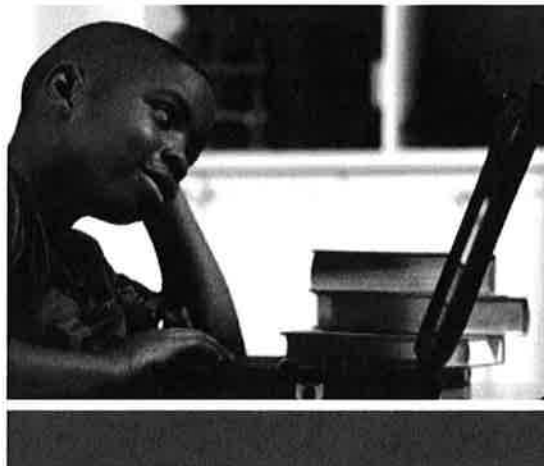


Quick Reference Guide



Section 7: Special Education Services and Programs

Tips for Developing a Quality and Compliant Individualized Education Program (IEP)



**Michigan Department of Education
Office of Special Education and Early Intervention Services**

The purpose of this section is to identify the special education services and programs necessary to meet the needs of the student and ensure progress. Information used in determining the services and programs necessary to meet the student's needs comes from and aligns with:

- **Present Level of Academic Achievement and Functional Performance (Section 2)**
- **Secondary Transition Considerations (Section 3)**
- **Goals and Objectives/Benchmarks (Section 4)**
- **Supplementary Aids and Services (Section 5)**

Keep in mind while developing this section, methodology does not belong in the Individualized Education Program (IEP). This section is designed to describe the services and programs the student needs, not the method of instruction (e.g., co-teaching, team teaching, etc.) that will be used. Identification of methodology in the IEP process limits a district's ability to be responsive to the student's needs.

In general, the IEP team will identify related services and programs from the *Michigan Administrative Rules for Special Education* (MARSE) or from the federal regulations. For each service and program identified, the IEP team will determine the specific amount of time a service or program will be provided. The team will also need to indicate the frequency of the delivery. For each service and program, indicate the time and frequency in such a manner to ensure the district's commitment of resources are clear.

All services and programs must be provided according to the implementation date of the IEP, except in certain circumstances (e.g., grade level move-ups, trimesters, graduation, etc.). If a service or program will not be provided for the duration of the IEP, the beginning and end date must be indicated under the heading "Duration."

For each service and program, under the heading "Location," the IEP team is to identify the specific environment in which the student will receive the service or program. Locations such as "general education," "special education," "building," or "all" lack specificity and could lead to confusion. A more accurate description is recommended (e.g., content area, classroom).

Checklist

- ☐ Needs as described in the present level section (Section 2) were reviewed.
- ☐ The student's progress in the general education curriculum was considered when selecting services and programs.
- ☐ The goals identified in Section 4 were considered when selecting services and programs.
- ☐ Opportunities for instruction in the general education setting using supplementary aids and services, as well as curricular modifications and supports, were considered in determining services and programs.
- ☐ The need for a teacher endorsed in a particular disability category was based on the specific disability related needs as described in the present level section (Section 2).
- ☐ Each related service and program is identified with a name and the associated rule number.
- ☐ The specific time and frequency are identified for each service and program.
- ☐ Each goal identified in Section 4 was considered when determining the need for Extended School Year (ESY) services.
- ☐ Special transportation was considered.

Related Service	Rule Number	Specific Amount of Time and Frequency	Location	Duration*

Related Services: Related services are the first considerations because they are generally less restrictive than programs. Identify the needed service by name and rule number.

Does the student have needs that require placement with a teacher with a particular endorsement? <input type="checkbox"/> Yes <input type="checkbox"/> No

Placement With a Teacher With a Particular Endorsement: The IEP team is to consider the student's needs—not just the student's eligibility category—when making a determination about placement with a teacher. A teacher's endorsement does not have to match the eligibility category of the student. Options become limited when decisions are aligned to student eligibility; therefore, Michigan promotes a practice of making decisions based on student needs. [R 340.1749c]

Program	Rule Number	Departmentalized	Specific Amount of Time and Frequency	Location	Duration*
		<input type="checkbox"/> Yes <input type="checkbox"/> No			

Programs: Programs are to be selected in order to meet the student's needs and ensure progress. Identify the needed program by name and rule number.

In the second column, indicate if the program is departmentalized in the building. [R 340.1749c]

* All programs and services listed above will begin on the implementation date of the IEP and continue for the duration of the IEP, unless otherwise indicated above in the column "Duration."
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Dates of Programs and Services: Services and programs begin on the implementation date of the IEP unless otherwise indicated. [§ 300.320(a)(7)]

EXTENDED SCHOOL YEAR (ESY) SERVICES			
Extended School Year (ESY) services were considered:			
<input type="checkbox"/> It was determined that no ESY services are needed.			
<input type="checkbox"/> Current annual goals address one or more skills that require ESY services.			
Service	Specific Amount of Time and Frequency	Location	Duration

Extended School Year (ESY) Services: Extended School Year (ESY) services are provided to a student beyond the traditional school calendar at no cost to the parent. ESY services must be considered. ESY services are provided if the IEP team determines that the services are necessary for the provision of a Free Appropriate Public Education (FAPE).

Extended School Year Services continues on next page

Resources

- *Michigan Administrative Rules for Special Education (MARSE)*
www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf
- *Individuals with Disabilities Education Act (IDEA, Federal Regulations)*
<http://idea.ed.gov>
- *A Seven-Step Process to Creating Standards-Based IEPs*
www.cenmi.org/documents/sevensteps.pdf
- *Intermediate School District (ISD) Plan Criteria for the Delivery of Special Education Programs and Services*
www.michigan.gov/documents/mde/ISDPlanCriteriaSept08_266782_7.pdf
- *Standards for Extended School Year (ESY) Services in Michigan*
www.michigan.gov/mde/0,1607,7-140-6530_6598_7376-198486--,00.html
- *Michigan Student Database System Collection Details*
www.mi.gov/documents/cepi/2009-10_MSDS_collection_details_310240_7.pdf
- *Procedures for Determining the Least Restrictive Environment in Accordance with the Individuals with Disabilities Education Act (IDEA)*
www.cenmi.org/documents/LREprocedures.pdf

Resources
continues on next page

The team must consider the following factors in relation to each of the student's goals identified in Section 4:

1. Regression and recoupment.
2. Nature and severity of the disability.
3. Critical stage or area of learning.

The IEP team must make data-based decisions for ESY services. [R 340.1721e(3)]

For more information, see *Standards for Extended School Year Services in Michigan*, Michigan Department of Education, August 2008.

INSTRUCTIONAL TIME		
General Education Instruction (minutes/hours per week)	(+) Special Education Instruction (minutes/hours per week)	(=) Total (minutes/hours per week)
	+	=

Instructional Time: Identify the minutes/hours per week the student is receiving general education instruction. Identify the minutes/hours per week the student is receiving special education instruction (i.e., special education programs). Add the general education instruction and the special education instruction. The total represents the minutes/hours per week the district offers instruction.

EDUCATIONAL ENVIRONMENT
<p>The district ensures that, to the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in the general education setting with supplemental aids and services.</p> <p>Participation in a Regular Early Childhood Program (students age 3-5)</p> <p><input type="checkbox"/> At least 10 hours per week and:</p> <p><input type="checkbox"/> receives the majority of special education and related services IN a regular early childhood program.</p> <p><input type="checkbox"/> receives the majority of special education and related services OUTSIDE of a regular early childhood program.</p> <p><input type="checkbox"/> Less than 10 hours per week and:</p> <p><input type="checkbox"/> receives the majority of special education and related services IN a regular early childhood program.</p> <p><input type="checkbox"/> receives the majority of special education and related services OUTSIDE of a regular early childhood program.</p> <p>Participation in General Education (students age 6-26)</p> <p><input type="checkbox"/> 80% of the day or more <input type="checkbox"/> 79% to 40% of the day <input type="checkbox"/> less than 40% of the day <input type="checkbox"/> separate facility</p>

Educational Environment: This section is included in the IEP model form to provide transparency and detail for where instruction is taking place and is used for reporting on the third Wednesday in November (3WiN). It is also the starting point for meeting annual performance reporting requirements.

Participation in a Regular Early Childhood Program: Complete this section for students who participate in a regular early childhood program. Document if the student spends 10 hours or more, or less than 10 hours, in the program per week. Then indicate if the student receives the majority of special education and related services inside or outside the program.

Participation in General Education: Educational environment documents the time spent in an instructional location. It can be described as "where the student is sitting." Any time spent in a general education classroom (including

Educational Environment continues on next page

- *Questions and Answers on the Part B Educational Environments Data Collection for Children Ages 3-5*
www.cenmi.org/documents/PartBEdEnv3to5.doc
- *Part B Educational Environments Data Collection for Students Ages 6-21*
www.cenmi.org/documents/PartBEdEnv6to21.doc
- *Part B, Individuals With Disabilities Education Act Implementation of FAPE Requirements*
www.cenmi.org/documents/FAPEImplementation.doc

while receiving special education services and programs) is documented in this section as General Education Environment.

On the IEP form, the team need only indicate "separate facility" when applicable. For actual annual performance reporting, the district will need to identify the separate facility as one of the following: residential facility; homebound/hospitalized; public/private special education building at public expense; correctional facility; or parentally placed in private schools.

SPECIAL TRANSPORTATION	
<input type="checkbox"/> Yes (specify): _____	
<input type="checkbox"/> No	

Special Transportation: Although transportation is a related service, it receives special consideration in the IEP process as it is commonly a general provision for all students. Document if special transportation is necessary for the student to have access to a FAPE. If special transportation is needed, describe the service needed.

Related Services

R 340.1701b(d)	Occupational Therapy
R 340.1701b(g)	Physical Therapy
R 340.1745	Services for Students With Speech and Language Impairment
R 340.1746	Homebound and Hospitalized
R 340.1749	Teacher Consultant
R 340.1755	Early Childhood Special Education Services
R 340.1757	Students Placed in Juvenile Detention Facilities; Other Educational Services
R 340.1832(e)	Optional Alternative Programs and Services (ISD Plan)
H.R. 1350 § 602(26)	Interpreting Services
H.R. 1350 § 602(26)	Nursing Services
34 CFR § 300.24	Counseling Services
34 CFR § 300.24	Orientation and Mobility
34 CFR § 300.39(b)(2)	Adaptive Physical Education
34 CFR § 300.34(c)(1)	Audiological Services
34 CFR § 300.34(c)(10)	Psychological Services
34 CFR § 300.34(c)(11)	Recreation
34 CFR § 300.34(c)(14)	Social Work Services
34 CFR § 300.34(c)(16)	Special Transportation

Programs

R 340.1738	Severe Cognitive Impairment Program
R 340.1739	Programs for Students With Moderate Cognitive Impairment
R 340.1740	Programs for Students With Mild Cognitive Impairment
R 340.1741	Programs for Students With Emotional Impairment
R 340.1742	Programs for Students With Hearing Impairment
R 340.1743	Programs for Students With Visual Impairment
R 340.1744	Programs for Students With Physical Impairment or Other Health Impairment
R 340.1747	Programs for Students With Specific Learning Disabilities
R 340.1748	Severe Multiple Impairments Program
R 340.1749a	Elementary Level Resource Program
R 340.1749b	Secondary Level Resource Program
R 340.1754	Early Childhood Special Education Programs
R 340.1756	Programs for Students With Severe Language Impairment
R 340.1758	Programs for Students With Autism Spectrum Disorder
R 340.1832(e)	Optional Alternative Programs and Services (ISD Plan)



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