

# Michigan's Individualized Education Program (IEP) Model Form

## Question and Answer

### Section 1: Demographic Information

**1. What is the completion date of the Individualized Education Program (IEP)?**

The date of the provision of Notice, indicating the district's offer of a free appropriate public education (FAPE). [**§ 300.503(a)**]

**2. What dates start and end the 365-day timeline requirement for an annual review IEP?**

The date of offer of a FAPE starts the timeline, with one exception. The exception is for initial IEPs. In the case of an initial IEP, the 365-day timeline starts at the implementation date. In all cases, the date of the subsequent offer of a FAPE ends the 365-day timeline. [**§ 300.324(b)(1)**]

**3. What date starts the 3-year timeline for the reevaluation IEP?**

The timeline starts on the date of the offer of a FAPE for the most recent reevaluation IEP, with one exception. The exception is for initial IEPs. In the case of an initial IEP, the 3-year timeline starts at the implementation date.  
[**§ 300.303(b)(2)**]

**4. Does every participant invited to an IEP team meeting need to be excused if they are unable to attend?**

No. Only required members of an IEP team meeting need to be formally excused from the meeting with a documented excusal. [**§ 300.321(e)**]

**5. Must an IEP be completed when a student is determined ineligible for special education services?**

The determination of eligibility is the responsibility of an IEP team. Therefore, an IEP team meeting must be convened for eligibility to be determined. However, when a student is determined ineligible for special education services, an IEP team need only complete "Section 1: Demographic Information" of the state model IEP form and provide Notice.  
[**R 340.1721c; R 340.1721e**]

### Section 2: Present Level of Academic Achievement and Functional Performance

**6. If the IEP team determines there are special factors (positive behavioral interventions and supports and other strategies because the student has behavior that impedes learning, Braille instruction because the student is blind or visually impaired, etc.), but at the time of the IEP team meeting there is not a need to address these factors during this particular year, must this be documented?**

Yes. Documentation of consideration of special factors must be addressed in the special factor section of the IEP form. There may also be a need to document these special factors on the Notice form in the section "Options Considered but not Selected." [**§ 300.503(b)(6); § 300.320(d)(2)**]

### Section 3: Secondary Transition Considerations

**7. If there are multiple IEP team meetings over the course of a year, must parent consent for outside agency participation be obtained/provided for each meeting?**

Yes. Consent must be obtained/provided for each and every IEP team meeting, as well as for each separate activity involving an outside agency representative.  
[**§ 300.321(b)(1); § 300.321(b)(3)**]



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## Section 4: Goals and Objectives/Benchmarks

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### 8. Must goals be measurable?

Yes. The federal regulations require goals be measurable. It is permissible for a goal to identify its measurability through its short-term objectives.

[§ 300.320(a)(2); R 340.1721e(2)(b)]

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## Section 5: Supplementary Aids and Services

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### 9. May a condition for providing a supplementary aid/service be described as “as needed”?

No. The condition for supplementary aids and services may never be solely described with “as needed.” A criteria or condition for determining the need is required.

[§ 300.320(a)(4); § 300.320(a)(7)]

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## Section 6: Assessment

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### 10. Is MI-Access considered an alternate assessment that requires alignment to goals and objectives/benchmarks based on academic content standards for the grade in which the student is enrolled?

Yes. Michigan has two alternate assessments (MI-Access and MEAP-Access). Both require alignment to goals and objectives/benchmarks based on academic content standards (EGLCEs, GLCEs, EHSCEs) for the grade in which the student is enrolled. [§ 300.320(a)(2)(B)(ii)]

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## Section 7: Special Education Services and Programs

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### 11. Do related services count toward the calculation of full time equivalency (FTE) membership?

No, with the exception of R 340.1755, Early Childhood Special Education Services. For all other purposes, FTE calculation includes programs only.

[*Part B Educational Environments Data Collection for Students Ages 6–21 (Table 3)*, question 8. What is the difference between “educational environment” and “placement”?]

### 12. What is the difference between “instructional time” and “educational environment”?

Instructional time is the actual amount of time a student is receiving instruction in a special education program, with the exception of early childhood special education services.

Educational environment reflects where the student is sitting during the course of his or her school day, including related services and programs.

[*Part B Educational Environments Data Collection for Students Ages 6–21 (Table 3)*, question 8. What is the difference between “educational environment” and “placement”?]

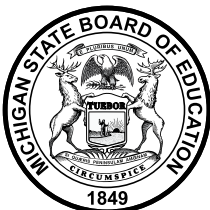
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## Notice

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### 13. Is an IEP completed at the conclusion of the IEP team meeting?

No. An IEP is completed upon the district’s offer of a FAPE. However, Notice can be provided immediately upon the conclusion of the IEP team meeting. [§ 300.503(a)]



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