

Gogebic-Ontonagon Intermediate
School District (GOISD)



IEP GUIDANCE MANUAL

This document is adapted from EUPISD
and NCRESA

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INDIVIDUALIZED EDUCATION PROGRAM OVERVIEW

The Individualized Education Program (IEP) is a written document that is developed by school officials, teachers, parent/guardians, and the student, which includes the student's present level of educational performance, measurable annual goals and short-term instructional objectives, the extent of participation in the general education curriculum, a timeline of the services, and methods of measurement to be utilized in evaluating the progress of the student, the achievements or needs for revisions.

Assess for Present Level of Performance

*Compile Benchmark Assessment Data

Develop Appropriate PLAAFP Statement

*Use present level assessment data to complete PLAAFP

Determine Measurable Annual Goals & STO's

*Use section 4 of the IEP Guidance Manual

Develop/Facilitate the IEP

*Use section 5 of the IEP Guidance Manual

Determine Appropriate State Assessments

*Use section 6 of the IEP Guidance Manual





SECTION 1: Assessment of Present Level

A Word on Assessment Sources:

Baseline assessment sources must be less than one year old and therefore, updated at each IEP. Best Practices dictates that there should be multiple sources of assessment data, both formal and informal, that accurately depicts a student’s level of functioning across all areas impacted by his or her disability. Include assessment title/source, date given, score/results and impact towards progress in the general curriculum when developing the Present Level of Academic Achievement (PLAAFP) statement.

Tools for assessing areas of Current Function:

Criterion-referenced test (measured against defined and objective criteria).

Good Examples—Brigance, MAP, MLPP, GLAD, DRA

Behavior: Intervention Plan Results

Functional Behavior Assessments

Behavior Rating Scales

Disciplinary Records

Data from Systematic observations of student behavior

Standardized achievement test

Medical/Health Information

Curriculum-based assessment

Most recent state or district-wide assessment results

Diagnostic Test

Grades and comments from report cards

Outside evaluator results

Data from progress reports on previous goals and objectives

Transition assessment (see below)

General Curriculum

Classroom performance (teacher observation, work sampling)

Adaptive Behavior Scale for Functional Skills

Attendance records

Transition Assessment:

It’s the Law: 34 CFR 300.320b “Documentation that the goals are based upon age-appropriate transition assessment....”

- ◆ **Transition assessment can be considered the ongoing process of collecting data on the student’s needs, preferences, and interests as they relate to the current and future working, educational, living and social areas.**





Transition Assessment Sources:

Informal interviews with students, parents, staff, etc.
Vocational assessments
Interest inventories
Teacher observation/reports
Guidance counselors
More formal assessments (ESTR, TPI, STAT)
Previous IEPs, METs, PLAAFP statements, diagnostic summaries
Permanent school record, including student grades and progress reports

Use of Transition Assessment Results:

- ◆ **Review the results with student/family**
- ◆ **Utilize the student's post-school goal statements to develop the IEP**
- ◆ **Use the data to determine academic and functional performance within the PLAAFP, including strengths and needs**
- ◆ **Develop a course of study that will help the student reach their vision**
- ◆ **Use data to develop transition goals and identify services**
- ◆ **Include in the student's Summary of Performance**



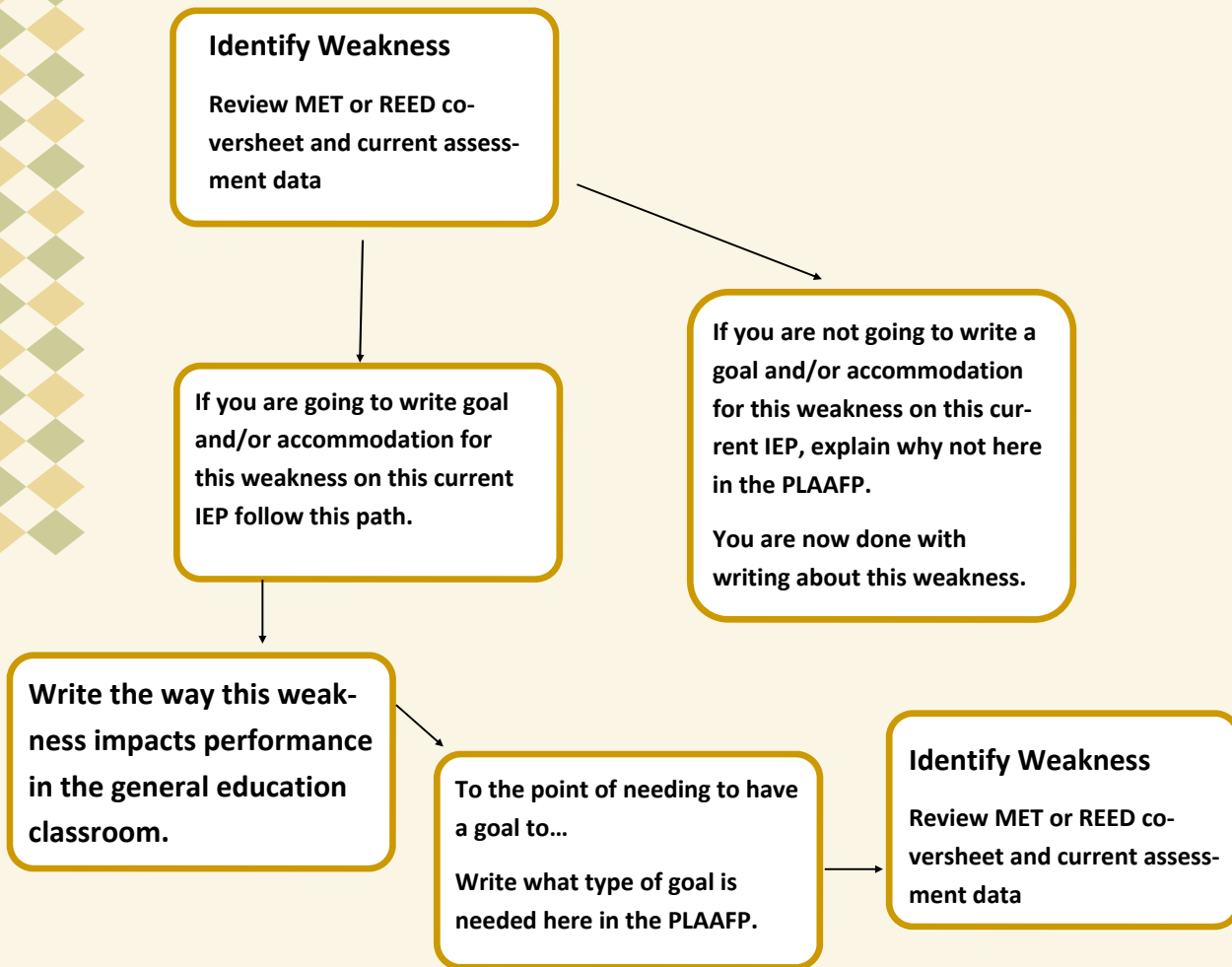
Section 2: Develop PLAAFP Statement

A Place to Start: Understanding the Present Level of Academic Achievement and Functional Performance Statement (PLAAFP):

The Present Level of Academic Achievement and Functional Performance (PLAAFP) is the foundation for writing connected IEPs. The PLAAFP statement should accurately describe the student's performance in **all areas** that are affected by the disability. This could include academics, social-emotional, transition, organizational skills, work habits, speech, language, motor skills, or any other area affected by the disability and appropriate to the student's unique educational or vocational needs.



Process to Determine PLAAF Statement



Explain HOW each weakness impacts progress in the general curriculum.

For example: Struggling with knowing his sounds and letters impacts:

- ◆ Learning and mastering grade-level reading skills: so he will need a goal to improve basic reading skills;
- ◆ Keeping up with grade-level reading assignments: so will have extra time for assignments, and to have someone read directions to him, and to explain things to him orally;
- ◆ Taking tests independently: so he will need to have tests read to him orally and answer orally.



Using the PLAAFP information, the IEP Team determines appropriate supplementary aids/ service/personnel support, measurable annual goals and short-term objectives, state and district-wide assessments and, when age appropriate, transitional services. In other words, it is the foundation for every decision made by the IEP Team.

The information in the PLAAFP section of the IEP should be written in brief, clear, specific and accurate statements with enough information to describe the student’s current skill levels in objective, measurable terms.

Each area of need identified in the present level must be addressed throughout the IEP form. The PLAAFP statement will lead to the development of measurable annual goals, accommodations, modifications and other IEP services. All IEP goals should be connected to the PLAAFP statement.

VAGUE PHRASES:	SPECIFIC PHRASES:
Can add	Writes answers to double-digit addition problems
Knows different careers	Can count five careers and five jobs associated with each
Difficulty reading third-grade materials	Reads third-grade materials at 70 words per minute
Spends a lot of time in suspension due to behavior problems	When redirected, she becomes angry and disrupts class.
She has a language difficulty and will have trouble meeting language arts standards	Her language impairment affects her progress in grade-level standards that include words with multiple meaning
She seldom completes assignments	She completes 25 percent of her homework and turns in 10 percent of the assignments

Complete a PLAAFP statement using the PLAAFP template.:

Based upon the _____ assessment, given on _____

the student is at a _____ grade level in _____.



The student is able to:

_____ *The student has*
difficulties with:


_____ *And will need the following accommodations:*

A Complete PLAAFP must have:

1. The area(s) of need, including Transition (required for students 16 years of age or older).
2. Baseline data provided from a variety of sources (not more than one year old, but preferable most recent benchmark).
3. A description of how the student's academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool children.
4. Any other needs arising from the student's disability that will require accommodations and modifications.

PLAAFP CHECKLIST:

- Does the PLAAFP address all areas affected by the student's disability?
- Does the PLAAFP describe current performance in the general education curriculum, including functional performance?
- Have current evaluation results, including transition assessments, been included?
- Does the PLAAFP specify needed instructional and assessment accommodations?
- Are the present level descriptions understandable so that goals, services, assessments, LRE may easily be developed?
- Does the PLAAFP provide baseline information for each need?
- Does the PLAAFP include information that is instructionally relevant and written in understandable language?



Does the **PLAAFP** provide a “snapshot” of the student?

Would anyone be able to begin instruction or intervention?

Section 3: Determine Measurable Annual Goals and “Short-Term Objectives”:

The purpose of this section is to develop measurable annual goals and objectives/benchmarks that ensure the student has access to and makes progress in the general education curriculum.

Using your developed **PLAAFP** statement, select goals that are descriptions of what the student can be expected to accomplish within a 12-month period; they are to be reasonable, yet challenging. Objectives/benchmarks are intermediate steps between the present level and the annual goal.

Alignment of goals to other sections in the Individualized Education Program (IEP) is important. Goals and objectives/benchmarks align with:

- ◆ Needs from the Present Level of Academic Achievement and Functional Performance
- ◆ Baseline data
- ◆ Common Core standards/early childhood standards of quality for pre-kindergarten
- ◆ Secondary Transition Considerations

A well written goal has four critical elements:

- a). Target date for achieving the goal
- b). Identification of what the student will demonstrate
- c). Under what conditions or to what level/degree the student will perform
- d). How progress will be assessed/evaluated

Goal Overview:

Goals should be written to support each identified area (sub-rules) and areas of need that appear in the Impact of Disability section of the IEP and as determined by the IEP team. One goal and two objectives (Minimally) must be chosen for each area identified.

Goals should be grade-level goals for students taking the State assessment test, and diploma seeking students. After a grade level objective is chosen, a below grade-level objective(s) may also be selected. This may be needed as a prerequisite in order to attain grade level goals.



For students with a Learning Disability:

One goal and two objectives should be selected for each sub-rule eligibility, along with additional support areas identified by the IEP team.

- | | |
|-------------------------|-----------------------|
| Oral Expression | Reading Comprehension |
| Listening Comprehension | Math Calculations |
| Written Expression | Math Reasoning |
| Basic Reading | Reading Fluency |

For Students with an Emotional Impairment:

One goal and two objectives should be selected for each sub-rule eligibility, along with additional support areas identified by the IEP team.

- a. Inability to build/maintain satisfactory interpersonal relationships within the school environment;
- b. Inappropriate types of behavior or feelings under normal circumstances;
- c. General pervasive mood of unhappiness or depression;
- d. Tendency to develop physical symptoms or fears associated with personal or school problems

For students with Other Health Impairments:

One goal and two objectives should be selected in the area of need identified; such as, work habits, study skills, behavior or academics.

For students with a Cognitive Impairment:

One goal and two objectives should be selected in the area of ELA. Math and Adaptive Behavior Skills i.e. life skills, career education skills etc. Also, if the student is receiving support in an academic area as stated in their IEP, then goals and objectives should be chosen from the LD section in appropriate area of need identified in the IEP.

For Students with Autism Spectrum Disorder:

One goal and two objectives should be selected in one or more of the following areas that may include Social Emotional, Social Skills, Speech, Adaptive Behaviors, Sensory, ELA, Math, Science and/or Social Studies, as determined by the IEP team.

For Students with Early Childhood Developmental Delay: Depending on the need of the student as determined by the IEP team; one goal and two objectives should be selected in one or more of the following area: Physical Development, Cognitive Development, Communication Development, Social-emotional Development and Adaptive Development.

For Students with a Hearing or Vision Impairment or Deaf-Blind Students: One goal and two objectives should be selected for the hearing and vision impairment and deaf-blindness. Also, if the student is receiving support in an academic area as stated in their IEP, then goals and objectives should be chosen from an area of need identified in the IEP.

For Students with Severe Multiple Impairment: One goal and two objectives should be selected from the Severely Multiply Impairment section. Other goals and objectives may be chosen depending on the needs of the student and decisions made by the IEP team.

For Students with Traumatic Brain Injury:

One goal and two objectives should be selected based on needs of student and IEP team decision. These may be chosen from a variety of areas such as LD sub-rules. OHI choices, CI choices, etc, depending on the needs of the student.

For Students with a Physical Impairment:

One goal and two objectives should be selected for the physical impairment eligibility. Also, if the student is receiving support in an academic area as stated in their IEP, then the goals and objectives should be chosen from the LD section in appropriate area of need identified in the IEP.

For Students with a Speech/Language Impairment:

One goal and two objectives should be selected for each sub-rule area, along with additional support identified by the IEP team. Also, if student is receiving support in an academic area as stated in the IEP, then goals and objectives should be chosen from the appropriate area of need identified in the IEP.

Articulation	Fluency
Voice	Language

Additional Requirements: Areas of Need

- ◆ If a student is not labeled EI as a primary eligibility, but has significant behavior problems, along with a Behavior Support Plan (BSP) that is a part of the IEP, you should identify in the Impact of Disability statement and then select one goal and two objectives that address the behavior difficulties. These goals and objectives can be chosen from the EI sub-rule areas.
- ◆ If a student is not labeled OHI, but has significant organization or work habit problems, you should identify in the Impact of Disability statement and then select one goal and two objectives that address these difficulties.



Facilitation of the IEP Process:

Prior to the meeting:

- ◆ Provide parents with copies of evaluation reports and other data that will be used in developing the IEP to afford them the opportunity to be prepared for the discussion at the meeting;
- ◆ Assure that all required participants have been invited and are planning to attend. Collect prior excusals for related services.
 - ◇ For required team members: parent and district agreement on excusal prior to the meeting is document in the IEP. The absent members must have submitted written input to the IEP team; including the parent prior to the meeting. Must include the parent signature on IEP.
 - ◇ Document the parent and district agreement for attendance not necessary due to the curricular area/related services not being modified or discussed at the meeting.

Starting the Meeting:

IEP Agenda

- .1 **Introductions:**
 - ◆ Review the agenda
2. **Multidisciplinary Team Reports:** (if an initial or 3-year reevaluation)
 - ◆ Parents sign the cover sheet of the MET to indicate they were involved in the process
 - ◆ The areas of eligibility that were evaluated need to be attached to the MET cover sheet
3. **Return to the IEP:**
 - ◆ On page 1 of the IEP, indicate the area of eligibility or indicate not eligible
 - ◆ Discuss FAPE section on pages 3-4
4. **Present Level of Academic Achievement and Functional Performance (PLAAFP):**
 - ◆ Special factors
 - ◆ Eligibility

If student is ineligible for services, stop here. If student is eligible, please continue on
5. **Annual goals and short-term objectives:**
 - ◆ These should relate to needs identified in PLAAFP
 - ◆ Each service provider shares goals and objectives





6. **Supplementary aids and services:**

- ◆ These should relate to needs identified in the PLAAFP

7. **Least restrictive options:**

8. **Programs and services:**

9. **Transportation:**

10. **State/District assessment participation:**

11. **Notice for Initial Provision of Programs and Services**

- ◆ Parents sign consent for the Initial Provision of Programs and Services

12. **Notice for Provision of Programs and Services—Prior Written Notice**

- ◆ This form must be used for annual IEPs, re-evaluation IEPs, and for the IEP Amendment
- ◆ Because this constitutes the district's offer for FAPE, the superintendent or designee must sign the form. The IEP date is the date of the offer of FAPE to the parents by the district. This date may be different from the meeting date.

PROVIDE PARENTS WITH PROCEDURAL SAFEGUARDS

During the meeting:

Meeting Mechanic Process:

1. **Problem Identification:** (5 minutes)
 - Identify the problem
 - Open ended format
 - Democratic (all participate)
2. **Problem specification:** (15 minutes)
 - More specifically, understand the problem
 - Operational Definitions
 - Data analysis
3. **Brainstorm:** (6-8 minutes)
 - All ideas are good ideas
 - Don't explain, defend, convince
 - Professional role elimination
 - Focus on developing the best idea in the room
4. **Cluster/Prioritize:** (6 minutes)
 - CLARIFY ideas
 - CLUSTER similar ideas (3 primary)
 - PRIORITIZE ideas through sequencing
5. **Implementation Variables:** (6 minutes)
 - Identify possible BARRIERS to implementation (brainstorm solutions if necessary)
 - Identify RESOURCES needed to implement plan





6. **Assign Responsibilities:** (5 minutes)

Team Process

Roles and functions

Develop ACTION PLAN

- ◆ Put priority on communication. If the IEP will be completed at the meeting, consider a second staff person to do the recording;
- ◆ Focus on the present levels, define baseline data for goals, and make sure that all needs, including transition issues, are addressed by supports/accommodations, services and programs;
- ◆ Document any area of disagreement among team members on the Notice page.





Ending the meeting:

- ◆ Review the key contents of the IEP as needed and ensure that all team members have provided input;
- ◆ Assure the parent(s) that while their signature is not required per state and federal law, we will continue to develop IEPs that incorporate their input. Explain that they will still have a right to:
 - Contribute fully in the meeting and to the plan; Ask questions
 - Disagree with recommendations
 - Convene a new meeting
 - Seek mediation
- ◆ Discuss the responsibility of the district to complete the IEP and provide the parent with a copy of the IEP and notice;
- ◆ Be prepared to summarize the options that parents have in the event of any disagreement with the results of the IEP meeting.
 - ⇒ If new issues have come up, the team may choose to hold a new IEP at a mutually agreeable time after further information can be gathered. It is the district's intention to have consensus about the student's program and further information may be needed;
 - ⇒ **Remember "Meeting Mechanics";**
 - ⇒ The district is required to have an IEP in place at the beginning of each school year and occasionally given timelines, the district may be required to implement an IEP, even if there is disagreement;
 - ⇒ If there is disagreement, the parent or district may request a mediation be used to assist in resolving the issues that have been documented in the IEP.
 - ⇒ The parent may also request a due process hearing, where an administrative law judge will hear information from both sides and make a decision;
 - ⇒ Parents who believe that federal or state rules have been violated during the IEP process or in providing services may file a complaint with the district and the MDE, Assistance is available from the GOISD to explain due process.
 - ⇒ Obtain parent consent to release Medicaid information.



Michigan Department of Education Assessment System

MDE Division of Accountability Services

Assessment and Accountability

The 2014-15 and 2015-16 school years will bring substantial change in state required summative assessments. The web site at MDE-Student Assessment provides current information that needs to be utilized for decisions regarding future state assessments. Information on the site includes, but is not limited to the following:

- 2014-15 Michigan Statewide Assessment Transition Document – July 2014
- General Assessment information

Statewide Assessment Selection Guidance

Revised Assessment Accommodation Summary Table FAQs

PTA Parents' Guide to Assessment and Accountability

- Communications from Bureau of Assessment and Accountability
- Direct links to state and national assessments pages and various state accountability reports and information

The students' IEP team – not individual teachers, administrators, or others – determine which assessment is most appropriate for the student based on his or her cognitive functioning level, curriculum, and instruction. When making that decision, however, IEP teams must also take into account potential consequences of having the student participate in an alternate assessment based on alternate achievement standards.



IEP CHECKLIST

Did you administer and document assessments, including transition, used to determine the PLAAFP?

- Less than a year old
- Multiple types of data
- Include other service providers (SLP, OT, PT, Other)

Does the PLAAFP statement describe the student's performance in all areas affected by disability, and serve as a starting point for instruction?

- Write in a clear, understandable language
- Connect to needed supplementary aids and services
- Include other service providers (SLP, OT, PT, Other)
- Statement of needed Transition services starting at age 16
- Document specific assessments (Name & date given)
- Describe behavior and/or organization if significant impact

Were measurable annual goals and short-term objectives selected?

- Reflect all areas affected by disability
- Aligned with PLAAFP, impact statement & Common Core Standards
- Reasonable to accomplish in one year
- If applicable, include behavior and/or organization

Was an appropriate state assessment chosen?

- Consider grade level and course of study
- Utilize State Guidance Form to make decision

Review entire IEP for completeness



Resources

Individuals with Disabilities Act (IDEA, Federal Regulations)

<http://idea.ed.gov>

A Seven-Step Process to Creating Standard-Based IEPs

www.cenmi.org/documents/sevensteps.pdf

Michigan Administrative Rules for Special Education (MARSE)

<http://www.michigan.gov/documents/mde/>

[MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf](http://www.michigan.gov/documents/mde/MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf)

MI-SER—Michigan Special Education Reference

[http://policy.microscribepub.com/cgi-bin/om_isapi.dll?](http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=393508145&infobase=miser.nfo&softpage=PL_frame)

[clientID=393508145&infobase=miser.nfo&softpage=PL_frame](http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=393508145&infobase=miser.nfo&softpage=PL_frame)

Guidance for this manual was taken from the following sources:

- ⇒ [Michigan Department of Education-Bureau of Assessment and Accountability](#)
- ⇒ [Michigan Department of Education - Quick Reference Guides:](#)
 - [Section 2](#)
 - [Section 3](#)
 - [Section 4](#)
 - [Section 6](#)
- ⇒ [PLAAFP-Guide to Writing Present Levels of Academic Achievement and Functional Performance](#)

