

IEPT FORM PAGE 1

DEMOGRAPHIC INFORMATION

Ethnic Code:

OFFICIAL TITLES
Alaskan Native/American Indian
Asian American
Black/African American
Hispanic/Latino
White
Hawaiian/Pacific Islander

Individual Family Service Plan: required for all students birth - 3 years of age

Purpose of IEPT

- The purpose of the meeting indicated on the IEPT form should correspond to the purpose indicated on the meeting notice form. In either case check all 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.
- Manifestation Determination IEPT meetings are required when a student has been suspended for more than 10 days. Use page 1A and 1B.
- A Transition Plan is required for all students who are 16 years old or will turn 16 during the IEP year.

Evaluation Review/MET Information

- When the evaluation review recommends a multidisciplinary evaluation the MET Summary report must be attached to the IEPT report.
- When the evaluation review 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.

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 IEPT's 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 -
 - o Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - o Is knowledgeable about the general curriculum; and
 - o Is knowledgeable about the availability of resources of the public agency;

An individual who can interpret the instructional implications of the evaluation results, who may be a member of the team described above;

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 if appropriate, the child.

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

services 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 -1) the parent and the school district 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.

- 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 Speech and Language only, the TSLI must be present.
- For students with disabilities other than Speech and Language only, it is helpful but not necessary for TSLIs and ancillary personnel to attend the IEPT meeting.
- For Speech and Language services only, both general education teacher and TSLI must be present at IEPT meeting. TSLI will sign as representative of the school district unless an administrator attends. If administrator attends then TSLI will sign as special education provider, also, TSLI will sign as MET representative.
- For students with other disabilities who receive Speech and Language service, the TSLI or the special education teacher may sign as either representative of the school district or as special education provider.
- The student must be an invited participant if a purpose of the meeting is consideration of transition needs.

ELIGIBILITY

- This section should be completed at all IEPT meetings.
- Specific Learning Disability Details - In the space provided, indicate the area(s) of disability as identified on the MET Summary Form.
- If student is found ineligible, go directly to page 5 - "IEPT Recommendations."
- Designate secondary area(s) of eligibility with numeral "2" when needed. This might include a CI student who is also eligible for services from the teacher consultant of the hearing impaired. A secondary eligibility area must be documented by appropriate MET reports and may be used in unique cases where such identification is necessary to provide additional services to the student with a disability.
- 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 3. 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 completed.

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PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Evaluation Information/Student Profile and Progress
 The IEPT shall consider in its discussion all of the listed factors related to evaluation information and student profile and progress. Place a ✓ in each box to indicate all of these factors were considered. A brief summary of the discussion regarding each factor may be written on the line provided.

IEPT INSTRUCTIONS AND INFORMATION

SPECIAL FACTORS

- The IEPT shall consider all of these special factors in its discussion. These factors are essential in assisting the IEPT to develop meaningful goals and other components of the student's IEP. If in the discussion needs are identified, a statement addressing those needs must be indicated on the lines provided.

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 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 need 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 hard of hearing, consider the student's language and communication needs, opportunities for direct communication 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.

Present Level Statement

- Information must specify the educational impact of the handicapping condition on the student's involvement and progress in the general curriculum which requires special education and/or educational adaptations. Include a statement of the student's deficits.
- This information forms the basis for the development of the goals and objectives. 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.
- Documentation of annual achievement level and related educational performance, must be current.
- Current: attached MET summary may not precede IEPT by more than 12 months.
- The Present Level Statement should be written in objective, measurable terms to the greatest extent possible. It could be described as a developmental age and/or grade level(s) on an achievement test if accompanied by a descriptive narrative regarding the deficit area. Standardized test scores may be used if they are accompanied by an interpretation. They should be easily understood and reflect current levels of performance as they relate to the

general curriculum. Test results and narratives used for the present level of education performance must not be more than one year old.

- There must be a direct correlation between deficits/needs identified in the Present Level Statement and the selected Assessment as well as the Assessment Accommodations indicated in that section on page 5.

GOALS AND OBJECTIVES

- There must be an annual goal for each identified deficit area. Identify enough objectives for each goal to direct your teaching for the year. As a minimum there must be two objectives for each goal.

IEPT FORM PAGE 3

PROGRAMS AND SERVICES DETERMINED APPROPRIATE TO MEET STUDENT NEEDS

Programs and services recommended are indicated by completing the chart at the top of the page.

Teacher Consultant

- If the teacher consultant services are to be consultative only, indicate this by writing "CONSULTATION" on the line after the rule number. It is still required that the Extent of Service section be completed.
- 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, HL, PCHI).

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, you may indicate this by writing "CONSULTATION" after the rule number. It is still required that the Extent of Service section be completed.

IEPT INSTRUCTIONS AND INFORMATION

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 ID. A teacher with any endorsement and any number of years teaching experience can be reported as, and teach a Resource Program.

- Categorical Classroom services may be provided in more than one program.

340.1832	SCI	Severe Cognitive Impairment
340.1739	MoCI	Moderate Cognitive Impairment
340.1832	MiCI	Mild Cognitive Impairment
340.1741	EI	Emotional Impairment
340.1742	HI	Hearing Impairment
340.1743	VI	Visual Impairment
340.1744	P or OHI	Physical or Otherwise Health Impairment
340.1746	H H	Homebound/Hospitalized
340.1832	LD	Learning Disabilities
340.1832	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	AI	Autistic Impairment

- Placement in the special education vocational education centers (work skills/work adjustment) must be indicated separately in the categorical classroom section.
- Use center program teacher's rule number for placement in the special education vocational education centers.

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
 - Orientation and mobility services
 - Parent counseling and training
 - Physical therapy
 - Psychological services
 - Recreation
 - Rehabilitation counseling
 - School health services
 - Social work services
- If the services are to be consultative only, you may indicate this by writing the name of the service and the word "CONSULTATION" either next to or below the services. It is still required that you complete the Extent of Service section.

Personal Care Services

- See instructions for Medicaid reimbursement on the RESA website.

Extent of Service

- Extent of service must include amount of time and frequency of service.

- Extent of service may be expressed in exact amounts of time or by using a range. Ranges are used to accommodate the student's changing needs for special education support.
- A range cannot be used to deny needed services because of administrative constraints, such as, lack of staff.
- When using a range, the time and frequency must be understood by all IEPT participants i.e., the student may receive only the lesser amount of time or number of sessions.
- Amount of time in Special Education may never be zero.

Total: Participation in Special/General Education Hours:

Total hours per week in special education when combined with general education hours, should add up to district total hours in school. For example:

30	hours	High School
30	hours	Middle School
25	hours	Elementary School
12.5	hours	Preschool

Initiation of Programs and Services

- When a program or service is projected to begin on a date that is different than the date indicated in this section, that date may be written in the "Comments" 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).
- IEP's may remain in effect for a maximum of one calendar year. Within a calendar year 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.
- Extended school year services may not be limited by the student's disability category; the type, amount or duration of programs and services.
- Extended school year services would be considered when it is determined that the student's progress during the regular school year would significantly regress after an extended interruption (summer vacation) in the student's program. This regression would be beyond what is normally expected, such that the level of performance cannot be recouped in a nine-week period.
- Extended school year may also be considered particularly for preschool age students when a student exhibits critical "emerging skills" and it is determined that an extended interruption in the student's program/services would delay this skill development.
- The purpose of the extended year is to maintain the student's level of performance and not to acquire new skills.
- Determination of extended school year 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 the IEPT determines that extended school year is not required, check the appropriate box.
- If the IEPT determines extended school year is required, check the appropriate box and briefly describe the programs/services to be provided, and the duration on the lines below.

IEPT INSTRUCTIONS AND INFORMATION

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. Further, a process must be followed by the IEPT which will assure that the recommended placement option(s) is appropriate to the individual needs of each student. Educational placements are not to be based on the label describing the student's disability or the availability of programs.

- Check NA for students in the preschool age range, birth to kindergarten.
- For all other students answer all of the IRE questions.

Instructional Setting

- Describes the student's placement as it relates to the amount of time in the general education classroom and or the location where services are provided.

- See 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

18-In a regular Early Childhood Program 80% or more of the Program Week

19- In a regular Early Childhood Program 40% - 79% or more of the Program Week

20-In a regular Early Childhood Program less than 40% of the Program Week

22-Early Childhood Special Education Program

23-Home

25-Residential Facility

26-Separate School (Burger, etc)

27-Service Provider Location

Ages 0-2

41-Community-Based Setting

31-Home

38-Other Setting

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ADDITIONAL CONSIDERATIONS

- Identify supplementary service personnel not listed in the Programs and Services chart on p.3 that are needed to assist the student and/or instructional staff. Examples include, but are not limited to, interpreters, aides, behavior consultant, notetaker, audiologist, etc. See "Extent of Service" section. Those requirements must be met for this section also.

- 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, inservice training in a variety of areas, various assistive technology devices, etc. The use of many of these modifications are directly affected by the student's curriculum and skill development, and may vary throughout the year. Checking "C" will allow for these variances without convening a new IEPT meeting. Service providers must be prepared to discuss specific reasons for selecting this option as it relates to goals and objectives and instructional strategies.

Additional Comments/Information

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

Student Progress

- Parents are to be informed of their child with a disability's progress toward completion of annual 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 non disabled students. Examples: quarterly reports 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.

Transition Services

- For students 16 years of age during the IEP year, the transition service needs should focus on the student's course of study, and should also include interagency responsibilities/linkages. Transition should be addressed in the IEP, which is developed just prior to the student's 16th birthday, or sooner if the IEP team determines it appropriate.
- The student must be invited to all IEP meetings beginning when transition planning is considered.
- A representative from any agency likely to be responsible for providing or paying for transition services must be invited to the meeting. Parent/Student/Guardian consent is required to invite agency representatives.

Course of Study (for high school):

- General and/or special education classes leading to diploma. This option is available only to students whose year of graduation is prior to 2011.
- General education classes leading to an MDE endorsed diploma. This option is for students whose graduation year is 2011 or after and who will take courses and earn credit, with/without special education support, in the general education classroom.
- Course of study leading to a certificate of completion. This option is for students who will not earn a diploma under the conditions set forth in either of the above options.

IEPT INSTRUCTIONS AND INFORMATION

- Projected graduation/Age 26

An IEPT meeting is no longer required immediately preceding graduation or exit at age 26.

Choose the first option when the student's annual IEP must be reviewed sometime prior to April 15 of the school year, but the student is scheduled to graduate or reach age 26 by the end

Choose the second option "Immediate graduation/Age 26" when the student's annual IEPT meeting is being held on

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State/District Wide Assessment

- Check NA when the student's grade or age does not correspond to the grade level at which state or district

Indicate the name of the district wide test(s) on the

- MDE has established an approved list of "standard accommodations." This list may be obtained from the
- When identifying accommodations refer to the MEAP, Assessment Accommodations Summary Table, the Michigan Merit Examination Accommodations Summary Table or specific district testing instructions for requirements.
- There are three assessment options within MI-Access:
 - 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.

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IEPT RECOMMENDATIONS :

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.

COMMITMENT SIGNATURES

Parent/student signature is required on the initial IEP's

- For students who are 18 years of age or older, the student's signature is the required signature in the Commitment Section. Parents may and should be encouraged to co-sign the IEPT report.

Parent/Guardian/Surrogate/Student Commitment

- I have been informed of my rights and the procedural safeguards available to me. YES/NO"

It is recommended that a staff member direct the parent's / student's attention to the procedural safeguards and offer to review/explain, if necessary, prior to requesting that the parent/student circle "YES" or "NO" after this statement.

- "I have been informed that the student is subject to the district's code of conduct. "YES/NO"

The parent/student should be provided a copy of the district's code of conduct prior to requesting that the parent/student circle "YES" or "NO" after this statement.

- "I have been informed of my rights and the procedural safeguards available to me. YES/NO (The student will receive this information at age 17.)"

Beginning at least ONE YEAR before a student reaches age 18 the student must be informed of his/her rights when reaching age 18.

- "I give consent to invite agency representatives to future IEP meetings, and understand that consent may be revoked at any time." (for students who have a Transition Plan)

Parent/guardian/student consent is required before the district may invite an agency representative to the IEPT meeting.

- "I do not agree with this IEP and request a meeting within seven days."

The purpose of this statement is to offer the parents and school staff another opportunity to clarify issues and/or resolve areas of disagreement prior to moving into formal due process. A meeting would be another IEPT meeting.