



Special Education Procedures Quick Guide

	Situation	What Paper Work	Action
1.	<p>Initial Evaluation</p> <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 not housed in Ed. Plan shared with local special education secretary/designee.
2.	<p>Reevaluation</p> <ul style="list-style-type: none"> • Every 3 years <p>REED/Eval Plan--This refers to the REED document. Although it is called the Review of Existing Eval. Data plan, it also contains an evaluation plan/notice/ and consent.</p>	<ul style="list-style-type: none"> • REED marked reevaluation • MET report if necessary • MET not necessary if: • 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. Include copy of procedural safeguards & PWN. • 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 not housed in Ed. Plan shared with local special education secretary/designee.

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3.	Recommended Ineligible for Special Education	<ul style="list-style-type: none"> • REED marked consideration to terminate eligibility • MET and team report • Invitation with IEP marked • 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 not housed in Ed Plan sent to special ed. secretary/designee
4.	Amendment <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. Two parent contacts must be made and documented in Ed. Plan and parent must be in agreement.</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 not housed in Ed Plan sent to special ed. secretary/designee
5.	Secondary Transition (best practice age 14/required by age 16)	<ul style="list-style-type: none"> • Parental consent to invite outside agency • Parental consent to conduct transition assessment • Invitations (include transition age student and outside agency if consent) • IEP (including section 3) 	<ul style="list-style-type: none"> • District/school should have process for obtaining consents (to invite outside agency & conduct transition assessment) • Make sure invites are dated <u>AFTER</u> signed consent date • Document consent on IEP/need to invite agency (based on transition services and need for outside agency support) • Complete post-secondary goals with a verb! • Note: Post-secondary goals are designed for AFTER students leave the educational system.
6.	Student returns to school with an expired IEP or expired eligibility within Michigan	<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 shared to special education secretary/designee(who notifies COOR ISD sp.ed. data specialist)

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7.	Transfers from within COOR ISD from one LEA to another with a current IEP, if fully implemented IEP	<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 special ed. secretary who communicates changes to COOR sp.ed. data specialist
8.	Transfers from one program to another (e.g. Resource Room – Mild Cognitive Impairment Room or COOR ISD 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 special ed. secretary who communicates changes to COOR sp.ed. data specialist
9.	Transferred from outside ISD but within Michigan with current IEP and eligibility <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 Spec Ed Office/communicate w/COOR sp.ed. data specialist • IEP meeting due by next annual review date
10.	Transferred from outside ISD but within Michigan with current IEP and eligibility <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 spec ed office/Communicate w/COOR sp ed data specialist • 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

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11.	<p>Transferred from out of State with current or expired IEP and current or expired Eligibility</p>	<ul style="list-style-type: none"> • New Enrollment in Special education (• 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 and provides notice to parents to offer FAPE • Team conducts REED, provide notice and requests parent consent for evaluation. • 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 Special Education Office/Communication w/COOR sp.ed. data specialist
12.	<p>Terminating a related service, but remaining eligible for Special Education</p>	<ul style="list-style-type: none"> • REED marked “other” consideration to terminate a related service <i>if REED/Eval plan is needed</i> • <i>If eval plan then MET</i> • Invitation with IEP marked Annual OR Amendment if no eval plan(<i>Service provider must be invited to the IEP or consulted for amendment</i>) • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • <i>If REED/Eval plan is needed-</i> Team conducts REED, provides notice and requests parent consent to evaluate • Completed REED sent to 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 Special Education Office/communication w/COOR sp.ed. data specialist
13.	<p>Consideration of addition of a service</p>	<ul style="list-style-type: none"> • REED marked “other” consideration to add a related service <i>if REED/Eval plan is needed</i> • <i>If eval plan then MET</i> • Invitation with IEP marked Annual OR Amendment if no eval plan(<i>Service provider must be invited to the IEP or consulted for amendment</i>) • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • <i>If REED/Eval plan is needed-</i> Team conducts REED, provides notice and requests parent consent to evaluate • Completed REED sent to 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 Special Education Office/communication w/COOR sp.ed. data specialist
14.	<p>Change of Service from Direct to Consult (or vice versa) WHILE IEP is in place</p>	<ul style="list-style-type: none"> • Prior Written Notice • Amendment • Notice for Provision of Services and Programs 	<ul style="list-style-type: none"> • LEA conducts IEP or holds an amendment • Data in the PLAAFP indicates need for change of service • Service is noted appropriately in IEP/Amendment • (If amendment see process for completing an amendment) • Service change noted appropriately in the PWN provided to parents

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15.	Graduating with Diploma	<ul style="list-style-type: none"> • Prior Written Notice (PWN) • Complete Summary of Performance(includes PPP) 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 special ed office and communicated w/ COOR sp.ed. data specialist
16.	Non Public Service Plan (NPSP)	<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 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, FAPE is offered by student’s resident district • If parent declines FAPE, indicate in the educational environments field that student voluntarily placed at NP 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. • Copies of all paperwork sent to Special Education secretary/communicate w/COOR sp.ed. data specialist
17.	Manifestation Determination Review	<ul style="list-style-type: none"> • Procedural Safeguards • Invitation and MDR • IEP, revised FBA and BIP, and/or IAEP if deemed appropriate <u>*Make sure if FBA/BIP is determined appropriate to initiate REED process and get consent</u> • PWN 	<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 Special Education secretary/communicate w/COOR sp.ed. data specialist

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18.	Interim Alternative Educational Setting	<ul style="list-style-type: none"> • PWN, Procedural Safeguards • Invitation and IAEP(Interim Alternative Educational Setting) 	<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 Special Education secretary/communication w/COOR sp.ed. data specialist

Notes:

- Include complete transition planning/paperwork for all students who turn 16 within one year of an IEP including transition assessment consent.
- Procedural Rights and Safeguards are available at <http://www.coorisd.net/instructional-services/special-education/documents/>
 - Department-Special Education-Home-Resources and Forms-01 Procedural Safeguards
- Keep original paperwork in child’s special education file.
 - 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 to 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)

Special Education Timelines from IDEA & MARSE

Event	Timeline	Law/Rule/Regulation
Response to any request for evaluation (340.1721b(1))	10 school days	<p>Within 10 school days of receipt of a written request for any evaluation, the public school shall provide the parent with written notice (through the REED). Written notice may take one of two forms:</p> <ol style="list-style-type: none"> 1. School will evaluate; Notice must describe the evaluation the school proposes to conduct 2. School will not evaluate: Notice must describe the action the school is declining and provide an explanation as to why
Initial evaluation, determination of eligibility, IEP, and offer of FAPE (340.1721b(1))	30 school days	<p>The time from receipt of parental consent for an evaluation to the notice of an offer of a free appropriate public education or the determination of ineligibility shall not be more than 30 school days.</p>
Evaluation timeline extension (340.1721b(1))	<p>Initial: May be extended if agreed upon by parent & school Annual OR Reevaluation: may not be extended</p>	<p>The timeline for completing an initial evaluation may be extended if agreed to by the parent and public school. Any extension to this timeline shall be both of the following:</p> <ol style="list-style-type: none"> 1. In writing 2. Measured in school days
Notice of free appropriate public education (340.1721b(3))	7 school days	<p>Within 7 school days from the date of the individualized education program team meeting, the public agency shall provide the parent with the notice of an offer of a free appropriate public education or determination of ineligibility.</p>
Implementation of the IEP (340.1721b(4))	15 school days	<p>Unless a parent has filed an appeal, the public school shall initiate a proposed special education individualized education program as soon as possible and not more than 15 school days after the parent's receipt of written notification, or not more than 15 school days after receipt of written parental consent for the provision of special education.</p>

Event	Timeline	Law/Rule/Regulation
Review of IEP	Annually (within 365 school days measured from the date of the most recent Notice of Free Appropriate Public Education)	Each public school must ensure that, the IEP Team reviews the child’s IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved.
Re-evaluation	Every three years as measured from the date of the most recent reevaluation	A public school must ensure that a reevaluation is conducted if the public agency determines that the educational needs of the child warrant a reevaluation or if the child’s parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and the public school agree otherwise and must occur at least once every 3 years, unless the parent and public school agree that a reevaluation is unnecessary.
Manifestation Determination Review	Within 10 school days of decision to impose a change in (CIP) [if removal is not 10 consecutive days, not a pattern, and not special circumstances, then no MDR is necessary]	<p>In order to consider if the behavior in question was due to the student’s disability, the conduct has to be caused by or had direct and substantial relationship to the student’s disability.</p> <p>You no longer have to consider the appropriateness of the child’s IEP and placement. However, you do have to consider whether the school district failed to implement the IEP.</p> <ul style="list-style-type: none"> • If not a manifestation of the student’s disability, the student is subject to the same discipline as non-disabled peers (Still must provide post-expulsion, modified FAPE) • Modified FAPE- Continue to receive services to enable to participate in and progress in general education curriculum and progress toward meeting IEP goals and receive an appropriate FBA and BIP to address the behavior so that it does not reoccur. • If a manifestation of the student’s disability, the student cannot be disciplined AND the district is required to complete an FBA and BIP, if none exist. Also, the student must be immediately returned to the placement from which he or she was removed, unless IAES for special circumstances or parent and LEA agree to a CIP (change of placement) as part of the modification of the BIP.