

MDE IEP BOOTCAMP

The resources below were used throughout this course.

Module 1

[IEP Boot Camp Module 1 Terminology.docx](#)

[IEP Boot Camp Module 1 Transcript](#)

By the end of this module, you should:

- 1. Be familiar with relevant terms, abbreviations, and definitions,
- 2. Understand the importance of preparing a draft IEP without predetermining the outcome of the IEP, and
- 3. Be able to identify the purpose of the procedural safeguards.

[Notice and Consent](#)

[Procedural Safeguards Notice](#)

[34 CFR §300.503](#)

Module 2

[Doug C v. Hawaii](#)

[IEP Boot Camp Module 2 IEP Participant Chart.docx](#)

[IEP Boot Camp Module 2 Transcript](#)

By the end of this module, you should be able to:

- 1. Identify the required participants on the IEP Team and their roles, and
- 2. Determine if consent or agreement is needed to excuse a team member from an IEP Team meeting.

[Procedural Safeguards Notice](#)

[34 CFR §300.321\(a\)](#)

[34 CFR §300.321\(a\)\(6\)](#)

[34 CFR §300.321\(c\)](#)

[34 CFR §300.321\(e\)](#)

[34 CFR §300.322](#)

Module 3

[IEP Boot Camp Module 3 Transcript](#)

By the end of this module, you should:

- 1. Be familiar with the four areas of required consideration by the IEP Team, and
- 2. Be able to identify the required sections of an IEP.

[Michigan Department of Education Office of Special Education Laws and Regulations web page](#)

[34 CFR §300.320](#)

[34 CFR §300.320\(a\)\(1\)](#)

[34 CFR §300.320\(a\)\(2\)](#)

[34 CFR §300.320\(a\)\(3\)](#)

[34 CFR §300.320\(a\)\(4\)](#)

[34 CFR §300.320\(a\)\(5\)](#)

[34 CFR §300.320\(a\)\(6\)](#)

[34 CFR §300.320\(a\)\(7\)](#)

[34 CFR §300.320\(b\)](#)

[34 CFR §300.320\(c\)](#)

[34 CFR §300.324](#)

[34 CFR §300.324\(a\)\(1\)](#)

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Module 4

[IEP Boot Camp Module 4 Transcript](#)

By the end of this module, you should:

- 1. Know the two standards for a FAPE to which IEP Teams are held accountable,
- 2. Be able to determine which standard for a FAPE to use when constructing an IEP,
- 3. Know the purpose of a PLAAFP statement, and
- 4. Be able to describe the elements of a PLAAFP statement.

Module 5

EDGAR

English Language Arts standards

[IEP Boot Camp Module 5 Transcript](#)

By the end of this module, you should be able to:

- 1. Explain why annual goals are important,
- 2. Identify the three critical characteristics of an effective annual goal,
- 3. Write measurable annual goals and objectives based on a standard,
- 4. Determine the measurability of an annual goal based on the four criteria used by the Michigan Department of Education.
- 5. Recognize the direct connection between a PLAAFP statement and an annual goal, and
- 6. Appropriately measure and report on progress toward the mastery of annual goals.

Measurable Annual Goals and Short-Term Objectives

Measurable Annual Goals and Short-Term Objectives - Substantive Compliance

Michigan's Alternate Content Expectations/Essential Elements

Michigan K-12 Standards

Social Emotional Learning Competencies and Indicators

Unpacking standards template

34 CFR §76.731

34 CFR §300.320(a)(3)

34 CFR §300.320(d)

Module 6

[IEP Boot Camp Module 6 Transcript](#)

By the end of this module, you should be able to:

- 1. Know when each special factor must be considered, and
- 2. Understand the importance of providing and documenting supplementary aids and services.

Module 6 Accommodation Documentation.docx

Supplementary Aids and Services Guidance

34 CFR §300.5

34 CFR §300.42

34 CFR §300.114

34 CFR §300.114(a)(2)(ii)

34 CFR §300.324(a)(2)

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Module 7

[IEP Boot Camp Module 7 Transcript](#)

By the end of this module, you should be able to:

- 1. Determine whether a special education program is departmentalized,
- 2. Differentiate between direct and consultative services, and
- 3. Identify specialized transportation options.

[Michigan Administrative Rules for Special Education \(MARSE\)](#)

[34 CFR §300.34](#)

Module 8

[2021-2022 Guide to State Assessments](#)

[Assessment Selection Guidance Training](#)

[IEP Boot Camp Module 8 Transcript](#)

By the end of this module, you should be able to:

- 1. Identify the types of state assessments and their corresponding grade levels,
- 2. Locate the additional supports available for selecting the appropriate assessments for a student, and
- 3. Make decisions about supports and accommodations for assessments.

[MI-Access web page](#)

[Michigan's Alternate Content Expectations and Essential Elements](#)

[Michigan Assessment Selection Guidance Interactive Decision-Making Tool](#)

[Michigan K-12 Standards](#)

[Recording and Tracking Resources web page](#)

[Should My Student Take the Alternate Assessment](#)

[Student Assessment Spotlight Newsletter web page](#)

[Student Assessment web page](#)

[Supports and Accommodations Guidance Document](#)

[Universal Design for Learning](#)

[Who Can/Must Take the MME? document](#)

[WIDA Assessment web page](#)

[WIDA Alternate ACCESS for ELLs Guidance document](#)

Module 9

[IEP Boot Camp Module 9 Transcript](#)

By the end of this module, you should be able to:

- 1. Identify the differences between extended school year services and summer school offerings.
- 2. Recognize when to consider extended school year services for students with an individualized education program (IEP), and
- 3. Identify the factors to consider when determining the need for extended school year services.

[Guidance for Extended School Year Services in Michigan](#)

[Standards for Extended School Year Services in Michigan](#)

Module 10

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[Guidance for Notice](#)

[IEP Boot Camp Module 10 Transcript](#)

By the end of this module, you should be able to:

- 1. Recognize which situations require Notice to be provided and the associated timelines,
- 2. Calculate the annual IEP review date,
- 3. Identify which types of changes can be made with an amendment, and
- 4. Identify which changes must be made through an IEP Team meeting.

[MARSE](#)

[34 CFR §300.324\(a\)\(6\)](#)

[34 CFR §300.324\(b\)\(1\)\(ii\)\(A\)](#)

[34 CFR §300.503](#)