

INTERIM ALTERNATIVE EDUCATIONAL SETTING (IAES)



DIRECTIONS FOR COMPLETING

LOCAL SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT NAME

Student's Name	Last:	First:	Middle Initial:
Student ID #:	Date of Birth:	Grade:	School:
Date of Meeting:	Date of Most Recent IEP:	Date of MDR:	

Length of Removal:

- ☐ Short term removal not a change of placement (complete section I only).
- ☐ Removal for Special Circumstances—up to 45 days (complete section II only).*
- ☐ Change of Placement—up to 180 days (complete section II only).*

*Individuals with Disabilities Education Act (IDEA) notice of intent to change placement required.

GUIDANCE: All students must receive services after ten days of removal from school. Before determining the Interim Alternative Educational Setting (IAES), the Local Educational Agency (LEA) must determine whether the removal constitutes a change of placement. (See the Discipline document for further guidance on when a change of placement occurs.) The personnel involved in determining the IAES differ depending upon whether the removal constitutes a change of placement for the student. Section I addresses the requirement for a short term removal that is not a change of placement. Section II addresses the requirements for a removal for Special Circumstances or a change of placement. The team must address Section III for all students.

On the date on which the decision is made to make a removal that constitutes a change of placement, the LEA must notify the parents of that decision, and provide the parents with the procedural safeguards, including the notice of intent to change the placement.

SECTION I: Not a change of placement (short term removal)

Participants:

School Personnel	Position
Teacher	

GUIDANCE: Federal regulations state that school personnel in consultation with at least one of the student's teachers consider the requirements in the first column and determine the services needed and the IAES, and document them in the second column. The Michigan Department of Education (MDE) recommends that they consult with the special education teacher who would be most knowledgeable about the student's educational needs, as well as their goals and objectives.

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Documentation of all steps is required.

Number of days of current removal.	
Review current goals and objectives (attach copy).	List goals to be addressed.
Describe the services to be provided to enable the student:	To participate in the general education curriculum.
	To progress toward meeting the goals.
IAES for short term removal.	

GUIDANCE:

The first row asks for the number of days of the current removal. Staff should keep track of the number of days of each removal to assist in determining if a pattern of removals has occurred.

The second row requires a review of the current goals and objectives to ensure that they can be addressed in the IAES. Staff should consider which goals are appropriate to be addressed in the proposed IAES. (See Discipline Guidance document section on IAES for further information.) List the goals which the IAES will address and attach a copy of the goal sheets from the current Individualized Education Program (IEP) to this form.

The third row requires a description of the services and the extent to which they are needed to allow the student to participate in the general education curriculum and to progress toward meeting the goals listed in row two. (See Discipline Guidance document section on IAES for further information.)

The fourth row gives the specific setting in which the services described in the third row will be provided (e.g. Central Alternative School, student's home, Lincoln Public Library, Anytown Public Schools Administration Building).

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SECTION II: A. Removal for Special Circumstances (up to 45 days) B. Change of Placement (up to 180 days)

Participants: Check box of staff qualified to explain instructional implications of assessments.

Student (if appropriate)*

☐ **District Representative***

Parent*

☐ **General Education Teacher***

Parent

☐ **Special Education Provider***

☐ **Other**

☐ **Other**

*Required participants.

GUIDANCE: The student's IEP team must meet to determine the appropriate services and the LEA will determine the IAES. All required members of the student's IEP team, including the student if appropriate, and a person qualified to explain assessment results should be in attendance. The team must consider all of the requirements in the first column, determine the services needed, the IAES, and document their decisions in the second column.

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Documentation of all steps is required.

Number of days of current removal.	
Review current goals and objectives (attach copy).	List goals to be addressed.
Describe the services to be provided to enable the student:	To participate in the general education curriculum.
	To progress toward meeting the goals.
Conduct a functional behavior assessment (FBA) and behavioral interventions (or review existing), as appropriate. Date of existing plan:	Describe services and modifications designed to prevent the behavior from happening again.
IAES for short term removal.	

GUIDANCE:

The first row asks for the number of days of the current removal. Staff should keep track of the number of days of each removal to assist in determining if a pattern of removals has occurred.

The second row requires a review of the current goals and objectives to ensure that any IAES can address them. Staff should consider which goals are appropriate to be addressed in the proposed IAES. (See Discipline Guidance document section on IAES for further information.) List the goals which the IAES will address and attach a copy of the goal sheets from the current IEP to this form.

The third row requires a description of the services and the extent to which they are needed to allow the student to participate in the general education curriculum and to progress toward meeting the goals listed in row two. (See Discipline Guidance document section on IAES for further information.)

The fourth row requires the team to conduct a functional behavior assessment (FBA) and develop behavioral intervention plan (or review an existing plan) which will be implemented to prevent the behavior from happening again. Note the date if there is an existing plan.

The fifth row gives the specific setting in which the services described in the third row will be provided (e.g. Central Alternative School, student's home, Lincoln Public Library, Anytown Public Schools Administration Building).

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SECTION III: Implementation

IAES and services to be in effect through

The following person will ensure implementation:

GUIDANCE: The LEA must indicate the dates of the services and the person who will ensure the implementation.
