



RURAL CHAMPAIGN COUNTY SPECIAL EDUCATION COOPERATIVE
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217-892-8877 FAX: 217-893-8627

Jennifer Armstrong, Executive Director

POWER IEP FORMS AND CHECKLISTS

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The forms delineated on each of the checklists should be compiled in the order listed.
The relevant checklist should then be attached on top of the forms sent to RCCSEC.
If you have any questions, please contact us.

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POWERIEP ANNUAL FORMS

1. Conference Summary Report
2. Present Levels of Educational Performance
3. Conference Goals and Objectives
4. Educational Accommodations
5. Assessment
6. Transition Services
7. Indicator 13 Checklist
8. Behavior Intervention Plan
9. Educational Services & Placement

POWERIEP EVALUATION FORMS

1. Documentation of Evaluation Results
2. Eligibility Determination (Non LD)
3. Documentation of Intervention Results (LD)
4. Eligibility Determination (LD)
5. Autism Considerations
6. Extend Evaluation Timeline
7. Speech/Language Referral

POWERIEP ADDITIONAL FORMS

1. Manifestation Determination (If Appropriate)
2. Functional Behavioral Assessment
3. Summary of Performance (Graduating Student or Drop-Out Only)
4. SOP Post School Data
5. Additional Notes/Information
6. Medical Certification For Home/Hospital
7. Early Childhood Outcomes

POWERIEP NOTICE AND CONSENT FORMS

1. Decision Regarding Request for Evaluation
2. Consent for Initial Evaluation
3. Consent for Reevaluation
4. Notification of Conference
5. Consent to Bill Medicaid
6. Transition Consent
7. Conference Recommendations
8. Consent for Initial Services
9. Excusal of Team Member
10. Transfer of Rights
11. Delegation of Rights
12. Revocation of Consent
13. Consent to Waive 10-Day

POWERIEP DISTRICT DOCUMENTS

1. Consent for Screening
2. Consent for FBA
3. Confidentiality Statement for Interpreters
4. DLM Guidelines
5. ISBE FACTS Approval Procedures
6. Indicator 13 Rubric
7. PARCC Appendix D
8. PARCC Appendix F
9. PARCC Manual (5th Edition)
10. Parent Information About Medicaid
11. Parental Rights (Spanish)
12. Parent Rights October 2009
13. Program Amendment
14. SOP Student Perspective
15. Speech Therapy Referral

RCCSEC Website Downloadable Forms

www.rccsec.org

1. Section 504 Conference Summary
2. Notice of 504 Conference
3. Physician Prescription Form OT
4. Physician Prescription Form PT
5. Authorization for Social Work Services
6. Consent for FBA
7. Contact Summary
8. Observation Permission
9. Release Consent
10. Request for Screening and Consultation
11. School Report
12. Service Plan
13. Social Health Update
14. Vision & Hearing
15. RCCSEC - Revocation of Consent - Prior Written Notice
16. RCCSEC Revocation - Page 2
17. Consent for Screening
18. Documentation of Need for Aide
19. Guidelines for Teaching Assistant Support
20. Medical Certification for Home/Hospital Instruction
21. Student Data for PowerIEP

POWERIEP INFORMATION

NEW STUDENT DATA REQUIRED FORM FOR POWERIEP

This form must be submitted to RCCSEC to have a student entered who does not currently have an IEP or who is a move-in student from another district. If the student has moved in from another district in Illinois, please also provide a copy of the Request for Records to RCCSEC.

AMENDMENTS

Please contact RCCSEC to set up an Amendment for an IEP either by phone or e-mail.

DUPLICATING IEPS

If an IEP will be revised during the course of the IEP, please contact RCCSEC either by phone or e-mail to have the current IEP duplicated. This will keep the entire IEP together as a whole and prevent you from having to duplicate forms that will not be revised. IEPs are not to be duplicated for a normal Annual Review.

DELETING

If you need to have Goals or an IEP meeting set up in error, please contact RCCSEC to have this completed.

UPLOADING INSTRUCTONS FOR POWERIEP

To Upload:

- Scan the paperwork into your computer
- Click on the appropriate meeting date in PowerIEP (usually most recent date)
- Click on Upload Files
- Click on Upload File
- Choose the file that you have saved to your computer
- Click on Open
- Click Upload

Please do not hesitate to contact us with any PowerIEP questions.

**NEW STUDENT DATA REQUIRED
FOR POWERIEP**

ALL NEW STUDENTS:

First Name: _____

Middle Name (required): _____

Last Name: _____

Date of Birth: _____

Grade: _____

Gender: **Male** **Female**

Ethnicity: _____

SIS ID # (if unknown leave blank): _____

Parent Name: _____

Foster Parent **Yes** **No**

Address: _____

Phone: _____ Parent E-Mail Address: _____

Resident District: _____

Serving School: _____

Case Manager: _____

ADDITIONAL INFORMATION FOR MOVE IN STUDENTS ONLY:

***If this is a move in student with an IEP please also provide the following:**

First Attendance Date: _____

Disability: _____

Previous School: _____

IMPORTANT:

Send copies of ALL special education records received from the previous school to the coop immediately.

Please call, e-mail or fax (893-8627) the above information to RCCSEC for entry.

Kathy Maulding mauldingk@rccsec.org (217) 892-8877 Ext. 110

**REQUESTED INITIAL EVALUATION
MEETING HELD**

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Conference Summary Report for Sign-In Purposes
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Parent/Guardian Notification of Decision Regarding a Request for an Evaluation (Attach **Written** Parent Request for Evaluation - If Available)
- Parent/Guardian Consent for Initial Evaluation (Page 2 - Domain)
- Parent/Guardian Notification of Conference Recommendations

IF THE EVALUATION IS CONSIDERED APPROPRIATE PLEASE ADD:

- Parent/Guardian Consent for Initial Evaluation - Page 1
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Vision and Hearing Screening (See www.rccsec.org - Form 14)
- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____.

**REQUESTED INITIAL EVALUATION - NO MEETING HELD
EVALUATION NOT APPROPRIATE**

- Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
(Attach **Written** Parent Request for Evaluation)

Note: If a written request is unavailable, please assist the parent in writing a request to attach.

- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____.

**REEVALUATION REQUEST
MEETING HELD**

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Conference Summary Report - For Sign-In Purposes
- Parent/Guardian Consent for Reevaluation
- Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
- Parent/Guardian Notification of Conference Recommendations
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Vision and Hearing Screening (If Requested - See www.rccsec.org - Form 14)
- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____.

**WAIVED REEVALUATION (ELIGIBILITY ONLY)
MEETING IS REQUIRED**

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
- Parent/Guardian Consent for Reevaluation
- Conference Summary Report - For Sign-In Purposes
- Documentation of Evaluation Results
- Eligibility Determination (All Disabilities Other Than Specific Learning Disability) - If Applicable
- Documentation of Intervention/Evaluation Results (Specific Learning Disability) - (If Applicable)
Use this form for RTI students being entitled
- Eligibility Determination (Specific Learning Disability) - If Applicable
- Eligibility Criteria Page(s) for Disabilities Considered and/or Determined (Found at www.rccsec.org under PowerIEP - Eligibility Criteria Checklists)
- Autism Considerations for all Students with Autism as Eligibility
- A Speech/Language Referral for all Students with Speech as Eligibility
- Parent/Guardian Notification of Conference Recommendations
- Upload the Paperwork into PowerIEP under the IEP Date

NOTES:

If a meeting is held **without** the Annual Review, you **MUST** indicate on the Additional Notes/ Information or on the Parent/Guardian Notification of Conference Recommendations that **“The Previous IEP dated _____ was reviewed and remains in effect”**. If held along **with** the Annual Review, please see the Annual Review checklist.

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____.

FOR RTI ENTITLEMENT WITH MEETING HELD

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Parent/Guardian Notification of Decision Regarding a Request for an Evaluation
- Parent/Guardian Consent for Initial Evaluation with Domain Information Completed
Check that evaluation is appropriate even if no additional information is required
- Parent/Guardian Notification of Conference Recommendations
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Vision and Hearing Screening (See www.rccsec.org - Form 14)
- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____.

INITIAL ELIGIBILITY ONLY IEP

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Conference Summary Report
- Documentation of Evaluation Results
- Eligibility Determination (All Disabilities Other Than Specific Learning Disability) - If Applicable
- Autism Considerations - If Applicable
- Eligibility Criteria Checklist(s) for Disabilities Considered and/or Determined
- Documentation of Intervention/Evaluation Results (Specific Learning Disability) - If Applicable
- Eligibility Determination (Specific Learning Disability) - If Applicable
- Eligibility Criteria Checklist for Specific Learning Disability - If Applicable
- Additional Notes/Information
- Applicable reports - Psychologist, Social Worker, S/L Pathologist, OT, PT, etc.
- Parent/Guardian Notification of Conference Recommendations
- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____.

IEP ELIGIBILITY & PLACEMENT - INITIAL AND REEVALUATION

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Conference Summary Report
- Documentation of Evaluation Results
- Eligibility Determination (All Disabilities Other Than Specific Learning Disability) - If Applicable
- Eligibility Criteria Checklist(s) for Disabilities Considered and/or Determined
- Autism Considerations - If Applicable
- Documentation of Intervention/Evaluation Results (Specific Learning Disability) - If Applicable
- Eligibility Determination (Specific Learning Disability) - If Applicable
- Eligibility Criteria Checklist(s) for Specific Learning Disability - If Applicable
- Present Levels of Academic Achievement and Functional Performance
- Goals and Objectives/Benchmarks
- Educational Accommodations and Supports
- Assessment
- Secondary Transition - If Applicable
(Address by age 14½ or older **or** if the student will turn 14½ during the duration of the IEP)
- Indicator 13 Checklist Illinois State Performance Plan (SPP) - If Applicable
(Address by age 14½ or older **or** if student will turn 14½ during the duration of the IEP)
- Educational Services and Placement
- Additional Notes/Information
- Functional Behavioral Assessment - (If Appropriate)
- Behavior Intervention Plan - (If Appropriate)
- Applicable reports - Psychologist, Social Worker, OT, PT, SLP, etc.
- Speech/Language Referral (Request for Referral) - **Required** when receiving SLP Services

- Guidelines for Consideration of Teaching Assistant Support
Required when considering Classroom Aide or Individual Aide support
(See www.rccsec.org - Form 18)
- Documentation of Need for Teaching Assistant Support
Required when considering Classroom Aide or Individual Aide support
(See www.rccsec.org - Form 19)
- Parent/Guardian Consent for Initial Provision of Special Education Placement and Related Services **WHEN INITIAL ELIGIBILITY IS DETERMINED**
- Parent/Guardian Notification of Conference Recommendations
- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____.

ANNUAL REVIEW

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Parent/Guardian and Student Notification of Transfer of Rights Due to Age of Majority (At Age 17) - If Appropriate
- Conference Summary Report
- Autism Considerations - If Applicable
- Present Levels of Academic Achievement and Functional Performance
- Goals and Objectives/Benchmarks
- Educational Accommodations and Supports
- Assessment
- Secondary Transition - If Applicable
(Address by age 14½ or older **or** if the student will turn 14½ during the duration of the IEP)
- Indicator 13 Checklist - Illinois State Performance Plan (SPP) - If Applicable
(Address by age 14½ or older **or** if student will turn 14½ during the duration of the IEP)
- Educational Services and Placement
- Additional Notes/Information
- Functional Behavioral Assessment (If Appropriate)
- Behavior Intervention Plan (If Appropriate)
- Speech/Language Referral (Request for Referral) – **Required** when receiving SLP Services
- Guidelines for Consideration of Teaching Assistant Support
Required when considering Classroom Aide or Individual Aide support
(See www.rccsec.org - Form 18)
- Documentation of Need for Teaching Assistant Support
Required when considering Classroom Aide or Individual Aide support
(See www.rccsec.org - Form 19)

- Summary of Performance (Graduating Student Only)
- SOP Post-School Data Collection Survey (Graduating Student Only)
- Summary of Performance Student Perspective (Graduating Student Only)
Found under District Documents in PowerIEP
- Parent/Guardian Notification of Conference Recommendations
- Previous Year Goals with Progress Documented (From Previous IEP)
- Goal Progress Report (From Previous IEP)
- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____.

IEP REVIEW ONLY - MEETING HELD

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Conference Summary Report
- All IEP Pages Revised or Added
- Additional Notes/Information (Explanation of changes made)
- Parent/Guardian Notification of Conference Recommendations
- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____

IEP AMENDMENT - NO MEETING REQUIRED

- Parent/Guardian Notification of Individualized Education Program Amendment
- All** IEP Pages Revised
- Upload the Paperwork into PowerIEP under the IEP Date

IMPORTANT

An Amendment **may not be used** if placement will change (i.e. 01 to 02). A meeting **MUST** be held in that case.

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____

MANIFESTATION DETERMINATION

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Conference Summary Report
- Manifestation Determination
- Parent/Guardian Notification of Conference Recommendations

IF FOUND TO BE A MANIFESTATION - ALSO ATTACH:

- Functional Behavioral Assessment
- Behavior Intervention Plan
- All IEP Pages Revised**

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____

GRADUATION IEP

- Parent/Guardian Notification of Conference
- Parent/Guardian Consent to Waive the 10-Day Waiting Period (If Applicable)
- Consent for Agency Invitation to Transition Meeting from Parent/Guardian OR Student, (If Age of Majority)
- Conference Summary Report
- Parent/Guardian Excusal of an Individualized Education Program Team Member (With Written Report Attached - If Appropriate)
- Secondary Transition
 - Update as appropriate for the remainder of the school term.
 - Goals and Objectives/Benchmarks (where appropriate for the remainder of the school year)
- Indicator 13 Checklist - Illinois State Performance Plan (SPP)
- Summary of Performance (Graduating only)
- Post-School Data Collection Survey (Graduating only)
MUST be signed by Student or Guardian
- Summary of Performance Student Perspective (Graduating Student Only)
Found under District Documents in PowerIEP
- Additional Notes/Information
- Report of Progress on Annual Goals and Objective/Benchmarks from previous IEP
- Parent/Guardian Notification of Conference Recommendations
 - Mark “student recommended for graduation” if appropriate
 - Add “contingent upon completion of all academic requirements” if there is a question as to whether or not the student will meet all graduation requirements.
 - Mark any other appropriate box if the student has completed the required graduation requirements, but will remain in school according to the IEP.
- Previous Year Goals with Progress Documented (From Previous IEP)
- Goal Progress Report (From Previous IEP)
- Upload the Paperwork into PowerIEP under the IEP Date

Copies sent to:

- Parent
- Case Manager
- Home School District
- Original sent to RCCSEC on _____ by _____

DISMISSAL FROM SPECIAL EDUCATION IEP (Including Speech/Language)

When dismissing a student from special education eligibility, you **MUST** hold a reevaluation or a waived reevaluation meeting. Please follow the appropriate checklist for the appropriate paperwork.

DISMISSAL FROM SPEECH/LANGUAGE AS A PRIMARY OR SECONDARY ELIGIBILITY

Hold an IEP meeting. Complete a Referral for a Reevaluation. Conduct the domain analysis, with particular focus on Communicative Status. If enough data is available, then have parent sign to agree that no testing is needed (follow Waived Reevaluation Checklist).

If available data is not sufficient, then conduct a reevaluation (follow Reevaluation Checklist). Complete Eligibility IEP. Mark Not Eligible if student had been eligible for Speech/Language only. If student remains eligible under other categories, then only list the areas of eligibility and exclude Speech-Language. Remove Speech/Language services from the Educational Services and Placement page.

DISMISSAL FROM SPEECH/LANGUAGE AS A RELATED SERVICE

Hold an IEP meeting. Document on the IEP goals that the student has met all of the speech/language 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.

INSTRUCTIONS FOR STEP SERVICES ON THE IEP (Secondary Transition Experience Program)

STEP is a work-study program for students with disabilities who are at least 16 years of age. It is a program that is sponsored through the Illinois Department of Human Services/Division of Rehabilitation Services (DHS/DRS). As such, all students enrolled in STEP must be deemed “eligible” for services through DRS. Application and paperwork must be completed for both the STEP Coordinator and the DRS Counselor.

The purpose of STEP is to provide work-based experiences that will develop skills that will lead to competitive employment. Students receive academic credit towards graduation.

- a. Some students will be formally employed. Those students may work during the school day and/or outside the regular school hours.
- b. Other students will become involved in volunteer work experiences, and may receive a small training stipend from the DRS grant to help them cover the expenses of working and learn money management skills. Such students are not considered employees at their work site. However, they are to conduct themselves as if they were an employee, in order to learn appropriate work skills.
- c. In general, students in a volunteer placement are scheduled to work during the school day, and receive some level of job coaching through their school, to assist them in learning skills for employment.
- d. Based on the IDEA legislation, a student must meet 6 criteria in order to receive a training stipend while doing volunteer work. These criteria are listed on the Champaign County STEP “Request for Job Training Stipend” form, available through the STEP Coordinator.
- e. When referring a student to STEP, it is important to make sure that there is time in the student’s academic and extracurricular schedule for regularly scheduled employment or volunteer work (generally 10 hours/week minimum for STEP). Scheduling conflicts with sports, band, driver’s education, or required classes may keep a student from participating in STEP.
- f. *What form(s) should be completed*

Educational Services Page under Related Services and/or Conference Notes

When an IEP is created in the spring, prior to the final placement of the student, it is difficult to know if the student will be placed in an employer-paid position or receive a stipend. Therefore, the IEP paperwork should reflect the information that is known at that time:

- i. If the student is already employed in the community, designate on the “**related services**” page that the student is to receive STEP services. Indicate that the student is being served “**outside special education**” with the average minutes that the student works per week. This could create an “instructional day” that exceeds the normal school day.
- ii. If the placement of the student is unknown for the upcoming school year, indicate on the **conference notes** that the student is being referred to STEP and that an amendment will be sent after the student is placed in the fall. (Formal enrollment in STEP can only occur AFTER DRS deems the student eligible and that typically occurs after the start of the school year.)
- iii. Once the student is placed, or any other ensuing change in placement is made, ***an amendment to the IEP should identify the type of placement.***
 - If the student is placed in volunteer setting, with or without a training stipend, it will be considered “**within special education**” and the number of minutes will typically be a portion of the standard instructional day.
 - If the student is paid by the employer in the community, it will be considered “**outside of special education**”. The number of minutes may exceed that of a standard instructional day.
 - It is possible for a student enrolled in STEP to have an “extended school day”. Students who attend work beyond the standard day may receive additional academic credit at the discretion of the IEP team.

On the Educational Services Page under “related services,” select code “**27 Transition/STEP by Division of Rehabilitation Services (DRS)**” to show that STEP is the related service that the student is receiving.

Determining Educational Environment Coding for Students with Disabilities Participating in DRS Secondary Transitional Experience Programs (STEP)

Criteria to be considered General Education Environment

A student's educational environment can be recorded as general education when the student is in a *competitive employment* position with the following components:

- In the *community* (e.g., outside of the school campus)
- Student receives *at least minimum wage* reimbursement and if applicable, fringe benefits
- *Integrated job site...*
 - where most co-workers do not have disabilities and individuals with disabilities are not part of a work group of other individuals with disabilities, **or**
 - where most co-workers do not have disabilities *and* if a job site as described above is not possible, individuals are part of a small work group of not more than 8 individuals with disabilities, **or**
 - if there are no co-workers or the only co-workers are members of a small work group of not more than 8 individuals (all of whom have disabilities), individuals with disabilities have regular contact with non-disabled individuals *other than* personnel providing support services in the work setting.
- *Unsubsidized* – wages are paid in full by the employer and there are no reimbursements from any sources, i.e., DHS/DRS, WIA, etc.

Criteria to be considered Special Education Environment

A student's educational environment is recorded as special education when he/she does not yet meet competitive employment standards and includes one or more of the following STEP components:

- *Work-related class* (e.g., STEP classroom experience in career exploration, job seeking skills, etc.)
- *Job Shadowing* (e.g. learning about a job by spending time with a person who is working in a career)
- *Job Coaching* – on-the-job support provided by school personnel
- *Independent Living Skills Training* (e.g., classroom or community-based instruction, provided/supervised by school personnel, in skill areas other than vocational development such as transportation, meal preparation, household management, etc.)
- *On the Job Evaluation/Training (OJE/OJT)* (e.g., a training experience where a person is evaluated in terms of aptitudes and abilities, work speed, work skills ability to learn, quality of work performed and work behaviors) OJE/OJT is used to develop basic job skills that would lead to competitive employment
- *OJE/OJT Funded Training* - refers to funds used for evaluation, training, and supervision of students who do not meet competitive employment standards. Includes a payment schedule that increases employer participation based on the student's progress.
- *On-Campus Experiences* (e.g., experience in any school setting, closely supervised...often a student's first training experience in preparation for community placements and/or competitive employment)

TRANSFER STUDENTS WITH IEPS

When a student with an IEP moves into a new district, there are several possible scenarios. First, the student could be moving in from another district in Illinois and the new district can gain copies of the current IEP. Secondly, a student could be moving in from another state and the new district can gain copies of the current IEP. Thirdly, the student could be moving in from anywhere and the new district cannot gain copies of the current IEP. The most important thing to remember is that the new district is responsible for providing a Free and Appropriate Public Education. This includes providing special education and related services in conformity with an IEP.

Transfers from within Illinois

Step 1: Enroll the child.

Step 2: **To the extent possible, provide services comparable to those in the IEP from the former school district.**

Step 3: Either adopt the IEP from the former school district (if current, no meeting is needed) or develop, adopt and implement a new IEP. If the plan is to develop a new IEP, within 10 days after the date of the child's enrollment the school district must provide written notice to the parents, including the proposed date of the IEP meeting. Since the parents have the right to a 10-day notice of any IEP meeting, this would mean that the district would have a MAXIMUM of 20 days to notify parents and develop, adopt and implement a new IEP. **Additional forms may be needed if making any changes to the IEP.**

Transfers from another state

Step 1: Enroll the child.

Step 2: **To the extent possible, provide services comparable to those in the IEP from the former school district.** If determined necessary, the school district may conduct an evaluation (as long as it continues to provide the services in the current IEP) or develop, adopt and implement a new IEP. **Additional forms may be needed if making any changes to the IEP.**

Step 3: If the plan is to develop a new IEP, within 10 days after the date of the child's enrollment the school district must provide written notice to the parents, including the proposed date of the IEP meeting. Since the parents have the right to a 10-day notice of any IEP meeting, this would mean that the district would have a MAXIMUM of 20 days to notify parents and develop, adopt and implement a new IEP. **Additional forms may be needed if making any changes to the IEP.**

The school district must take reasonable steps to obtain a copy of the child's records, including the IEP from the former school district. If a copy is not received, the following steps should be followed.

Step 1. Enroll the child.

Step 2. Serve the child in a setting the school district believes will meet the child's needs until the current IEP is obtained or a new IEP is developed. In this case, the school district must provide written notice to the parents, including the proposed date of the IEP meeting. Since the parents have the right to a 10-day notice of any IEP meeting, this would mean that the district would have a MAXIMUM of 20 days to notify parents and develop, adopt and implement a new IEP.