



IEP Submit to Implement Process Receiving IEPs in AEA Regional Offices: Data Verification Process

Per State Procedures, the goal will be to implement/finalize IEPs 30 days from the day the IEP is written (staffing date). Required IMS fields are entered by Regional Office Secretaries after IEPs are received in the office.

When IEPs are submitted, they will be reviewed for accuracy and completeness, using the GHAEA Data Verification Checklist as a reference. In general, the submit to implement window is not a time where an IEP is reviewed for compliance purposes. The primary purpose of this window is verifying the accuracy of data that is entered into IMS. There are some exceptions for issues of particular importance, as outlined below. As noted below, there are some cases, where secretaries may edit small errors or typos (such as demographics) as long as there are no substantive changes to the content of the IEP. **Any changes that substantially alter the IEP would require an IEP meeting or amendment.** In general, for small changes or corrections, secretaries have the option of either returning to the author or making the change themselves (with communication to the author). This is largely a matter of work style, and each secretary can make their own decision on which method is most efficient for themselves. If returning an IEP to a teacher to make changes, an IEP must be electronically 'Returned to Author,' changes made, and then resubmitted. The 'action log' may be used by the AEA secretary and teacher to communicate regarding changes/corrections.

The following would be cases where IEPs would be "returned to author" for additional information, form, or correction:

Page A

- In cases of typographical errors on the demographics section, each secretary has the discretion to make small edits or return to author depending on work style. Changes need to be verified with school before secretary makes the appropriate changes. Examples of typographical errors:
 - Grade
 - Served Status

- Reevaluation Date (move-ins from other districts) (may need to add reevaluation date to Change Roster Form) – for move-in students from out-of-state, we expect to receive reevaluation paperwork
 - WEF
 - Teacher/Service Provider
 - Resident District/Attending District/Domicile District
 - Full Time/Part Time
 - Disability
 - Basis for Enrollment
 - School/Facility Majority section
- Things to **NOT** stop an IEP for if the following is not included on IEP.
 - LEA Designee
 - General Education Teacher
 - AEA Representative
 - For disability codes, enter what is on the IEP. GHAEA is moving towards using EI as primary disability for all students. If you believe a secondary or tertiary disability is appropriate for a student, do not hold up implementing IEP. However, notify the special education representative for further discussion with the IEP team. A secondary or tertiary disability could be added in IMS at a later time if appropriate.

Page B

- If there are blanks, return to author.
- Behavior – BIP can float for three years as a working document. If yes is checked, the system will now force a BIP to be completed.
- Health Care Plan – if yes is marked, a copy of the plan needs to be included in the file in the AEA office.
- Communication Plan – if yes is marked, a copy of the plan needs to be addressed in the IEP (i.e., embedded on Page I or PLAAFP) or attached to the IEP.
- Anticipated Graduation Date – if date is wrong, correct and then let the teacher know that it has been changed.
- If dismissal of services, it would be a good idea to include the information in a PWN. Not a requirement to have it in the “Other Information” on Page B.
- Things to **NOT** stop an IEP for if the following is not included on IEP (**Page B**) –
 - Assistive Technology yes/no box

Goals Page(s)

- Check to make sure graphs are initially set up. Return if each goal does not have a graph set up.

- Check to see if there is a goal for each service. If consultative (on page F), no goal is needed.
- **NOTE:** Behavior goals are written on the behavior plan and they are not necessarily separate goals.
- Things to **NOT** stop an IEP for if the following is not included on IEP (**Goals**) –
 - If the living, learning, and working boxes on each goal are not marked for transition IEP's.

Page F

- If mismatches are noted between service descriptions and setting minutes, teacher could be contacted to help ensure correct LRE percentage.
- Specialized transportation must be documented on **both** Page F and G.
- Paraprofessional is used for behavior, medical, and nursing services provided by a school nurse (Medicaid billable service). If marked TA or PP and these codes are incorrect based on the description, return to author or correct after contacting the teacher. If child receives Medicaid and has behavior or medical issues, then it should be marked as a Paraprofessional.
- If there appears to be a typographical error in the service provider name and or title, this could be returned to author or corrected after communicating with teacher (i.e., AT consultant should be listed but the teacher is listed instead).
- If counseling services are provided by a school psychologist or school social worker and is assigned to a goal, then it needs to be listed on Page F.
- Things to **NOT** stop an IEP for if the following is not included on IEP (**Page F**) –
 - Time & frequency/when provided – if it states “as needed”, leave as is.

Page G

- IF ESYS is checked yes, then the form is needed.
- When appropriate, any blanks left on Page G should be completed (i.e., “with accommodations” is checked on district-wide assessment and the description is left blank).
- If noted that the response to the question “Will this individual receive all special education services in general education environments?” is incorrect based on the LRE percentage, it should be returned to author for correction (“yes” if LRE equals 0%; otherwise “no”).

Prior Written Notice (PWN)

- The Green Hills AEA policy will be that Prior Written Notices are required for all IEPs. If PWN is blank or incomplete, return to author.
- Incorrect information on the PWN should be returned for corrections (typos or non-substantive changes do not need returned to author).
- Ex: If PWN says a date 1910 (typo), it should be corrected and information e-mailed to teacher/service provider (i.e., This reflects progress for the school year 1910 [instead of 2010]). Again this is viewed as a “typo” rather than a substantive change to the IEP that would require an IEP team.

Weighting Review

- The AEA is responsible for determining appropriate weighting of students with disabilities. In general, the AEA special education representative will attend all meetings regarding eligibility determinations (initials and reevaluations). Generally, they will represent the AEA to assist districts in submitting IEPs with appropriate weighting.
- Follow these procedures:
 - For initials, enter what is given. If level raises questions, a Regional Administrator should review.
 - For levels that increase (**other than** an initial or non-weighted to weighted), a Regional Administrator should review/sign.
 - For levels that decrease, use your discretion. If level raises questions, a Regional Administrator should review.
 - If there is a support services (i.e., speech only) IEP that goes to any level of service, enter what is given. See above for procedures regarding level increases.
 - For students who move in from out-of-state, the IEP team with AEA special education representative, will determine the appropriate weighting, based on a review of the most recent (out of state) IEP and evaluation/reevaluation. Remember that students who move in from out of state with a valid IEP are to be considered eligible in Iowa unless a team determines otherwise. In cases where Iowa eligibility is questioned, the IEP team should initiate a reevaluation.
 - If at any time, the Regional Office secretary has questions regarding appropriate weighting, refer to the Regional Administrator for review.

Meeting Notice

- The state Special Education Procedures manual indicates that meeting notices are only required in the [AEA file](#) for AEA support service only IEP's (i.e., speech).

- Typically, IEP packets will be submitted with the meeting notice, however, and we will continue filing these at this time.

Consent for Notice of Evaluation/Reevaluation

- A signature NEEDS to be included on the forms received by the AEA.
- Consent for/Notice of Reevaluation is required on all reevaluations. Parent signature only required for reevaluations that include new assessments/testing.
- Date parent signs the Consent for Evaluation is later than the staffing date – this is a training issue with special education representatives. If secretaries believe dates are in error, this may be verified with teacher (author).

ECO Summary

- If incomplete, return to author for complete information.
- In the Progress section, NA should only be selected for initials.

Excusal Form

- Do not pend for the excusal form if it does not come in with the IEP/Meeting Notice.

Exit Codes

- If RRC is used, reevaluation paperwork is required.
- For 3-5 children, an ECO Summary is required for exit paperwork.
- If MSK, no web Final Exit is required.
- If GRD or GCP, Post-Secondary Living, Learning, and Working (students not going on to college) OR Support for Accommodation (SAR – students going on to 2-4 year college) form is required and should be on file at the AEA.

Consent for Initial Services

- File needs to include a signed form (by the parent).

IMS Data Summary Report

- While we are doing paper files, we need to print (either from the school OR the AEA) the IMS Data Summary Report for each IEP.

- Date Consent Signed/Received (from EDW) – This date should not be before the parent signs the form. If errors noted, return to author.

EER

- If there are any obviously blank components to the EER, the special education representative would be contacted to complete the blank areas in collaboration with the LEA.

Other Information

- Return if the support service is not addressed in the IEP.
- Do not return for poor grammar or incomplete sentences.
- Medicaid Parent Authorization Form – May e-mail teacher to let them know that a Medicaid form can be completed/signed if they want to claim for Medicaid billing. However, implementation/entry into IMS will not be held up because of the Medicaid form.
- Justification for School Placement – This form needs to be included if applicable.
- Out-of-State Placement – This form needs to be completed when a child is placed out of Iowa. Work with Mark Draper or Karen Meiers to obtain this form and have it processed for the Department of Education.