

New and Improved IEP


- **PLAAFP – [IEP Guidance and Guidance Manual Page 4](#)**
 - Progress on Most Recent Goals and Objectives has moved. It will now be included in the repeating row directly below each corresponding area of need. Please note, this will not populate for initial IEPs. Users must select “yes” to report on most recent goals and objectives.
 - There are now checkboxes in the PLAAFP to identify how/where each area of need will be addressed including Supplementary Aids and Services, Goals and Objectives, Programs and/or Services, and/or Transition Plan. Staff will need to select one more as it relates to each area of need.
 - A new textbox titled, “Baseline Data and Starting Point for Instruction,” is provided within the PLAAFP for all areas of need that will be addressed by Goals and Objectives. The Baseline Data and Starting Point for Instruction textbox will only appear if the Goals and Objectives box is checked. See ***PLAAFP Enhancements: Measurable Goals Begin Here!*** on page 2 of this document for more information.
- **Accommodations and Alternate Assessment – [IEP Guidance and Guidance Manual Page 6](#)**
 - State/District Assessment Accommodations have been updated and improved. Only accommodations that are allowable for the designated assessment will be available in the dropdown lists. The format of this page remains the same.
- **Programs and Services/Other Considerations – [IEP Guidance and Guidance Manual Page 8](#)**
 - LRE/Nondisabled Peers: The section on the Special Factors/Supplementary Aids/Assessments page that read, “Explain the extent, if any, to which {Student} will not participate with nondisabled students,” has been updated and moved to the Programs and Services page below Primary Setting.
 - Shortened School Day: The required Shortened School Day questions have been embedded within the Programs and Services page and will no longer be a separate page/section. Additionally, per [MDE Shortened School Day Guidance](#), the option for Other Unique Disability Related Need has been removed as a drop-down option. The bottom of page 3 of the guidance states, “Shortened school days may not be used to manage student behavior or as a means of discipline.”
 - Special Transportation: Special Transportation is considered a related service. If selected as a requirement for the student, a new row with Special Transportation will populate under related services with start and end dates entered in this section. You will not be required to enter any additional information under Related Services.

The [IEP Guidance and Compliance Manual](#) has updated guidance for each new and improved section. Green boxes are used to mark new guidance. Please review all information in the green boxes.

Creating a Revision of an IEP from 2020-21

Revisions of IEPs created last school year will be impacted by updates to the IEP. When an IEP is revised/amended, ensure each page is completed in its entirety and accurate.

PLAAFP

- For every revision, you must edit the PLAAFP page. For each area of need, use the checkboxes to select where in the IEP the need will be addressed. When Goals and Objectives is selected, the previous PLAAFP information will display. If the need is addressed by Supplementary Aids and Services and/or Programs/Services, please make these selections at this time.
- **Progress on Most Recent Goals and Objectives:** For each area of need, you must select whether or not there was a previous IEP goal and objectives.
 - If the Goal and Objectives are being updated due to the Goal being achieved: Select “Yes” to populate the Progress on Most Recent Goals and Objectives textbox. Include **specific data** regarding the progress on most recent IEP goal and objectives and rationale for updating the goal.
 - If there was a Previous Goal and Objectives, but it will not be updated with this revision: Select “Yes” to populate the Progress on Most Recent Goals and Objectives textbox. Select the option from Insert Statements  stating, “Progress was reported on the most recent annual IEP or progress report and will be reported again at the next reporting cycle.”
 - If there was not a Previous Goal and Objectives for the area of need, check “no” and proceed to next area of need (if applicable).
- If the need is being addressed by a goal/objectives, a new textbox will display for Baseline Data and Starting Point for Instruction because this is a new section. Insert statements are provided for your use. If baseline data was previously provided in the PLAAFP, select, “Baseline data was provided at the annual IEP and has not changed for the revision of this IEP.” If baseline data was not provided or needs to be updated, select, “Baseline data has changed and is provided below.” In this case, add baseline data that corresponds to the goal/objectives.

New and Improved NPSP and Section 504 Plan

Nonpublic Service Plan

A new option is available on the Eligibility and Present Level page to document eligible students when a NPSP will not be developed and evaluation will be offered every 3 years. This may be used for students who are determined eligible, yet auxiliary services are not needed. Example: Student eligible under Specific Learning Disability with reading deficits only (unless the district opts to provide TC service).

Parent/Guardian signature is only required on Initial NPSPs and will no longer be required for annual reviews or reevaluation NPSPs. If parents wish to decline services, there is a checkbox for this purpose on all annual and reevaluation NPSPs.

Section 504 Plan

Parent/Guardian signature is only required on Initial 504 plan implementation and will no longer be required for annual reviews or reevaluations. If parents decline implementation of the plan, there is a checkbox for this purpose on all annual and reevaluation 504s.

A Plan of Care and Medicaid Parent Notification and Consent is required for C4S. For every Medicaid eligible student with a Section 504 Plan, these sections will prepopulate. For member districts not billing under C4S, these sections can be removed.

PLAAFP Enhancements: Measurable Goals Begin Here!

Through Kent ISD’s General Supervision Monitoring process, only **35%** of IEPs (n = 197) reviewed included a clear and explicit connection between goals and their corresponding PLAAFP sections evidenced by **consistent data sources used to describe baseline data and the target for the goal**. Although this is not a new requirement, baseline data was often omitted when developing the Present Level of Academic Achievement and Functional Performance, which is a critical component in determining the student’s current level of performance and to measure progress required through the IEP Progress Report.

As a result, the MiPSE paperwork has been revised to support this requirement. When an area of need will be addressed through a goal/objectives, a textbox will now display to include Baseline Data and Starting Point for Instruction.

In moving forward, staff will need to begin by collecting baseline data on the student’s current level of performance for the targeted skill/behavior they plan to address through the goal. The same method of assessment should be used to monitor progress on the goal. Include this baseline data in the PLAAFP citing the assessment method, date of baseline assessment and the specific skill/behavior being measured.

Connection to the Annual Goal and Objectives

- Baseline data should be used to determine the ambitious, yet attainable target level of performance for the measurable annual IEP goal. The goal must include:
 - The same skill/behavior for which baseline data was collected
 - The same assessment method used to collect baseline data and will continue to be used to progress monitor

Example:

