

# Monitoring Standards for Special Education

Michigan Department of Education

Office of Special Education and Early Intervention Services

**DRAFT**

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## Introduction

The state must ensure that public agencies are implementing the requirements of both the *Individuals with Disabilities Education Act* (IDEA) and the *Michigan Administrative Rules for Special Education* (MARSE), and those compliance standards are met by all public agencies.

Specifically, under § 300.149 of the IDEA,

(a) The State Educational Agency (SEA) is responsible for ensuring:

- (1) That the requirements of this part are carried out; and
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency:
  - (i) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA; and
  - (ii) Meets the educational standards of the SEA (including the requirements of this part).

The MARSE Rule 340.1839 states,

Rule 139. (1) The department shall establish, with the approval of the state board of education, monitoring procedures, criteria, and evaluation activities to ensure that minimum standards are being achieved by all public agencies.

These updated *Monitoring and Enforcement Standards* are part of the overall monitoring procedures related to the implementation of the IDEA and the MARSE. The document will be the basis for determination of compliance for state monitoring and complaint investigations. Public agencies can use the standards for creating policies and procedures to implement the IDEA and the MARSE.

Public agencies are required to maintain records to show compliance with program requirements, pursuant to 34 CFR § 76.731 of the Education Department General Administrative Regulations (EDGAR) and the MARSE. Documentation must include sufficient written detail to demonstrate compliance.

In the right column, **Documentation and Verification Criteria**, the following terminology is used:

1. The term "documentation" means:
  - To support with written records;
  - To provide with written factual or substantial written support for statements made; or
  - To provide written evidence to prove a statement.
2. The term verification is used when a specific monitoring activity will take place using the provided documentation

Items listed under each term are designated as follows:

- A bulleted item is a required item.
- When there are multiple required items, each is bulleted.
- When there are multiple options for documentation or verification, they are preceded by the word "Example", and designated with an arrow.
- When examples are given, they are not meant to be exhaustive.

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Standard	Documentation and Verification Criteria
<p><b>Section I: Evaluation</b> <b>A. Child Find</b></p>	
<p><b>Child Find Policy</b> – Public agencies have in effect policies to ensure that all children with disabilities residing in the district, are identified, located and evaluated.</p>	<p>There must be a written policy which ensures that the district will locate, identify and evaluate children in the district, including children who are homeless children or wards of the state, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services.</p> <p>Also included are students who are suspected of being a student with a disability and in need of special education even though they are advancing from grade to grade, and highly mobile students, including migrant children.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Written Policy</li> </ul> <p>§ 300.111(a)(1)(i) § 300.111(c)(1-2)</p>
<p><b>Child Find Procedures</b> – Public agencies have in effect procedures to ensure that all children with disabilities residing in the district, are identified, located and evaluated.</p>	<p>There must be written procedures which outline how the district will locate, identify and evaluate children in the district. As part of the locating requirement, the procedures must include a system which accepts parental requests for an initial evaluation for public and non-public students, and a system for informing parents who make a verbal request that the request must be in writing.</p> <p>For non-public students, there must be a method for keeping an accurate count of the number of students evaluated, the number of students determined to be students with disabilities, and the number of students served. The Child Find activities must be similar to those activities undertaken for the public school students. The school district in which the nonpublic school is located is responsible for these Child Find activities.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Written Procedures</li> </ul> <p>§ 300.111(a)(1)(i) § 300.131(a-c) § 300.132(c)</p>
<p><b>Child Find Procedures for Students Already Identified</b> – Public agencies have a method to determine which children are currently receiving needed special education and related services.</p>	<p>There must be a written procedure for tracking students receiving special education and related services within the district and for identifying and locating students who transfer into the district who received special education and related services in their previous public agency.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Written Procedure</li> </ul> <p>§ 300.111(a)(1)(ii) State Code MCL 380.1711(h)</p>

Standard	Documentation and Verification Criteria
Section I: Evaluation B. Notice and Consent	
<p><b>Parent Notice Initial Evaluation</b> – The notice provided to the parents by the public agency for an initial evaluation must include all 7 of the following components:</p> <ol style="list-style-type: none"> <li>1. The reason or reasons an evaluation is being sought and the nature of the evaluation;</li> <li>2. A description of the special education programs and services currently available within the Intermediate School District included in or attached to the notice;</li> <li>3. A description of each evaluation procedure, assessment, record, or report the public agency used as a basis for the proposed evaluation;</li> <li>4. A description of other options considered and why those options were rejected;</li> <li>5. A description of other factors that are relevant to the public agencies proposal;</li> <li>6. A statement that the parents of a student with a disability have protections under the procedural safeguards and a copy of the procedural safeguards;</li> <li>7. Sources for the parents to contact to obtain assistance in understanding the provisions of the IDEA.</li> </ol>	<p>The public agency must notify the parent in writing with a document(s) that must include all the components listed.</p> <p>The proposed evaluation plan must be sufficiently comprehensive to identify all of the student’s special education and related services needs. If additional areas of need arise during the evaluation process, additional notice of the new evaluations requested must be provided, and parental consent obtained.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the written notice in student record</li> </ul> <p>R 340.1721(1)            § 300.503(b)            § 300.304(c)(6)</p>
<p><b>Parent Consent Timeline</b> -The timeline from the receipt of a written request for an initial evaluation to the public agencies request for written parental consent for an evaluation is within ten (10) calendar days.</p>	<p>There must be documentation that the date from written parental request for an initial evaluation to the public agencies’ request for parental consent for evaluation was within ten (10) calendar days.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The written, dated parental request and a copy of the dated written notice. For example:             <ul style="list-style-type: none"> <li>➢ Forms that include dates</li> <li>➢ Dated correspondence</li> </ul> </li> </ul> <p>R 340.1721(1)</p>

Standard	Documentation and Verification Criteria
<p><b>Parental Consent Received</b> - Parental consent to evaluate is received.</p>	<p>The parental consent to evaluate must have the parent signature and show the date received by the public agency. There must be a procedure in place so that the date of receipt reflects when the consent form arrived at the public agency, regardless of its point of entry in the public agency.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A signed document showing the date of receipt by the public agency. For example: <ul style="list-style-type: none"> <li>➢ Signed consent form with date of receipt by public agency</li> <li>➢ Signed, dated letter from parent with date of receipt by public agency</li> </ul> </li> <li>• Written procedures which specifies when and how public agency documents the receipt of parental consent for an evaluation</li> </ul> <p>R 340.1721(1)</p>
<p><b>Parent Does not Respond to Written Request for Parental Consent</b> - The public agency documents attempts to obtain parental consent.</p>	<p>The public agency must document the attempts it made to obtain parental consent.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➢ Records of telephone calls made and attempted and the results of those calls;</li> <li>➢ Copies of correspondence sent to the parent and any responses received;</li> <li>➢ Records of visits made to the parent's home or place of employment and the results of those visits.</li> </ul> <p>If consent is not obtained, the public agency must provide written notice to the parent of their decision:</p> <ol style="list-style-type: none"> <li>1. Not to conduct the evaluation and that the parental request for the initial evaluation will be closed; or</li> <li>2. To pursue the initial evaluation of the student by utilizing the mediation or the due process procedures.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of notice provided to the parent</li> </ul> <p>§ 300.300(d)(5)  § 300.322(d)  § 300.300(a)(3)(i-ii)</p>
<p><b>Parent Withdraws Consent</b> – The public agency must notify the parent that they have received the parental request to withdraw the consent for the initial evaluation.</p>	<p>The public agency must provide written notice to the parent that they have received the parental withdrawal of consent for the initial evaluation.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of notice provided to parent</li> </ul> <p>§ 300.503</p>

Standard	Documentation and Verification Criteria
<p><b>Notice in Parent’s Native Language</b> - Parent(s) is informed of the relevant activity for which consent is sought in the native language or mode of communication.</p>	<p>The district must provide written notice to the parent(s) of the relevant activity for which consent is sought in the parent’s native language or mode of communication.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The notice. For Example: <ul style="list-style-type: none"> <li>➢ A copy in the parents native language</li> <li>➢ Dated evidence that notice was provided in the appropriate mode of communication. For example: <ul style="list-style-type: none"> <li>➢ A log</li> <li>➢ A form</li> <li>➢ A receipt for interpreter services</li> </ul> </li> </ul> </li> </ul> <p>§ 300.9(a)</p>
<p><b>Transfer of Parental Rights</b> – When a student with a disability turns 18, the public agency provides notice to both the student and the parents that all rights under IDEA transfer to the student.</p>	<p>The public agency must provide written notice to both the student and the parent that all rights under IDEA transfer to the student. <i>See Section III,H Transfer Students for further information regarding Transfer of Parental Rights.</i></p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The notice to the parent</li> <li>• The notice to the student</li> </ul> <p>§ 300.520(a)(1)</p>
<p><b>Section I: Evaluation</b> <b>C. General Requirements</b></p>	
<p><b>Evaluation Tools</b> - A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the student, including information provided by the parent.</p>	<p>The Multidisciplinary Evaluation Team (MET) report must document the results of a variety of assessment tools and strategies used to gather relevant information about the student.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>§ 300.304(b)(1)</p>
<p><b>Evaluation Assessments</b> - The public agency does not use any single measure or assessment as the sole criterion for determining whether a student is a student with and disability and for determining an appropriate educational program for the student.</p>	<p>The MET report must document that the MET based its recommendation for eligibility upon a minimum of two (2) measures or assessments used to determine eligibility and to determine an appropriate educational program for the student.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>§ 300.304(b)(2)</p>
<p><b>Evaluation Instruments</b> - The public agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.</p>	<p>The public agency must have documentation that ensures that evaluation instruments are technically sound.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➢ Publisher information/norms</li> <li>➢ Written recommendation from district testing committee</li> <li>➢ Written procedures for test selection</li> </ul> <p>§ 300.304(b)(3)</p>

Standard	Documentation and Verification Criteria
<p><b>Evaluation Non-discriminatory</b> - Assessments and other evaluation materials are selected and administered so as not to be discriminatory on a racial or cultural basis</p>	<p>The public agency must have documentation that ensures that assessment and other evaluation materials are selected and administered so as not to be discriminatory on a racial or cultural basis.</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ Publisher information/norms</li> <li>➤ Written testing committee recommendations</li> <li>➤ Written procedures for test selection</li> <li>➤ Training and credentials of staff administering the assessments</li> </ul> <p>§ 300.304(c)(1)(i)</p>
<p><b>Evaluation in Native Language</b> – Assessments are provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.</p>	<p>The public agency must have documentation that ensures that assessments are provided and administered in the student’s native language or other mode of communication.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Test selection For Example: <ul style="list-style-type: none"> <li>➤ Publisher information/norms</li> <li>➤ written testing committee recommendations</li> <li>➤ Written procedures for test selection</li> </ul> </li> <li>• Test administration For Example: <ul style="list-style-type: none"> <li>➤ A copy of test protocol in the students native language</li> <li>➤ Evidence that the test was administered in the appropriate mode of communication. For example: <ul style="list-style-type: none"> <li>➤ A log</li> <li>➤ A form</li> <li>➤ A receipt for interpreter services</li> </ul> </li> </ul> </li> </ul> <p>§ 300.304(c)(1)(ii)</p>
<p><b>Evaluation Validity –</b> Assessments are used for the purposes for which the assessments or measures are valid and reliable; are administered by trained and knowledgeable personnel; and are administered in accordance with any instructions provided by the producer of the assessments.</p>	<p>The public agency must have documentation that ensures assessments are used for the purposes for which the assessments or measures are valid and reliable, the staff are administering the assessments are trained and knowledgeable, and they are administered in accordance with any instructions provided by the producer of the assessment</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ Publisher information/norms</li> <li>➤ Written testing committee recommendations</li> <li>➤ Written procedures for test selection</li> <li>➤ Training and credentials of staff administering the assessments</li> </ul> <p>§ 300.304(c)(1)(iii-v)</p>
<p><b>Evaluation and Educational Need</b> -Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.</p>	<p>The MET report must document the results of assessments and other evaluation materials related to specific areas of educational need.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>§ 300.304(c)(2)</p>

Standard	Documentation and Verification Criteria
<p><b>Evaluation of Skills</b> - Assessments are selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).</p>	<p>If a student has impaired sensory, manual or speaking skills, the MET report must document that assessments were used that reflect the student's aptitude or achievement level, not their impaired sensory, manual or speaking skills.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>§ 300.304(c)(3)</p>
<p><b>Evaluation in all Areas</b> -The student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities</p>	<p>The MET report must document that assessments in all areas related to the suspected disability as specified in the Michigan rules for determination of eligibility areas were used.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>§ 300.304(c)(4)</p>
<p><b>Evaluation is Comprehensive</b> - In evaluating each student with a disability under §§ 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.</p>	<p>The MET report must document that evaluations were administered that address any needs identified in the notice of the proposed plan for the initial evaluation or identified in the notice of additional evaluations that developed from additional educational needs which emerged during the evaluation.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>§ 300.304(c)(6)</p>

Standard	Documentation and Verification Criteria
<b>Section I: Evaluation</b> <b>D. Initial Evaluation</b>	
<p><b>Evaluation Team</b> – Each student suspected of having a disability shall be evaluated by a Multidisciplinary Evaluation Team (MET) evaluation.</p>	<p>The MET report must document a minimum of 2 persons who are responsible for evaluating a student suspected of having a disability. The team shall include at least 1 special education teacher or other specialist who has knowledge of the suspected disability.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>R 340.1721a(1) R 340.1701b(b)</p>
<p><b>Evaluation</b> – The MET completes a diagnostic evaluation.</p>	<p>The MET must follow general evaluation procedures (see Section I,C General Evaluation) and all the requirements as defined in R 340.1705 to R 340.1717, as applicable to the suspected disability.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>R 340.1721a(2)(a)</p>
<p><b>Review of Existing Evaluation for Initial Eligibility</b> - On the basis of the review of existing evaluation data and input from the parents, the public agency identifies what additional data is needed to determine if the student has a disability, and the educational needs of the student.</p>	<p>A review of existing evaluation data is not required for an initial evaluation but it is encouraged.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Form or summary of review of information</li> </ul> <p>§ 300.305(a)(2)(i)(B)</p>
<p><b>Initial Evaluation Recommendation and Report</b> – The MET makes a recommendation of eligibility at the initial IEP Team meeting and prepares a written report to be presented to the individualized education program (IEP) Team by the appointed MET member.</p>	<p>There must be a MET report with a recommendation of eligibility. The MET report must include:</p> <ol style="list-style-type: none"> <li>1. All of the requirements under R 340.1705 through R340.1717 specific to the recommended eligibility</li> <li>2. A single recommendation from the MET</li> <li>3. Input from each MET member</li> <li>4. Evaluations administered within 1 (one) year of the MET report</li> <li>5. At least one member of the MET who is a special education teacher or other specialist who has knowledge of the suspected disability</li> </ol> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The MET report that includes the recommendation of eligibility</li> <li>➤ The MET eligibility cover sheet with supporting evaluation report(s)</li> </ul> <p>For students with an IEP who transfer into a public agency that did not conduct the student's initial evaluation: if the transmitted records do not include an initial MET report with a recommendation of eligibility, the current district will treat the student as an eligible student with an IEP, and all subsequent reevaluations will be based on the review of existing evaluation data.</p> <p>R 340.1721a(2)(b) R 300.306a)(1)</p>

Standard	Documentation and Verification Criteria
<p><b>Present Levels</b> – There is information needed to determine the student’s current level of academic achievement and functional performance and educational needs of the student.</p>	<p>The MET report must include information that the IEP Team needs to determine the present level of academic achievement and functional performance and educational needs of the student.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report.</li> </ul> <p>R 340.1721a(b)(2) § 300.304(b)(7)</p>
<p><b>Sources of Information</b> – The information presented to the IEP Team is drawn from a variety of sources, including parent input.</p>	<p>The MET report must include information drawn from a variety of sources, including parent input.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report.</li> </ul> <p>R 340.1721a(2)(b)</p>
<p><b>Exclusionary Factors</b> - The determining factor for eligibility is not lack of instruction in reading or math or limited English proficiency.</p>	<p>The MET must document that the MET team considered that the determining factors for its recommendation of eligibility is not the lack of instruction in reading, math or due to limited English proficiency.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report For Example: <ul style="list-style-type: none"> <li>➤ Attendance Record</li> <li>➤ School history</li> <li>➤ Curriculum provided</li> <li>➤ School enrollment form for native language of student and parents</li> </ul> </li> </ul> <p>§ 300.305(a)(2)(1)</p>
<p><b>Transfer with Signed Request for Initial Evaluation -</b> Students with a suspected disability who transfer from one public agency to another public agency in the same school year are coordinated with the student’s prior and subsequent schools to ensure prompt completion of full evaluations</p>	<p>The public agency must have written procedures for students who transfer into the district with a signed request for an initial evaluation which outline how:</p> <ol style="list-style-type: none"> <li>1. A MET and IEP Team will be convened;</li> <li>2. The public agency will coordinate with the previous public agency;</li> <li>3. The public agency will demonstrate sufficient progress toward completion of the evaluation;</li> <li>4. The public agency will document agreement between the public agency and the parent on a specific date for completion of the evaluation.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of written procedures</li> <li>• Documentation of phones calls and/or correspondence with previous public agency</li> <li>• Log of activities which support the district claim that it is making sufficient progress towards completing the initial evaluation.</li> <li>• Signed agreement between the public agency and parent with proposed date for completion, including date of enrollment in current public agency</li> </ul> <p>§ 300.304(c)(5) § 300.301(e)</p>

Standard	Documentation and Verification Criteria
<b>Section I: Evaluation</b> <b>E. Reevaluation</b>	
<p><b>Reevaluation Participants –</b>  Reevaluations include the following current IEP participants:</p> <ul style="list-style-type: none"> <li>• Parents,</li> <li>• Regular Education Teacher (if the student is or may be participating in regular education),</li> <li>• Special Education Teacher/Provider,</li> <li>• Public Agency Representative,</li> <li>• Individual(s) who can interpret evaluation results,</li> <li>• Other Qualified individual(s), as appropriate, and</li> <li>• Student if appropriate</li> </ul>	<p>There must be documentation that the reevaluation included the listed required participants.</p> <p><u>Documentation:</u></p> <ul style="list-style-type: none"> <li>• Match to current IEP team. For Example: <ul style="list-style-type: none"> <li>➤ Form or log used to document a meeting or a discussion about the reevaluation with dates of contact or signatures</li> <li>➤ Review of existing evaluation data plan for the evaluation</li> </ul> </li> </ul> <p>§ 300.305(a)</p>
<p><b>Reevaluation Review of Existing Evaluation Data –</b>  Existing evaluation data on the student is reviewed.</p>	<p>There must be documentation that the IEP team reviewed existing evaluation data regarding the student, including evaluations and information provided by the parents of the student, current classroom-based, local, or state assessments, and classroom based observations, and observations by teachers and related services providers.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Form or summary of the reviewed information</li> </ul> <p>§ 300.305(a)(1)(i-iii)</p>
<p><b>Reevaluation Parent Input -</b>  Parents provided input.</p>	<p>There must be documentation that parent provided or was given the opportunity to provide information to help determine if more data is needed.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Form or summary of review of information from parent</li> <li>➤ Written input from parent with date of parent contact, phone or personal</li> </ul> <p>§ 300.305(a)(2)</p>

Standard	Documentation and Verification Criteria
<p><b>Continuation of Disability</b> - On the basis of the review of existing evaluation data and input from the parents, the IEP Team identifies what additional data is needed to determine whether the student continues to have a disability and the educational needs of the child.</p>	<p>The IEP Team must document what additional data, if any, is needed to determine whether the student continues to have a disability and the educational needs of the student.</p> <p>If the student's current area of disability is questioned during a reevaluation, the procedures for a full and individual evaluation must be followed in the following situations:</p> <ol style="list-style-type: none"> <li>1. The IEP Team questions whether the current area of eligibility is appropriate;</li> <li>2. The IEP Team questions if a new area of eligibility is appropriate.</li> <li>3. The IEP Team questions whether the student continues to be a student with a disability.</li> </ol> <p>When a full and individual reevaluation is conducted, a MET may conduct the evaluation and write a report, but for a reevaluation, the MET does not make a recommendation of eligibility to the IEP Team. (Only required for an initial evaluation.)</p> <p>A local educational agency shall re-evaluate a student with a disability before determining that the student is no longer a student with a disability. The review of existing evaluation data determines what, if any, additional data is needed to make that determination. A full and individual evaluation by a MET is not required.</p> <p>A reevaluation is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Form or summary of the review of information</li> </ul> <p>§ 300.305(a)(2)(i)</p>
<p><b>Reevaluation Present Level</b> - On the basis of the review of existing evaluation data and input from the parents, the IEP Team documents that there is a determination of the additional data needed to determine the present levels of academic achievement and related educational needs of the student.</p>	<p>The IEP Team must document what, if any, additional data is needed to determine the present levels of academic achievement and the educational needs of the student.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Form or summary of review of information</li> </ul> <p>§ 300.305(a)(2)(ii)</p>
<p><b>Reevaluation Program and Services</b> - On the basis of the review of existing evaluation data and input from the parents, the IEP Team documented that there is a determination of the additional data needed to determine if the student needs special education and/or related services, or in the case of reevaluation, if the student continues to need special education and/or related services.</p>	<p>The IEP Team must document what, if any, additional data is needed to determine if the student continues to need special education and/or related services.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Form or summary of review of information</li> </ul> <p>§ 300.305(a)(2)(iii)</p>

Standard	Documentation and Verification Criteria
<p><b>Reevaluation Modifications</b> - On the basis of the review of existing evaluation data and input from the parents, the IEP Team documents there is a determination of the additional data needed to determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP for the student, and to participate, as appropriate, in the general education curriculum.</p>	<p>The IEP Team must document what, if any, additional data is needed to determine whether any additions or modifications to the special education and related services are needed to enable the student to:</p> <ol style="list-style-type: none"> <li>1. Meet measurable annual goals set out in the IEP of the student; and</li> <li>2. Participate, as appropriate, in the general education curriculum.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Form or summary of the review of information</li> </ul> <p>§ 300.305(a)(2)(iv)</p>
<p><b>Reevaluation No Additional Data Needed</b> - If there is a determination that no additional data is needed to determine whether the student continues to have a disability, and to determine the student's educational needs, the parents must be provided with notice about the determination, the reason(s) for the determination and their rights to request an assessment.</p>	<p>The IEP Team must document that, if no additional data is needed to determine whether their student continues to be a student with a disability, and to determine the student's educational needs, parents were provided with notice about:</p> <ol style="list-style-type: none"> <li>1. The determination,</li> <li>2. The reason(s) for the determination, and</li> <li>3. Their rights to request an assessment.</li> </ol> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Copy of written notice provided to the parent</li> <li>➤ The state model Review of Existing Evaluation Data (REED) form documents these provisions and serves as notice.</li> </ul> <p>§ 300.305(d)</p>
<p><b>Section II: Eligibility</b> <b>A. General</b></p>	
<p><b>Initial Eligibility</b>– As part of an initial IEP, the IEP team, with a recommendation from the MET, determines whether the student is a student with a disability in accordance with MARSE criterion R, 340.1702 and R 340.1705 through R 340.1717.</p>	<p>The IEP Team must determine if the student has 1 or more of the impairments specified in MARSE that necessitates special education or related services, or both.</p> <p>To be eligible for special education programs and services, the student cannot be more than twenty-five (25) years of age as of September 1 of the school year of enrollment, and has not graduated from high school.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• The MET report and recommendation of eligibility</li> </ul> <p>§ 300.306(a)(1) R 340.1702</p>

Standard	Documentation and Verification Criteria
<p><b>Continuation of Eligibility</b>– As part of a re-evaluation, the IEP team, determines whether the student continues to be a student with a disability in accordance with MARSE criterion R, 340.1702 and R 340.1705 through R 340.1717.</p>	<p>The IEP Team must determine if the student continues to have 1 or more of the impairments specified in MARSE that necessitates special education or related services, or both.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Form or summary of the review of information</li> </ul> <p>§ 300.306(a)(1) R 340.1702</p>
<p><b>Transfer In State</b> - If a student with an IEP in Michigan transfers to a new public agency within the same school year, the new public agency (in consultation with the parents) must provide a FAPE to the student.</p>	<p>The public agency must have documentation that it immediately provided FAPE to the student. The student is considered eligible at the time of enrollment. At any reevaluation after enrollment in the new public agency or at the time of the three year reevaluation, the IEP Team reviews existing evaluation data and makes a determination if there was sufficient data to continue the eligibility, or if additional data is required to continue eligibility.</p> <p><i>See Section III,K Transfer Students for further information regarding provision of a FAPE.</i></p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Form or summary of the review of information</li> </ul> <p>§ 300.323(e)</p>
<p><b>Transfer Out of State</b> - If a student with an IEP from another state transfers to a public agency in a Michigan within the same school year, the new public agency (in consultation with the parents) must provide a FAPE to the student.</p>	<p>The public agency must review the existing evaluation data to determine if the student meets eligibility criterion under the MARSE. If the IEP Team determines that a full and individual evaluation is required to determine eligibility under Michigan eligibility criteria, there must be documentation that the public agency followed all requirements for an initial evaluation.</p> <p><i>See Section III,K Transfer Students for further information regarding provision of a FAPE.</i></p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of written notice</li> <li>• Copy of signed, written consent for evaluation, including date signed by the parent and date of receipt by the public agency.</li> <li>• Copy of IEP held within 30 school days</li> </ul> <p>§ 300.323(f)</p>
<p><b>Section II: Eligibility</b> <b>B. Cognitive Impairment (CI)</b></p>	
<p><b>Manifestation of CI</b> - Impairment is manifested during the developmental period.</p>	<p>The MET report must document that the impairment was manifested during the developmental period, not acquired at a later period.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1705(1)</p>

Standard	Documentation and Verification Criteria
<p><b>Development</b> - Development is at a rate at or below two (2) standard deviations below the mean as determined through intellectual assessment.</p>	<p>The MET report must document a score on an intellectual assessment at or below approximately two (2) standard deviations below the mean.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1705(1)(a)</p>
<p><b>Reading and Math Scores</b> - Standardized test scores in reading and math are approximately within the lowest six (6) percentile.</p>	<p>The MET report must document standardized test scores in reading and math approximately within the lowest six (6) percentile and must be reported in percentile. If the student is not of an age, grade or mental age/developmental level appropriate for formal or standardized achievement tests, this must be stated in the report.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1705(1)(b)</p>
<p><b>Cognitive Domain</b> - Lack of development primarily in the cognitive domain.</p>	<p>The MET report must document that the MET Team considered other factors when determining the lack of development is primarily in the cognitive domain.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report. For example: <ul style="list-style-type: none"> <li>➢ Review of the developmental history</li> <li>➢ Review of medical history</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1705(1)(c)</p>
<p><b>Adaptive Behavior</b> - An impairment of adaptive behavior.</p>	<p>The MET report must document a delay in adaptive behavior.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report. For example: <ul style="list-style-type: none"> <li>➢ An adaptive behavior checklist</li> <li>➢ Rating scale</li> <li>➢ A written observation report indicating that the student's adaptive behavior is delayed.</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1705(1)(d)</p>

Standard	Documentation and Verification Criteria
<p><b>Adversely Affected</b> - The student's educational performance is adversely affected.</p>	<p>The MET report must document that the student's educational performance is adversely affected.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of a MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1705(1)(e)</p>
<p><b>MET for Initial Eligibility</b> - The MET includes a psychologist.</p>	<p>The MET report must include an evaluation by a school psychologist or fully licensed psychologist.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1705(2)</p>
<p><b>Section II: Eligibility</b> <b>C. Emotional Impairment (EI)</b></p>	
<p><b>Affective Domain</b> - Behavioral problems primarily in the affective domain.</p>	<p>The MET report must document that the MET team considered that the behavioral problems are primarily in the affective domain.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1706(1)</p>
<p><b>Extended Time</b> - Behavioral problems are manifested over an extended period of time.</p>	<p>The MET report must document that the behavioral problems were manifested over an extended period of time.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1706(1)</p>

Standard	Documentation and Verification Criteria
<p><b>Adversely Affects</b> - Behavioral problems adversely affect the student's educational performance to the extent that the student cannot profit from regular learning experiences without special education support.</p>	<p>The MET report must document that the student's educational performance is adversely affected.</p> <p>See Cognitive Impairment section for examples for determining an adverse impact.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1706(1)</p>
<p><b>Behavioral Manifestation</b> - Problems result in behaviors manifested in one or more of the following: inability to build and maintain satisfactory relationships within school environment; inappropriate behaviors/feelings, or depression under normal circumstances; general pervasive mood of unhappiness; or physical symptoms or fears.</p>	<p>The MET report must document that the student exhibits one or more of the following behavior patterns:</p> <ol style="list-style-type: none"> <li>1. Inability to build and maintain satisfactory relationships;</li> <li>2. Inappropriate behaviors/feelings or depression under normal circumstances;</li> <li>3. General pervasive mood of unhappiness; or</li> <li>4. Physical symptoms or fears.</li> </ol> <p>Students with maladaptive behaviors related to schizophrenia or similar disorders are included.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1706(1)(a)-(d) R 340.1706(2)</p>
<p><b>Exclusionary Factors</b> - Intellectual, sensory, or health factors are not the primary cause of the student's impairment.</p>	<p>The MET report must document that the MET team considered and ruled out intellectual, sensory, or health factors as the primary cause of the student's impairment.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1706(3)</p>
<p><b>Student Performance</b> – The student's performance in the educational setting and in other settings, such as adaptive behavior within the broader community is obtained.</p>	<p>The MET report must include documentation of the student's performance in the educational setting and in other settings, such as adaptive behavior within the broader community.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1706(4)(a)</p>

Standard	Documentation and Verification Criteria
<p><b>Systematic Observation</b> – A systematic observation of the behaviors of primary concern that interfere with educational and social needs is obtained.</p>	<p>The MET report must include documentation of systematic observation of the behaviors of primary concern that interfere with educational and social needs.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1706(4)(b)</p>
<p><b>Intervention Strategies</b> - Intervention strategies to improve the behaviors are implemented and length of time these strategies were used is documented.</p>	<p>The MET report must include documentation of intervention strategies used to improve the behaviors and length of time these strategies were used.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1706(4)(c)</p>
<p><b>Medical Information</b> - Relevant medical information, if any, is obtained.</p>	<p>The MET report must include documentation of relevant medical information, if any.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1706(4)(d)</p>
<p><b>MET Evaluation for Initial Eligibility</b> - The MET includes an evaluation by a psychologist or a psychiatrist.</p>	<p>The MET report must include an evaluation by a school psychologist or fully licensed psychologist or a psychiatrist.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1706(5)(a)</p>
<p><b>MET Evaluation for Initial Eligibility</b> - The MET includes an evaluation by a school social worker (SSW).</p>	<p>The MET report must contain an evaluation by a school social worker.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1706(5)(b)</p>

Standard	Documentation and Verification Criteria
<b>Section II: Eligibility</b> <b>D. Hearing Impairment (HI)</b>	
<p><b>Adversely Affects</b> - Any type or degree of hearing loss that interferes with development or adversely affects educational performance in a general education setting.</p>	<p>The MET report must document a hearing loss that interferes with development or adversely affects educational performance in the general education setting.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1707(1)</p>
<p><b>MET for Initial Eligibility</b> - The MET includes an audiologist and an otolaryngologist or otologist.</p>	<p>The MET report must contain an evaluation by an audiologist and an otolaryngologist or otologist.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1707(2)</p>
<b>Section II: Eligibility</b> <b>E. Visual Impairment (VI)</b>	
<p><b>Adversely Affects</b> - The visual impairment interferes with development or adversely affects educational performance.</p>	<p>The MET report must document that the visual impairment interferes with development or adversely affects educational performance.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1708(1)(a)</p>

Standard	Documentation and Verification Criteria
<p><b>Vision Loss</b> - Evidence to verify: central vision acuity of 20/70 or less in the better eye after refractive correction; a peripheral field of vision restricted to twenty (20) degrees or less; or a progressively deteriorating eye condition.</p>	<p>The MET report must document that that one or more of the three (3) conditions exists.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>If a student cannot be tested accurately for acuity, then functional visual assessments conducted by a teacher certified in visual impairment may be used in addition to the medical evaluation for determination of impairment.</p> <p>Note: The higher the denominator the greater the visual problem. The student with 20/80 has less vision than a student with 20/70 and, therefore, meets one requirement for eligibility. The lower the degree of visual field, the more severe the visual loss.</p> <p>R 340.1708(1)(b)(i-iii)</p>
<p><b>MET for Initial Eligibility</b> - The MET includes an ophthalmologist or optometrist.</p>	<p>The written, signed MET report must include an evaluation by an ophthalmologist or optometrist.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1708(2)</p>
<p><b>Orientation &amp; Mobility (O&amp;M) Evaluation</b> - An evaluation by an O&amp;M specialist for visually impaired (VI) students with 20/200 or less acuity, after routine refractive correction, or who have a peripheral field of vision to not more than twenty (20) degrees is conducted.</p>	<p>For a student with 20/200 or less acuity or a peripheral field restricted to not more than twenty (20) degrees, an evaluation (which is not part of eligibility) by an O&amp;M specialist must be conducted.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>Copy of O&amp;M report</li> </ul> <p>R 340.1708(4)</p>
<p><b>O&amp;M Recommendations</b> - The O&amp;M report contains a set of recommended procedures.</p>	<p>The orientation and mobility (O&amp;M) report must include a set of recommended procedures to be used by a mobility specialist or a teacher of students with visual impairment in conducting orientation and mobility training activities.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>Copy of O&amp;M report</li> </ul> <p>R 340.1708(4)</p>

Standard	Documentation and Verification Criteria
<b>Section II: Eligibility</b> <b>F. Physical Impairment (PI)</b>	
<p><b>Adversely Affects</b> - A severe orthopedic impairment that adversely affects educational performance.</p>	<p>The MET report must document that a severe orthopedic impairment adversely affects educational performance.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1709(1)</p>
<p><b>MET Assessment</b> - The MET includes assessment data from one of the following:</p> <ul style="list-style-type: none"> <li>• An orthopedic surgeon</li> <li>• An internist</li> <li>• A neurologist</li> <li>• A pediatrician</li> <li>• A family physician</li> <li>• Or any other approved physician as defined by 1978 PA 368 MCL 333.1101 et. seq.</li> </ul>	<p>The MET report must include assessment data from an orthopedic surgeon, internist, neurologist, pediatrician, a family physician, or any other approved physician.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>340.1709(2)(a-e)</p>
<b>Section II: Eligibility</b> <b>G. Other Health Impairment (OHI)</b>	
<p><b>Health Problems</b> - Limited strength, vitality, or alertness including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment due to chronic or acute health problems such as one of the following:</p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Attention deficit hyperactivity disorder</li> <li>• Diabetes</li> <li>• Epilepsy</li> <li>• A heart condition</li> <li>• Hemophilia</li> <li>• Lead poisoning</li> <li>• Leukemia</li> <li>• Nephritis</li> <li>• Rheumatic fever</li> <li>• Sickle cell anemia</li> </ul>	<p>The MET must document a condition of limited strength, vitality, or alertness; including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment due to chronic or acute health problems.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1709a(1)(a)</p>

Standard	Documentation and Verification Criteria
<p><b>Adversely Affects</b> - The impairment adversely affects a student's educational performance.</p>	<p>The MET report must document that a health impairment adversely affects educational performance.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1709a(1)(b)</p>
<p><b>MET for Initial Eligibility</b> - The MET includes one of the following:</p> <ul style="list-style-type: none"> <li>• An orthopedic surgeon</li> <li>• An internist</li> <li>• A neurologist</li> <li>• A pediatrician</li> <li>• A family physician</li> <li>• Or other approved physician as defined in 1978 PA 368 MCL 333.1101 et seq.</li> </ul>	<p>The MET report must include evaluations by an orthopedic surgeon, an internist, a neurologist, a pediatrician, a family physician, or other approved physician as defined in 1978 PA 368 MCL 333.1101 et seq.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1709a(2)</p>
<p><b>Section II: Eligibility</b>  <b>H. Speech and Language Impairment (SLI)</b></p>	
<p><b>Adversely Affects</b> - A speech and language impairment that adversely affects educational performance.</p>	<p>The MET report must document that a speech and language impairment adversely affects educational performance.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1710(1)</p>

Standard	Documentation and Verification Criteria
<p><b>Communication Disorder</b> - communication disorder determined by one (1) or more of the following speech and language impairments:</p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Articulation</li> <li>• Fluency</li> <li>• Voice</li> </ul>	<p>The MET report must document a communication disorder determined by one (1) or more of the following speech and language impairments:</p> <ol style="list-style-type: none"> <li>1. A language impairment exists which interferes with the student’s language effectiveness and which includes one (1) or more of the following:</li> <li>2. Phonology</li> <li>3. Morphology</li> <li>4. Syntax</li> <li>5. Semantics</li> <li>6. Pragmatics</li> <li>7. An impairment of articulation exists, including omissions, substitutions, or distortions of sound that persist beyond the age it may be expected to be corrected by maturation alone.</li> <li>8. An impairment in fluency exists that interferes with effective communication, including an abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases or sentences that interfere with effective communication.</li> <li>9. Impairment in voice impairment is indicated by inappropriate pitch, loudness, and/or voice quality.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1710(2)</p>
<p><b>Language Sample</b> - A language impairment must be indicated by a spontaneous language sample demonstrating inadequate language functioning.</p>	<p>The MET report must document a language impairment indicated by a spontaneous language sample demonstrating inadequate language functioning, in determining speech and language eligibility. A language sample is not necessary for a speech impairment (articulation, fluency or voice)</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1710(3)(a)</p>
<p><b>Language Assessment</b> - Results of not less than two (2) standardized assessment instruments or two (2) sub-tests designed to determine language functioning which indicate inappropriate language functioning for the student’s age.</p>	<p>The MET report must contain documentation of a language evaluation which contains not less than two (2) standardized tests, or two (2) sub-tests designed to determine language functioning which are based on the student’s age.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1710(3)(b)</p>

Standard	Documentation and Verification Criteria
<p><b>MET for Initial Eligibility</b> - The MET included a teacher of students with speech and language impairments under R 340.1796, or a speech and language pathologist qualified under R 340.1792.</p>	<p>The MET report must contain an evaluation by a teacher of students with speech and language impairments under R 340.1796, or a speech and language pathologist qualified under R 340.1792.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1710(5)</p>
<p><b>Section II: Eligibility</b>  <b>I. Early Childhood Developmental Delay (ECDD)</b></p>	
<p><b>Age</b> - The student is less than eight (8) years of age.</p>	<p>Verify that the student is less than eight (8) years of age at the time of the evaluation.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Birthdate on MET report</li> <li>Any student record with birthdate</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1711(1)</p>
<p><b>Other Eligibility</b> - A single impairment cannot be differentiated through existing criteria for other impairment areas.</p>	<p>The MET report must document that a primary impairment exists that cannot be differentiated through existing criteria for other impairments.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1711(1)</p>
<p><b>Expected Development</b> - Impairment in one or more areas of development equal to or greater than one-half (1/2) of the expected development for chronological age.</p>	<p>The MET report must document that the developmental rate is one-half (1/2) or less than the expected development for the chronological age expressed in developmental terms.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1711(1)</p>

Standard	Documentation and Verification Criteria
Section II: Eligibility J. Specific Learning Disability (SLD)	
<p><b>Disorder in Basic Psychological Process</b> – Evidence of a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations that adversely affects the students educational performance.</p>	<p>The MET report must document that the student does not achieve adequately for the student’s age or to meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade-level standards:</p> <ol style="list-style-type: none"> <li>1. Oral expression;</li> <li>2. Listening comprehension;</li> <li>3. Written expression;</li> <li>4. Basic reading skill;</li> <li>5. Reading fluency skills;</li> <li>6. Reading comprehension;</li> <li>7. Mathematical calculation;</li> <li>8. Mathematics problem solving.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1713(1) § 300.309(a)(1)</p>
<p><b>Notice of SLD Determination of Eligibility Options</b> – The public agency determines the process or combination of processes which will be used to determine the existence of a SLD and notifies the public of that option.</p>	<p>The public agency must post on their website, or make public through other means, the process or combination of processes which will be used by the public agency to determine the existence of a SLD.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Statement on Website</li> <li>• District Handbook for Parents</li> <li>• Newsletters</li> <li>• Copy of letter sent to parents</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>§ 300.307(b) and § 300.600(d)(2)</p>
<p><b>Process 1: Response to Scientific, Researched-Based Intervention</b> – The child does not make sufficient progress in one or more of the areas identified in this section when using a process based on the child’s response to scientific, research-based intervention.</p>	<p>The MET report must use data from its response to scientific, research-based intervention process to document interventions and student progress.</p> <p>The MET must document that the student does not achieve adequately for the student’s age or to meet State approved grade level standards when provided with learning experiences and instruction appropriate for the student’s age or State approved grade level standards.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>§ 300.309(a)(2)(i) § 300.311(5)(i)</p>

Standard	Documentation and Verification Criteria
<p><b>Process 1: Notice to Parents –</b> If a student participates in any response to scientific, research-based intervention process, the parents receive specific information about:</p> <ul style="list-style-type: none"> <li>• Amount and nature of the student performance data that will be collected and general education services that will be provided;</li> <li>• Strategies for increasing the student’s rate of learning;</li> <li>• Parent’s right to request an evaluation.</li> </ul>	<p>The public agency must document that they provide parents with specific information concerning their child’s participation in any response to scientific, research based intervention process.</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>• Copy of written notice provided to parents</li> <li>• Copy of parental letter or notification</li> <li>• Handbook</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>§ 300.311(a)(7)</p>
<p><b>Process 2: Pattern of Strength and Weaknesses –</b> Evidence that the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.</p>	<p>The MET report must document the determination of strengths and weaknesses in performance, achievement or both relative to age, State-approved grade level standards, or intellectual development that is determined by the group to be relevant to the identification of a SLD, using appropriate assessments.</p> <p>The MET must document that the student does not achieve adequately for the student’s age or to meet State approved grade level standards when provided with learning experiences and instruction appropriate for the student’s age or State approved grade level standards.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>§ 300.309(a)(2)(ii) § 300.311(5)(i)</p>
<p><b>Appropriate Instruction in Reading and Math Provided –</b> To ensure that underachievement is not due to lack of appropriate instruction in reading or math, prior to, or as part of, the referral process, the student is provided appropriate instruction in regular education settings, delivered by qualified personnel.</p>	<p>The MET report must document that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>§ 300.309(b)(1)</p>

Standard	Documentation and Verification Criteria
<p><b>Assessment of Student Progress</b> – To ensure that underachievement is not due to lack of appropriate instruction in reading or math, there is repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student’s parents.</p>	<p>The MET report must document repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student’s parents.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>§ 300.309(b)(2)</p>
<p><b>Observation of School Age Student</b> - The student is observed in the student’s learning environment (including the regular classroom setting) to document the student’s academic performance and behavior in the areas of difficulty.</p>	<p>The MET report must document that an observation was made of the student in the student’s learning environment.</p> <ul style="list-style-type: none"> <li>Information from an observation in routine classroom instruction and monitoring of the student’s performance that was done before the child was referred for an evaluation, or</li> <li>At least one member of the group conduct an observation of the student’s academic performance after the child has been referred for an evaluation and parental consent has been received.</li> </ul> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>A copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>§ 300.310</p>
<p><b>Observation of Less Than School Age Student</b> - The student is observed in the student’s learning environment (including the regular classroom setting) to documents the student’s academic performance and behavior in the areas of difficulty.</p>	<p>The MET report must document that an observation was made of the student in the student’s learning environment. In the case of a child of less than school age or out of school was observed in an environment appropriate for a child of that age which includes documentation of the student’s academic performance and behavior in the areas of difficulty.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>A copy of MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>§ 300.310</p>
<p><b>Exclusions</b> – The disability is not primarily the result of 1 or more of the following:</p> <ul style="list-style-type: none"> <li>vision,</li> <li>motor,</li> <li>hearing deficit,</li> <li>cognitive impairment,</li> <li>emotional impairment,</li> <li>autism spectrum disorder, or</li> <li>environmental, cultural, or economic disadvantage.</li> </ul>	<p>The MET report must document that the MET considered that the disability is not primarily the result of 1 or more of the listed factors.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1713(1)</p>

Standard	Documentation and Verification Criteria
<p><b>MET for Initial Eligibility</b>– The MET includes the student’s general education teacher or a general education teacher qualified to teach a student of his or her age.</p>	<p>The MET report must include information from the student’s general education teacher or a general education teacher qualified to teach a student of his or her age.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1713(3)(a)</p>
<p><b>MET for Initial Eligibility</b> – At least 1 person qualified to conduct individual diagnostic evaluations of the student, such as a school psychologist, speech/language pathologist or teacher consultant is included as a MET member.</p>	<p>The written, signed MET report must contain an evaluation by at least 1 person qualified to conduct individual diagnostic evaluations of the student, such as a school psychologist, speech/language pathologist or teacher consultant.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1713(3)(b)</p>
<p><b>Section II: Eligibility</b> <b>K. Severe Multiple Impairment (SXI)</b></p>	
<p><b>Cognitive Development (2 to 3 Standard Deviations Below Mean)</b> – Cognitive development is at a rate of two (2) to three (3) standard deviations below the mean and two (2) or more of the following conditions:</p> <ul style="list-style-type: none"> <li>A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills,</li> <li>A visual impairment so severe that the visual channel is not sufficient to guide independent mobility,</li> <li>A physical impairment so severe that activities of daily living cannot be achieved without assistance, or</li> <li>Health impairments so severe that the student is medically at risk.</li> </ul>	<p>The MET report must document that there is a cognitive development at a rate of two (2) to three (3) standard deviations below the mean and two (2) or more of the following conditions:</p> <ol style="list-style-type: none"> <li>Hearing impairment,</li> <li>Visual impairment,</li> <li>Physical impairment, or</li> <li>Health impairment.</li> </ol> <p>Refer to rule language in each impairment area for specific criterion of sensory, visual, health, and physical impairments.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>A copy of the MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1714(1)(a)(i-iv)</p>

Standard	Documentation and Verification Criteria
<p><b>Cognitive Development (3 or More Standard Deviations Below Mean)</b> - Cognitive development is at a rate of three (3) or more standard deviations below the mean or students for whom evaluation instruments do not provide a valid measure of cognitive ability and one (1) or more of the following conditions:</p> <ul style="list-style-type: none"> <li>• A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills,</li> <li>• A visual impairment so severe that the visual channel is not sufficient to guide independent mobility,</li> <li>• A physical impairment so severe that activities of daily living cannot be achieved without assistance, or</li> <li>• Health impairment so severe that the student is medically at risk.</li> </ul>	<p>The MET report must document that there is a cognitive development at a rate of three (3) or more standard deviations below the mean or students for whom evaluation instruments do not provide a valid measure of cognitive ability and one (1) or more of the following conditions:</p> <ol style="list-style-type: none"> <li>1. Hearing impairment,</li> <li>2. Visual impairment,</li> <li>3. Physical impairment, or</li> <li>4. Health impairment.</li> </ol> <p>Refer to rule language in each impairment area for specific severity of sensory, health, and physical impairments.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of the MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1714(1)(b)(i-iv)</p>
<p><b>MET for Initial Eligibility</b> - The MET evaluation includes a psychologist and, depending upon the physical disabilities, the MET participants required in either:</p> <ul style="list-style-type: none"> <li>• R 340.1707 (HI)</li> <li>• R 340.1708 (VI)</li> <li>• R 340.1709 (PI)</li> <li>• R 340.1709a (OHI)</li> <li>• R 340.1716 (TBI)</li> </ul>	<p>The MET report must include an evaluation by a school psychologist or fully licensed psychologist and depending upon the disabilities in the physical domain, an evaluation from requirement MET participants found in the following rules:</p> <ol style="list-style-type: none"> <li>1. R 340.1707 (HI)</li> <li>2. R 340.1708 (VI)</li> <li>3. R 340.1709 (PI)</li> <li>4. R 340.1709a (OHI)</li> <li>5. R 340.1716 (TBI)</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1714(2)</p>

Standard	Documentation and Verification Criteria
<b>Section II: Eligibility</b> <b>L. Autism Spectrum Disorder (ASD)</b>	
<p><b>Adversely Affects</b> - The disability adversely affects the student's educational performance in 1 or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Academic</li> <li>• Behavioral</li> <li>• Social</li> </ul>	<p>The MET report must document that the student's educational performance is adversely affected in one (1) or more of the following areas: academic, behavioral, social.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1715(1)</p>
<p><b>Reciprocal Social Interactions</b>  - Qualitative impairments in reciprocal social interactions including at least 2 of the following areas:</p> <ul style="list-style-type: none"> <li>• Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction.</li> <li>• Failure to develop peer relationships appropriate to developmental level.</li> <li>• Marked impairment in spontaneous seeking to share enjoyment, interests, or achievements with other people, for example, by a lack of showing, bringing, or pointing out objects of interest.</li> <li>• Marked impairment in the areas of social or emotional reciprocity.</li> </ul>	<p>The MET report must document a qualitative impairment in reciprocal social interactions in at least two (2) of the listed areas.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1715(2)(a)</p>

Standard	Documentation and Verification Criteria
<p><b>Communication</b> - Qualitative impairments in communication including at least 1 of the following:</p> <ul style="list-style-type: none"> <li>• Delay in, or total lack of, the development of spoken language not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime.</li> <li>• Marked impairment in pragmatics or in the ability to initiate, sustain, or engage in reciprocal conversation with others.</li> <li>• Stereotyped and repetitive use of language or idiosyncratic language.</li> <li>• Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level.</li> </ul>	<p>The MET report must document a qualitative impairment in communication including at least one (1) of the listed skills.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1715(2)(b)</p>
<p><b>Restricted, Repetitive, and Stereotyped Behaviors</b> - Restricted, repetitive, and stereotyped behaviors including at least 1 of the following:</p> <ul style="list-style-type: none"> <li>• Encompassing preoccupation with 1 or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus.</li> <li>• Apparently inflexible adherence to specific, nonfunctional routines or rituals.</li> <li>• Stereotyped and repetitive motor mannerisms, for example, hand or finger flapping or twisting, or complex whole-body movements.</li> <li>• Persistent preoccupation with parts of objects.</li> </ul>	<p>The MET report must document restricted, repetitive, and stereotyped behaviors, including at least one (1) of the listed behaviors.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1715(2)(c)</p>

Standard	Documentation and Verification Criteria
<p><b>Response to Sensory Stimuli</b> - Unusual or inconsistent response to sensory stimuli, in combination with subdivisions R 340.1715(2)(a-c)</p>	<p>The MET report must document unusual or inconsistent response to sensory stimuli, in combination with restricted social interactions, impairments in communication, and restricted, repetitive, stereotyped behaviors. <u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1715(3)</p>
<p><b>Exclusionary Factors</b> - There is not a primary diagnosis of schizophrenia or emotional impairment.</p>	<p>The MET report must document that the MET Tea, considered schizophrenia or emotional impairment when determining eligibility. <u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1715(4)</p>
<p><b>MET for Initial Eligibility</b> - A determination of impairment is based upon a comprehensive evaluation by a multidisciplinary evaluation team including, at a minimum:</p> <ul style="list-style-type: none"> <li>A psychologist or psychiatrist,</li> <li>An authorized provider of speech and language,</li> <li>A school social worker.</li> </ul>	<p>The MET report must include an evaluation by a school psychologist or fully licensed psychologists or a psychiatrist, authorized provider of speech and language services, and a school social worker. <u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1715(5)</p>
<p><b>Section II: Eligibility</b> <b>M. Traumatic Brain Injury (TBI)</b></p>	
<p><b>Acquired Injury to the Brain</b> - An acquired injury to the brain caused by an external physical force that results in total or partial functional disability or psychosocial impairment or both, in one (1) or more of the following areas: A) Cognition B) Language C) Memory D) Attention E) Reasoning F) Behavior G) Physical functions H) Informational processing I) Speech</p>	<p>The MET report documents that there is a closed head injury, caused by a blow to the head, resulting in impairment in one (1) or more of the listed areas, <u>and not due</u> to brain injuries that are congenital or degenerative, or induced by birth trauma, near drowning, or Shaken Baby Syndrome (unless a blow to the head occurred in the process of being shaken). <u>Documentation</u></p> <ul style="list-style-type: none"> <li>The MET report Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</li> </ul> <p>R 340.1716(1) R 340.1716(2)</p>

Standard	Documentation and Verification Criteria
<p><b>Adversely Affects</b> – The impairment adversely affects the student’s educational performance</p>	<p>The MET report must document that a traumatic brain injury adversely affects the student’s educational performance.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of the MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1716(1)</p>
<p><b>MET Initial Eligibility</b> - A full and individual evaluation by a MET that includes an assessment from a family physician or other approved physician as defined in 1978 PA 368 MCL 333.1101 et seq.</p>	<p>The written, signed MET report must include an evaluation by a MET that includes an assessment from a family physician or other approved physician as defined in 1978 PA 368 MCL 333.1101 et seq.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1716(3)</p>
<p><b>Section II: Eligibility</b> <b>N. Deaf-Blind</b></p>	
<p><b>Deaf and Blind</b> - Concomitant hearing impairment and visual impairment, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs without additional supports to address the unique needs specific to deaf-blindness.</p>	<p>The MET report must document that developmental and educational needs cannot be accommodated in special education programs without additional supports.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of a MET report</li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1717(1)</p>
<p><b>Option 1 for Determination of Eligibility: Documented Loss</b> – Hearing and vision losses that, if considered individually, may not meet the requirements for visual impairment or hearing impairment, but the combination of the losses affects educational performance.</p>	<p>The MET report must contain evidence that the hearing and vision losses and document the impact on educational performance.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1717(1)(a)</p>

Standard	Documentation and Verification Criteria
<p><b>Option 2 for Determination of Eligibility: Functioning Loss –</b> Students function as if they have both a hearing and visual loss, based upon responses to auditory and visual stimuli in the environment, or during vision and hearing evaluations.</p>	<p>The MET report must contain evidence of the functional behaviors related to both a hearing and visual loss and document the impact on educational performance.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of a MET report. For example: <ul style="list-style-type: none"> <li>➤ Classroom performance assessments</li> <li>➤ Class test scores</li> <li>➤ Report card grades</li> <li>➤ Performance on statewide and/or district-wide assessments which may be included in the supporting documentation of the MET/evaluation review processes</li> </ul> </li> </ul> <p>Note: A checkbox on a MET cover sheet is not sufficient documentation of compliance</p> <p>R 340.1717(1)(b)</p>

**Section III: Individualized Education Program (IEP)**  
**A. Initial Timelines**

<p><b>Parent Consent Timeline</b> -The timeline from the receipt of a written request for an initial evaluation to the public agencies request for written parental consent for an evaluation is within ten (10) calendar days.</p>	<p>There must be documentation that the date from written parental request for an initial evaluation to the public agencies' request for parental consent for evaluation was within ten (10) calendar days.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The written, dated parental request and a copy of the dated written notice. For example: <ul style="list-style-type: none"> <li>➤ Forms that include dates</li> <li>➤ Dated correspondence</li> </ul> </li> </ul> <p>R 340.1721(1)</p>
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<p><b>Timeline for Initial Evaluation</b>  - The time from receipt of parental consent for an evaluation to the notice of a free and appropriate public education (FAPE) is not more than thirty (30) school days.</p>	<p>There must be documentation that within 30 school days from the date of receipt of parental consent the public agency:</p> <ol style="list-style-type: none"> <li>1. Completed the evaluation</li> <li>2. Determined eligibility</li> <li>3. Completed an IEP</li> <li>4. Made an offer of a Free and Appropriate Public Education (FAPE)</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of parental consent</li> <li>• The MET report</li> <li>• The IEP</li> <li>• A copy of the written notice with offer of a FAPE</li> </ul> <p>R 340.1721b(1) Proposed</p>
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Standard	Documentation and Verification Criteria
<p><b>Time Line Extension</b> - The timeline for an initial evaluation may be extended if agreed to by the parent and public agency. The extension must be in writing and measured in school days.</p>	<p>The public agency must document a written agreement to extend the timelines, measured in school days. The document must include:</p> <ol style="list-style-type: none"> <li>1. The student name</li> <li>2. The original due date of the required timeline</li> <li>3. The number of days extended or the new due date</li> <li>4. The name of the parent and the public agency</li> <li>5. The date of the agreement</li> </ol> <p>Note: There is no requirement to include the reason; however, for data reporting purposes, there is the requirement for the reason for the extension.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of the agreement</li> </ul> <p>Note: Signatures are not required, however, if the document is signed, it must be signed by both the parent and the public agency.</p> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Agreement includes date of agreement and method of contact (phone call, in-person, etc.)</li> </ul> <p>R 340.1721b(1)(a-b) Proposed</p>
<p><b>Section III: Individualized Education Program (IEP)</b>  <b>B. IEP Team Meeting Parent Participation</b></p>	
<p><b>Meeting Schedule</b> – The parent is notified of the meeting early enough to ensure that they have an opportunity to attend, and the meeting is scheduled at a mutually agreed on time and place.</p>	<p>The public agency must document that the parent(s) were notified early enough to ensure the opportunity to attend and given the opportunity to participate in scheduling the IEP Team meeting at a mutually agreed-upon time and place.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A record of attempts to notify the parent with the results of those attempts. For example: <ul style="list-style-type: none"> <li>➤ Records of telephone calls made and attempted and the results of those calls;</li> <li>➤ Copies of correspondence sent to the parent and any responses received;</li> <li>➤ Records of visits made to the parent’s home or place of employment and the results of those visits.</li> </ul> </li> </ul> <p>§ 300.322(a)(1-2)  § 300.322(d)(1-3)</p>
<p><b>Other Methods to Insure Parent Participation</b> - If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls, consistent with § 300.328 (related to alternative means of meeting participation).</p>	<p>The public agency must document the method they used to ensure parent participation if neither parent can be there.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A statement of how they involved the parent. For example: <ul style="list-style-type: none"> <li>➤ A statement in the notice</li> <li>➤ A written statement from district</li> <li>➤ Information in writing from parent</li> <li>➤ A statement in the attendance section of the IEP as to how the parent participated</li> </ul> </li> </ul> <p>§ 300.322(c)  § 300.328</p>

Standard	Documentation and Verification Criteria
<p><b>Conducting an IEP Team Meeting Without a Parent in Attendance</b> – A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place.</p>	<p>The public agency must document its attempts to arrange a mutually agreed on time and place.</p> <p><u>Documentation</u>  A record of attempts to notify the parent with the results of those attempts. For example:  Records of telephone calls made and attempted and the results of those calls;  Copies of correspondence sent to the parent and any responses received;  Records of visits made to the parent’s home or place of employment and the results of those visits.</p> <p>§ 300.322(d)</p>
<p><b>Information Provided to the Parent</b> - The parent is notified of:</p> <ol style="list-style-type: none"> <li>1. The purpose, time, and location of the meeting and who will be in attendance; and</li> <li>2. The participation of other individuals on the IEP Team who have knowledge or special expertise about the child.</li> </ol>	<p>Document that the parent was informed of the purpose, time, and location of the IEP Team meeting and the names of persons who will be in attendance.</p> <p><u>Documentation</u>  Examples:</p> <ul style="list-style-type: none"> <li>➤ A copy of the invitation sent to the parent</li> <li>➤ A record of phone call, personal contact, or other means of informing the parent</li> </ul> <p>§300.322(b)</p>
<p><b>Section III. Individualized Education Program (IEP)</b>  <b>C. IEP Team Attendance</b></p>	
<p><b>Parent</b> - The IEP Team includes the parents of the student.</p>	<p>The IEP must include documentation of the participation of the parent, or documentation of attempts to invite the parent.</p> <p><u>Documentation</u>  <u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ <u>Sign-in page from IEP</u></li> <li>➤ List of IEP attendees</li> </ul> <p>Note: If the parent wasn’t in attendance, review Section III,B IEP Meeting Participation</p> <p>§ 300.321(a)(1)</p>
<p><b>General Education Teacher</b> – The IEP Team includes not less than one regular education teacher of the student (if the student is or may be participating in a regular education environment).</p>	<p>The IEP must include documentation of the participation of at least one general education teacher of the student, if the student is, or may be participating, in the general education environment.</p> <p><u>Documentation</u>  <u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ <u>Sign-in page from IEP</u></li> <li>➤ List of all general education teacher(s) attending the IEP</li> </ul> <p>Note: If the student is, or may be participating, in the general education environment and general education teacher not in attendance, review Section III,C Excusal</p> <p>§300.321(a)(2)</p>

Standard	Documentation and Verification Criteria
<p><b>Special Education Teacher or Provider</b> - The IEP Team includes not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student.</p>	<p>The IEP must include documentation of the participation of at least one special education teacher or where appropriate, provider of the student.</p> <p><u>Documentation</u>  <u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ <u>Sign-in page from IEP</u></li> <li>➤ List of special education teacher(s) attending the IEP</li> <li>➤ List of special education provider(s) attending the IEP</li> </ul> <p>Note: If special education teacher or provider not in attendance, review Section III,C Excusal</p> <p>§ 300.321(a)(3)</p>
<p><b>Public Agency Representative</b> - The IEP Team includes a representative of the public agency who is:</p> <ol style="list-style-type: none"> <li>1. Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;</li> <li>2. Knowledgeable about the general education curriculum; and</li> <li>3. Knowledgeable about the availability of resources of the public agency.</li> </ol>	<p>The IEP must include documentation of the participation of a representative of the public agency, qualified and knowledgeable in the areas described. The public agency may determine which specific staff member will serve as the agency representative or may designate another public agency member of the IEP in a particular IEP team meeting, to serve as the agency representative, as long as the individual meets the listed requirements.</p> <p><u>Documentation</u>  <u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ <u>Sign-in page from IEP</u></li> <li>➤ List of IEP attendees</li> </ul> <p>Note: If public agency representative not in attendance, review Section III,C Excusal</p> <p>§300.321(a)(4)</p>
<p><b>Interpret Evaluation Results</b> – The IEP Team includes an individual who can interpret the instructional implications of the evaluation results.</p>	<p>The IEP must include documentation of the participation of an individual who can interpret the instructional implications of the evaluation results. Another member of the IEP team may also serve this role, as long as the individual can interpret the instructional implications of the evaluation results.</p> <p><u>Documentation</u>  <u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ <u>Sign-in page from IEP with role denoted</u></li> <li>➤ List of IEP attendees with role denoted</li> </ul> <p>§300.321(a)(5)</p>

Standard	Documentation and Verification Criteria
<p><b>Excusal When Area Not Being Discussed</b> – A required member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of a student with a disability and the public agency agree in writing, that the attendance of the member is not necessary because the member’s area of the curriculum or related service is not being modified or discussed in the meeting.</p>	<p>The public agency must have written agreement that a required member of the IEP Team meeting is excused, and that the attendance of the member is not necessary because the member’s area of the curriculum or related service is not being modified or discussed in the meeting.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>➤ The copy of the agreement in writing between the parent and a representative of the public agency</li> </ul> <p>Note: Signatures are not required, however, if the document is signed, it must be signed by both the parent and the public agency.</p> <p><u>Verification</u></p> <p>Written agreement includes date of agreement and method of contact (phone call, in-person, etc.)</p> <p>§ 300.321(e)(1)</p>
<p><b>Excusal When Area is Being Discussed</b> – A required member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to, or discussion of the member’s area of the curriculum or related services, if:</p> <ol style="list-style-type: none"> <li>1. The parent, in writing, and the public agency consent to the excusal; and</li> <li>2. The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.</li> </ol>	<p>The public agency must have written consent that a required member of the IEP Team meeting is excused when the meeting involves a modification to or discussion of the member’s area of the curriculum or related services, if conditions listed are met. <u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of the notice indicating the team member, role and area of curriculum or related services being modified or discussed.</li> <li>• A copy of the consent signed by the parent and a representative of the public agency</li> <li>• A copy of the written input provided by the IEP Team member</li> </ul> <p>§ 300.321(e)(2)</p>
<p><b>Parent Understanding</b> - The public agency takes whatever action is necessary to ensure the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.</p>	<p>There must be documentation the public agency’s attempt to ensure that the parent understood the proceedings of the IEP Team meeting.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ A copy of the public agency’s procedures for ensuring parent understanding of IEP Team procedures</li> <li>➤ A copy of notice given to parents which includes sources for parents to contact to obtain assistance in understanding the IEP process.</li> <li>➤ The IEP indicating the attendance of the interpreter</li> <li>➤ Any document that indicates parent was offered translation services</li> <li>➤ An invitation with the interpreter’s name on it</li> </ul> <p>§ 300.322(e)</p>

Standard	Documentation and Verification Criteria
<b>Section III: Individualized Education Program (IEP)</b>	
<b>D. IEP Development</b>	
<p><b>Strengths of the Student</b> - The IEP Team considers the strengths of the student.</p>	<p>The IEP Team must document with a written statement that they considered the strengths of the student.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ A statement of the strengths</li> </ul> <p>§ 300.324(a)(1)(i)</p>
<p><b>Parent Concerns</b> – The IEP Team considers the parent’s concerns for enhancing the education of the student.</p>	<p>The IEP Team must document with a written statement that they considered the parent’s concerns for enhancing the education of the student.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ A statement of parent concerns for enhancing the education of their child</li> </ul> <p>§ 300.324(a)(1)(ii)</p>
<p><b>Evaluation Results</b> – The IEP Team considers the results of the student’s initial or most recent evaluation.</p>	<p>The IEP Team must document with a written statement that they considered the results of the student’s initial or most recent evaluation.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ A review of the evaluation results</li> </ul> <p>§ 300.324(a)(1)(iii)</p>
<p><b>Needs of the Student</b> – The IEP Team considers the academic, developmental, and functional needs of the student.</p>	<p>The IEP Team must document with a written statement that they considered the academic, developmental, and functional needs of the student.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ A description of the needs of the student</li> </ul> <p>§ 300.324(a)(1)(iv)</p>

Standard	Documentation and Verification Criteria
<p><b>Positive Behavioral Interventions</b> - The IEP Team considers in the case of a student whose behavior impeded the student's learning, or the learning of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior.</p>	<p>The IEP Team must document with a written statement that they considered the use of positive behavior interventions and supports, and other strategies to address the needs of the student when there is a statement in the IEP (e.g. present level, parent concerns) that the student's behavior impedes their learning or the learning of others.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• List of all general education teacher(s) attending the IEP</li> <li>• A statement of the behavioral supports needed. For example: <ul style="list-style-type: none"> <li>○ The IEP</li> <li>○ Statement in PLAAFP</li> <li>○ The offer of FAPE (Notice) (options considered but not selected)</li> </ul> </li> </ul> <p>§ 300.324(a)(2)(i) § 300.324(a)(3)(i)</p>
<p><b>Language Needs</b> - The IEP Team considers the language needs for students with limited English proficiency as those needs relate to the student's IEP.</p>	<p>The IEP Team must document with a written statement that they considered the language needs for students with limited English proficiency.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ Statement in PLAAFP</li> <li>➤ Documentation of the student's limited English proficiency. For example: <ul style="list-style-type: none"> <li>➤ Results of Home Language Survey when appropriate</li> <li>➤ Results of the ELPA</li> </ul> </li> </ul> <p>§300.324(a)(2)(ii)</p>
<p><b>Braille Instruction</b> - The IEP Team considers the need for Braille instruction for students who are blind or visually impaired, unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.</p>	<p>The IEP Team must document with a written statement that they considered the need for Braille instruction and the use of Braille in the case of a student who is blind or visually impaired.</p> <p><u>Documentation</u></p> <p><u>Example:</u></p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ Statement in the PLAAFP</li> <li>➤ Copy of the evaluation</li> <li>➤ The offer of FAPE (Notice) (options considered but not selected)</li> <li>➤</li> </ul> <p>§ 300.324(a)(2)(iii)</p>

Standard	Documentation and Verification Criteria
<p><b>Communication Needs</b> - The IEP Team considers the:</p> <ol style="list-style-type: none"> <li>1. Communication and language needs for the students who are deaf or hearing impaired,</li> <li>2. Opportunities for direct communication with peers and professional personnel in the student's language,</li> <li>3. Communication mode,</li> <li>4. Academic level, and</li> <li>5. Full range of needs including opportunities for direct instruction in the student's language and communication mode.</li> </ol>	<p>The IEP Team must document with a written statement that they considered all the listed items.</p> <p><u>Documentation</u></p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ Statement in the PLAAFP</li> <li>➤ The offer of FAPE (Notice) (options considered but not selected)</li> </ul> <p>§ 300.324(a)(2)(iv)</p>
<p><b>Assistive Technology</b> - The IEP Team considers whether the student needs assistive technology devices and services.</p>	<p>The IEP Team must document with a written statement that they considered the need for assistive technology devices and services for the student.</p> <p><u>Documentation</u></p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ Statement in the PLAAFP</li> <li>➤ The offer of FAPE (Notice) (options considered but not selected)</li> </ul> <p>§ 300.324(a)(2)(v) § 300.5 and § 300.6</p>
<p><b>Section III: Individualized Education Program (IEP)</b> <b>E. IEP Content</b></p>	
<p><b>Written IEP</b> – There is a written IEP.</p>	<p>There is documentation of a written IEP in effect for the current school year.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§300.320(a)</p>
<p><b>Present Level</b> – A statement of the student's present levels of academic achievement and functional performance which includes how the student's disability affects his or her involvement and progress in the general education curriculum i.e. the same curriculum as for non-disabled students.</p>	<p>The IEP must contain a statement of the student's <b>present</b> levels of academic achievement and functional performance, including <b>how the student's disability affects</b> his or her involvement in and progress in, the general curriculum.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>R 340.1721e(2)(a) § 300.320(a)(1)(i)</p>

Standard	Documentation and Verification Criteria
<p><b>Present Level Preschool</b> – A statement of the student’s present level of educational performance, which describes for <b>preschool</b> students, as appropriate, how the student’s disability affects his or her participation in appropriate activities.</p>	<p>The IEP must contain a statement of the student’s <b>present</b> levels of academic achievement and functional performance, including <b>how the student’s disability affects</b> his or her involvement in appropriate activities. Appropriate activities in this context refers to age appropriate developmental abilities or milestones that the typically developing student of the same age would be performing or would have achieved</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>R 340.1721e(2)(a) § 300.320(a)(1)(ii)</p>
<p><b>Annual Goals</b> – A statement of the student’s measurable annual goals, including academic and functional goals designed to meet the student’s needs that result from the student’s disability to enable involvement in, and progress in, the general curriculum and meet the student’s other needs that result from the student’s disability.</p>	<p>The IEP must include a statement of measureable annual goal(s) which:</p> <ol style="list-style-type: none"> <li>1. Meet the student’s needs that result from the student’s disability to enable the student to be involved in, and progress in, the general curriculum; and/or</li> <li>2. Meet each of the student’s other educational needs that result from the student’s disability.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>R 340.1721e(2)(b) § 300.320(a)(2)(i)</p>
<p><b>Short Term Objectives</b> – A statement of short-term objectives (STOs).</p>	<p>The IEP must include a statement of STOs for each annual goal. STOs are an intermediate step toward goal achievement.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>R 340.1721e(a) proposed rule</p>
<p><b>Short Term Objectives and Alternate Assessments</b> – There is a description of STOs for students who take alternate assessments aligned to alternate academic achievement standards.</p>	<p>The IEP for students taking MI-Access must include a description of short term objectives.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(a)(2)(ii)</p>
<p><b>Goal and Short Term Objectives and Modified Assessments</b> – There are IEP goals based on the academic content standards for the grade in which the student is enrolled and designed to monitor a student’s progress in achieving the student’s standard-based goals.</p>	<p>The IEP for students taking MEAP-Access must include goals and STOs based on academic content standards for the grade for which the student is enrolled.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 200.1(f)(2)(ii) Elementary and Secondary Education Act</p>

Standard	Documentation and Verification Criteria
<p><b>Measurement of Progress</b> – There is a description of how the student's progress toward meeting the annual goals will be measured.</p>	<p>The IEP must include a description of how the progress toward annual goals will be measured.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320.(a)(3)(i)</p>
<p><b>Progress Report Schedule</b> – Schedule of periodic reports on the progress the student is making toward meeting the annual goals is provided.</p>	<p>The IEP must include a description of when periodic reports of student progress will be provided to parents, concurrent with the issuance of report cards.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320.(a)(3)(ii)</p>
<p><b>Special Education and Related Services</b> - Special education programs and related services, based on peer reviewed research to the extent practicable, are provided to the student</p>	<p>The IEP must contain a statement of the special education programs and/or related services to be provided to the student so they may:</p> <ol style="list-style-type: none"> <li>1. Advance appropriately toward attaining the annual goals,</li> <li>2. Be involved in and make progress in the general curriculum and participate in extracurricular and other nonacademic activities, and</li> <li>3. Be educated and participate with other students with disabilities and nondisabled students in the regular class.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(a)(4)</p>
<p><b>Supplementary Aides and Services</b> - Supplementary aids and services, based on peer reviewed research to the extent practicable, are provided to the student, or on behalf of the student.</p>	<p>The IEP must contain a statement of the supplementary aids and services to be provided to the student, or on behalf of the student, if required to:</p> <ol style="list-style-type: none"> <li>1. Advance appropriately toward attaining the annual goals,</li> <li>2. Be involved in and make progress in the general curriculum and participate in extracurricular and other nonacademic activities, and</li> <li>3. Be educated and participate with other students with disabilities and nondisabled students in the regular class.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(a)(4)(i-iii)</p>

Standard	Documentation and Verification Criteria
<p><b>Program Modifications and Supports</b> - Program modifications or supports for the school personnel are provided for the student.</p>	<p>The IEP must contain a statement of the program, modifications or supports for the school personnel to be provided to the student, or on behalf of the student, if required:</p> <ol style="list-style-type: none"> <li>1. Advance appropriately toward attaining the annual goals,</li> <li>2. Be involved in and make progress in the general curriculum and participate in extracurricular and other nonacademic activities, and</li> <li>3. Be educated and participate with other students with disabilities and nondisabled students in the regular class.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(a)(4)(i-iii)</p>
<p><b>Frequency, Location and Duration</b> – The projected beginning date, and anticipated frequency, location, and duration of the special education programs and related services, supplementary aids and services, and program modifications for school personnel were provided.</p>	<p>The IEP must include the projected beginning date, and anticipated frequency, location, and duration of the special education programs, related services, supplementary aids and services and program modification(s) or supports for school personnel.</p> <p>The programs/services to be provided must be:</p> <ol style="list-style-type: none"> <li>1. Stated in the IEP Team report so that the agency’s commitment of resources will be clear to parents and other IEP Team members and all involved in the implementation of the IEP;</li> <li>2. Appropriate to that specific service and</li> <li>3. Clearly stated so that it is understood by all involved.</li> </ol> <p>If “As needed” is used to describe the frequency of supplementary aid(s), service(s), and/or program modification(s) the conditions under which the student requires the aid(s), service(s), and/or program modification(s), must be specified.</p> <p><u>Documentation</u></p> <p>The IEP</p> <p>§ 300.320(a)(7)</p>
<p><b>Educated with other Students</b> – There is an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class, extracurricular and in other nonacademic activities.</p>	<p>The IEP must explain the extent to which the student will not participate with nondisabled students in the regular class, extracurricular and in other nonacademic activities.</p> <p>The IEP Team begins with the premise that the student will participate at “all times” with nondisabled students in the regular class, extracurricular and nonacademic activities and then specifies the exception(s) to that full participation in the IEP Team report.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(a)(5)</p>
<p><b>Special Education Teacher Endorsement</b> - The IEP Team considers the need for placement with a special education teacher endorsed in a particular disability category.</p>	<p>The IEP must document whether the student has a need for placement with a special education teacher with a particular endorsement, and specifies that endorsement.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>R 340.1721e(4)</p>

Standard	Documentation and Verification Criteria
<p><b>Assignment of Teacher Consultant</b> -The IEP Team shall determine the need for a Teacher Consultant to be assigned to the resource program teacher when the resource teacher's endorsement does not match the student's disability.</p>	<p>There must be documentation that the need for the assignment of a teacher consultant to the elementary or secondary resource program teacher was determined by the IEP Team when the endorsement of the elementary or secondary resource program teacher does not match the disability of the student.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>R 340.1749a(5) R 340.1749b(4)</p>
<p><b>Preschool Aged Child</b> -When a preschool aged child with a disability or developmental delay is placed in a non-special education program, the IEP Team considers the need for consultation by an early childhood special education teacher.</p>	<p>The IEP must document whether the IEP Team considered the need for consultation by an early childhood special education teacher if a preschool aged child with a disability or developmental delay was placed in a non-special education program.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>R 340.1754(b)</p>
<p><b>Basis for Speech and Language Services</b> - The speech and language services are based on individual needs as identified by the IEP Team based on:</p> <ol style="list-style-type: none"> <li>1. A diagnostic report by an authorized provider of speech and language services which results in an eligibility determination of speech and language impaired, or</li> <li>2. A determined need for speech and language services which are required to assist a student with a disability to benefit from special education.</li> </ol>	<p>There must be documentation that the IEP determined the need for speech and language services based upon one of the situations listed.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>R 340.1745(a) § 300.34(c)(15)</p>
<p><b>Prescription</b> - Physical therapy services shall be prescribed by an appropriate medical authority and recommended by the IEP Team.</p>	<p>There must be documentation that there is a current prescription from a physician and that the physical therapy was recommended on the IEP Team report. For a prescription to be considered current it cannot be older than twelve (12) months. (MCL 333.17820 Act 368 of 1978 of the Public Health Code, Policy of Medical Practice.)</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Copy of the prescription     Move to IEP section III?</li> </ul> <p>R 340.1701b(f)</p>

Standard	Documentation and Verification Criteria
<p><b>Extended School Year (ESY) Services</b> – When considering extended school year services, the IEP Team shall do all of the following:</p> <p>(a) Determine if a student’s current annual goals address 1 or more skills that need ESY services. For any identified annual goal, the individualized education program team shall consider all of the following:</p> <p>(i) Data that indicate that in the identified annual goal there is a potential for regression of skills beyond a reasonable period of recoupment.</p> <p>(ii) Data regarding the nature or severity of the disability of the student that indicates that there is a need to provide services in the identified annual goal during breaks in the school year.</p> <p>(iii) Information that indicates that in the identified annual goal the student is at a critical stage of learning or in a critical area of learning where failure to provide a service beyond the normal school year will severely limit the student’s capacity to acquire essential skills.</p> <p>(b) If the individualized education program team determines that the data or information in any of subsection (a)(i) to (iii) of this section indicate a need for ESY services,</p>	<p>The IEP must document the consideration of the need for special education programs and/or services beyond the regular/current school year. If the IEP team determines that ESY are needed, the IEP must indicate what ESY services are being provided.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul>

Standard	Documentation and Verification Criteria
<p>then ESY services shall be included in the student's individualized education program.</p> <p>(c) Determination of the need for ESY services shall not be based on a formula or policy that prohibits full consideration of the unique educational needs of each student.</p> <p>(d) Related services, transportation, supplementary aids and services, and instructional programming shall be considered when planning a student's ESY services.</p> <p>(e) Consideration of ESY services shall be accomplished in sufficient time to make plans for the delivery of extended school year services.</p>	<p>R 340.1721e(2)(d) § 300.106</p>

**Section III: Individualized Education Program (IEP)**  
**F. Assessments**

<p><b>Accommodations for Statewide Assessments –</b> There are statements of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and/or district-wide assessment(s).</p>	<p>The IEP must describe the accommodations necessary to measure the academic achievement and functional performance of the student on state and/or district-wide assessment(s). Accommodations must be indicated for each individual assessment or individual component that is part of the individual assessment.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(a)(6)(i)</p>
<p><b>Accommodations –</b> There is a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments.</p>	<p>The IEP must have a statement about individual accommodations for the student.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(a)(6)(i)</p>

Standard	Documentation and Verification Criteria
<p><b>Alternative Assessment</b> – If the IEP Team determines that the student must take an alternative assessment instead of a particular state or district wide assessment, the team must state why:</p> <ol style="list-style-type: none"> <li>1. The student cannot participate in the regular assessment; and</li> <li>2. The particular alternative assessment selected is appropriate for the student</li> </ol>	<p>The IEP must have a statement related to the reasons the student cannot participate in the regular assessment and the particular alternative assessment selected. <i>See Section III, E Sort Term Objectives and Alternative Assessments and Goal and Short Term Objectives and Modified Objectives.</i></p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(a)(6)(ii)</p>
<p><b>Section III: Individualized Education Program (IEP)</b>  <b>G. Review and Revision of IEPs</b></p>	
<p><b>IEP Annual Review</b> – The IEP team reviews the student’s IEP periodically, but not less than annually.</p>	<p>There must be documentation that the IEP Team reviewed the students IEP not less than annually. The IEP Team report must include the date on which the periodic review was completed (date of offer of FAPE). The periodic review must be held no later than one year from the date of the completion of the previous IEP (date of offer of FAPE).</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.324(b)(1)(i)</p>
<p><b>Review Progress on Annual Goals</b> - During a review, the IEP team determines whether the annual goals for the student are being achieved.</p>	<p>The IEP Team must document that it reviewed the progress on the annual goals and whether the goals were being achieved.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.324(b)(1)(i)</p>
<p><b>Revision of IEP</b> – As a result of the review of the annual goals, the IEP is revised, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate..</p>	<p>The IEP Team must document that it revised the IEP to address any lack of expected progress on the annual goals and in the general education curriculum.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• A comparison of all aspects of the current IEP to previous IEP.</li> </ul> <p>§ 300.324(b)(1)(ii)(A)</p>
<p><b>Revision From Results of Any Reevaluation</b> - During a review, the IEP is revised, as appropriate, to address the results of any reevaluation conducted under § 300.303.</p>	<p>The IEP Team must document that it revised the IEP, as appropriate, to address the results of any reevaluation.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• A comparison of all aspects of the current IEP to previous IEP.</li> </ul> <p>§ 300.324(b)(1)(ii)(B)</p>

Standard	Documentation and Verification Criteria
<p><b>Revision From Information Provided by Parent</b> – During a review, the IEP is revised, as appropriate, to address information about the student provided to, or by, the parents.</p>	<p>The IEP Team must document that it revised the IEP, as appropriate, to address information provided by the parent.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• A comparison of all aspects of the current IEP to previous IEP.</li> </ul> <p>§ 300.324(b)(1)(ii)(C)</p>
<p><b>Revision to Address Student Needs</b> – During a review, the IEP is revised, as appropriate, to address the student’s anticipated needs; or other matters.</p>	<p>The IEP Team must document that it revised the IEP, as appropriate, to address the student’s anticipated needs and any other matters related to the student’s progress.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• A comparison of all aspects of the current IEP to previous IEP.</li> </ul> <p>§ 300.324(b)(1)(ii)(D-E) § 300.324(b)(1)(ii)(A)</p>
<p><b>Failure to Meet Transition Objectives</b> - If the participating agency, other than the public agency, fails to provide the transition services described in the IEP, the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.</p>	<p>The public agency must reconvene the IEP Team to revise the IEP to identify alternative strategies to meet the transition objectives for the student if a participating agency failed to provide transition services described in the IEP.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.324(c)</p>
<p><b>Section III: Individualized Education Program (IEP)</b> <b>H. Transition</b></p>	
<p><b>Age for Transition Services</b> - Beginning no later than the first IEP to be in effect when the child turns 16, or younger.</p>	<p>There is documentation of an IEP in effect no later than when the student turns 16 that contains postsecondary goals and transition services.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p>§ 300.320(b)</p>
<p><b>Postsecondary Goals</b> –There are appropriate measureable postsecondary goals based upon age appropriate transition assessments related to:</p> <ul style="list-style-type: none"> <li>• Training,</li> <li>• Education,</li> <li>• Employment, and where appropriate,</li> <li>• Independent living skills.</li> </ul>	<p>The IEP must include appropriate measureable postsecondary goals based upon age appropriate transition assessments in all of the areas cited.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Documentation of assessments. For Example: <ul style="list-style-type: none"> <li>➤ Include in the IEP (transition assessment data)</li> <li>➤ Copies of assessments administered</li> </ul> </li> </ul> <p>§ 300.320(b)(1)</p>

Standard	Documentation and Verification Criteria
<p><b>Transition Services</b> - There are transition services (including courses of study) needed to assist the student in reaching the postsecondary goals which were based upon the transition assessments.</p>	<p>The IEP must include transition services, including courses of study, to meet the postsecondary goals.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Documentation of assessments. For Example: <ul style="list-style-type: none"> <li>➤ Include in the IEP (transition assessment data)</li> <li>➤ Copies of assessments administered</li> </ul> </li> </ul> <p>§ 300.320(b)(2)</p>
<p><b>Student Invitation to IEP Meeting</b> – The student with a disability is invited to attend the student’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals and the transition services needed to assist the student in reaching those goals.</p>	<p>There must be documentation that the student was invited to an IEP Team meeting if a purpose of the IEP Team meeting was the consideration of postsecondary goals and transition services.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ List of IEP attendees</li> <li>➤ A copy of the invitation</li> <li>➤ A record of phone call, personal contact, or other means of informing the student</li> </ul> <p>§ 300.321(b)(1)</p>
<p><b>Student Non-Attendance at IEP Meeting</b> – If the student does not attend an IEP whose purpose will be consideration of postsecondary goals and transition services, the public agency must take other steps to ensure that the students’ preferences and interests are considered.</p>	<p>There must be documentation of the steps that the public agency took to ensure that it considered the student’s preferences and interests.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ Student interest assessments and profiles</li> <li>➤ Anecdotal records, teacher log of contact with student</li> <li>➤ Student portfolios</li> </ul> <p>§ 300.321(b)(2)</p>
<p><b>Consent for Agency Participation</b> – Before a public agency invites any representative of any participating agency that is likely to be responsible for providing or paying for transition is invited to an IEP, the parent or student who has reached the age of majority must provide consent.</p>	<p>There must be documentation that the parents or a student who has reached the age of majority provided consent to invite the agency.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of consent</li> </ul> <p>§ 300.321(b)(3)</p>
<p><b>Agency Participation</b> - To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services is invited.</p>	<p>There must be documentation that the notice of the IEP Team meeting indicated that a representative from other agencies responsible for providing or paying for transition services was invited.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of the invitation to the IEP Team meeting, phone logs, or other documentation.</li> </ul> <p>§ 300.321(b)(3)</p>

Standard	Documentation and Verification Criteria
<p><b>Transfer of Parental Rights –</b> One year before the student reaches the age of majority, there is a statement in the IEP that the student has been informed of the students' rights that will transfer to the student on reaching the age of majority.</p>	<p>There must be documentation that the student was informed of the transfer of parental rights at least one year before [at age seventeen (17)] reaching the age of majority [at age eighteen (18)] under Michigan law. <u>Documentation</u> Examples</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ Copy of letter to student</li> </ul> <p>§ 300.320(c)</p>

### Section III: Individualized Education Program (IEP)

#### I. Notice and Consent

**Notice of Provision of a Free Appropriate Public Education (FAPE) -**

Written notice must be given to the parents of a student with a disability a reasonable time (7 days in Michigan rules) before the public agency:

1. Proposes to initiate or change educational placement of the student or the provision of FAPE to the student or
2. Refuses to initiate or change the educational placement of the student or the provision of FAPE to the student.

The public agency must notify the parent regarding the proposed IEP which is the district's offer of a FAPE to the parent within seven calendar days of the completion of the IEP.

Documentation

- Copy of the notice.
- Copy of IEP

Verification

- Verify date from the completion of the IEP to the offer of a FAPE was 7 days.

§ 300.305  
R 340.1722b(3) proposed

**Consent for Initial Provision of Services –** The public agency must obtain informed consent from the parent for the initial provision of special education and related services to the student.

The parental consent to provide the initial provision of special education and related services must have the parent signature and show the date received by the public agency. There must be a procedure in place so that the date of receipt reflects when the consent arrived at the public agency, regardless of its point of entry in the public agency.

Documentation

- A copy of the signed parental consent showing the date of receipt by the public agency
- Written procedures which specifies when and how the public agency documents the receipt of parental consent for initial provision of services

§ 300.300(b)

Standard	Documentation and Verification Criteria
<p><b>Parent Does not Respond to Written Request for Parental Consent</b> - The public agency documents attempts to obtain parental consent.</p>	<p>The public agency must document the attempts it made to obtain parental consent.  <u>Documentation</u>            Examples:           <ul style="list-style-type: none"> <li>➤ Records of telephone calls made and attempted and the results of those calls;</li> <li>➤ Copies of correspondence sent to the parent and any responses received</li> </ul>           § 300.300(b)</p>
<p><b>Date of Intent to Implement Special Education Programs and Services</b> – The notice states when the IEP begins.</p>	<p>There must be documentation that the parent was given notice of the date when special education programs and/or services will begin.  <u>Documentation</u> <ul style="list-style-type: none"> <li>• Copy of the notice</li> </ul>           R 340.1722a(1)</p>
<p><b>Location of IEP Programs and Services</b> – The notice identifies where the program and services are to be provided.</p>	<p>There must be documentation that the parent was given notice of where the program and services will be provided.  <u>Documentation</u> <ul style="list-style-type: none"> <li>• Copy of the notice</li> </ul>           R 340.1722a(1)</p>
<p><b>Staff Person Responsible for Implementation of IEP</b> – A staff person must be assigned to be responsible for the implementation of the IEP.</p>	<p>The IEP or notice must include the name of the staff person who will be responsible for the implementation of the IEP. The person shall be either the principal of the building where the primary educational program is provided to the student with an IEP or other staff person who is generally accessible to the staff and who will be working with the student.  <u>Documentation</u>  <u>Examples:</u> <ul style="list-style-type: none"> <li>➤ Copy of the notice</li> <li>➤ Copy of the IEP</li> </ul>           R 340.1722(2)</p>
<p><b>Section III: Individualized Education Program (IEP)</b>  <b>J. Amendments</b></p>	
<p><b>Amendment by IEP Team</b> - Changes to the IEP may be made by the entire IEP Team at an IEP Team meeting by amending the IEP rather than by redrafting the entire IEP.</p>	<p>There must be documentation that the IEP Team was convened to consider an amendment to an IEP unless there is agreement to amend or modify the IEP without a meeting.  <u>Documentation</u> <ul style="list-style-type: none"> <li>• The IEP</li> </ul>           § 300.324(a)(4)(i)</p>

Standard	Documentation and Verification Criteria
<p><b>Agreement to Amend or Modify the IEP Without a Meeting</b> – The parent of a student and the public agency may agree not to convene an IEP Team meeting for the purpose of making changes to the IEP after the annual IEP Team meeting for a school year.</p>	<p>There must be documentation that both the parent and public agency agreed not to convene an IEP Team meeting to make changes to the IEP.</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ A written document</li> <li>➤ Michigan model amendment form</li> </ul> <p>Note: Signatures are not required, however, if the document is signed, it must be signed by both the parent and the public agency.</p> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Agreement includes date of agreement and method of contact (phone call, in-person, etc.)</li> </ul> <p>§ 300.324(a)(4)(i)</p>
<p><b>Changes to the IEP</b> - The change may be made on a written document to amend or modify the student's current IEP.</p>	<p>There must be a written document which amends the student's current IEP.</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ A written document</li> <li>➤ Michigan model amendment form</li> </ul> <p>§ 300.324(a)(4)(i)</p>
<p><b>Revised IEP</b> – Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.</p>	<p>The public agency must provide the parent with a revised copy of the IEP with the amendments incorporated if they request one.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The request</li> <li>• Copy of IEP with amendments incorporated</li> </ul> <p>§ 300.324(a)(4)(i)</p>
<p><b>Notification of IEP Team</b> – If changes are made to a student's IEP, the student's IEP Team is informed of those changes.</p>	<p>There must be documentation that the student's IEP Team was informed of changes to the IEP as a result of an amendment.</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ A copy of the written notification to the IEP Team</li> <li>➤ Written procedures on how the IEP Team is notified of changes to an IEP</li> </ul> <p>§ 300.324(a)(4)(ii)</p>

Standard	Documentation and Verification Criteria
Section III: Individualized Education Program (IEP) K. Transfer Students	
<p><b>Transfer from In-State with Eligibility</b> - If a student with an IEP transfers to a new public agency in the same State, within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the student (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency (with parental consent in Michigan) either:</p> <ol style="list-style-type: none"> <li>1. Adopts the child's IEP from the previous public agency; or</li> <li>2. Develops, adopts, and implements a new IEP, within 30 school days.</li> </ol>	<p>There must be documentation that the public agency provided FAPE to the student and either adopted the IEP from the previous public agency or developed and implemented their own within 30 school days.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Evidence of FAPE             <ul style="list-style-type: none"> <li>➤ Copy of transfer IEP</li> <li>➤ Evidence student was placed in an appropriate program or service</li> <li>➤ Copy of parental consent for placement</li> </ul> </li> <li>• Copy of new IEP held within 30 school days of enrollment</li> </ul> <p>R 340.1722e § 300.323(e)</p>
<p><b>Transfer from Out-of-State with Eligibility</b> - If a student with an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State in the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency), until the new public agency (with parental consent in Michigan) either:</p> <ol style="list-style-type: none"> <li>1. Conducts an evaluation if determined to be necessary by the new public agency to continue eligibility; and</li> <li>2. Develops, adopts, and implements a new IEP, if appropriate, within 30 school days.</li> </ol>	<p>There must be documentation that the public agency provided FAPE to the student and either adopted the IEP from the previous public agency or developed and implemented their own within 30 school days.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Evidence of FAPE             <ul style="list-style-type: none"> <li>➤ Copy of transfer IEP</li> <li>➤ Evidence student was placed in an appropriate program or service</li> <li>➤ Copy of parental consent for placement</li> </ul> </li> <li>• Copy of new IEP held within 30 school days of enrollment</li> <li>• If an evaluation is determined to be necessary, all the requirements for an initial evaluation must be present. See Section I,B Initial Evaluation Notice and Consent</li> </ul> <p>R 340.1722e § 300.323(e) Fed. Reg. p. 46682 (2006)</p>

Standard	Documentation and Verification Criteria
Section III: Individualized Education Program (IEP) L. Part C Transition	
<p><b>Family Involvement</b> - The transition Individual Family Service Plan (IFSP) describes how the family will be included in the transition.</p>	<p>There must be documentation that there is a transition IFSP that has information on how the family will be included in the transition process.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of IFSP</li> </ul> <p>§ 303.344(h)(2)(i); § 303.148(b)(2)(i)</p>
<p><b>LEA Notification</b> - The Local Lead Agency (ISD) notifies the local educational agency that the child will reach the age of eligibility for preschool services (under Part B).</p>	<p>There must be documentation that the local lead agency has written documentation that the LEA was notified that the child will reach the age of eligibility for preschool services.</p> <p><u>Documentation</u></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• List of children who have participated in Part C that will reach the age of eligibility</li> <li>• A transition IFSP signature with a local education agency representative</li> <li>• An invitation to the LEA to attend the transition conference.</li> </ul> <p>§ 303.148(b)(1)</p>
<p><b>Early Childhood Transition Conference</b> - A conference is held for a child potentially eligible for preschool services under Part B amongst the local lead agency, local educational agency, and the family of the child.</p>	<p>There must be documentation that a transition IFSP was held.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• List of attendees</li> </ul> <p>303.148(b)(2)(i)</p>
<p><b>Timeline for Transition</b> - A conference is held for a child potentially eligible for preschool at least ninety (90) calendar days, but not prior to six (6) months before the child's third birthday.</p>	<p>There must be documentation that transition IFSP was held at least ninety (90) calendar days, but not prior to six (6) months before the child's third birthday.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IFSP</li> </ul> <p>303.148(b)(2)(i)</p>
<p><b>Future Placements</b> - The conference includes a discussion with the parents regarding future placements and other matters related to the child's transition.</p>	<p>There must be documentation that the transition IFSP Team discussed:</p> <ol style="list-style-type: none"> <li>1. The services, if any, that may be provided</li> <li>2. Which actions the service coordinator will take to initiate those services</li> <li>3. What actions the family will take in the transition process.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IFSP</li> </ul> <p>303.344(h)(2)(i)</p>
<p><b>Options Considered</b> - The Transition IFSP includes a review of the service/program options considered for the child eligible for Part B.</p>	<p>There must be documentation that at least two service/program options were considered.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IFSP</li> </ul> <p>303.148(b)(3)</p>

Standard	Documentation and Verification Criteria
<p><b>Parent Training</b> - The Transition IFSP includes information regarding training for the parents on future placements and other matters related to the child's transition.</p>	<p>There must be documentation that parent training occurred as specified by the transition IFSP. (e.g. agenda/announcement of parent training, provider service logs) in the child's record.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IFSP</li> <li>• Parent Training. For Example: <ul style="list-style-type: none"> <li>➤ Agenda/announcement of parent training</li> <li>➤ Provider service logs</li> </ul> </li> </ul> <p>303.344(h)(2)(i)</p>
<p><b>Adjustment to New Setting</b> - The Transition IFSP includes steps to help the child adjust to, and function, a new setting.</p>	<p>There must be documentation that there are steps to help the child adjust to, and function in, a new setting.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IFSP</li> </ul> <p>303.344(h)(2)(ii)</p>
<p><b>Parental Consent</b> - Parental consent is obtained prior to forwarding information to the local educational agency.</p>	<p>There must be documentation that there is a signed Authorization to Release Information form that includes the local educational agency.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of Release of Information form</li> </ul> <p>303.344(h)(2)(iii)</p>
<p><b>Transmittal of Records</b> - Copies of the evaluation/assessment information and copies of the IFSP are transmitted to the local educational agency.</p>	<p>There must be documentation that records were sent to the local educational agency.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of dated transmittal form or letter</li> </ul> <p>303.148(2)(i)</p>
<p><b>Placement of Child Until Preschool Program is Available</b> - If there is not a program available for the child by his or her third birthday, a plan is made for the period from the child's third birthday through the remainder of the school year.</p>	<p>There must be documentation that the IFSP Team considered two or more options for placement through the remainder of the school year.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IFSP</li> </ul> <p>303.148(b)(3)</p>

## Section IV: Least Restrictive Environment (LRE)

### A. Requirements

<p><b>Placements with Non-disabled Students</b> –There is an explanation of the extent, if any, to which the student will not participate with nondisabled children in the regular class and participates in extracurricular and other nonacademic activities to ensure to the maximum extent appropriate, the student is educated and participates with other children with disabilities and nondisabled children.</p>	<p>The IEP Team must document the extent to which the student will not participate with nondisabled students.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Written Policy</li> </ul> <p>§ 300.114(a)(2)(i)</p>
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## Standard

## Documentation and Verification Criteria

### Section IV: Least Restrictive Environment (LRE)

#### B. Continuum of Alternative Placements

##### **Continuum of Alternative Placements**

– A continuum of alternative placements is available to meet the needs of children with disabilities for special educational and related services. The continuum must:

1. Include:
  - a. Instruction in regular classes;
  - b. Special classes or special instruction in general education classes;
  - c. Special classes or special schools;
  - d. Home instruction;
  - e. Instruction in hospitals and institutions;
  - f. Resource rooms; or
  - g. Itinerant instruction with general education class placements; and
2. Make provision for supplementary services, such as resource room or itinerant instruction to be provided in conjunction with regular class placement.

There is documentation that the public agency provides a continuum of alternative placements.

##### Documentation

Examples:

- A description of available programs
- IEPs for students indicating various placements
- The ISD plan

§ 300.115  
R 340.1722(1)

### Section IV: Least Restrictive Environment (LRE)

#### C. Placement

##### **Determination of Educational Placement**

– Placement decisions are made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

There must be documentation that placement decisions were made by a group of knowledgeable persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

##### Documentation

- The IEP
- Examples:
  - Sign-in page from IEP
  - List of IEP attendees

§ 300.116(a)(1)  
R 340.1722a(1)

Standard	Documentation and Verification Criteria
<p><b>Placement Determined at Least Annually</b> – The student’s placement is determined at least annually.</p>	<p>There must be documentation that the IEP Team determined the student’s placement not less than annually. The periodic review must be held no later than one year from the date of the completion of the previous IEP (date of offer of FAPE).</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The current IEP</li> <li>• The IEP before the current IEP</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• The dates must reflect not more than one year from the previous IEP to the current IEP</li> </ul> <p>§ 300.116(b)(1)</p>
<p><b>Placement Based on IEP</b> – The student’s placement must be based on the IEP.</p>	<p>There must be documentation that the student’s placement is based on the IEP.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ The student’s (daily, weekly, monthly) special education program and/or service schedule</li> <li>➤ The offer of FAPE (Notice)</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• A comparison of the student’s current placement with the IEP and Notice.</li> </ul> <p>§ 300.116(b)(2) R 340.1722a(4)</p>
<p><b>Placement Close to Home</b> - The student is placed as close as possible to the student’s home.</p>	<p>There must be documentation that the public agency placed the student as close as possible to the student’s home.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ The offer of FAPE (Notice) (options considered but not selected)</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Comparison of student home school and school of attendance</li> <li>• Interview with staff regarding placement policies</li> </ul> <p>§ 300.116(b)(3)</p>
<p><b>Placement in Neighborhood School</b> – Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.</p>	<p>There must be documentation the public agency placed the student in a neighborhood school, unless the IEP requires some other arrangement.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ The offer of FAPE (Notice) (options considered but not selected)</li> </ul> <p><u>Verification</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Comparison of student home school and school of attendance</li> <li>➤ Interview with staff regarding placement policies</li> </ul> <p>§ 300.116(c)</p>

Standard	Documentation and Verification Criteria
<p><b>Potential Harmful Effects</b> - In selecting the LRE placement for the student, any potential harmful effects to the student or the quality of service which he/she needs is considered.</p>	<p>The IEP Team must document that it considered any potential harmful effects to the student or the quality of services which he/she needs when selecting the LRE for the student.</p> <p><u>Documentation</u>  <u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ The offer of FAPE (notice) (options considered but not selected)</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Interview with staff regarding placement policies</li> </ul> <p>§300.116(d)</p>
<p><b>Removal from General Education</b> - A student with a disability is not removed from education in age-appropriate general education programs solely because of needed modification in the general curriculum.</p>	<p>The IEP Team must document that the student is not removed from education in age-appropriate general education programs solely because of needed modification in the general curriculum.</p> <p><u>Documentation</u>  <u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ The IEP</li> <li>➤ The offer of FAPE (notice) (options considered but not selected)</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Interview with staff regarding placement policies</li> </ul> <p>§ 300.116(e)</p>
<p><b>Section V: IEP Implementation</b>  <b>A. General - Instructional</b></p>	
<p><b>IEP in Effect</b> - At the beginning of each school year, each public agency must have an IEP in effect for each student with a disability within its jurisdiction.</p>	<p>There must be documentation that each student has an IEP in effect at the beginning of the school year.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Date that indicates an IEP was in effect at the beginning of the school year unless it is an initial IEP after the start of the school year.</li> </ul> <p>§ 300.323(a)</p>
<p><b>Provision of Services</b> - As soon as possible (but not later than 15 school days after the parent has been notified) following development of the IEP, special education and related services are made available to the student in accordance with the student's IEP.</p>	<p>There must be documentation that special education and related services are made available to the student according to the IEP, as soon as possible, but not later than 15 school days after the parent is notified.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• <u>The IEP</u></li> <li>• Documentation of Service. For Example: <ul style="list-style-type: none"> <li>➤ The student's (daily, weekly, monthly) schedule(s)</li> <li>➤ Log of provider</li> </ul> </li> </ul> <p>§ 300.323(c)</p>

Standard	Documentation and Verification Criteria
<p><b>IEP Responsibility</b> - Each teacher and provider responsible for the implementation of the IEP is informed of:</p> <ol style="list-style-type: none"> <li>1. His or her specific Responsibilities related to implementing the student's IEP;</li> <li>2. The specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.</li> </ol>	<p>The public agency must have procedures in place which describe how each staff member responsible for the implementation of the IEP is informed of their specific responsibilities, and the specific accommodations, modifications and supports that must be provided to the student.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of written procedures</li> </ul> <p>§ 300.323(d)(2)</p>
<p><b>IEP Implementation: Programs and Services</b> – A student with a disability receives special education programs and services, in accordance with the IEP, to include:</p> <ol style="list-style-type: none"> <li>1. The frequency of the programs and services;</li> <li>2. The location of the programs and services; and</li> <li>3. The duration of the programs and services.</li> </ol>	<p>There must be documentation that the programs and services are provided as specified in the IEP Team report.</p> <p>Note: Days and hours offered for all elementary and secondary school programs shall not be less than those required in § 380.1284, § 380.1284a, § 380.1284b of the <u>Michigan School Code</u>. The IEP team may determine that a program that is less than a full school day is appropriate for an individual student, but must be sufficient to address all the needs, goals and objectives as stipulated in the student's IEP, and provide core curriculum so that the student may progress in the general education curriculum.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Documentation of Service. For Example: <ul style="list-style-type: none"> <li>➤ The student's (daily, weekly, monthly) schedule(s)</li> <li>➤ Log of provider</li> <li>➤ Teacher schedule</li> <li>➤ Attendance record</li> </ul> </li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Interview with staff</li> </ul> <p>§ 300.320(a)(4)  § 300.320(a)(7)  R 340.1722a(4)</p>

Standard	Documentation and Verification Criteria
<p><b>IEP Implementation: Supplementary Aids and Services</b> – A student with a disability receives special education supplementary aides and services in accordance with the IEP, to include:</p> <ol style="list-style-type: none"> <li>1. The frequency of the supplementary aids and services;</li> <li>2. The location of the supplementary aids and services; and</li> <li>3. The duration of the supplementary aids and services.</li> </ol>	<p>There must be documentation that the student receives all the supplementary aids and services, program modifications and accommodations and supports specified by the IEP Team report.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Staff documentation. For Example: <ul style="list-style-type: none"> <li>➤ Lesson plans</li> <li>➤ Logs or records of teachers and service providers</li> <li>➤ Teacher grade books</li> <li>➤ Staff Interviews</li> </ul> </li> </ul> <p>§ 300.320(a)(4)  § 300.320(a)(7)  R 340.1722a(4)</p>
<p><b>IEP Implementation: Instruction</b> – Annual goals are being achieved, including monitoring progress, and making needed adjustments.</p>	<p>There must be documentation that progress is consistent with annual goals and STO as specified in the IEP Team report.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Progress reports</li> <li>• Staff documentation. For Example: <ul style="list-style-type: none"> <li>➤ Lesson plans</li> <li>➤ Logs or records of service providers</li> <li>➤ Student work assignments and student portfolios</li> </ul> </li> </ul> <p>§ 300.320(a)(2)(i)  § 300.324(b)(1)</p>
<p><b>IEP Implementation: Assessment Accommodations</b> – Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district wide assessments are provided.</p>	<p>There must be documentation that the student was provided with the accommodations as specified in the IEP Team report.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Public agency documentation. For example: <ul style="list-style-type: none"> <li>➤ Provider interview</li> <li>➤ Bureau of Assessment and Accountability website</li> </ul> </li> </ul> <p>§ 300.320(a)(6)(i)</p>
<p><b>IEP Implementation: Assessments</b> – The student takes the alternate assessment instead of a particular regular State or district wide assessment of student achievement indicated in the IEP.</p>	<p>There must be documentation that the student participated in State and district wide assessments as specified in the IEP.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Public agency documentation. For example: <ul style="list-style-type: none"> <li>➤ Provider interview</li> <li>➤ Building testing schedule with student names and proctor assignment</li> <li>➤ Bureau of Assessment and Accountability website</li> </ul> </li> </ul> <p>§ 300.320(a)(6)(ii)</p>

Standard	Documentation and Verification Criteria
<p><b>IEP Implementation: Transition Services</b> – A student with a disability receives transition services needed to assist the student in reaching post-secondary goals pursuant to the IEP Team report.</p>	<p>There must be documentation that post-secondary transition services were implemented as specified by the IEP Team report.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Staff documentation. For Example: <ul style="list-style-type: none"> <li>➤ Lesson plans</li> <li>➤ Logs or records of service providers</li> <li>➤ Student work assignments and student portfolios</li> <li>➤ The student’s (daily, weekly, monthly) schedule</li> </ul> </li> </ul> <p>§ 300.320(b)</p>
<p><b>Individual Needs</b> - The instructional program focuses on the individual needs as determined by the IEP Team.</p>	<p>There must be periods of scheduled instructional activities that directly relate to the individual needs of the student identified in the present level of performance and to the annual goals and STOs authorized by the IEP Team.</p> <p><u>Documentation:</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Examples <ul style="list-style-type: none"> <li>➤ The instructional schedule</li> <li>➤ Lesson plans</li> <li>➤ Interview with the provider</li> </ul> </li> </ul> <p>§300.320(a)(2)</p>
<p><b>Accessibility of IEP</b> - The student’s IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation.</p>	<p>The public agency must have procedures in place which describe how the IEP is made accessible to each staff responsible for its implementation.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of written procedures</li> </ul> <p>§ 300.323(d)(1)</p>
<p><b>Progress Report</b> – There is a description of when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.</p>	<p>There must be documentation that the parents were provided with the periodic reports on student progress toward the IEP annual goal(s).</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Copies of progress reports</li> </ul> <p>§300.320(a)(3)(ii)</p>

Standard	Documentation and Verification Criteria
<b>Section V: IEP Implementation</b> <b>B. General – Non-Instructional</b>	
<p><b>Special Education Classroom Size</b> - Special education classrooms have the same following conditions as general education classrooms in the school district:</p> <ol style="list-style-type: none"> <li>1. Average number of square feet per student,</li> <li>2. Light, ventilation and heat conditions.</li> </ol>	<p>There must be documentation that special education classrooms have the same physical conditions listed as general education classrooms in the school district.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Visual inspection</li> <li>➤ Actual room measurement</li> <li>➤ Site plan, building blueprint, building diagram</li> <li>➤ Interview with staff</li> </ul> <p>R 340.1733(a)</p>
<p><b>Special Education Classroom Location Elementary Building</b> – The age span for students who are assigned to special education programs, except for programs for students with severe cognitive impairment and severe multiple impairments, operated in elementary buildings attended by children who are nondisabled, shall not exceed, at any 1 time, a 6-year age span or the age span of the students who are nondisabled in the building, whichever is less.</p>	<p>There must be documentation that the elementary building in which a special education classroom is housed has students shall not exceed, at any 1 time, a 6-year age span or the age span of the students who are nondisabled in the building, whichever is less.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Observation of building make-up</li> <li>➤ Written description of building grade levels on the district website</li> <li>➤ ISD plan, if relevant</li> </ul> <p><u>Verification</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Class list with birthdates</li> <li>➤ Student birthdates</li> </ul> <p>R 340.1733(d)</p>
<p><b>Special Education Classroom Location Secondary Building</b> - The age span for students who are assigned to special education programs, except for programs for students with severe cognitive impairment and severe multiple impairments, operated in secondary buildings attended by students who are nondisabled, shall not exceed, at any 1 time, the age span of the students who are nondisabled in the building, except in high school buildings where students up to 26 years of age may be served. The term "nondisabled" shall not include persons participating in adult education programs.</p>	<p>There must be documentation that the secondary building in which a special education classroom is housed has students shall not exceed, at any 1 time, the age span of the students who are nondisabled in the building, except in high school buildings where students up to 26 years of age may be served.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Observation of building make-up</li> <li>➤ Written description of building grade levels on the district website</li> <li>➤ ISD plan</li> </ul> <p><u>Verification</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Class list with birthdates</li> <li>➤ Student birthdates</li> </ul> <p>R 340.1733(e)</p>

Standard	Documentation and Verification Criteria
<p><b>Age Range for Programs for Students with Severe Cognitive Impairment (SCI) and Severe multiple Impairments (SXI)</b> - The age range discrepancy shall not exceed six (6) years for students in programs for the severely cognitively impaired and in programs for the severely multiply impaired under age sixteen (16) at any one time.</p>	<p>There must be documentation that the age range does not exceed six (6) years for students in programs for students with a severe cognitive impairment and in programs for students with severe multiple impairments under age sixteen (16).</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ Observation of building make-up</li> <li>➤ Written description of building grade levels on the district website</li> <li>➤ ISD plan</li> </ul> <p><u>Verification</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ Class list with birthdates</li> <li>➤ Student birthdates</li> </ul> <p>R 340.1733(b)</p>
<p><b>Age Range for Special Education Programs in Separate Facilities-</b> The age range for all other special education programs which have students less than 16 years of age, and which are operated in separate facilities, shall not exceed a four year age span at any one time.</p>	<p>There must be documentation that in special education programs housed in a separate facility, the age range does not exceed four (4) years for students under age sixteen (16), except for SCI or SXI programs.</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ Observation of building make-up</li> <li>➤ Written description of building grade levels on the district website</li> <li>➤ ISD plan</li> </ul> <p><u>Verification</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ Class list with birthdates</li> <li>➤ Student birthdates</li> </ul> <p>R 340.1733(c)</p>
<p><b>Supplies and Equipment -</b> Evidence that supplies and equipment shall at least be equal to those provided to other students in general education programs in addition to those supplies and equipment necessary to meet the student's individualized education program.</p>	<p>There must be documentation that adequate supplies and equipment are available to meet the student's individualized education program and at least equal to those provided to other students in general education programs by reviewing the IEP Team report and interviewing the provider.</p> <p><u>Documentation</u> Examples:</p> <ul style="list-style-type: none"> <li>➤ Interview with staff</li> <li>➤ Observation of classroom supplies and equipment</li> <li>➤ The IEP</li> </ul> <p>R 340.1733(g)</p>

Standard	Documentation and Verification Criteria
<p><b>Substitute Aides</b> - Evidence that substitute instructional aides are provided when the assigned instructional (R 340.1738-40,340.1748) or teacher's (R 340.1730-40) aide is absent.</p>	<p>There must be documentation that the district obtains substitute instructional aides when the regular instructional aides are absent from programs for students with cognitive impairment(s) (R 340.1738-40, 340.1748).</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Interview with staff</li> <li>➤ District substitute records</li> <li>➤ Written policies or procedures related to substitute aides</li> </ul> <p>R 340.1733(j)</p>
<p><b>Supplementary aids and Services: Extra Curricular and Non-academic settings</b> – A student with a disability receives special education supplementary aids and services in accordance with the IEP to participate in extracurricular and other nonacademic activities, to include:</p> <ol style="list-style-type: none"> <li>1. The frequency of the supplementary aids and services;</li> <li>2. The location of the supplementary aids and services; and</li> <li>3. The duration of the supplementary aids and services.</li> </ol>	<p>There must be documentation that the student receives all the supplementary aids and services, program modifications and accommodations and supports IEP to participate in extracurricular and other nonacademic activities specified by the IEP Team report.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Staff documentation. For Example: <ul style="list-style-type: none"> <li>➤ Logs or records of teachers and service providers</li> <li>➤ Staff Interviews</li> </ul> </li> </ul> <p>§ 300.320(a)(4)(2)  § 300.320(a)(7)  R 340.1722a(4)</p>
<p><b>Section V: IEP Implementation</b>  <b>C. General - Staffing</b></p>	
<p><b>Full Time Caseload</b> –</p> <ol style="list-style-type: none"> <li>1. For full time staff, follow the individual rule for program or service requirements for staffing ratios and caseloads.</li> <li>2. For a part-time special education teacher, the caseload is the same as for a full-time teacher.</li> </ol>	<p>There must be documentation that the caseload:</p> <ol style="list-style-type: none"> <li>1. For full time staff, follow individual rule for program or service requirements for staffing ratios and caseloads.</li> <li>2. For a part-time special education teacher, the caseload is the same as for a full-time teacher for program or service requirements for staffing ratios and caseloads</li> </ol> <p><b>Documentation:</b></p> <ul style="list-style-type: none"> <li>• Staff schedule</li> <li>• Caseload list</li> <li>• ISD plan, waivers and deviations, if appropriate</li> </ul> <p>R 340.1738 through 340.1758</p>

Standard	Documentation and Verification Criteria
<p><b>Prorated Caseload –</b></p> <ol style="list-style-type: none"> <li>For staff who work part time in two districts, follow the individual rule for program or service requirements for staffing ratios and caseloads. The caseload is prorated for the amount of time in each district program.</li> <li>For part-time staff who provide instructional services (e.g., teacher consultant, teacher of the speech and language impaired, teacher of the homebound/hospitalized) follow the individual rule for program or service requirements for staffing ratios and caseloads. The caseload is prorated for the amount of time worked.</li> </ol>	<p>There must be documentation that the caseload:</p> <ol style="list-style-type: none"> <li>For staff who work part time in two districts, follow the individual rule for program or service requirements for staffing ratios and caseloads. The caseload is prorated for the amount of time in each district program.</li> <li>For part-time staff who provide instructional services (e.g., teacher consultant, teacher of the speech and language impaired, teacher of the homebound/hospitalized) follow the individual rule for program or service requirements for staffing ratios and caseloads. The caseload is prorated for the amount of time worked.</li> </ol> <p><b>Documentation:</b></p> <ul style="list-style-type: none"> <li>Staff schedule</li> <li>Caseload list</li> <li>ISD plan, waivers and deviations, if appropriate</li> </ul> <p>340.1738 through 340.1758</p>
<p><b>Split Assignment -</b></p> <ol style="list-style-type: none"> <li>For staff split between two special education programs, follow the individual rule for program or service requirements for staffing ratios and caseloads. The teacher’s maximum caseload is the greatest maximum of the two maximum caseloads in rule for the programs involved. The maximum number of students served in each portion of the assignment may not exceed the maximum by rule for each type of program (An approved ISD Plan may indicate exceptions).</li> <li>For staff split between special education and general education, follow the individual rule for program or service requirements for staffing ratios and caseloads. The special education caseload is prorated based on</li> </ol>	<p>There must be documentation that the caseload:</p> <ol style="list-style-type: none"> <li>For staff split between two special education programs, follow the individual rule for program or service requirements for staffing ratios and caseloads. The teacher’s maximum caseload is the greatest maximum of the two maximum caseloads in rule for the programs involved. The maximum number of students served in each portion of the assignment may not exceed the maximum by rule for each type of program (An approved ISD Plan may indicate exceptions).</li> <li>For staff split between special education and general education, follow the individual rule for program or service requirements for staffing ratios and caseloads. The special education caseload is prorated based on the special education assignment for program or service requirements for staffing ratios and caseloads.</li> </ol> <p><b>Documentation:</b></p> <ul style="list-style-type: none"> <li>Staff schedule</li> <li>Caseload list</li> <li>ISD plan, waivers and deviations, if appropriate</li> </ul>

Standard	Documentation and Verification Criteria
<p>the special education assignment for program or service requirements for staffing ratios and caseloads.</p>	<p>R 340.1738 through 340.1758</p>
<p><b>Section VI: Programs for Students with Disabilities</b>  <b>A. Classroom Programs</b>  <b>1. Severe Cognitive Impairment (SCI)</b></p>	
<p><b>Staffing Ratio</b> – The staffing ratio consists of at least one (1) teacher and two (2) instructional aides for a maximum of twelve (12) students. The maximum number of students may be extended to fifteen (15) if an additional instructional aide is assigned with the placement of the thirteenth (13) students.</p>	<p>There must be documentation that there is one teacher and two instructional aides for up to twelve students, and one additional instructional aide for thirteen to fifteen students, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1738(a)</p>
<p><b>Staffing Ratio Minimum</b> - The staffing ratio consists of at least one (1) full-time teacher and one (1) full-time aide.</p>	<p>There must be documentation that there is a minimum of at least one (1) teacher and one (1) instructional aide, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1738(a)</p>
<p><b>School Year</b> – An SCI program shall consist of either:</p> <ol style="list-style-type: none"> <li>1. A minimum of 200 days and 1,150 clock hours of instruction, or</li> <li>2. A minimum of 1,150 hours of instruction with no breaks greater than two weeks.</li> </ol>	<p>There must be documentation that students receive instructional hours based on either of the two options as indicated in the ISD Plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The school calendar</li> <li>• ISD Plan</li> </ul> <p>R 340.1738(b)</p>
<p><b>Teacher Responsibility</b> - The teacher is responsible for the instructional program and coordinates activities of aides and supportive professional personnel.</p>	<p>There must be documentation that the teacher is responsible for the instructional program and coordinates activities of aides and supportive professional personnel.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• The daily schedule</li> <li>• Lesson plans.</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1738(e)</p>

Standard	Documentation and Verification Criteria
<p><b>Instructional Aides</b> - The activities of instructional aides are under supervision of a special education teacher and assist in the student's daily training program.</p>	<p>There must be documentation that the activities of instructional aides are under supervision of a special education teacher.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ The classroom daily schedule</li> <li>➤ Lesson plans</li> <li>➤ Building staff assignments</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1738(f)</p>
<p><b>Registered Nurse</b> - A registered nurse is reasonably available.</p>	<p>There must be documentation that a registered nurse is reasonably available.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Nurse's schedule and location</li> <li>➤ Copy of procedures for obtaining nursing services</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1738(h)</p>
<p>Section VI: Programs for Students with Disabilities  A. Classroom Programs  2. Moderate Cognitive Impairment (MoCI)</p>	
<p><b>Staffing Ratio</b> - The staffing ratio shall consist of one teacher and one aide for a maximum of fifteen (15) students.</p>	<p>There must be documentation that there is one teacher and one instructional aide for a maximum of fifteen (15) students, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1739(a)</p>
<p><b>Staffing Ratio Maximum</b> - The staffing ratio shall consist of one lead teacher with a maximum of three (3) instructional aides for a maximum of thirty (30) students, with no more than ten (10) students assigned to each aide.</p>	<p>There must be documentation that there is one lead teacher with a maximum of three (3) instructional aides for a maximum of thirty (30) students, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1739(b)</p>

Standard	Documentation and Verification Criteria
<p><b>Aide Staffing Ratio</b> - No more than ten (10) students are assigned to each aide.</p>	<p>There must be documentation that there is a staffing ratio of no more than ten (10) students assigned to each aide, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1739(b)</p>
<p>Section VI: Programs for Students with Disabilities  A. Classroom Program  3. Mild Cognitive Impairment (MiCI)</p>	
<p><b>Staffing Ratio (Elementary)</b>- No more than fifteen (15) different students are assigned to a teacher.</p>	<p>There must be documentation that there are no more than fifteen (15) different students assigned to each teacher, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1740(a)</p>
<p><b>Instructional Aides (Elementary)</b>  - An aide is assigned to the program with twelve (12) or more students at a time.</p>	<p>There must be documentation that an aide is present when there are twelve (12) or more students in the room, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1740(a)</p>
<p><b>Staffing Ratio (Secondary)</b> - No more than fifteen (15) different students are assigned to a teacher and no more than fifteen (15) students are in the room at one time.</p>	<p>There must be documentation that there are no more than fifteen (15) different students assigned to each teacher and no more that fifteen (15) students in the room at one time, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1740(b)</p>

**Standard****Documentation and Verification Criteria****Section VI: Programs for Students with Disabilities****A. Classroom Programs****4. Emotional Impairment**

**Staffing Ratio** - No more than ten (10) students are in the classroom at one time.

There must be documentation that there are no more than ten (10) students in the classroom at one time, unless there is an approved deviation, waiver or modification to the ISD plan.

Documentation

- Class list
- If appropriate:
  - ISD Plan
  - Deviation
  - Waiver

R 340.1741

**Teacher Caseload** - The teacher shall be responsible for the educational programming for not more than fifteen (15) different students.

There must be documentation that the teacher shall be responsible for the educational programming for not more than fifteen (15) different students, unless there is an approved deviation, waiver or modification to the ISD plan.

Documentation

- Class list
- Teacher caseload
- If appropriate:
  - ISD Plan
  - Deviation
  - Waiver

R 340.1741

**Section VI: Programs for Students with Disabilities****A. Classroom Programs****5. Hearing Impairment (HI)**

**Staffing Ratio** - No more than seven (7) students are assigned to the HI class.

There must be documentation that there are no more than seven (7) students assigned to the class, unless there is an approved deviation, waiver or modification to the ISD plan.

Documentation

- Class list
- If appropriate:
  - ISD Plan
  - Deviation
  - Waiver

R 340.1742(a)

**Amplification Devices** - Group amplification devices are provided when deemed necessary by the IEP Team.

There must be documentation that group amplification devices were provided if the IEP determined that group amplification was necessary

Documentation

- The IEP
- Observation of amplification devices

Verification

- Staff interviews

R 340.1742(b)

Standard	Documentation and Verification Criteria
<p><b>Amplification Devices</b>  <b>Functionality</b> -The agency ensures amplification devices worn by students are functioning properly.</p>	<p>There must be documentation that the devices worn by students are functioning properly</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Observation of amplification devices</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1742(b)</p>
<p>Section VI: Programs for Students with Disabilities  A .Classroom Programs  6. Visual Impairment</p>	
<p><b>Staffing Ratio</b> - No more than the equivalent of eight (8) full-time students and one (1) teacher in the classroom.</p>	<p>There must be documentation that there is no more than the equivalent of eight (8) full-time students, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1743</p>
<p><b>Caseload</b> - The teacher is responsible for the educational programming of no more than ten (10) different students.</p>	<p>There must be documentation that there are no more than ten (10) different students on the teacher's caseload, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1743</p>
<p><b>Low Vision Aides</b> - Evidence that low vision aids (excluding prescription eye glasses) are available and functioning properly.</p>	<p>There must be documentation that low vision aids are available and functioning.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Observation of low vision aids</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1743</p>

**Standard****Documentation and Verification Criteria****Section VI: Programs for Students with Disabilities****A. Classroom Programs****7. Physical Impairment or Other Health Impairment**

**Staffing Ratio** - No more than ten (10) students are in the classroom at one time.

There must be documentation that there are no more than ten (10) different students, unless there is an approved deviation, waiver or modification to the ISD plan.

Documentation

- Class list
- If appropriate:
  - ISD Plan
  - Deviation
  - Waiver

R 340.1744(1)

**Caseload** - The teacher is responsible for not more than fifteen (15) different students.

There must be documentation that there are no more than fifteen (15) different students on the teacher's caseload, unless there is an approved deviation, waiver or modification to the ISD plan.

Documentation

- Class list
- If appropriate:
  - ISD Plan
  - Deviation
  - Waiver

R 340.1744(1)

**Classroom Size** - There is sixty (60) square feet of floor space per person.

There must be documentation that there is at least sixty (60) square feet of floor space per person, unless there is an approved deviation, waiver or modification to the ISD plan.

Documentation

Examples:

- Actual room measurement
- Site plan, building blueprint, building diagram
- If appropriate:
  - ISD Plan
  - Deviation
  - Waiver

R 340.1744(2)

Standard	Documentation and Verification Criteria
Section VI: Programs for Students with Disabilities	
A. Classroom Programs	
8. Specific Learning Disabilities	
<p><b>Staffing Ratio</b> - No more than ten (10) students are in the classroom at the same time.</p>	<p>There must be documentation that there are no more than ten (10) students, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1747</p>
<p><b>Caseload</b> - The teacher shall be responsible for the educational programming of no more than fifteen (15) students.</p>	<p>There must be documentation that there are no more than fifteen (15) students on the teacher's caseload, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1747</p>
Section VI: Programs for Students with Disabilities	
A. Classroom Programs	
9. Severe Multiple Impairments (SXI)	
<p><b>Staffing Ratio</b> - The staff ratio consists of one (1) teacher and two (2) instructional aides for a maximum of nine (9) students.</p>	<p>There must be documentation that for a maximum of nine (9) there is a staffing ratio of at least one (1) teacher and two (2) instructional aides, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1748(1)</p>
<p><b>Staffing Ratio Minimum</b> - The staffing ratio consists of at least one (1) full-time teacher and one (1) full-time aide.</p>	<p>There must be documentation that there is a minimum of at least one (1) teacher and one (1) instructional aide, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1748(1)</p>

Standard	Documentation and Verification Criteria
<p><b>School Year</b> – An SXI program shall consist of either:</p> <ol style="list-style-type: none"> <li>1. A minimum of 200 days and 1,150 clock hours of instruction, or</li> <li>2. A minimum of 1,150 hours of instruction with no breaks greater than two weeks.</li> </ol>	<p>There must be documentation that students receive instructional hours based on either of the two options as indicated in the ISD Plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The school/program calendar</li> <li>• The ISD Plan</li> </ul> <p>R 340.1748(2)</p>
<p><b>Registered Nurse</b> - A registered nurse is reasonably available.</p>	<p>There must be documentation that a registered nurse is reasonably available.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Nurse’s schedule and location</li> <li>➤ Copy of procedures for obtaining nursing services</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff Interviews</li> </ul> <p>R 340.1748(f5)</p>
<p><b>Section VI: Programs for Students with Disabilities</b>  <b>A. Classroom Programs</b>  <b>10. Early Childhood Special Education (ECSE)</b></p>	
<p><b>Teacher Approval</b> - An approved ECSE teacher be provided to young children with disabilities or developmental delay, two and one-half (2-1/2) through five (5) years of age, based upon the child’s individual needs as specified by the IEP Team</p>	<p>There must be documentation that there is an approved ECSE teacher in the classroom.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Class list with birthdates</li> <li>• Copy of teacher approval</li> </ul> <p>R 340.1754(a)</p>
<p><b>Age Range</b> - ECSE program provides services to young children with disabilities or developmental delay, two and one-half through five years of age.</p>	<p>There must be documentation that the birth dates of students enrolled in the ECSE program range from two and a half (2 1/2) through five (5) years of age. ECSE programs may include students under two and a half (2 1/2) years of age as specified by the individualized education program team.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Class list with birthdates</li> </ul> <p>R 340.1754(a)</p>
<p><b>School Year</b> – ECSE classrooms have a minimum of three hundred sixty (360) clock hours and a minimum of one hundred forty-four (144) days of instruction.</p>	<p>There must be documentation that the ECSE programs provide three hundred sixty (360) clock hours of instruction.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• School calendar</li> <li>• Class schedule</li> </ul> <p>R 340.1754(b)</p>

Standard	Documentation and Verification Criteria
<p><b>Staffing Ratio</b> - No more than twelve (12) students for one teacher and one (1) aide at any one time.</p>	<p>There must be documentation that for a maximum of twelve (12) students there is a staffing ratio of at least one (1) teacher and one (1) aide, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1754(c)</p>
<p><b>Caseload</b> - No more than twenty-four (24) different students on the caseload.</p>	<p>There must be documentation that there are no more than twenty-four (24) different students on the teacher’s caseload, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1754(c)</p>
<p><b>Parent Participation</b> - The program has parent participation and education components</p>	<p>There must be documentation that the program has parent participation and education components.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Program description</li> <li>➤ Copies of program agendas, announcements, invitations</li> </ul> <p>R 340.1754(d)</p>
<p>Section VI: Programs for Students with Disabilities  A. Classroom Programs  11. Severe Language Impairment (SLI)</p>	
<p><b>Age and Grade Restriction</b> - Programs for students with severe language impairment serve only young children with disabilities or developmental delay or elementary students with severe language impairment.</p>	<p>There must be documentation that only students with severe language impairment who are young children with disabilities or developmental delay or elementary students with severe language impairment are included in the program.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list with eligibility</li> <li>• Student birthdates</li> <li>• Grade levels</li> </ul> <p>R 340.1756(1)(a)</p>

Standard	Documentation and Verification Criteria
<p><b>Staffing Ratio</b> - No more than ten (10) students in the classroom at any one time.</p>	<p>There must be documentation that there are no more than ten (10) students at any one time, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1756(1)(b)</p>
<p><b>Caseload</b> - No more than fifteen (15) different students on the caseload.</p>	<p>There must be documentation that the caseload does not exceed fifteen (15) students, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Caseload list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1756(1)(b)</p>
<p>Section VI: Programs for Students with Disabilities  A. Classroom Programs  12. Autism Spectrum Disorder (ASD)</p>	
<p><b>Staffing Ratio</b> - No more than five (5) students assigned to a teacher in a program with one classroom, or evidence that the average staffing ratio does not exceed five (5) students to one teacher and one aide if the program contains more than one classroom.</p>	<p>There must be documentation that the number of classrooms and the assignments of the aide to verify that the programs for students with autism has one of the following, unless there is an approved deviation, waiver or modification to the ISD plan:</p> <ol style="list-style-type: none"> <li>1. Not more than five (5) students assigned to a teacher in a program with one classroom, or</li> <li>2. The average staffing ratio does not exceed five (5) students to one teacher and one aide if the program contains more than one classroom.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class lists</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1758(1)(a)</p>

Standard	Documentation and Verification Criteria
<p><b>Aides</b> - A classroom with three (3) or more students has an aide.</p>	<p>There must be documentation that there is an aide for programs for students with autism when there are three (3) or more students in a classroom, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class lists</li> <li>• Staff list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1758(1)(a)</p>
<p><b>Intermediate School District Plan (ISD)</b> – The program meets the specifications set in the intermediate school district plan.</p>	<p>There is documentation that the program meets the requirements of the program described in the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of the ISD Plan</li> <li>• A copy of the district program description</li> <li>• Class lists</li> </ul> <p>R 340.1758(1)(b)</p>
<p><b>Section VI: Programs for Students with Disabilities</b>  <b>B. Resource Programs</b>  <b>1. Elementary Level</b></p>	
<p><b>Teacher Qualification</b> - The provider is a special education teacher.</p>	<p>There must be documentation that the elementary resource room teacher is a special education teacher.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>➤ Copy of certification</li> <li>➤ Letter of approval if no special education endorsement</li> </ul> <p>R 340.1749a(1)</p>
<p><b>Staffing Ratio</b> No more than ten (10) students are in the classroom at one time.</p>	<p>There must be documentation that there are no more than ten (10) students in the elementary resource program at one time, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class lists</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1749a(2)</p>

Standard	Documentation and Verification Criteria
<p><b>Caseload</b> - Not more than eighteen (18) different students.</p>	<p>There must be documentation that there are no more than eighteen (18) different students on the caseload, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Teacher caseload</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➢ ISD Plan</li> <li>➢ Deviation</li> <li>➢ Waiver</li> </ul> </li> </ul> <p>R 340.1749a(2)</p>
<p><b>Role</b> - The resource room teacher does either or both of the following:</p> <ol style="list-style-type: none"> <li>1. Provides direct instruction or</li> <li>2. Provides support to the student's general education classroom teacher(s).</li> </ol>	<p>There must be documentation that the teacher provides either or both of the functions listed.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Daily class schedule</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1749a(2)(a-b)</p>
<p><b>Allocation of Time</b> – Time has been allocated to the resource teacher to provide support to general education classroom teachers to whom special education students on the elementary resource program teacher's caseload have been assigned.</p>	<p>There must be documentation that time has been allocated to the resource program teacher to provide support to the general education teacher.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Daily class schedule</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Interview with staff</li> </ul> <p>R 340.1749a(2)(b)</p>
<p><b>Evaluations</b> - The elementary resource teacher may evaluate general education students within the same building (not more than two (2) at one time), suspected of having a disability..</p>	<p>There must be documentation that the elementary resource teacher is responsible for the evaluation of no more than two (2) students concurrently, and in the same building of assignment.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Daily class schedule</li> <li>• Evaluation list</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1749a(4)</p>
<p><b>Allocation of Time</b> – Time has been allocated to the resource teacher for evaluating students</p>	<p>There must be documentation that time has been allocated to the resource program teacher for the evaluation of students.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Daily class schedule</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1749a(4)</p>

Standard	Documentation and Verification Criteria
Section VI: Programs for Students with Disabilities B. Resource Programs 2. Secondary Level	
<b>Staffing Ratio</b> No more than ten (10) students are in the classroom at one time.	There must be documentation that there are no more than ten (10) students in the secondary resource program at one time, unless there is an approved deviation, waiver or modification to the ISD plan. <u>Documentation</u> <ul style="list-style-type: none"> <li>• Class lists</li> <li>• If appropriate:               <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> R 340.1749b(2)
<b>Caseload</b> - Not more than twenty (20) different students.	There must be documentation that there are no more than twenty (20) different students on the caseload, unless there is an approved deviation, waiver or modification to the ISD plan. <u>Documentation</u> <ul style="list-style-type: none"> <li>• Caseload list</li> <li>• If appropriate:               <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> R 340.1749b(2)
<b>Role</b> - The resource room teacher does either or both of the following: <ol style="list-style-type: none"> <li>1. Provides direct instruction or</li> <li>2. Provides support to the student's general education classroom teacher(s).</li> </ol>	There must be documentation that the teacher provides either or both of the functions listed. <u>Documentation</u> <ul style="list-style-type: none"> <li>• Daily class schedule</li> </ul> <u>Verification</u> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> R 340.1749b(2)(a-b)
<b>Allocation of Time</b> – Time has been allocated to the resource teacher to provide support to general education classroom teachers to whom special education students on the resource program teacher's caseload have been assigned.	There must be documentation that time has been allocated to the resource program teacher to provide support to the general education teacher. <u>Documentation</u> <ul style="list-style-type: none"> <li>• Daily class schedule</li> </ul> <u>Verification</u> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> R 340.1749a(2)(b)
<b>Tutorial Assistance</b> - The resource teacher may not teach a class and offer tutorial assistance at the same time.	There must be documentation that the resource program teacher does not teach and tutor at the same time. <u>Documentation</u> <ul style="list-style-type: none"> <li>• Daily class schedule</li> <li>• Class lists</li> </ul> R 340.1749b(3)

Standard	Documentation and Verification Criteria
<b>Section VI: Programs for Students with Disabilities</b>	
<b>C. Departmentalization of Special Education Programs</b>	
<p><b>Schedule</b> - The teacher shall not teach more than one local educational agency (LEA) approved special education course per period.</p>	<p>There must be documentation that the teacher does not teach more than one LEA approved special education course per period.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Daily class schedule</li> </ul> <p>R 340.1749c(2)</p>
<p><b>Caseloads</b> - The total number of students served in the departmentalized program does not exceed the combined caseloads of the participating teachers.</p>	<p>There must be documentation that the total number of students served does not exceed the combined caseloads of the participating teachers.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Teacher caseloads</li> <li>• Class lists</li> </ul> <p>R 340.1749c(3)</p>
<p><b>Staffing Ratio</b> - No teacher in the departmentalized program serves more than an average of ten (10) students per class period per instructional day.</p>	<p>There must be documentation that no teacher has more than an average of ten (10) students per period, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Teacher caseloads</li> <li>• Class lists</li> </ul> <p>R 340.1749c(4)</p>
<b>Section VII: Services for Students with Disabilities</b>	
<b>A. Teacher Consultant (TC)</b>	
<p><b>Role</b> - The TC does one or more of the following:</p> <ol style="list-style-type: none"> <li>1. Provides instructional services to students enrolled in special education programs, including support to special education teacher.</li> <li>2. Provides instructional services to students enrolled in general classrooms, including support to general education teacher.</li> <li>3. Provides consultation to education personnel on behalf of students with disabilities on the TC's caseload.</li> <li>4. Acts as MET member to assist in the evaluation of educational need in students suspected of being disabled.</li> </ol>	<p>There must be documentation that the TC provides one of the services listed.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of TC schedule</li> <li>• Copy of caseload</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Staff interviews</li> </ul> <p>R 340.1749(1)(a-d)</p>

Standard	Documentation and Verification Criteria
<p><b>Grading</b> - The teacher consultant does not give grades, credit, or teach general or special education classes or course.</p>	<p>There must be documentation that the teacher consultant does not give grades, credit, or teach general or special education classes.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Interview TC</li> <li>• Copy of schedule</li> </ul> <p>R 340.1749(1)(a)(b)</p>
<p><b>Caseload</b> - The student caseload does not exceed twenty-five (25) students</p>	<p>There must be documentation that there are no more than twenty-five (25) students on the caseload. All students being served under this rule shall be counted as part of the caseload, unless there is an approved deviation, waiver or modification to the ISD plan. Teacher consultant services to resource room teachers under R 340.1749a(5) and R 340.1749b(4) are not counted as part of the caseload.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of caseload</li> </ul> <p>R 340.1749(2)</p>
<p><b>Caseload</b> - Evidence that in establishing the caseload, consideration was given to the time required for all of the following:</p> <ol style="list-style-type: none"> <li>1. Instructional services,</li> <li>2. Evaluation,</li> <li>3. Consultation,</li> <li>4. Report writing, and</li> <li>5. Travel.</li> </ol>	<p>There must be documentation that when establishing the caseload of the teacher consultant, consideration was given to the time required for the following components:</p> <ol style="list-style-type: none"> <li>1. Instructional services,</li> <li>2. Evaluation,</li> <li>3. Consultation,</li> <li>4. Report writing, and</li> <li>5. Travel.</li> </ol> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• A copy of the TC schedule</li> <li>• A copy of TC caseload</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Interview the teacher consultant and/or special education administrator</li> </ul> <p>R 340.1749(2)(a-e)</p>
<p><b>Supervisory Capacity</b> – The TC shall not serve in a supervisory or administrative role.</p>	<p>Documentation that the TC is not serving in a supervisory or administrative capacity in the school district.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Daily schedule</li> <li>• Job description</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Interview TC</li> </ul> <p>R 340.1749(3)</p>
<p><b>Section VII: Services for Students with Disabilities</b>  <b>B. Early Childhood Special Education (ECSE)</b></p>	
<p><b>Staffing</b> - Services are provided by an approved early childhood special education (ECSE) teacher or approved related services' staff.</p>	<p>There must be documentation that services are provided by an approved ECSE teacher or an approved related services' staff person.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of caseload list</li> <li>• Copy of approval</li> </ul> <p>R 340.1755(a)</p>

Standard	Documentation and Verification Criteria
<p><b>Age</b> - ECSE services are provided to student's birth through five (5) years of age as determined by the IEP Team report or the combined individualized education/family service plan, as appropriate.</p>	<p>There must be documentation that services determined by the IEP Team report or the combined individualized education/family service plan, as appropriate, are provided to students birth through five (5) years of age.</p> <p>Upon the sixth (6th) birthday, the child is no longer eligible for ECSE services. If the student is less than six years of age on the fall count day, the student may complete the school year with ECSE services. Students older than six (6) years of age on the fall count day may be placed in an ECSE program only with a deviation.</p> <p>Documentation:</p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Birthdate For example: <ul style="list-style-type: none"> <li>➢ Class lists with birthdates</li> <li>➢ List of student birthdates</li> </ul> </li> <li>• Deviation for students older than 6 years of age</li> </ul> <p>R 340.1755(a)</p>
<p><b>Supervision</b> - Approved related services' staff work under the supervision of an approved ECSE teacher.</p>	<p>There must be documentation that the approved related services' staff is working under the supervision of an approved ECSE teacher.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>➢ Copy of caseload</li> <li>➢ Dates of contact between special education teacher and related services staff</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>➢ Interview staff</li> </ul> <p>R 340.1755(a)</p>
<p><b>School Year</b> – ECSE services are provided for a minimum of two (2) hours per week, but not less than seventy-two (72) hours within one hundred eighty (180) school days.</p>	<p>There must be documentation that the students are provided a minimum of two (2) hours of services per week, for at least seventy-two (72) hours within the one hundred eighty (180) school days in appropriate early childhood community or family settings.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Weekly schedule</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➢ ISD Plan</li> <li>➢ Waiver</li> </ul> </li> </ul> <p>R 340.1755(b)</p>
<p><b>Parent Participation</b> - The early childhood special education service has parent participation and education components.</p>	<p>There must be documentation that there are parent participation and education components.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Program description</li> <li>• Copies of announcements, agenda for meetings, etc.</li> <li>• Interview staff</li> </ul> <p>R 340.1755(c)</p>

Standard	Documentation and Verification Criteria
<b>Section VIII: Other Educational Services for Students with Disabilities</b>	
<b>A. Juvenile Detention Facility</b>	
<p><b>Initiation of Program</b> - Programs shall be initiated within five (5) calendar days after admission.</p>	<p>There must be documentation that the program in the juvenile detention facility was initiated within five (5) calendar days after admission.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of admission record or school enrollment record</li> <li>• Copy of student schedule or class lists with date of entrance into program</li> </ul> <p>R 340.1757(a)</p>
<p><b>Suspected Disability</b> – The procedures for an initial evaluation must be followed for a student suspected of having a disability placed in a juvenile detention facility.</p>	<p>There must be documentation that for a student placed in the facility with a suspected disability, all procedures for an initial evaluation were followed if it is determined that the student was not previously eligible as a student with a disability.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the initial notice</li> <li>• Copy of consent for initial evaluation</li> <li>• Copy of MET report</li> <li>• Copy if initial IEP and Notice</li> <li>• Copy of consent for initial provision of services, if eligible</li> </ul> <p>R 340.1757(a)</p>
<p><b>Notification of Superintendent</b> - Notification of educational placement shall be sent to the superintendent of the district of residence within five (5) school days after the date of entry of the student into the educational program in a juvenile detention facility.</p>	<p>There must be documentation that the resident district superintendent was notified within five (5) school days after the date of entry of a student with a disability into an educational program in a juvenile detention facility.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of notification</li> </ul> <p>R 340.1757(b)</p>
<p><b>Education Reports</b> - Educational reports shall be sent by certified mail to the superintendent of the resident district within five (5) days of release from the facility.</p>	<p>There must be documentation that the resident district superintendent was notified by certified mail within five (5) school days of the student's release from a juvenile detention facility program.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the educational reports</li> <li>• Copy of the receipt of certified mail</li> <li>• Copy of release from juvenile detention facility with date of release</li> </ul> <p>R 340.1757(c)</p>
<p><b>Consent to Release Educational Records</b> - Parental consent to send educational reports to the superintendent of the resident district must be obtained.</p>	<p>There must be documentation that parental consent was obtained to send the educational reports to the superintendent of the resident district.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the parental consent</li> </ul> <p>R 340.1757(c)</p>

Standard	Documentation and Verification Criteria
<p><b>Staffing Ratio</b> - No more than ten (10) students in a classroom at any one time.</p>	<p>There must be documentation that there are no more than ten (10) students at any one time. Students who do not have disabilities and who are placed in the facility may be enrolled in the program. They are included in the ten (10) student maximum class size, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class lists</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1757(d)(ii)</p>
<p><b>Section VIII: Other Educational Services for Students with Disabilities</b>  <b>B. Worksite-Based Learning</b></p>	
<p><b>Plan Agreement</b> - A written agreement/plan is required and signed by the student, parent, school, and worksite representative.</p>	<p>There must documentation that a worksite-based learning plan was developed and signed by the student, parent, school representative, and the worksite representative.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the plan with signatures</li> </ul> <p>R 340.1733(i)</p>
<p><b>Plan Content</b> - A worksite based learning agreement/plan contains the following:</p> <ol style="list-style-type: none"> <li>1. Job activities,</li> <li>2. Related instruction, if applicable,</li> <li>3. Expectations and standards of attainment,</li> <li>4. Time and duration of the program, and</li> <li>5. Wages to be paid, if applicable.</li> </ol>	<p>There must be documentation that the plan/agreement has all the required components.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the plan</li> </ul> <p>R 340.1733(i)</p>
<p><b>Worksite Visit</b> – A staff member shall visit the worksite at least every thirty (30) calendar days to:</p> <ol style="list-style-type: none"> <li>1. Check attendance,</li> <li>2. Evaluate the student’s progress, and</li> <li>3. Assess the placement in terms of health, safety, and welfare of the student.</li> </ol>	<p>There must be documentation that the visiting worksite representative visited at least every thirty (30) calendar days and checked the listed components.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Staff schedule</li> <li>• Visitation log</li> </ul> <p>R 340.1733(i)</p>

Standard	Documentation and Verification Criteria
<b>Section VIII: Other Educational Services for Students with Disabilities</b>	
<b>C. Homebound and Hospitalized</b>	
<p><b>Timeline</b> - Services are initiated within fifteen (15) days of verification of licensed physician.</p>	<p>There must be documentation that services were initiated within fifteen (15) days of verification for students receiving homebound programs.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of physician's statement or letter with date, and date of receipt by the public agency.</li> <li>• Copy of IEP or amendment which initiated the homebound service.</li> <li>• Notice if IEP is held to change service</li> </ul> <p>R 340.1746(a)</p>
<p><b>Verification</b> – There is verification by a physician of a medical impairment which requires the eligible special education student to be confined to the home.</p>	<p>There must be documentation that there is verification by a physician that there is a medical impairment which requires the student to be confined to home.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of physician's statement or letter</li> </ul> <p>R 340.1746(a)</p>
<p><b>Hospitalized Services</b> – Hospital services shall be provided for eligible special education students who cannot attend school because of hospitalization for a physical or medical impairment, as soon as determined medically feasible.</p>	<p>There must be documentation that services were provided in the hospital as soon as determined medically feasible.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Instructional records and logs of the hospitalized service provider</li> </ul> <p>R 340.1746(b)</p>
<p><b>Caseload</b> - No more than twelve (12) students on the teacher's caseload at one time.</p>	<p>There must be documentation that the number of students on the caseload does not exceed twelve (12) at one time, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Caseload list</li> </ul> <p>R 340.1746(c)</p>
<p><b>Hours of Instruction</b> - A teacher provides a minimum of two (2) nonconsecutive hours of instruction per week.</p>	<p>There must be documentation that the teacher provided a minimum of two (2) nonconsecutive hours of instruction per week. Related services personnel may supplement, but not substitute for the teacher's instruction.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the provider's contact schedule and log</li> </ul> <p>R 340.1746(d)</p>
<p><b>Instruction</b> - Homebound/hospitalized services do not substitute for special education programs and that, to the extent appropriate, curriculum experiences are provided from the program where the student is enrolled.</p>	<p>There must be documentation the teacher provided curriculum experiences from the program where the student is enrolled.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of providers lesson plans</li> <li>• Copy of communication with student's program teacher</li> </ul> <p>R 340.1746(f)</p>

Standard	Documentation and Verification Criteria
<b>Section IX: Related Services for Students with Disabilities</b>	
<b>A. Speech and Language</b>	
<p><b>Caseload Planning</b> – The determination of caseload size shall be made by the provider in cooperation with the director of special education or designee, and building principals, based upon the severity and multiplicity of the disabilities with adequate time allowed for the following: diagnostics, report writing, consulting with parents and teachers, attendance at IEP Team meetings, and travel.</p>	<p>There must be documentation that there was cooperative planning in determining caseload size.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Staff interview</li> </ul> <p>R 340.1745(b)</p>
<p><b>Caseload</b> - The caseload does not exceed more than sixty (60) students and that students being evaluated are counted as part of the caseload.</p>	<p>There must be documentation that the caseload does not exceed sixty (60) students, including those students being initially evaluated for speech and language service, unless there is an approved deviation, waiver or modification to the ISD plan.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Caseload list</li> <li>• If appropriate: <ul style="list-style-type: none"> <li>➤ ISD Plan</li> <li>➤ Deviation</li> <li>➤ Waiver</li> </ul> </li> </ul> <p>R 340.1745(c)</p>
<b>Section IX: Related Services for Students with Disabilities</b>	
<b>B. Physical Therapy</b>	
<p><b>Provider</b> – Physical therapy services are provided by a therapist who is licensed by the State of Michigan or a physical therapy assistant who provides therapy under the supervision of a licensed physical therapist.</p>	<p>There must be documentation that the services are provided by a licensed physical therapist or a physical therapy assistant under the supervision of a licensed physical therapist.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of license</li> </ul> <p>R 340.1701b(f)</p>
<b>Section IX: Related Services for Students with Disabilities</b>	
<b>C. Occupational Therapy</b>	
<p><b>Provider</b> - Occupational therapy services are provided by a therapist who has been licensed by the State of Michigan or an occupational therapy assistant who has been licensed by the State of Michigan and who provides therapy under the supervision of a registered occupational therapist.</p>	<p>There must be documentation that the services are provided by a licensed occupational therapist or an occupational therapy assistant under the supervision of a licensed occupational therapist.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of license</li> </ul> <p>R 340.1701b(c)</p>

Standard	Documentation and Verification Criteria
<b>Section IX: Related Services for Students with Disabilities</b> <b>D. Physical Education</b>	
<p><b>Participation</b> - Students in a general education facility, not needing specially designed physical education, are afforded the opportunity to participate in the general education physical education program.</p>	<p>There must be documentation that the student was afforded the opportunity to participate in the general education physical education program.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Class schedule</li> </ul> <p>§300.108(b)</p>
<p><b>Special Physical Education</b> – IF determined by the IEP Team, specially designed physical education is provided.</p>	<p>There must be documentation that specially designed physical education is being provided if determined by the IEP Team</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> <li>• Class schedule</li> </ul> <p>§300.108(c)</p>
<p><b>Physical Education in Separate Facility</b> – Students enrolled in a separate facility must receive appropriate physical education services.</p>	<p>There must be documentation that students enrolled in a separate facility receive appropriate physical education services.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP and/or</li> <li>• Examples of appropriate physical education services <ul style="list-style-type: none"> <li>➤ Schedules of classroom activities</li> <li>➤ Lesson Plans</li> </ul> </li> </ul> <p>§ 300.108(d)</p>
<b>Section X: Discipline Procedures</b> <b>A. Change of Placement</b>	
<p><b>Removal from Current Placement</b> - School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days.</p>	<p>There must be documentation that the public agency was keeping track of each time it removed a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of Student Code of Conduct</li> <li>• Copy of discipline report/log</li> <li>• Copy of procedures, if available</li> </ul> <p>§ 300.530(b)(1)</p>
<p><b>Change of placement</b> - For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:</p> <ol style="list-style-type: none"> <li>1. The removal is for more than 10 consecutive school days; or</li> <li>2. The student has been subjected to a series of removals that constitute a pattern.</li> </ol>	<p>There must be documentation that the public agency determined whether a change of placement occurred.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of discipline report/log</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Counting days of removal from discipline report/ log</li> </ul> <p>§ 300.536(a)(1-2)</p>

Standard	Documentation and Verification Criteria
<p><b>Patterns of removals</b> - The student has been subjected to a series of removals that constitute a pattern:</p> <ol style="list-style-type: none"> <li>1. Because the series of removals total more than 10 school days in a school year;</li> <li>2. Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and</li> <li>3. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.</li> <li>4. The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.</li> </ol>	<p>There must be documentation that the public agency determined that there was a series of removals that constitute a pattern which resulted in a change of placement.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Copy of discipline report/log</li> <li>• Copy of pattern of behavior chart</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Counting days of removal from discipline log</li> <li>• Comparison of days with pattern of behavior chart</li> </ul> <p>§ 300.536(a)(2)</p>
<p><b>Parent Notification</b> - Parents are notified, which includes procedural safeguards, not later than the date on which the decision to make a removal that constitutes a change of placement because of a violation of a code of student conduct.</p>	<p>The public agency must notify the parents, including procedural safeguards, of the decision to make a removal that constitutes a change of placement on the date on which the decision was made to remove the student for more than 10 consecutive school days or the date of the determination that a pattern of removals was made.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of discipline report/log</li> <li>• Copy of pattern of behavior chart</li> <li>• A copy of the parent notification which indicates the procedural safeguards were included</li> </ul> <p>§ 300.530(h)</p>
<p><b>Counting Days of Removal</b> - The 'school day' is defined as any day, including a partial day that students are in attendance at school for instructional purposes.</p>	<p>There must be documentation that in counting days of removal, a partial day is counted as a full day.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of discipline report</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Counting days of removal from discipline report/ log</li> </ul> <p>§ 300.11(c)(1)</p>

Standard	Documentation and Verification Criteria
<b>Section X: Discipline</b> <b>B. Manifestation Determination Review (MDR)</b>	
<p><b>Timeline</b> - Within ten (10) school days of any decision to make a removal that constitutes a change of placement because of a violation of a code of student conduct a review was held to determine the relationship between the student's disability and the behavior subject to disciplinary action.</p>	<p>There must be documentation that an MDR was held no later than ten (10) days after the date on which the decision to make a removal that constitutes a change of placement because of a violation of a code of student conduct was made.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the notice of removal</li> <li>• Copy of the MDR</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Comparison of date of notice and date of MDR</li> </ul> <p>§ 300.530(e)(1)</p>
<p><b>Meeting</b> - The public agency, the parent, and relevant members of the student's IEP Team (as determined by the parent and the public agency) must meet and review the relationship between the student's disability and the behavior subject to disciplinary action.</p>	<p>There must be documentation that the public agency, parent and relevant members of the IEP Team conducted the MDR meeting.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• List of attendees</li> </ul> <p>§ 300.530(e)(1)</p>
<p><b>Information Reviewed</b> – The group must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents.</p>	<p>There must be documentation that the group reviewed all the listed information.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the MDR</li> </ul> <p>§ 300.530(e)(1)</p>
<p><b>Relationship to Disability</b> - The group determined if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability</p>	<p>There must be documentation that the group determined if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the MDR</li> </ul> <p>§ 300.530(e)(1)(i)</p>
<p><b>IEP Implementation</b> – The group determined that the conduct in question was the direct result of the public agency's failure to implement the IEP.</p>	<p>There must be documentation that the group determined that the conduct in question was result of the public agency's failure to implement the IEP.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the MDR</li> </ul> <p>§ 300.530(e)(1)(ii)</p>
<p><b>Manifestation of the Disability</b> - The conduct must be determined to be a manifestation of the student's disability if the public agency, the parent, and relevant members of the student's IEP Team determine that a condition in either of the two previous standards in this section was met.</p>	<p>There must be documentation that the group determined whether the conduct in question was or was not a manifestation of the student's disability.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the MDR</li> </ul> <p>§ 300.530(e)(2)</p>

Standard	Documentation and Verification Criteria
<p><b>Remedy IEP Deficiencies</b> - If the public agency, the parent, and relevant members of the child's IEP Team determine the condition described in the IEP Implementation standard above, was met, the public agency must take immediate steps to remedy those deficiencies.</p>	<p>There must be documentation that the public agency took immediate steps to remedy any deficiencies in the implementation of the IEP.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• The IEP</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>• Implementation of the IEP. For example: <ul style="list-style-type: none"> <li>➢ New student schedule</li> <li>➢ Copy of behavior plan with documentation of implementation</li> <li>➢ Service provider log</li> </ul> </li> </ul> <p>§ 300.530(e)(3)</p>
<p><b>Behavioral Intervention Plan</b> - If the public agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team must:</p> <ol style="list-style-type: none"> <li>1. conduct a functional behavioral assessment, unless the public agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or</li> <li>2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.</li> </ol>	<p>There must be documentation that the IEP Team conducted a functional behavior assessment and implemented a behavioral intervention plan, or reviewed and revised, as necessary, a plan that was already developed.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the behavioral intervention plan</li> <li>• List of attendees</li> </ul> <p>§ 300.530(f)(1)</p>
<p><b>Placement</b> - If the public agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team must return the student to the placement from which the student was removed, unless the parent and the public agency agree to a change of placement as part of the modification of the behavioral intervention plan.</p>	<p>There must be documentation that the student returned to the placement from which the student was removed.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of student schedule</li> </ul> <p>§ 300.530(f)(2)</p>

Standard	Documentation and Verification Criteria
<p><b>Section X: Discipline</b> <b>C. Provision of Services</b></p>	
<p><b>Services</b> - After a student with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services.</p>	<p>There must be documentation that after 10 school days of removal, services were provided to a student with a disability on any subsequent days of removal.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of discipline report/log</li> </ul> <p><u>Verification</u></p> <ul style="list-style-type: none"> <li>➤ Provider logs of contact</li> <li>➤ Attendance report</li> </ul> <p>§ 300.530(b)(2)</p>
<p><b>General Curriculum</b> - An interim alternative educational setting (IAES) is selected to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.</p>	<p>There must be documentation that the IAES enables the student to continue to participate in the general curriculum and to progress toward meeting the goals set out in the IEP.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Description of the IAES</li> <li>• Progress reports as scheduled per the IEP</li> </ul> <p>§ 300.530(d)(1)(i)</p>
<p><b>Behavior Intervention Services</b> - The student will receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.</p>	<p>There must be documentation that a functional behavioral assessment, and behavioral intervention services and modifications were provided.</p> <p><u>Documentation</u></p> <ul style="list-style-type: none"> <li>• Copy of the functional behavioral assessment</li> <li>• Copy of the behavioral intervention services and modifications.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>➤ Service provider log</li> <li>➤ Copy of behavior plan</li> </ul> <p>§ 300.530(d)(1)(ii)</p>
<p><b>Removal More Than 10 Days, Not a Change of Placement</b> - After a student has been removed for 10 school days in the same school year, if the current removal is not a change of placement, school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed.</p>	<p>There must be documentation that for a removal after 10 school days, if it is not a change of placement, school personnel and at least one of the student's teachers determined the services needed.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Copy of notification to parents regarding services which includes participants' names.</li> <li>➤ Minutes of meeting, including attendees</li> <li>➤ Copy of IAES documentation form which includes attendees.</li> </ul> <p>§ 300.530(d)(4)</p>
<p><b>Removal More Than 10 Days, A Change of Placement</b> - If the removal is a change of placement, including special circumstances, the student's IEP Team determines appropriate services and setting.</p>	<p>There must be documentation that for a removal that constitutes a change of placement, after 10 school days, the IEP Team determines appropriate services.</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Copy of IAES documentation form which includes attendees</li> <li>➤ The IEP</li> </ul> <p>§ 300.530(d)(5) § 300.531</p>

Standard	Documentation and Verification Criteria
<p><b>Special Circumstances</b> - School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:</p> <ol style="list-style-type: none"> <li>1. Carries a weapon to or possesses a weapon;</li> <li>2. Knowingly possesses, uses or sells illegal drugs; or</li> <li>3. Has inflicted serious bodily injury.</li> </ol>	<p>There must be documentation that when a student was placed in an interim alternative educational setting for not more than 45 school days because of one of the listed behaviors, the IEP Team determined the IAES for services..</p> <p><u>Documentation</u></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>➤ Copy of the discipline notice</li> <li>➤ Copy of IAES documentation form which includes attendees</li> <li>➤ The IEP</li> </ul> <p>§ 300.530(g) § 300.531</p>

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