

Alpena-Montmorency-Alcona ESD Individualized Education Program Team (IEPT) Report

Form 8

FAPE Date: 08-30-2012

Initial/most recent reevaluation IEP

Birth Date: _____

Gender: _

Prior IEP Date: 08-23-2012

Date: 08-23-2012

Grade: 9

Meeting Date: 08-30-2012

Student's Last Name: _ First: _ MI: _

Address: _ City: _ State: _ Zip Code: _

Resident District: Alpena Public Schools Operating District: Alpena Public Schools Attending Bldg: Alpena High School

Purpose(s) of this IEP Team Meeting are to discuss:

To determine eligibility for special education programs or services and, if appropriate, to develop an individualized education program (IEP)

Initial Reevaluation of Eligibility

To transfer the individualized education plan (IEP)

To review and/or revise the individualized education plan (IEP)

To consider the need for a program change/level change

To develop and/or review the individual transition plan (ITP)

To discuss an evaluation plan

To discuss disciplinary action that may result in a change of placement

Other Purpose: type other purpose here - you need to check box above

You can check more than one if appropriate.

**Transition: You MUST HAVE this checked in ADDITION to at least one other purpose.*

IEP Team Meeting Participants in Attendance:

District Representative: Mickey	Parent/Guardian: Paul
MET/Evaluation Representative: Donald	General Education Teacher: Cindy
Agency Representative: Goofy	
Student: Make sure they are present and a part of conversation	

for Transition Age Students

A copy of the parental consent for agency representative's participation at the IEP is on file.

Eligibility for Special Education: The IEP Team determined this student to be: Eligible (Primary: Specific Learning Disability (R340.1713)) Yes all members of the IEPT agree with the eligibility.

The above determinations are related to one or more of the following areas (select all that apply):

Oral Expression

Basic Reading Skills

Mathematics / Problem Solving

Listening Comprehension

Reading Comprehension

Reading Fluency

Written Expression

Math Calculation

Special Consideration/Present Level Statement Section:

Parent input/concerns:

Parent has no concern at this time - write this EVEN if parent has no concerns - do not leave this box blank

Strengths of the student:

This is the STRENGTH but I am writing this to show where it goes into the IEP. This is where the entire IEP starts. If you do not have a strength then you cannot add a demonstrated need, SAS, Transportation, personal care, programs, etc.

STRENGTHS: Key them simple.....You do not need to be wordy here. Just a simple will do... Example of a STRENGTH: Fred is able to read basic sight words.

Be sure to add a transition strength for TRANSITION AGE STUDENTS.....For example, Brady is beginning to decide where he wants to live when he leaves school.

PERSONAL CARE STRENGTH EXAMPLE: Ellen is able to move throughout the building.

The following are the evaluations reviewed and considered:

Classroom Based Assessments

Need Area	Description of Need	Where in the IEP will this be addressed?
<input checked="" type="checkbox"/> Academic	<p>This is the STRENGTH but I am writing this to show where it goes into the IEP. This is where the entire IEP starts. If you do not have a strength then you cannot add a demonstrated need, SAS, Transportation, personal care, programs, etc. You will add the what, when, results, etc. see the PLAAFP guidance document for more information. DO NOT FORGET FUNCTIONAL:) This is also where you MIGHT document the progress the transition student (you can also document this information in the "ANTICIPATED OTHER NEEDS" SECTION INSTEAD.) has made in regards to the STAT R with the new date the STAT R was given. Put the overall score and the overall category score for each. You need to connect transition needs, goals to IEP goals and objectives. Again, do not forget FUNCTIONAL. These deficits impact the student's ability to complete daily assignments/task and to achieve his/her post-secondary goals.</p>	<input checked="" type="checkbox"/> Goals and Objectives <input checked="" type="checkbox"/> Transition Plan
<input checked="" type="checkbox"/> Behavioral	<p>STRENGTHS: Key them simple.....You do not need to be wordy here. Just a simple will do... Example of a STRENGTH: Fred is able to read basic sight words. This is where I describe what, when, and the results. Be sure to show the need for the behavior goal or SAS. You cannot just say that Mirable does not always pay attention in class. Provide the documentation to back this up. I.E. Mirable was monitored for on task behaviors during math class during a two week window from April 12 through April 26th and she was observed to be on task 50% of the time during teacher led instruction and 20% of the time during seat work time. This narrows down the type of situation where re-direction may be needed as well as a possible reason for the lack of on task behavior????? These deficits impact the student's ability to successfully solve grade level math problems</p>	<input checked="" type="checkbox"/> Goals and Objectives <input checked="" type="checkbox"/> Supplemental Aids/Services <input checked="" type="checkbox"/> Transition Plan
<input type="checkbox"/> Extended School Year	<p>Reviewed identified student needs and progress toward goals determining ESY services are not needed.</p> <p>Rationale: Reviewed identified student needs and progress toward goals determining ESY services are not needed. Reviewed identified student needs and progress toward goals determining ESY services are not needed.</p>	
<input checked="" type="checkbox"/> Students anticipated needs or other matters	<p>PERSONAL CARE STRENGTH EXAMPLE: Ellen is able to move throughout the building. I will write in here my data to show the need for personal care. THIS IS ALSO THE PLACE WHERE YOU WRITE IN THE STAFF WHO ARE EXCUSEABLE. (PLEASE REMEMBER SOME MEMBERS ARE REQUIRED AND AN EXCUSEAL IS NOT ALLOWABLE.) YOU NEED TO WRITE IN THE PERSON BEING EXCUSE, THE DATE AND METHOD PARENT WAS CONTACTED AND THAT THEY AGREED AND</p>	<input checked="" type="checkbox"/> Supplemental Aids/Services <input checked="" type="checkbox"/> Transportation

Need Area	Description of Need	Where in the IEP will this be addressed?
	THE METHOD THE EXCUSE PERSON INFORMED THE PARENTS ABOUT CONTENTS OF IEP, ETC. This impacts the students ability to independently care for their needs throughout the school day	
<input checked="" type="checkbox"/> Students anticipated needs or other matters	Be sure to add a transition strength for TRANSITION AGE STUDENTS.....For example, Brady is beginning to decide where he wants to live when he leaves school. This is also where you MIGHT document the progress the transition student (you can also document this information in the "ANTICIPATED OTHER NEEDS" SECTION INSTEAD.) has made in regards to the STAT R with the new date the STAT R was given. Put the overall score and the overall category score for each. You need to connect transition needs, goals to to IEP goals and objectives. Again, do not forget FUNCTIONAL. This impacts the students ability to independently care for their needs throughout the school day	<input checked="" type="checkbox"/> Supplemental Aids/Services

Areas considered but not identified as need areas	
<input checked="" type="checkbox"/> Physical Education	<input checked="" type="checkbox"/> Assistive Technology
<input checked="" type="checkbox"/> Braille instruction for students who are blind or visually impaired	<input checked="" type="checkbox"/> Communication and language for students who are deaf/hearing impaired
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Behavioral
<input checked="" type="checkbox"/> Language needs for students with limited English proficiency	<input checked="" type="checkbox"/> Physical including accessibility within facilities/community
<input checked="" type="checkbox"/> Extended School Year	

Transition Plan

Were the following persons or representatives invited to the Transition IEP Team Meeting?

Other agency representatives Yes No. If no, Explain

The student Yes No. If no, Explain

Be sure that if you checked NO to write the Reason in.

Student's Post-secondary Goals:

Goal Area	Goal	Activity	Person/Agency	Timeline
Adult Living	THIS IS WHERE YOU WRITE HOW THEY DID ON LAST YEAR'S ADULT LIVING GOALS/ACTIVITIES AND WRITE THE NEW STAT R INFORMATION SPECIFIC TO ADULT LIVING. with the date the STAT R was given and results. YOU ALSO WILL WRITE WHAT answers the student said "NO" to IN ORDER TO SHOW THE NEED FOR NEW ACTIVITIES (OR WHY YOU ARE KEEPING THE SAME ONES FROM LAST YEAR) HERE. I.E. Billy took			

the STAT R on August 24, 2012 and showed improvement from last year in Post-Secondary Education/ Training as last year he was at 60% and this year he is at 85%. Last year he was not able to _____ and this became a goal for him. This year, he completed _____(goal) and is able to _____. Billy responded on the STAT R take on August 24, 2012 that he did not know how to _____.....

Activity	Activity Area	Person/Agency	Timeline
THIS IS WHERE YOU WRITE WHAT THEY NEED TO DO	Adult Living	THIS IS WHERE YOU WRITE THE PARENT, THE SCHOOL, ETC. AS APPROPRIATE	08-30-2012

Career/Employment

THIS IS WHERE YOU WRITE HOW THEY DID ON LAST YEAR'S CAREER/EMPLOYMENT GOALS/ ACTIVITIES AND WRITE THE NEW STAT R INFORMATION SPECIFIC TO ADULT LIVING with the date the STAT R was given and results. YOU ALSO WILL WRITE WHAT answers the student said "NO" to IN ORDER TO SHOW THE NEED FOR NEW ACTIVITIES (OR WHY YOU ARE KEEPING THE SAME ONES FROM LAST YEAR) HERE. I.E. Billy took the STAT R on August 24, 2012 and showed improvement from last year in Post-Secondary Education/ Training as last year he was at 60% and this year he is at 85%. Last year he was not able to _____ and this became a goal for him. This year, he completed _____(goal) and is able to _____. Billy responded on the STAT R take on August 24, 2012 that he did not know how to _____.....

Activity	Activity Area	Person/Agency	Timeline
This is where you write the activity/ goal.	Employment	TYPICALLY THE PARENT AND STUDENT ARE RESPONSIBLE HERE	08-30-2012

Community Participation

THIS IS WHERE YOU WRITE HOW THEY DID ON LAST YEAR'S COMMUNITY PARTICIPATION GOALS/ACTIVITIES AND WRITE THE NEW STAT R INFORMATION

SPECIFIC TO ADULT LIVING. with the date the STAT R was given and results. YOU ALSO WILL WRITE WHAT answers the student said "NO" to IN ORDER TO SHOW THE NEED FOR NEW ACTIVITIES (OR WHY YOU ARE KEEPING THE SAME ONES FROM LAST YEAR) HERE. I.E. Billy took the STAT R on August 24, 2012 and showed improvement from last year in Post-Secondary Education/Training as last year he was at 60% and this year he is at 85%. Last year he was not able to _____ and this became a goal for him. This year, he completed _____ (goal) and is able to _____. Billy responded on the STAT R take on August 24, 2012 that he did not know how to _____ THIS IS THE ONLY one of the four areas that you do not NEED a transition goal/activity for. HOWEVER, you must write in the reason why a transition goal/activity is not needed. Otherwise, is is not in compliance.

Activity	Activity Area	Person/Agency	Timeline
YOU MUST HAVE AN ACITIVITY/ goal FOR EACH AREA OF TRANSITION except possibly Community Participation. You must state why not in the goal area then.	Community Experiences	THIS IS WHERE YOU WRITE THE PARENT, THE SCHOOL, ETC. AS APPROPRIATE	08-30-2012

Post-Secondary Education/Training

THIS IS WHERE YOU WRITE HOW THEY DID ON LAST YEAR'S POST SECONDARY EDUCATION/ TRAINING ACTIVITIES AND WRITE THE NEW STAT R INFORMATION SPECIFIC TO ADULT LIVING with the date the STAT R was given and results. YOU ALSO WILL WRITE WHAT answers the student said "NO" to IN ORDER TO SHOW THE NEED FOR NEW ACTIVITIES (OR WHY YOU ARE KEEPING THE SAME ONES FROM LAST YEAR) HERE. I.E. Billy took the STAT R on August 24, 2012 and showed improvement from last year in Post-Secondary Education/Training as last year he was at 60% and this year he is at 85%. Last year he was not able to _____ and this

became a goal for him. This year, he completed _____(goal) and is able to _____. Billy responded on the STAT R take on August 24, 2012 that he did not know how to _____.....

Activity	Activity Area	Person/Agency	Timeline
Write the activity/goal here--it may be that the activity's "timeline for completion" is not until the day the student graduates or in two years.	Further Education	PARENT	08-30-2012

Course of Study Addressing Post-school Transition Needs for Post-secondary Adult Activities - Consider the following for any students who will reach age 16 during the IEP (consider at age 16 or younger if determined appropriate by the IEP Team, and review at each subsequent IEP).

Course of study leading to a diploma Course of study leading to an alternate certificate

Parental Rights and Age of Majority (Check all applicable)

- If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him/her at age 18.
- If the student has turned 18 the student and parent were informed of the parental rights that transferred to the student at age 18.
- The student has turned age 18 and there is a guardian established by court order. The guardian is:

Annual Goals and Short-Term Objectives

Present Level of Academic Achievement and Functional Performance (PLAAFP):

This is the STRENGTH but I am writing this to show where it goes into the IEP. This is where the entire IEP starts. If you do not have a strength then you cannot add a demonstrated need, SAS, Transportation, personal care, programs, etc. You will add the what, when, results, etc. see the PLAAFP guidance document for more information. DO NOT FORGET FUNCTIONAL. This is also where you MIGHT document the progress the transition student (you can also document this information in the "ANTICIPATED OTHER NEEDS" SECTION INSTEAD.) has made in regards to the STAT R with the new date the STAT R was given. Put the overall score and the overall category score for each. You need to connect transition needs, goals to to IEP goals and objectives. Again, do not forget FUNCTIONAL. These deficits impact the student's ability to complete daily assignments/task and to achieve his/her post-secondary goals.

Standard Designation: MA.9-12.G.CO.1 **Option One: Selected "Add Benchmark"**

Annual Goal: CCSS.MA.9-12.G-CO.1 - Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. 80% of assignments and assessments August 31, 2013

Standard: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

Role(s) Responsible: Special Education Teacher

→ standard was copied and pasted to "modified Goal Description" Section.

Short-Term Objectives	Schedules
<ul style="list-style-type: none"> •The student will score 20 by the end of reporting period 1 based on the following evaluation procedure(s): Curriculum-Based Assessment, Analysis of Work Samples •The student will score 40 by the end of reporting period 2 based on the following evaluation procedure(s): Curriculum-Based Assessment, Analysis of Work Samples •The student will score 60 by the end of reporting period 3 based on the following evaluation procedure(s): Curriculum-Based Assessment, Analysis of Work Samples •The student will score 80 by the end of reporting period 4 based on the following evaluation procedure(s): Curriculum-Based Assessment, Analysis of Work Samples 	Weekly

These get set up in "Add Short Term Objective"

Present Level of Academic Achievement and Functional Performance (PLAAFP):

**called benchmark obj. "*

STRENGTHS: Key them simple.....You do not need to be wordy here. Just a simple will do... Example of a STRENGTH: Fred is able to read basic sight words. This is where I describe what, when, and the results. Be sure to show the need for the behavior goal or SAS. You cannot just say that Mirable does not always pay attention in class. Provide the documentation to back this up. I.E. Mirable was monitored for on task behaviors during math class during a two

week window from April 12 through April 28th and she was observed to be on task 50% of the time during teacher led instruction and 20% of the time during seat work time. This narrows down the type of situation where re-direction may be needed as well as a possible reason for the lack of on task behavior????? These deficits impact the student's ability to successfully solve grade level math problems

Standard Designation: LA.6.RL.6.1 **Option Two - selected, "add Goal"**

Annual Goal: **Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.LA.6.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
→ copy this and paste to "Modified Goal" Section

Modified Goal Description: **CCSS.LA.6.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Will meet criteria at 80% or better. August 31, 2013**

Role(s) Responsible: **Special Education Teacher**

Short-Term Objectives	Evaluation	Criterion	Schedules
You will need to write the short term objective here.	<ul style="list-style-type: none"> • Documented Observation • Curriculum-Based Assessment 	At what percent, etc. is the expected level? i.e. 80% , 3/5, etc. Assessment of progress: You should be assessing as often as daily or weekly but anything greater than two weeks is highly unusual. REMEMBER: you are assessing, not necessarily reporting progress.	Weekly
This is where you write the second short term objective.	<ul style="list-style-type: none"> • Documented Observation • Standardized Assessment 	Again, what is the criteria?	Daily

Review of Previous IEP's Goal/Objectives:

I selected that "No" when asked, "Were all previous IEP goals achieved?" You must also explain why here as well. Be sure that you can back up that all were achieved if you said "Yes".

Reporting Progress: The parents will be regularly informed in writing of progress on goals and objectives of this IEP at the regular reporting periods applicable to general education students (concurrent with report card periods).

Least Restrictive Environment (LRE) - This student will:

- Fully participate with students who are nondisabled in general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP. Yes No
- Be fully involved in and make progress in the general curriculum. Yes No
- Have the same opportunity as general education students to participate in nonacademic and extracurricular activities. Yes No

Rationale for LRE exceptions:

For Pied Piper Schools: For the first question, "Will the student participate..." the answer is "NO" (except ESCE) and you will write in here the following: "Pied Piper School is a center based school where general education students do not attend."

Supplementary Aids/Services/Personnel Support

Supplementary Aids/Service/Support	Amount of Time/Frequency/Conditions	Initiation Date	Duration Date	Location
Allow recorded/dictated/typed answers to tests	How often does this need to occur? Daily? Weekly? As needed? / This is where you need to be specific. Anyone should be able to read the condition and know when to give the SAS. Remember to be specific.	09-04-2012	08-29-2013	General Ed and Special Ed classrooms
Adult Support	When doing personal care, write out what the personal care need is and when it is needed. / When do they need this.....how often? Be SPECIFIC.....if you only need this in math class then write this in.	09-04-2012	08-29-2013	General Ed and Special Ed classrooms

Special Education Programs/Services

Special Ed. Programs/Services (Rule Number)	Type of Delivery	*Depart	*Endorse	Frequency and Duration	Initiation Date	Duration Date	Location
Resource Room (ER) (R340.1832e)	Direct	Yes	No	5-10 hours per weeks = MUST STATE HOURS PER WEEK OR MINUTES PER MONTH	09-04-2012	08-29-2013	General Ed and Special Ed classrooms

*Departmentalized Program (R 340.1749c)

*Endorsement from a teacher consultant needed?

Transportation

Special Transportation: No Yes, specifics: Must DETAIL what is needed for special transportation as this is what prints on the IEP. YOU MUST ALSO WRITE IN THESE ITEMS IN THE "TRANSPORTATION SERVICES" SECTION AS WELL. THESE DO NOT SHOW UP ON THE IEP BUT IN THE BACKGROUND IN ILLUMINATE. WITHOUT THESE SERVICES SELECTED, IT DOES NOT COUNT.

Nonpublic School Pupils:

The programs offered by the district are outlined in the IEPT report but not provided because the parent elected to enroll the child in a nonpublic school.

The student will not be taking any district assessments during the full duration of this IEP, but will participate in the Michigan Educational Assessment System (MEAS) assessment(s) as follows:

MEAS Assessment	Is MEAP Appropriate?		If yes , list appropriate assessment accommodations if needed. If no , <u>state the reason why the subject area is inappropriate</u> , indicate the appropriate alternate assessment, and list appropriate accommodations if needed	Standard Accommodations?	
	yes	no		yes	no
Michigan Merit Exam (MME) - 11th Grade					
ACT English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		
ACT Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		

MEAS Assessment	Is MEAP Appropriate?		If yes , list appropriate assessment accommodations if needed. If no , state the reason why the subject area is inappropriate . Indicate the appropriate alternate assessment, and list appropriate accommodations if needed	Standard Accommodations?	
	yes	no		yes	no
ACT Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		
ACT Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		
ACT Writing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		
MI Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: Allow recorded/dictated/typed answers to tests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MI Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		
MI Social Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		
WorkKeys Applied Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		
WorkKeys for Locating Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		
WorkKeys Reading for Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Accommodation: No accommodation(s) needed for this assessment.		

Operating District Notice Requirements - The superintendent or designee of the operating district assures that:

- (a) to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility, is educated with persons who do not have disabilities.
- (b) placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that education in a regular class using supplementary aids and services cannot be satisfactorily achieved.
- (c) the placement for the student is as close as possible to his or her home.
- (d) unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if non-disabled.
- (e) in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs.
- (f) a child with a disability will not be removed from education in age-appropriate regular classrooms solely because of needed accommodations in the general curriculum.

Alpena-Montmorency-Alcona ESD
2118 US HIGHWAY 23 S, ALPENA, MI, 49707-4542
NOTICE FOR PROVISION OF PROGRAM AND SERVICES

The Individuals with Disabilities Education Act (IDEA) mandates that the district provide written notice to the parent when the district proposes to initiate or change the educational placement of the student or the provision of a Free Appropriate Public Education (FAPE) to the student; or when they refuse to initiate or change the educational placement of the student or the provision of a FAPE to the student.

You are receiving this notice for:

You are receiving this notice as Schools is offering the provision of a FAPE. The programs/services will begin on 09-04-2012 and will be located at School. This proposal is the result of the IEP Team meeting date 08-30-2012 that was convened for the purpose of To review and/or revise the individualized education plan (IEP), To develop and/or review the individual transition plan (ITP).

You are receiving this notice as your child was found ineligible for special education programs/services at the IEP Team meeting dated 08-30-2012 for the purpose of a re-evaluation.

The IEP describes each evaluation procedure, assessment, record, or report used in the offer of a FAPE. In the course of the development of the IEP, other options and factors were considered but not incorporated into the IEP were:

Options and other factors considered	Reason for not selecting
Discussed small conversation that may have been talked about.	Not needed at this time - To be reviewed at next IEP
MUST CLICK GREEN BUTTON AFTER ADDING BEFORE CLICKING SUBMIT	MUST CLICK GREEN BUTTON AFTER ADDING BEFORE CLICKING SUBMIT
YOU HAVE TO WRITE SOMETHING IN HERE. MDE FEELS THAT AT EVERY IEP OTHER OPTIONS WERE DISCUSSED. YOU CAN NO LONGER WRITE IN, "NO OTHER OPTIONS CONSIDERED." MOST TIMES, YOU CAN COPY AND PASTE THIS SIDE TO THE "RATIONALE" SIDE AS YOU ARE ALREADY STATING WHY.	EVERY IEP OTHER OPTIONS WERE DISCUSSED. YOU CAN NO LONGER WRITE IN, "NO OTHER OPTIONS CONSIDERED." MOST TIMES, YOU CAN COPY AND PASTE THIS SIDE TO THE "RATIONALE" SIDE AS YOU ARE ALREADY STATING WHY.

The IEP Team has determined that programs and services will be provided in the:

Resident district (Schools)

Operating district

The resident district authorizes/authorized the operating district to conduct subsequent IEP Team meetings.

The resident district will conduct subsequent IEP Team meetings.

This notice and the student's IEP constitute Schools offer of a FAPE.

_____ (Signature of Superintendent or Designee) _____ (Date)

The Procedural Safeguards Notice you received when the district requested your consent for the initial evaluation describes protections under the IDEA. The Procedural Safeguards Notice is also available at www.michigan.gov/documents/mde/May09-ProceduralSafeguardsNotice_278611_7.pdf. The following sources are available to assist you in understanding your rights: Michigan Alliance for Families (800) 552-4821 <http://www.michiganallianceforfamilies.org/>

_____ PAULINE BURNHAM _____ (989) 555-5555

FAPE Date: 08-30-2012

Dissenting Report(s) attached Yes Not applicable