



Kent ISD IEP GUIDANCE & COMPLIANCE MANUAL



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This document was designed for Kent Intermediate School District Member Districts to guide staff in completion of Individualized Education Programs (IEP) in Michigan PowerSchool Special Education (MiPSE), the Kent ISD web-based special education student management system. Additionally, guidance within this document is intended to serve as a supplement to the Michigan Administrative Rules for Special Education (MARSE) and the Individuals with Disabilities Education Act (IDEA).

Participants and Profile

DEMOGRAPHICS

- A. Verify accuracy of demographic information.

PURPOSE

- B. Check all purposes that apply. If transition services will be discussed, be sure to select Transition as an additional purpose.

PARTICIPANTS

- C. Participants with multiple roles must be listed multiple times, so that all required roles are listed. See Appendix A for required IEP Team participants.
- Prior consent from the parent must be obtained for required IEP Team members to be excused. If "Not Present" is selected for a required participant, upload the signed excusal form to the IEP.

STUDENT PROFILE AND ELIGIBILITY

- D. Student Strengths:
- Ask IEP Team, including parent/guardian, for information to document skills the student demonstrates as it directly relates to Social-Emotional, Behavioral, Communication, and Academic areas. If possible, include areas of strength that relate to identified need areas.
 - If possible, include the student's self-identified strengths and areas of interest.

- E. Parent/Guardian Concerns
- Engage parent/guardian and seek participation by including a detailed explanation of parent concerns.
 - Avoid using "None." If the parent/guardian has no concerns it should be specifically noted that *parents have no concerns at this time, along with a detailed description of satisfaction with programs/services or any other statements to document the absence of parent concerns.*

INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM REPORT

Date of IEP Team Meeting:	Date of IEP Offer of FAPE:	Date of Most Recent Evaluation IEP:
Student Name: Suzy Sample41	Home Phone:	
Student's Address:	State:	Zip Code:
County:	Resident District for Purpose of FAPE:	
Student Primary Language:	Language in the Home:	Grade: Ninth grade
Birthdate:	Age:	

PURPOSE

Purpose of IEP Team Meeting: Annual Review Additional Purpose: Transition

PARTICIPANTS

Participant Name	Title/Relationship	Present in Meeting?
Required Member	Parent/Guardian	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present
Required Member	Special Ed Provider	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present
Required Member	General Ed Teacher	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present
Required Member	Eval Team Rep	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present
Required Member	School District Rep	<input checked="" type="checkbox"/> Present <input type="checkbox"/> Not Present

STUDENT PROFILE AND ELIGIBILITY

In determining both eligibility and need for special education programs/services, the IEP Team must consider each of the following:

D Student Strengths

E Parent/Guardian Concerns

F Current Evaluations

Based on 1) Suzy's current functioning, 2) the most recent evaluation findings and 3) any additional assessment information, does the IEP Team determine that this student has a disability that requires special education programs/services?

Yes, Suzy is **eligible** for special education

<u>Primary Disability</u>	<u>Qualifying Criteria</u>	<u>Qualifying Criteria</u>
Specific Learning Disability		

- F. List all evaluation tools used to drive the creation of the PLAAFP, goals, and objectives. Additionally, list state assessments the student has participated in.
- ★ Avoid adding specific data from the assessments in this section.

- G. The evaluation team recommends eligibility and the IEP team analyzes evaluation data and other information presented at the IEP team meeting and then determines eligibility.

Check to ensure accuracy of Disability and Qualifying Criteria with most recent Eligibility Recommendation and Evaluation IEP. Areas cannot be added or removed without a REED.

Transition Plan

TRANSITION ASSESSMENTS AND NOTICES

- A. Include a list of all **transition assessments** and interest inventories, along with date administered, that were completed within the last three months and used in the development of the student's post-secondary goals/vision. Examples include, but are not limited to: ESTR, Career Cruising/Naviance, district developed surveys, Discovery Process, and/or Educational Development Plan
- Specific data (strengths, preferences, interests) for the four transition activity areas, based on the completion of the most recent transition assessment, should be included.
- B. If a student will reach age 17 during this IEP year, they must be informed of their impending transfer of rights and Procedural Safeguards (at age 18). If a student will reach age 18 during the IEP year, they must be informed that their right will transfer this year. Families need to be knowledgeable of the options available to protect student's rights and how to procure those options.
- C. With the consent of the parent or Age of Majority student, the school must invite an agency representative that is likely to pay for or provide transition services to the extent appropriate.
- D. Provide a rationale for determining if there is or is not a need to invite a community agency: Provide dates, documentation, evidence of consent, invitations, responses, parent conversation, etc. - If an agency is not likely to pay for a transition service at this time, it must be documented within the IEP that the current IEP and the IEP Team (including parents or guardians) will be able to meet the student's transition needs.

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES

- E. The student must be provided the opportunity to be a meaningful participant in creating and developing the postsecondary goals and transition plan.

Student Name: Suzy Sample41 IEP Date:

TRANSITION PLAN

TRANSITION ASSESSMENTS AND NOTICES

A ASSESSMENTS
Transition Assessments Completed:

B PARENTAL RIGHTS AND AGE OF MAJORITY
 Suzy has turned age 18 and she and her parent were informed of parental rights that were transferred to her at age 18, including the right to invite a support person such as a parent, advocate, or friend.

C COMMUNITY AGENCY INVOLVEMENT
Was there a need to invite a community agency representative likely to provide current or future services? Yes No
Guidance: If there is a need to invite a community agency, you must complete a Consent to Invite Community Agency and obtained signed consent before inviting.

Date that Consent to Invite Community Agency was signed:
Did agency representative attend? Yes No

Additional comments regarding community agency involvement..

D Did parent invite a community agency representative? Yes No

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES

E Adult Living — After you have finished school, what type of place will you live in?

Does Suzy require instructional goals and short-term objectives in order to get ready for adult living? Yes No

Does Suzy require transition activities or services in order to get ready for adult living? Yes No

Transition Activity/Service Needed	Person/Agency	Due Date

Getting Ready for Employment — After you have finished school, what kind of work will you do?

Does Suzy require instructional goals and short-term objectives in order to get ready for employment? Yes No

Each postsecondary goal statement must be updated annually based on age appropriate transition assessments and written in such a way that there are measurable outcomes. Annual goals and objectives should be designed to **develop skills.**

- There must be evidence of an updated postsecondary goal, unless you are writing the first transition IEP. Evidence may include a comparison to previous IEP, or notation to show the update. Ex. As previously stated in his transition IEP dated x/x/xxxx. Suzy maintains that after graduation

she is still interested in working in a restaurant as a cook or chef.

- A "None" or "I don't know" response must show appropriate steps that will be taken to explore options. Consider writing transition activities, such as career exploration, informal interviews or observations, or transition assessments as a means to explore options

Transition Plan

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES CONT.

- A. Activities and Services listed should be individualized and specific. The transition services/activities **provide experiences** and exploration and help enable the student to meet his or her postsecondary goals.
- B. At least one annual goal must be developed to support the student's transition services needs/postsecondary goal.

COURSE OF STUDY

- C. Describe how the student's course of study supports his post-secondary goals written in each domain area above:

A course of study is **more** than completion of the Michigan Merit Curriculum. Course of study is a multi-year description of coursework, from current date to anticipated date of exit, which will allow the student to **build/expand knowledge** and gain experience through coursework in their post-secondary goal area. Be sure to include any career readiness classes, work based learning opportunities, expo's or career fairs in addition to other courses.

Example: Suzy is taking core classes and electives that will support the achievement of a Michigan Merit Curriculum Diploma, which will further support her vision of attending a 2 year college or technical school, eventually leading to employment as a chef. Suzy will have the opportunity to take Foods for Fitness her sophomore year, Independent Living her Junior year, and personal finance her senior year. She will also have the opportunity attend KCTC's culinary arts program to further explore her goal of becoming a chef.

A Does Suzy require transition activities or services in order to get ready for employment? Yes No

Transition Activity/Service Needed	Person/Agency	Due Date
<p>Community Participation — After you have finished school, how will you spend your time in your community?</p> <p>Does Suzy require instructional goals and short-term objectives in order to get ready for community involvement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does Suzy require transition activities or services in order to get ready for community involvement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Postsecondary Education/Training — After you have finished school, what additional education and/or training will you require in order to meet your post-secondary employment goal?</p> <p>Does Suzy require instructional goals and short-term objectives in order to get ready for post-secondary education or training? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Does Suzy require transition activities or services in order to get ready for post-secondary education or training?? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>		
<p>COURSE OF STUDY</p>		
<p>C What is Suzy's anticipated date of graduation/completion?</p> <p>What is Suzy's course of study?</p> <p><input checked="" type="checkbox"/> Classes leading to a Michigan Merit Curriculum high school diploma <input type="checkbox"/> Classes leading to a certificate of completion</p> <p>Describe how Suzy's course of study supports her post-secondary goals written in each domain area above:</p>		



Present Level of Academic Achievement and Functional Performance (PLAAFP)

- A.** Select an Area of Need from the dropdown list. In the Subarea of Need box, enter the need related to the skill being taught.
- Areas of need should be identified to address all qualifying criteria/core features of the disability. Other needs not directly related to the disability may also be identified when applicable.

- B.** Areas of need must be addressed in one or more sections within the IEP. Select one or more sections within the IEP where the need will be addressed. All supplementary aids/services, accommodations, transition planning, programs, and services listed throughout the IEP, **must be** connected back to a need outlined in the PLAAFP.

Fields displayed below will be based on selections in this area. For example, the Baseline Data and Starting Point for Instruction textbox will only appear if Goals and Objectives is checked under section **B**.

- C.** Progress on Most Recent Goals and Objectives is no longer at the top of this page and is now under each area of need. Select "Yes" if there was a previous goal and objectives to address the area of need.

Review the goals from the previous IEP and student progress reports.

- Include **specific data** regarding the progress on most recent IEP goals and objectives. Provide evidence for goal and objective achievement, progress toward achievement, or lack of progress toward achievement. Be sure the data reported matches the criteria listed in the goal/objectives from the most recent IEP. See graph in Appendix C for more information on collecting progress monitoring data.
- **Do not** include additional data unrelated to most recent goals and objectives.

- D.** Include a statement of the student's present levels of academic achievement and functional performance (PLAAFP) based on relevant data sources and the corresponding/specific data. This should include statements regarding what the student can do and what they cannot do compared to same-grade/age peers.

Student Name:		IEP Date:	
PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE			
A	<u>Area of Need</u>	<u>Subarea of Need</u>	<u>Where in the IEP will this need be addressed?</u>
			Supplementary Aids and Services <input type="checkbox"/> Goals and Objectives <input checked="" type="checkbox"/> B Transition Plan <input type="checkbox"/> Programs and/or Services <input checked="" type="checkbox"/>
C	Was there a previous IEP goal and objectives to address this area of need? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
D	<u>Progress on Most Recent Goals and Objectives</u>		
E	<u>Data Sources and Description of Need</u>		
F	<u>Baseline Data and Starting Point for Instruction</u>		
	<u>Adverse Impact</u>		

- E.** For all areas of need that will be addressed by a goal and objectives, baseline data and starting point for instruction must be provided. A starting point for instruction is established when baseline data is provided to document the student's current performance-level (include the date of baseline assessment).

The baseline, target for the corresponding goal, and related IEP progress report will all use a consistent source of data. See Appendix C and D for more information on Baseline Data.

- F.** Provide a description of how the disability affects the student's involvement and progress in the general education curriculum/environment and achieving their annual and post-secondary goals. Include a description of the student's current performance compared to grade-level peers.

Does the Adverse Impact Statement:

- explain **how** the disability impacts access to, participation in, and/or progress in the general education curriculum?
- connect to the need for specially designed instruction and/or supplementary aids and services?

Examples:

Due to Students emotional impairment, he does not comply with directives from staff and he is not actively engaged in instruction. His refusal to stay in the learning environment and refusal to complete work negatively affects his task completion and academic skill development.

Due to Student's cognitive impairment, she is performing at a first-grade level in math. Because Student is working on mastering counting money at a first-grade level, she requires a functional curriculum and specialized instruction to progress and acquire the skills of counting money. Her difficulty mastering functional math skills, impacts independence in the community and her post-secondary goal of being a dog walker.

Special Factors, Supplementary Aids and Assessments

- A. Communication refers to a student's inability to express wants and needs and not for articulation and/or pragmatic difficulties.
- B. For any box that is checked, ensure that the need is addressed within the IEP. If boxes are checked to consider a need and the Team decides there is no student need at this time, ensure that the reasons for this are addressed in the Notice section of the IEP, in Considered Options and Reasons Not Selected.
Examples: *A student with a VI who does not need Braille OR a student who has behavioral needs identified in the PLAAFP but does not need a FBA/PBSP.*
- C. The PLAAFP should provide data which correlates to Supplementary Aids and Services that are needed to address the student's missing skills, concepts and for accessibility and participation in the general education curriculum including translation services, parent and staff training, etc.

Specifically describe how the supplementary aids and services provide access to the general education curriculum. Consider using the words, "...for the purpose of..."

Frequency/Timeline: Specific details should be provided regarding how, when, how often, and to what degree supplementary aids and services will be used in instruction. **Do not** use "as needed," "per teacher discretion," or "upon student request," as a frequency.

Location: Be specific as to where the accommodation is needed - this has documentation implications when stated too vaguely. Be sure to include all locations where the accommodation is delivered. **Examples:** *general education environment, special education environment.*

SPECIAL FACTORS, SUPPLEMENTARY AIDS AND ASSESSMENTS

Supports and Modifications to the environment, behavior training needs, social interaction supports, health-related needs, physical needs, transition aids and supports will be provided to enable Suzy:

- to advance appropriately toward attaining her annual goals,
- to be involved in and make progress in the general education curriculum,
- to participate in extra-curricular and other nonacademic activities, and
- to be educated and participate in activities with other students with disabilities, as well as nondisabled students.

The IEP team must consider the following areas of need for each student.

For the areas of need below, does Suzy require supports and/or services due to?

Yes No Communication needs

Yes No Need for assistive technology devices and services.

The IEP team must consider the following for Suzy, as appropriate.

Does Suzy require supports and/or services in the areas of need below?

The use of positive behavioral interventions and supports, and other strategies, to address behavior because she has behavior that impedes her learning or the learning of others.

Language needs because she has limited English proficiency.

Braille instruction because she is blind or visually impaired.

The mode of language and communication because she is deaf or hard of hearing.

Supplementary aids and services are needed at this time.

Supplementary Aids/Program Modifications/Support for School Personnel	Frequency/Timeline	Location

STATE ASSESSMENTS

Are state assessments required for the grade level(s) covered by this IEP? Yes No

To participate in the state assessment(s), will Suzy require accommodations and/or alternative assessments? Yes No

Does Suzy need to take an alternate assessment instead of a particular state assessment? Yes No

Rationale:

- STATE ASSESSMENTS**
- E. Required Assessments:
- Early Literacy and Math Benchmark Assessments are required in Kindergarten - 2nd grade
 - M-STEP or MI-Access are required for 3-8 and 11
 - PSAT 8/9 and PSAT 10 are required
 - SAT 11 is required

- F. The first consideration for a student with a disability should be participation in the M-STEP. However, IEP teams may, based on data and state guidelines, determine that the alternate assessment is most appropriate. A rationale must include a detailed description of the team's decision. The IEP team **must** use the MDE Alternate Assessment Selection Guidance to ensure the appropriate selection and provide guidance documents to parents.

Note: General education and special education staff must document accommodations, the date, and results of all accommodations provided. Documentation should be reviewed periodically.

Accommodations and Alternate Assessment

★ The first consideration for a student with a disability should be participation in the M-STEP/MME assessment with their peers with no accommodations needed.

This page only needs to be completed if a student requires accommodations or an alternate assessment for the statewide and/or a districtwide assessment.

A. Students with disabilities must be included in state and district-wide assessments, with appropriate accommodations and alternate assessments, if necessary, as indicated in their IEP. The IEP must specify what assessment accommodations, if any, are needed for each content area.

B. Keep in mind that accommodations may **only** be used if: (1) the student's IEP indicated that they are appropriate for the student, **and** (2) align with the classroom and district assessment supports listed on the Supplementary Aids and Services page. Each state assessment in MiPSE includes a list of approved accommodations in the dropdown menu.

C. **The use of alternate assessments is reserved only for students with the most significant cognitive disabilities.** The IEP Team has the final determination regarding which assessment is appropriate for the student. IEP teams must follow the state guidelines for participation included in the MiPSE document (Michigan guidelines: Should My Student Take the Alternate Assessment flow chart).

MDE Guidance: MI-Access is not designed for most students whose primary disability is a specific learning disability, speech language impairment, emotional impairment or other health impairment.

M-STEP/MI-Access – IEP teams may, based on the decisions made using state guidelines, determine that a student should be assessed with the general assessment (M-STEP) in some content areas and the alternate assessment (MI-Access) in others.

- In grade 8, ELA and mathematics cannot be split between PSAT 8/9 and MI-Access FI. Students must be administered both content areas with PSAT 8/9 or with MI-Access FI.

Student Name: _____ IEP Date: _____

ACCOMMODATIONS AND ALTERNATE ASSESSMENT

The IEP Team has determined that Suzy will participate in the following state assessments:

- Early Literacy and Math Benchmark Assessments for students in grades K-2
- M-STEP: The Michigan Statewide Assessment for students in grades 3-8 and 11
- MI-Access: The Michigan Alternate Assessment for students in grades 3-8 and 11
- A District Developed Alternate Social Studies Assessment for students in grades 5 and 8
- The WIDA Access or WIDA Alternate Access for English Language Learners grades K-12
- The PSAT for students in grades 8,9 and 10
- The SAT for students in grade 11

For the state assessments listed, the IEP Team has determined that the following accommodations and/or alternate assessments are needed for Suzy to participate:

Assessment	Subtest	Time/Schedule	Setting	Presentation	Response
MI State-wide Assessment					
MI State-wide Alternate Assessment					

For the state assessments listed, the IEP Team has determined that the following accommodations and/or alternate assessments are needed for Suzy to participate:

Assessment	Accommodation 1	Accommodation 2	Accommodation 3	Accommodation 4
PSAT 8/9				

For the state assessments listed, the IEP Team has determined that the following accommodations and/or alternate assessments are needed for Suzy to participate:

Early Literacy and Mathematics Benchmark Assessment Accommodations			
Assessment	Universal Accommodations	Designated Supports	Accommodations
Early Literacy			

Additional Information:

- In grade 11, ELA and mathematics cannot be split between SAT with Essay and MI-Access FI. Students must be administered both content areas with SAT with Essay or with MI-Access FI.
- IEP teams may, based on student instructional needs, determine that a student take MI-Access at different levels (FI/SI/P). This may be done so long as the student is not taking more than a total of 2 levels and that those levels are adjacent to one another.

When an alternate assessment is selected, Notice should contain a statement of M-STEP considered and Reasons Not Selected to document the use of State guidelines

D. In rare cases (i.e., student with severe multiple impairments) where the IEP team determines the student will not participate in any state/district-wide assessment, the IEP must address why the assessment is not appropriate, how the student will be assessed, and what alternate assessment will be given.

Programs and Services

A. Programs and Services are selected at the time of the meeting based on student needs, goals, and short-term objectives.

B. Specify the date range of the IEP, School years, and Grades.

C. Teacher Consultant (TC) listed under Related Service should be the approval/endorsement of the teacher consultant (**not** the student's eligibility label).

D. Check the type of service delivery you will be providing, either direct or consultative.
Direct services: the provider works directly with the student related to goals and objectives.
Consultative: used to practice and demonstrate generalization of a skill.

E. Setting within Location – Specify the location the service is being delivered (e.g. GE class(es), SE class(es), SE Environment (related service), job site).

F. Note that elementary and secondary programs can **both** be departmentalized. An IEP identifies if an individual student's program is departmentalized.

Departmentalized means a delivery system in which 2 or more special education teachers teach groups of students with disabilities by instructional content areas.

G. As part of the protections afforded under the IDEA, students with disabilities have the right to attend school for the same length of time in each school day as non-disabled students (34 CFR § 300.11(c)). The only time it is appropriate to shorten the school day for a student with a disability is when the student's IEP team determines a shortened day is required to address the student's **unique disability-related needs** which can be utilized for a diagnosed medical/psychological condition, a need for homebound/hospitalized services, or a mandated suspension/expulsion.

Note: Per MDE Shortened School Day Guidance, the option for Other Unique Disability Related Need has been removed as a drop-down option. Shortened school days may not be used to manage student behavior or as a means of discipline.

Student Name: A IEP Date: _____

Programs and Services

Related Services with General Education and/or Special Education Programs
Direct Service: the primary mode of service is directly working with the student. There may be occasional consultation with others.
Consultative Service: the primary mode of service is working with the teacher(s) and others having daily contact with the student. Direct work with the student is occasional

Current IEP Year: From Date: _____ To Date: _____
 School Year: _____ School Year: _____
 Grade: Fifth grade Grade: _____

Related Services	Start Date	End Date	Service Mode	Minutes		Sessions		Frequency	Setting within Location	
				Low Min.	High Min.	Low Number	High Number			
			<input type="checkbox"/> Direct <input type="checkbox"/> Consultative							
Programs	Departmentalized	Start Date	End Date	Bldg/Location	SE		GE		Total	Frequency
	<input type="checkbox"/> Y <input type="checkbox"/> N				Low Min	High Min	Low Min	High Min		

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. Services will be provided as stated above, except when the week or month is shortened due to holiday, vacation, weather related school cancellations, or student absence. Extended school year services (ESY) must be provided only if the IEP Team determines on an individual basis that ESY services are necessary for the provision of a free appropriate public education.

Does the student require a shortened school day? Yes No

Least Restrictive Environment (LRE) - With the exception of Sample's programs and services, Sample has the same opportunity as their peers who are nondisabled to participate and make progress in all of the following: (1) general education setting, (2) general education curriculum, and (3) nonacademic and extracurricular activities.
 Yes No

H. Children with disabilities must be educated with nondisabled peers to the maximum extent appropriate. If the student's IEP programming/services: (1) does not allow for participation in the general education environment, AND/OR (2) does not allow for involvement in the general curriculum, AND/OR (3) does not allow for participation in extracurricular or nonacademic activities, check "no" and explain these circumstances in detail. This description should align to the programs/services.

Selecting "No" Example 1: Student requires an alternate curriculum met through the programs/ services listed within this IEP. He will participate with nondisabled peers during lunch/recess and as appropriate for school specials/electives

Selecting "No" Example 2: Student attends a center-based program with no access to general education peers.

NOTE: Remember that **Special Education Programs and Services** (as well as accommodations/modifications) are derived from the student's goals and objectives. As a result, any program or service listed on this page will have one or more corresponding goals. It is acceptable (and even desirable at times) for more than a single service provider to be working on one or more of the same goals. However, **each service provider must maintain documentation that instruction was consistent with the short-term objectives.**

Other Considerations

SPECIAL TRANSPORTATION AND ANTICIPATED NEEDS

A. Special Transportation is utilized solely for students with disabilities. Specific transportation needs must be addressed here. Examples include lift bus, use of restraints, and extra supervision. When a bus transports both general education students and students with disabilities it is not considered special education transportation (even if the bus has a lift).

Special Transportation is considered a related service. If selected as a requirement for the student, a new row with Special Transportation will populate under related services with start and end dates entered in this section. You will not be required to enter any additional information under Related Services.

B. This is where the student's need for extended school year (ESY) and/or programming beyond the regular school year is addressed. If more space is needed, record additional information in the **anticipated needs and other comments** area below.

ESY is designed to:

- Maintain skills
- Work specifically in one or more goal area(s) of concern which represents skill(s) essential to the progress of the student

The determination for ESY is based on:

- A serious potential for regression of skills beyond a reasonable period of recoupment
- The nature or severity of the disability indicates a need to provide services during breaks
- The student is at a critical stage or areas of learning, where cessation of services would severely limit the acquisition of skills.

Data collection:

The determination for ESY is based on data collected after each extended break in instruction (i.e., holiday break, spring

Student Name: Suzy Sample41IEP Date:

OTHER CONSIDERATIONS

TRANSPORTATION PROVISIONS
Has the IEP Team determined that Suzy requires **special transportation**?

A No, transportation is not required or general education transportation is sufficient to meet Suzy's needs.

EXTENDED SCHOOL YEAR

B The IEP Team has considered the anticipated needs of this student including the need for extended school year (ESY) services
 ESY services are needed

ANTICIPATED NEEDS AND OTHER COMMENTS
Other Comments related to this IEP:

C

break, summer vacation). This data should be collected using the *Kent ISD Consideration of the Need for Extended School (ESY) Year Services* (Appendix B) or a district-created form and included when the two ESY boxes are selected and the text box appears on this page.

Please note: Anticipated needs and/or accommodations listed in this section require the same documentation as those listed in Supplementary Aids and Services.

C. This section is used as extra space to specify other provisions or anticipated needs that were not covered elsewhere, such as trimester schedules, upcoming outside evaluations, or rationale for why ESY was not selected, if appropriate. If there are no other comments or anticipated needs, write "**None**."

IEP Amendment

- A. The purpose of an IEP Amendment is to make **minor changes** to the IEP during the year it is in effect. If programming and/or substantial changes need to be made to a student's IEP, an IEP Team meeting should be convened to develop a new IEP.

Minor changes may include: additions or revisions to supplementary aids/services, updated goals, objectives/benchmarks, add or remove related services, increase or decrease time/frequency of service or programming, ESY, short-term changes such as homebound/home-based instruction.

Please detail explicitly which sections have been modified.

PURPOSE	
Purpose of IEP Team Meeting: Amendment	Date of Revision/Amendment:
These sections of the IEP have been modified:	
A	

It is critically important for both the parent and school district to be in agreement with using an IEP Amendment to modify a current IEP. If objections are raised by either party, a full IEP meeting should be scheduled.

When completing an amendment, the student's IEP team must be informed of the changes.

When an IEP meeting is held, Notice requirements to parents are the same as for all other IEP Team meetings including Invitation and Notice Regarding Provision of Services. When no IEP Amendment meeting is held and parent agrees to change(s) over the phone, then no invitation is required.



Progress Reporting

A. Progress Reporting should **include data that aligns with the criteria, evaluations, and schedule** listed in the short-term objectives/benchmarks table.

Comments should include progress data unless the objective is not applicable at time of reporting

- Progress on goals must be reported with same frequency as general education students receive report cards.
- Must report on all goals/objectives or relevant benchmark(s)
- Assure reporting is accessible upon request.
- Progress report will include a **summary of data collected** during the scheduled progress monitoring

Examples:

When given a list of 10 words containing beginning and ending blends, STUDENT is reading an average of 7 out of 10 words correctly and based on the last three trials. The students most recent scores are: 7/10, 6/10, 8/10.

Based on documented observations and when using a social script, STUDENT is able to use socially appropriate voice tone, volume, and faces the speaker to make a request or respond to a peer or adult in 1 out of 3 opportunities.

Ongoing Data Collection—

- Facilitates instructional planning
- Helps determine whether instructional strategies are working
- Facilitates communication between IEP Team members
- Gives direction for setting future IEP goals
- Assists in making placement and extended school year (ESY) decisions

Progress Reporting

Student Name: Suzy Sample41 IEP Date:

Area of Need: Other Subarea:

Curriculum Reference:

Grade: Strand:

Grade Level Standard:

Annual Goal:
Suzy will _____ by _____, as measured by _____.

Short-Term Instructional Objectives:

	Objectives	Criteria	Evaluations	Schedule
1				
2				
3				
4				

Staff Responsible for Goal: Special Ed Teacher:

Progress On Short-Term Instructional Objectives

Date	Grade Level	Objective	Status	Comments on Progress	Staff Initial

A

NOTE: Based on progress monitoring data, if a student achieves their annual goal prior to the expiration date of the IEP, the IEP team should reconvene to revise the IEP in order to increase the target and/or target the next subsequent underdeveloped skill. When a student is progressing below the expected rate, include an explanation. If this status continues, the IEP team should reconvene and the IEP should be revised accordingly.

Authorization for Personal Care Services

- A. When the “Has Personal Care?” checkbox is selected on the Supplementary Aids and Services page, the Authorization for Personal Care Services page will populate into the IEP and completion will be required prior to finalization.

Has Personal Care Services?

- B. Please note that personal care services require an authorization by a licensed practitioner operating within the scope of their practice, including Registered Nurses (RN), Occupational Therapists (OT), Physical Therapists (PT) and Master of Social Work (MSW)

Please ensure this form is signed, dated and uploaded as a “Stand Alone File Based Document” to MiPSE. Naming convention should be: student last name, first name, type of prescription and date prescription was signed.

A

Student Name: _____

Medicaid School Based Services: AUTHORIZATION FOR PERSONAL CARE SERVICES

Personal Care Services include a range of human assistance services provided to persons with disabilities and chronic conditions which enables them to accomplish tasks they would normally do for themselves if they did not have a disability. Assistance may be in the form of hands-on assistance or cueing so the person performs the task by him/herself.

Please indicate with a check mark all services identified in the PLAAFP section that the above named student requires on a daily basis:

- Ambulation
- Assistance with self-administered medications
- Bathing
- Dressing
- Eating/Feeding
- Grooming
- Health related functions through hands-on assistance, supervision and cueing
- Maintaining continence
- Meal Preparation
- Mobility/Positioning
- Personal hygiene
- Redirection and intervention for behavior
- Respiratory Assistance
- Skin Care
- Toileting
- Transferring

Authorization Personal care services require an authorization by a licensed practitioner operating within the scope of their practice, including Registered Nurses (RN), Occupational Therapists (OT), Physical Therapists (PT) and Master of Social Work (MSW).
Licensed Practitioner Authorization:

I certify that the above named student requires daily personal care services due to their disability or medical condition. Services indicated above are noted the student's PLAAFP and Personal Care Service has been documented in the *Supplementary Aids/Program Modifications/Support for School Personnel* section of the student's IEP. This authorization is valid for one year from the signature date below.

B

Licensed Practitioner: _____ Date: _____
Stamped signature not valid

Authorization must be updated annually and kept in student's Medicaid record for 7 years for audit purposes.

Please ensure this form is signed, dated and uploaded as a “Stand Alone File Based Document” to MiPSE. Naming convention should be: student last name, first name, type of prescription and date prescription was signed. (Example: Bunyan, Paul_Personal Care_1/15/2015). The student's Prescription Profile must also be completed. If you do not have access to add prescription information to the student's profile, please send this form to your Special Ed Secretary.

Appendix A – Required IEP Team Participants

Participants:	Initial determination of eligibility, or review of eligibility	Review, revision IEP Held at least annually	Transition IEP No later than age 15, and older
Student	As appropriate	As appropriate	Must be invited . If not attending the IEP, indicate transition preferences and interests on the IEP and document how student input was obtained.
Parent / Guardian	Must be invited	Must be invited	Must be invited
School District Representative Someone who: (1) is knowledgeable about curriculum, (2) is able to provide or supervise the provision of special ed., (3) is knowledgeable about, and can commit the resources needed to implement the IEP. It is recommended that this person is not the student's teacher.	Attendance Required	Attendance Required	Attendance Required
General Education Teacher A general education teacher to whom the student is now assigned, or may be assigned in the future.	Attendance Required	Attendance Required	Attendance Required
Special Education Provider Someone who provides special education classroom instruction or related services.	If not previously enrolled in special education, must include a provider appropriate for the student's age level.	Attendance Required	Attendance Required
Evaluation Team Representative Someone who can interpret the instructional implications of the initial or three-year evaluation.	Required role. For all eligibility determinations this member must be a MET member per MI rules.	Required role. A knowledgeable person who may be a member of the evaluation team (i.e., Special Ed Teacher).	Required role. Must be MET member for eligibility determination IEP per MI rules. Otherwise, a knowledgeable person who may be a member of the evaluation team (i.e., Special Ed Teacher).
Out of Resident District Placement In cases where another district is authorized to provide evaluation, planning and services	Must be invited	Must be invited	Must be invited
Public Agency Representatives A representative from agencies likely to provide or pay for transition services.	NA unless the eligibility determination is part of a transition IEP (see far right column)	NA	School required to seek parent consent to invite agency(s), and then invite parent-approved agencies if permission granted
Others Someone invited by the parent or school due to his or her knowledge or special expertise regarding the student.	As appropriate	As appropriate	As appropriate, subject to transition agency invitation requirement above

Consideration of the Need for Extended School (ESY) Year Services

Student name: _____ IEP date: _____

Standard for extended School year	Yes	No	Data/Information Review (See #5 on next page)
<p>Regression/Recoupment: Substantial regression in critical skills is expected as a result of an interruption in instruction. The student will likely require significant time to recoup lost skills.</p> <p>If all YES, then the student is <u>not</u> eligible for ESY services.</p> <p>1. Is the regression typical of the student's function throughout the year rather than due to a scheduled break in instruction?</p> <p>2. Has the student made progress toward IEP objectives up until this time, despite not having been provided with an extended school year?</p> <p>3. Can the regression be recouped within 45 school days after returning to school?</p>			
<p>Nature and/or Severity of Disability: The nature or severity of the student's disability is expected to require a longer school year for the student to prevent regression, recoup lost skills, and/or attain the goal of self-sufficiency and independence from caregivers.</p> <p>If NO, then the student is <u>not</u> eligible for ESY services.</p>			
<p>Critical Stages/Areas of Learning: An extended break in instruction at this stage will jeopardize this student's critical skill development. The student will suffer significant loss of skills, behavior, or opportunities in an area deemed to be crucial to reaching the ultimate goal of independence.</p> <p>If NO, then the student is <u>not</u> eligible for ESY services.</p> <ul style="list-style-type: none"> • Based on the evidence above, this student: <ul style="list-style-type: none"> <input type="checkbox"/> Does <u>not</u> require consideration for an Extended School Year; or, <input type="checkbox"/> Requires consideration for an Extended School Year to address a specific goal or need. • Record ESY service in the IEP or attach the form to IEP (if applicable). 			

1. **What are ESY services?**

ESY refers to special education and/or related services provided beyond the normal school year for the purpose of providing a FAPE to a student with a disability. The purpose of ESY is different from the purpose of enrichment programs, summer school programs offered to all students, or compensatory education programs, and are not simply an extension of the regular school year. ESY services are offered at no cost to parents and will vary by type, location, and length of time, depending on the individual needs of the student. The purpose of ESY services is to maintain skills, not to develop new ones.

2. **ESY services are NOT:**

- for teaching new skills
 - based on the category of student's disability;
 - mandated for all students with disabilities;
 - required 12-month programs;
 - child care services;
 - necessarily a continuation of the total IEP provided to a student with a disability during the regular school year;
- required to be provided all day or every day;
 - an automatic provision from year-to-year;
 - required to be provided in a traditional classroom setting;
 - a service to be provided to maximize each student's potential;
 - for credit recovery; and
 - a replacement for lack of attendance.

3. **Who is eligible for ESY services:**

Any student with an IEP is eligible for the consideration of ESY services if ESY is essential to provide FAPE. Each student has his or her own individual educational needs. Therefore, ESY services will accomplish different purposes for different students. Some students may suffer losses of social, behavioral, communication, academic, self-sufficiency or other skills during interruptions in academic year instruction.

4. **Standards to consider ESY when skills may be jeopardized by an interruption instruction. (See other side.)**

5. **The IEP team determines the need for ESY services: (Data/Information Review)**

- uses a variety of information
- ongoing assessment
- informal and formal methods
- examples of data that may be used:
 - daily academic or behavioral performance records;
 - criterion-referenced and norm-referenced test data;
 - anecdotal records from information collected throughout the year;
 - behavioral checklists;
 - students work samples;
 - IEP progress reports;
 - expert opinion.
- parent input;
- therapy logs;
- point sheets;
- frequency charts;
- the student's prior experience with regression/recoupment; and,
- other predictive information.

6. **A guideline for establishing severe recoupment is nine weeks, but this is not a hard and fast rule.**

7. **The critical question for the IEP team is not whether the student can benefit from ESY, but rather whether ESY is essential for providing FAPE.**

PLAAFP Enhancements: Measurable Goals Begin Here!

Through Kent ISD’s General Supervision Monitoring process, only **35%** of IEPs (n = 197) reviewed included a clear and explicit connection between goals and their corresponding PLAAFP sections evidenced by **consistent data sources used to describe baseline data and the target for the goal**. Although this is not a new requirement, baseline data was often omitted when developing the Present Level of Academic Achievement and Functional Performance, which is a critical component in determining the student’s current level of performance and to measure progress required through the IEP Progress Report.

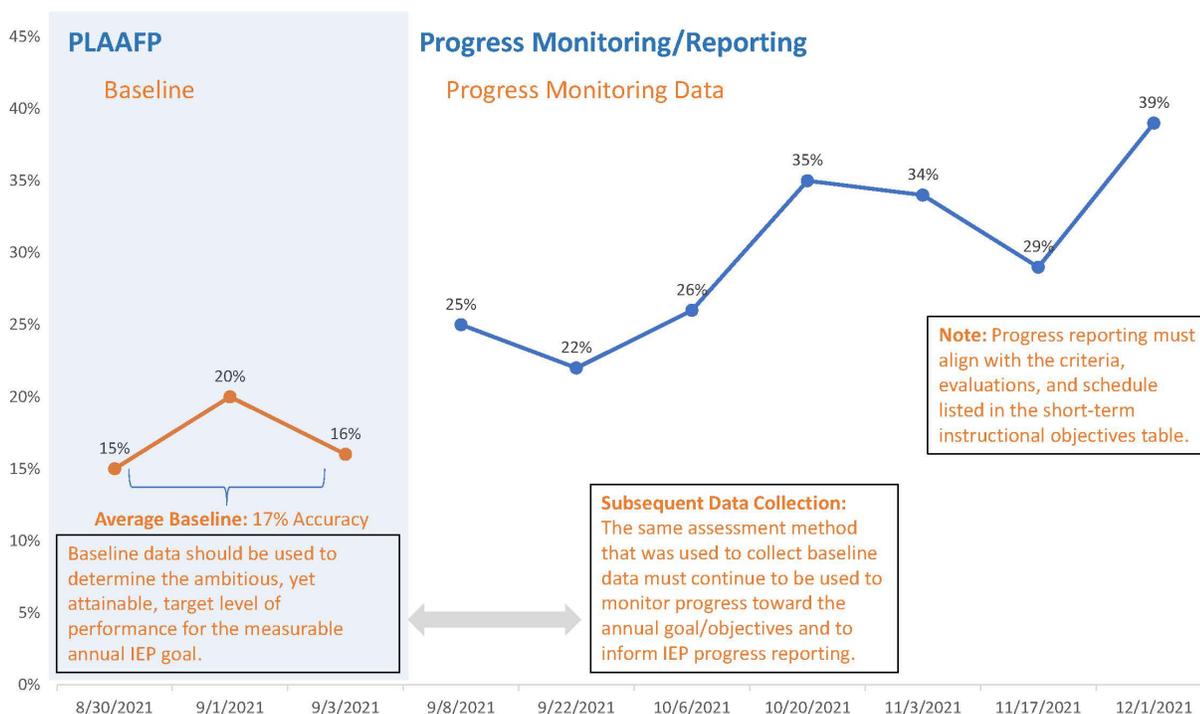
As a result, the MIPSE paperwork has been revised to support this requirement. When an area of need will be addressed through a goal/objectives, a textbox will now display to include Baseline Data and Starting Point for Instruction.

In moving forward, staff will need to begin by collecting baseline data on the student’s current level of performance for the targeted skill/behavior they plan to address through the goal. The same method of assessment should be used to monitor progress on the goal. Include this baseline data in the PLAAFP citing the assessment method, date of baseline assessment and the specific skill/behavior being measured.

Connection to the Annual Goal and Objectives

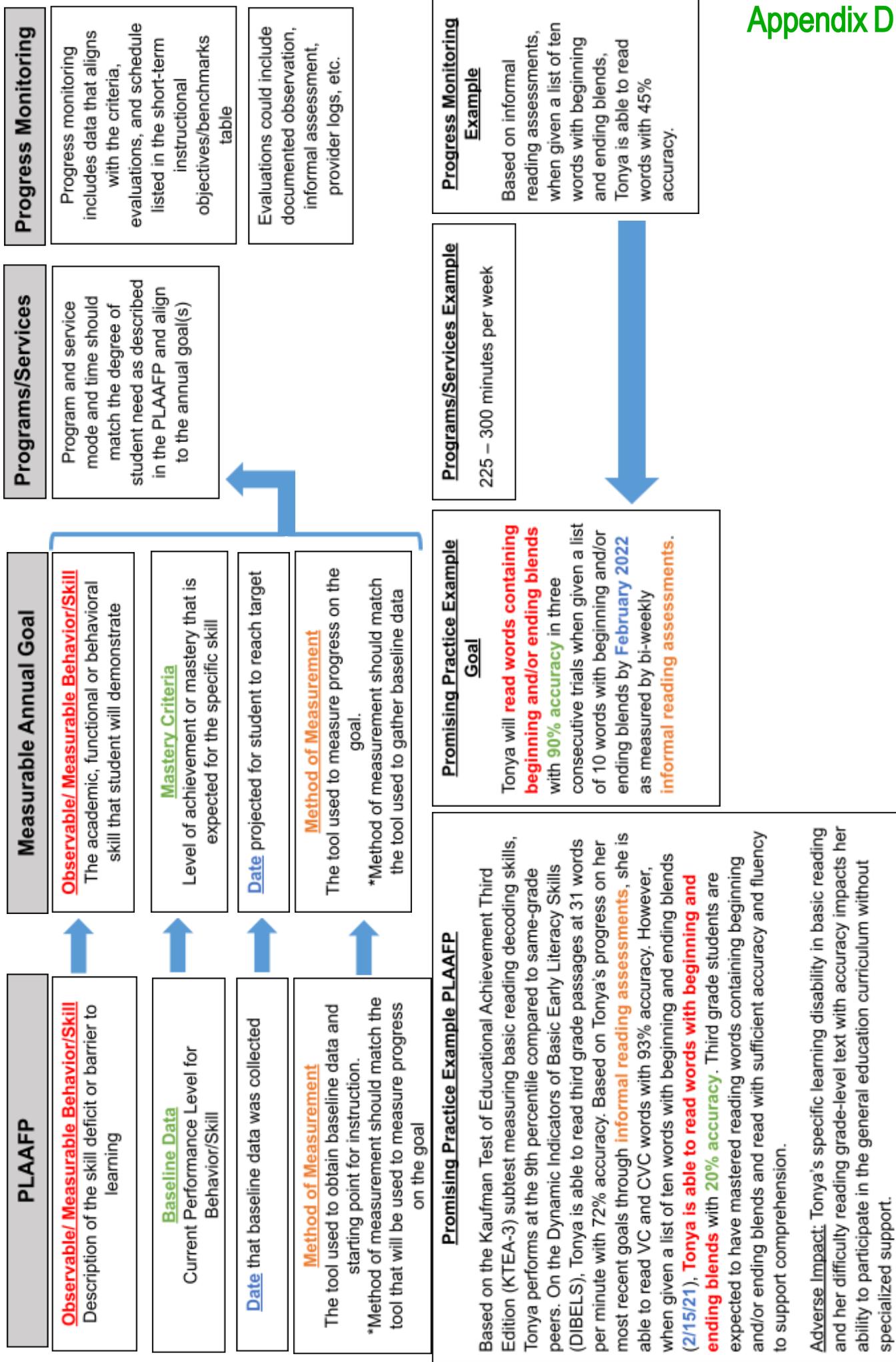
- Baseline data should be used to determine the ambitious, yet attainable target level of performance for the measurable annual IEP goal. The goal must include:
 - The same skill/behavior for which baseline data was collected
 - The same assessment method used to collect baseline data and will continue to be used to progress monitor

Example:



Note: Special educators should use professional judgement to determine the number of data points needed to establish a baseline level of performance. At least one data point must be used; however, more data points are encouraged/preferred to establish a reliable baseline.

IEP Alignment



PLAAFP & GOALS ALIGNMENT WORKSHEET

Note: components of the PLAAFP must be included in a logical order; however, there can be more than one acceptable way to organize PLAAFP components

		↑	Goals and Objectives
Present Level of Academic Achievement & Functional Performance (PLAAFP)			
Establishing the Need - Include two data sources in addition to the data source used to monitor progress related to the need <i>(Data sources 1 & 2)</i>		↑	
Strengths: Observable/ Measurable Behavior/Skill - Based on data, what can the student do relative to previous IEP goals (if applicable) and/or current assessments?			
Observable/ Measurable Behavior/Skill - Description of the skill deficit or barrier to learning		↑	Observable/ Measurable Behavior/Skill - The academic, functional or behavioral skill that student will demonstrate
Baseline Data - Current Performance Level for Behavior/Skill <i>(Data source 3)</i>		↑	Mastery Criteria - Level of achievement or mastery that is expected for the specific skill <i>Mastery criteria for performance should be based on baseline data from the PLAAFP and/or expected rate of progress. The student should demonstrate the skill over time/ trials to indicate mastery</i>
		↑	Date projected for student to reach target
		↑	Method of Measurement - The tool used to obtain baseline data and starting point for instruction. Method of measurement should match the tool that will be used to measure progress on the goal.
Same-grade and/or Age-level Peer Performance for this Behavior/Skill			
Adverse Impact of the skill deficit on the student's progress in general education with connection to the disability (if applicable)			

Starting Point for Instruction



	PLAAFP: Narrative Description of Unique Need	Yes	No
Compliance	Describes the skills that the student CAN do.		
Promising Practice	Includes data and data source(s) used to identify the skills that the student has mastered. Data from previous IEP goals is included if applicable.		
Compliance	Describes the student's skill deficit/barrier to learning. Includes data and data source(s) used to identify the skill(s) the student has NOT yet mastered.		
Promising Practice	Includes at least three relevant data sources and the corresponding/specific data. One data source can be used to monitor student progress related to the student's skill deficit/barrier to learning.		
Promising Practice	Defines in understandable terms where the student currently functions as compared to grade and age level peers/expectation.		
Compliance	The IEP specifically states how the disability adversely impacts progress in the gen ed curriculum and post-secondary goals, if applicable.		
Promising Practice	Areas of need are identified to address all qualifying criteria/core features of the disability.		



	Annual Goal/Objectives	Yes	No
Compliance	Consistent skill deficits/barriers to learning are described in the PLAAFP and targeted in the annual goal.		
Promising Practice	There is a consistent data source used to describe baseline data in the PLAAFP as well as the target for the goal.		
Compliance	IEP goal and objectives have defined mastery criteria for growth based on baseline data from the PLAAFP.		
Compliance	The student should demonstrate the skill over time/ trials to indicate mastery (e.g., {Student} will read words containing beginning and/or ending blends with 90% accuracy in three consecutive trials.)		
Promising Practice	Based on baseline data, mastery criteria are individualized and encompass high expectations for learning that are achievable over the course of one year.		
Compliance	The IEP goal specifically describes the methods used for measurement of progress. Method of measurement should match the tool used to gather baseline data.		