## Release Notes for the
### July 2019 Updates to AEA Special Education Procedures

<table>
<thead>
<tr>
<th>Topic</th>
<th>Revision of CONTENT</th>
<th>New CONTENT</th>
<th>Removal of CONTENT</th>
<th>Procedures</th>
<th>Documentation Guide</th>
<th>Web IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Find</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Health Release/Exchange of Information</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Consent to Receive Electronic Communication</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Procedural Safeguards, Parental Right Summary, documentation of hard copy, and translations</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Amending IEPs with FBA and/or BIPs</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>“Reviewing an IEP for Medicaid…” replaced “Completing an IEP that meets Requirements for Medicaid Reimbursement”</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Link to information on “Co-development” document</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>RRT exit code</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Trial Placement</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>“Statewide Assessments” replaced “Iowa Assessments”</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Districtwide Assessment-Testing Accommodations</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Post Secondary Summary/Support for Accommodation Request</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Graduation Requirements (4-3-3-3)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Topic</td>
<td>Revision of CONTENT</td>
<td>New CONTENT</td>
<td>Removal of CONTENT</td>
<td>Procedures</td>
<td>Documentation Guide</td>
<td>Iowa IDEA Web IEP</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Open Enrollment for Preschool Students</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Competent Private Instruction Worksheet”</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Complaint Information</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Educational Evaluation</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix C (Expectations Related to Common Goal Areas)</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>“Supplemental Assistance” statement</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment of the definition of AT</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

In addition, insignificant wording and formatting corrections have been made in Procedure Manual and the appendices.

**Child Find**
Summary: The content for the current Procedures manual has been reorganization to streamline information and reduce redundancy. Also, the following changes/additions have been made:

- Clarity that when suspecting a disability the focus is on reviewing and considering existing information.
- Consent to Receive Electronic Communication form procedures have been added.
- Information about the availability of the Health Release/Exchange of information forms at the point of consent of evaluation has been added.
- Information related to Specific Learning Disability (SLD) evaluations outlined in Iowa Administrative Code has been added. (required team members, procedures, and documentation of eligibility)

**Child Find Content.** All changes and additions are in red text.

**Health Release/Exchange of Information**
Summary: The Authorization for Exchange of Information and Authorization for the Release of Health and/or Educational Information forms are optional forms within the Child Find section of IowaIDEA.

July 2019
(page 33)

Consent of Release/Exchange of Information

It may be necessary and/or appropriate to seek written parental consent to release/exchange information with outside agencies to gather additional information as part of the evaluation.

Parent consent is documented with a signature on the Authorization for Exchange of Information form or Authorization for the Release of Health and/or Educational Information form. Parent signature may be obtained on a paper copy of the form or via electronic signature.

Consent to Receive Electronic Communication

Summary: Information on the Consent to Receive Electronic Communication form has been added into Procedures and Documentation Guide. The Consent to Receive Electronic Communication form must be completed prior to special education related information being electrically sent to a parent. For additional information a Q and A document is posted on the IowaIDEAinfo.org website.

(Page 30-32)

Written Parental Consent to Receive Electronic Communication

Citations

Iowa Rules of Special Education 281—41.505
Iowa Eligibility & Evaluation Standards

Consent to Receive Electronic Communication

Prior to sharing information electronically regarding special education to the parent, written informed parental consent must be obtained.

When a disability is suspected and consent for evaluation is received, consent to receive electronic communication should also be signed.

Parental consent is documented with a signature on the Consent to Receive Electronic Communication form which is found in the IowaIDEA Web IEP system. Parent signature may be obtained on a paper copy of the form or via electronic signature.

As long as a parent meets the definition of IDEA parent and both parents have equal educational decision making authority, the school or AEA must accept either parent's consent or revocation of consent to receive electronic communication. However, if one parent does not consent or revokes consent, no special education related information can be shared electronically with either parent. IDEA.

Obtaining Consent for Existing Eligible Individuals

July 2019
For all existing IEPs, the *Consent to Receive Electronic Communication* form will be a required form for the next naturally occurring IEP. Additionally, the *Consent to Receive Electronic Communication* form will be available any time using the “Forms for Active IEP” or “New IEP Planning” button.

It is permissible for an LEA to seek parental consent to receive electronic communication for special education at the same time it seeks consent for other matters (such as at registration or parent-teacher conferences). However, the *Consent to Receive Electronic Communication* form must be used for students with IEPs. This ensures the informed consent requirement is met.

**Definition of Electronic Communication**

“Electronic communication” may include, but is not limited to, email, online applications, and other web services or websites utilized by a school district and/or the AEA to share information about your student.

**Information covered Consent to Receive Electronic Communication**

This consent covers all electronic communication that concerns a child’s eligibility for and/or receipt of special education services, including, but not limited to, evaluations and reevaluations, Individualized Education Program (IEP) services and accommodations, prior written notices (PWN), meeting notice, Procedural Safeguards, and due process notifications. The security of electronic communication cannot be guaranteed.

**Information not covered Consent to Receive Electronic Communication**

This consent does not pertain to other electronic communications that are unrelated to a child’s special education services. The school district and/or AEA may send other electronic communications at any time without consent, consistent with their respective technology policies. For example, an email from a special education teacher to a parent about an IEP service would require consent, but an email from the general education teacher about a field trip would not.

The table below provides additional clarification on when *Consent to Receive Electronic Communication* is required. LEA and AEA staff should be cognizant of professional expectations and FERPA guidelines when sharing personally identifiable information with others.

<table>
<thead>
<tr>
<th>Sending Party</th>
<th>Receiving Party</th>
<th>Signed Consent to Receive Electronic Communication required</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA and/or AEA staff - Special Education related information</td>
<td>Parents</td>
<td>YES</td>
</tr>
<tr>
<td>LEA and/or AEA Staff - General Education related information</td>
<td>Parents</td>
<td>No</td>
</tr>
</tbody>
</table>

July 2019
Parents- Special Education related information

LEA/AEA staff

No

(LEA/AEA must not reply prior to obtaining written consent)

LEA staff- Special Education related information

AEA staff

No

LEA staff- Special Education related information

LEA Staff

No

AEA staff-Special Education related information

LEA Staff

No

AEA staff-Special Education related information

AEA staff

No

District and AEA Responsibilities for Communication of Consent to Receive Electronic Communication

Local districts are responsible for maintaining accurate records and communicating with all district staff regarding which parents have given written consent to receive electronic communication regarding special education matters. Staff may not send electronic information regarding special education without written parent consent. Additionally, districts must communicate with AEA staff regarding which parents have provided consent to receive electronic communication regarding special education matters.

Documentation of Consent to Receive Electronic Communication

Information regarding parent consent/non-consent to receive electronic communication and the date the most recent consent was received will be documented on Page A of the IEP.

Consent to Receive Electronic Communication form provides space for parents to indicate a preferred email address. As a general practice, the information should only be sent to the parents’ preferred email addresses. However, inadvertent email to a non-preferred address is not an IDEA violation, so long as parents have signed written consent to receive electronic communication about special education.

Consent to Receive Electronic Communication form is a one time consent and applies to any district and/or AEA in the state. Thus, once consent is obtained it is permissible to send electronic communications to parents until the time of exit or parent revocation of consent to receive electronic communication.

Revoking or Rescinding Consent to Receive Electronic Communication

A parent must revoke or rescind consent in writing on a new Consent to Receive Electronic Communication form. At the time a parent revoke or rescinds their consent, a Prior Written Notice could be completed, although it is not required.

July 2019
Districts and/or AEAs are responsible for maintaining accurate records and communicating with district staff and/or AEA staff for knowing which parents have revoked or rescinded written consent to receive electronic communication. Information regarding revocation of consent and the date the revocation are documented on Page A of the IEP.

**Consent for Age of Majority Students**
For students who reach the Age of Majority, the student would give consent to receive electronic communication. Teams would continue to provide information to parents as they would for any Age of Majority student, including sending emails if the parent has not revoked or rescinded consent.

**Unable to Obtain Written Parent Consent**
If after multiple attempts to obtain written parent consent an IEP team is unable to obtain a signature, the team should document such on the consent form. A lack of signature is treated in the same manner as non-consent. Thus, LEA and AEA staff may not share special education matters electronically, rather they should communicate by alternative means such as U.S. Mail. A copy of the **Consent to Receive Electronic Communication** form must be included in the final copy of the IEP provided to parents. The information on the consent will include contact information for the parent if they wish to contact the district to change their consent status.

*(Page 402-403)*
Consent to Receive Electronic Communication
By July 2020, the Consent to Receive Electronic Communication form must be a part of the IEP record for every eligible individual and the special education record of every child who has gone through the Child Find process and found to not be an eligible individual. This consent documents the parent’s consent or non-consent to receive electronic communication regarding special education matters for their student. Please carefully review the specifics of this requirement and process below. The Consent to Receive Electronic Communication form will be a required form within the Child Find application in IowaIDEA.

Upon, receiving parent signature for Consent to Full and Individual Initial Evaluation, the Consent to Receive Electronic Communication form must be completed. The Consent to Receive Electronic Communication form must be completed to “end child find” or to submit the initial IEP if the student is determined eligible.

The student name and date of birth will auto-populate on the form.

Once the “I consent” or “I do not consent” box is selected per the parent preference, the parent(s) name(s) and email (as noted on Page A of the IEP) will auto-populate in the appropriate section of the form.

If after multiple attempts to obtain written parent consent an IEP team is unable to obtain a signature, the team should document such on the consent form. A lack of signature is treated in July 2019
the same manner as non-consent. Thus, LEA and AEA staff may not share special education matter electronically, rather they should communication by alternative means such as U.S. Mail. A copy of the Consent to Receive Electronic Communication form must be included in the final copy of the IEP provided to parents. The information on the consent will include contact information for the parent if they wish to contact the district to change their consent status.

Parent signature. At least one parent signature is required for “consent” or “do not consent.”

An electronic signature is available. However, if the electronic signature option is not utilized, the following step must be completed:

1. The signed printed copy of the form must be uploaded to “Associated Files” of the IEP. When uploading the file to associate files, label the file “Consent for Electronic Communication, (date signed)” For example: “Consent for E-Comm, 11/30/19”

2. On the Consent to Receive Electronic Communication form with the IowaIDEA Web IEP, staff must indicate if parents “consent” OR “did not consent” AND enter the date the consent was signed.

**Date.** The date entered is the date the “consent’/’do not consent” was signed by the parent(s). Once the date is entered, it will auto-populate in the top right corner of the form.

The consent status and date of the most recent consent will appear on Page A of the IEP.

**Special Note for all current IEPs:**

Effective July 2019, the Consent to Receive Electronic Communication form will be available under the “Additional Forms” tab. The form will be also available between IEP meetings via ‘Forms for Active IEP’ and ‘New IEP Planning’ buttons on the IEP Overview screen of the IEP application.

NOTE: In order to ensure the Consent to Receive Electronic Communication form is completed for every active IEP, the form will be required for the first natural occurring IEP (review, reevaluation, interim) after July 1, 2019. The Consent to Receive Electronic Communication form will need to be completed prior to choosing ‘ready to review’ for the IEP. The form will be available, but not required, for amendments, move-in IEPs, and attending-out-of-state IEPs.

However, if the form already exists (created via “Forms for Active IEP”) the form will not be required on the first naturally occurring IEP after July 1, 2019.

**Change in Consent Status:**

July 2019
If the parent has previously “consent” and later chooses “do not consent” or vise versa, a new Consent to Receive Electronic Communication form will need to be created. The form can be accessed via “Forms for Active IEP,” “New IEP Planning,” or within the Additional Forms tab of an open IEP.

The new form should be completed as indicated in the directions above.

An electronic signature is available. However, if the electronic signature option is not utilized, the following steps must be completed:

1. The signed printed copy of the form must be uploaded to “Associated Files” of the IEP. When uploading the file to associate files, label the file “Consent for Electronic Communication, (date signed)” For example: “Consent for E-Comm, 11/30/19”
2. On the Consent to Receive Electronic Communication form with the IowaIDEA Web IEP, staff must indicate if parents “consent” OR “did not consent” AND enter the date the consent was signed.

Date: The date entered is the date the “consent’/ ‘do not consent” was signed by the parent(s). Once the date is entered, it will auto-populate in the top right corner of the form.

The consent status and date of the most recent consent will appear on Page A of the IEP.

The form is considered complete once the user has checked ‘consent’ or ‘do not consent’ and the date is entered. A message will display asking if the data is accurate and the user will have the ability to select ‘no’ to return to form and update data or ‘yes’ to mark (validate) the information complete in the system. By marking the form complete, the user will not be able to edit the form they marked complete. A new form would need to be created if the form needed a change. **The method of validating the form is important so data isn’t overwritten between meetings when IEP isn’t being processed and archived.**

**Procedural Safeguards, Parental Rights Summary, and Translations**

Summary: There are four changes related to Procedural Safeguards:

1. Additional information on the use of an electronic copy of the Procedural Safeguards has been added
2. The *Parental Rights Summary* was reviewed in November 2018 when the most recent manual was released and this is noted in the title of the document. The document is posted on the IowaIDEAinfo website and include in the Procedures manual.
3. Additional information on translations of Procedural Safeguard, IEP forms and EER forms has been added and the information on TranACT was removed
4. IEP teams must document if a parent accepts or declines a printed copy of the Procedural Safeguards manual on Page A of the IEP

(page 289)
The Procedural Safeguards Manual for Parents must be given to parents one time per year. It can be sent to the parents with the Meeting Notice for review of IEP, or given to the parents at
the IEP meeting. The requirement being met is “once a school year.”

A copy of the manual also must be given to parents: [41.504(1)]
- Upon initial referral or parental request for evaluation
- Upon the first occurrence of the filing of a state complaint or the first due process complaint in a school year
- In accordance with discipline procedures in [41.530(8)] which requires:
  - “On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision and provide the parents the procedural safeguards notice”
- Upon request by a parent

Procedural safeguards should be reviewed with the parents and the review should be documented on the Consent for/Notice of Evaluation form. When parents sign this form their signature gives consent and also acknowledges that they have received the safeguards document and understand their rights.

The Procedural Safeguards Summary may be used to facilitate the review of rights with parents and eligible students. However, the summary may not be used as a substitute for Procedural Safeguards Manual for Parents. Parents must be offered a printed copy of the Procedural Safeguards Manual for Parents.

Parents may choose the printed copy, a link to an electronic copy of the Procedural Safeguards or both. If, within an IEP process, the parent declines the printed copy of the Procedural Safeguards, the IEP team should document that choice on Page A.

The Procedural Safeguards Manual for Parents for Part B (3-21) students and the Early ACCESS Procedural Safeguards Manual for Parents are available from your AEA and also online:
Early Access (birth-2):

Part B (3-21)

(page 551)
A full copy of the complete procedural safeguards that are available to the parents of a child with a disability must be given to the parents once a school year. A copy must also be given to the parents:
- Upon initial referral or parent request for evaluation;
- Upon receipt of the first state complaint in a school year;
- Upon receipt of the first due process complaint in a school year;
- In accordance with discipline procedures (i.e., “On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a

July 2019
disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision and provide the parents the procedural safeguards notice); and

- Upon request by a parent.

A summary of the procedural safeguards may be used to assist in explaining and reviewing parental rights but must not be used in place of a full copy of the complete procedural safeguards.

Parents must be offered a hard copy of the Procedural Safeguards Manual for Parents. Parents may choose the hard copy, a link to an electronic copy of the Procedural Safeguards or both.

Translations of the Procedural Safeguard Manual for Parents
Translations of IEP Forms
Translations of EER Forms

NOTE: For information on the use of TranACT.com for additional translations, please contact the local AEA.

(page 439)
Procedural safeguards were reviewed by. Parents must be provided with a copy of their procedural safeguards at least once a year. A copy could be provided with the IEP meeting notice or at the IEP meeting. Complete this item with the name of the individual who has reviewed rights and has assured that the parents have a copy of Parental Rights in Special Education.

Method. Indicate the method used (e.g., letter, phone, in-person, other).

Accept or decline printed copy. Parents may accept or decline a printed copy of procedural safeguards. Document their choice.

To document if the parent accepted or declined the printed copy of the Procedural Safeguards Page A has been updated.

Input: The following was added to IEP Page A - Meeting Tab. Choices in pull down menu will be Accepted or Declined.

<table>
<thead>
<tr>
<th>Procedural safeguards:</th>
<th>Reviewed By</th>
<th>Method</th>
<th>Printed Copy</th>
</tr>
</thead>
</table>

Output: Below is what will display on page A when the information is entered and Page A is printed.

A Printed Copy of the Procedural safeguards were reviewed by: _______ Lisa Lohman _______ Method: In-person

The parents Accepted the printed copy

The 'printed copy' pull down (accepted or declined) will be required by the Incomplete Data Report (IDR) for any IEP dated on or after 7/9/19.

Amending IEPs with FBA and/or BIPs
Summary: Programming adjustments were necessary to accurately document an IEP teams actions

July 2019
when amending IEPs with an existing FBA and/or BIP.

(page 528-529)
Documenting a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

To create an FBA as a part of an initial evaluation:

- During the Child Find process, select Functional Behavioral Assessment from the Child Find Overview Tab, Additional Forms section and complete the FBA.

For the first FBA and/or BIP for a student:

- Check "Yes, behavior is a concern and will be addressed in the attached FBA and/or BIP" on Page B of the IEP.
- On the forms tab, select FBA from the forms list.
  
  **Note:** For an initial evaluation and initial IEP, when an FBA has already been created as a part of Child Find, select BIP only.
- "New" will be auto-populated.
- The meeting date populates on the initial FBA and/or BIP.
- Complete the FBA and/or BIP.
For an FBA and/or BIP for a student whose current IEP includes an FBA and/or BIP (the second box is checked under Behavior on Page B) and the new IEP is a **review or reevaluation**:

- If "Yes, behavior is a concern and will be addressed in the attached FBA and/or BIP" was selected on the on Page B of the previous IEP, the FBA and BIP data will be copied over to the new plan.
- The meeting date of the new IEP will auto-populate on the FBA and/or BIP.
- Choose:
  - "New" If a 'new' FBA and/or BIP is needed, choose FBA and/or BIP from the forms tab. "New" and the meeting dates will be auto-populated.
  - "Review without changes." The form will be filled in from data in the existing FBA and/or BIP. Select this option if the information in the existing FBA and BIP is current and correct.
  - "Revision." The form will be filled in from data in the existing FBA and/or BIP
and may be edited. Select this option when the FBA and/or BIP will be changed but the changes are not significant enough to completely rewrite the document.

For an FBA and/or BIP for a student whose current IEP includes an FBA and/or BIP (the second box is checked under Behavior on Page B) and the IEP is open as an amendment:

- If "Yes, behavior is a concern and will be addressed in the attached FBA and/or BIP" was selected on the on Page B of the previous IEP, the FBA and BIP data will be copied over to the new plan.
- When the existing FBA and/or BIP are clicked on, a prompt will appear asking the user if they plan to "Review without changes" or "No Review".

![Is the team reviewing the form?](image)

- If “Review without changes” is selected, the meeting date of the amendment and “Review without changes” will auto-populate on the form.

  **Note:** To ensure accurate records, regardless of which option is selected, “Revision” will be selected automatically if any changes are made on the form.

- If 'No review' is selected, the FBA and/or BIP data will remain the same as previous IEP. Example: The previous FBA/BIP were marked 'New'. Because 'No review' was selected the forms will continue to be marked 'New."
- Additionally, once the form is open, the user may choose: “New,” “Review without Changes,” or “Revision.”

“Reviewing an IEP for Medicaid...” replaced “Completing an IEP that meets Requirements for Med. Reimbursement”

**Summary:** The information on “Completing an IEP that meets Requirement for Medicaid Reimbursement” did not align with the current Web IEP system. The information was updated and renamed “Reviewing an IEP for Medicaid Reimbursement.”

(page 505-506)

**Reviewing an IEP for Medicaid Reimbursement Information**

An AEA or LEA may seek Medicaid reimbursement for Health Services (including behavior) required to provide FAPE to an eligible individual.
If an eligible individual is eligible for Medicaid Reimbursement and the AEA or LEA has received written parent consent to seek reimbursement, then IEP should be reviewed to locate documentation of billable services.

The table below indicates where key information is located within an IEP to support Medicaid reimbursement claims.

<table>
<thead>
<tr>
<th>Location with the IEP</th>
<th>Key information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page A</td>
<td>Duration dates of the IEP: indicate the date the IEP will go into effect and the date the IEP is anticipated to end. The duration may be less than one year, but never more. Persons Present at Meeting/Position or Relationship to Student: lists the IEP team members in attendance at the IEP meeting. Note: Required IEP team members may be excused in writing by parents, and written input from excused team members will be documented within the IEP. For example, if there are Physical Therapy services ordered in the IEP, then information from the physical therapist would be incorporated into the IEP supporting the services. Outside Written Input: indicates any outside sources (non-LEA or -AEA) of written input provided to the IEP for use in the development of the IEP.</td>
</tr>
</tbody>
</table>
| Page B - PLAAFP       | Special Considerations:  
  ● Behavior: If the student has behavior interventions provided by LEA staff as outlined in a Behavior Intervention Plan designed/co-designed by a Mental Health Provider, the first two boxes under behavior must be checked.  
  ● Health Needs: If the student has health services provided by LEA staff as outlined in an Individual Health Plan designed by a healthcare professional, the first two boxes under health must be checked. (IHP must be available upon request.) |
<p>| Goal Page(s)          | Goals: For discipline-specific AEA services, a related goal that outlines the discipline-specific service. For example, if the AEA physical therapist is claiming Medicaid reimbursement the student would have a goal for improving mobility, access, and/or motor functioning required for educational performance. |
| Pages F- Services, Supports, and Activities | The following services are Medicaid billable services: Paraprofessional Services (PP): for health, physical, and/or behavioral support only Health Services (HS)/Nursing Services (NR) Occupational Therapy Services (OT) Physical Therapy Services (PT) Audiology Services (AU) |</p>
<table>
<thead>
<tr>
<th>Psychological Services (PY)</th>
<th>Social Work Services (SW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Language Services (SS)</td>
<td>Specialized Transportation Services (TR):</td>
</tr>
<tr>
<td>Note: additional information about specialized transportation is located on the G page of the IEP.</td>
<td></td>
</tr>
<tr>
<td>Vision Services (VI), including Orientation and Mobility Services (OM)</td>
<td></td>
</tr>
<tr>
<td>Interpreter (IN):</td>
<td></td>
</tr>
<tr>
<td>Note: For Medicaid billing purposes, an interpreter refers to an interpreter/translator who supports the student while receiving other billable services only.</td>
<td></td>
</tr>
</tbody>
</table>

For each service listed in the IEP, the following information must be included: start date, provider(s), time/frequency, and description of services.

<table>
<thead>
<tr>
<th>Page G</th>
<th>Specialized Transportation: additional information about the details of transportation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP forms (located after primary IEP pages in the PDF copy of the IEP)</td>
<td>Consent for Medicaid- AEA and/or LEA</td>
</tr>
<tr>
<td></td>
<td>Behavior Intervention Plan</td>
</tr>
<tr>
<td></td>
<td>(information regarding AEA Support for Co-development)</td>
</tr>
</tbody>
</table>

**Link to “Co-development Support for LEA Medicaid” document**

Summary: A link to the “Co-development Support for LEA Medicaid” document posted on IowalDEAinfo has been added.

*(page 537)*

**Persons who developed this plan.** BIPs are developed or modified through an IEP process (initial, review, reevaluation or an IEP amendment with or without a meeting). Involve all appropriate parties on the IEP team or as a part of the group of individuals who will amend the IEP without a meeting.

**Note:** For additional information on the role of the Mental Health Professional in the design/co-design of the BIP, refer to “Co-development Support for LEA Medicaid”

**RRT Exit Code**

Summary: As of July 2019, the RRT (return to general education, still eligible) exit code has been retired. If a student is not accessing their special education services and/or attending school, all efforts to address attendance should be documented and the IEP team should meet to determine next steps to ensure the student accesses the services in their IEP or to exit the student. If an IEP teams need additional guidance, they should contact their AEA Director of Special Education.

*(page 195)*

**Other Exit Circumstances**

July 2019
There are other circumstances when an eligible individual is removed from special education rosters:

- Not attending school(dropout);
- Competent private instruction if the parent declines all special education services (Exit Code: CPN); and
- Independent Private Instruction (Exit Code: CPN)
- Moving out of state
- The location of the student is unknown

Each of these circumstances requires adequate notice using the “Prior Written Notice of a Proposed or Refused Action” as well as the completion of the required statewide Exit form.

If a student returns to special education services following any of these circumstances, special education services may be reinstated (see below).

(page 200)
IEP Team Procedures to Address Nonattendance

Documenting Exits Based on Nonattendance of Services or School
When it is determined that a student should be exited from special education services for not attending services or for nonattendance of school, the student is removed from the roster and the Exit form is completed.

When a student is exited because he or she does not attend school and the school district determines the student to be a dropout, the correct exit code is DRO. The determination that the student is a dropout is made by the school district and is not an IEP team determination.

Complete a Prior Written Notice of Proposed or Refused Action form documenting the actions and provide this to the parents.

NOTE: IEP teams should consult with their AEA Director of Special Education or designee for further guidance when necessary.

Trial Placement
Summary: The information on trial placements was revised to align with Iowa Administrative Code. An IEP team may initial a trial placement of not more than 45 school days when the team question whether a child continues to need special education or a specific special education service.

(page 165-168)
Decreasing/Discontinuing a Specific Special Education Service or Ending Eligibility
One goal of special education is to narrow the performance gap between students entitled to services and their general education peers.

When using measurable goals and systematic progress monitoring, it is often found that students improve significantly and no longer require the continued intensive assistance defined in the IEP.

When a student’s performance is within the scope of general education instruction, then ending eligibility or decreasing/discontinuing specific special education services, activities or supports

July 2019
must be considered by the IEP team.

**Communicating with Parents**

It is important to have ongoing conversations with parents in order to communicate clearly and frequently regarding the possibility of decreasing or discontinuing specific special education services or specific services.

This can be done by:

- Setting goals and outcomes and discussing with parents timeframes for decreasing or discontinuing special education supports as the student learns desired skills
- Reviewing frequently the progress monitoring data with parents and comparing the data to the student’s general education peers or grade level standards
- Involving the parents in considering the following questions:
  - Does the student need curriculum and instruction that is significantly different from general education?
  - Have the goals been met?
  - Is the student’s level of functioning becoming similar to that of students not receiving special education supports?

- When a decrease and/or discontinuing of special education supports is expected, discuss with parents other kinds of school supports, accommodations and the community resources that might be available to maintain the student’s success

**Process for Decreasing or Discontinuing a Specific Special Education Service**

Students may be identified as likely candidates for decreasing or discontinuing specific special education services and supports as part of the regular, ongoing progress monitoring or at the request of any IEP team member.

Changes to the IEP that would decrease or discontinue services, activities or supports may be made through the review or amendment process. The IEP team may consider implementing a trial out. If a trial out is implemented to determine the need for specific special education services, the IEP team may need to complete a reevaluation at the conclusion of the trial period. (For additional information on trial placements, see below)

The following questions may assist the IEP team in making the decision that a student would be successful with decreased or discontinued specific special education services, activities, or supports:

“Can the individual’s needs be met successfully in the general education curriculum and in general education environments with the instruction and supports made available to all students?”

Data sources to answer this question may include:

- Districtwide assessments
- Attainment of IEP goals (academic, behavioral, social)
- Progress monitoring data
- Other assessment data sources
- Information from teachers and parents

**Process for Discontinuation of all Special Education Services, Supports, or Activities with a Trial Placement**

July 2019
When the available data sources do not provide sufficient information for planning and decision-making regarding continuing eligibility for special education, a trial placement may be implemented for the purpose of determining eligibility.

The team should be clear with parents about the intent of the trial placement. When the eligibility is being questioned, a reevaluation is required at the conclusion of the trial period (no more than 45 school days). Thus, when the team initiates the trial placement process to determine eligibility parental consent for reevaluation should be obtained.

**Trial Placement**

**Document the Plan for the Trial Placement on the IEP**

The trial placement may be initiated by identifying the meeting as a review or reevaluation process. The answers to the following questions should be documented on the IEP:

- When will the trial placement begin?
- Who will be involved?
- What supports are needed?
- How will supports be faded?
- What will be monitored?
- Who will monitor?
- How often will monitoring occur?
- What is the length of time for the trial placement? (The trial period may not exceed 45 school days)

**Consider the Need for Additional Assessments**

If the IEP team plans new assessments that will be completed during the trial placement, the Consent for/Notice of Evaluation form is processed to obtain parental consent.

**Implement the Trial Out Plan and Monitor Success**

During the trial placement, data are collected on a regular basis to provide the IEP team with the necessary information to make a decision about discontinuing all special education services, supports and activities or a specific special education service. This information will include:

- Data derived from monitoring the IEP goals (monitoring during the trial placement is defined in the review or reevaluation IEP that initiates the trial)
- Ongoing data on student performance that is collected for all students
- Input from general education teachers, special education teachers, parents and the student (if appropriate) regarding the effects of the trial

Review data regularly. If the data indicate that the student is not being successful or the IEP is not being implemented as designed – for example, during a 45-day trial it is discovered that the individual continues to receive special education support – then the IEP team should act immediately to review the implementation of the plan and make adjustments before continuing.

July 2019
Reconvene the IEP Team at the End of the Trial Placement

The IEP team should meet at the end of the trial placement to consider the question “Is the student ready to discontinue all special education services?”

A reevaluation meeting is required at the conclusion of the trial placement if the IEP team is considering ending eligibility. The reevaluation process includes the Consent for/Notice of Evaluation form and process, the completion of page R of the IEP (regardless of the eligibility determination), Page A if the individual is exited, and all the pages of the IEP if eligibility and services will continue.

The team will use this information to determine the overall effectiveness of the trial and the students’ continuing eligibility for special education.

Document Decisions

If the team decides that the individual can successfully meet the expectations of the general curriculum without a specific special education services or all special education services, the team must document this change in identification and placement on a Prior Written Notice of Proposed or Refused Action form.

“Statewide Assessments” replaced “Iowa Assessments”

Summary: All references to “Iowa Assessments” within Procedures, the Documentation Guide, and IowaIDEA have been replaced with “Statewide Assessments.”

Districtwide Assessment- Testing Accommodations

Summary: The previous link to the Iowa Testing Accommodations document has been replaced with a link to the Iowa Statewide Assessment of Student Performance (ISASP) Accessibility Manual. Also, an additional statement on testing accommodations has been added to clarify the generalization of testing accommodations.

(page 149)
The accommodations guidelines from one assessment (e.g. ISASP) should not generalize to other assessment including district and teacher-developed assessments. Additionally, the accommodations outlined in an IEP can not override outlined accommodations that an assessment has established to ensure the validity of the construct being measured.

For more information regarding accommodations, please refer to the Statewide Assessment System Accessibility Manual on the Iowa Department of Education website, https://educateiowa.gov/student-assessment#ISASP

Post Secondary Summary/Support for Accommodation Request (SAR)

Summary: The information on the use of the Student Accommodations Request or the Post Secondary Summary has been updated. The Student Accommodations Request may be used for students
transitioning to a post-secondary institution, however it is not as commonly required as the post-secondary level.

(page 521) When an eligible individual graduates or ages out the school district and/or AEA, depending upon the services provided, must provide the child with a summary of the child’s academic achievement and functional performance, including recommendations on how to assist the child in meeting the child’s post-secondary goals. The Summary for Post-Secondary Living, Learning and Working and the SUPPORT FOR ACCOMMODATION REQUEST (SAR) have been developed to meet this requirement.

**Graduation Requirements (4-3-3-3)**

Summary: The information on graduation requirements has been updated to include information on the graduation guidance from the Iowa Department of Education in the fall 2018 which impacts the Class of 2022 and beyond.

(page 455) Graduation requirements. Complete this item by one of the following means:

- Specify:
  1. the overall number of credits the student needs to graduate,
  2. overall subject areas and required number of credits (e.g., 4 credits of English) and
  3. any other district graduation requirements that apply; OR
- If the student is to graduate by other means, specify the individual requirements specific to the student.

NOTE: For additional information on graduation requirements for eligible individuals, please refer to the Iowa Department of Education website on Secondary Transition. The October 2018 amendment begins with the class of 2022.

(https://educateiowa.gov/pk-12/special-education/special-education-programs-services/secondary-transition#Graduation_Changes_for_Individuals_Eligible_for_Special_Education)

**Open Enrollment for Preschool Students**

Summary: The information on open enrollment for preschool students has been updated to clarify when open enrollment requirements apply to preschool students.

(page 322) For students attending preschool programs, open enrollment requirements only apply if the student has an instructional Individualized Education Program (IEP).

- Open enrollment does not apply for students who are enrolled in Statewide Voluntary Four Year Old Preschool programs but are not eligible for an instructional IEP. Parents can enroll a student into any district that offers Statewide Voluntary Four Year Old Preschool program whether or not it is their resident district without the need to open enroll.

July 2019
● For preschool students with an instructional IEP, open enrollment requirements do apply and must be followed in order for a student instructional services in a preschool program outside of the resident district. Iowa Code section 282.18(8)

● If the student is attending an SWVPP outside the resident district before they are found eligible for an instructional IEP, the parent must follow all open enrollment requirements and timelines for consideration for the student to remain in the current program.

“Competent Private Instruction Worksheet”
Summary: The information on the use of the CPI worksheet was updated to indicate the worksheet may be completed per the request of the AEA. Also, the “model approval letter” has been removed as it is under revision per the AEA Special Education Directors.

(page 248)
When a student’s parents wish to provide competent private instruction for their child who is an eligible individual, the IEP team shall submit a copy of the most current IEP and other relevant documentation to the Area Education Agency Director of Special Education or the Director’s designee. Teams complete and submit the Competent Private Instruction Worksheet if requested by their AEA.

State Complaints
Summary: A link to the most recent Iowa Department of Education information on procedures for handling state complaints has been added.

(page 311)
Additional information on state complaints is available online on the Iowa Department of Education website, Procedures for Special Education Complaints, (https://educateiowa.gov/sites/files/ed/documents/ProceduresforSpecialEducationComplaints-April2019.pdf)

Independent Educational Evaluation
Summary: Additional information has been added to provide clarification that the AEA establishes the applicable criteria for evaluations and upon request, the AEA may provide a list of possible evaluators. However, the parent has the right to select the evaluator.

(page 364-365)
Parents’ Rights Concerning Independent Evaluations
The parent selects the evaluator to complete the independent evaluation. A parent has a right to an independent educational evaluation (IEE) at public expense if the parent disagrees with an AEA evaluation (carried out or obtained by the AEA). The criteria under which the IEE is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the AEA uses when it initiates an evaluation. Upon request, the AEA will provide to parents information about where an independent educational evaluation may be obtained.

July 2019
While the AEA may ask the parents' reason why they object to the public evaluation, parents cannot be required to provide the explanation and the AEA may not unreasonably delay a decision regarding the request.

Procedures for Implementing the Independent Evaluation
The following are recommended steps to implement the independent educational evaluation:

- Confirm that a full and individual evaluation or reevaluation has been completed and the parent(s) disagree with the conclusions or recommendations resulting from that evaluation
- Discuss the request with the AEA Special Education Director or designee. The reason for the request must be educationally relevant
- Complete the Independent Educational Evaluation Request (IEE) form and submit it to the AEA Special Education Director or designee for approval. Signed authorizations for release and exchange of information are also required
- Secure the signature of the AEA Special Education Director’s designee and submit the form with supporting documentation to the AEA Director of Special Education for final approval. Following approval, a copy will be returned to the team and to the parents
- Arrange for the evaluation. This might be done by the AEA Special Education Director’s designee and/or the parent, in consultation with the IEP team. Whenever an IEE is completed at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the AEA uses when it initiates an evaluation [41.502(5)]
- Reimburse parents, following the evaluation, for their expenses associated with the evaluation (e.g. travel, meals, lodging, etc.) consistent with AEA policies and procedures related to reimbursements
- Reimburse the agency or professional who conducted the independent educational evaluation following the receipt of the evaluation report to the AEA. If an evaluation is provided at public expense, and if the evaluation meets agency criteria, the results of the evaluation will be considered by the IEP team. Also, the results may be presented as evidence at a hearing regarding that child. At public expense means that the agency either pays the full cost of the evaluation or ensures that the evaluation is provided at no cost to the parent [41.502(3)]

Appendix C (Expectations Related to Common Goal Areas)
Summary: Appendix C has been removed. Links to the Iowa Core and Iowa Early Learning Standards are available in the Documentation Guide and the Web IEP system.

“Supplemental Assistance” statement
Summary: The statement regarding the use of the Supplemental Assistance service code for one time costs is no longer accurate per guidance for the Iowa Department of Education.

Alignment of the definition of AT
Summary: The reference to HT (hearing technology) and VT (vision technology) in the definition of the Assistive Technology service code has been removed. The HT (hearing technology) and VT (vision technology) service codes were retired in July 2018.
Assistive technology devices
Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability except a medical device that is surgically implanted (excluded by Rule).
Examples: word prediction software, talking calculator, supported seating, wheelchair or a walker, adapted control device