



Northern Lights Special Education Cooperative

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Turning the Individual Education Plan (IEP) into an Individual Interagency Intervention Plan (IIIP) with Minimal Additional Work

Directions & Explanation

Sped Forms Note: When you open the IEP forms page, in the upper left corner, simply click on the “IIIP” button and follow the directions below. Please note: the IEP button and the IIIP button take you to the exact same forms. The only difference is how the document is label and coded.

Help Note: To assist in understanding what follows, think of the IIIP not as a document, but simply as verification that you have a multi-agency planning team and that the IEP can then be coded as a MARSS code 6 for IIIP.

Many of our IEP meetings have very active members who represent other agencies such as Human Services, Rehab Service or Public Health. In the past, though all team members collaborated in devising a unified plan, it was not considered and IIIP because the IIIP document was not used. That no longer needs to be the case. The Minnesota Department of Education has stated that it is acceptable to call an IEP an IIIP as long as there is collaborative planning; shared goal(s); and parental permission.

We encourage the use of a unified plan (IIIP) because it is parent friendly, requiring only one document and one meeting as opposed to several. It brings the combined efforts of multiple individuals to solve problems and design programs. It results in a unified plan that addresses the issues across all environments: school, home & community.

The statements in bold are the additional required components of an IIIP. After the statement is a method for incorporating those components into the IEP.

1. A statement of need for Coordinated Service Planning:

A rationale for why coordinated services are being offered to the family must be contained in the IEP. To do so, the following statement, or one similar to it, can be placed either in the PLAAFP statement or in the Adaptations portion of the IEP:

Because multiple agencies are current working with [student name] and his/her family; because [student's name] needs occur across multiple environments; and because [student's name] parents request it, the team has determined that the student's needs can be most effectively met by a unified plan that works across home, school and community and which addresses [student's name] needs in a coordinated manner.

2) Goal(s) determined for coordination of Services:

One of the purposes of an IIP is to meet a student's needs in a unified manner across multiple environments. Education addresses an issue at school and human services does similarly at home or in the community. Therefore, at least one goal must be coordinated across agencies and environments.

Those goals on the IEP identified as "coordinated" need to be labeled with the word "(Interagency)" preceding the goal statement, as follows"

Goal 1:

(Interagency) Johnny will increase his ability to

Following the goal, each of the coordinating agencies will enter an objective which begins with the identification of the responsible agency, as follows:

Object 1:

(Education) Given a scenario in which.....Johnny will.....

Objective 2:

(Human Services) When at home and confronted by.....Johnny will.....

Objective 3:

(Probation) When in a community setting, in response to.....Johnny will.....

Or/and

Non-school agencies can add their own goals, simply by clicking on "add goal". They should identify the agency to whom the goal belongs.

3) Coordinated services chart:

An IIP must contain a listing of the agencies involved; the services they will provide; and who will be financially responsible for those services.

This requirement can be met by utilizing the "Transition Service" section of the IEP. Simply state the services, identify the agency, and indicate that they (agency) are the provider/payer.

Example: in the "Related Service" section, for "Activity" you could put:

Weekly meet with family to review [student's] behavior plan and family progress.

Under "Agency Providing the Service" you would simply list: *Carlton Co. Human Services*

4) Release of information

For an IIP, families must agree to the sharing of information among the agencies involved. Rather than constructing and/or using a separate release form (though this is acceptable practice), a consent to release information statement can be placed in "Description of other factors affecting the proposal" section of the "PRIOR WRITTEN NOTICE" form which parents sign:

Statement sample:

By signing this form, parents are consenting to a release of information among those agencies participating in this Individual Interagency Plan (IIP).

5) Non-education agency plans

For the convenience of families and to approach, as closely as possible, the single plan theory of the IIP, for those families who prefer, we would continue to provide other (non-education partners) agencies electronic access to the IEP document. They would then have the option of including any specifics required of their plan in appropriate places of the document: Family history, etc. in the PLAAFP or if talking about supports, etc., in the “Program Modification and Supports” section of the IIP. Also, in the forms section of the menu, there is a “blank page form” on which agencies can place their plan for incorporation into the document, or they could elect to simply have it included as an addendum to the IEP.

6) MARSS Code “6”

Be sure to inform your MARSS secretary that regardless of the title of the actual document, that the student is on an IIP and should be coded “6”, not “4” for IEP.

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