

SPECIAL EDUCATION PROCEDURES

Arts Academy in the
Woods



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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

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SPECIAL EDUCATION Evaluation Timeline

[Guidance for Timeline for Initial Evaluations \(michigan.gov\)](http://michigan.gov)

See Procedure Documentation below for additional details.

Upon receipt of request:

Within 10 days:

- a) Conduct REED (described in General Provisions)
- b) Provide Prior written notice to family

Within 30 days:

- a) Complete evaluation
- b) Complete MET meeting and report
- c) Conduct IEP



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Evaluating Students who have or may have Disabilities: General Provisions

See separate but related procedures for more specific guidance and detailed information relative to *IEP Participants and Excusals, PLAAFP, Developing Supplementary Aids, Measurable Annual Goals, Programs/Services in the LRE, Prior Written Notice of an Offer of FAPE* and *IEP Implementation*.

Legal Requirement with Citation

§300.300 of IDEA indicates that written parental consent is required when the school district proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability, as well as prior to conducting any reevaluation of a child with a disability.

§300.301 requires that each school district must conduct a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability. The initial evaluation must consist of procedures to determine if the child is a child with a disability and also to determine the educational needs of the child. This evaluation must be conducted within the timeframe established by the state.

Michigan Administrative Rule for Special Education 340.1721b establishes a 30 school-day timeline from receipt of parental consent to completion of the initial IEP and offer of FAPE, unless the timeline is extended by mutual, written agreement of the parent and the school district.

§300.303 of IDEA requires that school districts ensure that a reevaluation of each child with a disability is conducted if the district determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and the public agency agree otherwise. A reevaluation must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.

§300.305 indicates that a school district must evaluate a child before determining that the child is no longer a child with a disability. This evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law. (For more detailed information, see separate but related procedures regarding *Conduct of Evaluations*.)



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§300.305 of IDEA describes requirements for conducting a review of existing evaluation data (REED) as part of an initial evaluation (if appropriate) and as part of any reevaluation. This must include a review of all the following:

- evaluations and information provided by the parents of the child;
- current classroom-based, local, or State assessments, and classroom-based observations; and
- observations by teachers and related services providers.

On the basis of this review, and input from the child's parents, the district must identify what additional data, if any, are needed to determine:

- whether the child is a child with a disability and the educational needs of the child; or in the case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;
- the present levels of academic achievement and related developmental needs of the child;
- whether the child needs special education and related services; or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the child's IEP and to participate, as appropriate, in the general education curriculum.

§300.304 of IDEA describes the procedures that must be followed when conducting an initial evaluation or reevaluation. In conducting the evaluation, the school district must:

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - Whether the child is a child with a disability; and
 - The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
- Not use any single measure or assessment as the sole criterion for determining whether the child is a child with a disability and for determining an appropriate educational program for the child; and
 - Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Further, each school district must ensure that:



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- Assessments and other evaluation materials used to assess a child:
 - Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
 - Are used for the purposes for which the assessments or measures are valid and reliable;
 - Are administered by trained and knowledgeable personnel; and
 - Are administered in accordance with any instructions provided by the producer of the assessments.
- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- Assessments of children with disabilities who transfer from one district to another district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.
- In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.
- Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

Circumstances

This procedure will be used when evaluating students who may be eligible for special education. That includes students who have been "referred" by a parent, staff member, MTSS team, or other source as possibly needing special education support. This procedure also will be used when evaluating students who are currently eligible for special education and who may require a reevaluation.



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Staff

Special education service providers and evaluative staff

Procedure

1. A **request for a special education evaluation** may come from a variety of sources, including but not limited to:

- Parents/guardians
- Teachers, counselors, administrators or other school staff
- Teams involved in the MTSS or similar process
- Physicians, private therapists, and/or other clinical or agency personnel
- The student him/herself
- Other (specify): _____

Requests for special education evaluations are received and documented by (check all that apply):

- The district special education office
- The office staff of the school the student attends
- The special education coordinator
- The teacher consultant assigned to the building
- The leader of the building MTSS team
- Other (specify): _____

2. **Within ten school days** of receipt of a request for a special education evaluation, the district will:

a. **Conduct a Review of Existing Evaluation Data (REED)** under the following circumstances (check all that apply):

For every evaluation request, including reevaluations, initial evaluations and transfer students from outside of Michigan.

For every reevaluation, including FBAs and other evaluations that will help determine the need for additional services/supports.

Prior to evaluation of a new transfer student from outside of Michigan.

For initial evaluations only when determined necessary by:

The special education administrator

The building administrator

The special education coordinator in the student's building

The teacher consultant assigned to the building

The leader of the building MTSS team



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Other (specify): _____

Participants in the REED Process must include all the following:

- District representative
- General education teacher (if the student participates or may participate in general education)
- Special education teacher/service provider(s)
- An individual who can interpret the instructional implications of evaluation results
- The parent must have a meaningful opportunity to participate and provide input into the REED process.

The individual responsible for ensuring that the REED is conducted in a timely manner and with all required personnel is:

- ___ The director of special education
- ___ The building principal/administrator
- ___ The special education coordinator in the student's building
- ___ The teacher consultant in the student's building
- ___ Other (specify): _____

b. **Provide the parent with prior written notice** of the district's intentions relative to the request for evaluation, including:

- Whether the district proposes or refuses to evaluate the student;
- The results of the REED, if conducted;
- What assessments are proposed as part of the evaluation;
- If applicable, a statement regarding why no additional assessments are considered necessary to determine if the student is, or continues to be, a student with a disability; and
- A description of the data, reports, or evaluations that serve as a foundation for the district's proposal or refusal.
- A description of any other factors relevant to the district's proposal or refusal.
- Request for the parent's written consent if an evaluation is being proposed.

The individual responsible for ensuring the timely provision of prior written notice, including the timely request for parental consent for evaluation, is:

- ___ The director of special education
- ___ The building principal/administrator
- ___ The special education coordinator in the student's building
- ___ The teacher consultant in the building
- ___ Other (specify): _____



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If written consent is not provided by the parent after the first attempt, the district must document multiple attempts (i.e., at least 3 different attempts) to obtain consent. These attempts should be made using different methods to the extent practicable.

The individual responsible for making and documenting the attempts to obtain parent consent for evaluation is:

- The director of special education
- The building principal/administrator
- The special education coordinator in the student's building
- The teacher consultant in the building
- Other (specify): _____

If the parent provides no response to multiple attempts to obtain written consent for evaluation, or if the parent denies consent, the district will provide notice that the district will not conduct an evaluation due to lack of parental consent.

The individual responsible for providing notice that the district will not evaluate due to a lack of parental consent is:

- The director of special education
- The building principal/administrator
- The special education coordinator in the student's building
- The teacher consultant in the building
- Other (specify): _____

3. **Within 30 school days** of receipt of written parent consent to evaluate the district will do all of the following:

- a. **Complete the evaluation** pursuant to the REED/consent.
- b. If the purpose of the evaluation is to determine initial eligibility and/or to consider a change in the student's eligibility, the district will **complete a Multidisciplinary Evaluation** and a related **summary report (MET report)**.

The parent must have a meaningful opportunity for input into the MET process.

When evaluating for the presence of certain disabilities, the following individuals are required to be part of the MET.



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For students who are suspected of having a specific learning disability:	The student's general education teacher and A person qualified to conduct individual diagnostic exams, such as a school psychologist, authorized provider of speech and language, or a teacher consultant
For students who are suspected of having a cognitive impairment:	Psychologist
For students who are suspected of having a speech/language impairment:	Teacher of students with a speech and language impairment or a speech and language pathologist
For students who are suspected of having an emotional impairment:	Psychologist or psychiatrist and School social worker
For students who are suspected of having a physical or other health impairment:	Orthopedic surgeon, internist, neurologist, pediatrician, family physician, or any approved physician
For students who are suspected of having a visual impairment:	Ophthalmologist or optometrist
For students who are suspected of having a hearing impairment:	Audiologist and Otolaryngologist or otologist
For students who are suspected of having an autism spectrum disorder:	Psychologist or psychiatrist and School social worker and Authorized provider of speech and language
For student who are suspected of having deaf/blindness:	Ophthalmologist optometrist, audiologist, otolaryngologist, otologist, family physician or other approved physician and Teacher of students with visual impairment and Teacher of students with hearing impairment
For students who are suspected of having a traumatic brain injury:	Family physician or any approved physician
For students who are suspected of having	Psychologist and



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severe multiple impairment:	Depending upon the disabilities in the physical domain, other evaluators as required in the categories listed above

If necessary, the **timeline for completing an initial evaluation may be extended** beyond 30 school days by mutual agreement of the parent and the school district. This agreement must be in writing. The reason for extending an evaluation timeline may not be for the convenience of staff or because staff are unavailable to conduct the evaluation.

The individual responsible for requesting any extension of the evaluation timeline is:

- The director of special education
- The building principal/administrator
- The special education coordinator in the student's building
- The teacher consultant in the building
- Other (specify): _____

c. Conduct an **IEP team meeting** to do all of the following:

- consider the evaluation results,
- make a determination regarding eligibility,
- develop an IEP for the student if eligible, and
- make a written offer of a Free, Appropriate Public Education.

See separate but related procedures for more specific guidance and detailed information relative to *IEP Participants and Excusals, PLAAFP, Developing Supplementary Aids, Measurable Annual Goals, Programs/Services in the LRE, Prior Written Notice of an Offer of FAPE and IEP Implementation.*

Forms

- Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.)
- MET form(s) from PowerSchool Special Programs
- IEP Form from PowerSchool Special Programs (including the page entitled Notice of Offer of FAPE)

Compliance

Compliance with this procedure is maintained and reviewed by each local district office of special education. Reports and state reporting fields (i.e. initial component of special education, IEP timeliness, etc.) are available for each student in



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PowerSchool Special Programs (PSSP). The district PSSP Liaison will maintain the data entries and verify accuracy for state reporting.

Documentation/Supervision

Documentation of the ten-day timeline from request for evaluation to request for parental consent, as well as the procedures related to this step of the process, will be supervised by (check all that apply):

- Building administrator
- Special education administrator/coordinator
- PowerSchool Special Programs liaison
- Other (specify): _____

Documentation of the 30 school-day timeline from parental consent to offer of FAPE, including documentation of a full and individualized evaluation, will be supervised by:

- Building administrator
- Special education administrator/coordinator
- PowerSchool Special Programs liaison
- Other (specify): _____

The schedule for review of documentation of these procedures will be:

- prior to each certification of count day records
- at the time of each staff member's annual evaluation
- at the time of each evaluation/reevaluation IEP
- monthly based on a random sample
- Other (specify): _____

Modifications to Procedures

Changes to this procedure will be communicated by (check all that apply):

- Special education administrator/Coordinator



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- Building administrator
- Department chair
- Teacher consultant
- PowerSchool Special Programs liaison
- Other (specify): _____

Changes to this procedure will be communicated according to the following schedule (check all that apply):

- Within one week of any changes to the procedure
- At the next regular staff meeting
- At the next scheduled professional development activity
- Monthly
- Quarterly
- Annually
- Other (specify): _____

Changes will be communicated using the following method (check all that apply):

- Via email
- Posting on an electronic staff bulletin board or shared hard drive
- Hard copy provided to each staff member
- At a regular staff meeting
- At a training/professional development activity
- Other (specify): _____



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IEP Team Meeting: Scheduling/Invitations, Required Participants, and Excusals

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.

Circumstances

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.

Staff

Special education service providers and IEP Team members, including (but not limited to) special education teachers/case managers and related services staff

Procedure

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 (check one):

- the student's identified case manager
- the student's special education teacher
- the special education administrator
- the building principal
- other (specify): _____

The responsibility for ensuring the participation of all required team members in the IEP meeting rests with:

- the student's identified case manager
- the student's special education teacher
- the special education administrator
- the building principal
- other (specify): _____



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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 Ed (PSSE) 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.

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 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 PSSE 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



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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 (check all that apply):

- 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
- Other (specify): _____

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.)

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.



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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 (check all that apply):
 - the building administrator
 - the special education administrator
 - the person serving as representative of the public agency for the IEP team
 - Other (specify): _____

The individual responsible for scheduling the IEP meeting must document the date and outcome of the district's determination in the PSSE 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 (check one):
 - the person responsible for scheduling the IEP.
 - the student's caseload teacher/case manager.
 - the building administrator.
 - the person who is seeking to be excused from the meeting.
 - Other (specify): _____
- 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 PSSE Events Log. The written permission of the parent will be documented via one or more of the following methods (check all that apply):
 - parent signature on the district form designed for this purpose.



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___ letter, note or email from the parent.

___ Other (specify): _____

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

Forms

- PSSE IEP invitation form
- PSSE Events Log
- PSSE IEP form (participants section on page 1)
- District excusal form

Documentation/Supervision

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



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

Scheduling/invitation procedures, including the participation of required team members and excusal of required team members, will be supervised by (check all that apply):

- Building administrator
- Special education administrator
- Other (specify): _____

Scheduling/invitation procedures, including the participation of required team members and excusal of required team members, will be reviewed for compliance according the following schedule (check all that apply):

- when the IEP is in draft mode, prior to the IEP meeting
- after each IEP meeting, before notice is provided
- monthly based on a random sample
- Other (specify): _____

Modifications to Procedures

Changes to this procedure will be communicated by (check all that apply):

- Special education administrator
- Building administrator
- Department chair
- Teacher consultant
- Other (specify): _____



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Changes to this procedure will be communicated according to the following schedule (check all that apply):

- Within one week of any changes to the procedure
- At the next regular staff meeting
- At the next scheduled professional development activity
- Monthly
- Quarterly
- Annually
- Other (specify): _____

Changes will be communicated using the following method (check all that apply):

- Via email
- Posting on an electronic staff bulletin board or shared hard drive
- Hard copy provided to each staff member
- At a regular staff meeting
- At a training/professional development activity
- Other (specify): _____

Developing IEP Content: Prior Written Notice of an Offer of a Free and Appropriate Public Education

Legal Requirement with Citation

300.503 of the Individuals with Disabilities Education Act (IDEA) describes the required content of Prior Written Notice Written. 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:



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



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Under what circumstances will this procedure be used?	<p>This procedure will be used when making an offer of a free, appropriate, public education relative to any IEP or amendment.</p> <p>NOTE: There are other times when Prior Written Notice may be required; those other situations are addressed in a separate procedure entitled "<i>Prior Written Notice: Generally.</i>"</p>
Who will implement this procedure?	<p>Special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff</p>
Describe the steps in this procedure.	<ol style="list-style-type: none"> 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). <ol style="list-style-type: none"> a. The person responsible for developing and providing the Notice of an Offer of FAPE is (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> The district representative at the IEP meeting. <input type="checkbox"/> The building administrator. <input type="checkbox"/> The special education administrator. <input type="checkbox"/> The student's special education case manager. <input type="checkbox"/> The teacher consultant. <input type="checkbox"/> The special education department chair. <input type="checkbox"/> Other (specify): _____ 2. The following requirements/steps apply to provision of Prior Written Notice of an Offer of FAPE: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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.



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- 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.
 - 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.



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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.



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	<ul style="list-style-type: none"> b. Notice must include the location where the IEP will be implemented. c. Notice must include either: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • The following individual(s) are authorized to sign the "Notice of an Offer of FAPE" page as the superintendent's designee: <ul style="list-style-type: none"> ___The district representative at the IEP meeting. ___The building administrator. ___The special education administrator. ___The student's special education case manager. ___Other (specify): _____
<p>What forms are necessary to implement this procedure?</p>	<p>IEP form and related "Notice of an Offer of FAPE" form from PowerSchool Special Education</p> <p>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.</p>



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<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented on the IEP form itself and on the Notice of an Offer of FAPE form.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Compliant provision of Prior Written Notice of an Offer of FAPE will be supervised by (check all that apply):</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Prior Written Notice of an Offer of FAPE will be reviewed for compliance according the following schedule (check all that apply):</p> <p><input type="checkbox"/> after each IEP meeting, before notice is provided</p> <p><input type="checkbox"/> monthly based on a random sample</p> <p><input type="checkbox"/> Other (specify): _____</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by (check all that apply):</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Department chair</p> <p><input type="checkbox"/> Teacher consultant</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes to this procedure will be communicated according to the following schedule (check all that apply):</p> <p><input type="checkbox"/> Within one week of any changes to the procedure</p> <p><input type="checkbox"/> At the next regular staff meeting</p> <p><input type="checkbox"/> At the next scheduled professional development activity</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Annually</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes will be communicated using the following method (check all that apply):</p> <p><input type="checkbox"/> Via email</p> <p><input type="checkbox"/> Posting on an electronic staff bulletin board or shared hard drive</p> <p><input type="checkbox"/> Hard copy provided to each staff member</p> <p><input type="checkbox"/> At a regular staff meeting</p> <p><input type="checkbox"/> At a training/professional development activity</p> <p><input type="checkbox"/> Other (specify): _____</p>



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SPECIAL EDUCATION PROCEDURE	
District Name	Arts Academy in the Woods
Subject/Topic of This Procedure	Developing IEP Content: Measurable Annual Goals and Short-Term Objectives
Date Procedure was Adopted or Revised	06/01/2020

Legal Requirement with Citation	<p>§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.</p> <p>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.</p> <p>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).</p>
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<p>Under what circumstances will this procedure be used?</p>	<p>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.</p>
<p>Who will implement this procedure?</p>	<p>Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff</p>
<p>Describe the steps in this procedure.</p>	<ol style="list-style-type: none"> 4. 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, as well as any baseline data included on the goal page. All these sections together comprise the total PLAAFP. (<i>See separate but related procedure regarding Developing IEP Content: PLAAFP.</i>) 5. Identify every need identified within the total PLAAFP. 6. 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." 7. 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. 8. Short-term objectives (STOs) may be related to the annual goal in one of the following ways: <ol style="list-style-type: none"> 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



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goal. These different subskills could be either sequential or non-sequential in nature, but collectively would contribute to the attainment of the annual goal.

9. 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.
 - The current level of performance may include descriptive and/or quantifiable information. Any scores that are reported should be explained.
 - 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.
 - b. The specific skill or set of skills to be taught and measured.
 - The skill or set of skills is the expected academic or functional performance to be taught to produce a measurable outcome.
 - 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.
 - 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.
 - 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.
 - 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.



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	<p>10. In order to be measurable, short-term objectives must include:</p> <ol style="list-style-type: none"> A specific skill to be taught and measured. The performance criteria (target or outcome) for achieving the STO. A method or procedure for evaluating progress toward the STO (i.e., method of measurement.) A schedule for <i>monitoring</i> progress/collecting data and <i>evaluating</i> progress toward the STO. <ul style="list-style-type: none"> NOTE: The schedule for <i>monitoring</i> progress should be more frequent than the schedule for <i>reporting</i> progress to the parent.
<p>What forms are necessary to implement this procedure?</p>	<p>IEP form</p>
<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented on the IEP form itself. 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.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Compliant IEP goal development will be supervised by (check all that apply):</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>IEP goals will be reviewed for compliance according the following schedule (check all that apply):</p> <p><input type="checkbox"/> when the IEP is in draft mode, prior to the IEP meeting</p> <p><input type="checkbox"/> after each IEP meeting, before notice is provided</p> <p><input type="checkbox"/> monthly based on a random sample</p> <p><input type="checkbox"/> Other (specify): _____</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by (check all that apply):</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Department chair</p>



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- Teacher consultant
- Other (specify): _____

Changes to this procedure will be communicated according to the following schedule (check all that apply):

- Within one week of any changes to the procedure
- At the next regular staff meeting
- At the next scheduled professional development activity
- Monthly
- Quarterly
- Annually
- Other (specify): _____

Changes will be communicated using the following method (check all that apply):

- Via email
- Posting on an electronic staff bulletin board or shared hard drive
- Hard copy provided to each staff member
- At a regular staff meeting
- At a training/professional development activity
- Other (specify): _____



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SPECIAL EDUCATION PROCEDURE	
District Name	Arts Academy in the Woods
Subject/Topic of This Procedure	Developing IEP Content: Present Level of Academic Achievement and Functional Performance
Date Procedure was Adopted or Revised	06/01/2020

Legal Requirement with Citation	<p>§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 including how the disability affects the child's participation in appropriate activities.</p> <p>§300.324 of IDEA indicates that in developing each child's IEP, the IEP Team must consider</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p>
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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:

- 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;



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- 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*.)

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
- The transition services (including courses of study) needed to assist the child in reaching those goals.

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.



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<p>Under what circumstances will this procedure be used?</p>	<p>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.</p>
<p>Who will implement this procedure?</p>	<p>Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff</p>
<p>Describe the steps in this procedure.</p>	<p>11. Gather available data regarding the student's performance from a variety of sources, such as (but not limited to):</p> <ul style="list-style-type: none"> a. Classroom-based and provider-based observations or reports regarding the student's strengths and needs; b. Information/concerns shared by the parent; c. Current assessment results, including classroom-based assessments as well as districtwide, statewide, and transition assessments; d. Report cards/progress reports; e. Results of the most recent evaluation/reevaluation; f. Progress monitoring data relative to previous IEP goals and objectives; g. Data regarding implementation of the positive behavior support plan; h. School attendance records; i. Discipline logs; j. Health/medical information; k. Information regarding the student's communication skills and proficiency in the English language; l. Data from worksite-based learning or work experience situations; m. 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 n. Any other information that is available in the student's educational record. <p>12. Based on the available data, develop a written statement (which likely will be a series of statements)</p>



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regarding the student's current level of functioning in every area of need resulting from the student's disability. This statement:

- a. Must be written in language understandable to the general public.
- b. 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;
- c. 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.
- d. May include historical data/scores for the purpose of providing context or highlighting growth/change over time (or the lack thereof);
- e. Must clearly identify the needs that result from the student's disability;
- f. 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;
- g. 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);
- h. 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



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	<p>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.</p> <p>13. After completing the statement(s) 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:</p> <ol style="list-style-type: none"> a. which needs will be addressed later in the IEP by a supplementary aid or support, b. which needs will be addressed by a measurable annual goal or short-term objective, and c. which needs will be addressed by a program or service. d. 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." <p>(See separate but related procedures relative to <i>Developing Measurable Annual Goals, Developing Supplementary Aids/Supports and Identifying Needed Programs/Services.</i>)</p>
<p>What forms are necessary to implement this procedure?</p>	<p>IEP form</p>
<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Compliant IEP PLAAFP development will be supervised by (check all that apply):</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Other (specify): _____</p>



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	<p>PLAAFPs will be reviewed for compliance according the following schedule (check all that apply):</p> <p><input type="checkbox"/> when the IEP is in draft mode, prior to the IEP meeting</p> <p><input type="checkbox"/> after each IEP meeting, before notice is provided</p> <p><input type="checkbox"/> monthly based on a random sample</p> <p><input type="checkbox"/> Other (specify): _____</p>
How, when and by whom will changes to this procedure be communicated?	<p>Changes to this procedure will be communicated by (check all that apply):</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Department chair</p> <p><input type="checkbox"/> Teacher consultant</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes to this procedure will be communicated according to the following schedule (check all that apply):</p> <p><input type="checkbox"/> Within one week of any changes to the procedure</p> <p><input type="checkbox"/> At the next regular staff meeting</p> <p><input type="checkbox"/> At the next scheduled professional development activity</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Annually</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes will be communicated using the following method (check all that apply):</p> <p><input type="checkbox"/> Via email</p> <p><input type="checkbox"/> Posting on an electronic staff bulletin board or shared hard drive</p> <p><input type="checkbox"/> Hard copy provided to each staff member</p> <p><input type="checkbox"/> At a regular staff meeting</p> <p><input type="checkbox"/> At a training/professional development activity</p> <p><input type="checkbox"/> Other (specify): _____</p>



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SPECIAL EDUCATION PROCEDURE	
District Name	Arts Academy in the Woods
Subject/Topic of This Procedure	Developing IEP Content: Identifying Needed Programs/Services in the Least Restrictive Environment
Date Procedure was Adopted or Revised	06/01/2020

Legal Requirement with Citation	<p>§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:</p> <ul style="list-style-type: none"> • 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.
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§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
 - 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.



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	<ul style="list-style-type: none"> • 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. <p>§300.114 of IDEA requires each district to ensure that:</p> <ul style="list-style-type: none"> • 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. <p>§300.116 of IDEA requires that districts ensure that the placement decision for a student with a disability:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
Under what circumstances will this	This procedure will be used when identifying the appropriate special education programs and services to be



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<p>procedure be used?</p>	<p>included in a student's IEP, at least once every twelve months.</p>
<p>Who will implement this procedure?</p>	<p>Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff. See separate but related procedure relative to <i>IEP Participants and Excusals</i>.</p>
<p>Describe the steps in this procedure.</p>	<p>14.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 <i>Developing the PLAAFP</i>.)</p> <p>15.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.</p> <p>16.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:</p> <ul style="list-style-type: none"> a. which needs will be addressed later in the IEP by a supplementary aid or support, b. which needs will be addressed by a measurable annual goal or short-term objective, and c. which needs will be addressed by a program or service. <p>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 <i>Developing Measurable Annual Goals</i> and <i>Developing Supplementary Aids/Supports</i>.)</p> <p>17.When determining the programs/services that are necessary to address the student's unique needs, the IEP Team shall:</p> <ul style="list-style-type: none"> • First consider whether a satisfactory education can be achieved in a setting with nondisabled



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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.

18. When determining the programs/services that are necessary to address the student's unique needs, the team shall NOT:



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	<ul style="list-style-type: none"> • 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.
<p>What forms are necessary to implement this procedure?</p>	<p>IEP form, including Notice of an Offer of FAPE</p>
<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented on the PowerSchool Special Education IEP form.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Compliant IEP development will be supervised by (check all that apply):</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>IEPs will be reviewed for compliance according the following schedule (check all that apply):</p> <p><input type="checkbox"/> when the IEP is in draft mode, prior to the IEP meeting</p> <p><input type="checkbox"/> after each IEP meeting, before notice is provided</p> <p><input type="checkbox"/> monthly based on a random sample</p> <p><input type="checkbox"/> Other (specify): _____</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by (check all that apply):</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Department chair</p> <p><input type="checkbox"/> Teacher consultant</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes to this procedure will be communicated according to the following schedule (check all that apply):</p> <p><input type="checkbox"/> Within one week of any changes to the procedure</p> <p><input type="checkbox"/> At the next regular staff meeting</p>



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	<p><input type="checkbox"/> At the next scheduled professional development activity</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Annually</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes will be communicated using the following method (check all that apply):</p> <p><input type="checkbox"/> Via email</p> <p><input type="checkbox"/> Posting on an electronic staff bulletin board or shared hard drive</p> <p><input type="checkbox"/> Hard copy provided to each staff member</p> <p><input type="checkbox"/> At a regular staff meeting</p> <p><input type="checkbox"/> At a training/professional development activity</p> <p><input type="checkbox"/> Other (specify): _____</p>
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SPECIAL EDUCATION PROCEDURE	
District Name	Arts Academy in the Woods
Subject/Topic of This Procedure	Developing IEP Content: Supplementary Aids and Supports
Date Procedure was Adopted or Revised	06/01/2020

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 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.
Under what circumstances will this procedure be used?	This procedure will be used when developing supplementary aids and services (supports) for a student's IEP, at least once every twelve months.
Who will implement this procedure?	Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff
Describe the steps in this procedure.	19. 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. 20. Identify every need identified within the total PLAAFP.



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21. 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."
22. For needs that will 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.
23. 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.
24. 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.
25. Supplementary aids and supports must be based on peer-reviewed research to the extent practicable.
26. In order to be compliant, each supplementary aid must include all of the following components:
 - a. A description of the specific aid, support, accommodation or modification that will be provided.
 - 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.



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- b. The frequency/duration for providing the aid or support.
 - If frequency/duration are not easily quantified, the IEP may describe the specific circumstances under which the aid or support will be provided.
 - Terms like "as needed" or "per teacher request" are not sufficient to describe the frequency with which a supplementary aid will be provided.
- c. The location where the aid or support will be provided.
 - Location refers to specific general education and/or special education classes or settings and not necessarily to a building.

27. 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.

28. 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.



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	29. 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.)
What forms are necessary to implement this procedure?	IEP form
How, when and by whom will this procedure be consistently documented?	Compliance with this procedure (development of supplementary aids) is documented on the IEP form itself. In addition, all service providers will document the provision of supplementary aids and supports using tools approved by the special education administrator.
How, when and by whom will this procedure be routinely supervised?	<p>Compliant IEP goal development will be supervised by (check all that apply):</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>IEP supplementary aids and supports will be reviewed for compliance according the following schedule (check all that apply):</p> <p><input type="checkbox"/> when the IEP is in draft mode, prior to the IEP meeting</p> <p><input type="checkbox"/> after each IEP meeting, before notice is provided</p> <p><input type="checkbox"/> monthly based on a random sample</p> <p><input type="checkbox"/> Other (specify): _____</p>
How, when and by whom will changes to this procedure be communicated?	<p>Changes to this procedure will be communicated by (check all that apply):</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Department chair</p> <p><input type="checkbox"/> Teacher consultant</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes to this procedure will be communicated according to the following schedule (check all that apply):</p> <p><input type="checkbox"/> Within one week of any changes to the procedure</p> <p><input type="checkbox"/> At the next regular staff meeting</p> <p><input type="checkbox"/> At the next scheduled professional development activity</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Quarterly</p>



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	<p><input type="checkbox"/> Annually <input type="checkbox"/> Other (specify): _____</p> <p>Changes will be communicated using the following method (check all that apply):</p> <p><input type="checkbox"/> Via email <input type="checkbox"/> Posting on an electronic staff bulletin board or shared hard drive <input type="checkbox"/> Hard copy provided to each staff member <input type="checkbox"/> At a regular staff meeting <input type="checkbox"/> At a training/professional development activity <input type="checkbox"/> Other (specify): _____</p>
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SPECIAL EDUCATION PROCEDURE	
District Name	Arts Academy in the Woods
Subject/Topic of This Procedure	Developing IEP Content: Transition Planning
Date Procedure was Adopted or Revised	06/01/2020

Legal Requirement with Citation	<p>§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.</p> <p>§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:</p> <ul style="list-style-type: none"> • 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. <p>§300.43 of IDEA defines transition services as a coordinated set of activities for a child with a disability that is:</p> <ul style="list-style-type: none"> • 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.
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- 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:

- 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.



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<p>Under what circumstances will this procedure be used?</p>	<p>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.)</p>
<p>Who will implement this procedure?</p>	<p>Special education service providers and IEP Team members, 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 <i>IEP Participants and Excusals</i>.</p>
<p>Describe the steps in this procedure.</p>	<p>30.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 <i>IEP Participants and Excusals</i>.</p> <p>The responsibility for inviting the student to the IEP meeting rests with:</p> <p>___The student's caseload teacher. ___The transition coordinator in the school/district. ___Other (explain): _____</p> <p>31.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:</p> <p>a. 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.</p>



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- b. 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.
- c. The date of consent may not be after the date of the invitation.
- d. 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 student's caseload teacher.

___The transition coordinator in the school/district.

___Other (explain): _____

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.

32. 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:

- a. Transition assessments are required in the following areas:
 - Education
 - Training
 - Employment
 - Independent living skills, where appropriate
- b. 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 student's caseload teacher

___The transition coordinator for the school/district.

___Other (explain): _____

33. 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:

- a. Documentation that the student attended and participated in the IEP Team meeting, or
- b. 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 student's caseload teacher

___The transition coordinator for the school/district.

___Other (explain): _____

34. 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:



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- a. The postsecondary goal must be written in terms of what will occur after the student completes high school or secondary program.
- b. "Measurable" means that the goal can be counted or measured. Some possible verbs that meet this requirement are "will" or "is going to".
- c. There is no requirement to measure the progress or acquisition of the postsecondary goals once a student has graduated or completes school.
- d. Postsecondary goals must be updated and documented annually at the time of the IEP.
- e. 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.

35. The IEP must identify the transition services that will reasonably enable the student to meet his/her postsecondary goals. The following considerations apply:

- a. Transition services must be individualized, based on identified areas of need. (See separate but related procedures relative to *Developing the PLAAFP*.)
- b. Transition services must be a coordinated set of activities that will occur during the current IEP year, as well as long-range.
- c. 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.
- d. 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.
- e. 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.



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Transition services may include one or more of the following:

- f. Instruction: Teaching specific skills in both formal and informal educational settings and in the community.
- g. 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.
- h. 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.
- i. 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.
- j. 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).
- k. 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.

- I. 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.

36. The IEP must identify the courses of study that will reasonably enable the student to meet his or her postsecondary goals.

- a. The course of study is a multi-year description of coursework from the student's current year to their anticipated exit year.
- b. Courses of study outline the academic requirements the student needs to complete in order to accomplish his/her postsecondary goals.
- c. Courses of study must align with the student's postsecondary goals (i.e., help the student move toward attainment of those goals.)
- d. 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:

- e. The course of study must be reviewed and updated annually by the IEP Team.
- f. The course of study must be documented in the Transition section of the IEP.
- g. 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.
- h. 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.



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- i. 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.

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

38. 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:

- a. 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.
- b. 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.
- c. Base the identification of programs/services on peer-reviewed research to the extent practicable.
- d. Consider any potential harmful effect on the student or on the quality of services that s/he needs.
- e. Ensure that all programs/services are provided at no cost to the parent/family.
- f. Ensure that the placement is as close as possible to the student's home.



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	<p>g. 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.</p> <p>h. 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.</p> <p>(See separate but related procedure relative to <i>Identifying Needed Programs/Services in the LRE.</i>)</p> <p>39. 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:</p> <ul style="list-style-type: none"> • 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.
<p>What forms are necessary to implement this procedure?</p>	<p>IEP form, including Notice of an Offer of FAPE</p>
<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Compliant IEP development for transition will be supervised by (check all that apply):</p> <p>___ Building administrator</p> <p>___ Special education administrator</p> <p>___ Other (specify): _____</p>



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	<p>Transition IEPs will be reviewed for compliance according to the following schedule (check all that apply):</p> <ul style="list-style-type: none"><input type="checkbox"/> when the IEP is in draft mode, prior to the IEP meeting<input type="checkbox"/> after each IEP meeting, before notice is provided<input type="checkbox"/> monthly based on a random sample<input type="checkbox"/> Other (specify): _____
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by (check all that apply):</p> <ul style="list-style-type: none"><input type="checkbox"/> Special education administrator<input type="checkbox"/> Building administrator<input type="checkbox"/> Department chair<input type="checkbox"/> Teacher consultant<input type="checkbox"/> Other (specify): _____ <p>Changes to this procedure will be communicated according to the following schedule (check all that apply):</p> <ul style="list-style-type: none"><input type="checkbox"/> Within one week of any changes to the procedure<input type="checkbox"/> At the next regular staff meeting<input type="checkbox"/> At the next scheduled professional development activity<input type="checkbox"/> Monthly<input type="checkbox"/> Quarterly<input type="checkbox"/> Annually<input type="checkbox"/> Other (specify): _____ <p>Changes will be communicated using the following method (check all that apply):</p> <ul style="list-style-type: none"><input type="checkbox"/> Via email<input type="checkbox"/> Posting on an electronic staff bulletin board or shared hard drive<input type="checkbox"/> Hard copy provided to each staff member<input type="checkbox"/> At a regular staff meeting<input type="checkbox"/> At a training/professional development activity<input type="checkbox"/> Other (specify): _____



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SPECIAL EDUCATION PROCEDURE	
District Name	Arts Academy in the Woods
Subject/Topic of This Procedure	Developing IEP Content: Identifying Needed Programs/Services in the Least Restrictive Environment
Date Procedure was Adopted or Revised	06/01/2020

Legal Requirement with Citation	<p>§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:</p> <ul style="list-style-type: none"> • 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.
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§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
 - 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.



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	<ul style="list-style-type: none"> • 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. <p>§300.114 of IDEA requires each district to ensure that:</p> <ul style="list-style-type: none"> • 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. <p>§300.116 of IDEA requires that districts ensure that the placement decision for a student with a disability:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
<p>Under what circumstances will this</p>	<p>This procedure will be used when identifying the appropriate special education programs and services to be</p>



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<p>procedure be used?</p>	<p>included in a student's IEP, at least once every twelve months.</p>
<p>Who will implement this procedure?</p>	<p>Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff. See separate but related procedure relative to <i>IEP Participants and Excusals</i>.</p>
<p>Describe the steps in this procedure.</p>	<p>40. 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 <i>Developing the PLAAFP</i>.)</p> <p>41. 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.</p> <p>42. 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:</p> <ol style="list-style-type: none"> a. which needs will be addressed later in the IEP by a supplementary aid or support, b. which needs will be addressed by a measurable annual goal or short-term objective, and c. which needs will be addressed by a program or service. <p>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 <i>Developing Measurable Annual Goals</i> and <i>Developing Supplementary Aids/Supports</i>.)</p> <p>43. When determining the programs/services that are necessary to address the student's unique needs, the IEP Team shall:</p> <ul style="list-style-type: none"> • First consider whether a satisfactory education can be achieved in a setting with nondisabled



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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.

44. When determining the programs/services that are necessary to address the student's unique needs, the team shall NOT:



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	<ul style="list-style-type: none"> • 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.
<p>What forms are necessary to implement this procedure?</p>	<p>IEP form, including Notice of an Offer of FAPE</p>
<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented on the PowerSchool Special Education IEP form.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Compliant IEP development will be supervised by (check all that apply):</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>IEPs will be reviewed for compliance according the following schedule (check all that apply):</p> <p><input type="checkbox"/> when the IEP is in draft mode, prior to the IEP meeting</p> <p><input type="checkbox"/> after each IEP meeting, before notice is provided</p> <p><input type="checkbox"/> monthly based on a random sample</p> <p><input type="checkbox"/> Other (specify): _____</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by (check all that apply):</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Department chair</p> <p><input type="checkbox"/> Teacher consultant</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes to this procedure will be communicated according to the following schedule (check all that apply):</p> <p><input type="checkbox"/> Within one week of any changes to the procedure</p> <p><input type="checkbox"/> At the next regular staff meeting</p>



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	<p><input type="checkbox"/> At the next scheduled professional development activity</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Annually</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>Changes will be communicated using the following method (check all that apply):</p> <p><input type="checkbox"/> Via email</p> <p><input type="checkbox"/> Posting on an electronic staff bulletin board or shared hard drive</p> <p><input type="checkbox"/> Hard copy provided to each staff member</p> <p><input type="checkbox"/> At a regular staff meeting</p> <p><input type="checkbox"/> At a training/professional development activity</p> <p><input type="checkbox"/> Other (specify): _____</p>
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SPECIAL EDUCATION PROCEDURE	
District Name	Arts Academy in the Woods
Subject/Topic of This Procedure	Developing IEP Content: Measurable Annual Goals and Short-Term Objectives
Date Procedure was Adopted or Revised	06/01/2020

Legal Requirement with Citation	<p>§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.</p> <p>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.</p> <p>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).</p>
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<p>Under what circumstances will this procedure be used?</p>	<p>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.</p>
<p>Who will implement this procedure?</p>	<p>Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff</p>
<p>Describe the steps in this procedure.</p>	<p>45. 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, as well as any baseline data included on the goal page. All these sections together comprise the total PLAAFP. (<i>See separate but related procedure regarding Developing IEP Content: PLAAFP.</i>)</p> <p>46. Identify every need identified within the total PLAAFP.</p> <p>47. 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."</p> <p>48. 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.</p> <p>49. Short-term objectives (STOs) may be related to the annual goal in one of the following ways:</p> <ol style="list-style-type: none"> 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



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goal. These different subskills could be either sequential or non-sequential in nature, but collectively would contribute to the attainment of the annual goal.

50. 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.
 - The current level of performance may include descriptive and/or quantifiable information. Any scores that are reported should be explained.
 - 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.
- b. The specific skill or set of skills to be taught and measured.
 - The skill or set of skills is the expected academic or functional performance to be taught to produce a measurable outcome.
 - 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.
 - 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.
 - 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.
 - 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.



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	<p>51. In order to be measurable, short-term objectives must include:</p> <ol style="list-style-type: none"> A specific skill to be taught and measured. The performance criteria (target or outcome) for achieving the STO. A method or procedure for evaluating progress toward the STO (i.e., method of measurement.) A schedule for <i>monitoring</i> progress/collecting data and <i>evaluating</i> progress toward the STO. <ul style="list-style-type: none"> NOTE: The schedule for <i>monitoring</i> progress should be more frequent than the schedule for <i>reporting</i> progress to the parent.
<p>What forms are necessary to implement this procedure?</p>	<p>IEP form</p>
<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented on the IEP form itself. 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.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Compliant IEP goal development will be supervised by (check all that apply):</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>IEP goals will be reviewed for compliance according the following schedule (check all that apply):</p> <p><input type="checkbox"/> when the IEP is in draft mode, prior to the IEP meeting</p> <p><input type="checkbox"/> after each IEP meeting, before notice is provided</p> <p><input type="checkbox"/> monthly based on a random sample</p> <p><input type="checkbox"/> Other (specify): _____</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by (check all that apply):</p> <p><input type="checkbox"/> Special education administrator</p> <p><input type="checkbox"/> Building administrator</p> <p><input type="checkbox"/> Department chair</p>



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- Teacher consultant
- Other (specify): _____

Changes to this procedure will be communicated according to the following schedule (check all that apply):

- Within one week of any changes to the procedure
- At the next regular staff meeting
- At the next scheduled professional development activity
- Monthly
- Quarterly
- Annually
- Other (specify): _____

Changes will be communicated using the following method (check all that apply):

- Via email
- Posting on an electronic staff bulletin board or shared hard drive
- Hard copy provided to each staff member
- At a regular staff meeting
- At a training/professional development activity
- Other (specify): _____