

Individualized Education Program Manual

INCLUDES:

**INDIVIDUALIZED EDUCATION PROGRAM
INDIVIDUALIZED EDUCATION PROGRAM ADDENDUM
EVALUATION REVIEW
MANIFESTATION DETERMINATION REVIEW
INTERIM ALTERNATIVE EDUCATIONAL SETTING**



*Office of Special Education and
Early Intervention Services*

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INTRODUCTION

This Individualized Educational Program (IEP) Team (IEP Team) Manual (Manual) is provided by the Office of Special Education and Early Intervention Services to assist in compliance with state and federal laws relating to programs and services for students with disabilities. The Manual will assist in the completion of forms developed by the IEP Team. This Manual addresses five functions of the IEP Team: (1) Development of the IEP for students with disabilities; (2) IEP Addendum; (3) Evaluation Review; (4) Manifestation Determination Review; (5) Interim Alternative Educational Setting.

Components of each of the forms appear in boxed text throughout this Manual and are followed by instructions for completion of the forms. Citations from the applicable federal and state laws, federal regulations, and administrative rules are indicated. References from other policy sources are also documented. All legal requirements are accompanied by an appropriate citation.

One of the primary purposes of the Individuals with Disabilities Education Act (IDEA) is to “ensure that all students with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living” [34 CFR §300.1(a)]. Toward the ultimate goals of employment and independent living, the IEP presented here includes the requirements that, beginning with the first IEP that will be in effect when the student becomes 16, the IEP Team must also develop a statement of needed transition services/activities for the student needed to assist the student in reaching his/her appropriate, measurable, post-secondary goals. The Manual also includes the optional considerations (beginning when the student is age 13) that address the student’s transition to post-secondary activities. In this Manual, the student’s preferences and interests are key factors in the educational planning for this transition. In the IEP presented in this Manual, the IEP Team discusses the student’s strengths and interests very early in the meeting, using the sequence of IEP development as suggested in Transition Requirements: A Guide for States, Districts, Schools, Universities, and Families (Western Regional Resource Center, 2000).

Consistent with these suggestions, it is also encouraged that the student will participate to the maximum extent appropriate in the IEP Team meeting. While including transition considerations in the IEP at age 16 is a legal minimum, it is anticipated that parents and educators will also find valuable the discretionary use of the complete version of this IEP on behalf of younger students. A legally compliant version of the IEP for younger students is identical to the IEP presented in this Manual, except with the transition items removed.

Both versions of the IEP are available at: www.michigan.gov/ose-eis
Click on: Administrative Forms

Section 1: Title Page, Student Information, IEP Participants

Michigan Department of Education/Office of Special Education and Early Intervention Services

Individualized Education Program Team (IEPT) Report Including Post-school Transition Considerations

(Required for students 16 years of age during the IEP year and recommended for students 13 yrs. and over)

IEP Date: _____ Prior IEP Date: _____ Initial/Most Recent Reevaluation IEP Date: _____
Birth date: _____ Gender: _____ Grade: _____ Student ID: _____

Student's Last Name: _____ First: _____ MI: _____
Address: _____ City: _____
State: _____ Zip Code: _____ County: _____ Telephone: _____
Resident Dist: _____ Operating Dist: _____ Attending Bldg: _____

Student Information

- IEP Date - Indicate the date of the IEP Team meeting (month, day, year) [34 CFR §300.343(c)(1)].
- Prior IEP Date - Indicate the date of the last IEP Team meeting (month, day, year) [34 CFR §300.343(c)(1)].
- Initial/most recent reevaluation IEP Date – date of the initial or most recent reevaluation IEP (34 CFR §300.531, 536).
- Birthdate - Write the month, day, and year (R 340.1702).
- Grade - Indicate the student's grade.
- Gender - Indicate the student's gender.
- Student ID - Indicate a locally useful student ID number for central registry and record keeping. For everyday users of the Michigan Compliance Information System (MI-CIS) the number should be the MI-CIS ID so that the IEP can be easily linked to MI-CIS (34 CFR §99.3).

District Information

- Resident District - The name of the district which is the resident district for the purposes of providing a free and appropriate public education per R 340.1732, 1721c, 388.1705(18).
- Operating District - The name of the district that operates the program or service [R 340.1721c(1)].
- Attending Building - The name of the school building that the student is attending [R 340.1861(1)].

Parent Information: (See definition of parent on page 1-4.)

Parent's Last Name: _____ First: _____ Relationship: _____
Native Language or Other Communication Mode: _____ Interpreter is needed Y___ N___
Address (if different): _____
Telephone: Home: _____ Work: _____ Pager/Cell: _____ E-Mail: _____
Parent's Last Name: _____ First: _____ Relationship: _____
Native Language or Other Communication Mode: _____ Interpreter is needed Y___ N___
Address (if different): _____
Telephone: Home: _____ Work: _____ Pager/Cell: _____ E-Mail: _____

Parent Information - Name – It is important that information about the parent(s) is obtained. It is important to collect the name and address of at least one adult who is responsible for the student.

Relationship - If the student lives with a foster parent, guardian, or surrogate, their name(s) and relationship to the student should be indicated. If the student lives with someone other than a parent or legal guardian, that person may not be eligible to give the consent required for initiation of programs or services or for consent to evaluate.

The purpose of this IEP Team meeting is to discuss (check one of the following):

Initial Eligibility Review/Revise IEP Reevaluation Additional/change of disability reevaluation

Other, specify: _____

Purpose

Initial Eligibility - The purpose of the initial IEP is to determine initial eligibility for special education [34 CFR §300.343(b)(ii)] and must include a Multidisciplinary Evaluation Team (MET) member to present the MET report [R 340.1721a(2)(b)].

Review/Revise IEP - The purpose of the annual review is to review and/or revise the student's IEP and educational placement at least once every 12 months [34 CFR §300.343(c)(1)]. The annual review must take place within one year of the anniversary date of the last IEP Team meeting.

Reevaluation - A reevaluation must be conducted at least once every 3 years, unless the parent and the local educational agency (LEA) agree that a reevaluation is unnecessary [H.R. 1350 §614(a)(2)(B)(ii)]. A reevaluation may also occur for other reasons, such as to help determine the appropriateness of current or proposed programs or services. A MET is not required unless considering an additional/change in disability. Any evaluation requires parent consent and an Evaluation Review. See the Evaluation Review section in this Manual.

Additional or Change of Disability Reevaluation - A comprehensive evaluation by a MET must be completed when considering an additional disability category, or a change in the disability category. As a part of any reevaluation, the IEP Team must conduct an Evaluation Review [34 CFR §300.536(b)] to determine if any additional data beyond the MET is needed. See the Evaluation Review section in this Manual.

Other - Check the "Other" box for any other type of IEP not included above or to make comments. The specific purpose(s) of the IEP must be written on the IEP. Examples include:

- Termination of Program(s) and/or Service(s) - Before termination of special education is considered, the IEP Team must conduct an Evaluation Review [34 CFR §300.534(c)(1)]. However, an Evaluation Review is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26 [34 CFR §300.534(c)(2)].
- Request for a New IEP - The parent or educational agency requests a new IEP before the next annual review [Attachment A to 34 CFR §300, Question #20, pgs. 12476-7].
- Previous enrollment in special education – See R 340.1722e.
- An IEP associated with discipline procedures [34 CFR 300.520 et seq.].

Parental Rights and Age of Majority (check all applicable):

- If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him or her at age 18.
- If the student has turned age 18, the student and parent were informed of the parental rights that transferred to the student at age 18 including the right to invite a support person(s) such as a parent, other family member, advocate, or friend.
- The student has turned age 18 and there is a guardian established by court order. The guardian is: _____
- The student has turned age 18 and has appointed a legally designated representative (e.g., power-of-attorney, trustee).

The representative is: _____

Parental Rights and Age of Majority - Age of Majority should be an ongoing educational topic for the student well before the student becomes age 18. Guardianship issues (e.g., independence, decision-making skills, partial guardianships as appropriate) can be addressed early in the student's secondary education career in the IEP under Transition Services (e.g., Courses of Study, Adult Living, Daily Living Skills).

IEP Team Meeting Participants in Attendance

Check the box indicating the IEP Team member who can explain the instructional implications of evaluation results.

Check the circle indicating the IEP Team member who has observed the student suspected of having a learning disability.

_____ Student	_____ Adult Service Agency Representative	<input type="checkbox"/>
_____ Parent	_____ General Education Teacher	<input type="checkbox"/> <input type="radio"/>
_____ Parent	_____ Special Education Teacher/Provider	<input type="checkbox"/> <input type="radio"/>
_____ _____	_____ Public Education Agency Representative/Designee	<input type="checkbox"/> <input type="radio"/>
_____ _____	_____ _____	<input type="checkbox"/> <input type="radio"/>

Participant signatures are required to verify a determination regarding a suspected learning disability under R 340.1713.

Any member who disagrees must submit a separate statement presenting his or her conclusion.

Attendance Not Necessary

The parent and the LEA agree that attendance of the member(s) listed below is not necessary because the member's area of curriculum/related services is not being modified or discussed in the meeting.

_____	_____
_____	_____

Excusal – Prior to the IEP Team Meeting

A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if - 1) the parent and the local educational agency consent to the excusal; and 2) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. A parent's agreement shall be in writing.

All individuals who attend the IEP Team meeting must be listed in the IEP Team report. This section should not be completed in advance. Signatures are a useful way of documenting attendance. Participant signatures are required to verify a determination regarding a suspected learning disability under R340.1713. Any member who disagrees must submit a separate statement presenting his or her conclusions (R340.1713; 34 CFR 300.536).

The superintendent shall appoint participants to the IEP Team and shall invite the parent(s) to be participants [R 340.1721b(1); 34 CFR §300.344(a)(1)]. In addition to the parent(s), other persons, at the discretion of the parent(s) or public agency, may be invited to attend, including the student, if appropriate. Upon request of the parent(s), a representative of the district of residence shall be invited to attend the IEP Team meeting if the district of residence has authorized the operating district to conduct the IEP Team meetings [R 340.1721b(2)]. If a nonresident student is enrolled in a Public School Academy (PSA), the PSA is considered the district of residence for the purposes of providing a free and appropriate public education [MCL 388.1705(18)].

Participants in an IEP Team meeting shall, at a minimum, include all of the following:

1. A representative of the public agency who: a) is qualified to provide or supervise the provision of specially designed instruction to meet the needs of a student with a disability; b) is knowledgeable about the general education curriculum; and c) is knowledgeable about the resources of the public agency [34 CFR §300.344(a)(4)].
2. Not less than one general education teacher of the student (if the student is or may be participating in the general education environment) [34 CFR §300.344(a)(2)]. The general education teacher of the student, as a member of the IEP Team, shall, to the extent appropriate, participate in the review and revision of the IEP of the student (Appendix A to 34 CFR §300, Question #24, pg. 12477).
3. Not less than one special education teacher or, if appropriate, not less than one special education provider of the student [34 CFR §300.344(a)(3)].

4. Whenever a Multidisciplinary Evaluation Team (MET) report is completed, a member of the MET is required to be a participant and present the written team report [R 340.1721a(2)(b)]. Similarly, the Team must include an individual who can interpret the instructional implications of evaluation results [34 CFR §300.344 (a)(5)]. On the form, check the box(es) indicating which IEP Team member(s) fulfills these roles.
5. If the purpose of the IEP is to consider a MET recommendation regarding eligibility for a specific learning disability under R 340.1713, the IEP Team must include a person other than the student's general education teacher who has documented an observation of the student in the general education classroom setting or in an environment appropriate for a child of less than school age. On the form, check the circle(s) indicating which IEP Team member fulfills this role.

Who may attend the IEP Team meeting?

1. The student [34 CFR §300.344(a)(7)].
2. The parent(s) [34 CFR §300.344(a)(1)].
3. Additional teachers who provide programs and services to the student [34 CFR §300.344(a)(6)].
4. Related service providers (such as a teacher of the speech and language impaired, occupational therapist, physical therapist) [34 CFR §300.344(a)(6)].
5. The representative of any other agency that is likely to be responsible for providing or paying for transition services will be invited by the educational agency [34 CFR §300.344(b)].
6. At the discretion of the parent or district, other individuals who have knowledge or special expertise regarding the student [34 CFR §300.344(a)(6)]. All individuals, whether invited by the parent or the district, are participants in the IEP Team meeting.
7. Upon the request of the parent, a representative of the school district of residence shall be invited to attend, if the district of residence has authorized the operating district to conduct the IEP [R340.1721b(2)].
8. IEP TEAM ATTENDANCE – ATTENDANCE NOT NECESSARY. A member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. A parent's agreement shall be in writing.
9. EXCUSAL – PRIOR TO THE IEP TEAM MEETING. A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if - 1) the parent and the local educational agency consent to the excusal; and 2) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. A parent's agreement shall be in writing.

Use of Interpreters or Other Action, as Appropriate

The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English [34 CFR §300.345(e)].

Definition of Parent

PARENT – The term 'parent' means –

- (A) a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent);
- (B) a guardian (but not the State if the child is a ward of the State);
- (C) an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
- (D) except as used in sections 615(b)(2) and 639(a)(5), an individual assigned under either of those sections to be a surrogate parent [H.R. 1350 §602(23)].

Section 2: Eligibility

Eligibility for special education: The IEP Team determined this student to be:	<input type="checkbox"/> Ineligible	<input type="checkbox"/> Eligible
Primary disability: _____		
Secondary disability, if any: _____		

Eligibility for special education - A student is eligible for special education if: (1) an impairment has been determined according to Michigan's Revised Administrative Rules for Special Education (Rules), and (2) the student is in need of special education and/or related services. A student with an impairment is considered to be eligible for special education if the student needs only related services. For example, a student with a physical or other health impairment who needs only occupational therapy is eligible for special education as determined by the IEP Team (R 340.1702; 34 CFR §300.7). For an initial determination of eligibility IEP, the MET information must be reviewed. If the purpose of this IEP was an annual review, then the disability is not redetermined (see Additional/Change of Disability under Purpose).

A free appropriate public education (FAPE) is available to any student with a disability who needs special education and/or related services even though the student is advancing from grade to grade [34 CFR §300.121(e)].

If the student is eligible for special education programs and/or services, then the entire IEP needs to be developed. The box stating the student is eligible should be checked, the area of disability written on the line. If the student has a secondary disability (optional), complete the second line.

Eligibility Categories

R 340.1705 Cognitive Impairment (CI)	R 340.1710 Speech and Language Impairment (SLI)
R 340.1706 Emotionally Impairment (EI)	R 340.1711 Early Childhood Developmental Delay (ECDD)
R 340.1707 Hearing Impairment (HI)	R 340.1713 Learning Disability (LD)
R 340.1708 Visually Impairment (VI)	R 340.1714 Severe Multiple Impairment (SXI)
R 340.1709 Physically Impairment (PI)	R 340.1715 Autism Spectrum Disorder (ASD)
R 340.1709a Other Health Impairment (OHI)	R 340.1716 Traumatic Brain Injury (TBI)
	R 340.1717 Deaf-Blindness (DB)

The eligibility category only needs to be indicated on the initial determination of eligibility or if there is a change in eligibility category.

If the IEP Team determines the student to be ineligible, the IEP Team may proceed to Resident District Commitment, Operating District Commitment, and Parent Consent.

Section 3: Needs for Learning and Present Level of Academic Achievement and Functional Performance, Course of Study, Transition Service Needs

Factors to Consider in Order to Provide a Free and Appropriate Public Education (FAPE)

Consider (check) each of the following and comment as appropriate: <input type="checkbox"/> strengths of the student <input type="checkbox"/> parent input and concerns for enhancing the education of the student <input type="checkbox"/> results of an initial evaluation or the most recent reevaluation of the student <input type="checkbox"/> progress on the current IEP annual goals and objectives <input type="checkbox"/> student's anticipated needs or other matters Comments:	Consider (check) each of the following. Needs in any of the following require a statement in the comments below: <input type="checkbox"/> communication needs of the student <input type="checkbox"/> positive behavior intervention, supports, and strategies for students whose behavior impedes learning <input type="checkbox"/> language needs for students with limited English proficiency <input type="checkbox"/> Braille instruction for students who are blind or visually impaired <input type="checkbox"/> communication and language for students who are deaf or hearing impaired <input type="checkbox"/> the need for assistive technology devices or services Comments:
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Consideration of Special Factors in Order to Provide a Free and Appropriate Public Education (FAPE)

The IEP Team must complete this section. In both columns, all boxes must be checked to verify consideration. Comments to items in the left column are optional. Some of the special factors (right column) will not apply to a given student; however, each IEP Team for every student must consider each factor and check every box. Significant needs related to items in the right column require a statement to that effect.

- The IEP Team shall consider the communication needs of the student.
- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
- In the case of a student with limited English proficiency, consider the language needs of the student as such needs relate to the student's IEP.
- In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
- In the case of a student who is deaf or hearing impaired, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- The IEP Team shall consider whether the student requires assistive technology devices and services.

Assistive Technology [34 CFR §300.308]

- (a) Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §300.5-300.6, are made available to a child with a disability if required as a part of the child's –
- (1) Special education under §300.26;
 - (2) Related services under §300.24; or
 - (3) Supplementary aids and services under §300.28, and 300.550(b)(2).

Present Level of Academic Achievement and Functional Performance – Specify the Student Needs for Learning

What is the student's level of functioning, and how does the disability affect his/her involvement and progress in the general education curriculum (or participation in appropriate activities for preschool children)?

Present Level of Academic Achievement and Functional Performance (PLAAFP) - The present level determines approaches for ensuring involvement in, or adaptations or modifications to, the general education curriculum. Each area of identified educational need identified in the PLAAFP must be addressed in at least one other section of the form: annual goals, supplementary aids/services/supports, special education programs and services, or secondary transition services.

The **PLAAFP** should accurately describe the student's performance in all areas of education that are affected by the student's disability [R340.1721e(2)(a)]. For preschool children, the present level of academic achievement and functional performance should describe how the disability affects the child's participation in appropriate activities [34 CFR §300.347(a)(1)]. It is helpful to consider the key role of present level of academic achievement and functional performance in the overall development of the IEP.

Present level of academic achievement and functional performance information supports the IEP Team's determination of supplementary aids/services/personnel supports, annual goals and short-term objectives, and state- and district-wide assessments on the IEP [34 CFR §300.347(a)]. The PLAAFP statement(s) should include four elements (in no particular order):

1. A narrative summary of the baseline data. In understandable terms, explain the data, areas of need, and how the disability affects progress in the general education curriculum. The narrative summary must be sufficient to provide a foundation for education planning (a starting point for instruction).

Example: Charlie knows how to compute math problems, but is unable to meet the 5th grade standards (80% on math benchmarks) for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Charlie scored at the 2.8 level on the solving section of the Key Math test, and 4.8 on the Computation section. He completes word problems with 50% accuracy.

2. Baseline data may be obtained from criterion referenced tests, standardized achievement tests, diagnostic tests, classroom performance, systematic observations, state or district-wide assessments, checklists, progress reports, report cards, student input, parent input, or any combination of the above.

Example (baseline data in italics): Charlie knows how to compute math problems, but is unable to meet the 5th grade standards (80% on math benchmarks) for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Charlie scored at the 2.8 level on the solving section of the Key Math test, and 4.8 on the Computation section. He completes word problems with 50% accuracy.

3. A statement of how the disability impacts the student's involvement/progress in the general education curriculum. Such as:

- “needs skills to perform independent tasks required for daily living”
- “auditory processing needs affects ability to take notes during lectures”
- “needs organizational skills for completing work on time”
- “requires assistance to interact with other children during group play”
- “need for reading skills impedes completion of work at grade level”
- “has difficulty participating in general physical education class”
- “needs skills to pass classes required for graduation by year's end”
- “behavior prevents independent work on general education assignments”

Example of how the disability impacts the student's involvement/progress in the general education curriculum (in italics): Charlie knows how to compute math problems, but is unable to meet the 5th grade standards (80% on math benchmarks) for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Charlie scored at the 2.8 level on the solving section of the Key Math test, and 4.8 on the Computation section. He completes word problems with 50% accuracy.

4. A description of area(s) of educational need.

“Areas” may refer to:

- An academic subject area such as math, reading, social studies, language arts
- A functional area such as self-care, social skills, behavior, adaptive functioning
- An area of disability such as speech/language behavior, motor functioning

Example of area(s) of educational needs (in italics): Charlie knows how to compute math problems, but is unable to meet the 5th grade standards (80% on math benchmarks) for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Charlie scored at the 2.8 level on the solving section of the Key Math test, and 4.8 on the Computation section. He completes word problems with 50% accuracy.

More examples of PLAAFP narratives:

"Teacher records show that John turns in a weekly average of 60% of his math assignments, and 50% of his English assignments (100% expected). Fewer than 75% of assignments turned in are complete. He appears capable of completing the work as given. This performance jeopardizes completion of his coursework for graduation."

"In unstructured settings and transitional times of the day, Joanne's activity level increases and she more likely violates school rules, or becomes agitated and angry. Joanne does not de-escalate behavior and is not willing to discuss situations afterward. Disciplinary records indicate 8 disciplinary removals in the past 10 school days and 27 in 3 previous months, causing her to fall behind in her schoolwork. Joanne's reading fluency is interrupted by substitutions. Joanne does not efficiently use context or phonics clues which affect her progress in reading as indicated by her performance on third grade classroom oral reading benchmark tests."

Physical Education - Physical education services, specially designed if necessary, must be made available to every student with a disability [34 CFR §§300.24(b)(2), 300.307]. If modifications are needed for the student to be able to participate in a general physical education program, those modifications must be described in the IEP. If a student with a disability needs a specially designed physical education program provided by special education, that program must be addressed in all applicable areas of the IEP (present levels of academic achievement and functional performance, annual goals and short-term objectives, and services to be provided).

Student's Post-Secondary Goals

If student did not attend the IEP, describe the steps that were taken to ensure consideration of the student's preferences and goals:

34 CFR §300.344(b) requires the school to invite students to participate in IEP Team meetings if the meeting will include consideration of transition needs or services.

1) Adult Living: As an adult, where do you want to live?
2) Career/Employment: As an adult, what kind of work do you want to do?
3) Community Participation: As an adult, what hobbies and activities do you want to have?
4) Post-secondary education/training: After high school, what additional education and training do you want?

Student's Post-Secondary Goals - It is important that the IEP is driven by the student's relevant preferences and goals for his/her post-secondary school activities. If the student did not attend and participate in the IEP Team meeting (as indicated by signing in attendance) then it is required to at least indicate the steps taken to ensure that the student's preferences were considered. Responses to the four questions in the chart are optional but may assist the IEP Team to solicit the student's relevant preferences and goals.

Statement of Needed Transition Services – Include by age 16 (Required)
 (Recommended to consider beginning at age 13 and annually thereafter if determined by the IEP team.)

Needed Transition Activities/Services Related to Student PLAAFP (describe the responsibilities of each participant)	Assessment	Responsible Agency/Person	Timeline (optional)
ADULT LIVING Considered, none needed <input type="checkbox"/>			
DAILY LIVING SKILLS Considered, none needed <input type="checkbox"/>			
FUNCTIONAL VOCATIONAL EVALUATION Considered, none needed <input type="checkbox"/>			
EMPLOYMENT Considered, none needed <input type="checkbox"/>			
COMMUNITY EXPERIENCES Considered, none needed <input type="checkbox"/>			
RELATED SERVICES Considered, none needed <input type="checkbox"/>			
FURTHER EDUCATION Considered, none needed <input type="checkbox"/>			
OTHER Considered, none needed <input type="checkbox"/>			

Was there a need to invite a community agency representative likely to provide current or future services?
 Yes No

If yes, did the community agency representative attend the IEP? Yes No Explain: _____

Please list any additional steps taken to ensure that the student has made connections with any appropriate outside programs and services: _____

Courses of Study Addressing Post-school Transition Needs for Post-Secondary Adult Activities

(Required to consider the following for any student who will reach age 16 during this IEP; optional to consider at age 13 or younger if determined appropriate by the IEP team, and review at each subsequent IEP). Check ONE:

- General and/or special education classes leading to a diploma
- Course of study leading to a certificate of completion

Describe how the student's courses of study align with the student's post-secondary goals:

Statement of Needed Transition Services

(Required) Beginning not later than the first IEP to be in effect when the student is 16, and updated annually thereafter the IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals [H.R. 1350 §614(d)(1)(A)(VIII)]. Recommended to consider beginning at age 13 (or younger if determined appropriate by the IEP Team), the IEP may include a statement of transition service needs focusing on a course of study that is updated at least annually. This statement focuses on the student's courses of study (such as participation in advanced placement courses or a vocational education program). The IEP may determine what instruction and educational experiences will assist the student to prepare for transition from secondary education to post-secondary life.

As the graduation rates for students with disabilities continue to climb, providing effective transition services to promote successful post-school employment or education is an important measure of accountability for children with disabilities [H.R. 1350 §682(c)(14) (Findings of Congress)].

Space on the form is included for additional comments.

The statement of transition service needs should relate directly to the student's goals beyond secondary education, and show how planned studies are linked to these goals. For example, a student interested in exploring a career in computer science may have a statement of transition service needs connected to technology course work, while another student's statement of transition service needs could describe why public bus transportation training is important for future independence in the community. To help reduce the number of students with disabilities that drop out, it is important that the IEP Team work with each student with a disability and the student's family to select courses of study that will be meaningful to the student's future and motivate the student to complete his or her education (Appendix A to 34 CFR §300, Question 11, pg. 12474).

Transition [34 CFR §300.29]

- (a) *Transition services* means a coordinated set of activities for a student with a disability that –
 - (1) Is designed within a results outcome-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual student's needs, taking into account the student's preferences and interests; and
 - (3) Includes –
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.
- (b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

If the student will turn at least age 16 during the implementation of the IEP (or younger if determined appropriate by the IEP Team), the IEP must include a statement of needed transition services for the student [34 CFR §300.347(b)(2)].

Each IEP Team for every student needs to consider the appropriateness of transition planning during the course of developing the IEP for the student. If the IEP Team determines that transition services are needed, describe those services. If a specific transition service is not needed, check “none.”

If a participating agency fails to provide agreed-upon transition services contained in this IEP, the public agency responsible for the student’s education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revise the student’s IEP (34 CFR §300.348).

The public agency shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services [34 CFR §300.344(b)(3)].

An optional space is provided in the right column to indicate a timeline for the described transition services.

Related Services - The IEP Team should consider the related service needs the student may have as he or she enters the adult world. If related services will be needed beyond school, the IEP should identify linkages to adult agencies before the student leaves the educational system. Special education related services do not need to be repeated on the transition page. However, if a determination has been made to include related services specifically for transition, these services must be identified under Special Education Programs/Related Services.

EXCEPTION – IN GENERAL – An evaluation shall not be required before the termination of a student’s eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for a free appropriate public education under State law [H.R. 1350 §614(c)(5)(B)(i)].

SUMMARY OF PERFORMANCE – For a student whose eligibility under this part terminates under circumstances described above, a local educational agency shall provide the student with a summary of the student’s academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student’s postsecondary goals [H.R. 1350 §614(c)(5)(B)(ii)].

Section 4: Least Restrictive Environment

Least Restrictive Environment – This student will:

Fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP.

Yes No (explain):

Be fully involved in and make progress in the general education curriculum.

Yes No (explain):

Have the same opportunity as general education students to participate in nonacademic and extracurricular activities.

Yes No (explain):

Least Restrictive Environment - The State Board of Education Procedures for Determining Least Restrictive Environment (August 2004) in accordance with the IDEA indicates that the provisions of educational services for students with disabilities should be in schools where peers without disabilities attend, in age-appropriate general education programs under the direct supervision of general education teachers, with special education support and assistance as determined appropriate through the student's IEP.

Section 5: Supplementary Aids and Services

Supplementary Aids/Services/Personnel Support

Supplementary Aids/Service/Support	Amount of Time/Frequency/Conditions	Location

All supplementary aids/services and supports listed above will begin on the initiation date of the IEP and continue for one calendar year, following the approved school district calendar. Note below any exceptions to beginning and ending dates and locations given above. Specify month/day/year:

Supplementary Aids, Services, and Personnel Supports - As used in this part, the term “supplementary aids, services, and personnel supports” means aids, services, program modifications, and/or supports for school personnel, based on peer-reviewed research to the extent practicable, that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with students who are nondisabled [H.R. 1350 §602(33) and 614(d)(1)(A)(i)(IV)]. Supplementary aids, services, and supports may include peer tutoring, interpreters, and paraprofessional personnel, as well as any other instructional support provided in conjunction with general education. This section may also include calculators, tapes, tape recorders, notes, and other technology devices and services. Supplementary aids, services and supports may be provided either through general education or special education.

The box below the chart must be checked to indicate consideration of time lines for the implementation of the supplementary aids/services/personnel supports listed above (if any). Note any exceptions to beginning and ending dates, and locations.

Amount of Time and Frequency - Under amount of time, frequency and duration it is permissible to write “as needed” as long as a description is included of the conditions under which the supplementary aid/service/support will be provided. For example, for a student with a physical disability, a paraprofessional may be needed to assist the student in chemistry class whenever the class conducts lab experiments.

Location - The “location” of services in the context of an IEP generally refers to the type of environment that is the appropriate place for provision of the service. For example, is the related service to be provided in the student’s regular classroom or in a resource room?

Section 6: Annual Goals and Short-Term Objectives

Annual Goals and Short-Term Objectives

Data Used to Determine Present Level of Academic Achievement and Functional Performance:

Annual Goal: _____

Short-Term Objectives (at least two per goal)				Evaluation	Criterion	Schedule
1.						
2.						
3.						
Date	Status Obj. 1	Status Obj. 2	Status Obj. 3	Comments/Data On Progress		
Evaluation S Student's Daily Work D Documented Observation R Rating Scale T Standardized Test O Other (specify above)		Criterion ____% Accuracy ___of___ Rate _____ Achievement Level Other (specify above)		Schedule W Weekly D Daily M Monthly G Grading Period O Other (specify above)		Status of Progress on Objectives 1 Achieved/Maintained 2 Progressing at a rate sufficient to meet the annual goal for this objective 3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above) 4 Not applicable during this reporting period 5 Other (specify above)

Present Level of Academic Achievement and Functional Performance Data - Each area of need identified in the present level of academic achievement and functional performance must logically connect to: (1) supplementary aids, services, or personnel supports and/or (2) measurable annual goals and short-term objectives designed to enable the student to be involved in and make progress in the general education curriculum (or appropriate activities for preschool children) [H.R. 1350 §614(d)(1)(A)(i)(I) and (II)].

What are the current and measurable levels of current performance that can help us determine what we can achieve in one school year? The Present Level of Academic Achievement and Functional Performance Data line is a place for specific data related to present level of academic achievement and functional performance baseline data (e.g., assessment data, test scores, etc.) that link to and help define specific goals and objectives. Placing the information on this line is optional, but may help link present level of academic achievement and functional performance to annual goals and objectives.

Annual Goals - Describe the progress which can be reasonably expected of a student with a disability in a 12-month time period [34 CFR §300.347(a)(7)(ii)(B)]. The IDEA and its implementing regulations require that the annual goals relate to:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and [H.R. 1350 §614(d)(1)(A)(i)(II)(aa)]
- Meeting each of the student's other educational and transition needs that result from the student's disability.

There is a strong emphasis in the IDEA on linking the educational program of students with disabilities to the general education curriculum. It is not required to include annual goals in an IEP for areas in which the

student's disability does not affect their ability to be involved in and make progress in the general education curriculum. If a student with a disability needs only modifications or accommodations in order to make progress in an area of the general education curriculum, the IEP does not need to include a goal for that area. However, the IEP would need to specify those modifications or accommodations in the appropriate places on the IEP form.

Short-Term Objectives - Each annual goal shall have more than one short-term objective. Each short-term objective should be measurable and an intermediate step between the present levels of educational performance and the annual goal. Short-term objectives should be achievable within a shorter period of time (month, marking period, or semester) than the annual goal. Each short-term objective must contain three components: evaluation procedures, performance criteria, and schedules for evaluation [R 340.1721e(2)]. Given the increased emphasis on student progress in the general education curriculum, reference to the Michigan Curriculum Framework as a resource for the development of annual goals and short-term objectives is encouraged.

Evaluation Procedures - The evaluation procedure describes by what method(s) achievement is measured and the frequency of the evaluation. Indicate the evaluation procedure(s) to be used (such as documented teacher observation, standardized tests, or informal tests) and the frequency of each evaluation (such as student's daily work, documented observation, rating scales, standardized or informal tests, or other). If other is indicated, specify the evaluation to be used.

Performance Criterion - Performance criterion determine at what level the skill is to be achieved, how it is to be measured, and over what period of time. Performance criterion could be written in terms of accuracy, rate, or achievement level, or other. Indicate the specific criteria used (such as 90 percent accuracy on the short-term objective, four out of five times, or three times a day). If other is indicated, specify the criterion to be used.

Schedule of Evaluation - Indicate the frequency or schedule of the evaluation procedure for each objective, such as daily, weekly, monthly, grading period, or other. If other is indicated, specify the schedule to be used.

Reporting Progress: The parents will be regularly informed in writing of progress on goals and objectives of this IEP.

How: _____ When: _____

Reporting Progress - The parents of children with disabilities must be regularly informed of their child's progress [H.R. 1350 §614(d)(1)(A)(i)(III)].

Section 7: Special Education Programs and Related Services

Special Education Programs / Related Services

Is there a need for a teacher with a particular endorsement? No Yes, specify:
 Resource Program Only - Is a Teacher Consultant with endorsement matching the student's disability needed? No Yes
 Departmentalized Program (R 340.1749c) No Yes

In making the determination of special education programs and services, the IEP Team shall determine whether the student has a need for a special education teacher who is endorsed in a particular disability category [R 340.1721e(3)]. It is not required that the teacher's endorsement match the disability of the student.

Resource Program Only – If the teacher of the resource program does not have an endorsement that corresponds with the student's category of eligibility, teacher consultant services must be considered for the resource program teacher [R 340.1749a(5) and R340.1749b(4)]. If teacher consultant services are required beyond support to the resource program teacher, then teacher consultant services for the student should be specified in the special education services section of the IEP.

Departmentalized Program – Indicate if a special education program indicated above is departmentalized. Programs may be departmentalized at both the elementary and secondary grade levels.

Special Ed. Programs/Services Rule Number	Frequency and Duration	Location

Special Education Programs and Related Services - In this section record the type of special education programs and related services to be provided. Include the title, rule number, amount of time and frequency, and location. The IEP must include all the specific special education programs and/or related services as determined by the IEP Team, even if they are not directly available from the local educational agency and are being provided through a contract or other arrangements.

The need for adaptive physical education is considered in the **Present Levels of Academic Achievement and Functional Performance** section. If it was determined that the student requires a specially designed physical education program provided by special education, the service should be identified in the section above on programs and related services.

Special Education Programs - Rule R 340.xxxx

- | | | |
|---------------------------------|----------------------------------|---------------------------------|
| 1758 Autism Prog. | 1832(1)(e) ISD Plan Prog. | 1749b Secondary Resource |
| 1754 Early Childhood Prog. | 1747 Learning Disabilities Prog. | 1738 Severe CI Prog. |
| 1749a Elementary Resource | 1740 Mild CI Prog. | 1756 Severe Lang. Imp. Prog. |
| 1741 Emotional Impairment Prog. | 1739 Moderate CI Prog. | 1748 Severe Multiple Imp. Prog. |
| 1742 Hearing Impairment Prog. | 1744 POHI Prog. | 1743 Visual Impairment Prog. |

Related Services - Note: The federal definition of related services (34 CFR §300.24) is not an exhaustive list.

Occupational Therapy - R 340.1701b(d)
Physical Therapy - R 340.1701b(g)
Audiological Services - 34 CFR §300.24
Orientation and Mobility - 34 CFR §300.24
School Social Worker - 34 CFR §300.24
Rehabilitation Counseling - 34 CFR §300.24
Nursing Services - H.R. 1350 §602(26)
ISD Plan Services - R 340.1832(1)(e)

Psychological - 34 CFR §300.24
Homebound and Hospitalized - R 340.1746
Speech and Language - R 340.1745
Teacher Consultant - R 340.1749
Early Childhood Services - R 340.1755
Services in Juvenile Detention - R 340.1757
Interpreting Services - H.R. 1350 §602(26)

Amount of Time, Frequency, and Duration - The amount of time is indicated in minutes/hours per day/week/month that each program and/or service is to be provided. The frequency is indicated by how often the program/service is to be provided per day/week/month. The amount of programs/services to be provided must be stated in the IEP so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each of the various programs/services to be provided must be: (1) appropriate to that specific service, and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP. (Letter to John Copenhaver from Thomas Hehir, Office of Special Education Programs Director, 9/6/94.)

For special education programs and services “as needed” is not acceptable. “As needed” supplemental aids services and supports should be indicated in the corresponding section above.

Unless otherwise specified on the IEP, any listed programs and related services will begin on the initiation date of the IEP and continue for one school year, following the approved school district calendar. List exceptions to beginning and ending date(s) by specifying the month/day year for beginning and ending dates that differ from the IEP as a whole.

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. Extended school year (ESY) services must be provided only if the IEP Team determines on an individual basis that ESY services are necessary for the provision of a free and appropriate public education. Note below any exceptions to beginning and ending dates and locations given above. Specify month/day/year:

Extended School Year - Extended school year (ESY) services must be provided only if a student's IEP Team determines, on an individual basis, that the services are necessary for the provision of a FAPE. ESY may not be limited to particular categories of disability. The agency may not unilaterally limit the type, amount, or duration of those services. ESY includes special education and related services that are provided to the student beyond the normal school year and at no cost to the parent (34 CFR §300.309).

Special Transportation: No Yes, specifics:

Special Transportation - Since transportation is a common general education provision for all students, transportation as a special education related service [34 CFR 300.24(15)] is addressed in a dedicated space on this form apart from other special education related services. If special transportation is needed, check "Yes" and describe the specifics of service provided, e.g.: regular bus (describe accommodations), special bus (describe accommodations), wheelchair lift bus, reimbursed personal transportation, etc.

Nonpublic School Pupils - Identify programs/services offered by the district but not provided because the parent elected to enroll the child in a nonpublic school.

Nonpublic School Pupils - The Michigan Constitution prohibits the direct support of basic instructional programs in nonpublic schools. Nonpublic school students have the right to certain services from public schools under the Michigan Auxiliary Services Act (School Code §380.1296). These auxiliary services include special education and related services defined by state regulations at R340.1701c(a). The purpose of this section is to document, when appropriate, the offer of a FAPE to the student, which includes access to special education programs offered by the public school. If the parent rejects the offer because of a preference for placement in a nonpublic school, the IEP form may indicate the special education programs that were offered.

Section 8: State and District-wide Assessment

The student will participate in the Michigan Educational Assessment System (MEAS), district-wide assessment, and/or the National Assessment of Educational Progress (NAEP*) assessments as follows:

Section 1: MEAP and MI-Access Grades Assessed

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 11
English Language Arts	X	X	X	X	X	X		X
Mathematics	X	X	X	X	X	X		X
Science			X			X		X
Social Studies				X			X	X

Directions: Check the one that applies to this IEP

- State Assessments are *NOT* administered at the grade level covered by this IEP.
 State Assessments *ARE* administered at the grade level covered by this IEP. (If checked, continue below.)

Section 2: Michigan Educational Assessment Program (MEAP)

MEAP Content Area Assessed	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific MEAP assessment is not appropriate for the student.	Is the Assessment accommodation(s) standard as per current guidelines? Check the appropriate box below.	
	YES	NO		YES	NO**
English Language Arts (Grades 3-8 and 11)					
Mathematics (Grades 3-8 and 11)					
Science♦ (Grades 5, 8 and 11)					
Social Studies♦ (Grades 6, 9 and 11)					

* For students indicate what standardized assessment(s) will be administered for each MEAP content area NOT assessed.

** Scores received using a nonstandard assessment accommodation are not eligible for the Michigan Merit Award. Also, for No Child Left Behind (NCLB) the student will not count as assessed for NCLB participation rates.

♦ For students whose IEP Team Determines the MEAP science and/or social studies assessment(s) are not appropriate for the student, the IEP Team must determine how the student will be assessed in science and/or social studies.

Section 3: MI-Access, Michigan's Alternate Assessment Program

MI-Access Type of Assessment and Content Area Assessed	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, why is the alternate assessment identified appropriate for the student? and If YES, for each type of MI-Access assessment and/or content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed.	Is the Assessment accommodation standard as per current guidelines? Check the appropriate box below.	
	YES	NO		YES	NO**
Participation					
Supported Independence					
Functional Independence: English Language Arts					
Functional Independence: Mathematics					
Content Areas where the State does not currently have state assessments developed.			If the MEAP science and/or social studies assessment(s) are NOT appropriate for the student, indicate how the student will be assessed in science and/or social studies until the state has alternate assessments in these content areas available. Also, indicate if any assessment accommodations are needed for the IEP Team determined science and/or social studies assessments.		
Science					
Social Studies					

Section 4: English Language Proficiency Assessment (ELPA)

Directions: Check the one that applies to this IEP

- The student is **NOT** an English Language Learner, therefore the ELPA will **NOT** be administered.
- The student **IS** an English Language Learner and has been in the United States for ____ number of years. Therefore, the student will participate in the EPLA.

Requires reading assessments using tests written in English for any student who has attended school in the US (excluding Puerto Rico) for 3 or more consecutive years, with LEA discretion to use tests in another language for up to 2 additional years. States also must annually assess English proficiency for all LEP students beginning with the 2002-03 school year.

Section 5: District-wide Assessment

Directions: Check the one that applies to this IEP

- District-wide Assessments are *NOT* administered at the grade level covered by this IEP.
- District-wide Assessments *ARE* administered at the grade level covered by this IEP. (If checked, continue below.)

District-wide Assessment: List each assessment that is administered district-wide below and answer the questions to the right.	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific district-wide assessment is not appropriate for the student and indicate what alternate assessment the student will be administered.
	YES	NO	

Section 6: National Assessment of Educational Performance (NAEP)

Directions: Check the one that applies to this IEP

- The NAEP assessments are *NOT* administered at the grade level covered by this IEP.
- The NAEP Assessments *ARE* administered at the grade level covered by this IEP and this student was selected as part of the sample. (If checked, continue below.)
- The NAEP Assessments *ARE* administered at the grade level covered by this IEP, but our school was NOT selected in the sample. (If checked, nothing else is needed.)

NAEP Assessments	Is the assessment appropriate for the student? Check the appropriate box below.		If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed. If NO, state the reason why the specific NAEP assessment is not appropriate for the student. If the student is participating in MI-Access for the NAEP content areas being assessed, an alternate assessment doe NOT need to be administered.
	YES	NO	

Michigan Educational Assessment System (MEAS) –

The MEAS includes:

- Michigan Educational Assessment Program (MEAP)
- MI-Access, Michigan’s Alternate Assessment Program
- ELPA (English Language Proficiency Assessment)

If the MEAP is not administered at the grade levels covered by the IEP, check the box and skip to Section 5: District-wide Assessment(s) and/or Section 6: NAEP assessment(s). Otherwise, the IEP Team must determine how the student will participate in the MEAS.

Students Taking the MEAP - The vast majority of special education students will be participating in the MEAP. Each MEAP content area assessment must be addressed in the IEP. In addition, the IEP must specify what assessment accommodation(s), if any, are needed for each MEAP content area assessment, and whether the assessment accommodation(s) are standard or nonstandard (see *Guidelines for Participating in State Assessment for Students with Disabilities* which can be downloaded from the MI-Access web page at www.mi.gov/mi-access or the MI-Access Information Center at www.mi-access.info).

Students Taking One or more MEAP Content Area Assessments - The IEP Team may determine that it is appropriate for a student to take one of the MEAP assessments, but not all of them. These students may take one MEAP assessment and one MI-Access assessment.

Students Taking MI-Access - If the IEP Team determines that it is more appropriate for the student to participate in MI-Access, based on the state’s guidelines, the IEP *must* state: (1) why each of the MEAP assessments are inappropriate, and (2) how the student *will* be assessed and (3) why the alternate assessment selected is appropriate.

Starting fall 2005, there are three assessment options within MI-Access: (1) Participation, (2) Supported Independence, and (3) Functional Independence. Students who have, or function as if they have, severe cognitive impairment must be administered the MI-Access Participation assessment. Students who have, or function as if they have, moderate cognitive impairment, must be administered the Supported Independence assessment. The Functional Independence assessments are primarily for students who have, or function as if they have, mild cognitive impairment. (NOTE: IEP goals and objectives are *not* an acceptable alternate assessment).

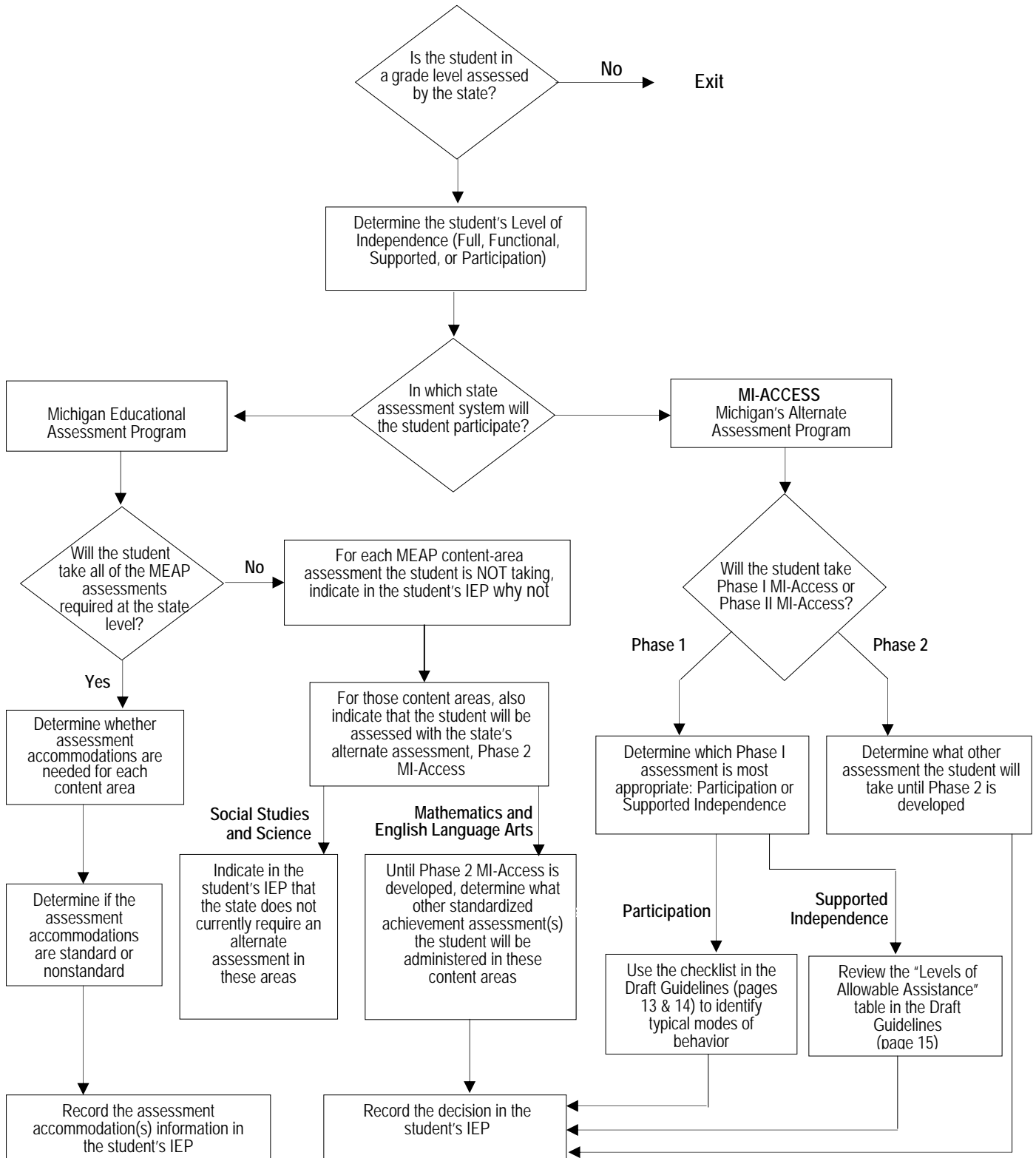
District-wide Assessment Considerations - The IEP Team must also determine the student’s participation in any assessment that is administered district-wide. If the IEP Team determines that the district-wide assessment is not appropriate for the student, the IEP Team must determine an alternate assessment to be administered to the student. The district should have District Guidelines for Participation in Assessment for Students with Disabilities. The district’s guidelines can indicate that the IEP Team can determine any alternate assessment or the district can indicate one or more alternate assessments the IEP Team can select from.

Generic Considerations for Participation in the State- and District-wide Assessment System - Many different issues must be considered when determining what state- and district-wide assessments are appropriate.

The following are some issues the IEP Team should take into consideration.

- Decisions regarding a student’s participation in the Michigan Educational Assessment System and if the student needs assessment accommodations must be made on a case-by-case basis by the IEP Team and must involve timely communication with the student’s parents. When considering what assessment accommodations are appropriate when taking the MEAP assessments, the IEP Team should refer to the *Guidelines for Participating in State Assessment for Students with Disabilities* for accommodations. The guidelines provide a list of standard and nonstandard accommodations approved by the Michigan Merit Award Board. The IEP Team must be aware of the consequences to the student and to the school when deciding the student needs to use nonstandard accommodations when administered state assessments.
- Consider the academic demands of the assessment with the student’s specific disability and instructional program in mind.
- Selection of appropriate assessment accommodations is facilitated by a review of the student’s current instructional accommodations and a clear understanding of what the assessment is measuring, such as the MEAP reading component of the English Language Arts assessment is measuring comprehension through decoding, therefore a reader would be considered a nonstandard assessment accommodation. Different assessment accommodations may be required for different types of assessments, such as MEAP, MI-Access, NAEP, and other standardized assessments.

IEP Team Decision-Making Flow Chart for State Assessment



Section 9: Commitment Signatures

Commitment Signatures

Any IEP Team member may submit a dissenting report for attachment to this IEP Team Report.

The purpose of this page is to indicate agreement or disagreement between the resident and operating district (if different from the resident district) to the program(s) and/or service(s) offered. Any IEP Team member may submit a dissenting report to be attached to the IEP. If an IEP Team member dissents to a determination of eligibility involving a suspected learning disability, that IEP Team member *must* submit a dissenting report indicating their concerns.

Resident District - Resident district superintendent/designee (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Agrees with the IEP and its implementation | <input type="checkbox"/> Disagrees with this IEP and: |
| <input type="checkbox"/> Authorizes the nonresident operating district to conduct subsequent IEP Team meetings | <input type="checkbox"/> requests mediation |
| <input type="checkbox"/> Agrees that the student is not eligible for special education | <input checked="" type="checkbox"/> (see below) |

Signed: _____

Resident District Superintendent or Designee

Date: _____
month/day/year

Non-resident Operating District - The superintendent/designee (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Agrees to provide the IEP program(s) and/or service(s) | <input type="checkbox"/> Disagrees with this IEP and: |
| <input type="checkbox"/> Agrees to conduct subsequent IEP Team meetings | <input type="checkbox"/> requests mediation |
| <input type="checkbox"/> Agrees that the student is not eligible for special education | <input checked="" type="checkbox"/> (see below) |

Signed: _____

Operating District Superintendent or Designee

Date: _____
month/day/year

Notice Requirements - The superintendent or designee of the operating district assures that:

(a) to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility, is educated with persons who do not have disabilities.

(b) placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that education in a regular class using supplementary aids and services cannot be satisfactorily achieved.

(c) the placement for the student is as close as possible to his or her home.

(d) unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.

(e) in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs.

(f) a student with a disability will not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Staff responsible for implementation: _____ Initial implementation site: _____

Beginning date (month/day/year): _____ Ending date (month/day/year): _____

Signed: _____

Superintendent or Designee

Date: _____
month/day/year

If a parent or public agency disagrees with this IEP, either party has the right to request a due process hearing by following the procedures outlined in the Procedural Safeguards.

Resident District Commitment - The superintendent of the resident district, or the designee, must check the appropriate boxes confirming agreement or disagreement with the proposed plan, and sign and date the form [School Code §380.1751; R 340.1722a(2); R 340.1721c(1)].

Non-resident Operating District Commitment - This section is completed when the operating district is different than the resident district and the resident district superintendent or designee has given authorization to the operating district to conduct subsequent IEP Team meetings. The superintendent or designee of the operating district must check the appropriate boxes, sign, and date the form [School Code §380.1751; R 340.1721c(1)].

Notice - The additional notice requirements are a separate procedure from the IEP process. The notice may be given to the parent(s) in two ways: (1) The notice is completed at the IEP Team meeting and given to the parent with a copy of the IEP, or (2) the notice is completed within seven calendar days after the IEP Team meeting and then, with a copy of the IEP, is sent to the parent. The parent has the right to disagree with the notice and request a due process hearing. Notice may be given to the parent at the time of the IEP Team meeting or after the IEP Team meeting (as stated in R 340.1722a). The superintendent or designee of the operating district is required to sign and date the notice.

Assurances - In making the educational placement of a student with disabilities, each public agency must assure provisions (a) through (f), above [34 CFR §300.552(b)].

Staff Responsible for Implementation - Indicate title of the person responsible for implementation of the IEP. This person shall be either the principal of the building offering the program(s) and/or service(s), or another staff person who is generally accessible to the staff and will be working with the student [R 340.1722(2)].

Implementation Site - Indicate the building in which the student will receive the program(s) and/or service(s) identified in the IEP. If there is more than one building at one level, the name of the building must be stated [R340.1722a(1)].

Beginning and ending dates - These dates are the month, day, and year that all programs and/or services will begin and end, unless otherwise noted in the **Special Education Programs and Services** section of the IEP. A completed IEP must be implemented as soon as possible following the IEP Team meeting (34 CFR §300.342).

<p>Adult Providing IEP Consent - I have been informed of all procedural safeguards and sources to obtain assistance, and:</p> <p><input type="checkbox"/> Understand the contents of this IEP</p> <p><input type="checkbox"/> Agree with the IEP and its implementation</p> <p><input type="checkbox"/> Disagree, but will allow implementation of this IEP</p> <p><input type="checkbox"/> Disagrees with this IEP and:</p> <p><input type="checkbox"/> request mediation</p> <p><input checked="" type="checkbox"/> (see below)</p>
--

Adult Providing IEP Consent - The parent need not sign the IEP form at the meeting. The parent shall have ten calendar days after receipt of the notice from the superintendent to provide the agency with written consent for initial placement [R 340.1722a(4)]. Following each updated IEP, the parent is entitled to notice before the agency implements the programs and services specified on the updated IEP (34 CFR §300.503).

If a parent or public agency disagrees with this IEP, either party has the right to request a due process hearing by following the procedures outlined in the Procedural Safeguards.

Section 10 : IEP Addendum

Individualized Education Program (IEP) Addendum Manual Insertion

Student Information

Student Name: _____ Date of Birth: _____ Date: _____
Date of Current IEP Being Modified: _____ School: _____ Student ID: _____

- Student Name – Fill in student name.
- Date of Birth – Write the month, day, and year.
- Date – Indicate the date of the IEP Team Addendum meeting (month, day, year).
- Date of Current IEP Being Modified – Indicate the month, day, and year of the current IEP.
- School – Write the name of the school building the student attends.
- Student ID – Indicate a locally useful student ID number for central registry and record keeping. For everyday users of the Michigan Compliance Information System (MI-CIS) the number should be the MI-CIS ID so that the IEP Addendum can be easily linked to MI-CIS.

Purpose

An addendum may be used to make minor changes to a current IEP. The purpose of this IEP addendum is: *(Check all that apply)*

- Adding, modifying, or deleting instructional goals and objectives.
- Modifying the amount of time in the current program.
- Adding, modifying, or deleting related services or provisions related to supplementary aids/services, assessment, or transportation.
- Other _____

The purpose of the IEP Addendum is to make minor changes to the IEP during the year it is in effect. If substantial or comprehensive changes need to be made to a student's IEP, an IEP Team meeting should be convened to develop a new, complete IEP Team Report.

The IEP Addendum **may not** be used for the following purposes:

- To determine or re-determine any special education eligibility,
- To change the type of program for the student,
- To exit the student from special education.

Participant Signatures

Check the box indicating the IEP Team member who can explain the instructional implications and evaluation results.

Student _____ Parent/Guardian _____

General Ed Teacher _____ Public Agency Rep _____

Special Ed Provider _____ Other _____

Other _____ Other _____

All individuals who attend the IEP Team Addendum meeting must be listed on the IEP Addendum. Required IEP Team members must be present at the meeting when the IEP Addendum is developed. For required members and/or excusal, see Section 1, Pages 3-4 of the IEP Manual.

Rationale

Briefly state the reason why an addendum to this student's IEP is needed.

Present Level of Academic Achievement and Functional Performance

Update the statement regarding this student's present level of academic achievement and functional performance. (See IEP Manual, Section 3-2.) *(Attach any new goal pages behind this page.)*

In developing this IEP Addendum, the IEP Team members have considered the student strengths, parental concerns, the results of recent evaluations and assessments as well as the need for program accommodations/modifications due to special factors as listed on the current IEP.

PROGRAMS OR SERVICES

<u>Program/Service</u>	<u>Rule Number</u>	<u>Amount of Time</u>	<u>Frequency</u>	<u>Location</u>
_____	R 340. _____	_____ per _____	_____ times per _____	_____
_____	R 340. _____	_____ per _____	_____ times per _____	_____

List any service(s) to be deleted here: _____

Record the type of special education programs and related services to be modified by the IEP Addendum. Include the title, rule number, amount of time and frequency, and location.

ACCOMMODATIONS/SUPPLEMENTARY AIDS/ SERVICES/ PERSONNEL SUPPORT	AMOUNT OF TIME/ FREQUENCY	LOCATION

Note any change in accommodations, special provisions, supplementary aids, services, and personnel supports for school personnel that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with students who are nondisabled. Include the frequency and location.

Special Transportation: No Yes, specifics: _____

For transportation, see IEP Manual Section 7-2.

Assessment: Indicate any changes to assessment as described in the student's current IEP (including accommodations). (See Section 8 of the IEP Manual): _____

Commitment Signatures

The **district** agrees with the IEP Addendum and its implementation. Unless noted otherwise, the Addendum will begin on: _____
The duration of this addendum is the duration of the current IEP unless prior to that date and specified here:

District Representative: _____ Date: _____

I, as parent/guardian/student:

- Understand the Addendum contents, and
- Have been fully informed of my procedural rights. (Notice requirements attached):
(Choose one)
- Agree** with the IEP Addendum and its implementation.
- Do not agree** with the IEP Addendum. This Addendum **cannot** be implemented.

Parent/Guardian/Student: _____ Date: _____

Requirements

IEP Addendum Invitation/Notice

When convening an IEP Team meeting, the agency must invite the parent(s) [R 340.1721b(1); 34 CFR §300.344(a)(1)]. Notice of the meeting may be provided orally, in writing, or both. An IEP Team meeting may be conducted without a parent in attendance if the agency is unable to convince the parent that they should attend. In this case the agency must have a record of its attempts to arrange a mutually agreeable time and place. If transition planning or services are to be considered, the agency must invite the student (34 CFR §300.345).

The parent must be informed of the purpose, time and location of the meeting and who will be in attendance (34 CFR §300.345). An invitation to an IEP addendum meeting, must clearly state that purpose by indicating what aspect(s) of the current IEP are being considered for amendment. Under the provisions of informed consent at 34 CFR §300.500(b), the parent must be informed that:

- the student's current IEP will remain in effect until the next review or reevaluation date
- the addendum cannot be implemented if the parent refuses consent
- the parent is entitled to a full review of the IEP upon request.

Because an addendum to an IEP is never an initial IEP placing a student into special education, the parent signature on the IEP Addendum form is not required to implement the IEP. However, the parent must have the opportunity to sign the IEP Addendum in disagreement before it is implemented, following the conditions and timelines at R 340.1722a.

- Complete the beginning date for the IEP Addendum (month, day, year).
- Indicate the month, day, and year if the ending date of the IEP Addendum is prior to that of the current IEP.
- The IEP Addendum **does not** reset the due date for the next annual IEP Review.
- The district representative must sign and date.
- Notice requirements are found on the back of the IEP Addendum form.

Section 11: Evaluation Review

EVALUATION REVIEW

Student's Last Name	First Name	Initial	Student ID #	Date of Birth	Date of Review
The purpose of this review is to plan for: <input type="checkbox"/> an initial evaluation <input type="checkbox"/> a reevaluation <input type="checkbox"/> termination of eligibility					

As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals shall complete an evaluation review [H.R. 1350 §614(c)]. A reevaluation is required every 3 years unless the parent and the local educational agency agree that a reevaluation is unnecessary. [H.R. 1350 §614(a)(2)(B)(i) and (ii)]. However, it may be necessary to conduct reevaluations earlier at the request of the student's parent or teacher.

Purpose - The public school district/agency must evaluate a student with a disability before determining that the student is no longer a student with a disability or educational need. The evaluation is not required before the determination of ineligibility due to graduation from secondary school with a regular diploma or exceeding the age of eligibility [34 CFR §300.534(c)(1)].

Participants [34 CFR §300.344]	
The following individuals participated in this Evaluation Review. Additional participants should be noted and attached to this form [20 USC §1414(d)(1)(B)].	
Student (when appropriate)	District Representative/Designee
Parent	General Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results	Other
	Other

Participants - The Evaluation Review is conducted by the IEP Team, meaning a group of individuals composed of [34 CFR §300.344]:

- (i) the parents of a child with a disability;
- (ii) at least one regular education teacher of such child (if the child is, or may be, participating);
- (iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
- (iv) a representative of the local educational agency who —
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of student's with disabilities;
 - (II) is knowledgeable about the general curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results,
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

PARENT.—The term 'parent' means—

- (A) a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent);
- (B) a guardian (but not the State if the child is a ward of the State);
- (C) an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
- (D) except as used in sections 615(b)(2) and 639(a)(5), an individual assigned under either of those sections to be a surrogate parent. [H.R. 1350 §602(23)]

Evaluation Review

Review existing evaluation data, including current classroom-based, local, or state assessments and classroom-based observations [H.R. 1350.614(c)]¹. Describe: _____

Review teacher and related service(s) providers' observations [H.R. 1350.614(c)]¹. Describe: _____

Review evaluations and information provided by the parent [H.R. 1350.614(c)]¹. Describe: _____

On the basis of the above review and the educational needs of the child, and input from the student's parent(s), identify the additional data needed to determine [H.R. 1350.614(c)]:

1) Whether the student has a disability² or, in case of reevaluation, whether the student continues to have such a disability³. Describe additional data or evaluation needed³: _____

If the IEP Team determines that no additional data is needed to determine whether the student continues to have a disability and such educational needs, a reason must be given: _____

2) The present level(s) of academic achievement functional performance and related developmental needs of the student. Describe additional data or evaluation needed³: _____

3) If the student needs special education and/or related services or, in the case of reevaluation, if the student continues to need special education and related services. Describe additional data or evaluation needed³: _____

4) Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to make progress, as appropriate, in the general education curriculum. Describe additional data or evaluation needed³: _____

¹The IDEA 2004 requires review of the above information. The written description is optional.

²Follow current MET procedures for all initial evaluations for special education eligibility.

³If no additional data or evaluation is needed, indicate "None."

Evaluation Review - The Evaluation Review must examine existing evaluation data to determine if additional data/evaluation is necessary to complete the student's IEP [H.R. 1350 §614(c)]. If no evaluation data exists, this should be indicated on the form. The Evaluation Review does not constitute an IEP Team meeting for the purpose of determining a FAPE in the least restrictive environment.

To the extent feasible, the results of evaluations conducted under this part should be provided to parents and appropriate school personnel before any meeting to discuss the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the student.

Evaluation data reviewed may include, but is not limited to, the following: the student's educational record, behavior assessment data, or discipline records.

If no information was provided by the parent, the district must document its efforts to obtain information from the parent. This documentation may be indicated on the lines provided for parent input.

The public district/agency need not identify the specific assessments or evaluation measures. Assessments and evaluation measures may be identified by the types or the nature of the additional diagnostic information still needed.

In reference to #4, for a reevaluation, describe any additional data needed to determine whether any additions or modifications to the special education and related services are needed to meet the annual goals and participate in the general education curriculum. No annual goals will have been established prior to an initial IEP. Therefore, before the initial IEP, this statement may be interpreted to mean that additional evaluation is required to determine if special education and related services are necessary for the student to benefit from the general education curriculum. In response to #4, evaluations may include, but are not limited to, functional behavioral assessments, academic assessments, or assessments related to assistive technology.

Requirements if Additional Data are not Needed (Related to item 1.) [H.R. 1350 §614(c)] - If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the public agency—

- (A) shall notify the child's parents of—
 - (i) that determination and the reasons for it; and
 - (ii) the right of such parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs; and
- (B) shall not be required to conduct such an assessment unless requested to by the child's parents.

Evaluations Before Change in Eligibility [34 CFR §300.534] - The public agency shall evaluate a student with a disability before determining that the student is no longer a student with a disability. However, an Evaluation Review is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26 [34 CFR §300.534(c)(2)].

Parental Consent [34 CFR §300.505(a)] - Each public agency shall obtain informed parental consent prior to conducting any reevaluation of a student with a disability, except that such informed parent consent need not be obtained if the local educational agency can demonstrate that it had taken reasonable measures to obtain such consent and the student's parent has failed to respond. In this context, "reevaluation" means any evaluation conducted for the student after the initial evaluation. This may include evaluations to consider additional programs and services, such as speech and language or occupational therapy.

Section 12: Manifestation Determination Review

MANIFESTATION DETERMINATION REVIEW

All students are given due process rights relative to student discipline under Section 380.1311 of the Michigan School Code. The *IDEA* 2004 requires a Manifestation Determination Review by the IEP Team within ten school days of any decision to change the placement of the student with a disability because of a violation of code of student conduct [H.R. 1350 §615(k)(1)(E)(i)].

A school district must hold a Manifestation Determination Review when a change of placement occurs due to:

- A single removal exceeding ten consecutive school days [34 CFR §300.519(a)].
- A pattern of removals cumulative to more than ten school days in a school year [34 CFR §300.519(b)].
- School day means any day, including a partial day, that students are in attendance at school for instructional purposes. The term “school day” has the same meaning for all students in school, including students with and without disabilities [34 CFR §300.9(c)].

Parent Contact - It is suggested that all parent contacts be documented as to the method of contact, name of the person making the contact, and the date of the contact. Not later than the date on which the decision to take disciplinary action is made, the parent shall be notified of that decision and of all procedural safeguards [34 CFR §300.523(a)(1)].

The purpose of these contacts is to notify the parent of the Manifestation Determination Review meeting early enough to ensure that the parent will have an opportunity to participate. All contacts should be documented as to the method of contact, name of person making the contact, and date of contact.

It is possible to complete a Manifestation Determination Review without the need to revise the student’s IEP. However, in some cases, during the Manifestation Determination Review meeting, the need to revise the IEP will arise. In establishing the purpose(s) for the meeting, consider indicating the need to develop a new IEP. The parent must receive advanced notice of a meeting to develop a new IEP for the student. The IEP Team may also develop/revise a functional behavior assessment plan or behavior intervention plan at this meeting.

Participants

The following individuals participated in this Manifestation Determination Review Meeting. Additional participants should be noted and attached to this form [34 CFR §300.344].

Student (when appropriate)	Public Agency Representative/Designee
Parent	General Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results	Other
	Other

Participants - The Manifestation Determination Review is conducted by the local educational agency, the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency) [H.R. 1350 §615(k)(E)(i)].

Considerations for Review

Describe the behavior subject to disciplinary action:

In carrying out a Manifestation Determination Review, the IEP Team (as determined by the parent and the local educational agency) shall review:

All relevant information in the student's file.

*Describe: _____

The student's IEP.

*Describe: _____

Any teacher observations of the student.

*Describe: _____

Relevant information provided by the parent.

*Describe: _____

*The written descriptions are optional.

Manifestation Determination

If the determination of the IEP Team is "Yes" to either of the statements below, then the behavior must be considered a manifestation of the student's disability.

In relation to the behavior subject to discipline and the student's disability:

- 1. The conduct in question was caused by the student's disability or had a direct and substantial relationship to the student's disability. Yes No
- 2. The conduct in question was the direct result of the local school district's failure to implement the IEP. Yes No

The determination of the IEP Team is that behavior subject to discipline is:

- not a manifestation of the disability; records are transferred to general education for disciplinary procedures.
- a manifestation of the disability.

Parent signature

- I received notice of procedural safeguards on the day on which the decision to take disciplinary action involving a change in placement was made [34 CFR §523(a)(i)].
- I agree with the determination above.
- (see below)

Parent Signature _____ Date _____

If a parent disagrees with this placement decision, they have the right to request an expedited due process hearing by following the procedures outlined in the Procedural Safeguards.

Manifestation Determination - The IEP Team shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (1) if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (2) if the conduct in question was the direct result of the local school district's failure to implement the IEP.

If the answer to either one of the above question is yes, the misconduct shall be determined to be a manifestation of the student's disability [H.R. 1350 §615(k)(1)(E)].

If the IEP Team makes the determination that the conduct was a manifestation of the student's disability, the IEP Team shall:

- (1) Conduct a functional behavioral assessment (FBA), and implement a behavioral intervention plan (BIP) for the student unless a FBA and BIP has been done prior to the misconduct, or
- (2) If a BIP has already been developed, review the BIP and modify it, as necessary to address the behavior and,
- (3) Return the student to the placement from which the student was removed, unless the parent and the local school district agree to a change of placement as part of the modification of the behavioral intervention plan [H.R. 1350 §615(k)(1)(F)].

If it has been determined that the behavior of the student was not a manifestation of a disability, the relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner. For specific information regarding discipline procedures, refer to the Procedural Safeguards Available to Parents of Students with Disabilities document for a more thorough explanation. An interim alternative educational setting may be a type of environment, not a specific place.

Parents need to be notified of any change in placement (interim alternative educational placement) and must receive procedural safeguards along with such notice.

Section 13: Interim Alternative Educational Setting

INTERIM ALTERNATIVE EDUCATIONAL SETTING

This section will only be used when the IEP Team determines that the change of placement will be in a 45 school day interim alternative educational setting.

H.R. 1350 §615(k) PLACEMENT IN ALTERNATIVE EDUCATIONAL SETTING.—

(1) AUTHORITY OF SCHOOL PERSONNEL—

(A) CASE-BY-CASE DETERMINATION—School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

(B) AUTHORITY—School personnel under this subsection may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities).

(C) ADDITIONAL AUTHORITY—If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to subparagraph (E), the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except as provided in section 612(a)(1) although it may be provided in an interim alternative educational setting.

(D) SERVICES—A child with a disability who is removed from the child's current placement under subparagraph (G) (irrespective of whether the behavior is determined to be a manifestation of the child's disability) or subparagraph (C) shall—

(i) continue to receive educational services, as provided in section 612(a)(1), so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

(ii) receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

(G) SPECIAL CIRCUMSTANCES—School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child—

(i) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;

(ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or

(iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

(2) DETERMINATION OF SETTING—The interim alternative educational setting in subparagraphs (C) and (G) of paragraph (1) shall be determined by the IEP Team.

(3) APPEAL—

(A) IN GENERAL—The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing.

(B) AUTHORITY OF HEARING OFFICER—

(i) IN GENERAL—A hearing officer shall hear, and make a determination regarding, an appeal requested under subparagraph (A).

(ii) CHANGE OF PLACEMENT ORDER—In making the determination under clause (i), the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may—

(I) return a child with a disability to the placement from which the child was removed; or

(II) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Complete this section for students considered for an interim alternative educational setting.

The interim alternative educational setting is _____

Effective date _____

Person responsible _____

Parent signature

I agree with the placement decision.

(see below)

Parent Signature _____ Date _____

The term “serious bodily injury” means bodily injury which involves:

- A substantial risk of death;
- Extreme physical pain;
- Protracted and obvious disfigurement; or
- Protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
(18 USC 1365)

For removals involving drugs or weapons or infliction of serious bodily injury, all of the following must occur:

1. On the day on which the decision is made to remove the student because of violations involving weapons or drugs or infliction of serious bodily injury, the parents shall be notified of the decision and of all procedural safeguards [H.R. 1350 §615(k)(1)(H)].
2. A Manifestation Determination Review must be conducted (see Manifestation Determination Review Manual) [H.R. 1350 §615(k)(1)(E)].

If a parent disagrees with this placement decision, they have the right to request an expedited due process hearing by following the procedures outlined in the Procedural Safeguards.