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STATEMENT OF COMPLIANCE WITH FEDERAL LAW
The Michigan Department of Education (MDE) complies with all federal laws and regulations prohibiting
discrimination and with all requirements of the U.S. Department of Education.
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Introduction

This document provides an overview of the Michigan Department of Education (MDE) Office of Special Education (OSE), including information about the OSE responsibilities. Also included are primary contacts for each area of work, important updates, and resources to better support special education stakeholders.

The OSE provides special education supervision and services within a continuum of support for children and youth with disabilities. This support ranges from the federal to the local level and includes special education laws, programs, and services. Understanding the different safeguards and programs for students with disabilities will help special education stakeholders understand the role of the OSE in this continuum of support.

The following is a brief overview of foundational information about the laws, offices, and safeguards for individuals with disabilities.

Laws, Regulations, and Rules

Individuals with Disabilities Education Act (IDEA)

- The IDEA is a federal law. The IDEA is further supported by its regulations.
- The IDEA established two separate sets of services for different age segments:
  - **Part B:** Special education programs and services for children ages 3 through 21
  - **Part C:** Early intervention services for children birth to age 3
- Part B requires a **free appropriate public education** (FAPE) for children and students with disabilities. A FAPE is provided through special education programs and services.

Michigan Compiled Law (MCL)

- The MCL is the state’s comprehensive set of laws, including Michigan education laws, such as the Revised School Code.
- The MCL mandates that special education services are provided from birth through age 25.
  - Federal funding for special education is only for children and youth ages 3 through 21. Therefore, programs and services paid for by IDEA Part B funds only serve children and youth ages 3 through 21. Also, data used for federal reporting only concerns children and youth ages 3 through 21.
  - The state and districts must use state and local funds to provide special education programs and services to eligible children from birth to age 3 and youth ages 22 through 25, as mandated by the MCL.

Michigan Administrative Rules for Special Education (MARSE)

- The MARSE are state rules promulgated by the OSE through the process defined in the state’s Administrative Procedures Act.
- The rules supplement and complement state and federal laws.
**Introduction**

**Offices Outside of the OSE**

**Office of Special Education Programs (OSEP)**
- The OSEP is a program component of the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS).
- The OSEP produces the implementing regulations for the IDEA.
- The OSEP provides guidance for state education agencies (such as the MDE) and monitors states for compliance with the IDEA.

**Office of Great Start (OGS)**
- The OGS is a division of the MDE that provides programs and services for children from birth through grade 12 and their families, with an emphasis on birth through age 8.
- The OGS coordinates and oversees many of Michigan’s early childhood programs, including:
  - Early On®, a program that provides services for children with disabilities from birth to age 3 and their families.
    - Early On manages Michigan’s IDEA Part C activities. Early On also works with the OSE on special education activities, required by state law, for children from birth to age 3.

**Federal Reporting and Monitoring**

**Indicators**
- Indicators are the monitoring priorities developed by the OSEP. The indicators are used for evaluating the success of services for Part B and Part C of the IDEA.
- The OSEP developed 17 indicators for Part B for monitoring.
- The OSEP developed 11 indicators for Part C for monitoring.

**State Performance Plan (SPP) and Annual Performance Report (APR)**
- The IDEA requires that each state has an improvement plan for Part B and Part C.
  - States create an improvement plan for each indicator.
  - Improvement plans are submitted in two SPPs: one for Part B and one for Part C.
- Data are annually collected from each school district and submitted to the OSEP as statewide data in the APRs for Part B and Part C.
  - Michigan provides special education programs and services to eligible children and youth from birth through age 25; however, the data for federal review are only for children who are federally required to be served. Therefore, data in the Part B SPP/APR only reflect children ages 3 through 21. Data for children ages birth to age 3, including those receiving Michigan special education programs and services, are reported in the Part C SPP/APR.
**Special Education Advisory Committee (SEAC)**

<table>
<thead>
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<th>Aaron Darling</th>
<th>SEAC Web page</th>
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<td>The <a href="#">SEAC web page</a> is on the OSE website.</td>
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<tr>
<td>from MDE OSE</td>
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<tr>
<td>517-241-7077</td>
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<td><a href="mailto:darlinga4@michigan.gov">darlinga4@michigan.gov</a></td>
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**The Role of the SEAC**

The IDEA mandates states create an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities. In Michigan, this panel is the Special Education Advisory Committee (SEAC).

The mission of the SEAC is to promote positive outcomes for all Michigan students with disabilities by:

- Gathering, sharing, and disseminating information.
- Communicating with stakeholders.
- Identifying unmet needs.
- Collaborating with the Office of Special Education.
- Advising the State Board of Education.

SEAC members are appointed by the State Board of Education. There are up to 33 members of the SEAC who represent a diverse group of stakeholders (parents, administrators, service providers, advocates, and consumers) concerned with the education of all children, including students with disabilities.
How the OSE Supports Special Education in Michigan

The Michigan Department of Education (MDE) Office of Special Education (OSE) provides the general supervision, administration, and funding of special education programs and services for eligible children and youth with disabilities from birth through age 25, in accordance with federal and state law.

The U.S. Office of Special Education Programs (OSEP) created performance indicators to evaluate how well states implement the requirements of Part B and Part C of the Individuals with Disabilities Education Act (IDEA). The OSE is tasked with developing, implementing, and monitoring Michigan’s improvement plans for each IDEA Part B indicator.

The improvement plans are developed with federal guidance and stakeholder input. The plans and the results for each indicator are annually reported to the OSEP in the State Performance Plan/Annual Performance Report (SPP/APR). The SPP/APR is made publicly available on the OSE website.

Though the IDEA Part B only governs special education programs and services for children and youth ages 3 through 21, the OSE has the additional responsibility to provide services for eligible children in Michigan from birth to age 3 and youth ages 22 through 25, as required by state law.

The OSE is made up of four units:

- Administration
- Program Finance
- Program Accountability
- Performance Reporting

The OSE also oversees the MDE - Low Incidence Outreach program and the Michigan School for the Deaf.
The Administration Unit provides leadership and oversight of the OSE and its IDEA Grant Funded Initiatives. The unit also reports and responds to the State Board of Education, the State Superintendent, the Chief Deputy Superintendent, and the Deputy Superintendent.

The Administration Unit is responsible for the entirety of the OSE, providing direct oversight for several activities in addition to the work handled by the various units.

**State Systemic Improvement Plan (SSIP)**

The State Systemic Improvement Plan (SSIP) is an indicator created by the OSEP. The SSIP is part of the OSEP’s Results Driven Accountability (RDA) framework for monitoring.

From 2006 to 2013, the OSEP monitored states on compliance indicators, which generally measure the ability to follow timelines and procedures. After introducing the RDA framework in 2014, the OSEP also began monitoring student-level results to determine the extent to which states meet the requirements of the IDEA.

To support its emphasis on results, the OSEP tasked states with developing an SSIP. To assess the SSIP’s effectiveness, each state must address a measurable student-level outcome through the SSIP. This student-level outcome is known as the State Identified Measurable Result (SIMR). Improving the SIMR is an indication of the SSIP’s effectiveness.

Though the SSIP is a Part B and Part C indicator to measure results for children and youth with disabilities, Michigan is using this opportunity to develop the SSIP in a way that supports the broader education system, including general education.

Aspects of the SSIP are integrated with other MDE initiatives and plans. The OSE chose early literacy as its SIMR, in part to align with general education literacy efforts. Improving early literacy impacts all students, including students with disabilities.

**SSIP Reports**

The OSEP tasked states with implementing their SSIP over three phases. An SSIP report was submitted annually with each year’s State Performance Plan/Annual Performance Report in 2014, 2015, and 2016.

The OSE website provides links to the OSEP GRADS360° website with the SSIP reports.
Significant Disproportionality

Section 300.646 of the IDEA regulations requires states to monitor for significant disproportionality.

Significant disproportionality considers the over-representation of particular races or ethnicities among students with a disability. Significant disproportionality occurs when over-representation reaches a certain threshold within one of the monitoring areas.

Identification
Michigan monitors two areas of identification:

- Identification as students with a disability as compared to the overall student population.
- Identification as students within a particular eligibility category as compared to all students with a disability.

Educational Settings
Michigan monitors three areas of educational settings. Students in each setting are compared to all students with a disability:

- Placement in a general education setting for 40-79 percent of the day.
- Placement in a general education setting for less than 40 percent of the day.
- Placement of students in a separate school or residential facility.

Discipline
Michigan monitors five areas of discipline. For each area of discipline, students are compared to the overall student population:

- Expulsions plus out-of-school suspensions of 10 days or fewer
- Expulsions plus out-of-school suspensions totaling more than 10 days
- In-school suspensions of 10 days or fewer
- In-school suspensions totaling more than 10 days
- Disciplinary actions in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

Guidance and Information
The business rules/procedures for calculating significant disproportionality and other information on significant disproportionality is on the OSE website.

Significant Disproportionality Contact
Jessica Brady
Performance Reporting Unit Supervisor
bradyj@michigan.gov
517-241-4414

Federal Requirements for Districts With Significant Disproportionality

34 CFR § 300.646(b)(1)
Review policies, procedures, and practices.

34 CFR § 300.646(b)(3)
Publicly report any policies, procedures, or practices that are changed.

34 CFR §300.646(b)(2)
Use 15 percent of Part B funds for Coordinated Early Intervening Services (CEIS).

Indicators vs. Significant Disproportionality

In addition to significant disproportionality, the OSEP also uses indicators to monitor the disproportionate representation of racial/ethnic groups in identification and discipline.

Though similar to significant disproportionality, some different data are analyzed. Also, in the case of noncompliance, districts have a different set of requirements.
Assessment

The goal of statewide assessment is to provide all students with an opportunity to participate and demonstrate content they have learned. The OSE works with the Office of Standards and Assessment to support students with disabilities.

Because students with disabilities have a diverse array of instructional needs, the state offers a continuum of assessments to measure student learning.

Federal regulations require states to offer an alternative assessment based on alternate achievement standards (AA-AAS). In Michigan, this assessment is MI-Access. An individualized education program (IEP) team may determine MI-Access is most appropriate for a student who has, or functions as if the student has, a cognitive impairment.

MI-Access
MI-Access has three levels of testing, each for a different student population.

**Functional Independence** assessments are for students who have, or function as if they have, a mild cognitive impairment. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.

**Supported Independence** assessments are for students who have, or function as if they have, a moderate cognitive impairment. These students may have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.

**Participation** assessments are for students who have, or function as if they have, a severe cognitive impairment. These students may have significant cognitive and physical impairments that limit their ability to generalize or transfer learning. This makes it difficult to determine their actual abilities and skills.

**Student Assessment Resources**
The MDE Student Assessment website offers extensive resources and information on statewide assessments. The website includes information about alternate assessments and the Michigan Student Test of Educational Progress (M-STEP).

**Assessment Contact**
John Jaquith
Test Development Manager
Office of Standards and Assessment
jaquithj@michigan.gov
517-335-1987
Michigan Medicaid School-Based Services (SBS) Program

Districts serving students with disabilities are sometimes required to provide medical services. The Michigan Medicaid SBS Program enables intermediate school districts (ISDs) to receive partial reimbursement for some of these services provided to Medicaid-eligible children and students. The OSE is a partner with the Michigan Department of Health and Human Services (MDHHS) for administering and overseeing this program.

The Medicaid SBS program provides partial reimbursement for direct health care and related services such as physical, occupational, and speech therapies. Partial reimbursement is also available for costs associated with Administrative Outreach services, such as providing families with information about Medicaid, helping families obtain application forms, and referring families to Medicaid providers.

Secondary Transition

All students face challenges when moving from school to post-school life. The transitioning for students with disabilities can be particularly challenging. The IDEA requires transition services and other supports throughout a student’s academic career to prepare for post-school life. The OSEP has indicators to monitor the implementation of transition services.

To prepare for life after school, students need services from other agencies during their academic career. Services may include job trainings, work-based learning, community-based experiences, and health services. Because schools must help students access these services, interagency collaboration is vital for a successful transition.

Multiple agencies at the federal level developed the “2020 Federal Youth Transition Plan: A Federal Interagency Strategy” as a workgroup. As the state’s lead agency for special education, the OSE is working with other state agencies on a similar model. The OSE is working to align transition outcomes for Michigan with the 2020 Federal Youth Transition Plan.

OSE — Administration
The Performance Reporting Unit coordinates the collection, verification, analysis, and reporting of special education student and personnel data for required state and federal reports. The unit also coordinates and provides technical assistance to intermediate school districts (ISDs) and other stakeholder groups to improve outcomes for students with disabilities and ensure compliance with state and federal requirements.

### State Performance Plan/Annual Performance Report (SPP/APR) Performance Indicators

Much of the Performance Reporting Unit work focuses on the data collection and reporting of the SPP/APR Performance Indicators. The OSEP created the indicators to evaluate the success of the delivery of special education programs and services.

#### Results Indicators
Michigan sets measurable and rigorous targets with broad stakeholder input. Targets vary by indicator.

1. Graduation
2. Dropout
3. Statewide Assessment
4A. Rates of Suspension and Expulsion
5. Educational Environments: Ages 6 through 21
6. Early Childhood Education Environments: Ages 3 through 5
7. Preschool Outcomes
8. Facilitated Parent Involvement
14. Postsecondary Outcomes
15. Resolution Session Agreements
16. Mediation Agreements
17. State Systemic Improvement Plan (SSIP)

#### Compliance Indicators
The OSEP sets targets of either zero percent or 100 percent.

4B. Rates of Suspension and Expulsion by Race/Ethnicity
9. Disproportionate Representation: Child With a Disability
10. Disproportionate Representation: Eligibility Categories
11. Child Find (Evaluation Timelines)
12. Early Childhood Transition
13. Secondary Transition
Performance Reporting

State Performance Plan/Annual Performance Report (SPP/APR)

The IDEA requires states to develop a six-year State Performance Plan/Annual Performance Report (SPP/APR) for the implementation of Part B (special education services) and Part C (early intervention services) of the IDEA. The SPP/APR must be submitted to the OSEP. The Performance Reporting Unit coordinates the development and submission of the Part B SPP/APR.

The SPP/APR includes historical data and performance targets for 17 indicators. States must annually collect and submit data to the OSEP for each indicator in the SPP/APR.

The OSEP then assigns a determination of how well a state is meeting the requirements of the IDEA. The determination levels are: meets requirements, needs assistance, needs intervention, or needs substantial intervention.

SPP/APR Contact
Julie Treviño
Special Education Consultant
trevinoj1@michigan.gov
517-241-0497

Find the SPP/APR

The OSE website provides links to the OSEP GRADS360° website with the SPP/APR from FFY 2013 to present.

Part B SPP History

2005: The original SPP included 20 indicators. Michigan set the state targets and strategies through the 2010-2011 school year. Periodic updates to the SPP were required.

2011: The OSEP required a two-year extension for the SPP to cover the 2011-2012 and 2012-2013 school years.

2013: The OSEP required a new six-year plan with 17 indicators to go through the 2018-2019 school year.

SPP/APR Reporting Cycle

February: The OSE submits the SPP/APR which includes data from the previous school year (ending in June) and the performance plan for the upcoming school year (beginning in July).

April: The OSEP provides feedback. The OSE makes revisions and resubmits the SPP/APR.

July-June: The ISDs and member districts submit data to the Michigan Student Data System (MSDS) or the OSE over the course of the school year which is reported in the following SPP/APR.
Performance Reporting

Public Reporting

ISDs and member districts submit data to the Michigan Student Data System (MSDS) or the OSE for the SPP/ APR Performance Indicators. Section 300.602 of the IDEA regulations requires states to report the local educational agency (LEA) level data to the public. In Michigan, for special education purposes, the LEA is the ISD.

This information provides ISDs and communities an opportunity to see strengths in their special education and early intervention programs and to identify areas of improvement.

As determined by the OSEP, states must report on Indicators 1-14. For Indicators 1, 2, 4A, and 4B, there is a required one-year data lag.

View District-Level Data

The MI School Data website has special education data for intermediate school districts and local school districts.

Monitoring and Technical Assistance

The Monitoring and Technical Assistance team uses Catamaran to monitor ISDs for their performance on SPP/ APR Performance Indicators. Catamaran is the system used to track activities and data related to the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (MARSE) for the Michigan Department of Education Offices of Special Education (OSE) and Great Start. Catamaran is managed by the OSE.

ISDs and member districts submit Part B and Part C data through the MSDS. The data is reflected back to the ISDs through Catamaran. The data is used to issue findings of noncompliance and to select ISDs for monitoring activities. The monitoring and technical assistance team conducts site visits, whether on-site or virtual, known as focused monitoring; assigns Technical Assistance Providers; and explores opportunities for professional development and best practices.

Public Reporting Contact

Julie Treviño
Special Education Consultant
trevinoj1@michigan.gov
517-241-0497

Monitoring and Technical Assistance Contact

Jessica Brady
Performance Reporting Unit Supervisor
bradyj@michigan.gov
517-241-4414

Catamaran Website
catamaran.partners

Training Website
training.catamaran.partners
Program Accountability Unit

Rebecca McIntyre, M.Ed.
Unit Supervisor
517-335-0457
mcintyrer1@michigan.gov

The Program Accountability Unit develops and implements special education policy. Policy is developed to align with—and clarify—state and federal requirements. The unit also administers the state and due process complaint processes.

Michigan Special Education Information Line

1-888-320-8384
mde-ose@michigan.gov

The Program Accountability Unit manages an information line that calls directly into the OSE. The Michigan Special Education Information Line is answered from 9:00 a.m. to 4:00 p.m. Staff also respond to messages left during off-hours.

The information line is available to all stakeholders and provides information and answers questions related to special education. Any question that cannot be answered immediately will be researched and responded to as quickly as possible.

Michigan Administrative Rules for Special Education (MARSE)

The MARSE are state rules created to carry out the intent of the IDEA and the Michigan Compiled Law (MCL). The rules help clarify or define requirements of state and federal laws.

The OSE manages the rule promulgation process, which includes writing the rules with stakeholder input, obtaining public comment, and submission to the Joint Committee on Administrative Rules (JCAR).

Rule Promulgation Process

1. Request for Rulemaking
2. Draft Rules
3. Public Comment
4. Draft Rules
5. JCAR
6. MDE Adopts Rules

MARSE Contact
Nancy Rotarius
Policy Coordinator
rotariusn@michigan.gov
517-335-0448

View the MARSE
The MARSE is on the Michigan Department of Licensing and Regulatory Affairs website.
Intermediate School District (ISD) Plans

The Revised School Code, 1976 PA 451, MCL 380.1711(1)(a) requires the development of an intermediate school district (ISD) plan for the delivery of special education programs and services. Part 7 of the MARSE (rules 340.1831 through 340.1839) outlines the requirements for the development, submission, and monitoring of ISD plans.

ISD plans provide information regarding the delivery system of special education programs and services for an ISD and its constituent local educational agencies (LEAs). ISD plans are developed by each ISD with input from its LEAs and parent advisory committee. Each ISD submits its ISD plan to the OSE for review. The OSE will request any necessary changes as part of the review process. Once a plan meets the requirements, the OSE recommends its approval to the State Superintendent.

Waivers and Deviations

Waivers
The Revised School Code, 1976 PA 451, MCL 380.1281(3) allows intermediate and local school districts to apply for a renewable, limited time waiver for rules in the MARSE. A district may request a waiver for certain rules if the district can meet the intent of the rule in a more effective, efficient, or economical manner.

Districts submit applications for waivers to the OSE. Waivers may be granted for up to three years. Districts may apply to renew expiring waivers, although applications for waiver renewals are subject to the review process.
Deviations
Rule 340.1734 of the MARSE details the procedure for districts requesting a deviation from the MARSE. A district may request a deviation from certain rules if unforeseen circumstances will make it necessary.

The OSE reviews deviation requests and makes the final decision on whether to grant or deny the request. Deviations are student specific and will only be considered if sudden circumstances warrant the request; deviations may not be used to pre-plan programs and services or to contain costs. Deviations may only be granted through the end of the school year in which they are requested.

Find the Waiver and Deviation Forms
The waiver application and deviation request form are available on the OSE website.

Dispute Resolution
Dispute resolution is needed when an individual or organization and a public agency disagree about an issue regarding the special education programs and services for an eligible student with a disability. The Program Accountability Unit supports a variety of dispute resolution methods.

Collaborative Problem Solving
The OSE encourages collaborative problem solving methods. These methods are the most likely to preserve good relationships and avoid costly disputes. Collaborative methods include informal meetings between the parties, a facilitated IEP team meeting, and mediation.

Resources for Collaborative Problem Solving
The Special Education Mediation Services (SEMS) is an IDEA Grant Funded Initiative of the OSE. The SEMS has a network of trained, impartial facilitators and mediators. The facilitators and mediators are available to participate in meetings at no cost to districts and parents. The SEMS also offers trainings on how to develop productive working relationships.

Visit
MiKids1st.org

Call
1-833-KIDS1ST
1-833-543-7178
Program Accountability

Dispute Resolution continued

**State Complaints**
An individual or organization may file a state complaint to allege that a public agency has violated a requirement of state or federal special education law. A single complaint may contain multiple issues.

The Program Accountability Unit assigns state complaints to case managers who conduct an investigation. Investigations conclude with a final decision from the MDE. A final decision includes a determination of a violation or no violation for each issue. In the event of a violation, the MDE issues a corrective action.

**Due Process Hearings**
An individual, organization, or public agency may submit a request for a due process hearing to resolve a disagreement about the identification, evaluation, eligibility, educational placement, or manifestation determination of a student, or a disagreement regarding the provision of a free appropriate public education (FAPE) for a student under the IDEA.

The formal request must be submitted to the OSE and the other party (or parties). The OSE forwards the request to the Michigan Office of Administrative Hearings and Rules (MOAHR), which assigns the case to an administrative law judge (ALJ). The ALJ chooses to hear or dismiss the case.

If the ALJ hears the case, the ALJ makes a decision that must be carried out by the public agency. The public agency must provide proof of compliance with the ALJ decision and order.

**Resources for Dispute Resolution**
The OSE website provides information and other resources for dispute resolution options, including model forms for requesting a state complaint or a due process hearing.

**State Complaint Contact**
Marcia O’Brien
Complaint Coordinator
obrienm6@michigan.gov
517-241-7507
Child Find

States and districts are required to conduct child find activities as stated by the IDEA regulations in Part B (§ 300.111) and Part C (§§ 303.302 and 303.303). In accordance with the IDEA and state law, districts must identify and evaluate children and youth from birth through age 25 who need early intervention services or special education services.

The Early On® program in Michigan conducts statewide child find activities for Part C. This means finding children from birth to age three who need early intervention services. Early On also helps manage and coordinate early intervention services for eligible children.

Some of these children may also be entitled to special education programs and services, as mandated by Michigan law. The OSE works with Early On to identify and provide services to children who are eligible for both early intervention services and special education services.

Part B child find requirements are for children and youth ages 3 through 21. School districts often use school-based activities to locate and identify school-aged children. The OSE created Build Up Michigan to help locate and identify children ages 3 through 5 who are eligible for special education programs and services.

State-level Child Find Support

**Birth to age 3**
Early On: Public awareness program and support for early intervention services

**Ages 3 through 5**
Build Up Michigan: Public awareness program funded by the OSE

**Birth through 25**
OSE: Monitors district practices, policies, and procedures

Child Find Contact

**Birth to age 3**
1-800-Early On
1800earlyon.org

**Ages 3 through 5**
buildupmi.org
1-888-320-8384
(Michigan Special Education Information Line)

Join the Awareness Campaign

School districts and other agencies/service providers can help promote awareness. Early On and Build Up Michigan have free marketing materials for their partners to distribute.

Order materials online:
earlyon.cenmi.org/products
Program Accountability

Personnel Approvals

The OSE is responsible for the operation of Special Education Personnel Approvals. Districts must obtain approvals from the OSE for various special education personnel.

To process a Special Education Personnel Approval, districts must use the Michigan Online Education Certification System (MOECS). To gain access to the MOECS, districts must submit a School District Security Agreement Form.

To receive approval, the candidate must meet a minimum set of criteria as stated in the Michigan Administrative Rules for Special Education (MARSE) and on the Special Education Personnel Approvals web page.

Personnel Approvals Resources

The OSE website provides resources for the MOECS and other information for personnel approvals.

Personnel Approvals Contact

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Consultant
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Program Finance Unit

John Andrejack
Unit Supervisor
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andrejackj@michigan.gov

The Program Finance Unit provides oversight for state aid and federal funding structures for special education programs and services. The unit ensures that federal grants and state aid reimbursements are effectively administered.

Michigan receives funds from the federal government under Part B of the IDEA for the delivery of special education programs and services to students with disabilities ages 3 through 21. The state equitably distributes a large portion of the funds to ISDs.

Special Education Flowthrough Grant

Section 611, 34 CFR 300.705, subpart G of the IDEA requires states to provide Special Education Flowthrough Grants to its districts. Grants are funded by IDEA Part B. Michigan awards grants to ISDs to use the funds for providing special education services.

Grants are awarded annually. Each ISD submits an application, which includes a budget for expenditures. Grant applications are submitted to the OSE by July 1 of each year using the Michigan Electronic Grants System Plus (MEGS+).

An estimated amount of funds is announced in the spring. A final amount is released in the summer. The allocation of funds is determined in the following manner:

- A base allocation of funds is equal to what the ISD received in 1999 under IDEA § 611(d).
- Eighty-five percent of the remaining funds are distributed to ISDs based on the number of children enrolled in public and private schools in each ISD’s jurisdiction.
- The other 15 percent of the remaining funds are distributed to ISDs based on the number of children who are eligible for free lunch.

The period of obligation of a Special Education Flowthrough Grant is 27 months, starting July 1.

**July 1 (month 1):** The OSE awards the grant to the ISD with an effective date of July 1.  
**August 29 (month 14):** The ISD submits its first Interim Financial Expenditure Report (IFER1) through MEGS+.
**August 29 (month 26):** The ISD submits IFER2 through MEGS+.

**September 30 (month 27):** The grant ends. Unused funds, if any, must be returned to the federal government.

**October 1 to November 29:** The ISD submits a Final Expenditure Report (FER) through the Cash Management System (CMS).
Program Finance

General Supervision Grant

Using IDEA Part B funds, Michigan established the General Supervision Grant. The grant provides funding to support intermediate school district (ISD) development and implementation of a General Supervision System that will, in part, support improvement efforts and build capacity within its local districts to fulfill the responsibilities under the IDEA to ensure the provision of a free appropriate public education (FAPE) for all students with an individualized education program (IEP).

Grants are awarded annually. Each ISD submits an application which includes a plan for development and implementation of a General Supervision System that identifies a priority area, timelines and activities, progress on the development and implementation of the General Supervision System, data, and an appropriate budget. Grant applications are submitted to the OSE by August 1 of each year using the following systems: Plans are submitted using Catamaran and the budget and staff special education credentials are submitted using the MEGS+.

The allocation of funds is determined based on the combination of the number of children and youth receiving special education services and the number of children and youth ages 14 through 21 receiving special education services in the district in the previous school year.

The period of obligation of the General Supervision Grant is 12 months, starting July 1.

<table>
<thead>
<tr>
<th>Date (month)</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>July 1 (month 1)</strong>:</td>
<td>The OSE awards the grant to the ISD on August 1 with an effective date of July 1.</td>
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<td><strong>February 15 (month 8)</strong>:</td>
<td>The ISD submits a mid-year report through Catamaran.</td>
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<td><strong>June 30 (month 12)</strong>:</td>
<td>The grant ends. Unused funds, if any, are no longer available to use.</td>
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<tr>
<td><strong>July 1 to August 29</strong>:</td>
<td>The ISD submits a final narrative report through Catamaran and an FER through CMS.</td>
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IDEA Part B Fiscal Requirements

Maintenance of State Financial Support (34 CFR § 300.163)
The requirement that the state may not reduce the amount of financial support for special education and related services for children with disabilities below the amount of that support for the preceding fiscal year.

Local School District Maintenance of Effort (LEA) (34 CFR §§ 300.163-300.205)
The requirement that an LEA cannot use the IDEA Part B funds to reduce their level of expenditures for the education of children with disabilities made by the LEA from local or local and state funds below the level of those expenditures for the preceding fiscal year.

Excess Cost (34 CFR § 300.12)
The requirement that the IDEA Part B funds are provided to support the excess costs of special education.

Proportionate Share (34 CFR § 300.133)
The requirement that an LEA is required to reserve a proportionate amount of their special education flowthrough allocation (section 611 ages 3-21) and their preschool allocation (section 619 ages 3-5) to provide special education and related services to parentally-placed private school children with disabilities.

Coordinated Early Intervening Services (CEIS) (34 CFR § 300.226)
The provision that an LEA may reserve up to 15 percent of their Part B funds, less any amount reduced by the LEA for the LEA Maintenance of Effort Adjustment (34 CFR § 300.205), to develop and implement coordinated early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

LEAs identified as having significant disproportionality are required to reserve the maximum amount (15 percent) of funds under § 300.226 to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly overidentified.
MDE - Low Incidence Outreach (MDE-LIO)

Roxanne Balfour
Director
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The MDE-LIO is funded through the OSE. The project provides technical assistance and resources statewide to serve and improve the quality of education for students who are blind or visually impaired (BVI), and students who are Deaf or Hard of Hearing (DHH), including those with multiple impairments.

The MDE-LIO also has direct oversight of Camp Tuhsmeheta (Camp T), located in Greenville. Camp T is a 300-acre outdoor education facility that provides year-round programming for students with a visual impairment and others throughout the state of Michigan.

Visit mdelio.org for information on all services and programs available. MDE-LIO services include:

- Consultation
- Classes/workshops/conferences
- Professional development
- Free or low cost Braille and large print books
- American Printing House for the Blind (APH) materials
- Sign Language Assessments (ASLPI & MSLPI)
- Educational Interpreter Proficiency Assessments (EIPA)

Michigan School for the Deaf (MSD)

Charles Thomas
Campus Manager
810-257-1480
thomasc29@michigan.gov

Angela Horne
Interim Principal
810-257-1467
hornea@michigan.gov

The MSD is a public residential school in Flint for students who are Deaf or Hard of Hearing (DHH) and was established by the Michigan legislature in 1848. Students are referred to the school by their local school district, and placement is determined by an IEP team. Students who attend the MSD receive a unique combination of services and intense exposure to two languages, American Sign Language (ASL) and English, as well as academic and, for some students, residential support services.

Visit michiganschoolforthedeaf.org for more information. MSD services include:

- Consultation
- Classes/workshops/conferences
- Field trips and expeditions
- American Printing House for the Blind (APH) materials
- American Sign Language Assessments (ASLPI & MSLPI)
- Educational Interpreter Proficiency Assessments (EIPA)

OSE — MDE-LIO and MSD
IDEA Grant Funded Initiatives (GFIs)

The OSE established various IDEA Grant Funded Initiatives (GFIs) to enhance its support for special education in Michigan. IDEA GFIs are funded by IDEA Part B and are awarded through the OSE.

IDEA GFIs provide statewide assistance in advancing evidence-based practices to support diverse learners. Each IDEA GFI addresses different needs identified through state or federal mandates and stakeholder-based concerns.

IDEA GFIs support a variety of stakeholders, including school districts and families of students with disabilities. Some examples of support include:

- Providing professional development and training.
- Implementing proven programs in schools.
- Producing or loaning materials for students.
- Disseminating critical guidance and information.
**IDEA Grant Funded Initiatives**

**Alt+Shift**

With a focus on collaboration and impact, Alt+Shift, encompassing Michigan’s Integrated Mathematics Initiative (Mi)$^2$, offers professional learning, including training, technical assistance, and co-constructed implementation planning, that strives to shift adult mindsets and provide alternative options to improve outcomes for every student.

**Jeff Diedrich**
Director
jeff.diedrich@gmail.com
517-488-5489

**Website**
www.altshift.education
mi2.cenmi.org

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**Catamaran**

Catamaran is the system used to track activities and data related to the *Individuals with Disabilities Education Act* (IDEA) and the *Michigan Administrative Rules for Special Education* (MARSE) for the Michigan Department of Education Offices of Special Education (OSE) and Great Start. Catamaran is designed to support districts and service areas in meeting their obligations of the IDEA, MARSE, and state identified priorities. Catamaran is managed by the OSE.

**Jessica Brady**
Performance Reporting Unit Supervisor
bradyj@michigan.gov
517-241-4414

**Website**
catamaran.partners

**Training Website**
training.catamaran.partners
IDEA Grant Funded Initiatives

Michigan Alliance for Families

Michigan Alliance for Families works through regional sites that offer individual support, mentoring, and learning opportunities for parents of children with disabilities. Education partners and parent mentors are available to deliver supports and services to parents in their area.

Kanika Littleton
Project Director
kanika@michiganallianceforfamilies.org
Website michiganallianceforfamilies.org

Special Education Mediation Services (SEMS)

SEMS provides confidential mediation to help resolve disputes for any special education issue. If an agreement is reached, it is legally binding. SEMS also provides trained neutral parties to assist with any special education meeting including IEPs, IFSPs, and resolution sessions. These trained individuals also provide workshops on special education related topics including collaboration and conflict resolution.

David Gruber
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517-334-0034
Website MiKids1st.org
Case Intake and Information
1-833-KIDS 1ST
1-833-543-7178
IDEA Grant Funded Initiatives

Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI)

MIBLSI partners with intermediate school districts and local educational agencies to develop local capacity for the implementation of Multi-Tiered System of Support (MTSS). MTSS provides a framework for effective learning environments that promote successful outcomes for all students.

Steve Goodman
Director
sgoodman@miblsimtss.org
877-702-8600 ext. 4027

Website
miblsi.org

Statewide Autism Resources and Training (START)

The START Project provides evidence-based training, technical assistance, and resources to school-based teams that support students with Autism Spectrum Disorder (ASD). START is a statewide collaborative effort to make systems level changes to improve the educational programming and quality of life for students with ASD.

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