

Type of Parent-District Agreement	Who is considered “qualified staff”?	When is it appropriate?	Other considerations	Other procedural requirements	Do not use if...
<p><b>No three-year reevaluation</b></p> <p>(Sec 3 Evaluation/Re-evaluation)</p>	<p>School psychologist (after consulting with special education teacher)</p> <p>SLP (if CD only, and only communication goals &amp; services)</p> <p>APE teacher (if APE goals and services only)</p>	<p>Only if there are already two complete evaluations in the student’s records and no outstanding concerns relative to student’s education. (See next column)</p>	<p>Does the team have enough information to write present levels and other parts of the IEP?</p> <p>Are there concerns about the student’s lack of progress in any area?</p> <p>Are there unanswered questions about the student’s skills and abilities relative to the student’s educational performance?</p>	<p>Team must still hold eligibility meeting and complete eligibility statement based on existing information.</p>	<p>Eligibility category is changing or eligibility is terminating</p>
<p><b>IEP team attendance not required</b></p>	<p>Building or program administrator</p> <p>APE teacher (if APE goals and services only)</p> <p>SLP (if CD only, and only communication goals &amp; services)</p> <p>Special education administrator</p>	<p>To excuse a general education teacher: if there have been multiple IEP meetings for a student and the general education teacher has participated in previous meetings &amp; shared relevant information</p> <p>If the student has only minimal participation in general education</p>	<p>A general education teacher may not be excused from an SLD eligibility meeting.</p>	<p>Note excusal on cover page of IEP,</p> <p>If content area of excused teacher is to be discussed at the meeting, the excused teacher must submit written input to the team.</p>	<p>Agreement is not required for gen ed teachers for students who do not participate in gen ed settings (Pioneer, CTP, home instruction, DART, Providence on-site) unless team anticipates student transitioning back</p>

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		settings			to gen ed setting during the IEP period.
<b>Revisions to IEP other than at annual IEP meeting</b>  (Sec 6 IEP & Placement/LRE)	School psychologist  IEP Case Manager  Special education administrator	Minor changes to the IEP			Annual IEP meeting
<b>Extending evaluation timeline for out of district transfer student</b>  (Sec 3 Evaluation/Re-evaluation)	School psychologist  APE teacher (if APE goals and services only)  SLP (if CD only, and only communication goals & services)  Special education administrator	When student enrolls in PPS after an evaluation has begun but has not been completed in the previous district		PPS must make “sufficient progress” to ensure a prompt completion of the evaluation.	Student moves from one PPS school to another PPS school mid-evaluation (usual 60 day timeline still applies).
<b>Extending timeline for student for SLD evaluation</b>  (Sec 3 Evaluation/Re-evaluation)	School psychologist  Special education teacher  Special education administrator	When additional time is needed to complete progress monitoring to ensure that students are not inappropriately identified as SLD			