

Idaho Integrated Outcomes – Individual Education Planning (IEP) Process

Child in Early Intervention - Transition	Identification and Referral	Child Evaluation and Assessment	IEP Development	Service Delivery
<ul style="list-style-type: none"> Provide notification to LEA of child potentially eligible for Part B service (near age 2) With parental consent, schedule transition planning conference for child potentially eligible for Part B Ensure transfer of records occurs; if not effort must be made to get the info needed. <ul style="list-style-type: none"> IFSP Assessment reports Exit COSF-R (+ related info) Ensure Part C ECO's exit data is considered in entry to Part B 	<ul style="list-style-type: none"> Receive referral or parental request for evaluation. Infuse information about 3 global outcomes into the processes of information gathering throughout child identification and referral. Provide a written copy of procedural safeguards to parents. 	<ul style="list-style-type: none"> Request and review existing developmental and medical information, including Part C ECO exit data. 	<ul style="list-style-type: none"> Incorporate evaluation/assessment data from eligibility into Present Level of Performance and goals. 	<p>Ensure that IEP is implemented in a timely manner</p>
<ul style="list-style-type: none"> Family and team attend transition planning conference Part B rights, eligibility, IEP process and possible service options explained to family Coordinate development of transition plan Determine family's interest in accessing Part B services 	<ul style="list-style-type: none"> Conduct screening, if appropriate (may proceed directly to evaluation) Explain program in detail. Describe process and purpose of the three outcomes. Clarify the difference between/among other uses of the term "outcome" (e.g. IFSP/IEP outcomes). Determine with family if they wish to have children evaluated for eligibility and services. Gather/use existing assessment information from multiple sources, multiple settings (including preschool classrooms). Ensure information gathered at this stage is made available for team to use for rating (e.g. Part C information, parent referral to 619, pre-referral information, screening, etc.) 	<ul style="list-style-type: none"> Gather parent concerns. Probe for information on concerns in the three outcome areas. Determine evaluations and information needed to establish if child is a child with a disability Determine academic, developmental and functional needs of the child Schedule evaluation at mutually agreeable time and place with family Provide prior notice and procedural safeguards. Utilize one ECO anchor assessment Utilize norm referenced and curriculum performance based assessment 	<p>IEP team, including family, meets to develop IEP including:</p> <ul style="list-style-type: none"> Documenting child's strengths and Present Levels of Educational Performance (PLOP) Finalize ECO rating as IEP team discusses PLOP, adjusting as needed from earlier in process. Determine age-anchoring for norm referenced tools; link to early learning standards (age-reference tools) Parents' priorities and concerns Establishing functional and measureable goals. Identifying strategies Determining necessary services 	<ul style="list-style-type: none"> Provide IEP services Monitor progress and IEP goals Document and share child's progress on the IEP goals and in the three global outcome areas with family regularly.
		<p>Family provides consent for evaluation (which generally begins evaluation timeline)</p>	<ul style="list-style-type: none"> Documenting child's strengths and Present Levels of Educational Performance (PLOP) Finalize ECO rating as IEP team discusses PLOP, adjusting as needed from earlier in process. Determine age-anchoring for norm referenced tools; link to early learning standards (age-reference tools) Parents' priorities and concerns Establishing functional and measureable goals. Identifying strategies Determining necessary services 	<ul style="list-style-type: none"> Ensure timely annual IEP meeting (or when requested by family or LEA) to review and modify IEP Collect Present Level of Performance data related to ECO outcomes for annual review of IEP (anchor tool optional if not ECO entry or exit). Develop annual goals to address skill areas related to ECO. Procedural safeguards notice provided annually.
		<ul style="list-style-type: none"> Team conducts evaluation/assessment. Embed functional authentic assessment into conversations with families, and observations of child. Probe family for functional information on child. Describe present levels of functioning in functional ways so it can be used for IEP development and the ECO rating. Document supporting evidence for ECO rating throughout assessment and evaluation process. Determine eligibility. 	<p>Provide procedural safeguards to parents and receive consent for initial placement.</p>	
		<ul style="list-style-type: none"> Determine eligibility and complete eligibility report Ensure relevant information/data for ECO rating is incorporated into evaluation/eligibility 	<p>Implement timely services for which consent was provided.</p>	

Idaho Revision 2012 from NECTAC form 2010

*The three outcomes to be measured for federal reporting purposes will be referred to as the "3 global outcomes" throughout, to distinguish them from an individual child's IEP outcomes.