SECTION I: DEMOGRAPHICS/PURPOSE/ELIGIBILITY

IEPT Meeting Date
- Indicate the date the IEPT meeting is convened.

Demographic Information
- Complete the demographic information.
- Ethnic Code:
  | OFFICIAL TITLES               |
  | American Indian/Alaskan Native |
  | Asian                        |
  | Black/African American       |
  | Hispanic                     |
  | White                        |
  | Hawaiian/Pacific Islander    |

- Corresponding number codes to be used are dependent on the data system used by the district/public school academy.

Most Recent Dates
- Most recent REED date. This is the date of the last Review of Existing Evaluation Data indicated on the REED form. For initial IEPs if there was no REED conducted, leave blank. After the initial IEP you must have a REED date prior to three year IEP meeting dates, approximately every 3 years.
- Initial/most recent Three Year IEP date. If the meeting being conducted is an Initial IEP, put that meeting date on this line. If the meeting being conducted is a Three Year IEP, put that date on this line. Otherwise indicate the date of the initial or previous Three Year IEP meeting date.
- Previous Notice of FAPE date. Indicate the date of the previous Notice of FAPE (this is the delivery date at the bottom of the Notice form).

Purpose of Meeting
- The purpose of the meeting indicated on the IEPT form should correspond to the purpose indicated on the Invitation to Meeting form. You must check Initial, Annual, or Reeval and any others that apply.
- IEPT meetings for eligible students who move into the district are not required unless the district needs to change the IEP. In such cases the purpose would be Add/Remove/Change.

- A Transition Plan is required for all students who are 16 years old or will turn 16 during the IEP year.

Parent Contact
- Indicate name(s) of staff person(s) contacting the parent(s) and the method(s) by which contacts were made. There must be documentation of two contacts.

Participants
- All required participants should sign on the appropriate line.
- Signature indicates presence at the meeting.
- All IEPTs require:
  - At least one regular education teacher of the child (if the child is or may be, participating in the regular education environment);
  - At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
  - A representative of the public agency who:
    1. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    2. Is knowledgeable about the general curriculum; and
    3. Is knowledgeable about the availability of resources within the public agency;
  - An individual who can interpret the instructional implications of the evaluation results (evaluation data representative), who may be a member of the team described above. This individual may also be the MET representative.

- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child may participate, including, related services personnel as appropriate; and if appropriate, the student.
- If the student is of transition age and an outside agency is likely to pay for or provide services, the district must have consent to invite the agency and the agency must be invited to attend. Consent must be obtained prior to each IEP meeting.
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 and the school district agree that the attendance of such member is not necessary because the member's area of the curriculum or related service is not being modified or discussed in the meeting. A parent’s agreement shall be in writing.

- **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:
  - the parent and school district consent to the excusal; and
  - the member submits, in writing to the parent and the IEP Team, input into development of the IEP prior to the meeting. A parent’s agreement shall be in writing.
  - If a member for the team requires excusal from attending the IEP, a drop down will populate an electronic documentation form that identifies the staff member’s name and title and a yes or no option aligned with the parent agreement statement.

- The counselor may not serve as the student’s teacher.

- At the initial IEPT meeting, and at any subsequent IEPT meetings where a multidisciplinary evaluation team recommendation is being presented, a member of the MET is required to be a participant and present the written team report.

- For students whose primary impairment is Speech and Language, both the TSLI and the general education teacher must be present at the IEPT meeting. The TSLI will sign as the representative of the school district unless an administrator attends. If an administrator attends then the TSLI will sign as the special education provider, also, the TSLI will sign as the MET representative.

- For students with other disabilities who receive Speech and Language service, the TSLI or the special education teacher may sign as either the representative of the school district or as the special education provider.

- The student must be invited if the purpose of the meeting is consideration of transition needs.

Eligibility/MET Information

- When the REED recommends a multidisciplinary evaluation, the MET summary report must be attached to the IEPT report.

- When the REED recommends that no additional evaluations are needed, a MET is not required. In this case, it is recognized that the MET date may be more than 3 years old.

- The eligibility section must be completed at all IEPT meetings.

- Indicate only one area, the primary area, of eligibility. For students receiving services from service providers other than the primary impairment teacher, such as TSLI’s, center program TC’s for the HI, VI, POHI, and ASD, there must be evaluations to document the need, and a formal recommendation of service(s) from the Center Program providing the service(s).

- **Specific Learning Disability Details** - In the space provided, indicate the area(s) of disability as identified on the MET Summary Form.

- If the student is found ineligible indicate so by checking the box and providing the rule number of each area of disability considered. Then proceed directly to the Notice form.

- A student does not have to be marked eligible as Speech and Language Impaired for the IEPT to recommend Speech and Language services on page 4. However, there must be an evaluation by a TSLI demonstrating the need for Speech and Language services.

- To receive Speech and Language service only, the student must be found eligible in this area, and a Speech and Language MET must be completed.

Projected graduation/Age 26

- Check this box when the student’s annual IEP must be reviewed sometime prior to April 15, but the student is scheduled to graduate or reach age 26 within the same school year.

- An IEPT meeting is not required immediately preceding graduation or exit at age 26.

Immediate Graduation/Age 26

- Check this box when the student is projected to graduate or has reached/will reach the age of 26
prior to the end of the school year and the IEPT meeting is being held on or after April 15. Then go directly to the Notice form.

**SECTION II: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)**

**Factors to Consider**
- The IEPT shall consider in its discussion the strengths of the student, input from the parent/student for enhancing the education of the student, and the results of the most recent evaluations which may include formal/informal assessments, individual, state and/or district-wide testing.
- Provide a brief summary of the discussion regarding each factor.
- If a parent does not identify any concerns, document that no concerns have been identified at this time.

**Special Factors**
- The first two special factors listed must be considered for every student. The remaining four special factors must be considered as appropriate.
- If a special factor is considered and the IEP team determines there is an area of need, the special factor must be addressed in an appropriate section of the IEP form (e.g., goals and objectives, supplementary aids and services, etc.).
- If a special factor is considered, but the IEP team determines there is no area of need, the rationale for the determining no area of need must be addressed on the Notice form under “Option Considered but Not Selected”.

**Present Level Statement**
- The present level is designed to identify the areas of need affected by the disability. For each area of need identified, provide:
  - Baseline data to support the determination of the area of need and gathered from a variety of data sources, such as curriculum-based assessment, student work, teacher observations, parent input, and other relevant data;
  - A statement of the impact and resulting needs, including how the student’s

academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool or post-secondary students.

- This information forms the basis for the development of all components of the IEP.
- There must be a direct correlation between deficits/needs identified in the Present Level Statement and the goals and objectives. Example: Emotionally Impaired students must have information specifying their needs in the affective area and appropriate goals to support the identified need.

**SECTION III: INDIVIDUALIZED EDUCATION PROGRAM**

**Least Restrictive Environment**
- It is the policy of the State Board of Education, pursuant to state and federal requirements, that students with disabilities must be educated with their peers without disabilities to the maximum extent appropriate to meet their individual educational needs and potential. So that this may be realized, it is essential that program options be available in general educational classrooms within general education facilities.

**Goals and Objectives**
- There must be an annual measurable goal for each identified deficit area.
- They should be developed based on what the student can be expected to accomplish within a 12 month period and should be reasonable yet challenging.
- Students must also have two measurable instructional objectives aligned with each goal.
- Objectives are intermediate steps between the present level and the annual goal.
- Alignment of goals to other sections in the IEP is important, such as the PLAAFP, programs and services, and secondary transition.
- See “Teacher’s Guide: Alignment of Goals and Objectives to the State Standards” for more information.

**Reporting Progress**
- Parents are to be informed of their child with a disability’s progress toward completion of annual measurable goals and objectives. They are to
receive these reports at least as often, and at the same times, as the school district reports the progress of all nondisabled students. Examples: quarterly report cards, interim progress reports, etc.

- When these reports are developed they must include a statement of the extent to which this progress is sufficient for the student to achieve the selected goals by the end of the year.

**Supplementary Aids and Services**
- Supplementary aids and services are provided to enable the student:
  - to advance appropriately toward attaining annual goals;
  - to be involved and progress in the general education curriculum;
  - and, to be educated and participate in activities with other students with disabilities and nondisabled students.
- Identify supplementary service personnel, not listed in the Programs and Services section that are needed to assist the student and/or instructional staff. Examples include, but are not limited to, interpreters, aides, behavioral consultant, note taker, audiologist, etc.
- Identify other program modifications/accommodations/supports that will be provided on behalf of the student. Examples include, but are not limited to; calculator, tape recorder, large print books, shortened assignments, oral test taking, in-service training in a variety of areas, various assistive technology devices, etc.
- Identify the conditions and frequency that apply to the provision of the aid or service with enough specificity to ensure understanding for consistent implementation.
- Accommodations that lack sufficient detail and measurability will not meet compliance standards. Therefore, for some accommodations, a text box has been added to provide additional detail/specificity based on individual student needs.
- The phrase “as needed” lacks sufficient detail and measurability and will not meet compliance standards.
- Identify the applicable subject/location.

- Check the box to indicate if it is determined that supplementary aids are not needed.
- All aids and services identified will begin on the implementation date of the IEP and continue for the duration of the IEP unless otherwise indicated in the comment section.

**Additional Comments/Information**
- You may use this section to identify any supplementary aids and services with a duration which differs from the duration of the IEP or for any other information.

**Transition Services**
- Transition planning should begin no later than the first IEP to be in effect when the student is 16, and updated annually thereafter.
- The student must be invited to all IEP meetings beginning when transition planning is considered.
- The transition process is based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests.
- There should be appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
- There should be a description of the transition services (including courses of study) needed to assist the student in reaching those goals.
- If appropriate, with the consent of the parents, or a child who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. Consent must be obtained prior to each IEP meeting.
- See Transition Plan Attachment Instructions for additional information.

**Course(s) of Study (for high school)**
- Check the appropriate box to document if the student is on track to receive a high school diploma.
- If the student is not on track to receive a high school diploma, check the box to indicate whether the student will receive a certificate of completion or other type of certificate.
SECTION IV: PROGRAMS AND SERVICES

PROGRAMS AND SERVICES DETERMINED APPROPRIATE TO MEET THE STUDENT’S NEEDS

- For each program and/or service selected, indicate the specific amount of time and frequency.
- Services and programs begin on the implementation date of the IEP unless otherwise indicated.
- If the program and/or service will begin on a date that is different than the initiation date or will end on a date that is prior to the duration of the IEP, indicate the beginning and end date in the duration column.

Exceptional circumstances such as grade level move-ups, trimesters, etc. would be reasons for dates of implementation other than the IEP date.

- If an IEP includes a service or program that will change from spring to fall-the duration of the service or program must be written to include the spring service from start of the duration until the first day of school in the fall. For example, an IEP held in April (MS to HS) with a change from resource program to teacher consultant in September. The duration dates would be:

  Resource Program-
  April 2016 to September 6, 2016
  (the day before the first day of school)
  Teacher Consultant-
  September 7, 2016 (the first day of school) to April 2017.

Teacher Consultant

- If the teacher consultant services are to be consultative only indicate this by selecting “CONSULTATION”.
- Teacher Consultant Services should be checked (√) in addition to another program (Resource or Categorical Classroom) only when that service is provided by another person (i.e. VI, HI, POHI).

Resource Program

- If the resource teacher’s endorsement does not match the student’s eligibility, indicate whether the team determines it is necessary for a teacher consultant to be assigned to the resource teacher.

Categorical Classroom

- Enter the last two digits of the rule number and the abbreviation for every categorical classroom program recommended.
- Programs are determined by the way the teacher is reported on the Personnel Inventory Approval System (PIAS) report, NOT necessarily, by the student’s eligibility.
- Example- Teacher has an endorsement in LD, student is eligible as CI, the categorical classroom assignment for this student is L.D.
- Categorical Classroom services may be provided in more than one program.

340.1738 SCI Severe Cognitive Impairment
340.1739 MoCI Moderate Cognitive Impairment
340.1832 MiCI Mild Cognitive Impairment
340.1741 EI Emotional Impairment
340.1742 DHH Deaf or hard of hearing
340.1743 VI Visual impairment
340.1744 PI or OHI Physical/Otherwise Health Impairment
340.1746 HH Homebound/Hospitalized
340.1832 LD Learning Disabilities
340.1748 SXI Severe Multiple Impairment
340.1754 ECP Early Childhood Programs
340.1755 ECS Early Childhood Services
340.1756 SLI (opt) Severe Language Impairment
340.1832 ASD Autism Spectrum Disorder

- Placement in a Workskills Program must be indicated separately in the categorical classroom section. Use the center program teacher’s rule number.

Speech/Language

- A student whose primary eligibility is other than Speech and Language may also receive this service provided that the TSLI’s evaluation, as part of the MET, demonstrates a need for that service.
- If the services are to be consultative only, indicate this by selecting “CONSULTATION”.

Related Services

- The following are the related services identified in state and federal regulations. When indicating the provision of related services use the complete title or an appropriate abbreviation:
  - Audiology
  - Counseling services
  - Medical services
  - Occupational therapy
If the services are to be consultative only, indicate this by selecting the name of the service and then the word “CONSULTATION”.

### Duration Column:
Duration column is available to provide flexibility to begin services different that the initiating date of IEP. It allows the IEP team to address changes that may occur over the course of one year or the life of the IEP

A Duration column has been added to the Programs and Services areas. Validation has also been added to ensure the following:

- If a Begin date is entered, an End date is required.
- If the Begin date and/or End date is earlier than the IEP date, an error displays.
- If the Begin date and/or End date is more than 364 days from the IEP date (when the IEP expires), an error displays.
- If more than one of the same services is added, the duration dates cannot overlap.
- If more than one program is added (Resource Program or Categorical Classroom), the duration dates cannot overlap.
- If a Resource Program and a Categorical Classroom are added, the duration dates cannot overlap.

### Personal Care Services
- Select the YES checkbox when the student requires hands on assistance with daily living skills, redirection and intervention for behavior, or health related (not academic) monitoring or cueing by a paraprofessional/aide.
- Complete the annual Personal Care Authorization form when the YES checkbox is selected.
- Personal care services require an authorization by a licensed practitioner operating within the scope of their practice. Authorizing practitioners include: Registered Nurse (RN), Occupational Therapist (OT), Physical Therapist (PT), Master of Social Work (MSW) and Speech – language Pathologist (SLP).

### Total Hours in School
- Indicate the total number of hours the student spends in school per week including both general education and special education. This may be written as a range when applicable.

### Extended School Year
- The need for ESY services must be considered at every IEPT meeting.
- ESY services are provided when the IEPT determines that there is a goal area of concern in relation to one or more of the following three factors:
  - Regression and recoupment
  - Nature and severity of the disability
  - Critical stage or area of learning
- ESY services may not be limited by the student’s disability category, the type, amount or duration of programs and services.
- The purpose of the extended year is to maintain the student’s level of performance, not to acquire new skills.
- Determination of ESY is made by the IEPT based upon a variety of information including informal and formal assessments, observation, and a comparison of the student’s current and past levels of performance.
- If there are no goal areas of concern, ESY is not needed. Check the appropriate box.
- If there are potential goal areas of concern, however, more data is needed to make the determination, check the appropriate box and indicate a projected date to convene the IEPT meeting.
- If there were potential goal areas of concern, however, after reviewing the data in relation to the three factors above it is determined that ESY
is not needed, check the box that states “IEP goal(s) reviewed- ESY not needed.

- If there are goal areas of concern and it is determined that ESY is needed, check the box that indicates “IEP goal(s) reviewed-ESY needed as follows”. Then specify the services to be provided.

- For further guidance on ESY go to: [http://www.resa.net/downloads/special_education_guidelines/esy_guide_20100831_144817_4.pdf](http://www.resa.net/downloads/special_education_guidelines/esy_guide_20100831_144817_4.pdf)

**Comments**

- You may use this section for any additional information you wish to include in the report.

**Instructional Setting**

- This section describes the amount of time the student spends in the general education setting with or without special education support.

- Check the box that corresponds with the student’s age, then use the codes listed below to identify the appropriate setting.

**Instructional Setting Codes and Descriptions**

**Ages 6-26**

- 02- Public or Private Special Education School Building at Public Expense
- 03- Public or Private Residential Facility at Public Expense
- 05- Correctional Facility
- 06- Homebound/Hospitalized
- 07- Parentally Placed in Private School or Home School at Private/ Parent Expense
- 11- Inside Gen Ed Classroom 80% or more of the School Day
- 12- Inside Gen Ed Classroom 40%-79% of the School Day
- 13- Inside Gen Ed Classroom less than 40% of the School Day

**Ages 3-5**

- 22- Early Childhood Special Education Program
- 23- Home
- 25- Residential Facility
- 26- Separate School (Burger etc)
- 27- Service Provider Location
- 46- Regular EC Program at least 10hrs/wk, majority of SE hrs. in EC Program
- 47- Regular EC Program at least 10hrs/wk, majority of SE hrs. in other Location
- 48- Regular EC Program less than 10hrs/wk, majority of SE hrs. in EC Program
- 49- Regular EC Program less than 10hrs/wk, major hrs. in other Location

**Ages 0-2**

- 41- Community-Based Setting
- 31- Home
- 38- Other Setting

**SECTION V: ASSESSMENTS**

**District –Wide Assessment**

- If the student is taking a district-wide assessment, identify the content area and list any accommodations needed.

**Alternate District-Wide Assessment**

- If the student is taking an alternate district-wide assessment, identify the content area.

- For each content area in which the student will be taking the alternate assessment, identify the following:
  
  - the reason the student cannot participate in the general education assessment
  
  - the name of the alternate assessment and why it is appropriate
  
  - any accommodations that are needed

**State-Wide Assessment - Grade**

- Identify the grade the student will be in during the time the assessment will be administered.

- If the student will be in grades 3 through 12 during the upcoming assessment period, see below:

  - **ELA:** Grades 3 – 8 and 11th graders that take MI-Access are not expected to take P-SAT

  - **Mathematics:** Grades 3-8 and 11th graders that take MI-Access are not expected to take P-SAT

  - **Science:** Grades 4, 7 and 11th graders that take MI-Access are not expected to test on the M-STEP Science Pilot (may need to document in secure site during test verification window)

  - **Social Studies:** Grades 5, 8 and 11th Students taking P/SI assessments are expected to be tested using a locally determined tool.
FI Social Studies should not be used for these students.

**If a student is able to test with FI Social Studies, then the student most likely should not be taking the P or SI levels of MI-Access for other content area

- Check NA when the student’s grade does not correspond to the grade level at which the state-wide assessment is administered.
- Identify the appropriate assessment type (general education or alternate) for each content area to be assessed.

State-Wide Assessment
- If the student’s instruction is based on the Common Core State Standards, the IEPT should consider the general education state-wide assessment.
- Check the appropriate content area in which the student will be taking the general education state-wide assessment and identify the accommodations needed.

Alternate State-Wide Assessment
- If the student has or functions as if he or she has a mild, moderate, or severe cognitive impairment, then the alternate assessment should be considered.
- For each content area in which the student will be taking the alternate assessment, identify the following:
  - the reason the student cannot participate in the general education assessment
  - the name of the alternate assessment and why it is appropriate
  - any accommodations that are needed
- There are three assessment options within MI-Access:
  - **Functional Independence** assessments are primarily for students who have, or function as if they have, mild cognitive impairment.
  - **Supported Independence** assessments are for students who have, or function as if they have, moderate cognitive impairment.
- **Participation** assessments are for students who have, or function as if they have, severe cognitive impairment.

WIDA Assessment
- WIDA is indicated only if the student has qualified for ELL services within the last year. Under this circumstance, the WIDA assessment will replace the state assessed ELA.
- If this situation applies, check the box and indicate the student’s eligibility criteria in the comment section provided.

SECTION VI: TRANSPORTATION/IEP IMPLEMENTATION

Special Transportation
- Document whether special transportation is necessary for the student and indicate any special transportation needs.

Adjournment
- IEPT meetings may be adjourned in cases where additional information is needed or when agreement is not reached. A projected date to reconvene must be determined. In these cases, a plan of action to reach resolution should be developed.
- An adjourned IEP does not fulfill the timeline requirement for annual IEP.

Initiation of Programs and Services
- Indicate the initiation date of the programs and services. When a specific program or service is projected to begin/end on a date that is different than the date indicated in this section, indicate the dates in the “duration” column of the Program and Service section.

Anticipated Duration of Services
- The student’s IEPT must consider the duration of the school year as a component of a free, appropriate public education (FAPE).
- IEPs may remain in effect for a maximum of 364 days. Within 364 days the programs and services are to be provided according to the normal school year calendar unless the team recommends extended school year services.
If the IEPT determines a shorter duration for the IEP, that expiration date may be written on the lines provided.

Services and programs begin on the implementation date of the IEP unless otherwise indicated.

**Dissenting Report**
- Any IEPT participant who disagrees with the team’s determination may attach a dissenting report.