

Ute Pass BOCES

*Serving the Special Needs of Cripple Creek-Victor, Manitou Springs
and Woodland Park School Districts*

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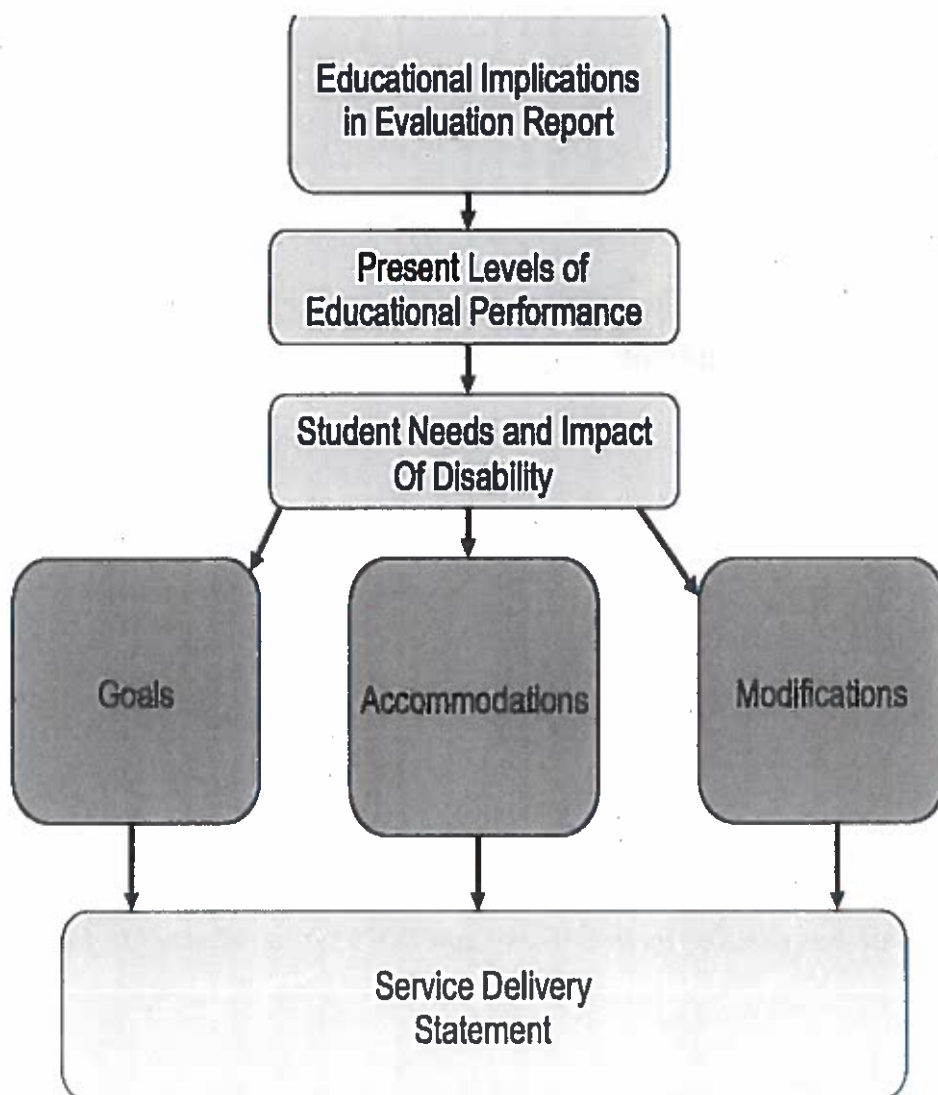
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(This Manual was created by the Pikes Peak BOCES and released in July of 2015.)

Enrich Guidance Manual Part 1: Evaluations

The entire team should be involved and informed throughout the evaluation.

The Evaluation process is key to special education. This is what guides the IEP and all decisions to be made regarding the services for a student. It is essential that all special education evaluations are done comprehensively and address any and all areas of concern, whether or not commonly linked to the student's potential educational disability.



There are several types of evaluations:

Initial Evaluations

- This is for students who have never been identified for special education before and are entering the evaluation process for the first time.
- Initials are also for students who transfer from Out of State and we **DID NOT ACCEPT** their eligibility. When we do not accept an Eligibility from an Out of State IEP, we are saying the information from that out of state evaluation does not meet Colorado standards. Therefore, we are initiating a new Initial Evaluation in the state of Colorado.

Three Year Reevaluations

- State and Federal law require that we reevaluate a student's eligibility for services every three years. This is called a reevaluation (or Tri).
- A reevaluation can also occur when we are revisiting Eligibility due to new information or changes to the students needs. A reevaluation can happen more than every three years, it just cannot happen less often.
- Every time you reevaluate a student and determine eligibility you reset the three-year clock for evaluation.

Evaluation Process In Enrich for Initials and Reevaluations

REVIEW OF EXISTING DATA

Prior to initiating any evaluation, the team must review all existing information on a student to determine what areas will need to be included in the assessment.

Once the team has reviewed the existing information, proceed as follows:

CONSIDER ELIGIBILITY FOR SPECIAL EDUCATION

Once you find the student in Enrich you need to go to the Program tab and Start Program



Active Programs

 Start Program  View History  Log Services  View Service Log  Upload to State Monitoring

Once you select this you will need to choose which Program you will start with.
Choose Consider Eligibility for Special Education.

CLICK HERE!!!

Add Item

Program: Special Education

Item: Consider Eligibility for Special Education
 Part C to Part B Referral Services Plan
 Transfer From Another State
 Transfer Within State

You then need to enter the date you Considered Eligibility For Special Education.
This should correspond with the date your team sat down to review the existing
information.

Sections

- Initiation
- Initiate Consideration of Eligibility
- Comments
- Outcome
- Attachments

Create Consider Eligibility for Special Education

Initiation

Reason: To consider eligibility for special education

Start Date: 3/23/2015

Once you create this form you need to enter an Outcome, so select the date and click the button saying the consent for evaluation will be initiated.

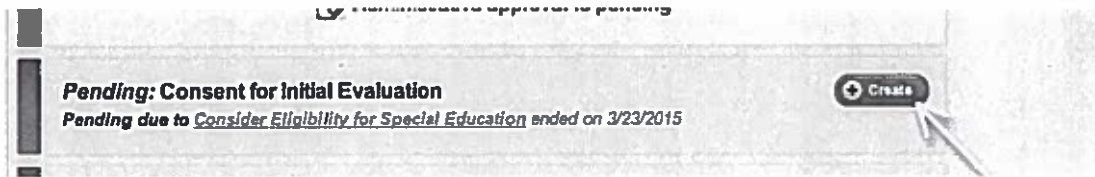
Outcome

Once this action has been completed, enter the outcome/recommendation below

End Date 

Recommendation: Continue:
 Complete; start with Consent for Evaluation

After you enter the Outcome you will need to finalize the consideration. Once it is finalized you will see the Consent is automatically generated for you in your "pending" section of the Program Tab. It will look like this.





You should click the Create button, which will bring you to the consent form.

CREATE THE INITIAL CONSENT

The first step is entering the Date you created the consent.

Edit Consent for Initial Evaluation 3/23/2015

 Print  Help

 Delete  Audit Log

Initiation

Reason Initial Evaluation

Start Date 3/23/2015 

Then you enter the date you sent the consent to parents.

Consent for Evaluation

Date Sent

3/23/2015 

Parent/Guardian:

 Ura Donkey [▶ Show Details](#)

2nd Parent/Guardian:

The next step is the bulk of the consent form. This is going to describe why testing will be completed and what areas will be assessed. When providing information on what areas will be assessed you **should not be entering specific measures**. For example, Academic would cover any areas that address academic scores. You would not need to list DIBELS, K-TEA, etc.

The first question on the form is will additional evaluation data be needed. This additional evaluation refers to formal, standardized, and individually administered assessments. This does not refer to assessments that all students will be receiving such as NWEA or TCAP. If you check YES to this question you are completing new assessments with the purpose of determining eligibility. If you answer NO to this question you are saying that you have all the data necessary to determine eligibility. This should not be used when it is an Initial evaluation but may be a possibility for a reevaluation as the team may be able to review present levels, progress on goals, as

well as data from the initial evaluation to determine if the student continues to benefit from special education services and supports.

When choosing the areas of assessment the team should review the Eligibility Determination pages; knowing the specific requirements in order to qualify for a disability category should guide your decision around the necessary assessments.

Keep in mind for ALL disability categories the team needs to determine if a student can make reasonable progress in general education without specialized instruction. Therefore data collection should be focused on educational impact.

Areas To Be Evaluated

Based on a review of existing information, are additional evaluation data needed?

Yes No

Reason:



This statement should summarize why you are doing an evaluation and what evaluations will be conducted. It should answer the basic questions of:

Why are evaluations necessary? and What areas will be assessed?

Keep in mind if you answer YES to the above question you mean that once this form is signed and returned, NEW evaluations in that area will be conducted. All assessments given should be after the date this form is signed. This is not permission for a records review. The records review is implied.

If no new evaluations are needed to determine eligibility than you can select NO but you still need to obtain permission to use the existing information for the purposes of determining eligibility.

EXAMPLE:

The team reviewed all existing information and found that formal assessments are necessary in order to determine whether Ima meets eligibility criteria. The team specifically feels more information is needed within the areas of written language, oral expression, and fine motor control. There are no concerns regarding Ima's cognitive or social emotional functioning.

Select the areas to be evaluated:

- General Intelligence
- Communicative Status
- Academic Performance
- Social and Emotional Status
- Health
- Motor Abilities

Are there Other areas (such as travel and training) to be evaluated?

Yes No

Next you enter the date parents were provided procedural safeguards. If this is an Initial you should be sending the procedural safeguards home with the parent once they sign consent. It is always recommended for Initial Evaluations to meet with the parent while they sign consent so you can explain the process and the procedural safeguards in person. At a minimum you should be calling the parent and explaining the consent form that will be sent home if you cannot meet.


Procedural Safeguards

CDE Guidance Tip:

The Procedural Safeguards must be given to parents at least once per school year. Parents must be given a copy of the Procedural Safeguards notice when they request an evaluation or when a child is initially referred for evaluation.

- [Procedural Safeguards - English](#)
- [Procedural Safeguards - Spanish](#)








Parents have been provided the special education procedural safeguards in their native language or other mode of communication on:

3/24/2015 

The next section is the Prior Written Notice. This discusses the rationale for why you are proposing the evaluation plan the team set forth. See text in each section for example language.

Prior Written Notice

This proposal is based on the following evaluation procedures, test, records or reports:

B I U |   |   |   

This should be a summary of what the team reviewed in order to determine what evaluations were necessary.

EXAMPLE:

The team reviewed current academic performance on NWEA, DIBELS, and TCAP. The team also based this decision on teacher, parent, and student reports of strengths and needs. The team reviewed all data collected during the Response to Intervention process. The team also examined recent work samples from classroom assignments.

Other options considered and reasons rejected:

B I U |   |   |   

This is other options considered for the EVALUATION. This would be a good place to discuss other evaluations that were being considered.

EXAMPLE A:

The team considered doing a cognitive evaluation but determined through teacher report as well as a review of academic strengths that there was no concern regarding cognitive abilities.

EXAMPLE B:

The team considered doing formal academic assessments but based on a review of curriculum based measures as well as state and district assessments that there is ample evidence of the student's strengths and needs within all academic domains.

Any other factors considered by the team:

B I U |   |   |   

This is things the team talked about, discussed, during the evaluation planning.

EXAMPLE:

The team considered that this is Ima's last year in Elementary school and they are concerned that with the upcoming transition to middle school he may need more support.

The final portion is who and where you return the consent form. Once that is complete you save the form and then go to the side Documents bar to print the form.

Return Consent for Evaluation to:

Name [Show Details](#)

At this address

Documents Print

Consent for Evaluation

Attachments Upload

Any other factors considered by the team:

B I U

This is things the team talked about, discussed, during the evaluation planning.

EXAMPLE:

The team considered that this is Ima's last year in Elementary school and they are concerned that with the upcoming transition to middle school he may need more support.

Return Consent for Evaluation to:

Name [Show Details](#)

At this address

✓ Saved

THEN CLICK HERE TO PRINT AND SEND TO PARENT

FIRST SAVE

Once the form is returned you go back into the Consent and complete the bottom portion of the Consent to state who returned the form, when it was returned, and whether consent was granted.


Consent to Evaluate

 Help

Consent Granted

Yes 

Date Response Received

3/26/2015 

After consent is received, enter the name of the individual who signed Consent Form:

Donkey Kong

This is for any additional comments- for example if parents hand wrote something on the form or requested a change in the language to the form, you should document it here.

Comments

User	Date	Text	Edit
No comments			
 Add Comment			

The OUTCOME is key to this form as it starts the 60-day timeline clock as well as creates the next forms within the sequence in Enrich; the Evaluation Report and the Eligibility Determination. Be sure to enter the correct date on this form.

Outcome

Once this action has been completed, enter the outcome/recommendation below

End Date



Recommendation:

Continue:

- Initial Eval Consent Received
- Initial Eval Consent Refused
- Initial Eval Consent Revoked

EVALUATION REPORT

Enter the Date the Evaluation Report was started. This date must be AFTER the consent for evaluation has been signed.

Initiation

Reason

Initial Evaluation

Start Date

2/17/2015



Evaluation

Help

In conducting an evaluation, the administrative unit must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent; and not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the student.

Date of Consent

2/17/2015



This Date comes from the finalized outcome on the Consent for Evaluation. If you see an error in this date you need to contact the Special Education office to help determine how to rectify the mistake.

Evaluation Screening

Screening Type	Date	Results of Screening	Remove
<input type="text"/>	<input type="text"/>	<div style="border: 1px solid gray; padding: 5px;">B / I / U ≡ ≡ </div>	<input type="checkbox"/>
ADD			

For each section General Intelligence, Communication, Academic, Social Emotional, Motor, and Other when asked "Were assessments required for this evaluation?" You answer YES or NO. - If you answer YES - Complete each section with the results of the evaluation.

Evaluation: General Intelligence

Were General Intelligence assessments required for this evaluation?

Yes No

Evaluation Summary

Document information from a variety of sources including data in all areas related to the student's suspected disability:

B / **I** / **U** | **≡** **≡** |

STUDENT EVALUATION REPORT – THINGS TO INCLUDE

Background:

Reason for Referral:

Information on why this evaluation is occurring.

Educational History:

Previous schools, attendance rates, general school background.

Parent Report of Student Strengths and Needs:

It is important to get feedback from parent and this should always be part of the discussion.

Educationally Relevant Medical Findings:

This should include any medical findings that impact education. We have been advised to not report birth information. Hearing and Vision should go here

Previous Plans implemented:

If this is an Initial, than this would be information about RTI/MTSS. Key information such as when referred to RTI as well as what areas were targeted in RTI would be important. This could be behavioral or academic. Other plans to reference may include 504, READ plans, ELL plans, ALP, etc. If this is a Reevaluation than you would have information in here on when the student was identified as special education under what disability and information about services the student has been receiving.

If this is an Initial and SLD is being considered, must include:

Description of Intervention: (name of intervention and student: staff ratio)

Frequency and Duration of the Intervention: (start date, end date, day/minutes per week) for each of the Tier's of Intervention.

Body of Evidence:

Universal Assessment:

This would be all the DIBELS, NWEA, TCAP- Testing results that are available for ALL STUDENTS- The SPED teacher would insert this.

Targeted Assessments:

Here you would list all the assessments given for this specific evaluation. If you just reviewed records you would write Records Review and the Date Completed should

ACADEMIC:

Whichever areas of assessment were listed on the consent should be included as results here. Whatever you would typically write in your "section" of Enrich you would put in this area.

COMMUNICATION:

COGNITIVE:

SOCIAL EMOTIONAL:

MOTOR:

Progress Monitoring Data/Student Centered Data Collection:

This is how you have been monitoring the student progress. For an initial this would be data collected during RTI/MTSS for a Reevaluation this could be a review of progress on IEP goals, recent AIMSweb testing, etc. This would be information from the SPED teacher.

If this is an initial for SLD must include:

Gap Analysis

Growth Rate in Interventions

Observation of Student:

Specific observation- Date and Time noted and the student should be observed within the general education environment within the area of concern for the student.

Analysis of Student Data:

Overall Summary of the data that should identify the students strengths and needs.

This section should also include a statement regarding exclusionary factors. Be sure that if student is ELL than there is a statement of how ELL data was considered. If there are no concerns with exclusionary factors the following statement can be used:

"The team has reviewed all exclusionary factors and has determined that the current areas of concern are not related to cultural factors, limited English proficiency, lack of appropriate instruction, or other disadvantage"

Implications for Instruction:

Implications for Instruction outline based on the data presented what interventions/supports/services may benefit the student in accessing grade level standards.

You should enter the date the Evaluation Report was completed.

Date report completed. This date must be **after** the Consent for Evaluation but **before** the Eligibility Determination Date.

Evaluation Summary

Document information from a variety of sources including data in all areas related to the student's suspected disability:



CLIENT AND FAMILY INFORMATION MODULE

Date Evaluation Report Completed

2/17/2015

You then need to enter an Outcome ending the Evaluation Report process.

Outcome

Once this action has been completed, enter the outcome/recommendation below

End Date

Recommendation:

Continue:

- Initial Evaluation Completed
- Reevaluation Completed
- Evaluation Not Completed

CREATE THE ELIGIBILITY DETERMINATION

Once the outcome is entered and the Evaluation Report is Saved and Finalized you will be prompted to Create and Eligibility Determination if this is an Initial or a Re-evaluation.

Pending: Eligibility Determination + Create
Pending due to Evaluation - Initial or Reevaluation ended on 3/30/2015

Enrich will ask you to Select whether this is an Initial or a Reevaluation.

Add Eligibility Determination x

Program: Special Education

Action: Eligibility Determination

Reason: Initial Eligibility Determination
 Reevaluation

Next

Cancel

Your first step will be to Create the Eligibility Determination. Many times people open all their documents up in preparation for the meeting so please be aware you will need to ensure that the date the eligibility started must be AFTER the evaluation report was finalized. Also make sure you are paying close attention to your 60-day timeline.

DATE MUST BE AFTER EVALUATION REPORT IS FINALIZED.

Create Eligibility Determination

 Print  Help

Initiation

Reason

Initial Eligibility Determination

Start Date

3/31/2015 

The first step of every eligibility is the same three questions. You must answer these every time.

Eligibility Determination

Help

The multi-disciplinary team determination

The team has addressed each of the following statements and has determined:

1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and services needs, whether or not commonly linked to the disability category. (Answer must be 'Yes' in order for the student to be eligible for services.)

Yes No

2. The student can receive reasonable educational benefit from general education alone. (Answer must be 'No' in order for the student to be eligible for services.)

Yes No

3. Is the student's performance due to a lack of appropriate instruction in reading, including essential components of reading instruction? (Answer must be 'No' in order for the student to be eligible for services.)

Yes No

Is the student's performance due to a lack of appropriate instruction in math? (Answer must be 'No' in order for the student to be eligible for services.)

Yes No

Is the student's performance due to limited English proficiency? (Answer must be 'No' in order for the student to be eligible for services.)

Yes No

Disabilities Prior To Meeting *None*

Disabilities Considered During Meeting

If this is an Initial it will say None, if this is a Reevaluation the disability prior to the meeting will be automatically populated.

You always must consider a disability!! You can also consider multiple different options you just need to Add Disability once you complete one checklist

Be Aware if you Answer No- you are saying the student does not qualify at this time and a NEW Consent for Evaluation will be created.

Even if you answer a question in a way that would make a student ineligible, you still NEED to consider a disability down below.

If you need to consider more than one disability you will click Add Disability.

Add Disability

If the student is Multiple, you need to complete the Eligibility for Multiple, Intellectual Disability, and whatever the third category is.

Once the checklists are completed you need to complete the parent notification sections.

Parent Notification

Have a copy of the evaluation report(s) and the eligibility statement been provided to the parent(s)?

Yes No

Who provided a copy of the evaluation report(s) and the eligibility statement to the parent(s) and on what date?

Date

The final step of the Eligibility Determination is entering an Outcome. This will end your eligibility. You will then need to Finalize and have this Admin Approved.

Outcome

Once this action has been completed, enter the outcome/recommendation below

End Date

Recommendation:

Continue:

Eligible

Not Eligible

If the student is Eligible you complete the IEP and if the student is Not Eligible you contact the Special Education office so that the student can be exited from Special Education.

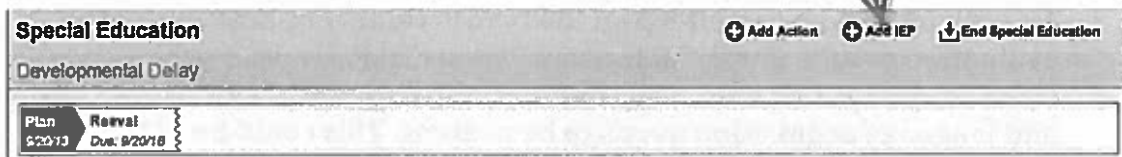
BOCES ENRICH/IEP MANUAL

Part 2: Writing an Annual Review

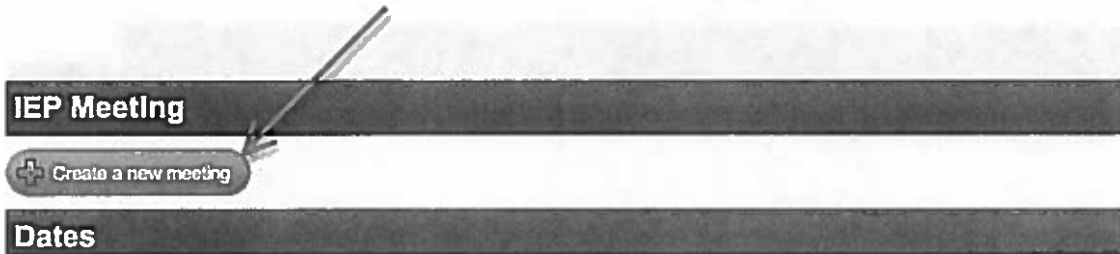
The following manual provides guidance on writing an IEP using Enrich. Procedural guidance and best practice information is included in the manual.

NOTICE OF MEETING

The first step in the process is to Add IEP from the Programs Tab



You will then need to "Create a New Meeting" to develop a Notice of Meeting.



IEP Meeting

Return to Meeting List

Date & Time: 6/2/2014 10:00 AM - 11:00 AM 1 hour duration

Location: Fremont Elementary

Participants

Person	Role	Absent?
Pamela Fox		<input type="checkbox"/>
Jackie Smith	Mother	<input type="checkbox"/>
Allan Smith	Father	<input type="checkbox"/>
+ Add Person		

Should the student be invited to the meeting? No

The people invited MUST match those on the sign in sheet. Necessary members of an IEP team are listed below.

If a member is going to be absent than when you click "Absent?" an Excusal Form will be created. If a required member is not present and than you need a signed excused form to conduct the meeting.

Required Members for an IEP Annual Review Include:

- **Parent** (If they do not attend than the attempts to contact and schedule the meeting must be provided. Meetings must be scheduled at a mutually agreeable time between parent and school district. If three attempts to schedule a meeting have been made and parent continues to not show than move ahead with the meeting.)
- **General Education Teacher**
- **Special Education Provider**
- **Special Education Director/Designee** (Please see the list of individuals who can serve as a Director Designee)
- **An individual who can interpret the instructional implications of the evaluation results** (Special Education Teacher, SLP, School Psych)
- **If the student is ELL than an individual with expertise in ELL curriculum and language acquisition needs to be present. This could be ELL teacher/specialist or a SSP with training in ELL.**
- **Child with disability when appropriate**

EXCUSALS MUST BE COMPLETED PRIOR TO THE IEP MEETING BY THE INDIVIDUAL BEING EXCUSED. IF PARENT DOES NOT SIGN THE EXCUSAL THAN THE TEAM MUST RESCHEDULE THE MEETING.

You must then select a PURPOSE of the Meeting. Think carefully before choosing the purpose of the Meeting as it does generate verbage specific to the type of meeting you select. You can select more than one type of meeting so if you are having both a Eligibility and an IEP review you can select both.

Keep in mind:

Transition IEP refers to students 15+- not transition between buildings.

Transfer refers to in state or out of state transfers

Notice of Meeting

? Help

Our policy is to invite all students from 4th grade up.

CDE Guidance Tip:

If the staffing team chooses to invite an outside agency, written parental consent must be obtained prior to (or same day as) inviting the agency. I-13 compliance is met when two documents, written parental consent and agency invitation, are compared to confirm that written parental consent was obtained prior to (or same day as) the agency invitation. There are no legal requirements defining agency invitation, so that can be documented by a copy of the notice of meeting, an email, a separate letter, a record of a phone call, etc.

Invite all guardians with a single meeting notice.

Date Notice Sent:

Purpose of Meeting (See Help for full descriptions):


- Referral
- Initial Eligibility for Special Education
- Initial IEP
- Combined Initial Eligibility for Special Education and Initial IEP
- Reevaluation
- Special Evaluation
- IEP Review
- IEP Amendment
- Transition IEP
- Individual Services Plan
- Behavior Intervention Plan
- Discipline
- Health Care Plan
- Manifestation Determination
- Matriculation
- Services Plan
- Specialized Transportation
- Transfer

 ADD NEW OPTION

Send Replies To:

Name


At this address

 Select Case Manager from Drop down

Record of Parent Contact

Parent Contact Log

Date

Type of Contact

Result

Describe the details of this contact



DOCUMENT all attempts to schedule the meeting with parents.

In order to get a participants page to print you must click here!!

Printing Meeting Participants

Print this section to print the participant names on the IEP document and document if the parent did not attend but still participated..

Was the parent(s) physically absent from the meeting?

Yes No

ENROLLMENT

Enrollment		
	Prior To Meeting	After Meeting
Service District	<input type="text"/>	<input type="text"/>
Service School	<input type="text"/>	<input type="text"/>
Home District	<input type="text"/>	<input type="text"/>
Home School	<input type="text"/>	<input type="text"/>

Service District and Service School are physically where the student receives the special education programming.

These are all dropdowns and you need to complete every dropdown. In cases when the meeting is a Change of Placement, the before and after may be different.

Home District/School is where the student has residency. Only for students who choice into a different district or who are attending programs in another school (SOE programs/day treatment/SSN) would the Service District and Home District be different.

DATES

This is an extremely important portion. Please review all dates for accuracy against the student's cumulative special education records.

Dates

Initiating Meeting Date

Start Date 3/5/2015 

Planned End Date 3/2/2016 

Next Review Due By 3/4/2016 

Initial Evaluation Date 8/20/2009

Latest Evaluation Date 4/4/2013

Next Evaluation Due By 4/3/2016 

Initial Eligibility Date 4/4/2013

Latest Eligibility Date 4/4/2013

Next Eligibility Due By 4/3/2016 

Initial Consent for Services Date 8/20/2009

Latest Consent for Services Date 8/20/2009

Start Date: IEP start Date

End Date: One year minus 1 day after the Start Date (Enrich will auto-populate)

New Review Due by: One year minus 1 day after the Start Date (Enrich will auto-populate)

Initial Evaluation Date: First time the student was found eligible for special education

Latest Evaluation Date: The most recent triennial review. If you are the current meeting is also a triennial, you choose the last tri.

Next Evaluation Due By: Next triennial review. This may be the date of the current meeting.

Initial Eligibility Date: Same as Initial Evaluation Date

Latest Eligibility Date: Same as Latest Evaluation Date

Next Eligibility Date: Same as Next Evaluation Date

Initial Consent for Services: First time parent signs Consent for Services

Latest Consent for Services: Most recent consent for services on file. Most likely the same as Initial Consent as these are usually just signed once.

Type of Meeting

Eligibility

Individualized Education Program

Procedural Safeguards

- [Procedural Safeguards - English](#)
- [Procedural Safeguards - Spanish](#)

Parents have been provided the special education procedural safeguards in their native language or other mode of communication on:



If you are holding this IEP in conjunction with an Eligibility meeting select the Eligibility type.



Select Type of Meeting. Remember an Initial IEP is only held ONCE, every year after it is an IEP Review.

PRESENT LEVELS OF PERFORMANCE

Strengths, Preferences, Interests

The first section is **STRENGTHS**- This whole section should be positive and be based on feedback from student, parents, and teachers. Even students with severe cognitive and emotional needs have strengths. Please do not write things such as "When he/she wants to" or "Has the potential to," you want to convey the strengths of the child on a daily basis. Here is an example of a Strength section:

Student Strengths, Preferences, Interests

What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments? Be sure to include specific feedback from the student.

Baylee states that she likes everything about school. Her favorite subject is "pretty much math" because she likes to work with "adding and subtracting." Baylee reports that multiplication is "tricky." She also reports that she needs help with "big words." During 3rd grade recess periods, Baylee likes to swing on the bars and swingset with her friend. At home, Baylee likes to play on her trampoline if the weather is good. She also likes to watch movies and drink hot chocolate with her mom. Baylee says that she likes to help her mom and she also likes to help old people.

Present Levels of Educational Performance

PPBOCES recommends the following structure for writing present levels of educational performance section

- a) **A brief statement of when and which disability category the student qualified for special education.**

For example:

Johnny qualified for a student with a Specific Learning Disability in Reading Comprehension in 2012.

- b) **A brief summary of the results of the evaluation that qualified student for special education.**

Include benchmark testing, curriculum based assessments, progress monitoring data, and history of interventions. This again should be a summarized discussion or triangulation of data presented that naturally leads the reader to the areas of need and the development of measurable goals.

For Example:

"The determination was made based on a significant gap from same age peers on AIMSweb Maze, as well as scores below the 5th percentile on standardized measures of reading comprehension despite exposure to three research based interventions. In addition, data collected on Johnny's growth rate indicated that his growth on progress monitoring was significantly slower than peers."

Remember data is not only available in academic areas, make sure any relevant behavioral data such as point card data, office referrals, suspension data is included.

If the student is identified as an English Language Learner you must include input from the ELL provider as well as data relevant to second language acquisition such as ACCESS scores .

- c) A description of the most recent evaluation results. It may help to create headings for multiple areas of impact.**

For example:

Academic

Johnny has participated in the NWEA MAPS testing three times this year. The results of these assessments show a consistent deficit (scores below the 12th percentile) in Reading and Language Use. Math is a clear strength for Johnny as his scores on the NWEA reflect an average performance compared to same age peers.

Johnny is progressed monitoring twice per month at his instructional level with AIMSweb Maze. His instructional level is 3rd grade and he is currently growing at 0.3 correct responses per week. In order to catch up to his grade level peers, Johnny would need to grow at a rate of 1.4 correct responses per week.

Behavior

Johnny has received 2 behavioral referrals this school year due to physical altercations with other students.

Health

Johnny past both vision and hearing screenings conducted on September 6th, 2014.

Student Needs and Impact of Disability

Based on the most recent evaluation results this section should highlight how the disability impacts progress in general education as well as involvement in activities.

A needs section should let the reader know what support the student will need in general education as well as any related services that will be required to demonstrate progress. The needs will directly relate to the Goals and Services a

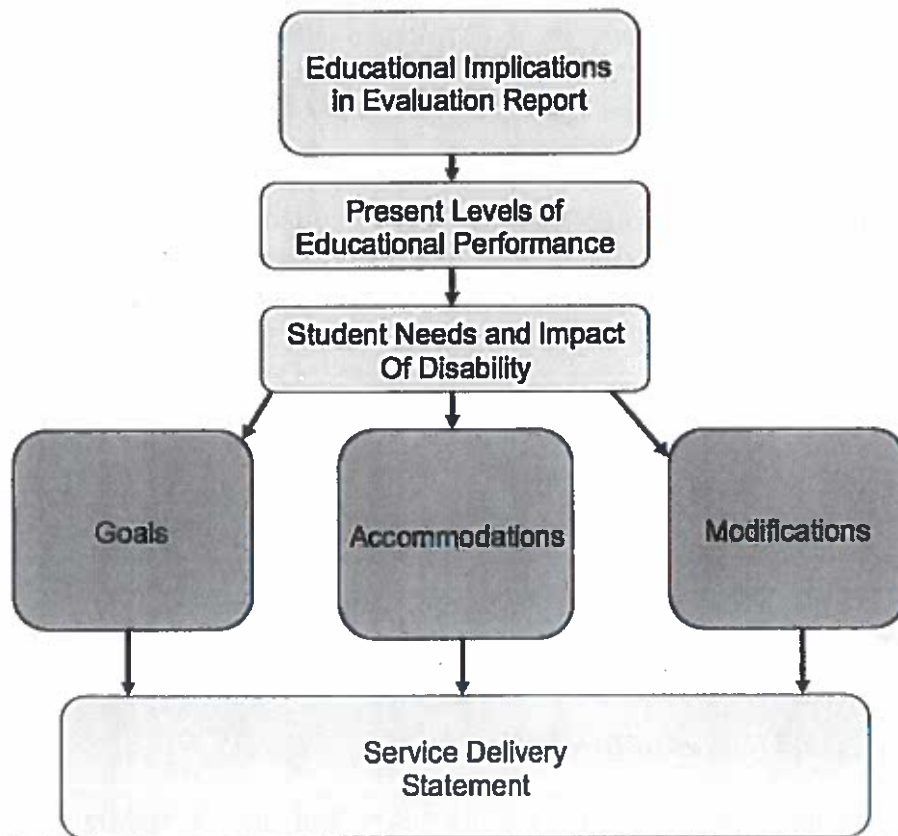
student receives. There is a separate accommodations section in Enrich, you should not list every accommodation in this section as there is a separate section for writing out the accommodations later in the IEP

Here is an example of a well-written Needs Section:

How does the student's disability affect his/her involvement and progress in general curriculum and participation in appropriate activities?

Robyn's delays in the areas of speech, academics, and fine motor skills impact her ability to access the curriculum and make adequate progress without the support of speech therapy, academic support, and occupational therapy. Her speech and language delay may impact her performance in academic settings; regarding understanding of concepts and verbal expression using age appropriate sounds and sentences. Robyn's difficulty with thinking and reasoning skills requires a slower pace and more repetitions to acquire new academic skills and access her academic curriculum. In occupational therapy it would be beneficial for Robyn to focus on higher level self-care and daily living skills to improve her ability to sequence activities, remember directions, and problem solve. She could also benefit from training to use a computer appropriately for academic activities and to navigate the internet for information.

Here is a visual that outlines the relationship between the components of an IEP



Parent/Student Input

This section should describe any feedback from the parent and/or student regarding the student's educational progress.

Here is an example

Parent/Student Input

Parent would like for him to be more social with peers.

CONSIDERATION OF SPECIAL FACTORS

Every IEP the team must revisit the Special Factors

Consideration of Special Factors

 Help

Does this student exhibit behavior that requires a Behavior Intervention Plan?

Yes No

Is the student deaf-blind?

Yes No

Is the student deaf or hard of hearing?

Yes No

Is the student blind or visually impaired?

Yes No

Does the student require a Health Care Plan?

Yes No

Does the student have Limited English Proficiency?

Yes No

Does the student need Assistive Technology devices or services?

Yes No

Does the student require Special Transportation?

Yes No

If the team selects Yes to any Item either the plan or a text box will be created.
If a student is **Deaf/Hard of Hearing** a **Communication Plan** must be in place and consultation must be made with the Teacher of **Deaf/Hard of Hearing** assigned to your district.

If the student is **Blind/Visual Impaired** a **Learning/Media Plan** must be in place and consultation must be made with the **Teacher of Visually Impaired**.

If the student is Limited English, the team must explain how the Limited English will be addressed. Input must be received from the ELL teacher/specialist.

Special Transportation refers to transportation that is not available to general education students. There should be a rationale provided as to why special transportation is necessary in order for the student to access education.

Health Care Plans are completed by the school nurse and typically housed in the school as well as within the IEP. Health Care Plans need to be printed and kept with the IEP.

If Assistive Technology is being used with a student describe what is in use and why the student uses the AT. Keep in mind this could be low tech (raised line paper) or high tech (communication device).

GOALS

Before writing goals, please reread the Needs section of the IEP as the needs should drive the goals. In turn, the goals, drive the direct and indirect services the student requires to meet those goals. You cannot have a goal without a service. Goals should be SMART: Specific, Measurable, Attainable, Relevant, and Time Bound.

Please see the information contained in the section "Using Standards to Write Goals" for ideas around how to determine appropriate goals for your student. Also the Colorado Department of Education has grade level standards by area on this link: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks>

If this is an Annual Review and you have started with a draft of last years IEP, the old goals will pull over but make sure you review, change, and update the goals yearly.

The screenshot shows a form for creating a goal. The fields and their descriptions are as follows:

- Goal 1**: Includes 'Up', 'Down', and 'Delete' icons.
- Area of Need**: A dropdown menu. An arrow points to it with the text: "Content area of goal".
- Start Date**: A date selector showing 6/6/2014. An arrow points to it with the text: "Dates auto-populate for the length of the IEP".
- Projected Achievement Date**: A date selector showing 6/5/2015.
- Measurable Goal**: A large text area with a rich text editor toolbar. An arrow points to it with the text: "This is where you write the text of the goal, make sure it includes the: *Who*—who will achieve *What*—what skill or behavior *How*---In what manner *Where*---In what setting *When*—by what time".
- Objectives**: A section with an "ADD OBJECTIVE" button. An arrow points to it with the text: "Objectives are short-term steps to meet the goal. Objectives are **REQUIRED** for all students taking alternative assessments."
- Unit of Measurement**: A text input field. An arrow points to it with the text: "Unit of Measurement is how you plan on measuring the goal. This should be a unit 'Percentage, Words per Minute, Opportunities'".
- Baseline Data Point**: A text input field. An arrow points to it with the text: "Baseline is the current level of performance on this skill".
- Evaluation Method**: A list of radio buttons: "Monitor and Chart Progress", "Focused Assessments", and "Portfolio Collection". Below them is an "ADD NEW OPTION" button.
- Related Standards**: A section with an "ADD STANDARDS" button.
- Progress Monitoring**: A section with the text "Please select an Area of Need."

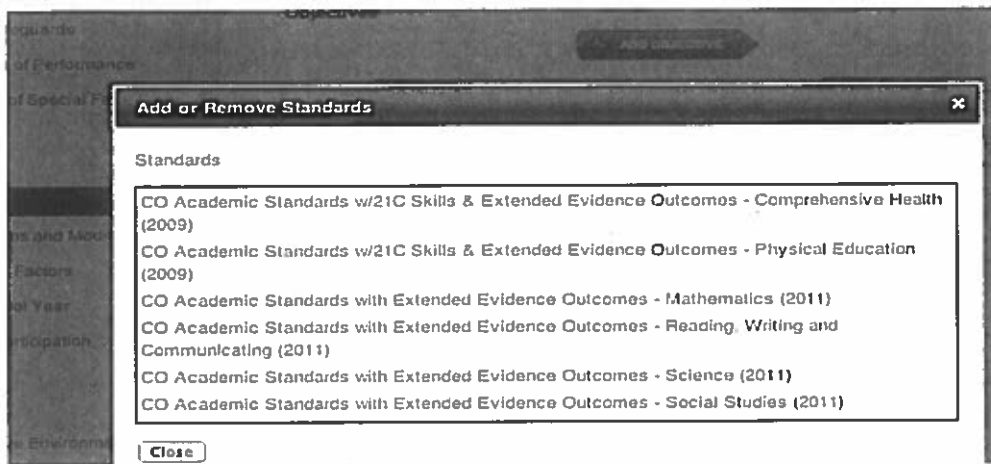
Evaluation Method is **how** you are going to measure progress on the goal. This should align with the baseline and the Unit of Measurement you have selected.
Monitor and Chart Progress: repeated probes such as AIMSweb or DIBELS
Focused Assessments: summative tests such as NWEA, MAPS, Scantron, etc.
Portfolio collection: students working on Extended Evidence Outcomes or for goals such as handwriting that require work samples over time.

Instructions for adding related standards and progress monitoring are included in the next section.

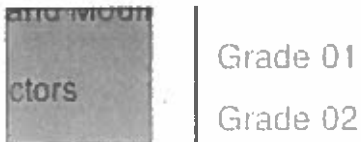
Click "Add Standard"



You will then be prompted to choose a content area:



Once you choose the appropriate Content Area, you choose the Grade Level. Even though a student may be instructionally behind, you should be tying your IEP goals to GRADE level standards:



Now choose your Standard:

Standards \ CO Mathematics \ Grade 02

- 1 Number Sense, Properties, and Operations
- 3 Data Analysis, Statistics, and Probability
- 4 Shape, Dimension, and Geometric Relationships

Once you choose a Standard it will drill down to grade level specific statements:

Standards \ CO Mathematics \ Grade 02 \ 1

- 1 The whole number system describes place value relationships through 1,000 and forms the foundation for efficient algorithms
- 2 Formulate, represent, and use strategies to add and subtract within 100 with flexibility, accuracy, and efficiency

Then you will need to choose either an Evidence Outcome, Inquiry Question, or Relevance and Application, for students taking the regular assessment. If the student is taking Alternative Assessment than you will choose an Extended Readiness Competency or Extended Evidence Outcome.

Standards \ CO Mathematics \ Grade 02 \ 1 \ 1

Evidence Outcomes

Extended Evidence Outcomes

Inquiry Questions:

Relevance and Application:

Nature of Mathematics:

Extended Readiness Competencies

Then choose your specific outcome. This outcome should be aligned to the goal you have written.

Add or Remove Standards

Standards \ CO Mathematics \ Grade 02 \ 1 \ 1 \ Evidence Outcomes

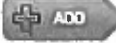
- a Use place value to read, write, count, compare, and represent numbers.
- b Use place value understanding and properties of operations to add and subtract.



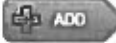
i Represent the digits of a three-digit number as hundreds, tens, and ones.



ii Count within 1000.



iii Skip-count by 5s, 10s, and 100s.



iv Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Close

The progress monitoring section is directly related to progress reporting. If you progress monitor student goals more frequently than you do progress reports than you can also use Enrich to document the results of that progress monitoring. For example, if you measure your student's ORF every other week you can use Enrich for that or if you are already documenting that elsewhere you can just enter the QUARTERLY reports so that you have the necessary data for progress reports.

Progress Monitoring

Collect detailed progress monitoring data at the goal level?

Probe type: Aimsweb Maze

Bas. line: 8 on 8/7/2013

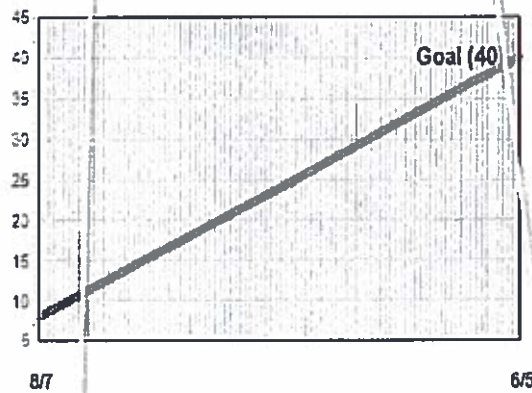
Target: of 40

Schedule:

Daily

Weekly

every 1 week(s)



Click so that you will be prompted to enter the data for progress reports

Probes are listed in a dropdown menu. You can only choose the exact same probe once. If across years you are using the same measure you need to change the number. For example if you are using Percent Correct, you would choose, percent correct on Year 1, then Percent Correct 2 the next time you use that same type of probe.

Your response in this section will dictate how often you will be prompted by Enrich to enter a data point. If you would like to enter data every 2 weeks you can select 2. Enrich will graph the data you enter to show progress toward the target score.

ACCOMMODATIONS AND MODIFICATIONS

This section refers to accommodations and modifications in the classroom environment to support instruction. Please be sure you are familiar with the Colorado State Accommodations Manual that can be found by following this link:

<http://www.cde.state.co.us/cdesped/accommodations>

CDE also release a supplement to this manual for the CMAS: Science and Social Studies which were administered online.

[http://www.cde.state.co.us/sites/default/files/Spring%202014%20CMAS%20Accommodations%20Supplement Final 0.pdf](http://www.cde.state.co.us/sites/default/files/Spring%202014%20CMAS%20Accommodations%20Supplement%20Final%200.pdf)

Difference between Accommodation and Modification

Accommodation: An accommodation is a change that helps a student overcome or work around the disability. These changes are typically physical or environmental changes. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This sort of accommodation extends across assignments and content areas.

What are accommodations? Here are a few examples:

- Teacher provides notes/outlines, allows type-written work, allows printed work, provides a peer note-taker, allows the use of wider lined paper for written tasks, provides highlighted text, allows the use of spell-checker,
- Daily agenda checks between home/school, additional progress reports
- Preferential seating, ability to leave room without permission, peer buddy behavior reward system
- Extended time on assignments, shortened assignments, simplification of directions

Tests read aloud to student, verbal response acceptable in lieu of written response, fewer multiple choice responses (2 instead of 4), multiple -choice response instead of fill -in - the -blank or short answer/essay, word banks provided for fill in the blank questions

Modification: Modifications used only for students who qualify to take the alternative assessment since those are the only students on a modified curriculum. There should be NO modifications listed unless the student takes the alternative assessment.

This section in Enrich is a text box and you type in the accommodations and modifications.

Accommodations and Modifications

Accommodations

Are there any accommodations?

Yes No

What type(s) of accommodations is (are) necessary for the student to access the general curriculum and/or appropriate activities to make effective progress?

B *I* U |   |   |  

Modifications

Are there any modifications?

Yes No

What standards, if any, need to be modified, expanded, and/or prioritized for the student to access the general curriculum and/or appropriate activities to make effective progress?

B *I* U |   |   |  

EXTENDED SCHOOL YEAR

ESY is an IEP service that must be determined annual at every IEP to determine if additional services are needed during the summer months. CDE's ESY manual provides great guidance and background on what ESY is:

http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/esy_guidancemanual.pdf

Your first step in ESY documentation asks you whether you would like to complete the ESY worksheet. It is recommended you choose Yes if:

1. You have no data on Recoupment or Regression on IEP goals because the student is new to special education
2. A parent or teacher has requested ESY services
3. The data on regression and recoupment is not clear

ESY Predictive Factors

 Help

Do you wish to complete the ESY Data Documentation worksheet, using the information and guidelines in the Guidance Manual, and maintain it in the student's special education record?

Yes No

If you answer Yes the system will prompt you through a series of questions. You must answer ALL questions.

If it is determined that the student will qualify for ESY then within the Goals section you must select which goals will be worked on during ESY and you also must include a service delivery time for ESY in the service delivery section in the IEP.

There is an option of TBD listed in the ESY decision. DO NOT CHOOSE THIS OPTION. Always make a determination at the time of the IEP whether Yes the student meets criteria or No they do not. If you need to change the determination later the team can hold an additional meeting and do an amendment.

ASSESSMENT PARTICIPATION

This portion documents what Accommodations are necessary on District and State Assessments. The available accommodations are being revised so this section will be updated at a later time with more details.

Please refer to the CDE Accommodations manual and **BE SURE THAT CLASSROOM, DISTRICT, and STATE accommodations all align.**

If a student gets an accommodation on a state test they must also receive that identical accommodation on district tests and during classroom instruction.

SERVICES

Services Narrative: This portion describes in **detail** the Special Education and Related Services a student will receive. If the student requires any 1 on 1 support or health care supports (such as diapering) or safety monitoring (continuous monitoring due to significant seizures), this must be noted in the service delivery statement. This statement should answer Who/What/Where regarding special education services. Services are driven by student needs.

The service grid is for the documenting the specialized instruction provided by a licensed professional. The grid does not include general as needed support.

The screenshot shows a form for adding a service. At the top is a dropdown menu labeled "Service 1" with "Up", "Down", and "Delete" icons. Below it are fields for "Service Provider Role", "Category", "Schedule:" (with "Start: 9/19/2014" and "End: 9/18/2015" date pickers), and "Amount:". At the bottom left is a button labeled "ADD SERVICE" with a plus sign. At the bottom right is the text "Who is providing Service?".

Annotations with arrows point from the text below to the form fields:

- An arrow points from the "Service 1" dropdown to the text: "The service dropdown requires you to select the type of service. Be careful to choose the correct setting for the service. See below for detailed explanations."
- An arrow points from the "Service Provider Role" field to the text: "Who is providing Service?"
- An arrow points from the "Category" field to the text: "The first service listed must be either SPED Instruction or time by a SLP is Special Education. A related service is mental health time, OT/PT, SWAAAC, etc. A student cannot receive ONLY related services."

The service dropdown requires you to select the type of service. Be careful to choose the correct setting for the service. See below for detailed explanations.

The first service listed must be either SPED Instruction or time by a SLP is Special Education. A related service is mental health time, OT/PT, SWAAAC, etc. A student cannot receive ONLY related services.

When choosing the service ask yourself two questions

1) Who is the service for?

Direct services are those provided to the student by:

- An appropriately licensed and endorsed special educator
- An SLP

Indirect Services are specialized instruction or services provided on **BEHALF** of student but not directly to a student. These can be provided to educators, parents, and other agencies. Examples include consultation with a general education teacher, time for a TVI to prepare materials for a student who uses Braille, and time to plan with community agencies for outside mental health resources.

2) Where is the service occurring?

If the service is within a general education environment then it is within GenEd. If the service takes place in a small group, but the students are not in that group because they are Special Education than that setting is a general education setting. For example, an intervention class that has a combination of students is a general education setting.

If the service is taking place outside of the general education classroom or environment than it is Outside of General Education.

When deciding if an Indirect Service is Inside or Outside of General education, think of where the consultation will occur? If the consultation is with a general education teacher than it is most likely within general education.

Least Restrictive Environment

The LRE section of the IEP is extremely important. This is where the team outlines the discussion around the appropriate education setting for the student. In every meeting the team **should consider at least two placement options and select one**. In the text box you need to be sure to outline the **ADVANTAGES AND DISADVANTAGES** of each of the placement options.

LEAST RESTRICTIVE ENVIRONMENT

Least Restrictive Environment

 Help

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without disabilities; and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Placement Options Considered

Was this option selected?

Yes No

Describe the possible advantages and disadvantages of this placement option for the student and the modifications/supplementary aids and services considered to reduce possible disadvantages to the student.

B *I* U |   |   |   |   |   |   |   |   |   |   |   |   |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PRIOR WRITTEN NOTICE

This final section of the IEP is a summary of the decisions of the IEP team regarding services, goals, and the least restrictive environment.

Think of Prior Written Notice as a conversation

Prior Written Notice should be thought of **Prior Written Notice of a Decision Made**

You provide prior written notice before you take ACTION, not before you have a DISCUSSION.

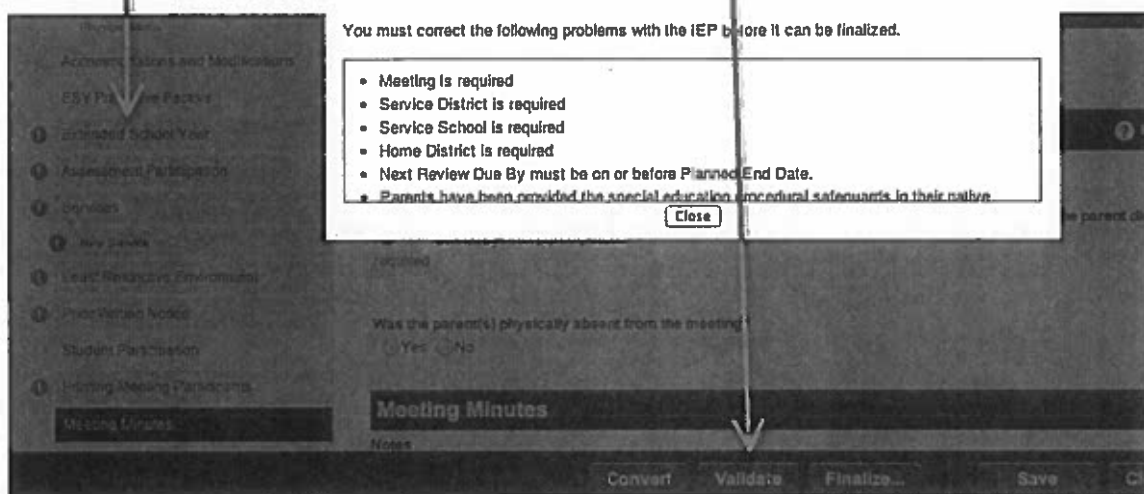
PWN therefore summarizes the conversation that the team had. It should always include:

- What is being proposed or rejected
- Why
- Reference to procedural safeguards
- Other options considered and reasons rejected

The reason this section is last is it is the final recap of what was discussed and decided upon. If parents do not agree with the decisions made at the team they can invoke due process rights.

COMPLETING THE IEP

When you believe you are done with an IEP, click **VALIDATE**, this will alert you to any errors that need to be completed. The errors will be in Red and have an exclamation point next to them.



Once you fix any errors you can then **FINALIZE** your IEP. Once finalized, it will display as "Awaiting Admin Approval" in the Program Tab.

Follow the steps for the IEP Review Procedures to have your documents approved.

