C.O.O.R. ISD Special Education Reference Guide

This guide is based on the Michigan Administrative Rules for Special Education (MARSE) with Related IDEA Federal Regulations. For additional questions please refer to the MARSE website and/or consult with your Special Education District Coordinator.

Evaluation

WHEN	REQUIREMENTS	ACTIONS
Request for Initial Evaluation **MARSE R340.1721** **Rule 21 and 21a (notice)** An evaluation is considered an initial when: ● first time evaluated ● previously eligible then determined ineligible ● parent revocation ● moved in from another state MDE Initial Evaluation Guidance COOR ISD REED Checklist	●Written request for Initial Evaluation ●REED marked Initial (notice included) ●Multidisciplinary Evaluation Team (MET) Report – for all disability areas evaluated ●Invitation/Individualized Education Programs (IEP) marked initial. ●Notice for the Initial Provision of Programs and Services ●Procedural Safeguards ●Evaluation Timeline Extension Agreement if parent and public agency agree. (In EdPlan under documents)	● Within 10 school days of the written request, team conducts REED, develops evaluation plan, provides notice and requests parent consent to implement evaluation plan ● Procedural Safeguards given with REED and notice are delivered ● LEA receives permission from parent for evaluation, enters the date the school district received the signed consent into EdPlan (not the date the parent signed consent) ● Evaluation is conducted ● MET report recommending eligibility status is completed ● Team holds IEP meeting with Parent/guardian, offers FAPE and provides the notice within 30 school days from the date the LEA receives the signed parent consent to evaluate and determines eligibility ● All completed documents with original signatures and corresponding reports are to be placed in student's special education file
Referred to Special Education after student was previously exited from Special Education or student previously found ineligible	● Refer to Rule 21 and 21a above and proceed as an initial evaluation	● Refer to Rule 21 and 21a above and proceed as an initial evaluation

WHEN	REQUIREMENTS	ACTIONS
Student enrolls in school with an outdated or late IEP from within Michigan **(May apply to student returning from a homeschool or virtual school)**	●New Enrollment in Special Education form (30 Day Enrollment form) ●REED marked reevaluation and notice if MET has expired ●Invitation/IEP marked Annual Review/ Reevaluation if MET has expired ●MET and team report(s), if reevaluation ●Notice for Provision of Programs and Services ●Procedural Safeguards	●If reevaluation, follow ACTIONS outlined for reevaluation, otherwise: ●LEA implements most recent IEP ●Principal/designee provides notice to parents to implement most recent IEP or to offer FAPE and hold IEPT meeting within 30 school days (New Enrollment in Special Education form) ●LEA convenes IEPT meeting and offers FAPE within 30 school days of enrollment ●All completed documents with original signatures and corresponding reports are to be placed in student's special education file.
Student enrolls in school with a signed REED	● A new REED is held with notice ● MET Report ● Invitation and IEP ● Notice for Initial Provision of Programs and Services or Notice ● Procedural Safeguards	● Team conducts REED, develops evaluation plan, provides notice and requests signed parent consent to evaluate. ● May contact previous education agency to determine if any testing has been completed ● Evaluation is conducted ● Team holds IEP meetings within 30 school days from the date the school receives signed consent to evaluate from the parent ● All completed documents with original signatures and corresponding reports are to be placed in student's special education file.

WHEN	REQUIREMENTS	ACTIONS
Reevaluations: A public agency must ensure that a reevaluation of each child with a disability is conducted **R300.304-300.311** ● **Must occur every 3 years/36 months** MDE Special Education Reevaluation Process	●REED to determine evaluation plan, marked reevaluation that includes notice. ●MET report necessary – when looking at eligibility ●**MET Report not necessary if**: o REED states no further testing is needed o REED indicates achievement testing is needed to update the PLAAFP o REED states update in a specific related service o REED states adding or dropping a related service ●Invitation and IEP marked reevaluation which includes Notice for Provision of Programs and Services ●Procedural safeguards	● Team conducts REED, develops evaluation plan well in advance of reevaluation/MET due date, provides notice to parents and requests parent consent if testing is required. ● Include copy of procedural safeguards. ● If team determines additional assessments are needed, parent signature is required, and team proceeds with evaluation as outlined for Initial Evaluation. ● If the REED determines that no further evaluation is necessary, signed parent consent is not required. ● Document attempts to obtain parent consent if testing is needed, if parent unresponsive after 3 documented attempts, you **may** proceed with reevaluation but take caution. ● LEA convenes the IEPT meeting, offers FAPE and provides Notice prior to the re-evaluation/MET due date ● All completed documents with original signatures and corresponding reports are to be placed in student's special education file.

WHEN	REQUIREMENTS	ACTIONS
Exiting or ineligible for Special Education ● **Student has an IEP**	● REED marked reevaluation eligibility and notice ● MET and team report ● Invitation ● Ineligible IEP if an ineligible determination is made ● Reevaluation IEP if continued eligibility determination is made ● Notice of Provision of Programs and Services	● Team conducts REED, provides notice and requests signed parent consent to evaluate if additional assessments are needed ● Team evaluates, completes MET and reports ● LEA convenes IEP meeting, offers FAPE and provides Notice within 30 school days of district receipt of parent consent for evaluation or by IEP due date. ● All completed documents with original signatures and corresponding reports are to be placed in student's special education file.
Independent Educational Evaluation (IEE) R340.173c(2) /330.502 **C.O.O.R. IEE Guidance & Resources**	● Parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees ● The team should meet with the parent to review the evaluation that the parent disagrees with and include the Special Education Coordinator ● Parent must put the request for an outside evaluation in writing ● Notice should be provided upon receipt of the written request ● The LEA, using ISD IEE guidelines, should begin the process	● IEES are rare and the district Special Education Coordinator should be contacted when a parent is challenging the results of the evaluation ● In turn, the Special Education Coordinator should contact the C.O.O.R. ISD Special Education Director so that guidance can be provided about the IEE process
Revocation of Special Education Services	● Revocation of Parental Consent for Special Education ● Notice of Revocation of Parent Consent **(both forms located in documents in EdPlan)**	● District to complete the Revocation of Parental Consent for Special Education and have parent sign the form ● Notice to be completed and signed by the district superintendent or designee and give to parent ● All completed documents to be copied and placed in the student's special education file

STUDENT TRANSFER

WHEN	REQUIREMENTS	ACTIONS
Transfers from one LEA to another within C.O.O.R. ISD with current IEP	● New Enrollment Form and notice ● Invitation for IEP ● Procedural Safeguards	● School obtains copy of current IEP ● LEA sends New Enrollment in Special Education and notice to parent ● IEP required on IEP due date if adopting IEP ● IEP required within 30 school days of enrollment if not adopting IEP **(best practice)**
Transfers from one program to another (i.e., LEA Resource Room to CEC classroom)	●Refer to C.O.O.R. ISD Entrance and Exit Guidelines for the center-based program (CEC/ATC)	● Refer to C.O.O.R. ISD Entrance and Exit Guidelines for the center-based program (CEC/ATC)
Transferred from outside C.O.O.R. ISD (but within Michigan) with current IEP and eligibility. **Selecting placement #1 (District will adopt students current IEP as written from previous district) on New Enrollment Special Education Form**	●Student arrives with current IEP/MET ●New Enrollment in Special Education ●Notice ●Procedural Safeguards	● LEA completes “New Enrollment in Special Education and provides notice to parents to implement most recent IEP ● If student arrives without IEP and/or MET, local district contacts previous education agency to requests forms ● IEPT meeting due by next annual review date ● All documents with original signatures and corresponding reports are to be placed in student’s special education file
Transferred from outside C.O.O.R. ISD (but within Michigan) with current IEP and eligibility **Selecting place #2 (district will provide comparable programs and/or services for 30 days)** Best Practice	● Student arrives with current IEP/MET ● New Enrollment in Special Education and notice ● Reed if reevaluation due ● Invitation, IEP and notice for provision of programs and services ● Procedural Safeguards	● LEA completes new enrollment and provides notice to parents to offer FAPE ● Team convenes IEPT meeting and offers FAPE within 30 school days of notice of enrollment. ● If student arrives without IEP and/or MET local district contacts the previous education agency and requests forms ● Cannot get extension of timelines ● All documents with original signatures and corresponding reports are to be placed in student’s special education file

WHEN	REQUIREMENTS	ACTIONS
Transfer between Local District Program to ISD Center Program **Note: ISD Center-based program Principal must be included from the onset** ****Follow CEC Exit/Entrance Guidelines**	●Staffing ●REED marked Other/Change of Placement and Notice ●Self-contained teacher observation ●Placement questionnaire ●LEA classroom teacher visit self-contained classroom	● Team hold IEP meeting with parent and ISD Principal/staff ● If change of placement to CEC is decided, all document to be sent to the CEC office
Out-of-State Move-in student with an IEP **For current or expired IEP** MDE Initial Evaluation Guidance	● Student arrives with IEP & MET from another State ● New Enrollment in Special education (option 2) and Notice ● REED marked Initial ● MET and team reports ● Invitation, IEP (Initial & Other-out of state) and Notice for Initial Provision of Services and Programs ● Procedural Safeguards	● LEA completes new enrollment form (option 2) and provides notice to parents of offer FAPE ● REED is completed and signed parent consent requested if additional testing is needed. ● Team evaluates, completes the MET form ● LEA convenes IEP meeting and offers FAPE within 30 school days of either the date district receives parent consent or of notice of enrollment, whichever is earlier ● If student arrives without IEP and/or MET local district contacts previous educational agency and requests forms ● All documents with original signatures and corresponding reports are to be placed in student's special education file

Individualized Education Plan (IEP)

WHEN	REQUIREMENTS	ACTIONS
Terminating a related service, but remaining eligible for other Special Education programs and/or services **R340.1745**	● REED marked "Other" Consideration to terminate a related service ● Diagnostic Report – data gathered by SLP obtained while providing services ● Invitation with IEP marked Annual/other or amendment ● Notice for Provision of Services and Programs	● Service provider initiates the REED process, provides notice and requests signed parent consent to evaluate, if required ● Team must hold an IEP meeting/amendment and offers FAPE within 30 school days of district receipt of signed parent consent for evaluation or 30 days of REED if additional testing is not required ● All documents with original signatures and corresponding reports are to be placed in the student's special education file
Adding a related service	●REED and written notice ●Invitation/IEP marked annual/other or amendment ●If there are substantial changes to the IEP it is recommended that you convene an IEP ●Notice for Provision of Programs and Services	● Service provider initiates the REED process, provides notice and requests signed parent consent to evaluate, if required ● Team must hold an IEP meeting or amendment and officers FAPE within 30 school days of district receipt of signed parent consent for evaluation or 30 days of REED if additional testing is not required. ● All documents with original signatures and corresponding reports are to be placed in the student's special education file
Changing service from Direct Services to Consultation Services **or** **Changing from Consultation Services to Direct Services**	● Data to be entered into the PLAAFP that supports the need for the change. ● May occur during the IEP team meeting or an amendment may be conducted between IEPs ● If there are substantial changes to the IEP it is recommended that you convene an IEP	● Make necessary changes in supplemental aides and services and in programs and services (Sections 5 & 7) ● All documents with original signatures and corresponding reports are to be placed in the student's special education file

WHEN	REQUIREMENTS	ACTIONS
Graduating with Diploma	● Summary of Performance (located in the documents section of EdPlan) ● Invitation and final IEP marked change of placement with end date of program and/or service (final IEP may occur at any point during final year) ● If IEP due date is after the senior student's last day of school, an IEP must be completed before that time ● Notice for Provision of Services and Programs	● Parent/Guardian or student, if age of majority, give permission to invite agencies that will be providing or paying for transition ● Discuss and complete Summary of Performance before students exits ● Documentation that the outside agency was invited ● LEA convenes IEP meeting with parent/guardian or student only if age of majority ● All documents with original signatures, consent to invite an outside agency, outside agency invitation and corresponding reports are to be placed in student's special education
Certificate of Completion	● Summary of Performance unless transferring to another program ● Invitation and final IEP marked change of placement with end date of program and/or service (final IEP may occur at any point during final year) ● If IEP due date is after the senior student's last day of school, an IEP must be completed before that time ● Notice for Provision of Services and Programs ● Complete Notice of exit of special education (unless transferring directly to another program)	Parent/Guardian or student, if age of majority, give permission to invite agencies that will be providing or paying for transition Discuss and complete Summary of Performance before students exits Documentation that the outside agency was invited LEA convenes IEP meeting with parent/guardian or student only if age of majority All documents with original signatures, consent to invite an outside agency, outside agency invitation and corresponding reports are to be placed in student's special education

WHEN	REQUIREMENTS	ACTIONS

Amendment
 	
The purpose of the IEP Amendment is to make minor changes to the IEP during the year it is in effect.
 	
● **Not to be used for:**
  change in eligibility
  change of placement
  to exit a student from special education
 	
● **If substantial changes are being made to the IEP, convene an IEP meeting**
	● REED marked “Other” Consideration to terminate a related service
	● Diagnostic Report – data gathered by SLP obtained while providing services
	● Invitation with IEP marked Annual/other or amendment
	● Notice for Provision of Services and Programs
		● Service provider initiates the REED process, provides notice and requests signed parent consent to evaluate, if required
		● Team must hold an IEP meeting/amendment and offers FAPE within 30 school days of district receipt of signed parent consent for evaluation or 30 days of REED if additional testing is not required
		● All documents with original signatures and corresponding reports are to be placed in the student’s special education file

Nonpublic Service Plan (NPSP)

WHEN	REQUIREMENTS	ACTIONS
Nonpublic Service Plan (NPSP) NSP Evaluation Flowchart	● District of Residence is responsible for Child Find ● Parent requests Initial Evaluation in writing ● Follow initial referral for Special Education ● REED and Notice ● Notice for Initial Provision of Programs and Services ▯ District in which Nonpublic is located complete evaluations; if eligible and consent is obtained to contact LEA, send reports/discuss with resident district, FAPE is offered by student's resident district ▯ If the parents decline FAPE, document that an IEP was considered by not selected on the Notice for Provision of Programs and Services ▯ If the IEP contains a related service, convene a NPSP meeting with the related service provider(s), parents, and nonpublic staff and administrator to develop the NPSP ▯ If there are no related services in the IEP, document on the Notice and reject as there are no needs in the IEP that can be address by SE related services on the NPSP	● Follow all steps for Initial or reevaluation ● Obtained parent consent to contact student's resident district ● District in which the nonpublic is located completes evaluation. ● If the parent consents to implementation of NPSP, update it annually ● You do not need to hold an IEP every year in conjunction with the NPSP ● You must offer a reevaluation of eligibility/IEP every 36 months/3 years ● Refer to Nonpublic Flow Chart

DISCIPLINE

WHEN	REQUIREMENTS	ACTIONS
Manifestation Determination Review (MDR) Process 300.530(g)(ii) and (5)(e) **MDE-OSE Discipline Resources** IDEA Discipline Requirements Responding to and Counting Disciplinary Removals Determining Change of Placement Conducting a Manifestation Determination Review The Shortened School Day	● Notice of suspension and procedural safeguards ● Invitation and MDR ● IEP, revised Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) ● Notice for Provision of Programs and Services	● Principal provide parent: Notice and Procedural Safeguards to parent on the day the decision is made to change the student's placement ● MDR scheduled within 10 school days of the decision to change placement if the Pattern of Behavior indicates a pattern of behavior exists ● Depending on the results of MDR and circumstances, district may convene an IEP meeting, revise the FBA and BIP and may utilize an IAEP for up to 45 school days.
Interim Alternative Education Setting (IAES) for up to 45 school days **R340.1724(f) 300.530(c), 531** **Appeal of #16 or 17 by parents or LEA/ISD 300.532**	● In cases involving drugs, weapons and/or serious bodily injury the school may unilaterally place the student in an IAEP for up to 45 school days ● Invitation, IEP marked IAEP meeting and notice ● Procedural Safeguards	● Principal provides parent with Notice and Procedural Safeguards on the day the decision is made to change the student's placement. ● IEP team jointly decide that IAES is best for the student ● Team hold IEP meeting, develops plan and offers FAPE ● Principal/designee arranges location and provision of services during IAES

Additional Information

- All assessment/evaluations may only be conducted if addressed on the REED
- Testing cannot commence until signed parent consent is given
- Functional Behavior Assessments (FBAs) require a REED and signed parent consent
- Physician's signature on OHI MET form is only required on initial evaluations or if the REED questions eligibility
- Original signed copies of REEDs, IEPs (annuals and reevaluations), Amendments, MET reports, Discipline documentation. MDRs, BIPs, FBAs, etc. must be kept in the student's special education file.

For revocation of services, the parent request to revocate services and the notice of revocation must be completed

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