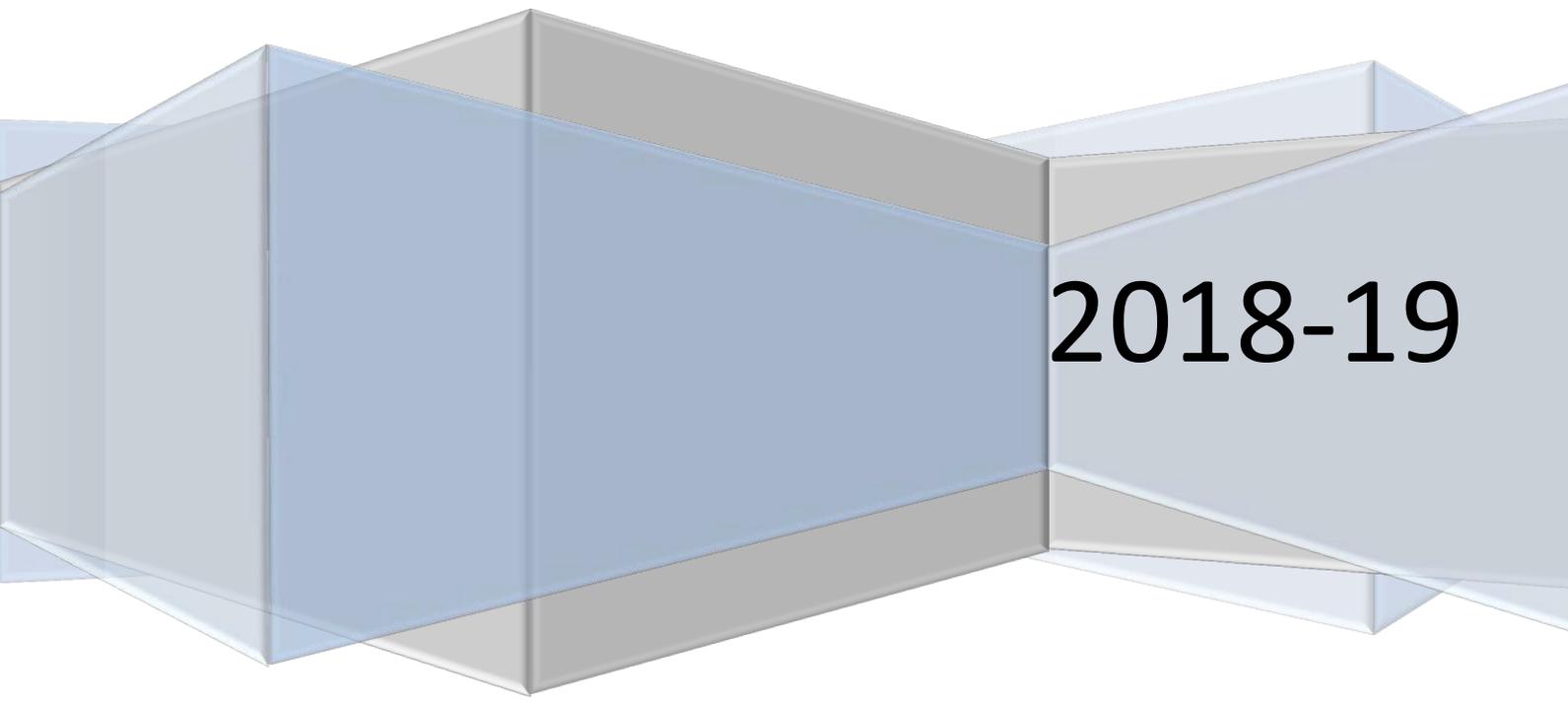


Centennial BOCES

Special Education Records Handbook



2018-19

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Introduction

The world of special education involves a number of timelines, deadlines and a great deal of paperwork. 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.***

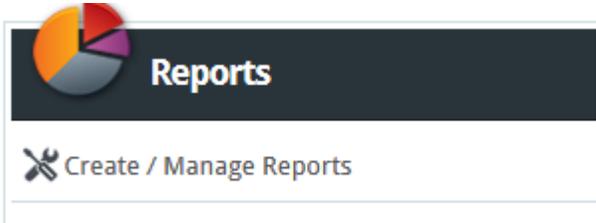
Ruth Grevesen

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

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:

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 signed and returned to the Centennial BOCES office by the date that I specified in the email to you.

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 signed and returned to the Centennial BOCES office by the date that I specified in the email to you.

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 signed and returned to the Centennial BOCES office by the date that I specified in the email to you.

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 9th grade

In addition, Centennial BOCES policy is that paperwork be received by the Records Specialist **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 Centennial BOCES file is the **official** record of a student's special education documents and should accurately reflect the current IEP. The documents submitted to Centennial BOCES 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 and contact Ruth Grevesen (rgrevesen@cbooces.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-paperwork to be turned into CBOCES

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 Centennial BOCES:

- [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 parent⁵⁰⁴
- [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@cbooces.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 at the CBOCES office. 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

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 submitted to the Centennial BOCES office:

- [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

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.

Restraint Review

For each incident of restraint, a staff review must be conducted to ascertain that appropriate procedures were followed and to minimize future use of restraint. After a restraint has been performed, the school principal (or designee) should contact the school psychologist who serves the building. The school psychologist will meet with the building team who participated in the restraint and will complete the Centennial BOCES [Restraint Follow-Up Form](#) that is required to meet the review processes. The Restraint Follow-Up Form should be submitted any time a restraint is used in schools in order to assist us in making sure we are meeting the training needs of staff and serving students in a safe environment.

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 15th.)
 - 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.

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

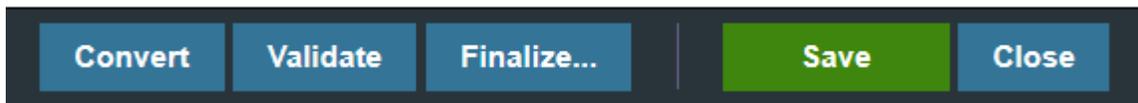
As the IEPs are reviewed for compliance, there are times that corrections are needed to the IEP paper documents. The process for getting these corrections made is as follows:

- 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 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 collection of the fixed items
- Team members are expected to make the needed corrections and submit them to the Case Manager
- Case Managers are expected to submit the needed corrections to the Records Specialist **within 10 days**
- The Records Specialist will make sure that the corrections are reflected in the Special Education file and also 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...**”
 - Return the corrected IEP to the CBOCES records office with any other corrections

IEP Finalization

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) to start the approval process. The Records Specialist will either:

- Approve the IEP, you will receive an email from the Records Specialist
 - You will then print off the finalized IEP and incorporate the signatures into the appropriate places in the IEP.
 - Send a copy of the IEP home.
 - Submit the IEP, with original signature pages (**after verifying all signatures are complete**), to the Records Specialist
- Reject the IEP, you will receive an email generated by the Enrich system from: (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.

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@cboces.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

