

## Quick Guide

# Scenarios/Procedures for Special Education in Public Schools and Districts

Guidance for when a student is entering, currently enrolled in, or exiting a school or district

- *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 (an electronic signature must be timestamped)

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 Alternative Educational Setting

ISS – In School Suspension

OSS – Out of School Suspension

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## Evaluation

SITUATION A	PAPERWORK
<p><b>Initial Evaluation</b></p> <ul style="list-style-type: none"> <li>● First time being evaluated</li> <li>● Previously eligible, then determined ineligible</li> <li>● Previously eligible, then parent revoked</li> <li>● Moved in from another state with a current eligibility (see Situation #7)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">EasyIEP Demographic Sheet</a></li> <li>● EasyIEP REED/Eval Plan marked Initial Evaluation</li> <li>● EasyIEP MET Report</li> <li>● IEP Invitation</li> <li>● IEP marked Initial IEP</li> <li>● New Enrollment/PWN for students from out of state, to provide FAPE</li> </ul>
<b>ACTION</b>	
<ol style="list-style-type: none"> <li>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.</li> <li>2. Email completed Demographic Form to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> to ensure student is accurately entered in EasyIEP. (Unless student is a move-in from out-of-state with a current eligibility, in which case you should complete a New Enrollment/PWN rather than a Demographic Sheet). (See Situation #7)</li> <li>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.</li> <li>4. When team receives parent consent, the evaluation timeline begins. To determine and document the IEP due date, you will need to enter dates into EasyIEP. Go to Admin tab, select Eligibility Info, then add the following:             <ol style="list-style-type: none"> <li>a. Referral Date box – enter the date of the parent's signature of the REED</li> <li>b. Parent Consent Received by Administrator Date box – enter the date the administrator received the (signed) parent consent.</li> <li>c. Update the Database. You will be prompted to confirm the events. Check-mark both boxes and Consent Granted? "yes"</li> </ol> <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> </li> <li>5. Team evaluates and completes MET report and eligibility recommendation in EasyIEP.</li> <li>6. LEA convenes IEP meeting and             <ol style="list-style-type: none"> <li>a. If team finds student eligible, offers FAPE within 30 school days upon receipt of written consent on the REED/Eval Plan paperwork.</li> <li>b. If team finds student ineligible, complete Ineligible IEP in EasyIEP within 30 school days. 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.</li> </ol> </li> <li>7. Team emails finalized, signed Initial REEDs, MET Report, Initial IEPs and Ineligible IEPs to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> continued processing.</li> </ol>	

SITUATION B	PAPERWORK
<p><b>Reevaluation</b></p> <ul style="list-style-type: none"> <li>• For eligibility determination <b>and</b> data collection for determining programming and services or</li> <li>• Not questioning eligibility but gathering data for programming and services (the current data are sufficient to determine continued eligibility)</li> </ul>	<ul style="list-style-type: none"> <li>• EasyIEP REED/Eval Plan marked Reevaluation</li> <li>• EasyIEP MET Report, if needed</li> <li>• IEP Invitation marked Reevaluation</li> <li>• IEP marked Reevaluation</li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>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).,             <ol style="list-style-type: none"> <li>a. Document varied attempts to obtain parent consent; if parent is unresponsive after 3 documented attempts on different days, proceed with Reevaluation.</li> <li>b. If no additional data are needed, there is no need to obtain parent consent.</li> </ol> </li> <li>2. If additional data are needed,             <ol style="list-style-type: none"> <li>a. To determine eligibility, programming and services, the team evaluates and completes MET Report in EasyIEP</li> <li>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 (note in the REED/eval plan that the additional information collected will be included in the IEP/Amendment).</li> </ol> </li> <li>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 criteria has changed.</li> <li>4. LEA convenes IEP meeting within 30 school days or reevaluation due date, whichever is sooner.             <ol style="list-style-type: none"> <li>a. If team finds student eligible, offers FAPE.</li> <li>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.</li> </ol> </li> <li>5. Team emails finalized, signed Reevaluation REED, MET and Eligible IEPs to EasyIEP@northwested.org for continued processing.</li> </ol>	

SITUATION C	PAPERWORK
<p><b>Additional Data Collection</b></p> <ul style="list-style-type: none"> <li>• Only for data collection for determining programming and services (it is not a 3-year Reevaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• EasyIEP REED/Eval Plan marked Additional Data Collection</li> <li>• IEP Invitation, if needed</li> <li>• IEP or Amendment</li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>1. Team completes the EasyIEP REED/Eval Plan, District Representative signs embedded Notice and requests written parent consent to implement evaluation plan.</li> <li>2. Add the new data that was collected under the Assessment tab in EasyIEP.</li> <li>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).</li> <li>4. Convene IEP Team meeting or hold Amendment within 30 school days.</li> <li>5. Team emails IEP or Amendment to EasyIEP@northwested.org.</li> </ol>	

SITUATION D	PAPERWORK
<b>Consideration of changing a service</b> <ul style="list-style-type: none"> <li>• Adding a service</li> <li>• Terminating a service</li> <li>• Changing between consult and direct</li> </ul>	<ul style="list-style-type: none"> <li>• REED/Eval Plan, if needed</li> <li>• Invitation for IEP, if needed</li> <li>• IEP or Amendment</li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>1. If no additional data are needed to propose the change, then             <ol style="list-style-type: none"> <li>a. LEA convenes IEP team meeting or amendment.</li> <li>b. Potential Service Provider is invited and/or consulted prior to the IEP or Amendment.</li> <li>c. PLAAFP must include data and indicate impact.</li> <li>d. If service is added/removed/etc., note appropriately in IEP.</li> <li>e. Service change noted in Option(s) and Other Factors Considered but Not Selected.</li> </ol> </li> <li>2. If additional data are needed, refer to Situation #3.</li> <li>3. Email paperwork EasyIEP@northwested.org.</li> </ol>	

SITUATION E	PAPERWORK
<b>Timeline Extension for Initial IEPs, reevaluation or additional data collection</b>	<ul style="list-style-type: none"> <li>• See below</li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>1. See <a href="#">Special Education Extension of Evaluation Timeline</a> Guidance and Procedure Document</li> </ol>	

## IEP

SITUATION F	PAPERWORK
<b>IEP Amendment</b> <ul style="list-style-type: none"> <li>• To change or correct IEP content</li> </ul>	<ul style="list-style-type: none"> <li>• EasyIEP Amendment</li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>1. Contact Supervisor for approval.</li> <li>2. Contact parent and relevant service providers, discuss and obtain consensus to hold amendment rather than IEP.</li> <li>3. Document parent contact and agreement in EasyIEP Parent Contact section.</li> <li>4. Complete amendment process in EasyIEP.</li> <li>5. District representative signs notice and emails offer of FAPE to parent.</li> <li>6. Email amendment to EasyIEP@northwested.org</li> </ol>	

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

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).
2. If parent or district representative does not give consent, then the provider is not excused.

SITUATION H	PAPERWORK
<b>Progress Reports</b> <ul style="list-style-type: none"> <li>● Progress reports following an IEP</li> </ul>	<ul style="list-style-type: none"> <li>● IEP Progress Report</li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>1. Progress reports are completed at the same time as report cards unless otherwise specified in the individual IEP.</li> <li>2. Progress reports should be sent at the end of the IEP cycle to EasyIEP@northwested.org.</li> </ol>	

### Transfers to Your School & Exits from Your School

SITUATION I	PAPERWORK
<b>Transfer within LEA</b> <ul style="list-style-type: none"> <li>● From one school to another <u>within LEA</u> (Example: Blair to Central Grade - within TCAPS)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Add/Change/Drop Form</a></li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>1. District representative (from new school) completes Add Form and emails to EasyIEP@northwested.org.</li> </ol>	

SITUATION J	PAPERWORK
<b>Transfer to LEA within MI with a current IEP</b> <ul style="list-style-type: none"> <li>● Between North Ed Districts</li> <li>● From one LEA to another LEA</li> <li>● From nonpublic to LEA</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">New Enrollment/PWN</a></li> <li>● Invitation and IEP marked annual review (if not fully implementing current IEP)</li> <li>● <a href="#">New Enrollment Guidance Document</a></li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>1. School reviews student's current IEP.           <ol style="list-style-type: none"> <li>a. If IEP will be fully implement without changes, complete New Enrollment Form and hold new IEP by annual due date.</li> <li>b. If the IEP will be implemented with changes, complete New Enrollment Form, and provide a new offer of FAPE within 30 school days or prior to the IEP due date whichever comes first.</li> </ol> </li> <li>2. District representative completes and provides New Enrollment/PWN in Special Education to parent and EasyIEP@northwested.org.           <ol style="list-style-type: none"> <li>a. Include the current IEP and MET from previous school when emailing</li> </ol> </li> </ol>	

EasyIEP@northwested.org (if the most recent IEP was held outside of our districts).

3. If student is transferring from nonpublic to an LEA with a current IEP and NSP, contact EasyIEP office and SAS.
4. 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.

**The student must have a current IEP completed by count day. This supersedes the 30-day timeline and the IEP due date.**

SITUATION K	PAPERWORK
<b>Transfer to LEA within MI with expired IEP</b> <ul style="list-style-type: none"> <li>● Entering your district from a Michigan district outside of our 5-county region</li> <li>● From one LEA to another LEA</li> <li>● From nonpublic to LEA</li> <li>● Eligibility may or may not be current</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">New Enrollment/PWN</a></li> <li>● REED (if needed)</li> <li>● PCG MET Report (if needed)</li> <li>● Invitation and IEP</li> </ul>
<b>ACTION</b>	
<ol style="list-style-type: none"> <li>1. Review MET report to see if eligibility is current.               <ol style="list-style-type: none"> <li>a. Complete REED/Eval Plan if eligibility is expired. (see #2 Reevaluation)</li> </ol> </li> <li>2. School reviews student's expired IEP to determine FAPE offer for 30 school days via New Enrollment/PWN.</li> <li>3. District representative completes and emails New Enrollment/PWN in Special Education to parent and EasyIEP@northwested.org.               <ol style="list-style-type: none"> <li>a. Include the most recent IEP and MET from previous school when emailing. EasyIEP@northwested.org (if the most recent IEP was held outside of our districts).</li> </ol> </li> <li>4. Conduct IEP within 30 school days of enrollment and email it to EasyIEP@northwested.org.</li> </ol>	

SITUATION L	PAPERWORK
<b>Transfer from outside of MI</b> <ul style="list-style-type: none"> <li>● Entering your district from a state other than Michigan</li> <li>● With current or expired IEP</li> <li>● With current or expired eligibility</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">New Enrollment/PWN</a></li> <li>● EasyIEP REED/Eval Plan marked <i>Initial</i></li> <li>● PCG MET Report</li> <li>● IEP Invitation marked <i>Initial</i></li> <li>● IEP marked <i>Initial</i></li> </ul>
<b>ACTION</b>	
<ol style="list-style-type: none"> <li>1. School reviews student's IEP to determine FAPE offer for 30 school days via New Enrollment/PWN Notice.</li> <li>2. District representative completes and emails New Enrollment/PWN in Special Education to parent and <a href="#">EasyIEP@northwested.org</a>.               <ol style="list-style-type: none"> <li>a. Include current IEP and MET when emailing EasyIEP@northwested.org.</li> </ol> </li> <li>3. Team completes REED/Eval Plan and subsequent IEP (see Situation #1)</li> </ol>	

SITUATION M	PAPERWORK
<p><b>Exited and enrolled in another public school district in Michigan</b></p> <ul style="list-style-type: none"> <li>Student enrolled at another public school district in Michigan or transfers to a North Ed center-based program) and is known to be continuing in education or student left to attend a public in-state cyber school or virtual school.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Drop portion of the <i>Add/Change/Drop</i> form using code #08 (Enrolled in another public school district in Michigan).</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning. <ul style="list-style-type: none"> <li><i>Add/Change/Drop</i> form</li> </ul> </li> </ul>	

SITUATION N	PAPERWORK
<p><b>Exited and enrolled in nonpublic school</b></p> <ul style="list-style-type: none"> <li>Student has withdrawn from the district to attend a nonpublic school, such as a parochial school OR a student has withdrawn from a district to attend a nonpublic in-state cyber school or virtual school</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <i>Add/Change/Drop</i> form using code #15 (Enrolled in nonpublic school)</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning. <ul style="list-style-type: none"> <li><i>Add/Change/Drop</i> form</li> </ul> </li> </ul>	

SITUATION O	PAPERWORK
<p><b>Exited and enrolled in homeschool</b></p> <p>Student has withdrawn from the district and receives instruction offered in a home for reasons other than health OR student has withdrawn from a district to attend an out-of-state cyber school or virtual school.</p>	<ul style="list-style-type: none"> <li>Complete the <i>Add/Change/Drop</i> form using code #14 (Enrolled in home school)</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning. <ul style="list-style-type: none"> <li><i>Add/Change/Drop</i> form</li> </ul> </li> </ul>	

SITUATION P	PAPERWORK
<p><b>Moved out of state</b> Student physically moved outside the original district of residence to another state or country, includes foreign exchange students returning to their home country.</p>	<ul style="list-style-type: none"> <li>• Complete the <i>Add/Change/Drop</i> form using code #09 (Moved out of state)</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>• Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning.             <ol style="list-style-type: none"> <li>a. <i>Add/Change/Drop</i> form</li> </ol> </li> </ul>	

SITUATION Q	PAPERWORK
<p><b>Dropped out of school</b> The student, upon reaching age 16, stopped attending school and no reason was given, OR student with an IEP left school before reaching age 26 as of September 1 of the current school year without completing their educational program.</p>	<ul style="list-style-type: none"> <li>• Complete the <i>Add/Change/Drop</i> form using code #07 (Dropped out of school)</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>• Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning.             <ol style="list-style-type: none"> <li>a. <i>Add/Change/Drop</i> form</li> </ol> </li> </ul>	

SITUATION R	PAPERWORK
<p><b>Graduated with a regular diploma</b> Student earned a high school diploma, including early graduates who earn high school diplomas and students with an IEP who met the Michigan Merit Curriculum graduation requirements. Exclude any students who met IEP requirements but did not receive a high school diploma.</p>	<ul style="list-style-type: none"> <li>● <i>Add/Change/Drop</i> form using one of the codes below: <ul style="list-style-type: none"> <li>○ #01 Graduated from general education with a high school diploma</li> <li>○ #02 Graduated from general education with a high school diploma &amp; applied to a degree-granting college/university</li> <li>○ #04 Graduated from general education with a high school diploma &amp; applied to a non-degree granting institution</li> </ul> </li> <li>● <i>Graduation IEP</i> (IEP completed during the last year of high school) <ul style="list-style-type: none"> <li>○ Purpose of IEP marked <i>Graduation IEP</i></li> <li>○ IEP End Date: Date of Graduation</li> </ul> </li> <li>● <i>Summary of Performance</i> in EdPlan, look up the student and then go to Documents-Special Education (This is typically completed as close to graduation as possible. This will usually be different than the IEP date.)</li> <li>● <i>Notice for Exit of Special Education</i> in EdPlan look up the student and then go to Documents, Special Education (This is typically completed at the same time as the Summary of Performance)</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>● Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning. <ol style="list-style-type: none"> <li>a. <i>Add/Change/Drop</i> form</li> <li>b. <i>Graduation IEP</i> (Only if this has not previously been sent)</li> <li>c. Completed <i>Summary of Performance</i></li> <li>d. Completed <i>Notice for Exit of Special Education</i></li> </ol> </li> </ul>	

SITUATION S	PAPERWORK
<p><b>Student is no longer eligible for special education</b> Through the REED process, the IEP team determined the student is no longer eligible for special education services or programs.</p>	<ul style="list-style-type: none"> <li>● Complete REED</li> <li>● Complete ineligible IEP</li> </ul>
ACTION	

- Send the following to [EasyIEP@northwested.org](mailto:EasyIEP@northwested.org) for processing and scanning (EdPlan Office will select *Exit Reason: IEP team determined student no longer in need of special education services or programs* and exit code 19 Expected to continue in the same school district when deactivating student)
  - a. REED
  - b. Ineligible IEP

SITUATION T	PAPERWORK
<p><b>Revocation</b> Parent, guardian, or student who has reached the age of majority and is their own guardian has revoked consent for special education.</p>	<ul style="list-style-type: none"> <li>• Revocation is requested in writing (<a href="#">North Ed Revocation of Parent Consent</a> form or personal letter)</li> <li>• Complete <i>Acknowledgement of Revocation of Parent Consent</i> in EdPlan with School District Superintendent or Designee signature (the PWN is embedded in this form) or a stand-alone <a href="#">PWN</a>.</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>• Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning.           <ul style="list-style-type: none"> <li>a. <i>Acknowledgement of Revocation of Parent Consent</i> or stand-alone PWN</li> </ul> </li> <li>• Ensure the following receive a signed copy of the <i>Acknowledgement of Revocation of Parent Consent</i> or stand-alone PWN           <ul style="list-style-type: none"> <li>a. Parent/Guardian</li> <li>b. CA-60</li> </ul> </li> <li>• Provide parent with a copy of the <i>Procedural Safeguards</i></li> </ul>	

SITUATION U	PAPERWORK
<p><b>Special Education: Received certificate of completion and exited the K-12 system</b> Including post high school programming.</p>	<ul style="list-style-type: none"> <li>• <i>Add/Change/Drop</i> form using code #20 (Special education: Received certificate of completion and exited the K-12 system)</li> <li>• <i>Final IEP</i> (IEP completed during the last year of school)           <ul style="list-style-type: none"> <li>o Purpose of IEP- <i>Other, receiving certification of completion</i></li> </ul> </li> <li>• <i>Summary of Performance</i> in EdPlan, look up the student and then go to Documents, Special Education (This is typically completed as close to graduation as possible. This will usually be different than the IEP date.)</li> <li>• <i>Notice for Exit of Special Education</i> in EdPlan, look up the student and then go to Documents, Special Education (This is typically completed at the same time as the Summary of Performance)</li> </ul>
ACTION	

- Send the following to [EasyIEPnNorthwestEd.org](http://EasyIEPnNorthwestEd.org) for processing and scanning.
  - a. *Add/Change/Drop* form
  - b. *Final IEP* (Only if this has not previously been sent)
  - c. Completed *Summary of Performance*
  - d. Completed *Notice for Exit of Special Education*
- Provide parent with a copy of the *Procedural Safeguards*

SITUATION V	PAPERWORK
<p><b>Special Education: Reached maximum age and exited the K- 12 system</b></p> <p>This includes post high school programming. Student reached age 26 as of September 1 of the current school year and is no longer eligible to attend school.</p>	<ul style="list-style-type: none"> <li>• <i>Add/Change/Drop</i> form using code #21 (Special Education-Reached maximum age and exited the K-12 system)</li> <li>• <i>Final IEP</i> (IEP completed during the last year of school)               <ul style="list-style-type: none"> <li>o Purpose of IEP marked <i>Other, receiving certification of completion- reached max age</i></li> <li>o IEP End Date – June 30, 20XX</li> </ul> </li> <li>• <i>Summary of Performance</i> in EdPlan- look up the student and then go to Documents-Special Education (This is typically completed as close to graduation as possible. This will usually be different than the IEP date.)</li> <li>• <i>Notice for Exit of Special Education</i> in EdPlan- look up the student and then go to Documents-Special Education (This is typically completed at the same time as the Summary of Performance)</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>• Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning.           <ol style="list-style-type: none"> <li>a. <i>Add/Change/Drop</i> form</li> <li>b. <i>Final IEP</i> (Only if this has not previously been sent)</li> <li>c. Completed <i>Summary of Performance</i></li> <li>d. Completed <i>Notice for Exit of Special Education</i></li> </ol> </li> </ul>	

SITUATION W	PAPERWORK
<p><b>Exited early childhood or Early On program/service</b></p> <p>Child has left early childhood or Early On program/service and will not be continuing in the district.</p>	<ul style="list-style-type: none"> <li>• <i>Add/Change/Drop</i> form using code #30 (Exited early childhood or Early On program/service)</li> <li>• Note: If the child has left their program and will subsequently be entering kindergarten in the district, report as code #19 (expected to continue in the same school district.)</li> </ul>

ACTION	
<ul style="list-style-type: none"> <li>• Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning. <ul style="list-style-type: none"> <li>a. <i>Add/Change/Drop form2</i></li> </ul> </li> </ul>	

SITUATION X	PAPERWORK
<b>Deceased</b> Student with a current IEP passes away.	<ul style="list-style-type: none"> <li>• Complete <i>Add/Change/Drop</i> form using code #12 (Deceased)</li> </ul>
ACTION	
<ul style="list-style-type: none"> <li>• Send the following to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a> for processing and scanning. <ul style="list-style-type: none"> <li>a. <i>Add/Change/Drop form</i></li> </ul> </li> </ul>	

### Behavior

SITUATION Y	PAPERWORK
<b>#16 Manifestation Determination Review (MDR)</b>	<ul style="list-style-type: none"> <li>• <a href="#">Prior Written Notice (PWN)</a></li> <li>• <a href="#">Procedural Safeguards Notice</a></li> <li>• Invitation</li> <li>• MDR</li> <li>• Revised or new FBA and /or BIP, IEP, and/or IAES as necessary</li> </ul>
ACTION	
<ol style="list-style-type: none"> <li>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.</li> <li>2. MDR scheduled within 10 school days of the decision to change placement.</li> <li>3. If it is found to be a manifestation, district will do one of the following: <ol style="list-style-type: none"> <li>a. Conduct an FBA if one is not completed and implement a BIP.</li> <li>b. Review the BIP and modify as needed.</li> <li>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.</li> </ol> </li> <li>4. If it is not found to be a manifestation, student's discipline is as if the student were a general education student.</li> <li>5. LEA emails Suspension letter (or Notice of Change of Placement), MDR (FBA and BIP) to <a href="mailto:EasyIEP@northwested.org">EasyIEP@northwested.org</a>.</li> </ol>	

Additional Resources:

[Special Education Public Quick Guide Special](#)

[Education Nonpublic Quick Guide North Ed](#)

[Add/Change/Drop form](#)

[FAQs Topic: Procedures for Students with IEPs who are Exiting High School](#)

[Graduation Guidance for Students with an IEP Receiving a Diploma](#)

CEPI [District Exit Status Codes](#) page 135