The Parent Advisory Committee of the Ingham Intermediate School District would like to thank Martha Perske, for the use of her illustrations, which appear throughout this handbook.

This guide was developed by parents of children with disabilities, for parents of children with disabilities. Great care has been taken to convey this material accurately and clearly. However, this guide is not intended to provide a legal interpretation. For your exact legal rights, please refer to the procedural safeguards document available from your school district, the Ingham Intermediate School District or the Michigan Department of Education, Office of Special Education.

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Before We Begin

The World of Special Education

Every parent who reads this handbook has arrived here by a different path. Perhaps your child’s teacher has suggested that your daughter has more difficulty reading than do other children at her grade level. Possibly your son was born with Down Syndrome. Some parents begin to suspect when their child is a preschooler that something isn’t quite right, and they turn to their school district for help. Or maybe your pediatrician, or a neighbor who is a special education teacher, has suggested that you have your child evaluated.

No matter how you arrived here, you may be feeling a little bit overwhelmed. Special education is a whole new world that you need to master in order to help your child get the help he or she needs from the school system. The world of special education includes specialists in fields that may be new to you, complicated federal and state laws, and so many new phrases and acronyms that your head may spin.

The Purpose of This Handbook

This handbook was put together for you by the Parent Advisory Committee (PAC) of the Ingham Intermediate School District. The PAC is made up of parents who all have children with special needs. The PAC members were once new to the world of special education, and they want to make your introduction as easy as possible.

The purpose of this handbook is to help you through the maze of new information that you’ll encounter in the world of special education. This handbook explains:

- The state and federal laws that regulate special education
- How special education processes work
- Your rights as the parent of a child who may need special education

This handbook also explains the acronyms, abbreviations, and special phrases that you may need to know when working in the world of special education. It also lists some other resources in the Ingham County area that might be helpful to you.
Parent Advisory Committee
The Parent Advisory Committee, or PAC, is made up of parents of children with disabilities. These parents represent each local school district in Ingham County, and each public school academy, and also include additional members designated by the IISD. The mission of the PAC is to promote partnerships among parents and educators to benefit students with special needs. PAC members are involved in a number of issues of special interest to parents of children with special needs.

Ingham Intermediate School District (IISD)
The Ingham Intermediate School District offers educational services that supplement those your local school district and the Michigan Department of Education provide. The IISD provides specialists, specialized classroom programs, and other resources for teachers and students in your local school district.

A Letter from the Parent Advisory Committee
The Ingham County Parent Advisory Committee (PAC) and the Ingham Intermediate School District (IISD) have developed this guide to special education in an easy-to-read, question-and-answer format. It provides information to help you understand the process used to make decisions about special education eligibility, educational programs, and related services for students.

Keep this guide for a reference. You may not read it from cover to cover at one time but instead might read it by sections and refer back to the handy timelines and definitions as the need arises. If, after reading through the material, you have questions, concerns, suggestions or ideas regarding your child’s education or our organization, you may direct them to any committee member. The PAC member representing your school district is aware of services within that district. Each of us on the PAC wants to help you become better informed about the services available to you and your child, or to support you in any way we can. You are welcome to attend any PAC meeting. Call the ISD for more information and review the special education section on the Ingham ISD website at www.inghamisd.org.

Sincerely, The Parent Advisory Committee for the Ingham County Intermediate School District

A Letter from the Director of Special Education
On behalf of Ingham Intermediate School District, our local school districts, and public school academies, I want to encourage you to use this parent handbook. It has been written by parents of students with disabilities from across Ingham County to assist you in your special education journey.

This handbook contains valuable information for you, the parent of a child referred for special education, or who is currently receiving special education. The “Parent Handbook” is a resource guide to support you and your child through the special education process. I hope you find the handbook useful in understanding special education, advocating for your child, and building positive partnerships with school staff. Working together we can achieve success for your child.

Sincerely, Director of Special Education Ingham Intermediate School District
Understanding Special Education Law

What laws control special education?

All children are entitled to the full benefits of a free, appropriate public education. This is not just a belief, it is the law. Special education is governed by laws at both the federal or national (United States) level, and at the state (Michigan) level. State laws can require schools to provide more services than federal laws require, but they do not allow schools in the state to provide fewer or lesser services.

Federal Laws

At the national level, special education is governed by the Individuals with Disabilities Education and Improvement Act, or IDEIA. IDEIA has six basic principles. They provide for:

- Free appropriate public education (FAPE)
- Appropriate evaluation
- Individualized education program (IEP)
- Least restrictive environment (LRE)
- Parent and student participation in decision making
- Procedural due process

This law also makes it clear that children with disabilities will participate in the general curriculum whenever possible.

The principles listed above are all explained in this handbook. The first principle is described below. The others are included in the section titled, “Understanding the Special Education Process.”

What is FAPE?

FAPE means special education and related services that:

- Are provided at public expense, under public supervision/direction, and without charge to parents or students.
- Meet requirements set by the Michigan Board of Education.
- Include preschool, elementary school, middle school, and secondary school education in the state.
- Are provided to meet your child’s individualized educational program (IEP). (Lots more information about the IEP is provided in the section of this handbook titled, “Understanding the Special Education Process.”)

IDEIA

The federal law that governs special education in all states is called the “Individuals with Disabilities Education and Improvement Act,” or IDEIA.

FAPE

Free, appropriate, public education. This is one of the principles behind the federal Individuals with Disabilities Act.
State Laws
Michigan law requires that special education services be available to all eligible children from birth through age 25 or until they receive a diploma. The types of services provided, however, vary for each child.

Children with disabilities who live within the Ingham Intermediate School District, and who are qualified to receive special education services, will be provided appropriate programs and/or services by:
• Their local school district, OR
• The intermediate school district, OR
• Through an approved contractual agreement.

What if my child does not attend a public school?
Children who do not attend typical public schools are still entitled to some special education services. Typically, a child in a nontraditional public school will be evaluated by the intermediate school district.

If your child attends a “charter school,” also known as a “public school academy,” and qualifies for special education services, the charter school must either provide those services or arrange for the intermediate school district or another organization to do so.

If your child attends a private school such as a Catholic school or a Montessori school, he or she may still be entitled to certain special education services. Sometimes, local school or intermediate school district personnel will go to your child’s school to provide services.

Do any other laws help children with disabilities?
In addition to IDEIA, another federal law helps children with disabilities. Section 504 of the Rehabilitation Act of 1973 (amended) prohibits discrimination against people with disabilities. This law applies to any program or activity that receives any kind of funding from the federal government. The act requires that schools make reasonable accommodations for each qualified person, regardless of the severity of his or her disability. Some children who do not qualify for special education programs and services may still qualify for 504 accommodations.
Where can I get more information about special education laws?

The Internet is a great source of information about special education in general. As with any subject that you research on the Internet, the information you find is only as reliable as the source. Here are a couple of Web sites (federal and state education departments) that might be helpful:

http://www.ed.gov/offices/OCR

http://www.michigan.gov/mde (then choose Programs & Offices > Special Education and Early Intervention Services)

http://www.michigan.gov/orr This is the Michigan Office of Regulatory Reform Web site. On this site, choose Michigan Admin Code > Department > Education.
Understanding the Special Education Process

Overview
When there is concern that a child has a disability, a very specific process is followed to make sure that the child receives the help he or she needs. This process is outlined by the federal and state laws that govern special education, described in the previous section. The process may seem complicated, but it boils down to just a few basic steps. You cycle through much of the process each year, as long as your child continues to receive special education. The process is pictured below and described on the opposite page.

Evaluation/Re-Evaluation
The initial evaluation must be completed, with the consent of the parent(s), within 30 school days of the receipt of the referral by the special education administrator or designee. At least every three years your child’s evaluation must be reviewed or a new evaluation completed, to make sure that he or she is still eligible to receive special education. The services are also reviewed to determine if they are still appropriate, or if they need to be changed.

Identification and Referral
Parents and community or school personnel may identify children who should be referred for evaluation. A referral may be made by any source, including child study teams, school staff, parent(s), or other individuals. The school district or ISD contacts the referral source within 2 business days to follow up and must notify you of the referral within 10 calendar days.

Determination of Eligibility
Eligibility for special education and related services is determined within 30 school days after the referral for evaluation is made.

Development of a Program
An IEP (Individualized Education Plan) must be developed within 30 school days of the date of receipt of parent consent for evaluation.

Annual Review
The IEP must be reviewed at least once a year.

Services
Services must be provided within 15 days after the date on which the IEP is signed.
1. Identification and referral. If your child is suspected of having a disability, anyone can refer him or her to the local school district or intermediate school district for evaluation. The referral should be made in writing.

2. Evaluation. After receiving the referral, the school district seeks your consent to evaluate your child to determine if he or she has a disability. A team is put together to review information about your child and determine what evaluations are needed. The team includes specialists from different educational areas. Parents are important members of this team and provide input for the evaluation along with professionals.

3. Determination of eligibility. Once the school district determines your child has a disability, they also determine whether he or she is eligible to receive special education services. Federal and state laws spell out the circumstances that make a child eligible. It’s possible for a child to have a disability, but not to be eligible for services. This might occur if the disability is very mild, or if the child is not experiencing significant impact to his/her learning.

4. Development of a program for your child. If your child is determined to be eligible to receive special education services, the team (this includes you) puts together an education plan for your child. (The plan is called an IEP – more about this in a couple of pages.) The IEP team also decides what specific programs and/or services your child will receive.

5. Services. Services must be provided within 15 days after the date on which the IEP is developed and consented to.

6. Annual review. The IEP must be reviewed at least once a year.

Re-evaluation. At least every three years your child’s evaluation must be reviewed or a new evaluation completed, to make sure that he or she is still eligible to receive special education. The services are also reviewed to determine if they are still appropriate, or if they need to be changed.

Tip:
If you suspect that your child has a disability, you can make the referral yourself. Write a letter asking that your child be evaluated to determine if he or she has a disability, and the nature of services that may be needed. See Appendix B for a sample referral letter.
**Tip:**
As soon as possible, start a file or a notebook. In the notebook, keep copies of all letters, reports, and other information about your child that you receive. Keep your own notes and thoughts too. You may wish to include medical information or photos to help track your child’s progress.

**Some Terms You Should Know Before You Begin**

As mentioned previously, special education has a language all its own, with many phrases, acronyms and abbreviations that may be new to you. Here are a couple of important terms you should know before you begin to read about the special education process:

**IEP**

IEP stands for Individualized Educational Program. The IEP is a written plan describing how the school district will meet your child’s unique educational needs through special education programs and services. Because the IEP is as unique as your child, it may be very different from an IEP for another child.

**IEPT**

Your child’s IEP is created by an IEPT – Individualized Educational Program Team. This is a group of people that includes:

- You, the parent(s). (See the definition of “parent” on page 1.)
- At least one regular education teacher, if the child is, or may be, participating in a regular education classroom.
- At least one special education teacher or provider.
- Someone from the local school district who is knowledgeable about the general curriculum and has the authority to commit the district’s resources to meet your child’s needs. This might be the school principal, director of special education, or any other qualified person.
- Someone who can interpret and explain the tests used to evaluate your child. This person may fill more than one role on the Team.
- Other people invited by you or the school district who have special knowledge about your child or expertise with your child’s disability.
- Your child, if it is appropriate to include him/her. Around age 13, your child should be included in the IEPT. This is especially important for transition planning.

**Tip:**
You can bring a person (any person) of your choosing to your child’s IEP meeting.

Some ideas:
- Physician
- Bus driver
- Disabilities advocate
- PAC representative
- Child care provider
- Nurse
- Lunch room aide
- Playground supervisor
- Anyone else who knows your child and will be helpful to you at the meeting
MET
MET stands for Multidisciplinary Evaluation Team. This team is a group of school personnel who participate in the evaluation of your child. The exact make-up of the group depends on the child and the child’s suspected disability. Staff members who frequently participate include:
- Teacher
- Teacher consultant
- School psychologist
- School social worker
- Teacher of speech and language impaired
- School nurse
- Occupational therapist
- Physical therapist
- Audiologist
- Orientation/mobility specialist

The MET selects the tests or other assessment tools to use when evaluating your child. Some members of the team will also administer the tests or participate in the evaluation process. Parent input is also an important part of the MET. More information about the evaluation process is provided beginning on page 10.

Identification and Referral

Who can refer a child for help?
Anyone who is concerned about a child, including parents, teachers, social workers, licensed physicians, nurses, foster parents, or other agencies may refer a child suspected of having a disability. As a parent, you must be notified that the school is going to evaluate your child, and you must consent to the evaluation.

How does someone refer a child for help?
A special education referral begins with a written request for evaluation of a child suspected of having a disability. All referrals must be made in writing.

The referral is sent to the local school district, who must notify you that they have received it.

Timeline When the school district receives a referral for your child, they must notify you within 10 calendar days.

Calendar Day:
When something must happen in a certain number of calendar days, it means that you include all the days on the calendar when you calculate it, not just the weekdays. So if you must respond within 7 calendar days from May 8, May 15 is your deadline.
What’s in the notification letter the school sends me?
The written notice that the school sends you explains that your child has been referred to them for evaluation. In the letter you are invited to an initial meeting. This meeting is very much like an IEP. IEPs are explained in more detail later in this guide. The notice also identifies the other people who will attend the meeting.

A sample notification letter is provided at the back of this handbook in Appendix D.

What happens at this meeting?
At the meeting you will meet with the school personnel who may evaluate your child (if you agree to have him/her evaluated). You will discuss your child’s suspected disability. You will have an opportunity to provide your input about your child’s current performance, strengths, health, and any other concerns. The information that you provide will be recorded on the Special Education Referral and Evaluation Plan form. You will be asked to sign a form consenting to have your child evaluated. You don’t have to consent.

What if I don’t want my child in special education?
Giving consent for the school district to evaluate your child does not mean you are giving the school permission to place your child in special education. That decision will be made when the IEP team meets.

What if I don’t give permission for the evaluation?
If you don’t give permission for the school to evaluate your child, the evaluation will not occur, unless the school district pursues the initial evaluation of the student through a due process hearing.

Tip:
When you give consent for the school district to evaluate your child, you are not giving the school permission to place your child in special education.
Evaluation

What happens when I agree to have the school evaluate my child?

The IEP team (including you) must meet within thirty (30) school days (not calendar days) after they receive your consent to evaluate. At the meeting, the team will discuss their evaluations, determine whether your child has a disability, and decide whether he or she qualifies for special education services. More information about the evaluation is provided in the next section.

Timeline: After the school district receives your written consent for them to evaluate your child, they must hold an IEP team meeting within 30 school days.

Who evaluates my child?

The initial evaluation, to determine if your child has a disability and if he/she qualifies for services, is performed by members of the multidisciplinary evaluation team (MET).

Can I help with the evaluation?

You can help by providing your own observations about your child and his/her suspected disability. You can also provide the results of any evaluation(s) you may have obtained for your child. However, the evaluation team may not be able to use the results of your evaluation. For more information on this, refer to the section about IEE’s – Independent Educational Evaluations.

How do I know that my child is being evaluated fairly?

State and federal special education laws give you and your child very specific rights during the evaluation process. You need to be familiar with these rights:

• Tests must be provided and given in your child’s native language or other mode of communication (e.g., sign language) unless it is clearly not feasible to do so.
• The testing may not discriminate on the basis of race, language or cultural background.
• You may ask for evidence that the tests are valid for the purpose(s) the school district is using them for.

School Day:
When something must happen in a certain number of school days, it means that when you calculate it, you count only the days on which the school is open. This means that you don’t include weekends or school holidays.

Remember:
You, the child’s parent(s), are members of the IEP team.
Tip: Ask (insist if necessary) that written copies of all reports be given to you before the IEP meeting. This gives you time to read and become familiar with the material before the team talks about it. You may have questions that you want to ask at the meeting. Or you may want to talk to the evaluator before the meeting.

- You can include information that will help your child to be involved in and progress in the general curriculum, or for preschool children, to participate in appropriate activities.
- The tests must be given by trained personnel, who must follow the instructions that go with the tests.
- Your child must be evaluated to assess specific areas of educational need, not just take an IQ test. More than one evaluation must be used to determine if your child needs special education.
- Your child must be tested in all areas related to his or her suspected disability.
- The test should be modified or adapted for your child if he or she has impaired sensory, physical, or speaking skills. The tests should be appropriate for your child’s age, socioeconomic, and cultural background.
- The evaluation must be made by a Multidisciplinary Team (MET) which includes a teacher or other person who knows about the suspected disability. This might mean evaluating health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and/or motor ability.
- You, the parent(s), must be notified of each evaluation procedure, test, record or report that the team uses to decide if your child is eligible for special education.
- If career services or technical education is being recommended for your child from age 16 or beyond, he or she should have a vocational evaluation. It must include an assessment of the student’s:
  
  3 Personal adjustment skills
  3 Aptitudes
  3 Interest
  3 Academic achievement
**What does the team do with the evaluation results?**

The IEP team (remember, this includes you, the parents) does two things with the results of your child’s evaluations:

1. The team determines if your child is eligible for special education services.
2. If your child is eligible, the team writes an IEP (Individualized Educational Plan) for your child. This plan sets specific educational goals for your child and specifies the programs and services that will help your child achieve those goals.

**Determination of Eligibility**

**What does it mean to be eligible for services?**

Under Michigan law, there are twelve categories of disability. If the evaluation of your child determines that he or she fits into one of the twelve disability categories, then he or she is eligible for special education services.

**What are the twelve disability categories?**

The twelve disability categories are listed below. For a definition of what each of these categories means, please refer to the Michigan Administrative Rules for Special Education (the laws that regulate special education in the state).

1. Cognitively impaired
2. Emotionally impaired
3. Hearing impaired
4. Visually impaired
5. Physically impaired
6. Other health impaired
7. Speech and language impaired
8. Early childhood developmental delay
9. Specific learning disability
10. Severely multiply impaired
11. Autistic Spectrum Disorder
12. Traumatic brain injury

**What if I think they put my child in the wrong category?**

If you disagree with the evaluation completed by the school district, you can request an independent evaluation to be conducted by someone else. The school district will pay for this IEE (Independent Educational Evaluation), but only if you follow the correct procedures. More details about obtaining an IEE are provided later in this book, on page 41.

---

**Tip:**

Definitions of each of the disability categories are included in both the state and federal laws relating to special education. You can look these laws up on the World Wide Web. For Web addresses, refer to page 3 of this guide. Definitions can also be provided by special education school personnel or by your PAC representative.
Developing a Program for Your Child

Every child with a disability has their own set of educational requirements that differ from those of other children. To make sure these needs are met, each child has an IEP: an Individualized Educational Program. The IEP is developed specifically for your child. An IEP is generally put in place for a year, and then a new one is created to meet the changing needs of your child.

How is an IEP written?

The IEP team works together to write the IEP for your child.

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the MET determines that your child is eligible to receive special education services, a meeting to develop an IEP for your child must be held within 30 school days.</td>
</tr>
</tbody>
</table>

Who are the members of the IEP team?

The IEP team participants must include:

- You, the parents
- One regular education teacher, if applicable
- One special education teacher, if applicable
- One representative of the local school district and/or ISD who has the authority to commit resources and is knowledgeable about the general curriculum
- A person who can interpret evaluation results
- Any other person who you or the school district wishes to include who has knowledge or special expertise regarding your child, including related services personnel.

The IEP should help ensure that your child will:

- Advance toward achieving his or her annual goals
- Be involved and progress in the general curriculum
- Participate in extracurricular and other nonacademic activities
- Participate with other children with disabilities and with non-disabled children in educational and extracurricular activities

Remember:

You can bring a person (any person) of your choosing to your child’s IEP meeting. Some ideas:

- Physician
- Bus driver
- Disabilities advocate
- PAC representative
- Child care provider
- Nurse
- Lunch room aide
- Playground supervisor
- Anyone else who knows your child and will be helpful to you at the meeting
What if an IEP Team Participant Cannot Attend the IEP Team Meeting?

**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 school district agree that this member’s attendance is not necessary. If the member’s area of the curriculum or related services are not being modified or discussed in the IEP team meeting their attendance may not be necessary. This agreement must be in writing prior to the IEP meeting.

**Excusal**

A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting will involve a modification or discussion of the member’s area of the curriculum or related services. The parent and school district must agree to the excusal. The excused member submits written input for the IEP team to consider prior to the meeting. This agreement must be in writing prior to the IEP meeting.

**What happens at the IEP meeting?**

At the IEP meeting, the team works together to fill out the IEP form. The form includes all of the decisions and questions that must be considered by the team. A member of the team who is familiar with the IEP form (for example, the school district’s representative), leads the team through the form. In this way, the IEP form serves as an agenda for the meeting.

**Does everyone use the same IEP form?**

No, there are actually two different IEP forms. One is for children younger than age 13. The other is for students age 13 and beyond. The IEP for older students focuses on transition services. It includes questions related to the child’s transition from school to adult life. A sample transition IEP form is provided at the back of this book in Appendix E.
What does the IEP form look like?
Beginning below, the IEP form is shown in a series of diagrams. Each part of the IEP form is described on the opposite page.
This is where the team provides basic information about the child, the parent, the school district, and the IEP.

The purpose for the IEP Team meeting is indicated here.

The IEPT members all sign the next part of the form. There is also a place for the service providers to indicate whether they can explain the evaluation results, and to indicate whether or not they have observed your child if suspected of having a learning disability.
Attendance Not Necessary
The Parent and the LEA agree that the attendance of a member listed below is not necessary because the member’s area of curriculum or related service 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 service, 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 Report prior to the meeting. A parent’s agreement shall be in writing.

Eligibility for Special Education
The IEP Team determined this student to be (check one): □ Ineligible □ Eligible
Primary disability:
Secondary disability, if any: _______________________

Factors to Consider in Order to Provide a Free and Appropriate Public Education (FAPE)
Consider (check) each of the following and comment below as appropriate:
□ strength of the student
□ parent input and concerns for enhancing the education of the student
□ results of an initial evaluation or the most recent reevaluation of the student
□ progress on the current IEP annual goals and objectives
□ 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:
□ communication needs of the student
□ positive behavior interventions, supports, and strategies for students whose behavior impedes learning
□ language needs for students with limited English proficiency
□ Braille instruction for students who are blind or visually impaired
□ communication and language for students who are deaf or hearing impaired
□ the need for assistive technology devices or services
Comments: _______________________

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 or her involvement in and progress in the general education curriculum (or participation in appropriate activities for preschool children)?

IEP Team participants may not need to attend the IEP Team meeting or may be excused from the IEP Team meeting in this section if the parent and school district agree prior to the meeting.

Once the team determines whether or not your child is eligible for special education services, the appropriate box is checked. The primary disability is listed. If your child has more than one disability, the second disability is also listed.

This section identifies areas to consider and discuss during the meeting regarding a free appropriate public education. A check mark is placed in the box next to the item if it is discussed. The right column lists particular needs. If any of these needs pertain to your child, the box is checked. There is an area for comments about any of the checked items in number 4, just below the two lists.

The team discusses your child’s disability and current level of functioning, and describes it in this section. Information on academic achievement and functional performance are addressed along with how your child’s disability affects involvement and progress in the general education curriculum.
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):

<table>
<thead>
<tr>
<th>Supplementary Aids/Services/Personnel Supports</th>
<th>Amount of Time/Frequency/Conditions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

☐ 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:

This section clarifies the level at which your child will participate with non-disabled peers in the general education setting and/or extracurricular activities. A series of statements are listed and the appropriate response is checked by the team with explanation as needed.

The team lists additional aids, services, or personnel supports (instructional modification, equipment or people) that your child will need. How much, how often, and where the modification, personnel, equipment or service is provided is also specified.
### Annual Goals and Short-Term Objectives

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

<table>
<thead>
<tr>
<th>Short-Term Objectives (at least two per goal)</th>
<th>Evaluation</th>
<th>Criterion</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Obj. 1</th>
<th>Status Obj. 2</th>
<th>Status Obj. 3</th>
<th>Comments/Data On Progress</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Criterion</th>
<th>Schedule</th>
<th>Status of Progress on Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>S Student's Daily Work</td>
<td>% Accuracy of ___ Rate ___ Achievement Level Other (specify above)</td>
<td>W Weekly</td>
<td>1 Achieve/Maintained</td>
</tr>
<tr>
<td>D Documented Observation</td>
<td>___ Percentage ___ Target ___ Achievement Level ___ Other (specify above)</td>
<td>D Daily</td>
<td>2 Progressing at a rate sufficient to meet the annual goal for this objective</td>
</tr>
<tr>
<td>R Rating Scale</td>
<td>_% Accuracy _ of _ Rate _ Achievement Level _ Other (specify above)</td>
<td>M Monthly</td>
<td>3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above)</td>
</tr>
<tr>
<td>T Standardized Test</td>
<td>___ Achievement Level ___ Other (specify above)</td>
<td>G Grading Period</td>
<td>4 Not applicable during this reporting period</td>
</tr>
<tr>
<td>O Other (specify above)</td>
<td>___ Achievement Level ___ Other (specify above)</td>
<td>O Other (specify above)</td>
<td>5 Other (specify above)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Evaluation</th>
<th>Criterion</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
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<tr>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Obj. 1</th>
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<th>Status Obj. 3</th>
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<th>Schedule</th>
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<tr>
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<td>% Accuracy of ___ Rate ___ Achievement Level Other (specify above)</td>
<td>W Weekly</td>
<td>1 Achieve/Maintained</td>
</tr>
<tr>
<td>D Documented Observation</td>
<td>___ Percentage ___ Target ___ Achievement Level ___ Other (specify above)</td>
<td>D Daily</td>
<td>2 Progressing at a rate sufficient to meet the annual goal for this objective</td>
</tr>
<tr>
<td>R Rating Scale</td>
<td>_% Accuracy _ of _ Rate _ Achievement Level _ Other (specify above)</td>
<td>M Monthly</td>
<td>3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above)</td>
</tr>
<tr>
<td>T Standardized Test</td>
<td>___ Achievement Level ___ Other (specify above)</td>
<td>G Grading Period</td>
<td>4 Not applicable during this reporting period</td>
</tr>
<tr>
<td>O Other (specify above)</td>
<td>___ Achievement Level ___ Other (specify above)</td>
<td>O Other (specify above)</td>
<td>5 Other (specify above)</td>
</tr>
</tbody>
</table>
The team outlines a goal that your child will work on during the next year. There is a place to indicate how he or she currently performs this task or activity. Below that there is room for three objectives your child will work on as steps toward attaining the goal. For each objective, there is a box to describe how your child will be evaluated, at what level they achieve the objective, and the schedule of evaluation. At the bottom there is room for the teacher to indicate how your child is progressing on the objective during the upcoming year at each marking period. Two goals can be written per page and additional pages for goals/objectives can be included with the IEP.

These boxes explain what should be entered in the Evaluation, Criterion, and Schedule areas for your child’s objectives. There is also an explanation of the codes used to indicate your child’s status on each objective when progress is reported at each marking period.
Reporting Progress
☐ The parents will be regularly informed in writing of progress on goals and objectives of this IEP.
How: ____________________________  When: ____________________________

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

<table>
<thead>
<tr>
<th>Special Education Programs/Services</th>
<th>Frequency and Duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

☐ 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:

Special Transportation
☐ No  ☐ Yes, specifics: ____________________________

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:


Page 24  Ingham Intermediate School District
This is for information about how the teacher(s) will report your child’s progress on goals/objectives to you. The exact format of progress reporting is determined by the team at the meeting.

In this section the team lists the special education programs and services in which your child will participate. This varies greatly depending on your child’s disability, but could range from teacher consultant services or speech therapy to resource room or basic classroom programs. The frequency and duration is listed for each, as well as the location.

Just below the list of programs and services is a statement about when they will start. Generally your child will start in each of his or her programs and/or services on the IEP initiation date. If there are any exceptions to the starting date, the team must explain them here.

This section also includes a check box to indicate whether the student will require special transportation services. Some special education students ride the regular school bus. Some ride on a special bus. The team determines the type of transportation based on the child’s needs.

If the IEP team determines that the most appropriate placement for your child is in another district, your school district must provide transportation to that program.

This box has the IEP Team identify special education programs/services offered by the school district when a parent elected to enroll their child in a non-public school rather than a school district or public school academy.
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**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mathematics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>MEAP Content Area Assessed</th>
<th>Is the assessment appropriate for the student? Check the appropriate box below.</th>
<th>Is the Assessment accommodation(s) standard as per current guidelines? Check the appropriate box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (Grades 3-8 and 11)</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Mathematics (Grades 3-8 and 11)</td>
<td>NO</td>
<td>NO**</td>
</tr>
<tr>
<td>Science (Grades 5, 8 and 11)</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Social Studies (Grades 6, 9 and 11)</td>
<td>NO</td>
<td>NO**</td>
</tr>
</tbody>
</table>

* 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 the 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.


Page 26
Section 1 identifies the type of statewide assessments given at what grade levels to guide the IEP team in making assessment decisions for your child.

Section 2 addresses your child’s participation in the MEAP as appropriate, listing needed accommodations and whether they are standard or non-standard. The team indicates whether each test is appropriate or inappropriate. If the MEAP is not appropriate for your child, then the IEP team completes section 3.
### Section 3: MI-Access, Michigan's Alternate Assessment Program

<table>
<thead>
<tr>
<th>MI-Access Type of Assessment and Content Area Assessed</th>
<th>Is the assessment appropriate for the student? Check the appropriate box below.</th>
<th>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.</th>
<th>Is the Assessment accommodation standard as per current guidelines? Check the appropriate box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES NO</td>
<td></td>
<td></td>
<td>YES NO**</td>
</tr>
<tr>
<td>Participation</td>
<td>Supported Independence</td>
<td>Functional Independence: English Language Arts</td>
<td>Functional Independence: Mathematics</td>
</tr>
<tr>
<td>Content Areas where the State does not currently have state assessments developed.</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
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</tr>
<tr>
<td>Social Studies</td>
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</tr>
</tbody>
</table>

### 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 3 addresses your child’s participation in MI-Access, the state’s alternative assessment to the MEAP. The IEP Team determines which level of MI-Access is appropriate for the child and lists needed accommodations that are standard or non-standard.

Section 4 allows the IEP Team to determine your child’s English language learner status and need for participation in the English Language Proficiency Assessment as an alternative to the MEAP or MI-Access.
### 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 Assessment:** List each assessment that is administered district-wide below and answer the questions to the right.

<table>
<thead>
<tr>
<th>Is the assessment appropriate for the student? Check the appropriate box below.</th>
<th>If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

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.

### 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:** List each assessment that is administered district-wide below and answer the questions to the right.

<table>
<thead>
<tr>
<th>NAEP Assessments</th>
<th>Is the assessment appropriate for the student? Check the appropriate box below.</th>
<th>If YES, for each content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

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 does NOT need to be administered.
Section 5 addresses any district-wide assessments that your child will participate in and whether or not accommodations are needed.

Section 6 addresses your child’s participation in the National Assessment of Educational Performance. If appropriate, the types of assessments are specified along with needed accommodations.
### Commitment Signatures

**Resident District**
- ☐ Agrees with the IEP and its implementation
- ☐ Agrees to conduct subsequent IEP Team meetings
- ☐ Agrees that the student is not eligible for special education

Signed: ____________________________
Resident District Superintendent or Designee

**Non-resident Operating District**
- ☐ Provides the IEP program(s) and/or service(s)
- ☐ Agrees to conduct subsequent IEP Team meetings
- ☐ Agrees that the student is not eligible for special education

Signed: ____________________________
Operating District Superintendent or Designee

**Notice Requirements**

The superintendent or designee of the operating district assures that:

1. (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.
2. (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.
3. (c) the placement of the student is as close as possible to his or her home.
4. (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.
5. (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.
6. (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

**Adult Providing IEP Consent**
- ☐ Understand the contents of this IEP
- ☐ Agree with the IEP and its implementation

Signed: ____________________________
**Adult Providing Consent**

**Student Signature:** ____________________________
**Date:** ____________________________

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IEP Form, Page 9

The first box is completed if programs and services are to be provided by the school district in which you and your child reside. If another school district will provide programs and services, then both boxes must be completed. The superintendent(s) of the district(s) or whoever attends the IEP meeting for them must sign the IEP.

When signing the form, the superintendent (or designee) indicates whether he/she agrees or disagrees with the IEP. There are additional check boxes to mark if the superintendent requests mediation or a due process hearing. If the IEP team has determined that the student is not eligible for special education, the superintendent/designee checks the box that indicates he/she agrees with this assessment.

In this section, the IEP team provides the name of the teacher (or other school staff) that is responsible for making sure the IEP is followed. The location of your child’s program and beginning and ending dates for the time period the IEP covers are also listed here. Finally, the superintendent or another representative from the school district signs and dates the form.

In the last box on the form, you, the parent(s) sign the form. You also indicate if:

1. You understand the IEP.
2. You agree with the IEP.
3. You disagree with the IEP, but will let the school use it
4. You disagree with the IEP and do not want the school to use it. In this case, you can request mediation or a due process hearing.

Place a check in the box next to the statements that are true. You also sign and date the form. If your child participates in the IEP meeting, he/she can also sign the form at the bottom.
Transition IEP Form Including Post-School Transition Considerations

A different IEP form is used for students age 16 and over or at age 13 and over if appropriate. This form is very much like the other IEP form, but it has questions and requirements that help the IEP team plan for the student’s transition out of the school system and into adult life. The sections of the form that differ from the first IEP form are shown below. A brief explanation of each part is also provided.

Post Secondary Goals
This part of the transition IEP form asks for the student’s input on his/her goals for adult life. The questions include where the student would like to live and work, what hobbies or activities he or she is interested in, and what kind of additional education or training he or she would like to pursue.

<table>
<thead>
<tr>
<th>Student’s Post-Secondary Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>If student did not attend the IEP, describe the steps that were taken to ensure consideration of the student’s preferences and goals:</td>
</tr>
</tbody>
</table>

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?

Course of Study
In this section, the team indicates what the student’s course of study will be and how it will support their post-secondary goals. The student might be working toward a high school diploma or a certificate of completion, or may have further plans beyond high school such as technical training, college, community college, etc.

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 his IEP; optional to consider at age 13 or younger if determined appropriate by the IEP Team and reviewed 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:
Transition Services

The next section that is unique to the transition IEP is shown below. Here the team indicates who will be responsible for various activities/services to support the student’s transition to adult life. These services should be coordinated and relate to the student’s post-secondary goals and present level of academic achievement and functional performance.

Parental Rights and Age of Majority

Ordinarily, when a student turns 18, he or she is considered an adult, and the parents no longer have the right to make decisions for their child. This is true regardless of disability. However, depending on the student’s needs and level of functioning, the parents (or another interested party) may go to court to be named guardians for the student. This allows them to continue to make decisions for their child.

In the next section of the transition IEP, the team indicates whether the student has turned 18, and whether the parents have been named guardians. If the student is not yet 18, the upcoming transfer of rights should be discussed with him/her, if appropriate.
What should I do to prepare for the IEP meeting?

There are many things you can do to prepare for an IEP team meeting. Some ideas are listed below.

1. **Read the reports written by the people who evaluated your child. If you have questions about a report, talk to the evaluator who wrote it.**

2. **If you have report cards, progress reports, or an IEP from the past year, review those. Has your child progressed or achieved his/her goals? Are the goals chosen last year still important, or have other needs become more important?**

3. **Make a list of suggestions you would like to include in your child’s IEP. This might include skills you know your child will need soon, or adaptations or services you think would be helpful.**

4. **Write down any questions or concerns you want to bring up at the meeting. You may wish to prepare your own report that provides your observations and evaluation.**

5. **You may wish to observe your child in his/her present program, and/or talk to the teacher.**

6. **Before the IEP meeting takes place, visit all of the programs in which your child may be placed. This way you will know whether you agree or disagree with any placement decisions the team may discuss.**

7. **If your child has received services from another agency, collect as much information as you can to share with the team. This could be any activity your child participates in outside of school.**

8. **If possible, both parents should attend the IEP team meeting. Remember, you can bring anyone you choose with you (child care provider, grandparent, aunt, uncle, advocate, etc.).**

9. **You can review your child’s school records if you wish.**

10. **Familiarize yourself with terms used in IEP meetings. (See the glossary at the back of this handbook.)**

11. **Consider taking a tape recorder. This is a good idea if your spouse or other concerned adult cannot attend the meeting. It can also help you review exactly what was said.**
What is my role during the IEP team meeting?

The most important thing to remember at the meeting is that you are your child’s best advocate and a full member of the team. Share your opinions and ideas about your child’s educational needs and the services and programs most likely to help. You know your child the best, so you are an expert. Here are some other suggestions:

3 Ask for an explanation of anything you don’t understand. This might be new terminology, a service you’ve never heard of before, or a program you aren’t aware of. Don’t be afraid to ask; every professional in the room had to learn about these terms and programs at some time.

3 Ask about the advantages and disadvantages of various programs or classes proposed.

3 Ask for the reasoning behind a suggestion if you don’t understand it.

3 Ask what related services (e.g., speech therapy, occupational therapy, etc.) your child needs. Ask what each could do for your child.

3 The IEP forms should be filled out as the team works through the meeting. You should not be presented with a form that has already been completed.

3 Consider whether your child would benefit from special transportation services.

3 Ask what you can do at home to help reach educational goals.

3 The IEP is a legal contract. Be sure you understand its contents before you sign it. If you are uncertain, ask for a copy of the IEP, take it home, and think about it for a day or two before signing. You need not sign it at the meeting. If your spouse could not attend the meeting, consider taking the IEP home to discuss the plan before signing. You do need to sign and return the IEP within 15 school days of receipt of the IEP and notification of the district’s intent to implement special education programs and services.

**Timeline**

You must sign the IEP within 15 school days after you receive it and the notification of the district’s intent to implement special education programs and services.
3 If the forms are not completely filled out do not sign. Remember, this is a legal document.

3 If your child attends the meeting, make sure he/she signs the IEP also. This will give them a sense of ownership in their education.

3 Remember that any official member of the IEP team (including you) may disagree with the plan and attach a written dissent to the IEP form.

3 If you disagree, you can additionally request, in writing, an Individualized Education Evaluation (IEE), mediation, or hearing. More about these options later in this handbook.

**How does the team decide where to place my child?**

Your child’s “placement” is where he or she will go to school. The team must consider the placement that is closest to your child’s home. Your child must be educated in the school that he or she would attend if not disabled, unless the IEP team determines that another program is more appropriate. The team must consider the “least restrictive environment” for your child.

**What does “least restrictive environment” mean?** Least Restrictive Environment (LRE) means that children with disabilities are educated alongside children without disabilities, to the greatest extent possible. Your child must not be placed in a special school or a special class unless education in a regular classroom, with aids and special services, cannot be achieved satisfactorily. The team should consider whether a regular classroom setting may have potentially harmful effects on your child or on the services he or she needs.

**What should I do after the IEP team meeting?**

3 Keep the IEP report and other special education records together in a safe location. Include report cards or progress reports. Keep some of your child’s homework to help you remember what he or she has accomplished through the year.

3 Visit the school on occasion.

3 Get to know your child’s teacher and principal.
Keep positive communication channels open between school and home.

Share unexpected information that may affect your child’s behavior (late night, illness at home, conflicts).

Keep the IEP goals in mind and monitor whether they are being addressed.

Monitor your child’s program and services. Mention any concerns you have to your child’s teacher, the principal, or an appropriate service provider (e.g., a therapist). Point out goals that are not being worked on, services that are not being provided as scheduled, staffing concerns, etc., as soon as you become aware of them.

**What if I have problems with the program or the school?**

If your child’s teacher, the school, or a therapist are not following the IEP, you should first talk to the person involved and see if you can work out the problem.

If you cannot resolve the problem, there are several other options you can pursue. Please refer to the section titled, “Resolving Disagreements” on page 43 of this handbook for more information.
What happens next?
After your child is evaluated and determined to be eligible for special education services, and after the IEP has been written and signed, your child may begin placement in the program you have designed. The IEP is generally used for a year and then updated.

How is the IEP updated?
Each year the IEP team meets again to create a new IEP for your child. Your child does not need to be re-evaluated every year, but the team will revise the goals, placement, and services if appropriate.

Most of the rules that pertained to creating the first IEP are still in effect. Remember:
1. You must be notified in writing of the meeting.
2. You, the parents, are members of the team.
3. You may review your child’s records before the meeting.
4. You may bring someone with you to the IEP meeting.

What if there’s a problem with my child’s IEP?
If there is a problem with the goals, program, and/or services outlined in your child’s IEP, first talk with school staff. There may be a simple way to resolve the problem. If necessary, you can ask for a meeting of the IEP team at any time. At the meeting you can raise your concerns, and the team will determine if your child’s IEP should be modified.

Re-Evaluation

When will my child be re-evaluated?
At least every three years (often in conjunction with your child’s annual IEP process), the multidisciplinary evaluation team (MET) must consider re-evaluating your child. They will determine if your child is still eligible for special education and if his or her educational needs are still the same. A re-evaluation may not be necessary if your child’s disability is stable/unchanged. If the team believes that a reevaluation is not necessary, you must sign a form indicating that you agree with their decision.

If a re-evaluation is necessary, it will be much like the first evaluation. As with the first evaluation, you can obtain copies of the evaluation reports to study before the IEP meeting.
Understanding Your Rights and Procedural Safeguards

Special education laws, both federal and state, provide “procedural safeguards.” Procedural safeguards are rules that help protect your legal rights and your child’s legal rights. Some of the most important rights and safeguards are:

- Independent Educational Evaluation (IEE)
- Prior written notice
- Procedural safeguards notice
- Parental participation
- Parental consent
- Confidentiality

Each of these is described in more detail below.

What is an Independent Educational Evaluation (IEE)?

An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

As the parent of a child suspected of having a disability, you can ask the school district to obtain an Independent Educational Evaluation (IEE) if you disagree with an evaluation completed by the district.

How do I request an IEE?

You must submit a written, signed and dated request for an IEE. The school district must respond in writing within seven (7) calendar days after they receive your request. They must tell you whether they will obtain the IEE, or whether they will request a due process hearing to show that their evaluation was appropriate.

How do I find someone to do the evaluation?

When you request an IEE, the school district should provide you with information about independent evaluations. This information should include:

- How to locate an examiner
- How to determine if the examiner’s credentials are good
- How to go about being reimbursed
- How much the evaluation should cost

A notice that says you do not have to select one of the examiners suggested by the school district.

Tip:
You should receive a copy of a publication that explains your rights and procedural safeguards at every IEP. If you haven’t received it, or can’t find it, you can ask your school district for another copy.
Isn’t an evaluation expensive?
If the school district agrees to obtain the IEE, they will pay the full cost of the evaluation.

If the school district requests a due process hearing, and the hearing shows that the original evaluation is not appropriate, the school district still pays the full cost of the IEE.

If the school district requests a due process hearing, and the hearing determines that their evaluation was appropriate, you still have the right to obtain an IEE. However, in this instance, you must pay for the evaluation.

If you obtain an IEE at your own expense, the school district must consider the IEE results in your child’s IEP if you choose to share them. The IEE can potentially be used as evidence at a later due process hearing regarding your child.

If a hearing officer requests an IEE as part of a hearing, the school district must bear the cost of the evaluation.

What does “prior written notice” mean?
Prior written notice means that the school must notify you in writing (usually in a letter) of certain events in regard to your child with a disability. For example, you must be notified in writing before the school district may evaluate your child, and you must be notified in writing of every IEP team meeting.

What is a procedural safeguards notice?
The procedural safeguards notice is a written brochure or booklet that explains what your rights are under federal and state laws in regard to your child with a disability. This is a document that the school district is required to give to you at the following times: 1) at least one time per year, 2) for an initial referral or parent request for evaluation, 3) parent request, 4) first filing of a due process hearing or 5) the day on which disciplinary action involving a change of placement is made. It contains sections of the actual laws, which can be difficult to interpret. This handbook tries to provide the same information in a more informal way.

What is meant by parental participation?
Parental participation means that you must be allowed to help determine the appropriate programs and services for your child with a disability. Parents are automatically members of the IEP team. You must be allowed to provide input at IEP meetings, during evaluation reviews, and so on.
When is parental consent required?
The schools must obtain your permission before they take action regarding your child. For example, the school must obtain your permission before they may evaluate your child following a special education referral or before your child is initially placed in special education programs/services.

Who can access my child’s special education records?
As with all school records, your child’s special education records must be kept private by the school. Teachers and other school personnel may not discuss your child’s IEP, evaluation, or any other records with doctors, other parents, outside service providers, or anyone else, without first obtaining your permission.

Resolving Disagreements

What is mediation, and when is it used?
If you disagree with any matter relating to the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child, you have the option of requesting that a mediator hear your complaint.

The mediation process:
• Must be voluntary on the part of both parties, and
• Must not be used to deny or delay a parent’s right to a due process hearing or to deny any other rights.

The PAC encourages you to think of mediation as a positive way to solve conflict before going to a hearing.
How do I find a mediator?
The Michigan Special Education Mediation Program provides individuals who are qualified mediators and who have knowledge in laws and regulations relating to special education. Contact your local special education administrator or the Ingham Intermediate School District Director of Special Education for more information.

Is it expensive to use a mediator?
The State bears the costs of the mediation process. Each session in the mediation process should be scheduled in a timely manner and should be held in a location that is convenient to both you and the school staff.

What is the result of mediation?
If you and the school district reach an agreement, it will be recorded in a written, legally binding mediation agreement. Discussions that occur during the process are confidential. Evidence and discussions from the mediation process may not be used as evidence in any later due process hearing or civil proceeding.

What is an impartial due process hearing?
Either a parent or a local school district may file a due process hearing complaint if they disagree on any matter relating to the identification, evaluation, or educational placement of a child, or the provision of a free, appropriate, public education (FAPE) for a child. The party that asks for the hearing must file the complaint with the MDE and provide the other party with a copy of the due process hearing complaint. Once the other party receives the due process hearing complaint, they must send a response to the filing party addressing the issues raised in the complaint.

What is a resolution session?
Prior to the opportunity for an impartial due process hearing, the school district must hold a meeting with the parents and relevant IEP team members within 15 calendar days of the filing of the notice for a due process hearing request. This meeting allows an opportunity for the parent and school district to resolve a complaint prior to a due process hearing. If a complaint can be resolved at this meeting a written, legally binding agreement is developed. If the complaint is not resolved within 30 days from the date that the due process hearing complaint was properly filed the due process hearing will occur.
**Do I need an attorney?**

It is up to you to decide if you want to use an attorney. The State Office of Administrative Hearings and Rules (SOAHR) will inform you of any free or low-cost legal services available in the area.

**Can a due process hearing complaint be amended?**

A due process hearing complaint may be amended only if the other party approves of the amendment and is given the chance to resolve the complaint through a resolution meeting or by no later than five days before the due process hearing begins, the Administrative Law Judge allows the amendment.

If the due process hearing complaint is amended, the timelines for the resolution session meeting and the resolution start again on the date that the amended complaint is properly filed.

**What if I have trouble understanding English?**

If you have limited English speaking ability or are deaf, an interpreter will be provided for you.

**Who conducts a due process hearing?**

Upon receipt of a due process hearing complaint, the MDE will forward the complaint to the State Office of Administrative Hearings and Rules (SOAHR) which will appoint an Administrative Law Judge to conduct the hearing. SOAHR will share information with the parties about their roles and responsibilities in the hearing and a description of the hearing process.

**Will I know in advance what the school’s argument is?**

Prior to a hearing, each party must let the other parties have copies of:

3. All completed evaluations of the child
3. Any recommendations they will make at the hearing based on those evaluations

Failure to do so may mean that the Administrative Law Judge will not allow this information to be used in the hearing without the other party’s consent.
Does the hearing officer make a decision right away?
The Administrative Law Judge will issue a final decision to the parties within forty-five (45) calendar days after the expiration of the 30-day resolution period. The Administrative Law Judge may grant a specific extension at the request of either party.

The Administrative Law Judge’s decision must be made on substantive grounds based on a determination of whether the student received a Free Appropriate Public Education (FAPE).

Can I appeal the hearing decision?
The decision made in a due process hearing is final, unless either party appeals the decision within 25 calendar days of receipt of the decision in writing with the Michigan Department of Education. Upon receipt, the MDE will forward the request to the State Office of Administrative Hearings and Rules which will appoint an Administrative Law Judge to conduct the state level review.

Any party that disagrees with the findings and decisions made in a state level review has the right to bring a civil action in state or federal court. The party bringing the action has 60 days from the date of the Administrative Law Judge decision to bring this action.

How can I file a complaint?
If you are dissatisfied with the school’s refusal to evaluate your child or with the school’s compliance with your child’s IEP, begin by talking to the teacher, special education director, or principal. If you talk to them and they do nothing to resolve the problem, you have the right to file a written or formal complaint.

A complaint must contain the following items in order for the ISD to investigate:

3 It must be written. It is a good idea to keep a copy, and to send the original by certified mail, with return receipt requested.
3 It must be specific. Specific means that you can identify exactly how the school is failing to address your child’s needs or follow his or her IEP, and exactly when the violation is occurring.
3 The violation must still be uncorrected at the time you file the complaint.
3 A complaint must include the facts on which it is based.
3 It must relate to a specific provision the law requires to be provided by the ISD. It must be signed.
**What if I’m not a very good writer?**

If you are having trouble with the wording of the complaint, you should contact the ISD complaint investigator. This person may attempt to resolve the concern informally, but he or she also must inform you that you have the right to file a formal complaint. They will also assist you in writing the complaint if necessary. You must also be given a copy of the Michigan Rules dealing with Complaint Procedures-Part 8 of the Michigan Administrative Rules for Special Education, as amended.

**Can the school just ignore my complaint?**

If you file a formal complaint, the ISD must investigate the complaint. The ISD will assign an investigator. The investigator may contact you to clarify issues.

The investigation will be completed and a formal written report filed by the ISD within twenty-one (21) calendar days after they receive the formal complaint. The ISD can request (in writing) an extension of this timeline from the Michigan Department of Education (MDE) for good cause. The report must include a determination of whether a violation(s) has or has not occurred. If a specific violation(s) is found, or in other words, the complaint is valid, the investigator must develop recommendations for corrective action. The law also requires that a statement of appeal rights be included in the report.

Copies of the investigation report must be sent to you, the ISD, the local school district(s) involved, and the Michigan Department of Education.

If you are not satisfied with the outcome, you may appeal to the Michigan Department of Education. If the Intermediate School District has not acted in a timely manner, you may also ask the Michigan Department of Education to investigate your concerns.
Due Process

The American Heritage Dictionary says that “due process” is: “An established course for judicial proceedings or other governmental activities designed to safeguard the rights of the individual.”

Generally, due process means that laws must be applied equally and fairly to all individuals. Some well known examples of how we ensure due process in our society include:

• You have the right to a fair and public trial.
• You have the right to be present at your trial.
• You have the right to an impartial jury.
• You have the right to speak in your own defense.

Manifestation Determination Review

When the IEP team conducts a Manifestation Determination Review, they must determine if the student’s misconduct is a manifestation (result) of his or her disability. If the misconduct is a result of the disability, the IEP team revises the student’s IEP and placement to address the problem behavior. If the misconduct is not a manifestation of the disability, then the relevant disciplinary procedures applicable to students without disabilities may be used.

Discipline of Students with Disabilities

Will my child be disciplined differently if he (or she) is in special education?

All students are given due process rights relative to student discipline under state law. In addition, the Individuals with Disabilities Education and Improvement Act (IDEIA) requires additional due process rights for students with disabilities.

Can my child be suspended?

School personnel may order the removal of a student with a disability for violations of school rules, just as they would a non-disabled student. The removal may not last for more than 10 days. Removals can occur more than once in a school year, for separate incidents of misconduct, as long as the removals do not create a change of placement as defined in the student’s current IEP. A change of placement occurs if a single removal exceeds 10 school days or a pattern of removals accumulate to more than 10 school days in a school year. Factors to consider in determining a pattern are: the length of each removal, the total amount of time removed, and the relationship of the removals to each other.

What if my child’s misconduct is due to his/her disability?

When the school removes a student for the 11th accumulated school day in a school year, the school district must meet to conduct a Manifestation Determination Review. This meeting must occur within 10 business days of the day when the school decides to remove the student.

What is a Manifestation Determination Review?

The Manifestation Determination Review is a meeting at which the school district (usually the IEP team) determines if the student’s misconduct is a manifestation of (a result of or evidence of) his or her disability. Generally the IEP team (including you, the parents) conducts the Manifestation Determination Review.

What happens if the team decides the misconduct is a manifestation of my child’s disability?

If the IEP team decides that the student’s misconduct was caused by or had a direct relationship to his or her disability, the misconduct still needs to be addressed in an appropriate behavior intervention plan.

If the student already has a behavior intervention plan, the IEP team will review the plan and modify it as needed to address the problem behavior.
If the student does not already have a behavior intervention plan, the school district will conduct a functional behavior assessment. The IEP team will use the assessment results to develop and implement a behavior intervention plan to address the problem behavior. (If the school district has conducted the assessment but the student doesn’t have a behavior intervention plan, then the team may use the existing assessment to develop a plan.)

**What happens if the team decides the misconduct is NOT a manifestation of my child’s disability?**

If the IEP team decides that the student’s misconduct is not a manifestation of the disability, the relevant disciplinary procedures used for students without disabilities may be used.

**Can my child be expelled?**

There are several offenses that will cause a student to be automatically removed to an Interim Alternative Education Setting for up to 45 school days:

1. If the student possesses, uses, sells, or solicits illegal drugs
2. If the student possesses or carries a weapon to school or to a school function
3. If the student inflicts serious bodily injury upon another person while at school, on school premises or at a school function.

If any of these offenses is committed by a special education student, the student is not expelled. Instead, the student is moved to an Interim Alternative Educational Setting. The student will continue to receive special education services and programs, but in a different place – this might be the student’s home, a different school facility, or some other setting.

A student with disabilities can be expelled for other offenses if the misconduct is unrelated to his or her disability.

**How long would my child be in an alternative setting?**

A change of placement to an alternative setting may be made for the same amount of time that a student without a disability would be subject to expulsion, with one important difference. A student with a disability may not be moved to an Interim Alternative Education Setting for more than 45 days.
Can the school just move my student to an alternative setting?

The school district must follow a procedure much like the one used for lesser misconduct. It goes like this:

On the day on which the school decides to remove the student for a drug, weapon or serious bodily injury violation, the parent(s) must be notified of the decision and provided with a copy of the procedural safeguards.

The IEP team (which still includes you, the parent) identifies the interim alternative educational setting and appropriate programs and services for that setting. The team must determine what the student needs in order to:

- Maintain progress in the general curriculum
- Progress toward IEP goals
- Help prevent recurrence of the behavior that resulted in the disciplinary action

What happens when my child’s time in the alternative setting ends?

At the end of the period of removal, the student returns to the placement that was in effect before he or she moved to the interim alternative educational setting, unless the IEP team specifies a different placement.

Can my child be moved to an alternative setting for any other reason?

In the case of a violation that does not involve weapons or drugs, a student may be moved to an interim alternative educational setting. This may occur only if a court or a hearing officer determines that there is substantial evidence that the student’s misconduct is likely to result in injury to him/herself or others. The placement may not exceed 45 days. Programs and services in the interim setting imposed for dangerous situations are determined by a court or hearing officer in response to proposals by school personnel.

What if I don’t agree with the disciplinary decisions the school and/or IEP team make?

Both the parent and the local school district have the right to request a due process hearing regarding disciplinary actions if they disagree with the IEP. At the hearing, the parent(s) or local school district may challenge the Manifestation Determination Review or the interim alternative educational setting. This process is expedited to completion within 45 days after the hearing is requested. Other due process procedures are as described on the preceding three pages.
Glossary of Special Education Terms

Many of the special education terms that you may run into are explained below, and on the next few pages.

**accommodations** – Adjustments or modifications made in the general education setting so that a special education student can participate effectively.

**adaptive behavior** – Areas of student development that emphasize functional skills, i.e., daily living skills, communication, and socialization.

**adaptive devices** – Technology, assistive technology, augmentative communication, and/or physical equipment needed to enhance a student’s school participation.

**ADD/ADHD** – attention deficit disorder/attention deficit with hyperactivity disorder.

**affective/behavioral** – One of three learning domains to be addressed within a student’s IEP; deals with social, emotional, and behavioral development.

**ALJ** – Administrative Law Judge

**ASD** – Autistic Spectrum Disorder.

**annual goal** – A broad, measurable statement within an IEP that addresses the deficit area of a student and what the student will achieve within a 12 month period of time. Written progress reporting on these goals occurs periodically as determined by the IEPT.

**annual review IEPT** – An IEPT meeting held once every 12 months to review a student’s IEP.

**areas of deficit** – Learning domains where a student has skill delays/weaknesses and requires special education intervention and remediation.

**behavior intervention plan** – A plan developed by parents and staff to target individualized behavior goals and needed interventions for a student with inappropriate, disruptive, or disobedient behaviors.
behavioral intervention – Systematic application of the principles of learning theory to change behavior through teaching, maintenance, and reduction programming.

career and technical education – An organized educational program that prepares individuals with disabilities and non-disabled students for employment or higher education.

caseload – Number of special education students assigned to a special education teacher or provider.

categorical program – Provides part-time to full-time placement in special education for a student who requires more than 50% of their instructional day in special education for any or all of the four content areas of instruction.

change of placement – a single removal (suspension) of a student for more than 10 consecutive or accumulative days in a school year which constitutes a pattern.

CI – Cognitive impairment.

co-teaching – see team teaching.

cognition – One of three learning domains to be addressed within a student’s IEP; deals with thinking, learning, and problem solving.

collaborative planning – Shared or joint planning of instruction between a general education and special education teacher.

complaint – A written and signed allegation by an individual or an organization that there is a violation of rules pertaining to special education programs and services.

course of study – General or special education curriculum leading to a high school diploma.

departmentalization – Two or more special education teachers teaching groups of students with disabilities by instructional content areas.

diagnostic evaluation – Evaluative data within a MET report including: medical, speech/language, OT, PT, SSW evaluations, IQ and achievement testing.

diagnostic staff – Any staff member (TSLI, SSW, school psychologist, OT, PT, or TC) who conducts student evaluations.
disability – A condition which adversely impacts school learning, defined in Michigan within at least one of twelve special education eligibility categories.

due process hearing – A request by a parent or school district in writing that they disagree on matters relating to identification, evaluation, placement or provision of FAPE (Free Appropriate Public Education) of a student with a disability and want an impartial decision to resolve the dispute.

ECDD – Early childhood developmental delay.

ECSE – Early childhood special education programs or services.

EDP – Employability development plan; a document that supports a student’s individualized career exploration and vocational training experiences.

EI - Emotionally impaired.

eligibility determination – The end result of the IEPT upon reviewing the MET report and special education eligibility recommendation.

eligibility recommendation – The end result of the MET process to determine what disability, if any, a student may have to receive special education programs and/or services.

eligible special education student – A student who meets the diagnostic criteria and guidelines in any one or more of Michigan’s twelve eligibility categories.

emergency removal – Immediate removal from the student’s educational program, class, transportation, or any aspect of programs/services identified in the IEP by disciplinary action of the building administrator when the student’s presence poses a dangerous threat to self, other students, school personnel, or property.

evaluation review meeting – An IEPT which identifies evaluation information needed regarding a student with or suspected of having a disability.

expulsion; long term suspension – Exclusion of a student for more than ten days from his/her educational program, class, transportation, or any aspect of programs/services identified in the IEP by disciplinary action of the building administrator.
FAPE – Free Appropriate Public Education

FERPA – Family Educational Rights and Privacy Act; federal legislation and regulations regarding educational records and confidentiality.

*functional behavior assessment* – Assessment of a student’s behavior, its antecedents and its consequences as they relate to learning.

HI – Hearing impaired.

*home-based instruction* – Instructional services delivered to a special education student in the home by a special education teacher.

*home-bound/hospitalized instruction* – Services designed to serve students who are experiencing a physical or other health impairment preventing school attendance. The service provider acts as a liaison between the student and school to continue the student’s curriculum; this type of instruction requires a physician’s statement.

IDEIA – Individuals with Disabilities Education and Improvement Act; federal legislation and regulations regarding special education.

IEP – Individual Education Program; a written statement for each student with a disability that identifies the specially designed instruction and related services necessary to provide the student with an individually appropriate education. IEPT – Individualized Educational Planning Team; a committee of parents and professionals that develops an IEP document to record decisions made about a student’s individual education program. IFSP – Individualized Family Service Plan; a written statement for each family with a child from birth to age three who is eligible for Early On services. The plan identifies service coordination, child and family outcomes, and services necessary to meet individualized outcomes. Inclusion – The practice of integrating a special education student into the general education classroom for all or most activities. Special education support is usually provided to adjust the general education curriculum to the student’s needs. Independent Educational Evaluation – An evaluation obtained by the school district at parent request when the parent disagrees with the MET results or when additional diagnostic information is needed.
initial IEP – A student’s first consideration for placement into special education through an IEPT meeting.

interim alternative educational setting – A post-suspension and/or expulsion placement for a student with a disability.

intervention plan – A part of the pre-referral process prior to a special education evaluation where the building-level assistance team and teacher(s) develop a plan to modify the instructional process or student expectations within general education through the use of strategies and/or accommodations to meet the student’s needs.

LEA – Local education agency; local school district.

learning styles – Characteristic learning processes such as auditory, visual kinesthetic, or auditory-visual styles.

long-term suspension – See expulsion.

LRE – Least Restrictive Environment; The concept that a student with disabilities should be educated along with non-disabled students to the greatest extent possible.

mainstreaming – The practice of integrating a special education student into the general education classroom for predetermined instructional/non-instructional activities without significant accommodations to the general education curriculum.

mapping – A comprehensive action plan (MAPS) designed to successfully include a special education student within general education or a minimally restrictive special education program.

MAPS – McGill Action Planning System (see Mapping).

MDE – Michigan Department of Education

MET – Multidisciplinary Evaluation Team; a diagnostic evaluation team that assesses a student’s eligibility for special education.

MET coordinator – The diagnostic staff member who coordinates the gathering of evaluative information and finalizes the MET report.
**MET report** – Multidisciplinary Evaluation Team report; contains diagnostic evaluation results for a student and documents a special education eligibility recommendation.

**Michigan Revised Administrative Rules for Special Education**
Legal guidelines for providing and implementing special education programs and services within the state.

**Modified grade plan** – A plan that establishes alternative objectives for grading a special education student.

**OHI** – Otherwise health impaired.

**OT** – Occupational therapist or occupational therapy; related services designed to improve motor functioning for special education students to help them achieve greater independence in activities of daily living.

**Performance criteria** – The level at which a student will have mastered a short-term instructional objective within the IEP.

**PI** – Physical impairment.

**Pre-referral** – Staff consultation, student interventions, and accommodations provided within general education for an at-risk student prior to a referral for special education evaluation.

**Pre-referral staffing** – A meeting that determines the feasibility of a student referral for special education evaluation after an intervention plan has been implemented by an earlier meeting of the building-level teacher assistance team. **Pre-vocational education** – Special education instruction designed to assist students in learning basic skills necessary to function in daily life, i.e., math, writing, career exploration, decision-making, and work-related skills. **Present level of academic achievement and functional performance** – A statement within a student’s IEP that describes the effect of the student’s disability on academic or non-academic performance and determines a baseline for instructional planning.
**psychomotor** – One of three learning domains to be addressed within a student’s IEP; deals with gross, fine, and sensory-motor development.

**PT** – Physical Therapist or Physical Therapy; related services designed to improve physical functioning for special education students for whom a physician has specified treatment within the psychomotor domain.

**redetermination of eligibility** – An IEPT convened to review a student’s re-evaluation of eligibility for special education.

**referral** – A request for a special education evaluation for a suspected disability.

**regular vocational education** – Instruction provided by a certified vocational education teacher.

**resolution session** – an interim meeting to attempt to resolve the complaint in a due process hearing request prior to the hearing.

**resource room program** – Up to full-time placement in special education for a student with a disability who requires support to benefit from instruction or who requires direct instruction.

**school psychologist** – A school staff member qualified to conduct psycho-educational testing of students referred for special education evaluation.

**Section 504** – Federal legislation and regulations requiring any institution receiving federal funds to provide accommodations enabling persons with disabilities full access to its programs.

**short-term instructional objectives** – A measurable intermediate step between the present level of educational performance and the annual goal within an IEP.

**SLI** – Speech and language impaired.

**SOAHR** – State Office of Administrative Hearings and Rules

**special education** – A set of programs and services designed to enable a student with disabilities to benefit from a free, appropriate public education.
speech and language therapy – Services provided to special education students due to an impairment in any of the following areas which adversely affects educational performance: articulation, voice, fluency, or language.

SSW – School social worker; a staff member who provides diagnostic and treatment services to special education students who display persistent maladaptive behavior patterns which interfere with learning. Social work services include screening, diagnosis, individual, group and family casework, consultation, and school-community liaison.

staffing – A meeting between an administrator, staff, and perhaps parents to discuss a student’s issues, needs, or concerns and ways to address them.

student-managed portfolio – A collection of information about a student’s strengths, interests, and accomplishments at the secondary level to assist with transition.

suspension – A temporary exclusion (up to 10 days) from a special education student’s educational program.

summary of performance – A written report summarizing a student’s academic achievement, functional performance, and recommendations on how to assist in meeting post secondary goals. This report is provided when a student terminates their special education eligibility due to graduation or exceeding the age eligibility.

SXI – Severely multiply impaired.

TBI – Traumatic brain injury.

TC – Teacher Consultant; A staff member who provides instructional consultation and support to general education teachers teaching special education students.

teacher assistance team – A group consisting of an administrator, counselor, teachers, and diagnostic staff who meet and consult on students having behavioral or academic difficulties; this team may meet prior to referral to special education or Section 504 evaluation.
**team teaching, co-teaching** – When a general education and special education teacher jointly plan, instruct, and assess a classroom comprised of special and general education students.

**three-year re-evaluation** – A comprehensive multidisciplinary evaluation of a special education student that takes place every 36 months to redetermine eligibility.

**transition** - A sequence of ongoing activities to plan for and support changes within a program or services.

**transition services** – A coordinated set of activities for a student, 16 years or older, which promotes movement from school to post-school activities.

**TSLI** – Teacher of speech and language impaired; speech and language therapist.

**VI** – Visually impaired.

**vocational evaluation** – An assessment of a student’s career interests, vocational skills, and aptitudes to support transition services.

**work-based learning** – A program or service that provides on-the-job learning experiences to a student within a community or school setting.
Appendix A: Accommodations

This section lists ideas that teachers may use to help your child participate successfully in the general curriculum. Some of these accommodations may be implemented quite simply. These are just suggestions of techniques and equipment that have been used successfully by other students. Not all of them will work for your child. You may be able to think of additional accommodations that will help your child. All accommodations should be specified in your child’s IEP.

**Pacing**

- Adjust deadlines
- Vary activity often
- Adjust amount of work required
- Provide home set of text/material for preview/review

**Environment**

- Plan seating strategically:
  - On the bus
  - In the classroom
  - In the lunchroom
  - In the auditorium
- Alter the physical room arrangement
- Define areas concretely
- Reduce distractions:
  - Visual
  - Spatial
  - Auditory
  - Movement
- Teach positive rules for use of space

**Assignments**

- Give directions in small, distinct steps
- Give directions in written, picture, and/or verbal format
- Provide print copy for oral directions
- Omit assignments requiring timed coping
- Reduce difficulty level of assignments
- Shorten assignments
- Reduce paper-and-pencil tasks
- Read or tape record directions
- Give extra cues or prompts

Continued >
Assignments, continued
Allow student to record or type assignments Adapt worksheets and packets Provide alternate assignments/strategies when demands of class conflict with student capabilities Limit penalizing for errors that reflect student’s disability Provide samples of what an “A” assignment looks like

Materials
Arrange material for visual clarity on page Provide note-taking assistance/carbonless or photocopies of lecture notes Use supplementary materials Provide taped text and/or other class materials Provide typed copy of teacher material:

- 3 Electronic typewriter
- 3 Calculator
- 3 Computer
- 3 Video record
- 3 Telephone adaptor
- 3 Tape recorder
- 3 Augmentative communication device
- 3 Homemade helps

Self Management/Follow-Through
Follow a visual daily schedule Use calendars Check often for understanding/review Request parent reinforcement Have student repeat directions Teach study skills Use study sheets to organize material Design/write/use long-term assignment timelines Review and practice in real situations Plan for generalization Teach skill in several settings/environments

Testing Adaptations
Allow oral responses Apply in real setting Read test to student Allow extended timeframe Preview test language Modify the format (tape, multiple choice, short answer) Use shortened questions

Allow resource teacher to administer test

Page 62 Ingham Intermediate School District
Presentation of Subject Matter

Teach to student’s learning style

3 Visual 3 Auditory
3 Tactile
3 Experiential

Use individual/small group instruction Utilize specialized curriculum Tape lectures/discussion for replay Provide notes Apply academic skills to practical situations Present demonstrations (model) Utilize manipulatives Highlight critical information Pre-teach vocabulary

Make/use vocabulary files Reduce language level or reading level of assignment Use total communication/interpreter Use facilitated communication Share activities

Motivation and Reinforcement

Give: 3 verbal reinforcement 3 non-verbal reinforcement 3 positive reinforcement 3 behavior management Tap strengths/interests Plan motivating sequences of activities

Social Interactions Supports

Provide: 3 peer advocacy 3 greetings 3 sharing 3 peer tutoring 3 partial participation 3 negotiation 3 focus on social process rather than activity/end project 3 structured, shared experiences in school, extracurricular 3 cooperative learning groups 3 use of multiple/rotating peers Teach friendship skills – sharing – negotiations Teach social communication skills Provide conversational turn-taking Create structured activities to provide opportunities for social interaction
Appendix B: Sample Referral Letter

Shown below is an example of a letter that you might write to ask that your child be evaluated. You can direct a request like this either to the intermediate school district (like the letter below), or to your local school district. Your letter can be even simpler than the one shown here. All you really need to do is ask the school district to evaluate your child, and explain how they may reach you.

Director of Special Education
Ingham Intermediate School District
2630 West Howell Road
Mason, MI 48854
June 4, 2007

To the Director of Special Education:

I am writing because we are concerned that our child, William, is not developing the same way that other children his age are. We understand that children do develop differently, but we are worried that William is delayed. William was 4 years old in March.

1. He does not know his own name, or answer to it.
2. He does not talk very much. When he does talk, he often simply repeats what we say.
3. He spends a lot of time repeating an activity that would not interest other children, like opening or shutting a cupboard door.

We have been told that the school district can evaluate our child to see if he has a disability. We are asking you to evaluate William. We understand that someone will contact us about this within 2 business days after you receive this letter. Thank you for your help.

Sincerely,

Jane and Bob Doe
1234 Main Street
Mason, MI 48854
Ph: 555-1234
The referral and evaluation plan, shown below, is discussed on page 10.

**Appendix C: Referral and Evaluation Plan**

The referral and evaluation plan, shown below, is discussed on page 10.

---

### Special Education Evaluation Review Team Plan

<table>
<thead>
<tr>
<th>IEP Due Date</th>
<th>UIC</th>
</tr>
</thead>
</table>

Date: ____________________  Date of Last IEP: ____________________

#### Statement of Concerns

- Purpose of this review is to plan for:  
  - Initial Evaluation
  - Change of Education Status
  - Reevaluation
  - Additional Evaluation
  - Other

<table>
<thead>
<tr>
<th>Student Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
</tr>
<tr>
<td>DOB:</td>
</tr>
<tr>
<td>Parent/Guardian:</td>
</tr>
<tr>
<td>Phone (Work):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic:</th>
<th>School Building:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating District:</td>
<td>Residence District:</td>
</tr>
<tr>
<td>Native language of student as indicated by parent:</td>
<td>Dorminant language in the home:</td>
</tr>
</tbody>
</table>

#### The following individuals provided input on this Evaluation, Review and Plan:

- Parent/Guardian: ____________________
- Parent/Guardian: ____________________
- School Psychologist: ____________________
- School Social Worker: ____________________
- Other: ____________________

- Student: ____________________
- General Edu. Teacher: ____________________
- Special Ed. Service Provider: ____________________
- Other: ____________________

#### Review:

- Existing data from the last year (evaluations; classroom-based assessments; local/state assessments; school data)

#### Describe Teacher/Service Provider observations of the student:

#### Describe input/information/evaluations provided by parent(s):

#### Based on the above data, information and input reviewed what Additional Data is required to:

- Determine/Continue Eligibility — if none indicate “none”

- Determine/Develop student’s PLAAPF — if none indicate “none”

- Determine/Continue related services — if none indicate “none”

- Determine/develop/continue accommodations/modifications/supplementary aids/services/personnel support to enable the student to access/succeed in the general curriculum — if none indicate “none”

---

*Page 64 Ingham Intermediate School District*
### EVALUATIONS REQUESTED

All evaluations may include observations, record reviews and input from parent, student, staff and/or others:

<table>
<thead>
<tr>
<th>Type</th>
<th>May include one or more of the following:</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Psychologist Evaluation</td>
<td>Adaptive Behavior  A  Behavior Scale/Checklist  A  Intelligence  A  Achievement  A  Classroom Observation</td>
<td></td>
</tr>
<tr>
<td>School Social Worker Evaluation</td>
<td>Adaptive Behavior  A  Behavior Scale/Checklist  A  Classroom Observation  A  Agency Consultation  A  Classroom Observation</td>
<td></td>
</tr>
<tr>
<td>General Ed Teacher</td>
<td>Achievement  A  Behavior Scale/Checklist  A  Student Progress  A  Classroom Observation</td>
<td></td>
</tr>
<tr>
<td>Special Ed Teacher/Teacher Consultant</td>
<td>Achievement  A  Curriculum Based Assessment  A  Intervention Plan  A  Behavior Scale/Checklist</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>Sensory/Perceptual/Motor  A  Medical Consultation</td>
<td></td>
</tr>
<tr>
<td>Physical Therapist</td>
<td>Physical/Motor   A  Medical Consultation</td>
<td></td>
</tr>
<tr>
<td>Speech and Language</td>
<td>Articulation  A  Language  A  Voice  A  Fluency</td>
<td></td>
</tr>
<tr>
<td>Other  Other Other</td>
<td>Other: ____________  Other: ____________</td>
<td></td>
</tr>
<tr>
<td>Other  Other Other</td>
<td>Other: ____________  Other: ____________</td>
<td></td>
</tr>
<tr>
<td>Other  Other Other</td>
<td>Other: ____________  Other: ____________</td>
<td></td>
</tr>
</tbody>
</table>

### Parent/Guardian Notice and Consent:

- I have received a copy of the Procedural Safeguards under IDEIA and Parent Guidebook for this initial referral/evaluation.
- I have been fully informed of my rights and procedural safeguards.
- I understand that the results of this evaluation plan will be used as described above.
- I agree with this plan/referral and request that it be implemented.
- I agree with the determination that a special education evaluation is not needed at this time.
- I disagree with this plan and request that an evaluation ________________ be completed.
- I disagree with this plan and do not consent to any evaluations.

Parent/Guardian Signature: ______________________ Date: __________
Principal/Local Administrator Signature: ______________________ Date: __________

Return form to: ______________________ Service Coordinator: ______________________
Special Programs Office: ______________________ Date Consent Received: __________

Please attach any additional information or comments on a separate page.

Copies to: Local Special Ed Office, Parent/Guardian, School/CA-60 evaluator(s), Service Coordinator, Ingham Central Records Office (when applicable)

Ingham Intermediate School District is an Equal Opportunity Employer. 5/7/07.
Appendix D: Notice and Invitation to Attend a Planning Committee Meeting

The notice to attend an IEP meeting is shown below. It is discussed on page 10.

Appendix D: Notice and Invitation to Attend a Planning Committee Meeting

The notice to attend an IEP meeting is shown below. It is discussed on page 10.

---

NOTICE AND INVITATION TO ATTEND
AN INDIVIDUALIZED EDUCATION PROGRAM TEAM (IEPT) MEETING

Dear: __________________________________________

You are invited to attend the Individualized Education Program Team Meeting for __________________________ (student) on ______________________ at ____________________ at ____________________ (date) ____________________ (time) ____________________ (location)

At this IEPT meeting we will:

☐ Determine eligibility for special education programs or services and, if appropriate, to develop an Individualized Educational Program (IEP).
☐ Review your child’s Individualized Education Program (IEP).
☐ Discuss post-secondary goals and needed transition services by age 16 (student will be invited to IEP).
☐ Develop an addendum to your child’s current Individualized Educational Program.
☐ Review the need for additional evaluation information.
☐ Review the results of the comprehensive three year re-evaluation.
☐ Conduct a manifestation determination review.*
☐ Other: ______________________________________________________________________

Your participation is very important. If for some reason this time and/or place is not acceptable to you, please call me at ____________________________ to make other arrangements.

I have also invited the following persons to join the meeting:

Parent/Guardian: ____________________________ Eval. Team Representative: ____________________________

Student: ____________________________ District Representative: ____________________________

Special Ed Teacher: ____________________________ Transition Services +

General Ed Teacher: ____________________________ Agency Representative ____________________________

Part C Service Coordinator/ Representative: (Early On) ____________________________

Other (Name & Role): ____________________________ Other (Name & Role): ____________________________

Please feel free to invite any others to this meeting that you would like to attend.

*A copy of “Procedural Safeguards Available to Parents of Children with Disabilities” is included with this notice. + Please sign and return the attached consent form to allow the Transition Services Agency Representative noted above to attend this IEPT meeting for students age 16 and older.

Sincerely (name and address)

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December, 2006
Appendix E: Transition IEP

The transition IEP form is shown below. It is discussed on page 34.

### Transition Individualized Education Program (IEP) Report

<table>
<thead>
<tr>
<th>IEP Date:</th>
<th>Prior IEP Date:</th>
<th>Initial/Most Recent Reevaluation IEP Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth Date:</td>
<td>Gender</td>
<td>Grade</td>
</tr>
<tr>
<td>Student ID:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student's Last Name:**
- First: ____________
- MI: ____________

**Address:**
- City: ____________
- State: ____________
- Zip Code: ____________
- County: ____________
- Telephone: ____________
- Resident Dist.: ____________
- Operating Dist.: ____________
- Attending Bldg: ____________

**Parent's Last Name:**
- First: ____________
- Relationship: ____________

**Native Language or Other Communication Mode:**
- Interpreter is Needed: Y __ N __

**Address:**
- City: ____________
- State: ____________
- Zip Code: ____________
- County: ____________
- Telephone: ____________
- Pager/Cell: ____________
- E-Mail: ____________

**Parent's Last Name:**
- First: ____________
- Relationship: ____________

**Native Language or Other Communication Mode:**
- Interpreter is Needed: Y __ N __

**Address:**
- City: ____________
- State: ____________
- Zip Code: ____________
- County: ____________
- Telephone: ____________
- Pager/Cell: ____________
- E-Mail: ____________

### 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, please specify ____________

### 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 17.
- 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.
- 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-lawyer, trustee).
- The representative is ____________

### IEP Team Meeting Participants in Attendance

- Student ____________
- Adult Service Agency Representative ____________
- Parent ____________
- General Education Teacher ____________
- Parent ____________
- Special Education Teacher/Provider ____________
- Parent ____________
- Public Education Agency Representative/Designee ____________
- Parent ____________
- Ingham Intermediate School District

Participant signatures are required to verify a determination regarding a suspected learning disability under 340.11713. Any member who disagrees must submit a separate statement preceding the date of his or her conclusion.
Appendix E: Transition IEP

Attendance Not Necessary
The Parent and the LEA agree that the attendance of a member listed below is not necessary because the member’s area of curriculum or related service 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 service, 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 Report prior to the meeting. A parent’s agreement shall be in writing.

Eligibility for Special Education
The IEP Team determined this student to be (check one): □ Ineligible □ Eligible
Primary disability: ____________________________
Secondary disability, if any: ______________________________

Factors to Consider in Order to Provide a Free and Appropriate Public Education (FAPE)
Consider (check) each of the following and comment below as appropriate:
□ strengths of the student
□ parent input and concerns for enhancing the education of the student
□ results of an initial evaluation or the most recent reevaluation of the student
□ progress on the current IEP annual goals and objectives
□ 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:
□ communication needs of the student
□ positive behavior interventions, supports, and strategies for students whose behavior impedes learning
□ language needs for students with limited English proficiency
□ Braille instruction for students who are blind or visually impaired
□ communication and language for students who are deaf or hearing impaired
□ the need for assistive technology devices or services
Comments: ____________________________

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 or her involvement in and progress in the general education curriculum?

MDE-OSE/ES—July 2005 • Transition IEP
Intermediate School District
**Appendix E: Transition IEP**

**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?

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

<table>
<thead>
<tr>
<th>Needed Transition Activities/Services Related to Student PLAAFP</th>
<th>Assessment</th>
<th>Responsible Agency/Person</th>
<th>Timeline (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADULT LIVING</strong></td>
<td>Considered, none needed □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DAILY LIVING SKILLS</strong></td>
<td>Considered, none needed □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FUNCTIONAL VOCATIONAL EVALUATION</strong></td>
<td>Considered, none needed □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EMPLOYMENT</strong></td>
<td>Considered, none needed □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNITY EXPERIENCES</strong></td>
<td>Considered, none needed □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RELATED SERVICES</strong></td>
<td>Considered, none needed □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FURTHER EDUCATION</strong></td>
<td>Considered, none needed □</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td>Considered, none needed □</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

---

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Appendix E: Transition IEP

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 his IEP; optional to consider at age 13 or younger if determined appropriate by the IEP Team and reviewed 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:


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):

Supplementary Aids/Services/Personnel Supports

<table>
<thead>
<tr>
<th>Supplementary Aids/Services/Supports</th>
<th>Amount of Time/Frequency/Conditions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

☐ 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:


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**Appendix E: Transition IEP**

### Annual Goals and Short-Term Objectives

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

<table>
<thead>
<tr>
<th>Annual Goal:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Short-Term Objectives (at least two per goal)</th>
<th>Evaluation</th>
<th>Criterion</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Obj. 1</th>
<th>Status Obj. 2</th>
<th>Status Obj. 3</th>
<th>Comments/Data On Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

| Evaluation |
| S Student’s Daily Work |
| D Documented Observation |
| R Rating Scale |
| T Standardized Test |
| O Other (specify above) |

<table>
<thead>
<tr>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Accuracy</td>
</tr>
<tr>
<td>of Rate</td>
</tr>
<tr>
<td><em>Achievement Level</em></td>
</tr>
<tr>
<td>Other (specify above)</td>
</tr>
</tbody>
</table>

| Schedule |
| W Weekly |
| D Daily |
| M Monthly |
| G Grading Period |
| O Other (specify above) |

<table>
<thead>
<tr>
<th>Status of Progress on Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Achieve/Maintained</td>
</tr>
<tr>
<td>2 Progressing at a rate sufficient to meet the annual goal for this objective</td>
</tr>
<tr>
<td>3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above)</td>
</tr>
<tr>
<td>4 Not applicable during this reporting period</td>
</tr>
<tr>
<td>5 Other (specify above)</td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Annual Goal:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Short-Term Objectives (at least two per goal)</th>
<th>Evaluation</th>
<th>Criterion</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Obj. 1</th>
<th>Status Obj. 2</th>
<th>Status Obj. 3</th>
<th>Comments/Data On Progress</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

| Evaluation |
| S Student’s Daily Work |
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| R Rating Scale |
| T Standardized Test |
| O Other (specify above) |

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</tr>
<tr>
<td>of Rate</td>
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<tr>
<td><em>Achievement Level</em></td>
</tr>
<tr>
<td>Other (specify above)</td>
</tr>
</tbody>
</table>

| Schedule |
| W Weekly |
| D Daily |
| M Monthly |
| G Grading Period |
| O Other (specify above) |

<table>
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<tr>
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<tbody>
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<tr>
<td>3 Progressing below a rate sufficient to meet the annual goal for this objective (explain above)</td>
</tr>
<tr>
<td>4 Not applicable during this reporting period</td>
</tr>
<tr>
<td>5 Other (specify above)</td>
</tr>
</tbody>
</table>

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Appendix E: Transition IEP

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

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

<table>
<thead>
<tr>
<th>Special Education Programs/Services</th>
<th>Frequency and Duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

☐ 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: ____________

Special Transportation
☐ No  ☐ Yes, specifics: ___________________________

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:

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Appendix E: Transition IEP

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:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>MEAP Content Area Assessed</th>
<th>Is the assessment appropriate for the student?</th>
<th>Is the Assessment accommodation(s) standard as per current guidelines? Check the appropriate box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (Grades 3-8 and 11)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Mathematics (Grades 3-8 and 11)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Science (Grades 5, 8 and 11)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Social Studies (Grades 6, 9 and 11)</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

* 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.

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### Appendix E: Transition IEP

**Section 3: Mi-Access, Michigan’s Alternate Assessment Program**

<table>
<thead>
<tr>
<th>Mi-Access Type of Assessment and Content Area Assessed</th>
<th>Is the assessment appropriate for the student? Check the appropriate box below.</th>
<th>Is the assessment identified appropriate for the student? and If YES, if each type of Mi-Access assessment and/or content area, indicate if the student needs any assessment accommodation(s) and what specifically is needed.</th>
<th>Is the Assessment accommodation standard as per current guidelines? Check the appropriate box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>YES <strong>No</strong></td>
<td><strong>Yes</strong> <strong>No</strong></td>
<td><strong>Yes</strong> <strong>No</strong>**</td>
</tr>
<tr>
<td>Functional Independence: English Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Independence: Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Areas where the State does not currently have state assessments developed.</td>
<td>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 social studies assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 4: English Language Proficiency Assessment (ELPA)**

*Directions: Check the one that applies to this IEP*

1. The student is NOT an English Language Learner, therefore the ELPA will NOT be administered.
2. 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.

---

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Appendix E: Transition IEP

**Section 5: District-wide Assessment**

Directions: Check the one that applies to this IEP.

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

<table>
<thead>
<tr>
<th>District-wide Assessment: List each assessment that is administered district-wide below and answer the questions to the right.</th>
<th>Is the assessment appropriate for the student? Check the appropriate box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

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.

---

**Section 6: National Assessment of Educational Performance (NAEP)**

Directions: Check the one that applies to this IEP.

- The NAEP assessments ARE 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.)

<table>
<thead>
<tr>
<th>NAEP Assessments</th>
<th>Is the assessment appropriate for the student? Check the appropriate box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

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 Hi-Access for the NAEP content areas being assessed, an alternate assessment does NOT need to be administered.
### Commitment Signatures

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

<table>
<thead>
<tr>
<th>Resident District – Resident district superintendent/designee (check all that apply):</th>
<th>Non-resident Operating District – The superintendent/designee (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Agrees with the IEP and its implementation</td>
<td>☐ Agrees to provide the IEP program(s) and/or service(s)</td>
</tr>
<tr>
<td>☐ Authorizes the nonresident operating district to conduct subsequent IEP Team meetings</td>
<td>☐ Agrees that the student is not eligible for special education</td>
</tr>
<tr>
<td>☐ Disagrees with this IEP and:</td>
<td>☐ Disagrees with this IEP and:</td>
</tr>
<tr>
<td>☐ requests mediation</td>
<td>☐ requests mediation</td>
</tr>
<tr>
<td>☐ will follow the procedure to request a due process hearing outlined in the Procedural Safeguards</td>
<td>☐ will follow the procedure to request a due process hearing outlined in the Procedural Safeguards</td>
</tr>
</tbody>
</table>

Signed: ____________________________  ____________________________  ____________________________

Resident District Superintendent or Designee  Operating District Superintendent or Designee  Date: __________/________/________

### 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: __________/________/________

### Adult Providing IEP Consent

I have been informed of all procedural safeguards and sources to obtain assistance, and:

- ☐ I understand the contents of this IEP
- ☐ I agree with the IEP and its implementation
- ☐ Disagree, but will allow implementation of this IEP
- ☐ Disagree with this IEP and:
  - ☐ request mediation
  - ☐ will follow the procedure to request a due process hearing outlined in Procedural Safeguards

Signed: ____________________________  ____________________________  ____________________________

Student Signature: ____________________________  Date: __________/________/________

Date: __________/________/________,
Appendix F: Summary of Academic Achievement and Functional Performance

The summary form is shown below and is completed when a student with a disability graduates from high school, ages out or completes their program by the school district. It is provided to the parent and student.

Appendix F: Summary of Academic Achievement and Functional Performance

The summary form is shown below and is completed when a student with a disability graduates from high school, ages out or completes their program by the school district. It is provided to the parent and student.

<table>
<thead>
<tr>
<th>Ingham Intermediate School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Performance</td>
</tr>
</tbody>
</table>

Student Name: ___________________  Birthdate: _______________  Student ID#: __________________________
Resident District: ___________________  Grade: ___________________
Student’s Primary Disability: ___________________  Secondary Disability: ___________________
Anticipated Exit Date: ___________________  Date of Report: ___________________

Summary of academic achievement and functional performance:

Student’s post-secondary goals: (from IEP)

Accommodations/modifications used to achieve success in high school (including types of Assistive Technology used):

Recommendations to meet post-secondary goals:
Employment:

Post-secondary Education:

Independent Living Skills:

Prepared by: ___________________  Date: ___________________

*School Psychologist: ___________________  Date: ___________________

Student Signature: ___________________  Date: ___________________

* Required as per student eligibility/MET criteria

Ingham Intermediate School District is an Equal Opportunity Employer. 4/18/2007
Appendix G: Resources

The resources listed here are just a few of the many available to the parents of a disabled child. If you need help and none of these resources seem appropriate, contact the PAC member for your school district, or the Ingham Intermediate School District. All of these people are familiar with additional resources.

Advocacy/Low Cost Legal Services

Citizens Alliance to Uphold Special Education (CAUSE)
6412 Centurion Dr.
Suite 130 Lansing,
MI 48917
(800) 221-9105
(517) 886-9167 Fax (517) 886-9366
http://www.causeonline.org
info@causeonline.org

Michigan Protection and Advocacy Service for Developmentally Disabled Citizens
4095 Legacy Parkway, Suite 500 Lansing,
MI 48911-4263 Phone: 1-800-288-5923 or (517) 487-1755 FAX: (517)487-0827
http://www.mpas.org

Associations

Autism Society of Michigan
6035 Executive Drive Lansing, MI 48911
Phone: (517) 882-2800 or 1-800-223-6722
Fax: 517-882-2816
http://www.autism-mi.org
Email: miautism@aol.com

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
Ingham County CHADD
Phone: (517) 347-0491
State of MI CHADD
Phone: (810) 220-9060
http://www.chadd.org

Cystic Fibrosis Foundation
3064 Boardwalk Drive
Saginaw, MI 48603
(800) 332-1000

Ingham County Health Department
Children’s Special Health Care Services
5303 S Cedar Street, PO Box 30161
Lansing, MI 48909-3016
Learning Disabilities Association of Michigan  
200 Museum Drive, Suite 101 Lansing, MI 48933 Phone: (517) 485-8160 or 1-888-597-7809 www.ldaofmichigan.org  
email: ldamich@sbcglobal.net

Michigan Speech and Hearing Association  
790 W. Lake Lansing East  
Lansing, MI 48823 Phone: (517)332-5691

National Association for Down Syndrome  
(800) 221-4602  
(212) 460-9330 (New York)  
http://www.ndss.org email: info@ndss.org

Physically Impaired Association of Michigan (PAM) Assistance Center  
1023 South US 27 St. Johns, MI 48879  
Phone: 1-800 274-7426 or (989) 224-0333

State Library of Michigan Blind and Physically Handicapped Services  
717 W Allegan Street  
Lansing, MI 48933 1-800-992-9012  
http://www.michigan.gov/hal  
On the Library Web page, select HAL Site Subject List (from the Quick Links List), then click on the link that says, “Service for the Blind and Physically Handicapped.”

United Cerebral Palsy Association of Michigan  
UCP Michigan 3401 E. Saginaw, Suite 216 Lansing, MI 48912 Phone: 517-203-1200 or 800-828-2714 Fax: 517-203-1203 E-mail: ucp@ucpmichigan.org  
Web site: http://www.ucpmichigan.org

Respite Care  
Lansing Area Parents’ (LAP) Respite Center  
840 E. Mt. Hope, Suite 101 Lansing, MI 48910 Phone: 517-372-6671 Fax: 517-372-6478
Appendix H: Programs and Services Available

The continuum of special education programs and services within Ingham ISD includes all disabilities and age levels from birth up to the age of 26. These programs and services include a full range of Least Restrictive Environment options to meet the individual needs of students. The following special education programs and services are available in partnership with local districts, charter schools and/or the ISD. Please contact your local special education administrator or coordinator for more details.

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<th>Special Education Services</th>
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<td>Severe Cognitive Impairment (SCI)</td>
<td>Adaptive Physical Education (APE)</td>
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<tr>
<td>Moderate Cognitive Impairment (MICI)</td>
<td>Audiology Assistive Technology (AT)</td>
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<tr>
<td>Mild Cognitive Impairment (EMCI)</td>
<td>Early Childhood Special Education (ECSE)</td>
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<tr>
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<td>School Psychology</td>
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<tr>
<td>Severe Multiple Impairment (SXI)</td>
<td>Orientation and Mobility (OM)</td>
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<td>Early Childhood Special Education (ECSE)</td>
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<td>Autism (AI)</td>
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<tr>
<td>Speech and Language Impairment (SLI)</td>
<td>Elementary Resource Room</td>
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<tr>
<td>Secondary Resource Room</td>
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