

Proposed EEE-IEP Feedback Form

Thank you for taking time to review and provide comment/feedback on the content as well as format of the proposed draft EEE-IEP form. DOE is in the final phase of revisions and plans to present the final version of the EEE-IEP for approval by the end of March. Given final approval, you will be informed about the timeline and process for implementation (including Sped Docs and Goal View) as well as provided with a guidance document that will accompany the new EEE-IEP.

To make comment, place your cursor in the text box and begin to type. The box will expand if you require more space. Please save your comments and email back to Kate.rogers@state.vt.us

Cover Page Revisions

The screenshot shows the cover page of the EEE-IEP form. It includes fields for School District, IEP Case Manager, Effective date of Revision, Year 1 start the evaluation Date, Year Annual Review Date, Child's Name, Date of Birth, Disability Category, Child Count ID#, School or Program, Grade Assigned, Parent Questionnaire, Telephone #, Address, and Email. There are also checkboxes for 'Initiation and Duration of the IEP' and 'Initiation and Duration of Extended Year Services'. A section for 'IEP Case Manager' lists roles like Special Needs Referral Specialist, Program Director, and others with checkboxes. A section for 'Others with knowledge of the child' lists roles like Parent, Agency, and Community-based Children's Setting with checkboxes. At the bottom, there is a section for 'C to B Transition Data Collection' with checkboxes for 'Yes' and 'No'.

1. EEE IEP label in upper right hand corner and appears on each page of the document.
2. *'Early Childhood Education Teacher'* under 'Printed name/position/agency box'
3. *'Community-based childcare setting'* to Position/Agency
4. Changed 'student' to *'child'* throughout form
5. Reformatted Initiation and Duration Date of IEP box
6. Reformatted EYS date box
7. Deleted 'Individual who can conduct diagnostic examinations (SLD requirement)' which is not applicable to EEE
8. C to B Transition Data Collection has been added for children who transition from CIS/EI to EEE

Cover Page Comments:

Present Levels of Educational and Functional Performance (PLEFP) Page Revisions

Individualized Education Program	
Present Levels of Educational and Functional Performance	
Student Name:	DOB: [Redacted]
This section of the IEP is completed by the IEP team (including the parent) and is used to describe the child's current level of educational achievement and functional performance. It is used to determine the child's needs and to develop the IEP. It should be updated annually or more frequently if the child's needs change significantly.	
Briefly describe the child's current level of educational achievement and functional performance in each of the following areas:	
<p>ACADEMIC</p> <p>A. Social-emotional skills and relationship</p> <p>B. Academic and use of knowledge and skills</p> <p>C. Take action to meet needs</p>	<p>CHILD CONCERNS</p> <p>A. Social-emotional skills and relationship</p> <p>B. Academic and use of knowledge and skills</p> <p>C. Take action to meet needs</p>
<p>CHILD NEEDS</p> <p>A. Social-emotional skills and relationship</p> <p>B. Academic and use of knowledge and skills</p> <p>C. Take action to meet needs</p>	<p>OTHER CONSIDERATIONS</p> <p>A. Social-emotional skills and relationship</p> <p>B. Academic and use of knowledge and skills</p> <p>C. Take action to meet needs</p>

1. Language now reflects 3 *global outcome areas* in the following sections: Child Strengths; Child concerns; and Child needs
2. In section "Briefly describe the child", language was added *to describe how the child's developmental delay affects access to & participation in age appropriate activities*
3. If warranted, language includes consideration of a Functional Behavior Assessment and Analysis under 'Child CONCERNS (A) Social emotional skills and relationship'
4. If warranted, language includes consideration of a Functional Behavior Response and Intervention Plan under 'Child NEEDS (A) Social emotional skills and relationship'
5. In section 'Child NEEDS', language includes consideration and prioritization of *necessary supports for the child to access and participate in age appropriate activities...*
6. In section 'Other CONSIDERATIONS', examples have been added to reflect early childhood resources etc.
7. Early Childhood Outcomes Determination of Ratings and Reporting mechanism for each outcome area has been added

PLEFP Page Comments:

Global Outcome –Goals/Objective Page Revisions

Vermont Department of Education																						
IEP for _____ IEP Meeting Date: _____																						
Global Outcome Area: <input type="checkbox"/> Vermont Early Learning Standards: <input type="checkbox"/>																						
Please check one or more of the domain areas that you are addressing within this outcome area: <input type="checkbox"/> social-emotional <input type="checkbox"/> adaptive <input type="checkbox"/> communication <input type="checkbox"/> fine/gross motor <input type="checkbox"/> cognitive skills																						
Current developmental skill level:																						
Current functional ability: <i>(Consider how the child uses discrete skills in total absence, 'in order to' or 'in that' as a meaningful, intentional and functional within the context of learning activities, routines and transitions. Focus on the child's engagement, approaches to learning and independence in developmentally appropriate activities across a variety of settings.)</i>																						
Short-term Objectives, Benchmarks, Evaluation Procedures and Personnel Responsible	Progress Review																					
1.	Progress is reported as often as the child's direct conduct parameters for outcomes that have the consequence or educational benefit to the child. Date of review: (1) _____ (2) _____ (3) _____ (4) _____																					
	For review of this retro-spected and progress monitoring data, see the team's use evidence data documentation for: <table border="1"> <thead> <tr> <th>Review/Update/Progress</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>2</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>3</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>4</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>5</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>6</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>7</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>8</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>9</td> <td>IEP goal to be reviewed</td> </tr> <tr> <td>10</td> <td>IEP goal to be reviewed</td> </tr> </tbody> </table>	Review/Update/Progress	Notes	1	IEP goal to be reviewed	2	IEP goal to be reviewed	3	IEP goal to be reviewed	4	IEP goal to be reviewed	5	IEP goal to be reviewed	6	IEP goal to be reviewed	7	IEP goal to be reviewed	8	IEP goal to be reviewed	9	IEP goal to be reviewed	10
Review/Update/Progress	Notes																					
1	IEP goal to be reviewed																					
2	IEP goal to be reviewed																					
3	IEP goal to be reviewed																					
4	IEP goal to be reviewed																					
5	IEP goal to be reviewed																					
6	IEP goal to be reviewed																					
7	IEP goal to be reviewed																					
8	IEP goal to be reviewed																					
9	IEP goal to be reviewed																					
10	IEP goal to be reviewed																					
Comments:																						

- Over-arching global outcome area drop down box added
- Identify one or more developmental domain area/s that will be addressed within the selected global outcome area added
- Current developmental skill level will be automatically populated from the PLFEPs page, 'Child CONCERNS' given each global outcome area selected.
- 'Current functional ability' statement clarified on how the child uses discrete skills in a meaningful and intentional way across a variety of activities, routines, adults, peers and settings.
- 'Goal/Objectives' section reformatted
- 'Progress Review' section language reformatted to provide more age appropriate and family friendly language

Global Outcome Page Comments:

Special Education Services, Related Services, Consent to Bill Medicaid Page Revisions

Vermont Department of Education
Essential Early Education IEP -
April 2018 through 2019

Individualized Education Program
Special Education Services, Related Services, Consent to Bill Medicaid

Child's Name: _____ IEP Meeting Date: _____

The IEP team determines the special education, related services, and supplementary aids and services based on past-oriented research, to the extent practical, that are needed for the child to access *FAPE*.

Special Education Services (Specify global outcome area and objectives)	Start Date	End Date	Freq	Time	Location	Provider	Group Size

Related Services	Start Date	End Date	Freq	Time	Location	Provider	Group Size

Extended School Year Services	Start Date	End Date	Freq	Time	Location	Provider	Group Size

Parental Consent to Bill Medicaid

As the parent/guardian, I give permission or do not give permission to the school district to bill Medicaid for the eligible services listed above. This permission also allows the release of necessary special education records to a physician or other practitioner in order for the teacher to make a determination that the services are medically necessary, as well as to individuals within the Department of Education and the Agency of Human Services charged with processing Medicaid bills. For those services above that are considered medical services under Vermont Medicaid rules, I understand that if either to consent, my refusal will not affect the school district's responsibility to provide those services to my child at no cost to me. I understand that I may revoke this consent at any time and, if revoking this consent, it will apply to billing for services from that date forward.

- Language has been added under 'Special Education Services' to include the 3 global outcome areas. Information will be populated to this page/column from the Global Outcome Area Goals and Objectives Page i.e., Global Outcome Area "Taking Action to meet needs" includes one or more of the 5 developmental domains (motor, cognitive, communication, adaptive, social/emotional).
For example:

Special Education Services
(Specify global outcome area and one or more of the five Developmental Domains being addressed)

Global Outcome Area:
Taking Action to Meet Needs
Specialized instruction in:
Adaptive skills, Motor Skills, and Communication

Services Page Comments:

Educational Environment/Placement Page Revisions

State Department of Education Vermont Early Education IEP
Alma J. Stangor, Esq.

**Individualized Education Program
Early Childhood Educational Environment Placement**

Child's Name: _____ IEP Meeting Date: ____/____/____

Describe the child's early childhood educational environment placement:

The general characteristics of the child's early childhood educational environment placement (ages 3-5):

Child is attending a regular early childhood program 10 or more hours per week
 and receives at least 50% of their special education services in the regular early childhood program
 and receives at least 50% of their special education services in public other location.

Child is attending a regular early childhood program less than 10 hours per week
 and receives at least 50% of their special education services in the regular early childhood program
 and receives at least 50% of their special education services in a regulated location.

Child is not attending a regular early childhood program and receives special education services in:
 a separate special class
 a separate school
 residential facility
 their home
 the service provider's location or another location.

An explanation of the extent, if any, to which the preschooler will not participate with same age peers in a regular early childhood setting: _____

Accommodations, Modifications, and/or Supplementary Aids

Identify non-curricular accommodations, curricular modifications, supplementary aids, etc. that will support the child's access to and participating in a regular early childhood setting and/or in age appropriate activities.

Program Modifications/Supports for the Child, Preschool Personnel and Parents as well as Other Options Considered by the IEP Team

Identify the program modifications, supports and training that will be provided for preschool personnel and parents to implement the IEP.

1. Added section for IEP teams to describe the child's early childhood educational environment/placement
2. Embedded text box in the 'LRE data collection box' for IEP teams to explain reason why the child will not participate in an early childhood setting.
3. Adapted language under 'Accommodations' box to include consideration of supports necessary for *child to access and participation in early childhood settings and/or age appropriate activities.*
4. Adapted language under 'Program modifications' to include '*preschool' personnel and 'parents' to implement IEP.*

LRE Page Revisions:

ECO and PreK Assessment Data Collection and Reporting Page (NEW)

State Department of Education Vermont Early Education IEP
Alma J. Stangor, Esq.

**Individualized Education Program
Early Childhood Outcomes and PreK (Act 62) Assessment**

Child's Name: _____ IEP Meeting Date: ____/____/____

PreK (Act 62) Assessment and Early Childhood Outcomes Reporting
(please check appropriate box or boxes)

For VT DOE reporting purposes, the IEP team has determined that the child's annual progress will be assessed using the GOLD (request statewide PreK assessment)

For VT DOE reporting purposes, the IEP team has determined that the child's annual progress will be assessed using an alternative assessment instrument (e.g., Head-to-Head Developmental Inventory (HDI), Toddler Inventory (TI), Early Childhood Inventory (ECI), Assessment Evaluation and Performance System (AEP), etc.)

Early Childhood Outcomes Entry, Exit and Progress Data Collection
(generated from the child's IEP)

For reporting purposes only

Outcome Area	Entry	Annual Review	Annual Review	Exit	Progress at exit
A. Positive Social Emotional Skills					
B. Acquire and use of knowledge/skills					
C. Take action to meet needs					

Sample (Name) Outcome Summary

Outcome Area	Month 1	Month 2	Month 3
ECO A	1	2	3
ECO B	2	3	4
ECO C	2	3	4

1. This is a new page! The purpose of this page is to collect and report child's ECO entry, exit and progress data to the DOE.
2. ECO entry, annual review, exit and progress ratings will be populated to this page from the PLEFP page. Child ECO culminating statements will appear as a 1-7 ECO rating determination in the center section of this page.
3. Outcome summary graph of ECO ratings will be generated for each outcome area in order to provide a visual for IEP team and/or parent (shared at the LEA's discretion) that demonstrates child's progress in each global outcome area over time.
4. DOE will collect C to B Transition data (cover page) and

ECO entry, exit and progress two times per year through Child Count. This will alleviate the need to complete and submit separate forms for both data collections.

ECO and PreK Assessment Data Collection and Reporting Comments:

[Empty box for comments]