

SPECIAL EDUCATION PROCEDURE	
District Name	Warren Woods Public Schools
Subject/Topic of This Procedure	<i>IEP Team Meeting: Scheduling/Invitations, Required Participants, and Excusals</i>
Date Procedure was Adopted or Revised	06/19/2023

Legal Requirement with Citation	<p>§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.</p> <p>MARSE 340.1721e was modified in February of 2020 to require that the resident district be invited to participate in every IEP meeting for students who are placed in center programs or other placements outside the resident district.</p>
Under what circumstances will this procedure be used?	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.
Who will implement this procedure?	Special education service providers and IEP Team members, including (but not limited to) special education teachers/case managers and related services staff
Describe the steps in this procedure.	<p>The responsibility for scheduling the IEP team meeting, identifying the members of the IEP team, and issuing a written invitation to the meeting rests with the Tienet Liaison in collaboration with the student’s case manager.</p> <p>The responsibility for ensuring the participation of all required team members in the IEP meeting rests with the student’s identified case manager.</p> <p>Prior to scheduling the IEP meeting or sending a written invitation, the individual who is responsible for scheduling the IEP team meeting shall contact the parent to determine a mutually agreeable time and location for the meeting. All attempts to contact the parent, including the date, method, and results of the contact, shall be documented in the PowerSchool Special Programs (PSSP) Events Log.</p>

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

As a member of the IEP team, a regular education teacher of the child must, to the extent appropriate, participate in the development of the IEP, including the determination of appropriate positive behavioral interventions and supports and other strategies for the child; and supplementary aids and services, program modifications, and support for school personnel.

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

If a purpose of the meeting is the consideration of postsecondary goals for the student and the transition

services needed to assist the student in reaching those goals, the school district must invite the student to the IEP meeting via a written invitation issued directly to the student (not via the parent.)

If the student does not attend the IEP team meeting, the school district must take other steps to ensure that the student's preferences and interests are considered. The following methods will be considered acceptable methods of ensuring/documenting the student's preferences and interests: an interest inventory, questionnaire or survey, a written statement from the student, a visual/graphic representation from the student (drawing, collage, portfolio, video, etc.), or an interview documented in a written report from a teacher, counselor, or other service provider.

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

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

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

1. A member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability and the school district agree, in writing, that the attendance of the

member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

2. A member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part, even when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, as long as the parent and the school district consent to the excusal in writing and the team member submits input into the development of the IEP in writing to the parent and the IEP Team prior to the meeting.

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

- a. The school district must agree that the individual's attendance is not necessary for all or part of the meeting. This determination may be made on behalf of the district by the person serving as representative of the public agency for the IEP team.
- 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 person responsible for contacting the parent will be the student's caseload teacher/case manager.
- c. The individual responsible for contacting the parent regarding the excusal must obtain the written permission of the parent to excuse the member and document the date and outcome of the conversation with the parent in the PSSP Events Log. The written permission of the parent will be documented via IEP form in PowerSchool SE.
- 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.

	<p>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 PSSP.</p>
<p>What forms are necessary to implement this procedure?</p>	<ul style="list-style-type: none"> • PSSP IEP invitation form • PSSP Events Log • PSSP IEP form (participants section on page 1)
<p>How, when and by whom will this procedure be consistently documented?</p>	<ul style="list-style-type: none"> • Parent contact to arrange a mutually agreeable time and location for the IEP meeting is documented in the PSSP Events Log by the person responsible for scheduling the IEP meeting. • The invitation to the IEP is documented in PSSP on the invitation form by the person responsible for scheduling the IEP meeting. • Additional contacts with parents to identify a mutually agreeable time/location are documented in the PSSP Events Log by the individual who is responsible for scheduling the IEP meeting. • Participation of the required IEP team members is documented in the "IEP Team Participants" section of the IEP form itself, where the individual's name is listed, and a box is checked to indicate participation in the meeting. This is done by the individual who is completing the IEP form. • The district's determination relative to excusing a required member is documented in the PSSP Event Log by the person responsible for scheduling the IEP meeting. • Conversation with the parent prior to the IEP meeting relative to excusing a required member for all or part of the meeting is documented in the PSSP Events Log by the person responsible for contacting the parent. • Prior written input to the parent and IEP team by an individual who is excused from the meeting is documented by that individual via a written report, and that same individual has the responsibility for ensuring that the report is uploaded into PSSP. • Prior excusal of a required team member is documented in the "IEP Team Participants" section of the PSSP IEP form, by the individual who is completing the IEP form. • If the student does not attend a transition IEP meeting, the student's preferences/interests relative to

	<p>postsecondary transition are collected in a written, teacher/service provider report or via a survey/questionnaire and documented in the transition section of the IEP form by the individual who is completing the IEP form.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Scheduling/invitation procedures, including the participation of required team members and excusal of required team members, will be supervised by the Special education administrator.</p> <p>Scheduling/invitation procedures, including the participation of required team members and excusal of required team members, will be reviewed monthly based on a random sample.</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and as a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and during scheduled professional development.</p>