

<b>SPECIAL EDUCATION PROCEDURE</b>	
<b>District Name</b>	Warren Woods Public Schools
<b>Subject/Topic of This Procedure</b>	<b>Developing IEP Content: Present Level of Academic Achievement and Functional Performance</b>
<b>Date Procedure was Adopted or Revised</b>	06/19/2023

<b>Legal Requirement with Citation</b>	<p><b>§300.320 of the Individuals with Disabilities Education Act (IDEA)</b> defines the content of an individualized education program. The IEP must include a statement of the child’s present levels of academic achievement and functional performance, including how the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children.) For preschool children, as appropriate, the IEP must including how the disability affects the child’s participation in appropriate activities.</p> <p><b>§300.324 of IDEA</b> indicates that in developing each child’s IEP, the IEP Team must consider</p> <ul style="list-style-type: none"> <li>• the strengths of the child;</li> <li>• the concerns of the parents for enhancing the education of their child;</li> <li>• the results of the initial or most recent evaluation of the child;</li> <li>• the academic, developmental, and functional needs of the child;</li> <li>• the communication needs of the child; and</li> <li>• whether the child needs assistive technology devices and services.</li> </ul> <p>In the case of a child whose behavior impedes the child’s learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.</p> <p>In the case of a child with limited English proficiency, the IEP must consider the language needs of the child as those needs relate to the child’s IEP.</p>
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In the case of a child who is blind or visually impaired, the IEP team must provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

In the case of a child who is deaf or hard of hearing, the IEP team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

The IEP must include all the following:

- A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability (See separate but related procedure regarding *Measurable Annual Goals*);
- A description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to
  - advance appropriately toward attaining the annual goals;
  - to be involved in and make progress in the general education curriculum,
  - to participate in extracurricular and other nonacademic activities; and

	<ul style="list-style-type: none"> <li>○ to be educated and participate with other children with disabilities and nondisabled children.</li> <li>• The projected date for the beginning of the services and modifications described above, and the anticipated frequency, location, and duration of those services and modifications. (See separate but related procedures regarding <i>Developing Supplementary Aids and Supports</i>.)</li> <li>• An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities.</li> </ul> <p>NOTE: A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP, including the determination of appropriate positive behavioral interventions and supports and other strategies for the child; and supplementary aids and services, program modifications, and support for school personnel. (See separate but related procedure regarding <i>IEP Participants and Excusals</i> and <i>Considering the Need for PBIS</i>.)</p> <p>Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include all of the following:</p> <ul style="list-style-type: none"> <li>• Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and</li> <li>• The transition services (including courses of study) needed to assist the child in reaching those goals. (See separate but related procedure regarding <i>Transition Planning</i>.)</li> </ul> <p><b>R 340.1721e of the Michigan Administrative Rules for Special Education (MARSE)</b> requires that the IEP include a statement of measurable annual goals, including measurable short-term objectives, for all students.</p>
<p><b>Under what circumstances will this procedure be used?</b></p>	<p>This procedure will be used when developing the present level of academic achievement and functional performance for a student’s IEP, at least once every twelve months.</p>

<p><b>Who will implement this procedure?</b></p>	<p>Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff</p>
<p><b>Describe the steps in this procedure.</b></p>	<p>1. Gather available data regarding the student’s performance from a variety of sources, such as (but not limited to):</p> <ul style="list-style-type: none"> <li>• Classroom-based and provider-based observations or reports regarding the student’s strengths and needs;</li> <li>• Information/concerns shared by the parent;</li> <li>• Current assessment results, including classroom-based assessments as well as districtwide, statewide, and transition assessments;</li> <li>• Report cards/progress reports;</li> <li>• Results of the most recent evaluation/reevaluation;</li> <li>• Progress monitoring data relative to previous IEP goals and objectives;</li> <li>• Data regarding implementation of the positive behavior support plan;</li> <li>• School attendance records;</li> <li>• Discipline logs;</li> <li>• Health/medical information;</li> <li>• Information regarding the student’s communication skills and proficiency in the English language;</li> <li>• Data from worksite-based learning or work experience situations;</li> <li>• Information regarding assistive technology which has been or may be necessary/helpful for the student, or presenting issues in the classroom which might be supported via assistive technology; and/or</li> <li>• Any other information that is available in the student’s educational record.</li> </ul> <p>While the responsibility for gathering data ultimately rests with the entire IEP team, individual team members are expected to bring data to the meeting relative to their area of practice.</p> <p>The individual responsible for gathering data of a general nature that is contained in the student’s records is the student’s IEP case manager.</p>

The individual responsible for gathering data from the parents and outside agencies is the student's IEP case manager.

2. Based on the available data, develop a written statement (which likely will be a series of statements) regarding the student's current level of functioning in every area of need resulting from the student's disability. This statement:
- Must be written in language understandable to the general public.
  - Must include baseline data which describes how the student is performing at the time of the IEP with sufficient specificity to serve as a starting point for further instruction;
  - Should include both narrative and numeric data. If test scores are listed to describe the current level of performance, there also should be an explanation of what those scores mean.
  - May include historical data/scores for the purpose of providing context or highlighting growth/change over time (or the lack thereof);
  - Must clearly identify the needs that result from the student's disability;
  - Must describe not only academic needs, but also social/behavioral, communication, perceptual/motor, and health needs, as well as any other needs that result from the student's disability;
  - Must address *how* the student's disability and resulting needs impact the student's progress in the general curriculum (or, for preschool students, participation in age-appropriate activities);
  - Must be documented in writing in one or more of the following sections of the PowerSchool Special Programs IEP form based on the prompts provided on the form:
    - PLAAFP Page,
    - Student Summary section,
    - Special Considerations section,
    - Baseline data section of the goal page, and//or
    - Postsecondary transition section.

NOTE: IDEA Section 300.320(b)(7)(d) indicates that, "nothing...requires the IEP Team to include information under one component of a child's IEP that is already contained under another component of

the child's IEP." This means that redundant data entry is not required for strict compliance with IDEA. However, the converse is also true: if information about the student's current performance is included in any section of the IEP, it must be regarded as part of the PLAAFP. Therefore, a complete review of the IEP is necessary to determine the student's present level of performance and related needs.

While the responsibility for developing this written present level statement ultimately rests with the entire IEP team, team members contribute to the development of the present level statement in the following ways:

- each service provider drafts the present level statement or section of the IEP for his/her area of practice and enters that information onto the draft IEP form.
- all IEP team members, including the parent, participate in reviewing/editing of the draft present level statements during the meeting.
- the representative of the public agency enters information into the present level statement/section of the IEP form during the meeting, based on consensus input from the entire IEP team.

3. After completing the statement/section about the student's current level of functioning, the IEP team will use the current level statement(s) to drive the rest of the IEP. The IEP team must review the student's current functioning (PLAAFP) to determine:

- which needs will be addressed later in the IEP by a supplementary aid or support,
- which needs will be addressed by a measurable annual goal or short-term objective, and
- which needs will be addressed by a program or service.
- If it is determined that a specific need will not be addressed in the IEP, this decision must be documented on the "Notice of an Offer of a FAPE" in the section labeled "options considered/not selected."

*(See separate but related procedures relative to Developing Measurable Annual Goals, Developing Supplementary Aids/Supports, Programs/Services in the LRE, ESY, and Transition Planning.)*

<p><b>What forms are necessary to implement this procedure?</b></p>	<p>IEP form</p>
<p><b>How, when and by whom will this procedure be consistently documented?</b></p>	<p>Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.</p>
<p><b>How, when and by whom will this procedure be routinely supervised?</b></p>	<p>Compliant IEP PLAAFP development will be supervised by the Special education administrator.</p> <p>PLAAFPs will be reviewed for compliance monthly based on a random sample.</p>
<p><b>How, when and by whom will changes to this procedure be communicated?</b></p>	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and as a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and during scheduled professional development.</p>