



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



Special Education Forms

Summer 2017 Updates

Updated: August 2016

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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



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Intention of New forms

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



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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/>



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Eligibility (All in One) Form



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Eligibility Form Changes

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

PREVIOUSLY

“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



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Eligibility Form Changes

Eligibility All-in-One – Input and Background Information

PREVIOUSLY

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.



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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.
Under the category: Specific Learning Disability ▼
 - +
Area of Concern: Reading Comprehension ▼
 - +
Area of Concern: Mathematics Calculation ▼
 - +
Area of Concern: Mathematics Problem Solving ▼



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IEP (All in One) Form



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IEP Form Changes

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

PREVIOUSLY

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 ▼



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IEP Form Changes

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

PROCEDURAL SAFEGUARDS

34 CFR 300.504

I have been provided the special education procedural safeguards in my native language or other mode of communication:

☐ Offered and Accepted ☐ Offered and Declined

Parent/Guardian or Adult Student Signature

Date

NEW

MEDICAID NOTIFICATION

Does this student's IEP include Medicaid reimbursable services?

☒ Yes ☐ No

I have been provided written notification regarding use of public benefits or insurance in my native language or other mode of communication:

☐ Offered and Accepted ☐ Offered and Declined

Parent/Guardian or Adult Student Signature

Date

PLEASE UPDATE TO THE NEW “CONSENT TO BILL MEDICAID” FORM IMMEDIATELY

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



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IEP Form Changes

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.

4. Annual Goal:

34 CFR 300.320(a)(2)

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 8/16/17

Condition *Student Name* *Targeted Skill or Behavior* *Criteria* *Date*

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.



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IEP Form Changes

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



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IEP Form Changes

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.



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IEP Form Changes

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

PREVIOUSLY

“Other” selections were just a check box.

NEW

Now when “Other” is selected an explanation field opens.

ELA/Reading

☐ IRI ☐ ISAT ☐ ISAT-Alt ☐ NAEP ☒ Other ☐ Not tested at this grade level

Other Assessment

If Other, explain:



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IEP Form Changes

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

PREVIOUSLY

“College Entrance Exam” selection was just a check box.

NEW

Now when “College Entrance Exam” is selected an explanation field opens.

☐ Access ☐ Access-Alt ☐ Civics ☒ College Entrance Exam ☐ Other

College Entrance Exam

Identify Exam:



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IEP Form Changes

IEP All-in-One – Written Notice

PREVIOUSLY

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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IEP Form Changes

IEP All-in-One – Secondary IEP Postsecondary Goals

PREVIOUSLY

All 3 Goals referenced “graduation”

Postsecondary Goals

34 CFR 300.43 and 300.320(b)

A. Postsecondary Education and Training (REQUIRED)

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.....



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IEP Form Changes

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

Targeted Skill or Behavior:

Within one year of completing high school, will

- high school
- the vocational training program
- technical school
- college
- military training
- internship/apprenticeship

C. Independent Living (When appropriate)

Post-Secondary: Within one year of completing high school

Targeted Skill or Behavior: will

Within one year of completing high school, will .



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IEP Form Changes

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

PREVIOUSLY

Transition Activities
(It is recommended that a cumulative record of transition activities be maintained.)

A. Postsecondary Education

Transition Activities	
<div>+ -</div>	

B. Employment (REQUIRED)

Transition Activities	
<div>+ -</div>	

C. Community Participation

Transition Activities	
<div>+ -</div>	

E. Adult Services
The IEP Team has considered and determined the adult services needed for the student.

F. Related Services
The IEP Team has considered and determined the related services needed for the student.

D. Independent Living
The IEP Team has considered and determined the independent living skills needed for the student.

NEW

Transition Activities
It is recommended that a cumulative record of transition activities be maintained.

A. Postsecondary Education and Training

Transition Activity	
<div>+ -</div>	

B. Employment (REQUIRED)

Transition Activity	
<div>+ -</div>	

C. Community Participation (REQUIRED)

Transition Activity	
<div>+ -</div>	

D. Adult Services
The IEP Team has considered and determined the adult services needed for the student.

E. Related Services
The IEP Team has considered and determined the related services needed for the student.

F. Independent Living
The IEP Team has considered and determined the independent living skills needed for the student.

IEP Form Changes

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

Add New 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)

3. 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:

34 CFR 300.320(a)(1)(i)



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IEP Form Changes

IEP Amendment

NEW

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



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Functional Behavior Assessment

PREVIOUSLY

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:



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Sufficiency Review Form

PREVIOUSLY

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:



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Sufficiency Review Form

PREVIOUSLY

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)
<div><div></div><div></div></div>			

NEW

Participants Grid Removed from the Sufficiency Review Form



Sufficiency Review Form

NEW

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

IF “NO” and then “YES”...



ELIGIBILITY REVIEW DECISION

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.



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Sufficiency Review Form

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 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.
- ☒ 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 Category:



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Sufficiency Review Form

NEW

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:



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Sufficiency Review Form

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: . 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 any revisions.
- ☐ The IEP team has met and is not adopting the Transfer IEP. An IEP/IEP Amendment meeting is scheduled for: . Comparable services consisting of Special Education services and goals will be implemented in the interim until the IEP Amendment or new IEP is complete.



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Reevaluation Consideration

PREVIOUSLY

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:

NEW

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:



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Reevaluation Consideration

PREVIOUSLY No prompt to Summarize

DATA REVIEWED (Check all that apply and attach documentation, if applicable)

34 CFR 300.305(a)(1)

- | | | |
|--|---|---|
| <input type="checkbox"/> Information from parent/guardians | <input type="checkbox"/> Observations | <input type="checkbox"/> Medical/outside provider records |
| <input type="checkbox"/> Progress monitoring | <input type="checkbox"/> Fine/Gross motor | <input type="checkbox"/> Assistive technology data |
| <input type="checkbox"/> Achievement data | <input type="checkbox"/> Social/emotional/behavioral data | <input type="checkbox"/> Discipline records |
| <input type="checkbox"/> Psychological evaluation(s) | <input type="checkbox"/> Adaptive behavior | <input type="checkbox"/> Behavior intervention plan |

NEW 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.

- | | | |
|--|---|---|
| <input type="checkbox"/> Information from parent/guardians | <input type="checkbox"/> Observations | <input type="checkbox"/> Medical/outside provider records |
| <input type="checkbox"/> Progress monitoring | <input type="checkbox"/> Fine/Gross motor | <input type="checkbox"/> Assistive technology data |
| <input type="checkbox"/> Achievement data | <input type="checkbox"/> Social/emotional/behavioral data | <input type="checkbox"/> Discipline records |



Reevaluation Consideration

PREVIOUSLY “Evaluation”

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.



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Consent for Assessment

NEW

New row added to Assessment Plan table to include “Interpretive Services”

<input type="checkbox"/> Interpretive Services		<input type="radio"/> Internal Assessment <input type="radio"/> External Documentation	
--	--	---	--



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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