



Student Support Services

**Student Support
Services
Procedures Manual**

Revised 2017/18 School Year

TABLE OF CONTENTS

ADD/ADHD Referrals	A (1)
Alternative Assessments	A (2)
Behavior Improvement Plan	B (1)
BEST Procedures	B (3)
BEST (Building Educational Services Team) Process	B (4)
Conference Requests	C (1)
Confidentiality Contract	C (2)
Continuum of Available Services	C (3)
Discipline Process and Considerations	D (1)
Dissenting Report	D (2)
Initial, Reevaluation, Termination of Eligibility	E (1)
Evaluation Plan Notice	E (2)
Level Change REED	E (3)
Incomplete Evaluations	E (4)
Parent Request of Independent Educational Evaluations (IEE)	E (5)
Private Evaluations	E (6)
Standardized Assessments	E (7)
Extended School Year	E (8a)
Extended School Year Definitions	E (8b)
Field Trips	F (1)
Functional Behavior Assessment	F (2)
Hearing Procedure	H (1)
Homebound/Hospitalized Policy	H (2)
Homebound Instruction – General	H (3)
Homebound Instruction – Special Education	H (4)
Home Schoolers	H (5)
Hygiene/Toileting	H (6)
IEP Team Meeting Adjournment / Reconvened	I (1)
Ineligible IEP Team Meeting	I (2)
Participation at IEP Team Meeting	I (3)
Scheduling IEP Team Meeting	I (4)
Inclusion	I (5)
Interim Alternate Educational Setting (IAES)	I (6)
International Academy Enrollment	I (7)
Internships/Student Teacher	I (8)
Legal Guardian	L (1)
Manifestation Determination	M (1)
Medicaid	M (2)
Medication	M (3)
MET Procedures	M (4)
Table of Contents	

Mileage	M (5)
Modified Grades vs. Accommodations	M (6)
Move in Student w/ Active and Inactive IEP	M (7)
Observation by Student	O (1)
Observation for Programming Purposes	O (2)
OT/PT Referrals and Service	O (3)
Para-educator Job Responsibilities	P (1)
Parent Copies of Evaluation Reports	P (2)
Participation in Appropriate Activities (Preschool, Post Secondary)	P (3)
Part-Time Staff Schedules	P (4)
Private School Evaluation	P (5)
NonPublic Service Evaluation	P (6)
Purchases	P (7)
Record Maintenance	R (1)
Recording (Voice) of IEP Team Meetings	R (2)
Referral to Categorical Program	R (3)
Referral to Outside Agency	R (4)
Refusal of Initial Service	R (5)
Refusal of Services	R (6)
Retention	R (7)
Reduced Schedules	R (8)
Rebounder Guidelines	R (9)
Seclusion and Restraint	S (1)
Social Worker Services	S (2)
Student Profile	S (3)
Subpoenas	S (4)
Summary of Performance (exiting students)	S (5)
Timelines	T (1)
Transportation – Special Education	T (2)
Transporting Students	T (3)

ADD/ADHD REFERRALS

ADD/ADHD can be a recognized handicapping condition. The Student Services Department often get inquiries from parents, teachers and/or counselors about attentional difficulties that may be impacting education. It is important to note that ADD/ADHD remains a medical and psychological diagnosis, and in and of itself, is not sufficient **cause** to determine a student eligible for specialized instruction (special education). To assist staff in determining what accommodations may need to be addressed in the academic setting, the following guidelines are presented.

Refer to BEST who will:

- Review CA 60, grades, medical documents, academic profile, attendance, and evidence of existing ADD/ADHD
- Contact and interview parent
- Obtain description of concerns (from requesting party) in behavioral terms
- Present information to team and determine if issues affect educational performance
- Discuss classroom strategies/accommodations with staff to alleviate effects of symptoms
- Obtain a release of information to discuss educational implications to determine interventions

If warranted the BEST will assign an appropriate staff member who will proceed to the next steps: (504 Evaluation)

- Obtain 504 Consent
- Gather information through standardized rating scales—parents, teachers, student
- Conduct a minimum of two observations by 2 different staff
- Suggest classroom strategies/accommodations—share through staff/include parent
- Consider the need for a formal Section 504 Plan
- Develop a 504 plan prior to OHI eligibility

If warranted, BEST will proceed with a [REED](#).

If the label of ADD/ADHD is still a discreet issue:

- Obtain student services input on OHI eligibility
- Share findings with the parent, provide referrals to four or five service providers who diagnose and medically treat ADD/ADHD [*Doctor's Diagnostic Statement](#)

Final Step if warranted;

Team will: Consider need for OHI certification if student's needs cannot be met with classroom strategies/accommodations through general education.

Director's approval needed for all Special Educational eligibility.

ALTERNATIVE ASSESSMENT

MI-Access is currently Michigan's alternate assessment based on alternate achievement standards. The following guidance is helpful in considering if a student should be taking the alternate assessment or the general assessment. It is the role of the Individualized Education Program (IEP) team to determine which assessment a student should take. The following guiding questions are provided for the IEP team to consider.

[Should My Student Take the Alternate Assessment](#)

B (1)

BEHAVIOR IMPROVEMENT PLAN (BIP)

Functional Behavior Analysis (FBA) and Behavior Improvement Plan (BIP) are to be completed for all students who have affective/emotional issues which may impede their ability to progress satisfactorily in their current educational setting.

Forms are found in manual [BIP SE 33](#) and [FBA SE 34](#). Parents have a right to be involved in these meetings. Reference the Positive Behavior Support Systems in your building when writing the FBA and BIP.

B (2) Page 1
BEST PROCEDURES

[Building Educational Services Team \(BEST\) FLOW CHART](#)

Definition

The BEST is a cooperative general education/special education child study effort. The goal of this process is early intervention and/or prevention of school challenges. Emphasis is placed on cooperative multidisciplinary efforts. Lack of response to general education strategies may result in a referral for 504 or special education evaluation.

Composition

The BEST is composed of the following staff:

Teacher Consultant/Resource Room Teacher
Social Worker
School Psychologist
Speech and Language Pathologist
Counselor (secondary level)
Referring Teacher
Building Administrator
Literacy Support Personnel *Per 31A regulations

NOTE: It is extremely important to the success of BEST efforts that the building administrator regularly attends and takes an active role in the BEST process.

Responsibilities

Generally the building teacher consultant (TC) has responsibility for the BEST related tasks noted below. However, it may be appropriate for these tasks to be distributed among BEST members by agreement of the BEST.

Chair BEST meetings:

- Obtain BEST sub and share with building office coordinator
- Receive referrals and establish BEST agenda
- Record BEST meetings on SE 2 – ([SE 2A](#) – [SE 2b](#))
- Record meeting on special help card & record in district data system (date only)
- Distribute copies and maintain log of SE 2s

Record Keeping

1. BEST Group Meeting Summary ([SE2b](#))

This form is kept to summarize actions taken by the BEST on all students discussed at a particular meeting. A log of these forms must be kept in each school to provide a history of students discussed at BEST as well as a reference for future agendas.

[Table of Contents](#)

2. BEST Individual Student Summary ([SE 2A](#))

This form may be used to supplement the group summary with more particular individual student information.

This form must be used when either General Education Data Collection or Special Education (form [REED](#)) consent to evaluation is obtained.

At the time of consent, the type of referral (i.e. general or special education) must be checked at the bottom of the Individual Student Summary with required information provided.

A copy of this form must be filed in the individual students building confidential file.

3. Special Help Card and District Data System

This needs to be completed indicating date of meeting.

Meetings

Each building is expected to meet for a half day once every two to three weeks, according to a schedule established by the Director of Student Support Services. Changes in the schedule may be made with agreement from the building principal and the Director of Student Support Services.

Decision Making

Should BEST lack consensus on a particular student, it is important to contact building administration or special services administration. It is recommended the team collects further data while implementing agreed upon strategies.

Referral-General

BEST Referral

When a teacher has an academic or behavior concern, which they would like reviewed by the BEST, the teacher must complete form [SE 1 \(Version 2, SE1\)/\(Version 3 SE1\)](#) and submit it to the Teacher Consultant/Resource Room Teacher. At the secondary level, the counselor coordinates collection of this material from involved teachers and form SE 1 may be used. A parent contact must be made and agreement to the process must be documented on BEST referral form.

When the BEST determines there is a reason to suspect a student may be eligible for special education services, a REED (Review of Existing Evaluation Data and Evaluation Plan) meeting shall be held. [See REED process.](#)

CONFERENCE REQUESTS/PROFESSIONAL LEARNING

Requests to attend a conference may be submitted to the special education administration if the topic pertains to special education. A copy of the registration form should accompany your request. You are not approved to attend a conference nor will you receive any reimbursements until approval has been received from the Special Education Administration. The building principal should be made aware of these requests. Other conference requests should go to the building principal. If you have a teaching assignment that requires a guest teacher, you are required to set that up. Student Support Services staff should follow District Policy for recording Professional Learning Conference attendance.

CONFIDENTIALITY CONTRACT

Confidentiality Contract

All children have federally protected rights to privacy under the regulations for the Family Educational Rights and Privacy Act of 1974 (FERPA). These regulations ensure that only staff who have a direct educational responsibility for a student have the “right” to specific knowledge regarding that student. No student information may be shared with any other district employees or non-district personnel (parents, community members, etc.). Caseload teachers should have the primary responsibility for communicating school information to parents. All evaluation data should only be communicated by the evaluation team.

Student support personnel (paraeducators, student teachers, college interns, peer to peer students, student interns) must refrain from directly communicating school information (i.e. classroom performance, evaluation data, behavior concerns, transportation information, etc.) to the family. It is imperative that this policy be maintained, and failure to follow these guidelines may result in disciplinary action.

Your signature below indicates that you have read this document and are willing to comply with the enclosed standards.

Signature

Date

Witness

Date

CONTINUUM OF AVAILABLE SERVICES

The Huron Valley Schools services students with disabilities of all categories ages birth through 25 years as noted below:

I. High/Low Incidence Disabilities:

- A. High Incidence is defined as those types of disabilities which allows a local district to make programming feasible.
- B. Low Incidence is defined as those types of disabilities which a local district may not have enough of to make local programming feasible. Based on individual needs, some students may be serviced in a center based program outside of the HVS district.
- C. Early Intervention
Students, birth through three years of age, are categorized as Early Intervention students. Referrals are directed through Early On Oakland Schools. Services may be provided by Oakland Schools, a center based program, public health, or a combination of these resources.
- D. Early Childhood Special Education
Referrals for three to five year old students who qualify for special education services are directed through the PAL (Play and Learn) Program child find. Services may be provided by ancillary staff, PAL program or placement in a center based program.
- E. Categorical Programs
Categorical programs are intended for students with the most significant disabilities for whom success in a general education placement is deemed not possible. The goal is for students to be educated in the LRE (least restrictive environment).
- F. Resource Room
Services of the resource room may range from direct to consultative.

II. Support/Ancillary Services

A. School Psychologist

School psychologists provide a wide range of services from psychological evaluation to individual and group work with students and families.

B. School Social Work

School social workers provide a wide range of supportive services to staff, students, and families. Services range from complete social work evaluation to individual and group intervention.

NOTE: While school social workers and psychologists are trained mental health professionals, the public schools cannot provide the services of a mental health agency. In the case of long-range individual student or family treatment needs, school personnel will not provide treatment but will assist the family in identifying appropriate community mental health resources.

C. Speech and Language Services

Speech and Language services are available for eligible students in each building. Referrals are directed to the Speech and Language Pathologist assigned to the building.

D. Occupational/Physical Therapy Services

Occupational/Physical services are available for students whose need is educationally related. The fine or gross motor impairment must adversely impact the student's ability to profit from the educational experience.

E. Teacher Consultant

The Teacher Consultant services students who are primarily in the general education setting. These services may range from discussion of student progress to diagnostic-prescriptive testing to recommendations for classroom/program modification. Services may also be delivered directly to mainstreamed students.

D (1)

STUDENT DISCIPLINE PROCESS and CONSIDERATIONS

On the day on which the decision is made to remove the student, the school provides parent notice of special education rights and procedures.

Click [HERE](#) to go Oakland Schools Resources for the Discipline Process and Considerations

Click [HERE](#) for Procedural Safeguard Notice

D (2)
DISSENTING REPORT

Criteria

The intent of a MET is to reach consensus on recommendation on eligibility. When one or more members of the team do not agree with eligibility determination, the meeting is most often adjourned to gather input before reconvening within eligibility timeline. If there is a member of the team who disagrees of a decision while the remaining members are able to reach consensus, the dissenting member may choose to write a dissenting report. The decision to write a dissenting report has to be made by a professional based on their knowledge, expertise and opinion. Professional staff are the only members of a MET that may offer a dissenting report.

Guidelines

- Before writing a dissenting report, the MET member must express their opinion as part of the team process.
- The team member who dissents must state at the MET that they disagree and that they plan to write a dissenting report.
- The MET proceeds as normal and is submitted to the Board Office for Central Registry inputting.
- The **signed** Dissenting Report should be submitted to the Confidential File within one week of the IEP . It must contain the following:
 - → **A reference as to the student and the date that the MET was convened**
 - → **A statement as to the reason that the dissenting report is being generated**
 - → **Any statement of rationale or suggested alternative that are deemed more appropriate placements, programs, services, etc.**

NOTE: A copy of the dissenting report does not have to be given to parents, but will be accessible to parents if they request to view their child's records.

E(1)
REED HVS Procedure - Quick Guide

Review of Existing Evaluation Data (REED)

Occasions for a REED:

- Initial special education evaluation
- Reevaluation- 3 year evaluation
- Change of Eligibility
- Move in from out of state

Initial REED- Recommended Uses

- Parent requests an IEP/special education evaluation – Conduct a REED to determine what additional information is necessary
- BEST (Child Find) recommends a REED to determine the direction of a special education evaluation. The BEST determines if a REED is necessary.

It is important to remember when a parent or guardian makes a request in writing for a special education evaluation; the team has 10 school days to respond. The REED would constitute the response. The team would then have 30 school days upon receipt of the signed REED to complete the evaluation. Do not wait until the next child find (BEST) to bring the request to the team. The school psychologists or BEST convener should be made aware immediately upon request.

Reevaluation REED- Required

A reevaluation IEP is required every three years. This shall be documented by the mandated REED. The team may decide to complete a full redetermination of eligibility. If a REED determines “no additional data is required” a reevaluation IEP must still be held by the three year due date.

- The REED may be conducted anytime during the 36-month period, but the evaluation must be completed within 30 school days of a signed REED.
- Under most circumstances, the REED should be completed 45 school days prior to reevaluation date.
- All REED’s shall be under the guidance of the assigned School Psychologist or Speech & Language Pathologist
- On level change IEPs, it is the responsibility of the sending school to complete the reevaluation process if the three year reevaluation date is on or before Nov 1st of the following school year.

The REED determines if new testing is required for current or additional eligibility. The REED acts as the notice. The parent may sign the REED for additional assessment 30 school days prior to the Re-evaluation MET.

Change of Eligibility – Required (REED, MET & IEP are all required in this situation)

- The team must conduct a REED to determine what additional information is needed to consider a different area of eligibility (e.g., ECDD to CI, SLI to SLD, etc.)
- The team must conduct a REED to decide what additional information is needed to determine that the student may no longer qualify for special education services.
- When exiting a student from special education services, the team must be able to answer all of the questions (with data) on the appropriate ineligible MET. The team should use the REED to determine what data is already available and what information/testing may need to be updated. Individual testing may not be required if multiple current data points are already available and applicable. **The team may not choose “no additional data needed” when moving toward an ineligible MET.**

Move In from Out of State

- Please refer to district Move-In forms and procedures

Quick Tips for all REED's

- *A parent signature is required if the team decides evaluations are necessary.*
- *If a parent does not return the signed REED, then a formal letter will be sent regarding our requirement of reevaluation.*
- *Please refer to T-chart regarding REEDs and Evaluation Plans for additional information*

Click here for [Evaluation and Eligibility Guidance from Oakland Schools](#)

vs..or REED (Review of Existing Evaluation) vs Evaluation Plan NoticeClick Here for [REED T-Chart](#)

- Both documents (REED or Evaluation Plan) require signed consent for evaluation (checkboxes and signature line on forms)
- Both documents require Notice (embedded in the document)
- Both documents require Procedural Safeguards to Parent/Guardian or Student if over 18
- Both documents culminate in an IEP within 30 school days (Eligible OR Ineligible IEP)

REED	Evaluation Plan (to use within the 3-year cycle; should be driven by caseload teacher and include TC, Psych, Social Worker, SL Pathologist, OT, and/or PT)
Use for initial and Reevaluations <ul style="list-style-type: none"> - Leading to a MET for all initials. - Leading to an SE16 for nonservice changes to the existing IEP. - For Speech use the Comprehensive Report Form for an existing IEP. Determine eligibility via the IEP. If eligible document in PLAFFP, goals, services. - For OT/PT use the Summary Report Form for an existing IEP. Determine eligibility via the IEP. If eligible document in PLAFFP, goals, services. 	Use for gathering additional information-e.g. additional or modification to services, additional or modification for related services <ul style="list-style-type: none"> - If adding services go to IEP and include Comprehensive Report Form for Speech or Summary Report Form for OT/PT.
Must be completed at least 30 school days before the 3 year re evaluation date.	May be used anytime in the 3 year cycle. An IEP must be completed within 30 days of signed consent.
Does not require a formal meeting but does require input from the IEP team participants including parents or guardians Evaluation Team Could Include: Psychologist, Special Ed. Teacher, General Ed. Teacher School Social Worker, Speech/Language Pathologist, Occupational Therapist, Physical Therapist, Oakland Schools Staff	Does not require a formal meeting or input from the entire IEP team

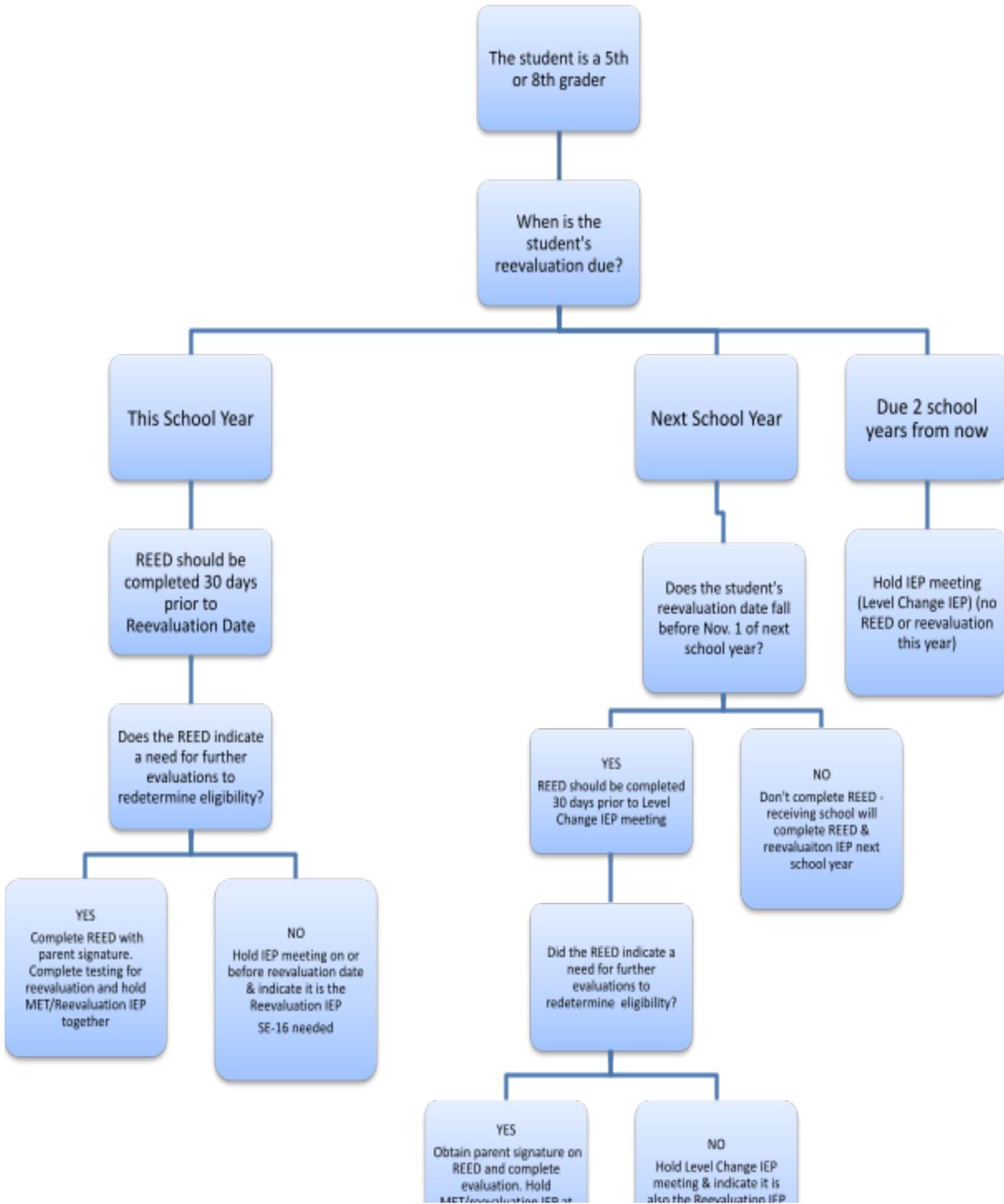
Prior to the annual IEP, careful consideration should be given filling out an Evaluation Plan if additional services are being considered (to avoid writing an additional IEP after evaluation is complete)

If testing is being used as a progress monitoring tool and listed on the goal page as an evaluation procedure, then the Evaluation Plan is not required.

Children transitioning from IFSP to an IEP (by the age of 3) need a MET unless lifelong disability.

E(3)
LEVEL CHANGE REED

Click here for [Flowchart](#)



INCOMPLETE EVALUATIONS

Incomplete Evaluations

If a student moves during the evaluation process, it is impossible to complete the MET/IEP process. However, once a parent signs an [Evaluation Plan](#) or a REED, it is necessary to bring the file to closure. Once it has been established the family has moved (left the district), the evaluation team indicates the evaluation could not be completed for the stated reason.

Quick Review

- Determine that the student has moved and that the evaluation process cannot be completed.
- Complete a [Memo to File](#) indicating the student moved before the evaluation could be completed.
- Submit the file to Student Support Services, thus closing the active/open consent.

Parent Request for Independent Educational Evaluation (IEE)

It is a parent's right to request an independent evaluation. This can only occur after the district has completed its own evaluation.

Parents have the right to request an Independent Educational Evaluation. If a parent is requesting an Independent Educational Evaluation:

They must, submit in writing, to Huron Valley Schools what areas of the evaluation they disagree with and what additional assessments they believe need to be administered in order for the evaluation to be complete.

The district must respond to the request within 7 calendar days.

Here are the Huron Valley Schools guidelines for IEEs. Huron Valley Schools adheres to the Michigan Department of Education Administrative Rules for Special Education and the Federal Individuals with Disabilities Act as well as the United States Government guidelines addressed in IDEA. An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the student in question. (IDEA Regulations, 34 C.F.R. 300.503)

With the passage of the Education for All Handicapped Children Act (Pub. L. No. 94-142) in 1975, Code 300.503, Congress granted parents the right to obtain an independent educational evaluation (IEE) at public expense when they disagreed with the evaluation conducted by the public agency (34 Code of Federal Regulations [C.F.R.] §300.502[b][1]). However, the public agency may initiate a hearing under 34 C.F.R. §300.507 "to show that its evaluation is appropriate" (34 C.F.R. §500.502[b][2]). If "the final decision is that the agency's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense" (34 C.F.R. §300.502[b][3]). Whenever "an independent evaluation is at the public expense, the criteria under which the evaluation is obtained . . . must be the same as the criteria which the public agency uses when it initiates an evaluation" (34 C.F.R. §300.502[e][1]). Although most will not need an independent evaluation, IEEs provide an additional opportunity for parent involvement. IEEs can help to ensure those students with disabilities have a free, appropriate public education.

E (6)
PRIVATE EVALUATION

Private evaluations conducted within the last calendar year should be taken into consideration. This statement represents the department's position, and is in line with the position taken by the Oakland Schools' Monitoring and Compliance Office. Please observe the following guidelines when considering an outside evaluation:

- Under no circumstances can an outside evaluation in and of itself, determine eligibility or programs and services.
- The staff must complete any necessary observations, teacher reports and any other diagnostics deemed appropriate to help establish eligibility through the REED process.
- When a parent presents a written report from an outside evaluator, accept the report for consideration.
- The report becomes a part of the confidential file.
- The parent should sign a [Release of Student Information SE6](#) to allow staff to communicate with the diagnostician.
- During the MET process the information presented in the report must be considered.
- The BEST Team makes the final determination regarding the importance of the outside information.

The outside evaluator may be asked to be present at the MET if the team decided that it may prove helpful (with approval of the Director).

STANDARDIZED ASSESSMENTS

Standardized assessments, such as academic, cognitive, behavioral and speech and language tests, require that trained personnel administer, score and interpret them. Tests that are administered to all students such as state mandated and district assessments do not require advanced parental permission. **NO** standardized assessments should be used or interpreted with students without a signed consent from the parent. Legally we are bound by federal and state mandates that specifically outline our obligations to students. **(Please note the citations below.)**

300.505 (a)(3) Parental consent is not required before –

- (i) Reviewing existing data as part of an evaluation or a reevaluation; or**
- (ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.**

300.532 (c)(1) Any standardized tests that are given to a child –

- (i) Have been validated for the specific purpose for which they are used; and**
- (ii) Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.**

Standardized assessments should occur as a result of discussion by the building's BEST team. It should never be a unilateral decision, but rather a team decision. All results should then be presented to the BEST Team for further discussion with a focus on what necessary next steps should be considered.

If a Physician is requesting us to use their form then we just need a release signed by the parent. [SE 6. RELEASE OF INFORMATION](#)

If it is our form and the Physician is requesting it in writing then we also need a release signed by the parent. See SE6, RELEASE OF INFORMATION..

If it is our form and we are questioning eligibility or using as child find we have to follow the REED/Eval. Plan Forms. See REED T-Chart.

E (8a)

EXTENDED SCHOOL YEAR

[Click Here for ESY Planning Reference Guide](#)

The purpose of ESY is the prevention of substantial regression of skills outlined in the student's IEP which are essential to the student's education.

A review of the literature, as well as practical experience, indicates that all students regress during breaks in instruction. The amount of regression and the length of time required to recoup previously mastered skills varies widely among all students.

It is the policy of the Huron Valley Schools Special Education Department that, when necessary to insure a free appropriate public education (FAPE), Huron Valley will offer an extended school year to students with disabilities who meet the eligibility criteria.

ESY Eligibility Criteria

Student must manifest, or reasonably be expected to manifest, after a scheduled break in instruction, serious regression in one or more essential skills identified in the IEP to the extent that it is unlikely that the student will recoup the skills, through review and re-teaching, within 45 school days.

Process/Questions for Determining ESY Eligibility

- Eligibility must be reviewed annually as part of the IEP process and noted in the designated portion of the report form.
- Eligibility must relate to essential skills identified in the IEP. That is, are the areas of learning identified as goals and objectives on the IEP, and are they critical to attaining a level of self-sufficiency and independence the student would otherwise be expected to achieve.
- Has the student progressed educationally from year to year despite lack of ESY. If so, the student is not eligible for ESY.
- Is the student's regression caused by lack of school during summer, or does the student regress periodically throughout the year. If regression is periodic and not related to scheduled breaks in instruction, the student is not eligible for ESY.
- Are there other reasons that may contribute to the student's regression, such as home related issues. If so, the student is not eligible for ESY.

http://www.michigan.gov/mde/0,4615,7-140-6530_6598_7376-198486--,00.html

E (8b)
ESY Definitions

Extended School Year (ESY)

- Any individualized instructional program which is extended beyond the regular school year for students who are enrolled in special education. The purpose of ESY is the prevention of substantial regression of skills outlined in the student's IEP which are essential to the student's education.

Essential Skills

- Essential skills are those that are required for the student to attain the level of self-sufficiency and independence that he/she would be expected to reach in view of his/her disabling condition. It is important to differentiate between beneficial skills and essential skills. That is, most students might benefit from ESY, but is essential to the student's education and attainment of self-sufficiency.

Regression-Recoupment Syndrome

- The name applied to the belief that, following a scheduled break in instruction, a student will have lost one or more mastered skills and that it will take varying lengths of time to relearn those skills through the process of review and re-teaching. This syndrome applies to all students.

Regression

- The loss, as a result of a scheduled break in instruction, of previously mastered skills.

Recoupment

- The process of regaining, through review and re-teaching, previously mastered skills lost following a scheduled break in instruction.

Substantial Regression

- The loss of previously acquired skills, as a result of a scheduled break in instruction, to the extent that it is unlikely that the student will recoup the skills, through the process of review and re-teaching, within 45 school days.

Critical Stage/ Area of Learning

- The student is at a critical stage/age of learning where failure to provide a service beyond the normal school year will severely limit the student's capacity to acquire essential skills.

[Click Here for ESY Planning Reference Guide](http://www.michigan.gov/mde/0,4615,7-140-6530_6598_7376-198486--,00.html)

http://www.michigan.gov/mde/0,4615,7-140-6530_6598_7376-198486--,00.html

Standards for Extended School Year Services in Michigan

The need for extended school year (ESY) services must be considered for every student with a disability at each Individualized Education Program (IEP) Team meeting. ESY services must be provided if the IEP Team determines that such services are necessary for the provision of a free appropriate public education (FAPE) to the student. The need for ESY must be determined individually and may not be provided or denied based upon category of disability or program assignment.

F (1)
FIELD TRIPS

Special Education students should be included in all field trips planned by teachers as part of the general education curriculum. Teachers should take care to consider the special needs of any students in their classroom. Students should not be excluded from participation in planned field trips due to disciplinary actions unless a behavior plan specifies this as a consequence. Student Code of Conduct should be considered but should not supercede the individualized student plan.

The following should be noted when assisting teachers with the planning of field trips:

- If private transportation is used, additional costs may be incurred to provide for a lift bus, harness, seat belt, etc.
- Additional costs are not covered through any budget within the Special Education Department unless para-educator request is approved by Student Support Services administration.
- If a student required special assistance during the school day, plans need to be made to determine how the student's needs are to be met during the time of the field trip.
- When special assistance is required, a parent may be invited to attend to help meet their child's needs. Their attendance, however, is not mandatory.
- Under no circumstances should a parent be encouraged to allow their child to remain home instead of participating in a field trip.
- If a paraeducator or special education teacher attends a field trip, which causes the need for a substitute, a request must be made – in writing to the Director. Coverage needs to be arranged through the building secretary and/or substitute teacher system. Special Education needs to be notified to arrange for payment.
- Exclusion from field trips may be a consequence of an **existing** behavior plan.

*See also attached district policy regarding field trips

<https://docs.google.com/document/d/1PvFoEsvrFhvBk0jhclV83ZpRf2tsnzoKBws5oIy5w48/edit>

FUNCTIONAL BEHAVIOR ASSESSMENT

A Functional Behavior Assessment should be considered at all IEP s that involve a student who may have behavior issues. This assessment is required to be completed before writing an initial Behavior Intervention Plan. Please refer to the Positive Behavior Support Practices for each individual school.

Procedure

Functional Behavior Assessment Plans:

- describes the student's strengths
- describes the behaviors of concern
- tells how long the behavior has been demonstrated by the student
- describes how the behavior interferes with the student's educational performance
- describes how the behavior does or does not relate to that disability
- tells when and where the behavior occurs most often
- tells the frequency and duration of the behaviors
- describes any events which typically occur just before the behavior is demonstrated (triggers/antecedents)
- describes any events which typically occur just after the behavior is demonstrated (reinforcements/consequences)
- describes conditions/times when the behavior does not occur
- describes conditions/times when appropriate behavior is demonstrated by the student
- describes the student's response to the behavior of concern

Functional Behavior Assessment Link:

<https://drive.google.com/file/d/0B3aucBWYccWdbGZ6ZIBDOHBQaFU/view>

HEARING PROCEDURE

In the event that a parent communicates their intent to contest their child's IEP (ie. Take the district to a due process hearing), please consider the following guidelines:

1. Adjourn the IEP, indicating to the parent that it will be reconvened when administration can be in attendance.
2. Immediately notify your principal and Student Support Services administration to schedule a reconvening of the IEP.
3. Alert your BEST team of the status of the IEP, and enlist their assistance to begin preparation in the event of a due process hearing.
4. Immediately begin the process of sorting and organizing the records.
5. Review the previous IEP to determine if all components were followed completely.
6. All records will be assembled in Student Support Services for any releases that are received.

HOMEBOUND/HOSPITALIZED POLICY

Huron Valley Schools will provide a homebound/hospitalized service to those students who are unable to attend their regular classes, for at least 5 consecutive school days, because of illness or injury and who are determined to be medically capable of benefiting from instruction.

The purpose of the Homebound/Hospitalized Program is to help such students keep up with their studies and to progress as far as possible given their physical condition and their inability to attend the regular school program.

The home school shall determine the course of studies based upon the medical condition of the student. **Students who are eligible for special education support will have their program outlined in a revised Individualized Educational Plan (IEP).** Importantly, the complete course of studies may need to be adjusted to meet the student's medical capability to benefit from the instruction. It must be remembered that when a student is receiving partial or full time homebound support, the district and home building continue to maintain responsibility for the student's education.

As determined by the building team, students who are capable or medically able to come to the building for final exams and state assessments should be accommodated for "in-school" administration of the assessments. (Students who are receiving an Interim Alternate Educational Setting (IAES) are not allowed to enter onto school property.) The determination as to where the test administration of assessments will occur should be made by district staff, whom could include the counselor, teachers, parents and special education teacher when appropriate. In instances where it is determined that a student is unable to access the building for test administration, prior approval must be obtained from the Student Support Services Department for in home accommodations.

The parents and the student have a responsibility for the student's independent study. Therefore, the success of the program depends on the cooperative efforts of the parents, student, and school.

1. A teacher, counselor or administrator who receives information that a student will be absent from school for an extended period of time because of medical reasons shall report this to the building principal.
2. Upon receiving such notification the building principal or designee will contact the student's parents as soon as possible to obtain further information as may be necessary and to request that they complete the "[Request for Homebound/Hospitalized Teaching Services](#)" form. The form requires the student's attending physician to certify the medical condition that requires the student be confined to home or hospitalized during regular school hours, with duration expressed in weeks or months. The principal or designee then forwards the completed form to Student Support Services for processing.
3. Upon receiving the completed request for homebound/hospitalized teaching services form, Student Support Services will make arrangements within three (3) **school** days to provide instructional services by a homebound/hospitalized teacher.

4. If necessary, Student Support Services may communicate with the student's physician to obtain additional information or clarification regarding the student's illness, hospitalization and/or homebound status, and estimated length of absence from school.
5. The school district is required to provide a minimum of two 45-minute instructional periods per week for general education pupils; or, a minimum of two non-consecutive 60-minute instructional periods per week for pupils with an IEP. The two one-hour sessions for a pupil with an IEP may be on the same day, there must be an adequate break between the two sessions. The enrolling district is responsible for the content of the instruction, providing the textbooks and other materials related to the instruction, providing assignments, and grading the pupil's performance.

Further information can be obtained from the Michigan Department of Education document entitled "Providing Homebound and Hospitalized Educational Services for Michigan Public School Pupils" (August, 2015).

http://www.michigan.gov/documents/mde/Homebound_and_Hospitalized_Services_Guidance_34340_9_7.pdf

H (3)
HOMEBOUND INSTRUCTION - GENERAL

Definition

Homebound and hospitalized service is designed to help pupils who are unable to attend school due to a medical condition to keep up with their studies and to progress as far as possible given their special condition.

General Education Qualifications:

- A student must be enrolled in a public school.
- The enrolling district has the responsibility of providing the “instructional service”.
- The home building teachers are responsible for providing materials and curriculum, and they are required to provide grades.
- A medical condition includes psychiatric hospitals and substance abuse centers.
- Once a district is informed that a student will be out more than five school days, the district must take steps necessary to determine eligibility for homebound and hospitalized service.
- Regular Education Pupils – two 60 minute periods per week.

http://www.michigan.gov/documents/mde/Homebound_and_Hospitalized_Services_Guidance_34340_9_7.pdf

HOMEBOUND INSTRUCTION - SPECIAL EDUCATION

Special Education

The Administrative Code provides school districts fifteen (15) school days to convene an IEP Team Meeting and to outline the student's educational program.

Special Education Qualifications:

- Instruction must be a minimum of two non-consecutive one-hour periods per week and/or may be specified on the IEP. The IEP may specify credit/no credit option.
- A certified special education teacher must supervise the instructional services as required by the IEPT.
- The student is required to have the [Request for Homebound form](#) filled out with the diagnosis written in, signed and dated by a medical doctor.
- The student, who is ill and at home, is able to receive services at home or other determined place during the convalescence, as long as a parent or guardian is present.
- In the event a student is hospitalized, this agency may request student assignments from the home building. These requests need to be honored.

IEP Completion:

The IEP should reflect the actual hours of homebound services being provided. (The minimum is 2 non-consecutive hours.) Please get prior approval from administration before committing to more than 2 hours of homebound. The list of courses can be written in the margin next to hours or under "Additional Comments". **If the student was scheduled for six courses prior to homebound, then he must continue to work on curriculum for six classes through Homebound Services to qualify for the 1.0 FTE.** If the student was on a reduced schedule, then he/she may continue to work on the courses that were being offered in school and still qualify for a 1.0 FTE.

H (5)
HOME SCHOOLED STUDENTS

Eligibility Requirement

The district is required to provide special education services to certified home schooled students if they are registered with the State of Michigan, **as an “Official Home School”**. The status of home school applications is maintained in The Pupil Personnel Services Office.

Service Requirement

The district is required to provide specials/electives if requested through general education and ancillary supports through special education. Students will be brought into their home school to receive ancillary support that is identified on the IEP . Students are not eligible to receive Resource or Categorical Program Supports.

Evaluation and Follow-Up

Students who are homeschooled are subject to all of the mandates and rules identified under IDEA and The Michigan Administrative Rules. There must be an annual review, REED and three-year re-evaluation IEP. Students must also receive quarterly progress reports on their goals and objectives.

All students who are homeschooled, whether previously referred to special education, or not, may be referred by a parent for evaluation.

Reporting Process MDE:

The annual reporting of a home school to the Michigan Department of Education (MDE) is voluntary. It is not required unless the student is requesting eligible special education services from the local public school or intermediate school district. It is recommended the parent first submit a completed Nonpublic School Membership Report to MDE if special education services will be requested. This form is available on the Michigan home school website - www.michigan.gov/homeschool

Before special education services are established, the school will contact MDE for verification that this process is complete. The home school must register each school year to continue services. A list of registered home schools is provided to intermediate school district superintendents each December and March or by emailing nonpublicschools@michigan.gov

MDE’s website provides additional information on home schooling that includes legislation, the registration form, and instructions. You may access this information at the Michigan home school website - www.michigan.gov/homeschool

For additional information on home schooling, please email nonpublicschools@michigan.gov.

Hygiene/Toileting Guidelines

In the event that a student is going to need support for hygiene procedures, which may include assistance with toileting, it is important that we communicate to parents what that support is going to look like. On younger students who are toilet training, and may even have toileting goals on their IEP, it is assumed that staff will be assisting in the toileting process. As students become older and still require assistance in the bathroom, it is important that we define for parents how the support will be achieved, where it will occur and what staff will be providing the support.

A brief description of hygiene support should be included on the IEP under “Section 5: Supplementary Aids and Services”. It should include how toileting/toileting support will be provided (ie. special equipment, etc.), where it will occur (ie. the classroom bathroom, the office bathroom, etc.), and who will be assisting (ie. the paraeducator, the teacher, etc.) If the caseload teacher feels that it is relevant to the conversation, he/she may decide to alert the family to the fact that the paraeducator will most likely be a woman.

IEP TEAM MEETING ADJOURNMENT / RECONVENED

An IEP Team Meeting must be convened by the due date. An initial IEP Team Meeting must be convened within 30 school days of the received consent. HVS policy requires annual review and reevaluation IEPs be completed two weeks prior to the anniversary date. The team may meet as many times as necessary to complete an IEP BEFORE it expires. The team must record each and every meeting date in the IEP Team Meeting box.

Possible reasons for reconvening a meeting:

- The IEP Team Meeting exceeds the time that has been allotted for the meeting to take place.
- Eligibility needs to be re-determined or additional evaluation is requested/required.
- Parent (in attendance) requests that the meeting be continued at a later date so additional information can be gathered or an advocate can be present.
- Program/service options need further exploration.
- Should the family choose to bring legal representation without the school's prior knowledge, the meeting should be stopped and re-scheduled with district administrators and/or district legal representation.

When an IEP is **adjourned again at a later date**, the following steps need to be followed:

1. The reason that the IEP Team Meeting is adjourned must be noted on page 1 of the IEP in the top margin.
2. A copy of the first page of the IEP needs to be sent to Student Support Services. (This is particularly important near membership reporting dates.)

When an IEP is not completed during one meeting, the following steps need to be followed:

1. The date of the additional meeting (s) are written in the IEP Team Meeting Box under the first meeting date of the original IEP (page 1).
2. The members who are present at the meeting sign-in and note the date (the members need not be the entire original IEP Team Meeting members) – use an additional sign in sheet for this process
3. The meeting continues from the point of adjournment.

When an IEP is re-visited to add, delete or change a service, an amendment must be completed reflecting the change.

REMINDERS: Parents do not have to be in attendance for annual or three-year re-evaluation IEP s. These meetings are not adjourned for lack of parental attendance. Two parent contacts must be documented on the IEP.

There is only one IEP. **ALL INFORMATION IS RECORDED ON THE ORIGINAL PAPERWORK.**

INELIGIBLE - IEP TEAM MEETING

An IEP must be completed for students who are determined ineligible to receive services for special education, and parents have signed a REED. You may stop the IEP once the team has completed the section “Eligibility for Special Education.”

Section 1:

- Purpose of IEP Team Meeting – Check (1) Initial or (2) Redetermination of Eligibility and Discontinuation.
- Parent Contact – Indicate when parent was called to schedule meeting, including when the invitation and procedural safeguards were sent, and the result of the parent contact.
- IEP Team Meeting Participants and Attendance-There must be a District Representative, MET Representative, Special Education Teacher, General Education Teacher present at the IEP Team. The MET Representative can be the District Representative.
- A FAPE Notice must be presented at this IEP Team ineligible meeting. A parent may refuse to sign and/or check consent if the student does not qualify.
- Parental rights must be offered.

PARTICIPATION AND SIGNATURES - IEP TEAM MEETING

Participation

Parents may invite anyone that they choose to attend the IEP Team Meeting of their son or daughter. Parents should notify the staff when someone is being invited to attend. The school staff will not send a written invitation to anyone except the parent, unless specifically asked to do so by the parent. Everyone who attends an IEP Team Meeting, whether with formal written or informal (unwritten) invitation, is a part of the IEP Team Meeting. There is no need to contact the Student Services Department when a parent invites parties to attend an IEP. **However, Student Support Services must be notified if the invitation was extended to an attorney or advocate.**

Procedures

- The invited guest must sign the IEP signature page.

Susan Smith, friend
John Jones, advocate

- When an attorney attends a meeting without prior notice, the meeting should be adjourned, immediately, after everyone signs in, and the Student Support Services Department should be contacted to arrange a reconvene date.

There are 3 mandatory participants:

1. District Representative-This can be the caseload manager if the person is able to represent the programs and services in HVS.
2. General Education Teacher- If they are attending any general education classes-Grade level and/or department representative.
3. Special Education Teacher
4. If the IEP Team Meeting is deemed secondary transition, the student must be invited.

*If there are District or Oakland Schools Ancillary staff responsible for services, they must be invited to the IEP Team Meeting. If they cannot attend, they will provide input.

Signatures

The signature page of the IEP denotes anyone who is a participant in all, or part, of the IEP Team Meeting. Although there may be many members present, there are some specific requirements for who may sign as District Representative and MET Representative. The MET Representative signature must be an IEP Team member who also signed the MET.

Initial IEP must include: (Out of State IEP s are considered Initial Placement)

- District Representative
- General Education Teacher
- Special Education Teacher
- Parent
- MET Representative (Can be District Representative or Special Education Teacher)

Annual Review must include:

- District Representative

- General Education Teacher-If the student participates in any part of general education
- Special Education Teacher

3-Year Re-Evaluation must include

- District Representative
- General Education Teacher-If the student participates in any part of general education
- Special Education Teacher
- If a MET was completed, a Representative may also be in attendance

The district representative and the special education teacher may be the same person.

The District Representative may include:

- A second special education teacher
- Psychologist
- Social Worker
- Speech and Language Pathologist
- Administration-Student Support Services or Building Administration

Counselors may not sign for the regular education teacher.

SCHEDULING IEP TEAM MEETING

The meeting must be at a mutually agreed upon time and place. Legal precedent has been set that says we must attempt to accommodate parents' requests. Some option times must be offered outside the school day if the parent is unable to attend during the school day. Hours outside the (contractual school day hours) may be turned in for compensation or comp time. Forms can be obtained from the Student Services office. If more than two hours will be turned in for compensation, the director needs to be notified.

[Compensation Procedures](#)

[Payroll Form for After Hour IEP Team Meeting](#)

1 (5)

Inclusion

Huron Valley Schools follows the mandate that all placements for special education students are determined by the Individualized Educational Planning Team. The team consists of both school personnel and parents. Parental input is always considered in this decision. Currently HVS offers placements on a full continuum, including students who are fully included to students whose needs are best met in a categorical classroom setting with minimal mainstreaming opportunities.

Interim Alternative Education Setting (IAES)

Definition

An Alternative Education Setting is up to a 45 day placement that can only be used when certain types of discipline are involved: weapons, possession/use of illegal drugs and sale/solicitation of a controlled substance. If it is a concern for the student's or others safety, this may involve the Hearing Officer. See requirements below.

Requirements

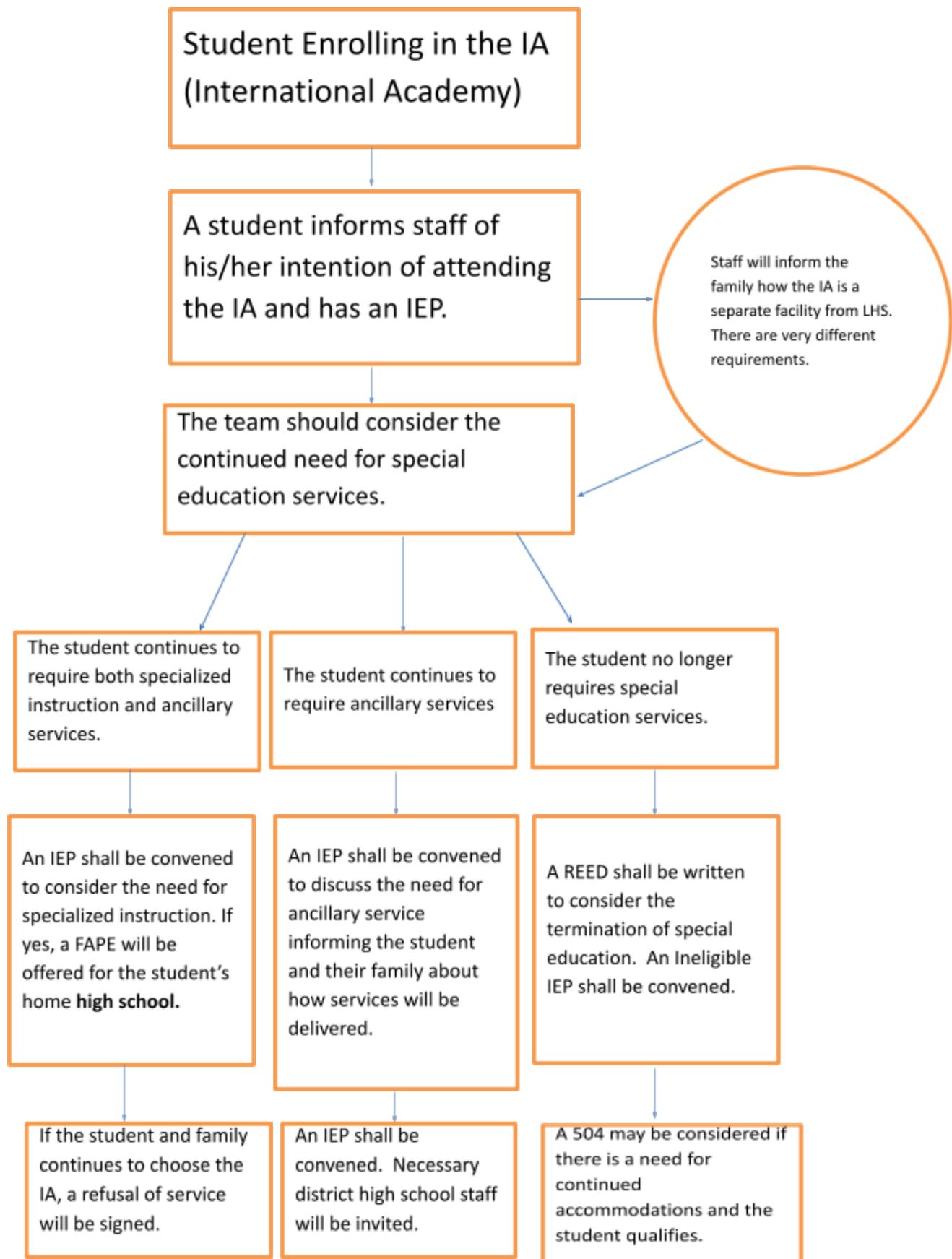
- Immediately contact Student Support Services administration
- Cannot exceed 45 days (calendar days)
- Can be implemented through an IEP
- Must allow for access to general education curriculum, including textbooks, assignments, etc.
- Must provide services indicated on the IEP as well as any necessary modifications to enable the student to meet IEP goals
- Must provide for services and modifications to address the specific challenging behavior "so that it does not reoccur"
- Must contact Student Support Services for alternate options.
- Refer to Discipline Manual for further instructions (Administration)

A district may seek a hearing officer order placing a student in an Alternative Educational Setting for up to 45 days if:

- The district has demonstrated substantial evidence that current placement will result in injury to the student or others;
- The current placement is inappropriate;
- The district has made reasonable efforts to minimize the risk of harm in the current placement.

International Academy Enrollment

Some students with an IEP apply and are accepted into the International Academy (IA). The IA is a separate program from Lakeland High School, but is housed within Lakeland High School. When a family or student informs staff of their intention of attending the IA the team should consider the need for special education services. BEST may be used to help guide this process and allow all key team members to attend and provide input. The sending middle school must contact the Teacher Consultant from the home high school and/or the LHS Teacher Consultant if appropriate when scheduling the level change IEP. Necessary ancillary staff should also be invited. At the IEP student needs for individualized instruction, the possibility of continuing ancillary support, and discontinuing support will be addressed.



INTERNSHIPS/Student Teacher

University students (once approved through HR) will be allowed to complete field experiences which involve working directly with students with disabilities, if approved by the Director of Student Support Services. If a person contacts a staff member directly, they may share the following:

Prior to Placement

- A letter must be received from the university stating the name of the course and the nature of the field contact.
- A letter will go to parents introducing the college student and the purpose of the field placement.
- The letter will be sent from the supervising staff member. The Director will approve the placement and assign a staff person to supervise the field placement.

During the Placement

- The student may have access to the confidential records for which permission has been granted by the supervising staff member.
- The student may be allowed to attend METs or IEP Team Meetings with the parent's permission.
- The student may provide direct instruction and assessment to designated students.

After the Observation

- The student may share information with their class and the instructor providing all identifying information is deleted.
- The assigned staff member may sign any documentation information that is required by the student or the university.
- If a more formal letter is required, the staff member will notify the Student Support Services Department of the requirements of the written communication.
- The letter will be sent to the university/college with a copy to the student.

LEGAL GUARDIAN

Definition

“Parent” means the mother, father, or legally designated guardian (which may include foster parents or agency representative) of the person with the disability. At the age of 18, the student becomes their own guardian unless guardianship has been awarded through the court system.

Divorced Parents:

- A parent is designated as the legal custodial parent on the divorce decree. This is noted in Student Enrollment at the time of registration. In most cases, the child will reside with the parent who holds physical custody.
- In some cases, parents will share joint custody. This is designated on the Divorce Decree and this information is maintained in the student’s CA 60.* If both parents share legal custody, either parent maintains the right to sign official documents, such as CONSENTs and IEPs.
- The district must show due diligence to inform and include both parents in the IEP Team process if there is evidence of joint/physical custody.
- Divorced parents may choose to invite their new spouse to an IEP or other meetings. This does not give the invited person the authority to sign documents that make decisions (Consents, IEPs). They may sign that they attended.
- Many students now live with relatives, such as grandparents and aunts. Unless there is written legal documentation granting them legal custody, they do not have the same rights as parents.
- When there is no legal documentation of guardianship, the district has the authority to assign a surrogate parent to make educational decisions on behalf of the student. The requirements for the surrogate include basic knowledge of special education programs and services, can be objective, and is not a district employee.

*With regard to who has custody, if a pupil’s parents and/or guardians reside in different districts, the pupil may enroll as a resident pupil in either district in which the parents or a legal guardian reside. (SSAA 24b)

MANIFESTATION DETERMINATION

******When a student is suspended, always give parent a copy of procedural safeguards******

When a student engages in a serious infraction, always contact student support service and building administration.

Each student enrolled in a Michigan public school must follow the local district's student code of conduct. All students are afforded due process rights prior to disciplinary removal being imposed for alleged violations. Students with an IEP are afforded additional due process rights in all public school districts and public school academies (charter schools) to assure:

- They are not being punished for actions caused by their disability or the school's failure to implement their IEP,
- They are not being subjected to discrimination on the basis of disability, and
- That disciplinary interruptions of FAPE do not exceed 10 school days of suspension

Click here for [Oakland Schools Guidance on Discipline](#)

Click here for [Manifestation Determination Form](#)

https://drive.google.com/a/hvs.org/file/d/0B8_7rA-SC19HRWpSLU9BT1kzMzJWeWRUb3ZNSm1hUUl3Q3kw/view?usp=sharing

https://drive.google.com/a/hvs.org/file/d/0B8_7rA-SC19HRWpSLU9BT1kzMzJWeWRUb3ZNSm1hUUl3Q3kw/view?usp=sharing

M(2)
MEDICAID

Completing Medicaid paperwork is **Required**. Please refer to the manual provided by Oakland Schools as to the proper procedures for billing. There are staff/personnel at Oakland Schools who are qualified to answer any questions that may come up. Their names and telephone numbers are listed in your Medicaid manual.

<https://oakland.k12.mi.us/district-school-operations/medicaid/Pages/default.aspx>

If the student requires para services, the need must be documented in the PLAAFP (communication, social/emotional, perception/motor/mobility, medical), Section 5 of the IEP, and Personal Care page. The Personal Care page must be signed by authorized staff.

M (3)
MEDICATION

Administrative Procedures

The following guidelines are to be observed in the implementation of this policy:

1. Medication shall be administered by school personnel to students only upon receipt of the Huron Valley School Form ([Administration of Medication](#)) properly completed and signed by parent or legal guardian.
2. Pupil medication containers shall be kept in a secure place and shall not be accessible to pupils.
3. The container of medication must be brought to school in an original pharmaceutical-filled container. The container is to be labeled as to the name of pupil, name of medication, name of physician and physician's instructions for administration. Refill of prescription shall be the responsibility of the parent upon notification by the school. [Medication Check In Log](#)
4. Medication may be administered only by school personnel in the presence of an adult witness.
5. A record of medication administration shall be maintained and each administration noted upon giving the medication on [Huron Valley School Medication Log](#). This form shall be kept on file until the end of each school year in which medication is administered and one year thereafter.
6. Significant changes in the child's behavior or the presence of "side effects" are to be reported to the student's parents.

Under no circumstances should special education staff be solely responsible for dispensing medication.

Building BEST teams should refrain from recommending medication. It is appropriate to use checklists that evaluate school behavior issues. Parents may choose to take this information to their physician.

MET PROCEDURES

A MET (Multidisciplinary Evaluation Team) is a meeting that is held to recommend special education eligibility. A MET is held for all initial and at other times when the REED has determined further evaluation is recommended.

Meeting

It is important to have a MET meeting prior to the scheduled IEP Team meeting. Some teams have the MET and IEP in tandem on the same day. Parents must be informed and invited to this meeting. It is also important that each person involved in the evaluation is represented or attends this meeting. Each type of MET has different requirements that can be found on the MET forms. It is imperative to follow the requirements exactly.

Required signatures are listed on each individual MET form; however, each person who writes a report should sign the MET. Parents are also encouraged to sign.

Observations are required by some METs. This is to be completed by a staff member other than the student's regular education teacher. An [observation form](#) is available for use.

M (5)
MILEAGE

Requests for reimbursement will only be honored if they are turned in monthly. Mileage is reimbursable for job related travel between schools. Travel outside the district for conferences must be calculated from school to the conference, not from your home. Follow the most current district reimbursement mileage guideline regarding rate.

A map must be included if the travel is outside of the district. When submitting your mileage reimbursement requests it will be necessary to provide backup for any mileage to and/or from an inservice or conference. This backup should include:

- A brochure or flyer describing the content of the professional development opportunity.
- Evidence of your attendance at the workshop.
- Pre-approval for your attendance obtained from Student Support Services administration before workshop attendance.

Once again we would like to remind staff that mileage reimbursement requests should be submitted on a regular basis, monthly. Per Board Policy #3326 school business mileage will be reimbursed at the rate established annually by the Internal Revenue Service (IRS).

Any questions regarding these policies should be directed to the Student Support Services Department.

MODIFIED GRADES vs. ACCOMMODATIONS

Modified Grades are not exclusive to the special education population. The following procedure describes **only** the use of modified grades within the special education department.

Indication

- A modified grade should be considered **only** when a student cannot demonstrate success within the grade level standards, or has compromised cognition and is documented in the IEP.
- The terms of the modified grade must be determined in writing and agreed upon by the student's general education teacher, special education teacher, and the parent.
- Modified grades should be denoted on the student's report card in the manner allowed by the district.
- Although a meeting must be held to have the terms of the modified grade described, an IEP does not need to be convened. Modifications often are agreed upon at the beginning of a new course but can be adjusted after the class has started. The team may decide to use accommodations without modifications although it may be determined that accommodations are not enough and therefore modifications may become appropriate. Staff must document on the IEP that *"the use of modified grades is appropriate in selected classes"*.
- Modified grades given in the high school setting are not used when calculating a student's grade point average. ***Denoted by an "M" grade-not leading to a diploma***

Accommodations (Differentiated Instruction) are the strategies used to meet the standards and do not change the outcomes of the standards. may consist of the following examples: orally reading material for a student, allowing more time, or the use of assistive technology to complete an assignment.

Accommodations can include the assistance from another professional or paraeducator to help re-teach a lesson. The use of differentiated instructional approaches does not lead to the use of a modified grade.

Accommodations are used for assessment in order to provide equal access required to allow the student to demonstrate knowledge. Testing accommodations can also allow a student to demonstrate their mastery of concepts in a non-traditional manner. Any of these or similar techniques to assess a student's mastery of the prescribed course goals and objectives may not lead to the use of a modified grade.

Accommodations and curriculum adjustments may be addressed through a Personal Curriculum at the high school level. Personal Curriculum parameters are determined by the Huron Valley Schools Board of Education, not the IEP Team Meeting

Accommodations must follow a thread from the need established in the PLAAFP.

[Table of Contents](#)

M (7)

Move In Student with Active IEP

When the parent indicates that their student has an active IEP, the designated building Student Support Services representative shall be notified and follow up with the parent and/or sending school. **Upon receipt of the current IEP and enrollment is processed, FAPE must be offered.** In addition, the designated Student Support Services representative will complete the required paperwork found in the Forms to Use with Incoming IEPs in the Shared Student Support Services Folder.

If the student has never received a Notice of FAPE from the state of Michigan, you must do an initial IEP.

Forms:

Mandatory:

Cover Sheet Placement of Transfer Student with Disability

Placement of Transfer Student with a Disability (unless Initial IEP is completed before the Out of State student begins school)

Medicaid

Forms that May be required:

Personal Care Services for Medicaid

Release of Information

Transportation Form

REED- (Option 2 Placement of Transfer of Student with Disability)

******Notice is embedded into the Placement of Transfer Student with Disability. If out of state IEP, use initial notice.**

O (1)

OBSERVATIONS BY STUDENTS

Students will be allowed to observe in classrooms, if the purpose of the observation is to meet the requirements of a specific course or program. All requests will be approved by building administration.

Prior to the Observation

- A staff person will assume responsibility for the student while in the building.

[Table of Contents](#)

- The student will be required to sign a [confidentiality contract](#).
- A student will provide documentation for the purpose of the observation.

During the Observation

- The student will not have access to any confidential records.
- The student will not be allowed to attend METs or IEP Team Meetings unless the parent gives permission and a Release of Information is signed.
- Student may:
 - observe in the classroom
 - observe in special classes
 - observe on playground and in common areas

Students may **not** provide direct instruction to any student.

The assigned staff member may sign a letter of verification, or similar document, if one is requested by the student.

OBSERVATION FOR PROGRAMMING PURPOSES

All considerations for In-District Categorical or Out-of-District Center Based programs need to follow the district's referral or placement process.

In-District Categorical Programs

Any parent visitation to programs for placement requires **pre-approval** from Student Support Services administration. Program visits/observations to these programs should be limited to classrooms that are possible placements as defined through the categorical program procedure. While parents may request specific programs, placements in programs remain the decision of the IEP. Caution should be used when discussing district options with a parent that may result in the parent's request for observation before initiating the categorical program procedures.

[Referral Form for In district Categorical Program](#)

Out-of-District Center Based Programs

Staff and parents are not permitted to visit center based programs before the student is accepted into such a program. Referrals to Out-of-District programs go through the Oakland Schools referral process.

OT/PT Referrals and Service

Referrals

- When staff have potential OT or PT concerns regarding a student, the OT/PT Checklist (form [SE 21](#)) must be documented and reviewed at BEST.
- Formal referral for evaluation (form [SE 21](#)) is made only after the checklist has been reviewed by the OT or PT and the referral has been discussed at and reviewed by the BEST. No prescription is necessary for OT or PT evaluations.
- With approval from the BEST, the checklist will be forwarded to the OT or PT servicing the building.
- The OT or PT will engage with the Professional Staff to discuss the needs of the student and to be shared with BEST.
- Completed evaluations with the checklist attached must be sent to the Director for approval before service is begun.

Service

- To receive school provided OT and/or PT services a student MUST have been identified as a student with a disability.
- OT or PT services can be added as an ancillary service only when a student is eligible under one of the existing IEP disability categories.
- The need for OT and/or PT services must be related to the student's educational program. That is, without these services the student would be unable to profit from the educational program. (The student who is able to learn but could learn better with these services does NOT qualify for service.)
- A prescription from a physician is necessary before direct services are provided. Prescriptions must be updated annually. Services will not be provided without a current prescription.
- Services provided by an OT or PT must be specified on the student's IEP, including goals and objectives. In the event that these services are being added after an IEP is in place, the IEP must be reconvened to add these services OR a new IEP may be convened.
- Upcoming IEPs and METs will be communicated to the therapists not less than 3 weeks prior to allow them ample time to complete their testing and reports and parent communication.

P (1)
**PARAEDUCATOR
JOB RESPONSIBILITIES**

Instructional-Special Education: Responsibilities include, but are not limited to:

- Tutoring individual students using instructional objectives and lessons developed by teachers or other professional personnel.
- Assisting with supplemental work for students and supervising independent study.
- Providing assistance with individualized program materials.
- Administering formal and informal assessment instruments (spelling tests, etc.) Scoring objective tests and written papers and keeping appropriate records.
- Assisting the teacher and other professional personnel by observing, recording and charting information about student performance, behaviors, learning styles.
- Implementing behavioral strategies using the same emphasis and techniques as teachers and professional personnel.
- Assisting teachers with implementing behavior plans.
- Assisting with the preparation of materials for use in specific instructional programs.
- Attending IEP or staff meetings at the request of teachers or administrative personnel.
- Assisting teacher by supporting classroom routine (bus duty, lunch and playground duty, escorting students around the building, recording attendance, operation of office machines, clerical tasks, personal and hygiene care of students)
- Under the supervision of the teacher, selecting and using appropriate instructional techniques including reinforcement, prompting, modeling and cueing.
- Must be willing to be trained and to use Nonviolent Crisis Intervention techniques in the classroom under the direction of the teacher/administrator.

PARENT COPIES OF EVALUATION REPORTS

Parents have the right to receive copies of all reports that will be presented during MET and/or IEP meetings before the actual meeting date. When scheduling the meeting with the parent, you must offer copies of the reports to the parents when requested to do so. Additional copies of the report should be available at the meeting in the event that the parent fails to bring their copies with them.

If a parent requests a confidential file review, they must contact Student Support Service Office. An appointment will be set. This should not be completed at the building level.

PARTICIPATION IN APPROPRIATE ACTIVITIES (PRE-SCHOOL, ADULT TRANSITION PROGRAM)

Teachers who work with preschool students with special needs should be alert to the section: Under *Present Level of Educational Performance (PLAAP)*, you must specifically comment on how the student's disability affects his/her participation in appropriate activities for preschool students.

Likewise, teachers who work with students who attend the adult transition program, must comment on how the student's disability affects his/her ability to function in the community like their same age peers.

PART-TIME STAFF SCHEDULES

Employees must work their regularly scheduled days each week. In the event that an employee attends an approved inservice or IEP Team Meeting on a day they are not scheduled to work, the employee may take that amount of time off during the same week. Time off may NOT be accumulated to use for extended vacations. Itinerant staff should attempt to balance their time between their assigned buildings.

All exceptions must be authorized by student support services administration.

PRIVATE SCHOOL SERVICE

Click Here for the [NonPublic School Service Evaluation/Plan](#) forms

K-12

The district in which the private school is located provides both the evaluation and the service if the school is registered with the state. The resident district may be invited to the IEP Team Meeting , and this action is encouraged when the student's return to the home district is expected.

Pre-School

- For pre-school students, the resident district provides the evaluation and the service. Some items to consider when providing services are:
- If the Preschool is not registered with the state and only services students in preschool and/or preschool and Kindergarten services will be through an IEP. The services can be provided at the district of location as well as at the nonpublic.
- If the Preschool is operated by community education in another district, the district of residence holds the responsibility.
- If the Preschool is a registered nonpublic and also services students in grades 1 or higher, services will be through a nonpublic service plan.
- A team is appointed from Special Services Administration to address the needs of Private School Students. This team services both private schools in our district (District of Location) and schools where our students attend who live in HVS borders (District of Residence).

District of Residence: (When a student lives in the Huron Valley School District and attends a private school in another district)

When a Huron Valley Schools resident attends a private school outside of the district, we are considered the District of Residence. A team from the District of Location (the private school is located within the district's borders) will follow the procedure outlined by Oakland Schools. At the time of the initial MET/IEP Team Meeting, a Huron Valley team will travel to the District of Location and present an IEP and FAPE. A representative from Huron Valley may attend all 3-year re-evaluations.

District of Location: When a private school within the Huron Valley Schools borders notifies the district about a possible evaluation, the appointed team will convene to complete a REED, necessary evaluations, and a service plan, if required. A member from the team will notify the District of Residence (if the student does live in Huron Valley) to follow Oakland County procedure.

Available Services

- Speech/Language
- OT
- PT
- TC
- SSW

P(6)

Nonpublic School Evaluation

Nonpublic school referrals should initially be referred to Student Support Services. The district's appointed Nonpublic School team will convene and discuss all referrals both in and out of the district. The assigned teacher consultant will coordinate Nonpublic school referrals by convening an ad hoc BEST at the referring building. The appointed team will consist of the referring teacher and administrator, the teacher consultant, SLP, school psychologist and school social worker. At times OT/PT may be included. In order to move forward with a Nonpublic Service Plan, the student must be enrolled through Huron Valley per district policy.

Click Here for the [Nonpublic School Evaluation/Plan](#) forms

Click Here for [NonPublic School Guidance from Oakland Schools](#)

P (7)
PURCHASES

Each professional may be allotted an amount of money each school year. The money may be used in either of the following manners:

- Personal purchases require original receipts and need to be turned into the special education office for reimbursement by May 1st. (Please remember to utilize the district's sales tax exemption number; sales tax will not be reimbursed.)
- Send requests for catalog purchases to the special education office. Please make sure all pertinent information is provided and the catalog is current. Remember that shipping and handling must be included.
- Technology purchases must be approved by student support services department to ensure compatibility.
- Alternate curriculum materials are not acceptable purchases per the Instruction Department. Supplemental materials may be purchased if they allow students with special education needs to access the regular curriculum. Any exceptions to this rule must be approved by special education administration.

R (1)
RECORD MAINTENANCE

Confidential Files

Confidential files are maintained on students who have been presented to the BEST and/or received special education services. Confidential files are kept at both the building and/or Student Support Services. Files are maintained for in-district, as well as out-of-district pupils. Files are also maintained for students for whom we have requested consent but parental consent was not granted.

Confidential files are considered active as long as a student is receiving service. Records become inactive when services are terminated for any reason, i.e., decertification, parent request, relocation to another district, student death, etc.

Confidential files are expected to contain all evaluation reports (Teacher Consultant, Psychologist, School Social Work), IEPs, METs, Physical Therapy Prescriptions, etc. In addition, all formal BEST reports and Memo to File should be kept in the building confidential file. In the event that the files are ever found to be incomplete, it is the responsibility of the specific MET Rep, Evaluator, etc. to produce a duplicated document for the confidential file.

The confidential file should be maintained in a professional manner and should be put in chronological order when sent to a new location. These files should never be sent through inner school mail. When a student moves out of district, a principal designee must return the file to the Board Office.

- All staff should maintain personal files for students that they evaluate, or serve, for at least five years.
- It is **never** appropriate to place personal notes in a confidential file. Personal notes maintained in a personal file are not subject to release of information to parents.
- Protocols should not be kept in the confidential file
- All confidential files must be **hand delivered** to the Student Support Services or receiving building.
- Current caseload teacher and/or teacher consultant is responsible for transferring confidential records to the receiving building. A signature documenting the transfer shall be obtained before the end of the school year.
- Access to confidential files are on a need to know basis. Staff must sign enclosed form and document the reason for access.
- Parent request to review confidential file, CA 60 and electronic communication need to go through Student Support Services.

Medicaid Files

- Student receiving para support shall have an orange file with completed para logs located behind the confidential file.

CA 60 Maintenance

- No IEP's or METS should be placed in this file.
- A notation must be made for every BEST, Evaluation, IEP Team meeting, and MET on the special help card.
- Protective Services referrals may not be noted on the special help card or put into the confidential file or CA 60. The building principal should maintain a separate PS file in their office.

REFERRAL to Categorical Programming

Students' programming is an IEP decision that should be based on individual student need and Least Restrictive Environment (LRE) consideration. Students' placement into where they will receive the programming is a district decision.

In the event the referring team and the receiving team are not able to agree on student placement, interventions, and services through the problem solving process the decision will be made by the Director of Student Support Services and an administrator from each building being affected by the placement of the student.

Referral to Categorical Programming

+

In an effort to provide a consistent process to the referral of a student to a categorical program, please use the following sequential steps:

1. Use the entrance/exit criteria to identify the potential need for categorical programming, even if the student attends the same building where categorical is located.
2. Current TC/RR teacher to share potential referral with receiving building appropriate staff, and Student Support Services administration. For all referrals, always include potential receiving teacher and building psychologist. If the referral is to EI Categorical include SW. If referral is CI Categorical or ASD Categorical, also include Speech and Language Pathologist.
3. Referral process ([Referral for Categorical Classroom Placement- SE18](#)) to be provided would include, but not be limited to: Psych scores, academic scores, Speech and Language data, if CI adaptive scores, and FBA/BIP if EI. A written paragraph explaining the reason for referral or proposed placement change must be included in the referral as an overview to the enclosed documents required.
4. Student would be observed by staff from categorical program.
5. If the student is deemed appropriate, the sending building will contact the parent to engage them in the process and offer a tour of proposed placement, with input from receiving building.
6. If the student is not deemed appropriate, or there is not current space available, administration and staff from categorical program will offer suggestions on programming.
7. The IEP process for a student to a categorical program will be done in collaboration and with representation from both teams.
8. Eligibility does not drive placement, so the eligibility is NOT required to match the categorical program.
9. Consultation for student input is available when a team member is looking to enhance supports for a student to remain in the LRE. Depending on the categorical staffing and sub availability, the categorical team may request for individuals to observe their program prior to categorical observing the student in their current placement.

*Note, if a parent requests a categorical program in another building; please do not have the parent contact the building for a tour or initiation of programming. In this case, describe our internal process and guide them through where and how they will become involved. Of course, any parent can certainly visit any building; however, this process is designed to help set ourselves up for a successful process.

Click here for [Referral for Categorical Classroom Placement \(SE18\)](#)

1. Placement Criteria

a. General Considerations

All referrals will be considered on an individual basis, since each is unique. There are, however, some parameters that will guide staff in considering what may be or may not be appropriate referrals for a categorical classroom:

1. Students must already be identified as eligible for special education and receiving active special education services.
2. Evaluations and documentation must be current- (formal and informal)
3. Available and appropriate resources in the building must have been used and given sufficient time to assess their impact. These might include:

Growth year

Retention

Title I-31A

Parent Conferences

Medication

Length of time in special education

Outside agency involvement (i.e. has it been considered/suggested)

Detention/Suspension

Daily Assignment Sheet

Documenting/Charting Behavior

Reduced Workload

Peer Tutoring

Preferential seating

Progress Reports

Observation in Other Settings

Assistive Technology

Individual learning environment

Oakland Schools Individual Problem Solving Process

Oakland Schools Psychology Clinic Referral

Adaptive Behavior Rating Scale

PBIS-Positive Behavioral Intervention Supports

Emotional Impairment

1. There should be clear documentation that the severity of the student's behavioral/emotional difficulties over a period of time is such that the child is not able to function in the regular education classroom with appropriate special education support from the teacher consultant and/or resource room teacher.
2. Issues such as the child failing to learn, inability to perform academic tasks in spite of intellectual ability, extent of danger or disruption to the building/classroom/student body/self should be present to a severe degree.
3. There should be clear documentation that social work and behavioral modification strategies have been attempted and are not being effective.
4. Parent cooperation and support, and use of medication for ADHD students, are issues that will be considered but will not necessarily preclude students from being accepted for categorical classroom or resource room placement when deemed appropriate.

Cognitive Impairment

1. Any child who is certified with a *Cognitive Impairment* or functions as if they have a cognitive impairment may be referred for consideration for placement in the *categorical classroom*.
2. There should be clear documentation including a clear consideration of adaptive skills.

Autism Spectrum Disorder

1. Any child who is certified with an Autism Spectrum Disorder or functions as if they have an Autism Spectrum Disorder may be referred for consideration for placement in the categorical classroom/program
2. Documentation should include a comprehensive evaluation

2. Program Entry/Exit

a. Entry

Once a referral has been approved, the referring school shall convene an IEP Team Meeting to initiate the placement. Receiving teacher and date of placement implementation will be designated by the two buildings coming to a consensus on the date.

b. Caseload Review

Caseload reviews will be conducted annually. The review team will consist of student support services staff and administration. These meetings will take place at the building in which the classroom is located.

c. Exit

1. As a rule, program exit will occur at the semester break or at the end of the year as a result of the caseload review. Exceptions must be brought to the attention of the Director.
2. Once the decision for program exit has been made, the categorical classroom/resource room building team (i.e. social worker, psychologist, and categorical classroom teacher) or a member of this team **must** contact the Director and home/receiving school team in a timely manner providing at least the following:
 - a. A written report including rationale for program exit and full information and recommendations for the student's home school placement.
 - b. An opportunity for a face-to-face meeting of the team's members to discuss the student.
 - c. An opportunity for receiving team members to observe the student while still in categorical classroom/resource room placement.
3. It is important to note that a new IEP Team Meeting must be convened at the receiving building to include the referring staff.

REFERRAL TO OUTSIDE AGENCY

1. When school personnel consider referring a student and/or family to an outside agency, they must first consult with other professional personnel from their building BEST, preferably the principal, school social worker, school psychologist and caseload teacher.
2. In case of emergency referral where additional information or support is needed by the referring person, consultation with the social worker, school psychologist and/or other members of the BEST team by telephone or in person is recommended.
3. When referring students and/or families to community agencies, school personnel shall offer several agencies without indicating preference. The School Social Workers/Psychologists are a source for agency lists and will be responsible for any outside agency referrals.
4. Beginning with a student who turns 16 and/or earlier if appropriate, the team must consider the need to invite outside agency. [The Invite to Community Agencies](#) must be completed prior to the invitation and IEP Team Meeting.

Caution: It should be communicated clearly to the parent that the district is **NOT** formally recommending the outside referral and therefore creating a situation where the district could be held financially responsible.

REFUSAL OF INITIAL SERVICES

Parents sometimes request to decline special education services for their child at an initial IEP . It is never recommended that parents exercise this option. **It is important to note that a student maintains their eligibility for special education.**

- Even if you are aware that the parent plans to refuse special education programs and services at an FAPE/IEP Team Meeting, an IEP Team Meeting is scheduled and parents and appropriate staff are invited.
- The IEP Team Meeting proceeds normally, with eligibility noted and programs/services recommended. There should be appropriate goals and objectives determined for the student.
- Parent must sign a **Refusal Letter**, which is then sent to the Director of Student Support Services and placement in the Confidential File.
- The failure of parents to consent for the initial provision of special education programs and services on an initial FAPE is automatically a refusal. **The IEP must be completed, but the Refusal Letter is offered and preferred but not mandatory for an Initial IEP.**
- Consensus is important at all IEP Team Meetings. When the BEST does not feel confident about the direction that they should take, guidance should be sought from Student Support Services Administration prior to completion of the IEP process.
- Students who are dangerous to themselves or others should be considered mandatory for a REED request to the parent. If the parent refuses to give consent, Student Support Services Administration should be consulted.

Click Here for [Refusal of Recommended Services](#)

REFUSAL OF SERVICES

Parents sometimes request to decline special education services for their child. It is never recommended that parents exercise this option. Students can only be removed from special education programs or services through an IEP process. **It is important to note that a student maintains their eligibility for special education until the anniversary date of the IEP and/or MET.**

- Parent contacts staff regarding the request to have services terminated.
- A meeting should be scheduled including parents and necessary IEP members.
- A parent will sign the Refusal Letter or the IEP Team Members will agree to amend the IEP as discussed.
- **If a [Refusal Letter](#) is signed it is sent to the Director of Student Support Services. A copy goes in the confidential file. Parent must be provided with Procedural Safeguards and Parental Rights Summary. If the parent requests the full document it must be provided.**

Click Here for [Refusal of Recommended Services](#)

R (6)
RETENTION

Please refer to district policy for guidelines for retention practices. In addition to these guidelines, the following guidelines need to be implemented as well.

Secondary

At each marking period, a failure list should be generated by the counseling staff. A BEST designee will then cross check the list with students who have been referred to BEST. If a student has not been referred, he/she will then be referred to the next BEST with parent notification. At semester, the building principal, with suggestions of interventions, should send a letter home to the student's parents. At the end of the school year, the BEST will again meet on any students who continue to fail. A placement, promotion, or retention decision will be made that at this time with administration. A parent meeting may be part of the administration plan.

*At the high school level student grade placement progresses within a cohort. There may be additional opportunities beyond the student's fourth year to earn the necessary graduation requirements.

High School staff will work with students to recover lost credit. Parent contact will occur to discuss credit recovery options.

Elementary

After the second marking period, any student that may be considered for retention should immediately be referred to the BEST.

When considering retention:

- Parent will be included in the process
- A retention scale may be completed (LIGHTS Scale)
- If retention is decided a letter of agreement will be signed by the parent and the administrator.
- Document on CA 60 student placement, promotion or retention.

R (7)

REDUCED SCHEDULES

When a special education student requires a reduction in his/her schedule, a new IEP must be convened or an amendment completed to document the change and to provide a rationale. The rationale **MUST** include information from an outside medical professional. If the student ultimately ends up receiving their services through homebound rather than in-school services, the homebound service may reflect the courses of the previous reduced schedule IEP and still qualify for a 1.0 FTE. When a parent requests a reduced schedule the student needs to be referred to BEST.

REBOUNDER GUIDELINES

The following guidelines WILL be followed for each student who requires the use of a rebounder as part of his/her educational program.

1. The use of the rebounder will be included in the student's IEP under "Section 5: Supplementary Aids and Services". The notation should include the rationale for the rebounder use and the anticipated frequency.
2. **AT NO TIME SHALL A STUDENT BE ALLOWED TO USE A REBOUNDER WITHOUT THE DIRECT ONE-ON-ONE SUPERVISION OF A DISTRICT EMPLOYEE.**
3. The rebounder shall be stored in a locked location at all times when not in use.
4. Staff must notify the Student Support Services office by sending a copy of the page identifying the use of the rebounder from the student's IEP for each student requiring the use of a rebounder, to be maintained for the insurance company.
5. **Any violation of these guidelines may result in the loss of privilege to use rebounders with our students.**

S(1)

SECLUSION and RESTRAINT

The Huron Valley Schools adopts as its own the Michigan State Board of Education's Policy for the Emergency Use of Seclusion and Restraint, adopted by the State Board on March 14, 2017. Consistent with the State Board Policy, the Board directs all staff to use positive behavior interventions and support (PBIS) to enhance the academic and social behavior outcomes for all students.

In accordance with Public Acts 394-402 of 2016 and State Board Policy, the use of emergency seclusion and physical restraint is a last resort intervention which may be used only when a student's behavior poses an imminent risk to the safety of the student or others and an immediate intervention is required. The Board directs that any use of emergency seclusion and physical restraint be consistent with state law, Michigan Department of Education policy, and any related guidelines.

[*Seclusion and Restraint Guidance Flowchart*](#)

[*Seclusion and Restraint Incidence Form*](#)

[*MDE Documentation Example- Seclusion and Restraint Documentation*](#)

[*MDE Documentation Example- Seclusion and Restraint Debriefing*](#)

[Table of Contents](#)

S (2)

SOCIAL WORKER SERVICES

Social Workers have the unique opportunity to work with all students within their assigned buildings. All services to students with IEP's should be documented. Students, who are eligible to receive special education services and are receiving those services on a scheduled basis, should have social work services documented on their IEP accordingly.

The decision to write in social work services should be discussed with the school social worker prior to the IEP Team Meeting . The social worker, as part of the team, should be informed and consulted about affective goals and services, which may be considered on an IEP. For students who are eligible with an Emotional Impairment or Autism Spectrum Disorder, social work services should be strongly considered. When social work services are not recommended for these impairments, the PLAAFP must reflect how the student's emotional needs will be supported. Students with other eligibilities may also require social work intervention and this should be reflected on the student's IEP. Students who require Behavior Plans are likely to require regular contact from the social worker, either directly or indirectly, and this should be reflected on the IEP.

When the social worker supports general education students, the [Social Work Permission Form](#) will be used.

S(3)

STUDENT PROFILE

- Student Profile must be updated at the time of the annual IEP.
- Caseload managers are responsible for disbursing and communicating pertinent information per the Student Profile to all staff working with the student including administration, teachers, paraeducators, and transportation.
- [Transportation Profile](#) can be used to communicate specific student needs.

Click here to print out a blank [Student Profile Sheet](#)

S (4) SUBPOENAS

Professional staff may be asked to provide information in a hearing or court case about a child for which they have provided service or assessment. Subpoenas seem to most often be presented in child custody or guardianship hearings. In these types of cases, staff would be notified directly by an officer of the court, or process server. Neither the Director of Student Support Services nor any other school official would have prior knowledge that the staff member would be served. The following information might prove helpful.

- The actual subpoena does not have to be signed by a judge or have an official raised seal. Most often an attorney signs the subpoena.
- The subpoena may be delivered to the main office of a building to which the staff person reports, placed in their mailbox or delivered to the Student Support Services Department.

General Procedures

Before:

- When a subpoena is received, the Student Support Services Department and the building administrator must be notified.
- Make a copy of the subpoena and forward it to the Director of Student Support Services.
- After consultation with Pupil Personnel Services/School District Attorney, you may be required to appear.

During:

- You must be available to testify. Oftentimes the subpoena will ask for a telephone number where you can be reached during certain hours. If asked to appear – **You must present yourself!**
- Do not take any written materials, protocols, files or notes. Obviously anything that the subpoena specifically requests must be taken.
- When you take the stand and are asked a question, you should reply: **“Your honor, there is a statute that prohibits my discussion or disclosure of confidential material.”** The judge will most likely order the staff member to reply – in which case, compliance is in order.

SUMMARY OF PERFORMANCE (Exiting Students)

This form is used to:

1. Comply with the new requirement for a "Summary of Performance" in IDEA 2004, Sec. 614(c)(5)(B)(ii).

The Summary of Performance:

- a. Provides information to students who are graduating with a general education diploma to assist them in meeting their post-secondary goals; and
 - b. Provides information to students who are leaving school because they exceed the age of eligibility for a free appropriate public education (end of school year in which they turn 26) to assist them in meeting their post-secondary goals.
2. The Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE-OSE/EIS) recommends that school districts provide a Summary of Performance for students who are leaving school before the end of their entitlement period due to graduation with a modified diploma or certificate. (Not an IDEA 2004 requirement.)

DIRECTIONS

1. Complete top portion of form.
2. Write a summary of the student's academic achievement and functional performance in meaningful terms. This statement may include:
 - How the student's disability has affected the student's academic achievement and functional performance and progress in the general education curriculum;
 - The student's academic and functional strengths;
 - The results of the student's vocational and transition assessments;
 - The results of the student's most recent state or district assessments;
 - The results of any college entrance examinations (e.g. SAT, ACT);
 - The results of the most recent special education evaluation of the student;
 - Whether the student is graduating with a general education diploma, and whether the student achieved a Certificate of Completion;
 - A description of any other exit document the student earned in high school (e.g. modified diploma, certificate of attendance or achievement);
 - Any honors or special awards the student achieved in high school; and
 - Any vocational or extracurricular accomplishments of the student.
 - When available and appropriate, attach any other documentation regarding the student's academic achievement and functional performance (i.e., evaluations, test results).
3. List the student's post-secondary goals from the student's most current IEP.
4. Write any recommendations for assisting, supporting, and/or accommodating the student in meeting the student's post-secondary goals after the student exits from K-12 education. These recommendations may include accommodating the student's disability in the workplace, post-secondary education setting, community participation, independent living etc.
5. Enter the name of the person completing the summary, the name of the school, a contact phone number, date of completion of this document, and student signature.
6. Student signature and date indicating receipt of a copy of the Summary of Performance.
7. It is recommended that the student complete the Summary of Performance Student Perspective Form.

RECORDING (Voice) of IEP TEAM MEETINGS

Parent Requests

The courts have ruled that as an aid to participation and understanding the programming for their child, parents must be allowed to record the IEP Team Meeting. They have also ruled that such recording may not be used as a “shield or a weapon”.

Meeting Procedure

- The school will also record the meeting (If determined necessary). The recording will be kept in a predetermined location at the school. Someone, other than the case coordinator, should be assigned the responsibility of recording.
- The meeting will be chaired by an administrator and will follow the official IEP Team Meeting agenda.
- An administrator will open the meeting with the following statement (on recording); “This (date) IEP Team Meeting for (student name) is being recorded at the request of (parent name). The school recognizes the parents’ right to record this meeting for personal note taking. Huron Valley Schools does not recognize this recording as an official transcript of this meeting or as a legal document.”
- Participating IEP Team members will only speak to their reports and answer direct questions.
- It is the case coordinator’s (chair of the IEP Team) responsibility to follow the specific agenda of the IEP Team Meeting . All components of the IEP Team should be explained fully to the parent, allowing time for questions as necessary.

T (1)
TIMELINES

See Guidance from Oakland Schools

What everyone should know about timelines:

<https://oakland.k12.mi.us/instructional/technical-assistance/special-ed-compliance/early-childhood/Documents/What%20Everyone%20Needs%20to%20Know%20About%20-%20Special%20Education%20Timeline%20s.pdf>

Initial Evaluation:

<https://oakland.k12.mi.us/instructional/technical-assistance/special-ed-compliance/iep-development/Documents/The%20Initial%20Evaluation%20of%20Eligibility%20for%20Special%20Education%2012-13-16.pdf>

Reevaluation:

<https://oakland.k12.mi.us/instructional/technical-assistance/special-ed-compliance/iep-development/Documents/The%20Reevaluation%20of%20Eligibility%20for%20Special%20Education%2012-13-16.pdf>

T (2)

TRANSPORTATION – SPECIAL EDUCATION

- Special Education Transportation is provided when an eligible student is unable to ride a general education bus. The decision is an IEP Team decision, although some rules determined by the Transportation Department of HVS must be followed. For example, an IEP Team cannot decide to provide special education transportation to a non-home school that has been selected by the parent through “schools of choice”.

General Rules:

- A [transportation form](#) must be completed every time a new IEP Team Meeting is convened.
- When specialized transportation is required, any changes in transportation needs must be requested through a memo to the special education office.
- The Transportation Department requires at least 5-10 school days from the receipt of transportation form to process a new request – or a change.
- All transportation forms require an alternate drop-off even if the student may be left home alone.
- All transportation requests must be processed through the Student Support Services Office and require the Director’s signature.
- “Curb to curb” student drop-off and pick-up must be consistent on a daily basis.
- Parents will not be reimbursed for transporting their child to special education programs if transportation can be arranged through HVS’s Transportation Department.
- Denial of transportation to a special education student must be discussed with the student’s caseload teacher. Extended periods without transportation may violate the student’s IEP rights.
- The FAPE should reflect the communication between the IEP Team and the Transportation Department to determine the implementation date, but within 15 days.

T (3)

TRANSPORTING STUDENTS

Staff is discouraged from transporting students in their private vehicle. In the event a student needs to be transported (i.e. school phobic, student in wrong building, disciplinary action, etc.) two staff members must be present in the vehicle at the time of transport. Written parental consent should be obtained. Emergency transportation may be necessary. In this incident, two staff members must witness verbal permission.