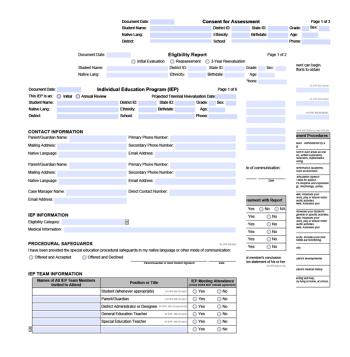


Special Education Forms

Summer 2017 Updates



Updated: August 201

Timeline

- New forms released by SDE Summer 2016
- Feedback collected from LEA's over 2016-17 School Year
- Feedback and requests reviewed by SDE staff and the Directors Advisory Council June 2017
- DAC recommended updates reviewed by SDE legal counsel and final updates ordered in July 2017
- Forms released and available on SDE webpage August 2017

Intention of New forms

- Focuses on IDEA requirements
- Parent Friendly
- Ease of correct and compliant fill in by case managers

Forms are located on the Idaho State Department of Education website – Special Education Page – Special Education Forms Tab

http://sde.idaho.gov/sped/sped-forms/



Most internet browsers are not set up to open these types of PDF forms. It is recommended you right click and download NEW forms to a folder before opening them.

Please wait...

If this message is not eventually replaced by the proper contents of the document, your PDF viewer may not be able to display this type of document.

You can upgrade to the latest version of Adobe Reader for Windows®, Mac, or Linux® by visiting http://www.adobe.com/go/reader_download.

For more assistance with Adobe Reader visit http://www.adobe.com/go/acrreader.

Windows is either a registered trademark or a trademark of Microsoft Corporation in the United States and/or other countries. Mac is a trademark of Apple Inc., registered in the United States and other countries. Linux is the registered trademark of Linus Torvalds in the U.S. and other countries.

Eligiblity (All in One) Form

Eligibility Form Changes

Eligibility All-in-One Page 2 – Sub-form type Selection



"Eligibility" buttons printed on the document

Standard Eligibility

- SLD Eligibility
- Reevaluation/Redetermination

NEW

Selection buttons now called "Considerations" and are no longer visible on printed version of document. Third button is just "Reevaluation"

- Standard Considerations
- SLD Considerations
- Reevaluation

Eligibility Form Changes

Eligibility All-in-One – Input and Background Information



2016 sub-forms had "parental input" and "background information" in different places and presented in different ways.

NEW

- Now these are presented uniformly across all sub-forms in the same spot as section A and B.
- Input section now read "Parent or Adult Student Input"

A. Parent or Adult Student Input

34 CFR 300.304(b)(1)

Strength:

Need:

B. Background Information

34 CFR 300.305(a)(1)(i)-(iii)

Review and summarize existing evaluation data and information provided by the parents, current classroom-based assessments, local or State assessments, and classroom-based observations by teachers and related service providers. Note educationally relevant developmental, educational, and medical/health history.



Eligibility Form Changes

Eligibility All-in-One – Eligibility Determination; last page.

PREVIOUSLY

Upon selection of eligibility under SLD teams could select only one qualifying area of concern.

ELIGIBILITY DETERMINATION

34 CFR 300.306(a)(1)

In consideration of the reported information, the evaluation team finds:

- The Student meets the Idaho State eligibility criteria requirements for Special Education Services.
 Under the category: Specific Learning Disability
 Area of Concern: Reading Comprehension
- The Student does not meet the Idaho State eligibility criteria requirements for Special Education Services.

NEW

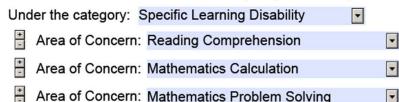
Now plus boxes have been added to allow for selection of multiple SLD areas.

ELIGIBILITY DETERMINATION

34 CFR 300.306(a)(1)

In consideration of the reported information, the evaluation team finds:

The Student meets the Idaho State eligibility criteria requirements for Special Education Services.





IEP (All in One) Form

IEP All-in-One – IEP Cover Page Eligibility Information



Upon selection of SLD eligibility teams could not define areas of concern.

IEP INFORMATION

Eligibility Category: Specific Learning Disability

NEW

Now "Area of Concern" drop down pops up upon selecting SLD and plus boxes allow for selection of multiple SLD areas.

IEP INFORMATION

Eligibility Category: Specific Learning Disability

Area of Concern: Reading Comprehension

Area of Concern: Mathematics Calculation

Area of Concern: Mathematics Problem Solving



NEW

IEP All-in-One – IEP Cover Page Medicaid Notification

PROCEDURAL SAFEGUARDS

I have been provided the spec	ial education procedural safegu	ards in my native language or other mode of co	mmunication:
Offered and Accepted	Offered and Declined		
		Parent/Guardian or Adult Student Signature	Date
MEDICAID NOTIFICATION	ON		
Does this student's IEP include	e Medicaid reimbursable servic	es?	
Yes No			
I have been provided written n communication:	otification regarding use of pub	lic benefits or insurance in my native language	or other mode of
 Offered and Accepted 	 Offered and Declined 		
		Parent/Guardian or Adult Student Signature	Date

34 CFR 300.504

PLEASE UPDATE TO THE NEW "CONSENT TO BILL MEDICAID" FORM IMMEDIATLEY

http://sde.idaho.gov/sped/sped-forms/files/english/general/Consent-to-Bill-Medicaid.pdf



IEP All-in-One – Baseline and Annual Goal fill-in on all sub-forms

PREVIOUSLY

Fill-in blanks stacked and then printed in the same messy format.

NEW

Now the fill-in blanks stack cleaner AND no longer print. Instead they populate clean separate sentences below the fill-in section that prints instead of the goal builder fill-in.

4. Annual Goal: 34 CFR 300.320(a)(2)

Condition: Given a grade level selection of text

Targeted Skill or Behavior: Johnny will independently read it and then correctly answer 5 comprehension questions

Criteria: with at least 80% accuracy

Date: by 08/16/17

Given a grade level selection of text Johnny will independently read it and then correctly answer 5 comprehension questions with at least 80% accuracy by 08/16/17.



IEP All-in-One – Accommodations/Adaptations

PREVIOUSLY

ACCOMMODATIONS, ADAPTATIONS, AND/OR SUPPORTS IN GENERAL AND SPECIAL EDUCATION

34 CFR 300.320(a)(4)(i)-(ii) and 300.320(a)(6)(i)

Document accommodations and/or adaptations the student requires, based on assessed needs, in order to advance, be involved and make progress in general education curriculum, and be educated in general education to the maximum extent possible.

Include all necessary classroom accommodations and adaptations.

A. Accommodation/Adaptations, If Needed

NEW

ACCOMMODATIONS, ADAPTATIONS, AND/OR SUPPORTS IN GENERAL AND SPECIAL EDUCATION

34 CFR 300.320(a)(4)(i)-(ii) and 300.320(a)(6)(i)

Document accommodations and/or adaptations the student requires, based on assessed needs, in order to advance, be involved and make progress in general education curriculum, and be educated in general education to the maximum extent possible.

Include all necessary classroom accommodations and adaptations.

A. Accommodations



IEP All-in-One – Participation in Statewide and Districtwide Assessments

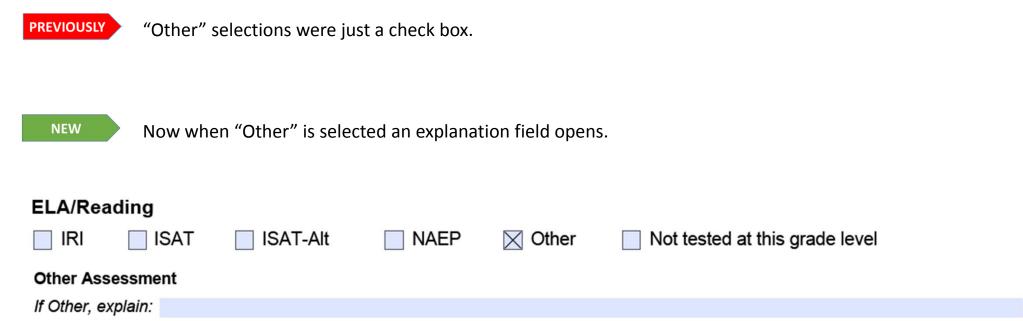
NEW

The "Not tested at this grade level" has a non-printing hover box providing guidance on appropriate use.

Not tested at this grade level

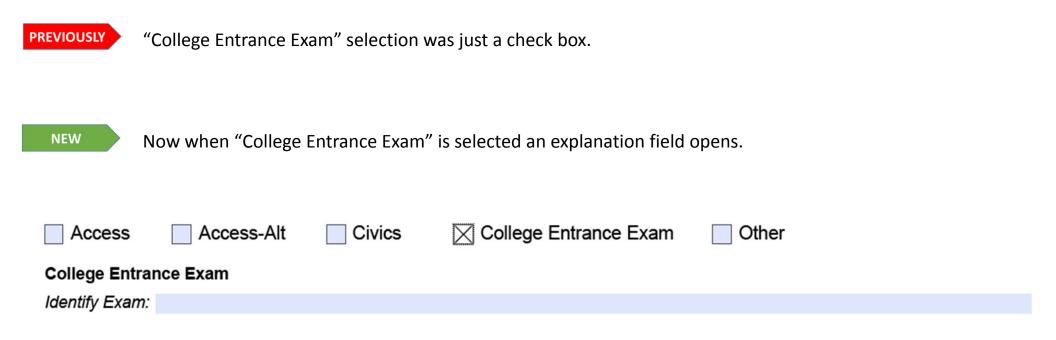
Use when there are no state or district assessment requirements that would apply to the student for the anticipated duration of the IEP.

IEP All-in-One – Participation in Statewide and Districtwide Assessments





IEP All-in-One – Participation in Statewide and Districtwide Assessments



IEP All-in-One - Written Notice



Parts A, B, and C "Other" missing selection button.

WRITTEN NOTICE OF SPECIAL EDUCATION ACTION

A. Actions Proposed

34 CFR 300.503(a)(1)

- The student is due for a reevaluation to determine continued eligibility, and it has been determined that further assessment is not necessary.
- The school district proposes to initiate/change identification.
- The school district proposes to initiate/change educational placement.
- The school district proposes to initiate/change educational placement due to disciplinary action.

If Other, describe:

NEW

Selection button added to "Other" for parts A, B, and C.

Other

If Other, describe:



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SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

IEP All-in-One – Secondary IEP Postsecondary Goals

	v
PREVIOUSI	4 6

All 3 Goals referenced "graduation"

Postsecondary Goals		34 CFR 300.43 and 300.320(b
A. Postsecondary Education and Training (RE	QUIRED)	
Within one year of graduation,	will	
Student Name		Goal
B. Employment (REQUIRED)		
Within one year of graduation,	will	
Student Name		Goal
C. Independent Living (When appropriate)		
Within one year of graduation,	will	
Student Name		Goal

NEW

SEE NEXT SLIDE......



IEP All-in-One – Secondary IEP Postsecondary Goals

NEW

All 3 Goals default to "completing high school" AND other options for selection added to "B" and "C"

Postsecondary Goals 34 CFR 300.43 and 300.320(b) A. Postsecondary Education and Training (REQUIRED) Within one year of completing high school, will Student Name Goal B. Employment (REQUIRED) Post-Secondary: Within one year of completing high school high school Targeted Skill or Behavior: the vocational training program Within one year of completing high school, will technical school college military training C. Independent Living (When appropriate) internship/apprenticeship Post-Secondary: Within one year of completing high school will Targeted Skill or Behavior: Within one year of completing high school, will.



IEP All-in-One – Secondary IEP; Section Lettering Corrected



Transition Activities

(It is recommended that a cumulative reco.



Transition Activities

It is recommended that a cumulative record of transition a

ostsecondary Educatio	A	Postsecondary Education and Trai
Transition A		Transition Activity
	•	
mployment (REQUIREI	В	Employment (REQUIRED)
Transition A		Transition Activity
	→	
Community Participation	C.	Community Participation (REQUIR
Transition A		Transition Activity

D. Adult Services

The IEP Team has considered and dete

E. Related Services

The IEP Team has considered and dete

F. Independent Living

The IEP Team has considered and dete

A. P

	Transition A
+	

B. E

	Transition A
+	

C. C

Transition A

E. Adult Services

The IEP Team has consider

F. Related Services

The IEP Team has consider

D. Independent Living

The IEP Team has consider

IEP All-in-One – Secondary IEP; IEP Academic/Functional Goals

NEW

Standard Goals section includes prompt for "adult student" input

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

34 CFR 300.320(a)(1)

Skill Area



- Delete this Skill Area

Current Level of Performance

34 CFR 300.320(a)(1)

1. Strengths of the student in this Skill Area:

34 CFR 300.324(a)(i)

2. Parent and Adult Student concerns for enhancing student's education in this Skill Area:

34 CFR 300.324(a)(1)(ii)

How the student's disability affects the student's involvement and progress in the general curriculum and
participation in appropriate activities in this Skill Area:



IEP Amendment

All relevant Changes to IEP mentioned above, have also been updated in the IEP Amendment Form.

Functional Behavior Assessment



Contained confusing "Note"

Consent for Assessment:

Note: Assessments must be completed within 60 days of consent for any assessment.

NEW

Note on timeline removed.

Consent for Assessment:





Unnecessary Date of Review Field

Enrollment Date:

Date eligibility report reviewed:

Name of School District from which student is transferring:

NEW

Date of Review Field Removed

Enrollment Date:

Name of School District from which student is transferring:



Unnecessary Participants Grid

SUFFICIENCY REVIEW INFORMATION

	Names of Participants	Position or Title	
		Parent/Guardian or Adult Student	34 CFR 300.323(e)-(f)
		District Administrator or Designee	34 CFR 300.323(e)-(f)
+			



Participants Grid Removed from the Sufficiency Review Form





Eligibility Review Decision; New language pops up for "YES" and "NO" Selections that contain additional selections.

IF "NO" and then "YES"...

Is the student's Eligibility Report from another Idaho school district? No Yes Initial eligibility date: Current eligibility date: A. The Eligibility meets Idaho criteria YES. The evaluation report is sufficient and includes all information necessary to determine eligibility in the State of Idaho per Idaho regulations. Existing eligibility date will be used. Current Eligibility Category: NO. The evaluation report provided "is not sufficient" and/or does not meet Idaho standards. An interim IEP will be offered providing comparable services during the evaluation period.

NEW

Eligibility Review Decision; New language pops up for "YES" and "NO" Selections that contain additional selections.

IF "NO" and then "NO"...

ELIGIBILITY REVIEW DECISION

Is the student's Eligibilit	ty Report from another Idaho school district?	No) Yes	
Initial eligibility date:	Current eligibility date:			
A. The Eligibility me	ets Idaho criteria			
 YES. The evaluation report is sufficient and includes all information necessary to determine eligibility in the State of Idaho per Idaho regulations. Existing eligibility date will be used. 				
NO. The evaluation report provided "is not sufficient" and/or does not meet Idaho standards. An interim IEP will be offered providing comparable services during the evaluation period.				
B. Current Eligibility Summary				
Summarize Review of Student's Eligibility:				
Current Eligibility Ca	ategory:			





Eligibility Review Decision; New language pops up for "YES" and "NO" Selections that contain additional selections.

IF "YES"...

ELIGIBILITY REVIEW DECISION

Is the student's Eligibility Report from another Idaho school district?

No

Yes

Initial eligibility date:

Current eligibility date:

A. Current Eligibility

Current Eligibility Category:



PREVIOUSLY

Unnecessary Date of Review Field on Transfer IEP Decision

TRANSFER IEP DECISION

Date IEP reviewed:

- The IEP team has met and is adopting the Transfer IEP, indicating that the IEP is compliant according to guidelines established by the State of Idaho and can be implemented as written without any revisions.
- The IEP team has met and is not adopting the Transfer IEP. An IEP/IEP Amendment meeting is scheduled for:
 MM/DD/YY
 . Comparable services consisting of Special Education services and goals will be implemented in the interim until the IEP Amendment or new IEP is complete.

NEW

Transfer IEP Decision Date of Review Field Removed

TRANSFER IEP DECISION

- The IEP team has met and is adopting the Transfer IEP, indicating that the IEP is compliant according to guidelines established by the State of Idaho and can be implemented as written without <u>any</u> revisions.
- The IEP team has met and is not adopting the Transfer IEP. An IEP/IEP Amendment meeting is scheduled for:
 MM/DD/YY . Comparable services consisting of Special Education services and goals will be implemented in the interim until the IEP Amendment or new IEP is complete.

Reevaluation Consideration



Initial Statement references "IEP team"

The IEP team has reviewed the student's data as outlined below and determined whether or not additional or updated data is needed to determine whether the student continues to meet eligibility requirements.

Date Eligibility Due:



Reword of Initial Statement

The student's data has been reviewed as outlined below and determined whether or not additional or updated data is needed to determine whether the student continues to meet eligibility requirements.

Date Eligibility Due:



Reevaluation Consideration

PREVIOUSLY No prompt to Summarize				
DATA REVIEWED (Check all that appl	y and attach documentation, if applicable)	34 CFR 300.305(a)(1)		
Information from parent/guardians	Observations	Medical/outside provider records		
Progress monitoring	Fine/Gross motor	Assistive technology data		
Achievement data	Social/emotional/behavioral data	Discipline records		
Psychological evaluation(s)	Adaptive behavior	Behavior intervention plan		
Updated prompt for this section				
DATA REVIEWED 34 CFR 300.305(a)(1) Check all that apply and summarize the information reviewed within the Background Information section of the student's				
Eligibility Report.				
Information from parent/guardians	Observations	Medical/outside provider records		
Progress monitoring	Fine/Gross motor	Assistive technology data		
■ Achievement data ■ Social/emotional/hehavioral data ■ Discipline records				
ATOPA				



Reevaluation Consideration



PARENTAL RESPONSE & OTHER ACTIONS

- Consent for Evaluation form signed by parent.
- Parent given a copy of Procedural Safeguards.

NEW

Updated to "Assessment"

PARENTAL RESPONSE & OTHER ACTIONS

- Consent for Assessment form signed by parent.
- Parent given a copy of Procedural Safeguards.



Consent for Assessment

New row added to Assessment Plan table to include "Interpretive Services"		Services"	
Interpretive Services		al Assessment	

Please Update to this version of the forms as soon as possible/appropriate — but no later than the beginning of the 2018-19 School Year.

Update to the Consent to Bill Medicaid now.

Questions please contact:

KENDRICK LESTER

Special Education Secondary Transition Coordinator

(208) 332-6918

klester@sde.idaho.gov





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SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION