

What Forms To Use When

July 1, 2017



Procedural questions and needed clarifications should be directed to your Regional Administrator.

Introduction

This document is designed to be a quick-guide for the forms and documentation needed to complete the more common procedures used within special education. This quick-guide has been updated to include changes in the statewide [AEA Special Education Procedures 7/1/17](#) as well as the [AEA Special Education Procedures Appendix: Documentation Guide](#). Staff members are encouraged to refer to this manual for detailed descriptions and guidance regarding special education procedures. Procedural questions and needed clarifications should be directed to your Regional Administrator.

This document is organized to outline the forms needed for the following:

1. [Full and Individual Initial Evaluations](#)
2. [Reevaluations](#)
3. [Reviews](#)
4. [Amendments](#)
5. [To add new goal/need area and/or service \(instructional or support\) area to an existing IEP](#)
6. [To discontinue goal/need area and/or service \(instructional or support\) area to an existing IEP](#)
7. [Trial reintegration period \(not to exceed 45 school days\) to discontinue all services/supports](#)
8. [Discontinuing all services and supports without a 45 day trial](#)
9. [To exit services due to graduation or aging out](#)
10. [To exit services due to drop out](#)
11. [Students Moving Into an Central Rivers AEA District From Within Iowa](#)
12. [Students Moving Into an Central Rivers AEA District from Out of State](#)
13. [Students Moving Out of a District to Another District Within Iowa](#)
14. [Students Moving Out of Iowa](#)

Within the outline of forms needed for each of the primary procedures, the sections are arranged to first provide a brief description and purpose of the procedure. This is followed by a listing of the forms that are required for all applications of that procedure (Forms Needed for All...). For some of the procedures, the column continues to list forms needed for specific applications of those procedures. There is also a listing of forms that may be needed depending on the circumstances (As Needed). The titles of forms are listed in boldfaced italics font.

Ensure that all pages of the completed documentation are provided to the parent and ensure school and AEA IMS data entry personnel are provided copies of any signatures pages.

Other forms mentioned in this booklet (*Weighted Matrices for ECSE and K-12*) may be found on the Central Rivers AEA website through the Educators-Special Education –Guidance Documents.

1. Full and Individual Initial Evaluation

Prior to conducting a Full and Individual Initial Evaluation, a decision must be made as to whether or not the individual is *suspected* of having a disability. If it is *suspected* that a child's educational difficulties arise from a disability and that the child may need special education services, the AEA or AEA in conjunction with the LEA is obligated to promptly seek parental consent to conduct a Full and Individual Initial Evaluation. The ***Disability Suspected Form*** and decision making process must be completed before all initial evaluations, including transitions from IFSP (Part C) to IEP (Part B). Refer to the following section: **Child Find: Disability is Suspected** in the [AEA Special Education Procedures 7/1/17](#) for directions regarding the suspicion of disability and consent for the Full and Individual Initial Evaluation, and **Child Find: Full and Individual Evaluation** for conducting the evaluation and determining eligibility.

Initial evaluation procedures will be used for individuals aged 3-21 who currently receive no special education or related services. This is also used when an individual who has been receiving services through an Individualized Family Service Plan (IFSP), is turning 3 and is in need of special education or related services. Refer to the **Transitions** section of the [AEA Special Education Procedures 7/1/17](#) for directions regarding transitioning from an IFSP (Part C) to an IEP (Part B) and transition from Pre-Kindergarten to Kindergarten.

Forms Needed for All Initial Evaluations

Disability Suspected Form -“Yes” must be checked before proceeding to consent and evaluation. A copy of the Disability Suspected Form should be kept on LEA cumulative file.

Consent for/Notice of Full and Individual Initial Evaluation

- consider all performance domains (left column)
- mark domains requiring additional assessments, beyond existing data (right column)
- parent signature required in all cases
- receipt of consent by the public agency (AEA or LEA) starts the 60 calendar day timeline
 - Upon receipt of this signed consent, notify your IMS data entry person by emailing the *Template for Initial Consent* to them. This initiates tracking the 60 day timeline.

Educational Evaluation Report (EER)

Meeting Notice – meeting to determine eligibility must be held within 60 calendar days of receiving the signed consent for evaluation

Early Childhood Outcomes Summary - for ages 3 through 5 (***ECO*** not required for initial evaluations of 5-year old kindergarteners)

Prior Written Notice of a Proposed or Refused Action – Answer the questions in reference to the individual's eligibility. If the individual is eligible, the team may also use the same PWN to reference the IEP services being proposed.

Eligibility Determination Worksheet – needs to be completed on the web IEP

Additional forms needed if the individual is eligible

IEP tabs A, B, goals, F, G, (I - if needed) - A statement appears “you have chosen to create an initial

plan-would you like to continue – Click ‘yes’

Consent for Initial Special Education Services – must be signed

ECSE or K-12 Weighted Matrix – Complete to recommend the Weighted Enrollment Factor (Level of Service) for instructional services.

Additional forms needed if the individual is NOT eligible

Child Find tab – A statement appears “Student indicated to not be Eligible (EDW). The IEP will be deleted by the system. Please 'End Child Find'.

NOTE: After reviewing the data and the team determines a disability is NOT suspected, a copy of the ***Disability Suspected Form*** and the ***PWN*** is placed in LEA cumulative folder.

As needed:

Agreement to Excuse Attendance at IEP Meeting

Extended School Year Services

Justification for Special School Placement

Functional Behavior Assessment

Behavior Intervention Plan

Parent/Guardian Authorization Form for Medicaid Reimbursement (AEA and/or LEA)

Individualized Health Plan

Mark the completed evaluation and IEP “Ready to Review” on the web within 5 school days of the meeting **and** ensure that all pages of the completed documentation (final IEP) are provided to the parent within 30 calendar days of the IEP meeting. The weighted matrix should not be shared with the parent.

2. Reevaluations

Reevaluations are required:

- at least once every three years
- (considered) when requested by the individual’s parent or teacher
- prior to exiting all special education services (with the exception of graduation from HS, aging out, drop-out, Competent Private Instruction, Independent Private Instruction, and moving out of state).

Prior to the IEP Meeting, the team, including the parents, reviews existing data and determines whether or not additional assessment data are needed to answer the six reevaluation questions. Teams are encouraged to conduct reevaluation meetings in conjunction with other related meetings, such as review or amendment IEPs. Refer to the section: **Types of IEP Meetings: Reevaluation IEP Meetings** of the [AEA Special Education Procedures 7/1/17](#) for directions regarding Reevaluations.

Forms Needed for All Reevaluations

Consent for/Notice of Reevaluation

- Mark the Performance Domains (right column) for which additional assessment data are needed beyond existing data.
- Parent signature is only required when additional assessment data are needed to answer the six reevaluation questions. In all cases, a copy is provided to the parents.

IEP tab R – Answer the six reevaluation questions. These questions are answered whether or not additional assessment data are needed.

Meeting Notice – meeting held on or before the reevaluation anniversary date

Updated Goal Pages (including graphs) from previous IEP (completed on the web and a paper copy provided to the parent)

Early Childhood Outcomes Summary - for ages 3 through 5

Prior Written Notice of a Proposed or Refused Action

Additional forms needed if the individual continues to be eligible

IEP tabs A, B, goal, F, G, (I - if needed) - Choose “Reevaluation” when starting tab A. This resets the due date for the next reevaluation.

ECSE or K-12 Weighted Matrix – Complete to recommend the Weighted Enrollment Factor (Level of Service) for instructional services.

Additional forms needed if the individual is no longer eligible

Once the reevaluation is validated, select the Final Exit button on the IEP overview of the current IEP.

As needed:

Agreement to Excuse Attendance at IEP Meeting

Extended School Year Services

Justification for Special School Placement

Functional Behavior Assessment

Behavior Intervention Plan

Parent/Guardian Authorization Form for Medicaid Reimbursement (AEA and/or LEA)

Individualized Health Plan

Mark the completed evaluation and IEP “Ready to Review” on the web within 5 school days of the meeting **and** ensure that all pages of the completed documentation (final IEP) are provided to the parent within 30

calendar days of the IEP meeting. The weighted matrix should not be shared with the parent.

3. Review IEP

Reviews are required at least annually on or before the anniversary date. It is essential that IEP teams not exceed the anniversary date of the review. It is acceptable to conduct a review prior to the anniversary date.

Refer to the section: **Types of IEP Meetings: Review IEP Meetings** of the [AEA Special Education Procedures 7/1/17](#) for directions regarding Review IEP meetings.

Forms Needed for All Review IEPs

Meeting Notice– meetings must be held on or before the anniversary date

IEP tabs A, B, goals, F, G, (I - if needed) – Select the A tab and respond to the prompt asking what type of IEP by choosing “Review IEP”. This resets the due date for the next review.

Early Childhood Outcomes Summary – for ages 3 through 5

Updated Goal Pages (including graphs) from previous IEP (completed on the web and a paper copy provided to the parent)

Prior Written Notice of a Proposed or Refused Action

ECSE or K-12 Weighted Matrix – Complete only if the team anticipates that changes in the instructional services may result in a change in the Weighted Enrollment Factor (Level of Service).

As needed:

Agreement to Excuse Attendance at IEP Meeting

Extended School Year Services

Justification for Special School Placement

Functional Behavior Assessment

Behavior Intervention Plan

Parent/Guardian Authorization Form for Medicaid Reimbursement (AEA and/or LEA)

Individualized Health Plan

Mark the completed evaluation and IEP “Ready to Review” on the web within 5 school days of the meeting **and** ensure that all pages of the completed documentation (final IEP) are provided to the parent within 30 calendar days of the IEP meeting. The weighted matrix should not be shared with the parent.

4. Amendment of an Existing IEP

An existing IEP may be amended as often as necessary during the one-year duration. The duration of the amended IEP remains the same as the existing IEP; review and reevaluation dates do not change when the IEP is amended.

Amendments may be conducted without a meeting if both the parent and the public agency agree. Refer to the section: **Types of IEP Meetings: Amendment IEP (with or without a meeting)** of the [AEA Special Education Procedures 7/1/17](#) for directions regarding Amendment IEPs.

Forms Needed for All Amendments

Meeting Notice (only if a meeting is held)

IEP tabs A-G (of the existing IEP) – Choose “Amend” on tab A of a current IEP and check the appropriate box for an amendment with or without a meeting. Fill in the date of the meeting **or** the date of the decision-making (when not holding a meeting). Make any other needed changes to pages A-G, including changes to demographic information and the removal of services, goals, supports, etc., that are no longer applicable.

NOTE: The team should date and use all CAPS to denote the portions of the IEP that are changing. A brief description/evidence should be documented in the “Other Essential Information” on the B tab.

Prior Written Notice of a Proposed or Refused Action – respond to the questions to document the proposed changes

ECSE or K-12 Weighted Matrix – Complete only if the team anticipates that changes in the instructional services may result in a change in the Weighted Enrollment Factor (Level of Service).

As needed:

Agreement to Excuse Attendance at IEP Meeting

Extended School Year Services

Justification for Special School Placement

Functional Behavior Assessment

Behavior Intervention Plan

Parent/Guardian Authorization Form for Medicaid Reimbursement (AEA and/or LEA)

Individualized Health Plan

Mark the completed evaluation and IEP “Ready to Review” on the web within 5 school days of the meeting

and ensure that all pages of the completed documentation (final IEP) are provided to the parent within 30 calendar days of the IEP meeting. The weighted matrix should not be shared with the parent.

5. To add new goal/need area and/or service (instructional or support) area to an existing IEP

New goal/need areas and /or service area (instructional or support) may be added through a **Review**, **Amendment** or **Reevaluation**. A reevaluation is not required.

The team reviews existing data. Goal/need areas and service areas may be added provided there are sufficient data to inform decisions regarding the individual’s progress in general education, current level of performance, and needs requiring special education services. A reevaluation is required if new assessment data (beyond existing data) are needed. Refer to the section: **Guidelines for Making Changes to an Eligible Individual's IEP: Adding Services and Supports in a “New” Area** of the [AEA Special Education Procedures 7/1/17](#) for directions regarding adding need/service areas.

Forms Needed for all Additions of Goal/Need/Service Areas

Use the forms needed for a Review, Amendment, **or** Reevaluation in this booklet,

AND

Prior Written Notice of a Proposed or Refused Action – respond to the questions to document the proposed changes and other continuing services

If conducting a **Review** - refer to procedure #3 in this booklet for other forms needed,

AND

On ***IEP tab B*** document the relevant data informing decisions regarding the individual’s progress in general education, current level of performance, and needs requiring special education services that support the new goal/need areas and/or service areas. The I page can also be used to document relevant data.

If conducting an **Amendment** - refer to procedure #4 in this booklet for other forms needed,

AND

On ***IEP tab B*** document the relevant data informing decisions regarding the individual’s progress in general education, current level of performance, and needs requiring special education services that support the new goal/need areas and/or service areas. The I page can also be used to document relevant data.

If conducting a **Reevaluation** - refer to procedure #2 in this booklet for other forms needed,

AND

On *IEP tab R* include in the answer to **reevaluation question #4**, relevant data informing decisions regarding the individual's progress in general education, current level of performance, and needs requiring special education services that support the new goal/need areas and/or service areas (be sure to also answer the 6 reevaluation questions for the areas to be continued).

Mark the completed evaluation and IEP "Ready to Review" on the web within 5 school days of the meeting **and** ensure that all pages of the completed documentation (final IEP) are provided to the parent within 30 calendar days of the IEP meeting. The weighted matrix should not be shared with the parent.

6. To discontinue goal/need area and/or service (instructional or support) area to an existing IEP

Goal/need areas and /or service areas (instructional or support) may be discontinued through a **Review, Amendment or Reevaluation**. A reevaluation is not required.

The team reviews existing data. Goal/need areas and service areas may be dropped provided there are sufficient data to inform decisions regarding the individual's progress and the current level of performance. A reevaluation is required if new assessment data (beyond existing data) are needed or if all services will be exited. Refer to the section: **Guidelines for Making Changes to an Eligible Individual's IEP: Decreasing or Discontinuing a Service, Activity or Support** of the [AEA Special Education Procedures 7/1/17](#) for directions regarding discontinuation of need/service areas.

Forms Needed for all Additions of Goal/Need/Service Areas

Use the forms needed for a Review, Amendment, **or** Reevaluation in this booklet,

AND

Prior Written Notice of a Proposed or Refused Action – respond to the questions to document the proposed changes and other continuing services.

If conducting a Review - refer to procedure #3 in this booklet for other forms needed,

AND

On *IEP tab B* document the relevant data informing decisions regarding the individual's progress and current level of performance that support discontinuation of goal/need areas and/or service areas. The I page can also be used to document relevant data.

If conducting an Amendment - refer to procedure #4 in this booklet for other forms needed,

AND

On *IEP tab B* document the relevant data informing decisions regarding the individual's progress and current level of performance that support discontinuation of goal/need areas and/or service areas. The I page can also

be used to document relevant data.

If conducting a **Reevaluation** - refer to procedure #2 in this booklet for other forms needed,

AND

On **IEP tab R** include in the answer to **reevaluation question #4**, relevant data informing decisions regarding the individual's progress and current level of performance that support discontinuation of goal/need areas and/or service areas (be sure to also answer the 6 reevaluation questions for the areas to be continued).

Mark the completed evaluation and IEP "Ready to Review" on the web within 5 school days of the meeting **and** ensure that all pages of the completed documentation (final IEP) are provided to the parent within 30 calendar days of the IEP meeting. The weighted matrix should not be shared with the parent.

7. Trial reintegration period (not to exceed 45 school days) to discontinue all services/supports

When available data does not provide sufficient information for planning and decision-making regarding continuing eligibility for special education, a trial placement may be utilized.

Inform the parents, *clearly*, of the intent! The trial placement is for the purpose of determining eligibility. Reevaluation is required to complete the trial placement. (pg. 22 Release notes 7/1/17)

A 45-day trial out may be initiated with a reevaluation, review or amendment. **DO NOT USE THE 45-DAY TRIAL OUT BUTTON!**

Amendment

If completing an amendment, DO NOT use pre-plan. Go to the existing IEP and choose "amendment" on the A page.

If the team believes that a trial reintegration period is appropriate, and a review or reevaluation are not due within 45 days, an **amendment with/without** a meeting may be utilized. **The amended IEP will describe the services during the 45 day trial. Implement the IEP as described for up to 45 days.**

- After submission of the AMENDMENT paperwork, obtain consent for/notice of reevaluation
- Begin conducting the reevaluation.
- Schedule a reevaluation IEP meeting within 45-days following the review meeting date, including sending the meeting notice.
- Conduct the reevaluation (using EXIT process):
 - If the IEP team determines the student is no longer eligible, complete the exit paperwork.
 - If the IEP team determines the student remains eligible, the IEP team would need to delete the exit and write a new IEP for the student.

Review

If the team believes that a trial reintegration period is appropriate, but a **review** is due at some point during the next 45 days. **The newly developed review IEP will describe the services during the 45 day trial. Implement the IEP as described for up to 45 days.**

- After submission of the REVIEW paperwork, obtain consent for/notice of reevaluation
- Begin conducting the reevaluation.
- Schedule a reevaluation IEP meeting within 45-days following the review meeting date, including sending the meeting notice.
- Conduct the reevaluation (using EXIT process):
 - If the IEP team determines the student is no longer eligible, complete the exit paperwork.
 - If the IEP team determines the student remains eligible, the IEP team would need to delete the exit and write a new IEP for the student.

Reevaluation

If the team believes that a trial reintegration period is appropriate, but a **reevaluation** is due at some point during the next 45 days **OR** if a team determines a trial placement may be appropriate as a result of a current reevaluation. **The IEP developed at the reevaluation meeting will describe the services during the 45 day trial. Implement the IEP as described for up to 45 days.**

- After submission of the REVIEW paperwork, obtain consent for/notice of reevaluation
- Begin conducting the reevaluation.
- Schedule a reevaluation IEP meeting within 45-days following the review meeting date, including sending the meeting notice.
- Conduct the reevaluation (using EXIT process):
 - If the IEP team determines the student is no longer eligible, complete the exit paperwork.
 - If the IEP team determines the student remains eligible, the IEP team would need to delete the exit and write a new IEP for the student.

Process for all successful trial periods to discontinue all services

At the end of 45 days, if you will be doing an exit, click the Final Exit button in the row on the existing IEP. Do not open a new IEP and do not do a pre-plan. After you click Final Exit, enter the RRG code on the page that comes up (Page A & R will be editable). Complete the forms provided to do the reevaluation and then exit. If the last validated IEP is a reevaluation, then the R page that is presented with the Final Exit process will be the same R page that was done at the reevaluation meeting. However, you may edit this page as you believe is appropriate. It will not be blank; however, you can change any of the information that is shown on this page. You will now need to fill out a new A tab that is also part of the Final Exit process. The original R will be part of the reevaluation archive so it is okay to erase the data shown on that page when doing the exit process. There will an R tab, a consent/notice of reevaluation, a meeting notice, and a prior written notice. When all forms are complete, save, and then click the button on the bottom of the exit page that says "Final Exit."

Refer to the section: **Guidelines for Making Changes to an Eligible Individual's IEP: Process for Discontinuation of All Services, Supports, or Activities with a Trial Period** of the [AEA Special Education Procedures 7/1/17](#) for directions regarding trial reintegration periods.

Process if trial reintegration period is NOT successful

Complete an amendment, review, or reevaluation using the appropriate procedures to add appropriate goals and services.

8. Discontinuing all services and supports without a 45 day trial

If you will be doing an exit because data indicates the student is no longer eligible for an IEP, click the Final Exit button in the row on the existing IEP. Do not open a new IEP and do not do a pre-plan. After you click Final Exit, enter the RRG code on the page that comes up. Complete the forms provided to do the reevaluation and hold the IEP meeting. There will be an R tab, a consent/notice of reevaluation, a meeting notice, and a prior written notice.

When all forms are complete and the meeting has been held, print all final exit forms. Then click the button on the bottom of the exit page that says "Final Exit."

9. To exit services due to graduation or aging out

These forms and procedures are used when a student is exiting all special education services due to graduation or aging out. Begin the exit process from the IEP overview of the current IEP by using the Exit button. After you click Final Exit, enter the GRD (graduation) or RMA (reaching maximum age) code on the page that comes up. A reevaluation is NOT required. Graduation review should occur near the time the student graduates and may be part of the student's IEP meeting if appropriate.

Refer **Exiting Special Education Services** of the [AEA Special Education Procedures 7/1/17](#) for directions regarding exiting services due to graduation or aging out.

Forms Needed for Consideration of Exits Due to Graduation or Aging Out

Follow the appropriate procedures for a review or reevaluation.

AND

Summary of Post-Secondary Living, Learning, and Working – **Note:** For graduating seniors who plan to go on to post-secondary training and intend to request academic accommodations, the ***Support for Accommodation Request*** form may be substituted for the ***Summary of Post-Secondary Living, Learning, and Working*** form.

When all forms are complete and the meeting has been held, print all final exit forms. Then click the button on the bottom of the exit page that says "Final Exit."

10. To exit services due to drop out

This procedure is used when a special education student drops out of school. A reevaluation is not required. Refer to **Exiting Special Education Services: Nonattendance of Special Education Services or Nonattendance of School** of the [AEA Special Education Procedures 7/1/17](#) for directions regarding

documenting drop outs.

The IEP team should attempt to reconvene with student and parent to discuss alternative educational options to continue educational programming. The school should take action to ensure attendance by pursuing mediation or compulsory school attendance legal actions according to district policy. If the student is beyond compulsory attendance age, the IEP team should meet (attempting to include the student and parents) and discuss alternative educational options. All efforts to ensure attendance should be documented through a reevaluation, review, or amendment with documenting attempts to ensure attendance under other information on the B page and include a *Prior Written Notice*.

When efforts to ensure attendance have been exhausted the student should be exited from special education services. The student maintains eligibility status. If the student returns to school, special education services may be reinstated.

NOTE: IEP team needs to consider the relevancy of past IEP and the determine the need for updated information.

Final Exit from all Special Education Services- Upon determination by the team to exit the student due to drop out, use the Final Exit button off the IEP overview of the current validated IEP. Enter the fields required and the code DRO and then use the final exit button on the bottom of the page.

11. Students Moving Into an Central Rivers AEA District From Within Iowa

This procedure will be used whenever a student with an IEP moves into an Central Rivers AEA district from any other district within the state of Iowa (i.e., within Central Rivers AEA or outside of Central Rivers AEA).

From the IEP Main Page select the Add/Transfer option, which must be done by the team representative or AEA service provider. Enter the student's name and birthdate in the find screen. Follow the prompts, entering information accordingly. When 'Add Student' button is chosen the child is added to the service provider's 'My List' and to the "Student List". Update demographic information accordingly.

12. Students Moving Into an Central Rivers AEA District from Out of State

This procedure will be used whenever a student with an IEP moves into an Central Rivers AEA district from any other district outside of the state of Iowa.

- If sufficient information exists to determine that the child is an eligible individual under Iowa guidelines, and that there is sufficient information to appropriately implement the existing IEP or develop a new one, no reevaluation is required.
- If information is insufficient to determine eligibility under Iowa guidelines, or the information is insufficient to appropriately implement the existing IEP or develop a new IEP, the reevaluation process must be initiated.

From the IEP Main Page select the Add/Transfer option, which must be done by the team representative or AEA service provider. Enter the student's name and birthdate in the find screen. Follow the prompts,

entering information accordingly including teacher, attending district, attending building, meeting date of out of state IEP, and reevaluation due date for out of state IEP. Click 'Add Student', complete tabs A, F, and RSD. A copy of the out of state IEP must be sent to the IMS data entry staff member. Progress monitoring data must be collected and graphed using the out of state IEP until an Iowa IEP is developed.

13. Students Moving Out of a District to Another District Within Iowa

This procedure will be used whenever a student with an IEP moves out of an Central Rivers AEA district to any other district within Iowa.

- Update progress on current IEP goals
- Alert your Central Rivers AEA IMS data entry personnel (email, phone, roster, etc.) that the student has moved, including any known information related to the move. The IMS personnel will add a comment to the IMS file which will then appear on the roster. The student will remain on the sending district's Web IEP list until the transfer to the receiving district is confirmed.

14. Students Moving Out of Iowa

This procedure will be used whenever a student with an IEP moves out of an Central Rivers AEA district to a district outside of Iowa.

- Update progress on the current IEP goals
- Use Exit Process: Enter date of exit, exit code MSK, description- 'child moved to ...'.

When all forms are complete and the meeting has been held, print all final exit forms. Then click the button on the bottom of the exit page that says "Final Exit."