

Monday Bulletin on Services to Youth

To Coordinate... To Enhance... To Serve... Through Communication...

The IEP Team Meeting & Parental Consent

Parental consent is required when outside agencies are invited to a student's IEP. Schools must obtain written parental consent before an outside agency, such as MRS, can attend the IEP team meeting. A memo from Dr. Jacqueline Thompson, Michigan's Special Education Director contains language related to this issue and is attached. This indicates MRS counselors can continue to provide in-school orientations prior to the IEP, as well as obtain applications for services before or after the IEP team meeting. A best practice may be to obtain parents' consent at an IEP team meeting in the year before expected referral to MRS. This practice ensures that parents received notice and consented to the IEP invitation to MRS in the following year. Some school districts are implementing new Release of Information forms and practices. We need to work collaboratively with our school partners in order to create systems that work at the local level.

Transition Leader Leaves Michigan Rehabilitation Services

Best wishes to Division Director Sandy Peck as she leaves Michigan Rehabilitation Services (MRS) at the end of June. Sandy led the MRS Transition effort by providing energy and support for the Transition initiative. She began her career as a youth services counselor in Battle Creek many years ago and is known for developing excellent relationships between MRS and local education agencies at the local level. While working as an MRS manager in Kalamazoo, she and Beth Steenwyk, now the Deputy Director of the Office of Special Education and Early Intervention Services, developed a local model which continues as the foundation for current practice throughout the local community. As the Lansing District Manager, she worked with experts from her local community to create model programs that gained national attention, culminating with a presentation at the prestigious Pacific Rim conference on Transition in 2004. As Division Director, she respected local control and looked for ways to support district level innovation and practice. Sandy provided support for Transition initiatives at the state level, being part of the MDE/OSE/EIS Core Planning Team and the Transition Outcomes Project. She gave direction to the MiConnections project, participated in the National Center on Secondary Education and Transition Summit and provided support for implementation of the MRS/ Bureau of Juvenile Justice seamless transition project.



Sandy Peck

Division Director Peck provides energy and support for initiatives, developing enthusiasm and breaking through inertia. She is a talented problem-solver, innovative thinker, and most of all a sounding board for new ideas as well as an open ear to staff for expressing frustration. Sandy listens, hears and offers suggestions. We will miss her leadership at Michigan Rehabilitation Services. We wish her well as she moves ahead.

Please Forward or Print Monday Bulletin for Others

E-mail your contributions or ideas for "Monday Bulletin on Services to Youth" to Lynn Boza: bozal@michigan.gov or call 517/241-3957. To subscribe, contact Lynn Boza. Views expressed in Monday Bulletin articles are not necessarily the views of the Michigan Department of Labor & Economic Growth nor Michigan Rehabilitation Services.

IDEA 2004 and the Summary of Performance

IDEA 2004 states:

“For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals”.

This summary is called a Summary of Performance (SOP) and it has several implications for practice. It requires a focus on strengths, post-secondary goals and courses aligned to those goals. Ideally, it helps students better identify and articulate their need for accommodations either in higher education, training, or employment. The SOP must be completed during the final year of a student’s high school education and timing of completion varies depending on the student’s post-secondary goals. If a student is transition to higher education, the SOP with additional documentation, may be necessary as the student applies to a college or university. Agencies like Michigan Rehabilitation Services and the Michigan Commission for the Blind should expect to see these new documents and use them with students as they do further post-school planning.

Transition Grant Applications

Transition Coordinators from the 57 ISDs around the state meet three times a year for Transition Outcomes Project (TOP) workshops in Lansing, bringing teams from each ISD. During the April meeting, grant project applications were discussed. These project applications require signatures from the local MRS district manager and are due July 1, 2007.

Project activities are mandated and consist of continued data collection. ISDs are required to collect data that address the following:

- State Performance Plan Indicator (SPP) #14--Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.
- SPP #13--Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

MRS managers should expect to hear from local ISD Transition Coordinators soon.

STEM: Technology Camp Workshop for Educators

August 15, 2007 10:00 AM - 5:00 PM

Park Library, Central Michigan University

Cost: FREE

MiConnections Project and Michigan’s Integrated Technology Supports (MITS) are offering a unique one-day train-the-trainer workshop, “Preparing Students with In-Demand Skills for an On-Demand World.” In this workshop, Donald McCoy, IBM Corporation engineer from Raleigh, NC, will present fun and interesting activities that will help spark and keep students’ interest while enhancing rigor in the science, technology, engineering and math (STEM) areas. Mr. McCoy’s presentation will reflect Michigan’s new high school graduation requirements and science and math content expectations.

Workshop highlights:

- Overview of the information technology age, trends in innovation and technology, current & future careers, and skill requirements
- Introduction to activities and resources such as Try-Science, Legos and basic electronics/science snap kits to teach STEM concepts
- Use of different instructional strategies and accommodations to teach a variety of learners
- Take-home materials including a CD of activities from the workshop (files/downloads)
- Post-workshop technical assistance will be available from IBM once participants begin delivering the activities

This workshop will focus on unleashing practical pedagogical uses of resources and technologies that general and special educators can apply in classrooms to meet the needs of diverse learners. Applications and topics focusing on STEM (Science, Technology, Engineering, and Mathematics) will be applied to understanding how technologies such as IBM K-12 Websites (e.g. TryScience.org), Lego Robotics, Science and Electronic Circuit Kits, Multimedia Applications, and others can be used to increase learning objectives and sharpen student achievement. Developing classroom and lab experiments that relate to standard curriculum guides and school-based goals will be shared and discussed. Examples of successful programs and initiatives covering the importance of K-12 career planning, jobs awareness, and diversity/cultural retention will be shared and discussed.

Online Registration and more info available at:

www.cenmi.org/mits

Look for: IBM Technology Camp Workshop

Youth Leadership Forum: Helping Students Fulfill Potential

Lansing - The eighth annual Michigan Youth Leadership Forum for high school students with disabilities was held June 17-21 at Michigan State University, Department of Labor & Economic Growth (DLEG) Director Keith W. Cooley announced.

Thirty students from across the state participated in the five-day leadership development program, which also cultivated citizenship and social skills.

“This program for young people has a proven track record of success, and so we were very pleased to offer it again this year,” said Cooley. “Many of the participants from past years have gone on to become leaders in their local communities as well as at the state level.”

“The forum is based on mentor relationships and developing leadership by example,” Cooley said. Successful adults with disabilities serve as mentors in their roles as small group

leaders and the majority of program presenters are people with disabilities.

The week’s activities included a day at the State Capitol, debating a disability issue, learning about disability rights laws and innovations in technology, and participating in mock employment interviews.

The student participants (fourteen male and sixteen female), represented a wide range of disability characteristics and ethnicities. They were selected through a competitive application process and attended at no cost to their families.

The corporate sponsors of this year’s forum were Dow Chemical and General Motors. Other businesses as well as individuals, nonprofit organizations such as the Christopher Reeve Foundation, and state government agencies have also made donations to support the program.

Save the Dates Events & Training

AUGUST

Michigan Association of Learning Disabilities

Educators: SIM Training

August 14-16, 2007

Grand Ledge, MI

<http://mimalde.net/upcomingevents1.html>

STEM- Science, Technology, Engineering, and Mathematics for ALL Learners

August 15, 2007 10:00 AM - 5:00 PM

Park Library, Central Michigan University

Online Registration available at: www.cenmi.org/mits

Look for: IBM Technology Camp Workshop

Contact Marcie Alling at: allingm@michigan.gov or 517.335.0390

Mid-Michigan Educators’ Summit

August 15, 2007

Valley Plaza in Midland, MI

Contact Kayla Courneya and at

courneyak@baisd.net or via telephone at (989) 667-3280

SEPTEMBER

MALDE Annual Conference

September 27-29

Shanty Creek Resort

Bellaire, MI

www.Mimalde.net

OCTOBER

Learning Disabilities Association of Michigan: Annual Conference

October 21-23

Kellogg Center, East Lansing, MI

www.ldaofmichigan.org

Michigan Rehabilitation Conference

October 24-26, 2007

DeVos Center

Grand Rapids, MI

www.MARO.org

NOVEMBER

Symposium on Postsecondary Opportunities on College Campus for Students with Intellectual/Cognitive Disabilities

November 5, 2007 8:00 AM to 4:30 PM

Oakland University, Rochester, MI

For updates on the Symposium: www.ddi.wayne.edu/postsecondary_symposium.php

To request a conference brochure, contact Latosha Marshall at du8586@wayne.edu



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: Intermediate and Local School District Directors of Special Education

FROM: Jacquelyn J. Thompson, Ph.D., Director
Office of Special Education and Early Intervention Services

DATE: May 21, 2007

SUBJECT: Transition Services and Public Agency Participation

It has come to the attention of the Office of Special Education and Early Intervention Services that there is some confusion regarding the requirement at Section 300.321(b)(3) of the final regulations governing the Individuals with Disabilities Education Act (IDEA), which states:

To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, ... the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

In the discussion section of the Federal Regulations issued on August 14, 2006, the U.S. Department of Education addressed this issue.

Section 300.321(b)(3) was included in the regulations specifically to address issues related to the confidentiality of information. Under section 617(c) of the Act the Department must ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by SEAs and LEAs pursuant to Part B of the Act, irrespective of the requirements under FERPA. We continue to believe that a public agency should be required to obtain parental consent (or the consent of a child who has reached the age of majority) before inviting representatives from other participating agencies to attend an IEP Team meeting, consistent with §300.321(b)(3).

We do not believe that the requirements in §300.321(b)(3) are inconsistent with §300.321(a)(6). Section 300.321(a)(6) permits other individuals who have knowledge or special expertise regarding the child to attend the child's IEP Team meeting at the discretion of the parent or the public agency. It is

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clear that in §300.321(b)(3), the individuals invited to the IEP Team meeting are representatives from other agencies who do not necessarily have special knowledge or expertise regarding the child. In these situations, we believe that consent should be required because representatives of these agencies are invited to participate in a child's IEP Team meeting only because they may be providing or paying for transition services. We do not believe that representatives of these agencies should have access to all the child's records unless the parent (or the child who has reached the age of majority) gives consent for such a disclosure. Therefore, we believe it is important to include the requirement for consent in §300.321(b)(3).

Therefore, before another public agency is invited to an IEP Team meeting, consent must be obtained. In the Federal Regulations, Section 300.9, the definition of consent means:

- (a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
- (b) The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- (c)(1) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime.
(2) If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Public agencies have flexibility to determine how they will obtain this consent. There is no time line as to how far in advance the consent may be obtained. Again, public agencies may create procedures to meet unique needs.