

Special Education Monitoring Report

District: Grant Public School District (62050)
ISD: Newaygo County RESA (62)
Date of Report: 05/15/2024
Review Date: 03/20/2024

Section 1: Monitoring Priority:

General Supervision Monitoring (GSM)

Pursuant to the *Individuals with Disabilities Education Act* (IDEA), 34 CFR §§300.600 and 300.149(a)(1)(2), as part of State monitoring and enforcement, the Office of Special Education (OSE) must ensure the requirements of the IDEA are carried out and that each educational program for children with disabilities meets the State's educational standards.

Section 2: Selection Criteria:

The district was selected for a monitoring activity as part of the State's general supervisory responsibility to ensure that requirements of the IDEA are carried out and all districts in the State provide a Free Appropriate Public Education (FAPE) to students with an Individualized Education Program (IEP) that meets the requirements of the IDEA and the State's educational standards.

Results of Monitoring Review:

The following monitoring activities were conducted by the Monitoring Review team:

- A review of 20 student records
- Interviews with 7 staff members
- A review of the district's policies, procedures, and practices related to students with an IEP

The monitoring review yielded findings of noncompliance.
See the following for specific information on the finding(s).

Finding(s) of Noncompliance

Finding 1

The district is not in compliance with the IDEA or the MARSE regarding Initial Evaluations including:

- a. The MET report contained information needed to determine the student's present level of academic achievement and functional performance (PLAAFP) and educational needs.
- b. In conducting the evaluation, the district used a variety of assessment tools and strategies including information provided by the parent.

Evidence

- a. 1 of 20 student records reviewed lacked documentation that the MET report contained information needed to determine the student's present level of academic achievement and functional performance (PLAAFP) and educational needs.
- b. 1 of 20 student records reviewed lacked documentation that in conducting the evaluation, the district used a variety of assessment tools and strategies including information provided by the parent.

Applicable State & Federal Rules

- a. 34 CFR §300.304(c)(7) R340.1721a(1)(b)(ii)
- b. 34 CFR §300.304(b)(1)

Required Corrective Action

The district must revise or develop procedures to ensure:

- a. The MET report will contain information needed to determine the student's present level of academic achievement and functional performance (PLAAFP) and educational needs.
- b. In conducting the evaluation, the district will use a variety of assessment tools and strategies including information provided by the parent.

The district must provide professional development to relevant staff on the new procedures and monitor change in practice to ensure compliance.

Finding 2

The district is not in compliance with the IDEA or the MARSE regarding IEP Implementation including:

- a. Special education supplemental aids were provided according to the IEP.
- b. Special education programs and services were provided according to the IEP.
- c. Progress reports were provided according to the IEP.

Evidence

- a. 11 of 20 student records reviewed lacked documentation that special education supplemental aids were provided according to the IEP.
- b. 4 of 20 student records reviewed lacked documentation that special education programs and services were provided according to the IEP.
- c. 2 of 20 student records reviewed lacked documentation that progress reports were provided according to the IEP.

Applicable State & Federal Rules

- a. 34 CFR §300.17(d)
- b. 34 CFR §300.17(d)
- c. 34 CFR §300.17(d)

Required Corrective Action

The district must revise or develop procedures to ensure:

- a. Special education supplemental aids are provided according to the IEP.
- b. Special education programs and services are provided according to the IEP.
- c. Progress reports are provided according to the IEP.

In collaboration with the ISD, the district must provide professional development to relevant staff on the new procedures and monitor change in practice to ensure compliance. Distribute the following resource to all administrators, special education teachers, general education teachers and relevant service providers. The district must provide an assurance statement from each staff member stating the guidance document has been reviewed.

[Supplemental Aides and Services](#)

Finding 3

The district is not in compliance with the IDEA or the MARSE regarding Discipline including:

- a. The district determined that a pattern of removals constituted a change of placement.
- b. The district provided the procedural safeguards notice to the parents on the date the decision was made to make a removal that constitutes a change of placement.
- c. Services were provided and documented after the 10th school day of removal.
- d. The IEP Team determined appropriate services when a removal was a change of placement.
- e. School personnel consulted with at least one of the student's teachers to determine the needed services when a removal was not a change of placement.
- f. An MDR was completed following a change of placement (after the 10th consecutive day or a series of removals that constituted a pattern).
- g. The district, the parent, and relevant members of the IEP Team (as determined by the parent and the district) completed the MDR.
- h. When the conduct was found to be a manifestation of the student's disability, the district either conducted an FBA and implemented a BIP for the student or reviewed the existing BIP, modifying it as necessary to address the behavior.
- i. When the conduct in question was the direct result of the district's failure to implement the IEP, the district took immediate steps to remedy those deficiencies.

Evidence

- a. 1 of 20 student records reviewed lacked documentation that the district determined that a pattern of removals constituted a change of placement.
- b. 1 of 20 student records reviewed lacked documentation that the district provided the procedural safeguards notice to the parents on the date the decision was made to make a removal that constitutes a change of placement.
- c. 2 of 20 student records reviewed lacked documentation that services were provided and documented after the 10th school day of removal.
- d. 2 of 20 student records reviewed lacked documentation that the IEP Team determined appropriate services when a removal was a change of placement.
- e. 1 of 20 student records reviewed lacked documentation that school personnel consulted with at least one of the student's teachers to determine the needed services when a removal was not a change of placement.
- f. 1 of 20 student records reviewed lacked documentation that an MDR was completed following a change of placement (after the 10th consecutive day or a series of removals that constituted a pattern).
- g. 1 of 20 student records reviewed lacked documentation that the district, the parent, and relevant members of the IEP Team (as determined by the parent and the district) completed the MDR.
- h. 1 of 20 student records reviewed lacked documentation that when the conduct was found to be a manifestation of the student's disability, the district either conducted an FBA and implemented a BIP for the student or reviewed the existing BIP, modifying it as necessary to address the behavior.
- i. 1 of 20 student records reviewed lacked documentation that when the conduct in question was the direct result of the district's failure to implement the IEP, the district took immediate steps to

remedy those deficiencies.

Applicable State & Federal Rules

- a. 34 CFR §300.536(b)(1)
- b. 34 CFR §300.530(h)
- c. 34 CFR §300.530(b)(2)
- d. 34 CFR §300.530(d)(5)
- e. 34 CFR §300.530(d)(4)
- f. 34 CFR §300.530(e)
- g. 34 CFR §300.530(e)(1)
- h. 34 CFR §300.530(f)(1)(i)
- i. 34 CFR §300.530(e)(3)

Required Corrective Action

The district must revise or develop procedures to ensure:

- a. The district will determine if a pattern of removals constitutes a change of placement.
- b. The district provides the procedural safeguards notice to the parents on the date the decision is made to make a removal that constitutes a change of placement.
- c. Services will be provided and documented after the 10th school day of removal.
- d. The IEP Team determines appropriate services when a removal is a change of placement.
- e. School personnel consult with at least one of the student's teachers to determine the needed services when a removal is not a change of placement.
- f. An MDR will be completed following a change of placement (after the 10th consecutive day or a series of removals that constituted a pattern).
- g. The district, the parent, and relevant members of the IEP Team (as determined by the parent and the district) complete the MDR.
- h. When the conduct is found to be a manifestation of the student's disability, the district will either conduct an FBA and implement a BIP for the student or review the existing BIP, modifying it as necessary to address the behavior.
- i. When the conduct in question is the direct result of the district's failure to implement the IEP, the district will take immediate steps to remedy those deficiencies.

The district must provide professional development to relevant staff on the new procedures and monitor change in practice to ensure compliance.

Correction of Noncompliance

The State requires the district to revise all noncompliant policies, procedures, and practices and correct all student level noncompliance. The State will verify that the noncompliant policies, procedures, and practices have been revised and all noncompliance corrected through follow-up review of data, interviews, and other documentation. The noncompliance must be corrected as soon as possible.

By July 1, 2024, the district must submit a corrective action plan. After completing all required corrective actions, request verification and closeout. Technical assistance will be provided by the ISD and/or OSE staff.

As required by 34 CFR §§300.600 through §300.609, the district must correct all areas of noncompliance as soon as possible, but no later than one year from the date of notification, including verification. If this deadline is not met the State will take action to promptly bring

the district into compliance, this may include increased state supervision and/or financial sanctions.