



## **E-Com Technical Note 11-08 State Model Forms & Alternative E-Com Versions of these forms**

*Below is a form-by-form description of why alternatives were created to some of the new state model forms.*

### **Evaluation Report (form 4.1, 4.5)**

In the new state model form (form 4.1), the evaluation report has separate evaluation sections for each area of service, academic, behavior, adaptive, communications, etc.

In form 4.5 we have retained the single large evaluation summary area that we had on the old team evaluation form. This allows the evaluation team to continue using the feature in E-Com that allows the summary data from each of the individual reports to be copied en masse to form 4.5.

In addition, we've added a new button on form 4.5 that copies the significance of findings from each of the individual reports to the adverse impacts section on the evaluation report.

The final difference between form 4.3 and 4.5 is in the section for recommended specially designed instruction. Form 4.1 has a narrative text field where anything can be entered. Form 4.5 has a series of rows where areas of service are defined and the user is restricted to selecting areas of service from a predefined (district editable) list. Notes can be entered to the right of each area of service.

### **IEP Goals, Goals & Objectives (forms 12.5,12.6 and forms 12.4,12.7)**

Forms 12.5 (goals) and 12.6 (goals and objectives) are the new state model forms for goals and objectives in E-Com. The alternate E-Com versions of these two forms are 12.4 (goals) and 12.7 (goals and objectives).

In E-Com we have traditionally had generalized present levels of performance on the IEP cover page and more specific present levels on each goal page. The new state model forms do not have present levels on the goals and objectives pages. We reviewed this issue with a number of districts and the consensus was that people preferred having the present levels on the goals pages and so forms 12.4 and 12.7 have present levels.

## **IEP Goals, Goals & Objectives (continued)**

For some time E-Com has had the ability to lock forms and batches so that the IEP documents can't be edited after the IEP has been completed. Having progress information on the goals form has traditionally caused a problem with form locking. The goals and objectives forms had to be left unlocked to be able to enter progress information. With forms 12.4 and 12.7 we have removed the progress information from the goals forms and moved it to a new form, form 13.1. This allows us to have a non-editable copy of the goals on the progress form and lock the rest of the IEP. In addition, the new progress form has more space for entering progress information.

If you choose to use forms 12.4 or 12.7, then you would also want to have a form 13.1 in your IEP batches.

Form 13.1, student progress, will automatically show a non-editable copy of the goals and measurement method from each of the goals forms in the same batch as the student progress form. If you have any trouble with this feature, check the IEP dates. E-Com displays all of the goals on the progress form from all the goal forms that share the same IEP date with the progress form.

## **Summary Matrix (form 14.1, 14.3)**

The new state model form for the summary matrix is for 14.3.

We created form 14.1 for two primary reasons:

1. To gather service data in a precise enough way that E-Com can calculate the number of special ed minutes, the percentage of time in special ed setting, and the LRE code.
2. To gather information about the specific staff members who are serving students so that roster reports can be generated that show minutes served by staff member by student.

Notes about form 14.1:

Any 'special ed setting' services entered under special education or supplementary aids and services are counted in special ed minutes. No time entered under program modifications is counted in special ed minutes.

The pop-up lists displayed under areas of service and location are editable by the district on the lists and lists2 tab of the admin preferences screen. If you edit the locations list, it's important to check the special Ed checkbox appropriately. Only time spent in a location defined as special ed will count in the total special ed minutes.

One of the locations listed in the location popup list is 'concurrent'. Using this location tells E-Com that the service is being provided concurrently with another service and therefore the minutes should not be counted in total special ed minutes.

## **Summary Matrix (continued)**

An entry in the special education and related services section can be defined as a related service by clicking the direct or indirect related services checkbox. Clicking 'indirect' tells E-Com that the related service is not being provided to the student and should therefore not be counted in total special of minutes.

One of the components of calculating percentage of time in special ed setting is total instructional minutes available at the student's school. This value can be edited on a school-by-school basis on the school data entry screen. To get to the school data entry screen you would first go to the student screen and then click the little black triangle to the left of the school name.

When viewing this form on screen and entering data, the name and position of the service provider are displayed. Only the service provider's position appears on the printed version.

There is an 'amended' checkbox at the top of form 14.1. If the services being provided to the student change subsequent to the completion of the IEP, then the original summary matrix should be duplicated, necessary changes made to the new duplicate, and the amended checkbox checked. E-Com will use the total special ed minutes from the most recent matrix to calculate the students LRE code.

At the bottom of form 14.1 is a pop-up list called LRE setting. A value from this list needs to be selected in order for E-Com to calculate LRE. The contents of this list will vary depending on the student's age. For most students, the value 'Spending school day in reg class (1-100%)' will be used.

The LRE code calculated by E-Com can be seen on the student's special tab.

## **Assessment (form 34.2 and 34.3)**

The E-Com version of the state model form is form 34.2.

We created form 34.3 in order to be able to provide pop-up lists of available accommodations and in order to gather information in such a way as to make summary reports easier to produce.

## **Accommodations (form 82 and 82.1)**

Form 82, the E-Com version of the state model form, displays a list of all possible accommodations whether or not the student will receive them. Form 82.1 allows the user to select from pop-up lists and the final printed form shows only those accommodations that the IEP team has determined the student will need.

In addition, form 82.1 removes the subject area information included on the new state model form.

**IEP Addendums (ESY and general addendum)**

Forms 33.5 and form 76.1 are the E-Com versions of these two new state model forms

Both of these forms have areas where services being provided can be described rather than describing them on the summary matrix. This would make it very difficult for E-Com to calculate special ed minutes. If you choose to use form 14.1 then you will want to use forms 33.6 and 76. These two forms do not have the mini summary matrix areas. A district using form 14.1 would create an amended summary matrix as described on the previous page.

**Transition**

Prior to the state's release of the new forms, we had created a new transition form already. We recommend looking at the two forms (36.1 and 36.2) and decide which one looks like a better fit for your district. Form 36.2 is the E-Com version of the new state model form.

Form Number/Name	State Model Form in E-Com	Alternate E-Com Versions
1. Special Education Referral Review	73	
2. Prior Written Notice	6.1	
3. Parent Consent	75	
4. Meeting Invitation	74	
5. Evaluations and Reevaluations:		
a. Evaluation Report	4.1	4.5
i. Supplementary report, severe discrepancy	4.2	
ii. Supplementary report, response to intervention)	4.4	
Individual Evaluation Report	part of form 4.1	28
b. Reevaluation Waiver	56.1	
c. Agreement to Extend Evaluation Timeline	80	
6. Individualized Education Programs:		
a. IEP Team Member Excusal	61.1	
b. Parent Input Form	83	
c. IEP Form – without Secondary Transition	11.2, 12.5, 12.6, 14.3, 34.2, 82, 33.5	12.4, 12.7, 14.1, 34.3, 82.1, 33.6, 13.1
d. IEP Form – with Secondary Transition	36.2	36.1
e. Aversive Intervention Plan addendum	18.2	
f. Extended School Year (ESY) addendum	33.5	33.6
g. IEP Amd Without Reconvening the IEP Team	76.1	76
7. Behavior:		
a. Functional Behavioral Assessment	27.1	
b. Behavioral Intervention Plan	37.1	
c. Manifestation Determination	44.1	
8. Private Schools:		
a. Private School Consultation	Not implemented in E-Com	
b. Private School Affirmation	Not implemented in E-Com	
c. Private School Services Plan	77	
9. Summary of Performance	57.1	
10. Request for Due Process Hearing	9.1	9.1
11. Resolution Agreement	85	
12. Medicaid		
a. Eligibility Verification	78	
b. Consent for Billing	79	
13. Consent to Bill Public/Private Insurance	86	
14. File Access Log	31.1	
15. Release of Records	38.1	

