and objectives.

Vague statements, without supporting data, such as “Reading is below grade level” or “poor social skills” are unacceptable. Test scores may be included, but should be described in terms of student strengths and areas in need of improvement. Data and narrative information should be included. More than one sentence is necessary. The goal statement should then link to what is listed in this section.

One helpful way of completing this section is to identify the targeted area then provide a description (Example: “Reading comprehension – On the MAP universal screening, Johnny scored 50 points below the expected target for his grade placement in reading. On the MAZE curriculum-based measure, his score was 2 times discrepant from peers. Johnny can identify main ideas and answer factual questions, but cannot answer questions requiring prediction or inference in grade level materials.”)

***GENERAL GUIDELINES FOR WRITING STANDARD-BASED GOALS:***

1. Become familiar with the Common Core State Standards and other Illinois Learning Standards. Visit the ISBE website for more information.

2. Become familiar with the state’s approach to extending standards for students with moderate to severe disabilities, known as the Essential Elements/Dynamic Learning Map (DLM). A link to the Essential Elements for ELA and Math are available on the VASE website under the “State Assessment” tab.

3. Consider both specific academic goals, broad access goals, and functional goals. Don’t try to recreate the entire curriculum on the IEP, but instead focus on priorities and access to the broader curriculum.

4. Link the goals/objectives to the Standards. Remember that you are ***aligning the goal*** to the grade level standard but not expecting the child to achieve at that grade level if the student is not capable of doing so. All goals will be aligned to a standard. Math and English Language Arts goals will be aligned to the New Illinois Learning Standards for ELA and Math (also known as the Common Core State Standards-CCSS). Functional goals will continue to be linked to the Illinois Learning Standards. IEPs for students with moderate and severe disabilities may have some goals that do not align to state standards—for example, toileting is a legitimate goal, but it does not link with the New Illinois Learning Standards/CCSS.

***DOCUMENTING COMMON CORE STANDARDS ON IEPS***

All standards related to Mathematics and English Language Arts (reading, writing, speaking and listening, and language) must be linked to the New Illinois Learning Standards/CCSS.

*Process for Linking Math and ELA Goals to the CCSS:*

1. Identify the student’s strengths and weaknesses in the present levels section on the goal page. Use specific examples of what the student can and cannot do in the deficit area.

Example: Sandra is a 10th grade student with an Intellectual Disability. She can read at the 2nd grade level and retell basic information from text which she has read with at least 90 percent accuracy.

Example: Curtis is in the 2nd grade and is reading at the kindergarten level. He can read 32 correct words per minute. This scores places him below the 10th percentile. A 2nd grade student is expected to read 100 cwpm. Curtis’s fluency is slowed because he struggles with sight word identification and decoding of unknown words.

Non-Example: Charlie is a 5th grade student who receives special education services for a learning disability. Charlie is on grade level in math and two years below grade level in reading. (THIS PRESENT LEVEL DOES NOT GIVE ENOUGH SPECIFIC INFORMATION ABOUT CHARLIE’S STRENGTHS AND WEAKNESSES).

Non-Example: Sam is a 2nd grad student with a learning disability. He demonstrates strengths in oral reading, enthusiasm, normal social and emotional development, and confidence. He struggles with math, reading comprehension, and memorization. (THIS PRESENT LEVEL INCLUDE INFORMATION ABOUT TOO MANY AREAS. IT SHOULD BE DEVELOPED WITH INFORMATION FROM ONE AREA SUCH AS READING.)

1. Review the CCSS and determine which standards align with the areas of weakness identified in the present levels section. Those standards that align with the student’s weaknesses will be the targeted goals linkage in the student’s IEP. It is not realistic to address every standard aligned with the student’s weakness; instead, chose one standard to address for each subject area that was identified as a weakness. If the student is in a co-taught class, it may be helpful to collaborate with the general education teacher when identifying the CCSS to target.
* **The standard identified must referenced in the student’s IEP goals with the *student’s grade level*, regardless of his/her performance/instructional level.**

Example:

Present Level: Sandra is a 10th grade student with an Intellectual Disability. She can read at the 2nd grade level and retell basic information from text which she has read with at least 90 percent accuracy.

* Weakness= Sandra cannot interact with a text beyond retelling basic facts.
* Grade-level standards that align with her weakness= RI.9-10.1, RI.9-10.2, RI.9-10.3, RL.9-10.1, RL.9-10.2, RL.9-10.3

Present Level: Derek is a 3rd grade student who is currently functioning at a 1.9 grade equivalent in Math according to his assessment data. Areas of strengths identified were double digit addition and subtraction. Derek does not know his multiplication facts past 3, and he does not know any division facts.

* Weakness= Derek does not know his x facts past 3 and does not know his / facts. He cannot complete double digit multiplication problems.
* Grade-level standards that align with his weaknesses= 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7

1. After identifying which CCSS you will address, use the progression tool to work your way back through the standards to the grade level that matches the student’s instructional level.

Example: For Sandra, I chose to work on RI.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from a text. Sandra’s instructional level is retelling basic facts from a story. Next, I followed the progression tool down to the second grade level- RI.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Example: For Derek, I chose to work on 3.OA.7- Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of one digit numbers. Next, I followed the progression tool down to the second grade level- 2.OA.4- Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

1. Write the IEP goals and objectives based on the skills needed to move from the instructional level to the grade level. Many times, a series of skills will need to be mastered before the student will reach grade level. In these cases, you will pick a reason amount of steps to address during that academic year.

Example: Sandra

Instructional Level: RI.2.1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Grade Level: RI.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from a text.

Skills needed to reach the 10th grade level: identify key details in the text, describe key details of the text using who, what, where, when, why, and how, determine the answers of informational text using who, what, where, when, why and how, ask and answer questions to understand a text, formulate questions to demonstrate understanding, and refer explicitly to the text to answer questions.

Goal: Sandra will increase her reading comprehension skills from being able to retell basic factual information (who, what, where, when) in a text to being able to correctly answer inferential questions (why, how) in a text and identify textual evidence to support her response. RI.9-10.1

* Objective 1: Given a text at her instructional level, Sandra will independently read the text and answer inferential questions with 100% accuracy on 3 of 4 attempts.
* Objective 2: When read a grade level text aloud, Sandra will answer inferential questions with at least 80% accuracy on 3 of 4 attempts.
* Objective 3: After answering an inferential question, Sandra will correctly identify textual evidence that supports the response on 3 of 4 attempts.

Example: Derek

Instructional Level: 2.OA.4- Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Grade Level: on 3.OA.7- Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of one digit numbers.

Skills needed to reach the 3rd grade level: Find the products of multiple groups of objects, interpret products of whole numbers as a total number of objects in a number of groups, know from memory all products of two one-digit numbers, fluently multiply and divide within 100, analyze a multiplication or division problem in order to choose an appropriate strategy to fluency multiply and divide within 100

Goal: Derek will increase his math fluency from only knowing his multiplication facts from 0-3 and knowing no division facts to knowing multiplication and division facts 0-10. 3.OA.7

* Objective 1: When shown a flashcard with a single digit multiplication problem including numbers 0-10, Derek will correctly answer at least 90% of the problems within 7 seconds on three consecutive attempts.
* Objective 2: When shown a flashcard with a single digit division problem including numbers 0-5, Derek will correctly answer at least 90% of the problems within 7 seconds on three consecutive attempts.
* Objective 3: When shown a flashcard with a single digit division problem including numbers 6-10, Derek will correctly answer at least 90% of the problems within 7 seconds on three consecutive attempts.

**It is important to keep in mind that when a state standard is referenced in a student’s IEP goal, the standard itself is not the goal.**

***Writing Measurable Goals – Use of Goal Bank***

Use of an IEP goal bank is highly discouraged! IEP goals must be *individualized****.*** “Goal banks” only provide ideas for writing goals. If you use a “goal bank,” then you *MUST*adapt the goal to meet the specific needs of each student. Simply pasting the goal is not enough.

***Writing Measurable Goals - Components***

Annual Goals have 5 required components: 1) Learner, 2) Desired Change, 3) Deficit Area, 4) Current Skill Level, and 5) Expected Skill Level

“Desired Change” typically includes one of the following terms: increase, decrease, or maintain.

“Deficit Area” is the area to be increased, decreased, or maintained.

“Current Skill Level” indicates how well the child “can” perform the skill at the present time.

“Expected Skill Level” indicates how well the child “is expected” to perform the skill in one year. (Expected levels can be easily determined using expected rates of improvement calculations from curriculum-based assessment research.)

***Writing Measurable Short-Term Objectives/Benchmarks***

Each Annual Goal should have at least 2 Short-Term Objectives or Benchmarks.

Short-Term Objectives describe how progress will occur in a simultaneous manner. These are often skills addressed at the same time or in no particular order. (Example: 3 objectives for reading comprehension might include one for improving vocabulary, one for improving decoding of unfamiliar words by using context clues, and one for improving skills in identifying main ideas – as all three skills can be simultaneously taught and all will help the student to increase skills in reading comprehension; 3 objectives would not include increasing reading comprehension scores on the Aimsweb by 2 words per minute, 4 words per minute, and then 6 words per minute)

Benchmarks describe how progress will occur in a sequential manner. Oftentimes benchmarks are divided into the skills which will be taught first, second, and then third. This means increases in subskills and not increases in the performance. (Example: 3 benchmarks for math computation might include one for addition of double digits, one for addition of double digits with regrouping, and one for subtraction of double digits with regrouping; 3 benchmarks would not include increasing math scores on a specific test by 10 points, then by 15 points, then by 20 points)

The Short-Term Objectives and Benchmarks provide teachers (or related service providers) with a clearer and narrower instructional focus. The goals and short-term objectives or benchmarks shall meet the student’s educational needs that result from the student’s disability, including involvement in and progress in the general curriculum. They guide instructional decision-making by stating what information is to be learned by the student, and allow the teacher to evaluate the effectiveness of their instruction and the child’s progress toward the annual goal.

Short-term objectives & benchmarks are written for the purpose of measuring progress toward the annual goal. They are not meant to be a description of every skill you are going to teach.

***Components of Short-Term Objectives/Benchmarks***

There are 5 required components for each short-term objective/benchmark:

1) Assessment Condition, 2) Learner, 3) Content, 4) Observable Response, and 5) Performance Standard

“Assessment Condition” refers to the condition under which data on the child’s performance will be taken.

“Content” refers to what the skill to be learned will be.

“Observable Response” refers to what the person who is assessing the child will see the child do in order to know that the child has performed the skill

“Performance Standard” refers to the degree to which the student must perform the skill in order to conclude that the child has made progress. “Performance Standard” is reported as either “Percent Accuracy” or “\_\_\_ of \_\_\_\_ attempts.” The performance standard selected will help guide the method of data collection.

***Examples of Annual Goals and Objectives/Benchmarks***

*Goal*: Sally will increase reading comprehension skills from answering questions related to main idea in 3rd grade passages to answering questions requiring inferring in 4th grade passages. CC.4.R.L.1/CC.4.R.I.1

Learner = Sally

Desired Change = Increase

Deficit Area = Reading Comprehension

Current Skill Level = answers questions related to main idea in 3rd grade passages

Expected Skill Level = answer questions requiring inferring in 4th grade passages.

*Benchmark 1*: Given four third grade fiction passages, Sally will demonstrate reading comprehension skills by answering two inferential questions correctly with 100% accuracy for 3 of 4 passages.

 Assessment Condition = Given a third grade fiction passage

 Learner = Sally

 Content = demonstrating reading comprehension skills

Observable Response = By answering two inferential questions correctly

 Performance Standard = with 100% accuracy for 3 of 4 passages

*Benchmark 2:* Given four fourth grade fiction passages, Sally will demonstrate reading comprehension by answering three factual questions with 90% accuracy for 3 of 4 passages.

*Benchmark 3:* Given four fourth grade fiction passages, Sally willdemonstrate inferential reasoning by answering two inferential questions correctly with 90% accuracy for 3 of 4 passages.

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*Goal*: Johnny will increase math computation skills from naming numbers to 20 to adding single-digit numbers with sums to 20. CC.2.OA.2

 Learner = Johnny

 Desired Change = Increase

 Deficit Area = Math Computation

 Current Skill Level = Naming numbers to 20

 Expected Skill Level = Adding single-digit numbers with sums to 20

*Benchmark 1*: Using manipulatives, Johnny will demonstrate computation skills by adding two groups of objects with 95% accuracy.

 Assessment Condition = Using manipulatives

 Learner = Johnny

 Content = Demonstrate computation skills

 Observable Response = Adding two groups of objects

 Performance Standard = 95% accuracy

*Benchmark 2:* Without use of manipulatives, Johnny will demonstrate computation skills by adding single digit numbers to sums of 20 with 80% accuracy.

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*Goal*: Tommy will decrease negative peer interactions from three office referrals for peer conflicts per week to one office referral for peer conflict per week. SEL1A

 Learner = Tommy

 Desired Change = Decrease

 Deficit Area = Negative Peer Interactions

 Current Skill Level = 3 office referrals per week

 Expected Skill Level = 1 office referral per week

*Objective 1*: Given 4 role-play situations of a peer conflict, Tommy will demonstrate respect by speaking in a calm voice in 4 of 4 role-plays.

 Assessment Condition = Given a role-play situation of a peer conflict

 Learner = Tommy

 Content = Demonstrate respect

 Observable Response = By speaking in a calm voice

 Performance Standard = 4 of 4 attempts (role-plays)

*Objective 2:* During 2 recess observations, Tommy will demonstrate he has engaged in positive peer relations by playing with peers and refraining from name-calling during play in 2 of 2 observations.

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*Goal*: Carrie will increase spoken language from speaking in two-word phrases to speaking in complete sentences. CC.1.SL.1

 Learner = Carrie

 Desired Change = Increase

 Deficit Area = Spoken Language

 Current Skill Level = Speaking in two-word phrases

 Expected Skill Level = Speaking in complete sentences

*Benchmark 1:* While working with the speech therapist, Carrie will display knowledge of sentences by correctly repeating 5 sentences containing 4 or more words on 3 of 4 attempts.

*Benchmark 2*: Without prompting, Carrie will generalize communication skills by engaging in conversation by using a sentence with 4 or more words during 3 of 4 classroom observations.

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***Evaluating Progress on Goals and Objectives***

Progress on all goals and objectives must be measured using either *DATA CHARTS or TESTS*. No other method of evaluation is acceptable. Observation can be used if such observations are documented in written form. Thus, the method for evaluating would be a data chart since it would be in the form of an observational log and not simply observations without documentation.

|  |  |  |
| --- | --- | --- |
|  | Could include: | Used for: |
| Data Charts | Teacher (or related service provider)-made chartsRubrics – qualitative resultsGrade books Discipline recordsAttendance records | Behavior progressQualitative or quantitative progress# of attempts% accuracy |
| Tests | Teacher-made testsCurriculum-based assessmentsStandardized tests | Specific academic skills progressQuantifiable progress% accuracy |

Each case manager must:

* develop a system for maintaining documentation of data collection (i.e., copies of data charts or tests), and
* ensure that each objective on each goal page have been completed and copies are sent to the parent each quarter on the most recent archived IEP and are attached to the next year’s annual review

Each goal implementer must:

* document the extent of progress on the goals and objectives at least quarterly on the most recent archived IEP, and
* provide a copy of this documentation to the case manager prior to the end of each quarter.

*Quarterly Progress Reports*

Special education regulations require that parents of students with disabilities be notified of their child’s progress on achieving their IEP goals at the same time that students without disabilities receive their report cards. In almost all cases, this is 4 times per year at the end of each grading period.

Progress reporting is completed in the Archived IEP on Filemaker. All IEPs are automatically archived during the summer. If the IEP for which you need to complete progress on goals and objectives is not in Archived, contact the VASE Technical Assistant for Records to have the IEP archived.

Each objective/benchmark has a line to mark the “extent of progress.” This must be reported in the same way that the evaluation criteria were written. For example, if the evaluation criteria was 90% accuracy, then at the 1st quarter reporting, the extent of progress might be 68% accuracy. The date data was collected and the % accuracy or the \_\_ of \_\_ attempts must be listed each quarter and must correspond with the data collection system used.

If an objective/benchmark was not addressed in a particular reporting period, list in “Extent of Progress” that objective/benchmark or “will be addressed during \_\_\_ reporting period.”

If an objective/benchmark was discontinued, list “discontinued” and then add an explanation on the Additional Notes page. This may require an amendment to the IEP if the objective/benchmark should be revised.

Vague terms such as “little progress” or “satisfactory progress” are unacceptable. Progress reporting must be based on data collected and be quantifiable. (Copies of data collected must be maintained at the building level and should not be sent to VASE.)

Filemaker includes a form for reporting progress on Annual Goals. This form may be completed in addition to the updates on each goal page, but may not replace the requirement of reporting progress on each objective.

A copy of previous goals and objectives with extent of progress completed should be attached to each IEP Annual Review. DO NOT send copies of progress reports to VASE after each quarter.

Each person responsible for implementing goals is responsible for ensuring that progress is measured and reported each quarter. When multiple providers are listed as implementers, then the case manager is responsible for combining the input and completing the forms.

The IEP case manager is responsible for sending copies to the parent each grading period. If a related service provider does not complete the form in a timely manner, the case manager may send an incomplete report, and the related service provider should send their report upon completion.

It is NOT the responsibility of the case manager to track down the related service providers. It is the responsibility of the related service providers to ensure their components are completed.

***Parent Requests for Specific or Too Many Goals or Objectives***

Dialogue about requests. Decide if anything in proposed goals could be tweaked to include components of parent request. Sometimes adding an objective to a related goal rather than writing another entire goal is sufficient.

Discuss that the goals are not the curriculum. More skills will be taught than are listed in the benchmarks/objectives.

Explain that the benchmarks/objectives are a means to measure student progress toward the goals.

***Student Lack of Progress on Previous Goals and Objectives***

Repeating the same goals year after year is unacceptable.

Analyze if the lack of progress is due to poorly written goals, poor data collection procedures, or poor instructional practices.

If student is not making progress, adjust the instructional program during the course of the year.

Consider the student’s present levels and develop reasonable goals that can be achieved in one year given the student’s current performance.

Discuss factors that may be impacting the student’s ability to make progress. Develop plans to address those factors if needed.

IEP AMENDMENTS

If major changes are needed on an IEP, an IEP Review Meeting must be scheduled. Major changes alter the intent of what was written and are not consistent with decisions made by the IEP team at the IEP meeting. The following steps must be followed for IEP Review Meetings:

1. Complete the Notification of Conference form.

2. Complete the Conference Summary Report page. The date of the IEP Review Meeting should be listed on the Conference Summary Report. The Annual Review Due Date should not change following IEP Review Meeting. The purpose of the meeting should be marked as “IEP Review.”

3. Indicate any changes on the IEP.

4. Summarize the changes on the Additional Notes page.

5. Complete the Notification of Conference Recommendations form.

6. Provide copies as indicated in the IEP section.

If the change is minor, an IEP may be amended but only if the parent/guardian has been informed of the purpose of the change to the IEP, agrees to the change in the IEP, and agrees that an IEP meeting is not necessary for the change to occur. Minor changes do not alter the intent of what was written and are consistent with the decisions made by the IEP team at the IEP meeting. The following steps must be followed when amending an IEP:

 1. The form “Parent/Guardian Notification of Individualized Education Program Amendment” must be completed, and

2. The IEP pages requiring changes must be completed, and

3. The original copy of the Amendment form and the pages of the IEP with changes should be submitted to VASE, and

4. Copies of the Amendment form and the pages of the IEP with changes should be distributed to IEP team members.

Examples of Allowable Reasons to Amend IEPs

* The wording on a goal or objective is unclear or not written in measurable terms
* Add a goal to address a deficit area already indicated within the IEP
* A component was inadvertently left blank on a goal page (i.e., reporting of progress, learning standard, type of goal, goal implementer, evaluation procedure, etc.)
* The content of the present levels of performance was unclear or incomplete
* The wording on accommodations is unclear
* Add an accommodation to address a deficit area already indicated within the IEP
* Add a support for school personnel (i.e., training, consultation)
* To clarify wording on the behavior intervention plan
* Add or delete strategies on the behavior intervention plan
* Parent concerns were inadvertently left blank or are unclear
* Demographic information or dates were inadvertently not corrected at the time of the meeting (e.g., date of annual review due date was incorrect, student’s grade was incorrect, serving school was incorrect, placement doesn’t match services pages, eligibility does not match most recent eligibility determination, etc.)
* An error was made when writing the IEP and the change is consistent with the decisions made at an IEP meeting

Examples of Non-Allowable Reasons to Amend IEPs

* Adding or deleting entire goals that address deficits not noted elsewhere in the IEP or are inconsistent with what was presented at the IEP meeting.
* Adding signatures of people not in attendance at the meeting
* Making a change inconsistent with decisions made at that meeting.
* Adding or deleting special education services or related services, including the amount of services or location of service (change in placement)
* Adding a behavior intervention plan
* Changing decisions about participation in state assessment
* Changing decisions about participation in extended school year

**IEP MEETING FORMAT**

*At NO time shall an IEP be written for a student who is NOT eligible for special education. If a student no longer requires special education services, then the child must be re-evaluated. At NO time shall a student remain on an IEP when the student no longer requires special education services.*

**Format of Meeting**

The IEP team shall designate a person to facilitate the IEP. This person shall be knowledgeable about the IEP process and be able to handle any conflicts that may arise. Another person shall be designated as the note-taker and should document the discussions held.

Notes should ensure what is agreed to in the IEP meeting and that it is clear and incorporated into the final agreed version of the IEP document. Items that should be reflected in the meeting noes may include:

* Any evaluation considered (including outside evaluations)
* Each placement option considered, and relevant discussion about each option
* Relevant parental concerns or requests, and any responses thereto
* Any option rejected by either the school district or the parent
* Identify all services in the written IEP
* Facts as presented in the meeting
* IEP team member’s recommendations, questions, consent and disagreement
* IEP team member participation of lack thereof
* Define unfamiliar terms

Notes shall not simply be a verbatim recording of every statement made in the meeting. They should not include inflammatory or accusatory language that may aggravate what already may be a contentious situation in some cases. Finally, notes should not include a specific methodology for teaching or curriculum. If a particular methodology or curriculum is not necessary for a student to receive FAPE, then it does not need to be addressed in the IEP.

IEP conferences should begin with introductions and a statement of the purpose of the meeting, which is to develop an “Individual Education Program” or IEP. Parents should be informed that the process involves discussing the child’s progress, setting educational goals for the next year, determining the special education services necessary to meet the goals, and determining the child’s educational placement.

Since portions of the IEP may be written prior to the meeting, the facilitator MUST indicate that the IEP is in **“DRAFT”** form only and is meant for discussion purposes only. A final IEP will be developed during the meeting. (Failure to indicate that the IEP is a “draft” could suggest that the team “pre-determined” services and placement, which is a violation of special education rules and regulations. When providing draft IEPs, it is suggested that a copy of the draft be sent to the parent in advance of the meeting in order for them to have time to review and be prepared to provide input at the meeting.)

The team should review the student’s present level of performance and growth on previous goals if available. All instructors and related service personnel should share input in this discussion.

Following a review of present levels, then goals and objectives should be developed.

After developing goals, the team should discuss the necessary accommodations needed. After accommodations are discussed, then the team can discuss the special education services and educational placement.

Placement decisions shall NOT be made until the goals and objectives have been discussed.

Throughout the process, parents should have the opportunity to participate in the discussions. Any parent concerns should be noted in the appropriate section of the IEP or on the Additional Notes page. The notetaker is responsible for documenting the parental concerns and the team’s response to each concern.

The facilitator is responsible for ensuring that proper IEP procedures are followed and that consensus of team members have been obtained. The facilitator shall adhere to these criteria for consensus:

* Each person agrees they have been heard
* Group members support the decision even if it is not their first choice
* Everyone is committed and will support the decision as if it were their first choice
	+ It is not appropriate to make IEP decision based upon a majority “vote” because the IEP team is composed of parents and school personnel as equal participants that should work towards a consensus. If a consensus cannot be reached the school district is ultimately responsible for ensuring that the IEP includes the services the student needs to receive FAPE.

At the end of the meeting, the facilitator will identify communication, follow-up and implementation issues that will need to be addressed once the meeting concludes. Finally, the facilitator will summarize decision made during the meeting.

**What Facilitators Should Do When Advocates Attend Meetings**

Prior to the IEP meeting, seek parent consent to speak to their advocate to find out if there is anything specific that the parent will want to discuss in the meeting. This will help the facilitator narrow the focus and plan for the IEP.

During the IEP meeting, direct questions to the parent and the advocate. If advocate speaks up in disagreement, turn to the parent and ask, “Is this true?” If parent allows advocate to speak for them, document this in the notes.

Enforce a code of conduct during the meeting. Do not allow the advocate or other IEP team members to behavior inappropriately. Do not allow IEP team members to question the advocate’s qualifications. If advocate because belligerent, give a warning, then tell him/her that if behavior continues, you will ask them to leave.

**IEP TEAM MEMBERS**

**Required IEP Team Members**

The following are required IEP Team Members:

1. ***The parents or legal guardian of the child***

(Please note that “parent or legal guardian” for IEP purposes is different than for the legal requirements for parent or legal guardian under other laws, such as residency, Student Records Act, etc. The following information on what qualifies as a parent or legal guardian applies to IEP purposes only. Residency rules are important, however, in terms of which district is fiscally responsible for the student.)

For IEP purposes, parent or legal guardian follows a sequential order of determination. That is, if the first one exists, then that is who must be considered the parent and the person who is allowed to make decisions, sign consent, etc. If the first one does not exist, then it moves to the second, and so on. The order of sequence is as follows:

* + 1. a biological or adoptive parent of the child
		2. a foster parent, unless State law, regulations or contractual obligations within a state or local entity prohibit a foster parent from acting as a parent
		3. a guardian generally authorized to act as the child’s parent, or is authorized to make educational decisions on behalf of the child (but not the State if the child is a ward of the state)
		4. an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child resides or an individual who is legally responsible for the child’s welfare, or
		5. a surrogate parent who has been appointed under the IDEA

Thus, when more than one party is qualified to act as a parent, the biological parent must be presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child or if a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the “parent.”

Thus, only if there is no biological or adoptive parent of the child with authority to make decisions, would any of the others be allowed to serve in the role of the parent at the IEP meeting. That is, stepparents, grandparents, etc. can only serve in the role of parent if #1, 2, or 3 are not met. Only a legal court document can give the decision-making power to another individual. Verbal or written documents not legally issued are not acceptable.

All biological parents have the right to guardianship unless there is a court order. Districts should request a copy of the parenting agreement to make these determinations. (Custody and Guardianship =Decision Making) When a court orders joint custody, the school should look to the joint parenting agreement to determine if only one, or if both parents have educational decision-making authority. If there is no court order, school correspondence goes to both parents.

Unless there is a court order that states something different, districts should allow both parents to participate in the development of the IEP. Consent is needed for initial evaluation, reevaluation, initial special education placement, revocation of consent for special education services, or waivers and excusals of requirements. If parents are married, either parent can give consent. If sole custody, only one can give consent unless ordered by the court differently. If joint custody, either can give consent unless the joint parenting agreement designates one or both as educational decision-makers.

Document all efforts to ensure parent participation, including type of effort (e.g., phone, notification letter, etc.), date of effort, and results of effort. If you have made at least three attempts to contact parent and have been unable to convince the parent that they should attend the meeting, and the parent does not attend the meeting, you may hold the meeting in their absence as long as the written notice was given 10 calendar days in advance of the meeting and all required participants are present, however, you will not be able to implement an Initial IEP or any change in placement for 10 calendar days unless the parent signs the Notification of Conference Recommendations to waive the 10 calendar day notice before placement occurs.

You are required to hold the meeting at a “mutually agreeable” date and time for the parent. To ensure that you have attempted to hold the meeting at a mutually agreeable time, present the parent with several dates and times to choose from. Avoid giving a set date and time without checking with the parent. (Please note that Illinois Law requires employers to allow parents to take off for 2 parent-teacher conferences per school year without losing their job, but the employer is not required to pay the parent for this time.)

Efforts to contact the parent should include 3 different modes of communication when meetings are held without parents present. Document contacts on the Conference Summary Form and provide any further explanation on the Additional Notes pages.

1. ***General Education Teacher***

Not less than one general education teacher of the child (if the child is or may be participating in the general education environment) is a required IEP team member. The general education teacher shall be a teacher who is, or may be, responsible for implementing a portion of the IEP, so that the teacher can participate in discussions about how to best instruct the child. The general educator invited should be familiar with curriculum for that student’s age and grade level. If the student has more than one general education teacher but only one general educator attends, it is highly recommended that the remaining teachers provide written input. For a child age three through five years who has not yet entered the primary grades, the team shall include an individual qualified to teach preschool children without identified disabilities.

Since the team cannot pre-determine placement prior to an IEP meeting, the general educator has to be invited to all IEPs regardless of whether the student is currently enrolled in general education classes. The only exception would be for meetings for students placed in separate facilities when the purpose of the meeting is for purposes other than discussion of placement and services.

One general education teacher must remain for the entirety of the meeting. Switching out of teachers is permissible as long as one teacher remains for the entirety of the meeting.

1. ***Special Education Teacher***

A special education teacher is a required IEP team member. (For speech-only students, this will be the Speech Therapist.) It is recommended that this person be the teacher who currently provides services or who it is anticipated will provide the services.

1. ***Local Educational Agency Representative***

An LEA Representative is a required IEP team member. By law, the LEA Representative must be

* qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities,
* knowledgeable about the availability of resources of the school district, and
* have the authority to make commitments for the provision of resources and is able to ensure that IEP services will be implemented.
* Be able to ensure that the services set out in the IEP will be implemented.

Districts are strongly cautioned against appointing non-administrative personnel as LEA representatives due to the requirement that they must be able to supervise the provision of specially designed instruction and they must have the authority to commit district resources.

1. ***An individual who can interpret the instructional implications of evaluation results***

This means that someone at the meeting must be able to discuss any evaluation results that are used for decision-making at that IEP. Someone may serve a dual role for this purpose.

1. ***The student, if transition planning is discussed or whenever else appropriate***

This includes students that will turn 14 ½ at any time during the period of that IEP, but may include students of earlier ages.

1. ***Other individuals who have knowledge or special expertise regarding the child invited by the parents or the school, including related service personnel***

Related service personnel should be invited to meetings when they have knowledge or special expertise regarding the child, including if they are providing or may be providing services to the student.

Districts may choose to invite the student’s truancy officer, probation officer, or others when these individuals may have information pertinent to the IEP discussion. Case managers, however, are encouraged to contact administration before inviting non-school personnel as there could be costs involved (e.g., outside counselor may charge district for their time for attending the meeting).

It is not advisable for districts to invite aides to the IEP. If a parent requests the aide attend, the district is not required to include them but may choose to do so.

Parents can invite other individuals to the IEP if this individual has knowledge or special expertise regarding the child.

Advocates can attend with parents to help parents understand the IEP process but the conversation should be directed to the parent and all decision-making must be made by the parent.

Parent attorneys may also attend. They do have authority to speak on behalf of the parent.

If the parents invite other individuals and the district can show that these individuals do not have special expertise or knowledge regarding the child, the district may refuse to allow the person to attend as long as not allowing them to attend is not violating the child’s right to FAPE. (Please use caution when denying participants and check with administration before doing so).

1. ***An agency representative likely to be responsible for providing or paying for transition services (if the parents consent to the attendance of such individuals)***

Agency representatives are required to be invited when the student is 14 ½ or older, however, these individuals are not considered IEP team members for consensus purposes.

Do not disclose confidential information about the student, including the student’s name, to the agency representative until the parent has agreed to allow this person to attend. You can give them general information and check on their availability to attend the meeting without parental approval. Please note that there are forms that the parent and student must sign before agency representatives can be invited to the meeting.

1. ***A qualified bilingual specialist or teacher or an interpreter for the hearing impaired, if the presence of such a person is needed to assist the other members in understanding the child’s language or cultural factors as they relate to the child’s instructional needs***
2. ***In the case of a child whose behavior impedes his or her learning or the learning of others, the team shall include a person knowledgeable about positive behavior strategies.***

**Students over age 18**

When a student who is eligible for special education reaches the majority age of 18 years, all rights accorded to the student's parents under this Article transfer to the student. This transfer of rights also applies to students who are incarcerated in an adult or juvenile State or local correctional institution. A student with a disability who has reached majority age has the right to have an adult of his or her choice, including, but not limited to, the student's parent, assist the student in making decisions regarding the student's individualized education program.

Rights shall not transfer from the parents to the student if either of the following apply:

(1) The student with a disability who has reached the age of majority has been adjudged incompetent under State law.

(2) The student has not been adjudged incompetent under State law, but the student has executed a Delegation of Rights to make educational decisions pursuant for the purpose of appointing the student's parent or other adult to represent the educational interests of the student.

When students are 18 years of age or older, the district shall still invite the parent to the meeting but the decision-making power is the students unless #1 or #2 above have been met.

**Listing of IEP Team Members on the Notification of Conference Form**

IEP Team Members must be listed on the Notification of Conference form by name AND position whenever possible. The LEA representative must include the person’s name, position, and title as LEA representative.

All individuals invited by the school district to participate in the IEP meeting must be listed on the Notification of Conference.

Individuals invited by the parent should not be listed on the Notification of Conference.

**Excusals of IEP Team Members**

A member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent and the district 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 in the meeting. The excusal of a team member whose area of service is not being modified or discussed required a written agreement between the parent and the district. The upper portion of the form “Excusal of IEP Team Members” should be completed and signed by the parent.

A member of the IEP Team can be excused from attending an IEP Team 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 --

(i) The parent, in writing, and the public agency consent to the excusal; and

(ii) The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

The bottom portion of the Excusal Form is completed in these cases. Because written consent versus written agreement is required when the IEP team member’s area or service is being modified or discussed, this requires the district to fully inform the parent of all information relevant to the team member’s excusal in the parent's native language or other mode of communication, and to ensure the parent's understanding that the granting of consent to the team member's absence is voluntary and can be revoked at any time.

Districts are cautioned to consider an excusal request carefully before asking parents to agree or consent to a member’s nonattendance at an IEP meeting. Extreme caution should be given to the excusal of the LEA representative, special education teacher, or general education teacher. An LEA that routinely excuses IEP team members would not be in compliance.

IEP meetings cannot be held unless the parent agrees, in advance of the meeting, to excuse the participants.

If a parent is not in attendance AND another member is not in attendance, the IEP cannot be held unless the parent had signed the Excusal form prior to the meeting.

In addition, if you did not include someone on the Notification of Conference form, you must complete a revised Notification of Conference form and notify the parent of the change in participants. It is advised that this be done prior to the meeting date. If in a rare case this does not occur, then notify the parent prior to the meeting beginning, obtain permission for participation, and document on the Additional Notes that the parent agreed to the additional participants.

**Alternate Means of Participation**

The parent and district can agree to use alternative means of meeting participation, such as video conferences and conference calls.

**INITIAL ELIGIBILITY IEP MEETINGS**

**Purpose of Eligibility IEP Meetings**

An Eligibility IEP Meeting is conducted as a result of a referral for evaluation of a possible disability of a student for which special education and related services might be required.

It is the responsibility of the Eligibility IEP team members to:

1. determine if the student has one or more disability,

2. identify the effects the disability has on educational performance, and

3. identify the special educational needs that results from the adverse effect caused by the student’s disabling condition(s).

*Timelines for Eligibility IEP Meetings*

The conference to determine eligibility must be held no later than 60 school days after the date of parent consent. If the student is found eligible, the IEP meeting shall be conducted within 30 calendar daysafter the date of that determination but still within the 60 school day time limit. If there were less than 60 school days left in the school year, the Eligibility IEP meeting must be held before the first day of the next school year.

For evaluations for which no additional information is needed, the team may proceed into the Eligibility conference as long as parental consent has been obtained, and the parent has waived the 10-day written notice for the meeting.

*Format of Meeting*

The IEP team shall designate a person to facilitate the meeting. This person should understand the special education eligibility process and be able to handle any conflicts which may arise.

Conferences should begin with a statement indicating that the purpose of the meeting is to determine the existence of a disability, to determine if the disability adversely affects the child’s educational performance, and if the child is eligible for special education services. These three separate steps for determining eligibility should be made clear to all participants.

The team members then review the evaluation results relevant to the purpose of the meeting. If information is not relevant to the disability in question, then it is not necessary to share the information at the meeting.

The team may either choose to have each person share their individual evaluation reports, have one spokesperson review all evaluation results, or have each person share results as they relate to each of the criteria for the disability in question.

Regardless of how the team chooses to present evaluation results, decisions regarding identification of the disability shall be made by reviewing the criteria checklists contained in Appendix A.

Following the identification of a disability, the team must determine if the disability adversely affects the student’s educational performance.

If there is an adverse effect, then the team must determine if special education and related services are required to address the adverse effect. Eligibility conferences will include discussion of the type and intensity of specialized instruction needed, but all final decisions regarding the type and intensity of instruction that will be provided will be determined at the IEP meeting.

*Forms To Be Completed*

*Parent/Guardian Notification of Conference*

Prior to holding an eligibility meeting, the Notification of Conference Form must be completed and sent to parents 10 days prior to the meeting and participating staff members. Directions for completing the Notification of Conference form are located in the Parent Notifications section.

*Conference Summary Report*

The purpose of the meeting on this form shall include “Initial Evaluation.”

At the beginning of the meeting make sure parents confirm the identifying information on the Conference Summary Form.

All team members should sign in to indicate their attendance at the meeting. The box “Eligibility IEP” shall be checked next to each participant’s name. Complete directions for this form are located in the IEP section.

*Documentation of Evaluation Results – All Categories except Specific Learning Disability*

This form is completed for any meeting in which the results of a recent evaluation are being discussed for the purpose of determining eligibility. Thus, it should not be completed for each IEP review.

This form should be completed PRIOR to the Eligibility IEP meeting. Each person who has completed a component of the evaluation shall complete any section for which he/she has information to include. If information came from a review of records only, the person most closely associated with the component shall be responsible for completing the section (e.g., Communicative Status completed by Speech Therapist) even if no new data was collected.

It is recommended that the person completing the section denotes their name after their information. More than one person can submit information in a section; however, team members should be mindful of the limited space available.

For any area which was deemed “not relevant” at the domain meeting, the section can be marked “N/A.”

For all eligibility categories other than Specific Learning Disability, this form must be completed. This includes Developmental Delay, Intellectual Disability, Autism, Emotional Disability, Deafness, Deaf-Blind, Visual Impairment, Hearing Impairment, Traumatic Brain Injury, Other Health Impairment, Multiple Disabilities, Speech or Language Impairment, and Orthopedic Impairment.

If the parent(s) obtained an outside evaluation, the team must document consideration of the evaluation.

For all assessments, describe how procedures were modified to be culturally and linguistically nondiscriminatory, or adapted because of sensory and/or physical disabilities, if needed.

For all relevant domains, strengths and/or deficits in the student’s functioning should be described including narratives and scores from evaluation reports. In particular, any information that is used as a basis for determining a student’s eligibility should be included. Indicate N/A if the area was not assessed. “See Attached Report” may be used only if the final typed report is provided to all IEP team members at the time that eligibility is determined and is attached to ALL copies of the forms.

Academic Achievement*:* This section provides a narrative summary of data of the student’s academic achievement in the general education curriculum and indicates the student’s instructional level based on the assessment results. Information related to the current assessment results are to be reported in clear, concise, and understandable terms. Incorporate information and/or observations by the parent(s) and others who have regular contact with the student. The narrative summary must be sufficient to provide a foundation for planning. Academic achievement could include the classroom grades, instructional level, strengths and weaknesses observed by the teachers and parents, informal and formal test results, etc. (This section is typically completed by a school psychologist, special education teacher, or educational diagnostician.)

Functional Performance*:* This section provides a narrative summary of data of the student’s functional performance in the educational setting. Information related to the current assessment results should be reported in clear, concrete terms. Functional performance should describe how the student is managing daily activities to participate in the general education setting. This may include study skills, organization, attention, self-help skills, independent functioning, etc. Incorporate information and/or observations by the parent(s) and others who have regular contact with the student. (This section is typically completed by the school social worker, school psychologist, special education teacher, or related service providers.)

Cognitive Functioning*:* This section provides a narrative summary of data of the student’s general cognitive ability. Information provided here should address the student’s assessment results overall, as well as subtest results. Test/Procedures and dates of assessments should be included in this section. The narrative summary must be sufficient to provide an understanding of the student’s general intelligence. (This section is typically completed by the school psychologist.)

Communicative Status*:* This section provides a narrative summary of data of the student’s communication needs. Consideration should be given to the modes of communication used by the student to receive and provide information to others. This section should be used to indicate if the student has limited English proficiency and current status in English language acquisition. Information should be provided on how the student’s communication affects participation in the general education setting. For ELL students, explain ELL STATUS and whether ELL Status has changed. (This section is typically completed by the speech-language therapist.)

Health*:* This section provides the results of the student’s most recent health update. If the student has an existing condition, medical information and the source(s) from where the information was obtained should be included. Documentation of existing health issues discussed in this section should include any effect the current health status has on the student’s participation in the general education curriculum and school setting. (This section is typically completed by the school social worker, school nurse, or OT/PT staff.)

Hearing/Vision*:* This section provides the results and date of the most recent hearing/vision screening. Indicate who performed the hearing/vision screening. For students with a visual and/or hearing disability, provide a narrative summary of evaluation results. (This section is typically completed by the school social worker, school psychologist, special education teacher, school nurse, or speech therapist.)

Motor Abilities*:* This section provides a narrative summary of the data of the student’s motor abilities in the educational setting. The narrative should include a statement of how the student’s mobility impacts progress in the general education curriculum. (This section is typically completed by the occupational therapist, physical therapist, or adapted PE teacher.)

Social Emotional Status/Social Functioning*:* This section provides a narrative summary of data of the student’s social/emotional status and/or social functioning. The narrative should include information about the student’s interpersonal relationships (development and maintenance, behavior toward others, compliance with rules, etc.). (This section is typically completed by the school social worker, school psychologist, or special education teacher.)

*Eligibility Determination – All Categories except Specific Learning Disability*

For all eligibility categories other than Specific Learning Disability, this form must be completed. This includes Developmental Delay, Intellectual Disability, Autism, Emotional Disability, Deafness, Deaf-Blind, Visual Impairment, Hearing Impairment, Traumatic Brain Injury, Other Health Impairment, Multiple Disabilities, Speech or Language Impairment, and Orthopedic Impairment.

This form is also used for related services that are provided when the service is not related to a Specific Learning Disability. If the related service is related to a Specific Learning Disability, then it is listed on the LD Eligibility Determination page.

If Specific Learning Disability is being considered in addition to another disability, it is recommended that the determination of LD eligibility occur first. This will assist the team when it needs to make a decision between primary and secondary disabilities.

*Determinant Factors*

For all disability areas, the evaluation team must FIRST consider if the determinant factor for the suspected disability is either:

1. a lack of reading instruction in the essential components of reading instruction (The essential components of reading instruction include phonemic awareness, phonics, fluency, vocabulary, and comprehension.),

2. a lack of appropriate math instruction, or

3. limited English proficiency.

The team must list evidence to support its findings. The evidence statement should include information on the type of instruction, amount of instruction, student response to instruction, etc.

Examples:

No/(Rule Out): The Michael Heggerty program was used in the general education classroom and intensive reading instruction with K-PALS showed little to no progress (May be reason why team can consider Cognitive Disability, for example)

No/(Rule Out): Betty’s ISAT scores indicate she has met or exceeded expectations in the core curriculum. (May be reason why team can consider existence of Emotional Disability, for example)

Yes/(Can’t Rule Out): Tom has not been provided any reading interventions other than the core curriculum. FBA shows “asked to read” as primary antecedent to behavior outbursts. (May be reason why team can’t consider existence of Emotional Disability)

No/(Rule Out): Sandy participated in language groups on a daily basis during the past two years in the at-risk preschool program, but continues to struggle with language. (May be reason why team can consider Speech/Language or Hearing Impairment)

No/(Rule Out): Saxon Math has been used in all grades. Student participates in math class.

Yes/(Can’t Rule Out): John did not attend the at-risk preschool program as recommended. He has not had exposure to phonemic awareness instruction. (May be reason why can’t make eligible for speech-language impairment)

Evidence to rule out Limited English Proficiency might be “all assessments were provided in the student’s native language.”

All three determinant factors must be ruled out for all disabilities. For example, if a student is to be eligible for services for an emotional disability, it must be clear that the reason the student becomes emotional is not because of academic frustration resulting from lack of instruction in math or reading or because of a language barrier. Or, if a student is eligible for language services due to vocabulary weaknesses, it must be clear that the student has had adequate vocabulary instruction in general education.

*If lack of instruction in reading or math or limited English proficiency cannot be ruled out as the primary cause of the disability, then the team CANNOT identify the student as a student with a disability.*

*Steps in Determining Eligibility*

Step 1 – Identification of a Disability

Based on the evaluation results, and using the Eligibility Criteria Checklists, the team must identify a disability. These checklists must be completed at the Eligibility IEP meeting and not in advance.

If the criteria for the Identification of a Disability are not met, then the team must mark “No Disability Identified.”

It is important to clarify with parents that we are identifying disabilities based on our educational criteria. It is likely that some students may have a medical diagnosis for a disability but not meet educational criteria and vice versa.

If more than one disability is identified, then the team must determine which disability is primary and which is secondary. This is based on the degree to which the disability adversely affects the student’s educational functioning. It should not be based on WHO the case manager will be.

Speech/language Impairment would be considered either a Primary or Secondary Disability if the disability is not related to the student’s other identified disability. If the speech/language impairment is related to the disability, then services would be provided on a related service basis. In those cases, speech/language services are considered a supportive service to assist the student in achieving educational benefit from their other special education services.

Reminders:

1. The Primary and Secondary Disabilities can only be added or changed at an Eligibility IEP meeting following a Request for an Evaluation.

2. Special education case managers should ensure that the Disabilities listed on the Conference Summary Report are consistent with the most recent Eligibility IEP.

3. To terminate eligibility for services for a Primary or Secondary Disability, an Eligibility IEP must be held. This requires a Referral for a Re-Evaluation.

4. Related services may be terminated at any IEP meeting or annual review.

Step 2 – Adverse Effects

For each disability identified, describe the adverse effect that disability has on the student’s educational performance. This involves documenting how the student’s functioning in the school environment is negatively impacted by the disability. This includes how the disability affects the student’s academic achievement and/or social functioning (i.e., acquisition, retention, or demonstration of academic and behavior skills).

Examples:

Johnny’s emotional disability adversely affects his anger management skills. When angered, he is unable to focus on classroom instruction.

Autism adversely affects Sally’s educational performance by impairing: 1) her social interactions with peers and adults, 2) her ability to communicate her wants and needs, 3) her acquisition and demonstration of pre-readiness skills, and 4) her ability to handle transitions.

Danny’s speech/language impairment adversely affects his ability to effectively communicate in an understandable manner. He understands information presented to him, but is unable to demonstrate his knowledge verbally.

Kelly’s ADHD (Other Health Impairment) adversely affects her ability to sit still without fidgeting which may disrupt others seated near her but she is able to take in information and complete grade level work without assistance. (No Adverse Effect on her performance – Mark Not Eligible)

Although Tommy has a speech-language impairment (i.e., unable to produce the “r” sound), he is progressing adequately in the general curriculum and is able to communicate his wants and needs in an understandable manner to familiar adults. (No Adverse Effect - Mark Not Eligible).

Step 3 – Educational Needs

For each disability identified, describe the specialized instruction, if any, the student will require, to address the adverse effects on his/her educational performance related to the disability. There should be a clear link between the adverse effect and the need for special education and related services.

For students who will need related services in addition to their special education services, justification for the need for the related service should be indicated.

The statement of need for specialized instruction forms the basis for the development of the student’s IEP. This does not mean list every academic subject or every possible behavior that could require services. The statement will most likely be broad in nature. Once the IEP is developed, the needs will be specified more clearly in the annual goals and objectives. Any need identified in this section should be addressed in the annual goals. There should be a clear link between the educational needs and the IEP goals and services listed on the IEP. Goals should be tailored to the student’s identified disability.

Examples:

Johnny requires specialized instruction in anger management. (IEP Goals could then address anger management as well as ability to focus on classroom instruction since these needs were addressed in Step 2.)

Sally requires speech therapy and social work to address her needs in communication and social interactions. She requires an adapted curriculum to address academic and functional needs. Occupational therapy is required to address sensory needs. (IEP goals could address language, social skills, academics, functional skills, and sensory skills since all were addressed in Step 2 and 3).

Danny requires speech therapy to address articulation errors. (IEP goals would address articulation skills and may address language concerns if the goals are in relation to improving communication of wants and needs.)

Tommy requires specialized instruction and related services to address the intensity of his academic needs, communication needs, and social needs associated with Autism.

Step 4 – Eligibility Determination

If Step 1 indicates that there is No Disability Identified, then the student is Not Eligible.

If Step 2 indicates there is NOT an adverse effect on educational performance, then the student is Not Eligible.

If Step 3 indicates that there is not a need for specialized instruction (special education and related services), then the student is Not Eligible.

If Step 1 indicates that a Disability is identified AND Step 2 indicates an adverse effect AND Step 3 indicates the need for specialized instruction, then the student is Eligible for Special Education.

If the student is found eligible, the IEP team must convene an IEP meeting within 30 calendar days to develop and/or review the child’s IEP. This IEP meeting could be held immediately following the eligibility meeting as long as the Notification of Conference indicated this may occur. Please note that although this meeting can be convened at a later date, it must still occur within 60 school days from the time of signed consent for the evaluation.

If the student is found eligible, the IEP team must develop the IEP prior to obtaining parental consent for services. The Parent/Guardian Initial Consent for Special Education Services Form should be completed following the IEP meeting, NOT at the Eligibility meeting. If it has been made clear at the time of the Eligibility meeting that the parent does not plan to provide consent, the team may refrain from writing an IEP, but must clearly document that an IEP was not developed per parental request.

*Documentation of Intervention/Evaluation Results – Specific Learning Disability*

Complete after an initial evaluation, reevaluation, or review of an independent or outside evaluation when a specific learning disability is suspected.

As part of the evaluation process, relevant behavior noted during observation in the student’s age appropriate learning environment, including the general education setting for school age children, the relationship of that behavior to the student’s academic functioning, and educationally relevant medical findings (if any) must be documented.

Multiple sources of data are required to complete this form. The focus of the RtI model is data-based decision making with ongoing requirements for supporting evidence.

Problem Identification/Statement of Problem

Using baseline data, provide an initial performance discrepancy statement for all identified areas of concern (i.e., Basic Reading Skills, Reading fluency, Reading Comprehension, Mathematical Calculation, Mathematical Problem-Solving, Written Expression, Oral Expression, Listening Comprehension). Statements of the problem should be specific, observable, measurable, and within control of the educational setting and must include information about the student’s performance discrepancy prior to intervention.

Discrepancy is the difference between the individual’s level of performance compared to peers’ level of performance, or other scientifically based standards, at a single point in time. Discrepancy data helps the team determine the significance of concerns about a student.

Evidence to include (please report for each identified area of concern):

* Standard of comparison: The standard of comparison is selected and used to evaluate the individual’s performance as compared to peers’ performance on the same standard. The standard chosen must be relevant to the targeted area of concern. It is not limited to, but may include:
	+ Local district norms or national norms;
	+ District measure of peer performance;
	+ Scientifically-based standards and benchmarks (e.g., DIBELS);
	+ Developmental norms
* Expected level of performance: This should be based on the standard of comparison.
* Current level of performance: This is the student’s performance prior to intervention (baseline data).
* Statement of discrepancy: This is the difference between the student’s current level of performance and the expected level of performance. (Expected level of performance – Current level of performance = Discrepancy).
* Date: This is the date that the discrepancy was noted.

Examples:

On the Fall 2006 DIBELS, \_\_\_\_\_\_received a Nonsense Word Fluency score of \_\_\_\_\_. The median score for students in his classroom was \_\_\_\_\_ and the cut-off score according to the DIBELS manual was \_\_\_\_\_. During the classroom observation, the student seemed to prefer drawing over reading.

On the Developmental Reading Assessment given in September 2007, \_\_\_\_\_\_\_ was reading at Level \_\_. Level \_\_\_ is the expected level for a student beginning grade \_\_\_. This is \_\_\_ grade levels below \_\_\_\_\_\_\_\_\_\_’s grade.

Student could compute basic addition problems up to sums of 10. He could not add sums beyond 10 and could not complete any subtraction. 90% of students in the classroom were able to complete subtraction with regrouping with 100% accuracy.

Problem Analysis/Strengths and Weaknesses

Describe student’s skill strengths and weaknesses in the identified areas of concern and include evidence of skills deficit versus performance deficit (e.g., low decoding skills versus work completion difficulties). For students 14½ and older, describe student strengths and weakness within the context of his/her post-school goals.

Identification of skill strengths and weaknesses in the areas of concern assist the team in planning for the student’s educational needs, including what interventions and resources will result in student progress. All information reported should be from multiple sources and directly support student instructional and intervention planning.

Examples of Evidence should include:

* interviews of students, parents, teachers, etc.
* observations including setting analyses, systematic observations, anecdotal recording of checklist, etc.
* tests or direct assessments of student skills, such as Curriculum-Based Measurement, Curriculum-Based Evaluation, criterion-referenced assessments, classroom tests, functional analysis, etc.
* reviews of records, permanent products, etc.

Example:

On the DIBELS Oral Reading Fluency subtest, Johnny struggled with multi-syllabic words, often substituted long vowels for short vowels, sometimes substituted whole words, and omitted an entire line. The student read fast but made many errors. In the classroom, the student wrote so quickly that some letters were illegible. This indicates that some errors may be due to working too quickly and not paying attention to details.

Plan Development/Intervention(s)

Describe the previous and current intervention plans (core/Tier 1, supplemental programming/Tier 2, and intensive/Tier 3) including evidence that the intervention was scientifically-based and implemented with integrity.

Evidence of the Intervention Plan should include:

* a description of the intervention or instruction,
* the frequency and length of time it was provided,
* the materials that were used,
* the person responsible for implementation,
* description of how progress was monitored, and
* the goals stated in observable and measurable terms.

Evidence of a scientifically-based plan should include:

* a reliable source has identified the intervention as scientifically based and
* objective research that has found the intervention to have positive effects on student outcomes.

Evidence of a plan developed with integrity should include:

* direct observations using integrity checklists or intervention scripts,
* self-report/implementation logs, and
* evaluation of permanent products.

Example:

Johnny participated with his classroom 60 minutes per day in guided reading, 15 minutes per day in “word work” using a word wall, and 15 minutes per day in fluency instruction using reader’s theater. From 9/15/09 – 11/20/09, he received an additional 20 minutes per day of small group instruction using the REWARDS program. From 11/20/09 – 1/30/10, he received intensive instruction 5 times per week for 30 minutes using the SRA Corrective Reading program.

Plan Evaluation/Educational Progress

Provide documentation of student progress over time as a result of the intervention(s). Progress is improved performance over time. In addressing progress, the team considers data that have been collected about the student’s performance over time in relationship to the assistance that has been provided.

To be determined eligible for special education, students must exhibit significant deficiencies in their rate of learning based on progress monitoring data. The student’s progress is compared to his or her performance during baseline data collection, to the learning required to close his or her performance gap with typical peer.

Evidence of plan evaluation/progress to include:

* identification of the progress monitoring methods used,
* actual rate of skill acquisition compared to the expected rate of skill acquisition displayed on a progress-monitoring graph,
* description of the frequency, intensity, and duration of the behavior, (This may not apply to some concerns, but would apply for a behavioral concern.)
* identification of the conditions that enable the most growth for the student, and
* multiple sources of data to substantiate conclusions.

Example:

Using the DIBELS Progress Monitoring system for Oral Reading Fluency for grade 2, Johnny was assessed every 10 days. His reading fluency only increased from \_\_\_\_wpm to \_\_\_\_\_wpm when the REWARDS program was implemented. When the SRA Corrective Reading program was used, skills increased from \_\_\_\_ to \_\_\_\_.

Plan Evaluation/Discrepancy

Report the current/continued existence of performance discrepancy (i.e., the discrepancy that exists after intervention).

Discrepancy is the difference between the individual’s level of performance compared to peers’ level of performance, or other scientifically based standards of expected performance for individuals of the same age or grade, at a single point in time. Discrepancy data help the team determine the significance of concerns about a student.

Evidence of plan evaluation/discrepancy should include (please report for each identified area of concern):

* Standard of comparison: The standard of comparison is selected and used to evaluate the individual’s performance as compared to peers’ performance on the same standard. The standard chosen must be relevant to the targeted area of concern. It is not limited to, but may include:
	+ Local district norms or national norms,
	+ District measure of peer performance,
	+ Scientifically-based standards and benchmarks (e.g., DIBELS), and
	+ Developmental norms.
* Expected level of performance: This should be based on the standard of comparison.
* Current level of performance: This is the student’s current performance, or performance after an intervention has been applied.
* Statement of discrepancy: This is the difference between the student’s current level of performance and the expected level of performance, (Expected level of performance – Current level of performance = Discrepancy).

Procedures will then be applied in determining if the existing discrepancy after intervention is significant. The following are examples that may be used when determining magnitude of discrepancy:

* When a measure is utilized that provides the opportunity to identify a percentile rank, a score near or below the 10th percentile may be considered to be significantly discrepant.
* When standard scores are available at least one standard deviation may represent a significant discrepancy.
* When using a classroom-based measure (e.g., CBM, systematic observations, record reviews, work samples, etc.), a score that is two times discrepant from peers, at/below ½ the normative median, or two or more years behind grade level peers. (Survey Level Assessment) may be considered significantly discrepant.
* Quantifiable standards set by respectable sources within a specific discipline.

Example:

On the grade 4 DIBELS Benchmark Assessments, Johnny increased from \_\_\_\_\_\_ wpm on the Fall Benchmark to \_\_\_\_\_\_ wpm on the Winter Benchmark. The classroom Winter Benchmark median was \_\_\_\_\_ and the DIBELS cut-off score was \_\_\_\_\_\_. Despite making progress, as seen by the 2nd grade DIBELS progress monitoring results above, Johnny continues to fall significantly below grade level peers.

Plan Evaluations/Instructional Needs

Summarize the student’s needs in the areas of curriculum, instruction, and environment. Needs are the services, activities, supports, accommodations, and modifications required in order for a student to make curricular or developmental progress, to advance toward meeting goals set in an individualized plan (intervention plan, individualized family service plan, or individualized education program), and to participate in activities appropriate to the student’s age or grade.

Conclusions regarding student needs and how the student best learns are to be based on an integration of information including an analysis of the student’s response to various instructional strategies and intervention.

Evidence of plan evaluations/instructional needs should include:

* a statement of the student’s needs in the areas of curriculum (what the student is taught),
* a statement of the student’s needs in the area of instruction (how the student should be taught),
* a statement of the student’s needs in the area of changes to the learning environment (This section includes recommendations for accommodations and modifications.) and
* a statement of what the student needs to be successful (i.e., materials, planning, and personnel) is significantly different from general education peers.

Example:

Johnny requires intensive instruction using a program that targets phonics and fluency. He responds better in smaller groups where he can be redirected when he begins to work too fast for accuracy.

Additional Information Necessary for Decision Making

Include any educationally relevant information necessary for decision making, including information regarding eligibility exclusionary and inclusionary criteria. It is acceptable that no additional information be added here if all relevant criteria have been addressed.

Examples of evidence of additional information should include:

* evidence of absence of educational opportunity or lack of instruction,
* results of screening measures,
* results of standardized, norm-referenced tests of intelligence, and
* assessments of adaptive behavior.
* Related service evaluation data

*Eligibility Determination – Specific Learning Disability*

This form is completed at ANY Eligibility meeting in which Specific Learning Disability is considered. All sections of this form must be completed.

*Determinant Factors*

The evaluation team must consider if any of the following factors are the primary reason why the child is suspected of having a Specific Learning Disability:

1. a lack of reading instruction in the essential components of reading instruction (The essential components of reading instruction include phonemic awareness, phonics, fluency, vocabulary, and comprehension.),

2. a lack of appropriate math instruction, or

3. limited English proficiency.

The team must list evidence to support its findings. Evidence should include research-based instruction. The evidence statement should include information on the type of instruction, amount of instruction, student response to instruction, etc.

Examples:

Johnny responded well to the Michael Heggerty program offered in the gen education classroom.

Betty’s ISAT scores indicate she has met or exceeded expectations in the core curriculum.

Records show that Tommy has received special education services for reading since 2nd grade, etc.).

Evidence to rule out Limited English Proficiency might be “all assessments were provided in the student’s native language.”

All three determinant factors must be ruled out as the primary reason for the suspected Specific Learning Disability. If lack of instruction or limited English proficiency cannot be ruled out as the primary cause of the disability, then the team cannot identify the student as a student with a Specific Learning Disability.

Exclusionary Criteria

The team must determine if the factors listed below are the primary basis for the student’s learning difficulties. While the factors may contribute to the difficulties, the team must determine if the difficulties are the result of any of the factors.

Evidence to support each determination must be provided.

For ruling out a vision, hearing, or motor disability, evidence would include results of the vision and hearing screening. Evidence might include other information from the health history, OT screenings or evaluations, or classroom observations. Evidence may be stated as “student passed screenings; no motor disability present.”

For ruling out cognitive disability, evidence might include academic test results, adaptive behavior results, or intellectual assessment. Evidence may be stated as “student possesses average intelligence.”

For ruling out emotional disability, evidence might include information obtained from the social developmental study, student interview, discipline record, etc. Evidence might be stated as “SDS indicates student is well-adjusted socially and emotionally” or “Although emotional disability exists, this is not the primary reason for the lack of reading progress.”

For ruling out cultural factors, evidence might include information obtained from the social developmental study, data comparing same age peers, non-biased assessment techniques, comparisons with subgroups on state or district tests, etc. Evidence might be stated as “SDS indicates parents have same expectations for academic performance” or “Child’s culture is same as classmates.”

For ruling out environmental or economic disadvantage, evidence might include information from the social developmental study, attendance records, and comparisons with SES subgroups on state or district tests, etc. Evidence might be stated as “Low income status not primary reason; difficulties remain despite intensive reading instruction” or “Lack of exposure to books outside of school, minimal communicative interaction in the home, and missed instruction in intervention groups.” The latter would EXCLUDE a student from being identified as having a Specific Learning Disability.

If any of the above factors cannot be ruled out as the primary factor affecting the student’s then the student is NOT eligible.

Inclusionary Criteria

Just as there are factors that could exclude a student from being eligible for services for a Specific Learning Disability, there are factors that the student must meet in order to INCLUDE them in services. The three factors relate to the student’s rate of progress over time, the student’s performance compared to peers, and the student’s need for instructional supports.

1) Educational Progress

Based on the data provided under the Documentation of Evaluation Results Plan Evaluation/Educational Progress, the team must determine if the student is progressing at a slower rate than expected.

Educational progress MUST be based on systematic progress monitoring data. The evaluation reports must contain copies of the progress monitoring graphs. Educational progress might also be supported pre/post assessment data, classroom assessments, standardized test scores, a review of IEP goal progress, etc.

Progress monitoring graphs must clearly show that the student’s rate of progress will not “close the gap” between the student’s performance and his/her peers’ performance, except in the case where students are making progress, but the reason for the progress is that the level of instruction is so intensive that it cannot be sustained without special education services.

Academic areas in which the student is not progressing must be listed.

2) Discrepancy

Based on the data provided under the Documentation of Evaluation Result Plan Evaluation/Discrepancy, the team must determine if the student’s performance is significantly discrepant from peers.

Discrepancy MUST be based on a comparison of expected level of performance based on grade/age level norms and the student’s level of performance. This discrepancy must be verified using progress monitoring and benchmark assessments and/or other available data.

Evaluation reports must contain copies of graphs showing how the student’s performance remains discrepant from peers despite the implementation of research-based interventions.

Academic areas in which the student’s performance is significantly discrepant from peers must be listed.

3) Instructional Need

Based on what was listed in the Documentation of Evaluation Results, the team must determine if the student’s needs are significantly different from peers AND are of a type or intensity that is beyond general education resources.

Academic areas in which the student requires specialized instruction must be listed.

Optional Criteria

This is the traditional severe discrepancy between the student’s intellectual ability and academic achievement based on a standardized intellectual test and a standardized academic test. The results of these tests should have been included on the Documentation of Evaluation Results if they were administered.

This criterion must be met if a district requires this criterion in addition to the other three inclusionary criteria listed above. VASE does NOT require this criterion if progress monitoring data has been systematically collected.

*Steps in Determining Eligibility*

Step 1 – Disability Adversely Affecting Educational Performance

If all determinant factors AND all exclusionary factors were ruled out AND if all inclusionary factors were met AND if the student had a severe discrepancy if one was required, then the team can determine the student has a Specific Learning Disability.

If all determinant factors OR all exclusionary factors were not ruled out OR if all inclusionary factors were not met OR if the student did not have a severe discrepancy if one was required, then the team cannot determine that the student has a Specific Learning Disability AND the student is NOT ELIGIBLE.

If it is determined that the student has a Specific Learning Disability, then the area(s) which the student is not progressing in, and is below peers in, should be marked.

Step 2 – Special Education and Related Services

If specialized instruction is required, then the student is ELIGIBLE. If any factor was not met OR if no specialized instruction is required, then the student is NOT ELIGIBLE.

Signatures

All team members must sign and indicate if they agree with the decision made regarding eligibility for services under the category of Specific Learning Disability. For a person to agree, they must be made aware of the evaluation data and the criteria for which the decision is based upon. If any team member disagrees with the decision, they must attach a report describing their reasons for disagreeing. Decisions are based on team consensus, meaning the majority of team members can live with the decision made. It does not mean that all persons involved in the meeting must agree.

Specific Learning Disability is the only category for which persons sign to indicate agreement. At this point, the parent is only agreeing to the eligibility. Parent/Guardian Initial Consent for Services should not be obtained until after the IEP is developed.

**Filemaker Corrections**

Immediately following the Eligibility IEP, one of the IEP team members must be assigned to enter into Filemaker any additional information which was not previously typed onto the Filemaker forms.

**Copies of Forms**

Copies of all special education forms should be given to the parent and placed in the student’s temporary folder in the district. Team members present at the meeting may also request copies of the forms. Copies should be provided as soon as they are completed, but no later than 2 weeks following the meeting. **Original forms should be sent to VASE with the appropriate Forms Checklist attached to the front of the packet.**

Upon receipt of the original forms, the VASE Technical Assistant for Records will review the packet of forms to verify accurate completion. The Technical Assistant will finalize the Referral Tracking Menu. The packet will then be forwarded to the VASE Technical Assistant for State Reporting to enter the information into the FACTS system. Forms may be forwarded to the VASE Director for review. If corrections are needed, personnel will be notified via email by VASE personnel.

**INITIAL EVALUATION PROCEDURES**

**Evaluation Components**

The initial evaluation shall be multidisciplinary and address all relevant domain areas. This does not mean that additional testing will always be required. The components of the initial evaluation will depend on the existing information and the suspected disability.

No formal testing shall begin until the child’s vision and hearing screening has been completed. (Results from the past 6 months will be allowed.)

Only components indicated on the Request for an Initial Evaluation page 2 can be completed. If additional components are deemed necessary after the evaluation is in progress, the team must contact the parent, amend the domain page, and then obtain parental consent for the additional components. (The original date of consent remains the date for the 60-day purpose.)

**Evaluation for Intellectual Disability**

Initial evaluations for students suspected of having an intellectual disability must include attempts to administer at least two standardized tests of cognitive abilities. Adaptive behavior skills must be formally assessed, with input from parent and teacher, unless the student has not yet attended formal schooling. Academic achievement must also be assessed.

**Evaluation Timelines**

Evaluations must be completed within **60** **school** **days** from the date parental written consent was received.

The “60-school days” period begins the day that the parent signs the Consent for Evaluation and concludes when the IEP is developed, if the child is eligible. Therefore, the Eligibility meeting should be held no later than 60 school days following the date of the signature. The IEP must be developed within 10 days of the Eligibility meeting.

If there are less than 60 school days left in the school year, the evaluation must be completed (and the IEP developed) prior to the first day of school for the next school year. (Summer evaluations are highly discouraged. The VASE Director must be notified of any evaluations which will not be completed during the regular school term.)

**Extension of 60-day Timeline for SLD Evaluations**

Under rare circumstances, and following approval by the Director, the district may request parental consent to extend the 60-day timeline for an evaluation for a specific learning disability. The form “Mutual Agreement to Extend Timeline” must be completed, signed, and submitted to the VASE office.

**Bilingual Evaluations**

If a student’s primary language is not English, the district is responsible for completing the evaluation in the native language of the student. Questions regarding bilingual evaluations shall be forwarded to the Director of Special Education. The Director shall assist schools in obtaining the bilingual evaluation.

Additionally, parents are to receive information regarding meetings and evaluation results in the language in which they speak.

**Evaluation Reports**

All persons responsible for completing a component of the evaluation, including the review of existing data and any subsequent data collection, must complete a typed report of the evaluation results. Any evaluation procedures which were modified to be culturally or linguistically nondiscriminatory or adapted in any way should be clearly documented within the report.

Evaluation reports must be available prior to the Eligibility IEP meeting if requested by the parent.

It is recommended that copies of the draft evaluation report be distributed at the Eligibility IEP meeting.

The final report shall be submitted to VASE with the Eligibility IEP forms, which must arrive at VASE within two weeks following the meeting.

Evaluation team members are encouraged to write joint reports rather than individual reports.

**Referral Tracking Menu**

After each evaluation component is completed, the person responsible for that component must submit the completion date on the Referral Tracking Menu. The person to complete the last component shall notify the building designee of the need to schedule the Eligibility IEP meeting.

**Manifestation Determination**

**& Interim Alternative Educational Setting**

When a student with a disability has been suspended for 10 consecutive days, or 10 cumulative days in a school year—constituting a change in placement, then the IEP team must conduct a Manifestation Determination Review (MDR). The LEA may not suspend that student until the MDR has concluded. Therefore, the student shall remain in the current placement until an MDR is completed (stay-put).

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision and provide the parents the procedural safeguards notice.

A Manifestation Determination Review must be conducted within 10 school days, and the IEP team is required to provide the parent with 10 calendar days’ notice for the MDR. Complete the *“Parent/Guardian Waiver of*

*10 Day Notice of Meeting”* if the meeting is held before 10 calendar days.

The MDR process involves describing the behavior which violated the school code of conduct and resulted in disciplinary action, reviewing any information contained in the child’s records, and reviewing the child’s IEP to determine whether or not the conduct was a manifestation of a child’s disability.

Instructions for completing MDR form:

Incidents that Resulted in Disciplinary Action: This section should include a description of the student’s behavior that resulted in the need for a manifestation determination. Provide a detailed account of the incident, including the location, time, and individuals present. This section should not include information from previous incidents of misconduct.

Student’s IEP and Placement: Documentation should include a review of all relevant information in the student’s file, including the student’s IEP. If the IEP was not implemented, the team should document why it was not implemented and whether the failure to implement impacted the student’s behavior.

Observations of the Student: Documentation should include a review of staff observations regarding the student’s behavior. This should include an analysis of the student’s behavior across settings and times by multiple staff members throughout the school day.

Information Provided by the Parents: Documentation should include a review of any relevant information provided by the parents.

Determination of Manifestation: This determination should be based upon two inquiries:

1. Was the conduct caused by, or did it have a direct and substantial relationship to the student’s disability? or
2. Was the conduct the direct result of the LEA’s failure to implement the IEP?

What happens if the Conduct is found NOT to be a Manifestation of the Student’s Disability?

If the team determines that the student’s behavior WAS NOT a manifestation of the disability, the relevant disciplinary procedures may be applied to the student in the same manner in which they are applied to students without disabilities. However, the student still retains the right to a free, appropriate public education. Therefore, after a student with a disability has been removed from his or her placement, school personnel—in consultation with at least one of the child’s teachers—must determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP. These services must be determined on an individual basis.

What happens if the Conduct is found to be a Manifestation of the Student’s Disability?

If the team determines that the student’s behavior WAS a manifestation of his/her disability, the team must take immediate steps to ensure that all services in the student’s IEP are provided. In addition, the following actions must be implemented:

* The IEP Team must conduct a functional behavioral assessment, unless the LEA has already completed one, and implement a behavior intervention plan;
* If a behavioral intervention plan was already developed, review it and modify it, as necessary, to address the behavior;
* Return the student to the placement from which the student was removed, unless the LEA and parent agree to a change in a placement.

If the IEP was not implemented, the team should document why it was not implemented and whether the failure to implement impacted the student’s behavior.

If the IEP was implemented properly, then the team must determine if the behavior was a manifestation of the child’s disability.

**Interim Alternative Educational Setting**

*Under what Circumstances can the District Move a Student into an Interim Alternative Educational Setting?*

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability, if the child—

1. Carries a weapon to or possesses a weapon at school, on school premises, or to a school function under the jurisdiction of an SEA or LEA;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

*What is a Serious Bodily Injury?*

The term “serious bodily injury” means bodily injury which involves – (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss of impairment of the function of a bodily member, organ, or mental faculty.

*What is a Weapon?*

A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

*Who Determines the Interim Alternative Educational Location and Services?*

The student’s IEP Team determines the interim alternative educational location and the appropriate services to enable the student to participate in the general education curriculum and progress toward meeting IEP goals. Changes in placement and services must be documented on the IEP. Additionally, the IEP team must develop, or review and revise the FBA and BIP to address the behavior violation so it does not recur.

**Knowledge**

*What Protections Extend to Students not yet Identified Eligible for Special Education and Related Services?*

A student who has been determined to be eligible for special education and related services under IDEA and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided to students with a disability under IDEA if the LEA has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

A district is deemed to have knowledge that a student is a student with a disability if, before the behavior, one of these three circumstances existed:

1. The child’s parent expressed concern in writing to supervisory or administrative personnel or a teacher of the child, that the child is in need of special education and related services;
2. The child’s parent requested an evaluation of the child to determine special education eligibility; or
3. The child’s teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the special education director or to other supervisory personnel of the district.

A school district is not deemed to have knowledge that a student had an IDEA qualifying disability if:

1. The parent has not allowed an evaluation of the child;
2. The parent has refused or revoked consent for IDEA services; or
3. The child has been evaluated and determined not to be a child with a disability.

*What happens if the District is Deemed to have Knowledge?*

The student may assert all protections afforded under the IDEA, such as the right to “stay-put” in his or her current educational placement until eligibility is properly determined and, if eligible, an MDR is conducted.

*What happens if the Parent Requests an Evaluation after the Misconduct?*

If a parent requests an evaluation after the conduct requiring disciplinary action has occurred, the district is not deemed to have knowledge. The IEP Team must conduct an “expedited” evaluation after the suspension.

**Medical Reviews**

*When are they necessary?*

According to the Illinois School Code, the results of a medical review should be used by the IEP team to address any educationally relevant medical findings or other health concerns that may affect the provision of FAPE to students with disabilities. This means that complete medical reviews need to occur for students with medical concerns that are significantly impacting their education.

Non-examples: (1) Student has ADHD and takes medication at home; (2) Student is diabetic and has been successfully managing diabetes over an extended period.

Examples: (1) Student has a seizure disorder requiring medication from a certified nurse; (2) Student is a brittle diabetic and has not been successful managing diabetes.

A medical review shall be conducted by a certified school nurse when the IEP team becomes aware of a student with significant medical concerns affecting a child’s education. School social workers, or other IEP team members who interview parents, shall notify the IEP team and the certified school nurses when it is suspected that a student will need a complete medical review. The certified school nurse will be involved in cases where students are working toward independence and have IEP goals for medical needs that significantly impact education.

*What are the required components of a medical review?*

There are five required components of a medical review.

1. Subjective information, if relevant, which may include:
	1. A description of the perceptions that the parents and student, as applicable, have regarding the student’s health.
	2. A health history of the student from the parents; and
	3. A description of perceptions of the student’s teachers relative to how the student’s health may be affecting his or her academic performance or access to the curriculum.
2. Objective information, if relevant, which shall include:
	1. A summary of information contained in the student’s health record and the record of other health-related information about his or her prior or current health conditions; and
	2. A summary of any relevant health-related information obtained from records provided by or requested from the student’s parent, health care provider or health facility where the student has received services, which may address prenatal and birth history; early growth and development; medical issues the child has experienced; hospitalizations and significant injuries; medical diagnosis, if any; and medications or treatments the child currently receives.
3. Nursing services, if relevant, which shall include the identification of the school health services or school nurse services necessary to enable a student with a disability to receive FAPE as described in his or her IEP.
4. Educationally relevant medical findings, which shall include the identification of the medical conditions and other health-related issues that are likely to adversely affect a child's educational performance.
5. Recommendations, which shall include an analysis of the information gathered for the purpose of:
	1. Determining the medical, school health and/or school nurse services that should be provided during the school day; and
	2. Developing a proposed plan that provides for specific accommodations, modifications or interventions to be implemented when educationally relevant medical, school health and/or school nurse findings are made, which shall include annual goals, short-term objectives and ongoing evaluation.

*Who will complete a medical reviews?*

Medical reviews will be completed by school social workers and certified school nurses depending on the complexity of the student’s medical needs. Subjective and objective information, as described above, may be gathered by both a school social worker and a certified school nurse. When subjective and objective information is gathered by the school social worker, information must not be interpreted by the social worker. Information reported must be verbatim from a parent interview.

Nursing services, educationally relevant medical findings, and recommendations must be written by a certified school nurse. A school social workers is not qualified to complete these components of a medical review.

**PARENT NOTIFICATIONS**

**Notification of Conference**

Conferences must be held at a date and at a time “mutually agreeable” with the parents.

“Parent/Guardian Notification of Conference”

The form must be completed prior to any domain, eligibility, or IEP meeting. The form must be provided to the parent at least **10 calendar days** prior to the meeting, unless the parent agrees to waive the 10-day written notice requirement.

Three attempts to contact the parent/guardian must be made prior to the meeting and documentation must be kept of the dates and kinds of contacts. If the parent does not attend the conference, the attempts will be documented on the IEP Conference Summary Report.

A choice of dates and times may be offered to the parent/guardian by letter or phone prior to sending this notice, but this notice still must be sent.

The conference for which this notice is sent may be multipurpose. Check all the boxes that apply or may apply so parents are notified in advance of any intended purpose(s) of a conference.

When scheduling any domain meeting, check the following box on the Notification of Conference form:

* Review your child’s educational status and determine what additional data, if any, are needed to complete your child’s evaluation.

If the meeting is for re-evaluation planning purposes, or involves a student who has received services through a Response to Intervention process, and it is suspected that no additional data will be needed for you to proceed into the Evaluation or Re-Evaluation meeting, also check the following boxes:

* Review your child’s recent evaluation to determine, reconsider, or change your child’s eligibility for special education and related services.
* Review your child’s eligibility and needs for special education and related services.
* Review and/or develop your child’s Individualized Education Program (IEP) and determine the child’s educational placement.
* Any additional boxes related to development of this child’s IEP (e.g., transition, behavior intervention plan, etc.) as applicable

For meetings for the purpose of determining eligibility, the following boxes should be marked:

* Review your child’s recent evaluation to determine, reconsider, or change your child’s eligibility for special education and related services. (Initial or Re-Evaluation)
* Review your child’s eligibility and needs for special education and related services. (Re-Evaluation)
* Review and/or develop your child’s Individualized Education Program (IEP) and determine the child’s educational placement. (Initial or Re-Evaluation)
* Any additional boxes for IEP purposes (e.g., transition, developing behavior plan, etc.) that may be discussed at the meeting

For meetings for the purpose of an Annual Review, the following box should be checked:

* Review and/or develop a child’s IEP and determine Educational Placement;

The following may be checked:

* Consider post secondary goals and transition services; (if 14 ½ or older)
* Consider the need for a functional behavioral intervention assessment;
* Review a need to create or revise a behavior intervention plan;

For Annual Reviews taking place during the student’s senior year, the following box may also be checked:

* Review anticipated date of graduation.

For Manifestation Determination Review meetings, the following boxes should be checked:

* Review and/or develop a child’s IEP and determine Educational Placement;
* Consider relatedness of a child’s disability to behaviors that resulted in a disciplinary code violation;
* Review the child’s recent change of placement due to suspension;
* Consider the need for a functional behavioral intervention assessment;
* Review a need to create or revise a behavior intervention plan;

The following might be checked:

* Determine the location of the interim alternative educational setting;

**Waiver of 10-Day Written Notification of Conference**

By law parents are required to be notified in writing of meetings at least 10 calendar days in advance of the meeting. This notification needs to be in the language they speak. If a parent agrees to waive the 10-day notice, the Notification of Conference Form is still completed in addition to the Parent/Guardian Waiver of 10-Day Notice of Meeting Form.

**Excusal of IEP Team Member**

A school district and the parent/guardian may agree to excuse and IEP team member in whole or in part. The IEP team member may be excused if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member’s area of curriculum or related services is not being modified or discussed in the meeting. A member of the IEP team may also be excused from attending an IEP team meeting when the meeting involves a modification to discussion of the special and related services, if the parent/guardian and district agree, in writing, and the team member submit, in writing, input into the development of the IEP prior to the meeting.

This Excusal Form must be completed prior to the IEP meeting, which could occur immediately prior to introducing participants and beginning discussion.

Mark if the personnel are team members not required to attend:

* if their individual area of curriculum, content or related service will not be discussed or modified at the meeting, or
* if a modification or discussion of that personnel’s area of the curriculum or related services will occur but they submitted input into the IEP in writing to the parent and team prior to the meeting.

Parents must sign and date the form as well as an authorized school member. The form must also be signed at the bottom with the name and title of the person responsible for the form.

If the parent is not in attendance AND another required IEP member is not in attendance, the meeting cannot be held unless the Excusal Form was signed prior to the meeting occurring.

**Notification of IEP Amendment**

Minor changes can be made to an IEP when the school district and the parent/guardian agree not to reconvene the IEP meeting. Minor IEP changes do not change a student’s placement.

The Parent/Guardian Notification of an Amendment to the IEP must be completed. The date of contact with the parent, district personnel and title, and the mode of communication should be documented on the form. The actual changes and an explanation of the changes should be documented. The district should ensure that the written documentation of the minor changes reflects the communication that took place with the parent/guardian. Include a date that the changes will begin. The name, title, and phone number of the district contact person should be included.

This form must be attached to the student’s IEP, which should have the amended parts clearly indicated. A copy of the student’s current IEP, along with this form should be given to the parent/guardian.

**Procedural Safeguards**

The Explanation of Procedural Safeguards summarizes and notifies the parent/guardian regarding the procedural safeguards to which they and their child are entitled. It is extremely important that someone knowledgeable of the procedural safeguards review them with the parent and not simply hand the parent a copy.

The Explanation of Procedural Safeguards must be provided to the parent at the time of:

* An initial request for evaluation;
* Receipt of the first written State complaint;
* Receipt of the first due process complaint;
* A disciplinary removal that constitutes a change in placement;
* Parental request;
* Annual review

A copy of the procedural safeguards is included on Filemaker.

**Behavior Intervention Policies and Procedures**

At each initial IEP meeting, staff must provide parents with a copy of the behavior intervention policies and procedures. At each Annual Review a copy of the behavior intervention policy must be provided. A copy of the policies and procedures are included on the VASE website.

**Notification of Conference Recommendations**

At the conclusion of any meeting, the parent must be provided a copy of the Notification of Conference Recommendations. This form summarizes and notifies the parent/guardians of any recommendations made at the conference. The form must be checked to indicate all of the determining decisions made at the meeting. Only decisions which were made at that particular meeting should be checked.

The box to waive the 10-day interval for initial or change in placement should be checked, dated, and signed by the parent if they so choose to waive the 10-day interval prior to the beginning or change of services.

The form is completed once the case manager or another assigned team member signs the form, including their name and title.

**Parental Consent for Initial Special Education Placement**

After the development of an Initial IEP, a parent/guardian’s voluntary written consent must be obtained on the Parent/Guardian Consent for Initial Provision of Special Education and Related Services form.

This form is also used if a parent/guardian does not give consent for special and/or related services programming as indicated in the IEP and exempts the school district of any violation of a free, appropriate education (FAPE) for the student.

The district must ensure that parents understand that the services will be provided in accordance with the conference recommendations and the date of initiation in the IEP.

At no time shall parental consent for placement be obtained without the development of an IEP.

**Request for Independent Evaluations**

Parents have the right to request an Independent Educational Evaluation (IEE) if they disagree with the evaluation completed by your district. There is information regarding this in the Procedural Safeguards. Contact the VASE Director immediately if a request for an independent educational evaluation is made.

**Parent Revocation of Consent for Services**

Parents have the right to revoke consent for evaluations and services. Within 10 calendar days after the School District’s receipt of written revocation of consent, the School District will provide the parent with prior written notice using the Parent/Guardian Revocation of Consent form, at which time all IEP services shall cease. Within 5 calendar days of the date that an oral revocation is communicated, the School District will memorialize the oral revocation in a written summary and send it home to the parents. At this time, all IEP services shall cease. When a parent revokes consent for special education and related services:

* 1. the School District may not utilize mediation or the due process procedures to obtain agreement or a ruling that the services may be provided to the child;
	2. the School District is not required to convene an IEP meeting or develop an IEP for the child for further provision of special education and related services;
	3. the School District will not be considered to be in violation of the requirement to make a free appropriate public education available to the child because of the failure to provide the child with further special education and related services; and
	4. the School District is not required to amend the child’s education records to remove any reference to the child’s receipt of special education and related services because of the revocation of consent.

District personnel should never encourage or suggest the option of revoking consent.

When a parent revokes consent, the district should offer to meet with the parent to discuss their decision. The district should provide an explanation of the effects of the revocation, with emphasis that the student will no longer be entitled to the procedural safeguards afforded to students with disabilities.

**Transfer of Rights due to Age of Majority**

Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority provides the parent/guardian and student notice of the transfer of rights when the student reaches the age of majority (18 years of age).

This form must be sent to the parent/guardian and student ONE YEAR PRIOR to the student’s eighteenth birthday. This provides notice that the transfer will occur automatically on the student’s eighteenth birthday.

All of the parental rights discussed in this document will transfer to the eligible student at the age of majority, unless the school district is notified otherwise.

If a student with a disability has been determined to be incompetent under State law, the student’s parent/guardian must provide the district with a copy of the court order. This document will identify the individual designated to represent the student’s educational rights.

The parent/guardian retains the right to receive ten (10) day notice prior to the date of any conference.

All rights of parents are transferred to the student once he/she:

 1. reaches the age of 18;

 2. graduates from secondary school;

 3. is attending a post-secondary institution;

 4. marries; or

 5. enters military service, whichever comes first.

**Delegation of Rights**

In addition to the Transfer of Rights due to Age of Majority, at age 18 the Delegation of Rights to Make Educational Decisions form must be completed. Students have the option of delegating those rights or maintaining their rights to make their own educational decisions.

**Release of Information**

A VASE Release of Information form must be signed by parents if they desire for the school to release or obtain information to/from another party. This form is located on the Filemaker program. It is illegal to release or obtain any student information to/from another party without the written consent of the parent.

**Parent/Guardian Procedural Safeguards: A Brief Reference Guide**

*(This guide does not replace the need to provide parents the “Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities” document).*

1. The district must provide you with written notice at least 10 days prior to proposing, changing, or refusing the identification, evaluation, educational placement or provision of a free appropriate public education, and must give you the opportunity to participate in these meetings. The meeting must be arranged at a mutually agreeable time and place. Decisions can be made at the meeting even if you chose not to attend.
2. The district must obtain your informed consent before conducting an initial evaluation, initially providing special education and related services to your child, or reevaluating your child. If you do not provide consent for an initial evaluation or a reevaluation, the district may pursue mediation or due process proceedings to have the evaluation conducted. If you fail to respond to district efforts to obtain your consent for a reevaluation, the district may conduct the reevaluation. The district will not provide special education services if you refuse consent for them.
3. You have the right to revoke consent for services at any time. When you revoke, the district will provide you with written notice to acknowledge your revocation and the date upon which services will cease. Once services cease, your child will be considered a general education student and all rights and responsibilities, including special education disciplinary protections, will cease.
4. The IEP team must meet at least once a year and must have an IEP in place by the beginning of each school year. After the annual meeting, you and the school may agree to amend the IEP through a written document without holding a meeting.
5. Either you or the district may request an initial evaluation. If it is determined that an evaluation is necessary, the district must complete the evaluation within 60 school days of receiving your written consent. The district must use a variety of non-biased evaluation tools and assess your child in all areas related to the suspected disability. At least every three years after the initial evaluation, the school must reevaluate your child. You have the right to request an independent educational evaluation at public expense if you disagree with the district’s evaluation.
6. When you voluntarily place your child in a private school/facility, the special education services provided will be limited by how the district where the private school is located decides to provide service to private school students. The school’s decision is made after consulting with representatives of private schools and a representative group of parents of private school children with disabilities. The school determines how to spend the limited federal funds that are designated for private school services, but there is no individual entitlement to specific services and your child will have a services plan, not an IEP. If you enroll your child in a private school because you believe the district did not provide a free appropriate public education, a court or hearing officer may require the district to reimburse you the cost of that enrollment if it is found that the district did not make a free appropriate public education available, so long as you have complied with the procedural requirements prior to enrolling you child in the private school.
7. If your child’s behavior impedes his/her learning or the learning of others, strategies including positive behavioral interventions and supports, must be considered in the development of your child’s IEP.
8. If your child violates the school code of conduct, he/she may be suspended for 10 days or less in a school year. After 10 days, the district must provide services in another setting. If removals beyond 10 days are considered a change in placement, the district will conduct a manifestation determination review (MDR). If the team determines that the behavior was a manifestation of the disability, then the team will conduct a functional behavior assessment and implement a behavior intervention plan and return your child to the placement from which he/she was removed. If it is determined that the behavior is not related to his/her disability, disciplinary procedures may be applied on the same terms as all children. If you disagree with any decision regarding disciplinary placement after the MDR you have the right to request an expedited due process hearing. The district also has a right to request an expedited due process to order a change in placement. School personnel may remove your child for no more than 45 school days to an interim alternative educational setting without your consent if he/she carries a weapon, knowingly possesses or uses illegal drugs or sells or solicits the sale of drugs, or has inflicted serious bodily injury upon another person, while at school or a school function.
9. If you child has not been found eligible for special education but the district has knowledge that your child is disabled before a behavior for which disciplinary action is being taken, you may assert the same protections in discipline afforded to a student with a disability. If the district had no knowledge that the student was a student with a disability, regular discipline procedures will apply.
10. Districts may report crimes committed by a person with a disability to state law enforcement and judicial authorities and must ensure copies of special education and disciplinary records are provided to the authorities.
11. The district must protect the confidentiality of your child’s educational records. You have the right to inspect and review your child’s records. A district may only release information with your consent unless otherwise allowed by state or federal law. The district must keep record of parties obtaining access. You may ask the district to amend any records and the district will follow required procedures to decide if such amendments will occur and will inform you of your rights if the change will not occur.
12. At age 17 your child will be notified that all educational rights will transfer to him/her at age18 unless such rights are otherwise delegated. If your child delegates rights, they remain in effect for one year and may be renewed annually. All rights accorded to the student’s parents automatically transfer to the student upon his or her 18th birthday, unless the child delegates rights or a court has appointed a guardian of the adult student. This transfer of rights also applies to students who are incarcerated in an adult or juvenile State or local correctional institution.
13. If your child is a ward of the state residing in a residential facility or if a parent cannot be identified or located, ISBE will appoint an educational surrogate parent to ensure the child’s rights are protected.
14. If you have concerns with the identification, evaluation, or education placement or provision of a free appropriate public education, you should direct them to the District. You also have the right to file a signed, written complaint to ISBE alleging that the rights of your child have been violated. You may also request Mediation Services by ISBE. In addition, you have the right to request an impartial due process hearing in writing to the district superintendent. Prior to the hearing the district will hold a resolution meeting with you and relevant members of the IEP team. **You are encouraged to read these sections of the full document for more details.**

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Complete this page for all initial lEPs and annual reviews. For annual reviews, all sections of the page must be re-written and include updated information. When completing this page include all areas that are impacted by the student's disability(s).

***Student Strengths***

The student strengths section on the IEP should be completed and/or updated for each Initial IEP and Annual Review.

Strengths should be clearly stated and include very specific and individualized positive statements about student skills and behaviors. Avoid terms which could be misleading (e.g., “He is a bright boy.”).

It is highly recommended that this section be completed by all IEP team members prior to the IEP meeting, then reviewed and revised at the IEP team meeting following the input of the parent and other IEP team members.

Do not include any weaknesses or statements of areas in need of improvement in this section.

***Parental Educational Concerns***

This section must be completed for ALL IEPs.

During every IEP meeting, document the parents’ educational concerns. If additional space is needed or more information is included in the notes section, list “See Additional Notes.” (In the Additional Notes, record the team’s response to their concerns.)

Parents should be given the opportunity to express their concerns at the beginning of the meeting and at any time during the meeting. At the end of the meeting, the facilitator should confirm that the parent’s concerns were addressed during the meeting.

In the rare case that the parent has no concerns, write “parent stated they have no concerns at this time”.

If a parent does not attend the IEP meeting, include information from previous conversations with the parent.

Never leave this section blank. If no response is given by the parent, either list that the parent did not express concerns or that no concerns were noted by parent.

***Present Levels of Academic Achievement***

This section must be completed for ALL IEPs.

This section is typically completed by the special education teacher with input from the general education teacher or the school psychologist, especially following recent evaluations. This section should be completed prior to the IEP meeting whenever possible.

The present levels of academic achievement should include descriptive statements of the child’s academic strengths and areas in need of improvement. Information should include both data and narrative information.

At least two forms of data must be included, in addition to data from the most recent evaluation.

Test scores must be described in relation to peer performance and must include a statement of what the scores mean for those who may be unfamiliar with the specific test listed.

Avoid using acronyms of tests or subtests (e.g., MCOMP or MAZE) unless explanation is provided or the data may be meaningless to the readers of the IEP.

Listing letter grades for courses is highly discouraged.

This section is about academic skills (reading, math, writing, etc.) and not academic behaviors (work completion, organization, etc.).

There must be a direct correlation between the Present Levels of Academic Achievement and the development of the goals and objectives/benchmarks and the provision of special education services.

A “stranger” to the student should be able to read the Present Levels section and know the student’s academic strengths and weaknesses and current skill levels.

If additional room is needed to complete the section, use the Additional Notes.

***Present Levels of Functional Performance***

This section must be completed for ALL IEPs.

This section is typically completed by the special education teacher AND related service providers with input from the general education teacher. This section should be completed prior to the IEP meeting whenever possible.

The intent of the section is to provide information on the student’s performance on factors that are not specific academic skills. The goal is to identify the student’s strengths and areas in need of improvement in knowledge or skills that they need in order to function in the classroom, in the community, and in post-secondary employment.

Information should include data and narrative information. At least two forms of data must be included, in addition to data from the most recent evaluation. Test scores must be described in relation to peer performance and must include a statement of what the scores mean for those who may be unfamiliar with the specific test listed. Avoid use of jargon without explanation that any reader could understand.

Examples of factors that could be addressed include, but are not limited to:

* Daily living skills
* Independent living skills
* Social-emotional skills
* Vocational skills
* Adaptive behavior
* Peer and adult relationships
* Organizational skills
* Study skills
* Other academic behaviors (e.g., work completion, attention to task, etc.)
* The ability to function in large groups versus small groups
* The ability to function in structured versus unstructured situations
* Mobility skills
* Communication skills

If additional room is needed on the IEP form to write the information, use the Additional Notes pages.

Similar to the academic section, if deficits in functional performance are identified, the IEP must then include goals and/or services that address these deficits.

There must be a direct correlation between the Present Levels of Functional Performance and the development of the goals and objectives/benchmarks and the provision of special education services.

***Disability’s Effect on Child’s Progress in General Curriculum***

This section must be completed on ALL IEPs.

This section is typically completed by the special education teacher AND related service providers, with input from the general education teacher and review of records, prior to the IEP meeting.

Document how the child's disability affects the child's involvement and progress in the general education curriculum. This will often correlate with the information from the Eligibility Determination section on Adverse Effect.

This section is about the adverse effect of the disability and should not include the accommodations or services that the student requires.

(Example: “Johnny’s disability of Autism adversely affects his communication skills, acquisition of basic academic skills, and social interaction skills. He is unable to complete grade level work without significant modifications. He has difficulty expressing his wants and needs, answering comprehension questions, and participating in group activities.”

For students 14 ½ and older, this section must also include a description of how the disability affects the child’s progress toward post-secondary objectives.

(Example: “Johnny’s disability of Autism hinders his progress toward post-secondary objectives of employment, education, and independent living by limiting his ability to interact and communicate effectively with others.”)

This section directly corresponds with the provision that requires the IEP to include measurable annual goals designed to meet the child's needs that result from the child's disability.

Thus, all deficits identified in this section should be addressed within the IEP in the goals or objectives and/or supplementary aids, accommodations, and modifications. Similarly, nothing can be included as a supplementary aid, accommodation, or modification that is not supported by information in this section about the adverse effect of the disability on the child’s performance.(e.g., if extended time is listed as an accommodation, there should be something listed that would support why this is a necessary accommodation, such as “reading comprehension difficulties adversely affect the student’s ability to read at the same rate as peers”, or “attention issues affect the student’s ability to remain focused and complete tasks in a timely manner”).

**RE-EVALUATION ELIGIBILITY IEP MEETINGS**

Whether or not additional data was collected for the re-evaluation, the team must convene a Re-evaluation Eligibility IEP Meeting to review the re-evaluation data, to determine if the child has or continues to have a disability, to determine if the disability adversely affects the student’s educational performance, and to determine if the student requires special education and related services.

**Forms to be Completed**

*Notification of Conference*

Parents must receive 10-day written notice prior to a Re-evaluation Eligibility IEP meeting unless the parent agrees to waive the 10-days. If the parent was not present at the time of the Domain Meeting, the team should not proceed to the Re-Evaluation Eligibility IEP Meeting without another 10-day written notice.

*Conference Summary Report*

The box “Re-Evaluation” should be checked for the purpose of the meeting. All attendees should sign to indicate attendance and should mark the box “Eligibility IEP.”

*Documentation of Evaluation Results – all disabilities except SLD*

All data taken into consideration in the re-evaluation should be included on this form. Refer to the section under Initial Eligibility IEP for details.

*Eligibility Determination – all disabilities except SLD*

The process for determining eligibility following a re-evaluation is exactly the same as the process for Initial Eligibility IEPs. Refer to that section.

*Documentation of Intervention/Evaluation Results – SLD*

The process for documenting evaluation results for existence of a learning disability is exactly the same as the process for Initial Eligibility IEPs. Refer to that section.

*Eligibility Determination – Specific Learning Disability*

The process for determining eligibility for SLD following a re-evaluation is exactly the same as the process for Initial Eligibility IEPs. Refer to that section.

*Notification of Conference Recommendations*

If the child continues to be eligible or has a change in eligibility, the first box on the form should be checked and the Eligibility Determination should be listed.

Other boxes may be checked if the team finds the student ineligible for special education, changes eligibility, moves from the Eligibility IEP into the Annual Review and/or IEP Review, etc.

**Discontinuation of a Primary or Secondary Eligibility**

When discontinuing eligibility for one or more disabilities, the procedures for a Referral for a Re-Evaluation must be followed. If termination of only one area of disability is being considered, focus on the relevant domains of that eligibility area in the Domain Meeting. For example, consideration of discontinuing eligibility for Speech/Language Impairment would focus primarily on the domain of Communicative Status. Proceed with the procedures for Re-evaluations and Re-Evaluation Eligibility IEPs.

If student remains eligible under other categories, then only list the areas of eligibility on the Eligibility Determination page and exclude any areas dismissed. Proceed to the appropriate IEP procedures.

**Copies of Forms**

Copies of all special education forms should be given to the parent and placed in the student’s temporary folder in the district. Team members present at the meeting may also request copies of the forms. Copies should be provided as soon as they are completed, but no later than 2 weeks following the meeting. **Original forms should be sent to VASE with the appropriate Forms Checklist attached to the front of the packet.**

Upon receipt of the original forms, the VASE Technical Assistant for Records will review the packet to verify accurate completion. The Technical Assistant will finalize the Referral Tracking Menu. The packet will then be given to the VASE Technical Assistant for State Reporting to input the information into the FACTS system. The packet may be forwarded to the VASE Director for review. If amendments are needed, personnel will be notified via email by VASE personnel.

**RE-EVALUATIONS**

**General Information**

Re-evaluations must be conducted before discontinuing eligibility for a disability.

Re-evaluations should not occur less than one year from the previous evaluation except under rare circumstances.

Re-evaluations must be conducted at least once every three years.

The date of the three-year re-evaluation is the date when eligibility was last determined. If partial evaluations are completed after the last case study evaluation, the earlier evaluation date should be used.

**Re-evaluations for Intellectual Disability**

If it is the first re-evaluation, then at least one formal standardized test of intelligence must be administered.

If previous intelligence testing occurred before age 7, then at least one formal standardized test of intelligence must be administered.

After the first re-evaluation, then every 6 years after at least one formal standardized test of intelligence must be administered.

**Re-evaluations for Specific Learning Disability**

Referrals for re-evaluations for learning disabled students should be initiated in the same manner as other disabled students. The IEP team must review all available data and determine if additional data in any of the relevant domains is needed. This is completed at the “domain” meeting.

The key is the amount and type of “existing data.” Existing data includes information from local or state assessments, individual assessments, classroom-based assessments and observations, observations by related service providers, and evaluations and information provided by the child’s parent. If data clearly shows a significant discrepancy no longer exists between the student’s performance and peer performance, then Progress Monitoring data is not needed because the student will not meet Inclusionary Criteria. If data clearly shows a significant discrepancy between the student’s performance and peer performance, then there must be progress monitoring data available for all areas of eligibility (e.g., Reading fluency, mathematical applications, etc). Grades alone do not constitute sufficient data*.*

If the student has received research-based instruction, and has been participating in progress monitoring by the case manager/special education teacher as part of their regular programming, then it is possible that no additional data will need to be collected for the re-evaluation. For example, if a student has been eligible in the area of reading fluency AND special education services have included instruction using a research-based fluency program AND there is progress monitoring data to show that the student continues to show slow progress and is performing below peers AND other exclusionary criteria are ruled out, then a case study evaluation could be waived and the student could remain eligible.

If the case manager/special education teacher has not been routinely progress monitoring as part of their regular programming, then consent for the re-evaluation must be obtained before progress monitoring can occur.

In the rare case that “existing data” is not sufficient, as in cases where research-based interventions were not implemented after entitlement to special education and/or no progress monitoring has occurred, then the team should implement a research-based intervention for the target area and conduct progress monitoring within the 60-school days period allotted for the evaluation.

**Timelines for Re-evaluations**

Re-evaluations must be completed within 60 school days from the date parental consent for the re-evaluation was obtained. Re-evaluations must be completed prior to the re-evaluation due date, which is three years from the date that initial eligibility was established.

**Evaluation Reports**

Whenever additional data is collected for a re-evaluation, the person collecting that data (i.e., completing a component of the evaluation) must complete a typed report. This report must be provided to the parent prior to the Eligibility IEP if requested by the parent. It is recommended that copies of the report may be distributed at the Eligibility IEP meeting. The final report shall be submitted to VASE with the Eligibility IEP forms, which must arrive at VASE within two weeks following the meeting.

Evaluation team members are encouraged to write joint reports rather than individual reports.

**Copies of Forms**

Copies of all special education forms should be given to the parent and placed in the student’s temporary folder in the district. Copies should be provided as soon as they are completed, but no later than 2 weeks following the meeting. **Original forms should be sent to VASE.** Team members present at the meeting may also request copies of the forms.

**Referral Tracking Menu**

Upon receipt of the original forms, the VASE Technical Assistant for Records will review the re-evaluation referral packet to verify accurate completion and then input the reevaluation referral information into the Referral Tracking Menu. The Referral Tracking Menu is located on Filemaker’s Main Menu page for each student. The Technical Assistant will email each person responsible for a component of the evaluation.

After each evaluation component is completed, the person responsible for that component must submit the completion date on the Referral Tracking Menu.

REQUESTS FOR INITIAL EVALUATIONS (Referral Procedures)

***Who Can Request/Who Must Request***

Requests for an initial evaluation may be made by a parent of a child or by an employee of a State educational agency, another State agency, a local educational agency, or a community service agency.

*When a school employee is aware of a diagnosis of a disability, he/she is obligated under Child Find to follow referral procedures.*

***Reason Request Can Be Made***

The reason for someone to request for an initial evaluation must be: 1) to determine if the student has a disability that adversely affects his educational performance AND, 2) to determine if the student needs special education or related services.

*Requests for evaluations for any other reason are not the responsibility of the local educational agency.*

***Requests by School Personnel***

Individual school personnel who want to make a request for an evaluation must follow the guidelines for pre-referral as established in their school building. This will most likely include referral to their school-based problem-solving team (e.g., Problem Solving Team, Student Assistance Program, or Response to Intervention Team). This process ensures that the person making the request has sought assistance and has implemented interventions prior to an evaluation.

Each building/district shall designate the persons to whom a request may be made. All persons in that building/district should be made aware of this designated person in case a request is received.

School personnel are highly encouraged to avoid submitting requests for initial evaluations after April 1st, however, no request shall be disregarded if submitted after that date.

***Requests by Parents or Other Agencies***

Parents or other agencies who are requesting an initial evaluation should be directed to speak to the building designee. Although the parent’s request may be verbal, it is recommended that written request be completed for documentation purposes. School personnel should assist the parent in completion of the written request as needed. Parents should be informed that the request will be considered and the parent will be notified of the school’s decision as to whether an initial evaluation is deemed to be necessary.

***Timeline for Responding to a Request***

When a request for an initial evaluation is received by a district *either verbally or in writing*, the district has **14 school days** to determine if an initial evaluation is deemed appropriate and to respond in writing with the district’s decision using the form “Parent/Guardian Notification of Decision Regarding a Request for an Evaluation.” (“School days” are defined as any day in which the district is open for business. School days are not equivalent to attendance days.)

***Process for Responding to a Request***

It is recommended, but not required, that the decision of whether or not an initial evaluation is necessary should be made by the IEP team following a “Domain Meeting.” (See Domain Meeting section.) The IEP team must provide written notice to the parent within **10 calendar days** of the domain meeting. Therefore, the domain meeting would need to be held within the 14 school days following the request. At the domain meeting, the team would review the available data, determine if an evaluation is required, and complete the Notification of Decision form.

Although not the recommended practice, the decision, “an initial evaluation is NOT appropriate,” could be made by district representatives with knowledge of the student and the student’s suspected disability (e.g., teacher, principal, and special education teacher and support service personnel) without a Domain Meeting. The Notification of Decision form would be completed and provided to the parent within 14 school days. If the team believes that an initial evaluation MAY be appropriate, then the team would give the parent 10-calendar days written notice for the domain meeting to discuss the evaluation request.

***Forms to Be Completed***

 *Data Required to Enter New Students*

It is the responsibility of a building designee to complete the *Data Required to Enter New Students* form. This form is to be sent to VASE for the purpose of entering the student’s identifying information into the Computerized IEP program for access to computerized forms. Required information includes the student’s name, address, birthdate, grade, school name, SIS number, ethnicity, parents name, address, and phone.

*Parent/Guardian Notification of Decision Regarding a Request for an Evaluation*

The Notification of Decision Regarding a Request for an Evaluation form must state:

1. name and title of the person making the request,

2. the reason(s) why the individual making the request believes

a. the child may have a disability, and

b. the child needs special education services or related services,

3. the reasons for the decision of whether the evaluation is deemed appropriate or not.

The reasons for the evaluation request should be as specific as possible, including the type of disability suspected, the areas of concern, the type of services believed to be needed, etc.

The date on the Notice would be the date the form was either mailed or handed to the parent.

REQUESTS FOR RE-EVALUATIONS (Referral Procedures)

***Who Can Request/Who Must Request***

Special education case managers (and/or designee as assigned per building procedures) must make a request for a re-evaluation at least 60 school days prior to the date of the last evaluation. This fulfills the required three-year (triennial) re-evaluation requirement.

Requests for re-evaluations may be made by a parent of a child or by an employee of a State educational agency, another State agency, a local educational agency, or a community service agency.

***Reason Request Can Be Made***

Request must be made to meet the three-year requirement for the purpose of 1) determining if the student has a disability that continues to adversely affect his educational performance AND, 2) determining if the student continues to require special education or related services.

Requests for re-evaluations may also be made for reasons including, but not limited to:

* Student may no longer require special education services but three years has not passed (at least one year have passed)
* Additional disability suspected and/or change in disability may be necessary
* Student is going to turn age 10 and will no longer qualify under the Developmental Delay category
* Additional assessments needed (e.g., functional behavioral assessment; assistive technology evaluation; occupational therapy evaluation; etc.)

***Requests by School Personnel***

Individual school personnel who want to make a request for a re- evaluation must follow the guidelines as established in their school building. This may include referral to their school-based problem-solving team (e.g., Problem Solving Team, Student Assistance Program, or Response to Intervention Team).

Each building/district shall designate the persons to whom a request may be made. All persons in that building/district should be made aware of this designated person in case a request is received.

School personnel are highly encouraged to avoid submitting requests for re-evaluations after April 1st, however, no request shall be disregarded if submitted after that date.

***Requests by Parents or Other Agencies***

Parents or other agencies who are requesting a re-evaluation should be directed to speak to the building designee. Although the parent’s request may be verbal, it is recommended that written request be completed for documentation purposes. School personnel should assist the parent in completion of the written request as needed. Parents should be informed that the request will be considered and the parent will be notified of the school’s decision as to whether an re-evaluation is deemed to be necessary.

***Timeline for Making a Request***

It is highly advised that re-evaluations not occur within one year of the most recent evaluation except for circumstances when additional assessments are needed.

***Timeline for Responding to a Request***

When a request for a re-evaluation is received by a district *either verbally or in writing*, the district has **14 school days** to determine if an evaluation is deemed appropriate and to respond in writing with the district’s decision using the form “Parent/Guardian Notification of Decision Regarding a Request for an Evaluation.” (“School days” are defined as any day in which the district is open for business. School days are not equivalent to attendance days.)

***Process for Responding to a Request***

For the triennial re-evaluation requirement, the IEP team shall convene a “Domain Meeting.” (See Domain Meeting section.) The IEP team must provide written notice to the parent within **10 calendar days** of the domain meeting. At the domain meeting, the team would review the available data, determine what additional data is needed, if any, and then complete the Notification of Decision form.

For other re-evaluation requests, it is recommended that the IEP team convene a Domain Meeting. Although not the recommended practice, the decision, “a re-evaluation is NOT appropriate,” could be made by district representatives with knowledge of the student and the student’s suspected disability (e.g., teacher, principal, and special education teacher and support service personnel). The Notification of Decision form would be completed and provided to the parent within 14 school days. If the team believes that a re-evaluation MAY be appropriate, then the team would give the parent 10-calendar days written notice for the domain meeting to discuss the evaluation request.

***Forms to Be Completed***

 *Parent/Guardian Notification of Decision Regarding a Request for an Evaluation*

The Notification of Decision Regarding a Request for an Evaluation form must state:

1. name and title of the person making the request,

2. the reason(s) why the individual has made the request:

a. to fulfill the three-year re-evaluation requirement, or

b. other purpose to be clearly stated

3. the reasons for the decision of whether the re-evaluation is deemed appropriate or not.

The reasons for the evaluation request should be as specific as possible, including the type of disability suspected, the areas of concern, the type of services believed to be needed, etc.

The date on the Notice would be the date the form was either mailed or handed to the parent.

**RESPONSIBILITIES OF IEP TEAM MEMBERS**

The following lists are meant as guidance for IEP teams. Principals may assign responsibilities to different team members as deemed necessary. If this occurs, all team members must be made aware of their respective responsibilities.

**IEP Case Managers – Special Education Teachers**

General Responsibilities

* Notify VASE of any changes regarding students on your case load or students for whom meetings are being held for the first time. Complete Enter New Student Data or Exit Student Forms as soon as a change occurs.
* Schedule all meetings with parents.
* Make 3 contacts to ensure parent has received sufficient notice. Document the date of contact, method of contact, and parent response.
* Complete the Notification of Conference form, including the names and titles of all persons necessary to be in attendance.
* Double check the child’s file to make sure that all related service providers involved are invited to the meeting.
* Mail the Notification of Conference form to parent and all persons listed on the form 10 days prior to the meeting.
* If the parent has waived the 10-day notice, then complete the 10-day waiver form.
* Keep track of Annual Review dates. Schedule and convene Annual Reviews on or before their due date.

* Keep track of Re-Evaluation due dates. Schedule Domain Meetings no later than 60 school days prior to the date of the Re-Evaluation due date. Send the Notification of Conference to all appropriate parties prior to the meeting.
* At the beginning of each year and after each IEP held during the year, notify the appropriate people of the content of the IEP to ensure that the student is provided access to the supplementary aides and accommodations in the general education environment or to ensure the behavior intervention plan is implemented. Do NOT provide copies of the IEP due to the confidentiality of information contained.
* Send Transfer of Rights form to parents and student prior to student’s 17th & 18th birthdays.
* Send Delegation of Rights form to parents and student prior to student’s 18th birthday.
* Complete Summary of Performance prior to any student graduating or exiting high school.
* Assist principal in the completion of Manifestation Determination Reviews.
* Thoroughly review all FACTS forms each time they are sent to you and resubmit them to VASE by the established deadline.
* Complete the goal progress report and progress on objectives on the goal pages and send a copy to parents at the same time that quarterly report cards are sent out. When a new IEP is written, send the goal sheets and progress report from the previous IEP to VASE.
* LD students must have progress monitoring data for each area of disability.
* Collect data via data charts or tests to document student progress on goals and objectives.
* Keep data for ESY purposes.
* If requesting an individual or classroom aide, complete the Adult Supervision Needs Checklist.
* Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
* Make sure all sp ed records are locked up, yet accessible to someone else in the building if you no longer are the case manager.
* When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Complete Amendment Form and amend the IEP pages. Return all amended forms to VASE no later than two weeks.
* Assist building principals in monitoring class size.
* Adhere to all timelines.

Domain Meeting Responsibilities

* Bring all required forms to Domain Meetings.
* Conference Summary Report (for sign in)
* Parent/Guardian Consent for Initial or Re-evaluation
* Domain page
* Waiver of 10-Day Notice Before Evaluation Begins
* Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
* Procedural Safeguards
* Excusal of IEP Team Member
* Notification of Conference
* Appropriate Checklist of Forms
* Review Procedural Safeguards with parent before obtaining consent for an evaluation.

Eligibility Meeting Responsibilities

* Bring all required Eligibility IEP forms to meetings.
* Notification of Conference
* Conference Summary Report
* Documentation of Evaluation Results
* Eligibility Determination
* Eligibility Checklist
* Notification of Conference Recommendations
* Appropriate Checklist of Forms
* Complete relevant sections of Eligibility IEP forms before and during the Eligibility IEP meeting. Do **NOT** complete any sections for which another discipline is responsible for. This includes refraining from completing sections related to Speech, OT/PT, etc.
* If assigned as the facilitator for the meeting, ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance. If necessary, assist the case manager in the completion of the Notification of Conference Recommendations, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.
* Review all Referral forms and/or Eligibility IEP forms at end of meeting with the other team members to verify accurate completion.

Annual Reviews

* Conduct transition assessments if working with students ages 14 ½ or older.
* Bring all required IEP forms to meetings, including Procedural Safeguards and Behavior Policies and Procedures.
* Complete relevant sections of IEP forms. Do **NOT** complete any sections for which another discipline is responsible for. This includes refraining from completing sections related to Speech, OT/PT, etc. Complete as much as possible prior to meeting.
	+ Relevant pages include, but are not limited to:
		- Conference Summary Report
		- Present Levels of Academic and Functional Performance
			* Student Strengths
			* Parent Educational Concerns
			* Present Levels of Academic Performance
			* Present Levels of Functional Performance
			* Disability Affect on Progress in Gen Ed Curriculum
		- Goals and Objectives
		- Accommodations and Supports
		- Assessment
		- Functional Behavior Assessment
		- Behavior Intervention Plan
		- Transition Plan
		- Secondary Transition
		- Educational Services and Placement (pages 1 & 2)
			* Calculate percentages after completing page
		- Additional Notes
		- Checklist for IEPs for Students with Autism
		- Excusal of IEP Team Member
		- Initial Consent for Placement (if Initial IEP meeting)
		- Appropriate Checklist of Forms
* Facilitate Annual Review and IEP Review Meetings. Indicate that the IEP being reviewed is a DRAFT.
* Complete Excusal form with parent prior to beginning the meeting.
* Ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance.
* Complete the Notification of Conference Recommendations form, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.
* Review the Procedural Safeguards with the parent at each Annual Review.
* Review all forms at end of meeting with the other team members to verify accurate completion.
* Make copies of forms at the end of the meeting. Provide a copy to parent before they leave or document if they agree to have copies mailed. If mailing, send within 2 weeks.
* If any information was handwritten during the meeting on the IEP, type the information in Filemaker.
* Make copies of final IEP and place in school file. A copy of the IEP should be placed in the student’s temporary file, not the cumulative folder.
* Send all original forms to the VASE office with the checklist attached no later than 2 weeks following the meeting.

**IEP Case Managers – Speech Therapists**

General Responsibilities

* Notify VASE of any changes regarding students on your case load or students for whom meetings are being held for the first time. Complete Enter New Student Data or Exit Student Forms as soon as a change occurs.
* Schedule all meetings with parents.
* Make 3 contacts to ensure parent has received sufficient notice. Document the date of contact, method of contact, and parent response.
* Complete the Notification of Conference form, including the names and titles of all persons necessary to be in attendance.
* Double check the child’s file to make sure that all related service providers involved are invited to the meeting.
* Mail the Notification of Conference form to parent and all persons listed on the form 10 days prior to the meeting.
* If the parent has waived the 10-day notice, then complete the 10-day waiver form.
* Keep track of Annual Review dates. Schedule and convene Annual Reviews on or before their due date.
* Keep track of Re-Evaluation due dates. For Speech Only students, schedule Domain Meetings no later than 60 school days prior to the date of the Re-Evaluation due date. Send the Notification of Conference to all appropriate parties prior to the meeting.
* At the beginning of each year and after each IEP held during the year, notify the appropriate people of the content of the IEP to ensure that the student is provided access to the supplementary aides and accommodations in the general education environment or to ensure the behavior intervention plan is implemented. Do NOT provide copies of the IEP due to the confidentiality of information contained.
* Send Transfer of Rights form to parents and student prior to student’s 17th & 18th birthdays.
* Send Delegation of Rights form to parents and student prior to student’s 18th birthday.
* Complete Summary of Performance prior to any student graduating or exiting high school.
* Assist principal in the completion of Manifestation Determination Reviews.
* Thoroughly review all FACTS forms each time they are sent to you and resubmit them to VASE by the established deadline.
* Complete the goal progress report and progress on objectives on the goal pages and send a copy to parents at the same time that quarterly report cards are sent out. When a new IEP is written, send the goal sheets and progress report from the previous IEP to VASE.
* Collect data via data charts or tests to document student progress on goals and objectives.
* Keep data for ESY purposes.
* Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
* Make sure all sp ed records are locked up, yet accessible to someone else in the building if you no longer are the case manager.
* When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Complete Amendment Form and amend the IEP pages. Return all amended forms to VASE no later than two weeks.
* Assist building principals in monitoring speech caseload.
* Adhere to all timelines.
* Keep track of Speech Only Initial Evaluation Due Dates

Domain Meetings

* Bring all required forms to Domain Meetings for Speech-Only Students
* Conference Summary Report (for sign in)
* Parent/Guardian Consent for Initial or Re-evaluation
* Domain page
* Waiver of 10-Day Notice Before Evaluation Begins
* Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
* Procedural Safeguards
* Excusal of IEP Team Member
* Notification of Conference
* Appropriate Checklist of Forms
* Review Procedural Safeguards with parent before obtaining consent for an evaluation.
* Once speech evaluation is complete, add date to the Referral Log.

Eligibility Meetings

* Bring all required Eligibility IEP forms to meetings for Speech-Only.
* Notification of Conference
* Conference Summary Report
* Documentation of Evaluation Results
* Eligibility Determination
* Eligibility Checklist
* Notification of Conference Recommendations
* Appropriate Checklist of Forms
* Complete relevant sections of Eligibility IEP forms before and during the Eligibility IEP meeting. Do **NOT** complete any sections for which another discipline is responsible for.
* Review all Referral forms and/or Eligibility IEP forms at end of meeting with the other team members to verify accurate completion.
* Complete relevant sections of IEP forms. Do **NOT** complete any sections for which another discipline is responsible for. Complete as much as possible prior to meeting.
	+ Relevant pages include, but are not limited to:
		- Conference Summary Report
		- Present Levels of Academic and Functional Performance
			* Student Strengths
			* Parent Educational Concerns
			* Present Levels of Academic Performance
			* Present Levels of Functional Performance
			* Disability Affect on Progress in Gen Ed Curriculum
		- Goals and Objectives
		- Accommodations and Supports
		- Assessment
		- Functional Behavior Assessment
		- Behavior Intervention Plan
		- Transition Plan
		- Secondary Transition
		- Educational Services and Placement (pages 1 & 2)
			* Calculate percentages after completing page
		- Additional Notes
		- Excusal of IEP Team Member
		- Initial Consent for Placement (if Initial IEP meeting)
		- Appropriate Checklist of Forms

Annual Reviews

* Conduct transition assessments if working with students ages 14 ½ or older.
* Facilitate Annual Review and IEP Review Meetings for Speech-Only Students. Indicate that the IEP being reviewed is a DRAFT.
* Complete Excusal form with parent prior to beginning the meeting.
* Ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance.
* Complete the Notification of Conference Recommendations form, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.
* Review the Procedural Safeguards with the parent at each Annual Review.
* Review all forms at end of meeting with the other team members to verify accurate completion.
* Make copies of forms at the end of the meeting. Provide a copy to parent before they leave or document if they agree to have copies mailed. If mailing, send within 2 weeks.
* If any information was handwritten during the meeting on the IEP, type the information in Filemaker.
* Make copies of final IEP and place in school file. Copies of IEP should be placed in the student’s temporary file, not the cumulative file.
* Send all original forms to the VASE office with the checklist attached no later than 2 weeks following the meeting.

**School Psychologists**

General Responsibilities

* Keep track of Initial Evaluation due dates.
* Keep track of Re-Evaluation due dates. Communicate with case managers on a regular basis on re-evaluation status.
* Assist in the completion of Functional Behavioral Assessments and the development of Behavior Intervention Plans.
* Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
* Make sure the students’ temporary file and all sp ed records are locked up, yet accessible to someone else in the building if you are not present.
* When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Return all amended forms to VASE no later than two weeks.
* Adhere to all timelines.

Domain Meetings

* For Domain Meetings, complete the Existing Data sections of Academic Performance, Cognitive Functioning, and other sections for which data is known on the Domain forms prior to the Domain Meetings. This requires a thorough review of records.
* Facilitate domain meetings if assigned by the school team.
* Bring all required forms to Domain Meetings.
* Conference Summary Report (for sign in)
* Parent/Guardian Consent for Initial or Re-evaluation
* Domain page
* Waiver of 10-Day Notice Before Evaluation Begins
* Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
* Procedural Safeguards
* Excusal of IEP Team Member
* Notification of Conference
* Appropriate Checklist of Forms
* Review Procedural Safeguards with parent before obtaining consent for an evaluation.
* Once psychological evaluation is complete, add date to the Referral Log.

Eligibility Meetings

* Bring all required Eligibility IEP forms to meetings.
* Notification of Conference
* Conference Summary Report
* Documentation of Evaluation Results
* Eligibility Determination
* Eligibility Checklist
* Notification of Conference Recommendations
* Appropriate Checklist of Forms
* Complete relevant sections of Eligibility IEP forms before and during the Eligibility IEP meeting. Do **NOT** complete any sections for which another discipline is responsible for. This includes refraining from completing sections related to Speech, OT/PT, etc.
* If assigned as the facilitator for the meeting, ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance. If necessary, assist the case manager in the completion of the Notification of Conference Recommendations, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.
* Review all Referral forms and/or Eligibility IEP forms at end of meeting with the other team members to verify accurate completion.

**School Social Workers**

General Responsibilities

* Assist case manager in scheduling meetings for hard-to-reach parents. This may include home visits. Document the date of contact, method of contact, and parent response.
* Assist the School Psychologist in monitoring Initial and Re-evaluation due dates.
* Assist in the completion of Functional Behavioral Assessments and the development of Behavior Intervention Plans.
* Assist principals in the facilitation of Manifestation Determination Reviews.
* Review all forms at end of meeting with the other team members to verify accurate completion.
* Notify VASE of any changes in social work services being provided to students.
* Thoroughly review all FACTS forms each time they are sent to you and resubmit them to VASE by the established deadline.
* Complete the goal progress report and progress on objectives on the goal pages and send a copy to parents at the same time that quarterly report cards are sent out. When a new IEP is written, send the goal sheets and progress report from the previous IEP to VASE.
* Collect data via data charts or tests to document student progress on goals and objectives.
* Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
* Make sure the students’ temporary file and all sp ed records are locked up, yet accessible to someone else in the building if you are not present.
* Keep track of Release of Information forms and their expiration dates.
* When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Return all amended forms to VASE no later than two weeks.
* Adhere to all timelines.
* When parents do not attend meetings, offer to review all forms with them at another time.

Domain Meetings

* For Domain Meetings, complete the Existing Data sections of Vision and Hearing, Functional Performance, Social/Emotional Status, and other sections for which data is known on the Domain forms prior to the Domain Meetings. This requires a thorough review of records.
* Facilitate domain meetings if assigned by the school team.
* Assist in reviewing Procedural Safeguards.
* Once SDS is complete, add date to the Referral Log.

Eligibility Meetings

* If assigned by your building team, bring all required forms to meetings. Establish with your building team who is responsible for bringing forms to meetings prior to the actual meeting.
* Complete relevant sections of IEP forms. Do **NOT** complete any sections for which another discipline is responsible for. This includes refraining from completing sections related to Speech, OT/PT, etc.
* Relevant sections include, but are not limited to:
* Student Strengths
* Present Levels of Functional Performance
* Goals and Objectives
* Educational Services and Placement
* Related Services sections
* Reason why separate class is needed
* If assigned as the facilitator for the meeting, ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance. If necessary, assist the case manager in the completion of the Notification of Conference Recommendations, which includes obtaining consent to waive the 10 day waiting period to initiate or change services if the parent so chooses.
* Review all Referral forms and/or Eligibility IEP forms at end of meeting with the other team members to verify accurate completion.

**Other Related Service Personnel**

General Responsibilities

* Notify VASE of any changes regarding students on your case load as soon as changes occur.
* Keep track of Annual Review dates. Check with case managers near due date to ensure scheduling has occurred.
* Keep track of Re-Evaluation due dates. Check with case managers close to 60 school days before due date to ensure scheduling of domain meeting has occurred.
* Keep track of Initial Evaluation due dates.
* Assist the case manager in notifying the appropriate people of the content of the IEP to ensure that the student is provided access to the supplementary aides and accommodations in the general education environment or to ensure the behavior intervention plan is implemented. Do NOT provide copies of the IEP due to the confidentiality of information contained.
* Review all forms at end of meeting with the other team members to verify accurate completion.
* Thoroughly review all FACTS forms each time they are sent to you and resubmit them to VASE by the established deadline.
* Complete the goal progress report and progress on objectives on the goal pages and send a copy to parents at the same time that quarterly report cards are sent out. When a new IEP is written, send the goal sheets and progress report from the previous IEP to VASE.
* Collect data via data charts or tests to document student progress on goals and objectives.
* Keep data for ESY purposes.
* Keep documentation of all parent contacts, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
* Assist in the completion of Functional Behavioral Assessments and the development of Behavior Intervention Plans.
* Make sure all special education records are locked up, yet accessible to someone else in the building if you are not present.
* When paperwork is sent back to you for corrections, please amend according to the required amendment procedures. Return all amended forms to VASE no later than two weeks.
* Adhere to all timelines.
* Keep the Referral Log up-to-date.

Domain Meetings

* For Domain Meetings, complete the Existing Data sections of Functional Performance and other relevant sections prior to the Domain Meetings. This requires a thorough review of records.
* Complete relevant sections of IEP forms. Do **NOT** complete any sections for which another discipline is responsible for.

* If facilitating the meeting, ensure that everyone present at the meeting signs in on the Conference Summary Report form. Names should not be typed in. Do not obtain signatures from anyone not in attendance.

**Building Principals**

* Serve as LEA Representative in all special education meetings.
* Designate alternative LEA Representatives if unable to attend a special education meeting.
* Ensure that the building has established pre-referral procedures which include Response to Intervention.
* Ensure that the faculty is notified of whom to contact if a request for an evaluation is made. Ensure that all requests are responded to in writing within 14 days.
* If assisting in scheduling of IEP meetings with parent, notify the case manager of the date of contact, method of contact, and parent response for documentation purposes.
* Monitor Annual Review Due Dates, Re-Evaluation Due Dates, and 60-day timelines for evaluations.
* Keep documentation of all contacts with parents of students with disabilities, including emails, phone calls, memos, etc. These are needed if a due process or Office of Civil Rights (OCR) complaint is filed.
* Keep track of locations and accessibility of each student’s special education records.
* Monitor class size.
* Follow procedures for discipline of special education students.
* Notify case manager of suspensions of students on their caseload.
* Assist in facilitating Manifestation Determination Review meetings.
* Contact the VASE Director immediately if a parent requests a due process.

Invite the VASE Director to any meetings which may require interpretation of special education procedures.

**Secondary Transition and Transition Services**

The IEP team must address transition services through the Transition Plan at each IEP meeting beginning with the IEP that will be in effect when the student is 14 ½ years of age. Transition services should include appropriate, measurable post-secondary goals that are based on age-appropriate transition assessments. The IEP team may address a particular section(s) before the age listed, if the team has determined that transition assessments, goals, supports, or services should be addressed. Any area addressed should be based on the student’s needs, taking into account the student’s strengths, preferences and interests (as indicated in the transition assessments and interviews).

The Transition Plan should drive the direction of the student’s IEP—meaning that annual IEP goals must address not only academic and functional needs, but also transition needs. Transition Plans must be updated annually, and the student must be invited to all IEP meetings in which transition will be discussed. Furthermore, a representative adult service agency shall be invited to the IEP meeting. Prior consent of the parent or student who has reached the age of majority is required before inviting the adult agencies. A list of Vermilion County Adult Services Agencies is included at the end of this section.

In addition to completing the Transition Plan in the student’s IEP, the IEP Team must ensure that actions are occurring during the regular school day in order to ensure that transition needs are being met. To track transition planning actions, the case manager shall complete the appropriate page of the *Transition Planning Actions Checklist* and keep documentation in the student folder. The *Transition Planning Actions Checklist* is available on the VASE Website in the “Special Education Forms” section.

**Transition Plan Page 1**

1. *Transition Assessments*

Identify the type of assessment(s) with the responsible person, date conducted, and attach the assessment to the IEP.

1. *Employment, Education/Training, Independent Living Options Selected*

Identify at least one option for each area. The option selected should mirror the goal written in that area.

Example: IEP Goal- After graduation from high school, David will receive job development services from vocational rehabilitation staff at Crosspoint Human Services or WorkSource Enterprise.

Option Selected: Supported Employment

1. *Measurable Goal*

Identify the student’s post-secondary goals in the areas of:

* Employment (e.g. competitive, supported, after finishing post-secondary training, military)
* Education/Training (e.g. four-year university, community college, technical/trade school, apprenticeship, on-the-job training, adult education, developmental training)
* Independent Living (e.g. living arrangements including own residence, with family, CILA or group home; health/safety; self-advocacy/future planning; financial/income needs; transportation/mobility; social relationships; recreation/leisure)

Measurable post-secondary goals are written for all students 14 ½ years of age. Post-secondary goals must occur after high school graduation/aging out and be updated annually. Be sure to check the “yes” box once the post-secondary goal has been reviewed and updated as needed. In some rare cases the student’s goal may not change from one year to the next; and therefore, check the “yes” box even if the goal has been reviewed with the student and/or family and it remains the same.

Post-secondary goals must be written based on transition assessments indicating the student’s needs, taking into account strengths, preferences, and interests. To ensure measurability, post-secondary goals should be written stating the activity/action a student “will” complete—not an activity/action that a student “may” or “wants to” complete.

Example: After graduation from high school, Jonathan will attend Danville Area Community College and major in general studies.

Non-Example: After graduation from high school, Jonathan may/wants to attend Danville Area Community College and major in general studies.

1. *Related Annual IEP Goal*

Identify at least one goal for each area: employment, education/training, and independent living. Document the linkage on the Transition Plan Page 1 and on the actual goal page.

Annual IEP goals that are related to the student’s transition services are required in the student’s IEP. The IEP Team must ensure that annual IEP goals are directly related to the transition plan and that the linkage is indicated on the goal page. In many instances, it is not acceptable to only write academic goals and link those to the areas of transition, especially the areas of independent livings and employment.

Non-Examples:

John will increase reading skills from 2 sight words to acquiring 20 site words that are most often found in story books—THIS GOAL can be linked to the Common Core ELA Standards, but it cannot be linked to any transition areas beyond Education.

Without use of manipulatives, John will demonstrate computation skills by adding single digit numbers to sums of 20 with 80% accuracy—THIS GOAL can be linked to the Common Core Math Standards, but it cannot be linked to any transition areas beyond Education.

Examples:

John will increase reading skills from selecting among choices on his AAC device to using his AAC device to greet peers in English—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Independent Living (social relationships).

John will increase reading skills from 2 sight words to acquiring 20 site words that relate to activities in the community and workplace—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Employment, Education/Training, and Independent Living.

John will increase his knowledge of careers related to animals from having little knowledge to being able to identify at least three careers in the field of animals and their requirements—THIS GOAL can be linked to the Common Core ELA Standards and also linked to Employment.

John will increase his knowledge in financial planning from having no knowledge about how to create a budget to being able to write checks and balance a checkbook—THIS GOAL can be linked to the Common Core Math Standards and also linked to Independent Living.

1. *Supports/Services*

Identify at least one option for each area: employment, education/training, and independent living. The option(s) selected should assist the student in meeting the post-secondary goal identified.

 *Course of Study*

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student’s anticipated post-secondary goals, preferences and interests.

Course of study includes required, elective, advanced placement or specially designed instruction and could include educational experiences in the community. Therefore, this planning includes courses leading to graduation or completion of a secondary school program with the addition of courses and other educational experiences that move the student toward his/her post-secondary goals.

The IEP Team must identify specific courses to be taken by the student. The term “elective” is not a specific course. The case manager should collaborate with the school guidance counselor or consult the district course handbook to identify the specific electives that will be taken by the student. Furthermore, the chosen course must align with the student’s post-secondary goals.

**Transition Plan Page 2**

*Transition Services*

The first six sections address services that are to be provided during the student’s school program to help meet the student’s post-secondary goals. This page was designed to provide opportunities to indicate the agency, position responsible for the supports/services and, if appropriate, the corresponding annual IEP goal number. With multiple entries allowed, this form serves as a log of all transition activities. After activities are completed, then the case manager can log in the completion date. These activities, services, and supports are then kept on the IEP year-to-year and updated at each Annual Review.

* Instructional services (e.g. tutoring, skills training, prep for college entrance exam, adult basic ed)
* Development of employment and/or functional vocational evaluation (e.g. Employment: job skills, career exploration, job shadowing, apprenticeship training, STEP program, actual employment. Evaluation: career interest inventories, aptitude tests)
* Acquisition of daily living skills & other occasional post-secondary adult living objectives (e.g. Daily Living: meal prep, cleaning, toiletry and grooming, budgeting, maintaining home, childcare. Occasional: filing taxes, driver's license with accommodations, renting/buying home, accessing med. services & social security, financial planning)
* Community experiences (e.g. participation in social, recreational, or leisure activities, shopping, banking, transportation)
* Related services (e.g. transportation, medical services, social services, technology, etc.)
* Additional supports/services linkages for after graduation. At a minimum, each transition plan should indicate that the student will be referred to the Department of Human Services/Division of Rehabilitation Services prior to graduation. Other agencies should be identified as appropriate.

*Home-Based Support Services*

Complete this section only for students who fall under the category of developmentally disabled and who may become eligible for Home-Based Support Services Program after they reach age 18 and no longer receive special education services.

The Home-Based Support Services Program allows adults (age 18 and older) to purchase goods and services related to their disability. The cost of these goods and services may total up to 300 percent of the individual’s federal Supplemental Security Incomes (SSI) payment level. Participants are linked to a local community agency that helps them select the goods and services they need. To participate, the individual must be eligible for SSI or Social Security Disability Income (SSDI).

Because the money for these programs is limited, only some of the eligible persons who apply will be selected to participate when funds become available. To become eligible, families and individuals must work with their local “Pre-Admission Screening (PAS)” Agency to first complete the “PUNS” Survey and then submit an admissions “packet” to the Division of Developmental Disabilities for review. Families in Vermilion County should contact Frank Engle at Prairieland Service Coordination at 1-800-866-8779.

*What is the case manager / school responsible for in this process?*

The case manager/school is not responsible for determining eligibility. The home-based support agency will do the assessments necessary to determine eligibility. However, the school/ case manager should be responsible for:

* Assisting the student and family in making contact with the home-based support agency if there are barriers to this.
* Encouraging the family to follow up on the application for home-based supports, and assisting in this process in any way possible while the student remains in secondary education.

Whenever possible and when the case manager/school has the resources, helping the student/family to complete, review, and submit the application for home-based supports and collect the data needed for the agency application is highly encouraged.

If a student qualifies after submission of the application and the student is still in contact with the case manager, the school/case manager might consider:
- providing the information necessary to maintain eligibility
- Assisting the family in conducting periodic review of home-based supports and data needed for the agency

Example:

Plans for Determining the Student’s Eligibility for Home-Based Services:

Parents will contact the “Pre-Admission Screening (PAS)” Agency to first complete the “PUNS” Survey and then submit an admissions “packet” to the Division of Developmental Disabilities for review. The family will contact Frank Engle at Prairieland Service Coordination at 1-800-866-8779. School personnel will assist with completion of the application when appropriate.

Plans for Enrolling the Student in the Program of Home-Based Services:

After submitting the application for home-based services, the parents will continue to work with the PAS Agency to complete all necessary components of the application and register for services once determined eligible. School personnel will provide necessary information in order to continue eligibility.

Plans for Developing a Plan for the Student’s most Effective Use of Home-Based Services after Reaching Age 18 and when No Longer Receiving Special Education Services:

The family will conduct a periodic review of the home-based supports. School personnel will assist with the periodic review by assisting in collection of data when appropriate.

**Annual Reviews taking Place during a Student’s Junior Year**

While the adult agencies are invited to all IEP transition meetings, they may be unable to participate in meetings before a student’s junior year. In order to ensure participation in as many meetings as possible during a student’s junior year, VASE Vocational Coordinator, Terri Tate, will assist in the scheduling of annual reviews. One round of meetings will be scheduled in the fall and another round of meetings will be scheduled in the winter. Case Managers will be required to compile a list of annual review dates during the first two weeks of the school year and sign up for an open date to hold annual reviews directly with Terri or on the provided Google Document.

* Students with annual reviews due dates in the months of August through January will have annual review meetings held during the months of August and September with the participation of representatives from appropriate adult service agencies.
* Students with annual reviews dates in the months of February through June will have annual review meetings held during the months of December and January with the participation of representatives from appropriate adult service agencies.

The case manager shall schedule all annual reviews on a date that allows them to be held within one year of the previous annual review. In the event that a date prior to the one year timeline cannot be arranged with Terri and the adult service agencies, the case manager shall hold the annual review without participation of the agencies, and the agencies shall be invited to the annual review conducted during the senior year.

The case manager shall conduct the junior annual review in the same manner as all other annual reviews. Adult services agencies will participate in the entire IEP and provide feedback when appropriate.

**Vermilion County Adult Services Agency Resources**

|  |  |  |  |
| --- | --- | --- | --- |
| Agency | Contact | Target Students | Services |
| Department of Human Services/Division of Rehabilitation (DHS/DRS) | **DHS-** Becky Robinson**DRS-** Melissa Ranto407 N Franklin StDanville, IL 61832Phone: (217) 446-0230 Fax: (217) 446-1489 | Disabled: SLD, physical, hearing, vision, emotional, cognitive impairment, mental illness, ADHD, Autism | Wide range of services for students entering the workforce or post-secondary education. Invite this agency to all transition IEPs.  |
| Prairieland Service Coordination | Frank Engle100 S. Water St.Suite 220MDecatur, IL 625231-800-866-8779Ph. 217-362-6128Fax 217-363-6129Email psci.psci.info | Cognitive Impairment, Developmental Delay, and/or Medically Fragile | First step for seeking funds for residential and/or day training program. Both the PUNS and PAS forms must be completed before services can be requested. May be placed on a waiting list for approval. |
| WorkSource Enterprises | Lisa Martin/Randy Hurt/Todd Seabaum3715 N. VermilionDanville, IL 61832O:217/446-1146F:217/446-1191 | Disabled: SLD, hearing, vision, mental impairments | Offer post-secondary job development, job placements, supported employment, job-site training, vocational evaluation, employment transition, planning & coordination, employment development, life skills training & work activities. |
| Danville Area Community College | Disability Services Center2000 E. Main StreetDanville, IL 61832Phone: 217-443-8702 | Students with disabilities who are enrolled in associate, certificate, or transfer programs | Provides tutoring, study skills workshops, and academic accommodations (note takers, interpreters, lab aides, etc.). |
| Illinois Department of Employment Security | Dianna Maged407 N. Franklin, Suite BDanville, IL 61832Ph: 442-3044, ext. 388 | Youth seeking employment or with anticipated periods of unemployment | Provides resume assistance, interviewing tips, and how and when to seek employment. Access to training in the computerized Illinois Skills Math Services |
| Crosspoint Human Services | Jim Dentino210 Avenue C, Danville, IL 61832Phone: (217) 442-3200 | Emotional/mental illness, vocational for all disabilities, cognitive and development delays | Vocational services for all youth with disabilities; day programs and/or adult residential services; crisis intervention; counseling; social/daily living skills; adult day treatment, OT, PT, speech therapy |
| PACE- Persons Assuming Control of their Environment, INC. | Eric Trusner1317 E. Florida AveUrbana, IL 61801Phone: 217-344-5433 | Persons with disabilities | Center for independent living serving Champaign, Douglas, Edgar, Piatt, and Vermilion County |
| Job Training Partnership (JTP) | Jonathan Jett407 N. FranklinDanville, IL 61832Ph: 442-3044 ext 239 | Students with minimal disabilities at/below poverty level and experiencing barriers to employment | Job training, classroom and vocational training, job counseling, job placement basic education and/or other supplemental services |
| Vermilion County Residential ProgramsContact Frank Engle if a student is a candidate for residential and/or day training programs. Make arrangements between the family and Prairieland Service Coordination. Contact Terri Tate or Lori Burnett for details. |
| Community Alternatives Illinois (C.A.I.L.)Cassidy Spesard, Director1630 Georgetown Rd.Tilton, IL 61833Phone: 217-443-4123 | **Charleston Transitional Facility**Tee Grant, Support Services521 Seventh StreetCharleston, IL 61920Phone: 217-662-2769 | **Crosspoint Human Services**Jim Dentino210 Avenue CDanville, IL 61832Phone: 217-442-3200 | **Community Living Options**Tara Wright340 Bryan AvenueDanville, IL 61832Phone: 217-443-0222 |

**Summary of Performance**

Subsequent to the termination of the student’s eligibility due to graduation or aging out, the Summary of Performance (SOP) must be completed. This form must be completed in the final year prior to the student exiting high school. Portions of the form are completed with the student and portions can be completed by the special education teacher.

Please note that although IDEA 2004 does not explicitly require a Summary of Performance for students who are leaving school before the end of their entitlement period due to graduation with a modified diploma or certificate, ISBE strongly recommends that the school districts provide a Summary of Performance for these students as well.

Special education teachers are encouraged to complete the Summary of Performance form located on the VASE website (https://[www.vase.k12.il.us](http://www.vase.k12.il.us)) but may choose to complete the Summary of Performance form located on Filemaker. Some local colleges, including Danville Area Community College, utilize the VASE SOP form for making decisions regarding a student’s eligibility for accommodations in college.

The Summary of Performance does not need to be completed during an IEP meeting, but case managers often provide the document during the annual review senior year. When completed, the SOP is to be given to the student or parent/guardian as appropriate. Copies of the most recent assessment reports that were completed to indicate the student’s academic achievement, functional performance and transition information may be attached.

**Post-School Data Collection Survey**

When completed, this form allows the school district to contact the student and/or parent/guardian to ask questions regarding the student’s employment, education/training, etc. one year after he/she leaves high school. This post-school outcome information will be reported to the Federal government. Districts will be informed by ISBE when they are required to conduct the post-school surveys.

**Transfer Students**

**What to do if a student with an IEP moves in from another Illinois school district:**

When a student transfers into a district from another district in Illinois and the school obtains a copy of the student’s IEP before or at the time the child is presented for enrollment:

* 1. A school may adopt the IEP of the former local school district without an IEP meeting if:
		1. The parents indicate, either orally or in writing, satisfaction with the current IEP; and
		2. The school determines that the current IEP is appropriate and can be implemented as written. (The IEP should be thoroughly reviewed before it is accepted. The IEP must meet all local rules and regulations.)

When this occurs, the case manager shall complete an Amendment Form to indicate that the IEP from the other district has been accepted and that the parent agree either orally or in writing.

* 1. If the former IEP is not adopted and the school wishes to develop a new IEP for the child, then an IEP meeting must be scheduled within ten school days from the date that the IEP was received. While the new IEP is under development, you shall implement services comparable to those described in the IEP from the former district.

If a copy of the child’s current IEP or a verbal or written confirmation of the requirements of that IEP from the previous school district is not received when the child is presented for enrollment, the child shall be enrolled and served in the setting that you believe will meet the child’s needs until a copy of the current IEP is obtained or a new IEP is developed.

1. In no case shall a child be allowed to remain without services during this interim.
2. The school shall request the student’s records from the sending district or school by the end of the next business day after the date of enrollment.
3. If the district has not received the records from the former school within 10 days, then the school shall initiate an IEP meeting for the purpose of developing a new IEP, and possibly initiating a re-evaluation.

**What to do if a student transfers in from another State:**

If a child with a disability, who had an IEP that was in effect in a previous public agency in another state, moves into a district, the district must provide the child with a free and appropriate public education (including services comparable to those described in the child’s IEP from the previous school) until the school:

1. Conducts an evaluation if determined necessary, and
2. Develops, adopts, and implements a new IEP, if appropriate

This means that, at a minimum, the district must hold a domain meeting when a student with an IEP moves in from out-of-state. The team must determine if the student requires a re-evaluation to determine eligibility under the local and state criteria for special education services.

The team must also determine if a new IEP needs to be developed in order for the IEP to meet Illinois requirements. For example, some states do not require transition plans until age 16, but Illinois requires them at age 14 ½. Illinois also requires the transition plan to address employment, education and/or training, and independent living skills.

**Records**

Copies of all IEP records a district receives from another district should be sent to the VASE office immediately.