

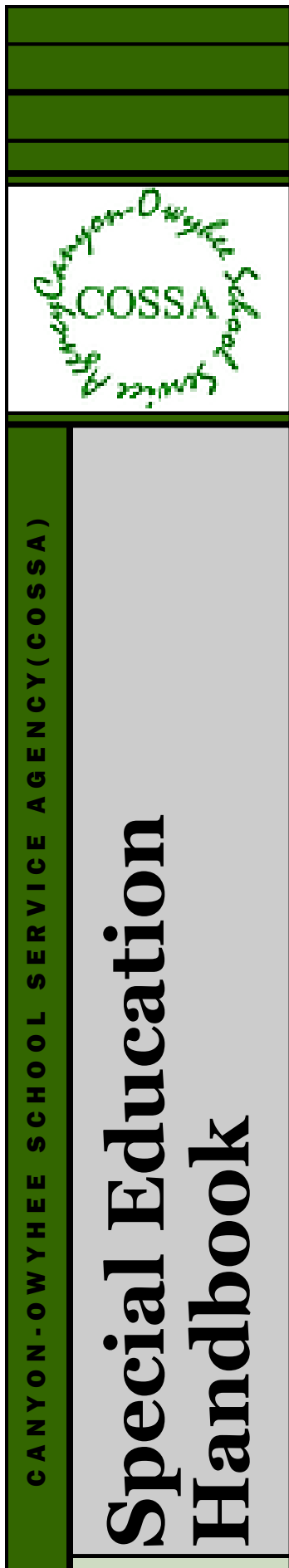


COSSA

#555

Special  
Education  
Handbook





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# Special Education Handbook



## Initial Referral

Steps	Documentation	Additional Information
<ul style="list-style-type: none"> <li>◆ Problem Solving Team submits RTI /MTSS Referral Form to the MDT (Evaluation) Team/Parent Requests Referral</li> <li>◆ Schedule MDT Meeting; Add to MDT Google Doc; Sped teacher/Admin invites parents</li> <li>◆ Send out Meeting Invitation, Request for Input, Parent Information Form, and Procedural Safeguards</li> <li>◆ Start a Special Education Program in iTracks and begin a "Referral to Consider Special Education Evaluation" form (<i>notify Medicaid Tech</i>)</li> <li>◆ Notify Related Service Personnel <b>1 week in advance</b> if involved in referral</li> <li>◆ Hold Evaluation Team Meeting</li> </ul>	<ul style="list-style-type: none"> <li>◆ RTI/MTSS Referral Form</li> <li>◆ Meeting Invitation/Request for Input/Parent Information Form</li> <li>◆ Procedural Safeguards</li> <li>◆ Referral to Consider Special Education Evaluation</li> <li>◆ Consent for Assessment (if pursuing evaluation)- Notify Medicaid Tech</li> <li>◆ Written Notification of Use of Public Benefits/Consent to Bill School-Based Medicaid</li> <li>◆ Consent to Exchange Confidential Information (if needed)</li> <li>◆ Complete a "Written Notice" if an evaluation is not being pursued</li> <li>◆ Signature Pages (Sign &amp; Upload)</li> <li>◆ Consent to Bill School-Based Medicaid (Sign &amp; Upload)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Document all correspondence with parents, service coordinators, etc., in contact log.</li> <li>◆ Put Blue Folder in Cum. Folder to indicate student has an extended file.</li> </ul> <h3>Timeline</h3> <ul style="list-style-type: none"> <li>◆ Request for Input/Parent Information Form should be sent at least 10 days prior to meeting.</li> <li>◆ Once you have received Consent for Assessment signed by the parents, you have <b><u>60 calendar days</u></b>, excluding periods when regular school is not in session for five or more consecutive days, to complete your assessments and hold an Eligibility Meeting. There is an additional 30 calendar days to implement an IEP, if found eligible (does not factor in breaks).</li> </ul>

## RTI/SLD Initial Referral

If the RTI 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 regardless of method being used to

determine eligibility. However, the eligibility documentation will be significantly different. An SLD Eligibility requires documentation of interventions, progress monitoring, observations and peer comparisons.

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

### Cheat Sheet

- RTI /MTSS Referral Form
- Add student information to MDT Google Doc
- Start program in iTracks (*notify Medicaid Tech*)
- Meeting Invitation/Request for Input/Parent Information
- Procedural Safeguards
- Consent for Assessment (if pursuing)
- Consent to Bill School-Based Medicaid
- Written Notification of Public Use of Insurance
- Written Notice (if not pursuing)
- Consent to Exchange Confidential Information (if needed)
- Signature Pages (Sign and Upload)
- Finalize Documents in iTracks (within 5 days of meeting)
- Add blue folder to cum. folder



# Special Education Handbook



## Initial Eligibility

### Steps

- ◆ Document testing progress on MDT Google Doc
- ◆ Schedule an Eligibility Meeting; Send Google Calendar Invite
- ◆ Send Parent Invitation, Request for Input, & Draft Eligibility Report **1-2 weeks prior** (do not make determination)
- ◆ Reminder sent to Related Service Personnel **2 weeks in advance** (if applicable)
- ◆ Reminder sent to parents **1 week in advance**
- ◆ Hold Eligibility Meeting
- ◆ Review assessment data, and determine Eligibility

- ◆ If eligible, proceed with an IEP meeting (may hold meeting the same day, but requires separate meeting invitation)
- ◆ If DNQ, send Written Notice outlining the district's refusal to initiate identification of student
- ◆ Notify administration to exit student in iTracks

### Documentation

- ◆ Meeting Invitation(s)
- ◆ Draft Eligibility Report (do not make a determination)
- ◆ Eligibility Agreement Form (Evaluation Team Excusal)
- ◆ Written Notice (if needed)
- ◆ IEP draft (if eligible; do not complete service grid or written notice)
- ◆ Written Input/Excusal Form (IEP Team Member excusal)
- ◆ Signature Pages (Sign & Upload)

### Additional Information

- ◆ Put blue folder in Cum-folder to indicate student has an extended file.
- ◆ Document all correspondence with parents, service coordinators, etc., on contact log.
- ◆ Start Brown File (if eligible)- Contact Medicaid Tech.
- ◆ Finalize documents and ensure document date matches meeting date (Referral, Consent, Eligibility, IEP)

### Timeline

After receiving "Consent for Assessment," you have **60 calendar days**, excluding periods when regular school is not in session for five of more consecutive days, to complete your assessments, and hold an Eligibility Meeting. If found eligible, you have an additional 30 calendar days to implement an IEP (does not factor in

## SLD Initial Eligibility

Manual (pg. 55-60)

Students who are referred through RTI/MTSS for an SLD evaluation must have documentation of the interventions provided in general education. A progress monitoring 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 improvement are significantly below grade-level peers.

This graph must have: Aimline, Trendline, & Decision Points. A narrative must be included that factors in the Student's Rate of Improvement, and National or local norm for grade level peers.

In addition, an SLD evaluation must include observation(s), and peer comparison(s) in all areas of concern. An SLD determination is

based on a preponderance of evidence as determined by the Evaluation Team.

**NOTE:** An evaluation cannot be delayed for RTI, MTSS but can be done concurrently.

### Cheat Sheet

- Meeting Invitation(s)
- Draft Eligibility Report (do not make a determination)
- Eligibility Agreement Form (Evaluation Team member excusals)
- Written Notice (if needed)
- Draft IEP (for eligible students; Service Grid and Written Notice left blank)
- Written Input/Excusal Form (IEP team member excusal)
- Signature Pages (Sign and Upload)
- Update MDT Google Doc
- Finalize Documents in iTracks (within 5 days of meeting and ensure document date matches meeting date)
- Notify administration to end program in iTracks(if DNQ)



# Reevaluation (3 year)

## Steps

- ◆ Approx. 60 days before reevaluation is due, send out Request for Input & Parent Information Form
- ◆ Complete "Reevaluation Consideration" Form to review data and determine if more information is needed to re-determine eligibility; If no new information is needed send written notice
- ◆ 1-2 weeks later either hold 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
- ◆ Schedule Eligibility Meeting; Send out Google Calendar Invite
- ◆ Update MDT Google Doc
- ◆ 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; do not complete service grid or written notice; Send 1 week in advance)
- ◆ Send Meeting Invitation at least 2 weeks in advance and reminder 1 week in advance
- ◆ Remind related service personnel at least 1 week in advance of meeting (if applicable)
- ◆ Hold Eligibility/IEP Meeting
- ◆ Finalize documents in iTracks in order and match document date to meeting date (Referral, Consent, Eligibility, IEP)
- ◆ Eligibility Agreement Form (Evaluation Team member excusal)
- ◆ Meeting Notes/Signature Pages (Sign & Upload)
- ◆ Draft IEP (if eligible– do not complete service grid or written notice); Send 1 week in advance
- ◆ Written Input/Excusal Form (IEP Team Member excusal)
- ◆ Written Notice to Discontinue Services (no longer eligible); notify admin to exit student
- ◆ Exchange of Confidential Information (if needed)

## Documentation

## Timeline

Reevaluations 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 anniversary date of the prior eligibility.

## SLD Reevaluation

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.

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

### Cheat Sheet

- Meeting Invitation/Request for Input/Parent Information Form
- Reevaluation Consideration Form/Written Notice (if using existing data to determine eligibility)
- Consent to Bill School Based Medicaid (Upload)
- Consent for Assessment (Upload)
- Written Notice (if no new information needed)
- Draft Eligibility Report (do not determine eligibility)
- Eligibility Agreement Form (Evaluation Team Member

### Excusal)

- Written Notice to Discontinue Services (if ineligible); Notify staff to end sped program
- Draft IEP (if eligible; do not fill out service grid or written notice)
- Written Input/Excusal Form (IEP Team Member excusal)
- Signature Pages (Sign and Upload)
- Update MDT Google Doc
- Finalize Documents in iTracks (in order within 5 days of meeting; document date to match meeting date)







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## Reassessment (w/in 3 year)

### Steps

- ◆ Parent or school personnel request additional testing to look at changing /updating eligibility categories (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
- ◆ complete service grid or written notice; Send 1 week in advance
- ◆ Send Meeting Invitation at least 2 weeks in advance and reminder 1 week in advance
- ◆ Remind related service personnel at least 1 week in advance of meeting (if applicable)
- ◆ Hold Eligibility/IEP Meeting
- ◆ Finalize documents in iTracks in order and match document date to meeting date (Referral, Consent, Eligibility, IEP)

or

- ◆ Send Consent for Assessment if you marked that a meeting is not necessary on the Request for Input
- ◆ Schedule Eligibility Meeting ; Send out Google Calendar Invite
- ◆ Update MDT Google Doc
- ◆ 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; do not
- ◆ Meeting Invitation/Request for Input/Parent Information Form
- ◆ Reevaluation Consideration Form; Send Written Notice if using existing data to determine eligibility or if refusing to reassess
- ◆ Consent for Assessment (Upload)-Notify Medicaid Tech
- ◆ Consent to Bill School-Based Medicaid (Upload)

### Documentation

- ◆ Draft Eligibility Report (do not make eligibility determination); Send 1 week in advance
- ◆ Eligibility Agreement Form (Evaluation Team member excusal)
- ◆ Signature Pages (Sign & Upload)
- ◆ Draft IEP (if eligible– do not complete service grid or written notice); Send 1 week in advance on colored paper indicating it as a DRAFT
- ◆ Written Input/Excusal Form (IEP Team Member excusal)
- ◆ Written Notice to Discontinue Services (no longer eligible); notify admin to exit student
- ◆ Exchange of Confidential Information (if needed)

### Timeline

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

When an eligibility meeting is held this becomes the student’s new eligibility date regardless of decision (eligibility change/no change)

## Reassessment Guidelines

Manual (pg. 46-47)

Reassessments are conducted more frequently than every 3 years when:

- 1) It is determined that the education or related service needs of the student warrants a reevaluation; or
- 2) If the parent/adult student or the student’s teacher requests a reevaluation
- 3) If the parent makes a request within the year and the district does not agree, the district shall send written notice of refusal

**Note:** If only a related service is being considered, eligibility information for that service is sent via a Written Notice and later IEP Amendment (if qualifies), and not through an Eligibility Report.

An Eligibility Report **MUST** include all information necessary to qualify the student under a designated category.

### Cheat Sheet

- Meeting Invitation/Request for Input/Parent Information Form
- Reevaluation Consideration Form/Written Notice (if using existing data to determine eligibility, or refusing to reassess)
- Consent to Bill School Based Medicaid (Upload)
- Consent for Assessment (Upload)
- Written Notice (if no new information needed)
- Draft Eligibility Report (do not determine eligibility)
- Eligibility Agreement Form (Evaluation Team Member Excusal)
- Written Notice to Discontinue Services (if ineligible); Notify staff to end sped program
- Draft IEP (if eligible; do not fill out service grid or written notice)
- Written Input/Excusal Form (IEP Team Member excusal)
- Signature Pages (Sign and Upload)
- Update MDT Google Doc
- Finalize Documents in iTracks (within 5 days of meeting; match document date to meeting date)





# Special Education Handbook

## Initial IEP

### Steps

- ◆ Send Meeting Invitation **2 weeks prior** (may be held in conjunction with Eligibility Meeting, but must have separate invitation)
- ◆ Reminder sent to related service personnel **at least 1 week in advance** (if applicable)
- ◆ Draft IEP (send home 1 week prior; do not complete service grid or written notice)
- ◆ Hold IEP meeting
- ◆ Review Strength(s); Parent input in area(s) of need; Review Disability Impact Statement(s)
- ◆ Discuss IEP Goals and Objectives
- ◆ Determine Services and Placement (LRE)
- ◆ Determine accommodations and level of participation in state testing
- ◆ Review all other components of IEP
- ◆ Obtain "Consent for Initial Placement" (Placement in Sped)

- ◆ Finalize IEP within 5 days of meeting; Send copies to parents
- ◆ Update MDT Google Doc
- ◆ Complete IEP Plan Template in iTracks (or other district platform); Inform student's team
- ◆ Create student "IEP Alert" in Student Information System (SIS). Inform ISEE Coordinator
- ◆ Inform Medicaid Tech about any Medicaid services
- ◆ Update Case Manager Spreadsheet

### Additional Documentation

- ◆ Document all correspondence with parents, service coordinators, etc., in the contact log
- ◆ Case Manager Spreadsheet

### Timeline

After determining eligibility for the first time, you have 30 calendar days to implement an IEP (does not factor in breaks).

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

### Documentation

- ◆ Meeting Invitation
- ◆ Draft IEP (send 1 week prior; do not complete service grid or written notice)
- ◆ Written Input/Excusal (IEP Team Member excusal)
- ◆ Signature Pages (Sign and Upload)
- ◆ Consent for Initial Placement (Upload)

## Staying Current

It is important that documentation in iTracks is current and finalized within 5 days of any meeting held.

⇒ in top right corner  
⇒ Make corrections if needed per the audit system

⇒ Click "Yes" when asked if you are sure you want to submit

⇒ Click "Approve IEP" in top right corner

⇒ Print and share with parents and relevant staff

New teachers require professional oversight and an administrator will have to approve the IEP before you can print it.

### How to Finalize IEP

⇒ Click "Submit IEP"

### Cheat Sheet

- Meeting Invitation
- Draft IEP (do not fill in service grid or written notice)
- Consent for Initial Placement (Upload)
- Written Input/Excusal (IEP team member excusal)
- Signature Pages (Sign & Upload)
- Exchange of Confidential Information (if needed)
- Finalize Documents in iTracks (within 5 days of meeting)
- Update MDT Google Doc
- Complete IEP Plan Template in iTracks
- Create student "IEP Alert" in SIS & inform ISEE Coordinator
- Inform Medicaid Tech of Medicaid services
- Update Case Manager Spreadsheet



# IEP Annual Review

## Steps

- ◆ Contact parent @ least 2 weeks prior to schedule a meeting
- ◆ Send Meeting Invitation; Schedule Google Calendar Invite for IEP team members (Secondary: Voc Rehab if transition consent received)
- ◆ Annual Review Meeting may be held in conjunction with Reevaluation Meeting (3 yr), but must have separate invitation
- ◆ Review Strength(s); Parent input in area(s) of need; Review Disability Impact Statement(s)
- ◆ Discuss IEP Goals and Objectives
- ◆ Determine Services and Placement (LRE)
- ◆ Determine accommodations and level of participation in state testing
- ◆ Review all other components of IEP
- ◆ Finalize IEP within 5 days of

meeting; Send copies to parents

- ◆ Update MDT Google Doc
- ◆ Update IEP Plan Template in iTracks (or other district platform); Notify student’s team
- ◆ Update Case Manager Spreadsheet/ISEE information
- ◆ Notify Medicaid Tech of changes to Medicaid services

## Additional Documentation

- ◆ Consent to Exchange Confidential Information (if needed)
- ◆ Document all correspondence with parents, service coordinators, etc., in contact log
- ◆ Case Manager Spreadsheet

## Documentation

- ◆ Meeting Invitation
- ◆ Procedural Safeguards/Written Notification of Public Use of Insurance
- ◆ Draft IEP (send 1 week prior; do not fill in service grid or written notice)
- ◆ Consent to Bill School-Based Medicaid (Upload)
- ◆ Consent to Invite Agencies Related to Transition (Secondary)
- ◆ Written Input/Excusal (IEP Team Member excusal)
- ◆ Signature Pages (Sign and Upload)

## Timeline

Schedule meetings with plenty of leeway for compliance in case something comes up. There is no excuse 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

**Manual (pg. 161-162)**

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 (discipline), and upon request from the parents.

Furthermore, the district is required to offer parents the 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:** Document parents acceptance or refusal of both documents on meeting notes*

### Cheat Sheet

- Meeting Invitation
- Send Google Calendar Invite to Team Members
- Draft IEP (do not fill in service grid or written notice)
- Consent to Bill School-Based Medicaid (Upload)
- Consent to Invite Agencies Related to Transition (Secondary)
- Signature pages (Sign and Upload)
- Procedural Safeguards
- Written Notification of Public Use of Insurance
- Consent to Exchange Confidential Information (if needed)
- Written Input/Excusal (IEP Team Member excusal)
- Finalize IEP (within 5 days of meeting)
- Update MDT Google Doc
- Update IEP Plan Template in iTracks or other district platform)
- Update Case Manager Spreadsheet/ISEE information
- Notify Medicaid Tech of changes to Medicaid services



# IEP Amendment

## Steps

- ◆ Invite Parents to a meeting OR contact Parent for Consent to write an amendment without a meeting
- ◆ If Amendment is conducted without a meeting with parent consent, complete the IEP Amendment Written Notice (mark "no" for meeting held)
- ◆ Amend the IEP as necessary (Do NOT delete services, but rather stop/start services using dates)
- ◆ Finalize both documents and send copies home to parents and place one in the brown file
- ◆ Update MDT Google Doc
- ◆ Update IEP Plan Template in iTracks (if necessary); Notify Student's Tam
- ◆ Update Spreadsheet/ISEE information
- ◆ Notify Medicaid Tech of changes to Medicaid services

## Documentation

- ◆ Meeting Invitation (if applicable)
- ◆ IEP Amendment Written Notice
- ◆ Amended IEP
- ◆ Signature Page (if meeting held– sign and upload)
- ◆ Written Input/Excusal (if meeting held and needed for IEP Team Member excusal)
- ◆ Document all correspondence with parents, service coordinators, etc., in the contact log
- ◆ Update Case Manager Spreadsheet

## Timeline

An IEP Amendment can occur anytime within the timeline of an effective IEP.

The IEP Amendment must be in place before changes to the IEP can occur.

Parents have 10 calendar days to respond in writing if they disagree with the changes as outlined in the IEP Amendment. ***If you receive a written objection, contact the Special Education Director.***

## iTracks

Please contact administration if you need assistance with anything on the iTracks platform including but not limited to adding/exiting student, transfers, caseloads, amendments, etc.

In addition , please utilize the iTracks guides in the shared Google Special Education Resources folder when seeking clarification on topics.

### Cheat Sheet

- Meeting Invitation (if applicable)
- IEP Amendment Written Notice
- Amended IEP (do not delete services)
- Written Input/Excusal (If meeting held and needed for IEP Team Member Excusal)
- Signature Page (if meeting held– sign and upload)
- Finalize both documents within 5 days of consent/meeting
- Update MDT Google Doc (if needed)
- Update IEP Plan Template in iTracks if needed)
- Update Spreadsheet/ISEE information
- Notify Medicaid Tech of changes to Medicaid services





# Written Notice

Steps	Documentation	Timeline
<ul style="list-style-type: none"> <li>Written Notice (WN) is never filled out prior to an IEP meeting</li> <li>Do not leave anything blank on the WN; if no refusal or proposal state “The district has no (proposals or refusals) at this time.”</li> <li>Inform administration when student is exited</li> <li>Update MDT Google Doc</li> <li>Finalize WN</li> <li>Send copy to parents and place a copy in the brown file</li> <li>Update Medicaid Tech of changes to Medicaid services</li> </ul>	<ul style="list-style-type: none"> <li>WN embedded in Consent for Assessment</li> <li>WN embedded in IEP and IEP Amendment Written Notice</li> <li>Written Notice for Discontinuation of Services (graduation, maximum age, moving, no longer qualifies)</li> <li>Stand-alone WN</li> </ul>	<p>Written Notice must be provided in a reasonable amount of time <u>before</u> implementing the proposed action, approximately 10 days.</p> <p>Must be written in the parent’s native language unless not feasible to do so.</p>

## Additional Information

Manual (pg. 170)

Written Notice is the act of informing a parent/ adult student in writing within a reasonable amount of time, before the district proposes to initiate or change, or refuses to initial or change, the student’s special education identification, the	evaluation, educational placement, or provision of FAPE.	hearing by filing a written objection.
	Parents/adult student may disagree with a written notice and seek remedy through a facilitation, mediation, state complaint, or due process	<i><b>If you receive a written objection, contact the Special Education Director.</b></i>

Cheat Sheet
<p><b>Written Notice Required:</b></p> <ul style="list-style-type: none"> <li>Any change proposed /refused by the school district (identification of student, initial/reevaluation, educational placement, provision of FAPE, refusal to convene an IEP meeting, additional assessments not necessary for eligibility, due process complaint, removal for discipline that results in change of placement, parent/adult student revokes consent for services)</li> <li>Written Notice for Discontinuation of Services (student moves, DNQ, maximum age, graduation)</li> <li>Any time a student is exited from special education please notify administration</li> <li>Update MDT Google Doc</li> <li>Finalize document—Send parent copy and place copy in brown file</li> <li>Update Sarah Hodges of changes to Medicaid Services</li> </ul>





# Special Education Handbook

## Transfers (In-State)

Steps	INSUFFICIENT	Documentation
<ul style="list-style-type: none"><li>◆ Send request for full Educational Record to previous school district; within 2 days of enrollment</li><li>◆ School Psychologist Completes Sufficiency Review and document in iTracks</li><li>◆ Consult w/parents and send WN documenting Sufficiency Review results</li><li>◆ If Sufficiency Review leads to placement across special programs, the team must meet and invite the Special Education Director</li><li>◆ Update MDT Google Doc</li><li>◆ Let Medicaid Tech know of changes to Medicaid services</li></ul>	<ul style="list-style-type: none"><li>◆ Consult with parents and Complete “Referral to Consider Special Education Evaluation”</li><li>◆ Seek consent through “Consent for Assessment” and “Consent to Bill-School Based Medicaid” (Upload)</li><li>◆ Provide comparable services outlined in the transfer IEP through an interim IEP or an IEP Amendment</li><li>◆ Complete Initial Eligibility (60 days) and Initial IEP (if eligible)</li><li>◆ Hold Eligibility/IEP Meeting (separate invitations)</li><li>◆ Complete IEP Plan Template in iTracks (or other district platform); notify student’s team</li><li>◆ Create student “IEP Alert” in SIS/ISEE Coordinator</li><li>◆ Update Spreadsheet</li><li>◆ Notify Medicaid Tech of Medicaid services</li></ul>	<ul style="list-style-type: none"><li>◆ WN documenting Sufficiency Review results</li><li>◆ Meeting Invitation(s) (if needed)</li><li>◆ Consent for Assessment (Upload—if applicable)</li><li>◆ Consent to Bill School –Based Medicaid (Upload)</li><li>◆ IEP Amendment (W or W/O meeting—if applicable)</li><li>◆ Draft Eligibility (do not make a determination. Send to parents 1 week in advance)</li><li>◆ Draft IEP (if applicable— do not fill out service grid or written notice. Send to parents 1 week in advance)</li><li>◆ Eligibility Agreement Form (Evaluation Team Member excusal—if applicable)</li><li>◆ Written Input/Excusal (IEP Team Member Excusal—if applicable)</li><li>◆ Signature Pages (Upload)</li><li>◆ Consent to Exchange Confidential Information (if needed)</li></ul>
<p><b>SUFFICIENT</b></p> <ul style="list-style-type: none"><li>◆ IEP Team may accept and implement the existing IEP <b>OR</b> IEP Team can develop a new IEP or create an IEP Amendment</li><li>◆ Schedule meeting; Send out Google Calendar Invite (if needed)</li></ul>		

## Timeline & Comparable Services [Manual \(pg. 40-41, 101-102\)](#)

### Timeline

All parties may agree in writing to an extension of the 60 day timeline if: the student enrolled in the district after the 60 day timeline began and before eligibility was determined **OR** the parent fails to produce the student for an evaluation after repeated attempts by the district to schedule an evaluation.

### 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.

**\*\*Students transferring between Idaho public agencies are ASSUMED to be eligible under the disability criteria established at the time eligibility was determined.\*\***

### Cheat Sheet

- WN Sufficiency Review Results; Transfer Student Data
- Update MDT Google Doc
- Meeting Invitation(s); Written Invite to parents and outside agency; Google Calendar Invite to entire team (if applicable)
- IEP Amendment /Written Notice (if applicable)
- Referral to Consider Special Education Evaluation (if applicable)
- Consent for Assessment (if applicable)
- Consent to Bill School-Based Medicaid (Upload)
- Draft Eligibility/ Eligibility Agreement Form (if applicable)
- Draft IEP/Written Input & Excusal Form (if applicable)
- Signature pages (if applicable—Uploaded)
- Consent to Exchange Confidential Information (if applicable)
- IEP Plan Template in iTracks & IEP Alert in SIS/ISEE
- Finalize all documents within 5 days of meeting or receipt of records
- Update Case manager spreadsheet
- Let Medicaid Tech know of changes to Medicaid services



# Special Education Handbook



## Transfers (Out of State)

### Steps

- ◆ Send request for full Educational Record to previous school district within 5 days of enrollment
- ◆ School Psychologist Complete Sufficiency Review and document on iTracks
- ◆ Consult w/parents and send WN documenting Sufficiency Review results
- ◆ Update MDT Google Doc
- ◆ Notify Medicaid Tech of changes to Medicaid services

### SUFFICIENT

- ◆ IEP Team may accept and implement the existing IEP **OR** IEP Team can develop a new IEP or create an IEP Amendment
- ◆ Schedule meeting; Send out Google Calendar Invite (if needed)

### INSUFFICIENT

Consult with parents and Complete "Referral to Consider Special Education Evaluation"

- ◆ 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; If parents disagree to interim IEP the student will be placed in general education
- ◆ Complete Initial Eligibility (60 days) and Initial IEP (if eligible)
- ◆ Hold Eligibility/IEP Meeting (separate invitations)
- ◆ Complete IEP Plan Template in iTracks (or district platform); Notify student's team
- ◆ Create student "IEP Alert" in SIS /ISEE Coordinator
- ◆ Update Case Manager Spreadsheet
- ◆ Notify Medicaid Tech of

### Documentation

- ◆ WN documenting Sufficiency Review results
- ◆ Meeting Invitation(s) (if needed)
- ◆ Consent for Assessment (if applicable)
- ◆ Consent for Assessment (if applicable -Upload)
- ◆ Consent to Bill School -Based Medicaid (Upload)
- ◆ IEP Amendment (W or W/O meeting -if applicable)
- ◆ Draft Eligibility (do not make a determination. Send to parents 1 week in advance)
- ◆ Draft IEP (if applicable- do not fill out service grid or written notice. Send to parents 1 week in advance)
- ◆ Eligibility Agreement Form (Evaluation Team Member excusal -if applicable)
- ◆ Written Input/Excusal (IEP Team Member Excusal -if applicable)
- ◆ Signature Pages (Sign & Upload)
- ◆ Consent to Exchange Confidential Information (if needed)

## Timeline & Comparable Services Manual (pg. 40-41, 101-102)

### *Timeline*

All parties may agree in writing to an extension of the 60 day timeline if: the student enrolled in the district after the 60 day timeline began and before eligibility was determined **OR** the parent fails to produce the student for an evaluation after repeated attempts by the district to schedule an evaluation.

### *Comparable Services*

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 necessary, and develops, adopts, or implements a new IEP.

### **Cheat Sheet**

- WN Sufficiency Review Results; Transfer Student Data
- Update MDT Google Doc
- Meeting Invitation(s); Written Invite to parents and outside agency; Google Calendar Invite to entire team (if applicable)
- IEP Amendment /Written Notice (if applicable)
- Referral to Consider Special Education Evaluation (if applicable)
- Consent for Assessment (if applicable)
- Consent to Bill School-Based Medicaid (Upload)
- Draft Eligibility/ Eligibility Agreement Form (if applicable)
- Draft IEP/Written Input & Excusal Form (if applicable)
- Signature pages (if applicable—Uploaded)
- Consent to Exchange Confidential Information (if applicable)
- IEP Plan Template in iTracks & IEP Alert in SIS/ISEE
- Finalize all documents within 5 days of meeting or receipt of records
- Update Spreadsheet
- Notify Medicaid Tech if changes to Medicaid services



# Discontinuation of Services

## Steps

### DNQ

- ◆ Follow Steps outlined on "Reevaluation (3 year) or Reassessment" pages
- ◆ Send Written Notice to parents of DNQ prior to discontinuing services
- ◆ Notify administration to exit student in iTracks
- ◆ Send Written Notice outlining the district's obligation to provide services ends at the completion of the semester in which the student turns 21
- ◆ Provide parent/adult student with a Summary of Performance (SOP)
- ◆ Notify administration to end program in iTracks
- ◆ Notify administration to end program in iTracks

### Graduation

- ◆ Reevaluation not required (despite change of placement)
- ◆ Send Written Notice outlining the district's obligation to provide services ends when student graduates
- ◆ Provide parent/adult student with a Summary of Performance (SOP)
- ◆ Notify administration to end program in iTracks
- ◆ Notify Special Education Clerk of records request(s)
- ◆ Send SPED records within 5 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 end program in iTracks

### Maximum Age

- ◆ Reevaluation not required (despite change of placement)
- ◆ Send sped records within 5 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

the district is not required to provide services however should the student reenroll and qualify for services the district will provide them. The district's child find obligations will remain intact while the student is enrolled in private or homeschool

### Moves/Transfers Districts

### 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 address attendance then the student will be withdrawn and follow the WN guidelines above
- ◆ Notify administration to end program in iTracks

### Private/Homeschool

## Parent/Adult Student Revokes Consent

Manual (pg. 116-117)

When a Parent/Adult Student revokes consent for services in writing, WN shall be provided specifying when the services will cease. The WN shall include a statement indicating the district stands ready, willing, and able to provide FAPE should the

student remain eligible for services.

Administration will end student's program in iTracks.

**NOTE: A Parent/Adult Student has the right to revoke consent for services in their entirety, not service by service.**

### Cheat Sheet (If needed)

- Written Notice of Discontinuation of Services (finalized)
- Summary of Performance (SOP)
- Forward records upon request
- Update MDT Google Doc
- Notify administration to exit student
- Reference "Reevaluation (3 year) or Reassessment" cheat sheet
- Update Case Manager Spreadsheet
- Put file in "dead file" section at COS-SA- notify Medicaid Tech







# Special Education Handbook

## Behavior and Discipline

### Steps

- ◆ Consider whether the student's behavior impedes his/her learning or that of others
- ◆ Update MDT Google Doc
- ◆ 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)
- ◆ Send WN (denoting change of placement) and Procedural Safeguards to parents
- ◆ If yes, hold Manifestation 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
- ◆ Update Case Manager Spreadsheet (if needed)
- ◆ Notify Medicaid Tech of changes to Medicaid services

- ◆ Document all contact with parents, service coordinators, etc., in contact log

### Timeline

Behavior Intervention Plans should be tried for an appropriate amount of time and with implemented with fidelity to determine the effectiveness of the intervention. Documentation should be kept to aid in future decision making.

Manifest Determination meetings must be held within 10 school days of change of placement.

### 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)
- ◆ Signature Page (Sign & Upload)

## Manifestation Determination, IAES, & Pattern of Removals

Manual (pg. 187-196)

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.

### **Cheat Sheet (If needed)**

- Update MDT Google Doc
- Meeting Invitation/Written Input/Excusal Form (IEP Team Member excusal)
- Written Notice/Procedural Safeguards
- Manifestation Determination (Sign and Upload)
- Behavior/Discipline Log
- FBA/BIP
- IEP Amendment (if applicable—finalized w/in 5 days of meeting)
- Signature Page (Sign and Upload)
- Update Case Manager Spreadsheet (if needed)
- Notify Medicaid Tech of changes to Medicaid services



# Extended School Year (ESY)

## 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 determined 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*)

### Cheat Sheet

- *Progress Monitoring Data*
- *ESY Eligibility (embedded in IEP)*
- *Goals and Objectives (ESY eligible)*
- *Health Plan (if applicable)*
- *Behavior Plan (if applicable)*
- *Finalize IEP or Amendment within 5 days of meeting*





# 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)

Designed for students who meet the qualification

- ◆ 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 service supports as well as a BIP.
- ◆ 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 Considerations of Special Factors 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 CBRS or HI for a student, please contact the Director of Special Education before meeting with parents/guardians.**



# COSSA Administrative Contacts

## District Office (208) 482-6074

Dr. Harold Nevill, CEO (Ext 243)

Loretta Hayslip, Special Education Director/504 Compliance Officer (Ext 244)

Dawnita Tincher, Business Manager, Clerk of the Board (Ext 223)

Sara Hodges, Medicaid Tech/ Special Education Clerk (Ext 246)

Mandy Pascale, Administrative/HR Assistant

Jeb Bechtel, Maintenance Director (Ext 248)

## Wilder School District #133 (208) 337-7400

Jeff Dillon, Superintendent/Secondary Principal

John Carlisle, Elementary Principal

## Notus School District #135 (208) 459-7442

Tana Kellogg, Superintendent/Secondary Principal

Jen Wright, Elementary Principal

## Parma School District #137 (208) 779-4084

Stoney Winston, Superintendent

Monique Jensen, Parma High School Principal

Jeffery Dickeson, Parma Middle School Principal

Diane Hardin, Maxine Johnson Elementary Principal

## Marsing School District #363 (208) 649-5411

Norm Stewart, Superintendent

Nick Ketterling, Marsing Secondary Principal

Tim Little, Marsing Elementary Principal

## Homedale School District #370 (208) 337-4611

Rob Sauer, Superintendent

Matt Holtry, Homedale High School Principal

Moss Strong, 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 iTracks
- 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, Sara 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 a consent and have been unsuccessful, please contact the Special Education Director or Medicaid Tech for information on how to proceed.





# Special Education Handbook



## 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 input in 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, 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

- a. Medicaid completed weekly
  - \* iLogs billing done by the end of the work week
  - \* Paper billing turned in to Medicaid Tech weekly
  - \* School Psychologists are to complete billing on a monthly basis
- b. Progress notes
  - \* Notes are to be turned in to Medicaid Tech weekly
  - \* Marsing progress notes are to be turned in once a month during CBRS supervision meeting

## Program Placement Procedures

### ⇒ Transportation

- \* Will be arranged by the home school Psychologist once initial placement is decided
- \* Changes with transportation then be communicated via the attending district's psychologist

### ⇒ Registration

Registration 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 Specialist

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



# Case Manager Spreadsheet / 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

#### 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

#### Pink Tab-IEP

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

#### Yellow Tab-Progress Reports

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

#### 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

109 Penny Lane

Wilder, ID 83676

Phone (208) 482-6074

Fax (208) 482-7904

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Dr. Harold A. Nevill, CEO

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:**

	Notus
	Wilder
	Parma
	Homedale
	Marsing

**Program Location:**

	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: \_\_\_\_\_



# Transfer Process (Sufficiency Review) Quick Guide

Purpose	
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).	
In-State Transfer: Eligibility Review Decision	
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.	
--Idaho Special Education Manual, Chapter 5, Section 4	
Question	Response
What if the eligibility report I receive from an Idaho district doesn't meet compliance standards or is expired? Can I reject it?	<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	
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.	
--Idaho Special Education Manual, Chapter 5, Section 4	
Question	Response
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? ( <b>Example:</b> cognitive scores suggest a pattern of processing strengths and weaknesses, but the report does not address SLD in this manner.)	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.



# 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 <b>reevaluation</b> 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>
<p>Transfer IEP Decision</p>	
<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>--<i>Idaho Special Education Manual</i>, Chapter 5, Section 4</p>	
<p>Question</p>	<p>Response</p>
<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>



## 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><b>CAUTION:</b></p> <p>School teams should <b>NOT</b> 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. 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"> <li>1) Meet immediately to develop a new IEP*</li> <li>2) Provide services through an interim IEP until enough data can be gathered to develop a new IEP*</li> </ol> <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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Dr. Harold A. Nevill, CEO

Micah J. Doramus, Special Education Director

Patricia Frahm, Academy Principal, and CTE Coordinator

Dawnita Tincher, Business Manager and Clerk of the Board

## **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.



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,



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