



Special Education Public Quick Guide

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:

** When Action Steps reference emailing “EasyIEP Team**”, email both Sharon Heersema sheersema@NorthwestEd.org and Laura Echols lechols@NorthwestEd.org

* When Action Steps reference “Scanning*”, please email scanning@NorthwestEd.org.

See [Scanning and Emailing Guidance](#) for further reference.

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SITUATION	PAPERWORK
<p>#1 Initial Evaluation</p> <ul style="list-style-type: none"> • First time • Previously eligible, then determined ineligible • Previously eligible, then parent revoked • Moved in from out of state (see Situation #8) 	<ul style="list-style-type: none"> • 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
ACTION	
<ol style="list-style-type: none"> 1. Ensure Special Education box is checked on student’s record in PowerSchool (typically the building secretary does this). It will take overnight for the student’s data to transfer to EasyIEP. 2. Email completed Demographic Form 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 should complete a New Enrollment/PWN rather than a Demographic Sheet). (See Situation #8) 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, the evaluation timeline begins. To document this and to figure the IEP due date, you will need to enter dates into EasyIEP. Go to Admin tb, select Eligibility Info, then add the following: <ol style="list-style-type: none"> a. Referral Date box – enter the date of the parent’s signature of the REED b. Parent Consent Received by Administrator Date box – enter the date the administrator received the (signed) parent consent. c. Update the Database and it will ask you to confirm the events. Check-mark both boxes and Consent Granted? “yes” <p>This starts the 30-day timeline to complete the evaluation timeline. Confirm the due date by going back to the Admin/Eligibility Tab.</p> 5. Team evaluates and completes MET report and eligibility recommendation in EasyIEP. 6. LEA convenes IEP meeting and <ol style="list-style-type: none"> 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. In the “Options(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 finalized, signed Initial REEDs, Initial IEPs and Ineligible IEPs to the EasyIEP Team** for continued processing. The MET report can be sent directly to Scanning*. 	

SITUATION	PAPERWORK
<p>#2 Reevaluation</p> <ul style="list-style-type: none"> • For eligibility determination and data collection for determining programming and services • Only for data collection for determining programming and services (the data are sufficient to determine continued eligibility) 	<ul style="list-style-type: none"> • EasyIEP REED/Eval Plan marked Reevaluation • EasyIEP MET Report, if needed • IEP Invitation marked Reevaluation • IEP marked Reevaluation • Mutual Agreement for Extension, if needed
ACTION	



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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 Reevaluation.
 - 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, 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. Note: An additional report is not required (just 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 only a need to complete a MET Cover page, if the eligibility has changed.
4. 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. In the “Options(s) and Other Factors Considered but Not Selected” section of Notice in the IEP, document consideration of eligibility and why student was not eligible.
5. Team emails finalized, signed Reevaluation REED, MET and Eligible IEPs to scanning*. Send Ineligible IEPs to the EasyIEP Team** for continued processing.

SITUATION	PAPERWORK
#3 Additional Data Collection <ul style="list-style-type: none"> • Only for data collection for determining programming and services (it is not a 3-year Reevaluation) 	<ul style="list-style-type: none"> • EasyIEP REED/Eval Plan marked Additional Data Collection • IEP Invitation, if needed • IEP or Amendment
ACTION	
<ol style="list-style-type: none"> 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*. 	

SITUATION	PAPERWORK
#4 Transfer within LEA <ul style="list-style-type: none"> • From one school to another <u>within LEA</u> (Example: Blair to Central Grade - within TCAPS) 	<ul style="list-style-type: none"> • Add/Change/Drop Form
ACTION	
<ol style="list-style-type: none"> 1. District representative (from new school) completes Add Form and emails to EasyIEP Team**. 	



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SITUATION	PAPERWORK
<p>#5 Transfer to LEA within MI with a current IEP</p> <ul style="list-style-type: none"> From within North Ed Districts From one LEA to another LEA From nonpublic to LEA 	<ul style="list-style-type: none"> New Enrollment/PWN Invitation and IEP marked annual review (if not fully implementing current IEP)
ACTION	
<ol style="list-style-type: none"> 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 District representative completes and emails New Enrollment/PWN in Special Education to parent and EasyIEP Team**. <ol style="list-style-type: none"> Include the current IEP and MET from previous school when emailing EasyIEP Team** (if the most recent IEP was held outside of our districts). Conduct IEP Within 30 school days, if offering a new FAPE On next due date, if fully implementing current IEP Email IEP to Scanning* If student is transferring from nonpublic to an LEA with a current IEP and NSP, contact EasyIEP office and SAS. If student is transferring from a school that does not use PCG/EasyIEP, the EasyIEP Team** may request that the IEP Team add data, goals, etc. into the IEP Process tab in EdPlan. 	

SITUATION	PAPERWORK
<p>#6 Transfer to LEA within MI with expired IEP</p> <ul style="list-style-type: none"> Entering your district from a Michigan district outside of our 5-county region From one LEA to another LEA From nonpublic to LEA Eligibility may or may not be current 	<ul style="list-style-type: none"> New Enrollment/PWN REED (if applicable) PCG MET Report Invitation and IEP
ACTION	
<ol style="list-style-type: none"> Review MET report to see if eligibility is current. <ol style="list-style-type: none"> Complete REED/Eval Plan if eligibility is expired School reviews student’s expired IEP to determine FAPE offer for 30 school days via New Enrollment/PWN. District representative completes and emails New Enrollment/PWN in Special Education to parent and EasyIEP Team**. <ol style="list-style-type: none"> Include the current IEP and MET from previous school when emailing EasyIEP Team** (if the most recent IEP was held outside of our districts). Conduct IEP within 30 school days of enrollment and email it to scanning* 	



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SITUATION	PAPERWORK
#7 Transfer from outside of MI <ul style="list-style-type: none"> Entering your district from a state other than Michigan With current or expired IEP With current or expired eligibility 	<ul style="list-style-type: none"> New Enrollment/PWN EasyIEP REED/Eval Plan marked <i>Initial</i> PCG MET report IEP Invitation marked <i>Initial</i> IEP marked <i>Initial</i>
ACTION	
<ol style="list-style-type: none"> School reviews student’s IEP to determine FAPE offer for 30 school days via New Enrollment/PWN Notice. District representative completes and emails New Enrollment/PWN in Special Education to parent and EasyIEP Team**. <ol style="list-style-type: none"> Include current IEP and MET when emailing EasyIEP Team**. Team completes REED/Eval Plan and subsequent IEP (see Situation #1) 	

SITUATION	PAPERWORK
#8 Student leaves school district <ul style="list-style-type: none"> Student leaves your district for any reason 	<ul style="list-style-type: none"> Add/Change/Drop Form Add/Change/Drop District Exit Codes (for reference)
ACTION	
<ol style="list-style-type: none"> Case Manager completes Drop Form and emails it to EasyIEP Team** and the District Registrar/Pupil Accounting contact. 	

SITUATION	PAPERWORK
#9 Student leaves school district to homeschool <ul style="list-style-type: none"> Parent/Guardian chooses to homeschool 	<ul style="list-style-type: none"> Parent Letter Family Matters Nonpublic and Home Schools Fact Sheet Home School in Michigan Procedural Safeguards Notice Add/Change/Drop Form Add/Change/Drop District Exit Codes (for reference)
ACTION	
<ol style="list-style-type: none"> The District Representative or designee emails the following information to the parent. <ol style="list-style-type: none"> Parent Letter Template Family Matters Nonpublic and Home Schools Fact Sheet Home Schooling in Michigan-MDE Document Procedural Safeguards Notice Case Manager completes Drop Form and emails it to EasyIEP Team** and the District Registrar/Pupil Accounting contact. 	

SITUATION	PAPERWORK
#10 IEP Amendment <ul style="list-style-type: none"> To change or correct IEP content 	<ul style="list-style-type: none"> EasyIEP Amendment

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ACTION	
<ol style="list-style-type: none"> 1. Contact Supervisor for approval. 2. Contact parent and relevant service providers, discuss, and obtain consensus to hold amendment rather than IEP. 3. Document parent contact and agreement in PowerSchool or EasyIEP Parent Contact section. 4. Complete amendment process in EasyIEP. 5. District representative signs notice and emails offer of FAPE to parent. 6. Email amendment to Scanning* 	

SITUATION	PAPERWORK
#11 Consideration of changing a service <ul style="list-style-type: none"> • Adding a service • Terminating a service • Changing between consult and direct 	<ul style="list-style-type: none"> • REED/Eval Plan, if needed • IEP or Amendment • Invitation for IEP, if needed

ACTION	
<ol style="list-style-type: none"> 1. If no additional data are needed to propose the change, then <ol style="list-style-type: none"> a. LEA convenes IEP team meeting or amendment b. Potential Service Provider is invited and/or consulted prior to the IEP or Amendment. c. PLAAFP must include data and indicate impact d. If service is added/removed/etc., note appropriately in IEP. e. Service change noted in Option(s) and Other Factors Considered but Not Selected. 2. If additional data are needed, refer to Situation #3. 3. Email paperwork to Scanning* 	

SITUATION	PAPERWORK
#12 Excusal Process - for IEP Team Meeting Attendance <ul style="list-style-type: none"> • For the rare instance when a provider is unable to attend the IEP 	<ul style="list-style-type: none"> • Excusal part of Section 1 of the IEP

ACTION	
<ol style="list-style-type: none"> 1. If a team member is unable to attend the IEP, the following must happen: <ol style="list-style-type: none"> 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). 2. If parent or district representative does not give consent, then the provider is not excused. 	

SITUATION	PAPERWORK
#13 Graduating with Diploma <ul style="list-style-type: none"> • Special Education student graduating from high school with a diploma. 	<ul style="list-style-type: none"> • Consent to invite agency • IEP(s) • Summary of Performance • Add/Change/Drop Form • Add/Change/Drop Exit Codes (for reference)

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ACTION	
<ol style="list-style-type: none"> 1. Parent/guardian or student if age of majority give 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; <ol style="list-style-type: none"> 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 IEP, agency letter, and Summary of Performance to Scanning* 5. When the student graduates, complete Drop Form and include the date of graduation and the appropriate graduation exit code. Email Drop Form to EasyIEP Team**. (If sure of graduation date, drop forms may be mailed prior to graduation and will be processed on drop date given) 	

SITUATION	PAPERWORK
#14 Progress Reports <ul style="list-style-type: none"> • Progress reports following an IEP 	<ul style="list-style-type: none"> • IEP Progress Report
ACTION	
<ol style="list-style-type: none"> 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* 	

SITUATION	PAPERWORK
#15 Non-public Service Plan (NPSP) <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Refer to linked guidance documents for additional scenarios about nonpublic service plans.
ACTION	
<ol style="list-style-type: none"> 1. Review Nonpublic Service Plan Flow Chart 2. Review Nonpublic Service Plan Quick Guide 	

SITUATION	PAPERWORK
#16 Manifestation Determination Review (MDR)	<ul style="list-style-type: none"> • Prior Written Notice (PWN) • Procedural Safeguards Notice • Invitation • MDR • Revised or new FBA and /or BIP, IEP, and/or IAES as necessary
ACTION	

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1. District representative provides PWN and Procedural Safeguards Notice 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 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 and BIP) to Scanning*.

SITUATION	PAPERWORK
#17 Interim Alternative Educational Setting	<ul style="list-style-type: none"> • Invitation and IAES (Interim Alternative Educational Setting)
ACTION	
<ol style="list-style-type: none"> 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* 	

SITUATION	PAPERWORK
#18 Revocation of Parental Consent for SE Programs and Services <ul style="list-style-type: none"> • Only to be used if the parent has previously given consent for SE Programs and Services 	<ul style="list-style-type: none"> • Revocation of Parental Consent for Special Education Services • Acknowledgement of Revocation of Parent Consent
ACTION	
<ol style="list-style-type: none"> 1. Parent fills out a Revocation of Parental Consent for Special Education Programs and Services and signs it. In place of, or in addition to this, the parent may send written communication saying they do not give consent for programs and services and/or requesting revocation. IEP Team confirms the Revocation form is complete. 2. IEP Team creates the Acknowledgement of Revocation of Parent Consent form in EasyIEP (this is the notice). This notice is found in the student’s record, documents tab, under Special Education. Creating and finalizing this document will cause the student’s IEP Record to read “ineligible”. 3. School District Superintendent or Designee signs the notice and a copy is given to the parent. 4. IEP Team sends all documentation (Revocation, parent correspondence, and Acknowledgement) to the EasyIEP Team** for continued processing. 5. EasyIEP Team confirms documentation and completes exit fields on Personal Information Fields in EasyIEP. 6. EasyIEP Team inactivates the student’s EdPlan record, when appropriate. 	

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SITUATION	PAPERWORK
#19 Timeline Extension – Initial IEP <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Mutual Extension of Evaluation Timelines • EasyIEP Timeline Extension
ACTION	
<ol style="list-style-type: none"> 1. IEP Team member completes Mutual Extension of Evaluation Timelines form on NorthEd website. Include Contact date with Director (Service Area Supervisor), Student Information and Proposed Extended Timeline information. 2. Fill in the Reason for Extension (e.g. student unavailable for testing, need more data, parent unavailable etc.) 3. Be sure the box is checked to indicate what the parent is agreeing or not agreeing to. 4. Parent and District Representative sign and date form. 5. Because this is an Extension for an Initial, you will need to complete the Timeline Extension in EasyIEP as well. This form can be found in the student’s record, documents tab, under Special Education. 6. Create Final Document by filling in the dates (some may prefill) and checking the “agree” box. 7. Creating this document in EasyIEP will extend the IEP due date so the student will be compliant as long as the IEP is held prior to the extended date. Verify the timeline by going to the Admin tab and pulling up the Eligibility Information. The Projected Initial/Redetermination IEP Date should be the new extended date. 8. Send all documents for Extension to the EasyIEP for continued processing. 	

SITUATION	PAPERWORK
#20 Timeline Extension – for Reevaluation or Additional Data	<ul style="list-style-type: none"> • Mutual Extension of Evaluation Timelines
ACTION	
<ol style="list-style-type: none"> 1. IEP Team member completes Mutual Extension of Evaluation Timelines form on NorthEd website. Include Contact date with Director (Service Area Supervisor), Student Information and Proposed Extended Timeline information. 2. Fill in the Reason for Extension (e.g. student unavailable for testing, need more data, parent unavailable etc.) 3. Be sure the box is checked to indicate what the parent is agreeing or not agreeing to. 4. Parent and District Representative sign and date form. 5. Send this completed form to Scanning*. <ol style="list-style-type: none"> a. A three-year reevaluation IEP must ALWAYS be held within the 36-month timeframe and cannot be extended. B. Extensions for Reevaluations are not able to be tracked in EasyIEP, so you must track this yourself. 	