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



- 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

requirement)' which is not applicable to EEE

7. Deleted 'Individual who can conduct diagnostic examinations (SLD

8. C to B Transition Data Collection has been added for children who transition from CIS/EI to EEE

	Cover Page Comments:
I	

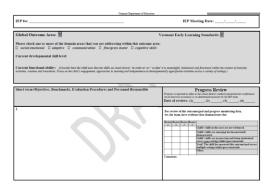
Present Levels of Educational and Functional Performance (PLEFP) Page Revisions



- 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 <u>affects access to & participation</u> 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



- 1. Over-arching global outcome area drop down box added
- 2. 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.
- 4. '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.
- 5. 'Goal/Objectives' section reformatted
- 6. '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

Versions Department of Education			Essential Early Education IEP ~ Ages 3 through 5				
Special Education					Program s. Consen	t to Bill Medica	iid
Child's Name:					IE IE	Meeting Date:	
The IEP team determines the special edu- entent practical, that are needed for the cl	ration, relate	ed sensions or FAPE.	and supp	enentary:	aids and service	based on peer reviewed	research, to the
Special Education Services (Specify global autome area addressed)	Init Date	End Date	Freq	Time	Location	Provider	Group Size
1							
	-		_				=
Related Services	Init Date	End Date	Freq	-	Location	Provider	Group Size
			V				
	\sim	_	-1	_			
Extended School Year Services	lait Date	End Date	Freq	Time	Location	Provider	Group Size
		-			\vdash		
	J						
	-	_	_	_			
Parental Consent to Bill Medica As the parent/guardian, I give pennis		lo net riv	e pennin	ion 🗆 to:	the school dist	rict to bill Medicaid fo	r the elizable
services listed above. This permission practitioner in order for him her to re within the Department of Education services above that are considered an refusal will not affect the school distr I may revoke this consent at any time	a also allow ach a deter and the Ago edical servi act's respon	vs the sele mination ency of H ices under nubility t	that the se turns Ser Vermont provide	cessary sp ervices an vices char Medicaio these serv	pecial education e medically ne rged with proc d rules. I unde rices to my ch	n records to a physicia ressary, as well as to i rusing Medicaid bills : stand that if I refuse to ld at no cost to me. I s	n or surse ndeviduals for those o consent, my indevitual that
			_				

 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

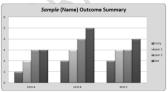


- Added section for IEP teams to describe the child's early childhood educational environment/placement
- Embedded text box in the 'LRE data collection box' for IEP teams to explain reason why the child will not participate in an early childhood setting.
- Adapted language under 'Accommodations' box 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)





- 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.
- 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.
- 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:				