Initial Evaluation Delay

COPESD
TO ENGAGE LEARNERS IN WAYS THAT FOSTER GROWTH & SUCCESS

Compliance Document for the Status of Initial IEP

_____
Name

_____
Date File Number

INITIAL EVALUATION DELAY (INITIAL IEP WAS COMPLETED)

These data are used for NCLB and IDEA reporting including the Annual Performance Report for USED. State and Federal laws require 100% compliance for Child Find (indicator B-11). Sections I, II, and III below contain the codes which will meet the 100% compliance requirement for MDE.

According to Michigan compliance laws the following reasons
ARE PERMISSIBLE TO USE WHEN AN Initial IEP was completed . . .

within the required timeline

SECTION 1		
Code	**Text**	**Description**
11 ☐	IEP completed within 30 school days	The evaluation was completed within the allocated 30 school days
12 ☐	IEP completed within extended timeline	The evaluation was completed within the agreed-upon written timeline extension with parent

NOT within the required timeline

SECTION 2		
Code	**Text**	**Description**
13 ☐	IEP Not Timely: Parent did not make child available	The child's parent(s) or guardian(s) did not make the child available for evaluation during the timeline.
14 ☐	IEP Not Timely: Timeline began in previous district	The child enrolled in the district after the 30-school-day timeline began and prior to a determination of eligibility by the previous district.

An Individualized Educational Program Team Meeting should have been scheduled by

_____ for _____ .
Date *Name*

The new scheduled time will be on _____ at _____ at _____.
Date *Time* *Place*

My signature below indicates that I agree with the delay and this day and time.

_____ _____
Staff Signature *Parent Signature*

_____ _____
Date *Date*

Initial Evaluation Delay

COPESD
TO ENGAGE LEARNERS IN WAYS THAT FOSTER GROWTH & SUCCESS

Compliance Document for the Status of Initial IEP

_____
Name

_____
Date File Number

INITIAL EVALUATION DELAY (INITIAL IEP WILL NEVER BE COMPLETED)

CODES USED WHEN AN INITIAL IEP WILL NEVER BE COMPLETED:

	SECTION 3	
Code	**Text**	**Description**
18 ☐	IEP Not Completed: Student died	Because of the death of student, evaluation and/or initial IEP will not be completed.
19 ☐	IEP Not Completed: Parent withdrew consent	The child's parent(s) or guardian(s) revoked consent for evaluation.
20 ☐	IEP Not Completed: Parent did not make child available	The district made an attempt to evaluate the child, but his/her parent(s) or guardian(s) did not make the child available for evaluation.
21 ☐	IEP Not Completed: Student moved	The child moved from the district and was unavailable for the completion of the evaluation and initial IEP

An Individualized Educational Program Team Meeting should have been scheduled by

_____ for _____ .
Date *Name*

The new scheduled time will be on _____ at _____ at _____.
Date *Time* *Place*

My signature below indicates that I agree with the delay and this day and time.

_____ _____
Staff Signature *Parent Signature*

_____ _____
Date *Date*

Initial Evaluation Delay

Initial IEP Delay Guidance

The "delay" form used for extending the date of an IEP has been changed as of September 2010. The form was changed to bring it into compliance with the Office of Special Education requirements and the State Performance Plan Indicators. A delay can only be used for an **initial IEP** and can never be used for an annual review. The annual review **must** be held within 365 days by the school, even if the parent cannot attend the annual IEP. The new delay form clearly indicates the reasons that an initial IEP date can be extended. If a parent signs that there is a mutual agreement to delay the 30 school day timeline, the school will be in compliance. The parent signature for a delay should be obtained prior to the end of the 30 day time period. The state is collecting data for the timeline of all initial IEPs. Even one initial IEP that is over the 30 day timeline will result in a corrective action plan by the district for the Office of Special Ed. The new delay form can be located on the COP website under *Resources, then Special Education, under Assessment Forms.*

COPESD
TO ENGAGE LEARNERS IN WAYS THAT FOSTER GROWTH & SUCCESS