



## IEP Partnering Within an MTSS Framework

Family-school partnering in the Individualized Education Program (IEP) process supports positive student outcomes. These three areas highlight this partnering for families and staff. Similar actions for all IEP components can be incorporated throughout the process.

### 1. Assessment

*Legal Note: 34 CFR §300.305 Review of existing evaluation data.* As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the Multidisciplinary Team and other qualified professionals, must – (1) Review existing evaluation data on the child including - (i) evaluations and information provided by the parents of the child...(2) on the basis of that review, and input from the child’s parents, identify what additional data, if any, are needed to determine – (i)(a) if the child is a child with a disability ...and the educational needs of the child.

- ✓ For initial eligibility or reevaluation, school representative calls or meets with family to review existing data, obtain family input, and together decide on an assessment plan.
- ✓ If student has been in the individual MTSS individualized problem solving process, a family will have already been partnering around goals, interventions, progress monitoring, and any diagnostic/prescriptive assessment to inform instruction.

### 2. Measurable Goal Development

*Legal Note: 34 CFR §300.320(a) Definition of individualized educational program... (2)(i) IEP is a written statement that must include a statement of measurable annual goals...300.321 IEP Team (a) General.* The public agency must ensure that the IEP Team for each child with a disability includes - (1) the parents of the child.

- ✓ Before the IEP is developed, ask family about ideas for measurable annual goals and share other IEP team members’ ideas based on assessment results and other existing data. Prioritize goals as a team.
- ✓ Ask family and other team members how learning can be coordinated between home and school.
- ✓ If student has been in the individual MTSS individualized problem solving process, intervention plan goals may be continued.

### 3. Progress Monitoring

*Legal Note: 34 CFR §300.320(a)(3)* The IEP must include a description of – (1) how the child’s progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and (ii) When periodic reports on the progress the child is making towards meeting the annual goals...will be provided.

- ✓ Family and school staff together decide on reasonable, time-efficient tools to measure progress, including reviewing how existing monitoring means might be used.
- ✓ Discuss how home monitoring might be included in plan.
- ✓ If child has been in the MTSS individualized problem solving process, monitoring may be continued.