

Special Education Overview

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Child Find
Evaluation and Eligibility
IEP Development and Provision of FAPE

Child Find



Objectives

- 1.) Describe the six basic components of the IDEA
- 2.) Describe the purpose of child find, as well as appropriate child find activities

SIX PRINCIPLES of IDEA

- Free appropriate public education (FAPE)
- Appropriate evaluation
- Individualized education program (IEP)
- Least restrictive environment (LRE)
- Parent and student active participation in educational decision making
- Procedural safeguards

Purposes of IDEA

- To ensure that all eligible children with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living

- To ensure that the rights of children with disabilities and their parents are protected
- To assist SEAs, LEAs, and federal agencies to provide for the education of all children with disabilities
- To assess and ensure the effectiveness of efforts to educate children with disabilities

IDEA Addressed Needs by

- Encouraging high expectations for students
- Redefining special education as a service for students rather than a place to which they are sent
- Supporting high-quality, intensive professional development for all school personnel
- Applying replicable research on proven methods of teaching and learning for students with disabilities
- Ensuring schools are safe and conducive to learning

- Providing an incentive for school-wide approaches and pre-referral interventions to address student learning needs
- Strengthening the role of parents
- Ensuring access to the general curriculum
- Assisting SEAs and LEAs in addressing costs of improving special education and related services
- Encouraging parents and educators to work out their differences by using nonadversarial means

Child Find

- Consistent with requirements of IDEA and State Rules, each LEA shall ensure that all students with disabilities ages 0-21 residing in the LEA who are in need of special education and related services are identified, located, and evaluated
- Is an affirmative obligation on the part of the LEA

Child Find Applies to

- Highly mobile, such as migrant and homeless
- Suspected of having disability even though advancing from grade to grade
- Suspended or expelled
- 0-21
- Didn't graduate with a regular high school diploma
- Home schooled students

Private Schools and Child Find

- All private school students within the LEA's boundaries
- Includes students from out of state placed by parents or agencies in private schools or residential facilities
- **Charter schools are not responsible for child find in private schools**

FIND Means

- Develop and implement plan to identify students with disabilities
 - Notification to parents
- Search out and find students with disabilities
- Educate staff on signs that student might have a disability
 - Playground supervisors, teachers, principals, parents, neighbors.
- Be alert but not paranoid
- Document child find efforts

What About Babies, Toddlers, and Preschoolers?

- Inform hospital, local physicians
- Interagency agreements with public health and early intervention
- Public announcements
- Newspapers
- Posters in school offices
- Flyer at post office
- Grapevine
- Church organizations

Some Clues

- Parents tell a special education teacher or principal that they suspect child has a disability
- Student is struggling academically, functionally, socially, and/or emotionally
- Student does poorly on a screening

What if?

- A teacher tells the principal the child may have disability?
- Another person refers the student for an evaluation?
- Classroom and school interventions haven't helped the student?

Always

- Be alert for students who are having difficulty with educational performance
- Document efforts
- What is educational performance?

Educational Performance

- Academic achievement
- Functional performance
- Developmental markers
- Emotional regulation
- Social relationships
- Communication

Evaluation and Eligibility



Objectives

- 1.) Describe required evaluation/eligibility team members, as well as their purpose on the team
- 2.) Explain the purpose of the review of existing data requirements
- 3.) Understand and apply the common requirements for each disability category

Evaluation/Eligibility Team

- Evaluation team
 - Review of existing data conducted by the IEP team and other qualified professionals, as appropriate
- Eligibility team
 - A team of qualified professionals and the parent determine eligibility, including:
 - Whether the student is a student with a disability
 - The educational needs of the student
 - SLD eligibility teams must include the student's regular teacher* and someone qualified to conduct individual diagnostic examinations

Purpose of the Evaluation/Eligibility Team Members

- Review of existing data conducted by IEP team
 - IEP team:
 - Parents of the student
 - At least one general education teacher of the student
 - At least one special education teacher/provider of the student
 - LEA representative
 - Individual who can interpret the instructional implications of the evaluation results
 - Other individuals with knowledge or special expertise regarding the student, as the discretion of the parent or LEA
 - The student, when appropriate

Evaluation v. Reevaluation

Use of Existing Data

- Review of existing data doesn't require parent consent
- Required for all reevaluations and "if appropriate" for initial evaluations
- IEP team determines which data to review and which assessments, if any, are needed to determine:
 - If the student has, or continues to have, a disability
 - If the student needs, or continues to need, special education and related services
 - Educational needs of the student
 - Present levels of academic achievement and related developmental needs of the student
 - Any additions/modifications needed to participate in the general education curriculum and meet annual IEP goals

- Reviewed data should include:
 - Previous evaluation data
 - Information from the parents
 - Current classroom-based data
 - Classroom observations by teachers and related service providers
 - LEA and State-wide assessments
- All reviewed data should be included in the Evaluation Summary Report
- No meeting required, although input is needed from the “IEP team and other qualified professionals”

Review of Existing Data

IEP Team Decision

- The team decides either:
 - No additional data are needed
 - Provide parents with written prior notice of the decision, reasons, and notify the parents of their right to request assessments
 - Additional data are needed
 - Request consent for an evaluation from the parents for the needed assessments
 - Provide written prior notice of the decision and reasons
- If the team decides no additional data are needed to determine continuing eligibility or educational needs, but the parent disagrees, the LEA must conduct the requested assessments

Evaluation Before Change in Eligibility

- An LEA must evaluate a student with a disability before determining that the student is no longer eligible
- Evaluations are not required before a change in eligibility due to graduation with a regular diploma or exceeding the age eligibility for FAPE

Once Referred

- From consent for evaluation *to* evaluation completion timeline (45 school days) must be adhered to, unless extended by mutual written agreement of parents and the eligibility team

IDEA Eligibility

- Student must be between the ages of 3-21 and must satisfy both parts of a two-part test
 - First, the student must meet the definition of one or more of the 13 categories of disabilities specified under the IDEA (adversely effect)
 - Second, the student must be shown to be in need of special education and related services as a result of the disability
 - Special education=specially designed instruction, at no cost to the parents, intended to meet the unique needs of a child with a disability
 - Related service=service required for the student to benefit from special education

Eligibility

- A student shall **NOT** be determined to be a student with a disability if the “determinant factor” is a “lack of appropriate instruction in reading, including in the essential components of reading instruction”
- NCLB defines the term “essential components of reading instruction”
 - Explicit and systematic instruction in phonemic awareness
 - Phonics
 - Vocabulary development
 - Reading fluency, including oral reading skills
 - Reading comprehension strategies

Determinant Factor

- A student shall not be determined to be a student with a disability if the “determinant factor” is a “lack of appropriate instruction in math”
- A student shall not be determined to be a student with a disability if the “determinant factor” is a “limited English proficiency”

Eligibility (continued)

- Virtually no child is excluded from coverage under the IDEA, no matter how severe the disability
- The premise of the IDEA is that all students with disabilities can benefit from education and are entitled to receive one
- Under Section 504, an individual has a disability if he/she has, or has a record of having, or is regarded as having a physical or mental impairment that significantly interferes with one of life's major activities
 - Major life activities are “functions such as caring for one's self, performing manual tasks, walking, seeing hearing, speaking, breathing, *learning*, and working”

Eligibility Determination

- Team of qualified professionals and the student's parents determine eligibility
 - SLD Eligibility determination also requires additional team members
 - Composition of team varies based on individual student needs (e.g., ELL)
- What if the team disagrees?
 - Parents have Procedural Safeguards
 - Document disagreement with statements attached to eligibility determination form

Eligibility Determination (Cont.)

- LEA provides the parent with a copy of the evaluation report and documentation of eligibility determination
 - Evaluation Summary Report includes a summary of all evaluation data reviewed and used (e.g., name of assessment, date, results)
 - Variety of sources (e.g., tests, parent and teacher input, physical condition, social/cultural background, adaptive behavior)

IDEA Disability Categories

- (1) Autism
- (2) Deaf-blindness
- (3) Developmental Delay (ages 3-7)
- (4) Emotional Disturbance
- (5) Hearing Impairment/Deafness
- (6) Intellectual Disability
- (7) Multiple Disabilities
- (8) Orthopedic Impairments
- (9) Other Health Impairment
- (10) Specific Learning Disability
- (11) Speech/Language Impairment
- (12) Traumatic Brain Injury
- (13) Visual Impairment (including blindness)

Similarities in All Disability Categories

- Must adversely affect the student's educational performance
- Student with the disability must require special education and related services
- Student must have an identified "primary" disability
 - Disability category only applies to eligibility (once eligible, the IEP must address all of the student's educational needs)
- Multiple measures (formal and informal) must be used
- Team decision

SLD Guidelines

- Required that the eligibility team refer to the SLD guidelines

8 Areas of SLD

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Three Methods to Identify SLD

- Process based on the student's response to scientific, research-based intervention (RtI)
 - Identification of a severe discrepancy between intellectual ability and achievement (Discrepancy)
 - A combination of both above
- LEA selects which method to use and specifies the choice in their Policy and Procedure Manual

Individualized Education Program (IEP) Development and Provision of FAPE



Objectives

- Define FAPE
- Describe the purposes of the IEP team and required components of the IEP
- Discuss common IEP errors, both procedural and substantive
- Identify meaningful methods to increase parent participation and understanding during IEP meetings

DEFINITION OF FAPE

Free appropriate public education (FAPE)

- Special education and related services that:
 - Are provided at public expense, under public supervision and direction, and without charge;
 - Meet the standards of the USOE and Part B of the IDEA;
 - Include preschools, elementary school, and secondary school education in Utah; and
 - Are provided in conformity with and IEP that meets requirements of Part B of the IDEA and Utah Special Education Rules.

DEFINITION OF AN IEP

Individualized Education Programs

- IDEA 2004 defines an IEP as a written statement for each student with a disability that is developed, reviewed, and revised in a meeting
- It includes the essential components of an IDEA-eligible student's appropriate educational program and the collaborative process between the parents and the LEA during the design of the educational program
- The IEP commits resources on behalf of the student
- It requires a team effort including a meeting and the production of a written document

TIMELINES

Initial IEP Timeline

- A meeting to develop a student's initial IEP must be conducted within 30 calendar days of the initial eligibility determination
- An LEA's failure to develop an IEP within 30 calendar days after eligibility determination amounts to a denial of FAPE if it causes substantive harm to the student
- Once a student has determined IDEA-eligible, there must be an IEP in effect for that student at the beginning of each school year as long as the student continues to be eligible

LEA Obligation

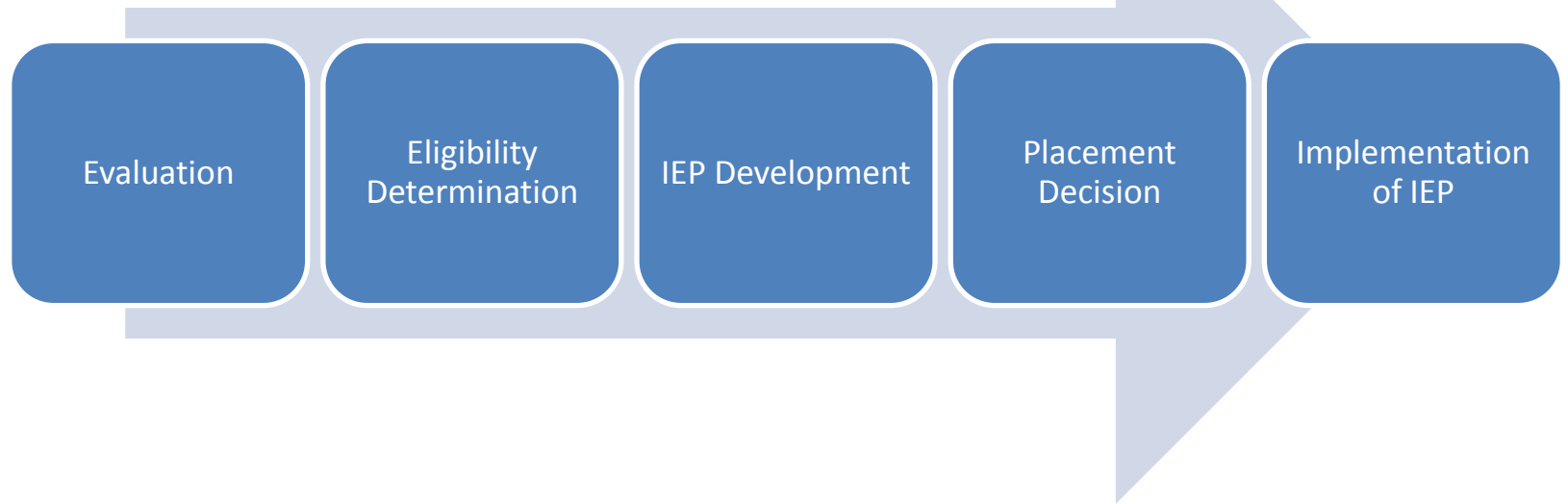
- LEAs who do not receive requested records promptly still have an obligation to have a current IEP in place for the student

IEP Implementation

- Neither the IDEA nor its regulations impose specific time limits for the implementation of IEPs
- An IEP should be implemented as soon as possible after development
- Generally, no delay is permissible, although in a particular instance a delay may be acceptable when the LEA has acted reasonably in acting as promptly as possible to provide an educational program for that particular student
- Sometimes parents may delay the IEP process
 - Unless the parents' actions rise to the level of bad faith, it is not likely that their failure to cooperate will excuse an LEA from the required IEP implementation

Basic Sequence of Events

- IEP development must take place before special education and related services are provided to the student
- How does this sequence change to reflect an initial evaluation v. a reevaluation?



IEP Development Prior to Placement

- An LEA should formulate an IEP before it makes a placement decision
- Only after the IEP has been developed does an LEA have an informed basis for determining where the student's needs can best be provided services
 - Deciding the placement before finalizing the IEP usually is considered a serious substantive violation of the IDEA
 - At its worst, the process, called “shoehorning,” involves the LEA deciding where it will place a student with a disability and then designing his or her IEP by identifying only those needs or objectives that can be met in that setting

Annual Review/Revision to IEPs

- IEP teams must review IEP periodically (at least annually) to determine whether annual goals are being achieved and revise the IEP, as appropriate to address:
 - A lack of expected progress toward the annual IEP goals and in the general curriculum, where appropriate
 - The results of any reevaluation (including an IEE)
 - Information about the student provided to, or by, the parents
 - The student's anticipated needs
 - Other issues raised and considered by the IEP team

SPECIAL EDUCATION AND RELATED SERVICES

What is Special Education?

- Special education is described as “specially designed instruction”
 - Adapting, as appropriate to the needs of the student with disabilities, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the disability and to ensure access of the student to the general curriculum so that he/she can meet the educational standards of the LEA/SEA that apply to all students

Related Services

- Related service is defined as a service that is required to assist a student with a disability to benefit from special education (See USBE-SER pgs 10-15 for examples)
- The definition excludes medical devices that are surgically implanted
- Generally, a related service is not provided by a special education teacher
- Often cost more than special education services
- LEA responsibility if needed for FAPE, but under some circumstances LEA can also access, with parent consent:
 - Private insurance (See USBE-SER pgs. 164-165 for details and additional requirements)
 - Medicaid

Special Education and Related Services

- The IEP must include all the specific special education and related services needed by the student
 - Specific services, not the location of the services
- The IEP must specify the amount of services to be provided
 - Can't just be a list of the services
 - IEP must include a statement of the anticipated frequency and duration of the services and modifications identified in the IEP
 - Section 34 CFR 300.320(a)(7) calls for disclosure in the IEP of the location where the services will be provided

SPECIAL FACTORS

Special Factors

- IEP teams must consider (and document the decision of need with a statement in the IEP) five special factors in the course of development, review and revision of IEPs:
 - 1) If the student exhibits behavior that impedes his/her learning or that others, the IEP team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior
 - a) Utah requirement=refer to USOE LRBI Guidelines for information on research-based interventions
 - b) Emergency situation requiring moderate or highly intrusive interventions requires parent notification and completion Emergency Contact form with 24 hours
 - c) FBA/BIP to address behavior, if appropriate

Special Factors (Cont.)

- 2) If the student has limited English proficiency, the IEP team must consider language needs related to the student's IEP
- 3) If the student is blind/visually impaired, the IEP team must provide for instruction in Braille and the use of Braille (unless determined inappropriate by an evaluation of the student's reading and writing skills, needs, appropriate reading and writing media, and the future need for Braille or instruction in Braille)
- 4) Consider the communication needs of the student, and if the student is deaf or hard of hearing, consider the language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode
- 5) Consider whether the student needs assistive technology devices or services
 - AT needed as part of special education, related services, or supplementary aids and services
 - AT needed in the home in order to receive a FAPE?

Extended School Year (ESY)

- ESY is Special education and related services that are provided to a student with a disability:
 - Beyond the normal school year
 - In accordance with the student's IEP
 - At no cost to the student's parents

ESY (Cont.)

- LEAs must provide ESY programming to IDEA-eligible students when necessary to provide FAPE
 - Even if an LEA does not ordinarily provide educational services beyond the normal school year (typically 180 school days)
- IEP team determines, on an individual basis, whether ESY is necessary for the provision of FAPE
- LEAs may not unilaterally establish:
 - Categorical rules limiting eligibility to particular types of disabilities
 - Limits regarding the types, amounts, or duration of services to be provided

Physical Education

- PE must be available to every student with a disability receiving a FAPE
 - Unless PE is not provided by the LEA to students without disabilities in the same grades
 - PE may be specially designed, if necessary
- Regular PE must be available to every student with a disability unless:
 - The student is enrolled full-time in a separate facility
 - LEA must ensure student still receive appropriate PE
 - The student's IEP requires specially designed PE
 - LEA must provide the PE services directly or contract

CONSIDERATIONS DURING THE DEVELOPMENT OF IEPS

Must Be Individualized

- An LEA's compliance with the IDEA may be suspect if many of the IEPs are identical or if they contain generalized information
- Identical IEPs or IEPs that include little personal information do not demonstrate individual consideration of the student's unique educational needs

Not IEP Requirements

- Specific day-to-day adjustments in instruction methods and approaches that are made by a regular or special education teacher to assist a student with a disability achieve annual goals would not be required action by the IEP team
- The following types of information are not necessary elements of an IEP:
 - Identification of particular teachers or other educational personnel
 - Nondisability-related services that the student may need
 - Recommendations submitted to or discussed at IEP meetings, but not adopted
 - Extracurricular activities that are not considered part of a student's appropriate education program

IEPs Based on Current Student Needs

- Service provided in one IEP do not continue to be provided in succeeding IEPs if the IEP team determines, during its required periodic review, that the service is no longer required to provide FAPE
- A service should not be presumed to be a necessary element of a current IEP simply because it has been included in the IEP for a previous year

Voting?

- It is not appropriate to make IEP decisions based upon the majority 'vote'
- If the team cannot reach consensus, the LEA must provide the parents with prior written notice of the LEA's proposal or refusals, or both, regarding the student's educational program, and the parents have the right to seek resolution of any disagreements by accessing their procedural safeguards

Draft IEPs

- An LEA may not present a completed IEP to parents at the beginning of an IEP meeting
- LEAs must ensure that, if LEA personnel bring drafts of some or all of the IEP contents to the IEP meeting, there is a full discussion with the student's parents regarding drafted content and the student's needs and the services to be provided to meet those needs
 - That discussion must take place before the IEP is finalized
 - LEAs must avoid any appearance of predetermination of program, services and placement

Copies of IEPs

- Must be provided to the parents at no cost to the parent

Confidentiality of IEPs

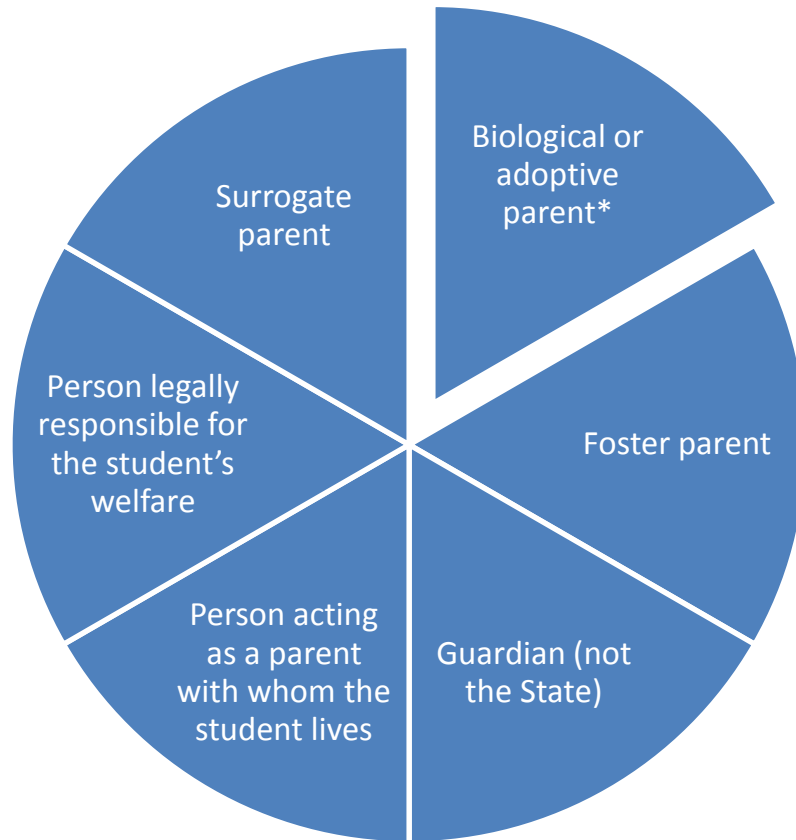
- IEPs must be accessible to each general education teacher, special education teacher, related service providers, and any one responsible for its implementation
- Each teacher and provider must be informed of specific responsibilities relating to implementing the IEP
- Each teacher and provider must be informed of the specific accommodations, modifications, and supports that must be provided

IEP TEAM MEMBERSHIP, PURPOSE, AND ROLES

Required IEP Team Members

- The IEP team is a group of individuals composed of:
 - Parent(s)
 - Regular Education Teacher(s) if the student is, or may be, participating in the general education environment
 - Special Education Teacher(s)
 - LEA Representative
 - Evaluation Interpreter
 - Other Individuals, as needed
 - Other individuals in addition to those listed above who have knowledge or special expertise regarding the student, including related services personnel as appropriate, may be included as members of the IEP team “at the discretion of the parent or the agency”
 - In the case of a child previously served under Part C, “an invitation to the initial IEP meeting shall, at the request of the parents be sent to the Part C services coordinator or other representatives of the Part C system to assist with the smooth transition of services”
 - Also, when an IEP team intends to discuss a student’s postsecondary goals and transition services, the LEA must, to the extent appropriate, invite a representative from any agency “that is likely to be responsible for providing or paying for transition services.”
 - The regulation also requires the LEA to obtain parental consent for the agency representative’s presence at the meeting
 - Student, when appropriate

IDEA Definition of a Parent



* The biological or adoptive parent, when attempting to act as the parent and when more than 1 party is qualified to act as the parent, must be presumed to be the parent unless they do not have the authority to make educational decisions for the student

Multiple Roles on the IEP Team

- Can the student's teacher also serve as the LEA representative on an IEP team?
 - LEA rep. must be:
 - Qualified to provide or supervise the provision of specially designed instruction
 - Knowledgeable about the general education curriculum
 - Knowledgeable about the availability of resources in the LEA
 - Assuming the teacher can meet all three criteria above, the teacher can wear two IEP team hats

IEP Team Member Actions

- Review the student's:
 - Current records (e.g., cumulative file, attendance, discipline, grades, U-PASS results)
 - Current IEP (if any)
 - Recent evaluation results (including any IEE results)
 - Any other information about the student that may be relevant to the student's educational needs (e.g., health information, input from parents and teachers)
- The team must consider the student's strengths, the parent's concerns for enhancing their student's education, and the student's academic, developmental and functional needs

Purpose of IEP Team Membership

- The IDEA identifies both mandatory and permitted members of a student's IEP team
- The list of designated IEP team members are the persons deemed essential to any determination regarding a student's special education program
- For this reason, the requirement is strictly enforced; substitutions are permitted only infrequently
- When an IEP team is improperly constituted, any resulting IEP may be declared null and void

Parent Role in an IEP Meeting

- Active role for parents:
 - Provide information regarding their student's strengths
 - Express concerns for enhancing the education of their student
 - Participate in the discussion of the student's need for special education and related services and supplementary aids and services
 - Join other team members in deciding how the student will be involved and progress in the general curriculum, participate in State and LEA-wide assessments, and services that will be provided by the LEA in what setting

Facilitating Understanding

- LEAs are obligated to take whatever action is necessary to ensure that, once an IEP meeting is arranged, the parents understand the proceedings, including arranging for an interpreter for parents with deafness or whose native language is other than English
- This requirement is also in place for other instances where written prior notice is required:
 - Identification, evaluation, educational placement, or the provision of FAPE

General Education Teachers

- Two situations that require input from the regular education teacher:
 - (1) Developing positive behavioral interventions and supports and other strategies
 - (2) Developing supplementary aids and services, program modification, and support for school personnel
- A regular education teacher's obligation to attend IEP team meetings must be decided on a case-by-case basis
- LEAs need not obtain parental consent to excuse multiple regular education teachers if at least one regular education teacher will be in attendance at the IEP meeting

IEP MEETING SCHEDULING, NOTIFICATION, PARTICIPATION

IEP Meeting Scheduling

- IEPs must be placed at the beginning of each school year and they must be reviewed at least annually
- There is no requirement that IEPs need to be reviewed at the beginning of each school year
- Neither IDEA 2004 nor the 2006 regulations specify when the annual IEP reviews must be held
 - IEP meetings may take place at any time throughout the year as long as IEPs are in effect at the beginning of the school year
 - If the LEA conducts the IEP meeting prior to the beginning of the next school year, “it must ensure that the IEP contains the necessary special education and related services and supplementary aids and services to ensure that the student’s IEP can be appropriately implemented during the next school year. Otherwise, it would be necessary for the public agency to conduct another IEP meeting.”

Notice of Meeting

- No specific timelines are imposed in conjunction with the IEP notice
 - LEAs may impose their own timelines
 - Must be “reasonable”
- LEAs must notify parents “early enough to ensure they will have an opportunity to attend” and be able to participate meaningfully in the IEP process, as is their right
- The Notice of Meeting must indicate the purpose, time and location for the meeting, as well as who will attend (by position)
 - If applicable, the notice also must inform the parents about the regulatory provisions relating to participation of other individuals on the IEP team who have special knowledge or expertise about the child and the provisions relating to the Part C service coordinator at the initial IEP meeting for a child previously served under Part C
 - Beginning with the first IEP to be in effect when the student turns 16, or younger if deemed appropriate by the IEP team, the notice must: indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services; indicate that the LEA will invite the student; and identify any other agency that will be invited to send a representative

Mutually Agreeable

- LEAs are required to schedule IEP team meetings “at a mutually agreed time and place”
- The key word is “mutual”; an LEA is not required to honor every parental request to schedule a meeting, particularly when the parent requests that a meeting be held outside of normal business hours
- An LEA must make every effort to work with parents to reach an amicable agreement about scheduling
- OSEP considered the extent to which school districts must accommodate a parent’s inability to meet during business hours in *Letter to Anonymous*, stating that an LEA must make a good-faith effort to find a mutually agreeable time to meet
 - There may be instances in which an LEA is required to hold an IEP team meeting on evenings or weekends, although an LEA may consider its own scheduling needs also
 - The inability of the parents to attending during regular business hours without jeopardizing their jobs certainly would come into play in deciding whether the parents’ request is reasonable
 - If LEAs and parents cannot schedule meetings to accommodate their respective scheduling needs, LEAs must take other steps to ensure parent participation (e.g., individual or conference telephone calls or video conferencing)

Alternate Method of Participation

- If neither parent can attend an IEP meeting, the LEA must use other methods to ensure parental participation, including individual or telephone conference calls
- Absent mutual agreement, a face-to-face meeting would be necessary

Parent Unable or Unwilling to Attend

- An LEA may conduct an IEP team meeting without a parent in attendance if:
 - The LEA makes a concerted effort to convince the parent to attend and the effort is documented
 - The LEA “is unable to convince the parents that they should attend”
- A specific invitation to attend must always be extended, even when the LEA believes the parents will refuse to attend
- Even when parents fail or refuse to cooperate, the LEA is not relieved of its obligation to provide FAPE to publicly enrolled IEDA-eligible students

Document Attempts

- LEAs must keep records of attempts to arrange a mutually convenient meeting and convince parents to attend
- Record can include:
 - Detailed logs of telephone calls made or attempted and the results of those calls
 - Copies of correspondence sent to parents and any responses received
 - Detailed records of visits made to the parents' home or places of employment and the results of those visits

IEP Amendments

- The LEA and parent(s) may agree not to convene an IEP team meeting for purposes of making changes to the student's IEP once the annual IEP meeting has been held
 - Instead, they may develop a written document to modify or amend the current IEP
 - If changes are made through this process, the LEA must make sure to inform all of the remaining members of the IEP team
 - How to document?
- Changes to the IEP may be made by either the entire team or by an amendment to the IEP
 - The LEA must provide the parents with a revised copy of the IEP (with the amendments incorporated), if requested
 - There is no requirement describing which individuals must participate in making changes to the IEP where there is agreement between the parent and the LEA not to convene a meeting for the purpose of making the changes

Excusal from an IEP Meeting

- A team member (e.g., teacher, LEA representative) is not required to attend an IEP meeting in whole or in part, if the parent and LEA agree that such member's attendance is unnecessary because his or her area of the curriculum or related services is not being modified or discussed in the meeting
 - The parent's agreement to the excusal must be in writing
- Any IEP team member may be excused from all or part of a meeting if the member submits to both the parent and the team written input into the development of the IEP prior to the meeting.
 - The rule applies when the meeting involves a modification to, or discussion of, the team member's area of the curriculum or related services
 - Both the parent and LEA must consent to the excusal and the parent's consent must be in writing