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Dance, Vocal and Instrumental Music, Traditional and Digital Visual Art, Creative Writing, and Acting are a part of every student's schedule – ART EVERY DAY. Our extensive arts program is integrated into our solid academic curriculum. The Arts Academy in the Woods is chartered by the Macomb Intermediate School District's Board of Education

SPECIAL EDUCATION PROCEDURES

IEP Development

Updated September 2023

Special Education Evaluation Timeline	3
Prior Written Notice of an Offer of Free and Appropriate Public Education.....	3
Legal Requirement with Citation	4
Procedural Steps:	5
Documentation and Compliance	7
IEP Participants and Excusals	7
Legal Requirement with Citation	7
Procedural Steps:	8
Documentation and Compliance	11
Considering Positive Behavioral Supports and Interventions.....	12
Legal Requirement with Citation	12
Procedural Steps:	12
Documentation and Compliance	14
PLAAFP (Present Level of Academic Achievement and Functional Performance)	14
Legal Requirement with Citation	15
Procedural Steps:	17
Documentation and Compliance	19
Supplementary Aids and Supports.....	19
Legal Requirement with Citation	19
Procedural Steps	20
Documentation and Compliance	21
Measurable Goals and Short-Term Objectives.....	22
Legal Requirement with Citation	22
Procedural Steps:	22
Documentation and Compliance	24



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Identifying programs and services in Least Restrictive Environment	25
Legal Requirement with Citation	25
Procedural Steps:	27
Documentation and Compliance	29
Extended School Year.....	29
Legal Requirement with Citation	29
Procedural Steps:	30
Documentation and Compliance	35
Transition Planning	36
Legal Requirement with Citation	36
Procedural Steps:	37
Documentation and Compliance	43



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Legal Requirement with Citation

§300.503 of the Individuals with Disabilities Education Act (IDEA) describes the required content of Prior Written Notice. Notice must be given to the parents of a child with a disability a reasonable time before the school district:

- Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
- Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

Notice must include all the following:

- A description of the action proposed or refused by the district;
- An explanation of why the district proposes or refuses to take the action;
- A description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposed or refused action;
- A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained.
- Sources for parents to contact to obtain assistance in understanding the provisions of IDEA;
- A description of other options that the IEP Team considered and the reasons why those options were rejected;
- A description of other factors that are relevant to the district's proposal or refusal.

The notice must be:

- Written in language understandable to the general public; and
- Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
 - If the native language or other mode of communication of the parent is not a written language, the district must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; that the parent understands the content of the notice; and that there is written evidence that these requirements have been met.

R 340.1721b of the Michigan Administrative Rules for Special Education (MARSE) outlines additional requirements relative to the Notice of an Offer of FAPE. Specifically, MARSE indicates the following:

- Within 7 school days from the date of the individualized education program team meeting, the school district shall provide the parent with the notice of an offer of a free appropriate public education or determination of ineligibility.
- The school district shall document mode and date of delivery.



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- The notice shall identify where the programs and services are to be provided and when the individualized education program begins.

This procedure will be used when making an offer of a free, appropriate, public education relative to any IEP or amendment.

NOTE: There are other times when Prior Written Notice may be required; those other situations are addressed in a separate procedure entitled "Prior Written Notice: Generally."

This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff.

Procedural Steps:

1. After completing every IEP or amendment, the parent must be provided with Prior Written Notice of an Offer of a Free, Appropriate, Public Education (FAPE).
 - a. The person responsible for developing and providing the Notice of an Offer of FAPE is the district representative at the IEP meeting.
2. The following requirements/steps apply to provision of Prior Written Notice of an Offer of FAPE:
 - a. Notice must be written on the PowerSchool Special Education form of the same name.
 - b. Notice must include the actions that the district proposes to take and the reasons/basis for those actions.
 - The actions and the reports/data that serve as the basis for decision-making should be reflected in the body of the IEP, typically within the PLAAFP section.
 - Notice must reflect the district's intent to implement the IEP/amendment.
 - The IEP/amendment must be attached when the Notice is provided to the parent.
 - c. Notice also must include any other concepts that were considered during IEP development but were not included in the IEP itself.
 - These are considered actions that the district is refusing to take.
 1. These actions must be documented in either
 - a. the "options considered and not selected" section of the Notice form, or
 - b. in the "other relevant factors to the district's proposal or refusal" section of the Notice form.
 - Documentation must include
 1. the action(s) that are not being taken,
 2. the reason for not taking them and
 3. the reports/data that form the basis for decision-making.



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- Topics that may be appropriate to address in the “options considered but not selected” section of the Notice form include (but are not limited to):
 1. Needs that are not considered priorities at this time and therefore will not be addressed by this IEP.
 2. Ideas for goals/objectives that were considered and rejected by the team.
 3. Programs/services that were discussed but not included in the IEP itself.
 4. Rationale for not including behavioral strategies in the IEP even if the student clearly has had some behavioral issues.
 5. Supplementary aids that have been discontinued from the previous IEP.
 6. Changes in the way the student will participate in district-wide or state-wide assessments which are not explained in the IEP itself.
 7. Reasons that ESY was determined unnecessary.
 8. Reasons that Assistive Technology was determined unnecessary.
 9. Ideas that were suggested by any team member (parent or staff) which were not included in the IEP.
- Topics that may be appropriate to address in the “other relevant factors” section of the Notice page include (but are not limited to):
 1. Least restrictive environment considerations that were not documented in the IEP itself, including the potential harmful effects of any programming or placement decisions made by the IEP team.
 2. Annual goals or short-term objectives that have been removed from the IEP or modified without an explanation in the IEP itself.
 3. Changes in the time for various programs/services (i.e., increase or reduction in the minutes per week, including any changes that are related to differences in building schedules.)
 4. An explanation of health/medical issues that are documented but do not impact the student educationally.
 5. Rationale for items that are included in the IEP when such rationale is not clearly stated within the IEP itself.
 6. Documentation of any future steps that the IEP team has agreed to pursue, such as submitting some type of Form 2 request or reconvening after receipt of an outside report.
- 3. The following steps/requirements also apply to provision of Prior Written Notice of an Offer of FAPE:
 - a. Notice must include the date on which the IEP will be implemented.
 - b. Notice must include the location where the IEP will be implemented.
 - c. Notice must include either:



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- a copy of the procedural safeguards available to the parent under IDEA (required if it is the initial IEP), or
 - for review IEPs or amendments, information about where the parent may obtain a copy of the procedural safeguards.
- d. Notice must include a list of organizations that are available to assist parents in understanding IDEA.
- e. Notice must be completed and provided to the parent (either in person or via US Mail) within 7 days of the IEP team meeting.
- If the due date of the new IEP will occur sooner than 7 days, prior written notice must be provided before the due date of the IEP.
 - The date and method of delivery of Notice must be documented on the Notice form.
- f. Notice must be signed by the district superintendent or designee. The following individual(s) are authorized to sign the "Notice of an Offer of FAPE" page as the superintendent's designee: the district representative at the IEP meeting.

Documentation and Compliance

To complete this procedure, staff will use the IEP form and related "Notice of an Offer of FAPE" form from PowerSchool Special Education

NOTE: The individual preparing the Notice should not be constrained by the space available on the PowerSchool Special Education form. If additional space is necessary to fully describe the options considered and not selected, or other factors that are relevant to the district's proposal or refusal, an additional page(s), such as a Word document, should be attached.

Compliance with this procedure is documented on the IEP form itself and on the Notice of an Offer of FAPE form.

IEP Participants and Excusals

This procedure will be used whenever an IEP team meeting is scheduled/convened, and whenever any member of the IEP team will be excused from attending all or part of the IEP team meeting.

This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff.

Legal Requirement with Citation

§300.321 of the Individuals with Disabilities Education Act (IDEA) identifies the required members of the IEP team. This section also describes the procedures for excusing required members of the IEP team from the meeting.



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MARSE 340.1721e was modified in February of 2020 to require that the resident district be invited to participate in every IEP meeting for students who are placed in center programs or other placements outside the resident district.

Procedural Steps:

The responsibility for scheduling the IEP team meeting, identifying the members of the IEP team, and issuing a written invitation to the meeting rests with the student's identified case manager.

The responsibility for ensuring the participation of all required team members in the IEP meeting rests with the student's identified case manager.

Prior to scheduling the IEP meeting or sending a written invitation, the individual who is responsible for scheduling the IEP team meeting shall contact the parent to determine a mutually agreeable time and location for the meeting. All attempts to contact the parent, including the date, method, and results of the contact, shall be documented in the PowerSchool Special Programs (PSSP) Events Log.

At a minimum, all of the following individuals shall be invited to participate in the IEP team meeting via a formal, written invitation:

- The parents of the child;
- At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- At least one special education teacher or service provider of the child;
- A representative of the school district who meets all of the following criteria:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities,
 - Is knowledgeable about the general education curriculum,
 - Is knowledgeable about the availability of resources of the school district;
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate (*NOTE: knowledge/expertise is determined by the party who invites the individual*);
- Whenever appropriate, the child with a disability.
- For a student placed by the resident district in a program outside the resident district, a representative of the resident district must participate in the IEP meeting.

As a member of the IEP team, a regular education teacher of the child must, to the extent appropriate, participate in the development of the IEP, including the determination of appropriate positive behavioral interventions and supports and other



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strategies for the child; and supplementary aids and services, program modifications, and support for school personnel.

The IEP team also must include an individual who can interpret the instructional implications of evaluation results. This may be an individual who is already listed above as a required participant. The identity of this individual must be noted on the first page of the PSSP IEP form.

If a purpose of the meeting is the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district must invite the student to the IEP meeting via a written invitation issued directly to the student (not via the parent.)

If the student does not attend the IEP team meeting, the school district must take other steps to ensure that the student's preferences and interests are considered. The following methods will be considered acceptable methods of ensuring/documenting the student's preferences and interests:

- an interest inventory, questionnaire, or survey
- a written statement from the student
- a visual/graphic representation from the student (drawing, collage, portfolio, video, etc.)
- an interview documented in a written report from a teacher, counselor, or other service provider

Additionally, the school district must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. Parent (or student, if he/she has reached the age of majority) consent to invite the agency is required and must be in writing using the district's approved form. It is permissible to list more than one transition agency on a single consent form. A new signature of consent is required each time the school district invites an agency to participate in an IEP meeting. (See separate Transition Planning Procedures for more information about inviting adult service agency representatives to the IEP meeting.)

If the student is placed by the resident district in a program outside of the resident district, the resident district must participate in each IEP meeting. This includes placements such as center programs operated by the intermediate school district or another local school district; programs operated under a cooperative agreement or consortium model; private school placements arranged and funded by the resident district; and programs run by the state on behalf of constituent districts, such as the Michigan School for the Deaf.



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IEP team members are expected to be present for the entire IEP meeting unless they have been excused under one of the following two provisions:

1. A member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
2. A member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part, even when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, as long as the parent and the school district consent to the excusal in writing and the team member submits input into the development of the IEP in writing to the parent and the IEP Team prior to the meeting.

If a team member may be excused from an IEP meeting, all of the following steps apply:

- a. The school district must agree that the individual's attendance is not necessary for all or part of the meeting. This determination may be made on behalf of the district by the building administrator or the special education administrator(s)

The individual responsible for scheduling the IEP meeting must document the date and outcome of the district's determination in the PSSP Events Log.

- b. Prior to excusing a required participant from the IEP meeting, and prior to the meeting itself, someone from the school district must contact the parent to discuss whether the parent agrees that the team member's participation is not necessary for all or part of the meeting. The persons responsible for contacting the parent will be the person responsible for scheduling the IEP.
- c. The individual responsible for contacting the parent regarding the excusal must obtain the written permission of the parent to excuse the member and document the date and outcome of the conversation with the parent in the PSSP Events Log. The written permission of the parent will be documented via letter, note or email from the parent.
- d. If either the district or parent disagrees that the team member's attendance is not necessary for all or part of the meeting, the team member must attend the meeting as scheduled and/or the meeting must be rescheduled.
- e. It is the responsibility of the team member who will not be attending the meeting to ensure that his/her written input regarding IEP development is submitted to the parent and to other members of the IEP team prior to the



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scheduled IEP meeting, and to ensure that this written input is uploaded into PSSP.

Documentation and Compliance

The case manager will use document this procedure using PSSP IEP invitation form, PSSP Events Log, PSSP IEP form (participants section on page 1), and the district excusal form.

Parent contact to arrange a mutually agreeable time and location for the IEP meeting is documented in the PSSP Events Log by the person responsible for scheduling the IEP meeting.

The invitation to the IEP is documented in PSSP on the invitation form by the person responsible for scheduling the IEP meeting.

Additional contacts with parents to identify a mutually agreeable time/location are documented in the PSSP Events Log by the individual who is responsible for scheduling the IEP meeting.

Participation of the required IEP team members is documented in the "IEP Team Participants" section of the IEP form itself, where the individual's name is listed, and a box is checked to indicate participation in the meeting. This is done by the individual who is completing the IEP form.

The district's determination relative to excusing a required member is documented in the PSSP Event Log by the person responsible for scheduling the IEP meeting.

Conversation with the parent prior to the IEP meeting relative to excusing a required member for all or part of the meeting is documented in the PSSP Events Log by the person responsible for making contact with the parent.

Prior written input to the parent and IEP team by an individual who is excused from the meeting is documented by that individual via a written report, and that same individual has the responsibility for ensuring that the report is uploaded into PSSP.

Prior excusal of a required team member is documented in the "IEP Team Participants" section of the PSSP IEP form, by the individual who is completing the IEP form.

If the student does not attend a transition IEP meeting, the student's preferences/interests relative to postsecondary transition are collected in a written, teacher/service provider report or via a survey/questionnaire and documented in the transition section of the PSSP IEP form by the individual who is completing the IEP form.



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Scheduling/invitation procedures, including the participation of required team members and excusal of required team members, will be supervised by the building administrator and special education administrator

Scheduling/invitation procedures, including the participation of required team members and excusal of required team members, will be reviewed for compliance when the IEP is in draft mode, prior to the IEP meeting

Considering Positive Behavioral Supports and Interventions

This procedure will be used when developing a student's IEP, at least once every twelve months.

This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff

Legal Requirement with Citation

§300.320 of the Individuals with Disabilities Education Act (IDEA) defines the content of an individualized education program.

§300.324 of IDEA indicates that in developing each child's IEP, in the case of a child whose behavior impedes the child'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.

Procedural Steps:

1. Gather available data regarding the student's performance from a variety of sources, such as (but not limited to):
 - Classroom-based and provider-based observations or reports regarding the student's strengths and needs;
 - Information/concerns shared by the parent;
 - Current assessment results, including classroom-based assessments as well as districtwide, statewide, and transition assessments;
 - Report cards/progress reports;
 - Results of the most recent evaluation/reevaluation;
 - Progress monitoring data relative to previous IEP goals and objectives;
 - Data regarding implementation of the positive behavior support plan;
 - School attendance records;
 - Discipline logs;
 - Health/medical information;
 - Information regarding the student's communication skills and proficiency in the English language;



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- Data from worksite-based learning or work experience situations;
 - Information regarding assistive technology which has been or may be necessary/helpful for the student, or presenting issues in the classroom which might be supported via assistive technology; and/or
 - Any other information that is available in the student's educational record.
2. Based on a review of all available data and the PLAAFP statement, determine whether the student demonstrates behavior that impedes the learning of self or others. Note that "behavior" does not necessarily mean overt misbehavior, "acting out," or noncompliance. It could be any behavior that interferes with learning, including behaviors such as:
 - Passive inattention
 - Self-stimulating behaviors
 - Obsessive/compulsive behaviors
 - Physical or verbal tics
 - Failure to complete or turn in work
 - Withdrawal/social isolation/disengagement
 - Internalizing behaviors secondary to mental illness
 3. Document the IEP team's determination regarding whether the student has behavior that impedes the learning of self or others in the "Consideration of Special Factors" section of the PSSP IEP form.
 4. If the IEP team determines that the student does have behavior that impedes the learning of self or others, consider whether the student requires positive behavior interventions and supports. These interventions and supports might include, but are not limited to:
 - Instruction in pro-social skills
 - Participation in a schoolwide PBIS model
 - Inclusion in a social skills group
 - Regular meetings with the school counselor
 - Check in/check out system
 - Behavioral contracting
 - Use of a visual schedule or token economy
 - Implementation of a sensory diet
 - Daily or weekly progress reports or home/school communication
 - Supplementary aids/supports in the IEP to address the behavior(s) of concern
 - Annual goals/STOs to learn specific behavioral/social skills
 - Service (direct or consultative) from a school social worker, school psychologist, or teacher consultant to support behavior
 - Placement in a special education program for more structure/support
 - Recommendation for a Functional Behavior Assessment
 - Incorporating a formal Behavior Intervention Plan into the IEP



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5. Determine the positive behavior interventions and supports that are appropriate to address the student's needs and document the agreed-upon strategies and supports in at least one of the following sections of the PSSP IEP form:
 - Consideration of Special Factors
 - Supplementary aids/supports
 - Programs/services page
 - Other Considerations
6. If the IEP team determines that the student demonstrates behavior that impedes the learning of self or others, but it is not addressed later in the IEP, ensure that the Prior Written Notice of the Offer of a FAPE includes an explanation of why the team decided not to address this need and the basis for that decision.
7. Similarly, if the IEP team considers a positive behavior intervention/support which ultimately is not included in the IEP, ensure that the Prior Written Notice of an Offer of FAPE includes a description of the options that were considered and not selected and an explanation of the basis for that decision.

(For more information see separate but related procedures relative to Developing the PLAAFP, Developing Measurable Annual Goals, Developing Supplementary Aids/Supports and Identifying Needed Programs/Services.)

Documentation and Compliance

The case manager will document this procedure using PowerSchool Special Programs IEP forms

Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.

Consideration of the need for PBIS is part of IEP development in general. Compliant IEP PLAAFP development will be supervised by the building administrator or special education administrator(s)

IEPs will be reviewed for compliance when the IEP is in draft mode, prior to the IEP meeting

PLAAFP (Present Level of Academic Achievement and Functional Performance)

This procedure will be used when developing the present level of academic achievement and functional performance for a student's IEP, at least once every twelve months.



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This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff.

Legal Requirement with Citation

§300.320 of the Individuals with Disabilities Education Act (IDEA) defines the content of an individualized education program. The IEP must include a statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children.) For preschool children, as appropriate, the IEP must include how the disability affects the child's participation in appropriate activities.

§300.324 of IDEA indicates that in developing each child's IEP, the IEP Team must consider

- the strengths of the child;
- the concerns of the parents for enhancing the education of their child;
- the results of the initial or most recent evaluation of the child;
- the academic, developmental, and functional needs of the child;
- the communication needs of the child; and
- whether the child needs assistive technology devices and services.

In the case of a child whose behavior impedes the child'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.

In the case of a child with limited English proficiency, the IEP must consider the language needs of the child as those needs relate to the child's IEP.

In the case of a child who is blind or visually impaired, the IEP team must provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

In the case of a child who is deaf or hard of hearing, the IEP team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

The IEP must include all the following:



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- A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability (See separate but related procedure regarding Measurable Annual Goals);
- A description of how the child's progress toward meeting the annual goals will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to
 - advance appropriately toward attaining the annual goals;
 - to be involved in and make progress in the general education curriculum,
 - to participate in extracurricular and other nonacademic activities; and
 - to be educated and participate with other children with disabilities and nondisabled children.
- The projected date for the beginning of the services and modifications described above, and the anticipated frequency, location, and duration of those services and modifications. (See separate but related procedures regarding Developing Supplementary Aids and Supports.)
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities

NOTE: A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP, including the determination of appropriate positive behavioral interventions and supports and other strategies for the child; and supplementary aids and services, program modifications, and support for school personnel. (See separate but related procedure regarding IEP Participants and Excusals and Considering the Need for PBIS.)

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include all of the following:

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and



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- The transition services (including courses of study) needed to assist the child in reaching those goals. (See separate but related procedure regarding Transition Planning.)

R 340.1721e of the Michigan Administrative Rules for Special Education (MARSE) requires that the IEP include a statement of measurable annual goals, including measurable short-term objectives, for all students.

Procedural Steps:

1. Gather available data regarding the student's performance from a variety of sources, such as (but not limited to):
 - Classroom-based and provider-based observations or reports regarding the student's strengths and needs;
 - Information/concerns shared by the parent;
 - Current assessment results, including classroom-based assessments as well as districtwide, statewide, and transition assessments;
 - Report cards/progress reports;
 - Results of the most recent evaluation/reevaluation;
 - Progress monitoring data relative to previous IEP goals and objectives;
 - Data regarding implementation of the positive behavior support plan;
 - School attendance records;
 - Discipline logs;
 - Health/medical information;
 - Information regarding the student's communication skills and proficiency in the English language;
 - Data from worksite-based learning or work experience situations;
 - Information regarding assistive technology which has been or may be necessary/helpful for the student, or presenting issues in the classroom which might be supported via assistive technology; and/or
 - Any other information that is available in the student's educational record.

While the responsibility for gathering data ultimately rests with the entire IEP team, individual team members are expected to bring data to the meeting relative to their area of practice.

The individual responsible for gathering data of a general nature that is contained in the student's records is the case manager

The individual responsible for gathering data from the parents and outside agencies is the case manager



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2. Based on the available data, develop a written statement (which likely will be a series of statements) regarding the student's current level of functioning in every area of need resulting from the student's disability. This statement:
 - Must be written in language understandable to the general public.
 - Must include baseline data which describes how the student is performing at the time of the IEP with sufficient specificity to serve as a starting point for further instruction;
 - Should include both narrative and numeric data. If test scores are listed to describe the current level of performance, there also should be an explanation of what those scores mean.
 - May include historical data/scores for the purpose of providing context or highlighting growth/change over time (or the lack thereof);
 - Must clearly identify the needs that result from the student's disability;
 - Must describe not only academic needs, but also social/behavioral, communication, perceptual/motor, and health needs, as well as any other needs that result from the student's disability;
 - Must address how the student's disability and resulting needs impact the student's progress in the general curriculum (or, for preschool students, participation in age-appropriate activities);
 - Must be documented in writing in one or more of the following sections of the PowerSchool Special Programs IEP form based on the prompts provided on the form:
 - PLAAFP Page,
 - Student Summary section,
 - Special Considerations section,
 - Baseline data section of the goal page, and//or
 - Postsecondary transition section.

NOTE: **IDEA Section 300.320(b)(7)(d)** indicates that, "nothing...requires the IEP Team to include information under one component of a child's IEP that is already contained under another component of the child's IEP." This means that redundant data entry is not required for strict compliance with IDEA. However, the converse is also true: if information about the student's current performance is included in any section of the IEP, it must be regarded as part of the PLAAFP. Therefore, a complete review of the IEP is necessary to determine the student's present level of performance and related needs.

While the responsibility for developing this written present level statement ultimately rests with the entire IEP team, team members contribute to the development of the present level statement in the following ways:

- each service provider drafts the present level statement or section of the IEP for his/her area of practice and enters that information onto the draft IEP form.



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- all IEP team members, including the parent, participate in reviewing/editing of the draft present level statements during the meeting.
3. After completing the statement/section about the student's current level of functioning, the IEP team will use the current level statement(s) to drive the rest of the IEP. The IEP team must review the student's current functioning (PLAAFP) to determine:
- which needs will be addressed later in the IEP by a supplementary aid or support,
 - which needs will be addressed by a measurable annual goal or short-term objective, and
 - which needs will be addressed by a program or service.
 - If it is determined that a specific need will not be addressed in the IEP, this decision must be documented on the "Notice of an Offer of a FAPE" in the section labeled "options considered and not selected."

(See separate but related procedures relative to Developing Measurable Annual Goals, Developing Supplementary Aids/Supports, Programs/Services in the LRE, ESY, and Transition Planning.)

Documentation and Compliance

The case manager will document this procedure using PowerSchool Special Programs IEP forms

Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.

Compliant IEP PLAAFP development will be supervised by the building administrator or special education administrator(s)

PLAAFPs will be reviewed for compliance when the IEP is in draft mode, prior to the IEP meeting

Supplementary Aids and Supports

This procedure will be used when developing supplementary aids and services (supports) for a student's IEP, at least once every twelve months.

This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff

Legal Requirement with Citation

§300.320 of the Individuals with Disabilities Education Act (IDEA) defines an individualized education program. The IEP must include a statement of supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program



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modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children.

Procedural Steps

1. Review the student's PLAAFP (Present Level of Academic Achievement and Functional Performance), including the PLAAFP page of the PowerSchool Special Education IEP, the student summary page, the special factors section of the IEP, and any baseline data included on the goal page. All these sections together comprise the total PLAAFP. Responsible Party: IEP Team
2. Identify every need identified within the total PLAAFP. Responsible Party: IEP Team
3. Determine which needs from the total PLAAFP will be addressed by a supplementary aid or support, which needs will be addressed by a measurable annual goal or short term objective, and which needs will be addressed by a program or service. If it is determined that a need will not be addressed, that decision must be documented on the "Notice of an Offer of a FAPE" page in the section labeled "options considered and not selected." Responsible Party: IEP Team
4. For needs that be addressed by a supplementary aid or support, develop a supplementary aid that describes WHAT will be provided, WHEN it will be provided, and WHERE it will be provided. Responsible Party: IEP Team
5. Supplementary aids include supports, accommodations and/or modifications that will be provided to the student, and/or on behalf of the student. Supplementary aids may also include program modifications or supports provided to school staff. Responsible Party: IEP Team
6. Supplementary aids are provided for one of the following reasons:
 - a. To enable the child to advance appropriately toward attaining the annual goals;
 - b. To enable the child to be involved in and make progress in the general education curriculum;
 - c. To enable the child to participate in extracurricular and other nonacademic activities;
 - d. To enable the child to be educated and participate with other children with disabilities and nondisabled children.
7. Supplementary aids and supports must be based on peer-reviewed research to the extent practicable.
8. In order to be compliant, each supplementary aid must include all of the following components:



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- a. A description of the specific aid, support, accommodation, or modification that will be provided.
 - b. The description must be sufficiently specific to assure that any service provider could implement the supplementary aid in the manner intended by the IEP team.
 - c. The frequency/duration for providing the aid or support.
 - d. If frequency/duration are not easily quantified, the IEP may describe the specific circumstances under which the aid or support will be provided.
 - e. Terms like "as needed" or "per teacher request" are not sufficient to describe the frequency with which a supplementary aid will be provided.
 - f. The location where the aid or support will be provided.
 - g. Location refers to specific general education and/or special education classes or settings and not necessarily to a building.
9. The drop-down menus in PowerSchool Special Education are intended to generate ideas for supplementary aids and to serve as sentence starters when developing the IEP. Used in isolation and without further elaboration, the PowerSchool Special Education drop-down menus are unlikely to be specific enough to result in a well-written and compliant supplementary aid. Additional information/details should be added to the general items in the PowerSchool Special Education drop-down menus in order to tailor the supplementary aid to the individual student/situation. IEP teams are free to create other supplementary aids/supports which are not included in the PowerSchool Special Education drop-down menus.
10. The PowerSchool Special Education IEP form includes a column in the supplementary aids section labeled "instructional area." This column is provided as a tool to focus thinking; however, IDEA does not require that the instructional area be identified. The form also permits more than one supplementary aid to be listed for each instructional area; however, this is not advised. In general, the better practice is to write only one supplementary aid in each row, so that the aid, the frequency/duration, and location track clearly across a row. This allows for easier reading and better understanding.
11. Supplementary aids must be provided in accordance with the IEP, and the provision of supplementary aids must be documented in writing (see separate procedure regarding documentation of supplementary aids.)

Documentation and Compliance

The case manager will document this procedure using PowerSchool Special Programs IEP forms

Compliance with this procedure is documented on the PowerSchool Special Programs IEP form. In addition, all service providers will document the provision of supplementary aids and supports using tools approved by the special education administrator.



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Compliant IEP PLAAFP development will be supervised by the building administrator or special education administrator(s)

PLAAFPs will be reviewed for compliance when the IEP is in draft mode, prior to the IEP meeting

Measurable Goals and Short-Term Objectives

This procedure will be used when developing measurable annual goals and short-term objectives for a student's IEP, at least once every twelve months.

This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff

Legal Requirement with Citation

§300.320 of the Individuals with Disabilities Education Act (IDEA) defines an individualized education program. The IEP must include a statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability. For children with disabilities who take alternate assessments aligned to alternate achievement standards, the IEP must include a description of benchmarks or short-term objectives. The IEP must include a description of how the child's progress toward meeting the annual goals will be measured, and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

R 340.1721e of the Michigan Administrative Rules for Special Education (MARSE) requires that the IEP include a statement of measurable annual goals, including measurable short-term objectives.

Guidance from MDE/OSE dated August of 2019 identifies four components for measurability of annual goals, including a current level of performance, a specific skill or set of skills to be taught and measured, a target or outcome, and a method of measurement. These components are to be determined through a complete review of the individualized education program (IEP).

Procedural Steps:

1. Review the student's PLAAFP (Present Level of Academic Achievement and Functional Performance), including the PLAAFP page of the PowerSchool Special



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Education IEP, the student summary page, the special factors section of the IEP, as well as any baseline data included on the goal page. All these sections together comprise the total PLAAFP. (See separate but related procedure regarding Developing IEP Content: PLAAFP.)

2. Identify every need identified within the total PLAAFP.
3. Determine which needs from the total PLAAFP will be addressed by a supplementary aid or support, which needs will be addressed by a measurable annual goal or short-term objective, and which needs will be addressed by a program or service. If it is determined that a specific need will not be addressed, this decision must be documented on the "Notice of an Offer of a FAPE" page in the section labeled "options considered and not selected."
4. For needs that will be addressed by annual goals/short-term objective, develop at least one annual goal and at least two short-term objectives related to each annual goal.
5. Short-term objectives (STOs) may be related to the annual goal in one of the following ways:
 - a. The STOs may benchmark the level of proficiency leading to the annual goal. In this model, all the STOs would address the same skill, but with increasing criteria/complexity over the course of the year.
 - b. The STOs may address subskills which are components of the overarching skill in the annual goal. These different subskills could be either sequential or non-sequential in nature, but collectively would contribute to the attainment of the annual goal.
6. In order to be measurable, an annual goal or short-term objective must include all the following components:
 - a. The student's current level of performance.
 - i. The current level of performance may include descriptive and/or quantifiable information. Any scores that are reported should be explained.
 - ii. The current level of performance must include baseline data which serves as the student's starting point for instruction relative to academic or functional performance.
 - iii. Baseline data for each annual goal and related short term objectives is documented on the PSSP IEP form goal page.
 - b. The specific skill or set of skills to be taught and measured.
 - i. The skill or set of skills is the expected academic or functional performance to be taught to produce a measurable outcome.
 - ii. 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.
 - c. Target or outcome.



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- i. The target or outcome is the level of achievement or mastery that is expected for the specific skill or set of skills that is being measured.
- ii. The target or outcome should be expressed in the same terms as the baseline data in the PLAAFP was reported.
- d. A method of measurement.
 - i. The method of measurement is a description of how the student's progress toward meeting the goal or objective is to be determined.

NOTE: This information (the four components for measurability) may be found in the goal itself or in other areas throughout the IEP. Baseline data for each annual goal and related short term objectives is expected to be entered on the goal page of the IEP.

7. In order to be measurable, short-term objectives must include:
 - a. A specific skill to be taught and measured.
 - b. The performance criteria (target or outcome) for achieving the STO.
 - c. A method or procedure for evaluating progress toward the STO (i.e., method of measurement.)
 - d. A schedule for monitoring progress/collecting data and evaluating progress toward the STO.

NOTE: The schedule for monitoring progress should be more frequent than the schedule for reporting progress to the parent.

Documentation and Compliance

The case manager will document this procedure using PowerSchool Special Programs IEP forms

Compliance with this procedure is documented on the PowerSchool Special Programs IEP form. In addition, all service providers will document student progress toward achieving the goals and objectives using tools approved by the special education administrator. Student performance on the annual goals will be reported to the parent/guardian using the Progress Report form in PowerSchool Special Programs.

Compliant IEP PLAAFP development will be supervised by the building administrator or special education administrator(s)

IEP Goals will be reviewed for compliance when the IEP is in draft mode, prior to the IEP meeting



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Identifying programs and services in Least Restrictive Environment

This procedure will be used when identifying the appropriate special education programs and services to be included in a student's IEP, at least once every twelve months.

This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff.

Legal Requirement with Citation

§300.324 of the Individuals with Disabilities Education Act (IDEA) describes the process for developing an individualized education program for a student with a disability. In developing each child's IEP, the IEP Team must consider all the following:

- the strengths of the child.
- the concerns of the parents for enhancing the education of their child.
- the results of the initial or most recent evaluation of the child.
- the academic, developmental, and functional needs of the child.
- the communication needs of the child.
- whether the child needs assistive technology devices and services.
- In the case of a child whose behavior impedes the child'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.
- In the case of a child with limited English proficiency, the IEP must consider the language needs of the child as those needs relate to the child's IEP.
- In the case of a child who is blind or visually impaired, the IEP team must provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.

§300.320 Further, the IEP must include all the following:

- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to
- advance appropriately toward attaining the annual goals;
- to be involved in and make progress in the general education curriculum,
- to participate in extracurricular and other nonacademic activities; and



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- to be educated and participate with other children with disabilities and nondisabled children.
- The projected date for the beginning of the services and modifications described above, and the anticipated frequency, location, and duration of those services and modifications. (See separate but related procedures regarding Developing Supplementary Aids and Supports.)
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in age-appropriate activities.

§300.115 of IDEA requires that districts make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services. This continuum includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. The continuum must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

§300.39 of IDEA defines special education as specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. This section goes on to explain that the required continuum of alternative placements includes all the following:

- Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.
- Instruction in physical education.
- Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards.
- Travel training.
- Vocational education.

§300.114 of IDEA requires each district to ensure that:

- To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.
- 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.

§300.116 of IDEA requires that districts ensure that



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- the placement decision for a student with a disability:
- Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
- Is made in conformity with the least restrictive environment (LRE) provisions of IDEA.
- Is determined at least annually.
- Is based on the child's IEP.
- Is as close as possible to the child's home.
- Is in the school that s/he would attend if nondisabled unless the IEP requires some other arrangement.

Further, §300.116 requires that, in selecting the least restrictive environment, consideration be given to any potential harmful effect on the child or on the quality of services that s/he needs. A child with a disability is not to be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Procedural Steps:

1. The IEP Team develops the statement(s) regarding the student's present level of academic achievement and functional performance. (See separate but related procedure relative to Developing the PLAAFP.)
2. The PLAAFP must include a statement regarding how the student's disability impacts involvement and progress in the general curriculum, including participation with non-disabled peers in the regular classroom. For preschoolers, this may include a statement regarding how the disability impacts involvement in age-appropriate activities.
3. After completing the statement(s) about the student's current level of functioning and impact of the disability on participation/progress in the general curriculum, the IEP Team uses the statement(s) to drive the rest of the IEP. The IEP Team must review the student's current functioning (PLAAFP) to determine:
 - which needs will be addressed later in the IEP by a supplementary aid or support,
 - which needs will be addressed by a measurable annual goal or short-term objective, and
 - which needs will be addressed by a program or service.

If it is determined that a specific need will not be addressed in the IEP, this decision must be documented on the "Notice of an Offer of a FAPE" in the section labeled "options considered and not selected." (See separate but related procedures relative to Developing Measurable Annual Goals, Developing Supplementary Aids/Supports, and Prior Written Notice.)



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4. When determining the programs/services that are necessary to address the student's unique needs, the IEP Team shall:
 - First consider whether a satisfactory education can be achieved in a setting with nondisabled peers through the implementation of supplementary aids/supports in the regular classroom.
 - This may include accommodations or modifications to the general curriculum or instructional activities, as well as additional supports such as co-teaching and in-class delivery models for related services.
 - Ensure that the student is removed from the regular classroom only to the extent necessary to provide a free, appropriate, public education.
 - Base the identification of programs/services on peer-reviewed research to the extent practicable.
 - Consider any potential harmful effect on the student or on the quality of services that s/he needs.
 - For students age 15 and above (or younger, if appropriate) ensure that the IEP includes transition services/activities to support the student in attaining his/her postsecondary goals.
 - Ensure that all programs/services are provided at no cost to the parent/family.
 - Ensure that the placement is as close as possible to the student's home.
 - Ensure that the placement is in the school that the student would attend if s/he were not disabled unless the IEP requires some other arrangement.
 - Document on the programs/services page and the supplementary aids/supports section of the IEP all the programs/services that are determined necessary to meet the student's unique needs. This documentation must include the frequency, duration, and location of each program/service or supplementary aid.
 - Document in the notice of an offer of FAPE any programs/services that were considered by the IEP Team and not selected, as well as the basis for that decision.
5. When determining the programs/services that are necessary to address the student's unique needs, the team shall NOT:
 - Remove a student from the regular classroom solely because of needed modifications to the general education curriculum.
 - Be restricted to considering programs/services that are currently available within the district or the ISD.
 - Set up a situation that effectively requires a student to "earn" the program, service, or setting that would provide a FAPE.



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Documentation and Compliance

The case manager will document this procedure using PowerSchool Special Programs IEP forms, including Notice of an Offer of FAPE

Compliance with this procedure is documented on the PowerSchool Special Programs IEP form. I

Compliant IEP development will be supervised by the building administrator or special education administrator(s)

IEP will be reviewed for compliance when the IEP is in draft mode, prior to the IEP meeting

Extended School Year

This procedure will be used when considering the need for extended school year during every student's IEP, at least once every twelve months.

This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff

Legal Requirement with Citation

§300.106 of the Individuals with Disabilities Education Act (IDEA) requires that each public agency ensure that extended school year services are available as necessary to provide FAPE. Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. A public agency may not limit extended school year services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

The term extended school year (ESY) services means special education and related services that are provided to a child with a disability beyond the normal school year of the public agency, in accordance with the child's IEP, and at no cost to the parents of the child. Further, ESY services must the standards established by the state.

R 340.1721e of the Michigan Administrative Rules for Special Education (MARSE)

indicates that the IEP team shall determine if a student's current annual goals address 1 or more skills that need extended school year services. For any identified annual goal, the IEP team shall consider all of the following:

- Data that indicate that in the identified annual goal there is a potential for regression of skills beyond a reasonable period of recoupment.



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- Data regarding the nature or severity of the disability of the student that indicate that there is a need to provide services in the identified annual goal during breaks in the school year.
- Information that indicates that in the identified annual goal 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.

If the IEP team determines that any data or information described above indicates a need for extended school year services, extended school year services must be included in the student's IEP.

The IEP team:

- may not determine the need for extended school year services based on a formula or policy that prohibits full consideration of the unique educational needs of each student.
- must consider related services, transportation, supplementary aids and services, and instructional programming when planning a student's extended school year services.
- must conclude consideration of extended school year services in sufficient time to make plans for the delivery of extended school year services.

Procedural Steps:

1. The IEP team must determine if there is a need for ESY. The IEP team must document consideration of the need for ESY for every student at every IEP, even though most will not require it.
2. The first step is to gather and review available data regarding the student's performance and progress on annual goals and short-term objectives.
3. The IEP team then must determine whether one or more of the annual goals addresses skills which need to be maintained without interruption for the student to benefit meaningfully from a FAPE. These goal areas of concern should represent skills essential to the progress of the student.
4. If the IEP team does not identify a goal area of concern due to the break in instruction, the student does not meet the first test of eligibility for ESY. If the IEP Team determines that the student is not eligible for ESY, the rationale must be documented either in the IEP itself or in the Notice of an Offer of FAPE (options considered and not selected.)
5. If the IEP team does identify a goal area of concern due to the break in instruction, the IEP Team should go on to consider the following three standards for ESY:



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a. Regression/Recoupment

The IEP must consider whether there are data to indicate that, in the identified goal area(s) of concern, there is a serious potential for regression of skills beyond a reasonable period of recoupment.

Regression means 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.

Recoupment means the student's capacity to recover those regressed skills to a level demonstrated prior to the break in instruction.

Regression/Recoupment requires a two-part analysis. First, there must be serious potential for regression of skills related to the goal area(s) of concern. Second, the potential period of recoupment must be beyond a reasonable amount of time.

A "reasonable" period of recoupment is determined by the IEP team. The IEP team must consider the unique needs of the student, rather than basing the determination on a formula.

The IEP team should take into account the fact that all students 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.

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.

If the IEP team determines that there is evidence that the student will experience regression of acquired skills in the goal area(s) of concern and not recoup those skills within a reasonable period of time, ESY services must be included in the student's IEP.

If the IEP team determines that the student does not require ESY due to Regression/Recoupment, the rationale for that determination must be documented in the IEP itself or in the Notice of an Offer of FAPE (options considered and not selected.)

b. Nature/Severity of the Disability



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The IEP team must consider whether there are data to indicate that, due to the nature or severity of the disability of the student, there is a need to provide services in the identified goal area(s) of concern during breaks in the school year.

The IEP team should 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.

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.

Students with severe disabilities may revert to lower-functioning levels or exhibit more behaviors which interfere with learning after a long break in programming. 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.

If the IEP team determines that there is evidence that the nature or severity of the student's disability is such that the student requires highly structured or consistent programming without substantial breaks in service in order to make progress on skills in the goal area(s) of concern, ESY services must be included in the student's IEP.

If the IEP team determines that the student does not require ESY due to the Nature/Severity of the Disability, the rationale for that determination must be documented in the IEP itself or in the Notice of an Offer of FAPE (options considered and not selected.)

c. Critical Stage/Area of Learning

The IEP team must consider whether there are data to indicate 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 critical stage in learning means that this learning must occur without delay and learning the skills in the identified goal area(s) of concern will enhance the student's ability to function independently.



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A critical area of learning means an area of instruction that is essential to the student's development in becoming self-sufficient and independent.

In considering critical stage or area of learning, the IEP team should consider questions such as:

- 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?
- 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?
- Are there changes in the student's medical, physical, or sensory status that makes it possible to predict an accelerated rate of learning during the ESY period (critical stage)?
- 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?

If the IEP team determines that 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, ESY services must be included in the student's IEP.

If the IEP team determines that the student does not require ESY due to a Critical Stage/Area of Learning, the rationale for that determination must be documented in the IEP itself or in the Notice of an Offer of FAPE (options considered and not selected.)

6. Decision-making regarding the need for extended school year must be individualized and based on data. Minimally, the IEP team must consider status at progress reporting times identified in the IEP.
7. Additional potential data sources which may be considered by the IEP team (based on the individual needs of the student) include:
 - Data recorded and provided by parents
 - Data from another school district that the student attended
 - Reports from outside agencies and professionals
 - 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



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- Data that indicate continuous or year-round programming is an integral part of the teaching methodology used with 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
 - Professional peer-reviewed literature in the goal area(s) of concern that provides research substantiating a critical stage in learning and that this learning must occur without delay
 - Developmental standards within the goal area(s) of concern that indicate the student is at a critical stage of learning
8. The determination of the need for ESY services must be accomplished in sufficient time to make plans for the delivery of ESY services and also to permit any party to exhaust administrative remedies if there is a difference in opinion prior to the break in services. In this district, determinations around the need for ESY services must be accomplished no later than 45 school days before the projected start date of the ESY services
- If the need for ESY services and/or the characteristics of those services is not known at the time of the annual IEP meeting, the IEP team may:
- Identify the date it will reconvene to determine the need and services to be provided.
 - Plan what data should be gathered to assist in making later determinations.
 - Create a new IEP or amendment to address ESY needs no later than the date specified above.
9. If the IEP team determines that a student requires ESY in order to receive a FAPE, the following apply to the development of a plan for delivering ESY:
- ESY serves different purposes for different students provided in different ways to address unique needs.
 - 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.
 - ESY must be provided at no cost to the parents.
 - The purpose of ESY is to address skills which need to be maintained without interruption for the student to benefit meaningfully from a FAPE.
 - The purpose of ESY is to maintain skills rather than to teach new ones.
 - Related services (including therapy services and transportation) and supplementary aids and supports must be considered as well as instructional programming.
 - The district may use community resources as part of an individual ESY plan.
 - ESY is not limited to the summer months, especially in programs that spread school days across the calendar year.



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- ESY services can be offered through summer school, although offering summer school by itself is not an acceptable substitute for ESY services.
- Requirements for placement in the LRE during the academic year also apply to ESY services; however, the district is not required to create new programs as a means of providing ESY services in integrated or inclusive settings if the school does not provide services at that time for its students without disabilities.

Following are some examples of how ESY might be delivered. This list is for illustration only and is not exhaustive.

- 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
- Inter-district 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

The plan for the delivery of ESY will be documented by the IEP team in the "other considerations" section of the IEP.

Documentation and Compliance

The case manager will document this procedure using PowerSchool Special Programs IEP forms (to document the consideration of the need for ESY and the decision of the IEP team regarding the provision of ESY.)

Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.

Compliant IEP PLAAFP development will be supervised by the building administrator or special education administrator(s)

IEP Goals will be reviewed for compliance when the IEP is in draft mode, prior to the IEP meeting



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Transition Planning

This procedure will be used when developing the postsecondary vision and identifying needed transition services to be included in a student's IEP, at least once every twelve months, beginning no later than with the IEP that will be in effect when the student turns 16 (or at a younger age if appropriate.)

This procedure will be implemented by special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff as well as transition agency representatives. See separate but related procedure relative to IEP Participants and Excusals.

Legal Requirement with Citation

§300.320 of the Individuals with Disabilities Education Act (IDEA) describes the process for developing an individualized education program for a student with a disability, including all the factors that the IEP Team must consider when developing goals and identifying necessary programs/services to meet the student's individual needs in the least restrictive environment.

§300.320 of IDEA defines the content of an IEP, including a requirement that, not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include all the following:

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
- The transition services (including courses of study) needed to assist the child in reaching those goals.

§300.43 of IDEA defines transition services as a coordinated set of activities for a child with a disability that is:

- Designed to be within a results-oriented process.
- Focused on improving the academic and functional achievement of the child with a disability to facilitate the child'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.
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.

§300.43 goes on to say that the term transition services includes:



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- Instruction.
- Related services.
- Community experiences.
- The development of employment and other post-school adult living objectives.
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

§300.39 of IDEA defines special education as specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. This section goes on to explain that the required continuum of alternative placements includes all the following:

- Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.
- Instruction in physical education.
- Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards.
- Travel training.
- Vocational education.

§300.114 of IDEA requires each district to ensure that:

- To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.
- 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.

Procedural Steps:

1. If a purpose of the meeting is the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district must invite the student to the IEP meeting. If the student does not attend the IEP team meeting, the school district must take other steps to ensure that the student's preferences and interests are considered. See separate but related procedure relative to IEP Participants and Excusals.



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The responsibility for inviting the student to the IEP meeting rests with the student's caseload teacher.

2. if a purpose of the meeting is the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district must invite a representative of any participating community agency that is likely to be responsible for providing or paying for transition services. The following considerations apply to inviting a community transition agency representative:
 - The school must obtain written parental consent (or student consent if he or she has reached age of majority, which in Michigan is 18) before a community agency representative can be invited to an IEP Team meeting.
 - The consent for an agency representative to be invited to an IEP Team meeting is valid for up to one year from the date of consent or until the first IEP Team meeting at which transition services are discussed, whichever comes first.
 - The date of consent may not be after the date of the invitation.
 - The meeting invitation must indicate the time, purpose, and location of the meeting.
 - The responsibility for inviting a transition agency representative to the IEP meeting rests with the transition coordinator in the school/district.

NOTE: If documentation exists indicating there was a need to invite an agency likely to provide or pay for transition services, but there is no documentation of consent and/or invitation, the district is noncompliant with the requirements of IDEA. If the agency was invited or a representative participated, but there was no documentation of prior consent, the district is noncompliant.

3. Transition assessment(s) must be completed prior to the first IEP meeting where transition services will be discussed. The transition assessment helps to create a foundation for the student's postsecondary vision (goals). The following considerations apply to transition assessments:
 - Transition assessments are required in the following areas:
 - Education
 - Training
 - Employment
 - Independent living skills, where appropriate

Transition assessment results must be documented in the IEP, in the Transition section of the PLAAFP page and/or on the Transition page of the IEP. This documentation should include

- the date of the assessment
- the name of the assessment,



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- scores from the assessment with an explanation/interpretation of their meaning.

The responsibility for completing and documenting transition assessments rests with the transition coordinator for the school/district.

4. In the transition planning process, the IEP Team must consider the student's needs, taking into account the student's strengths, preferences and interests. This includes formal and informal tests, interest inventories, or written documents containing a discussion/interview with the student. This must be documented in the IEP by:
 - Documentation that the student attended and participated in the IEP Team meeting, or
 - Statement(s) within the IEP regarding how the student's strengths, preferences, and interests were considered if he or she was not in attendance.
 - The responsibility for documenting consideration of the student's strengths, preferences and interests rests with: the transition coordinator for the school/district.
5. The IEP must include a statement of the student's measurable postsecondary goals in the areas of Education, Training, and Employment. A measurable postsecondary goal for Independent Living Skills is required only if the IEP team determines it is necessary to meet the needs of the student. These measurable postsecondary goals must be documented in the Transition section of the IEP. The following considerations apply to measurable postsecondary goals:
 - The postsecondary goal must be written in terms of what will occur after the student completes high school or secondary program.
 - "Measurable" means that the goal can be counted or measured. Some possible verbs that meet this requirement are "will" or "is going to".
 - There is no requirement to measure the progress or acquisition of the postsecondary goals once a student has graduated or completes school.
 - Postsecondary goals must be updated and documented annually at the time of the IEP.
 - Best practice suggests that if the postsecondary goals from the previous year's IEP have not changed, a statement that postsecondary goals continue to be current and appropriate should be included.
6. The IEP must identify the transition services that will reasonably enable the student to meet his/her postsecondary goals. The following considerations apply:



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- Transition services must be individualized, based identified areas of need. (See separate but related procedures relative to Developing the PLAAFP.)
- Transition services must be a coordinated set of activities that will occur during the current IEP year, as well as long-range.
- Each transition area must be considered when planning the transition services. However, there is no requirement to include a service/activity for every transition area.
- The transition services must be related to and in support of the student's measurable postsecondary goals so that the student is actively working towards the attainment of his/her postsecondary goals.
- Transition services must be documented on the Transition page of the IEP.

The IEP Team is responsible for identifying and documenting needed transition services in the IEP.

Transition services may include one or more of the following:

- Instruction: Teaching specific skills in both formal and informal educational settings and in the community.
- 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 students (and families) determine if related services are needed beyond high school, help identify who or what agency might provide those services, help identify how the student (parent) can access those services and make the connections to needed services prior to the student leaving school.
- Community Experience: Includes participation in community work experiences, recreation/leisure activities, residential and community engagement activities, volunteering and training in accessing community settings, or joining a team/club/organization.
- 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.
- Other Post-School Adult-Living Objectives: Includes those services that 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).
- 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-



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- management, transportation and mobility, self-advocacy and self-awareness, and others associated with being an active community member.
- 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.

7. The IEP must identify the courses of study that will reasonably enable the student to meet his or her postsecondary goals.
 - The course of study is a multi-year description of coursework from the student's current year to their anticipated exit year.
 - Courses of study outline the academic requirements the student needs to complete in order to accomplish his/her postsecondary goals.
 - Courses of study must align with the student's postsecondary goals (i.e., help the student move toward attainment of those goals.)
 - The course of study is not determined by the statewide assessments in which a student participates.

The following considerations apply when identifying and documenting the courses of study:

- The course of study must reviewed and updated annually by the IEP Team.
- The course of study must be documented in the Transition section of the IEP.
- The documented course of study (Michigan Merit Curriculum or curriculum based on alternate achievement standards) must enable the student to achieve his or her postsecondary goals.
- If the student is working toward a Certificate of Completion or has a Personal Curriculum, the courses must be listed on file with the district.
- The course of study is documented in the Transition section of the IEP.

The IEP Team is responsible for identifying and documenting the student's course of study.

8. The IEP must include at least one measurable annual IEP goal related to the student's transition services needs. This goal must documented on the goal page of the IEP. (See separate but related procedure relative to Developing Measurable Annual Goals.)



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9. When determining the programs/services that are necessary to address the student's unique needs, including the transition services that will reasonably enable the student to meet his/her postsecondary goals, the IEP Team shall:
 - First consider whether a satisfactory education can be achieved in a setting with nondisabled peers through the implementation of supplementary aids/supports. This may include accommodations or modifications to the general curriculum or instructional activities, as well as supports provided to the student in a workplace or community setting with typically-developing peers.
 - Ensure that the student is removed from the regular education environment only to the extent necessary to provide a free, appropriate, public education. For students who are involved in postsecondary transition services, the regular education environment may include settings where age peers are typically found, such as community activities or the workplace.
 - Base the identification of programs/services on peer-reviewed research to the extent practicable.
 - Consider any potential harmful effect on the student or on the quality of services that s/he needs.
 - Ensure that all programs/services are provided at no cost to the parent/family.
 - Ensure that the placement is as close as possible to the student's home.
 - Document on the programs/services page and the supplementary aids/supports section of the IEP all the programs/services that are determined necessary to meet the student's unique needs. This documentation must include the frequency, duration and location of each program/service or supplementary aid.
 - Document in the notice of an offer of FAPE any programs/services that were considered by the IEP Team and not selected, as well as the basis for that decision.

(See separate but related procedure relative to Identifying Needed Programs/Services in the LRE.)

10. When determining the programs/services that are necessary to address the student's unique needs, including transition services to enable the student to meet his/her postsecondary goals, the IEP Team shall NOT:
 - Remove a student from the regular classroom solely because of needed modifications to the general education curriculum.
 - Be restricted to considering programs/services that are currently available within the district or the ISD.



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Documentation and Compliance

The case manager will document this procedure using PowerSchool Special Programs IEP forms including an Offer of FAPE

Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.

Compliant IEP development for transition will be supervised by the building administrator or special education administrator(s)

IEP Goals will be reviewed for compliance when the IEP is in draft mode, prior to the IEP meeting.