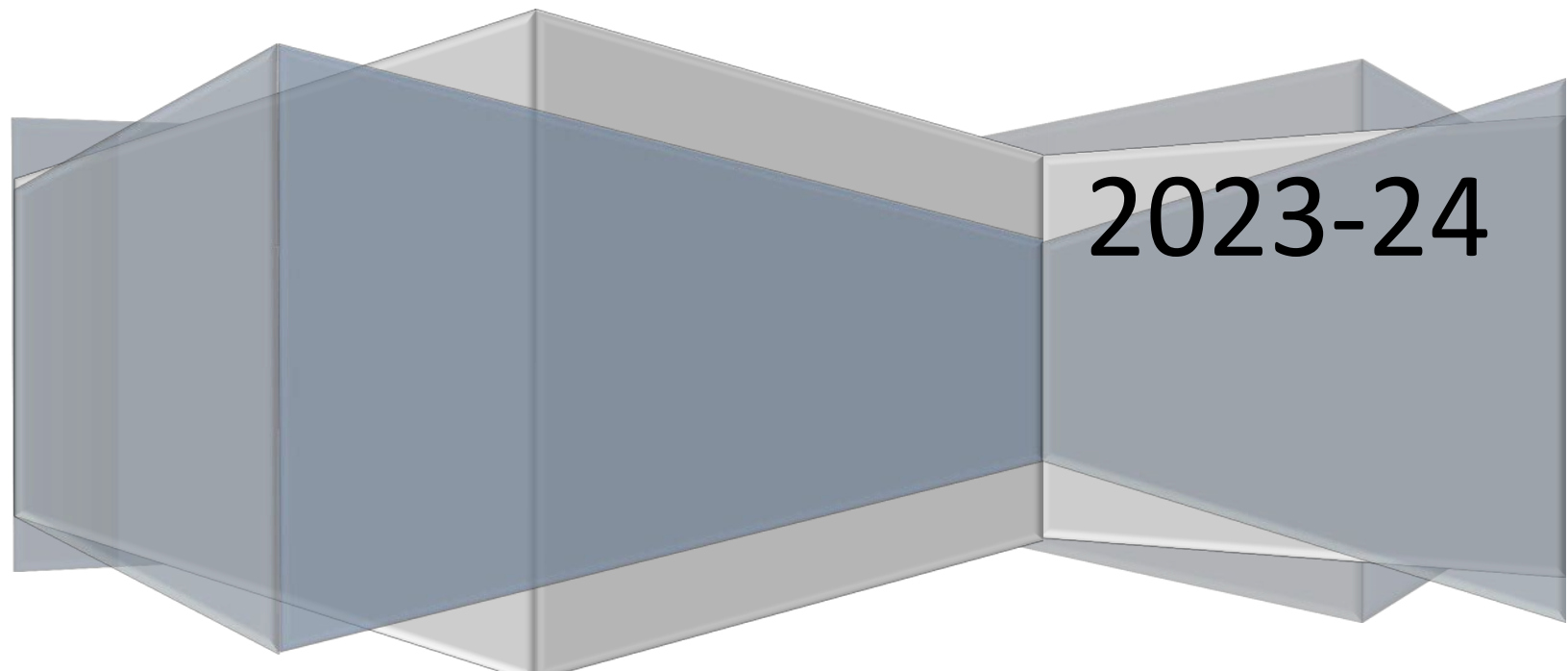


# Centennial BOCES

Special Education Records Handbook

An abstract graphic composed of several overlapping, semi-transparent, three-dimensional rectangular blocks in various shades of gray and blue. The blocks are arranged in a way that creates a sense of depth and perspective, with some blocks appearing to be in front of others. The overall shape is irregular and modern.

2023-24

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# Introduction

The world of special education involves a number of timelines, deadlines and a great deal of tracking. Keeping track of all the dates, forms, signatures and meetings is challenging, even on the best of days.



This handbook is intended to outline the special education paperwork process for Centennial BOCES. Communicating information accurately to the Centennial BOCES Records Specialist in a timely manner is vital for meeting the demands of state and federal reporting requirements for our districts, as well as helping the Special Education Director work with districts to meet staffing and other needs to best serve our students.

In these pages, the most common paperwork situations are addressed. Of course, there are bound to be times when there are still questions. As the Special Education Data Specialist, I am here to help answer your questions when I am able and to help find an answer when I am not - *Please, do not hesitate to ask.*

*Ruth Grevesen*

Centennial BOCES

Records Specialist

(970) 352-7404 ext. 1107

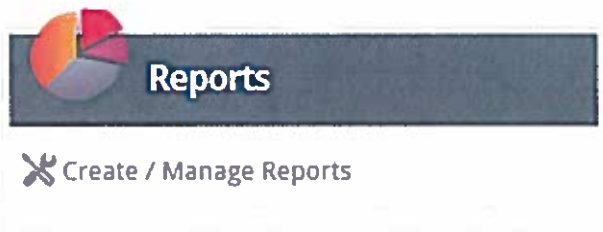
Fax (970) 352-7350

[rgrevesen@cboces.org](mailto:rgrevesen@cboces.org)

# Caseload Lists

## Beginning of Year

At the start of the school year, you will need to generate your caseload list of students from the report that is saved in Enrich:



+ New Coded SSRS Report + New Coded SQL Query + Download From Enrich H

Category: All

Search:

+ Saved Reports (0)

+ Shared With Me (2)

If you click on the latest caseload report that is saved;

- click the "Edit Criteria" button at top of page and scroll down to the bottom of the page
- click the "Run" button and it will work for a short time
- this then will bring up the current caseload list for you

## View Report

Edit Criteria Save As... Print Export + Add to student group → Upload To Enrich Hub

Save Run Save & Run Cancel

These lists are intended as a starting point for determining enrollment in our schools, student grade level, staff assignments and scheduling of itinerant providers. ***These lists are a work in progress***, and we need your assistance in getting them to accurately reflect caseloads.

Once you have created your list, **please print** and review the following information carefully:

- Student name
  - If the student is assigned to another provider within your school, please write the provider's name next to the student
  - If a new student is missing from the list, please follow the procedures in this handbook for new students ([New Students, page 8](#))
  - If a student is listed that is not enrolled, please follow the procedures for exiting students ([Exiting Students, page 11](#))

- **Student grade level**
  - If the wrong grade is listed for a student, please indicate the correct level
- **District and School**
  - If these are incorrect, please indicate the correct school and/or district.
- **Disability**
  - If the incorrect disability is listed, please indicate the correct disability

*This list needs to be verified and scanned in an email and sent to Ruth Grevesen @ [rgrevesen@cboces.org](mailto:rgrevesen@cboces.org)*

## December 1

At the beginning of November, caseload lists will need to be generated by you. These lists are intended to ensure the accuracy of the information reported to CDE for the December 1 report.

When you create the list, **please print** and review the following information carefully:

- **Student name**
  - If the student is assigned to another provider within your school, please write the provider's name next to the student
  - If a new student is missing from the list, please follow the procedures in this handbook for new students ([New Students, page 8](#))
  - If a student is listed that is no longer enrolled, please follow the procedures for exiting students ([Exiting Students, page 11](#))
- **Student grade level**
  - If the wrong grade is listed for a student, please indicate the correct level
- **District and School**
  - If these are incorrect, please indicate the correct school and/or district.
- **Disability**
  - If the incorrect disability is listed, please indicate the correct disability

*This list needs to be verified and scanned in an email and sent to Ruth Grevesen @ [rgrevesen@cboces.org](mailto:rgrevesen@cboces.org)*

## End of Year

As the school year draws to a close, caseload lists will need to be generated by you. These lists are intended to help determine which students will be transitioning to a new school (i.e. Preschool to elementary, elementary to middle, middle to high school) as well as to make sure that all students you are serving have been included on your caseload for the year.

When you create the list, **please print** and review the following information carefully:

- **Student name**
  - If the student is assigned to another provider within your school, please write the provider's name next to the student
  - If a new student is missing from the list, please follow the procedures in this handbook for new students ([New Students, page 9](#))
  - If a student is listed that is no longer enrolled, please follow the procedures for exiting students ([Exiting Students, page 12](#))
- **Student grade level**
  - If the wrong grade is listed for a student, please indicate the correct level

- **District and School**
  - If these are incorrect, please indicate the correct school and/or district.
- **Disability**
  - If the incorrect disability is listed, please indicate the correct disability
- **Transitioning**
  - If a student will be transitioning to another school at the beginning of the next school year, please indicate the name of school next to the student's name.

*This list needs to be verified and scanned in an email and sent to Ruth Grevesen @ [rgrevesen@cboces.org](mailto:rgrevesen@cboces.org)*

## Timelines

Timeliness of information is of extreme importance in keeping in compliance with state and federal guidelines and is in fact one of the indicators included in all of our reporting to CDE.

The following timelines have been set forth by CDE:

- **Initial Evaluation** – must be completed within 60 calendar days of receipt of parental consent for evaluation
- **Initial IEP** – must be developed within 30 calendar days of initial determination of eligibility and no more than 90 calendar days from the receipt of parental consent to evaluate
- **Reevaluation** – must be completed at least every 3 years. Follow timelines for initial evaluation.
- **Annual Review** - must be completed within 365 calendar days of prior IEP
- **Part C to B Transition** – must be complete by the child's third birthday
- **Transition Services** – must begin with the first IEP to be in effect when the child turns 15, or no later than the end of the 9<sup>th</sup> grade

In addition, Centennial BOCES policy is that signed paperwork shall be uploaded into Enrich **within 10 business days of the event**. This includes:

- IEP meeting
- Amendments
- Student withdrawal
- Student transfer
- Restraint forms
- Manifestation paperwork
- Fix – It Items

Please keep in mind that the signed paperwork uploaded into Enrich is the **official** record of a student's special education documents and should accurately reflect the current IEP. The documents submitted to Enrich should be the original documents and be neat, legible, and professional in appearance.

# New Students

When a new student moves into your school, it is the responsibility of the IEP team to complete the New Student Data sheet, email completed New Student Data sheet to Ruth Grevesen ([rgrevesen@cboces.org](mailto:rgrevesen@cboces.org)) or Anna Segura ([asegura@cboces.org](mailto:asegura@cboces.org)) to request a copy of the records from the transferring school. If the transferring district is currently using Enrich; Ruth will request the records electronically.

***Enrich electronic records can only be processed from in State.***

## Transfers:

### *Hints and Tips:*

#### Out of State

For a new student from out of state, complete an Out of State Transfer IEP. The transfer form in Enrich is under the **Program Tab** and then under the **Start Program Tab**. You will need dates from the previous IEP to be able to enter dates in the transfer.

#### In State

For an in state electronic transfer of records bringing in the previous in state IEP through Enrich, you may not be required to do the Transfer form

- If you accept the IEP and can provide the services in the IEP;
  - You can do an amendment PWN and
    - Meet with the parents and the team to amend the IEP or,
    - If parents agree to the amendment without a meeting, just obtain the parents signatures
- Amend the actual IEP
- The dates on the incoming IEP will remain for next meeting
- If you do not accept the in State IEP;
  - Complete the in State Transfer
  - Reevaluate (referring to the Reevaluation timelines)
- Write a new IEP; getting new meeting dates with this process

During the transfer meeting if you decide that you will **accept** the current IEP, you must assure that we can provide all the services, all the minutes and in the correct LRE. In addition, the IEP meets all Colorado and IDEA laws.

If you **do not accept** the previous IEP, then the Transfer becomes the working IEP while you are re-evaluating. You will still need to get a consent to evaluate signed which will give you 60 days to evaluate.

## Transfers into your school-signed documents uploaded into Enrich

### In-State Transfer

When a student with an active IEP transfers into your school from another school within the state of Colorado after the first day of school, please turn in the following to Centennial BOCES:

- New Student Data Sheet
- In-State Transfer IEP (in Enrich) or Amendment PWN
  - With the appropriate signatures on the In-State Transfer Form or PWN
  - Copy of last IEP and last Evaluation



## Out of State Transfer

When a student with an active IEP transfers into your school from another school outside of the state of Colorado after the first day of school, please turn in the following to Centennial BOCES:

- [New Student Data Sheet](#)
- [Out-of-State Transfer IEP \(in Enrich\)](#)
- Copy of last IEP and last Evaluation

**PLEASE NOTE** – When you accept an IEP, you are accepting **ALL** of the IEP, not just the service times. For transition age students, please be sure that the IEP meets transition criteria. If you are unsure, please check with your Transition Coordinator.

## Transfer from another Centennial BOCES school

When a student with an active IEP from another Centennial BOCES school enters your school, please turn in the following to Ruth Grevesen @ [rgrevesen@cboces.org](mailto:rgrevesen@cboces.org):

- [New Student Data Sheet](#)

## Transfer from a facility

When a student transfers from a facility back to a placement in a school, the IEP team must conduct a full review and write a new IEP to change the LRE and adjust the service times. (Refer to Initial Evaluation timelines).

## Initial Referral

Paperwork must be submitted for all students who are referred for a special education evaluation, regardless of whether the student is deemed eligible to receive services.

### Initial Referral – Student Qualifies

The following paperwork should be included for all students who have an initial referral and qualify for special education services – please refer to the [Initial/TRI checklist](#)

- [Special Education Referral](#)
- [Prior Notice and Consent for Evaluation](#)
  - Mark that this is an initial evaluation
  - Fill out the areas to be evaluated and reason
  - Fill out the section regarding what information the proposal is based on and other options
  - Include the name, title and phone number of the person requesting the consent
  - Indicate the date the signed consent was received back from the parent
- [Notice of Meeting](#) – be sure to correctly mark the type of meeting and include the appropriate meeting participants.
  - For transition age youth, a [student notice](#) of meeting must also be included
- Evaluation Report – addressing all areas that were to be evaluated
  - In Infinite Campus, please be sure that you choose the correct "Referral Type"
    - 01: Part C Evaluation – Path 1 Only – is to be used for students ages birth through 2

- years who are referred for evaluation for early intervention services
  - **02: Part C to Part B Transition – Path 2 Only** – is to be used for students who are turning 3 years of age and have been receiving early intervention services through Part C
  - **03: Part B Services – Path 3 Only** – is to be used for all students over the ages 3 and older who are referred for an initial special education evaluation
- **Determination of Disability**
  - All questions must be addressed
  - Give parent a copy of the evaluation report and indicate this on the determination of disability
- **Prior Notice and Consent for Initial Provision of Special Education Services**
  - Fill out all areas of consideration
  - Include your name and phone number
  - Ensure that parent has marked whether they consent or refuse to give permission and has signed and dated the form
- **Complete IEP -**
  - Make sure that all areas are addressed on the IEP
    - If an area of the IEP does not apply to the student, be sure to document in that section to indicate that it does not apply (i.e. transition questions in sections 6 and 8 of the IEP)
  - There must be a linkage between :
    - Student needs and impact of disability
    - Goals
    - Services
  - Goals must be transferable and not curriculum or assessment specific
  - Be sure to provide a copy of the IEP to the parent and indicate that you have done so in Section 15
- **Signature Page**
  - Please verify that parent has signed to indicate that they have been provided a copy of the Procedural Safeguards
  - If you choose to use the state signature page, be sure that signatures are included on the lines for the following:
    - Special Education Director/Designee
    - Student's Parent/Guardian
    - General Education Teacher
    - Special Education Teacher/Provider
- Transition IEPs must meet all transition criteria and will be reviewed by one of the Transition Coordinators for Indicator 13 compliance - please refer to the [Transition I-13 Checklist](#)

## **Initial Referral – Student Does Not Qualify**

The following paperwork should be included for all students who have an initial referral and do not qualify for special education services – please refer to the [Initial/TRI Checklist](#)

- **Special Education Referral**
- **Prior Notice and Consent for Evaluation**
  - Mark that this is an initial evaluation
  - Fill out the areas to be evaluated and reason

- Fill out the section regarding what information the proposal is based on and other options
- Include the name, title and phone number of the person requesting the consent
- Indicate the date the signed consent was received back from the parent<sup>504</sup>
- [Notice of Meeting](#) – be sure to correctly mark the type of meeting and include the appropriate meeting participants
  - For transition age youth, a [student notice](#) of meeting must also be included
- Evaluation Report – addressing all areas that were to be evaluated
  - In Infinite Campus, please be sure that you choose the correct “Referral Type”
    - **01: Part C Evaluation – Path 1 Only** – is to be used for students ages birth through 2 years who are referred for evaluation for early intervention services
    - **02: Part C to Part B Transition – Path 2 Only** – is to be used for students who are turning 3 years of age and have been receiving early intervention services through Part C
    - **03: Part B Services – Path 3 Only** – is to be used for all students over the ages 3 and older who are referred for an initial special education evaluation
- [Determination of Disability](#)
  - All questions must be addressed
  - Give parent a copy of the evaluation report and indicate this on the determination of disability
- Cover page of IEP to give basic demographic information on student.
- [Prior Notice of Special Education Action](#)

## Records Requests

### Records for [New Students](#)

When a new student moves into your school, it is the responsibility of the IEP team to request a copy of the records from the transferring school. Inquire with the transferring district if they are currently using Enrich; if they do please contact Ruth Grevesen ([rgrevesen@cboces.org](mailto:rgrevesen@cboces.org)). She will request the records electronically.

For Enrich electronically transferred records, the student must be available through Enrich. Search for student name:

If the student does not populate in Enrich, contact the registrar in your building. They will need to enter the student into Infinite Campus along with a valid SASID. The valid SASID is needed so Infinite Campus will export correctly into the Enrich system. Once the student is entered into Infinite Campus, it will typically take up to 24 hours for the student to become available in Enrich. Once the student is accessible in Enrich, begin your Transfer paperwork, in

order to upload the student's prior IEP documents.

If you are unable to obtain a copy of the student's IEP records within a reasonable amount of time, or are having trouble determining who to contact for a copy of the records, please contact the CBOCES Records Specialist for assistance, indicating as much information as possible regarding your attempts to obtain records.

You may use the Request to [Release or Secure Confidential Information](#) form to request records. A parent/guardian signature is not required when records are being exchanged among schools.

## Requests for Records

All requests to send records should go through the CBOCES Records Specialist. These requests must be documented within the student's official IEP file within Enrich. If you receive a request for a student's IEP records, please forward to:

*Ruth Grevesen*

Centennial BOCES Records  
Specialist  
(970) 352-7404 ext. 1107  
Fax (970) 352-7350  
[rgrevesen@cboces.org](mailto:rgrevesen@cboces.org)

## Exiting Students

### Moves out of your school

When a student moves out of your school, please end Special Ed in Enrich and submit a [Withdrawal Form](#)

- Noting, if known, where the student will be attending, if you do not know the name of the school, please list the city and state to which they are moving

### Moves to another Centennial BOCES school

- [Withdrawal Form](#) – please list the school they will be attending

### Staffed out

The following paperwork should be turned in to the Centennial BOCES office when a student is staffed out of special education – please refer to the [Initial/TRI checklist](#)

- [Prior Notice and Consent for Evaluation](#)
  - Fill out the areas to be evaluated and reason
  - Fill out the section regarding what information the proposal is based on and other options
  - Include the name, title and phone number of the person requesting the consent
  - Indicate the date the signed consent was received back from the parent
- [Notice of Meeting](#) – be sure to correctly mark the type of meeting and include the appropriate meeting participants
  - For transition age youth, a [student notice](#) of meeting must also be included
- Evaluation Report – addressing all areas that were to be evaluated

- [Determination of Disability](#)
  - All questions must be addressed
  - Be sure to mark “No” to indicate that the team agrees that the student does not have a disability
  - Give parent a copy of the evaluation report and indicate this on the determination of disability
- [Prior Notice of Special Education Action](#)
  - Fill out all areas of consideration
  - Include your name and phone number
- Cover page of IEP to give basic demographic information on student.
- Reviewed goals clearly indicating progress toward each goal using the following scale:
  - 4) Goal met
  - 3) Progress made, goal to be met on time
  - 2) Insufficient progress made, goal not to be met on time
  - 1) Student did not work on this goal

## Graduates/Ages Out

When a student graduates from school or reaches maximum age, the following items need to be completed in Enrich and after signatures are gotten, uploaded into Enrich.

- [Prior Notice of Graduation/Maximum Age](#)
- [Summary of Performance](#)

# Completing IEP's

## Annual Reviews

All students who receive special education services must have an IEP review annually. These meetings must take place within 365 days of the previous IEP and should include the following paperwork – please refer to the [Annual IEP Checklist](#)

- [Notice of Meeting](#) – be sure to correctly mark the type of meeting and include the appropriate meeting participants
  - For transition age youth, a [student notice](#) of meeting must also be included
- Complete IEP – [please refer to the Present Level RUBRIC \(see page 22\)](#)
  - Make sure that all areas are addressed on the IEP
    - If an area of the IEP does not apply to the student, be sure to document in that section to indicate that it does not apply (i.e. transition questions in sections 6 and 8 of the IEP)
  - There must be a linkage between :
    - Student needs and impact of disability
    - Goals
    - Services
  - Goals must be transferable and not curriculum or assessment specific
  - Be sure to provide a copy of the IEP to the parent and indicate that you have done so in Section 15

- Signature Page
  - Please verify that parent has signed to indicate that they have been provided a copy of the Procedural Safeguards
  - If you choose to use the state signature page, be sure that signatures are included on the lines for the following:
    - Special Education Director/Designee
    - Student's Parent/Guardian
    - General Education Teacher
    - Special Education Teacher/Provider
- Transition IEPs must meet all transition criteria and will be reviewed by one of the Transition Coordinators for Indicator 13 compliance - please refer to the [Transition I-13 Checklist](#)
- Reviewed goals clearly indicating progress toward each goal using the following scale:
  - 4) Goal met
  - 3) Progress made, goal to be met on time
  - 2) Insufficient progress made, goal not to be met on time
  - 1) Student did not work on this goal

## Triennials

All students who receive special education services must have an evaluation triennially to determine continued eligibility for these services. Evaluation must take place within 3 years of the previous evaluation and should include the following paperwork – please refer to the [Initial/TRI Checklist](#)

- [Prior Notice and Consent for Evaluation](#)
  - Mark that this is an re-evaluation
  - Fill out the areas to be evaluated and reason
  - Fill out the section regarding what information the proposal is based on and other options
  - Include the name, title and phone number of the person requesting the consent
  - Indicate the date the signed consent was received back from the parent
- [Notice of Meeting](#) – be sure to correctly mark the type of meeting and include the appropriate meeting participants
  - For transition age youth, a [student notice](#) of meeting must also be included
- Evaluation Report – addressing all areas that are to be evaluated
  - In Infinite Campus, please be sure that you choose the correct "Referral Type"
    - **06: No Initial Referral During Current Reporting Period** – this is the option that should be selected for all re-evaluations
- [Determination of Disability](#)
  - All questions must be addressed
  - Give parent a copy of the evaluation report and indicate this on the determination of disability

Complete IEP - [please refer to the Present Level RUBRIC \(see page 22\)](#)

- Make sure that all areas are addressed on the IEP
  - If an area of the IEP does not apply to the student, be sure to document in that section to indicate that it does not apply (i.e. transition questions in sections 6 and 8 of the IEP)

- There must be a linkage between :
  - Student needs and impact of disability
  - Goals
  - Services
- Goals must be transferable and not curriculum or assessment specific
- Be sure to provide a copy of the IEP to the parent and indicate that you have done so in Section 15
- Signature Page
  - Please verify that parent has signed to indicate that they have been provided a copy of the Procedural Safeguards
  - If you choose to use the state signature page, be sure that signatures are included on the lines for the following:
    - Special Education Director/Designee
    - Student's Parent/Guardian
    - General Education Teacher
    - Special Education Teacher/Provider
- Transition IEPs must meet all transition criteria and will be reviewed by one of the Transition Coordinators for Indicator 13 compliance - please refer to the [Transition I-13 Checklist](#)
- Reviewed goals clearly indicating progress toward each goal using the following scale:
  - 4) Goal met
  - 3) Progress made, goal to be met on time
  - 2) Insufficient progress made, goal not to be met on time
  - 1) Student did not work on this goal

## Collaboration Portal

### Guide for Getting Electronic Signatures for IEP Documents in Enrich

*If your meeting is in person and everyone signed the participant's pages:*

1. Upload the hard copy signature page to Files in Enrich and let Ruth or Anna know the pages are there when you are finished with the IEP. **No need to submit anything to the Portal.**

*If your meeting is in person BUT some attended remotely:*

1. Go to Files and upload the hard copy signature page that you had signed at the meeting.
2. Click the "Submit" button next to the uploaded hard copy to send to those that attended remotely.
3. Once the remote people sign, it will automatically upload to "Link". Let Ruth or Anna know that the signature page is completed.
4. **Do NOT** send the IEP document for signatures as you will end up with two different signature pages each only partially signed.

*If you have a REMOTE meeting and you need all signatures electronically*

Finalize and have Ruth approve the IEP.

Go to your home page, find your student and bring them up:

1. Click on the Files tab on the student page.



2. Find the document that you need signed and click on "submit" under the Portal column on the right.
3. A window pops up with everyone at the meeting. Click the small box on the left side for each member you are sending it to for signing. If their email is not populated, you will need to manually enter it. Make sure you send the document to yourself to sign. You can also add people to sign by clicking the "Add Recipient" link and completing the information—Make sure you also check the box on the left for people you add.
4. Enter an access code that you will need to share with the members who will be signing. The suggested code is student birth month and day and the parent's first three letters in their name, so for a student born July 26, with parent name Brad. The access code would be 0726Bra. It should be a code easy for the parent to remember.
5. In the box below the access code, add instructions for where to sign the document and if any checkboxes need to be marked. If you need the signature of a service provider adding the student initials will help them figure out which student's birthdate to put in since they could get several emails at a time.
6. Check the little box at the bottom marked, ☐ "I have reviewed the Acknowledgment and agree to the terms above." And click "Submit". Emails with the document to sign will now be sent to each member that you checked.
7. Go back to your home page and you will see the link to the Collaboration Portal. Click on "Access My Collaboration Portal" and it will open a new window for the portal.
8. The document you submitted will be in the Portal. You will see that it is marked incomplete and there will be 0/4 submitted, if you sent it to 4 people. Once everyone has signed and submitted the document it will change to reflect that and will show as "complete".
9. Once the document is complete, click on the blue link name of the document. When the document opens, you can view the signatures to make sure everyone signed it correctly. Once completed it will automatically upload to files. You can also click on the little check mark on the top right. From here you can download it to your computer and then upload it into "Files". You will be given an option to link that document to a certain IEP. So if you are uploading an Eligibility Page, you will want to link that to the re-evaluation IEP. You will also want to name it something like "Signed Eligibility for IEP 8/7/2020" if the IEP was held 8/7/2020.
10. Once you have it uploaded you can go back to the Collaboration Portal and you can delete the document from the portal.
11. Once you have all the signed documents in Files, email Ruth or Anna that it is ready. You do not need to submit any hard copy paperwork to Ruth or Anna.
12. You will send the final documents to parents through the Portal letting them know that it is just for their records and does not need a signature. Ruth and Anna will no longer send IEPs to parents via secure email. You can also print final documents and send home by mail if parents can't access the Portal.

## Manifestation Determinations

Manifestation Determination meetings are required prior to disciplinary changes in placement. Change of placement can be either one long-term removal (>10 consecutive school days), or accumulations of short-term removals more than 10 total days in a school year. When a student reaches either of these thresholds, a manifestation meeting is scheduled to include the parent, the building administrator, special education teacher, school psychologist, and the Special Education Director/Designee. Any other team member who would have pertinent information to address the questions in the meeting would also be included. The [Manifestation Determination form](#) will be required documentation for the meeting. A Functional Behavioral Assessment will be required in cases of recurring behaviors that impede learning or the learning of others, long-term disciplinary removals, and where the behavior is found to be related to the disability in manifestation determination meeting. Parental consent for a Functional Behavioral Assessment is required. A behavior intervention plan will then be created to address the recurring behaviors.



related to the disability in manifestation determination meeting. Parental consent for a Functional Behavioral Assessment is required. A behavior intervention plan will then be created to address the recurring behaviors.

## Restraint Review

House Bill 22-1376 changed the reporting requirements for restraints and seclusions. Starting the 2023-2024 school year, school districts are responsible to collecting and submitting restraint and seclusion data to the CDE along with writing the Annual Report. Centennial BOCES will no longer be collecting the restraint and seclusion data due to this legislative change. Please work with your school district on the process of data collection. The restraint and seclusion form in this handbook is the approved form for the use of Centennial BOCES' schools.

## Amendments

Amendments can be used by agreement of the Administrative Unit and Parent to modify goals, hours of service, accommodations, modifications, transportation needs, assistive technology, or other similar changes to the related services section. It is appropriate to use Amendment forms when minor changes are warranted to the IEP. Amendments to IEPs can be conducted either with an IEP Meeting or without a meeting and with parental written agreement to the changes.

If the director/designee consents, minor changes may be made without convening a meeting. This requires a signature by the parent and Special Education Director/Designee. The IEP team must be notified of any changes.

The amendment may NOT be used for a significant change in placement. If a change in the amount of time would change the Educational Environment category/ LRE code, then it cannot be used. If you need to add a math class with special education support and the student has only been in special education reading then an amendment would not be appropriate. (This could require new goals to be written, and additional time would be added.)

IEP Amendments are appropriate for:

- When a child meets a goal and teacher wants to write another goal to continue or add a skill;
- When a goal was written that turns out to be too advanced and the teacher wants to modify it;
- When a limited amount of service time needs to be changed;
- When the teacher wants to use a specific accommodation or eliminate an accommodation that is no longer appropriate
- When the evaluation method for a goal needs to be changed

An [IEP Amendment form](#) must be submitted to the Special Education Records Specialist to be added to the student's file.

When an IEP meeting is held in a timeframe and an anticipated change in the frequency of special education services is imminent, different "start/end" dates may be added in the box that documents the hours. Example: If an April IEP for an elementary student will continue 1.5 hours daily service through May 21, but will need to be increased to 2 hours daily at the middle school in the fall, that can be documented. A description must be included in the Service Delivery Statement.

# ESY

Consideration must be given annually for each student regarding the need for extended school year services and can be completed during the Annual IEP meeting. Factors to consider include likelihood of regression, slow recoupment, and predictive data based on the opinion of professionals. All the information combined will be used to answer the question, **“Without continued supports and services, will the student experience a loss of skill(s) that will significantly jeopardize the educational benefits accrued to the student during the regular school year?”** The data collected will also be used to determine the type and amount of service that will be provided to assist the child in maintaining his/her learned skills over the break from school.

**Step 1:** Collect and review progress monitoring data throughout the regular school year based on current goals and/or objectives, paying particular attention to data points collected before and after extended breaks (e.g., winter, spring, summer and fall, and breaks occurring during year-round school);

**Step 2:** Use the progress monitoring data to determine whether there was severe regression and recoupment during the extended breaks;

**Step 3:** Review and document the Predictive Factor data, using every Guiding Question;

**Step 4:** After the regression/recoupment and predictive factors data have been reviewed, the IEP team must answer the following question: **Without continued supports and services, will the student experience a loss of skill(s) that will significantly jeopardize the educational benefits accrued to the student during the regular school year?; and**

**Step 5:** If the answer is “yes”, the IEP Team must determine the type and amount of service that will be provided to assist the student in maintaining his/her learned skill(s) during the ESY period. If the answer is “no”, then the student does not qualify for ESY services.

You may use the [CBOCES ESY Rating Scale](#) to support the type and amount of ESY services. This rating form is used only as a guideline as your team plans ESY services

The IEP team decides whether the student is eligible for ESY services.

- If the student is eligible for ESY, identify and document which goals will be worked on during the ESY and record ESY services in Section 13 of the IEP (Service Delivery Statement and Grid.)  
The [regression/recoupment data](#) along with the predictive factors determination must be submitted to provide documentation of ESY eligibility.
  - Service delivery statement for ESY services should include the number of hours each week each service will be provided and the number of weeks ESY will be offered
- If the IEP team does not have enough data to make an ESY determination, check the “to be determined by” box and provide a date when ESY eligibility will be determined (generally to be determined by April 15<sup>th</sup>.)
  - When ESY services are determined at a time other than the regular IEP meeting, please use an [IEP Amendment form](#) to document the number of hours per week each ESY service will be provided and the number of weeks ESY will be offered.
- Attach a copy of the goals that will be addressed through ESY services.

# Alternative Assessment

All children must participate in State as well as district-wide assessments. Students qualify for alternative assessments if they meet the following criteria:

- Meets eligibility as a student with a significant cognitive disability (Intellectual Disability, Multiple Disability)
- Accesses the general curriculum based on alternative academic achievement standards (Extended Evidence Outcomes)

A student must be found eligible each school year at the annual IEP meeting for participating in alternative assessment. The “[Alternate Academic Achievement Standard and Alternate Assessment Eligibility Criteria Worksheet](#)” must be completed and accompany the IEP that designates that a student is eligible for alternative assessments. This worksheet can be found in the Appendix or

at: [http://www.cde.state.co.us/cdesped/download/pdf/EligibilityCriteriaWorksheet\\_AlternateAssessment.pdf](http://www.cde.state.co.us/cdesped/download/pdf/EligibilityCriteriaWorksheet_AlternateAssessment.pdf).

Districts that conduct district-wide assessments must provide an alternate assessment for children who cannot participate in the district-wide assessment even with accommodations. Districts can use a body of evidence (portfolio type assessment) or performance-based test to measure progress. In a local control state, the district can make any further procedural decisions it wants, as long as the district is legally defensible under the federal guidance stated above.

## Fix It Procedures

As the IEPs are reviewed for compliance, there are times that corrections are needed to the IEP signed documents. The process for getting these corrections made is as follows:

- Needed corrections are noted on the “Fix It List” excel spreadsheet
- “Fix It Lists” are emailed to Case Managers (School Psych’s or Child Find Coordinators) with a cc to the appropriate IEP team member (s) on a bi-monthly basis. As EOY nears, the spreadsheets will be sent weekly to insure that all paperwork is turned into the CBOCES office
- Case Managers are responsible for communicating the needed corrections to the appropriate IEP team member(s) and verify that the corrections are made in the collaboration portal.
- Team members are expected to make the needed corrections and advise the Case Manager
- Team members/Case Managers are expected to communicate the corrections to the Records Specialist **within 10 days**
- The Records Specialist will make sure that the corrections are reflected in Enrich
- Transition fixes will be emailed by the Transition Coordinator to the teacher.
  - The school psychologist will be noted on the fix-it list “**Transition Corrections as per...**”
  - Upload the corrected IEP to Enrich along with any other corrections.

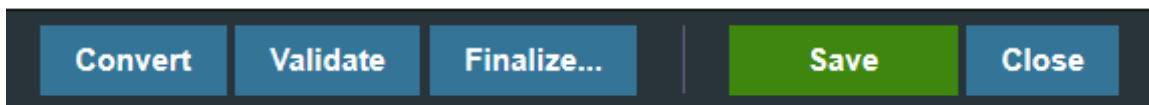
# IEP Finalization

**Enrich Finalization Order of Forms for IEP:** *(forms must be finalized in this order for the dates to pull thru correctly)*

1. Consent for Evaluation-must be finalized as of the date it was signed by parent
2. Evaluation Page-must be finalized on the date of the meeting or before; and before the IEP is finalized
3. Eligibility Page- must be finalized on the date of the meeting or before; and before the IEP is finalized
4. IEP and Consent for Services-must be finalized with the date of the meeting
  - Please be sure all documents are **finalized** and **closed** in Enrich before sending to Ruth for an approval of the IEP.

Enrich has a “Finalize” feature for IEPs. IEPs will be finalized by the Primary Service Provider. The Records Specialist will do an Administrative Approval after they have been reviewed for compliance and any needed corrections have been made.

To finalize an IEP click the Finalize button at the bottom of the page. Once you have clicked Finalized you will not be able to add information unless the Records Specialist rejects the IEP for compliance needs. Be sure that you are finished working on the IEP before finalizing.



**Enrich Tip:**

If you would like to know components still needing to be completed click the **validate button** at the bottom of the page for feedback on necessary changes within the IEP

## ADMINISTRATIVE APPROVAL

Once finalized, you will need to email the Records Specialist ([rgrevesen@cboces.org](mailto:rgrevesen@cboces.org)) to start the approval

process. The Records Specialist will either:

- Approve the IEP, you will receive an email from the Records Specialist
  - You will upload signed documents into Enrich.
  - Send a copy of the IEP home.
  - Upload all signature pages (**after verifying all signatures are complete**), to Enrich
- Reject the IEP, you will receive an email generated by the Enrich system from: ([enrich@cboces.org](mailto:enrich@cboces.org));

The subject line will read like this: **([Enrich] Rejected IEP - School Age (6-14))**

- You will need to make changes indicated in the email
- Finalize the IEP and **email** the Records Specialist to **start the approval process again**

If you need to make changes to an IEP that has been locked in Enrich, please contact the Records Specialist for access.

Education, as well as any changes to a student's services, reach the Records Specialist within 10 business days.

The reports which CBOCES is responsible for as the AU are:

- December 1 Count
- End of Year Special Education Report
- Special Education Discipline Data Report
- Assists member districts in reporting Special Education for Student October 1 count

# Record Destruction

A student's special education records will be destroyed according to Colorado State Archives Guidelines five years after the student moves to another school district, graduates or otherwise stops receiving special education services from the Centennial BOCES Administrative Unit. In order to receive notices from Centennial BOCES during this five year period, the parent/guardian must keep their address on file with Centennial BOCES current.

The parent/guardian or student may request to review or obtain a copy of the records at the following address:

Centennial BOCES  
Records Specialist  
(970) 352-7404 ext. 1107  
Fax (970) 352-7350  
[rgrevesen@cbores.org](mailto:rgrevesen@cbores.org)

# Reporting Requirements and Deadlines

As the Administrative Unit, Centennial BOCES is responsible for meeting the state and federal requirements for Special Education Reporting for our member districts. These requirements include indicators for timeliness and accuracy of data. For this reason, it is vitally important that information regarding a student's enrollment in Special Education, as well as any changes to a student's services, reach the Records Specialist **within 10 business days**.

The reports which CBOCES is responsible for as the AU are:

- December 1 Count
- End of Year Special Education Report
- Special Education Discipline Data Report
- Assists member districts in reporting Special Education for Student October 1 count

---

## **Roles and Responsibilities for IEP Meetings**

### **Prior to Scheduling a Staffing**

- ✓ *Obtain referral paperwork (initial)/Present Body of Evidence—Resource Teacher*
- ✓ *Evaluation Planning occurs with the multidisciplinary team—Resource Teacher*
- ✓ *Meet with parents to sign permission form and review parents' rights—Case Manager*
- ✓ *Input student information into computerized IEP program—Case Manager*
- ✓ *Schedule staffing date—Resource Teacher*
- ✓ *Enter staffing date on Google/Localendar Calendar—Case Managers*

### **Prior to Staffing**

- ✓ *Complete standardized assessments—All identified evaluators*
- ✓ *Conduct a classroom observation—School Psychologist*
- ✓ *Gather collected data over the year for ESY eligibility—Service Providers*
- ✓ *Obtain data on current goals on the IEP—be prepared to give hard data, ex., “Student is completing all homework 83% of the time.” For PLAAFPS.—Service Providers*
- ✓ *Obtain current records of grades, attendance, and discipline. —Resource Teacher unless it is a speech language only*
- ✓ *Complete Evaluation Report—Each evaluator inputs the results of assessments. School Psychologist integrates the reports and creates a summary of the report.*
- ✓ *Ensure coverage for all classes including general educators and special educators—Case Manager*
- ✓ **For transition aged students, complete transition assessment**
- ✓ **For transition aged students- meet with high school counselor to obtain graduation credit check and plan course of study to align with post school goals**

### **Two weeks prior to staffing**

- ✓ *Email teachers and other IEP team members of staffing date—Case Manager*
- ✓ *Send out Notice of Meeting/Evaluation Report to parents—Case Manager*
- ✓ *Hand-out teacher forms to gather information on student performance data and accommodations/modifications—Case Manager*
- ✓ *Contact parents to remind them of the meeting date—two days prior—Case Manager*

### **The Staffing**

- ✓ *Create and bring a draft form of the IEP and parent's rights sheet—Case Manager*
- ✓ *Ensure all required IEP team members attend the staffing—service providers, and general educators—Case Manager*
- ✓ *Facilitate IEP meeting—Case Manager/ School Psychologist facilitates all eligibility meetings*
- ✓ *Make changes on the IEP—Case Manager*
- ✓ *Summarize results from the evaluation report—Each evaluator*
- ✓ *Bring PWN of Consent for Initial Placement (for initials)—Case Manager*
- ✓ *Bring current student progress data documenting progress on goals and ESY eligibility—Service Provider*
- ✓ *Have grade reports, attendance records, discipline records, and teacher—Case Manager*

- 
- ✓ Be prepared to discuss future goals and objectives for the following year. —Service Provider

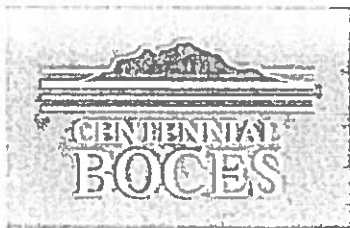
### After Staffing

- ✓ Update IEP based on the results of the IEP meeting and provide original record to school psychologist—Case Manager
- ✓ Identify corrections needed to the IEP—Records Specialist
- ✓ Return IEP with “fix-it” list to case manager—School Psychologist
- ✓ Make corrections to IEP in Enrich and return to school psychologist—Case Manager
- ✓ Send IEP home within ten days of staffing—Case Manager
- ✓ Send final IEP to CBOCES along with all other IEP documentation—School Psychologist
- ✓ Distribute updated snapshot IEP teachers of the student—Case Manager

“Case Managers” for initial eligibility meetings are determined based on the referral question; for example, if the referral is for academic concerns, the resource teacher is determined to be the case manager. If it is a speech language referral, the speech pathologist is the case manager.

*Text that is italicized designates responsibilities for eligibility meetings only.*





## CENTENNIAL BOCES

Board of Cooperative Educational Services  
Joining forces to enrich educational opportunities for students

### NEW STUDENT DATA SHEET TO BE COMPLETED FOR EVERY NEW TRANSFER STUDENT

NAME: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

SEX: ☐ M ☐ F

SCHOOL ATTENDING: \_\_\_\_\_

GRADE: \_\_\_\_\_

PARENT NAME: \_\_\_\_\_

PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

DISTRICT STUDENT IS TRANSFERRING FROM: \_\_\_\_\_

REQUEST ENRICH ELECTRONIC RECORDS TRANSFER: ☐ Y ☐ N

PRIMARY DISABILITY: \_\_\_\_\_

SECONDARY DISABILITY: \_\_\_\_\_

PRIMARY SERVICE PROVIDER: \_\_\_\_\_

LAST ANNUAL REVIEW: \_\_\_\_\_

LAST FULL ASSESSMENT: \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

PLEASE SEND THE TRANSFER IEP AND ANY OTHER PREVIOUS RECORDS TO THE BOCES  
RECORDS OFFICE

REVISED 9/22/17



# CENTENNIAL BOCES

Board of Cooperative Educational Services  
Joining forces to enrich educational opportunities for students

## WITHDRAWAL FROM SPECIAL EDUCATION CLASS WHEN A STUDENT LEAVES YOUR SCHOOL

SPECIAL EDUCATION TEACHERS: Please complete and forward to the BOCES records office whenever a child is removed from your roster by moving from your school (either to another school in the district or out of the district).

STUDENT'S NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

PARENT OR GUARDIAN: \_\_\_\_\_

DATE OF WITHDRAWAL: \_\_\_\_\_

SPECIAL EDUCATION PROVIDERS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REASON FOR WITHDRAWAL: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME AND ADDRESS OF SCHOOL TO WHICH CHILD HAS BEEN TRANSFERRED, IF KNOWN:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TEACHER

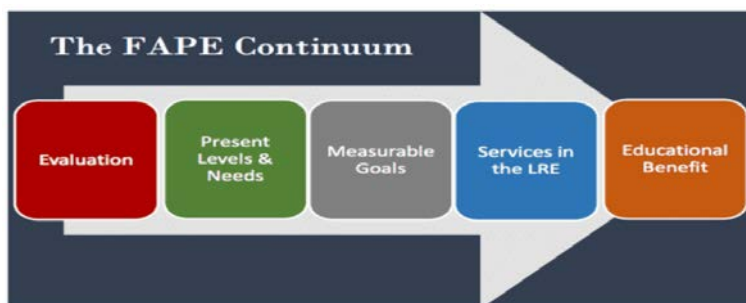
DATE

### Present Level RUBRIC






Elements of PLAAFP	1	2	3
INITIAL OR MOST RECENT EVALUATION REPORTS	No/minimal summary of most recent evaluation results. No instructional implications included	Summary of most recent evaluation results are included. No or vague instructional implications included	Summary of most recent evaluation results highlight instructional implications.
STUDENT STRENGTHS, INTERESTS & PREFERENCES	No S/I/P included	S/I/P are included. Some are vague or irrelevant.	S/I/P are specific & relevant. S/I/P can be leveraged to support instruction
PARENT AND/OR STUDENT CONCERNS	Either no concern is evident or concern is generic. Parent and/or student input are not included.	Statement is specific but does not represent both parent & student	Statement reflects current input from both parent and student. Concerns are
DESCRIPTION OF WHAT STUDENT CAN DEMONSTRATE INDEPENDENTLY (OR DESCRIBE THE SUPPORTS NECESSARY IN ORDER FOR THE TASK TO BE OBTAINED)	Discusses what the student cannot do & is challenged to do	Discusses what the student cannot do struggles to do and then transitions into what they are able to do	Accurately describes what the student is capable of doing and if appropriate, the scaffolds necessary in order to obtain independence
DESCRIPTION OF WHAT THE EXPECTATIONS FOR THE GENERAL EDUCATION CURRICULUM ARE FOR THE IEP COMPONENT	Does not describe the current general education expectations for the component	Describes the students difficulties as they relate to being below benchmark/grade level	States the expectations for the general education curriculum as it relates to the specific skill or component
CHANGES/GROWTH THAT CAN BE NOTED FROM YEAR TO YEAR	Does not mention the students growth/changes from year to year	Mentions growth/changes but does not compare from year to year	Describes the growth and progress that has occurred and mentions the support required to obtain the progress level
BASLINE DATA (ASSESSMENT BASED) QUANTIFIES THE STUDENTS CURRENT LEVEL OF PERFORMANCE	No data is present to attest to current performance level	Data is mentioned but there is no reference to expectations to grade level expectations.	Data is present that both quantifies the student's level of performance and compares/contrast to grade level expectations.
HOW DISABILITY AFFECTS INVOLVEMENT & PROGRESS IN GENERAL EDUCATION CURRICULUM	Does not describe significant characteristics of disability. No references to general education curriculum.	Disability-related characteristics are identified. Minimal reference to general education curriculum included.	Disability-related characteristics are identified. Details & examples describe how the disability affects involvement and progress in education curriculum.
SPECIAL CONSIDERATIONS	No documentation that each factor was considered.	Documentation that factors are considered, but there are inconsistencies with other sections of IEP.	All factors have been considered and there is alignment with other relevant sections of the IEP.

Carol Kosnitsky

# FAPE CHECKLIST



1. Assessments identify all student needs including PS outcomes for secondary.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Basis of the student's eligibility meets criteria	Yes <input type="checkbox"/>	No <input type="checkbox"/>
a. Performance data, classroom observation, exclusionary factors		
b. Disability is so significant it requires specially designed instruction		
3. Student academic and functional performance is recorded	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. All of the priority needs of the student are addressed. May be addressed in:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
a. Goals and objectives		
b. Special Factors		
c. Accommodations and Modifications		
5. Progress on goals is recorded.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6. Goals are appropriately adjusted based on progress monitoring.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7. Measure identified to assess future student progress	Yes <input type="checkbox"/>	No <input type="checkbox"/>
8. Description of specialized instruction provided are aligned to meet the goals	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9. Sufficient services are provided in order for the student to make progress	Yes <input type="checkbox"/>	No <input type="checkbox"/>
10. Transition services represent a coordinated set of activities to the PS goals.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

<i>Present Levels</i> ★	<i>Needs/Impact</i>	<i>Goals/Accomm/Modifications</i>	<i>Services/LRE</i>	<i>Progress</i>	<i>Was the IEP adjusted?</i>
Connect the dots with the golden thread.					
					

Original documents should be sent in the following order within 2 weeks of meeting along with this form.

Student Name \_\_\_\_\_ SASID \_\_\_\_\_

Teacher Name \_\_\_\_\_ School/District \_\_\_\_\_

Section 1-3 Cover Page : Type of Meeting; Date of Meetings, Student/Family Info/Eligibility

Evaluation Report – Interventions \_\_\_\_\_ Vision and Hearing \_\_\_\_\_

Eligibility Determination Page (with original signatures if applicable)

Prior Notice and Consent for Initial Provision of Special Education and related services (Initials only)

Section 4-5 Signature Page ORIGINAL; Procedural Safeguards; IEP Participants; Parent Permission for Additional Testing

- Does signature page match the Notice of Meeting?

Excusal Forms if necessary

Section 6: Present Levels - Must include Hearing and Vision \_\_\_\_\_ Student/Parent Input \_\_\_\_\_

Section 7: Consideration of Special Factors

Is there a behavior or health plan, etc.? \_\_\_\_\_ Location of Healthcare plan (if there is one) \_\_\_\_\_

Section 8: Post-School Considerations (Transition students only – 15 years of age and older)

Section 9: Annual Goals and Objectives

Section 10: Accommodations and Modifications

Section 11: Extended School Year Determination

Section 12: State/District Assessments

Section 13: SPED/Related Service in LRE

Section 14: Recommended Placement

Prior Notice Special Education Action (separate PWN needed if student does not qualify) (Initials only)

Behavior Plans/Other Plans

Reviewed Goals/Progress Report (Re-evaluations only)

Notice of Meeting

- \* Are all required members on NOM

For High School Students: should have 2 Notice of Meetings, one addressed to the parent and one addressed to the student

\*Special Ed Designee \_\_\_\_\_ \*Special Education Provider (can be the designee) \_\_\_\_\_ \*Regular Education Teacher \_\_\_\_\_

Prior Notice and Consent for Evaluation (with original signatures)

Special Education Referral Paperwork (Initials only)

Intervention

**\* If Student did not qualify: The following paperwork is needed**

Notice of Meeting

Evaluation Report

Eligibility Determination with Signatures

Prior Written Notice of Special Ed Action

Consent for Evaluation

Remove 'DRAFT' No white-outs or cross-outs, unless initialed.

A typed explanation should be included if there is something that should be explained.

If your meeting needs to be continued, you only need one set of papers from the original meeting. The paperwork should be dated the date of the original meeting and the "next date" on the cover page should be from the original date. You will need to provide 2 notices of meeting and 2 signature pages - 1 each for the original date and 1 for the continued date. At the top of the signature page for the continuation, write "continued from xxdate".

The completed paperwork has the correct IEP meeting date in the top right hand corner of each page.

Original documents should be sent in the following order within 2 weeks of meeting along with this form.

Student Name \_\_\_\_\_ SASID \_\_\_\_\_

Teacher Name \_\_\_\_\_ School/District \_\_\_\_\_

Section (#1-3) Cover Page: Type of Meeting, Date of Meetings, Student/Family Info, Eligibility

Section (#4-5) Signature Page ORIGINAL ; Procedural Safeguards, IEP Participants, Parent Permission for Additional Testing

- Does signature page match the Notice of Meeting?
- Excusal Forms if necessary

Section 6: Present Levels - Must include Hearing and Vision \_\_\_\_\_ Student/Parent Input \_\_\_\_\_/Location of Healthcare plan (if there is one) \_\_\_\_\_

Section 7: Consideration of Special Factors

- Is there a behavior or health plan, etc.?

Section 8: Post-School Considerations (if applicable)

Section 9: Annual Goals and Objectives

Section 10: Accommodations and Modifications

Section 11: Extended School Year Determination

Section 12: State/District Assessments

Section 13: SPED/Related Services

Section 14: Least Restrictive Environment

Behavior Plans/Other Plans

Prior Written Notice

Reviewed Goals/Progress Reports

Notice of Meeting

- \* Are all required members on NIM?

For High School Students should have 2 Notice of Meetings, one addressed to the parent and one addressed to the student

\*Special Ed Designee \_\_\_\_\_ \*Special Education Provider (can be the designee) \_\_\_\_\_ \*Regular Education Teacher \_\_\_\_\_

Remove 'DRAFT' No white-outs or cross-outs, unless initialed.

A typed explanation should be included if there is something that should be explained.

If your meeting needs to be continued, you only need one set of papers from the original meeting. The paperwork should be dated the date of the original meeting and the "next date" on the cover page should be from the original date. You will need to provide 2 notices of meeting and 2 signature pages - 1 each for the original date and 1 for the continued date. At the top of the signature page for the continuation, write "continued from xxdate".

The completed paperwork has the correct IEP meeting date in the top right hand corner of each page.

**TRANSFER ACCEPT****IEP Compliance Review Checklist**

Original documents should be sent in the following order within 2 weeks of meeting along with this form.

Student Name \_\_\_\_\_ SASID \_\_\_\_\_

Teacher Name \_\_\_\_\_ School/District \_\_\_\_\_

Indicate acceptance of Transfer IEP and be sure dates of all documents are the date of the Adopted IEP

New Student Data Sheet

Section (#1-3) Cover Page: Type of Meeting, Date of Meetings; Student/Family Info; Eligibility

Section (#4-5) Signature Page ORIGINAL; Procedural Safeguards; IEP Participants

- Make sure a signature is on the document

Section 9: Annual Goals and Objectives

Section 10: Accommodations and Modifications

Section 11: Extended School Year Determination

Section 12: State/District Assessments

Section 13: SPED/Related Services in LRE

Section 14: Least-Restrictive Environment

Eligibility Determination Page

Copy of Out-of-District IEP

**\*If the team Accepts and Amends the IEP the following will also need to be included**

Amendment PWN with parent signature or notification

Any part of the IEP that was amended

**AMENDMENT PWN (Including ESY)****IEP Compliance Review Checklist**

Original documents should be sent in the following order within 2 weeks of meeting along with this form.

Student Name \_\_\_\_\_ SASID \_\_\_\_\_

Teacher Name \_\_\_\_\_

School/District \_\_\_\_\_

**\*If the team Accepts and Amends the IEP the following will also need to be included**

Amendment PWN with parent signature or notification

Any part of the IEP that was amended

Remove 'DRAFT' No white-outs or cross-outs, unless initialed.

A typed explanation should be included if there is something that should be explained.

If your meeting needs to be continued, you only need one set of papers from the original meeting. The paperwork should be dated the date of the original meeting and the "next date" on the cover page should be from the original date. You will need to provide 2 notices of meeting and 2 signature pages - 1 each for the original date and 1 for the continued date. At the top of the signature page for the continuation, write "continued from xxdate".

The completed paperwork has the correct IEP meeting date in the top right hand corner of each page.

## Student Restraint/Seclusion Incident Report Form

Student: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Staff directly involved in restraint (include names and titles; attach supplemental statements, if any):

\_\_\_\_\_  
\_\_\_\_\_

Witnesses (include names and titles):

\_\_\_\_\_  
\_\_\_\_\_

Description of events immediately before the behavior occurred:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Efforts/alternatives made prior to the use of restraint:

\_\_\_\_\_ Teaching interaction

\_\_\_\_\_ Offered self-control strategy

\_\_\_\_\_ Verbal de-escalation

\_\_\_\_\_ Other(s) (please describe): \_\_\_\_\_

\_\_\_\_\_

Type of restraint used:

\_\_\_\_\_  
\_\_\_\_\_

Time restraint began: \_\_\_\_\_

Time restraint ended: \_\_\_\_\_

Location of Seclusion: \_\_\_\_\_

Time Seclusion began: \_\_\_\_\_

Time Seclusion ended: \_\_\_\_\_



Chronological description of incident (include behavior, statements made, actions taken):

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Resolution:

\_\_\_ Student calm/reintegrated into classroom/educational programming

\_\_\_ Student calm/additional time provided for de-escalation outside of instructional setting

\_\_\_ Additional support requested (medical/mental health/parent/police)

\_\_\_ Other(s) (please describe): \_\_\_\_\_

Injuries or property loss/damage:

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Persons notified of incident (include name, title, date and time notified):

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\_\_\_\_\_

Name and title of person writing report

\_\_\_\_\_

Signature

Checklist	Date	Comments
If an injury to staff or student has occurred, submit student accident report and/or staff incident report.		
Building principal or designee verbally notify parent by end of the school day that the restraint was used.		
Conduct internal review of incident of restraint/seclusion.		
Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.		
If restraint was between one and five minutes or seclusion for any amount of time, written notice given to parents on the day of incident.		
If restraint was five minutes or more, verbal notice given to parent on the day of restraint, and written report emailed, mailed or faxed to parent within five calendar days of the use of restraint.		
If requested by parents or the school, convene a meeting (that may be an IEP, BIP or 504 meeting) to review the incident.		

Extended School Year (ESY) Services

Rating Scale

Student: \_\_\_\_\_ School: \_\_\_\_\_

Student Grade: \_\_\_\_\_ Current School year: \_\_\_\_\_

Rating Scale is to be completed within 2 weeks of extended breaks from school. Date is: \_\_\_\_\_

Attach to Annual/Reevaluation IEP completed during current school year that indicates ESY status: \_\_\_\_\_

Documentation of measured regression after extended breaks must be attached to this rating scale.

1. Based on past experiences after periods of program disruption (holidays, breaks, summer vacation), this student has shown a tendency to regress in either academic or behavioral functioning. Regression is a decline to a lower level of functioning demonstrated by a decrease of previously learned skills that occurs as a result of an interruption in educational programming. (1=No history of significant regression, 5=Documented history of significant regression)

Circle one: 1 2 3 4 5

Rating #: \_\_\_\_\_

2. Following a weekend, holiday or summer break, this student has a tendency to "lose skills" previously acquired.

(1= Not true, 5=Always true)

Circle one: 1 2 3 4 5

Rating #: \_\_\_\_\_

3. This student's ability to recoup/regain lost skills is... (1=Excellent, 5=Very Poor)

Circle one: 1 2 3 4 5

Rating #: \_\_\_\_\_

If poor (4 or 5) how long did it take to recoup?

\_\_\_\_\_

4. This student's progress toward his/her educational goals is... (1=Consistent, 5=Inconsistent)

Circle one: 1 2 3 4 5

Rating #:

5. This student's loss of skills is of such degree and duration to seriously impede his/her progress toward his/her goals. (1= Not true, 5=Consistently true)

Circle one: 1 2 3 4 5

Rating #: \_\_\_\_\_

If true which goals?

6. Least Restrictive Environment (LRE) – During the current school year, this student's placement relative to LRE factors could be characterized as:

(1= Less Structured, Gen.Ed. >80%; 5= More Structured, Gen. Ed.<40%)

Circle one: 1 2 3 4 5

Rating #:

7. Self-Sufficiency – During the school year, this student has...

(1=Has become more self-sufficient; 5=Required increasing levels of direct service)

Circle one: 1 2 3 4 5

Rating #:

8. Without ESY, this student will suffer significant regression in a skill or behavior that is crucial to reaching the goal of self-sufficiency and independence from caretakers; examples include toileting or eating skills essential for minimal independence, loss of access to on-the-job training or productive employment as a result of regression in skills, etc.

(1=Not true, 5=Definitely True)

Circle one: 1      2      3      4      5

Rating #: \_\_\_\_\_

9. Category and Severity of Disability – Given the nature to the interruption of educational programming and severity of this student's disability, he/she is likely predisposed to regression with limited recoupment capacity. (Recoupment ability is the ability to recover or regain skills specified in the IEP at the level previously demonstrated.)

(1=Not True, 5=Definitely True)

Circle one: 1      2      3      4      5

Rating #: \_\_\_\_\_

Student's Total Score: \_\_\_\_\_

#### Score Indicators

9-18 Very little indication of need

19-27 Limited need indicator (possible 0-0.5 hours/week)

28-36 Mild to moderate indicator (possible .5-2 hrs/wk)

37-45 Strong Indicator (possible 2.5-6 hrs/wk)

Reason for Recommendation and Justification Statement: (This is the statement that will be written on the ESY page in the IEP)

\_\_\_\_\_  
\_\_\_\_\_



# Centennial BOCES

Board of Cooperative Educational Services  
Joining forces to enrich educational opportunities for students

## PARENT REQUEST FOR DELAY OF ANNUAL OR TRIENNIAL REVIEW

Date \_\_\_\_\_

Student \_\_\_\_\_

Type of Meeting:    Annual Review    ☐                      Triennial    ☐

Reschedule From \_\_\_\_\_ to \_\_\_\_\_

Extenuating Circumstances:

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Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

School Psychologist \_\_\_\_\_ Date \_\_\_\_\_



## What are Reasons for Delay?

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The reasons for delay codes are codes reported when an event happened late or did not happen at all during the initial evaluation process. They explain why an event happened beyond the expected timeline or why the event did not happen at all.

## When is a Reason for Delay required?

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### **Path 2 Part C to Part B Transition (60-day timeline and 3<sup>rd</sup> birthday timeline):**

- Path 2 – Reason for Delay in Completing the Evaluation C to B
  - *Required when the C to B evaluation is completed more than 60 days from the date of parental consent OR if the evaluation was not completed*
- Path 2 - Reason for Delay in Initial Eligibility Meeting C to B
  - *Required when the initial eligibility meeting for a C to B transition child is held on or after their third birthday or if the initial eligibility meeting was not completed*
- Path 2 – Reason for Delay in IEP Implementation C to B
  - *Required when the IEP for a C to B transition child is implemented after their third birthday or if the IEP is not implemented at all*

### **Path 3 Part B Initial Evaluation (60-day timeline and 90-day timeline):**

- Path 3 – Reason for Delay in Completing the Evaluation Part B
  - *Required when the initial Part B evaluation is completed more than 60 days from the date of parental consent OR if the evaluation was not completed*
- Path 3 – Reason for Delay in Finalizing the Initial IEP Part B
  - *Required when the initial IEP is finalized more than 90 days after parental consent to evaluate was received.*
- Path 3 – Reason the IEP was Never Implemented Part B
  - *Required when an initial Part B IEP is never implemented for a student who was found eligible and had an IEP finalized.*



## Path 2 Part C to Part B Transition

### Reason for Delay in Completing the Evaluation C to B

01 - Parent refused to provide consent or revoked consent during the process or child is never enrolled, process ended
03 - Deceased, process ended
45 - Parent repeatedly failed or refused to: produce child; give consent, respond to meeting requests; attend scheduled meetings. Includes delays due to illness and any requested meeting delays from parent. Process was delayed but did not end.
46 - Student moved into district after process initiated in another district; current district is making sufficient progress to ensure a prompt completion of the initial referral process by the date which parent and the current district agree
47 - Student moved out of district after the initial referral process initiated, process ended
56 - No educational disability suspected. Prior Written Notice issued.
58 - NOT VALID - Additional evaluations or special evaluations needed
59 - NOT VALID - Other _____ (provide explanation in exception request)
60 - NOT VALID - Staff missed the timeline – DO NOT USE

### Reason for Delay in Initial Eligibility Meeting C to B

01 - Parent refused to provide consent or revoked consent during the process or child is never enrolled, process ended
03 - Deceased, process ended
45 - Parent repeatedly failed or refused to: produce child; give consent, respond to meeting requests; attend scheduled meetings. Includes delays due to illness and any requested meeting delays from parent. Process was delayed but did not end.
46 - Student moved into district after process initiated in another district; current district is making sufficient progress to ensure a prompt completion of the initial referral process by the date which parent and the current district agree
47 - Student moved out of district after the initial referral process initiated, process ended
56 - No educational disability suspected. Prior Written Notice issued.
58 - NOT VALID - Additional evaluations or special evaluations needed
59 - NOT VALID - Other _____ (provide explanation in exception request)
60 - NOT VALID - Staff missed the timeline – DO NOT USE

### Reason for Delay in IEP Implementation C to B

01 - Parent refused to provide consent or revoked consent during the process or child is never enrolled, process ended
03 - Deceased, process ended
41 - Parent chose to extend Part C Services <sup>New 22-23</sup>
45 - Parent repeatedly failed or refused to: produce child; give consent, respond to meeting requests; attend scheduled meetings. Includes delays due to illness and any requested meeting delays from parent. Process was delayed but did not end.
46 - Student moved into district after process initiated in another district; current district is making sufficient progress to ensure a prompt completion of the initial referral process by the date which parent and the current district agree.
47 - Student moved out of district after the initial referral process initiated, process ended
49 - Child's 3rd birthday occurred over the summer, parents and district determined the date the IEP services will begin
56 - No educational disability suspected. Prior Written Notice issued.
58 - NOT VALID - Additional evaluations or special evaluations needed
59 - NOT VALID - Other _____ (provide explanation in exception request)
60 - NOT VALID - Staff missed the timeline – DO NOT USE





## Path 3 Part B Initial Evaluation

### Reason for Delay in Completing the Evaluation Part B

01 - Parent refused to provide consent or revoked consent during the process or child is never enrolled, process ended (Path 3 use only if consent revoked or child never enrolled)
03 - Deceased, process ended
43 - Mutual written agreement was made between parents and a group of qualified professionals to extend time for SLD identification
45 - Parent repeatedly failed or refused to: produce child; give consent, respond to meeting requests; attend scheduled meetings. Includes delays due to illness and any requested meeting delays from parent. Process was delayed but did not end.
46 - Student moved into district after process initiated in another district; current district is making sufficient progress to ensure a prompt completion of the initial referral process by the date which parent and the current district agree.
47 - Student moved out of district after the initial referral process initiated, process ended
58 - NOT VALID - Additional evaluations or special evaluations needed
59 - NOT VALID - Other _____ (provide explanation in exception request)
60 - NOT VALID - Staff missed the timeline – DO NOT USE

### Reason for Delay in Finalizing the Initial IEP Part B

01 - Parent refused to provide consent or revoked consent during the process or child is never enrolled, process ended (Path 3 use only if consent revoked or child never enrolled)
03 - Deceased, process ended
43 - Mutual written agreement was made between parents and a group of qualified professionals to extend time for SLD identification
45 - Parent repeatedly failed or refused to: produce child; give consent, respond to meeting requests; attend scheduled meetings. Includes delays due to illness and any requested meeting delays from parent. Process was delayed but did not end.
46 - Student moved into district after process initiated in another district; current district is making sufficient progress to ensure a prompt completion of the initial referral process by the date which parent and the current district agree.
47 - Student moved out of district after the initial referral process initiated, process ended
58 - NOT VALID - Additional evaluations or special evaluations needed
59 - NOT VALID - Other _____ (provide explanation in exception request)
60 - NOT VALID - Staff missed the timeline – DO NOT USE

### Reason the IEP was Never Implemented Part B

01 - Parent refused to provide consent or revoked consent during the process or child is never enrolled, process ended (Path 3 use only if consent revoked or child never enrolled)
03 - Deceased, process ended
47 - Student moved out of district after the initial referral process initiated, process ended
59 - NOT VALID - Other _____ (provide explanation in exception request)

## Process to Private Medical Providers Requests to Serve in Schools

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1. Parents initiate the process by submitting a request to the building principal and provide a signed medical release form.
2. Parents submit documentation from the medical provider stating the need for services to be administered during school hours along with proof of insurance or Medicaid's approval of service being medically necessary in the school.
3. The building principal will notify the 504 and/or IEP team members to schedule a meeting once all documentation has been received from the parents for the team to consider the recommended therapy in the school setting.
4. The 504 and/or IEP team members including a special education administrator, like discipline provider, and building administrator will meet with the parents and the medical practitioner. The following questions will be reviewed during the meeting:

### Is the requested therapy currently provided by the school?

- i. If yes, has there been progress made within the school setting?*
    1. If no, review what interventions have been used and determine and implement specialized instruction so the student will be able to make progress in the educational setting.
    2. If yes, the medically-necessary service is not required for FAPE and the medically necessary services will not be offered in the school.
  - ii. If no, does the student demonstrate a behavior that requires this therapy in order to progress in the educational environment?*
    1. If no, the medically-necessary service is not required for FAPE and the medically necessary services will not be offered in the school.
    2. If yes, the school team will consider two choices:
      - a. Determine and implement specialized instruction to address the need so the student will be able to progress in the educational setting.
      - b. Agree to allow for the medically necessary services to be provided in the school setting
5. School team documents decision in a PWN of Special Action
  6. If the decision is made that the therapy will be provided in the school, the provider will submit proof of insurance, complete a background check and sign any confidentiality and service agreements required by the school district.
  7. Parents are required to renew the request at the beginning of each school year.

If the parents disagree with the team decision, they may contact the superintendent and request the district appeal policy related to approving an outside therapy to be provided in the school setting.

## Parent Instructions for Electronic Signatures for IEP documents

### Firma electrónica para documentos del IEP (Instrucciones para los padres)

1. You will receive an email from Frontline Education with your student's Special Education Teacher's name attached. -- Recibirá un correo electrónico de Frontline Educación con el nombre del Maestro de Educación Especial hijo(a) adjunto.



2. Open the email and there will be instructions on where you need to sign the document and if you need to check any boxes while signing. There will also be a clue to the Access Code you will need. If you do not see an "Open" button, your pop up blocker may need to be released at the top. -- Abra el correo electrónico y habrá instrucciones sobre dónde debe firmar el documento y si necesita marcar alguna casilla al firmar. También habrá una pista para el código de acceso que necesitará. Si no ve un botón "Open", es posible que necesite liberar el

Please sign and check agree or disagree and sign by your name on Page 2 of the document. Access code is four digits, month and day of student birth.

Eligibility Determination

bloqueador en la parte superior.

Open

3. Click on "Open", Enter Access code and click "Open Document" again. -- Haga clic en "Open", escriba el código de acceso y haga clic en "Open Documento" de nuevo.
4. At the top of the next page is a video you can watch to have the procedure explained to you. If you need a Spanish version, click on CC icon and choose Spanish and it will closed caption in Spanish. --- En la parte superior de la siguiente página hay un video que puede ver para una explicación del procedimiento. Si necesita una versión en español, haga clic en el icono CC y elija español y verá las instrucciones en español.
5. When you are done with the video click, "I agree" at the bottom of this page. -- Al terminar con el video, haga clic en "I agree" en la parte inferior de esta página.
6. Click on "Start Signing", click on the tool you want to use to sign. -- Haga clic en "Start Signing", haga clic en la herramienta con la que quiera firmar.

Pen Eraser Sign box Use text



7. Go to the part of the IEP you need to sign. Sign that spot and check any boxes you need to check. If you need to sign twice on a document, re-click on the "Tools" then click "Sign again". Make sure your signature and check mark is seen, then click "Save and Submit". -- **Vaya a la parte del IEP que necesita firmar. Firme ese lugar y marque las casillas que necesite marcar. Si necesita firmar dos veces en un documento, vuelva a hacer clic en "Tools=Herramientas" y luego haga clic en "Sign again=Firmar de nuevo" Asegúrese de que se vea la firma y la marca de verificación y, a continuación, haga clic en "Save and Submit".**
8. You can now delete the email from Frontline Education. -- **Ahora puede borrar el email de Frontline Education.**
9. You will receive a separate email for each document you need to sign. Make sure you go into each separate email to sign each document. -- **Recibirá un correo electrónico separado por cada documento que necesite firmar. Asegúrese de firmar cada documento de cada correo electrónico.**