Roles for Special Education Applications

Administrative Tool Matrix Sub-Section

OVERVIEW

The Idaho State Department of Education (SDE) has developed a variety of web based applications to support the Individuals with Disabilities Education Act (IDEA) requirements at the state and local level. The purpose of this document is to provide a quick overview of the primary applications used for special education, their purpose, and role assignments available for each application. The applications below support special education program improvement, data and reporting, and fiscal requirements.

Roles for the following applications are set at the local level by the LEA's **Administrative Tool User**. The individual(s) assigned the Administrative Tool User role may include the Technology Director or Delegate for District Superintendent. If you do not know who the LEA's Administrative Tool User is or need additional assistance, please contact the Support Desk at support@sde.idaho.gov.

SPECIAL EDUCATION APPLICATIONS

Application Title	Description
CTT (Compliance Tracking Tool)	The Compliance Tracking Tool (CTT) is used to record, track, and monitor noncompliance findings. Common activities completed in the application include General Supervision File Review (GSFR) and correction of noncompliance for Child Find (60-day timeline) Indicator 11 and Early Childhood Transition Indicator 12.
IDEA Part B and Preschool Application	The IDEA Part B and Preschool Application is used to track flowthrough funding under IDEA Part B, Sections 611 and 619.

Application Title	Description
SPED Data Application	The SPED Data Application is used to quickly and easily review information uploaded to ISEE related to students receiving special education and related services, track and submit Early Childhood Outcomes, and certify Child Count. The SPED Data Application is also used to document notifications of potentially eligible students from the Department of Health and Welfare, Infant Toddler Program to the Idaho State Department of Education and LEAs.
Sub-Section of the SPED Data Application - **Child Count**	The Child Count tool is a section within the SPED Data Application designed for LEAs to access, review and submit verification of data submitted to the Idaho System for Educational Excellence (ISEE) regarding students with disabilities receiving special education and related services. Annually, Idaho is required to provide a report of the unduplicated count of students with disabilities based on a specific date between October 1 and December 1. For Idaho, this date is the first Friday in November. Data for Child Count is collected through the November ISEE upload. For inclusion in Child Count, students must meet the following criteria on the Child Count date: 1. Current IEP/service plan 2. Actively receiving services Student information listed in this application is populated based on data uploaded from LEAs to ISEE.
Sub-Section of the SPED Data Application - **Child Find**	The Child Find (60-day Timeline) tool is a section within the SPED Data Application designed for LEAs to access and review data submitted to the state through ISEE regarding timely evaluation for special education and related services. Child Find is a required federal compliance indicator (Indicator 11) which measures the percent of students who were evaluated for initial eligibility for special education and related services within 60 calendar days of the LEAs receipt of signed parental consent for initial evaluation. (20 U.S.C. 1416(a)(3)(B)).

Application Title	Description
Sub-Section of the SPED Data Application - **Early Childhood Outcome**	The Early Childhood Outcome (ECO) Data Collection System is an online web application designed for schools to report entry and exit rating for the three early childhood outcomes, and a progress rating (at exit) for all children enrolled in Early Childhood Special Education (ECSE) IDEA Part B program and services, for at least six (6) months. The three early childhood outcomes are: A. Positive social-emotional skills, including social relationships; B. Acquiring and using knowledge and skills, including communication and early literacy; and C. Taking appropriate actions to meet needs.
Sub-Section of the SPED Data Application - **Early Childhood Transition**	The Early Childhood Transition (ECT) System is an online web application designed to promote the seamless transition of students receiving early intervention services offered through the Idaho Department of Health and Welfare, Infant-Toddler Program (ITP) to early childhood special education and related services provided by Idaho's public schools. Through the ECT System, LEAs will receive notification of students who are being served by ITP within the LEA boundaries and who may be potentially eligible for special education services at the LEA (34 CFR 303.209(b)). Each student record will have prepopulated information, including the student's name, date of birth, and parent contact information.

LEAs have the flexibility to assign the following roles as needed to complete activities and requirements related to the Individuals with Disabilities Education Act (IDEA). These roles are assigned at the local level to ensure that only appropriate staff have access to confidential or sensitive information. In order to assign a user to a role, the Admirative Tool User will need the staff members name, email, and the role assignment being requested.

APPLICATION ROLES

Assigned by	Access Level	Admin Tool Role	Role Description	Application	Application Link
LEA	District	ComplianceTracking District	This role provides access to the Compliance Tracking Tool (CTT), a used to record, track, and monitor compliance with the IDEA.	CTT (Compliance Tracking Tool)	Special Ed Compliance Tracking (CTT)
LEA	District	IDEA Editor	This role provides access to submit the LEAs application for flowthrough funding under IDEA, Part B, Section 611 and Section 619 (Preschool).	IDEA	IDEA Part B and Preschool Application
LEA	District	SPED Application Director	This role provides access to all parts of the SPED Data Application, Early Childhood Outcomes, Child Find, Child Count, and Early Childhood Transition. A user assigned with this role does not need to be assigned any other roles for the SPED Data Application.	SPED Data Application	Special Education Data Collection
LEA	District	SPED Child Count	This role provides access only to the Child Count portion of the SPED Data Application.	SPED Data Application	Special Education Data Collection

Assigned by	Access Level	Admin Tool Role	Role Description	Application	Application Link
LEA	District	SPED Child Find	This role provides access only to the Child Find portion of the SPED Data Application.	SPED Data Application	Special Education Data Collection
LEA	District	SPED Early Childhood Outcome	This role provides access to the Early Childhood Outcome (ECO) section of the SPED Data Application. This role allows editing and assigning case managers or teachers to students. This role can see all students eligible for ECO reporting in the district.	SPED Data Application	Special Education Data Collection
LEA	District	SPED Early Childhood Outcome - Limited	This is a limited role which only provides access to the ECO portion for students that the user has been assigned by the Early Childhood Outcome or SPED Application Director role(s). It allows data editing and recording of ECO ratings for only the students assigned to that individual for tracking. **Caution,** the SPED Data Application will default to the most restrictive role assignment. Assigning the SPED Early Childhood Outcome - Limited role with any combination of the other SPED Data Application roles will restrict the users access to other sections of the application.	SPED Data Application	Special Education Data Collection

Assigned by	Access Level	Admin Tool Role	Role Description	Application	Application Link
LEA	District	SPED Early Childhood Transition	This role provides access to the Early Childhood Transition section of the SPED Data Application. Users assigned this role will receive email notifications of potentially eligible students for special education from the Department of Health and Welfare, Infant/Toddler Program (ITP). Users will also be able to do basic tracking of the progress towards completing requirements for Early Childhood Transition. This role can see and perform tracking for all students referred as potentially eligible from ITP.	SPED Data Application	Special Education Data Collection