

Michigan Department of Education
Office of Special Education

Directory and Overview

December 2023

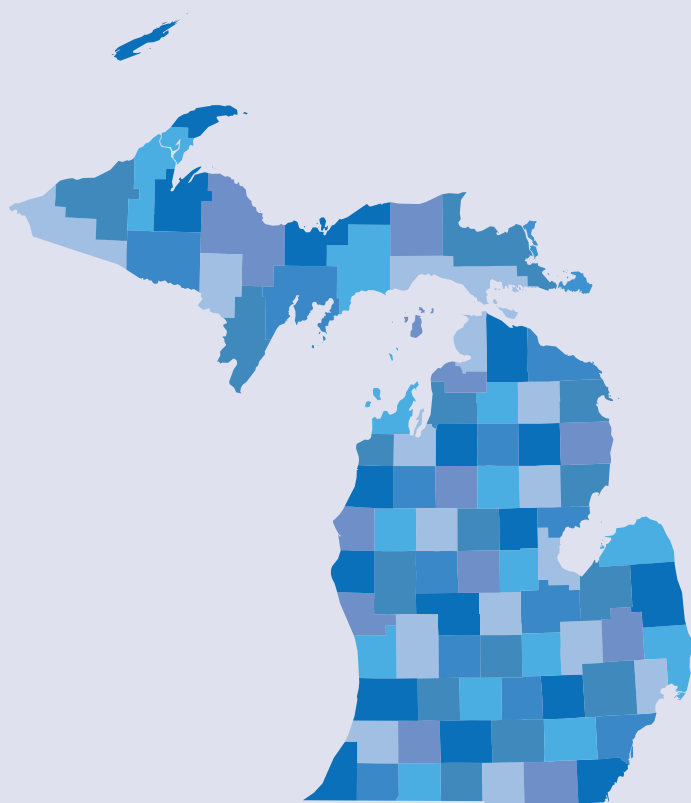


Table of Contents

Introduction	3
Special Education Advisory Committee (SEAC)	5
Office of Special Education (OSE)	6
Administration Unit	7
State Systemic Improvement Plan (SSIP)	7
Significant Disproportionality.....	8
Assessment	9
Michigan Medicaid School-Based Services (SBS) Program.....	10
Secondary Transition.....	10
Child Find.....	11
Personnel Approvals.....	12
Performance Reporting Unit	13
SPP/APR Performance Indicators.....	13
SPP/APR.....	14
Public Reporting	15
Monitoring and Technical Assistance	15
Program Accountability Unit	16
Michigan Administrative Rules for Special Education (MARSE).....	16
Michigan Special Education Information Desk	16
ISD Plans	17
Waivers and Deviations	17
Dispute Resolution.....	18
Program Finance Unit	20
Special Education Flowthrough Grant	20
General Supervision System Grant.....	21
Program Fiscal Oversight.....	22
IDEA Part B Fiscal Requirements.....	24
MDE - Low Incidence Outreach (MDE-LIO)	25
Michigan School for the Deaf (MSD)	25
IDEA Grant Funded Initiatives (GFIs)	26

Introduction

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

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 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 through 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 through 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 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)

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

Office of Great Start (OGS)

- OGS is a division of MDE that provides programs and services for children from birth through grade 12 and their families, with an emphasis on birth through age 8.
- 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 through age 3 and their families.
 - ◇ *Early On* manages Michigan's IDEA Part C activities. *Early On* also works with OSE on special education activities, required by state law, for children from birth through age 3.

Federal Reporting and Monitoring

Indicators

- Indicators are the monitoring priorities developed by OSEP. The indicators are used for evaluating the success of services for Part B and Part C of the IDEA.
- OSEP developed 17 indicators for Part B for monitoring.
- 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 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 through age 3, including those receiving Michigan special education programs and services, are reported in the Part C SPP/APR.

Special Education Advisory Committee (SEAC)

Carly Behrendt

SEAC Liaison
from MDE OSE
517-241-7166

BehrendtC1@Michigan.gov

[SEAC Web page](#)

The Role of 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 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 OSE.
- Advising the State Board of Education.

SEAC members are appointed by the State Board of Education. There are up to 33 members of 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.

Office of Special Education (OSE)

Michigan Department of Education (MDE)

608 W. Allegan Street

P.O. Box 30008

Lansing, MI 48909

[MDE website](#)

833-633-5788

Office of Special Education (OSE)

[OSE website](#)

517-241-7075

517-241-7142 (TTY)

1-888-320-8384 (Toll Free)

How OSE Supports Special Education in Michigan

MDE 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.

OSEP created performance indicators to evaluate how well states implement the requirements of Part B and Part C of the IDEA. 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 OSEP in the 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, OSE has the additional responsibility to provide services for eligible children in Michigan from birth through age 3 and youth ages 22 through 25, as required by state law.

OSE is made up of four units:

- Administration
- Program Finance
- Program Accountability
- Performance Reporting

OSE also oversees the MDE - Low Incidence Outreach (LIO) program and the Michigan School for the Deaf (MSD).

Administration Unit

Teri Rink, Ed.S.

MDE OSE Director
517-335-0455
RinkT1@Michigan.gov

Rebecca McIntyre, M.Ed.

MDE OSE Assistant Director
517-335-0457
McIntyreR1@Michigan.gov

The Administration Unit provides leadership and oversight for several activities, as well as the entirety of 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.

State Systemic Improvement Plan (SSIP)

The SSIP is an indicator created by OSEP. The SSIP is part of OSEP's Results Driven Accountability (RDA) framework for monitoring.

From 2006 to 2013, OSEP monitored states on compliance indicators, which generally measure the ability to follow timelines and procedures. After introducing the RDA framework in 2014, 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, 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.

SSIP Contact

Teri Rink

MDE OSE Director
RinkT1@Michigan.gov
517-335-0455

SSIP Reports

OSEP tasked states with implementing the SSIP. An SSIP report has been submitted annually with each year's SPP/APR.

OSEP website provides the [SPPs/APRs with the SSIP reports](#).

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. 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.

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 of students with a disability as compared to the overall student population.
- Identification of 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 less than 80 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, 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.

Administration

Assessment

The goal of statewide assessment is to provide all students with an opportunity to participate in the regular statewide assessment and demonstrate content they have learned. 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). MI-Access is Michigan's alternate assessment system and is designed for students with the most significant cognitive disabilities, and whose Individualized Education Program (IEP) Team has determined that general assessments, even with accommodations, are not appropriate. MI-Access satisfies the federal requirement that all students with disabilities be assessed at the state level.

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 significant cognitive disability. The students will have IEP goals, objectives, and course of instruction which aligns most closely with the "High" range of complexity of the Alternate Content Expectations. Typically, these students can, with assistance, assess their personal strengths and limitations, and can access resources, strategies, supports, and linkages to help them maximize their independence.

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

Supported Independence assessments are for students who have, or function as if they have, a significant cognitive disability. The students will have IEP goals, objectives, and course of instruction which aligns most closely with the "Medium" range of complexity of the Alternate Content Expectations. These students may also 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 significant cognitive disability. The students have IEP goals, objectives, and course of instruction which aligns most closely with the "Low" range of complexity of the Alternate Content Expectations. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and that make it difficult to determine their actual abilities and skills.

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. OSE is a partner with the [Michigan Department of Health and Human Services \(MDHHS\)](#) for administering and overseeing this program.

Medicaid Contact

Dana Billings

Medicaid Consultant

BillingsD1@Michigan.gov

517-335-4521

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. 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.

Transition Contacts

Shawan Dortch

Monitoring and Technical Assistance

DortchS@Michigan.gov

517-335-0465

Jessica Brady

Performance Reporting Unit Supervisor

BradyJ@Michigan.gov

517-241-4414

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, OSE is working with other state agencies on a similar model. OSE is partnering with other state agencies on the Michigan Interagency Transition Team (MITT). The MITT is developing a framework for districts to use to ensure students across the state have access to needed transition support.

Administration

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, locate, 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 through age 3 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. 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. OSE created Build Up Michigan to help locate and identify children ages 3 through 5 who are eligible for special education programs and services.

Child Find Contact

Birth to age 3

[Early On website](#)

1-800-Early On

Ages 3 through 5

[Build Up Michigan website](#)

1-888-320-8384

(Michigan Special Education Information Line)

State-level Child Find Support



Birth through 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 OSE



Birth through 25

OSE: Monitors district practices, policies, and procedures

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.](#)

Administration

Personnel Approvals

OSE is responsible for the operation of Special Education Personnel Approvals. Districts must obtain approvals from 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 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 MARSE and on the Special Education Personnel Approvals web page.

Personnel Approvals Contact

Dana Billings

Consultant

billingsd1@michigan.gov

517-335-2250

Personnel Approvals Resources

The OSE website provides [resources for the MOECS](#) and other information for personnel approvals.

Performance Reporting Unit

Jessica Brady

Unit Supervisor

517-241-4414

BradyJ@Michigan.gov

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 ISDs and other stakeholder groups to improve outcomes for students with disabilities and ensure compliance with state and federal requirements.

SPP/APR Performance Indicators

Much of the Performance Reporting Unit work focuses on the data collection and reporting of the SPP/APR Performance Indicators. 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 5 in Kindergarten and Ages 6 through 21
6. Early Childhood Education Environments:
Ages 3 through 5 in preschool
7. Preschool Outcomes
8. Parent Involvement
14. Postsecondary Outcomes
15. Resolution Session Agreements
16. Mediation Agreements
17. State Systemic Improvement Plan (SSIP)

Compliance Indicators

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

SPP/APR

The IDEA requires states to develop a six-year 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 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 OSEP for each indicator in the SPP/APR. 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
Coordinator

TrevinoJ1@Michigan.gov

517-241-0497

Find the SPP/APR

The OSEP website provides the [SPP/APR reports](#).

Part B SPP History

- 2005: The original SPP included 20 indicators. Michigan set the state targets and strategies through the 2010-11 academic year. Periodic updates to the SPP were required.
- 2011: OSEP required a two-year extension for the SPP to cover the 2011-12 and 2012-13 academic years.
- 2013: OSEP required a new six-year plan with 17 indicators to go through the 2018-19 academic year.
- 2020: OSEP required resetting targets for all results indicators from the 2020-21 academic year through the 2025-26 academic year.

SPP/APR Reporting Cycle

- February:* OSE submits the SPP/APR which includes data from the previous academic year (ending in June) and the performance plan for the upcoming academic year (beginning in July).
- April:* OSEP provides feedback. 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 OSE over the course of the year which is reported in the following SPP/APR.

Performance Reporting

Public Reporting

ISDs and member districts submit data to MSDS or 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 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 ISDs and local school districts.

Public Reporting Contacts

Julie Treviño

Special Education Coordinator

TrevinoJ1@Michigan.gov

517-241-0497

Amy Hurth

Department Analyst

HurthA@Michigan.gov

517-335-0394

Amanda Way

Consultant

WayA@Michigan.gov

517-241-0786

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 IDEA and the MARSE for MDE OSE and OGS. Catamaran is managed by OSE. Catamaran offers extensive resources for ISDs and member districts on a variety of topics to assist in improving student outcomes.

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.

Monitoring and Technical Assistance Contact

Jessica Brady

Unit Supervisor

BradyJ@Michigan.gov

517-241-4414

Websites

[Catamaran](#)

[Technical Assistance](#)

Program Accountability Unit

Chantel Mozden

Unit Supervisor

517-241-6299

MozdenC@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 Desk

1-888-320-8384

MDE-OSE@Michigan.gov

The Program Accountability Unit manages a dedicated phone line and email that goes directly to OSE. The Michigan Special Education Information Desk is staffed from 9:00 a.m. to 4:00 p.m. The information desk has translation services available, including in American Sign Language, Arabic, and Spanish, to name a few.

The information desk is available to all stakeholders and provides information and resources, and answers special education related questions. 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 MCL. The rules help clarify or define requirements of state and federal laws.

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).

MARSE Contact

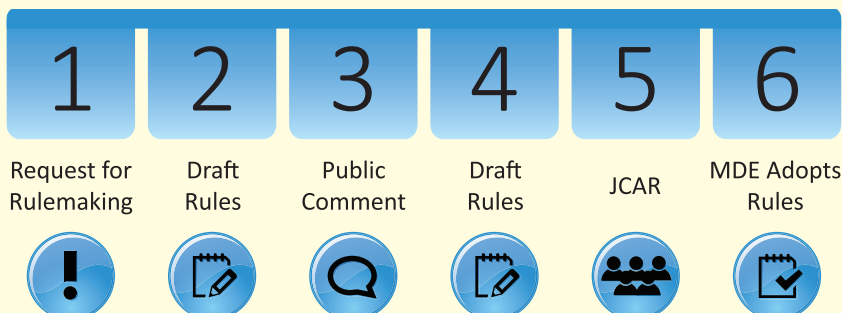
Nancy Rotarius

Policy Coordinator

RotariusN@Michigan.gov

517-335-0448

Rule Promulgation Process



View the MARSE

The [MARSE](#) is on the Michigan Department of Licensing and Regulatory Affairs website.

Program Accountability

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 LEAs. ISD plans are developed by each ISD with input from its LEAs and parent advisory committee. Each ISD submits its ISD plan to OSE for review. OSE will request any necessary changes as part of the review process. Once a plan meets the requirements, OSE recommends its approval to the state superintendent.

ISD Plans Contact

Nancy Rotarius

Policy Coordinator

RotariusN@Michigan.gov

517-335-0448

Find the ISD Plan Forms

[ISD plan information](#) is on the OSE website.

ISD plan forms are available through [Catamaran](#).

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 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.

Waivers and Deviations Contact

Beth Cooke

Policy Consultant

CookeE@Michigan.gov

517-241-7134

Program Accountability

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.

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 academic year in which they are requested.

Find the Waiver and Deviation Forms

[Waiver and deviation information](#) is on the OSE website.

The waiver application and deviation request forms are available through [Catamaran](#).

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

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.

Dispute Resolution Contact

Chantel Mozden

Unit Supervisor

MozdenC@Michigan.gov

517-241-6299

Resources for Collaborative Problem Solving

The Special Education Mediation Services (SEMS) is an IDEA Grant Funded Initiative of OSE. 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. SEMS also offers trainings on how to develop productive working relationships.

Visit

[SEMS website](#)

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 MDE. A final decision includes a determination of a violation or no violation for each issue. In the event of a violation, 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 OSE and the other party (or parties). 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.

State Complaint Contact

Shannon Hinman

Complaint Coordinator

HinmanS@Michigan.gov

517-241-1662

Due Process Hearings Contact

Bethanie Eggleston

EgglestonB1@Michigan.gov

517-241-1662

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.

Program Finance Unit

John Andrejack

Unit Supervisor

517-241-4386

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 OSE by July 1 of each year using the Next Generation Grant, Application and Cash Management System (NexSys).

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): OSE awards the grant to the ISD with an effective date of July 1.

November 29 (month 17): The ISD submits a Final Expenditure Report (FER) in the Cash Management System (CMS).

September 30 (month 15): The grant application ends. Unused funds, if any, are carried over to the next award year.

September 30 (month 27): The grant award obligation period ends. Any unspent carryover funds must be returned to the federal government.

Program Finance

General Supervision System Grant

Using IDEA Part B funds, Michigan established the General Supervision System Grant. The grant provides funding to support 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 FAPE for all students with an 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 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 NexSys.

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

July 1 (month 1): OSE awards the grant to the ISD on August 1 with an effective date of July 1.

June 30 (month 12): The grant ends. Unused funds, if any, are no longer available to use.

May 28 (month 11): The ISD submits a final narrative report through Catamaran.

August 29: The ISD submits a FER through CMS.

Program Finance

Program Fiscal Oversight

Federal IDEA Part B grants and Special Education State Aid cost reports for reimbursement are subject to federal and state monitoring requirements. The Program Finance Unit monitors special education state aid cost reports and federal IDEA Part B grants are managed appropriately by utilizing a comprehensive application process, targeted technical assistance, risk-based compliance assessment model and Program Fiscal Reviews (PFR).

Fiscal Monitor Contact

To Be Determined

Fiscal Compliance Requirements

[Fiscal compliance requirement links](#) are available on the OSE website.

Technical Assistance

Technical assistance is an integral part of the Program Finance Unit to ensure subrecipients are educated regarding fiscal compliance requirements of IDEA Part B, allowability of expenditures within their specific grant award, and applicable MARSE rules. Although a risk assessment serves as the basis to formulate technical assistance needs, targeted presentations to groups or on a one-to-one basis are on-going throughout the year.

Single Audit Finding Review

MDE Office of Audits actively tracks and reviews external audit reports as required by the Single Audit Act. Through a coordinated effort with MDE's Office of Audits, program finance auditors receive, review, and ensure districts/entities take timely and appropriate action on all deficiencies relating to special education. As required a management decision is then issued by the Program Finance manager finalizing the review.

Program Fiscal Review (PFR)

Program finance monitors perform PFR monitoring activities for Special Education federal grants and reimbursable state aid costs reported. These monitoring reviews focus on compliance with federal and state programmatic and fiscal requirements as relating to expenditures. Reviews may be done in the form of a desk and/or on-site review and incorporate a collaboration of program and fiscal.

Federal Requirements for Pass-through Entities

2 CFR § 300.331(b)

Evaluate each subrecipient's risk of noncompliance.

2 CFR § 300.331(d)

Monitor activities of subrecipient.

2 CFR § 300.331(d)(3)

Issue management decision on audit findings.

2 CFR § 300.331(e)(1)

Provide subrecipients with training and technical assistance.

2 CFR § 300.331(e)(2)

Perform on-site reviews of subrecipients program.

Program Finance

Program Fiscal Oversight continued

PFR's are targeted to risk areas and may include:

- An organization's policies, processes, and procedures ensuring proper management of the grant award, including its accounting, procurement, contracting, and equipment management.
- Verification that federal and state grant expenditures are allowable and allocable to the grant award and have been allocated properly to the appropriate cost category during the performance period.
- Review expenditures are supported with appropriate documentation.

Laws and Regulations

[Federal and state laws and regulation links](#) are available on the OSE website.

Program Finance

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

517-897-4138

BalfourR@Michigan.gov

MDE-LIO is partially funded through OSE. The project provides consultation, training, and resources to families and educational teams serving students who are Blind or Visually Impaired (BVI) and/or Deaf or Hard of Hearing (DHH).

MDE-LIO also has direct oversight of Camp Tuhsmeheeta (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 Michigan groups with an educational focus for school-age children.

MDE-LIO Contact

Main line

517-373-2887

[MDE-LIO website](#)

Visit the [MDE-LIO website](#) for information on all services and programs available. MDE-LIO services include:

- Consultation
- Classes/workshops/conferences
- Professional development
- Braille and large print books
- American Printing House for the Blind (APH) materials

Michigan School for the Deaf (MSD)

Rebecca McIntyre

Assistant Director

MDE OSE

517-335-0457

McIntyreR1@Michigan.gov

Rex Vernon

Principal

810-257-1400

VernonR@Michigan.gov

MSD is a public residential school in Flint for students who are 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 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.

MSD Contact

Main line

V: 810-257-1400

VP: 810-515-8243

[MSD website](#)

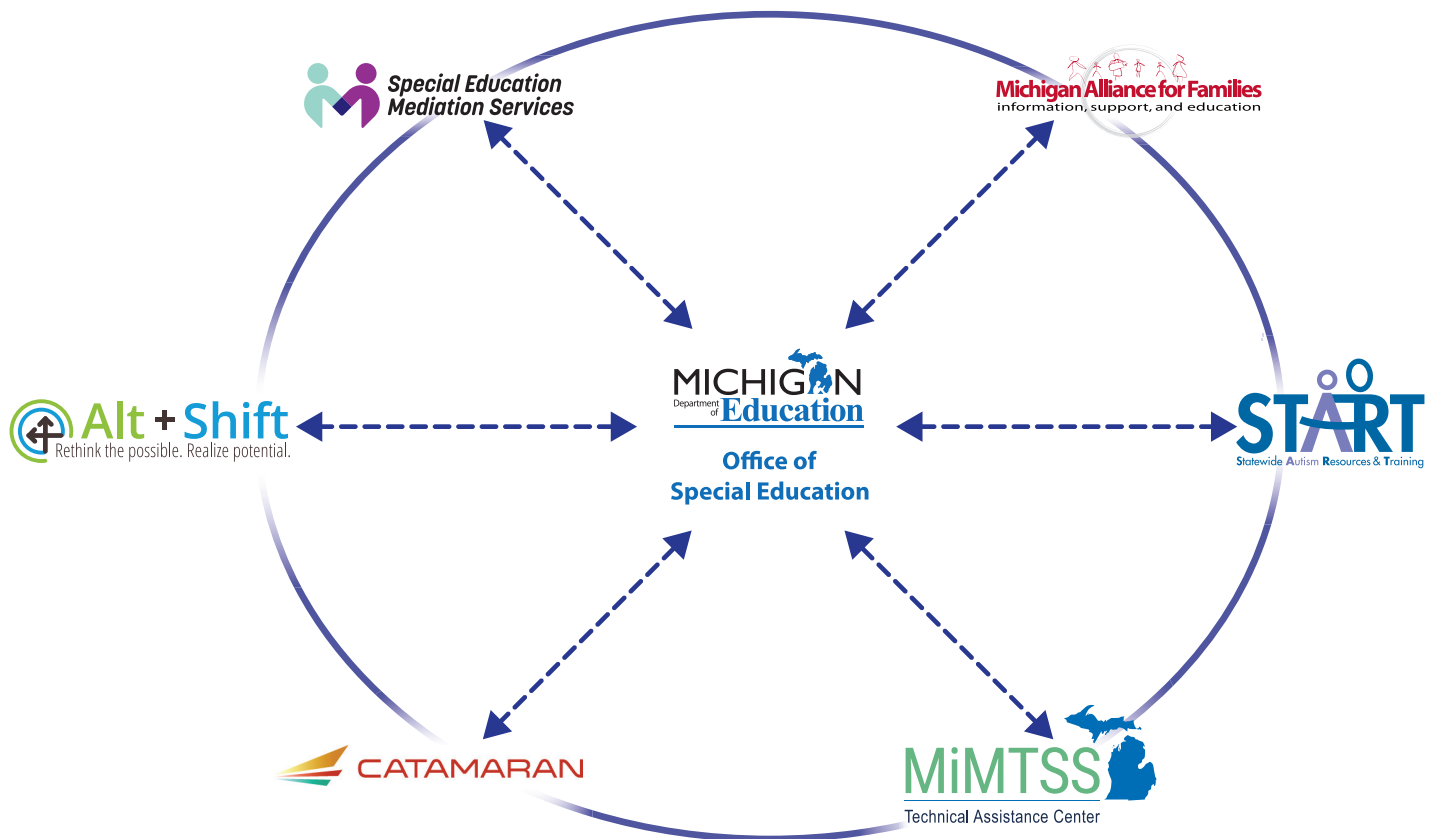
IDEA Grant Funded Initiatives (GFIs)

OSE established various IDEA GFIs to enhance its support for special education in Michigan. IDEA GFIs are funded by IDEA Part B and are awarded through 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.





Alt+Shift

With a focus on collaboration and impact, Alt+Shift 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

[Alt+Shift website](#)



Catamaran

Catamaran is the system used to track activities and data related to the IDEA and the MARSE for MDE OSE and OGS. 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 OSE.

Jessica Brady

Performance Reporting Unit
Supervisor

BradyJ@Michigan.gov

517-241-4414

[Catamaran website](#)

[Catamaran Technical
Assistance website](#)



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

[Michigan Alliance for Families website](#)



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.

517-334-0034

Case Intake and Information

1-833-KIDS 1ST
1-833-543-7178

[SEMS website](#)



Michigan’s Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TA Center)

The MiMTSS TA Center partners with ISDs and LEAs to develop local capacity for the implementation of Multi-Tiered System of Supports (MTSS). MTSS provides a framework for effective learning environments that promote successful outcomes for all students.

Kim St. Martin

Director

KStMartin@mimtss.org

877-702-8600 ext. 4027

[MiMTSS Technical Assistance Center website](#)



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.

Amy Matthews

Director

MatthewA@gvsu.edu

616-331-3513

[START website](#)