



# Sanilac Intermediate School District IEP Development & Implementation

Purpose: This document represents the district's procedure for IEP Development.

## Participants and Profile

### Demographic Information:

- Verify accuracy of demographic information (name, DOB, UIC, address, district information, parent information). Any incorrect information will need to be corrected in Skyward and Illuminate.
- Appropriate IEP dates need to be in place (Initial IEP, Annual Review, and/or Re-evaluation).
  - FAPE date is within 7 school days of the IEP meeting.
  - Implementation date is within 15 school days of parental consent for services (initial IEP only) or the offer of Notice (for all subsequent IEPs).

### Resource:

- This link shows how to complete an eligible IEP in Illuminate. [Illuminate help doc How to Complete an Eligible IEP](#)

### IEP Invitation & Participants:

- Indicate the purpose in the invitation to accurately reflect the purpose for the IEP meeting. There can be more than one purpose of the meeting (Ex: annual and transition).
- The IEP invitation must include time & location of the meeting, meeting purpose, and individuals who will be in attendance (MARSE 300.322(b))
- Parents have the right to participate in meetings related to their child's education, including the IEP. Efforts should be made to ensure they can attend at a mutually agreed upon time and place. If neither parent can attend, the team must use other methods to ensure their participation, including virtual options, phone conference or individual interview. Log all attempts to contact the parent to schedule the IEP.
- Required members of the IEP team include
  - General education teacher (unless the student will have NO time in general education)
  - Current special education teacher / related service provider
  - A representative of the public agency – defined as an individual who is qualified to provide or supervise the provision of specially designed instruction, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of and can allocate resources of the public agency
  - An individual who can interpret the instructional implications of evaluation results
- Participants with multiple roles must be listed multiple times so all required members are listed in the IEP.
- To excuse required IEP team members, prior signed consent from the parent must be obtained.

### Procedural Safeguards:

- **Procedural Safeguards** must be provided to the parent at least one time a school year – this is typically accomplished by providing Procedural Safeguards at the annual IEP team meeting, with the invitation to the annual IEP team meeting or with the Notice of the Offer of FAPE following the annual IEP team meeting. Procedural Safeguards must also be provided under the following conditions:
  - Upon initial referral or parent request for evaluation
  - Upon receipt of the first State complaint and first due process complaint in a school year
  - When a decision is made to take a disciplinary action that constitutes a change of placement
  - Upon parent request

**Eligibility:** Evaluation teams recommend eligibility and the IEP team analyzes the data as well as other information provided at the IEP meeting to determine eligibility. Check to ensure accuracy of the Primary and Secondary Eligibility. Eligibility cannot be added or removed without a REED.

## PLAAFP

- Student strengths need to be identified by team members and included in the IEP.
  - Each team member should come prepared to the IEP with strengths to share. The student's self-identified strengths and areas of interest should be included when possible.
  - Identify achievement results of the most recent evaluations.
  - Current baseline data must be identified and explained in terms that are understandable. Impact statements need to be included to explain how the student's disability affects involvement in the general education curriculum.
  - The IEP will be developed based on each student's unique educational and behavior needs to enable the student to be involved in and make progress in the general curriculum, including consideration of positive behavior supports in consideration of the least restrictive environment.
  - Every IEP needs to be reviewed and revised to address a lack of progress toward annual goals.

### Special Factors:

- The IEP team must consider communication needs and the need for assistive technology. If either of these are checked 'yes', these needs must be addressed somewhere in the IEP (e.g. supplementary aids, goals).
- If any areas are considered, they too must be addressed somewhere in the IEP or indicated in Notice why no support is needed for that area.
- Parent/Guardian Concerns:
  - This section can include concerns or any input the family has related to their child's education.
  - If parents truly have no input or concerns, include a statement to reflect that.

### Extended School Year (ESY):

- The IEP team must consider if ESY services are needed. If ESY services are needed, identify the goal that addresses one or more skills that require ESY services. The service, time, frequency, location and duration of ESY services also need to be included. [Guidance for Extended School Year Services in Michigan](#) (MDE-OSE)

## Transition

- Transition plans must be completed if the student will turn 14 years old during the course of the IEP year or is over 14.
- Assessments: List all transition assessments and interest inventories and date they were administered.
- If student did not attend IEP, describe steps taken to ensure consideration of student's preferences/vision. Include dates of contact and interview(s) and/or assessments given.
- Measurable postsecondary goals for post-secondary training/education, employment, adult living, and community participation are identified.
- Secondary transition services (activities) need to be identified and include the agency/person responsible.
- Course of student and anticipated graduation/completion date needs to be identified.
- The LEA will use the district's B-13 checklist to ensure that all components are included and compliance has been met.

### Community Agency Involvement:

- If a community agency is likely to pay for or provide transition services, then the IEP team is required to invite that community agency to the IEP. The question of whether there was a need to invite the community agency is based on whether or not there is an agency that is likely to provide or pay for transition services, not whether their presence is "needed" at the IEP table.
- IEP teams MUST have PRIOR written/ signed consent from the parent before inviting a community agency. Prior written consent MUST include the names of agencies that will be invited to the IEP. The date the parent signed the consent MUST precede the date of the agency invite. Consent is valid for one year or the next IEP, whichever occurs first.

**Parental Rights and Age of Majority:** Provide information to families and students to prepare for this transition.

### Resources:

- [Transition Planning for Students with Disabilities](#) (MDE-OSE)
- [Graduation Decisions for Students with Disabilities](#) (MDE-OSE)

## Goals and Objectives

Each goal corresponds with a need identified in the PLAAFP. This includes data used to establish baseline and data used to develop and monitor the goals. Both benchmarks and objectives can be used in an IEP but only one type can be used per annual goal. There are at least two objectives for each annual goal.

- For transition age students, be sure there is at least one IEP goal focused on transition needs (e.g. employment).

### 4 components of measurability:

- Current level of performance (baseline)
- Specific skill to be measured
- Target/outcome
- Method of measurement

### Resources:

- [Measurable Annual Goals and Short-Term Objectives Guidance](#) (MDE-OSE)

## Supplementary Aids and Services

All supplementary aids and services are written in language understandable to the general public, and include:

- Time/frequency/condition, and
- Location of services to be provided
- Each supplementary aid and service corresponds with a need identified in the PLAAFP.

## Programs and Services

Programs and Services need to be identified and offered based on the amount of time needed to ensure the student can achieve the IEP goals.

### Programs:

- Each program and rule number need to be identified, along with information showing whether or not the program is departmentalized.
- Time, frequency, location, and duration of the program must be identified.
- Each program corresponds with a resulting need identified in the PLAAFP.

### Services:

- Each service and rule number need to be identified, along with information showing whether the service is provided directly or on a consultative basis.
- Time, frequency, location, and duration of the program must be identified.
- Each service corresponds with a resulting need identified in the PLAAFP.

### Least Restrictive Environment (LRE):

To make a determination that a student needs a most restrictive setting (e.g. full time in a special education classroom; general education classroom), the IEP must demonstrate implementation fidelity of a full array of supplementary aids and services (including an FBA and BIP for students with challenging behavior) as well as increased related services time and program and service time. If despite these increases in supports and services, the student is demonstrating no progress on IEP goals or progress in other domains of learning, evidence may exist to restrict general education access in order to confer FAPE. Every IEP is developed considering the use of supplementary aids and services to ensure the Least Restrictive Environment (LRE), to enable the student to make progress in the general curriculum.

### Resources:

- [Special Education Programs and Services Guidance](#) (MDE-OSE)
- [Shortened School Day Guidance](#) (MDE-OSE)

## State & District Assessments

- State assessments are identified for the correct grade and ability level.
- If an alternate assessment is chosen, the rationale is explained.
- Either accommodations are identified for each assessment, or no accommodations necessary is identified.
- Each accommodation corresponds with a resulting need identified in the PLAAFP.

## Transportation

- Transportation is determined by the IEP team and is provided and implemented as written.
- IEP Team meetings are held when determining a need to change transportation and the change is reflected within the IEP.

## Notice Regarding Provision of Special Education & Timelines

Capture any and all options considered during the IEP meeting, especially those related to changes in eligibility, goals, supplementary aids & services, and programs and services and describe the reasons they were not selected.

- Ensure that Notice is an accurate reflection of the offer of FAPE and provision of the student's placement in the least restrictive environment that is written in the IEP.

### Timelines:

- Notice of the Offer of FAPE must be provided to parents within 7 school days of the IEP team meeting date.
- Parent consent is required before special education programs and services are provided to a child for the first time. The timeline to obtain parental consent is within 10 school days, counted from the date the district initiates delivery of the Notice to the Parent of Intent to Implement
- The IEP implementation date must be within 15 days of the date the parent receives the district's offer of FAPE.
- The IEP meeting date AND IEP implementation date must be at least one day prior to one year from the previous IEP meeting and implementation date.
- For a reevaluation IEP, the IEP meeting and implementation date must be at least one day prior to three years from the previous reevaluation/initial IEP meeting and implementation date.
- For any IEPs involving a REED, the date the parent received the district's offer of FAPE must be within 30 school days from the REED meeting date.

### Resources:

- [Guidance for Notice](#) (MDE-OSE 2017)

## REED Process

**Purpose:** The purpose of the REED is for the team to review and document currently available data (including state, local & classroom-based assessments, observations by teachers and service providers, and evaluations and input provided by the parents) to identify if any additional data are needed to determine the following:

1. Whether the student has or continues to have a disability that impacts access and progress in general education;
2. The student's present levels of academic achievement and functional performance;
3. Whether the student continues to need special education or related services; and/or
4. Whether any additions or modifications to the IEP are needed to enable the student to achieve their IEP goals and to access and progress in the general education.

The team can decide that no additional assessments are needed to make these determinations as well.

### When to Use the REED Process:

- For initial evaluations, reevaluation IEPs, and other evaluation requests

### Resources:

- [Special Education Reevaluation Process](#) (MDE-OSE)

