



Ingham Intermediate School District

Special Education Policies



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Purpose of Document

Ingham Intermediate School District (ISD) provides educational and technical support to school districts located within the region of Ingham County. The intent of this document is to provide clarity and consistency with special education policies through the guidance of the Michigan Department of Education's (MDE) Office of Special Education (OSE). This document will be updated as the MDE provides guidance.

Mission

Ingham ISD exists to lead and serve for the achievement and success of all learners.

Vision

Ingham ISD, in partnership with all stakeholders, will foster the success of all learners.

Core Values

Collaboration

We will seek, share, and respect diverse perspectives. We will function as a team with our colleagues and stakeholders to define and achieve common goals.

Compassion

We will be kind and empathetic and strive to understand the circumstances and viewpoints of all.

Innovation

We will explore new ideas and opportunities to challenge conventional views and develop forward-thinking solutions.

Integrity

We will be honest, trustworthy, respectful, and ethical. We will honor our commitments and be accountable for our actions.

Student Focus

We will place students and their success as the driving force behind our decisions.



Whole Child

Improve healthy, safe, engaging, challenging and supportive learning environments.

Engaged Workforce

Ensure innovative solutions to attract, develop, engage, and retain a diverse workforce.

Advocacy

Increase awareness and understanding of intermediate school districts and how they support student and educator outcomes.

Infrastructure

Ensure a welcome, safe, and flexible environment for all learners to reach their highest potential.

Free Appropriate Public Education (FAPE)

Students with a disability are entitled to a free appropriate public education (FAPE). Schools must provide a FAPE through programs and services. The FAPE must meet the student's unique needs and provide an educational benefit. [§300.17](#) and [§300.101](#)

To provide a FAPE, schools must:

1. Create an individualized education program (IEP) for the child, which is a written plan for your child's education at school.
2. Provide special education services that meet the child's specific (or unique) needs.
3. Provide related services so the child can benefit from special education. An example of related services is receiving occupational therapy.
4. Provide accommodations and modifications so the child can be in general education settings. Provide access to the same non-academic and extracurricular activities as peers without disabilities.
5. Educate the child in the least restrictive environment (LRE), which means the child should be educated as much as possible in the general education classroom with peers that are not disabled. Spending time outside the general education classroom is only allowed if it is needed to meet the child's specific needs.

Notice

Notice is written information given to the parent by a district to explain an action the district wants to take, or is refusing to take, with a student who has a disability or is suspected of having a disability. Notice provides the reason(s) that the district is proposing or refusing an activity. Notice must always be given before consent is requested. The parent needs the information in the notice to make an informed decision about providing consent. Reasonable attempts to gain consent must be made. Reasonable attempts, as defined by Ingham ISD, are at least 2 attempts on 2 different dates using 2 different modes of communication.

What to include in notice:

The notice must include:

1. A description of the action proposed or refused by the district.
2. An explanation of why the district proposes or refuses to take an action.
3. A description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposed or refused action.
4. A statement that the parent has protection under the [procedural safeguards](#) and how a copy of the procedural safeguards can be obtained.
5. Sources for the parents to contact to obtain assistance in understanding the law.
6. A description of other options that the individualized education program (IEP) team considered and the reasons why those options were rejected.
7. A description of other factors relevant to the district's proposal or refusal.

When notice is required:

Evaluation

- Following any request for an evaluation.
- Prior to a district requesting consent to evaluate.
- When a district determines no evaluation is needed.
- When no further information is necessary to continue eligibility.

Identification of Eligibility

- Prior to identification of eligibility.
- Following a parent's refusal to give consent.
- Following reasonable attempts to contact parents to obtain consent.
- Following a request for change in eligibility.

Educational Placement

- Any change of placement due to graduation, transition, or discipline.
- Any change in the continuum of placements. [§ 300.115](#)
 - The continuum of placements is outlined in § 300.115 of the Individuals with Disabilities Education Act (IDEA) and includes instruction in general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions, as well as resource and itinerant instruction in conjunction with general education class placement.
- Proposal or refusal to provide a specific educational setting, special education program, modification, accommodation, or service.

The Provision of a FAPE

- Any time the content of an IEP is changed.
- Following revocation of consent.
- Following enrollment of a student who was receiving a special education program or services in a previous district.

Parental Consent

Consent [§300.9](#) means:

1. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication.
2. The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom.
3. [Reasonable attempts](#) must be made to obtain consent.
4. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
 - a. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).
 - b. If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any

references to the child's receipt of special education and related services because of the revocation of consent.

When consent is required:

IDEA requires parental consent before taking the following actions:

- Initial evaluation.
- Re-evaluation.
 - The evaluation team may proceed with re-evaluation if reasonable efforts to obtain parental consent have been made and the attempts are documented.
- Initial provision of special education services.
- Secondary transition IEPs when inviting outside agencies to attend the meeting.
- Parental revocation of special education services.

Acceptable forms of consent

Consent must be in writing.

- Consent is signed and dated by parent in person.
- Consent is sent via the U.S. Postal Service to the parent or guardian. The form is signed, dated, and returned to the district.
- Consent is sent via email to the parent. The form is printed by the recipient, signed, dated, and returned to the district.
- Consent is a PDF fillable form that has the option for an electronic signature and the date is time-stamped.
- Consent has an electronic signature option with time-stamped date.

Unacceptable forms of consent:

- Verbal (phone conversation).
- Email response/reply.
- Undated signature.

Child Find

Child Find is the federal requirement, established by the IDEA, to identify, locate and evaluate all children with disabilities, from birth through 21 years of age, who are in need, or may be in need, of special education and related services. Child find is an affirmative and ongoing process that includes public awareness activities, policies and procedures, and coordination with agencies and primary sources such as local physicians, local hospitals, public health department, childcare centers, department of health and human services, and county jails. In Michigan, the child find obligation extends to all children and students with disabilities from birth through 25 years of age, who are in need, or may be in need, of special education and related services.

Child Find for Children Ages Three through Five

Michigan Early Childhood Special Education (ECSE) programs and services include specialized instruction and related services provided to young children, ages three through five, who qualify under Part B, Section 619 of the IDEA. Through ISDs, Michigan's ECSE program ensures the provision of a FAPE to all eligible children at no cost to their families, and in the LRE. LRE for this age group typically occurs in

community based early childhood settings and programs. Young children should only be placed in more restrictive or specialized settings when required by the child’s individual needs.

Child Find for School Age Children

For students in elementary through high school, districts have their own child find procedures which align with the IDEA. Many districts use a child study process or a student assistance team process, a general education led initiative, where a team of individuals collaborate on behalf of a specific student and identify areas of need and interventions designed to support the student’s needs. When interventions such as multi-tiered system of support (MTSS), Response to Intervention (RTI), or Positive Behavior Interventions and Supports (PBIS) are not successful, child study teams should make a referral for a special education evaluation.

While there is no requirement to use MTSS to meet the child find mandate, many districts use a multi-tiered instructional framework as a schoolwide approach to address the needs of students, including struggling learners and students with disabilities. Although the IDEA permits the use of a student’s response to research-based intervention as one way to determine whether a child has a specific learning disability, a district cannot delay or deny a special education evaluation even if RTI, MTSS, or PBIS has not been initiated or data has not indicated student progress.

Child Find for Adult Learners

In Michigan, eligibility for special education includes a student who:

- Has been evaluated and determined eligible for special education programs and services.
- Is not more than 25 years of age as of September 1 of the school year of enrollment.
- Has not graduated from high school.

A student who reaches the age of 26 years after September 1 is a student with a disability and entitled to continue a special education program or service until the end of that school year. [R 340.1702.](#)

Child find requirements include adult students who reach the age of majority, and who have not graduated with a regular diploma. Districts must ensure materials explaining the special education process, including initial evaluations to determine eligibility and reevaluations for changes in eligibility or for ongoing eligibility, are made available or are given directly to adult students in a variety of environments, such as adult education programs, ISD programs, community mental health programs, law enforcement settings, and alternative education settings.

Child Find Triggers

The child find obligation to refer a student for an initial special education evaluation can be triggered when a district has reason to suspect or believe that the child or student may have a disability and is in need of special education and related services. Below are some potential red flags, which may trigger a district’s reason to suspect a disability:

- Academic concerns in school including, but not limited to:
 - A history of academic concerns.
 - Failing or declining grades.
 - Poor or declining progress on standardized testing.

- Student has a Section 504 Plan, and the accommodations are providing little benefit.
- Behavioral/social/emotional concerns including, but not limited to:
 - Signs of depression, withdrawal, inattention/distraction, organizational issues, anxiety, mental illness, or mental health issues.
 - Information the student has been hospitalized or receiving medical treatment for mental health issues.
 - Increasing discipline referrals, suspensions, expulsions, patterns of removal, and or truancy.
 - Information the student is being or has been exposed to traumatic events.
 - Information from outside medical and service providers, including a medical diagnosis.
 - Student already has a Behavior Intervention Plan (BIP) and the accommodations are providing little benefit.
- School personnel request for an evaluation.
- Parent request for an evaluation.

Child Find and Discipline

A student who has not yet been found eligible for special education, when facing disciplinary action, may assert the discipline protections provided under the IDEA, if the district had a basis of knowledge that the student may be a student with a disability. A basis of knowledge exists when either:

- The parent expresses concern, in writing, that the student is in need of special education and related services to supervisory or administrative personnel of the district.
- The parent requested an evaluation of the student.
- A teacher of the student, or other personnel of the district, expresses specific concerns about a pattern of behavior demonstrated by the student.

When a basis of knowledge exists, the evaluation process must be expedited in order to provide information necessary to complete the disciplinary processes, including a determination of whether the student is a student with a disability and in need of special education and related services. A district would not be considered to have a basis of knowledge when the parent of the student has not allowed an evaluation, has refused services, or the student had previously been evaluated and determined not eligible.

Evaluation

An evaluation is the first step in the special education process. A student must have a full and individual initial evaluation to determine whether he or she has a disability and may be eligible to receive special education programs and/or services.

Initial Evaluation Process

Request for an Evaluation

A request for a special education evaluation can come from a parent or guardian, or individual with interest or involvement in the student's education.

- **Parent request:** When a request for an evaluation is verbally made, the district must support the parent or guardian in documenting this request. A failure to acknowledge a verbal request could

result in a violation of a district's child find obligation to identify, locate and evaluate students who need special education and related services.

- **School personnel request:** When a staff member whose training and relationship to the student provides knowledge to reasonably suspect that the student has a disability, the staff member must present their data to the district's Student Assistance Team (SAT) or intervention specialist.

Review of Existing Evaluation Data (REED)

Timeline: 10 School Days

1. When a district receives a request for an evaluation, the district has 10 school days to complete a REED, provide notice, procedural safeguards and request [consent](#) from a parent to evaluate a student.
 - a. The district must provide notice addressing whether the district will conduct an evaluation. [§300.503.](#)
 - b. When the district proposes to conduct an evaluation, the district must request parental consent to evaluate the student.
 - i. A district must make reasonable efforts to obtain parent consent for an initial evaluation. Document all [attempts](#) to obtain consent.
 - ii. If there is no parental response or the parent declines consent, provide [notice](#) indicating the district will not proceed with the initial evaluation process. Include documentation of the reasonable attempts to gain consent and state that the parent has declined consent to evaluate.
2. The purpose of the REED is to determine if the existing evaluation data are sufficient or if additional data are needed to determine eligibility. [§300.305.](#)
 - a. If additional data are needed, the REED process determines what evaluations are needed to ensure a comprehensive evaluation in all suspected disability areas.
3. REED data includes, but not limited to, a review of:
 - a. Evaluations and information provided by the parents of the child.
 - b. Current classroom-based, local, or state assessments and classroom-based observations.
 - c. Observations by teachers and related service providers.
4. No additional data may be needed if the data in the REED is sufficient for the multidisciplinary evaluation team (MET) to make an eligibility recommendation. For example:
 - a. A student whose disability is primarily medical, and the district has evaluations from qualified medical personnel and sufficient performance and observational educational data to support an eligibility determination.
 - b. The IEP team has reviewed and concurred with a report received from an external agency, ensuring it is in compliance with special education regulations and it accurately reflects the educational needs identified by the school. The individuals who created the report must meet the state's qualifications for providing evaluations, and there is enough information for the team to create a present level of academic achievement and functional performance (PLAAFP) and determine the appropriate programs and services to support the decision to provide a FAPE.
 - c. A student moves into the district from another state and staff determine that no additional information is necessary after review of the previous state's evaluations and eligibility determination. The current information is used by the MET to determine the student's special education eligibility in Michigan.

- d. If the team determines, with supported evidence collected in REED data, that the student is not suspected of a disability or needs special education and related services provide notice stating no additional information is necessary including reasons for the decision not to evaluate the student and provide the parents a copy of the procedural safeguards.

MET and IEP Meeting

Timeline: 30 School Days

The 30-school day timeline is counted from the date the district receives the [parental consent](#) to evaluate to the initial offer of a FAPE. Proposed evaluations are completed within the 30-school day timeline.

An initial evaluation and IEP meeting timeline may be extended beyond 30 school days but must be agreed to in writing by the parent and MET measured in school days. The agreement must happen on or before the initial IEP due date.

MET Requirements

1. Complete full and individual evaluations outlined in the evaluation plan of the REED.
2. Summarize evaluation data.
 - a. Include diagnostic assurances related to each suspected area of disability.
 - b. Include data needed to determine the student's PLAAFP.
 - c. Provide evidence of adverse impact on the student's education as compared to same-aged peers.
 - d. Identify the extent that the student requires one or more special education programs and/or services.
3. Complete MET forms for each area of suspected disability to determine eligibility recommendation(s).

Convene the Initial IEP Meeting

Within 30 school days, the IEP Team is convened to determine initial eligibility or ineligibility and provide an initial offer of a FAPE.

1. When determined eligible, the IEP Team develops the student's IEP. The IEP is completed when the district provides notice of an initial offer of a FAPE to the student's parent, or the district provides notice of ineligibility.
2. [Notice](#) must be provided within 7 days of the IEP Team meeting and in no case more than 30 school days from the date parental consent was received.

Consent for the Initial Provision of Special Education Programs and Services

Timeline: 10 School Days

Parental consent is required before special education programs and services are provided to a student for the first time. The 10 school days are counted from the date the district provides the notice of an initial offer of a FAPE.

- A district may not provide initial special education programs and services without parental consent.

- A parent or guardian may refuse consent to provide initial special education programs and services.
 - If after 10 school days from the receipt of the notice and the initial offer of a FAPE, the parent declines consent or provides no response despite [reasonable attempts](#) to obtain consent for provision of services, provide notice that the district will not implement the IEP.

Implementing the Initial IEP

Timeline: 15 School Days

A district must initiate the completed IEP as soon as possible, but no later than 15 school days after the parent has received the notice of intent to implement special education programs and services. When the parent and district agree, the timeline for implementing the IEP can be extended. This date must be clearly identified in the IEP.

Reevaluation Process

A student’s special education needs may change throughout the course of their educational career. The reevaluation process is intended and used to assess these evolving needs, as described in the IDEA. The purpose of this document is to underscore reevaluation requirements as set forth in the IDEA in order to support districts as they consider the reevaluation needs of students with disabilities.

A reevaluation:

- Must occur at least once every three years, unless the parents and the district agree that a reevaluation is unnecessary.
 - The three-year date for conducting a reevaluation is not reset based on an evaluation to add or remove a service.
- May occur not more than once a year unless the parent and the district agree otherwise.
- A district must ensure that a reevaluation of each student with a disability is conducted if:
 - The district determines that the educational or related service needs, including improved academic achievement and functional performance, of the student warrant a reevaluation.
 - The child’s parent or teacher requests a reevaluation.

When the Parent and District Agree a Reevaluation Is Unnecessary

The parent and the district may agree a reevaluation is unnecessary to determine whether the child continues to have a disability and to determine the educational needs of the child. In order to do so, a REED should be conducted to guide parents and districts through the process of determining whether any additional information or evaluations are necessary to determine continued eligibility or the educational needs of the child.

Parents who agree to waive the reevaluation may change their mind at any time and request a reevaluation. The district must then either conduct the reevaluation or provide notice to the parent as to why the district believes the reevaluation is unnecessary. The district is reminded of its ongoing child find obligations to request parental consent to evaluate if the district determines the child’s educational or related service needs warrant a reevaluation.

A REED is the first step of a reevaluation and includes a review of:

1. Evaluations and information provided by the parents of the child.
2. Current classroom-based, local, or state assessments and classroom-based observations.
3. Observations by teachers and related service providers.

Based on the REED, the team determines any additional data needed:

- Whether the student continues to have such a disability and the educational needs of the student.
- The PLAAFP and related developmental needs of the student.
- Whether the student continues to need special education or related services.
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet their IEP goals and to participate, as appropriate, in the general education curriculum.

When completing the REED, the data reviewed is to be summarized in a thorough yet concise manner, so it is clear why the team determined why additional data are or are not needed.

- All data used to make the determination of whether additional data are needed should be contained within the REED document.
- The REED is a legal document and therefore should not contain references to “see” or “refer to” other documents for the data that is required to be reviewed.

When Additional Data are Needed

When the team agrees additional data are needed to determine whether the student continues to be a student with a disability and their educational needs, the district must:

1. Develop an evaluation plan.
2. Obtain parental consent to implement the evaluation plan and document [attempts](#).
3. Administer assessments and evaluation measures as indicated on the REED’s evaluation plan.

When No Additional Data are Needed

When the team agrees no additional data are needed to determine whether the student continues to be a student with a disability and their educational needs, the district must notify the parent of the determination of no additional data needed and the reasons. Districts must notify parents of their right to request an assessment to determine whether the student continues to be a student with a disability, and to determine the student’s educational needs.

Obtain parental consent to implement the evaluation plan

The district must provide notice regarding the REED process and provide the parent with the [procedural safeguards](#).

1. A district must make [reasonable attempts](#) to obtain parent consent for reevaluation process evaluation.
2. A district may proceed with the reevaluation without parental consent but must document reasonable attempts to gain consent.

MET Process for Reevaluation and IEP Meeting

Timeline: 30 School Days

After completing the assessments and other evaluation measures, the IEP team determines whether the student continues to be a student with a disability and the educational needs of the student.

- When considering a student’s continued eligibility, the IEP team must determine a student to be not eligible for special education programs and services if:
 - The determinant factor is due to a lack of appropriate instruction in reading, including the essential components of reading instruction.
 - Lack of appropriate instruction in math.
 - Limited English proficiency.
 - The student does not otherwise meet the eligibility criteria.
- Special considerations for determining continued eligibility through the reevaluation process, the district should consider the following:
 1. Has the student met their IEP goals?
 2. What is the student’s independent level of learning?
 3. Has the skill gap been closed at an independent level? What is the student’s ability to meet state standards?
 4. Are the IEP programs/supports/services, which have been provided, necessary for the student to continue to access the general curriculum and make progress toward goals and objectives?

It is important to remember a student does not have to fail or be retained in a course or grade in order to be considered for special education and related services. However, in order to be eligible for special education services the student must need special education or related services because of a disability; and have met the criteria of one of the eligibility categories.

- Considerations Before a Change in Eligibility or Exit from Special Education
 - Districts must evaluate a student with a disability unless the student is exiting special education due to graduation or aging out.
 - The IEP team should consider the effect of exiting a student from special education who has received special education and related services for many years and how the removal will affect the student’s educational progress, particularly for a student who is in the final year(s) of high school.
 - The IEP team should consider whether the student’s instruction and overall special education program have been appropriate as part of this process. When the special education instruction has been appropriate and the student has continued to meet eligibility criteria in the past, this would be evidence that the student’s eligibility needs to be maintained.

Convene the IEP Meeting

- The IEP Team is convened within 30 school days of the reevaluation start date to redetermine eligibility or ineligibility and provide an offer of a FAPE.
 - The IEP is completed when the district provides notice of an offer of a FAPE to the student’s parent, or the district provides notice of ineligibility.
 - Notice must be provided within 7 calendar days of the IEP Team meeting.
[R340.1722\(a\)\(1\)](#).

Implementing the IEP

Timeline: 15 School Days

A district must initiate the completed IEP as soon as possible, but no later than 15 school days after the parent has received the notice of intent to implement special education programs and services. When the parent or guardian and district agree, the timeline from implementing the IEP can be extended. This date must be clearly identified in the IEP.

Determination of Eligibility

Upon completion of evaluation activities, the MET prepares a report summarizing evaluation activities and eligibility recommendations. The MET must document a recommendation of eligibility. When interpreting evaluation data, the MET must draw upon information from a variety of sources and ensure the information is documented and carefully considered. The IEP team makes the final determination of eligibility and determines the educational needs of the student.

Autism Spectrum Disorder (ASD)

Definition: Autism means a developmental disability adversely affecting an individual's ability to communicate, understand language and engage in social interactions.

Evaluation: A determination of impairment shall be based upon a full and individual evaluation by a multidisciplinary evaluation team including, at a minimum, a psychologist or psychiatrist, an authorized provider of speech and language and a school social worker.

Eligibility Criteria: Determination for eligibility shall include all the following:

1. Qualitative impairments in reciprocal social interactions including at least 2 of the following areas:
 - a. Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction.
 - b. Failure to develop peer relationships appropriate to developmental level.
 - c. Marked impairment in spontaneous seeking to share enjoyment, interests, or achievements with other people, for example, by a lack of showing, bringing, or pointing out objects of interest.
 - d. Marked impairment in the areas of social or emotional reciprocity.
2. Qualitative impairments in communication including at least 1 of the following:
 - a. Delay in, or total lack of, the development of spoken language not accompanied by an attempt to compensate through alternative modes of communication such as gestures.
 - b. Marked impairment in pragmatics or in the ability to initiate, sustain, or engage in reciprocal conversation with others.
 - c. Stereotyped and repetitive use of language or idiosyncratic language.
 - d. Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level.
3. Restricted, repetitive, and stereotyped behaviors including at least 1 of the following:
 - a. Encompassing preoccupation with 1 or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus.
 - b. Apparently inflexible adherence to specific, nonfunctional routines or rituals.

- c. Stereotyped and repetitive motor mannerisms, for example, hand or finger flapping or twisting, or complex whole-body movements.
 - d. Persistent preoccupation with parts of objects.
4. Determination may include unusual or inconsistent response to sensory stimuli.
 5. While autism spectrum disorder may exist concurrently with other diagnoses or areas of disability, to be eligible under this rule, there shall not be a primary diagnosis of schizophrenia or emotional impairment.

Cognitive Impairment (CI)

Definition: A cognitive impairment is manifested during the developmental period and affects academic, educational, and adaptive behavior performance primarily in the cognitive domain.

Evaluation: A determination of impairment shall be based upon a full and individual evaluation by a MET, which shall include a psychologist.

Eligibility Criteria: Determined through the demonstration of all the following behavioral characteristics:

1. Development at a rate at or below approximately 2 standard deviations below the mean as determined through intellectual assessment.
2. Scores approximately within the lowest 6 percentiles on a standardized test in reading and arithmetic. This requirement will not apply if the student is not of an age, grade, or mental age appropriate for formal or standardized achievement tests.
3. Lack of development primarily in the cognitive domain.
4. Impairment of adaptive behavior.
5. Adversely affects a student's educational performance.

Deaf-Blindness (DB)

Deaf-blindness means concomitant hearing impairment and visual impairment, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs without additional supports to address the unique needs specific to deaf-blindness. Deaf-blindness also means both of the following:

1. Documented hearing and visual losses that, if considered individually, may not meet the requirements for visual impairment or hearing impairment, but the combination of the losses affects educational performance.
2. Such students function as if they have both a hearing and visual loss, based upon responses to auditory and visual stimuli in the environment, or during vision and hearing evaluations.

Evaluation: A determination of the disability shall be based upon data provided by a MET which shall include assessment data from all of the following:

1. Medical specialists such as any of the following:
 - a. An ophthalmologist.
 - b. An optometrist.
 - c. An audiologist.
 - d. An otolaryngologist.
 - e. An otologist.
 - f. A family physician or any other approved physician.

2. A teacher of students with visual impairment.
3. A teacher of students with hearing impairment.

Eligibility Criteria: A determination of the disability shall be based upon data provided by a MET which shall include assessment data from required evaluators with documentation indicating the combination of the losses affects educational performance.

Deaf or Hard of Hearing (DHH)

Definition: Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness in this section.

Evaluation: A determination of impairment must be based upon a full and individual evaluation by a MET, which shall include an audiologist and an otolaryngologist or otologist.

Eligibility Criteria: The term "deaf or hard of hearing" refers to students with any type or degree of hearing loss that interferes with development or adversely affects educational performance. "Deafness" means a hearing loss that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification. The term "hard of hearing" refers to students who have permanent or fluctuating hearing loss that is less severe than the hearing loss of students who are deaf and that generally permits the use of the auditory channel as the primary means of developing speech and language skills.

Early Childhood Developmental Disorder (ECDD)

Definition: Early childhood developmental delay means a child through 7 years of age whose primary delay cannot be differentiated through existing criteria and who manifests a delay in 1 or more areas of development equal to or greater than 1/2 of the expected development.

Evaluation: A determination of early childhood developmental delay shall be based upon a full and individual evaluation by a MET.

Eligibility Criteria: Children aged three through nine experiencing developmental delays. Child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), include a child:

1. Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development.
2. Who, by reason thereof, needs special education and related services.

Emotional Impairment (EI)

Definition: Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance.

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

Evaluation: A determination of impairment shall be based on data provided by a multidisciplinary evaluation team, which shall include a full and individual evaluation by both of the following:

1. A psychologist or psychiatrist.
2. A school social worker.

Eligibility Criteria:

1. Emotional impairment shall be determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the student's education to the extent that the student cannot profit from learning experiences without special education support. The problems result in behaviors manifested by 1 or more of the following characteristics:
 - a. Inability to build or maintain satisfactory interpersonal relationships within the school environment.
 - b. Inappropriate types of behavior or feelings under normal circumstances.
 - c. General pervasive mood of unhappiness or depression.
 - d. Tendency to develop physical symptoms or fears associated with personal or school problems.
2. Emotional impairment also includes students who exhibit maladaptive behaviors related to schizophrenia or similar disorders. The term "emotional impairment" does not include persons who are socially maladjusted, unless it is determined that the persons have an emotional impairment.
3. Emotional impairment does not include students whose behaviors are primarily the result of intellectual, sensory, or health factors.
4. When evaluating a student suspected of having an emotional impairment, the MET report shall include documentation of all of the following:
 - a. The student's performance in the educational setting and in other settings, such as adaptive behavior within the broader community.
 - b. The systematic observation of the behaviors of primary concern which interfere with educational and social needs.
 - c. The intervention strategies used to improve the behaviors and the length of time the strategies were utilized.
 - d. Relevant medical information.

Other Health Impairment (OHI)

Definition: Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment and to which both of the following provisions apply:

1. Is due to chronic or acute health problems such as any of the following:
 - a. Asthma.
 - b. Attention deficit disorder.
 - c. Attention deficit hyperactivity disorder.
 - d. Diabetes.
 - e. Epilepsy.
 - f. A heart condition.
 - g. Hemophilia.
 - h. Lead poisoning.
 - i. Leukemia.
 - j. Nephritis.
 - k. Rheumatic fever.
 - l. Sickle cell anemia.
2. The impairment adversely affects a student's educational performance.

Evaluation: A determination of disability shall be based upon a full and individual evaluation by a MET, which shall include 1 of the following persons:

- An orthopedic surgeon.
- An internist.
- A neurologist.
- A pediatrician.
- A family physician or any other approved physician.

Eligibility Criteria: Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

1. Is due to chronic or acute health problems.
2. Adversely affects a student's educational performance.

Physical Impairment (PI)

Definition: Severe orthopedic impairment that adversely affects a student's educational performance.

Evaluations: A determination of disability shall be based upon a full and individual evaluation by a MET, which shall include assessment data from 1 of the following persons:

- An orthopedic surgeon.
- An internist.
- A neurologist.
- A pediatrician.
- A family physician or any other approved physician.

Severe Multiple Impairment (SXI)

Definition: Severe multiple impairments shall be determined through the manifestation of a cognitive impairment along with a hearing impairment, visual impairment, physical impairment, or health impairment so severe that the student is medically at risk.

Evaluation: A determination of impairment shall be based upon a full and individual evaluation by a MET, which shall include a psychologist and, depending upon the disabilities in the physical domain, the multidisciplinary evaluation team participants.

Eligibility Criteria: Students with severe multiple impairments shall be determined through the manifestation of either of the following:

- Development at a rate of 2 to 3 standard deviations below the mean and 2 or more of the following conditions:
 - A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills.
 - A visual impairment so severe that the visual channel is not sufficient to guide independent mobility.
 - A physical impairment so severe that activities of daily living cannot be achieved without assistance.
- Development at a rate of 3 or more standard deviations below the mean or students for whom evaluation instruments do not provide a valid measure of cognitive ability and 1 or more of the following conditions:
 - A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills.
 - A visual impairment so severe that the visual channel is not sufficient to guide independent mobility.
 - A physical impairment so severe that activities of daily living cannot be achieved without assistance.
 - A health impairment so severe that the student is medically at risk.

Specific Learning Disability (SLD)

Definition: Specific learning disability means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage.

Evaluation: A determination of learning disability shall be based upon a full and individual evaluation by a MET, which shall include both of the following:

1. The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a child of less than school age, an individual qualified by the state educational agency to teach a child of his or her age.

2. At least 1 person qualified to conduct individual diagnostic examinations of children and who can interpret the instructional implications of evaluation results, such as a school psychologist, an authorized provider of speech and language, or a teacher consultant.

Eligibility Criteria: The MET may determine that a child has a specific learning disability, if:

1. The child does not achieve adequately for the child's age or to meet State- approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:
 - a. Oral expression.
 - b. Listening comprehension.
 - c. Written expression.
 - d. Basic reading skill.
 - e. Reading fluency skills.
 - f. Reading comprehension.
 - g. Mathematics calculation.
 - h. Mathematics problem solving.
2. The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified above and when using a process based on the child's response to research-based intervention.

Resource: Ingham Intermediate School District's [Specific Learning Disabilities Guidelines A Technical Guide for Determining the Eligibility of Students with Specific Learning Disabilities](#)

3. The group determines that its findings are not primarily the result of:
 - a. A visual, hearing, or motor disability.
 - b. An intellectual disability.
 - c. Emotional disturbance.
 - d. Cultural factors.
 - e. Environmental or economic disadvantage.
 - f. Limited English proficiency.

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider:

1. Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

Observation Requirements: The MET, in determining whether a child has a specific learning disability, must decide to:

1. Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
2. Have at least one member of the group described in § 300.306(a)(1) conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and [parental consent](#), consistent with § 300.300(a), is obtained.

In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.

Speech and Language Impairment (SLI)

Definition: Communication disorder that adversely affects educational performance such as an impairment in language, articulation, fluency, or voice.

Evaluation: A full and individual evaluation by a MET, which shall include a teacher of students with speech and language impairment or a speech and language pathologist.

Eligibility Criteria: A speech and language impairment means a communication disorder that adversely affects educational performance, such as a language impairment, articulation impairment, fluency impairment, or voice impairment.

A communication disorder shall be determined through the manifestation of 1 or more of the following speech and language impairments that adversely affects educational performance:

- A language impairment which interferes with the student’s ability to understand and use language effectively and which includes 1 or more of the following:
 - Phonology.
 - Morphology.
 - Syntax.
 - Semantics.
 - Pragmatics.
- Articulation impairment, including omissions, substitutions, or distortions of sound, persisting beyond the age at which maturation alone might be expected to correct the deviation.
- Fluency impairment, including an abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases, or sentences, that interferes with effective communication.
- Voice impairment, including inappropriate pitch, loudness, or voice quality.

Any impairment shall be evidenced by both of the following:

1. A spontaneous language sample demonstrating inadequate language functioning.
2. Test results on not less than 2 standardized assessment instruments or 2 subtests designed to determine language functioning which indicate inappropriate language functioning for the student’s age.

A student who has a communication disorder, but whose primary disability is other than speech and language may be eligible for speech and language services.

Traumatic Brain Injury (TBI)

Definition: Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain

injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Traumatic brain injury results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairment in 1 or more of the following areas:

- Cognition.
- Language.
- Memory.
- Attention.
- Reasoning.
- Behavior.
- Physical functions.
- Information processing.
- Speech.

Evaluation: A determination of disability shall be based upon a full and individual evaluation by a MET, which shall include an assessment from a family physician or any other approved physician.

Eligibility Criteria: A determination of disability shall be based upon a full and individual evaluation by a MET resulting in impairment in 1 or more of the following areas: cognition, language, memory, attention, reasoning, behavior, physical functions, information processing, or speech.

Visual Impairment (VI)

Definition: A visual impairment which, even with correction, interferes with development or which adversely affects educational performance.

Evaluation: Ophthalmologist or Optometrist.

Eligibility Criteria: A determination of eligibility must be based on a full and individual evaluation by a MET, which must include all the following:

1. An eye report by an ophthalmologist or optometrist or a medical evaluation by a physician.
2. A functional vision assessment by a teacher of students with visual impairment.
3. A learning media assessment by a teacher of students with visual impairment.

A certified orientation and mobility specialist shall conduct an orientation and mobility evaluation for a student who satisfies at least 1 of the following:

- A visual acuity of 20/200 or less after routine refractive correction.
- A peripheral field of vision restricted to 20 degrees or less.
- A visual acuity of 20/200 or more and a recommendation by a teacher of students with visual impairment, an ophthalmologist, or an optometrist after an evaluation.

The certified orientation and mobility specialist shall conduct the evaluation in familiar and unfamiliar settings and under a variety of lighting and terrain conditions and shall take into consideration the individual needs of the student.

IEP Process

The IEP is a legal document for students with disabilities, between the ages of 3 and 26 years old, who receive special education programs and related services. The purpose of an IEP is to identify each student's needs, develop reasonable learning goals, and document the services the school district will provide to help the student achieve these goals.

The IDEA requires the following in an IEP:

1. PLAAFP, which is information on how the student is doing in school and how his or her disability may affect progress in the general education curriculum.
2. Specific skills or sets of skills to be taught called goals. These goals must be reasonable and achievable for the student.
3. A description of how the student's progress on these goals will be measured.
4. Special education and related services (such as speech therapy), including supplementary (or additional) aids and services the student will receive (also called accommodations).
5. The amount of time during the school day, if any, the student will spend apart from his or her peers without disabilities.
6. The student's participation in state and district tests, including test accommodations.
7. The projected start date for the services and modifications provided to the student, including where, how often, and how long.

Developing an IEP

- Initial IEP meeting.
 - The initial IEP meeting determines a student's eligibility to receive special education services following the evaluation process.
- Annual IEP meeting.
 - A district is required to review and revise a student's IEP within 364 days of the last IEP [§300.324](#).
- Reevaluation IEP meeting.
 - The IEP meeting must be held prior to the date of the previous 3-year reevaluation date.
 - The IEP team reviews the data from the reevaluation to determine if the student continues to be eligible for special education services.
- Exit IEP or program completion IEP meeting.
 - The IEP meeting is held if the student is graduating with a high school diploma.
 - The student has reached 26 years of age.
 - Upon reevaluation, it is determined that the student is no longer eligible for special education services.

IEP Amendments

The purpose of an IEP amendment is to make minor changes to a student's IEP during the time the IEP is in effect. The parent of the student with a disability and the district may agree not to convene an IEP Team meeting for the purposes of making changes, and instead may develop a written document to amend or modify the current IEP. Although some contents of the IEP changes, an IEP amendment does not change, replace, or extend the current IEP annual review date.

Although an IEP Team meeting is not required to amend an IEP, a district should consider the benefits of having input from and discussion with the IEP Team members before changes to a student's IEP are made. The IDEA does not limit what content can be revised without an IEP Team meeting, however, when substantial or comprehensive changes need to be made to a student's IEP, it is recommended that an IEP Team meeting be convened to develop a new IEP.

IEP Team Members

Required IEP Team members, [§300.321](#) include the following:

1. The parents of the student.
2. Not less than one regular education teacher of the child (if the student is, or may be, participating in the regular education environment).
3. Not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student.
4. A representative of the public agency (often referred to as District Representative) who:
 - a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities.
 - b. Is knowledgeable about the general education curriculum.
 - c. Is knowledgeable about the availability of resources of the public agency.
5. An individual who can interpret the instructional implications of evaluation results (often referred to as the MET representative).
6. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.
 - a. Parents may invite anyone with knowledge or special expertise about their child. The parent invited participants are not district invited, therefore they are not included on the invitation but should be listed as an attendee.
7. Whenever appropriate, the student with a disability.
 - a. Required at age 16 for secondary transition planning.

IEP Invitation & Parent Participation

Each public agency must take steps to ensure that one or both parents are present at a student's IEP team meeting or are provided the opportunity to participate, including:

1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend.
2. Scheduling the meeting at a mutually agreed time and place.
3. Providing parents with an invitation that includes the purpose, time, and location of the meeting and who will be in attendance.

Conducting an IEP Team meeting without a parent in attendance.

A meeting may be conducted without a parent in attendance if the public agency is unable to confirm parental attendance. In this case, the public agency must document its [reasonable attempts](#) to arrange a mutually agreed on time and place.

IEP Team Member Attendance

It is expected that all required IEP Team members attend the IEP Team meeting in its entirety. A member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part,

when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, only if:

1. The parent, in writing, and the public agency [consent](#) to the excusal.
2. The member submits, in writing to the parent and the IEP Team, input into the development of the IEP [prior to](#) the meeting.

Present Level of Academic Achievement and Functional Performance (PLAAFP)

The PLAAFP is a crucial component of the IEP as it describes the student's unique educational needs, including behavioral needs, grounded in current data from multiple sources compared to grade level peers. The PLAAFP describes the adverse impact the student's unique needs have on the student's ability to be involved in and make progress in the general curriculum. A PLAAFP statement must be updated annually with present level information, including data and progress on most recent goals and objectives.

Elements of a PLAAFP

The IEP Team must develop an IEP that demonstrates consideration of the academic, functional, and developmental needs of the student. To develop a clear, concise, and comprehensive PLAAFP, the IEP Team should include the following elements.

1. Baseline Data and Data Sources.
 - a. What information (observations, attendance, behavior records, state, district, or classroom assessments) is available about the student to demonstrate the student's current level of performance?
 - b. What are the sources of that information?
2. Description of Area of Need.
 - a. What is it that the student can and cannot do at this time?
 - b. What are the student's needs resulting from the disability?
3. Adverse Impact.
 - a. How does the student's disability impact their performance?
 - b. What is it about the disability that is keeping the student from progressing in the general education curriculum?

Baseline Data and Data Sources

Baseline data are critical to the development of the PLAAFP. Baseline data informs the IEP Team of the student's current skill level and identifies the skills the student needs to develop to progress in the general education curriculum or perform commensurate with same age peers. The IEP Team will use a variety of formal and informal assessments, observations, attendance, behavior records, provider logs, state, district, or classroom assessments, or behavioral assessments, etc., to gather information related to the student's current level of performance or ability. This information informs program decisions and the development of an appropriate IEP. Baseline data must:

1. Be objective and include descriptive language based on data or observation.
2. Be written in plain language, so every member of the IEP Team, specifically the parent, understands what the data means relative to the student.
3. Include the student's current level of performance, which is the student's starting point for academic instruction or functional performance. This may include descriptive and/or quantitative information.

Description of Area(s) of Need

Student needs are based on the data collected. As a result of the student's disability, the IEP Team identifies the needs of the student in the following areas:

1. An academic subject area, such as math, reading, writing, social studies, science.
2. A functional area, such as self-care, social skills, behavior, other areas of adaptive functioning.
3. An additional area of need, such as motor functioning, vision, hearing, etc.

The student's area(s) of need should be developed in consideration of the following:

1. Results of the student's most recent individual evaluation(s).
2. Student's strengths.
3. Student's results on state and district-wide assessments.
4. Parents' concerns for enhancing the education of their child.
 - a. Do not use *parents report no concerns at this time*, because it does not meet IEP compliance expectations.
5. When a student is of transition age, the results of age-appropriate transition assessments and the student's strengths, preferences, and interests as they relate to transition from school to post school activities.

When identifying resulting needs, the IEP Team may need to conduct a gap analysis to measure the difference between the student's current levels of performance and the grade-level and/or age-level expectations in each identified area of need.

Questions the IEP Team may consider when developing the resulting needs are:

- Where are the greatest gaps for the student, preventing the student from making progress in the grade-level content standards and/or age-appropriate functional performance expectations?
- Are there student-specific characteristics affecting the student's ability to learn? Examples include distractibility, difficulties with processing information in specific ways, organizing materials/time, completing written tasks, or with problem solving.
- Which student-specific characteristics need to be addressed and/or supported?
- What skills need to be taught explicitly for the student to demonstrate proficiency on grade-level content standards and/or age-appropriate functional expectations?
- Which skills/knowledge can be acquired in the general classroom with an accommodation or support/assistive technology/related service?

Using the information gathered, analyzed, and described in the PLAAFP statement, the IEP Team will determine what supports, specially designed instruction, services, and programs are required for the student to have access to and make progress in the general education curriculum. Each area of need, identified in the PLAAFP, must be addressed in the IEP or the district must provide notice with reasoning why it is not being addressed.

Adverse Impact Statement

The PLAAFP must include a description of the adverse impact the disability has on the student's:

1. Involvement and progress in the general education curriculum.
2. Attainment of postsecondary goals, beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team.

Questions the IEP Team may consider when determining the adverse impact of the student's disability:

- Why is the student not making sufficient progress in meeting grade-level standards and/or age-level expectations?
- What are the academic achievement and functional performance concerns impacting the student's progress?
- What is the relationship between the student's disability and student behavior which is interfering with the student's learning or the learning of others?
 - Is the student's behavior consistent across different school settings?
- How is this student's performance different from their same-aged peers?
 - Is the student able to keep pace with the rest of the class and understand instructions given by the teacher?
 - Does the student retain material from one lesson to the next?
- How does the student's disability interfere with their ability to access the general curriculum?
 - How does the student respond when the work becomes too time consuming, or the difficulty increases?
 - Can the student comprehend the material being read or taught?
 - Can they complete assignments independently?

Two students with the same disability can look vastly different in the classroom. The impact statement describes what is unique about the student and how the specific characteristics inhibit the student's access to the general education curriculum. When crafting an adverse impact statement, it is not sufficient to simply state the student's disability is interfering with learning.

Special Factors

The IEP team must consider communication and assistive technology needs for all students at each IEP team meeting. Steps for consideration may include:

- Reviewing data.
- Reviewing annual and transition goals.
- Discussing the communication needs of the student.
- Determining if any tasks are difficult for the student.
- Determining if assistive technology will positively impact the student's ability to access and participate in the general education curriculum.

The IEP team must also consider the following areas:

1. If the student's behavior interferes with his/her own learning or the learning of others. If yes, the team must consider positive behavioral interventions and supports.
2. If the student has limited English proficiency, the team must consider how existing English Learner (EL) services will coordinate with special education services. If the student is not receiving English as a Second language (ESL) services, consider whether the student needs to be connected with these services.
3. If the student is blind or visually impaired, the team must consider the need for Braille instruction.
4. If the student is deaf or hard of hearing, the team must consider the mode of language and communication.

For the special factors considered, the IEP team must document the results of the consideration. If student needs are identified, the team will describe the needs in the PLAAFP and address them in

relevant sections of the IEP. If the IEP team has considered the special factors and determined that there are no resulting needs, it is necessary to document why these options were considered but not selected.

Measurable Annual Goals & Short-Term Objectives

Measurable annual goals and short-term objectives are a required component of the IEP. To provide educational benefit, goals and short-term objectives aim to:

1. Meet the student’s needs resulting from the disability to enable the student to be involved in and make progress in the general education curriculum.
2. Meet each of the student’s other educational needs resulting from the disability.
3. When writing an IEP for students 16 years of age or older, **at least one** annual goal must relate to the student’s transition service needs.

Components of Measurable Goals:

1. **Current level of performance**—The current level of performance is the student’s baseline data for academic or functional performance.
 - a. Baseline data must include descriptive and/or quantifiable information that is measurable.
2. **Specific skill or set of skills to be taught and measured**—The skill or set of skills is the expected academic or functional performance to be taught to produce a measurable outcome.
 - a. When identifying a set of skills to be taught and measured, short-term objectives which identify the specific subskills to be taught must be included.
3. **Outcome or Target**—The target or outcome is the level of achievement or mastery expected for the specific skill or set of skills being taught and measured.
 - a. Consider:
 - i. Duration (amount of time or number of occurrences in a period).
 - ii. Accuracy (percent, number of trials, minimum or maximum number of errors).
 - iii. Latency/Speed (ex: word per minute).
 - iv. Intensity.
 - v. Quality-condition.
4. **Method of measurement**—The method of measurement refers to how the student’s progress toward meeting the objective or benchmark is determined. Consider the following when selecting a measurement tool:
 - a. Reliability - provides consistent results.
 - b. Validity- measures what it was designed to measure.
 - c. Repeatability- has sufficient alternate forms for repeated assessments of progress.
 - d. Sensitivity - can detect even slight changes in performance.
 - e. Time sensitive - is brief and easy to administer, score, and analyze.
5. **Timeline**—The anticipated date the goal will be achieved.

Short-Term Objectives and Benchmarks

Objectives and benchmarks are the intermediate steps that will help the student achieve the annual goal. There are three options when writing benchmarks or objectives for a measurable annual goal.

- Time-limited benchmarks.
- Skill-based objectives.
- A combination of benchmarks and objectives.

Benchmarks are allowable, and they provide educators flexibility in the way that they teach. Although they are vaguer than objectives, there is a benefit to writing benchmarks, i.e. you can change the focus of your instruction, if necessary, without having to revise the IEP. Benchmarks break the measurable annual goal down into time limited chunks with the rate of mastery improving over time.

Objectives break down the annual goal into steps or subskills that usually build upon each other so that the student can make clear progress in an organized manner. Objectives should not match your main goal but should provide students with the supports they need to reach mastery.

Evaluation Schedule

Evaluation schedules refer to the dates or intervals of time that evaluation procedures/progress monitoring will be used to measure the student's progress toward the goal or objective. Examples include:

- Each class period.
- Daily.
- Weekly.
- Monthly.

Progress Reporting

The IEP team must determine when reports on the student's progress will be provided to parents. These reports keep the parents informed about their student's progress. In situations where the student is not on track to meet their goals, the report should describe the adjustments that the team intends to implement to help the student meet their goals. An IEP amendment may be necessary.

IEP teams should support the parent's understanding of the progress report data by ensuring:

1. Educational jargon is not used.
2. Graphs or visual representations are included to explain the data.
3. A parent's native language is considered when writing reports.
4. The progress reports clearly state whether the student is on track to meet their annual goals.

The notification must be provided to the parent at least as often as parents receive general education report cards. [§300.320\(a\)\(3\)](#).

Least Restrictive Environment (LRE)

Districts have an obligation to ensure students with IEPs are educated in the least restrictive environment. The IDEA presumes general education to be the LRE for all students. Therefore, IEP Teams must consider the LRE when determining appropriate programs and services. Districts must ensure, and IEP Teams must consider, the following:

1. To the maximum extent appropriate students with disabilities, including children in public or private institutions or other care facilities, are educated with students who are nondisabled.
2. Special classes, separate schooling, or other removal of students with disabilities from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved [§300.114](#).

LRE can be determined for each part of the student's day and may vary from subject to subject, depending on what is determined least restrictive by the IEP Team. However, the IDEA is very clear that a student with a disability is not to be removed from education in age-appropriate regular classrooms solely because of modifications that are needed in the general education curriculum. Nonacademic and extracurricular activities must also be included in LRE considerations for each student. It is important that IEP Teams understand the LRE described in one IEP in no way predicts the LRE for future IEPs.

The LRE provisions require that a student's placement is determined annually, is based on the student's needs as described in the IEP and is close as possible to the student's home. Further, the student must be educated in the school that the student would attend if the student did not have a disability, unless the student's IEP requires some other arrangement. These provisions make it clear that IEP Teams must consider a student's LRE annually to the extent that general education in the school nearest to the student's home is where the annual LRE discussion starts. The LRE discussion should not start with the student's current placement.

Program and Placement

In determining the educational placement of a student with a disability, including a preschool student with a disability, each district must ensure the following: [§300.116](#).

1. The placement decision:
 - a. Is made by a group of people, including the parent, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
 - b. Is made in conformity with the LRE provisions.
2. The student's placement:
 - a. Is determined at least annually.
 - b. Is based on and aligned with the content of the student's IEP.
 - i. PLAAFP.
 - ii. Special Factors.
 - iii. Secondary Transition Considerations.
 - iv. Goals and Objective/Benchmarks.
 - v. Supplementary Aids and Services.
 - c. Is as close as possible to the student's home.
 - d. Does not remove the child from education in age-appropriate general education classrooms solely because of needed modification to the general education curriculum.

All options considered but not implemented must be documented in the IEP on the notice page.

Related Services

When developing the IEP, related services are determined based on an individual student's needs that are described in the PLAAFP prior to determining programs to ensure to the maximum extent appropriate, students with disabilities are educated with students who are nondisabled. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and includes, but not limited to:

- Speech-language pathology and audiology services.
- Interpreting services.
- Psychological services.
- Physical and occupational therapy.

- Recreation, including therapeutic recreation.
- Early identification and assessment of disabilities in students.
- Counseling services, including rehabilitation counseling.
- Orientation and mobility services.
- Medical services for diagnostic or evaluation purposes.
- School health services.
- School nurse services.
- School social work services.
- Parenting counseling and training.

During IEP development, the IEP Team determines the condition, frequency, duration, and the location to which the services will be delivered. Student needs may differ in intensity and focus during the student's school years and could differ in intensity within a school calendar year.

All options considered but not implemented must be documented in the IEP on the notice page.

Special Transportation

After determining the programs and services, a student's IEP Team must consider whether the program is outside of the student's resident district and as such requires special transportation, or whether the student requires special transportation due to the medical, health, or behavior related needs.

Special transportation ensures a student has access to and is able to participate in the programs and services identified as appropriate by the IEP Team and is both a component of FAPE and ensures a student is able to receive a FAPE.

Transportation is a related service and includes the following:

1. Travel to and from school and between schools.
2. Travel in and around school buildings.
3. Specialized equipment (such as special or adapted buses, lifts, and ramps).

Types of special transportation may be corner to corner, curb to curb, and door to door or specialized equipment as mentioned above. A student's IEP Team is responsible for determining if transportation is required to assist a student with a disability to benefit from special education and related services and how those services should be implemented if required. The need for special transportation should be evident in the PLAAFP.

Programs & Services

- All programs and services must be provided according to the implementation date of the IEP. If a program will not be provided for the duration of the IEP, the beginning and end date must be specified.
- For each program and service identified, the IEP team will then determine a range of time for the delivery of the program or service.
- For each program and service identified, the IEP team will identify the specific setting in which the student accesses the program or service.

Direct versus Consultative Services

- Direct Service is selected when the primary mode of service is directly working with the student.

- Direct Service providers are responsible for delivering specially designed instruction (SDI) that is established through annual goals and objectives.
- Consultative Service is selected when the primary mode of service is working with teacher(s) and other adults who have daily contact with the student.

All options considered but not implemented must be documented in the IEP on the notice page.

Supplementary Aids and Services

When developing an IEP for a student, the IEP Team is required to include a description of the supplementary aids and services, based on peer-reviewed research to the extent practicable, including modifications, accommodations and supports for school personnel, necessary to enable the student to:

1. Advance appropriately toward attaining the annual goals.
2. Be involved in and make progress in the general curriculum.
 - a. Modifications are alterations of assignments, content of a course, and/or the educational standards a student is expected to master. Modifications are allowable for students with disabilities who are unable to access or demonstrate proficiency in the general education curriculum; although, every effort must be made to provide students with an IEP full access to the general curriculum before making modifications. Altering curricular standards and expectations may affect a student's preparation for postsecondary success and opportunity to earn a diploma.
 - b. An accommodation may include alteration of the environment, curriculum format, or equipment to allow access to content and/or completion of assigned tasks. Accommodations do not alter the curricular standards a student is expected to master.
3. Participate in extracurricular and other nonacademic activities.
4. Be educated and participate with other students with disabilities and nondisabled students.

Supplementary aids and services, like any other part of the IEP, should be individualized to the needs of the student and written in such a way that clearly describes what is to be provided in terms of frequency, location, and duration.

1. **Frequency** includes consideration of how often and/or under what condition the supplementary aid or service is required, specific to the needs identified in the PLAAFP.
 - a. The amount of the frequency for a supplementary aid and service to be provided must be (1) appropriate to the specific service, and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP. It would also provide a baseline from which progress can be determined and adjustments made to ensure educational benefit for the student. Writing "daily", "as needed", "at teacher discretion" and "upon student request" by itself without more information to quantify the frequency, would not provide enough information to ensure proper implementation of the service nor would it afford a determination of whether progress had been achieved.
2. The **location** of a supplementary aid or service describes where services will be provided (e.g. general education classroom or another setting), specific to the needs identified in the PLAAFP. Writing "throughout the school setting" implies the supplementary aid or service will be provided during each class hour, during recess, lunch, and passing times.
3. **Duration** refers to how long each "session" will last (number of minutes) and/or when services will begin and end (starting and ending dates).

Supplementary aids and services refer to aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extra-curricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

Each public agency must ensure special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

All options considered but not implemented must be documented in the IEP on the notice page.

Alternative Assessments

MI-Access is Michigan's alternate assessment system and is designed for students with the most significant cognitive disabilities, and whose IEP Team has determined that General Assessments, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

MI-Access is based on Michigan's alternate content expectations for English language arts, mathematics, science and social studies. Only students whose primary instruction is based on alternate content expectations and meet the definition of a student with the most significant cognitive disabilities may take MI-Access. The MI-Access is not designed for students with mild disabilities.

IEP teams must follow the [guidelines for participation in MI-Access](#). When any level of MI-Access is selected as the state level assessment for any student, schools must provide the parents/guardians of that student:

1. Information regarding the academic achievement standards on which their performance will be measured.
2. How participation in this assessment may delay or otherwise affect (or prevent) the student from completing the requirements for a regular high school diploma.

Implementation of the IEP

For an initial IEP, the parent has 10 days from the receipt of written notification of the offer of FAPE to provide written consent for the initial provision of special education. IEP implementation must begin within 15 school days of receipt of [parental consent](#) unless the parent has filed an appeal.

For all other subsequent IEPs, implementation of an IEP must begin as soon as possible and not more than 15 school days after parent receipt of written notification of the offer of FAPE, unless the parent has filed an appeal.

The IEP Team can agree to a later initiation date as identified within the IEP document. However, an initiation date later than 15 school days cannot be used to deny or delay programs or services because they are unavailable and shall not be used for administrative convenience.

The district superintendent or designee appoints a staff person to be responsible for the implementation of the IEP, including services provided by other agencies. This staff person can be the principal of the student's building or another staff person who will be working with the student and is generally accessible to the staff.

Revocation of IEP services

Parents have the right to revoke their [consent](#) for special education and related services. Districts are required to comply with the parent's request for the student's removal from special education. Parents must provide written consent to discontinue special education and related services. Districts must provide the parents with notice detailing the changes in educational placement and services before the special education services are discontinued.

Parents should be aware that once the student is no longer receiving special education service, the district is not required to remove references to special education in a student's records. Parents can still request amendments to anything in the records that they believe is inaccurate or misleading.

IEP Process for New/Transferring Students

The IDEA and the Michigan Administrative Rules for Special Education (MARSE) address how districts must handle the provision of special education for students who are currently eligible for special education programs and services and have transferred to a new district with an IEP.

Students with an IEP from another district in Michigan

When a student with an IEP transfers from one district to another district in Michigan, the new district, in consultation with the parent/guardian, must immediately provide a FAPE to the student including services comparable to those described in the student's IEP from the previous district. [§300.323\(e\)](#) This will be in effect until the new district either:

- Adopts the student's IEP from the district.
- Develops and implements a new IEP.

A decision regarding implementation of the IEP shall be made within 30 school days of enrollment. The decision must be documented through notice.

Students with an IEP from another state

When a student with an IEP transfers from a district in a different state and enrolls in a Michigan school, the district, in consultation with the parent/guardian, must provide the student with a FAPE including services comparable to those described in the student's IEP from the previous district until the new district either:

- Conducts an initial evaluation.
 - If it is determined a student needs an evaluation, the evaluation must be conducted within 30 school days from the date of consent.

- The district will continue to provide a FAPE, based on comparable services from the previous IEP, until the completion of the evaluation and subsequent offer of a FAPE.
- Develops and implements a new IEP, if appropriate with the intention to complete a new IEP following the REED process.

Students Who Transfer with a Pending Evaluation

When the student transfers to a new district before an initial evaluation is completed, the 30-school day timeline does not apply when:

- the new district is making sufficient progress to ensure prompt completion of the evaluation.
- the parent/guardian and new district agree to a specific time when the evaluation will be completed [§300.301\(d\)](#).

Postsecondary Transition

Transition planning is a process to assist students with an IEP, facilitate movement from school to post-school activities, including postsecondary education and employment. The IDEA requires transition planning to begin no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team. A transition plan is based on a student's strengths, preferences, and interests, which may change from year to year, and identifies opportunities for the student to gain knowledge and skills needed for continuing education, work, and community participation, in preparation for adult life.

Required Members of a Postsecondary Transition IEP

When the purpose of the IEP Team meeting is the consideration of postsecondary goals and development of a transition plan, which includes identification of the transition services needed for the student to reach those goals, [34 CFR § 300.321](#) of the IDEA requires the IEP Team to include:

1. The student .
 - a. When the student does not attend the IEP Team meeting, the district must take other steps to ensure the student's preferences and interests are considered.
2. The parents of the student.
3. A regular education teacher of the student.
4. The special education provider.
5. A representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction, is knowledgeable of the general curriculum and has the authority to commit district resources.
6. An individual who can interpret the instructional implications of evaluation results.
7. Representative(s) of any participating agency likely to be responsible for providing or paying for transition services, with [consent](#) of the parents or the student who has reached the age of majority.

Age of Majority

In Michigan, the law states that a student becomes a legal adult when they turn 18 years old. This means that they have reached the age of majority. All rights covered by state and federal legislation automatically transfer to the student. As a student with an IEP, on or before their 17th birthday, the student and their parent/guardian must be given information regarding this transfer of rights. If the

student feels uncomfortable making decisions on their own, they may choose an advocate to assist with their educational transition plans.

- Beginning no later than one year before the student reaches the age of majority, the IEP must include a statement that the student has been informed of their rights and that rights will transfer to the student upon reaching the age of majority. [§300.320](#).
- When a student with a disability reaches the age of majority (age 18 in Michigan, if a legal guardian has not been appointed by the court) the district must provide any notices to both the student and the parent/guardian that all rights accorded to the parent/guardian under transfer to the student.

Consent to Invite Outside Agencies

If the student is of transition age, and is receiving services from an outside agency, the district is required to have consent from the parent on file prior to inviting the outside agency. [§300.321\(b\)\(3\)](#).

Procedure for Obtaining Consent:

1. Determine if there is an outside agency likely to provide or pay for transition services.
2. Obtain written [parental consent](#).
 - a. If unable to obtain consent or student if age of majority, document dates, methods, and results of the [attempts](#) to gain consent.
3. Consent to invite outside agencies is in effect for one year or for the duration of the current IEP (each IEP meeting needs an updated consent form).

Invitations

Student Invitations:

- A written invitation is addressed and given to the student prior to the IEP.
- Students should be informed of terminology, roles of the IEP Team members and procedures prior to attending and participating in the IEP meeting.
- Students should attend their IEP Team meeting and actively participate in the discussions and decisions beginning no later than junior high/middle school.

If the student has been invited to attend the IEP Team meeting where transition services will be discussed and cannot attend, the IEP Team must take other steps to ensure the student's strengths, preferences, and interests are considered. This may include a documented interview, student's statement of plans, and/or their transition assessment.

Outside Agency Invitations:

Participating agency representative(s) are invited to a student's IEP Team meeting if the agency is likely to provide or pay for any transition services during the current and next IEP years. Representatives attending the IEP Team meeting, participate in the identification and development of the needed transition service activities for which they will provide or pay.

1. District has received prior written consent to invite the outside agency.
2. The invitation states the name(s) of the agency personnel invited to the IEP Team meeting.
3. The meeting invitation must indicate the time, purpose, and location of the meeting.

Transition Assessments:

The IDEA requires the IEP Team to conduct age-appropriate transition assessments as part of the transition planning process to assist the student in developing postsecondary goals.

1. Transition assessment is defined as an on-going process of gathering data about a student's strengths, needs, preferences, and interests as they relate to the demands of current and future work, education, living, personal, and social environments.
 - a. Assessment data serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the IEP. The data must:
 - i. Be available for review.
 - ii. Demonstrate a clear connection to measurable post-secondary goals, transition services, course of study, and annual goals.
 - iii. Be documented in the PLAAFP and include the name of the assessment used, the date the assessment was given or reviewed and score (if applicable).
2. Transition assessments must be completed prior to the first IEP Team meeting where transition services will be discussed and must be updated annually.

Transition Assessment Resources (formal & informal):

There must be at least 1 formal assessment administered and updated annually. Informal assessments may be used to supplement any additional information the IEP Team determines necessary. Transition assessments include but are not limited to:

- Transition Rating Scales formally known as ESTR-J.
- Transition Assessment & Goal Generator (TAGG).
- Vocational assessments.
- Interest inventories.
- Teacher observations/reports.
- Informal interviews with students, parent/guardian or staff.
- Work samples.
- Paid work experience.
- Work study programs.
- Classroom performance examples.
- Apprenticeships.

Educational Development Plan, IEPs and Transition Planning

Educational Development Plans (EDPs) are living documents developed by all students to identify career goals and related action plans in alignment with their changing interest and abilities. EDPs help students think about long-term education and career plans before entering high school. By going through this process, students learn more about themselves, consider different options for their future, and develop a more specific path for preparing for their career choice.

All students in Michigan are required to complete an EDP. Students should be provided the opportunity to develop an EDP in 7th grade and review the EDP in 8th grade. However, the law says EDPs must be started no later than 8th grade and then updated annually throughout high school.

Although both the IEP and EDP promote positive outcomes after high school, they are two different documents with different purposes. EDPs do not replace IEPs. IEPs are created for students meeting special education eligibility under the IDEA. Per the IDEA, during transition planning, educators gather information about a student's interests and strengths through age-appropriate assessments and work with the student to develop measurable postsecondary (after high school) goals related to education,

training, employment, and, when appropriate, independent living skills. EDPs help students identify career paths and the education needed to reach career goals. Sometimes in developing the IEP, information from the EDP may be used to assist in transition planning.

The link between the EDP and the IEP may be more clearly understood by thinking about universal elements of quality planning:

1. Identification of student preferences, interests, strengths, and needs.
2. Development of postsecondary goals in education, training, employment, and, when appropriate, adult living.
3. Review of academic performance, learning style, and effective support strategies, for students in grades K-8.
4. Identification and coordination of course(s) and support.
5. Review on an annual basis.

Postsecondary Transition Goals

The transition plan must include measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, and independent living, where appropriate. Postsecondary goals identify the student's long-term goals beyond school. When the IEP Team is addressing secondary transition, the IEP must include at least one annual goal supporting the transition services identified in the plan. Postsecondary transition goals should be written in terms of what will occur after the student completes high school or secondary program.

1. Goal begins with a lead in statement and include definite language.
 - a. *After high school, the student will (do what behavior, where and how).*
2. Avoid phrases that are not measurable such as *interested in* or *would like to*.

Transition Services

Transition services means a coordinated set of activities for a child with a disability which are:

1. Designed to be within a results-oriented process, focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
2. Based on the individual student's needs, taking into account the strengths, preferences, and interests of the student and includes:
 - a. Instruction: Teaching specific skills in both formal and informal educational settings and in the community.
 - b. Related Services: Supports needed for students to access more integrated work, education, and living environments. Related services, within the context of transition services, are to help the student and family determine if services are needed beyond high school, help identify who or what agency might provide those services, help identify how the student and family can access those services and make the connections to needed services prior to the student leaving school.
 - c. Community Experience: Includes participation in community work experiences, recreation/leisure activities, residential and community engagement activities, volunteering opportunities, training in accessing community settings, or joining a team/club/organization.

- d. **Development of Employment:** Includes job-seeking skills, career exploration, skill training, and actual employment opportunities. Volunteer work also provides important skills and experiences that could lead to integrated employment.
 - e. **Other Post-School Adult-Living Objectives:** Includes those services and support activities, such as access to employment support agencies, establishing a bank account, registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance, or accessing adult services, college information, or Social Security Income (SSI).
 - f. **Acquisition of Daily Living Skills (when appropriate):** Creating opportunities at school and in the community to learn skills to live independently or with support(s). These skills may include housekeeping, medication, self-management, transportation and mobility, self-advocacy and self-awareness, and others associated with being an active community member.
 - g. **Functional Vocational Evaluation:** An in-depth look at the career and vocational interests and skills of a student with disabilities within the context of authentic work experiences. This includes situational assessments or community-based assessments in the setting where the actual skills and/or job are performed. The evaluation provides specific data regarding general work behaviors across a variety of job sites.
3. If any of the above transition services are considered but not needed, then the IEP Team needs to provide an explanation as to why the service is not needed.

Courses of Study

The IEP must include the courses of study required for the student to reach their postsecondary goals:

- Michigan Merit Curriculum.
- Certificate of Completion.

The IEP Team should consider the entry-level requirements of postsecondary educational programs, training, or employment to ensure the student is on track to meet the entry-level requirements. Courses of study should:

1. focus on all courses and educational experiences.
2. list specific courses/electives which assist the student in being prepared upon graduation to achieve the postsecondary goals.

If the student's course of study does not align with the postsecondary goals, then the transition services should include exploration or other activities to ensure alignment.

Collaboration with State and Community Agencies

Effective transition planning occurs when schools and community agencies work together to plan and coordinate the provision of transition services and supports. Connecting students to appropriate community agencies before the student transitions from school to adult life is critical for improving student outcomes, achieving competitive integrated employment, postsecondary education and training (including credential attainment), and independent living.

Summary of Performance (SOP)

The Summary of Performance (SOP) is completed prior to a student's graduation or prior to exiting school. It summarizes their academic achievements and functional performance, employment status, and post-secondary plans. It lists any agencies they are connected with prior to leaving school. The SOP

will include the student's progress toward goals and will list their accommodations from the most recent IEP. The student and/or their parent/guardian must sign the SOP.

Special Education Discipline Procedures

Discipline generally refers to suspensions and expulsions, which remove students from their educational placement. The IDEA set requirements and protections for the discipline of students with an IEP.

Definition of a Disciplinary Removal

A disciplinary removal occurs when a student is excluded from his or her current placement, as written in the IEP, due to a violation of the student code of conduct and the student is not afforded the opportunity to:

1. Continue to be involved in and make progress in the general education curriculum.
2. Receive the instruction and services specified on the IEP.
3. Participate with nondisabled students to the extent the student would have in his or her current placement.

An informal removal means action taken by school personnel in response to a student's behavior that excludes the student for part or all of the school day, or any removal from daily school activities. These exclusions are considered informal because the school removes the student with a disability from class or school without invoking IDEA's disciplinary procedures.

Informal removals are subject to IDEA's requirements to the same extent as disciplinary removals by school personnel using the school's disciplinary procedures. Informal removals include administratively shortened school days determined outside of an IEP Team meeting and placement process, in response to the student's behavior.

Determining a Change of Placement

As districts implement the discipline protections for students with a disability under the IDEA these include the obligation to consider positive behavior interventions and supports for a student whose behavior impedes their learning or the learning of others.

A change of placement occurs when:

- The removal is for more than 10 consecutive school days.
- The student has been subjected to a series of removals that constitute a pattern because of the following:
 - The series of removals total more than 10 school days in a school year.
 - The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals.
 - Such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

When a student with a disability is removed due to a violation of a district's code of student conduct for more than 10 nonconsecutive school days in the same school year, the district must determine whether a change of placement has occurred due to a series of removals involving substantially similar behaviors which constitute a pattern. When making this determination, the behavior, proximity, and length of removal for the incident in question and all prior incidences must be reviewed and considered together.

A removal with these conditions is considered a pattern of removal and therefore is a change of placement. The district must make this determination for each subsequent removal, which includes both in-school suspensions, out-of-school suspensions, and in some instances short term removals from class which occur on a regular basis.

On the date the decision is made to make a removal, which constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the district must:

1. Provide notice to the parent.
2. Provide procedural safeguards.

Within 10 school days of the date of removal the district must conduct a manifestation determination review.

Educational Services in a Change of Placement

When a removal is considered a change of placement, the IEP team must determine appropriate services, to be provided during the student's removal. When a removal is not considered a change of placement, school personnel, in consultation with at least one of the student's teachers, must make decisions about services to be provided during the student's removal. In either case, the educational services must be individualized and allow the student to continue to participate in the general education curriculum and progress toward their IEP goals.

Disciplinary Removals of 10 School Days or Less

Students may be removed for up to 10 days in a school year. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

Manifestation Determination Review

A manifestation determination review (MDR) is an individual entitlement, for a student with an individualized education program (IEP), who has experienced a change of placement due to a violation of a district's code of student conduct. An MDR is also required when a district has a basis of knowledge the student is a student with a disability even if the student has not yet been found eligible for special education at the time of the proposed discipline.

Resource: [Michigan Department of Education's MDR form.](#)

When must a manifestation determination review occur?

According to [34 CFR §300.530\(e\)](#), an MDR must occur within 10 school days of any decision to change the student's placement because of a violation of a code of student conduct. Under [34 CFR § 300.536](#) a change of placement occurs when:

- The removal is for more than 10 consecutive school days.
- The student has been subjected to a series of removals that constitute a pattern.
 - Because the series of removals total more than 10 school days in a school year; ·
 - Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals.

- Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

When a change of placement occurs, an MDR must be held within 10 school days. Prior to removals of more than 10 cumulative school days, the district through a pattern of removals, may need to determine whether the student is demonstrating an emerging need (ex. increased behavioral issues impacting the school setting) and respond to the need, in order to provide a FAPE.

An MDR may also be conducted for a student who is not determined eligible for special education but there was a basis of knowledge prior to the behavior that precipitated the disciplinary action.

Who should be included in an MDR?

- The parent and relevant members of the IEP team (as determined by the parent and the district) must be included in the MDR.

What happens during an MDR?

- During the MDR the participants complete a thorough review and carefully consider the relevant information in the student's file including student's IEP, course grades, progress reports, anecdotal notes, etc., as well as information received from the parent. The review of relevant information is intended to present a picture of the whole child and not a specific focus on the category of eligibility. The participants must determine whether the conduct in question, which resulted in a change of placement, was a manifestation of the student's disability. To make this determination, the MDR participants must answer two questions:
 1. Was the conduct in question caused by, or did it have a direct and substantial relationship to, the student's disability?
 2. Was the conduct in question the direct result of the district's failure to implement the student's IEP?

The question regarding failure to implement the IEP is twofold. The first question is whether the programs and services described in the IEP were provided as written. If yes, then no further discussion is needed. If no, the second part of the discussion is whether the failure to implement the IEP as written directly resulted in the behavior in questions. In order for the MDR participants to determine whether the behavior was a manifestation of the disability, the questions may require robust discussion of individual circumstances. Participants should avoid predetermining the answers to the above questions before the MDR is held. Decisions should be reached during the MDR and achieved through consensus rather than voting. The district should keep detailed documentation of all considerations.

An answer of yes to one of the above questions, indicates the conduct in question was a manifestation of the student's disability. The district must then take immediate steps to ensure all the following discipline protections occur:

1. The student returns to the prior placement, unless:
 - a. the parent and district agree on a change of placement as part of a modification of the BIP.
 - b. the conduct in question involved weapons, drugs, or serious bodily injury.
2. The IEP team must conduct a functional behavioral assessment (FBA) and create a BIP, unless:
 - a. the student already has an FBA prior to the behavior which resulted in a change of placement.

- b. the student already has a BIP, in which case the team must review the BIP and revise as necessary.
3. When the conduct in question is a result of the IEP team's failure to implement the IEP, the district must remedy deficiencies of IEP implementation.

When the conduct in question is determined not to be a manifestation of the student's disability the district may apply the same discipline procedures in the same manner and for the same duration, as are applied to nondisabled students. The district must:

1. Provide educational services so the student can continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in their IEP.
2. Consider an FBA, when one has not already been completed, and a BIP.
3. The district may need to develop an IEP for an interim alternative education placement where educational services will be provided in an interim alternate education setting in order to allow the student to participate in the general education curriculum and progress toward meeting IEP goals.

What happens if there is no agreement on whether the student's behavior was or was not a manifestation? If the parents, the district, and the relevant members of the student's IEP Team cannot reach consensus or agreement on whether the student's behavior was or was not a manifestation of the disability, the public agency must make the determination and provide the parent with prior written notice pursuant to [34 CFR §300.503](#).

The parent of the child with a disability has the right to exercise procedural safeguards by requesting mediation and/or a due process hearing to resolve a disagreement about the manifestation determination. [34 CFR §300.506](#) and [§300.532\(a\)](#). A parent also has the right to file a State complaint alleging a violation of Part B related to the manifestation determination. See [34 CFR §300.153](#).

Additional Behavioral and MDR Considerations

It is important for teams supporting students with behavioral needs, to understand the powerful role a properly conducted an FBA can have in reducing a student's behaviors. The purpose of an FBA is to identify the function or purpose behind a student's behavior. Understanding what may be motivating a student's behavior, will assist districts in the development of a BIP, which when implemented with fidelity should effectively reduce or eliminate the behavior.

Districts are reminded MDRs are an individual entitlement under the IDEA. The intent of the process is to provide careful and thorough consideration of the student's conduct in light of the student's circumstances. Therefore, when a student has been subjected to multiple change of placements within close proximity, the student is entitled to an MDR for each individual incident which resulted in a change of placement.

Additionally, districts are encouraged to pay particular attention to the length of removals issued when determining a pattern and whether or not a change of placement has occurred. For a student who has been issued multiple removals of one, two or three days in length, it is possible the student is able to complete their suspensions and return to school even before one MDR is completed. Although the district has 10 school days from the date of the decision to make a removal that constitutes a change of placement to conduct an MDR, the intent of the MDR is to allow the student to return to the placement from which he or she was removed when the behavior was a manifestation of the disability. Every effort should be made to conduct the MDR within the time of the removal.

Disciplinary Removals of More Than 10 Consecutive School Days Due to a Violation of the School's Code of Student Conduct

A change of placement occurs when a student has been removed for more than 10 consecutive school days.

After the 10th consecutive day of removal, the school district must:

1. Provide services: The school district must provide the student with educational services (determined by the IEP Team) to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. [34 CFR §300.530\(d\)\(5\)](#).
2. Provide notice and procedural safeguards: The school district must provide notice and procedural safeguards to parents about the change of placement on the date the decision is made to make a removal that constitutes a change of placement. [34 CFR §300.530\(h\)](#) and [34 CFR §300.504](#).
3. Conduct an MDR: The school district must conduct an MDR within 10 school days of the decision to change the placement. The parent, school district, and relevant members of the student's IEP Team (as determined by the parent and the school district) meet and review all relevant information to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or if the conduct in question was the direct result of the school district's failure to implement the IEP. [34 CFR §300.530\(e\)](#).

When the behavior is a manifestation of the disability, the IEP Team must:

1. Return the student to previous placement: The student must return to the placement identified in the IEP, unless the parent and school district agree on a change of placement as part of a modification of the behavior intervention plan, unless the behavior is one of the special circumstances in [34 CFR §300.530\(g\)](#).
2. Remedy deficiencies of IEP implementation: If the school district did not implement the student's IEP, take immediate steps to remedy those deficiencies (examples: compensatory services, revision of the IEP, additional behavioral supports).
3. Address the behavior: The IEP Team conducts an FBA and implements a behavior intervention plan, or reviews and revises the existing behavior intervention plan. The FBA does not need to be conducted again if one has already been done. [34 CFR §300.530\(e\)\(3\)\(f\)](#).

When the behavior is NOT a manifestation of the disability:

1. Apply discipline procedures: School personnel may apply the same discipline procedures in the same manner and for the same duration as are applied to nondisabled students.
2. Provide services: The student must be provided educational services (as determined by the IEP Team and documented in an IEP or IEP amendment) to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals.
3. Consider an FBA: Ensure the student receives, as appropriate, an FBA (unless the district had conducted an FBA before the behavior that resulted in the change of placement occurred), behavior intervention services, and modifications designed to address the behavior violation so that it does not occur again.

Disciplinary Removals of More Than 10 Cumulative School Days (Nonconsecutive) Due to a Violation of the Code of Student Conduct

When a student is removed for discipline for more than 10 cumulative school days in a school year, the school must determine whether the removal constitutes a change of placement on a case-by-case basis. A change of placement occurs if the student has been subjected to a series of removals that constitute a pattern because:

1. The series of removals total more than 10 school days in a school year;
2. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
3. Additional factors exist, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another. [34 CFR §300.536\(a\)\(2\)](#).

When the removals constitute a change of placement:

1. Provide services: The student must be provided educational services (as determined by the IEP Team and documented in an IEP or IEP amendment) to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals. [34 CFR §300.530\(d\)\(5\)](#).
2. Provide notice and procedural safeguards: The school district must provide notice and procedural safeguards to parents about the change of placement on the date the decision is made to make a removal that constitutes a change of placement. [34 CFR §300.530\(h\)](#) and [34 CFR §300.504](#).
3. Conduct an MDR: The school district must conduct an MDR within 10 school days of the decision to change the placement. The parent, school district, and relevant members of the student's IEP Team (as determined by the parent and the school district) meet and review all relevant information to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or if the conduct in question was the direct result of the school district's failure to implement the IEP. [34 CFR §300.530\(e\)](#).

When the behavior is a manifestation of the disability, the IEP Team must:

1. Return the student to previous placement: The student must return to the placement identified in the IEP, unless the parent and school district agree on a change of placement as part of a modification of the behavior intervention plan, unless the behavior is one of the special circumstances in [34 CFR §300.530\(g\)](#).
2. Remedy deficiencies of IEP implementation: If the school district did not implement the student's IEP, take immediate steps to remedy those deficiencies (examples: compensatory services, revision of the IEP, additional behavioral supports).
3. Address the behavior: The IEP Team conducts an FBA and implements a behavior intervention plan, or reviews and revises the existing behavior intervention plan. The FBA does not need to be conducted again if one has already been done.

When the behavior is NOT a manifestation of the disability:

1. Apply discipline procedures: School personnel may apply the same discipline procedures in the same manner and for the same duration as are applied to nondisabled students.
2. Provide services: The student must be provided educational services (as determined by the IEP Team and documented in an IEP or IEP amendment) to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals.

3. Consider an FBA: Ensure the student receives, as appropriate, an FBA (unless the district had conducted an FBA before the behavior that resulted in the change of placement occurred), behavior intervention services, and modifications designed to address the behavior violation so that it does not occur again. [34 CFR §300.530\(c\)\(d\)](#).

When the removals do NOT constitute a change of placement:

School personnel, in consultation with one or more of the student’s teachers, determine the extent to which services are needed for the student to participate in the general education curriculum and to make progress on his or her IEP goals, although in another setting. [34 CFR §300.530\(d\)\(4\)](#).

Disciplinary Removals Due to Special Circumstances

School districts may remove a student to an interim alternative educational setting for not more than 45 school days for special circumstances without regard to whether the behavior is a manifestation of the student’s disability.

Special circumstances include:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function.
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.
- Inflicts serious bodily injury upon another person while on school premises or at a school function.

When placing a student in an interim alternate educational setting (IAES), follow the same procedures for a student removed for more than 10 consecutive school days, including conducting a manifestation determination review:

1. Provide services: The student must be provided educational services (as determined by the IEP Team and documented in an IEP or IEP amendment) to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals. [34 CFR §300.530\(d\)\(5\)](#). The student must also receive, as appropriate, an FBA and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an IAES. [34 CFR §300.530\(d\)\(2\)](#).
2. Provide notice and procedural safeguards: The school district must provide notice and procedural safeguards to parents about the change of placement on the date the decision is made to make a removal that constitutes a change of placement. [34 CFR §300.530\(h\)](#) and [34 CFR §300.504](#).
3. Conduct an MDR: The school district must conduct an MDR within 10 school days of the decision to change the placement. The parent, school district, and relevant members of the student’s IEP Team (as determined by the parent and the school district) meet and review all relevant information to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability, or if the conduct in question was the direct result of the school district’s failure to implement the IEP. [34 CFR §300.530\(e\)](#).

When the behavior is a manifestation of the disability, the school district must:

1. Return the student to previous placement: The student must be returned to the placement from which they were removed unless the parent and the school district agree to a change of placement as part of the modification of the behavioral intervention plan.

2. Remedy deficiencies of IEP implementation: If the school district did not implement the student's IEP, take immediate steps to remedy those deficiencies (examples: compensatory services, revision of the IEP, additional behavioral supports).
3. Address the behavior: The IEP Team conducts an FBA and implements a behavior intervention plan, or reviews and revises the existing behavior intervention plan. The FBA does not need to be conducted again if one has already been done. [34 CFR §300.530\(e\)\(3\)\(f\)\(g\)](#).

When the behavior is NOT a manifestation of the disability:

1. Apply discipline procedures: School personnel may apply the same discipline procedures in the same manner and for the same duration as are applied to nondisabled students.
2. Provide services: The student must be provided educational services (as determined by the IEP Team and documented in an IEP or IEP amendment) to participate in the general education curriculum, although in another setting, and to progress toward meeting IEP goals.
3. Consider an FBA: Ensure the student receives, as appropriate, an FBA (unless the district had conducted an FBA before the behavior that resulted in the change of placement occurred), behavior intervention services, and modifications designed to address the behavior violation so that it does not occur again.

Interim Alternative Education Setting

An Interim Alternative Education Setting (IAES) is an appropriate setting determined by the student's IEP Team or an administrative law judge in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services so as to enable them to participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes an FBA and behavioral intervention services and modifications to address the behavior violation so that it does not recur.

While IDEA does not specify the alternative setting in which educational services must be provided in an IAES, the determination of an IAES must be selected to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. This determination will depend on the circumstances of each individual student's case.

Generally, the appropriateness of an IAES will depend on individual circumstances. For removals under [34 CFR §300.530\(c\), \(d\)\(5\), and \(g\)](#), the student's IEP Team, which includes the parent, determines the appropriate IAES. [34 CFR §300.531](#). [34 CFR §300.530\(d\)](#) states that an appropriate IAES must be selected "so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP." Therefore, the IEP Team likely will need to consider other options beyond "home instruction" when determining the appropriate IAES.

For a student who has been removed from their current educational placement for disciplinary reasons, home instruction could be delivered through a virtual, in-person, or hybrid approach. Virtual home instruction or hybrid instruction could be additional options for an IEP Team to consider when determining the appropriate IAES for a student with a disability as long as the services allow the student to continue to participate in the general education curriculum and progress toward meeting the goals set out in the student's IEP. However, districts should be cautious about excluding a student with a disability from their regular educational program to provide virtual instruction for the sole purpose of

responding to a student’s behavior. Removing a student from the regular education program without ensuring behavioral supports have been made available throughout a continuum of placements, including in a regular education setting, could result in an inappropriately restrictive placement and denial of FAPE.

Special Education Interventions and Support for Behavior

Schools must provide appropriate and individualized accommodations for students with disabilities whose behavior interferes with their learning. If behavior is interfering with learning, the student’s IEP team must consider positive behavior interventions. The IEP Team may also consider conducting an FBA to guide the development of a BIP.

Functional Behavior Assessment (FBA)

FBA’s are based on the science of behavior. An FBA is a process to collect and study data to better understand what may be prompting the behavior which occurs and to understand the function of the behavior. FBA’s are also addressed in the IDEA. Parents of a child with an IEP can request an FBA when their child’s behaviors interfere with learning or when their child has a placement changed due to disciplinary reasons. The results of the FBA may aid teachers, parents, and providers in using strategies and supports to reduce or replace the behavior with more appropriate behavior.

Behavior Interventional Plans (BIPs)

A behavior intervention plan (BIP) is a written improvement plan created for a student based on the outcome of the FBA. The FBA should identify what is maintaining or causing a challenging behavior, and the BIP specifies the actions to take to improve or replace the behavior. A BIP is not a punishment but an individualized plan for success with more intensive supports and oversight. A BIP could result in changes in instruction, types of support or intervention, or the environment. A BIP focuses on teaching alternate behaviors that meet the student’s needs and serves the same function as the behavior of concern. The process of creating a BIP is led by the IEP team and includes the parent/guardian, teachers, support staff, and the student.

Resource: Ingham Intermediate School District’s [FBA and BIP Guidance and Forms](#).

Medicaid Consent

The school-based services Medicaid program allows the districts to bill Medicaid for reimbursement for health services provided in the districts to special education students who are eligible for Medicaid. The Direct Service Claiming (DSC) program, formally known as School-Based Services, assists districts by providing partial reimbursement for medically related services that are listed on a student’s IEP or Individualized Family Service Plan (IFSP). Although partial reimbursement is only available for students who are Medicaid eligible, these services are provided to all students regardless of the Medicaid eligibility status.

Extended School Year Services (ESY)

The need for ESY services must be considered for every student with a disability at each IEP Team meeting. ESY services must be provided if the IEP team determines that such services are necessary for the provision of a FAPE to the student.

To make individualized, student-centered, and data-driven decisions regarding determination for and provision of ESY services, the decisions must be made in sufficient time. The timeliness of decisions about ESY services is affected by knowledge, planning time, data, and dispute resolution.

The student's IEP team is a group of individuals composed of the student's parents; the student, if appropriate; general education teacher(s); special education and related service providers; an administrator or school representative; individual(s) who can interpret the instructional implications of evaluation results; and others, as appropriate. Each member of the IEP team brings important information about the student's individual needs and his or her academic, social, and behavioral progress.

In considering the needs for ESY services, the IEP team must first answer the following question:

Is there one or more current annual goal(s) that address skills which need to be maintained without interruption for the student to benefit meaningfully from a FAPE?

- There must be at least one current IEP goal where significant concerns exist regarding skill maintenance during a break in services. Goal areas of concern should represent skills essential to the progress of the student.
- The determination of the need for ESY services must be based on data. The IEP team needs to evaluate the data to determine which, if any, goals represent areas of concern that may present significant difficulties in maintaining skills during breaks.
- A student with a goal area of concern may be determined to need ESY services due to:
 - A serious potential for regression of skills beyond a reasonable period of recoupment.
 - The nature or severity of the disability.
 - Critical stages or areas of learning.
- If there are no identified goal areas of concern, then ESY services are not needed for a FAPE.

If there is one or more identified goal area of concern, then the following questions must be answered by the IEP team:

1. **Are there data that indicate to the IEP team that in the identified goal area(s) of concern there is a serious potential for regression of skills beyond a reasonable period of recoupment?**
 - a. Regression refers to the inability of the student to maintain an acquired skill in an identified goal area of concern when special education instruction or related services in an IEP goal area are interrupted and require an unreasonable amount of time for recoupment.
 - b. Recoupment is the student's capacity to recover those regressed skills to a level demonstrated prior to the break in instruction.
 - c. This is a two-part question: (1) there must be serious potential for regression of skills related to the goal area(s) of concern, and (2) the potential period of recoupment must be beyond a reasonable amount of time.
 - d. The IEP team determines what a reasonable period of recoupment is for the goal area(s) of concern for each student. In making this determination, the IEP team must consider the unique needs of the student, rather than basing the determination on a formula. This is because formulas do not provide the individualization needed for this type of decision. It is not possible to develop a formula that can take into account the unique needs of all of the students with disabilities in the state of Michigan. Any formula, by its nature, will inadvertently exclude someone from appropriate consideration for ESY services.

- e. The IEP team needs to take into account the fact that all students, whether receiving general education or special education instruction, lose skills when there is a break in services. Students who lose skills over breaks in service, but who can recoup those skills with re-teaching in a reasonable amount of time, are not eligible for ESY services. This is the case with most students with disabilities.
 - f. The provision of ESY services cannot be limited only to those students who have actually experienced serious regression of skills requiring an unreasonable amount of time for recoupment. The IEP team must assess the potential for such difficulties in regression and recoupment.
2. **Are there data regarding the nature or severity of the disability of the student that indicate to the IEP team that there is a need to provide services in the identified goal area(s) of concern during breaks in the school year?**
- a. The IEP team must consider whether the nature or severity of the student’s disability requires highly-structured or consistent programming without substantial breaks in service in order to make progress in the identified goal area(s) of concern.
 - b. If a student requires more consistent or highly-structured programming techniques due to the severity of the disability, the student may be more vulnerable to the loss of essential skills when the school program is interrupted.
 - c. A student with severe disabilities may revert to lower-functioning levels or exhibit more behaviors which interfere with learning after a long break in programming.
 - d. A student’s mental, emotional, or physical health, or the chronic nature of his or her disability, may also indicate the need for ESY services in order to maintain skills that otherwise would be lost and not recovered in a reasonable amount of time.
3. **Are there data that indicate to the IEP team that in the identified goal area(s) of concern, the student is at a critical stage of learning or in a critical area of learning where failure to provide a service beyond the normal school year will severely limit the student’s capacity to acquire essential skills?**
- a. A critical stage in learning means that this learning must occur without delay and that learning the skills in the identified goal area(s) of concern will enhance the student’s ability to function independently. For example, very young students with significant disabilities may require ESY services to prevent loss of critical language, behavior, or self-help skills they learned during the school year.
 - b. A critical area of learning means an area of instruction that is essential to the student’s development in becoming self-sufficient and independent. This includes skills that are essential for the promotion and maintenance of the student’s self-sufficiency. Skills such as toileting and eating are essential for minimal independence; stable relationships, impulse control, and appropriate peer interactions are necessary for community living.

The critical stage/critical area of learning must be identified, and the following questions must be answered:

- Is there a skill that needs to be mastered immediately? If the student does not master the skill immediately, is the degree of mastery likely to be permanently reduced? What data support this?
- Is the student at a critical stage of development where there is a window of opportunity that will be lost if services are not provided? What data support this?

- Are there changes in the student’s medical, physical, or sensory status that make it possible to predict an accelerated rate of learning during the ESY period (critical stage)? What data support this?
- Is the skill in a critical area of learning, and will a break in services result in the loss of a window of opportunity for mastering the skill? What data support this?

If one or more of these questions on critical stages/areas of learning is answered yes, then the IEP team needs to develop an ESY plan.

If all of these questions are answered no, then ESY services are not needed for a FAPE.

Data to Guide ESY Decisions

Determination of the need for ESY services must be based on data. Data sources may include:

- Progress monitoring data on IEP goals and objectives.
- Data recorded and provided by parents.
- Data from another school district that the student attended.
- Interviews with present and past teachers or service providers, the parents, and the student.
- Medical records indicating that the student has experienced significant trauma making the need for services immediate.
- Data that indicate continuous or year-round programming is an integral part of the teaching methodology used with the student.
- Vocational or pre-vocational assessments.
- Data that indicates loss of access to on-the-job training that will potentially result in significant delays in mastering critical prevocational or vocational skills.
- Developmental standards within the goal area(s) of concern that indicate the student is at a critical stage of learning.

Example 1: Regression/Recoupment

There is a consistent pattern of learning. It may be a steady baseline, or an increase in skill acquisition, with a drop in student performance following a break in instruction. It then takes the student an extended time to regain the previous level of acquired skill/level of performance.

Example 2: Critical stages or areas of learning

The data may look like a very slow rate of learning with a sudden and/or steep incline/increase prior to a break in instruction.

Example 3: Nature and severity

The data pattern may show a significant drop in performance of goal maintenance after a break in the consistency of programming.

ESY services can be provided in a variety of ways. Ways these services can be provided include (but are not limited to):

- A traditional classroom setting.
- School-based programs that vary in length of schedule.
- Daily instruction in specific IEP goal areas.
- Small group instruction.
- One or more related service(s) at a community recreation program.
- Cooperative programs with other agencies.

- Intra-school cooperative programs.
- Consultation with a job coach.
- Intensive short-term instruction at various points in the summer months to prevent regression.
- A week of intensive review just prior to the beginning of the school year.
- Home-based programs that include parent training.

Related services (including therapy services and transportation) and supplemental aids and services must be considered, as well as instructional programming, when developing a plan for ESY services. IEP teams are encouraged to be creative in providing ESY services.

ESY services can be offered through summer school, although offering summer school by itself is not an acceptable substitute for ESY services. The summer school setting can offer meaningful opportunities for a student, as well as provide frequent practice for the maintenance of skills. However, ESY services must be tailored to the unique needs of each student and cannot be based solely on the availability of services during the summer. The IEP should specifically indicate how a summer school program would address the student's unique educational needs and what specific special education and/or related services, as well as supplemental aids and services, will be provided to meet those needs at the summer school program.

Least restrictive environment (LRE) requirements for ESY services are not identical to LRE requirements for the normal school year.

The requirements for placement in the LRE during the academic year apply to ESY services. However, a school is not required to create new programs as a means of providing ESY services to students with disabilities in integrated or inclusive settings if the school does not provide services at that time for its students without disabilities.

Similarly, a school is not prohibited from providing ESY services to a student with a disability in a non-educational setting if the student's IEP team determines that the student could receive necessary ESY services in that setting. The IEP team should consider a flexible service model that takes the individualized needs of the student into account. For example, when social goals and objectives are targeted for ESY services, the IEP team needs to take into account whether the student needs opportunities for interaction with same-age peers in a non-school setting if the usual school setting is not available.

Compensatory Education

Determining the Need for Compensatory Education

The ordering of compensatory education occurs if a district or the MDE OSE determines that a district failed to provide a FAPE. As a result, the student suffered a loss of educational benefit. This may occur after a state complaint or state monitoring activity.

Common indicators that a denial of a FAPE occurred could include, but are not limited to:

- A delay in the district's child find obligation, which resulted in missed special education services.
- A student's IEP was not implemented as written.
- A student did not have access to the IEP provisions and/or general education curriculum for a period of time, due to:
 - Disciplinary removals.

- Errors in manifestation determination findings.
- Child find violations.
- Lack of provision of accommodations, modifications, and supports indicated in the IEP.

A denial of FAPE does not automatically result in the ordering of compensatory education.

Determining the Amount of Compensatory Education

There is no formula for determining the amount of compensatory education that will be ordered for a student who was denied a FAPE if it is due to a complaint. Once the MDE determines, through the complaint process, that there was a denial of FAPE, which had a direct and negative impact on the student's progress, compensatory education is ordered. The amount of compensatory education to be ordered must be considered on an individual basis and is determined by a team of MDE OSE staff.

A determination of compensatory hours is based on a review of the facts and conclusions identified in the complaint and includes the MDE OSE staff paying particular attention to:

1. The actual amount of service hours missed and the level of specialized instruction that would have been provided.
 - a. Was the missed service provided on a one-to-one basis?
 - b. Was instruction in a small group setting? Large group setting?
 - c. Was the student removed from school, as an example, for 45 days without disciplinary protections/FAPE services?
2. What is the student's capacity to receive compensatory education hours?
 - a. Consider the age of the student, the severity of the disability, the cognitive and/or attentional ability, the physical/mental stamina to receive additional instruction outside of the school day, and other mitigating factors.
3. Was there a negative impact on the student's progress, and if so, to what extent?
 - a. Did the student make progress on annual IEP goals?
 - b. Did the student make progress in the general curriculum?

None of the examples above are part of a formula. Decisions are individualized.

Creating the Plan

A compensatory education plan must reflect the requirements of findings to effectively correct identified noncompliance for an individual student. A compensatory education plan which follows the guidelines listed below will help ensure the district's compensatory education proposal is clearly understood by all relevant parties.

1. Compensatory education plans are intended to be developed with input from the parent/guardian and IEP team members.
 - a. The district has the obligation to develop and issue the final offer, based upon the needs of the student, and, if applicable, the findings of noncompliance; parental agreement is not required.
2. [Attempts](#) to contact the parent/guardian should be made in multiple modes on multiple dates. Within seven calendar days of the determination of a need for a compensatory education plan, the district shall contact the parent/guardian by email, phone, and/or mail to seek input for development of the plan.
3. When a parent/guardian declines all or part of the offer of compensatory education, the district must provide documentation of the declination through Notice. Whenever possible, the parent

or guardian should provide a written statement of their decision to decline services, including signature and date. When the district is unable to obtain a written statement, the district must document all attempts to contact the parent/guardian for the delivery of services through Notice.

Shortened School Day

The purpose of the IDEA is to ensure all students with disabilities have available to them a FAPE in the LRE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. [34 CFR §300.1\(a\)](#). This guidance is provided to guide districts and IEP Teams as they determine LRE and whether a student has unique disability-related needs that require a shortened school day.

Legal Standard

The IDEA mandates eligible students receive a FAPE in the LRE which includes special education and related services that:

1. Are provided at public expense, under public supervision and direction, and without charge.
2. Meet the standards of the State Educational Agency (SEA), including the requirements of the IDEA.
3. Include an appropriate preschool, elementary school, or secondary school education.
4. Are provided in conformity with an IEP.

Schools have a fundamental obligation under the IDEA to provide a FAPE in the LRE to all students, no matter the severity of their disability. Schools have an obligation to address each student's unique needs which adversely affect their educational performance, including academic, behavioral, emotional, physical, and functional. The right to a FAPE in the LRE is afforded to all eligible students, even students with the most severe cognitive or behavioral symptoms.

IDEA's implementing regulations define school day as any day, including a partial day, that students attend school for instructional purposes. School day has the same meaning for all students in school, including both those with and without disabilities.

In general, a school day for a student with a disability should not be shorter than a school day for students without disabilities. When a student's IEP Team determines a student needs a shorter school day, appropriate modifications must be incorporated into the IEP to ensure the student receives FAPE in the LRE. These modifications must be based on the unique needs of the student. For example, a shortened school day may be needed when the nature or severity of the student's disability impacts a full school day of attendance even with the use of supplementary aids and services. This reduced school day determination would be made by the student's IEP Team which may include, when appropriate, the student's medical provider or other treatment specialists.

Of note, the practice of shortening a student's school day as a disciplinary measure could be considered a denial of FAPE if the student's IEP Team does not consider additional services and supports that could enable a student to remain in school, in the LRE, for the full school day before placing the student on a shortened school day.

IEP Team Considerations

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. It is the position of the MDE that affording a student less than a full school day is contrary to the IDEA's goal that an IEP result in appropriate progress.

Before determining the need to shorten the student's day, the IEP Team must consider and document other ways to meet the student's needs. This includes, but is not limited to, additional instructional and/or behavior supports, increased program and/or service time, and/or a positive behavior support plan. Targeted supports are typically provided in smaller groups to allow for more explicit instruction and additional opportunities to practice positive behaviors and receive constructive feedback. Social skills instruction, supports on developing social relationships, self-management strategies, check and connect (a mentoring intervention designed to spot early signs of disengagement, improve school performance, and reduce school dropout), and restorative practices, are examples of interventions that may be provided as targeted supports.

Under most circumstances, a shortened school day should be in place for only a limited amount of time. When an IEP Team determines the need to shorten a student's school day, the student's IEP should include:

1. An explanation of why the student's unique disability-related needs require a shortened day.
2. A clear explanation of the unique need or skill gap prohibiting the student from attending a full day of school.
3. A clear connection to the growth and progress expected to be achieved by shortening the student's school day (e.g., the student is expected to recover from the physical or medical condition with rest and medical treatment).
4. A plan for the student's return to school for a full day, which may include a plan to meet more frequently to review student data and determine whether the student is able to return to school full-time.

The student must return to a full school day as soon as they are able, affording a student a full educational opportunity.

Clarifying Questions

May an IEP Team implement a shortened school day for a student to manage student behavior or as a means of discipline?

No. Shortened school days may not be used to manage student behavior or as a means of discipline. Removing a student from school is NOT reasonably calculated to result in progress or educational benefit. The student may be lacking critical skills necessary to successfully participate in school. The IEP must address the skill deficits by providing supports and services necessary for the student to have a FAPE in the LRE.

For students with disabilities whose behavior impedes their learning or the learning of others, the IEP Team must develop an IEP that addresses the student's behavioral needs through annual goals, related services, and/or supplementary aides and services.

The IEP should include positive behavioral interventions, supports, and strategies to enable the student to participate in the full school day. Removal from school is neither a service nor support for students with difficult behaviors and is not reasonably calculated to result in educational benefit.

The failure of the IEP Team to consider and provide for needed behavioral supports through the IEP process may result in a student not receiving a meaningful educational benefit or FAPE. In addition, a local education agency's (LEA's) failure to make behavioral supports available throughout a continuum of alternative placements, including in a regular education setting, could result in an inappropriately restrictive placement and constitute a denial of placement in the LRE.

The failure of the IEP Team to consider and provide for needed behavioral supports could also lead to behavior that is inconsistent with the school's code of student conduct. To the extent a student's behavior, including its impact and consequences (e.g., violations of a school's code of student conduct, classroom disruptions, disciplinary removals, and other exclusionary disciplinary measures), impede the student's learning or that of others, the IEP Team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

If the student's IEP already includes behavioral supports, upon repeated incidents of student misbehavior or classroom disruption, then the IEP Team may need to meet to consider whether the student's behavioral supports are being consistently implemented as required by the IEP or whether they should be changed. It is critical that IDEA provisions designed to support the needs of students with disabilities and ensure FAPE are appropriately implemented to avoid an overreliance on, or misuse of, exclusionary discipline in response to a student's behavior.

A school district may not reduce a student's instructional time as a form of punishment or in lieu of a suspension or an expulsion. In addition, a school district may not require a student to earn back the return to a longer or full school day by demonstrating good behavior. Attendance may also not be conditioned upon the student taking medication or receiving treatment, therapies, or other outside services.

Must a school district shorten a student's school day upon request of the student's parent?

No. If a parent requests a change in the length of the student's school day, the school district must respond to the parent's request by providing written notice, consistent with [34 CFR §300.503\(a\)\(b\)](#). However, any changes to the regular school schedule must be made by the student's IEP Team, which includes the parent. 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. This decision must be reflected in the student's IEP, including documenting the reasons for the shortened day and providing a plan for returning to a full school day.

Critical Compliance Inquiries

During compliance activities, the MDE will inquire about the link between the shortened school day, the provision of a FAPE in the LRE, and student progress by asking probing questions. For example:

- What skill is the student lacking to successfully attend the full school day?
- How will removal from school meet the student's educational needs? How will removal from school help close the skill gap? How will removal from school result in educational progress?

- What services can the team provide to help close the skill gap and educate the student in the least restrictive environment, assist the student to be successful in school the entire day, and make progress in the general education curriculum?
- What is the plan, including a timeline, to return the student to a full day of school?

Compliance Implications

The MDE considers a shortened school day a critical compliance consideration. IEPs missing this critical information, such as in response to the critical compliance inquiries above, may be considered noncompliant with the requirements of the IDEA. Any IEP that addresses a shortened school day through a conclusory statement or a checked box without addressing the critical compliance inquiries and without full consideration by the IEP Team will be considered noncompliant. The IEP must address the use of positive behavioral interventions and supports and other strategies to address behavior that impedes the student’s learning, or the learning of others. Further, IEPs that do not align the reasons for the shortened school day with the identified unique disability-related needs of the student and the specific link to increasing the skills necessary for a return to a full school day, will be deemed noncompliant and in need of corrective action.

Homebound and Hospitalized Services

Homebound and hospitalized services provide continuity of educational services for students with medical conditions that prevent them from physically attending school during the school year. The certification must be by a physician who is either an M.D. or a D.O. or a licensed physician's assistant; psychologists, chiropractors, or other professionals may not certify a person as eligible.

Homebound and hospitalized services are designed to be a self-study program that allows students to maintain their coursework and studies while they are unable to attend school. These services allow the classroom teacher to work through the homebound and hospitalized teacher to help distribute course materials, deliver instruction, and monitor student progress in the course.

Public School District Responsibility

Each district or intermediate district shall provide appropriate instructional services, as determined by the district or intermediate district, to an enrolled pupil who is certified by a physician who is either an M.D. or a D.O. or a licensed physician's assistant as having a medical condition that requires the pupil to be hospitalized or confined to his or her home during regular school hours and that is expected to require the hospitalization or confinement for a period longer than five school days.

The district or intermediate district may provide the services itself or may contract with an intermediate district, a hospital, a treatment center, or another district to provide the services. In choosing a provider for the instructional services, the district or intermediate district shall consider which of those potential providers is best able to deliver the appropriate instructional services. The district or intermediate district shall pay reasonable costs as agreed upon between the district or intermediate district and the provider for services provided to a pupil under this section.

The school is responsible for the delivery of all content of the homebound and hospitalized instruction, the textbooks required for the course and related materials, as well as course assignments and grading.

The school district is required to provide a minimum of two 45-minute instructional periods per week for general education pupils; or a minimum of two nonconsecutive 60-minute instructional periods per week for pupils with an IEP. The two one-hour sessions for a pupil with an IEP may be on the same day; however, there must be an adequate break between the two sessions.

These periods of instruction are the minimum requirements. When a district determines the amount of time for homebound and hospitalized services for a pupil with an IEP, the school district must consider a pupil's entitlement to a free appropriate public education.

Homebound services will be provided during regular school hours unless otherwise scheduled by the district. The district is responsible for making homebound and hospitalized service available when a pupil's classes are in session. For most pupils, the program will begin in September and end in June with Christmas and spring breaks. Pupils attending school year-round or on a balanced calendar will receive service based on the schedule of the buildings.

Homebound/Hospitalized Services Teacher Responsibility

The homebound and hospitalized services teacher will work with the parent or guardian, and a physician who is either an M.D. or a D.O. or a licensed physician's assistant on the following items:

1. Identify any physical limitations or learning impairments that will affect the student's ability to study, including those imposed by the treatment program.
2. Identify factors imposed by the treatment program that could limit or impede instruction.
3. Identify ways to maximize the instructional experience.
4. Determine precautions needed to protect the student and teacher from communicable disease. The local community health department can provide consultation.
5. Maintain contact with the student's classroom teacher to receive direction on instructional services provided.
6. Deliver coursework to and from the student's classroom teacher.

The homebound and hospitalized services teacher will provide a minimum of two periods of instruction per week through the duration of the prolonged absence. The homebound and hospitalized services teacher will take assignments to the pupil, provide support to the parents or other care givers so they can help guide the pupil in the instruction, provide tutorial services to help the pupil gain basic information to complete assignments, and to provide other support that might be useful in helping the pupil maintain as much academic progress as possible while temporarily away from school.

Classroom Teacher Responsibility

The classroom teacher will identify the specific subject areas and content that the pupil should study while away from school. The classroom teacher will determine the priority of each subject matter, considering the pupil's present level of achievement and instructional needs. The classroom teacher will provide all relevant course material to the homebound and hospitalized services teacher while the pupil is away from school. The classroom teacher will maintain the grade book, assignments, quizzes, and assessments for the teacher even if conducted using a separate homebound and hospitalized services teacher.

Parent Responsibility

Michigan law requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year, except under certain limited circumstances. The exceptions include, but are not limited to, sending a child to a state-approved nonpublic school or educating the child at home in an organized educational program.

A district or intermediate district is required to provide instructional services under subsection (1) to a pupil placed in a hospital, treatment center, or other treatment facility without the district's or intermediate district's prior knowledge only if the district or intermediate district is notified of the pupil's placement by the hospital, treatment center, facility, or the pupil's parent or legal guardian. Parents are responsible for notifying the school district when the pupil is going to be homebound or hospitalized for a period longer than five consecutive school days. Parents should notify the school administrator in writing with the name of the physician who is either an M.D. or a D.O. or a licensed physician's assistant or hospital and authorize the release of enough information to allow the school district to determine eligibility.

When the pupil is homebound, the parent should:

1. Provide access to the pupil's home and help schedule teacher visits so they do not conflict with medical treatments.
2. Provide an appropriate environment and the necessary supervision for their child to complete assignments.
3. Help the child schedule time for study, ensuring appropriate instructional materials are available and at hand.
4. Support the child with learning activities to the extent possible as agreed upon with the teacher.

While parents should encourage the child to keep up with schoolwork, they should not do the work for the child. If the parent feels assignments are too difficult or feels the child does not have the prerequisite skills needed to carry out the assignments, the parent should discuss this with the homebound and hospitalized service teacher or the classroom teacher.

Student Responsibility

To ensure successful completion of the course or assignment(s), the pupil should:

1. Ask for assistance and/or clarification as needed to complete assignments.
2. Attend to the class activities to the extent that they are physically capable.
3. Return materials and supplies after completing assignments.
4. Continue to work with the teacher(s) of record to do any extra work needed so that the pupil has minimum competencies needed to complete the subject or grade, after returning to school.

Eligibility

Pupils must be enrolled in a public school in Michigan in order to receive Homebound and hospitalized services. An enrolled pupil who is certified by a physician who is either an M.D. or a D.O. or a licensed physician's assistant, hospital, or licensed treatment facility, as having a medical condition that requires the pupil to be hospitalized or to be confined to the home during regular school hours for a period longer than five (5) consecutive school days, is eligible for services. This includes pupils in psychiatric hospitals, substance abuse centers, or pupils placed in other medical facilities by the parent or medical practitioners.

The district must, within three days after being notified by a parent or legal guardian, plan to provide these services if the following conditions are met:

1. The pupil is enrolled in the public school district and assigned to an appropriate general or special education program.
2. The pupil is unable to attend school because of medical condition. Pupils who can attend school part-time are expected to do so and do not qualify for homebound and hospitalized service.

Delivery of Service

Homebound or Hospitalized services are designed to assist the classroom teacher(s) in communicating with the pupil during the pupil's absence from the classroom. The enrolling district is responsible for the content of the instruction, providing the textbooks and other materials related to the instruction, providing assignments, and grading the pupil's performance. To provide these services, a district may:

- Assign the pupil's teacher(s) or other teacher(s) employed by the local district to provide the service.
- Employ a substitute teacher to provide the services.
- Contract with another district or an intermediate district for the provisions of services.
- Contract with a hospital, treatment center, or other health care facility that employs a certified teacher.
- Use a telecommunication link with the school, or computer programming.
- Use electronic equipment such as video recording equipment, talking books and equipment from the Library of Michigan, or voice activated tape recorders.

Timelines

When a school learns of a pupil with a medical condition that could result in more than five consecutive days of absence, the school must first determine if the pupil is eligible for homebound and hospitalized service, and if eligible, arrange to provide services within three school days. If a school learns of a pupil who may require services in the future, it is the school's responsibility to plan for providing those services.

The enrolling district is responsible for initiating service. When it is anticipated the pupil will be out of school for more than five consecutive school days, the district will have the service begin as soon as possible but not later than three school days after being notified.

Placement changes for a pupil with an IEP must occur in accordance with [34 CFR § 300.116](#) that states that a placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the pupil, the meaning of the evaluation data, and the placement options; and is made in conforming with the least restrictive environment provisions.

Surrogate Parent

The federal requirements related to the appointment of a surrogate parent for a student who is special education eligible or suspected-to-be-eligible.

Each district must ensure that the rights of a student are protected when:

- No parent can be identified.
- The district, after reasonable efforts, cannot locate a parent.

- The student is a ward of the State under the laws of that State.
 - This excludes students in foster care with a foster parent.
- The student is an unaccompanied homeless youth

The duties of a district include the assignment of an individual to act as a surrogate for the parents. This must include a method for determining whether a student needs a surrogate parent; and for assigning a surrogate parent to the student.

Criteria for selection of surrogate parents:

1. The district may select a surrogate parent in any way permitted under the IDEA.
2. Public agencies must ensure that a person selected as a surrogate parent.
 - a. Is not an employee of the SEA, the district, or any other agency that is involved in the education or care of the student.
 - b. Has no personal or professional interest that conflicts with the interest of the student the surrogate parent represents.
 - c. Has knowledge and skills that ensure adequate representation of the student.

Responsibilities and Rights of Surrogate Parents

The surrogate parent's role in special education is the same as the role of a birth or adoptive parent, to represent the student in the special education process including, but not limited to, actions such as [consent](#) for evaluation and placement and consent for release of information.

A surrogate parent acting on the student's behalf for the purposes of special education is not authorized to act as a parent in any other sense.

Once appointed, the surrogate parent has all the procedural rights provided to a parent including the right to:

1. Access all the student's educational records.
2. Review and inspect any records collected, maintained, and used by an agency to make decisions affecting the student's educational program.
3. Request an amendment of student records.
4. Consent to the release of the student's educational records.
5. Represent an eligible or suspected-to-be eligible student in all matters related to suspension and expulsion including manifestation determination reviews, decisions involving changes of placement, and the provision of procedural safeguards.
6. File a state complaint.
7. Request mediation or file a due process complaint on behalf of the student.

This Special Education Policy manual is a comprehensive resource that encompasses information and guidelines derived from the Individuals with Disabilities Education Act (IDEA), the Michigan Administrative Rules for Special Education (MARSE), and the guidance provided by the Michigan Department of Education (MDE). It is important to acknowledge that the manual is not static and will evolve alongside changes in legislation, regulations, and emerging research in the field of special education. Regular updates will be made to ensure that the content remains current and relevant to meet the needs of our diverse student population. The manual serves as a valuable tool for educators, administrators, service providers, and other stakeholders involved in the special education process.



Ingham Intermediate
School District

A Regional Educational Service Agency

