

SPECIAL EDUCATION PROCEDURE	
District Name	Warren Woods Public Schools
Subject/Topic of This Procedure	<p>Timely Transition from Part C to Part B</p> <p>See separate but related procedures for more specific guidance and detailed information relative to <i>Evaluating Students who have or may have Disabilities: GENERAL PROVISIONS</i> and <i>IEP Participants and Excusals</i>.</p>
Date Procedure was Adopted or Revised	06/19/2023

Legal Requirement with Citation	<p>§300.124 of IDEA indicates that children participating in Part C early intervention programs, and who will participate in Part B preschool programs, must experience a smooth and effective transition to those preschool programs.</p> <p>By the child’s third birthday an IEP must be developed and implemented for the child. Further, each affected local school district must participate in transition planning conferences arranged by the designated lead agency for Part C.</p> <p>§300.321 of IDEA indicates that, at the request of the parent, an invitation to the initial IEP meeting must be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.</p>
Under what circumstances will this procedure be used?	This procedure will be used when children are aging out of Part C Early Intervention Services with MMSE (Macomb Infant/Preschool Program, hereafter referred to as MIPP) at age 3 and moving on to special education programs/services under Part B.
Who will implement this procedure?	Special education administrators, service providers, and evaluative staff, both in MIPP and in the resident district
Describe the steps in this procedure.	Macomb ISD (MISD) operates early intervention services for all students under the age of three who reside within the ISD. This program is referred to as MIPP (Macomb Infant/Preschool Program) and it includes children who are

eligible under Part C who also receive services under the Michigan Mandatory Special Education Act (MMSE.)

The following steps apply when a student is approaching the 3rd birthday and will be transitioning from MIPP to a preschool program or service operated by (or on behalf of) the student's resident school district.

1. On a monthly basis the MIPP administrator sends the Special Education Administrator in each resident district a list of the newly identified children from that district who are served in MIPP and who are approaching their 3rd birthday (age 27-36 months.) The resident district Special Education Administrator:
 - Reviews the list to verify correct residency, and
 - Shares the list with the Preschool Transition Coordinator.

At the same time the district is notified about newly identified children who are approaching their 3rd birthday, the Assessment Center Secretary grants the resident district electronic access to the child's PSSP file. This access is granted to the resident school district PowerSchool Special Programs (PSSP) Liaison, Preschool Transition Coordinator, Special Education Administrator.

Once access to the child's PSSP file is granted to the resident district, the child's file is searchable on the resident district's PSSP home page even while the child remains enrolled in MIPP. This access also allows the resident district to open new documents for the child (i.e., to create a new REED, MET IEP)

2. On the first Friday in November, March, and May, MIPP convenes Information Exchange meetings involving MIPP staff and resident districts to discuss children who will be transitioning out of MIPP/Part C.

The persons who represent the resident district at these Information Exchange meetings is the resident district Preschool Transition Coordinator and a special education teacher or related service provided identified by Special Education Administrator on a case-by-case basis.

3. When the child is between 27 and 33 months of age, MIPP convenes a Transition Conference/Plan IFSP and invites the following individuals to participate:

- Parent(s)/guardian(s)
- MIPP staff who serve the child
- Resident district MIPP Transition Coordinator and/or Special Education Administrator

4. The resident district ensures that appropriate staff member(s) from the resident district participate in the Transition Conference/Plan IFSP meeting. Typically, the “appropriate” staff would include one or more of the following:

- MIPP Transition Coordinator
- Potential receiving special education teacher and/or related service provider(s)
- Special education administrator

The person responsible for ensuring the participation of the appropriate resident district staff member(s) in the Transition Conference/Plan IFSP meeting is the District Special Education Administrator

5. In preparation for the Transition IFSP meeting the resident district representative is expected to review the child’s record in PSSP. The Transition Conference/Plan IFSP meeting provides the resident district with an opportunity to talk with the parent about the student’s anticipated needs and the transition process. At this meeting MIPP staff reviews ongoing progress monitoring data to help the resident district better understand the student’s needs.

6. When the child is between 30 and 36 months of age (before the 3rd birthday), the resident district conducts a REED to review existing evaluation data and consider what additional assessments or data are necessary to determine:

- Whether the child has a disability under Part B.
- Whether the child requires special education and/or related services under Part B.
- The child’s present level of academic achievement and functional performance, including strengths and needs.

The following individuals participate in the REED process:

Parent(s)
Resident district MIPP Transition Coordinator
Special education teacher/related service provider(s)
from the resident district

General education preschool teacher, if applicable

The individual responsible for ensuring that the REED is conducted in a timely manner is the Resident district Special Education Administrator

7. Upon completion of the REED, the parent is provided with prior written notice of the outcome of the REED. If any assessments are determined necessary, the parent is asked to provide written consent for the evaluation.

The individual responsible for providing prior written notice and requesting written consent for the evaluation is the Resident district Special Education Administrator.

8. If the REED determines that additional assessments are necessary, the resident district ensures that, within 30 school days of receipt of parental consent and prior to the child's 3rd birthday, all necessary assessments are completed.

The individual responsible for ensuring timely completion of the assessments is the Resident district Special Education Administrator.

9. Prior to the child's 3rd birthday and prior to the initial IEP meeting under Part B, the resident district completes a Multidisciplinary Evaluation Team (MET) report which makes a recommendation regarding eligibility under Part B. This report is considered by the IEP Team during the child's initial IEP meeting under Part B.

The individuals responsible for ensuring timely completion of the MET report are: Resident district Special Education Administrator, Resident district MIPP Transition Coordinator and School Psychologist.

10. Prior to the child's 3rd birthday, the resident district convenes an initial IEP Team meeting to determine initial eligibility under Part B and develop an IEP that moves the child from Part C/MIPP to a program or service operated by (or on behalf of) the resident district.

The individual responsible for convening the IEP team meeting is the Resident district MIPP Transition Coordinator.

NOTES:

- *Under Part C, a meeting may be delayed if the parent did not make the child available for evaluation. There is no such provision under Part B. An IEP review must be conducted at least once per year and this timeline cannot be extended beyond one calendar year.*
- *Similarly, there is no compliant reason to develop and implement a Part C to B transition IEP later than the child's 3rd birthday.*
- *If the IEP Team will consider placement in a center program operated under the MISD Plan, the resident district is responsible for initiating the Form 2 process in accordance with established MISD procedures.*

11. Within 7 days of completing the IEP and prior to the child's 3rd birthday the resident district implements the IEP.

The individuals responsible for ensuring that the IEP is implemented in a timely manner are the Resident district Special Education Administrator and Resident district MIPP Transition Coordinator.

12. The IEP is created within the PSSP electronic data system and finalized in PSSP before the child's 3rd birthday. Failure to finalize the IEP in a timely manner prevents MIPP from exiting the student from Part C.

The individual responsible for finalizing the IEP in PSSP a timely manner is the Resident district Special Education Administrator.

13. To facilitate scheduling and availability of all necessary staff, MIPP suggests the following calendar for conducting IEPs to move students from MIPP/Part C to early childhood/Part B:

- Conduct IEPs in April for children who will turn 3 in April, May and June
- Conduct IEPs in May for children who will turn 3 in July through November
- Conduct IEPs in November for children who will turn 3 in December through March

NOTES:

- *Children may remain in MIPP for summer services until they turn 3 years of age (i.e., up until the day before the 3rd birthday.)*

	<ul style="list-style-type: none"> • <i>If the IEP is developed in June the IEP Team may determine that the child will remain in MIPP for the summer and then start in a preschool program/service in the fall. This should be documented in the IEP, perhaps in the "other considerations" section, including the date that the student will end participation in MIPP.</i>
<p>What forms are necessary to implement this procedure?</p>	<ul style="list-style-type: none"> • Review of Existing Evaluation Data (REED) and Notice of Evaluation Plan. This form includes the Parent Consent for Evaluation. • MET • IEP invitation • IEP (including the page entitled Notice of offer of FAPE).
<p>How, when and by whom will this procedure be consistently documented?</p>	<p>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). PSSP Liaisons maintain the data entries and verify accuracy for state reporting.</p>
<p>How, when and by whom will this procedure be routinely supervised?</p>	<p>Documentation of participation in Transition IFSP meetings is supervised by the Special education administrator.</p> <p>Documentation of the 30 school-day timeline from parental consent to offer of FAPE is supervised by the Special education administrator.</p> <p>Documentation of the development and implementation of an IEP by the student's 3rd birthday is supervised by the Special education administrator.</p> <p>The documentation of these procedures will be reviewed by the resident district Special Education Administrator monthly based on a random sample.</p>
<p>How, when and by whom will changes to this procedure be communicated?</p>	<p>Changes to this procedure are communicated by the Special education administrator.</p> <p>Changes to this procedure are communicated annually or as a result of MDE guidance.</p> <p>Changes are communicated using the district website, hard copies provided to each staff and at a professional development.</p>