

## Process for Completion of IEPs

### Move-In IEPs (Meeting Required)

#### DEFINITION OF A MOVE-IN STUDENT:

A student who has had previous special education services and moves into a Cooperative member district from a district that is **not** a member of the Cooperative.

**\*\*\* NOTE:** A student who moves from one Cooperative member district to another Cooperative member district is **NOT** considered a Move-In student **\*\*\***

Services based upon the student's IEP from the previous school should start immediately upon enrollment of the student. An IEP Team Meeting must be conducted as soon as possible following the move-in date (preferably within 10 days).

When a teacher is notified that a student with an IEP has enrolled, he/she should immediately contact the school psychologist who will initiate the move-in process. In the case of a speech only student, the speech therapist will initiate the move-in process.

#### PREPARATION FOR A MOVE-IN MEETING:

##### **1. For students entering the Cooperative from a previous school that uses the WebKIDSS program for IEP development:**

- a. The school psychologist/psychologist secretary/speech therapist will immediately contact the Cooperative office to provide the student's name, date of birth, KIDS number, date of enrollment, and the name of the school from which the student transferred.
- b. Once notified by the psychologist/psychologist secretary, or speech therapist (for speech only student) of the student's enrollment date and which Cooperative school the student will be attending, the special education office will contact the student's previous district to request that they export the IEP to the Cooperative to import into our WebKIDSS system.
- c. Once the IEP has been imported, the special education office will add the new Neighborhood/Responsible Buildings, the new Assigned Child Count district, the Initiation Date and the Education Status.
- d. The **special education office** will also complete the following on the Anticipated Services Chart:

**For each line of service** from the previous school IEP:

1. Change the start date to the day the student began receiving services in the Cooperative School, generally the enrollment date;
2. Change the end date to the day before the anticipated date of the Move-In Meeting; and
3. Change the Building and Provider to the Cooperative Building and Provider.

The minutes and days of services should stay the same.

e. The Cooperative office will notify the psychologist secretary/speech therapist that the IEP has been imported and is ready to be used.

\*\*\* This will become what is called the "**Gap IEP**" which is necessary to account for the time from the date the student began services in the Coop until the day prior to the Move-In meeting. \*\*\*

f. The **school psychologist/ psychologist's secretary/ speech therapist** will then review the Chart on the "Gap IEP" for accuracy and create an **Amendment** record using the meeting date of the IEP received from the previous school and the Initiation Date as the date of the Move-In staffing. All forms necessary for the Move-In Staffing will be created on this Amendment record. The Gap IEP record should then be archived.

\*\*\*NOTE: Because the WebKIDSS IEP format is different in each district that uses the program, when the IEP is imported, all of the information will not transfer automatically to the appropriate screens on our version of WebKIDSS. The psych secretary/speech therapist will need to go to "**Filed Documents**" and print a copy of the student's original IEP to be used as a reference during the Move-In meeting. (Please see the end of this Move-In document for instructions on accessing a Filed Document)\*\*\*

g. The **school psychologist/psychologist's secretary/ speech therapist** will schedule the Move-In Staffing and send the **ESC 400** and **ESC 401** to the parents and the team and will create the **ESC- 99, ESC- 803, and the ESC- 91 (if necessary)** to bring to the meeting. All forms must be created on the new amendment record rather than the "Gap" IEP record. This will be the top record in the IEP record box.

h. The **teacher/speech therapist** is responsible for printing and bringing a "draft" copy of this IEP printed from our WebKIDSS (be sure that the **IEP Signature page** is included) to the Move-In Staffing or IEP meeting.

\*\*\*NOTE: Because the WebKIDSS IEP format is different in each district/Coop that uses the program, this Draft IEP will not contain all of the student's information in all of the required screens. The speech therapist/teacher should add any known information to the Draft before the meeting. At the meeting, additional information from the parent/team members and from the filed document copy that the psych, teacher, or speech therapist will bring, will be hand written into the Draft\*\*\*

Proceed to the "During the Meeting" section.

**2. For students entering a Cooperative School with an IEP from a previous school that DID NOT use the WebKIDSS program for IEP development:**

- a. When an IEP is received from the previous school for a new student the **school psychologist/psychologist's secretary or speech therapist**, will create a new student record in WebKIDSS. The school psychologist/psychologist's secretary/speech therapist will enter the Demographic information, the Neighborhood/Responsible Buildings, the Assigned Child Count, Initiation Date and the Education Status. Whoever receives the IEP from the previous school will **fax** a copy of the IEP to the special education office. Please contact Cathy or Angela to let them know the fax is coming and the school that the student is now attending. The fax will arrive at the Coop as a PDF document that the special education office will upload into the "**Display Images**" function of the newly created IEP record.

\*\*\*Please see the end of this Move-In IEP document (**VIEWING an IMAGE**) for information on how to get to the previous school's IEP in the Display Images function of the WebKIDSS program\*\*\*

- b. The **school psychologist/psychologist's secretary/speech therapist** will complete the following on the Anticipated Services Chart of the newly created record

**For each line of service** to be added to the anticipated services chart from the previous school IEP:

1. The start date will be changed to the day the student began receiving services in the Cooperative School;
2. The end date will be changed to the day before the anticipated date of the Move-In Meeting; and

3. The Building and Provider names will be changed to the Cooperative Building and Provider.

The minutes and days of services should stay the same.

\*\*\* This will become what is called the "**Gap IEP**" which is necessary to account for the time from the date the student began services in the Coop until the day prior to the Move-In meeting. \*\*\*

c. The **school psychologist/psychologist's secretary/ speech therapist** will then create an **Amendment** record. All forms necessary for the Move-In Staffing will be created on this Amendment record. The Gap IEP record should be archived.

d. The **school psychologist/psychologist's secretary/ speech therapist** will schedule the Move-In Staffing and send the **ESC 400, ESC 401** to the parents and the team and will create the **ESC- 99, ESC- 803, and the ESC- 91 (only if the student is from out of state)** to bring to the meeting.

e. The **teacher/speech therapist** is responsible for printing and bringing a "draft" copy of the Amendment IEP record that has been created (**not** the Gap IEP), with all information from the previous school's IEP, plus any suggested changes to discuss at the meeting. The **IEP signature page** will print out as part of this IEP and must be brought to the meeting. The Draft copy should be completed as much as possible by teachers and related service personnel prior to the printing of the Draft.

#### **DURING THE MEETING:**

1. At the Move-In Staffing, the Team will review the Draft IEP containing the information from the previous school and determine any changes that may need to be made.
2. At the Move-In Staffing/IEP meeting, the school **psychologist** will take staffing notes, the **speech therapist and/or teacher** will hand write any changes on the DRAFT IEP.
  - a. **If the changes are minor** (e.g: Goal changes; SPED minutes increase/decrease less than 25%; etc.):
    1. Use the **IEP Signature page** to obtain all **required** IEP team signatures (including the parents, administrator, psychologist, general ed teacher and special ed teacher). The parent/legal decision maker will need to initial and date the section at the bottom of the IEP Signature page to indicate that they have received a copy of the IEP and the date. The primary provider/psychologist will initial the line indicating she/he has given the copy of the IEP to the parent/legal decision maker.

2. If appropriate, have the parents sign and date an **ESC-6666** Medicaid Release form.

3. The psychologist/speech therapist will complete all required information on the **ESC-99** and obtain the parent signature for changes requiring consent.

**b. If the changes are significant or the previous IEP is out of date or incomplete** (e.g: add/delete a service; change from pullout for several areas to class within a class; change multiple inclusion classes to pullout; or a combination of the above such that the IEP is significantly different; etc):

1. **Treat as a new IEP.** Record all changes proposed on the Draft copy of the IEP.

2. Use the **IEP signature page** to obtain all required team signatures (including the parents, administrator, psychologist, general ed teacher and special ed teacher). The parent/legal decision maker will need to initial and date the section at the bottom of the IEP Signature page to indicate that they have received a copy of the IEP and the date. The primary provider/psychologist will initial the line indicating she/he has given the copy of the IEP to the parent/legal decision maker.

3. If appropriate, have parents sign and date Medicaid Release and **ESC-6666**.

4. The **psychologist/therapist** will complete all required information on the **ESC-99** and obtain the parent signature for changes requiring consent.

**\*\*\*\*NOTE:** If there are no changes made to the IEP that require consent, the ESC-99 will not have a signature page. It will be the first 2 pages of the ESC-99 that will provide Notice to parents of the changes **\*\*\*\***

#### **At the End of the IEP Meeting:**

a. Be sure to complete the sections on the IEP draft copy regarding whether all required participants were present, the IEP distribution section, the parental rights distribution section, and the IEP Team Checklist by hand during the meeting.

b. Obtain signatures from all those who participated in the meeting (including the student, if she/he attended) on the **Participants Signature Page**. IEP Signatures should include **ONLY** those team members who were present at the meeting. The parent/legal educational decision maker will need to initial and date the two statements at the bottom of the page indicating that she/he received a copy of the IEP.

The Primary Provider or Psychologist will then initial as the person who provided the parent/legal education decision maker with the copy of the IEP.

c. Once the IEP has been completed and all signatures are in place, a **copy** of the **full IEP** and the ESC 99 will be given to the parent. The word “DRAFT” should be crossed out on the parent copy as this is now an **official** copy of the IEP. Parent should be told that a “clean” copy of the IEP will be printed by the Coop and mailed to them.

**Teachers:** Be sure to obtain the **original ESC 99** and **ESC-401** from the psychologist before the meeting ends, as **you** are responsible for sending these documents to the Cooperative.

## **FOLLOWING THE MEETING:**

**Teachers/Speech Therapists** will return to the student’s IEP in the WebKIDSS program.

1. If the IEP from the previous school was accepted with **minor changes**:

a. The **teacher/speech therapist** will return to the Amendment record in WebKIDSS and scroll to the very bottom of the Demographics screen and enter the Medicaid Status and Admit Date.

b. On the "**Dates /Ed Status**" screen, enter the "**IEP Date**" that is on the **original** IEP from the previous district, if not already entered. Enter the "**Initiation Date**" and "**Amendment Date**" as the Move-In Staffing/Amendment meeting date.

c. Review each section of the IEP and add any changes proposed during the meeting by dating the information already there with the date of the original IEP, then adding the changes with the date of the move-in meeting.

d. On the "**Anticipated Services Chart**" be sure to enter the "start dates" for the amended services as the date of the Move-In Staffing. The "end dates" should be one day prior to the **original** IEP due date on the IEP written by the previous school district. **Do not delete the “Gap IEP” services.**

2. If the changes to the previous IEP were **significant and a new Annual Review was completed**:

a. The teacher/speech therapist should **contact the Cooperative office to have the Amendment record changed to an Annual IEP record.** Please **do not** create another record.

b. On the "**Demographics/Parent/School Data**" screen, scroll all the way to the bottom of the page and enter the date the student **enrolled** in the Cooperative district school (Admit Date) and the Medicaid status.

- c. On the "**Dates /Ed Status**" screen, enter the "**IEP Meeting Date**" which will be the date that the Move-In Staffing took place. The "**Initiation Date**" will be the same as the IEP Meeting Date.
  
- d. Review each section of the IEP and record the new information presented during the meeting **exactly** as it was written on the copy given to the parent. Some information may be retained from the previous IEP and should be indicated as such by adding the date of the previous IEP.
  
- e. On the "**Anticipated Services Chart**" be sure to enter the "start dates" for services as the date of the Move-In Staffing. The "end dates" should be one day prior to the **new** IEP due date on the IEP written by the Cooperative school district. The "Gap IEP" services should be **deleted** from this record.

**Submit Paperwork to the Cooperative Office:**

- a. After transferring the new information to the IEP and the 99 in the WebKIDSS program, send **only** the **required** paperwork to the Cooperative Office: (Note: If the Psychologist is present at the meeting, she/he will complete the 99 in WebKIDSS)
  - The **original** hard copy of the **full** Draft IEP with the hand written changes
  - IEP signature page with **original** signatures
  - ESC-99 Form (either the 2, or 3 page form, as appropriate) with **original** signature, if required.
  - The ESC-401 Meeting Notice Acknowledgement with **original** signature
  - Admit/Dismiss Form
  - Medicaid Form 6666 (if applicable and not previously signed this year)
  - ESC-300 Exclusion Form if any legally required member of the Team was unable to attend
  
- b. It is the Cooperative's expectation that **ALL** required paperwork will be submitted to the Coop office **within 10 school days** following the IEP meeting.

**\*\*\* Please do not send additional paperwork or documentation. \*\*\***

**IEP Review:**

- a. The IEP will be reviewed at the Cooperative Office. If changes or additional information are required, you will be notified by e-mail.
  - 1. If there is a discrepancy between the original, hard copy of the IEP and what has been entered into the WebKIDSS IEP, where the WebKIDSS version appears to be in error, you will be notified to make the necessary clerical correction(s) in WebKIDSS.
  
  - 2. If it appears that the WebKIDSS version may be correct and the original, hard copy is in error, you will be asked to complete an amendment to the IEP (626) to

correct the error. This will require signatures from the parent, administrator, and the primary provider. A new ESC 99 will also need to be completed.

3. If the error(s) on the original, hard copy is/are substantial, you will be asked to re-convene the IEP Team and complete an Amendment Meeting and a new ESC 99 to make the correction(s).

b. Once the IEP has been reviewed and finalized, a hard copy of the WebKIDSS IEP will be printed and sent to the parent. The IEP will then be “**Adopted**” so no further changes can be made.

**\*\*\* Please do NOT make changes to an IEP after it has been submitted to the Cooperative Office. Do not create a new IEP record until you see that the current record has been “Adopted” If you do need to make a change, please contact the Coop Office and we will review the existing IEP as soon as possible\*\*\***

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## VIEWING AN IMAGE

To see the IEP from the previous school which was not developed in a WebKIDSS system that has been uploaded into the Cooperative's WebKIDSS program as a pdf, please see the process indicated below.

1. Go to the WebKIDSS program site which will contain the student's record (e.g. WebKIDSS 1, WebKIDSS 2, etc.)
2. Login as usual.
3. Click on Edit Students as usual to bring up your list of students.
4. Click on the student whose IEP from the previous school you wish to view.
5. Under the functions drop down menu (above the student's name), pull down to the "**Display Images**" and click.
6. Click on the '**Display**' button of the image that you wish to view.
7. Once the image is displayed, sections may be highlighted, copied and pasted into the new Amendment record instead of typing all the information into the new amendment record by leaving the image displayed on the desktop of your computer screen (do not close that window), going back to the WebKIDSS screen and pulling down on the function button to "**Enter IEP Data**" and returning to the screen of the amendment IEP in which you wish to paste the information from the previous IEP and pasting the information into the new record.

## ACCESSING A FILED DOCUMENT

To access a filed document, Click on the "Function" button found above the student's name on the Demographics screen. Select "Display Filed Documents" from the drop down menu. Scroll down through the documents until you find the IEP you are searching for – be sure to verify the date of the IEP in the 5<sup>th</sup> column from the left. Two more columns to the right is the "Display" button. Click and the full IEP will be displayed and can be printed. This is a "Read Only" document and cannot be changed.







