



Special Education Handbook

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CANYON-OWYHEE SCHOOL SERVICE AGENCY

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Initial Referral

Steps

- ◆ Problem Solving Team RTI/MTSS Referral Form to the MDT (Evaluation) Team/Parent Requests Referral
- ◆ Schedule MDT/Evaluation Team Meeting—Sped Teacher/Admin invites parents
- ◆ Start a Special Education Program in EdPlan (notify COSSA Admin Assistant)
- ◆ Complete Referral to Consider Special Education in EdPlan
- ◆ Send out Meeting Invitation, Referral to Consider Special Education and Procedural Safeguards
- ◆ If related service personnel are needed notify them of meeting at least 2 weeks in advance
- ◆ Hold Referral/Evaluation Team Meeting
- ◆ Obtain Consent to Bill Medicaid

Documentation

- ◆ RTI/MTSS Referral Form
- ◆ Meeting Invitation
- ◆ Procedural Safeguards
- ◆ Referral to Consider Special Education
- ◆ Consent for Assessment (if moving to evaluation) notify COSSA Admin Assistant
- ◆ Written Notification of Use of Public Benefits/Consent to Bill Medicaid
- ◆ Consent to Exchange Confidential Information (if needed)
- ◆ Complete a Written Notice (if not moving to evaluation)
- ◆ Meeting Notes
- ◆ Upload Signed Documents into EdPlan
- ◆ Document all correspondence with parents, service coordinators, etc.

- ◆ Put Blue Folder in Cume File (to indicate student has an extended file) or a copy of the documentation depending on your district's policy

Timeline

- ◆ Request for Input should be sent at least **10 days prior** to meeting.
- ◆ Once you have received Consent for Assessment signed by the parents, you have **60 calendar days**, to complete your assessments and hold an Eligibility Meeting. There is an additional 30 calendar days to implement an IEP, if found eligible if needed but best practice would be to propose an IEP at the Eligibility meeting.

RTI or MTSS/SLD Initial Referral

If the RTI /MTSS team has decided to pursue a referral to Special Education due to a lack of response to intervention, you must still hold an Evaluation Team Meeting. All the documentation remains the same for an Initial Referral regard-

less of method being used to determine eligibility. **General Education Interventions with a graph of the students response to those interventions** is required on the Referral to Consider Special Education Evaluation Form regardless of suspected

disability category.

Note: An evaluation cannot be delayed for RTI, but can be done concurrently.

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Cheat Sheet

- RTI/MTSS Referral Form if appropriate
- Referral to Consider Special Education
- Procedural Safeguards
- Meeting Invitation
- Consent for Assessment (if moving forward)
- Written Notice (if parents made

referral but team decided not to pursue special education evaluation)

- Release of Information (if needed)
- Obtain Consent to Bill Medicaid.
- Signature Pages uploaded
- Blue Folder or copies in Cume folder
- Meeting Notes



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Initial Eligibility

Steps	Documentation	Timeline
<p>After assessments are completed:</p> <ul style="list-style-type: none"> Schedule an Eligibility Team Meeting/IEP Meeting; Send Google Invite Send Meeting Invitation Reminder sent related service personnel <u>at least 2 weeks in advance</u> Reminder sent to parents <u>1 week in advance</u> <p>Hold Eligibility Meeting</p> <ul style="list-style-type: none"> Review assessment data Determine eligibility and continue with IEP if eligible If DNQ, send Written Notice and Exit Student in EdPlan 	<ul style="list-style-type: none"> Invitation to a Meeting Draft Eligibility Report (do not make determination) Graph of Interventions IEP draft (if team feels student will most likely be eligible for services) Classroom Observation (SLD students) in each area of concern Written Agreement (IEP/Evaluation team member excusal if needed) Consent for Initial Placement Written Notice (if needed) IEP draft (if eligible) <p>Additional Information Needed</p> <ul style="list-style-type: none"> Document all correspondence with parents, service coordinators, etc. Signature Pages uploaded in EdPlan. 	<p>After receiving Consent for Assessment, you have 60 calendar days, to complete your assessments and hold an Eligibility Meeting. You have an additional 30 calendar days to implement an IEP once determined eligible, but best practice is to hold one meeting for both Eligibility and IEP if the student is eligible.</p> <p><u>Finalizing Documents in EdPlan</u></p> <p>Before you Finalize or request Finalization Check that:</p> <p>Document dates, match meeting notes dates, and invitation dates.</p>

SLD Initial Eligibility

Students who are referred for an evaluation must have documentation of the interventions provided in general education. A graph that provides evidence of insufficient progress in response to evidence-based instruction and intervention that indicates the student's performance level AND rate of im-

provement that the student is significantly below grade-level peers.

This graph must have:

- Aimline
- Trendline
- Decision Points (2+ Tweaks in the Interventions)

- Student's Rate of Improvement
- National or local norm for grade level peers.

In addition an SLD evaluation must include observations (s), and peer comparisons (ELL) in all areas of concern.

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Cheat Sheet

- Invitation to Meeting
- Eligibility Report
- Classroom Observation (each area of concern for SLD)
- Intervention Graph
- Draft IEP for students who meet eligibility criteria
- Consent for Initial Placement
- Written Agreement (IEP team member excusal)
- Meeting Notes
- Signature Pages Uploaded in EdPlan
- Update Power Schools/ Lumens

Reevaluation (3 year)

Steps

- ◆ Approx. 60 days (can be sooner) before reevaluation is due, send out Request for Input and complete "Consideration for a Special Education Evaluation" Form.
- ◆ 1-2 weeks later either hold evaluation team meeting and obtain Consent for Assessment and Consent to Bill Medicaid or
- ◆ Send home Consent for Assessment and Consent to Bill Medicaid if you marked that a meeting is not necessary in the Request for Input
- ◆ Once Consent is received; notify all related service personnel and Complete Assessments
- ◆ Schedule Eligibility Meeting; Send Google Calendar Invite
- ◆ Send Meeting Invitation
- ◆ Draft Eligibility Report (Send draft to parents 1 week in advance); do not make determination
- ◆ Draft IEP (if eligible and holding in conjunction; do not complete written notice; Send to parents 1 week in advance)

- ◆ Notify related service personnel at least 2 weeks in advance
- ◆ Hold Eligibility/IEP Meeting
- ◆ Upload Signed Documents into EdPlan

Additional Documentation

- ◆ Release of Information
- ◆ Dr. Notes and Reports

Documentation

- ◆ Request for Input
- ◆ Consideration for a Special Education Evaluation
- ◆ Consent for Assessment (Upload)-Notify Medicaid Tech
- ◆ Consent to Bill Medicaid (Upload)
- ◆ Draft Eligibility Report
- ◆ Meeting Notes
- ◆ Draft of IEP for students continuing to be eligible for services
- ◆ Written Agreement (IEP team member excusal if needed)
- ◆ Written Notice to Discontinue Services (no longer eligible); notify admin to exit student

Timeline

Reevaluations must be conducted within 3 years of previous eligibility.

The effective date of eligibility is the date of the last Eligibility Report.

Additional Assessments may be completed sooner than required on request of parent or recommendation of team.

Reevaluations must be completed and an eligibility meeting held **BEFORE** the three year anniversary date of the prior eligibility.

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An SLD reevaluation does not require the same documentation as an initial SLD eligibility. Teams are encouraged to use the "Reevaluation Consideration" Form to determine what existing data is still relevant and what data may still be needed to reestablish eligibility. Teams may pull pertinent information forward from a previous eligibility to make the case for continued eligibility

including: psychological testing, academic testing, and additional background knowledge.

(intervention, progress monitoring data, peer comparisons, etc.)

Note: An SLD eligibility is subject specific. If there is a new area of concern, that area must be treated as an initial and provide the relevant documentation needed to establish a disability in that area

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Cheat Sheet

- Request for Input
- Referral to Consider Special Education
- Consent for Assessment
- Consent to Bill Medicaid
- Draft Eligibility Report
- Classroom Observation (SLD)
- Draft IEP for students who meet

eligibility criteria

- Written Agreement (IEP team member excusal)
- Written Notice to Discontinue Services (if ineligible)
- Written Notice (if changing eligibility categories)
- Meeting Notes
- Signed Documents Uploaded EdPlan
- Update Power Schools/Lumens

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Additional Assessment (w/in 3 year)

Steps

- ◆ Parent or school personnel request additional testing to look at changing/ updating eligibility areas (i.e. SLD-adding subjects)
- ◆ Send out Request for Input form to parents
- ◆ Complete "Reevaluation Consideration" form to determine what information is needed for the reassessment; If no new information is needed, or team refuses to reassess send written notice
- ◆ Hold an Evaluation Team Meeting and obtain consent
or
- ◆ Send Consent for Assessment if you marked that a meeting is not necessary on the Request for Input
- ◆ Notify related personnel if applicable when consent received. (Upload) - Notify Medicaid Tech
- ◆ Schedule Eligibility Meeting ; Send out Google Calendar Invite
- ◆ Complete Assessments
- ◆ Draft Eligibility Report (Send draft to parents 1 week in advance); do not make determination)
- ◆ Draft IEP (if eligible and holding in conjunction)
- ◆ Send Meeting Invitation at least 2 weeks in advance and reminder 1 week in advance
- ◆ Remind related service personnel at least 2 weeks in advance of meeting (if applicable)
- ◆ Hold Eligibility/IEP meeting
- ◆ Finalize documents in EdPlan and ensure document dates match and are accurate.
- ◆ Update Poswer Schools/Lumens

- ◆ Signed Documents Uploaded in EdPlan

Additional Documentation

- ◆ Release of Information
- ◆ Dr. Notes and Reports

Timeline

Reassessment follows the "reasonable amount of time" requirement which generally defaults to the 60 day timeframe.

An Additional Assessment DOES NOT restart the 3-year eligibility requirement, a new Eligibility must be completed at the original 3 year due date.

Documentation

- ◆ Request for Input
- ◆ Reevaluation Consideration Form
- ◆ Consent for Assessment (Upload)- Notify Medicaid Tech
- ◆ Consent to Bill Medicaid (Upload)
- ◆ Invitation to Meeting
- ◆ Draft Eligibility Report (do not make an eligibility determination)
- ◆ Meeting Notes
- ◆ Draft of IEP for students continuing to be eligible for services
- ◆ Written Agreement (IEP team member excusal) if applicable

Additional Assessments

Additional Assessments are conducted more frequently than every 3 years when:

- 1) It is determined that the education or related service needs of the student warrants an additional assessment;

- Or
- 2) If the parent/adult student or the student's teacher requests an additional assessment
 - 3) If the parent makes a request within the year and the district does not agree, the district shall send written note of re-

Note: A new Eligibility Report must be completed and you should include a File Review to include all previous information in the most recent eligibility report.

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Cheat Sheet

- Request for Input
- Referral to Consider Special Education
- Consent for Assessment
- Consent to Bill Medicaid
- Draft Eligibility Report
- Classroom Observation (SLD)
- Draft IEP for students who meet eligibility criteria
- Written Agreement (IEP team member excusal)
- Written Notice to Discontinue Services (if ineligible)
- Written Notice (if changing eligibility categories)
- Meeting Notes
- Signed Documents Uploaded EdPlan
- Update PowerSchools/Lumens

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Initial IEP

Steps

- ◆ Send Meeting Invitation
2 weeks prior may be held in conjunction with Eligibility Meeting
- ◆ Notify related service personnel at least 2 weeks in advance
- ◆ Draft IEP (send home 1 week prior; do not complete written notice)
- ◆ Hold IEP Meeting:
- ◆ Review Strength(s)
- ◆ Discuss IEP Goals and Objectives
- ◆ Obtain parent concerns in each goal area
- ◆ Determine Services and Placement (LRE)
- ◆ Determine accommodations and level of participation in state testing
- ◆ Discuss all other components of IEP

- ◆ Obtain "Consent for Initial Placement" (Placement in Sped)
- ◆ Update Power Schools/Lumens

Documentation

- ◆ Meeting Invitation
- ◆ Draft IEP
- ◆ Written Agreement (IEP team member excusal)
- ◆ Consent for Initial Placement
- ◆ Meeting Notes
- ◆ Signatures Pages (Sign & Upload)

Additional Documentation

- ◆ Release of Information
- ◆ Document all correspondence with parents, service coordinators, etc.

Timeline

After receiving Consent for Assessment, you have **60 calendar days**, to complete your assessments, hold an Eligibility Meeting. You have an additional **30 calendar days** once eligibility has been determined to implement an IEP, but best practice is to hold one meeting for both Eligibility and IEP if the student is eligible.

Parents have 10 calendar days to respond in writing if they disagree with the IEP. **If you receive an objection, contact the Special Education Director.**

Power Schools/Lumens

It is important that you indicate in your district's SIS that the student has been found eligible and is on an IEP.

You **must** enter the student's accommodations to ensure that all general education teachers are aware of the student's classroom needs. Updating the system ensures that our ISEE re-

port to the State Department of Education is accurate which affects our funding for special education.

COSSA



Cheat Sheet

- Meeting Invitation
- Draft IEP
- Consent for Initial Placement
- Authorization to Bill Medicaid
- Written Agreement (IEP team member excusal)
- Meeting Notes
- Release of Information
- Finalize IEP in EdPlan
- Update Power Schools/Lumens



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Annual Review

Steps

- ◆ Contact parent at least 2 weeks prior to schedule a meeting
- ◆ Send Meeting Invitation; Schedule Google Calendar, Invite for IEP team members at least 2 weeks in advance (i.e. SLP, OT, Voc Rehab)
- ◆ Secondary: Create Student Invitation, Consent to Invite Outside Agency, and Agency Invite if Consent received
- ◆ Annual Review Meeting may be held in conjunction with Reevaluation Meeting but **must meet both deadlines**
- ◆ Review Strength(s)
- ◆ Obtain Parent Concern in each goal area
- ◆ Discuss IEP Goals and Objectives
- ◆ Determine Services and Placement (LRE)
- ◆ Review all other component of IEP

- ◆ If new student to District Obtain Authorization to Bill Medicaid (Upload)
- ◆ Finalize IEP in EdPlan
- ◆ Update Power Schools/Lumens

Documentation

- ◆ Meeting Invitation
- ◆ Procedural Safeguards/Written Notice of Public Use of Insurance
- ◆ Draft IEP
- ◆ Authorization to Bill Medicaid
- ◆ Consent to Invite Transition Agency Personnel (Secondary)
- ◆ Written Agreement (IEP team member excusal)
- ◆ Meeting Notes
- ◆ Signed Documents Uploaded to EdPlan

Additional Documentation

- ◆ Release of Information
- ◆ Document all correspondence with parents, service coordinators, etc.

Timeline

Schedule meetings with plenty of leeway for compliance in case something comes up. There are no reasons we can submit for being late.

Parents have 10 calendar days to respond in writing if they disagree with the IEP. ***If you receive an objection, contact the Special Education Director.***

Procedural Safeguards/Written Notification of Public Use of Insurance

The district is required to offer parents Procedural Safeguards once per year, and is generally done at the annual IEP meeting.

In addition, parents must be given Procedural Safeguards in the following situations:

- ◆ Initial Referral/Parent Request
- ◆ Filing of a due process

hearing/state complaint

- ◆ change of placement.
- Furthermore, the District is required to offer parents with Written Notice Regarding Use of Public Benefits once per year and inform parents that they may revoke their consent for the District to seek reimbursement for billable services at any time.

Note: Signatures are required on both the IEP and Eligibility report that these were offered and either accepted or declined.

Cheat Sheet

- Meeting Invitation(s)
- Draft IEP
- Authorization to Bill Medicaid
- Consent to Invite Transitional Agency Personnel (Secondary)
- Meeting Notes
- Procedural Safeguards
- Written Notification of Public Use of Insurance
- Release of Information (if applicable)
- Written Agreement (IEP team member excusal)
- Finalize IEP in EdPlan
- Signed Docs Uploaded
- Update Power Schools/Lumens



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IEP Amendment

Steps	Documentation	Timeline
<ul style="list-style-type: none"> ◆ Invite Parents, OR Contact Parent for Consent to write an amendment without a meeting ◆ If Amendment is conducted without a meeting <u>with</u> parent consent, complete the Written Agreement (District Parent Agreement) mark “no” for meeting held. ◆ Complete IEP Amendment Form embedded in the Amended IEP in EdPlan ◆ Complete Amended IEP ◆ Update Power Schools/Lumens 	<ul style="list-style-type: none"> ◆ Meeting Invitation ◆ IEP Amendment Form (Embedded in IEP Amendment in EdPlan) ◆ Amended IEP from EdPlan with new goals, objectives, service times, placement etc. (if needed) ◆ Written Agreement (IEP Amendment w/o IEP meeting or IEP team member excusal) ◆ Meeting Notes (meeting held) ◆ Document all correspondence with parents, service coordinators, etc. 	<p>An IEP Amendment can occur anytime within the timeline of an effective IEP.</p> <p>The IEP Amendment must be in place before changes to the IEP can occur.</p> <p>Parents have 10 calendar days to respond in writing if they disagree with the changes. <i>If you receive an objection, contact the Special Education Director.</i></p>

To Amend IEP in EdPlan

- Go to **IEP** under Blue Task Bar
 - Click on **Select Process**
 - Click on **IEP Process**
 - Click on **IEP**
- **Overview**
 - Under Meeting Purpose Select **Amendment**
- Complete Documents and make changes to the IEP as needed.

COSSA



Cheat Sheet

- Meeting Invitation
- Amendment Form (embedded with IEP in EdPlan)
- Amended IEP from EdPlan with new goals and objectives etc.
- Written Agreement
- Meeting Notes (meeting held)
- Finalize Amended IEP in EdPlan
- Update Power Schools/Lumens

(IEP Amendment w/o IEP meeting **or** IEP team member excusal)

Written Notice

Steps

- ◆ Written Notice (WN) is never filled out prior to an IEP meeting
- ◆ Do not leave anything blank on the WN;
- ◆ Inform administration when student is exited
- ◆ Finalize WN
- ◆ Send copy to parents and file a copy in cumulative file and/or COSSA file depending on your district's policy.
- ◆ A separate Written Notice is required when a student is moving out of the district, graduating, or has met maximum age, and/or the team is changing eligibility category.

Documentation

- ◆ WN embedded in IEP
- ◆ WN embedded in IEP Amendment
- ◆ WN embedded in Consent for Assessment
- ◆ Separate WN if student is exiting district
- ◆ Separate WN if student is exiting special education services (Written Notice for Discontinuation of Services)
- ◆ WN for students transferring from another state but does not meet Idaho Eligibility requirements. (Written Notice for Discontinuation of Services)
- ◆ Separate WN for students changing eligibility categories.
- ◆ Inform Sara Hodges if a student is being exited from special education services.

Timeline

Written Notice must be provided in a reasonable amount of time before implementing the proposed action, approximately 10 days.

Must be written in the parent's native language unless not feasible to do so. If not feasible it must be reviewed orally in parent's native language.

Parents have 10 days to provide in writing any objection they may have with changes proposed or refused.

If you receive an objection, contact the Special Education Director.

If in doubt, provide Written Notice

Written Notice is required anytime the district proposes or refuses to change the IEP, identification, evaluation, reevaluation, and/or placement. Parent/adult students may disagree with the proposed changes or refusal of action by filing a writ-

ten objection to all or parts of the change or refusal of action. The written objection may be postmarked or hand delivered within 10 days of receipt of Written Notice.

If you receive a written objection, please call the

Director of Special Education.

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Cheat Sheet

Written Notice Required:

- *Written Notice for Discontinuation of Services*
- *Exiting the district (moving)*
- *Any change proposed or refused by the school.*
- *Change in Eligibility Category*



New Student Transfer (Idaho)



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Steps

- ◆ Send Request for full Educational Record to previous school district; within 2 days of enrollment
- ◆ School Psychologist Completes Transfer Decision Box in EdPlan
- ◆ IEP team reviews IEP Case Manager Complete Transfer IEP process in EdPlan (aka Sufficiency Review)
- ◆ If needed write an Amendment to make changes or accept IEP as written (with or w/o a meeting)
- ◆ If Sufficiency Review leads to placement across special programs, the team must meet and invite the Special Education Director

Sufficient

- ◆ IEP team may accept and implement the existing IEP, amend the current IEP, **OR** the team can develop a new IEP.

Insufficient

- ◆ Consult with parents and Complete Referral to Consider Special Education Evaluation Form
- ◆ Seek consent through “Consent for Assessment” and “Consent to Bill-School Based Medicaid” (Upload)
- ◆ Provide comparable services outlined in the transfer IEP through an Interim IEP or an IEP Amendment
- ◆ Complete Initial Eligibility (60 days) and Initial IEP (if eligible)
- ◆ Hold Meeting
- ◆ Update Powerschools/Lumens

Documentation

- ◆ Meeting Invitation (if needed)
- ◆ Consent for Assessment (Upload if applicable)
- ◆ Consent to Bill School-Based Medicaid (Upload)
- ◆ IEP Amendment (W or W/O a meeting-if applicable)
- ◆ Draft Eligibility (do not make a determination. Send to parents 1 week in advance)
- ◆ Draft IEP (if applicable-do not complete written notice. Send to parents 1 week in advance)
- ◆ Parent District Agreement (member excusal and/or amendment without a meeting)
- ◆ Written Input from team member excused (if applicable)
- ◆ Signature page(s) (Upload)

Comparable Services

Providing the student with FAPE means providing services **comparable** to those described in the current IEP received by the district when the student moves into

the district and enrolls in school until the district, in consultation with parents/ adult student, develops, adopts, and implements a new IEP. Interim IEPs are only

good for 60 calendar days.
****Students transferring between Idaho public agencies are ASSUMED to be eligible under the disability criteria established at the time eligibility was determined.****

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EdPlan:

Make sure that an Eligibility Event has been created in EdPlan so that that documents can be finalized. This has to be done by Medicaid Clerk, Special Education Director, or COSSA Consulting Teacher. EdPlan requires this as Eligibility occurs before any other IEP process.



Transfers (Out of State)

Steps	Sufficient	Documentation
<ul style="list-style-type: none"> ◆ Send request for full Educational Record to previous school district within 2 days of enrollment ◆ School Psychologist Completes Transfer Decision Box in EdPlan ◆ IEP team reviews IEP Case Manager Complete Transfer IEP process in EdPlan (aka Sufficiency Review) ◆ If needed write an Amendment to make changes or accept IEP as written (with or w/o a meeting) ◆ If Sufficiency Review leads to placement across special programs, the team must meet and invite the Special Education Director 	<ul style="list-style-type: none"> ◆ IEP team may accept and implement the existing IEP, amend the current IEP, OR the team can develop a new IEP. <p>Insufficient</p> <ul style="list-style-type: none"> ◆ Consult with parents and Complete Referral to Consider Special Education Evaluation Form ◆ Seek consent through "Consent for Assessment" and "Consent to Bill-School Based Medicaid" (Upload) ◆ Provide comparable services outlined in the transfer IEP through an Interim IEP or an IEP Amendment ◆ Complete Initial Eligibility (60 days) and Initial IEP (if eligible) ◆ Hold Meeting ◆ Update Pow- 	<ul style="list-style-type: none"> ◆ Meeting Invitation (if needed) ◆ Consent for Assessment (Upload if applicable) ◆ Consent to Bill School-Based Medicaid (Upload) ◆ IEP Amendment (W or W/O a meeting-if applicable) ◆ Draft Eligibility (do not make a determination. Send to parents 1 week in advance) ◆ Draft IEP (if applicable-do not complete written notice. Send to parents 1 week in advance) ◆ Parent District Agreement (member excusal and/or amendment without a meeting) ◆ Written Input from team member excused (if applicable) ◆ Signature page(s) (Upload)

Comparable Services

Students from out of state are not assumed to be eligible under Idaho criteria. When a student with a disability transfers from out of state to an Idaho school district with a current IEP the district shall provide the student

with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent and/or adult student, until such time as the district conducts an evaluation, (if

determined insufficient) and determines eligibility. The team can then adopt the previous IEP, Amend, or create a new IEP as needed. Interim IEPs are only good for 60 calendar days.

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EdPlan:

Make sure that an Eligibility Event has been created in EdPlan so that that documents can be finalized. This has to be done by Medicaid Clerk, Special Education Director, or COSSA Consulting Teacher. EdPlan requires this as Eligibility occurs before any other IEP process.

Discontinuation of Services



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Steps

DNQ

- ◆ Follow Steps outlined on "Reevaluation (3 Year) page
- ◆ Hold Eligibility Meeting
- ◆ Send Written Notice to parents of DNQ

Graduation

- ◆ Reevaluation not required (despite change of placement)
- ◆ Complete Summary of Performance
- ◆ Send Written Notice outlining the district's obligation to provide services ends when student graduates which will exit student in EdPlan

Maximum Age

- ◆ Reevaluation not required (despite change of placement)
- ◆ Complete Summary of Performance
- ◆ Send Written Notice outlining the district's obligation to provide services ends at the completion of the semester in which the student turns 21 which will exit student in EdPlan.

Moves/Transfers Districts

- ◆ Notify Special Education Clerk of records request(s)
- ◆ Send SPED records within 2 days of request from new district
- ◆ Send Written Notice outlining that the student is no longer a legal resident of the district and as such the district is not required to provide services
- ◆ Notify administration to

Private/Homeschool

- ◆ Send sped records within 2 days of request from private school, or parents
- ◆ Send Written Notice outlining that the student is no longer enrolled in the district and as such the district is not required to provide services
- ◆ Notify administration to inactivate student in EdPlan

Dropout

- ◆ Send Written Notice outlining that the student is no longer enrolled in the district and as such the district is not required to provide services; however should the student reenroll and qualify for services the district will provide them.
- ◆ If the student is absent for 10 consecutive days, and the school has documented multiple attempts to reach the student/parents to hold a Manifest to address attendance then the student will be withdrawn and follow the WN guidelines

Parent/Adult Student Revokes Consent

When a Parent/Adult Student revokes consent for services in writing, Written Notice shall be provided specifying when the services will cease. Parent/Adult student can revoke some services or all services.

***If all services have been revoked the student becomes a general education student and would be treated as an initial eligibility should the parents/adult student want to be referred for services in the future.

*** If only some services are being revoked the Written Notice shall include a statement indicating the district stands ready, willing and able to provide FAPE for those services should the student remain eligible.

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Cheat Sheet (If needed)

- Consent for Assessments (if needed)
- Written Notice for Discontinuation of Services
- Summary of Performance
- Eligibility Form (not required if graduating, reaching maximum age,

or moving)

- Written Agreement (IEP team member excusal)
- Update Power Schools/Lumens
- Put file in "dead file" section at COSSA
- Notify administration

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Behavior and Discipline

Steps

- ◆ Consider whether the student's behavior impedes his/her learning or that of others
- ◆ Hold an IEP Meeting to discuss the need for positive behavior supports, or a Behavior Intervention Plan (BIP), or to revise those currently in place
- ◆ Determine if current disciplinary measures warrant a change of placement (removal for >10 days consecutively, or a series of removals that constitute a pattern)
- ◆ If yes, hold Manifest Determination Meeting (MDR)
- ◆ If the behavior is a manifest of the student's disability or a failure of the district to implement the IEP—conduct an FBA (unless already done), and implement /revise the BIP, and the student returns to original placement unless a change is agreed upon as part of the modified BIP

- ◆ If the behavior is determined not to be a manifestation, the student can be disciplined in the same manner as a student without a disability; however, the student must still be provided services to allow progress in the general education curriculum and towards IEP goals in the new setting that is determined by the IEP team

- ◆ Signature Page (Sign & Upload)
- ◆ Document all contact with parents, service coordinators, etc., in contact log.

Timeline

Behavior Intervention Plans should be tried for an appropriate amount of time to determine the effectiveness of the intervention.

Manifest Determination meetings must be held before an expulsion hearing and/or change of placement. (10 days of school suspension)

Documentation

- ◆ Meeting Invitation /Written Input/Excusal Form
- ◆ Written Notice/ Procedural Safeguards
- ◆ Manifestation Determination (if applicable—sign and upload) FBA/BIP
- ◆ IEP Amendment (if applicable); Medicaid Google Doc (if applicable)

Manifestation Determination, IAES, & Pattern of Removals

A Manifestation Determination Meeting is to decide: If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; **OR** if the conduct in question was the direct result of the district's failure to implement the IEP.

IAES

A student may be placed in an IAES without regard as to whether the behavior is a manifestation of a disability for up to 45 school days for weapons, drugs, or inflicting serious bodily injury.

Pattern of Removals

Determined on a case-by-case basis and includes such factors as to whether the student's behavior is similar to previous incidents that resulted in removal, the length of the removal, the proximity of the removals to one another, and the total amount of time the student is removed.

COSSA



Cheat Sheet (If needed)

- Invitation to a Meeting
- WN/Procedural Safeguards
- FBA/BIP
- Manifestation Determination (Sign and Upload)
- Behavior/Discipline Log

- Parent/District Agreement (IEP team member excusal)
- IEP Amendment (if applicable) Sign and Upload
- Meeting Notes



Special Education Handbook

Extended School Year

Steps

During the annual IEP meeting, or by April 1st of each year:

- ◆ Review data collected on IEP goals before and after extended breaks
- ◆ Determine the need to provide special education or related services over an extended break in order to maintain critical skills (See ESY Eligibility embedded in IEP)
- ◆ Determine the IEP goals that met ESY Eligibility during the time ESY is provided

- ◆ Ensure IEP or IEP Amendment is finalized and includes necessary ESY Eligibility documentation

Documentation

- ◆ Progress Monitoring Data
- ◆ ESY Eligibility (as noted on IEP and to include time and service recommendations)
- ◆ Goals/Objectives Highlighted to be worked on
- ◆ Health Plan (if applicable)
- ◆ Behavior Plan (if applicable)

Timeline

Be sure to consider ESY by the date indicated on the IEP if you checked the box “TBD” (to be determined– no later than April 1st if possible).

Notify the Director of Special Education of any students who will be eligible for ESY as soon as possible to coordinate ESY services throughout the district.

Progress Monitoring Data

It is important to keep current data on your students’ progress. This not only provides parents and teachers an idea of how the student is doing with regards to their IEP goals, but it also helps guide in-

structional decisions, provide needed documentation for eligibility, and ESY determination.

Note: Students qualify in specific service areas for ESY, and many times not ALL service areas

(Ensure ESY Criteria is met for all recommended areas)

COSSA



Cheat Sheet

- Progress Monitoring Data
- ESY Eligibility (embedded in IEP)
- Goals and Objectives (ESY Eligible)
- Health Plan (if applicable)
- Behavior Plan (if applicable)
- Written Agreement (IEP team member excusal)
- IEP Signatures Uploaded and IEP Finalized
- Meeting Notes

Special Education Handbook



Medicaid Services

Service Detail Reports (SDRs) are filled out for EVERY student that receives a Medicaid reimbursable service, regardless of whether they have Medicaid or not.

Psychosocial Rehabilitation (CBRS) (Community Based Rehabilitative Services) AKA PSR

Designed for students who meet the eligibility criteria for emotional disturbance

- ◆ Must be provided by licensed counselor, social worker, or college degree in related field
- ◆ Must be listed as a service on the IEP and identify goals and objectives as well as a BIP
- ◆ Must have yearly assessment in behavior to continue services
- ◆ See IEP Services Reference Guide & Medicaid Services Guide for more information.

Personal Care Services (PCS)

Designed for students who require medically oriented care

- ◆ Nurse to complete PCS assessment and update Health Plan annually
- ◆ Must be listed in the Statement of Delivery section of the IEP and is in relation to Health Care Plan
- ◆ See IEP Services Reference Guide & Medicaid Services Guide for more information.

Intensive Behavioral Intervention (BI)

Designed for students who meet the qualification

- ◆ Must be provided by paraprofessional or professional
- ◆ Must complete Developmental Disabilities Checklist and Behavioral Intervention Checklist to document that a student meets qualification
- ◆ Must be listed as a service on the IEP and identify goals/objectives service supports as well as a BIP.
- ◆ See IEP Services Reference Guide & Medicaid Services Guide for more information

• If the IEP team is considering BI, CBRS or requires additional resources to meet the needs of a student who requires Personal Care contact the Director of Special Education before meeting with parents/guardians.

COSSA Administrative Contacts

District Office (208) 482-6074

Patricia Frahm, Superintendent/CEO (Ext 1026)
Tammie Anderson, Special Education Director/504 Compliance Officer (Ext 1021)
Brian Campos, Special Education Consulting Teacher (Ext 1028)
Victoria Murphy, Special Education Behavioral Consultant (available by email)
Miren Lowry, Business Manager, Clerk of the Board (Ext 1003)
Sara Hodges, Medicaid Tech/ Special Education Clerk (Ext 1002)
Mandy Pascale, Administrative/HR Assistant (Ext 1023)
Jose Chavez, Maintenance Director (Ext 1025)

Wilder School District #133 (208) 337-7400

Jeff Dillon, Superintendent
Dena Lindsey, Secondary Principal
Dr. Alejandro Zamora, Elementary Principal

Notus School District #135 (208) 459-7442

Micah Doramus, Superintendent/Elementary Principal
Jen Wright, Secondary Principal

Parma School District #137 (208) 779-4084

Dale Layne, Interim Superintendent
Monique Jensen, Parma High School Principal
Lindsey Yundt, Parma Middle School Principal
Diane Hardin, Maxine Johnson Elementary Principal

Marsing School District #363 (208) 649-5411

Norm Stewart, Superintendent
Sean Porter, Marsing High School Principal
Lachelle Wood, Marsing Middle School Principal
Sara Bell, Marsing Elementary Principal

Homedale School District #370 (208) 337-4611

Rob Sauer, Superintendent
Matt Holtry, Homedale High School Principal
Shay Swan, Homedale Middle School Principal
Tate Castleton, Homedale Elementary School Principal



Consent for Assessment Procedures

- 1) Obtain the parent's signature on the consent and note the date we received it.
- 2) Upload the consent to EdPlan
- 3) Notify Medicaid Tech via email that the consent has been uploaded
- 4) Medicaid Tech will send the Physician Referral to the doctor for approval
- 5) Once approved, Medicaid Tech will notify everyone listed on the consent that testing can begin. **DO NOT BEGIN TESTING UNTIL YOU RECEIVE NOTIFICATION OF APPROVAL!**



NOTE:

- ⇒ If there is no new testing required for a 3 year eligibility, a consent **MUST** still be created for a **FILE REVIEW** (School Psychologist) so we can obtain Medicaid reimbursement for the time spent reviewing a student's file.
- ⇒ In the event that you have attempted multiple methods and times to obtain a parent's signature on an initial consent and have not been successful, you **CANNOT** proceed.
- ⇒ In the event that you have attempted multiple methods and times to obtain a parent's signature on an additional assessment or re-evaluation and have been unsuccessful, please contact administration on how to proceed.

Meeting Protocol

- ◇ Schedule meeting 30 days in advance invite all team members via google calendar
- ◇ Open IEP at 30 day prior and inform all related services
- ◇ Send Written Meeting Invitation Home 2 weeks prior to meeting
- ◇ Send Consent to invite outside agency (secondary IEP if student will be 16 before next IEP meeting)
- ◇ Remind all team members 2 weeks prior.
- ◇ Reminder sent to related service personnel at least 2 weeks in advance (if applicable)
- ◇ Draft IEP (sent 1 week prior; do not fill in service grid or written notice) (best practice is to send home to parents.)
- ◇ Hold meeting (Must be within 365 days of last meeting for annual review and within 30 days of initial eligibility)
- ◇ Obtain signatures on excusal form for team members not in attendance
- ◇ Procedural Safeguards/Written Notification of Public Use of Insurance (accepted or declined)
- ◇ Review last year's goals (final progress report)
- ◇ Review students strengths: Parents concern in each area of need; review disability impact statement
- ◇ Discuss goals and objectives
- ◇ Determine service and placement (LRE)
- ◇ Determine accommodations and adaptations. Level of participation in state testing
- ◇ Review all other components of the IEP Obtain consent for initial placement
- ◇ Finalize IEP within 5 days of meeting and up load all signature pages and meeting minutes.
- ◇ Send copy of finalized IEP to Parents and place a copy in COSSA Files.

Required team members:

Parent/Adult Student, District Representative (Administrator), General Education Teacher, Special Education Teacher, any related service personnel who have goals for student, someone who can interpret the data if testing was done.



Medicaid Submission Procedures

BI/CBRS billing

Medicaid completed weekly

Billing done by the end of the work week (paper or electronic)

School Psychologists are to complete billing on a monthly basis

Progress notes

Notes are to be turned in to Medicaid Tech weekly (scan and email if necessary)



Program Placement Procedures

Transportation

- Complete Special Education Department Special Transportation Form
- Contact Special Education Clerk to arrange transportation.

Registration/Enrollment

Registration/Enrollment paperwork will be given to the family once a placement decision has been made.

Meeting invitations-who is involved

When holding a placement meeting teachers and principals from possible placements should be invited to the meeting. The Director of Special Education must be informed of the options before the meeting and invited to the meeting.

Behavior Intervention

Before any meeting that involves adding 1:1 BI services to an IP, the Director of Special Education must be informed and invited to the meeting.

Case Manager Responsibilities for ISEE Reporting

Power School/Lumen

- Ensure their students all have a special ed record
- Update IEP dates an Annual Review
- Update Eligibility date for 3 year
- Update Eligibility category if changed
- Update LRE if changed
- Update Related services if changed

EdPlan

- **Ensure all documents are completed and finalized**
- **All signature pages have been uploaded**

Alternative Method for ISEE Reporting:

***Monthly updates to Sped Director and ISEE Coordinator via Google**

***Maintain Formatting** - Do NOT change the order or insert extra columns into the spreadsheet. If you want to add additional information, you can add it after the notes column

***Duplicate and name new sheet** - Add new tabs at the bottom for each month. Child Count will become a locked sheet that you will not be able to change.

***Highlight your changes in red**

***Yellow**— needs to be updated/verified

***Purple**— 3 year evaluation is due this school year

EDUID - Student number (can be found in SIS)

Last name - Make sure this matches the name in your SIS

First name - Make sure this matches the name in your SIS

DOB - Student's Date of Birth

M/F - Student's gender

GR - Student's current grade level

ETH - Student's ethnicity

LEP - Is the student limited English proficiency? (Y/N)

EX - What exceptionality does the student qualify under?

Res Dist - What is the student's home district?

Att Dist - What district does the student attend?

Min Week - How many minutes are on the IEP service grid?

Ed Env - What is the student's educational environment on the IEP?

Related Services - List all related services on the IEP

Entry Date - What day did the student start school this year?

Exit Code - Why did the student leave school?

Exit Date - Last day student received IEP services

Initial Elig - Date the student first qualified for services

Active IEP - Date of last IEP

CMDA - Date of last evaluation

Init Con Date - Date of initial consent to test

60 Day - Was the team compliant with the 60 day timeline?

Reason - Why were they NOT compliant?

CM - Case Manager's initials

CM# - Case Manager's EDUID number

Notes - Indicate if we know where a student transferred from or to; any other infor-





Special Education Handbook

Filing Procedures

⇒ What goes in brown file?

Orange Tab-Due Process

- i. Pre-referral
- ii. Referral to consider a special education evaluation/reevaluation
- iii. Request for input on evaluation/reevaluation
- iv. Consent for assessment
- v. Initiation to a meeting

Pink Tab-IEP

- i. IEP
- ii. IEP amendment
- iii. Behavior plan

Yellow Tab-Progress Reports

- i. Progress reports
- ii. Attendance report
- iii. Discipline reports

Green Tab - Evaluation Data

- i. Eligibility report
- ii. Psychological report
- iii. Academic assessment
- iv. Other assessment: SLP, OT, PT etc.
- v. Other medical reports of evaluations
- vi. Childhood history

Blue Tab-Other

- i. Parent contact
- ii. Communication log
- iii. Anecdotal information

⇒ What should I file?

1.) New Students (place in correct spot on top of file cabinet)

- *New to Special Education
- *New to COSSA

2.) Existing students

- *Case manager is responsible for all filing
- *Related services (Psych, SLP, OT, PT) file their own protocols
- *What to do if you can't find the file
- *Notify Medicaid Tech

3.) Exiting students

- *Complete Program Exit form (found under Written Prior Notice)
- *Pull file from active drawer and place in EXITED box above existing students with Program Exit form
- *Complete Exit Information in iTracks
 1. Exit date
 2. Exit reason
 3. Transfer district if known
 4. Notify Medicaid Tech when complete



CANYON-OWYHEE SCHOOL SERVICE AGENCY
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Micah J. Doramus, Special Education Director
Patricia Frahm, Academy Principal and CTE Coordinator
Dawnita Tincher, Business Manager and Clerk of the Board

Considerations for Special Transportation

September 7, 2021

The purpose of this document is to provide guidance to local COSSA case managers and other team members regarding special transportation, including guidance from the Idaho Special Education Manual and COSSA policies/procedures.

1. Special Transportation as Related Service

The IEP team makes the decision regarding transportation services for each student based on individual needs. Related services, including transportation, are expected to begin as soon as the IEP is in effect. Transportation needs may include, but are not limited to, the following:

- a. Travel to and from school and between schools;
- b. Travel in and around school buildings or to those activities which are a regular part of the student's instructional program;
- c. Specialized equipment (such as special or adapted buses, lifts, and ramps) if required to provide special transportation for a student with disabilities; and
- d. 4. Other services that support the student's use of transportation, such as:
 - i. Special assistance, such as an aide on the bus and assistance getting on and off the bus;
 - ii. Safety restraints, wheelchair restraints, child safety seats, and vehicle-seat restraints for children whose age/weight requires a vehicle-seat;
 - iii. Accommodations, such as preferential seating, a positive behavioral support plan for the student on the bus, and altering the bus route; or
 - iv. Training for the bus driver regarding the student's disability or special health-related needs.

2. *District Responsibility*

In accordance with COSSA policy (8130 Transportation of Students), districts of residence are responsible to provide special transportation for students as identified based on the IEP. Students who attend a special education program in another COSSA district (other than their district of residence), will follow the school calendar of the district of attendance unless specific calendar changes have been approved by the COSSA Board of Trustees. The district of residence will provide bus transportation for the student

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to attend their special education program, even when the district of residence does not have students in attendance at their district.

According to the Idaho Special Education Manual (2018): The district shall provide transportation as a related service to a student with a disability when the student requires transportation in order to benefit from his or her special education. *The district may not shorten the school day for students with disabilities merely to accommodate bus schedules.* Students with disabilities shall be provided a comparable length of school day and week as students without disabilities, unless there is a specific reason (usually medical) for a shorter or longer school day.

3. Transportation Rep as IEP Team Member

A transportation representative may be included on the IEP team. If the representative cannot attend, the representative's input can be provided to the team through alternate means (i.e., in writing or via telephoning into the meeting). The transportation representative would also gather information from the team about the expected transportation needs so as to properly plan for a timely, efficient, and safe initiation of the transportation service. If not a part of the IEP team, information regarding the related service of transportation shall be communicated to the transportation representative so that the student's services can be arranged.

4. Managing Behavior on the Bus

When a student misbehaves on the bus, the district may use the same disciplinary methods used to address misconduct within the school. These measures may include reprimands, suspensions, or removals. If the IEP requires special transportation and the student's behavior on the bus results in a suspension from the bus, the IEP team shall determine whether the behavior on the bus is similar to behavior in the classroom that is addressed in an IEP. If the behavior is not similar, the IEP team should consider developing a behavioral intervention plan for the bus behavior.

5. COSSA Procedures

- Determine Need for Special Transportation (IEP Team as led by case manager)
- Complete Special Transportation Form (case manager)
 - Copy to COSSA and Home District Transportation Supervisor
- In the event of change of program placement, the receiving case manager should complete documentation and communicate necessary information.

6. Documentation in COSSA IEPs

When special transportation is determined, the case manager should ensure that proper documentation is listed in the IEP. The description of services should be specific to the need of the student, but general enough to prevent need from constant amendment if placement should change. *Example: District of residence will provide transportation to and from the district/school of the educational setting. Student will need behavioral support from an adult on the bus.*

7. Communication between School/Family

The case manager is the primary point of contact for families. Notification of short-term issues regarding ridership should be coordinated between the case manager, school office, and/or family members. This would include information regarding pickup/dropoff times, temporary absences due to medical or COVID concerns, etc.

8. Resources

- COSSA Policy 8100 Transportation
- COSSA Policy 8130 Transportation of Students
- COSSA Special Education Handbook
- COSSA/District Exceptional Child Memorandum of Agreement
- Idaho Special Education Manual 2018

If, after reviewing this document and the referenced policies and documents, you have any questions as they pertain to special transportation and/or how it looks in practice within COSSA either at the district or school level, please contact me for additional guidance.

Sincerely,



Micah J. Doramus
Director of Special Education
Canyon-Owyhee Special Services Agency
doramusm@cossaschools.org



Special Education Department Special Transportation Form

Student Name: _____ Date: _____

Address: _____ Grade: _____

City, State, Zip: _____

Parent Name: _____ Phone: _____

Parent Email: _____

Emergency Contact: _____ Phone: _____

Home District:

Program Location:

	Notus
	Wilder
	Parma
	Homedale
	Marsing

	Notus Elementary
	Notus Secondary
	Wilder Elementary
	Wilder Secondary
	Maxine Johnson Elementary
	Parma Middle
	Parma High School
	Homedale Elementary
	Homedale Middle
	Homedale High
	Marsing Elementary
	Marsing Secondary
	COSSA Academy

Case Manager: _____ Date: _____

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Transfer Process (Sufficiency Review) Quick Guide



Purpose	
<p>The Transfer Process, also known as the Sufficiency Review, is the process that teams use to review the special education records of incoming students and determine what next steps are needed to ensure that the student has uninterrupted access to FAPE. (Remember: When records are requested from your district, you must send the most recent Eligibility Report, IEP, Consent for Assessment, and any current supporting documents such as FBA, BIP, and/or IDLP).</p>	
In-State Transfer: Eligibility Review Decision	
<p>When a student with a current IEP transfers from one Idaho school district to another, the receiving district may accept and implement the existing IEP or may convene an IEP team to develop a new IEP. If a new IEP cannot be developed within 5 school days, or the district wishes to reevaluate the student, an interim (short-term) IEP shall be implemented pending development of a standard IEP.</p> <p style="text-align: right;"><i>--Idaho Special Education Manual, Chapter 5, Section 4</i></p>	
Question	Response
<p>What if the eligibility report I receive from an Idaho district doesn't meet compliance standards or is expired? Can I reject it?</p>	<p>During the transfer process, the team is determining whether or not the student is eligible for special education, not whether the report meets compliance standards. When a student comes with a current eligibility report from another Idaho district, your team must assume that the student is eligible and proceed with the IEP process.</p> <p>If the report does not meet compliance standards or is expired, your team should reevaluate or reassess through the typical special education process.</p>
Out-of-State Transfer: Eligibility Review Decision	
<p>Within 5 school days of receiving the educational records of a student with a current IEP transferring from out of state, a determination must be made whether the existing eligibility documentation and IEP will be accepted. If no educational records have been received after 30 days, the Sufficiency Review must identify as insufficient.</p> <p style="text-align: right;"><i>--Idaho Special Education Manual, Chapter 5, Section 4</i></p>	
Question	Response
<p>What if the <i>Eligibility Report</i> from another state contains all of the information that we need but it is not reported in a way that is compliant in Idaho? (Example: cognitive scores suggest a pattern of processing strengths and weaknesses, but the report does not address SLD in this manner.)</p>	<p>The team should identify that this report is insufficient and reevaluate. Using the <i>Reevaluation Consideration</i> process, the team should determine what new information, if any, is needed. The evaluation team must then complete an <i>Eligibility Report</i> that meets Idaho standards.</p>



Transfer Process (Sufficiency Review) Quick Guide



<p>What does it mean to provide comparable services?</p>	<p>Providing comparable services means providing services that come as close as possible to the services that the previous IEP team determined were needed for the student.</p> <p>The district is required to provide comparable services to those listed in the transfer IEP. The IEP team, which includes the parent, can decide to make changes to the IEP through the IEP Amendment process.</p> <p>Decisions about changes to the IEP should be data-based and must include input and participation from all required IEP team members.</p>
<p>What if we don't "offer" the services listed in the IEP?</p>	<p>CAUTION:</p> <p>School teams should NOT suggest to parents that the IEP <i>must</i> be changed due to what the district does or does not "offer." It is not appropriate for districts to "offer" only certain types of services or supports based solely on availability of resources, staffing concerns, access to professionals, and so on.</p> <p>It is the district's obligation to provide the special education and related services through a continuum of supports that the student needs in order to access FAPE.</p>
<p>What do we do if the IEP that we receive is out-of-date?</p>	<p>The IEP team has two options.</p> <ol style="list-style-type: none">1) Meet immediately to develop a new IEP*2) Provide services through an interim IEP until enough data can be gathered to develop a new IEP* <p>*Decisions about changes to the IEP should be data-based and must include input and participation from all required IEP team members.</p>



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Guidance on Enrolling Students with IEPs

September 7, 2021

The purpose of this document is to provide guidance to local COSSA case managers and other team members regarding processing enrollment of students on IEPs when they transfer in from other districts or states. The State Department of Idaho has provided a guidance document entitled "Sufficiency Review: Transfers from Out of District and Out of State" that should be reviewed alongside this document to understand and implement the specific requirements of Idaho statute and provisions of the Special Education Manual.

1. Sufficiency Review

Sufficiency reviews are conducted within the COSSA consortium by school psychologists within five (5) school days upon receipt of the eligibility report and current IEP. Without both of these documents, a sufficiency review cannot be completed to determine if the eligibility is sufficient to meet Idaho standards or if additional assessment may be required to determine eligibility and potential implementation of the current or amended IEP. If eligibility and IEP documentation is not received by the admitting school within thirty (30) days of the initial records request, the team should proceed as if the eligibility is not sufficient and proceed with consent for additional assessment.

2. Enrollment of Students

A copy of special education documentation is not required before students are enrolled in school. Within two (2) days of enrollment, the receiving school should request the eligibility report and current IEP. A parent may provide copies of documentation of special education eligibility and the current IEP, but they are not required to do so, even if they check that their student has an IEP on district enrollment forms.

3. Free Appropriate Public Education

A student may not be denied enrollment in their home district pending receipt of documentation. For COSSA districts this means that the home district may not deny or delay enrollment of students from out of district or out of state pending a sufficiency review or an IEP team meeting where goals, service time, and placement determinations are made.

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4. Reasonable Timeline for First Day Attendance

While enrollment must occur, there are considerations and limitations regarding the first day of attendance at school. These considerations are tied to the sufficiency review, a reasonable timeline, stay put provision if applicable, IEP team meeting and resulting placement decision. In some individual circumstances, it may be reasonable to delay the first day of attendance at the appropriate home district school for no more than five (5) school days given that the timeline aligns with the requirements for sufficiency review. If the school has received the eligibility report and current IEP, the sufficiency review process should guide the IEP team discussion leading up to the first day of school. If a sufficiency review cannot be completed due to non-receipt of the eligibility report and current IEP, the student should still attend school no later than five (5) school days of enrollment. Within that timeline, the IEP team should convene to discuss goals, service times, and placement. Without appropriate documentation to support the sufficiency review, the IEP team should develop an interim-IEP, providing services comparable to the transfer IEP.

5. Placement Determination

If a sufficiency review is unable to be completed prior to the first day of attendance for a student, the IEP team, when developing the interim IEP, should discuss placement as the final step of the IEP process. Unless there is clear or overwhelming evidence of previous placement in a self-contained or restrictive setting, the student should be serviced through an available program at the home district school of enrollment until such time that the sufficiency review and/or additional assessments can be completed. This condition is based on the stay-put provision of IDEA. Upon completion of the sufficiency review and/or additional assessment, the IEP team may discuss change of placement and program location based on the specific needs of the students as indicated in the appropriate eligibility report and current IEP.

6. Open Enrollment of Special Education Students

A review of COSSA Policy 3080: Non-Resident Enrollment is underway to clarify the implications of enrollment of special education students where students are accepted at the home district, but placement considerations may lead to students being serviced by a shared COSSA program located in another COSSA district. This policy review will also address provisions for open enrollment between COSSA consortium districts as compared to accepting non-resident students from the surrounding areas.

7. COSSA Academy Enrollment Regarding Special Education Students

As per COSSA policy, "Special Education students may be eligible for enrollment at the COSSA Academy. However, not all special education students are appropriate candidates for the alternative school program and the special education services that are available through the alternative education setting. Some special education students have been successful at the COSSA Academy, however, many special education

students may need the level of support services that are available in their current school placement.”

Unless determined by a sufficiency review or an IEP team has clear or overwhelming evidence to support placement of students within the restrictive environments of the special education programs located at the academy, special education students should be enrolled directly at their district of residence and not sent for immediate referral for academy placement. Referral to the academy for other general education placement considerations, including at-risk status, must wait until the completion of a sufficiency review and/or additional assessments and creation of an updated IEP. At the point of a completed sufficiency review and updated IEP are implemented, the local district should follow COSSA policy and procedure to refer a special education student to the Academy. This can be done in conjunction with the IEP process regarding sufficiency review to prevent the need for additional IEP meetings. Consideration should be given during these meetings to goals, services, and placement as they relate to the current IEP and amended as necessary.

8. CRTEC Application and Enrollment Regarding Special Education Students

A policy and procedure review is underway pertaining to the application and enrollment of special education students at CRTEC in CTE programs. Results of this review may be taken into consideration through the revision and/or creation of COSSA board policy.

If, after reviewing this document and the attached guidance document from the Idaho State Department of Education, you have any questions as they pertain to sufficiency review for out of district or out of state transfers and/or how it looks in practice within COSSA either at the district, Academy, or CRTEC level, please contact me for additional guidance.

Sincerely,



Micah J. Doramus
Director of Special Education
Canyon-Owyhee Special Services Agency
doramusm@cossaschools.org



Consideration of Exclusionary Factors When Considering Specific Learning Disability

A Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (34 CFR 300.8(b)(10)).

Students with or without disabilities often have one or more factors (listed below) that may contribute to their academic and learning difficulties. The evaluation team must rule out all of these factors as the primary cause of a student's academic and learning difficulties as part of determining initial or continuing eligibility for special education services.

A student should not be regarded as having a disability if (1) he or she has not been given sufficient and appropriate learning opportunities or (2) the child's academic struggles are primarily due to other factors.

If the team determines that a student's learning problems are primarily due to one or more exclusionary factors, that student should not be identified as having a specific learning disability. The team's careful review and consideration of the exclusionary factors increases the likelihood that an eligible student truly has a disability, ensuring that the student is not inappropriately included or excluded from receiving special education services.

Exclusionary Factors:

- A visual, hearing, or motor impairment
- Intellectual disability
- Emotional behavioral disorder
- Environmental or economic disadvantage
- Cultural factors
- Limited English Proficiency
- A lack of appropriate instruction in reading, including the essential components of reading. There must be evidence that the following are not primary factors in the student's learning difficulties in reading:
 - Attendance (missing 10% or more school days during the school year)
 - Lack of access to general education instruction
 - Lack of instruction from qualified personnel and/or
- A lack of appropriate instruction in math. There must be evidence that the following are not primary factors in the student's learning difficulties in math:
 - Attendance (missing 10% or more school days during the school year)
 - Lack of access to general education instruction
 - Lack of instruction from qualified personnel



Consideration of Exclusionary Factors Guidance Document



Use the following guidance to determine the impact of each factor and how to document that impact or lack thereof. Exclusionary Factors are detailed below (34 CFR 300.311(a)(6), 34 CFR 300.309(b)).

Visual Impairment

Health records should be consulted to determine if the screening results indicate a possible vision problem. If there are lingering concerns about vision, the student can be re-screened. If the screening indicates a possible vision problem, a referral to an optometrist or ophthalmologist may be indicated.

If the student is found to have a visual impairment that is the primary cause of the student’s learning difficulties, the student is excluded from consideration for special education eligibility under the category of SLD.

Possible data sources: vision checklist, screening by school nurse, medical evaluation

Questions to Consider	Y/N	Describe the Degree of Impact
Have signs of vision difficulties been observed (e.g., difficulty with copying, misaligned numbers in math work, squinting or rubbing eyes during visual tasks)?		
Has the student had a history of difficulties with vision?		
Does the student wear glasses? If yes, does the student routinely wear glasses during instruction?		
Has the student complained about not being able to see?		
Did the school nurse complete a vision screening? If yes, Date: _____ Results:		
Did an ophthalmologist/optometrist conduct a formal vision test? If yes, Date: _____ Results:		



Consideration of Exclusionary Factors Guidance Document



Hearing

Health records should be consulted to determine if the screening results indicate a possible hearing problem. If there are lingering concerns about the student’s hearing, the student can be re-screened. If the screening indicates a possible hearing problem, a referral to an audiologist for an audiological examination may be warranted.

If the student is found to have a hearing impairment that is the primary cause of the student’s learning difficulties, the student is excluded from consideration for special education eligibility under the category of SLD.

Possible data sources: hearing checklist, screening by school, medical evaluation

Questions to Consider	Y/N	Describe the Degree of Impact
Has the student had a history of difficulties with hearing (including chronic ear infections)?		
Does the student wear hearing aids/devices?		
If yes, does the student routinely wear the hearing device during instruction?		
Has the student complained about not being able to hear?		
Did the school nurse complete a hearing screener? If yes, Date: _____ Results:		
Did an audiologist conduct a formal hearing evaluation? If yes, Date: _____ Results:		
Has there been an inquiry into whether challenges are due to an auditory discrimination issue or another hearing difficulty?		



Consideration of Exclusionary Factors Guidance Document



Motor

Screening for orthopedic problems can be conducted by the school nurse or other health professional. If there are concerns that orthopedic problems may be the reason for the student's learning difficulties, a referral to a physical or occupational therapist, or other medical practitioner should be considered.

If the student is found to have an orthopedic impairment that is the primary cause of the student's learning difficulties, the student is excluded from consideration for special education eligibility under the category of SLD.

Possible data sources: motor checklist, developmental/medical history, parent interview, observations (navigating school, P.E., playground), medical evaluations

Questions to Consider	Y/N	Describe the Degree of Impact
Does the student have a history of significantly delayed motor development?		
Is there a medical diagnosis for a motor impairment that would affect this student's ability to learn or to access general education classroom instruction?		
Does the student have any fine or gross motor impairments that have been observed or assessed?		



Intellectual Disability

According to the IDEA, intellectual disability is defined as “...significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s education performance.” (34 CFR300.8(c)(6))

School psychologists have traditionally evaluated students for a possible cognitive impairment with measures of intellectual functioning and adaptive behavior. These methods remain the most valid way of determining this disability if there is concern that the student might have sub-average general intellectual functioning.

However, it is also appropriate to screen out the possibility of intellectual disability if the student displays clear evidence of general intellectual functioning in at least the low average range. For example, if the student displays inadequacies in reading, but performs proficiently in mathematics, and otherwise displays appropriate adaptive behavior, the evaluation team may choose to rule out intellectual disability without administering intelligence tests or adaptive behavior measures.

The rationale for this rule-out must be documented in the evaluation report. However, if there are concerns about significant cognitive and adaptive behavior difficulties, assessments of the student’s cognitive functioning and adaptive behavior are recommended.

If the student is found to have an intellectual impairment that is the primary cause of the student’s learning difficulties, the student is excluded from consideration for special education eligibility under the category of SLD.

Possible data sources: documentation of average achievement in some areas (ISAT scores, benchmark data, CBMs), full-scale IQ and adaptive assessment if needed, the rate of learning in language/social/adaptive domains, etc.

Questions to Consider	Y/N	Describe the Degree of Impact
Is there reason to suspect that the student’s intellectual ability is significantly below average?		
Is there reason to suspect that the student’s adaptive skills are significantly below average?		
Questions to Consider	Evidence	
What is the evidence that the student does not have an intellectual disability?		



Consideration of Exclusionary Factors Guidance Document



Emotional Behavioral Disorder

Students with academic problems sometimes display inappropriate and disruptive classroom behavior, while other students may have emotional problems that do not manifest themselves in externalizing behaviors. It is the responsibility of the evaluation team to determine if a student's learning difficulties are primarily caused by an emotional disturbance. Generally, emotional disturbance is identified through the use of behavior checklists or more comprehensive behavior rating scales. The evaluation team is responsible for ruling out these factors as causative for the student's learning difficulties.

Essentially, for students who display behavior problems, the evaluation team must determine whether the student's learning problems are instigating the behavior problems, or whether underlying emotional problems are impacting the student's ability to acquire academic skills.

If the student is found to have an emotional-behavioral impairment that is the primary cause of the student's learning difficulties, the student is excluded from consideration for special education eligibility under the category of SLD.

Possible data sources: parent/teacher interviews, observations, rating scales, social/emotional history

Questions to Consider	Y/N	Describe the Degree of Impact
Does the student have a medical or school history of behavioral or emotional difficulties?		
Are the student's learning problems significantly impacted by his/her behavior?		
Have behavioral interventions been implemented with fidelity? If yes, dates _____ Outcome:		



Consideration of Exclusionary Factors Guidance Document



Environmental or Economic Disadvantage

The evaluation team must also consider whether issues related to environmental or economic problems are the primary source of a student's academic deficiencies rather than a disability.

Environmental disadvantage impacting school performance may include homelessness, abuse, neglect, poor nutrition, limited experiential background, home responsibilities that interfere with the opportunity to develop study habits and participate in school-related activities, disruption in family life, stress, trauma, or lack of emotional support. Also, chronic medical conditions and sleep disorders should be duly considered.

Economic disadvantage impacting school performance may include an inability on the part of the family to afford necessary learning materials or experiences. The student may reside in a depressed economic area or be from a family that participates in program(s) such as free and reduced lunch, SNAP, Medicaid, W2 cash benefits (TANF), Food Distribution Program on Indian Reservations (FDPIR), public housing, etc.

Although many students may be impacted by environmental or economic disadvantage, the evaluation team must determine if they are the primary cause of learning difficulties for the student being evaluated.

If the student is found to have environmental or economic disadvantages that are the primary cause of the student's learning difficulties, the student is excluded from consideration for special education eligibility, including under the category of SLD.

Possible data sources: parent interview, attendance history, student interview, cumulative file, and school records

Questions to Consider	Y/N	Describe the Degree of Impact
Do attendance patterns show that the student has changed schools so often, or has attended school so sporadically, that normal achievement gains were not possible?		
Have there been any significant or traumatic events in the student's life that contribute to the current learning problems?		
Are there any factors in the student's school history that may be related to the current difficulty?		



Consideration of Exclusionary Factors Guidance Document



Questions to Consider Continued	Y/N	Describe the Degree of Impact
Are there any variables related to family history that may have affected school performance (lifestyle, length of residence in the U.S., poverty, stress, lack of emotional support, the student is under the guardianship of another person or agency)?		
Are there any variables related to the student's medical history that may have affected school performance (e.g., illness, nutrition, trauma, or injury)?		



Consideration of Exclusionary Factors Guidance Document



Cultural Factors

Students who are found to be academically delayed due to cultural differences do not have a specific learning disability. Students may also display academic deficiencies that are related to their acculturation experience in the United States. Evaluation teams need to weigh the relative impact of these cultural issues while not overlooking possible indications of special education eligibility. The potential impact of culture may extend well beyond the questions above, and evaluation teams may need to consider individual student factors.

If the student is found to have cultural factors that are the *primary* cause of the student's learning difficulties, the student is excluded from consideration for special education eligibility, including under the category of SLD.

Possible data sources: parent/student interviews, observations, and student performance relative to disaggregated performance data for the respective cultural group

Questions to Consider	Y/N	Describe the Degree of Impact
Is the student's cultural background different from the culture of the school, community, or larger society?		
Are there conflicting educational and behavioral expectations for the student between school and family?		
Is the student new to the United States? If so, how long has he/she been in the U.S.? _____		
Has there been miscommunication between parents and school due to cultural and/or ethnic differences?		
Are the parents less involved due to cultural and/or language barriers?		
Has the student had limited experience in the culture of the school?		
Has the student had limited involvement in organizations and activities of any culture?		



Consideration of Exclusionary Factors Guidance Document



Limited English Proficiency

Students should not be identified as eligible for special education when the cause for their learning difficulties is limited English proficiency. Federal law requires that all students must be screened to determine if their primary home language is one other than English. If so, the student’s proficiency in the English language (listening, speaking, reading, and writing) must be assessed by school personnel.

Research has indicated that students who are English Learners (ELs) take approximately two years to acquire basic interpersonal communication skills (BICS) and between five and seven years to acquire cognitive academic language proficiency (CALP) required to function effectively in school subjects.

Students who are in the process of learning English will often display academic deficiencies, especially if their education has been disrupted during an immigration experience. The school must follow established procedures for distinguishing between language acquisition and a disability.

If the student is found to have limited English proficiency that is the *primary* cause of the student’s learning difficulties, the student is excluded from consideration for special education eligibility, including under the category of SLD.

Possible data sources: home language survey, parent/student interview, tests of language proficiency

Questions to Consider	Y/N	Describe the Degree of Impact
Dominant language spoken in the home per home language survey:		
Has someone validated the results of the home language survey (e.g., interview with parents/student, home visit)?		
Has a language proficiency test been administered? If Yes, Date _____ SS/%ile		
Is the student receiving LEP instruction? If yes, Frequency _____ Duration _____		
Number of years exposed to English instruction.		



Consideration of Exclusionary Factors Guidance Document



Adequate Instruction in Reading

A lack of appropriate instruction may entail the absence of sufficient instruction or may entail instruction lacking in quality. The absence of instruction may occur due to extended illness coupled with insufficient replacement instruction, a move or moves after which a student is not promptly re-enrolled in school, homeschooling that does not provide sufficient learning opportunities, and so forth. Instruction lacking in quality may occur when essential concepts and skills are not adequately addressed in relation to a student's learning progress.

If it is determined that the primary reason for underachievement of the student is due to lack of appropriate instruction in reading, the student is excluded from consideration for special education eligibility, including under the category of SLD.

Possible data sources: universal screening results, progress monitoring, gap analysis, rate of improvement analysis

Questions to Consider	Y/N	Describe the Degree of Impact
Does data indicate that the student attended school regularly to receive instruction?		
Do universal screening data suggest a class-wide or grade-wide problem in core reading instruction?		
Have essential reading intervention components been delivered in a comprehensive and consistent manner by an interventionist trained to deliver the intervention?		
Were reading interventions correctly selected, supported, and consistently and accurately implemented?		
Were reading interventions implemented with sufficient frequency and duration?		
Are qualified staff providing core reading instruction and reading interventions?		



Consideration of Exclusionary Factors Guidance Document



Adequate Instruction in Math

A lack of appropriate instruction may entail the absence of sufficient instruction or may entail instruction lacking in quality. The absence of instruction may occur due to extended illness coupled with insufficient replacement instruction, a move or moves after which a student is not promptly re-enrolled in school, homeschooling that does not provide sufficient learning opportunities, and so forth. Instruction lacking in quality may occur when essential concepts and skills are not adequately addressed in relation to a student's learning progress.

If it is determined that the primary reason for the underachievement of the student is due to lack of appropriate instruction in math, the student is excluded from consideration for special education eligibility, including under the category of SLD.

Possible data sources: Universal screening results, progress monitoring, gap analysis, rate of improvement analysis

Questions to Consider	Y/N	Describe the Degree of Impact
Do data indicate that the student attended school regularly to receive instruction?		
Do universal screening data suggest a class-wide or grade-wide problem in core math instruction?		
Have essential math intervention components been delivered in a comprehensive and consistent manner by an interventionist trained to deliver the intervention?		
Were math interventions correctly selected, supported, and consistently and accurately implemented?		
Were math interventions implemented with sufficient frequency and duration?		
Are qualified staff providing core math instruction and math interventions?		



Sample Report Statements

Not Primary or Contributory Factors

Example #1 (Economic Disadvantage):

STUDENT'S mother reports that the family is experiencing significant economic challenges since her husband lost his job over 12 months ago, and she is unable to work due to a disability. Despite the family's dire circumstances, STUDENT's parents have worked closely with the school to provide maximum support for his learning. In addition to the intervention he has received during the school day, he has participated in before and after-school tutoring programs, and he has participated in summer school programs every year. His parents have attended conferences regularly and met with school staff to learn what they can do to support their son. They have taken him to the public library to participate in community reading programs, and regularly check out books and read with him at home. Though STUDENT's family has limited resources, STUDENT has had access to appropriate instruction and extensive interventions both in and out of school. Therefore, the family's present economic disadvantage is neither a primary nor contributory factor to STUDENT'S learning difficulties.

Example #2 (Vision):

In Kindergarten, STUDENT failed multiple vision screenings at the school, and was subsequently evaluated by a pediatric ophthalmologist. She was found to have 20/200 and 20/250 vision in her right and left eyes respectively and was prescribed glasses two years ago. STUDENT has been very consistent in wearing her glasses throughout the day, not just for academic work. Her parents have ensured she is evaluated annually, and her prescription is up to date. Her vision is corrected to 20/20 with her corrective lenses, and she has been provided preferential seating to ensure she has good access to both close work and board work. STUDENT has received Tier 2 interventions since kindergarten. Her lack of progress in reading cannot be primarily attributed to her vision difficulties. Her vision issues are not deemed to be a contributory factor to STUDENT'S reading skill deficits.



Contributory but Not Primary Factors

Example #1 (Dual Language):

STUDENT has had consistent research-based instruction, has good attendance, has no health considerations, and demonstrates a good work ethic. STUDENT has been exposed to both Spanish and English since birth. He has been primarily exposed to English at home the past three years. His mother reports that STUDENT understands Spanish but does not speak or read it. Both his bilingual mother and bilingual teacher report that English is his dominant language. As a student enrolled in a dual language magnet school, STUDENT has received most of his instruction in Spanish (80% in Kg, 1st; 70% in 2nd; and 60% this year). For his age level, STUDENT demonstrated negligible (Level 1) oral language proficiency in Spanish and limited to fluent proficiency (Level 3-4) in English. However, language testing in his dominant language (English) revealed significant language delays. STUDENT's interventions (including special education services) have been delivered in English. Peers with similar language backgrounds have not exhibited similar learning struggles. The team has determined that while STUDENT's English dominance and Spanish instruction may be contributing factors to his struggles in reading and writing, they are not the primary factors.

Example #2 (Attendance/Anxiety):

STUDENT is diagnosed with generalized anxiety disorder, social anxiety, and major depression. Due to her labile emotional status, she often is unable to get up in the morning and get ready for school in time. Once she is late, she experiences debilitating anxiety about entering school and being the focus of perceived negative attention from staff and peers for being late. Though her teachers and peers take little to no notice of her attendance status, STUDENT's irrational belief continues to prevent her from attending school consistently. While her poor attendance contributes to her limited educational progress, the team recognizes that her attendance issues are secondary to her mental health challenges. Therefore, it is her emotional disturbance that is the primary factor both in her poor attendance and her lack of educational progress. Emotional Behavioral Disturbance is an exclusionary factor; therefore, the team cannot find the student eligible under SLD.



Primary Factors

Example #1 (Attendance):

Due to economic barriers and lack of stability, including homelessness, STUDENT's family has moved frequently resulting in STUDENT changing schools 18 times since kindergarten between 8 school districts. Significant attendance issues have also been referenced in his file with exact numbers unknown due to an incomplete cumulative record. The SCHOOL multidisciplinary team carefully examined many factors including, but not limited to, such things as STUDENT's school attendance, lack of a regular school experience, lack of curricular consistency, and environmental/economic disadvantage and determined that STUDENT's suspected learning difficulties are likely primarily attributed to a combination of those external factors. The team determines that attendance patterns show that STUDENT has changed schools so often, or has attended school so sporadically, that normal achievement gains were not possible because essential intervention components could not be delivered in a comprehensive and consistent manner. Moreover, since enrollment in this school, STUDENT has been the recipient of intensive Tier 2 interventions. Current progress monitoring data indicates that while STUDENT continues to perform at a level well below that of age and grade level peers, he has made extensive progress with consistent school attendance and provision of interventions. Though this data is for a relatively brief period (6 weeks), it does suggest that STUDENT is capable of making appropriate academic progress when he attends regularly and experiences consistent instruction.

Example #2 (Cultural):

STUDENT was transitioned into English-only instruction in 3rd grade and, coupled with the fact that English cannot be supported in the home to the degree necessary for academic success, it is clear from information gathered from both formal and informal sources throughout this evaluation appear to support the notion that many of STUDENT's difficulties are the result of a premature transition to English only curriculum, consistent lack of comprehensible input during instruction, limited English language experience, and the unavailability of home language support in English. In addition to linguistic factors, there is also considerable evidence to indicate that much of STUDENT's inability to maintain age and grade-appropriate progress is related to cultural factors. STUDENT is one of only a handful of children who are of Mexican heritage at her school and observations of her interactions with others clearly show that she does not feel like a valued or important part of her school or class. She admits to often feeling alone and lonely and does not have any real friends at her school. During recess, she prefers to read books or assist the librarian in checking books out and in. She does not actively or spontaneously engage in activities with her peers and has reported that she is not invited to participate in out-of-school activities with them (e.g., birthday parties, sleepovers, etc.). She stated that what she likes best about her school are the teachers but not anything else. It is quite apparent that the effects of cultural isolation and the corresponding social alienation that it produces have undermined and continue to undermine STUDENT's confidence, self-esteem, motivation, and ability to perform up to potential. Overall, these factors do not represent a disability and are believed to be the primary, if not sole, causes of the pattern of suspected difficulties seen in STUDENT's academic work.



Transfer Process (Sufficiency Review) Quick Guide



<p>What does it mean to “reject” the eligibility report?</p> <p>If we “reject” the eligibility because we determine it to be insufficient or because it is expired, does the evaluation team conduct an initial evaluation or a reevaluation of the student?</p>	<p>When an evaluation team “rejects” an eligibility report, they are indicating that the report received from the previous district does not have enough information, or the correct information, to determine whether the student is eligible for special education according to the criteria in the <i>Idaho Special Education Manual</i>. Unless there is clear evidence that the student was found ineligible for special education or was exited from special education for another reason, the team must assume that the student remains eligible until the reevaluation process is completed and an eligibility decision is made. The same is true when the team receives an expired eligibility report.</p> <p>The team must conduct a reevaluation of the student and provide services through an interim IEP during the evaluation period, which should not exceed 60 calendar days.</p>
<p>What do we do if the eligibility report that we receive is out-of-date?</p>	<p>Using the <i>Reevaluation Consideration Process</i>, the team must conduct a reevaluation to determine whether the student continues to be eligible for special education. The team must implement an interim IEP documenting IEP services and goals that will be provided during the evaluation period, which should not exceed 60 calendar days.</p>
Transfer IEP Decision	
<p>When a student with a disability transfers school districts with a current IEP, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such time as the district adopts the previously held IEP or develops, adopts, and implements a new IEP.</p> <p style="text-align: right;"><i>—Idaho Special Education Manual, Chapter 5, Section 4</i></p>	
Question	Response
<p>What is an interim IEP?</p>	<p>An interim IEP is a short-term IEP that the team agrees to implement while a reevaluation or reassessment of the student takes place. Typically, the interim IEP should not be in place for longer than 60 calendar days unless the team agrees to carry it forward as the annual IEP. This would be documented via <i>Written Notice</i>.</p>