

SPECIAL EDUCATION & RELATED SERVICES

Serving Five Local School Districts

Sheryl Presler, Superintendent

Michael Simon, Director of Special Education

Phone: (989) 386-8605

Fax: (989) 386-8072



CLARE-GLADWIN
REGIONAL EDUCATION SERVICE DISTRICT
Excellence in Education Services

* Beaverton Rural Schools * Clare Public Schools * Farwell Area Schools * Gladwin Community Schools * Harrison Community Schools

Special Education Procedures Quick Guide

	Situation	What Documents to Submit	Action
1.	Initial Evaluation <ul style="list-style-type: none"> • first time • previously eligible then determined ineligible • previously eligible then parent revoked • moved in from another state 	<ul style="list-style-type: none"> • Written request for special education • REED marked Initial (notice included) • MET Report • Team report(s) • Invitation • IEP marked initial which includes Notice for Initial Provision of Services and Programs signed by both district and parent • Extension form – allow for up to 30 school days initials only with all parties in agreement • Procedural Safeguards <p>Note: Best practice – hold an 11th month IEP</p>	<ul style="list-style-type: none"> • Within 10 school days of the request for evaluation, team conducts REED, develops evaluation plan, provides notice and requests parent consent to implement evaluation plan. Procedural Safeguards given. • LEA receives permission from parent for evaluation, enters the day the school district received the consent into EdPlan (not the date the parent signed consent) • Within 30 school days of the day the LEA receives parent consent to evaluate team evaluates; completes report(s) and the MET report; convenes IEPT meeting, offers FAPE and provides the Notice. • The invitation for the IEP is sent by the person assigned by the district • Copies of all paperwork sent to RESD Special Education Office
2.	Reevaluation <ul style="list-style-type: none"> • Every 3 years 	<ul style="list-style-type: none"> • REED marked reevaluation • MET report if necessary • MET not necessary if: <ul style="list-style-type: none"> ○ REED states no further testing is needed ○ REED indicates updated achievement testing is needed for PLAAFP ○ REED states update in a specific related service ○ REED states adding or dropping a related service • Team report(s) – if looking at eligibility • Invitation • IEP marked reevaluation which includes Notice for Provision of Services and Programs <p>Note: Best practice – hold an 11th month IEP</p>	<ul style="list-style-type: none"> • Team conducts REED, develops evaluation plan well in advance of re-evaluation/MET date and requests parent consent to implement the plan. Give copy of procedural safeguards to parent • LEA receives the signed REED from parent. If testing is needed, the date the LEA received consent is entered into EdPlan. If no testing needed, then a date is not entered. • Document attempts to obtain parent consent, if parent unresponsive after 3 documented attempts, proceed with reevaluation • LEA convenes the IEPT meeting, offers FAPE and provides Notice within 30 schools days after the LEA received parental consent or before the re-evaluation/MET due date • Copies of all paperwork sent to RESD Special Education Office

	Situation	What Documents to Submit	Action
3.	<p>Recommended Ineligible for Special Education</p>	<ul style="list-style-type: none"> • REED marked consideration to terminate eligibility • 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 	<ul style="list-style-type: none"> • Team conducts REED, provides notice and requests parent consent to evaluate • Team evaluates, completes METs and reports • The invitation to the IEP is sent by the person assigned by the district • LEA convenes IEP meeting, offers FAPE and provides Notice within 30 school days of district receipt of parent consent for evaluation • The building administrator signs the Notice once the IEP is completed • Copies of all paperwork sent to RESD Special Education Office
4.	<p>Amendment</p> <ul style="list-style-type: none"> • Not to be used for change in eligibility or change of placement 	<ul style="list-style-type: none"> • Amendment • Notice (part of amendment) <p>Note: You do not have to hold a meeting for an amendment. However, all parties must be in agreement (parents, school & district administrator)</p> <p>Note: Signature from parent is not required. Contacted must be made and parent must be in agreement. Document this on the amendment.</p>	<ul style="list-style-type: none"> • Contact principal/designee for approval • Contact parent and relevant service providers, discuss, obtain consensus • Complete amendment process in EdPlan • Document parent contact on IEP along with a statement of agreement to amend IEP • Amendment and Notice given to parent • Copies of all paperwork sent to RESD special education office
5.	<p>Student returns to school with an expired IEP or expired eligibility within Michigan</p>	<ul style="list-style-type: none"> • New Enrollment in Special Education with most recent IEP and reports • REED marked reevaluation, if needed to determine continued eligibility • Invitation with IEP marked Annual Review or Re-evaluation if expired eligibility • MET and team reports, if reevaluation • IEP which includes the Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • If reevaluation, follow ACTIONS outlined for a reevaluation IEP, otherwise: • Principal/designee provides notice to parents to implement most recent IEP • LEA convenes IEP meeting, provides Notice and offers FAPE within 30 school days of enrollment date • Copies of all paperwork including previous IEP and additional reports received from family sent to RESD Special Education Office
6.	<p>Transfers from within CGRESD from one LEA to another with a current IEP, if fully implemented IEP</p>	<ul style="list-style-type: none"> • New Enrollment Form (option 1) <p>Note: Best practice for new students enrolling in the school district is to adopt current IEP as closely as possible and hold a new IEP within 30 school day of enrollment date (option 2)</p>	<ul style="list-style-type: none"> • School confirms student's current CGRESD IEP • New Enrollment in Special Education and Notice sent to RESD spec ed office • IEP required on next due date if adopting IEP • IEP required within 30 school days if not adopting IEP

	Situation	What Documents to Submit	Action
7.	Transfers from one program to another (e.g. Resource Room – Mild Cognitive Impairment Room or CGRESD Center Program)	<ul style="list-style-type: none"> • REED marked “other-possible change of placement” • Summary Report for REED • Invitation with IEP marked Change in Placement • IEP and Notice for Provisions of Services and Programs 	<ul style="list-style-type: none"> • Staffing process including Principal/designee • Principal/designee/caseload provider conducts REED, provides Notice and requests parent consent to implement evaluation plan • LEA convenes IEP meeting, provides Notice and offers FAPE within 30 school days of district receipt of parent consent for evaluation • Copies of all paperwork sent to RESD Special Education Office
8.	<p>Transferred from <u>outside</u> RESD but within Michigan with current IEP and eligibility</p> <ul style="list-style-type: none"> • Fully implemented IEP 	<ul style="list-style-type: none"> • New Enrollment in Special Education and notice (option 1) <p>Note: Best practice for students enrolling in the district is to implement the IEP as closely as possible and hold a new IEP within 30 school days from date of enrollment (option 2)</p>	<ul style="list-style-type: none"> • Principal/designee completes New Enrollment and provides notice to parents to implement most recent IEP • Sends most recent IEP, MET and reports, New Enrollment form to RESD Spec Ed Office • IEP meeting due by next annual review date • Copies of all paperwork sent to RESD Special Education Office
9.	<p>Transferred from <u>outside</u> RESD but within Michigan with current IEP and eligibility</p> <ul style="list-style-type: none"> • Not fully implemented IEP 	<ul style="list-style-type: none"> • New Enrollment in Special Education and notice (option 2) Best Practice • Invitation and IEP marked annual review 	<ul style="list-style-type: none"> • Principal/designee completes new enrollment and provides notice to parents to offer FAPE • Sends IEP from previous placement, MET, additional reports and new enrollment form to RESD spec ed office • LEA convenes IEPT meeting, provides notice and offers FAPE within 30 school days of notice of enrollment. • New paperwork sent to RESD Special Education Office
10.	Transferred from out of State with current or expired IEP and current or expired Eligibility	<ul style="list-style-type: none"> • New Enrollment in Special education (option 2) • REED marked Initial • MET and team reports • Invitation • IEP marked initial and Notice for Initial Provision of Services and Programs 	<ul style="list-style-type: none"> • Principal/designee completes new enrollment form (option 2) and provides notice to parents to offer FAPE • Team conducts REED, provide notice and requests parent consent for evaluation. (current testing – under 1 year) • REED along with most recent IEP, MET and any other reports are sent to the RESD spec ed office. • Team evaluates, completes MET and reports • LEA convenes IEP meeting, provides notice and offers FAPE within 30 school days of either the date district receives parent consent or the date of enrollment (whichever comes first) • Copies of all paperwork sent to RESD Special Education Office

	Situation	What Documents to Submit	Action
11.	Terminating a related service, but remaining eligible for Special Education	<ul style="list-style-type: none"> • REED marked “other” consideration to terminate a related service • Exiting Summary Report • Invitation with IEP marked Annual • Notice for Provision of Services and Programs • When exiting speech a report is needed 	<ul style="list-style-type: none"> • Team conducts REED, provides notice and requests parent consent to evaluate • Completed REED sent to RESD spec ed office • Team evaluates, completes reports and MET • LEA convenes IEP meeting, provides notice and offers FAPE within 30 school days of district receipt of parent consent for evaluation • Copies of all paperwork sent to RESD Special Education Office
12.	Graduating with Diploma	<ul style="list-style-type: none"> • Prior Written Notice (PWN) • Complete Summary of Performance with end date of service • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • Parent/Guardian or student if age of majority gives permission to invite agencies that will be providing or paying for transition services (post-secondary, if appropriate and agency invited) • LEA convenes IEP meeting with parent/guardian or student only if age of majority • Copies of all paperwork sent to RESD special ed office (including agency letter, if appropriate)
13.	Non Public Service Plan	<ul style="list-style-type: none"> • REED marked Initial or reevaluation • MET report • Team report(s) • Invitation • IEP marked Initial or Reevaluation which includes Notice for (Initial) Provisions of Services and Programs • Extension, if appropriate • NPSP, if appropriate – for related services only <p>Best Practice – 11 month NPSP - 3 year re-evaluations are required</p>	<ul style="list-style-type: none"> • All steps and items outlined for initial or reevaluation as above, including timelines • Obtained parent consent to contact student’s resident district • District in which the nonpublic is located completes evaluation; If eligible and consent obtained to contact local, sends reports/discuss with resident district • If parent declines FAPE, indicate in the educational environments field that student voluntarily place at parent expense. If IEP contains related services, convene a NPSP meeting with related service provider(s), parent/guardians, NP staff and an administrator to develop NPSP. If there are NO related services in the IEP, document consideration of a NPSP on the Notice and Reject, as there are no need in the IEP that can be addressed by special education related services available at the NP. • Refer to Nonpublic Flow Chart • Copies of all paperwork sent to RESD Special Education Office
14.	Manifestation Determination Review <ul style="list-style-type: none"> • Discipline Procedures available on RESD website 	<ul style="list-style-type: none"> • Procedural Safeguards • Invitation and MDR • IEP, revised FBA and BIP, and/or IAEP if deemed appropriate 	<ul style="list-style-type: none"> • Principal/designee provides procedural safeguards notice rights to parent/guardian on the day the decision was made to change the student’s placement • MDR scheduled within 10 school days of the decision to change placement • Depending on results of MDR and circumstances, district may convene an IEPT meeting, revise FBA and BIP, utilize an Interim Alternative Educational Setting or proceed with expulsion hearing • Copies of all paperwork sent to RESD Special Education Office

	Situation	What Documents to Submit	Action
15.	Interim Alternative Educational Placement	<ul style="list-style-type: none"> • Invitation • Interim Alternative Educational Placement form (EdPlan) • Notice (part of IAEP form) 	<ul style="list-style-type: none"> • Principal/designee provides parent with procedural safeguards • LEA may place student unilaterally in IAEP for drugs, weapons, serious bodily injury • LEA and parent may jointly decide that IAEP is best for student • LEA convenes IAEP meeting, develops Plan, and LEA offers FAPE • Principal/designee arranges locations and provision of services during IAEP duration • Copies of all paperwork sent to the RESD Special Education Office

Notes:

Include complete transition planning/paperwork for all students who turn 16 within one year of an IEP.

Procedural Rights and Safeguards are available at <http://www.cgresd.net/>
 Department-Special Education-Home-Resources and Forms-01 Procedural Safeguards

All Special Education paperwork must be submitted to CGRESD Special Education Office for scanning. Please keep in mind that this is a time consuming process and remember to: Send all paperwork within 7 days of IEP meeting date. (Do not staple)

Keep original paperwork in child's special education file.

Record an accurate UIC on all paperwork

Place all pages of each document in order
 Insert the meeting invitation at the end of the IEP, MDR or IAES

Clip all documents for one student together (Do not staple)

Also send documents such as FBA's, BIP's, Health Care Plans, ESY discussion summaries, Matrix forms, request for release of information, parent letters that second permission, district written responses to parents, and documents that are referenced in an IEP such as scoring rubrics (OHI), pattern of strengths and weaknesses chart or support plans to CGRESD Special Education Office for scanning.