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Dance, Vocal and Instrumental Music, Traditional and Digital Visual Art, Creative Writing, and Acting are a part of every student's schedule – ART EVERY DAY. Our extensive arts program is integrated into our solid academic curriculum. The Arts Academy in the Woods is chartered by the Macomb Intermediate School District's Board of Education

SPECIAL EDUCATION PROCEDURES

Identification and Evaluation Procedures

Updated September 2023

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These procedures have been adopted by the Arts Academy in the Woods as of September 2023

Compliant provision of these procedures will be supervised by the building administrator and special education administrator(s.)

These procedures will be reviewed for compliance after each IEP meeting, before notice is provided.

Any changes to these procedures will be communicated by the building administrator and special education administrator(s) at the next regular staff meeting. They will be communicated by posting on an electronic staff bulletin board or shared hard drive

Initial Evaluations

See separate but related procedures for more specific guidance and detailed information relative to REED, Reevaluations, and IEP Participants and Excusals.

This procedure will be used when evaluating students who may be eligible for special education, that is students who have been "referred" by a parent, staff member, MTSS team, or other source as possibly needing special education support.

This procedure will be implemented by special education service providers and evaluative staff

Legal Requirement with Citation

§300.300 of IDEA indicates that written parental consent is required when the school district proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability.

§300.301 requires that each school district must conduct a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability. The initial evaluation must consist of procedures to determine if the child is a child with a disability and also to determine the educational needs of the child. This evaluation must be conducted within the timeframe established by the state.

Michigan Administrative Rule for Special Education 340.1721b establishes a 30 school-day timeline from receipt of parental consent to completion of the initial IEP and offer of FAPE, unless the timeline is extended by mutual, written agreement of the parent and the school district.

§300.305 of IDEA describes requirements for conducting a review of existing evaluation data (REED) as part of an initial evaluation (if appropriate) and as part of any reevaluation. This must include a review of all the following:



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- evaluations and information provided by the parents of the child;
- current classroom-based, local, or State assessments, and classroom-based observations; and
- observations by teachers and related services providers.

On the basis of this review, and input from the child's parents, the district must identify what additional data, if any, are needed to determine:

- whether the child is a child with a disability and the educational needs of the child;
- the present levels of academic achievement and related developmental needs of the child;
- whether the child needs special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the child's IEP and to participate, as appropriate, in the general education curriculum.

§300.304 of IDEA describes the procedures that must be followed when conducting an initial evaluation or reevaluation. In conducting the evaluation, the school district must:

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - Whether the child is a child with a disability; and
 - The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
- Not use any single measure or assessment as the sole criterion for determining whether the child is a child with a disability and for determining an appropriate educational program for the child.

Procedural Steps:

1. A request for a special education evaluation may come from a variety of sources, including but not limited to:
 - Parents/guardians
 - Teachers, counselors, administrators, or other school staff
 - Teams involved in the MTSS or similar process
 - Physicians, private therapists, and/or other clinical or agency personnel
 - The student him/herself



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Requests for special education evaluations are received and documented by the main office staff and will be documented by the school PowerSchool Special Programs liaison

2. **Within ten school days of receipt** of a request for a special education evaluation, the district will:

- a. Conduct a Review of Existing Evaluation Data (REED) for initial evaluations only when determined necessary by the special education administrator and building administrator
 - Participants in the REED Process will include all the following:
 - District representative
 - General education teacher (if the student participates or may participate in general education)
 - Special education teacher/service provider(s)
 - An individual who can interpret the instructional implications of evaluation results
 - The parent will have a meaningful opportunity to participate and provide input into the REED process.

The individual responsible for ensuring that the REED is conducted in a timely manner and with all required personnel is the director of special education and the building principal/administrator

- b. **Provide the parent with prior written notice** of the district's intentions relative to the request for evaluation, including:
 - Whether the district proposes or refuses to evaluate the student;
 - The results of the REED, if conducted;
 - What assessments are proposed as part of the evaluation;
 - If applicable, a statement regarding why no additional assessments are considered necessary to determine if the student is a student with a disability; and
 - A description of the data, reports, or evaluations that serve as a foundation for the district's proposal or refusal.
 - A description of any other factors relevant to the district's proposal or refusal.
 - Request for the parent's written consent if an evaluation is being proposed.

The individual responsible for ensuring the timely provision of prior written notice, including the timely request for parental consent for the initial evaluation, is the special education administrator and the building principal



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If written consent is not provided by the parent after the first attempt, the district will document reasonable efforts to obtain consent. "Reasonable efforts" include:

- Detailed records of telephone calls made or attempted and the results of those calls,
- Copies of correspondence sent to the parents and any responses received, and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The individual responsible for making and documenting the efforts to obtain parent consent for an initial evaluation is the special education administrator and the building principal

If a parent refuses consent or doesn't respond to requests for consent, a district may, but isn't required to, pursue the initial evaluation of the child by utilizing the procedural safeguards in the IDEA, which include mediation procedures and due process procedures.

If the district declines to pursue the evaluation because it didn't obtain consent, the district doesn't violate its obligation to locate, identify and serve the student who may have a disability.

If the district believes an evaluation is necessary but the parent disagrees and refuses consent for a reevaluation, the district will do one of the following:

- Provide notice that the district will not conduct an evaluation due to lack of parental consent; or
- Pursue consent override procedures described in 34 CFR 300.300 (a)(3); or

The individual responsible for making decisions regarding how to proceed when there is a lack of parental consent for an initial evaluation is the special education administrator and the building principal

3. **Within 30 school days** of receipt of written parent consent to evaluate the district will do all of the following:
 - a. **Complete a full and individualized evaluation** in all areas of suspected disability pursuant to the REED/evaluation plan for which parental consent was provided.



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The individual responsible for ensuring that such an evaluation is completed within 30 school days is the special education administrator and the building principal

If necessary, **the timeline for completing an initial evaluation may be extended** beyond 30 school days by mutual agreement of the parent and the school district. This agreement will be in writing. The reason for extending a reevaluation timeline may not be for the convenience of staff or because staff are unavailable to conduct the reevaluation.

The individual responsible for requesting any extension of the initial evaluation timeline is the special education administrator and the building principal

- b. Complete a Multidisciplinary Evaluation and a related summary report (MET report).

The parent will be provided with a meaningful opportunity for input into the MET process.

When evaluating for the presence of certain disabilities, the following individuals are required to be part of the Multidisciplinary Evaluation Team.

For students who are suspected of having a **specific learning disability**:

- The student's general education teacher and
- A person qualified to conduct individual diagnostic exams, such as a school psychologist, authorized provider of speech and language, or a teacher consultant

For students who are suspected of having a **cognitive impairment**:

- Psychologist

For students who are suspected of having a **speech/language impairment**:

- Teacher of students with a speech and language impairment or a speech and language pathologist

For students who are suspected of having a **emotional impairment**:

- Psychologist or psychiatrist and
- School social worker



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For students who are suspected of having a **physical or other health impairment**:

- Orthopedic surgeon, internist, neurologist, pediatrician, family physician, or any approved physician

For students who are suspected of having a **visual impairment**:

- Ophthalmologist or optometrist

For students who are suspected of being **deaf or hard of hearing**:

- Audiologist and
- Otolaryngologist or otologist

For students who are suspected of having an **autism spectrum disorder**:

- Psychologist or psychiatrist and
- School social worker and
- Authorized provider of speech and language

For student who are suspected of having **vision/blindness**:

- Ophthalmologist optometrist, audiologist, otolaryngologist, otologist, family physician or other approved physician and
- Teacher of students with visual impairment and
- Teacher of students with hearing impairment

For students who are suspected of having a **traumatic brain injury**:

- Family physician or any approved physician

For students who are suspected of having **severe multiple impairment**:

- Psychologist and
- Depending upon the disabilities in the physical domain, other evaluators as required in the categories listed above

The individual responsible for ensuring that all required members participate on the multidisciplinary evaluation team is the special education administrator and the building principal



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A multidisciplinary evaluation will be at no cost to the parent, including instances when a licensed medical professional is a required member of the multidisciplinary team. It is the obligation of the district to facilitate the involvement of those required medical professionals, including contracting with such a professional for services to the district.

When a licensed medical professional is a required member of the multidisciplinary team, their participation in both evaluative and decision-making activities will be achieved by

- Inviting them to participate in face-to-face meetings with other members of the team.
- Conference calls or virtual meetings with other members of the team.
- Written communications/reports.

School personnel who participate on the multidisciplinary evaluation team will document the results of their assessments/input by submitting a written report for consideration by the MET.

The MET report will contain information needed to determine the student's present level of academic achievement and functional performance (PLAAPF) and educational needs. The individual responsible for ensuring that the MET report includes all required information is the special education administrator and the building principal

- c. Conduct an IEP team meeting to do all of the following:
- consider the evaluation results,
 - make a determination regarding eligibility,
 - develop an IEP for the student if eligible, and
 - make a written offer of a Free, Appropriate Public Education.

A student shall not be found eligible for special education if the determinant factor is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA); lack of appropriate instruction in math; or limited English proficiency.

Sources that will be reviewed and documented to inform this consideration include:



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- The student's cumulative record, including schools attended, attendance/truancy rates, disciplinary removals which may impact exposure to instruction, reports of progress in the general curriculum, and performance on district and state assessments.
- Information provided by the parent, including any home language surveys.
- Information provided by the classroom teacher.
- Data from the MTSS process or other interventions provided prior to or as part of the evaluation.

See separate but related procedures for more specific guidance and detailed information relative to *REED*, *Reevaluations*, *Assessment Tool Selection and Administration*, and *IEP Participants and Excusals*.

Documentation and Compliance

The following forms and resources will be considered when deciding and documenting:

- Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.)
- MET form(s) from PowerSchool Special Programs
- IEP Form from PowerSchool Special Programs (including the page entitled Notice of Offer of FAPE)

Compliance with this procedure is maintained and reviewed by each local district office of special education. Reports and state reporting fields (i.e., initial component of special education, IEP timeliness, etc.) are available for each student in PowerSchool Special Programs (PSSP). The district PSSP Liaison will maintain the data entries and verify accuracy for state reporting.

Documentation of the ten-day timeline from request for evaluation to request for parental consent, as well as the procedures related to this step of the process, will be supervised by the special education administrator and the building principal

Documentation of the 30 school-day timeline from parental consent to offer of FAPE, including documentation of a full and individualized evaluation, will be supervised by the special education administrator and the building principal

The schedule for review of documentation of these procedures will be prior to each certification of count day records



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ReEvaluations

This procedure will be used when reevaluating a student who is currently eligible for special education. Reevaluations include triennial reevaluations related to ongoing eligibility as well as evaluations for the purpose of adding/changing services or developing a Functional Behavior Assessment/Behavior Intervention Plan.

This procedure will be implemented by special education service providers and evaluative staff

See separate but related procedures for more specific guidance and detailed information relative to *Initial Evaluations*, *Review of Existing Evaluation Data*, *Assessment Tool Selection and Administration*, and *IEP Participants and Excusals*.

Legal Requirement with Citation

§300.303 of IDEA requires that school districts ensure that a reevaluation of each child with a disability is conducted if the district determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and the public agency agree otherwise. A reevaluation must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.

§300.300 of IDEA indicates that written parental consent is required prior to conducting any reevaluation of a child with a disability. If the parent refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using the consent override procedures described in paragraph (a)(3) of this section; however, the public agency does not violate its obligation under IDEA if it declines to pursue the reevaluation.

Informed parental consent for the reevaluation need not be obtained if the district can demonstrate that it made reasonable efforts to obtain such consent and the child's parent has failed to respond.

Michigan Administrative Rule for Special Education 340.1721b establishes a 30 school-day timeline from receipt of parental consent to completion of the IEP and offer of FAPE, unless the timeline is extended by mutual, written agreement of the parent and the school district.

§300.305 indicates that a school district must evaluate a child before determining that the child is no longer a child with a disability. This evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.



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§300.305 of IDEA describes requirements for conducting a review of existing evaluation data (REED) as part of any reevaluation. This must include a review of all the following:

- evaluations and information provided by the parents of the child;
- current classroom-based, local, or State assessments, and classroom-based observations; and
- observations by teachers and related services providers.

On the basis of this review, and input from the child's parents, the district will identify what additional data, if any, are needed to determine:

- whether the child continues to have such a disability, and the educational needs of the child;
- the present levels of academic achievement and related developmental needs of the child;
- whether the child continues to need special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the child's IEP and to participate, as appropriate, in the general education curriculum.

§300.304 of IDEA describes the procedures that must be followed when conducting a reevaluation. In conducting the evaluation, the school district will:

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - Whether the child is a child with a disability; and
 - The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
- Not use any single measure or assessment as the sole criterion for determining whether the child is a child with a disability and for determining an appropriate educational program for the child; and
 - Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.



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Procedural Steps:

1. A reevaluation will occur within 36 months of the previous offer of a FAPE related to an eligibility determination, unless the parent and the district agree that an evaluation is not necessary.

The individual responsible for ensuring that this timeline is met is the special education administrator and the building principal

A reevaluation also may be appropriate under the following circumstances:

- When there is a substantial change (including improvement or decline) in the student's academic performance or disabling condition.
- When there is a significant escalation in the child's behavior.
- When a significant discrepancy between an IEP's description of the student's academic abilities and the student's actual performance is observed.
- When there is information that a student may qualify under an additional disability classification.
- When the student is being considered for a new placement that is a more restrictive environment.

2. **At least 30 school days prior to the due date of a triennial reevaluation and within 10 school days** of receipt of any request for a special education reevaluation, the district will:

- a. **Conduct a Review of Existing Evaluation Data (REED.)**

- Participants in the REED Process will include all the following:
 - District representative
 - General education teacher (if the student participates or may participate in general education)
 - Special education teacher/service provider(s)
 - An individual who can interpret the instructional implications of evaluation results
 - The parent will have a meaningful opportunity to participate and provide input into the REED process.

The individual responsible for ensuring that the REED is conducted in a timely manner and with all required personnel is the special education administrator and the building principal

See separate but related procedures for more specific guidance and detailed information relative to conducting a *Review of Existing Evaluation Data (REED)*.



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- b. **Provide the parent with prior written notice** of the district's intentions relative to the reevaluation, including:
- The results of the REED, if conducted;
 - What assessments are proposed as part of the evaluation;
 - If applicable, a statement regarding why no additional assessments are considered necessary to determine if the student is, or continues to be, a student with a disability; and
 - A description of the data, reports, or evaluations that serve as a foundation for the district's proposal or refusal.
 - A description of any other factors relevant to the district's proposal or refusal.
 - Request for the parent's written consent if a reevaluation is being proposed.

The individual responsible for ensuring the timely provision of prior written notice regarding the REED results, including the timely request for parental consent for reevaluation, is the special education administrator and the building principal

If written consent for the reevaluation is not provided by the parent after the first attempt, the district will document reasonable efforts to obtain such consent. "Reasonable efforts" include:

- Detailed records of telephone calls made or attempted and the results of those calls,
- Copies of correspondence sent to the parents and any responses received, and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The individual responsible for making and documenting the efforts to obtain parent consent for reevaluation is the special education administrator and the building principal

If the district believes a reevaluation is necessary but the parent disagrees and refuses consent for a reevaluation, the district will do one of the following:

- Provide notice that the district will not conduct an evaluation due to lack of parental consent; or
- Pursue consent override procedures described in 34 CFR 300.300 (a)(3); or



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- Conduct the reevaluation without using the consent override procedures.

NOTE: The district may conduct the evaluation without using consent override procedures only if the district can demonstrate that it made reasonable efforts to obtain parental consent for the reevaluation, and the child's parent has failed to respond to the request for consent.

If the district chooses not to pursue the reevaluation by using the consent override procedures, and the district believes, based on a review of existing evaluation data, that the child does not continue to have a disability or does not continue to need special education and related services, the district may determine that it will not continue the provision of special education and related services to the child.

If the district determines that it will not continue the provision of special education and related services to the child, the district will provide the parent with prior written notice of its proposal to discontinue the provision of FAPE, including the right of the parent to use mediation procedures or due process procedures if the parent disagrees with the district's decision to discontinue the provision of FAPE to the child.

The individual responsible for making decisions regarding how to proceed when there is a lack of parental consent is the special education administrator and the building principal

3. **Within 30 school days of receipt** of written parent consent to evaluate the district will do all of the following:
 - a. **Complete a full and individualized evaluation** in all areas of suspected disability pursuant to the REED/evaluation plan for which parental consent was provided.

The individual responsible for ensuring that such an evaluation is completed within 30 school days is the special education administrator and the building principal

If necessary, the timeline for completing a reevaluation may be extended beyond 30 school days by mutual agreement of the parent and the school district as long as the extension does not go beyond 36 months from the last offer of a FAPE associated with a determination or redetermination of eligibility. This agreement will be in writing. The reason for extending a reevaluation timeline may not be for the convenience of staff or because staff are unavailable to conduct the reevaluation.



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The individual responsible for requesting any extension of the reevaluation timeline is the special education administrator and the building principal

- b. If the purpose of the reevaluation is to determine whether the student continues to have a disability and/or continues to require special education and related services, the district will **complete a Multidisciplinary Evaluation** in accordance with the REED and a related **summary report (MET report)**.

The parent will be provided with a meaningful opportunity for input into the MET process.

When evaluating for the presence of certain disabilities, the following individuals are required to be part of the Multidisciplinary Evaluation Team.

For students who are suspected of having a **specific learning disability**:

- The student's general education teacher and
- A person qualified to conduct individual diagnostic exams, such as a school psychologist, authorized provider of speech and language, or a teacher consultant

For students who are suspected of having a **cognitive impairment**:

- Psychologist

For students who are suspected of having a **speech/language impairment**:

- Teacher of students with a speech and language impairment or a speech and language pathologist

For students who are suspected of having a **emotional impairment**:

- Psychologist or psychiatrist and
- School social worker

For students who are suspected of having a **physical or other health impairment**:

- Orthopedic surgeon, internist, neurologist, pediatrician, family physician, or any approved physician



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For students who are suspected of having a **visual impairment**:

- Ophthalmologist or optometrist

For students who are suspected of being **deaf or hard of hearing**:

- Audiologist and
- Otolaryngologist or otologist

For students who are suspected of having an **autism spectrum disorder**:

- Psychologist or psychiatrist and
- School social worker and
- Authorized provider of speech and language

For student who are suspected of having **vision/blindness**:

- Ophthalmologist optometrist, audiologist, otolaryngologist, otologist, family physician or other approved physician and
- Teacher of students with visual impairment and
- Teacher of students with hearing impairment

For students who are suspected of having a **traumatic brain injury**:

- Family physician or any approved physician

For students who are suspected of having **severe multiple impairment**:

- Psychologist and
- Depending upon the disabilities in the physical domain, other evaluators as required in the categories listed above

The individual responsible for ensuring that all required members participate on the multidisciplinary evaluation team is the special education administrator and the building principal

multidisciplinary evaluation team is the special education administrator and the building principal

A multidisciplinary evaluation will be at no cost to the parent, including instances when a licensed medical professional is a required member of the multidisciplinary team. It is the obligation of the district to facilitate the involvement of those required medical professionals, including contracting with such a professional for services to the district.



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When a licensed medical professional is a required member of the multidisciplinary team, their participation in both evaluative and decision-making activities will be achieved by

- Inviting them to participate in face-to-face meetings with other members of the team.
- Conference calls or virtual meetings with other members of the team.
- Written communications/reports.

School personnel who participate on the multidisciplinary evaluation team will document the results of their assessments/input by submitting a written report for consideration by the MET.

The MET report will contain information needed to determine the student's present level of academic achievement and functional performance (PLAAFP) and educational needs. The individual responsible for ensuring that the MET report includes all required information is the special education administrator and the building principal

- c. Conduct an IEP team meeting to do all of the following:
- consider the evaluation results,
 - make a determination regarding eligibility,
 - develop an IEP for the student if eligible, and
 - make a written offer of a Free, Appropriate Public Education.

A student shall not be found eligible for special education if the determinant factor is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA); lack of appropriate instruction in math; or limited English proficiency.

Sources that will be reviewed and documented to inform this consideration include:

- The student's cumulative record, including schools attended, attendance/truancy rates, disciplinary removals which may impact exposure to instruction, reports of progress in the general curriculum, and performance on district and state assessments.
- Information provided by the parent, including any home language surveys.
- Information provided by the classroom teacher.
- Data from the MTSS process or other interventions provided prior to or as part of the evaluation.



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See separate but related procedures for more specific guidance and detailed information relative to *REED*, *Initial Evaluations*, *Assessment Tool Selection and Administration*, and *IEP Participants and Excusals*.

Documentation and Compliance

These procedures will be documented using the following:

- Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.)
- MET form(s) from PowerSchool Special Programs
- IEP Form from PowerSchool Special Programs (including the page entitled Notice of Offer of FAPE)

Documentation of the ten-day timeline from request for evaluation to request for parental consent, as well as the procedures related to this step of the process, will be supervised by the building administrator and special education administrator

Documentation of the 30 school-day timeline from parental consent to offer of FAPE, including documentation of a full and individualized evaluation, will be supervised by the building administrator and special education administrator

The schedule for review of documentation of these procedures will be prior to each certification of count day records

Review of Existing Evaluation Data (REED)

This procedure will be used when reevaluating students who are currently eligible for special education. Such reevaluations include evaluations related to adding/deleting a program or service and developing Functional Behavior Assessment/Behavior Intervention Plans, even if the student's eligibility will not change.

This procedure also may be used when evaluating students who have been "referred" by a parent, staff member, MTSS team, or other source as possibly needing special education support (i.e., an initial special education evaluation.)

Special education service providers and evaluative staff will implement these procedures



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See separate but related procedures for more specific guidance and detailed information relative to *Initial Evaluations, Reevaluations, Assessment Tool Selection and Administration, and IEP Participants and Excusals.*

Legal Requirement with Citation

§300.300 of IDEA indicates that written parental consent is required when the school district proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability, as well as prior to conducting any reevaluation of a child with a disability.

§300.303 of IDEA requires that school districts ensure that a reevaluation of each child with a disability is conducted if the district determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation.

§300.305 indicates that a school district must evaluate a child before determining that the child is no longer a child with a disability. This evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.

§300.305 of IDEA describes requirements for conducting a review of existing evaluation data (REED) as part of an initial evaluation (if appropriate) and as part of any reevaluation. This must include a review of all the following:

- evaluations and information provided by the parents of the child;
- current classroom-based, local, or State assessments, and classroom-based observations; and
- observations by teachers and related services providers.

On the basis of this review, and input from the child's parents, the district must identify what additional data, if any, are needed to determine:

- whether the child is a child with a disability and the educational needs of the child; or in the case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;
- the present levels of academic achievement and related developmental needs of the child;
- whether the child needs special education and related services; or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals



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set out in the child's IEP and to participate, as appropriate, in the general education curriculum.

§300.304 of IDEA describes the procedures that must be followed when conducting an initial evaluation or reevaluation. In conducting the evaluation, the school district must:

- Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining:
 - Whether the child is a child with a disability; and
 - The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
- Not use any single measure or assessment as the sole criterion for determining whether the child is a child with a disability and for determining an appropriate educational program for the child.

For more detailed information regarding assessment tools and evaluation procedures, see separate but related procedures relative to Initial Evaluations, Reevaluations, and Assessment Tool Selection and Administration.

Procedural Steps:

1. **At least 30 school days prior to the due date of a triennial reevaluation and within 10 school days of receipt of any request** for a special education evaluation, the district will conduct a Review of Existing Evaluation Data (REED.)
2. Participants in the REED Process will include all the following:
 - District representative
 - General education teacher (if the student participates or may participate in general education)
 - Special education teacher/service provider(s)
 - An individual who can interpret the instructional implications of evaluation results
 - The parent will have a meaningful opportunity to participate and provide input into the REED process.

The individual responsible for ensuring that the REED is conducted in a timely manner and with all required personnel is the building administrator and special education administrator



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3. The REED is a process and not necessarily a meeting. However, the process will allow all team members to meaningfully engage in the review of existing data and also to participate in decisions resulting from that review. In order to ensure that the REED is a collaborative process, the following strategies are used (check all that apply):
 - Face-to-face meetings to conduct the REED generally are preferred.
 - Virtual meeting platforms and conference calls will be used when face-to-face meetings are not practical, possible, or necessary.
 - Team members will review documents (hard copy or electronic) to understand how other team members have participated in the process and what their disposition is relative to the need for an evaluation.
4. During the REED process, the team will review all the following:
 - Current classroom-based, local, or state assessments and classroom-based observations. Minimally this includes (check all that apply):
 - M-STEP/MME results
 - NWEA results
 - Common grade-level assessment results
 - Classroom assessments, unit tests, and quizzes
 - Report cards
 - Attendance records
 - Disciplinary records
 - Classroom observations conducted by someone other than the teacher
 - Observations by teachers and related service providers. Minimally this includes:
 - Email communications from teachers relative to items pertinent to the REED/evaluation process
 - Results of rating scales completed by teachers and related service providers
 - Progress monitoring data from teachers and related service providers
 - Formal reports developed by teachers and related service providers
 - Evaluations and information provided by the parent. Minimally this includes (check all that apply):
 - Comments from informal interviews with both parents (unless parental rights have been restricted)
 - Parent input documented on previous IEPs
 - Results of formal parent surveys or questionnaires that have been completed over time
 - Results of rating scales completed by the parent



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- Letters, emails, or other communications from parents relative to the REED
 - Reports parents have provided from outside sources (doctor, therapist, community service agency, etc.)
5. Based on a review of the existing data, the team will determine whether any additional assessments are necessary in order to:
- Determine whether the student has, or continues to have a disability. This includes (but is not limited to):
 - Assessments to inform decisions about initial eligibility for special education.
 - Assessments to inform decisions about continuing eligibility at the time of a 3-year reevaluation.
 - Assessments to inform decisions about changing a student's eligibility category.
 - Assessments to inform decisions about exiting a student entirely from special education eligibility (required if the exit is prior to graduation or aging out at 26.)
 - Determine whether the student requires, or continues to require, specially designed instruction in the form of special education programs or related services. This may include (but is not limited to):
 - Assessments to inform decisions about whether a student still requires related services.
 - Assessments to inform decisions about whether a student still requires a specific special education program.
 - Assessments to inform decisions about which programs/services are appropriate for the student.
 - Assessments to inform decisions related to service delivery in the least restrictive environment.
 - Assessments to inform decisions related to a non-disciplinary change of placement or consideration of a more restrictive setting.
 - Determine the student's present level of academic achievement and functional performance, including the student's strengths and needs. This may include (but is not limited to):
 - Assessments to inform decisions about changes in the student's academic skills and needs.
 - Assessments to inform discussions about changes in the student's behavioral or social-emotional status.
 - Assessments to inform discussions about the student's medical or health status.
 - Assessments to inform decisions relative to new areas of need.
 - Assessments to inform the setting of annual goals/STOs.



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- Determine whether any additions or modifications to the IEP are needed. This may include (but is not limited to):
 - Assessments to inform decisions about adding, dropping, or changing certain supplementary aids or supports.
 - Assessments to inform decisions about establishing or updating a Behavior Intervention Plan.
 - Assessments to inform decisions about establishing or changing an individual health care plan.
 - Assessments to inform decisions about setting appropriate annual goals or short-term objectives.
 - Assessments to inform decisions about adding or dropping a related service or changing frequency/duration of services.
 - Assessments to inform decisions about increasing/decreasing special education program time.
 - Assessments to inform decisions about changing the student's educational placement.
 - Assessments to inform decisions about postsecondary transition goals or course of study.

The individual responsible for ensuring timely and thorough considerations by the team relative to the REED is the building administrator and special education administrator

6. **Provide the parent with prior written notice** of the results of the REED which documents:
 - Whether the district proposes or refuses to evaluate the student.
 - If the district is proposing any evaluation, a description of the assessments that are planned, and a request for the parent's written consent for that evaluation.
 - If no additional assessments are proposed to determine/redetermine eligibility, a statement regarding why that decision was made as well as a statement that the parent has a right to request an evaluation.
 - A description of the data, reports, or evaluations that serve as a foundation for the district's proposal or refusal.
 - A description of any other factors relevant to the district's proposal or refusal.
 - Information about how the parent may obtain a copy of the procedural safeguards under IDEA.
 - Contact information for organizations that can help the parent understand the procedural safeguards.



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The individual responsible for ensuring the timely provision of prior written notice, including the timely request for parental consent for evaluation, is the building administrator and special education administrator

7. **Within 30 school days of receipt** of written parent consent to evaluate the district will complete the evaluation pursuant to the REED/consent.

The individual responsible for ensuring the timely completion of the evaluation as described in the REED, is the building administrator and special education administrator

Documentation and Compliance

These procedures will be documented using the following documents:

- Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.)
- Complete copy of the student's records

Compliance with this procedure is maintained and reviewed by each local district office of special education. Reports and state reporting fields (i.e., initial component of special education, IEP timeliness, etc.) are available for each student in PowerSchool Special Programs (PSSP). The district PSSP Liaison will maintain the data entries and verify accuracy for state reporting.

Documentation of the 10-day timeline from request for evaluation to REED/prior written notice will be supervised by the building administrator and special education administrator

Documentation of the 30 school-day timeline from parental consent to offer of a FAPE, including documentation of a full and individualized evaluation, will be supervised by the building administrator and special education administrator

The schedule for review of documentation of these procedures will be prior to each certification of count day records

Identification: Other Health Impairment Procedures

This procedure will be used when evaluating students who may be eligible for special education under the category of Other Health Impairment.



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This procedure will be implemented by special education service providers and evaluative staff.

Legal Requirement with Citation

§ 300.304 of the Individuals with Disabilities Education Act (IDEA) requires that, in conducting an evaluation, the district must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent. This information will assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

Further, **§ 300.304** indicates that the district must not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Additionally, the district must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

Finally, in evaluating each child with a disability, the evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

§ 300.8(c)(9) of IDEA and Rule 340.1706 of the Michigan Administrative Rules for Special Education (MARSE) provide definitions of a student with an Other Health Impairment which are essentially identical. According to both sources, Other Health Impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment, and to which both of the following provisions apply:

- a) Is due to chronic or acute health problems such as any of the following:
 - i. Asthma.
 - ii. Attention deficit disorder.
 - iii. Attention deficit hyperactivity disorder.
 - iv. Diabetes.
 - v. Epilepsy.
 - vi. A heart condition.
 - vii. Hemophilia.
 - viii. Lead poisoning.
 - ix. Leukemia.
 - x. Nephritis.
 - xi. Rheumatic fever.



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xii. Sickle cell anemia.

b) The impairment adversely affects a student's educational performance.

Rule 340.1706 of MARSE goes on to say that a determination that a student has an Other Health Impairment must be based upon a full and individual evaluation by a multidisciplinary evaluation team which includes 1 of the following persons:

- (a) An orthopedic surgeon.
- (b) An internist.
- (c) A neurologist.
- (d) A pediatrician.
- (e) A family physician or any other approved physician as defined in 1978 PA 368, MCL 333.1101 et seq.

A Memorandum from the Michigan Department of Special Education dated December 9, 2022, includes the following clarification:

The definition of "a family physician or any other approved physician," as it is used in reference to MET in the MARSE...must meet the definition of a physician who is licensed or authorized under the Michigan Public Health Code at 1978 PA 368, MCL 333.1101 et seq. This includes a physician's assistant working under a practice agreement but does not include a nurse practitioner or a licensed practical nurse.

Procedural Steps:

1. In formulating a recommendation regarding eligibility (or ineligibility) under the category of Other Health Impairment (OHI), the Multidisciplinary Evaluation Team (MET) must consider and document all of the following:
 - a. Whether the student has a chronic or acute health problem; and
 - b. Whether that health problem results in limited strength, vitality, and/or alertness, including a heightened alertness to environmental stimuli which results in a limited alertness with respect to the educational environment; and
 - c. Whether the health problem adversely impacts the student's educational performance.

2. When planning for the evaluation of a student suspected of having an Other Health Impairment, the REED must identify whether there is existing evaluation data which is sufficient to determine the presence of a chronic or acute health problem, the condition's impact on the student's educational performance, and the student's resulting needs, or whether additional data are needed to make



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these decisions. This includes considering whether there is sufficient existing information (in the student's educational record) from a physician to determine the presence (or absence) of a chronic or acute health condition which adversely impacts educational performance. If additional data from a physician are needed, this must be identified in the evaluation plan section of the REED.

3. In addition to considerations specific to OHI eligibility, the REED must plan for an evaluation that is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

In the case of a student who is suspected of having an Other Health Impairment, assessments may be necessary in the areas listed below in order to determine if/how the student's health condition impacts educational performance, and also to determine the student's needs for specially designed instruction. Areas in which the REED should consider the need for additional assessments include (but are not limited to):

- Cognitive skills, including executive functions
- Academic skills
- Communication skills
- Social/emotional functioning
- Functional behavior assessment
- Sensory processing and modulation
- Gross/fine motor skills
- Adaptive/independent living
- Any other areas of potential concern/impact identified at the time of referral, during the REED process, or as surfaced during the evaluation process.

In addition to meeting the requirement for a comprehensive evaluation in all areas of suspected disability, planning for assessments in the areas listed above may assist in:

- Making a differentiated recommendation regarding eligibility across several different categories.
- Ruling out other disabilities as the causal factor for behaviors or skill deficits that were initially attributed to a suspected chronic or acute health problem.
- Identifying needs for specially designed instruction.



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- Developing appropriately challenging annual goals and short-term objectives.
 - Developing necessary supplementary aids and supports, including positive behavioral interventions and supports.
 - Developing special education programs/services in the least restrictive environment.
4. Upon completion of the REED process and document, the district must provide the parent with prior written notice of its proposal or refusal to evaluate, and, if the district proposes to evaluate, seek written parental consent for the evaluation. (For details, see separate but related procedures relative to **Initial Evaluations and Reevaluations.**)
5. When a student is suspected of having an Other Health Impairment, an approved physician, as defined in MARSE, must participate as a member of the MET. Specifically, the MET must include one of the following:
- An orthopedic surgeon.
 - An internist.
 - A neurologist.
 - A pediatrician.
 - A family physician or any other approved physician as defined in 1978 PA368, MCL 333.1101 et seq.
- A physician's assistant may fill the role of physician on the MET as long as the physician's assistant is working under a practice agreement with an approved physician. It is the district's responsibility to ensure that this is the case. The person responsible for ensuring that the physician's assistant is working under a practice agreement is the case manager for the evaluation.
- A nurse practitioner or licensed practical nurse may not serve as an approved physician for the MET.
6. The involvement of an approved physician on the MET must be at no cost to the parent. The district will use one or more of the following strategies to ensure that an approved physician is part of the MET at no cost to the parent (check all that apply):



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If the parent chooses to provide medical documentation from a physician who is treating the student, the district will review this documentation and incorporate the findings and recommendations into the MET report. A copy of the documentation from the physician will be included in the student's record.

NOTE: Medical information provided by the parent may or may not be sufficient for determining OHI eligibility, impact of the health condition on educational performance, and educational needs. It is incumbent upon the district to review this information and determine if additional involvement/input from the physician is needed for decision-making.

The district will ask the parent to sign a release of information form allowing the district to communicate with the student's physician. After receipt of written parent consent to evaluate and written parent consent to exchange information with the physician, the district will:

- Send the physician a cover letter explaining the evaluation process; and
- Ask the physician to complete and return the district's OHI Verification Form.

The person responsible for requesting parental consent to share information, sending the cover letter and OHI Verification Form to the physician, and following up to ensure that the Verification Form is returned and reviewed by members of the MET is the case manager for the evaluation.

If the necessary medical input is not available from other sources, the district will contract with an approved physician to serve as a member of the MET at district expense. The person responsible for locating and contracting with an approved physician for this purpose is the special education administrator and District Administrator

NOTE: If the parent has provided consent for the evaluation of a suspected Other Health Impairment but is unwilling or unable to involve the student's physician in the MET process, it is incumbent upon the district to retain the services of a physician to participate in the MET considerations and any recommendation regarding eligibility or ineligibility under the category of OHI.

7. When evaluating a student suspected of having an Other Health Impairment, the MET report must address whether the student has limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment. A diagnosis from a physician establishing the presence of a chronic or acute health problem



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is insufficient, in and of itself, for this purpose. Conversely, the absence of a pre-existing medical diagnosis does not absolve the district of its obligation to evaluate for a suspected Other Health Impairment.

If the student has a chronic or acute health problem, the evaluation team must document how the health problem limits (or does not limit) the student's strength, vitality, and/or alertness, as well as the extent (if any) to which the student's educational performance is adversely impacted. These issues will be assessed through a variety of strategies as identified during the REED process and documented in the evaluation plan. Sources of information regarding strength, vitality, and alertness, as well as adverse educational impact, may include, but are not limited to:

- Documented observations and/or formal or informal assessments completed by district evaluation team members (school social worker, school psychologist, teacher consultant, etc.) which specifically assess strength, vitality, and/or alertness.
- Input from the parent, including a developmental history, parent rating scales, or other formal or informal measures which specifically address strength, vitality, and/or alertness.
- Information from classroom teachers and other service providers, including classroom-based behavioral data, teacher rating scales, or other formal or informal measures which specifically address strength, vitality, and/or alertness.
- Assessments/observations by occupational or physical therapists which speak specifically to strength, vitality, and/or alertness.
- A Functional Behavioral Assessment to consider behaviors (not just "misbehaviors") related to limited strength, vitality, and/or alertness.
- A thorough review of the student's behavioral data, discipline logs, and disciplinary removals, considered in light of the student's health problem and other assessment data.
- Additional assessments/comments from the physician (beyond a mere diagnosis) that speak specifically to limited strength, vitality and/or alertness.

NOTE: The physician's comments alone should never serve as the sole basis for determining OHI eligibility or ineligibility. While the physician may have important insights, it is incumbent upon the team to assess the impact of the health condition on the student's strength, vitality and/or alertness in the educational setting, as well as the impact of the health condition on the student's educational performance. It is the responsibility of the entire multidisciplinary team, including the physician, to develop a recommendation regarding OHI eligibility/ineligibility.



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8. In formulating a recommendation regarding eligibility (or ineligibility) under the category of Other Health Impairment, the MET must consider and document:
 - a. Whether the student has a chronic or acute health problem; and
 - b. Whether the health problem results in limited strength, vitality, and/or alertness, including a heightened alertness to environmental stimuli which results in a limited alertness with respect to the educational environment; and
 - c. Whether the health problem adversely impacts the student's educational performance.

If the documentation does not address the three criteria above, or if data do not exist relative to these criteria, a recommendation regarding eligibility (or ineligibility) under the category of OHI cannot be formulated in a compliant manner.

9. As with any determination of special education eligibility, a student may not be determined eligible under the category of OHI if the determinant factor is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA); lack of appropriate instruction in math; or limited English proficiency.
10. Although the MET develops a recommendation regarding eligibility, the determination of eligibility must be made by a group of qualified professionals and the parent, that is, the IEP Team.

Documentation and Compliance

The following forms will be considered when implementing this procedure

- Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.)
- District OHI Verification Form and associated cover letter.
- MET form(s) from PowerSchool Special Programs.
- IEP Form from PowerSchool Special Programs (including the page entitled Notice of Offer of FAPE).

Compliance with this procedure is maintained and reviewed by each local district office of special education.

MET reports (including relevant attachments) and IEPs are maintained electronically.



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Reports and state reporting fields (i.e., initial component of special education, IEP timeliness, etc.) are available for each student in PowerSchool Special Programs (PSSP). The district PSSP Liaison will maintain the data entries and verify accuracy for state reporting.

Documentation of eligibility decisions will be supervised by the building administrator and special education administrator

The schedule for review of documentation of these procedures will be prior to each certification of count day records

Identification: Emotional Impairment and Social Maladjustment Procedures

This procedure will be used when evaluating students who may be eligible for special education under the category of emotional impairment.

This procedure will be implemented by special education service providers and evaluative staff

Legal Requirement with Citation

Rule 340.1706 of the Michigan Administrative Rules for Special Education provides a definition of a student with an emotional impairment. Emotional impairment is determined through manifestation of behavioral problems primarily in the affective domain, over an extended period of time, which adversely affect the student's education to the extent that the student cannot profit from learning experiences without special education support.

The problems result in behaviors manifested by one or more of the following characteristics:

- Inability to build or maintain satisfactory interpersonal relationships within the school environment.
- Inappropriate types of behavior or feelings under normal circumstances.
- General pervasive mood of unhappiness or depression.
- Tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional impairment also includes students who, in addition to the characteristics specified above, exhibit maladaptive behaviors related to schizophrenia or similar disorders.



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The term "emotional impairment" does not include students who are socially maladjusted, unless it is determined that the students have an emotional impairment.

Procedural Steps:

1. When evaluating a student suspected of having an emotional impairment, the multidisciplinary evaluation team report (which includes evaluations by a psychologist and a school social worker) will include documentation of all the following:
 - The student's performance in the educational setting and in other settings, such as adaptive behavior within the broader community.
 - Systematic observation of the behaviors of primary concern which interfere with educational and social needs.
 - Intervention strategies used to improve the behaviors and the length of time those strategies were utilized.
 - Relevant medical information, if any.

If the documentation does not include all the above, the student will not be determined eligible under the category of emotional impairment.

2. The determination of eligibility under the category of emotional impairment hinges on whether the student demonstrates one of four established qualifying characteristics:
 - Inability to build or maintain satisfactory interpersonal relationships within the school environment.
 - Inappropriate types of behavior or feelings under normal circumstances.
 - General pervasive mood of unhappiness or depression.
 - Tendency to develop physical symptoms or fears associated with personal or school problems.

In addition to the characteristics above, the student also might exhibit other maladaptive behaviors related to schizophrenia or similar disorders.

If it cannot be documented that the student demonstrates one of the established qualifying characteristics, the student will not be found eligible under the category of emotional impairment.

3. If the student demonstrates one or more of the qualifying characteristics above, a related consideration is whether the behaviors of concern:
 - Are primarily in the affective domain;
 - Have been present over an extended period of time; and



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- Adversely affect the student's education to the extent that the student cannot profit from learning experiences without special education support (i.e., such that the student requires special education and related services.)

If it cannot be documented that the behaviors of concern meet all three of these three criteria, the student will not be found eligible under the category of emotional impairment.

4. A student will not be found eligible under the category of emotional impairment if the behaviors of concern are primarily the result of intellectual, sensory, or health factors.

When responding to the prompt on the PSSP MET form which states "The presenting characteristics are primarily the result of intellectual, sensory or health factors" the following logic applies:

- Checking YES indicates that the behaviors of concern ARE primarily the result of intellectual, sensory or health factors. These students will not be found eligible under the category of emotional impairment.
 - Checking NO indicates that the behaviors of concern ARE NOT primarily the result of intellectual, sensory or health factors. These students may be found eligible under the category of emotional impairment.
5. As with any determination of eligibility, a student will not be determined eligible under the category of emotional impairment if the determinant factor is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA); lack of appropriate instruction in math; or limited English proficiency.
 6. If the behaviors of concern meet the criteria in items 2, 3, 4, and 5 above, the student may be determined eligible for special education under the category of emotional impairment.
 7. In accordance with the REED/evaluation plan, an evaluation for an emotional impairment may (but is not required to) consider whether the student demonstrates characteristics associated with social maladjustment. If social maladjustment is considered as part of the evaluation, the following caveats apply:



PREPARE FOR POSSIBILITY

Dance, Vocal and Instrumental Music, Traditional and Digital Visual Art, Creative Writing, and Acting are a part of every student's schedule – ART EVERY DAY. Our extensive arts program is integrated into our solid academic curriculum. The Arts Academy in the Woods is chartered by the Macomb Intermediate School District's Board of Education

- The presence of characteristics associated with social maladjustment does not preclude identification as a student with an emotional impairment.
- A student may have an emotional impairment as well as the characteristics of social maladjustment. These students may be found eligible under the category of emotional impairment.
- Students who only have characteristics associated with social maladjustment and not the behaviors that indicate an emotional impairment will not be found eligible under the category of emotional impairment.

When responding to the prompt on the PSSP MET form which states "The term does not apply to students who are socially maladjusted, unless it is determined they have an emotional impairment" the following logic applies:

- Checking YES indicates that, even though the student has characteristics associated with social maladjustment, the student also has an emotional impairment and may be found eligible under that category.
- Checking NO indicates that the student has only the characteristics associated with social maladjustment and not the behaviors that indicate emotional impairment. If NO is checked, the student will not be found eligible under the category of emotional impairment.

Documentation and Compliance

The following forms will be considered when implementing this procedure

- Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan form from PowerSchool Special Programs. (This form includes the Consent for Evaluation form.)
- MET form(s) from PowerSchool Special Programs
- IEP Form from PowerSchool Special Programs (including the page entitled Notice of Offer of FAPE)

Compliance with this procedure is maintained and reviewed by each local district office of special education. MET reports and IEPs are maintained electronically. Reports and state reporting fields (i.e., initial component of special education, IEP timeliness, etc.) are available for each student in PowerSchool Special Programs (PSSP). The district PSSP Liaison will maintain the data entries and verify accuracy for state reporting.

Documentation of eligibility decisions will be supervised by the building administrator and special education administrator

The schedule for review of documentation of these procedures will be prior to each certification of count day records