

IEP GUIDANCE & COMPLIANCE MANUAL



Developed January 2021



Table of Contents

Participants and Profile.....	1
Transition Plan.....	2
Present Level of Academic Achievement and Functional Performance.....	4
Special Factors, Supplementary Aids and Assessments.....	5
Accommodations and Alternate Assessment.....	6
Goals and Objectives.....	7
Programs and Services	8
Other Considerations.....	9
Notice Regarding Provision of Special Education.....	10
IEP Amendment	11
Progress Reporting.....	12
Appendix A - Required IEP Team Participants	13
Appendix B - ESY	14



This document was designed for Kent Intermediate School District and Montcalm Area ISD to guide staff in completion of Individualized Education Programs (IEP) in Michigan PowerSchool Special Education (MiPSE), the web-based special education student management system. Additionally, guidance within this document is intended to serve as a supplement to the Michigan Administrative Rules for Special Education (MARSE) and the Individuals with Disabilities Education Act (IDEA).

Participants and Profile

DEMOGRAPHICS

- A. Verify accuracy of demographic information.

PURPOSE

- B. Check all purposes that apply. If transition services will be discussed, be sure to select Transition as an additional purpose.

PARTICIPANTS

- C. Participants with multiple roles must be listed multiple times, so that all required roles are listed. See Appendix A for required IEP Team participants.
- Prior consent from the parent must be obtained for required IEP Team members to be excused. If "Not Present" is selected for a required participant, upload the signed excusal form to the IEP.

STUDENT PROFILE AND ELIGIBILITY

- D. Student Strengths:
- Ask IEP Team, including parent/guardian, for information to document skills the student demonstrates as it directly relates to Social-Emotional, Behavioral, Communication, and Academic areas. If possible, include areas of strength that relate to identified need areas.
 - If possible, include the student's self-identified strengths and areas of interest.

E. Parent/Guardian Concerns

- Engage parent/guardian and seek participation by including a detailed explanation of parent concerns.
- Avoid using "None." If the parent/guardian has no concerns it should be specifically noted that *parents have no concerns at this time, along with a detailed description of satisfaction with programs/services or any other statements to document the absence of parent concerns.*

INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM REPORT

Date of IEP Team Meeting:	Date of IEP Offer of FAPE:	Date of Most Recent Evaluation IEP:
Student Name: Suzy Sample41	Home Phone:	
Student's Address:	State:	Zip Code:
County:	Resident District for Purpose of FAPE:	
Student Primary Language:	Language in the Home:	Grade: Ninth grade
Birthdate:	Age:	

PURPOSE

Purpose of IEP Team Meeting: Annual Review Additional Purpose: Transition

PARTICIPANTS

Participant Name	Title/Relationship	Present in Meeting?
Required Member	Parent/Guardian	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present
Required Member	Special Ed Provider	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present
Required Member	General Ed Teacher	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present
Required Member	Eval Team Rep	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present
Required Member	School District Rep	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present

STUDENT PROFILE AND ELIGIBILITY

In determining both eligibility and need for special education programs/services, the IEP Team must consider each of the following:

Student Strengths

Parent/Guardian Concerns

Current Evaluations

Based on 1) Suzy's current functioning, 2) the most recent evaluation findings and 3) any additional assessment information, does the IEP Team determine that this student has a disability that requires special education programs/services?

Yes, Suzy is **eligible** for special education

<u>Primary Disability</u>	<u>Qualifying Criteria</u>	<u>Qualifying Criteria</u>
Specific Learning Disability		

- F. List all evaluation tools used to drive the creation of the PLAAFP, goals, and objectives. Additionally, list state assessments the student has participated in.
- ★ Avoid adding specific data from the assessments in this section.
 - ★ Pertinent assessment data should be added to the PLAAFP.

- G. The evaluation team recommends eligibility and the IEP team analyzes eligibility and the IEP team analyzes evaluation data and other information presented at the IEP team meeting and then determines eligibility. Check to ensure accuracy of Disability and Qualifying Criteria with most recent Eligibility Recommendation and Evaluation IEP. Areas cannot be added or removed without a REED.

Transition Plan

TRANSITION ASSESSMENTS AND NOTICES

- A. Include a list of all **transition assessments** and interest inventories, along with date administered, that were completed within the last three months and used in the development of the student's post-secondary goals/vision. Examples include, but are not limited to: ESTR, Career Cruising/Naviance, district developed surveys, Discovery Process, and/or Educational Development Plan
- Specific data (strengths, preferences, interests) for the four transition activity areas, based on the completion of the most recent transition assessment, should be included.
- B. If a student will reach age 17 during this IEP year, they must be informed of their impending transfer of rights and Procedural Safeguards (at age 18). If a student will reach age 18 during the IEP year, they must be informed that their right will transfer this year. Families need to be knowledgeable of the options available to protect student's rights and how to procure those options.
- C. With the consent of the parent or Age of Majority student, the school must invite an agency representative that is likely to pay for or provide transition services to the extent appropriate.
- D. Provide a rationale for determining if there is or is not a need to invite a community agency: Provide dates, documentation, evidence of consent, invitations, responses, parent conversation, etc. - If an agency is not likely to pay for a transition service at this time, it must be documented within the IEP that the current IEP and the IEP Team (including parents or guardians) will be able to meet the student's transition needs.

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES

- E. The student must be provided the opportunity to be a meaningful participant in creating and developing the postsecondary goals and transition plan.

Student Name: Suzy Sample41 IEP Date:

TRANSITION PLAN

TRANSITION ASSESSMENTS AND NOTICES

A **ASSESSMENTS**
Transition Assessments Completed:

B **PARENTAL RIGHTS AND AGE OF MAJORITY**
 Suzy has turned age 18 and she and her parent were informed of parental rights that were transferred to her at age 18, including the right to invite a support person such as a parent, advocate, or friend.

C **COMMUNITY AGENCY INVOLVEMENT**
Was there a need to invite a community agency representative likely to provide current or future services? Yes No
Guidance: If there is a need to invite a community agency, you must complete a Consent to Invite Community Agency and obtained signed consent before inviting.

Date that Consent to Invite Community Agency was signed:
Did agency representative attend? Yes No

Additional comments regarding community agency involvement..

D Did parent invite a community agency representative? Yes No

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES

E **Adult Living** — After you have finished school, what type of place will you live in?

Does Suzy require **instructional goals and short-term objectives in order to get ready for adult living**? Yes No

Does Suzy require **transition activities or services in order to get ready for adult living**? Yes No

Transition Activity/Service Needed	Person/Agency	Due Date

Getting Ready for Employment — After you have finished school, what kind of work will you do?

Does Suzy require **instructional goals and short-term objectives in order to get ready for employment**? Yes No

Each postsecondary goal statement must be updated annually based on age appropriate transition assessments and written in such a way that there are measurable outcomes. Annual goals and objectives should be designed to **develop skills**.

- There must be evidence of an updated postsecondary goal, unless you are writing the first transition IEP. Evidence may include a comparison to previous IEP, or notation to show the update. Ex. As previously stated in his transition IEP dated x/x/xxxx. Suzy maintains that after graduation

she is still interested in working in a restaurant as a cook or chef.

- A "None" or "I don't know" response must show appropriate steps that will be taken to explore options. Consider writing transition activities, such as career exploration, informal interviews or observations, or transition assessments as a means to explore options

Transition Plan

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES CONT.

- A. Activities and Services listed should be individualized and specific. The transition services/activities **provide experiences** and exploration and help enable the student to meet his or her postsecondary goals.
- B. At least one annual goal must be developed to support the student's transition services needs/postsecondary goal.

COURSE OF STUDY

- C. Describe how the student's course of study supports his post-secondary goals written in each domain area above:

A course of study is **more** than completion of the Michigan Merit Curriculum. Course of study is a multi-year description of coursework, from current date to anticipated date of exit, which will allow the student to **build/expand knowledge** and gain experience through coursework in their post-secondary goal area. Be sure to include any career readiness classes, work based learning opportunities, expos or career fairs in addition to other courses.

Example: Suzy is taking core classes and electives that will support the achievement of a Michigan Merit Curriculum Diploma, which will further support her vision of attending a 2 year college or technical school, eventually leading to employment as a chef. Suzy will have the opportunity to take Foods for Fitness her sophomore year, Independent Living her Junior year, and personal finance her senior year. She will also have the opportunity attend KCTC's culinary arts program to further explore her goal of becoming a chef.

A Does Suzy require transition activities or services in order to get ready for employment? Yes No

Transition Activity/Service Needed	Person/Agency	Due Date
Community Participation — After you have finished school, how will you spend your time in your community?		
Does Suzy require instructional goals and short-term objectives in order to get ready for community involvement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Does Suzy require transition activities or services in order to get ready for community involvement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Postsecondary Education/Training — After you have finished school, what additional education and/or training will you require in order to meet your post-secondary employment goal?		

B Does Suzy require instructional goals and short-term objectives in order to get ready for post-secondary education or training? Yes No

Does Suzy require transition activities or services in order to get ready for post-secondary education or training?? Yes No

COURSE OF STUDY

C What is Suzy's anticipated date of graduation/completion?

What is Suzy's course of study?
 Classes leading to a Michigan Merit Curriculum high school diploma Classes leading to a certificate of completion

Describe how Suzy's course of study supports her post-secondary goals written in each domain area above:



Present Level of Academic Achievement and Functional Performance (PLAAFP)

- A.** Review the goals from the previous IEP and student progress reports.
- Include **specific data** regarding the progress on most recent IEP goals and objectives. Provide evidence for goal and objective achievement, progress toward achievement, or lack of progress toward achievement (i.e. attendance, refusal, illness, etc.). Be sure the data reported matches the criteria listed in the goal/objectives from the most recent IEP.
- B.** In the Subarea of Need box, enter the need related to the skill being taught.
- Areas of need should be identified to address all qualifying criteria/core features of the disability. Other needs not directly related to the disability may also be identified when applicable.
- C.** Include a statement of the student's present levels of academic achievement and functional performance (PLAAFP) based on relevant data sources and the corresponding/specific data. This should include statements regarding what the student can do, what they cannot do, and a starting point for instruction. A starting point for instruction is established when baseline data points are provided to document the student's current performance-level (include the date of baseline assessment) compared to grade level peers.
- D.** Provide a description of how the disability affects the student's involvement and progress in the general education curriculum/environment and achieving their annual and post-secondary goals. Include a description of the student's current performance compared to grade-level peers.

Student Name: Suzy Sample41 IEP Date:

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Progress on most recent goals and objectives?

Area of Need	Subarea of Need	Goal?
Guidance		<input checked="" type="checkbox"/>
<u>Data Sources, Description of Need AND Starting Point for Instruction</u>		
<u>Adverse Impact</u>		
Area of Need	Subarea of Need	Goal?
Transition (age 16+)		<input checked="" type="checkbox"/>
<u>Data Sources, Description of Need AND Starting Point for Instruction</u>		
<u>Adverse Impact</u>		

Adverse Impact Guidance Questions:

- Does the statement explain **how** the disability impacts access to, participation in, and/or progress in the general education curriculum?
- Does the statement connect to the need for specially designed instruction and/or supplementary aids and services?

Examples:

When student does not comply with directives from staff, he is not actively engaged in instruction and learning activities. His refusal to stay in the learning environment and refusal to complete work negatively affects his task completion and academic skill development.

Due to student's cognitive impairment, she is performing at a first-grade level in math. Grade-level peers are working on algebraic equations and problem solving. Because student is working on mastering counting money at a first-grade level, she requires a functional curriculum and specialized instruction to progress. Her difficulty mastering functional math skills, impacts independence in the community and in her post-secondary goal of being a dog walker. She needs to acquire skills of counting money in order to be successful in accepting appropriate amounts of money from customers.

NOTE: All supplementary aids/services, accommodations, transition planning, programs, and services listed throughout the IEP, **must be** connected back to a need outlined in the PLAAFP.

Special Factors, Supplementary Aids and Assessments

A. Explain, in detail, any circumstances in which the student is educated outside the general education curriculum/setting. This description should specifically align to the programs/services. Additionally, every student with a disability must have the opportunity to participate in nonacademic and extracurricular activities to the maximum extent appropriate. If the student will not participate in one or more activities, it should be noted in this section.

Example: Student will be educated with general education peers with the exception of 1 hour per day of resource programming for specially designed instruction in the area of basic reading, as well as 20-30 minutes per week for social work service in the area of emotional regulation.

B. Communication refers to a student's inability to express wants and needs and not for articulation and/or pragmatic difficulties.

C. For any box that is checked, ensure that the need is addressed within the IEP. If boxes are checked to consider a need and the Team decides there is no student need at this time, ensure that the reasons for this are addressed in the Notice section of the IEP, in Considered Options and Reasons Not Selected.

Examples: A student with a VI who does not need Braille OR a student who has behavioral needs identified in the PLAAFP but does not need a FBA/PBSP.

D. The PLAAFP should provide data which correlates to Supplementary Aids and Services that are needed to address the student's missing skills, concepts and for accessibility and participation in the general education curriculum including translation services, parent and staff training, etc.

Specifically describe how the supplementary aids and services provide access to the general education curriculum. Consider using the words, "...for the purpose of..."

Frequency/Timeline: Specific details should be provided regarding how, when, how often, and to what degree supplementary aids and services will be used in instruction. Do not use "as needed," "per teacher discretion," or "upon student request," as a frequency.

A

B

C

D

E

F

Student Name: Suzy Sample41 IEP Date:

SPECIAL FACTORS, SUPPLEMENTARY AIDS AND ASSESSMENTS

Supports and Modifications to the environment, behavior training needs, social interaction supports, health-related needs, physical needs, transition aids and supports will be provided to enable Suzy:

- to advance appropriately toward attaining her annual goals,
- to be involved in and make progress in the general education curriculum,
- to participate in extra-curricular and other nonacademic activities, and
- to be educated and participate in activities with other students with disabilities, as well as nondisabled students.

Explain the extent, if any, to which Suzy will not participate with nondisabled students:

The IEP team must consider the following areas of need for each student.

For the areas of need below, does Suzy require supports and/or services due to?

Yes No Communication needs

Yes No Need for assistive technology devices and services.

The IEP team must consider the following for Suzy, as appropriate.

Does Suzy require supports and/or services in the areas of need below?

The use of positive behavioral interventions and supports, and other strategies, to address behavior because she has behavior that impedes her learning or the learning of others.

Language needs because she has limited English proficiency.

Braille instruction because she is blind or visually impaired.

The mode of language and communication because she is deaf or hard of hearing.

Supplementary aids and services are needed at this time.

Supplementary Aids/Program Modifications/Support for School Personnel	Frequency/Timeline	Location

STATE ASSESSMENTS

Are state assessments required for the grade level(s) covered by this IEP? Yes No

To participate in the state assessment(s), will Suzy require accommodations and/or alternative assessments? Yes No

Does Suzy need to take an alternate assessment instead of a particular state assessment? Yes No

Rationale:

Location: Be specific as to where the accommodation is needed - this has documentation implications when stated too vaguely. Be sure to include all locations where the accommodation is delivered. **Examples:** general education environment, special education environment.

STATE ASSESSMENTS

E. Required Assessments:

- Early Literacy and Math Benchmark Assessments are required in Kindergarten - 2nd grade
- M-STEP or MI-Access are required for 3-8 and 11

- PSAT 8/9 and PSAT 10 are required
- SAT 11 is required

F. The first consideration for a student with a disability should be participation in the M-STEP. However, IEP teams may, based on data and state guidelines, determine that the alternate assessment is most appropriate. A rationale must include a detailed description of the team's decision. The IEP team **must** use the MDE Alternate Assessment Selection Guidance to ensure the appropriate selection and provide guidance documents to parents.

Note: General education and special education staff must document the accommodation, date provided, and results of all accommodations provided. Documentation should be reviewed periodically.

Accommodations and Alternate Assessment

★ The first consideration for a student with a disability should be participation in the M-STEP/MME assessment with their peers with no accommodations needed.

This page only needs to be completed if a student requires accommodations or an alternate assessment for the statewide and/or a districtwide assessment.

A. Students with disabilities must be included in state and district-wide assessments, with appropriate accommodations and alternate assessments, if necessary, as indicated in their IEP. The IEP must specify what assessment accommodations, if any, are needed for each content area. See MDE Statewide Accommodations Summary.

B. Keep in mind that accommodations may **only** be used if: (1) the student's IEP indicated that they are appropriate for the student, **and** (2) align with the classroom and district assessment supports listed on the Supplementary Aids and Services page. Each state assessment in MiPSE includes a list of approved accommodations in the dropdown menu.

C. **The use of alternate assessments is reserved only for students with the most significant cognitive disabilities.** The IEP Team has the final determination regarding which assessment is appropriate for the student. IEP teams must follow the state guidelines for participation included in the MiPSE document (Michigan guidelines: Should My Student Take the Alternate Assessment flow chart).

MDE Guidance: MI-Access is not designed for most students whose primary disability is a specific learning disability, speech language impairment, emotional impairment or other health impairment.

D. **M-STEP/MI-Access** – IEP teams may, based on the decisions made using state guidelines, determine that a student should be assessed with the general assessment (M-STEP) in some content areas and the alternate assessment (MI-Access) in others.

- In grade 8, ELA and mathematics cannot be split between PSAT 8/9 and MI-Access FI. Students must be administered both content areas with PSAT 8/9 or with MI-Access FI.

Student Name: Suzy Sample41 IEP Date:

ACCOMMODATIONS AND ALTERNATE ASSESSMENT

The IEP Team has determined that Suzy will participate in the following state assessments:

- M-STEP: The Michigan Statewide Assessment for students in grades 3-8 and 11
- MI-Access: The Michigan Alternate Assessment for students in grades 3-8 and 11
- The PSAT for students in grades 8,9 and 10

For the state assessments listed, the IEP Team has determined that the following accommodations and/or alternate assessments are needed for Suzy to participate:

Assessment	Subtest	Time/Schedule	Setting	Presentation	Response
MI State-wide Assessment					
MI State-wide Alternate Assessment					

For the state assessments listed, the IEP Team has determined that the following accommodations and/or alternate assessments are needed for Suzy to participate:

Assessment	Accommodation 1	Accommodation 2	Accommodation 3	Accommodation 4
PSAT 8/9				

Additional Information:

- In grade 11, ELA and mathematics cannot be split between SAT with Essay and MI-Access FI. Students must be administered both content areas with SAT with Essay or with MI-Access FI.
- IEP teams may, based on student instructional needs, determine that a student take MI-Access at different levels (FI/SI/P). This may be done so long as the student is not taking more than a total of 2 levels and that those levels are adjacent to one another.

When an alternate assessment is selected, Notice should contain a statement of M-STEP considered and Reasons Not Selected to document the use of State guidelines

E. In rare cases (i.e., student with severe multiple impairments) where the IEP team determines the student will not participate in any state/district-wide assessment, the IEP must address why the assessment is not appropriate, how the student will be assessed and what alternate assessment will be given.

Goals and Objectives

A. Area of Need – Areas of educational need noted here from the PLAAFP must have at least one annual goal and two short-term objectives.

B. Grade level Standard – For each applicable goal, select a relevant curriculum reference and standard aligned to the student’s current grade-level.

C. Annual Goal – Each goal to be taught must directly correspond to a skill deficit as described within the PLAAFP.

- There should be a clear and explicit connection between all goals and their corresponding PLAAFP sections evidenced by consistent data source used to describe baseline data as well as the target for the goal. A date the goal will be achieved must be specified, along with a method of measurement.

D. Short-Term Objectives/Benchmarks – Must have two or more for each goal.

- These must **always be** measurable.
- List the skill the student should learn in order for them to move closer to achieving their measurable annual goal.
- **The final objective/benchmark should be the required criteria for mastery of the annual goal.**
- **Criteria** –Identify the target for the student to achieve when working toward mastery expected for the skill and attainment of the goal. Mastery criteria should be based on baseline data from the PLAAFP and/or expected rate of progress, which encompass achievable score of growth over the course of one year. See bolded criteria in examples.
- **Evaluation** – Identify HOW you will measure the student’s ability to achieve the stated criteria for each objective/benchmark. Examples: Documented observation, informal reading assessment, provider logs, etc.

Student Name: Suzy Sample41
IEP Date:

GOALS AND OBJECTIVES

A Area of Need: Guidance

Curriculum Reference:

B Grade: _____
Grade Level Standard:

C Annual Goal:
and Post-Secondary Goal Connection:
In order to _____, Suzy will _____ by _____, as measured by _____.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? Yes No

D Short-Term Instructional Objectives/Benchmarks:

Objectives/Benchmarks	Criteria	Evaluations	Schedule
1			
2			
3			
4			

Staff Responsible for Goal:

Comments:

When will progress on goals and objectives be reported?
 Every Grading Period
 Other

Subarea:

Strand:

- **Schedule** –Identify how often you will measure the student’s ability to achieve the stated criteria for each objective/benchmark. This is where you will answer WHEN you will collect progress data. This is NOT how often you will report progress to parents.

Remember that you must **maintain data** and **document** how you have measured progress toward meeting the annual goal/short-term objectives. The actual measurement must take place as often as you have listed under **Schedule**.

Special education teams should monitor progress bi-weekly, unless otherwise and appropriately stated. They should analyze and revise instruction based on student progress on goals and update/change goals when mastery criteria is met or sufficient progress is not being made. Graphing is a preferred method for depicting progress.

E. Staff Responsible – Record the title of the staff person(s) who will be responsible for the goal. All staff recorded here must work on the goal and maintain data related to progress.

Examples:

By DATE, when given a list of 10 words containing beginning and ending blends, STUDENT will read 9 out of 10 words correctly in **4 out of 5 trials/opportunities (criteria)**, as measured by documented observation.

By DATE, when given a social script, STUDENT will use a socially appropriate voice tone, volume and will face the speaker while making a request or responding to a peer or adult in order to extend conversation with minimal prompts in **2 out of 3 opportunities (criteria)**, as measured by documented observation.

Programs and Services

A. Programs and Services are selected at the time of the meeting based on student needs, goals, and short-term objectives.

B. Specify the date range of the IEP, School years, and Grades.

C. Teacher Consultant (TC) listed under Related Service should be the approval/endorsement of the teacher consultant (**not** the student's eligibility label).

D. Check the type of service delivery you will be providing, either direct or consultative.

Direct services: the provider works directly with the student related to goals and objectives.
 Consultative: used to practice and demonstrate generalization of a skill.

E. Setting within Location – Specify the location the service is being delivered (e.g. GE class(es), SE class(es), SE Environment (related service), job site).

F. Note that elementary and secondary programs can **both** be departmentalized. An IEP identifies if an individual student's program is departmentalized. Departmentalized" means a delivery system in which 2 or more special education teachers teach groups of students with disabilities by instructional content areas.

Student Name: Suzy Sample41 **A** IEP Date:

Programs and Services

Related Services with General Education and/or Special Education Programs
Direct Service: the primary mode of service is directly working with the student. There may be occasional consultation with others.
Consultative Service: the primary mode of service is working with the teacher(s) and others having daily contact with the student. Direct work with the student is occasional

Current IEP Year: From Date 06/05/2020 **To Date:** 06/04/2021
 School Year: 2019-20 School Year: 2020-21
 Grade: Ninth grade Grade: Tenth grade

Related Services	Start Date	End Date	Service Mode	Minutes		Sessions		Frequency	Setting within Location
				Low Min.	High Min.	Low Number	High Number		
School Social Worker	06/05/2020	06/04/2021	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Consultative	20	30	7	8	Month	GE and SE Classes E

Programs	Departmentalized	Start Date	End Date	Bldg/Location	SE		GE		Total	Frequency
					Low Min	High Min	Low Min	High Min		
Elementary or Secondary-Level Resource Program	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N F	06/05/2020	06/04/2021		600	900	1000	1300	1900	Week

All programs and services listed above will begin on the initiation date of the IEP and continue for one calendar year following the approved school district calendar. Services will be provided as stated above, except when the week or month is shortened due to holiday, vacation, weather related school cancellations, or student absence. Extended school year services (ESY) must be provided only if the IEP Team determines on an individual basis that ESY services are necessary for the provision of a free appropriate public education.



NOTE: Remember that **Special Education Programs and Services** (as well as accommodations/modifications) **are derived from the student's goals and objectives.** As a result, any program or service listed on this page will have one or more corresponding goals. It is acceptable (and even desirable at times) for more than a single service provider to be working on one or more of the same goals. However, **each service provider must maintain documentation that instruction was consistent with the short-term objectives.**

Other Considerations

SPECIAL TRANSPORTATION AND ANTICIPATED NEEDS

- A. Special transportation is utilized solely for students with disabilities. Specific transportation needs must be addressed here. Examples include lift bus, use of restraints, and extra supervision. When a bus transports both general education students and students with disabilities it is not considered special education transportation (even if the bus has a lift).
- B. This is where the student's need for extended school year (ESY) and/or programming beyond the regular school year is addressed. If more space is needed, record additional information in the **anticipated needs and other comments** area below.

ESY is designed to:

- Maintain skills
- Work specifically in one or more goal area(s) of concern which represents skill(s) essential to the progress of the student

The determination for ESY is based on:

- A serious potential for regression of skills beyond a reasonable period of recoupment
- The nature or severity of the disability indicates a need to provide services during breaks
- The student is at a critical stage or areas of learning, where cessation of services would severely limit the acquisition of skills.

Data collection:

The determination for ESY is based on data collected after each extended break in instruction (i.e., holiday break, spring break, summer vacation). This data should be collected using the *Kent ISD Consideration of the Need for Extended School (ESY) Year Services* (Appendix B) or a district-created form and included when the two ESY boxes are selected and the text box appears on this page.

	Student Name: Suzy Sample41	IEP Date:
	OTHER CONSIDERATIONS	
A	TRANSPORTATION PROVISIONS Has the IEP Team determined that Suzy requires special transportation ? <input checked="" type="checkbox"/> No, transportation is not required or general education transportation is sufficient to meet Suzy's needs.	
B	EXTENDED SCHOOL YEAR <input checked="" type="checkbox"/> The IEP Team has considered the anticipated needs of this student including the need for extended school year (ESY) services <input type="checkbox"/> ESY services are needed	
C	ANTICIPATED NEEDS AND OTHER COMMENTS Other Comments related to this IEP:	

- C. This section is used as extra space to specify other provisions or anticipated needs that were not covered elsewhere, such as trimester schedules, upcoming outside evaluations, or rationale for why ESY was not considered, if appropriate. If there are no other comments or anticipated needs, write "**None**."

Please note: Anticipated needs and/or accommodations listed in this section require the same documentation as those listed in Supplementary Aids and Services.

Notice Regarding Provision of Special Education

The purpose of Notice Regarding Provision of Special Education:

- Inform the parent/guardian of the offer of special education
- Provide evidence of the district's offer of a Free Appropriate Public Education (FAPE)

A. Initial Provision of Programs and Services—

Programs/services/supplementary aids cannot start until District Commitment and FAPE date has been signed by the Resident District Superintendent/Designee. The MARSE requires a district implement an IEP for a student within 15 school days of providing Notice to the parent.

B. Options Considered—If the IEP Team considers other programs, services, or supplementary aids requested by the parent/guardian or offered by the school district that will NOT be implemented, be sure to record what was requested or offered. Also state why the IEP Team decided NOT to include the requested or offered programs/services in the IEP.

Communication needs, assistive technology, and participation in the M-STEP must all be documented as considered options if not selected.

C. Reasons Not Selected can be chosen from the insert statements. If the student will be taking an alternate state assessment you must be able to demonstrate that you have gone over the MDE Guidance for selecting appropriate assessment and document that conversation here.

COMMITMENT SIGNATURES

D. The resident district may choose to authorize the nonresident district to conduct post-initial IEP Team meetings by selecting, "Operating District". Regional and center programs will need to keep track of these authorizations.

E. District Commitment and FAPE date must occur within seven (7) school days of the IEP Meeting Date.

NOTICE REGARDING PROVISION OF SPECIAL EDUCATION

STUDENT INFORMATION

Student: Suzy Sample41	Date of IEP Team Meeting:
Birthdate:	Resident District for Purpose of FAPE:
Age:	Student Primary Language:
Grade: Ninth grade	Language in the Home:

PURPOSE

This notice is a result of the Individualized Education Program (IEP) Team meeting that was held on the date listed above for the following purpose(s):

Primary Purpose: Annual Review
 Additional Purpose: Transition

NOTICE FOR PROVISION OF PROGRAMS AND SERVICES
 You are receiving this notice because, based upon the most recent IEP Team meeting, Suzy remains eligible for special education programs/services. Upon district signature, this notice and Suzy's IEP constitute the district's offer of a Free Appropriate Public Education (FAPE).

All programs/services/supplementary aids will start on:
 The following person will assure implementation of this IEP:

OPTIONS CONSIDERED

The IEP Team Report describes the assessment/evaluation procedures and data used during the IEP Team meeting. The following options were considered but not selected for the reason(s) indicated below:

Considered Options	Reasons Not Selected
Communication needs	
Need for assistive technology devices and services.	
Participation in the MI Statewide Assessment (M-STEP)	

Other relevant factors to the district's proposal or refusal:

RESOURCES FOR PARENTS

The *Parent Handbook and Procedural Safeguards* issued annually describes protections under the Individuals with Disabilities Education Act (IDEA). Information is also available from:

- FAMILY MATTERS, an online resource center for families developed by the Michigan Department of Education - Office of Special Education (MDE-OSE), provides information about special education and other resources, in a parent friendly format. <http://bit.ly/MDEFamilyMatters>
- DISABILITY ADVOCATES OF KENT COUNTY: 3600 Camelot Drive SE, Grand Rapids, MI 49546; 1-616-949-1100; <https://www.dakc.us/>
- DISPUTE RESOLUTION CENTER OF WEST MICHIGAN: 678 Front Ave NW, Grand Rapids, MI 49504; 1-616-459-3339; www.arc Kent.org
- ARC OF KENT COUNTY: 2922 Fuller Ave NE, Grand Rapids, MI 49505; 1-800-873-7658; www.drcwm.org
- MICHIGAN ALLIANCE FOR FAMILIES: 1325 S. Washington Ave, Lansing, MI 48910; 1-800-552-4821; www.michiganallianceforfamilies.org
- MICHIGAN PROTECTION AND ADVOCACY: 4095 Legacy Parkway, Suite 500, Lansing, MI 48911-4263; 1-800-288-5923; www.mpas.org
- MICHIGAN DEPARTMENT OF EDUCATION-OFFICE OF SPECIAL EDUCATION: PO Box 30008, Lansing, MI 48909; 1-517-373-0923; www.michigan.gov/mde

SIGNATURES

DISTRICT COMMITMENT
 The school district superintendent/designee assures that the least restrictive environment has been fully considered and assigns this student to the following:

The resident district
 An operating district

Building/Program: _____

Resident District Superintendent/Designee: _____ Date: _____

NOTE: Parent/guardian signature is required for initial placement in special education programs/services. Parent/guardian or student (when applicable) should be provided a copy of the IEP at the conclusion of the meeting. If parent/guardian or student (when applicable) does not attend, the IEP must be completed by the annual due date and a copy of the IEP must be provided within 7 days of the meeting date.

IEP Amendment

- A. The purpose of an IEP Amendment is to make **minor changes** to the IEP during the year it is in effect. If programming and/or substantial changes need to be made to a student's IEP, an IEP Team meeting should be convened to develop a new IEP.

Minor changes may include: additions or revisions to supplementary aids/services, updated goals, objectives/benchmarks, add or remove related services, increase or decrease time/frequency of service or programming, ESY, short-term changes such as homebound/home-based instruction.

Please detail explicitly which sections have been modified.

PURPOSE	
Purpose of IEP Team Meeting: Amendment	Date of Revision/Amendment:
These sections of the IEP have been modified:	
A	

It is critically important for both the parent and school district to be in agreement with using an IEP Amendment to modify a current IEP. If objections are raised by either party, a full IEP meeting should be scheduled.

When completing an amendment, the student's IEP team must be informed of the changes.

When an IEP meeting is held, Notice requirements to parents are the same as for all other IEP Team meetings including Invitation and Notice Regarding Provision of Services. When no IEP Amendment meeting is held and parent agrees to change(s) over the phone, then no invitation is required.



Progress Reporting

A. Progress Reporting should include data that aligns with the criteria, evaluations, and schedule listed in the short-term objectives/benchmarks table.

Comments should include progress data unless the objective is not applicable at time of reporting

- Progress on goals must be reported with same frequency as general education students receive report cards.
- Must report on all goals/objectives or relevant benchmark(s)
- Assure reporting is accessible upon request.
- Progress report will include a **summary of data collected** during the scheduled progress monitoring

Examples:

When given a list of 10 words containing beginning and ending blends, STUDENT is reading an average of 7 out of 10 words correctly and based on the last three trials. The students most recent scores are: 7/10, 6/10, 8/10.

Based on documented observations and when using a social script, STUDENT is able to use socially appropriate voice tone, volume, and faces the speaker to make a request or respond to a peer or adult in 1 out of 3 opportunities.

Ongoing Data Collection—

- Facilitates instructional planning
- Helps determine whether instructional strategies are working
- Facilitates communication between IEP Team members
- Gives direction for setting future IEP goals
- Assists in making placement and extended school year (ESY) decisions

Student Name: Suzy Sample41
IEP Date:

Progress Reporting

Area of Need: Other
Subarea:

Curriculum Reference:
Grade:

Grade Level Standard:
Strand:

Annual Goal:
Suzy will by , as measured by .

Short-Term Instructional Objectives:

	Objectives	Criteria	Evaluations	Schedule
1				
2				
3				
4				

Staff Responsible for Goal: Special Ed Teacher:

Progress On Short Term Instructional Objectives

Date	Grade Level	Objective	Status	Comments on Progress	Staff Initial

A

NOTE: Based on progress monitoring data, if a student achieves their annual goal prior to the expiration date of the IEP, the IEP team should reconvene to revise the IEP in order to increase the target and/or target the next subsequent underdeveloped skill. When a student is progressing below the expected rate, include an explanation. If this status continues, the IEP team should reconvene and the IEP should be revised accordingly.

Appendix A – Required IEP Team Participants

Participants:	Initial determination of eligibility, or review of eligibility	Review, revision IEP Held at least annually	Transition IEP No later than age 15, and older
Student	As appropriate	As appropriate	Must be invited . If not attending the IEP, indicate transition preferences and interests on the IEP and document how student input was obtained.
Parent / Guardian	Must be invited	Must be invited	Must be invited
School District Representative Someone who: (1) is knowledgeable about curriculum, (2) is able to provide or supervise the provision of special ed., (3) is knowledgeable about, and can commit the resources needed to implement the IEP. It is recommended that this person is not the student's teacher.	Attendance Required	Attendance Required	Attendance Required
General Education Teacher A general education teacher to whom the student is now assigned, or may be assigned in the future.	Attendance Required	Attendance Required	Attendance Required
Special Education Provider Someone who provides special education classroom instruction or related services.	If not previously enrolled in special education, must include a provider appropriate for the student's age level.	Attendance Required	Attendance Required
Evaluation Team Representative Someone who can interpret the instructional implications of the initial or three-year evaluation.	Required role. For all eligibility determinations this member must be a MET member per MI rules.	Required role. A knowledgeable person who may be a member of the evaluation team (i.e., Special Ed Teacher).	Required role. Must be MET member for eligibility determination IEP per MI rules. Otherwise, a knowledgeable person who may be a member of the evaluation team (i.e., Special Ed Teacher).
Out of Resident District Placement In cases where another district is authorized to provide evaluation, planning and services	Must be invited	Must be invited	Must be invited
Public Agency Representatives A representative from agencies likely to provide or pay for transition services.	NA unless the eligibility determination is part of a transition IEP (see far right column)	NA	School required to seek parent consent to invite agency(s), and then invite parent-approved agencies if permission granted
Others Someone invited by the parent or school due to his or her knowledge or special expertise regarding the student.	As appropriate	As appropriate	As appropriate, subject to transition agency invitation requirement above

Consideration of the Need for Extended School (ESY) Year Services

Student name: _____

IEP date: _____

Standard for extended School year	Yes	No	Data/Information Review (See #5 on next page)
<p>Regression/Recoupment: Substantial regression in critical skills is expected as a result of an interruption in instruction. The student will likely require significant time to recoup lost skills.</p> <p>If all YES, then the student is <u>not</u> eligible for ESY services.</p> <p>1. Is the regression typical of the student's function throughout the year rather than due to a scheduled break in instruction?</p> <p>2. Has the student made progress toward IEP objectives up until this time, despite not having been provided with an extended school year?</p> <p>3. Can the regression be recouped within 45 school days after returning to school?</p>			
<p>Nature and/or Severity of Disability: The nature or severity of the student's disability is expected to require a longer school year for the student to prevent regression, recoup lost skills, and/or attain the goal of self-sufficiency and independence from caregivers.</p> <p>If NO, then the student is <u>not</u> eligible for ESY services.</p>			
<p>Critical Stages/Areas of Learning: An extended break in instruction at this stage will jeopardize this student's critical skill development. The student will suffer significant loss of skills, behavior, or opportunities in an area deemed to be crucial to reaching the ultimate goal of independence.</p> <p>If NO, then the student is <u>not</u> eligible for ESY services.</p> <ul style="list-style-type: none"> • Based on the evidence above, this student: <ul style="list-style-type: none"> <input type="checkbox"/> Does <u>not</u> require consideration for an Extended School Year; or, <input type="checkbox"/> Requires consideration for an Extended School Year to address a specific goal or need. • Record ESY service in the IEP or attach the form to IEP (if applicable). 			

1. What are ESY services?

ESY refers to special education and/or related services provided beyond the normal school year for the purpose of providing a FAPE to a student with a disability. The purpose of ESY is different from the purpose of enrichment programs, summer school programs offered to all students, or compensatory education programs, and are not simply an extension of the regular school year. ESY services are offered at no cost to parents and will vary by type, location, and length of time, depending on the individual needs of the student. The purpose of ESY services is to maintain skills, not to develop new ones.

2. ESY services are NOT:

- for teaching new skills
- based on the category of student's disability;
- mandated for all students with disabilities;
- required 12-month programs;
- child care services;
- necessarily a continuation of the total IEP provided to a student with a disability during the regular school year;
- required to be provided all day or every day;
- an automatic provision from year-to-year;
- required to be provided in a traditional classroom setting;
- a service to be provided to maximize each student's potential;
- for credit recovery; and
- a replacement for lack of attendance.

3. Who is eligible for ESY services:

Any student with an IEP is eligible for the consideration of ESY services if ESY is essential to provide FAPE. Each student has his or her own individual educational needs. Therefore, ESY services will accomplish different purposes for different students. Some students may suffer losses of social, behavioral, communication, academic, self-sufficiency or other skills during interruptions in academic year instruction.

4. Standards to consider ESY when skills may be jeopardized by an interruption instruction. (See other side.)

5. The IEP team determines the need for ESY services: (Data/Information Review)

- uses a variety of information
- ongoing assessment
- informal and formal methods
- examples of data that may be used:
 - daily academic or behavioral performance records;
 - criterion-referenced and norm-referenced test data;
 - anecdotal records from information collected throughout the year;
 - behavioral checklists;
 - students work samples;
 - IEP progress reports;
 - expert opinion.
- parent input;
- therapy logs;
- point sheets;
- frequency charts;
- the student's prior experience with regression/recoupment; and,
- other predictive information.

6. A guideline for establishing severe recoupment is nine weeks, but this is not a hard and fast rule.

7. The critical question for the IEP team is not whether the student can benefit from ESY, but rather whether ESY is essential for providing FAPE.