| General Guidance |
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| Despite unusual and challenging circumstances, it is important that local educational agencies (LEAs) remember that IDEA regulations have not been waived. This includes accurate reporting of data related to students with disabilities necessary to meet IDEA federal reporting requirements.  The Special Education Students File is still a required element for regular Idaho System of Educational Excellence (ISEE) uploads. The purpose of this document is to provide a quick guide to reporting special education data in ISEE. |

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| Child Find (60-day Timeline) | Child find obligations have not changed.<br>• Evaluation teams must complete initial evaluations within 60 calendar days of receiving *Consent for Assessment*, excluding periods when regular school is not in session for five or more consecutive school days. By mutual written Parent/District agreement, this timeline can be extended.  See *Initial Evaluation Quick Guide*.<br>• All decisions must be individualized, based on each student's needs and in consideration of each student's unique circumstances.<br>• Documentation of Child Find activities is recorded as part of the Idaho System for Educational Excellence (ISEE) Special Education Students File.<br>• To document Child Find instances where the total timeline between the receipt of parental consent for initial evaluation and eligibility determination exceed 60 calendar days because regular school is not in session for **five (5) or more consecutive school days** or all parties have agreed to a written extension, see steps below.<br>  o See 'regular school' definition on pages 7 and 20 of the *SPED Guidance for Back to School* document.<br>    1. ***IDSpedDate****:* The date of the student's first eligibility determination for special education services and related services whether eligible or not. This is the date that the evaluation team came to consensus.<br>      **Note:** IDSpedDate may vary from date of eligibility meeting.<br>    2. ***consentDate***: The date the LEA received the parent's written (signed) consent for initial assessment. This date starts the clock for the 60-day timeline.<br>    3. ***60DTline***: This field is a Yes/No field indicating if the initial eligibility determination for special education was completed within 60 calendar days of receipt of parental consent for initial assessment.<br>      ▪ List **N – No**.<br>      **Note**: A response of N-No does not indicate compliance or noncompliance but allows the SDE to collect additional information on why the initial evaluation exceeded 60 calendar days.<br>    4. ***DaysLate***: Indicate count of days beyond 60 calendar days until initial eligibility determination<br>    5. ***LDRea***: The reason the date of the initial eligibility determination exceeded 60 calendar days from the date of receipt of parental consent for assessment. Two main reasons should be used for **COVID-19** related delays depending on individual circumstances.<br>      ▪ ***SE - State Exception Rule***: School closure of five or more consecutive school days, Idaho Code 08.02.03.109.03.<br>      ▪ ***WE - Written Extension***: In unusual circumstances, all parties may agree in writing to an extension of the sixty (60) day period for the purpose of initial assessment.<br>    6. ***ExRule***: Explanation for choosing SE as the reason determination exceeded 60 calendar days from the date of receipt of parental consent for assessment. Only required if using SE for LDRea.<br>      ▪ ***AN - Acts of Nature*** - School closure as a result of an act of nature such as fire, flood, snow or other inclement weather, or illness |

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| | 7. ***Notes***: Include any brief comments or explanatory notes for the data in this record. For records where data are impacted by unexpected closures of 5 or more consecutive school days, teams are encouraged to add details including closure dates. |
| Early Childhood Transition | Children referred as potentially eligible by Part C, Idaho Department of Health and Welfare Infant Toddler Program (ITP), for whom parental consent for initial assessment has been received must have eligibility determined for Part B.  If the child is found eligible, they must have an IEP developed and implemented by their third birthday. Early Childhood Transition (ECT) is meant to ensure that students have a smooth transition between Part C and Part B services.<br>Some teams have agreed to delay evaluations until required face-to-face assessments can be completed. However, this will have resulted in missed timelines.  See *Delayed Evaluation Quick Guide* and *Early Childhood Child Find Quick Guide*.<br><br>• Students referred from Department of Health and Welfare Infant Toddler going through early childhood transition must meet both the Early Childhood Transition timeline and 60-day timeline.<br>   o The SE – state exception rule does not apply to Early Childhood Transition timelines.<br>• There are five fields that document early childhood transition in ISEE.<br>   o **ECReferredDhw**: This field is a Yes/No field indicating if the student was referred by ITP.<br>   o **ECDecTim**: This field is a Yes/No field indicating if the initial eligibility decision and IEP (if found eligible), were developed and implemented on or prior to the student's third birthday.<br>   o **ECDecLate**: Indicate count of days beyond the student's third birthday until initial eligibility determination and IEP development and implementation (if found eligible).<br>   o **ECLateRea**: The reason the initial eligibility determination or IEP development and implementation exceeded the ECT.<br>      ▪ M – Medical<br>      ▪ MV – Moved<br>      ▪ O – Other<br>      ▪ P – Parental<br>   o **ECLROther**: This field is a text field and requires additional information if you select the O – other code for ECLateRea.<br>• Additional information may be collected through the Child Find (60-day timeline) fields. |
| Child Count | Child Count is the unique count of students ages 3-21 receiving special education and related services according to an IEP or service plan in place on the Child Count date (First Friday in November).<br>• This means that the IEP or service plan must be active on the Child Count date or the student may not be included as part of Child Count.<br>• Annual review dates and requirements have not changed.  It is recommended that teams explore alternative means of meeting, such as virtually or via telephone, to ensure that IEPs are reviewed within 365 days of the development of the most current IEP.  See *IEP Quick Guide*.<br>   o Double check that all IEPs have been finalized in the IEP software system or the software will not generate the current IEP date.<br>• Data is reported as part of the **November ISEE upload**. Team must then **review** data populated into the **Child Count** section of the **SPED Data Application**.<br>   o Double-check the following by aggregated counts and individual students:<br>      ▪ Disability Category<br>         • **Developmental Delay** is only viable for students ages 3-9. If a student turns age 10 on the Child Count date and is coded with the developmental disability code they must be removed from Child Count.<br>      ▪ Environment<br>         • Students **age 5 in Kindergarten** now use the **same environment codes** as students ages **6-21**.<br>   o All changes must be submitted as an ISEE upload correction. |

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| | ○ If all data are accurate, the director or designee may select the submit button. |
| Preschool Minutes Per Week | • The *minPerWeek* field is only required for students in grade level PK who are receiving services through an IEP. |
| | • *minPerWeek*: The number of minutes per week that the PK student with disabilities is under LEA supervision. LEAs should include all the time they are in charge of the student. Examples include; Direct services, Bus time, Recess time, Consultation. |
| | • In the spring of 2020, teams made temporary plans to provide services based on a rapid response to COVID-19. However, in planning for the 2020-2021 school year, it is clear that the circumstances are no longer temporary. This means that teams should include plans for movement between Categories 1,2, and 3 as defined by the *Idaho Back to School Framework* in the IEP. This can be done using the *Individualized Distance Learning Plan* and *Individualized Distance Learning Plan Quick Guide.* |
| | • It is recognized that minutes per week may change between these categories. To limit reporting burden while still facilitating quality data collection, LEA teams are encouraged to focus on reporting minutes per week listed for only Categories 1 or 3 which represent long-term service delivery. |
| | • In addition to emphasizing the two categories, LEAs should focus reporting efforts on the minutes per week active as of the end of the reporting period for November and March ISEE uploads, which are used to calculate Preschool FTE Equivalency funds. |
| | • For reporting periods, see Data Monthly Submission Schedule on the ISEE webpage. |
| | • If a student is not yet kindergarten age eligible, is parentally placed in a private school, and receiving services through a service plan, please indicate P – private in the PH - Private/Homeschool field and grade level NG – no grade level in the demographic file. No minutes per week should be listed for these students. |
| Disciplinary Action | The unusual and challenging circumstances of education during the COVID-19 crisis result in added stress for adults and students. When students with disabilities receive disciplinary action, it is important to be mindful of IDEA and IEP requirements. |
| | • Make sure that there is effective communication across teams to ensure accurate coding. |
| | • Disciplinary action for all students is collected though the Disciplinary Action File. |
| | • Only disciplinary actions of ½ day or more that are one of the following categories should be reported as part of ISEE. |
| |     ○ EXM - Modified Expulsion (less than 365 days) |
| |     ○ EXP - Expulsion |
| |     ○ ISS - In School Suspension |
| |     ○ OSS - Out of School Suspension |
| |     ○ PLT - Change of Placement (long-term) |
| |     ○ RHO - Removal by Hearing Officer |
| |     ○ URI - Unilateral Removal |
| | • **IEP**: This field is a yes/no field to indicate if the student was a student with an IEP on the date of the disciplinary action. |
| | • For additional information regarding students with disabilities and disciplinary action please see Chapter 12 of the Idaho Special Education Manual. |
| Program Exit | Program Exit coding requires an affirmed action by the family/adult student. |
| | Remember: |
| | • *Written Notice* is required to be provided to parents whenever a district is proposing or refusing to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a student. |
| | • *Written Notice* must contain information that reflects the individualized decisions made, specific to the student. See *Written Notice Quick Guide*. |
| | • "Blanket" *Written Notice*, or *Written Notice* that is sent to all students with the same information and no individualization, is not appropriate. |
| | For information on alignment between special education program exit coding and demographic exit please see *Table 1: Exit Code Alignment*. |

## Table 1: Exit Code Alignment 2020-2021

| SPED Program Exit Reason Code | District Exit Reason Code |
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| 01 - Graduated – Met State Standards | 4A – Graduated – Met State Standards |
| 01 - Graduated – Met State Standards | 4G - Early Graduate 1 Year |
| 01 - Graduated – Met State Standards | 4H - Early Graduate 2 Year |
| 01 - Graduated – Met State Standards | 4I - Early Graduate 3 Year |
| 02 - Completed - Adapted Requirements | 4C - Completed - Adapted Requirements |
| 04 - Reached Maximum Age | 3B - Reached Maximum Age |
| 05 - Dropped Out | 3A - Confirmed Drop Out |
| 05 - Dropped Out | 3D - Transfer to Adult Education |
| 05 - Dropped Out | 3E - Unknown |
| If student continues to receive special education adjust environment code, if needed. Do not list program exit reason or program exit date. | 1B - Within District to Different Public School |
| 06 - Transfer to Another Education Environment | 2A - Within Idaho To Different Public-School District |
| 06 - Transfer to Another Education Environment | 2B - Within Idaho To Private School or Federal/State Setting |
| 06 - Transfer to Another Education Environment | 2C - Transfer Out of Idaho to US Public or Non-Public Setting |
| 06 - Transfer to Another Education Environment | 2D - Transfer Out of Country |
| 06 - Transfer to Another Education Environment | 2E – Within Idaho to Homeschool |
| 07 - No Longer Eligible for Program/Returned to General Education | No District Exit Required – Cannot be coded as follows: 3B – Maximum Age<br>4A – Graduate<br>4G – Early Graduate 1 Year<br>4H – Early Graduate 2 Year<br>4I – Early Graduate 3 Year<br>6A – Deceased |
| 08 - Deceased | 6A - Deceased |
| 09 – Revoked Consent | No District Exit Required (see 07 coding restrictions) |
| 10 – Extended School Year (Only allowable after May 1) | 1A - Within District to Same School |
| 10 – Extended School Year (Only allowable after May 1) | 1B - Within District to Different Public School |
| 12 - Summer Break (Only allowable after May 1) | 1A - Within District to Same School |
| 12 - Summer Break (Only allowable after May 1) | 1B - Within District to Different Public School |