Introduction:
- This is guidance based on the law (MARSE, IDEA) but should not be construed as legal advice.
- The purpose of this document is to provide guidance on common scenarios. If your situation is more complex or you think it warrants an exception, please consult with your supervisor.
- The expectation is that staff are using EasyIEP to complete paperwork for students with IEPs. The action steps are reflective of EasyIEP. If there is an exception, please contact your supervisor to review the needed documents.

Acronyms/ Definitions

Consent - must be in writing (electronic signature is acceptable)

District representative/designee- (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; (ii) Is knowledgeable about the general education curriculum; and (iii) Is knowledgeable about the availability of resources of the public agency. (IDEA, 300,321)

FAPE- Free and Appropriate Education

IEP- Individualized Education Program

LEA- Local Education Agency

MET- Multidisciplinary Evaluation Team

REED- Review of Existing Evaluation Data

BIP- Behavior Intervention Plan

FBA- Functional Behavior Assessment

IAES- Interim Alternate Educational Setting

ISS- In School Suspension

OSS- Out of School Suspension

Reference Notes:

#1   When Action Steps reference emailing EasyIEP Team, email both Sharon Heersema sheersema@NorthwestEd.org and Nan Miller nanmiller@NorthwestEd.org

#2   When Action Steps reference Scanning, please email scanning@NorthwestEd.org

#3   See Special Education Scanning Process for further reference.

Evaluation			
	SITUATION	**PAPERWORK**	**ACTION**
1.	**Initial Evaluation** • First time • Previously eligible then determined ineligible • Previously eligible then parent revoked • Moved in from out of state (see Situation #15)	• EasyIEP Demographic Sheet • EasyIEP REED/Eval Plan marked Initial Evaluation • EasyIEP MET Report • IEP Invitation • IEP marked Initial IEP • Mutual Agreement for Extension, if needed • New Enrollment/PWN for student from out of state to provide FAPE	1. Ensure Special Education box is checked on student's account in PowerSchool (typically the building secretary does this). It will take 24 hours for this data to transfer to EasyIEP. 2. Email completed EasyIEP Demographic Sheet to EasyIEP Team to ensure student is accurately entered in EasyIEP. (Unless student is a move in from out of state, in which case you complete a New Enrollment/PWN form (see Situation #15)). 3. Team completes the EasyIEP REED/Eval Plan, District Representative signs embedded Notice and requests written parent consent to implement evaluation plan within 10 school days of a written request for evaluation. 4. When team receives parent consent, team completes the following: Team enters the date of parent signature into *Referral Date* box and enters date the administrator received parent consent into the *Parent Consent Received by Administrator* box. To do this in EasyIEP, have the student selected, go to the Admin tab, select

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Eligibility Info, and add dates to the *Referral Date* Box and the *Parent Consent Received by Administrator* box. Select the *Update the Database* box. A screen will pop up to confirm events. The boxes to the left of *Referral Date* and *Parent Consent Received by Administrator Date* will need to be checked and also a 'yes' added to the dropdown under *Consent Granted* then select the *Update the Database* button. This starts the 30 days to complete the evaluation timeline. [Procedure for Adding Referral Dates for an Initial REED](#)

5. Team evaluates and completes MET report and eligibility recommendation in EasyIEP.

6. LEA convenes IEP meeting and
   a. If team finds student eligible, offers FAPE within 30 school days upon receipt of written consent on the REED/Eval Plan paperwork.
   b. If team finds student ineligible complete Ineligible IEP in EasyIEP.
      i. In the Option(s) and Other Factors Considered but Not Selected Section of Notice in the IEP, document consideration of eligibility and why student was not eligible.

7. Team emails REED/Eval Plan paperwork, MET, IEP and Invite to Scanning.

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2.	**Re-evaluation**
	● for eligibility determination **and** for data collection for determining programming and services
	● **only** for data collection for determining programming and services (the data are sufficient to determine continued eligibility)
		● EasyIEP REED/Eval Plan marked Re-evaluation
		● EasyIEP MET Report, if needed
		● IEP Invitation marked Re-evaluation
		● IEP marked Re-evaluation
		● Mutual Agreement for Extension, if needed
			1. Team completes the REED/Eval Plan process, district representative signs notice and requests parent consent to implement evaluation plan (if additional data are needed).
			   a. Document varied attempts to obtain parent consent; if parent is unresponsive after 3 documented attempts on different days, proceed with Re-evaluation.
			   b. If no additional data are needed, there is no need to obtain parent consent.
			2. If additional data are needed,
			   a. To determine eligibility and programming and services, the team evaluates and completes MET report in EasyIEP.
			   b. To only determine programming and services, add the new data that was collected under the Assessment tab in EasyIEP.
			      i. An additional report is not required (note in the REED/eval plan that the additional information collected will be included in the IEP/Amendment.
			3. If no additional data are needed, complete REED with 'Notice of Sufficient Data' box checked and add appropriate eligibility summary in text box. There is no need to complete a MET Cover page.
			Convene IEP team meeting and
			   a. If team finds student eligible, offers FAPE within 30 school days upon receipt of written consent on the REED/Eval Plan paperwork.
			   b. If team finds student ineligible complete Ineligible IEP in EasyIEP.
			      i. In the Option(s) and Other Factors Considered but Not Selected Section of Notice in the IEP, document consideration of eligibility and why student was not eligible.
			4. Team emails the REED/Eval Plan paperwork, MET (if necessary), IEP and Invite to Scanning.

3.	**Additional Data Collection** ● **only** for data collection for determining programming and services (it is not a 3 year Re-evaluation)	● EasyIEP REED/Eval Plan marked Additional Data Collection ● IEP Invitation, if needed ● IEP or Amendment	1. Team completes the EasyIEP REED/Eval Plan, District Representative signs embedded Notice and requests written parent consent to implement evaluation plan. 2. Add the new data that was collected under the Assessment tab in EasyIEP. 3. An additional report is not required (note in the REED/Eval plan that the additional information collected will be included in the IEP/Amendment). 4. Convene IEP Team meeting or hold Amendment. 5. Team emails IEP or Amendment to Scanning.

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4.	**Transferred from out of State with current or expired IEP and current or expired eligibility**	See #15	See #15

IEP			
	SITUATION	**PAPERWORK**	**ACTION**

5.	**Amendment**	● Amendment	1. Contact Supervisor for approval.
			  a. Contact parent and relevant service providers, discuss, and obtain consensus to hold amendment rather than IEP.
			  b. Document parent contact and agreement in Powerschool or EasyIEP Parent Contact section.
			  c. Complete amendment process in EasyIEP.
			  d. District representative signs notice and emails offer of FAPE to parent.
			  e. Email amendment to Scanning (Reference Note # 2).

6.	**Consideration of changing a service** ● adding ● terminating ● changing between consult and direct	● REED/Eval Plan *if needed* ● IEP or Amendment ● Invitation for IEP if needed.	If no additional data are needed to propose the change, 1. LEA convenes IEP team meeting or amendment. 2. Potential Service Provider is invited and/or consulted prior to the IEP or Amendment. 3. PLAAFP must include data and indicate impact 4. If service is added/removed/etc., note appropriately in IEP. 5. Service change noted in Option(s) and Other Factors Considered but Not Selected. 6. Email IEP or Amendment to Scanning (Reference Note #2) If additional data are needed, refer to Situation #3.

7.	**IEP Team Meeting Attendance - Excusal Process**
	● for the rare instance when a provider is unable to attend the IEP
		● Excusal part of Section 1 of IEP	1. If a team member is unable to attend the IEP the following must happen:
			  a. the team member contacts the parent and the district rep and gets permission and logs parent contact in EasyIEP Parent contact log.
			  b. Team member discussed relevant content with parent prior to the IEP Team meeting.
			  c. Team member ensures another present team member obtains parent consent signature at the IEP Team meeting (Section 1).
			
			If parent or district representative does not give consent, then the provider is not excused.

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8.	**Graduating with Diploma**	● Consent to invite agency
		● IEP(s)
		● Summary of Performance
		● Add/Change/Drop Form
		● Add/Change/Drop Exit Codes
			1. Parent/guardian or student if age of majority gives consent to invite agencies that will be providing or paying for transition services (post-secondary), if appropriate and agency invited.
			2. LEA convenes IEP meeting. Parent/guardian or student only if age of majority;
			  a. If the team is certain that the student will graduate at the end of the year, write program date as last day of school attendance.
			  b. If the team is not certain that the student will graduate, write program date for a year and then hold another IEP when team is certain that the student will graduate.
			3. LEA completes Summary of Performance at the last IEP.
			4. Email all documents to Scanning (including agency letter, if appropriate).
			5. When student graduates, complete Drop Slip and include the date of graduation and the appropriate graduation exit code. Email to EasyIEP Team.

9.	**IEP Progress Reports**	● IEP Progress Report	1. Progress reports are completed at the same time as report cards unless otherwise specified in the individual IEP. 2. Progress reports should be sent at the end of the IEP cycle to Scanning (Reference Note #2)

Nonpublic Service Plan		
SITUATION	**PAPERWORK**	**ACTION**
10. **Nonpublic Service Plan (NPSP)**	● Refer to linked guidance documents.	1. Review Nonpublic Service Plan Flow Chart 2. Review Nonpublic Service Plan Quick Guide

Student Transfer		
SITUATION	**PAPERWORK**	**ACTION**
11. **Transfers from one school to another within LEA**		1. District representative completes Drop/Add form and emails to EasyIEP Team.

12. **Transfers from within North Ed from one LEA to another with current IEP**	● New Enrollment/PWN
	● Invitation and IEP marked annual review (if not fully implementing current IEP)
		1. School reviews student's current IEP and determines if they will fully implement it or offer a new FAPE (IEP) for 30 school days via New Enrollment/PWN.
		2. District representative completes and emails New Enrollment/PWN in Special Education and PWN to parent and EasyIEP Team.
		3. Conduct IEP
		  a. on next due date (if fully implementing).
		  b. within 30 school days, if offering a new FAPE.
		4. Email IEP to Scanning.

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	SITUATION	PAPERWORK	ACTION

13.	**Student transfer within Michigan from a district outside of North Ed with current IEP**	• New Enrollment/PWN
		• Invitation and IEP marked annual review (if not fully implementing current IEP)
			1. School reviews student's current IEP and determines if they will fully implement it or offer a new FAPE (IEP) for 30 school days via New Enrollment/PWN.
			2. District representative completes and emails New Enrollment/PWN in Special Education to parent and EasyIEP Team.
			  a. Include current IEP and MET when emailing EasyIEP Team.
			3. Conduct IEP
			  a. on next due date (if fully implementing).
			  b. within 30 school days, if offering a new FAPE.
			4. Email IEP to Scanning.

14.	**Student transfer within Michigan with expired IEP; eligibility may or may not be current**	• New Enrollment/PWN
		• REED (if applicable)
		• PCG MET report
		• Invitation and IEP
			1. Review MET report to see if eligibility is current.
			  a. Complete REED/Eval Plan if eligibility is expired (see Situation #2).
			2. School reviews student's expired IEP to determine FAPE offer for 30 school days via New Enrollment/PWN.
			3. District representative completes and emails New Enrollment/PWN in Special Education to parent and EasyIEP Team.
			  a. Note include previous IEP and MET when emailing EasyIEP Team.
			4. Conduct IEP
			  a. within 30 school days of enrollment.
			5. Email IEP to Scanning.

15.	**Student transfer from out of State with current or expired IEP and current or expired eligibility**	• New Enrollment/PWN • EasyIEP REED/Eval Plan marked Initial • PCG MET report • IEP Invitation marked Initial • IEP marked Initial	1. School reviews student's IEP to determine FAPE offer for 30 school days via New Enrollment/PWN Notice. 2. District representative completes and emails New Enrollment/PWN. a. Include previous IEP and MET when emailing EasyIEP Team. 3. Team completes REED/Eval Plan and subsequent IEP (see Situation #2).

16.	**Student <u>leaves</u> school district and parent/guardian chooses to homeschool or unknown**	• Parent Letter
		• Family Matters Nonpublic and Home Schools Fact Sheet
		• Home School in Michigan
		• Procedural Rights and Safeguards
		• Add/Change/Drop Form
		• Add/Change/Drop District Exit Codes
			1. The District Representative (or designee) emails the following information to the parent.
			  a. Parent Letter Template
			  b. Family Matters Nonpublic and Home Schools Fact Sheet
			  c. Home Schooling in Michigan- MDE Document
			  d. Procedural Rights and Safeguards
			2. Case Manager completes Drop Slip and emails it to EasyIEP team and the District Registrar/Pupil Accounting contact.

	Discipline		
	SITUATION	**PAPERWORK**	**ACTION**

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17.	**Manifestation Determination Review (MDR)**	● Prior Written Notice (PWN)
		● Procedural Rights and Safeguards
		● Invitation
		● MDR
		● Revised or new FBA and/or BIP, IEP, and/or IAES as necessary
			1. District representative provides PWN and procedural rights and safeguards to parent on the day the decision was made to change the student's placement (e.g. OSS, ISS). This could occur in the district's suspension letter if it contains the legal components of Notice.
			2. MDR scheduled within 10 school days of the decision to change placement.
			3. If it is found to be a manifestation, district will do one of the following:
			  a. Conduct an FBA if one is not completed and implement a BIP.
			  b. Review the BIP and modify as needed.
			  c. Return student to placement from which student was removed (unless special circumstances- reference discipline flow chart) or unless LEA and parent agree to a change of placement as part of the BIP.
			4. If it is not found to be a manifestation, student's discipline is as if the student were a general education student.
			5. LEA emails Suspension letter (or Notice of Change of Placement), MDR (FBA & BIP) to Scanning (Reference Note #2)

18.	**Interim Alternative Educational Setting**	● Invitation and IAES (Interim Alternative Educational Setting)	1. LEA may place student unilaterally in an IAES for drugs, weapons, serious bodily injury. 2. LEA and parent may jointly decide that IAES is best for student as part of the BIP. 3. LEA convenes IAES meeting, develops plan, and LEA offers FAPE. 4. District representative arranges location and provision of services during IAES duration. 5. District completes FAPE service log. 6. LEA emails IAES and FAPE service log to Scanning (Reference Note #2)

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