



## Documents At A Glance

Document	What it's for:	When to use it:	Notes:
<b>B-0 Notice Following a Meeting</b>	<ul style="list-style-type: none"> <li>•Informs the parent that a meeting was held (the parent did not attend.) Checking off the box with the type of meeting held will generate additional choices such as types of assessments, eligibility information, etc.</li> <li>•For evaluation planning meetings, a consent to evaluate is generated.</li> </ul>	<ul style="list-style-type: none"> <li>•Initial Eval Planning Meeting</li> <li>•Initial Eligibility Meeting</li> <li>•Proposing changes to IEP</li> <li>•Reevaluation Meeting</li> <li>•Reevaluation Eligibility</li> <li>•Disciplinary Action Meetings</li> </ul>	<ul style="list-style-type: none"> <li>•There is not a space to write <i>why</i> evaluations have been proposed, or to document information that was shared at the meeting.</li> </ul>
<b>B-1 Notice Following an Identification/Eval Planning Meeting</b>	<ul style="list-style-type: none"> <li>•Informs the parent that an evaluation planning meeting was held (parent did attend) and that evaluations are proposed.</li> <li>•A consent to evaluate is generated.</li> <li>•As an alternate, consider using form D-4.</li> </ul>	<ul style="list-style-type: none"> <li>•Initial Evaluation Planning Meeting</li> </ul>	<ul style="list-style-type: none"> <li>•This letter forces you to choose a, "Area of Suspected Disability." It is unethical to predict what disability the child might have <i>before</i> testing is completed.</li> <li>•There is not a space to write <i>why</i> evaluations have been proposed, or to document information that was shared at the meeting.</li> <li>•As an alternate, consider using form D-4.</li> </ul>
<b>B-2 Notice Following Identification/Eval Planning Meeting-No Eval</b>	<ul style="list-style-type: none"> <li>•Informs the parent that an evaluation planning meeting was held (parent did attend) and that no evaluations are proposed. Includes space to detail why no further evaluations are needed.</li> </ul>	<ul style="list-style-type: none"> <li>•Initial Evaluation Planning Meeting</li> </ul>	<ul style="list-style-type: none"> <li>•<b>All</b> disciplines, including related service providers, must agree that no evaluations are needed.</li> </ul>
<b>B-3 Initial Eligibility - The Student is Eligible</b>	<ul style="list-style-type: none"> <li>•Informs the parent that an initial eligibility meeting was held (parent did not attend) and the student is eligible for special education and/or related services.</li> <li>•If the parent did attend the meeting, then</li> </ul>	<ul style="list-style-type: none"> <li>•Initial Eligibility Meeting</li> </ul>	<ul style="list-style-type: none"> <li>•If the parent does not attend the eligibility meeting or respond to notice B-3, <b>after 15 days the student does become eligible for special education without a parent signature.</b> However, the initial IEP <u>CANNOT</u> be implemented without a parent signature.</li> </ul>



**Kristin Patterson-Maas**

kpattersonmaas@gmail.com

	use the Eligibility Document as the notice.		•Include the initial eligibility document when mailing this notice to the parent.
<b>B-4 Initial Eligibility - The Student is Not Eligible</b>	<ul style="list-style-type: none"> <li>•Informs the parent that an initial eligibility meeting was held (parent did not attend) and the student is NOT eligible for special education and/or related services.</li> <li>•If the parent did attend the meeting, then use the Non-Eligibility Document as the notice.</li> </ul>	•Initial Eligibility Meeting	<ul style="list-style-type: none"> <li>•If the parent does not attend the eligibility meeting or respond to notice B-3, <b>after 15 days the student is not eligible for special education without a parent signature.</b></li> <li>•Include the initial non-eligibility document when mailing this notice to the parent.</li> </ul>
<b>B-5 Notice Following Annual Review IEP - IEP Not Used as Notice</b>	<ul style="list-style-type: none"> <li>•Informs the parent that an IEP meeting was held (parent did not attend) and changes to the IEP are proposed. (Changes such as criteria, placement, related services, transportation, etc. Not simply changes to goals and objectives.)</li> </ul>	•Annual Review Meeting	<ul style="list-style-type: none"> <li>•If the parent does not attend the annual review meeting or respond to notice B-5, <b>after 15 days the changes can be put into effect without a parent signature.</b></li> <li>•Include the annual review IEP when mailing this notice to the parent.</li> </ul>
<b>B-6 Notice Following Re-eval Plan Meeting: Add Assessment Req</b>	<ul style="list-style-type: none"> <li>•Informs the parent that a reevaluation meeting was held (parent did attend) and that evaluations are proposed.</li> <li>•A consent to evaluate is generated.</li> <li>•As an alternate, consider using form D-4.</li> </ul>	•Reevaluation Planning Meeting	<ul style="list-style-type: none"> <li>•There is not a space to write <i>why</i> evaluations have been proposed, or to document information that was shared at the meeting.</li> <li>•As an alternate, consider using form D-4.</li> </ul>
<b>B-7 Notice Following Re-eval Planning Meeting: No Assessment</b>	<ul style="list-style-type: none"> <li>•Informs the parent that a reevaluation planning meeting was held (parent did attend) and that no evaluations are proposed. Includes space to detail why no further evaluations are needed.</li> </ul>	•Reevaluation Planning Meeting	• <b>All</b> disciplines, including related service providers, must agree that no evaluations are needed.
<b>B-8 Re-Determination of Eligibility: The Student is Eligible</b>	<ul style="list-style-type: none"> <li>•Informs the parent that a reevaluation eligibility meeting was held (parent did not attend) and the student is eligible for special education and/or related services.</li> </ul>	•Reevaluation Eligibility Meeting	•If the parent does not attend the eligibility meeting or respond to notice B-8, <b>after 15 days the student remains eligible for special education (including any changes to</b>

[www.krismaas.com](http://www.krismaas.com)

Special Education Compliance Tutorial  
For Child Study Team Members, Teachers, Parents



**Kristin Patterson-Maas**

kpattersonmaas@gmail.com

	<ul style="list-style-type: none"> <li>•If the parent did attend the meeting, then use the Eligibility Document as the notice.</li> </ul>		<p><i>criteria) without a parent signature.</i> The reevaluation IEP <u>CAN</u> be implemented without a parent signature.</p> <ul style="list-style-type: none"> <li>•Include the reevaluation eligibility document and reevaluation IEP when mailing this notice to the parent.</li> </ul>
<p><b>B-9 Re-Determination of Eligibility: The Student is Not Eligible</b></p>	<ul style="list-style-type: none"> <li>•Informs the parent that a reevaluation eligibility meeting was held (parent did not attend) and the student is NOT eligible for special education and/or related services.</li> <li>•If the parent did attend the meeting, then use the Non-Eligibility Document as the notice.</li> </ul>	<ul style="list-style-type: none"> <li>•Reevaluation Eligibility Meeting</li> </ul>	<ul style="list-style-type: none"> <li>•If the parent does not attend the reevaluation eligibility meeting or respond to notice B-9, <b>after 15 days the student is declassified from special education without a parent signature.</b></li> <li>•Include the reevaluation non-eligibility document when mailing this notice to the parent.</li> </ul>
<p><b>B-10 Notice Following Meeting for Disciplinary Actn: 45 Day Rem</b></p>	<ul style="list-style-type: none"> <li>•Informs the parent that a meeting was held (parent did not attend) because the student committed an offense such as: carrying a weapon, illegal drugs, injured another person at school. Includes spaces to detail the decision that were made in regard to the student.</li> </ul>	<ul style="list-style-type: none"> <li>•Disciplinary Action Meeting</li> </ul>	
<p><b>B-11 Notice Following Meeting for Disciplinary Actn: Mnfstn</b></p>	<ul style="list-style-type: none"> <li>•Informs the parent that a Manifestation Determination Meeting was held (parent did not attend) and is used as a cover letter for the Manifestation Determination document (C-1).</li> </ul>	<ul style="list-style-type: none"> <li>•Manifestation Determination Meeting</li> </ul>	
<p><b>C-4 Notice of Transfer of Rights-Parent</b></p>	<ul style="list-style-type: none"> <li>•Informs the parent that when the student turns 18 all rights to make educational decisions will be transferred to the student unless the parent has been granted legal guardianship of the adult student.</li> </ul>	<ul style="list-style-type: none"> <li>•Any meeting after the student turns 15.</li> </ul>	
<p><b>C-5 Notice of Transfer of Rights-</b></p>	<ul style="list-style-type: none"> <li>•Informs the student that when he turns 18</li> </ul>	<ul style="list-style-type: none"> <li>•Any meeting after the student</li> </ul>	

[www.krismaas.com](http://www.krismaas.com)

Special Education Compliance Tutorial  
For Child Study Team Members, Teachers, Parents



**Kristin Patterson-Maas**

kpattersonmaas@gmail.com

<b>Student</b>	all rights to make educational decisions will be transferred to him unless his parent has been granted legal guardianship of the adult student.	turns 15.	
<b>C-7 Notice of Graduation</b>	·Informs the parent that the student’s graduation from high school is imminent.	·During the student’s senior year of high school.	
<b>C-8 NJ Revocation of Consent - No Meeting</b>	·Informs the parent that you have received a written request to discontinue evaluations, special education, and/or related services that had been previously consented to.	·After the parent gives you a written request to stop testing the student, or to remove him from special education/related services.	·The parent has 15 days to change his mind and continue with services. After 15 days the student is considered a general education student. After this time, if the parent wants special education services to be reinstated, the request is treated as an initial evaluation and must adhere to the entire initial evaluation process.
<b>C-9 NJ Revocation of Consent - Meeting</b>	·Informs the parent that a meeting was held to discuss the parent’s written request to discontinue evaluations, special education, and/or related services that had been previously consented to.	·After an IEP team meeting is held in response to a parent’s written request to stop testing the student, or to remove him from special education/related services.	·The parent has 15 days to change his mind and continue with services. After 15 days the student is considered a general education student. After this time, if the parent wants special education services to be reinstated, the request is treated as an initial evaluation and must adhere to the entire initial evaluation process.
<b>C-2 Consent to Amend an IEP without a Meeting</b>	·Informs the parent that changes are being proposed to the student’s IEP. If the parent agrees to the changes, no meeting will be held. If the parent does not respond within 15 days, or if the parent does not agree to the changes, the changes cannot be made.	·When you want to make changes to an IEP (changing placement, services, etc – not simply correcting minor errors or incorrect dates.)	·If the parent does not respond to notice C-2 within 15 days, you can then schedule an IEP meeting. If the parent does not attend the scheduled meeting, use notice B-5.
<b>C-3 Waiver of Triennial Evaluation</b>	·Informs the parent that you are requesting to waive the triennial reevaluation.	·Before a reevaluation planning meeting, when you are requesting to waive the triennial reevaluation.	·Do not use this form. All Camden students must be reevaluated during the triennial reevaluation.
<b>Meeting Attendance Form</b>	·Generates a signature page for a meeting.	·Any time a meeting is held and you don’t have a document that generates a signature page.	·If a meeting is held, for instance, to discuss a student’s progress in class but no changes or decisions are made, generate a meeting

[www.krismaas.com](http://www.krismaas.com)

Special Education Compliance Tutorial  
For Child Study Team Members, Teachers, Parents



**Kristin Patterson-Maas**

kpattersonmaas@gmail.com

			attendance form. Also write a synopsis of the meeting as a word document and upload it to Easy IEP with the signature page.
<b>Goals and Objectives</b>	•Lists the goals and objectives on the student’s current, finalized IEP	•When you need an overview of the student’s goals and objectives, but you do not need a copy of the entire IEP.	
<b>C-1 NJ Manifestation Determination (EasyFAX)</b>	•Document’s a student’s violation of school rules.	•When a manifestation Determination is held.	•If the parent does not attend the meeting, use B-11 as a cover letter.
<b>C-6 NJ Summary of Performance</b>	•Documents the student’s proposed post-secondary goals.	•When planning a student’s future beyond high school.	
<b>D-1 IEP at a Glance</b>	•Allows you to select portions of the current, finalized IEP to be compiled and printed.	•When you need an overview of specific portions of a student’s IEP, but you do not need a copy of the entire IEP.	
<b>D-2 NJ Progress Report</b>	•Allows you to create a progress report for a certain marking period.	•At the end of each marking period to document progress in the student’s goals and objectives.	•This can also be completed in Wizards -> Report Card Wizard.
<b>A-0 Invitation to a Meeting</b>	•Invites the parent and/or student to a meeting.	Before: •Initial Eval Planning Meeting •Initial Eligibility Meeting •Proposing changes to IEP •Reevaluation Meeting •Reevaluation Eligibility •Disciplinary Action Meetings •And more!	
<b>A-1 Invitation to an Identification Meeting</b>	•Invites the parent and/or student to an initial evaluation planning meeting.	•Initial Eval Planning Meeting	
<b>A-2 Meeting Invite-IEP Team Member Excusal-Area Being Discuss</b>	•Requests parental consent for one or more members of the IEP team (whose areas are being discussed) to be absent from the meeting. If the parent does not consent, the meeting must be rescheduled, or	Before: •Initial Eval Planning Meeting •Initial Eligibility Meeting •Proposing changes to IEP •Reevaluation Meeting	• <b>DO NOT</b> use this form unless you have already invited each discipline (including related services providers) to the meeting, and it has been determined <i>by that person</i> that he/she cannot attend.

[www.krismaas.com](http://www.krismaas.com)

Special Education Compliance Tutorial  
For Child Study Team Members, Teachers, Parents



**Kristin Patterson-Maas**

kpattersonmaas@gmail.com

	arrangements must be made for another person in that discipline to be present at the meeting.	•Reevaluation Eligibility	•Parent must be given 10 days' notice that a member of the IEP team will not be in attendance.
<b>A-3 Meeting Invite- IEP Team Member Excusal-Area Not Discuss</b>	•Requests parental consent for one or more members of the IEP team (whose areas are not being discussed) to be absent from the meeting. If the parent does not consent, the meeting must be rescheduled, or arrangements must be made for another person in that discipline to be present at the meeting.	Before: •Initial Eval Planning Meeting •Initial Eligibility Meeting •Proposing changes to IEP •Reevaluation Meeting •Reevaluation Eligibility	• <b>DO NOT</b> use this form unless you have already invited each discipline (including related services providers) to the meeting, and it has been determined <i>by that person</i> that he/she cannot attend.  •Parent must be given 10 days' notice that a member of the IEP team will not be in attendance.
<b>A-4/5 Student Invitation to a Transition IEP Meeting</b>	•Invites a student to a meeting to discuss his transition from 8 <sup>th</sup> grade to 9 <sup>th</sup> grade, and his transition from high school to post-secondary.	•During the student's 8 <sup>th</sup> grade year and each year after.	
<b>A-6/7 Request for Consent to Invite Agency Rep to Trans. Meeting</b>	•Requests parental consent to invite a representative from an agency to attend the student's transition planning meeting.	•Before a transition planning meeting when you want to invite a representative from an agency such as the NJ Division of Developmental Disabilities or the Center for Independent Living.	
<b>A-8 Invitation to Meeting Disciplinary Action</b>	•Invites the parent to attend a disciplinary meeting regarding the student.	•Before a disciplinary action meeting.	
<b>EasyFAX – Behavior Intervention Plan</b>	•A cover page to fax a copy of the student's behavior intervention plan into the Easy IEP system.		•If the behavior plan is a word document or pdf, you can also upload a copy directly into the system by clicking the "Upload External Document(s)" button. If you do this, you do not need an Easy Fax cover page.
<b>EasyFAX - Evaluation Report Cover Page</b>	•A cover page to fax a copy of a Camden City Schools evaluation into the Easy Fax system.		•If the evaluation is a word document or pdf, you can also upload a copy directly into the system by clicking the "Upload External Document(s)" button. If you do this, you do

[www.krismaas.com](http://www.krismaas.com)

Special Education Compliance Tutorial  
For Child Study Team Members, Teachers, Parents



**Kristin Patterson-Maas**

kpattersonmaas@gmail.com

			not need an Easy Fax cover page.
<b>EasyFAX - External Evaluation Report</b>	•A cover page to fax a copy of an evaluation provided by someone outside the Camden City School district into Easy IEP (such as evaluations from other districts, outside agencies, private practitioners, etc.)		
<b>EasyFAX - External Evaluation Report Cover Page</b>	•A cover page to fax a copy of an evaluation provided by someone outside the Camden City School district into Easy IEP (such as evaluations from other districts, outside agencies, private practitioners, etc.)		
<b>EasyFAX - External Goals Page Cover Page</b>	•A cover page to fax an IEP or parts of an IEP, signature pages, PLEP/PLAAPF, Transition documents, etc from another school district into Easy IEP.		•If the documents from the previous district have a bar code on them, you must remove or cover that bar code before faxing the documents in.
<b>EasyFAX - External IEP Cover Page</b>			
<b>EasyFAX - External IEP Signature Page Cover Page</b>			
<b>EasyFAX - External PLEP Page Cover Page</b>			
<b>EasyFAX - External Transition Page Cover Page</b>			
<b>EasyFAX - Meeting Participants Cover Page</b>	•A cover page to fax the Meeting Attendance Form into Easy IEP.		
<b>EasyFAX - NJ Medicaid Consent Form</b>	•A cover page to fax the Medicaid Consent into Easy IEP.		•If the Medicaid Consent is not signed, you do not need to fax it. Only signed forms should be faxed.
<b>EasyFAX - Other Document Cover Page</b>	•A cover page to fax any other document into Easy IEP.	To fax: •Progress Report •Evaluation Planning Document •Parent Consent to Evaluate •Correspondence •Anything else that does not have its own cover page	•If the document is a word document or pdf, you can also upload a copy directly into the system by clicking the “Upload External Document(s)” button. If you do this, you do not need an Easy Fax cover page.
<b>EasyFAX - Prescription Cover Page</b>	•A cover page to fax a doctor’s prescription into Easy IEP.		

[www.krismaas.com](http://www.krismaas.com)

Special Education Compliance Tutorial  
For Child Study Team Members, Teachers, Parents



**Kristin Patterson-Maas**

kpattersonmaas@gmail.com

<b>EasyFAX - Referral Cover Page</b>	<ul style="list-style-type: none"> <li>•A cover page to fax an initial referral (parent letter and/or teacher’s referral packet) into Easy IEP.</li> </ul>		
<b>EasyFAX - Service Log Cover Page</b>	<ul style="list-style-type: none"> <li>•A cover page to fax a Service Log (ie. speech therapy, counseling, etc) into Easy IEP.</li> </ul>		This can also be completed in Wizard -> Logging Wizard.
<b>E-1 Speech Evaluation Report</b>	<ul style="list-style-type: none"> <li>•This form can be used to write a speech and language evaluation report.</li> </ul>		<ul style="list-style-type: none"> <li>•Using this form is optional. You may still use your own evaluation report template if you choose.</li> <li>•If you want to use this form, but also want to include charts or graphs to show the student’s performance, those can be uploaded separately using the “Other Document Cover Letter.”</li> </ul>
<b>D-4 Evaluation Planning Document</b>	<ul style="list-style-type: none"> <li>•Informs the parent that an initial evaluation or reevaluation of the student is proposed (parent may or may not have attended the meeting.) Includes areas to indicate why the evaluation is necessary.</li> <li>A consent to evaluate is generated.</li> </ul>	<ul style="list-style-type: none"> <li>•Initial Evaluation Planning Meeting</li> <li>•Reevaluation Planning Meeting</li> </ul>	<ul style="list-style-type: none"> <li>•The top of the notice says “The district proposes to conduct an evaluation of this student,” and cannot be changed. Therefore, choosing “No additional data is necessary” is not appropriate. If you choose NOT to test a student, use B-2 or B-7.</li> </ul>

***\*Remember, if a notice is sent home after a meeting that the parent did not attend, a PRISE must be included with the notice.***

[www.krismaas.com](http://www.krismaas.com)

Special Education Compliance Tutorial  
For Child Study Team Members, Teachers, Parents