



# Open Question and Answer



***Idaho State Department of Education***

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION



# Open Question and Answer

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# Overview



## Basics of Reporting

### The Big 5



# Basics of Reporting

Special Education Data



# Who needs to be reported to the state?



Federal requirements for the Individuals with Disabilities Education Act (IDEA) mandate reporting of:

- Students for whom parental consent to assess for initial eligibility was received.
- Students that receive(ed) special education and related services.

# Students on an IEP or Service Plan



All students ages 3-21 who receive(ed) special education and related services.

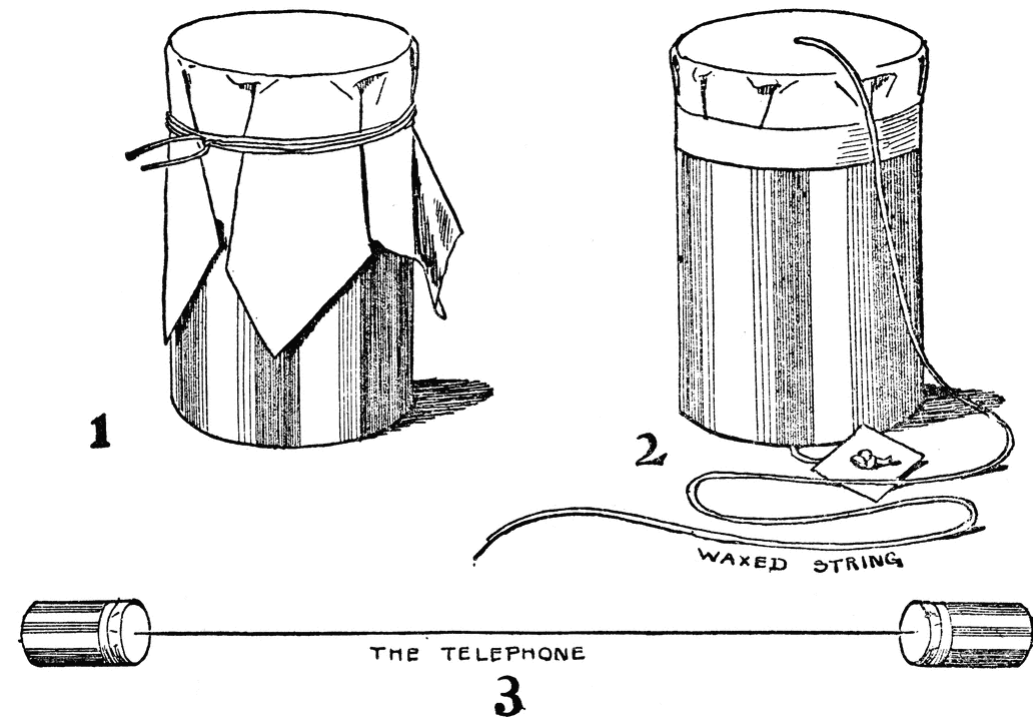
- All disability categories;
  - Speech/Language Impairment;
- All grade levels (PK – 12 and NG);
  - PK regardless of service location;
  - Grade 12 may include students participating in secondary transition services;
  - Grade NG = Students on a service plan

# Quality Data Requires Communication



Communication is key to data quality.  
Make sure data is consistent and up to date.

- Registrar
- Program Staff
- Principals
- IT
- ISEE uploader





# Manuals and Data Definitions




## Idaho State Board of Education – ISEE

### Resource Files

#### General Files

##### Program Information

- [2023-2024 Data Monthly Submission Schedules](#)
- [2022-2023 Data Monthly Submission Schedules](#)
- [EDUID Corrections Template](#) 
- [Model Student Data Privacy and Security Policy](#)
- [Naming Guidelines](#)

##### > ISEE Forms

#### ISEE Manuals

##### > 2023-2024

##### > 2022-2023

##### > 2021-2022

##### > 2020-2021

#### ISEE Data Collection Files

##### 2023-2024

##### ISEE K-12 Education Data Collection

- [Items and Option Sets](#)  (Updated 8/21/2023)



## Special Education Public Reporting page → General Files

- [Reporting Special Education Data in ISEE](#)
- [Reporting Guide 60-Day Timeline](#)
- [Child Count Analysis Tool](#)

## Idaho Training Clearinghouse

- <https://idahotc.com/>

# Accessing Current Resources



- Accessing current documents?
- Issues accessing applications?
  - [Roles for Special Education Applications](#)



# Fields Required for All



**idStuID** - Idaho State Student ID (EDUID)

**resSchoolID** - Resident School ID – school primarily responsible for educational services - state assigned number

**servSchoolID** - Service School ID – school responsible for SPED services - state assigned number

# Disability Category and Environment



**Exceptionality1** - Primary disability category

**Environment** – Changed in 2022-2023

Kindergarten age eligible = ***age 5 on or before September 1*** of the reporting year.

- **44 – 55** – Early Childhood - age 3-5 not Kindergarten age eligible
- **01 – 21** – School Age –Kindergarten age eligible through age-21

Note: If the reported environment is inappropriate for the students age the student will be excluded from Child Count.

# Dates, Dates, Dates



- **IDSpedDate - Initial Determination Date** – date that team comes to consensus on initial eligibility, whether eligible or not
- **SEEntryDate – Program Entry Date** - in current year
- **IEPDate - Active IEP meeting Date** (current IEP) updated annually
  - Interim IEP Date is accepted
- **consentDate** – Date that parental consent for initial assessment was received by the LEA
  - Only required if IDSpedDate is in current year
- **SEExitDate – date the** services ended for the current school year

# The Big 5



# ISEE as a Data Source



The majority of Idaho data submitted to federal level on students with disabilities comes from ISEE submissions.

- Child Count
- Child Find (60-day timeline)
- Early Childhood Transitions
- Program Exit
- Disciplinary Action



# Child Count



# Child Count – What is it?



Annual report of students receiving special education and related services. Required as part of the Individuals with Disabilities Education Act (IDEA) 34 CFR § 300.641.

- Snapshot
- First Friday in November
- Students must have;
  - Current individualized education program (IEP)/service plan
    - Interim IEP
  - Active services



# Who Counts?



- All disability categories;
  - Speech/Language Impairment;
- All grade levels (PK – 12, and NG);
  - **PK** regardless of service location;
  - Kindergarten (**KG**) age eligible
  - Grade **12** may include students participating in secondary transition services;
  - **NG** – Private school students on a service plan



# Who also Counts?



- All Environment Categories;
  - Hospital/Homebound;
  - Parentally Placed in Private Schools (service plan)
  - Correctional Facilities (new guidance coming soon)
  - Early Childhood Environments
- All Enrollment Types;
  - Online **Home Program**;
  - Virtual School House;
  - PK receiving services off site;
  - Secondary transition services;
  - **Expelled** and receiving services.



# Hospital/Homebound Environment



## 16 - Hospital/Homebound $\neq$ Homeschool

### Required Reporting

- Grade Level = K - 12
- Field phschool = X
- Course(s) assigned
- Attendance
  - Consider how service minutes will translate into attendance
  - DR Calendar

The below coding is for private school students who are receiving **only** special education and related services (Proportionate Share).

- Grade Level = NG
- Field phschool = P – Private
- School-age environment = 21
  - Parentally Placed in a Private School
- Early Childhood environment = see decision tree
- Courses not required

## **‘Do not exit student from district/charter’**

1. Exit the student from the School
2. Create new School entry
  - Grade level = list current grade level
  - Add course to address IEP goals and services
  - Switch to the DR calendar
3. Update Special Education data
  - Environment = 11 (Separate School)



# Who counts ISDB Campus Students?



**Idaho School for the Deaf and the Blind** reports students receiving education services at the ISDB campus.

- Residential
- Day School

# Who Counts ISDB Outreach Students?



The reports local education agency (LEA) reports students receiving outreach services through the Idaho Bureau of Educational Services for the Deaf and the Blind (IBESDB).

- Itinerant services
- Onsite services
- Regional Services
- IBESDB Regional Preschools (does not include PK on ISDB campus)

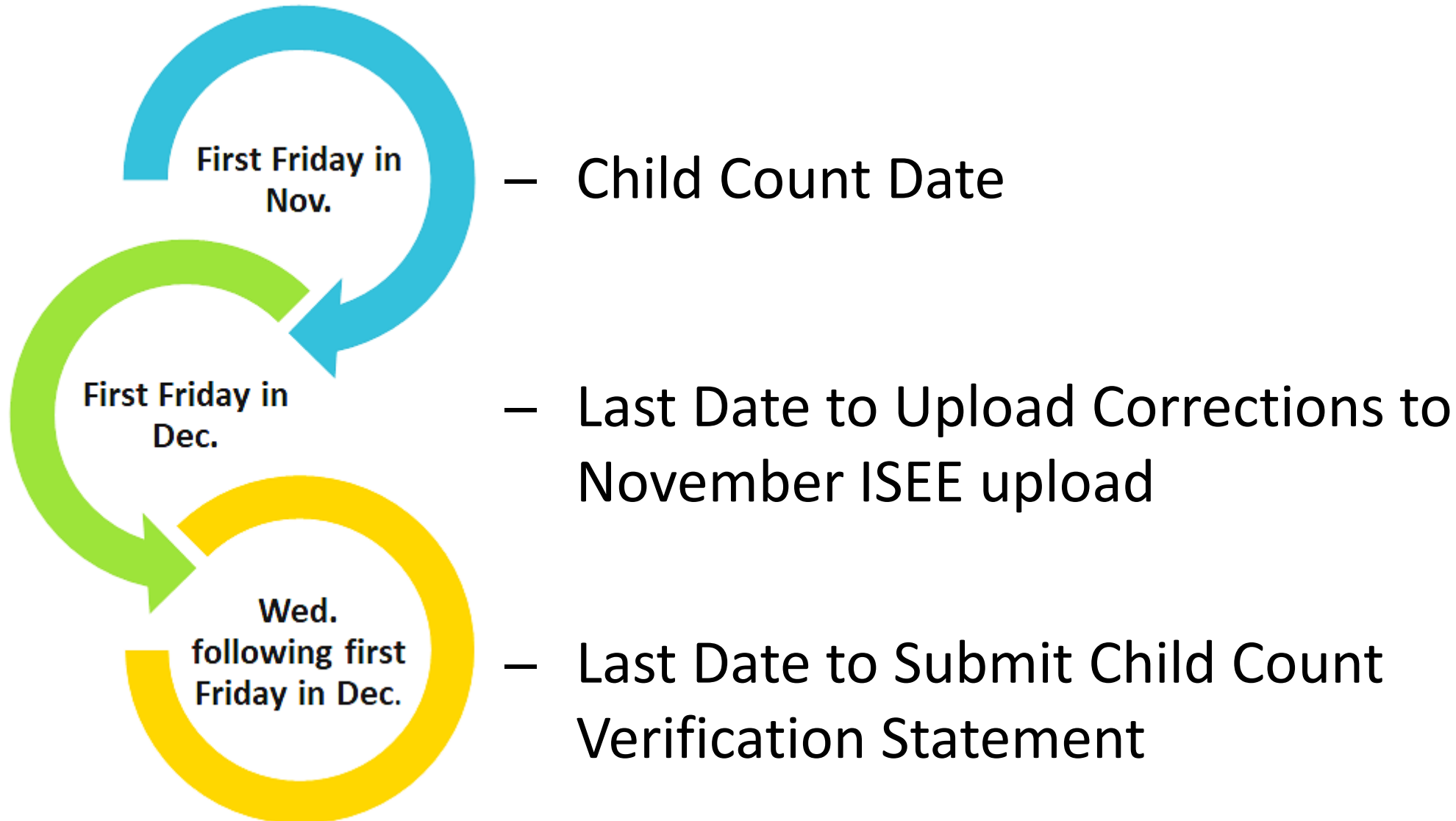
# Who does Not Count?



Students who do not meet criteria for inclusion in Child Count are:

- Homeschool students;
- Students with an expired IEP;
- Students who have been identified but are not yet receiving services;
- Students that exited special education services prior to the Child Count date (first Friday in November).

# Child Count - Timeline



# Submit and Certify Child Count



Wed.  
following first  
Friday in Dec.

## Last Date to Submit Certification Statement



# Why is Child Count so Important?



## **IDEA Priority Indicators**

- Equity Indicators
  - 4, 9, 10
- Environment Indicators
  - 5 and 6
- Parent Involvement Indicator 8

## **All Significant Disproportionality Calculations**



# Child Find/60-day Timeline





# Child Find – 60-day Timeline



Child Find or 60-day timeline reporting is required for all initial eligibility determinations including students transitioning from the Infant Toddler Program.

- [Reporting Special Education Data in ISEE](#)
- [Reporting Guide 60-Day Timeline](#)

# 60-day Timeline Reporting



**Did any student have an initial eligibility in the current school year or after the last day of the prior school year calendar?**

- **Report 60-day timeline data if:**
  - **Y-Yes;**
  - **N-No**, but consent for initial assessment was obtained and initial eligibility was interrupted;
    - Student moved out of area;
    - Parent later withdrew consent for assessment;
    - Student passed away.

# No Initials Eligibilities



**Do not report 60-day timeline data** if in the current school year or after the last day of the prior school year calendar there were:

- No initial eligibility determinations; or
- No instances where consent was received and initial eligibility was not able to be determined.

These fields should be left blank.

- **60DTline**
- **LDRea**
- **ExRule**
- **DaysLate**
- **UndetRea**
- **consentDate**

# 60-day Timeline - Fields



- **60DTline** = Yes/No, was initial eligibility determined within 60 calendar days of receipt of parental consent for assessment?
- **LDRea** = If eligibility exceeded 60 calendar days what was the reason?
- **DaysLate** = How many days beyond 60 calendar days?
- **UndetRea** = Reason the initial eligibility was not able to be determined
- **consentDate** = Date of receipt of parental **consent for initial assessment** for eligibility (do not report consents for assessment related to re-evaluation)
- **Notes** = This is an open text field. Use it to clearly describe what happened in specific situations.

# 60-day Timeline = 60 Calendar Days



## Field Name - 60DTline

Was initial eligibility determined within **60 calendar** days of receipt of parental consent for **initial** assessment?

- Y – Yes
  - No additional information required
- N – No
  - List reason for exceeding 60 calendar days in **LDRea** field

IDspedDate (date of team consensus regarding initial eligibility)  
— consentDate (date of parental consent for initial assessment)

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$\leq$  60 Calendar Days

# Reason for Delay



## Field Name - LDRea

What was the reason that initial eligibility was not determined within **60 calendar** days of receipt of parental consent for initial assessment?

- **WE** – Written Extension
- **SE** – State Exception Rule
  - List exception in ExRule field (required)
    - Record date range for closure in *Notes* field (encouraged)
- **EM** – Extended Medical Issues
- **SM** – Student Moved into district with written extension
- **AA** – Additional Assessment(s) needed
- **Notes** required
  - **SD** - Scheduling Difficulties
  - **ST** - Staffing Issues

# 60-day Timeline State Exception Rule



**State Exception Rule** – regular school not in session for 5 or more consecutive **school days**

(Idaho Code 08.02.03.109.03)

## **ExRule - If late due to state exception rule**

- |             |                    |                                  |
|-------------|--------------------|----------------------------------|
| • <b>AN</b> | Acts of Nature     | Fire, Snow, Communicable Illness |
| • <b>HB</b> | Holiday Break      | Thanksgiving, Winter Break       |
| • <b>OB</b> | Other School Break | Harvest Break, Hunting, etc.     |
| • <b>SB</b> | Spring Break       | Spring Break period              |
| • <b>SM</b> | Summer Break       | Summer Break period              |

# Early Childhood Transition (ECT)





# Early Childhood Transition



Early Childhood Transition requires that all students who are transitioning from Part C, Idaho Department of Health and Welfare **Infant Toddler Program**, to Part B (i.e, school district) have initial eligibility determined and if eligible an IEP developed on or prior to the students third birthday.

## A Collection of Two Parts

### **Part 1-** Notification from Infant Toddler Program

- Count of students referred by Part C - ITP
- Count of students with consent received

### **Part 2- June ISEE Reporting**

- Report any student referred as potentially eligible that the LEA has received signed parental consent for initial assessment

# Early Childhood Transition - Fields



- **ECReferredDHW** – Was the student referred as potentially eligible by the DHW Infant Toddler Program (ITP) (Y/N)
- **ECDecTim** – Was transition timely (Y/N)
- **ECDecLate** – List the number of days beyond the students third birthday
- **ECLateRea** – Reason for delay in early childhood transition
- **Notes** = This is an open text field. Use it to clearly describe what happened in specific situations.

\* Please note, there are **no state exceptions** for Early Childhood Transition

# No Students Referred from ITP



**Do not report Early Childhood Transition data if in the current school year or after the last day of the prior school year calendar there were:**

- No initial eligibility determination for students referred from ITP; or
- No instances where consent was received and initial eligibility was not able to be determined for students referred from ITP.

These fields should be left blank.

- **ECDecTim**
- **ECDecLate**
- **ECLateRea**
- **ECLROther**

# ECT = On or Before 3<sup>rd</sup> Birth Day



## Field Name - ECDecTim

Was initial eligibility determined and, if eligible, IEP developed by the students third birthday?

- **Y – Yes**
  - No additional information required
- **N – No**
  - List reason for exceeding third birthday - **ECDecLate**

IDspedDate (date of team consensus regarding initial eligibility)

— BirthDate (legal date of birth)

≤ 3 years

IEPDate (IEP team meeting date)

— BirthDate (legal date of birth)

≤ 3 years

# Reason for Delay in ECT



## Field Name - **ECDecLate** –

What was the reason for the delay in early childhood transition?

- **M** – Medical
- **MV** – Moved
- **O** – Other (requires a description in **ECLROther**)
- **P** – Parental

State exception rule does not apply and is not appropriate to list as an O – Other option.



# Program Exit Data



# What is Program Exit



Special Education Program Exit is a required data collection for 618 federal EDFacts reporting which documents how students exit special education and related services.



How a student exits special education and related services needs to be:

- Individualized;
- Communicated across teams;
  - Is the student exiting?
  - How is student exiting?
  - Do demographic and program exit reasons match?

# Program Exit Fields



- **SEStatus – Special Ed Status**
  - A- Active
  - I – Inactive
- **SEExitDate – date left** for the current year
- **SEExitReason** – How did the student exit special education services.

# Program Exit to Demographic Exit



See page 23

## Reporting Special Education Data in ISEE

SPED Program Exit Reason Code	District Exit Reason Code
<b>01</b> - Graduated – Met State Standards	4A – Graduated – Met State Standards 4G – Early Graduate 1 Year 4H – Early Graduate 2 Year 4I – Early Graduate 3 Year
<b>02</b> - Completed - Adapted Requirements	4C – Completed - Adapted Requirements
<b>04</b> - Reached Maximum Age	3B – Reached Maximum Age
<b>05</b> - Dropped Out	3A – Confirmed Drop Out 3D – Transfer to Adult Education 3E – Unknown
If student continues to receive special education adjust environment code, if needed. Do not list program exit reason or program exit date ( <b>Mid-School-Year</b> ).	1B – Within District to Different Public School

# Scenario 1



The local education agency (LEA) receives signed consent for the initial assessment to determine eligibility for special education and related services for Jane Smith.

After completing the necessary assessments, Jane is determined eligible for special education and related services under the disability category (04) Speech Impairment.

Prior to an IEP being developed, the family decides they are not interested in pursuing services.

# Coding Rational Scenario 1



The student's initial eligibility for special education and related services determined, available data including that the student was eligible for services (**SPEDEligible**), the exceptionality category (**exceptionality1**), and 60-day timeline (**consentDate**, **60DTline**, **DaysLate**, **LDRea**, **ExRule**) information should be included for the student's special education record. If the student was referred as potentially eligible from the Department of Health and Welfare, Infant Toddler Program, then the EC fields (**ECReferredDhw**, **ECDecTim**, **ECDecLate**, **ECLateRea**, **ECLROther**) should also be completed as they apply.

The IEP was not developed for the student.

Information regarding the IEP including **IEPDate**, **environment** or least restrictive environment (LRE), and **minPerWeek** (if grade PK) cannot be recorded. If **SEStatus** is marked as "I" inactive it will not require these fields.

To properly show that the parent did not wish to pursue services list the entry (**SEEntryDate**) and exit date (**SEExitDate**) as the same date and list 07 as the exit reason **SEExitReason** indicating the student returned to general education. The reason that this code is used instead of 09 – Revoked Services, is that the Parent/Guardian/Adult Student had never accepted placement to enter services so they could not revoke services. The most appropriate date to list for entry and exit is the date that the LEA received communication from the Parent/Guardian/Adult Student.

# Coding Scenario 1



Element	Value
idStuld	123456789
resSchoolId	0123 - HAPPY VALLEY SCHOOL
servSchoolId	0123 - HAPPY VALLEY SCHOOL
exceptionality1	04 – Speech Impairment
environment	
minPerWeek	
ECReferredDhw	(EC fields are conditional based on student age)
ECDecTim	
ECDecLate	
ECLateRea	
ECLROther	
IDSpedDate	8/20/2023
SEEntryDate	8/20/2023
IEPDate	
consentDate	7/21/2023
60DTline	Y - Yes
DaysLate	
LDRea	
ExRule	
SpedEligible	E - Eligible
UndetRea	
SEStatus	I - Inactive
SEExitDate	8/20/2023
SEExitReason	<b>07</b> –Returned to General Education
caseManager	987654321
notes	

# Scenario 2



The local education agency (LEA) receives signed consent for the initial assessment to determine eligibility for special education and related services for Roy Guzman.

After completing the necessary assessments, Roy is determined eligible for special education and related services under the disability category (14) Developmental Delay.

An IEP is developed, meeting held, and the family provides informed consent for the student's initial placement to receive special education and related services.

The family then decides they do not want their student to receive special education and related services and revoke consent before any services are provided.

# Coding Rational Scenario 2



The LEA determined the student's initial eligibility.

The LEA will need to record all initial eligibility data, including the student's eligibility for services, the exceptionality category, and 60-day timeline information, should be included in the student's special education record.

The IEP was developed for the student.

Information regarding the IEP, including IEPDate, environment or least restrictive environment (LRE), and minPerWeek (if grade PK), should be recorded.

To properly show that the parent revoked consent, list the entry (SEEntryDate) and exit date (SEExitDate) as the same date and list 09 – Parent Revoked Consent as the reason the student is exiting special education SEExitReason. The most appropriate date to list for entry and exit is the date that the LEA received revocation of consent from the Parent/Guardian/Adult Student.



# Coding Scenario 1



Element	Value
idStuld	123456789
resSchoolId	0123 - HAPPY VALLEY SCHOOL
servSchoolId	0123 - HAPPY VALLEY SCHOOL
exceptionality1	14 – Developmental Delay
environment	
minPerWeek	
ECReferredDhw	(EC fields are conditional based on student age)
ECDecTim	
ECDecLate	
ECLateRea	
ECLROther	
IDSpedDate	8/20/2023
SEEntryDate	8/26/2023
IEPDate	8/25/2023
consentDate	7/21/2023
60DTline	Y - Yes
DaysLate	
LDRea	
ExRule	
SpedEligible	E - Eligible
UndetRea	
SEStatus	I - Inactive
SEExitDate	8/26/2023
SEExitReason	09 – Parent Revoked Consent
caseManager	987654321
notes	

# Disciplinary Action Data



# Disciplinary Action File



The disciplinary action file captures information on instances of discipline for all students aggregated to **½ day or more**.

Information in this collection are used for

- Aggregated federal reporting
- Calculation of;
  - Indicator 4 – Significant Discrepancy, and
  - Significant disproportionality

(34 CFR § 300.647(b)(4), 20 U.S.C. 1416(a)(3)(A); 1412(a) (22))

Only the actions **ISS, OSS, URI, RHO, EXP, or PLT** with duration of at least 1/2 day are required to be reported, unless the juvenile justice or law enforcement was involved.

# Important Discipline Fields



- **primaryAction** – The type of disciplinary action taken.
- **origDuration** – The original length in school days of the disciplinary action, rounded to the nearest half day.
- **IEP – Y/N** – Does the student have an active IEP under IDEA at the time of the disciplinary action
- **interimReason** – The reason a student with disabilities were unilaterally removed to an interim alternative education setting. (Required when action is URI or RHO)
- **modDuration** – If the originally imposed duration was modified, the final modified duration imposed.
- **modDurationReason** – The reason the original duration was modified.
- **services – Y/N** – Were educational services provided while the student was removed from his/her regular setting for disciplinary reasons.

# Primary Action Types



- EXP – Expulsion
- ISS – In-School Suspension
- OSS – Out of School Suspension
- PLT – Change of Placement (long-term)
  - Not a disciplinary removal
- RHO – Removal by Hearing Officer
  - Interim Alternative Education Setting (IAES)
- URI – Unilateral Removal (by school personnel)
  - IAES

# Questions?

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