

IEP PROCEDURAL GUIDANCE:

EXCEPTIONAL STUDENT SERVICES UNIT

TECHNICAL ASSISTANCE



COLORADO
Department of Education



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These materials were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



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PROCESS FOR FUTURE REVIEW

The Colorado Department of Education's Exceptional Student Services Unit (ESSU) wishes to acknowledge and thank those professionals who contributed to the substantive revision of this document during the 2015-16 school year. All information was reviewed to ensure completeness and alignment to current rules and regulations. In addition, any changes to the IEP model forms are reflected in this revision, along with any new guidance specific to these changes.

ACKNOWLEDGEMENTS

This guidance was originally adapted from the Chicago Public Schools' *A Procedural Manual: Educating Children with Disabilities in Chicago Public Schools* as well as the Arizona Department of Education's *Prior Written Notice*.

Recognition and appreciation is extended to the Colorado State Advisory Group for the development of the State Recommended IEP and this guidance.

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Thirty leadership staff met through the 2015-16 school year to develop tools to enhance student outcomes by providing quality tips to the IEP team. One document for each area of focus has been created and may be found in Appendix D.

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NAVIGATING THIS DOCUMENT

This IEP guidance document is intended for practitioners to use as a reference. For AU specific questions on IEP processes please refer to the Director of Special Education for the AU.

UPDATES 2016

In an effort to streamline the IEP Guidance Document to a user friendly format, enhancements, updates and additions have been made.

Enhancements

- Table of Contents links directly to sections
- Sections are designed to stand alone
- Each section contains hyperlinks to appropriate forms in both English and Spanish when available
 - Guidebooks, worksheets and manuals are also linked in appropriate sections
- Links to YODELs (Your On Demand eLearning Library) are embedded in the document, and can be identified with the YODEL symbol (see below) *
- IEP related forms and IEP Workgroup Guidance Documents are located in hyperlinked Appendices
- Hyperlinks to guidance for eligibility have been provided at the bottom of each Determination of Eligibility form

Updates

- Early Childhood Least Restrictive Environment guidance has been updated to reflect current OSEP guidelines

Additions

- [Manifestation Determination](#) is a new section (Page 52)
- [Extended School Year](#) is a new section (Page 52)
- IEP related forms and the 2015-2016 IEP Workgroup Guidance Documents have been included as [Appendices](#) which start on (page 79)
 - The IEP Related Forms have been regrouped to provide easier access
 - [Appendix A](#) – Determination of Eligibility Forms – Page 79
 - [Appendix B](#) - Prior Written Notice Forms – Page 94
 - [Appendix C](#) – IEP Related Forms – Page 101
 - [Appendix D](#) – Guidance Documents – Page 124

*Please note that as more of the IEP process YODELs are completed the links will be added.

Special symbols have been selected to aid in learning and using the information in this document. They are placed in the sidebars and direct attention to information of unique importance to comply with all rules and regulations. The five symbols are:



This symbol identifies new or revised policies regarding determination of eligibility, development and implementation of IEPs.



This symbol identifies questions and answers to clarify issues.



This symbol is used to point out a particularly critical piece of information to which special attention should be given.



This symbol highlights effective practices for implementing these new procedures but is not required by law.



This symbol refers to a YODeL (Your On Demand eLearning Library) providing information specific to the indicated subject in an interactive video format.

The term parent or parents has been used throughout the document for ease of reading. The reader should understand, however, that the term is used to refer to a person generally authorized to act as the child's parent or authorized to make educational decisions for the child, e.g., guardian(s) and educational surrogate parent(s). 34 C.F.R. § 300.302.33; ECEA Rule 2.33.

INTRODUCTION

The Individuals with Disabilities Education Act (IDEA) and Colorado's Exceptional Children's Educational Act (ECEA) have established the Individualized Education Program (IEP) as the structure for planning and implementing goals and objectives for children with disabilities. This guidance document outlines the specific contents required in the IEP as provided through the IDEA as well as Colorado's State Recommended IEP Forms.

IDEA (2004) and ECEA included significant changes related to the content of IEPs including content related to secondary transition, state and district assessments, IEPs for children with disabilities who transfer from one public agency to another public agency within the same school year, IEP meetings and participants in those meetings, and changes to IEPs following the annual IEP meeting. The 2004 reauthorized IDEA also included significant changes related to parental consent for initial evaluations and reevaluations.

The evaluation process presented another substantive change in IEP development. Previously, a "comprehensive evaluation" was required; this was replaced by a "full and individualized" approach. The evaluation must contain sufficient information to appropriately identify all of the child's special education and related services' needs. The new evaluation process was intended to provide students with individualized evaluations that are instructionally and behaviorally relevant. Under these new procedures, school personnel employ a more focused assessment process related to a student's area of suspected disability. This flexibility was designed not only to ensure that the educational needs of the child were recognized, but instructional implications were readily identified and implemented.

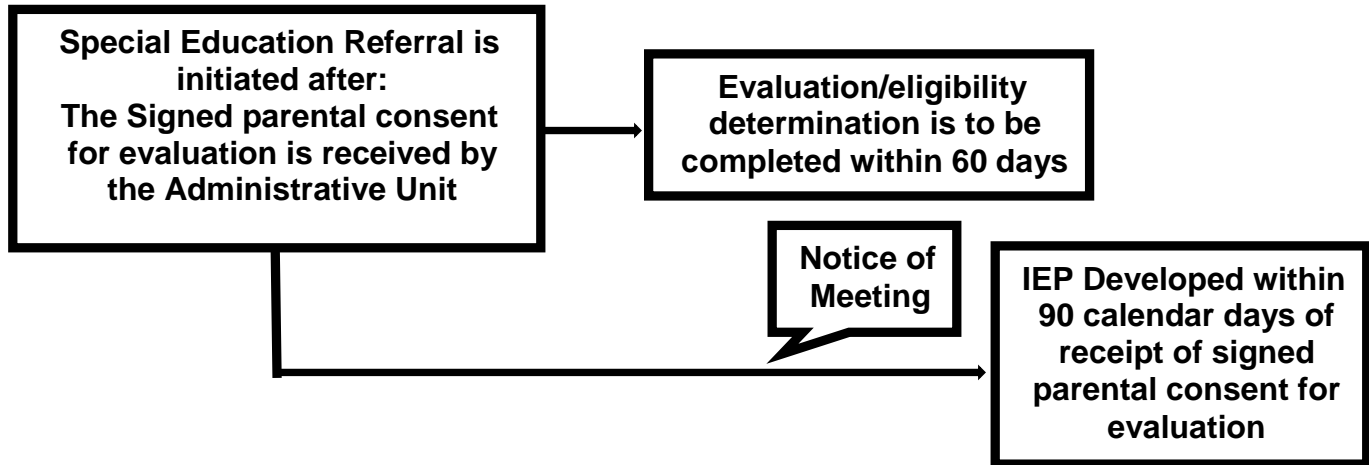


Highlights of the changes in the evaluation process as per IDEA 2004 were as follows:

- The Multidisciplinary Team is charged with the responsibility of reviewing existing educationally relevant data, and determining the specific assessments, if any, that are needed to evaluate the individual needs of the child.*
- The composition of the Multidisciplinary Team will vary depending upon the nature of the child's present problems and other relevant factors.*
- The evaluation process begins with a review of existing data related to the child's performance and results of any screening that is conducted as a part of the general education program.*
- The evaluation must be sufficient to appropriately identify all of the child's special education and related service needs.*
- The evaluation should include those areas not commonly linked to the disability category but identified as concerns.*
- As a result of the new process, teams will be required to plan the evaluation needs deliberately and collaboratively.*

IMPORTANT TIMELINES

Referral, Evaluation, IEP Implementation



A referral is initiated when:

- The parent is informed of the special education referral or the parent requests an evaluation;
AND
- The parent provides written consent to conduct the initial evaluation. [ECEA 4.02(3)(c)]

By definition, an initial evaluation must include a determination of eligibility; therefore both must be completed within 60 days from the point of the initiation of the referral. [ECEA 4.02(3)(c)] [IDEA 300.301(c)2]

A notice of meeting should be sent to the parent in a reasonable amount of time to ensure that s/he will have an opportunity to attend [IDEA Reg. 300.322(a)(1)]. 10 day notice is usually accepted as reasonable.

The IEP must be developed within 30 days of the date that the child is determined to be an eligible child with a disability.

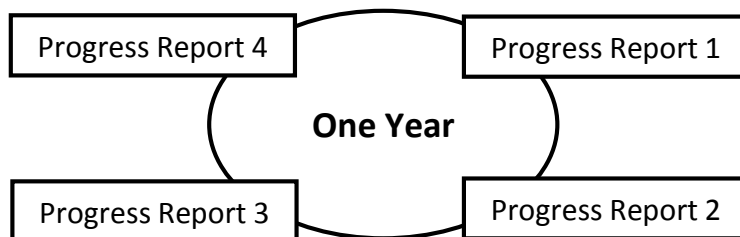


Your On Demand eLearning Library (YODEL) interactive learning module for the [IEP Process](#) and [Timeline](#)

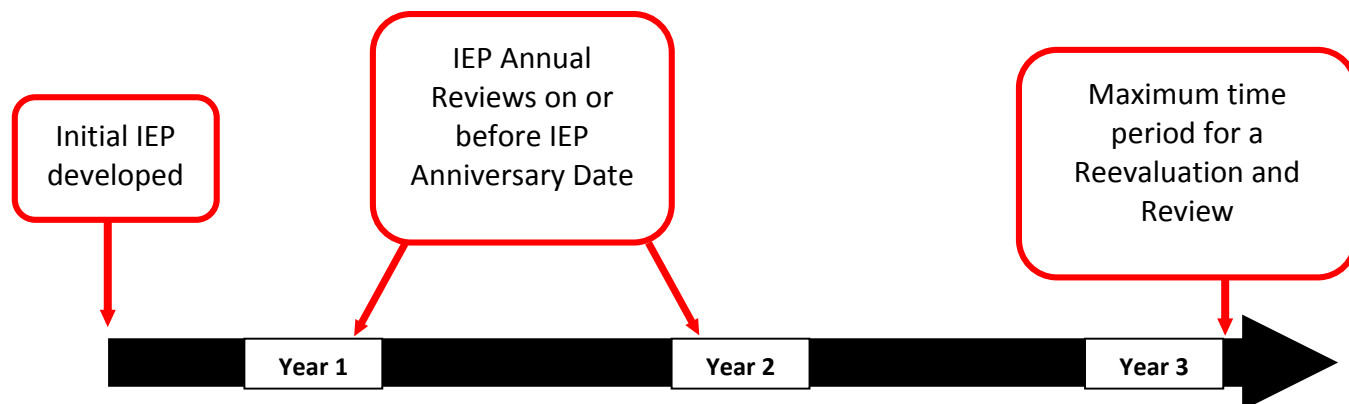
IEP Progress Reporting

The IEP must contain a description of when periodic reports will be provided regarding the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards. [IDEA Reg. 300.320(3)(ii)].

EXAMPLE:



IEP Annual Reviews, 3 year Reevaluations



An IEP must be reviewed periodically, but not less than annually to determine whether the annual goals for the child are being achieved; and revised as appropriate to address:

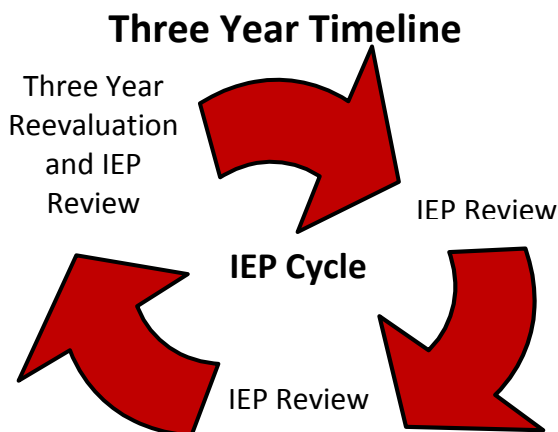
- Any lack of expected progress toward the annual goals;
- The results of any reevaluation;
- Information about the child provided by the parents;
- The child's anticipated needs; or
- Other matters.

[IDEA Reg. 300.324(b)]

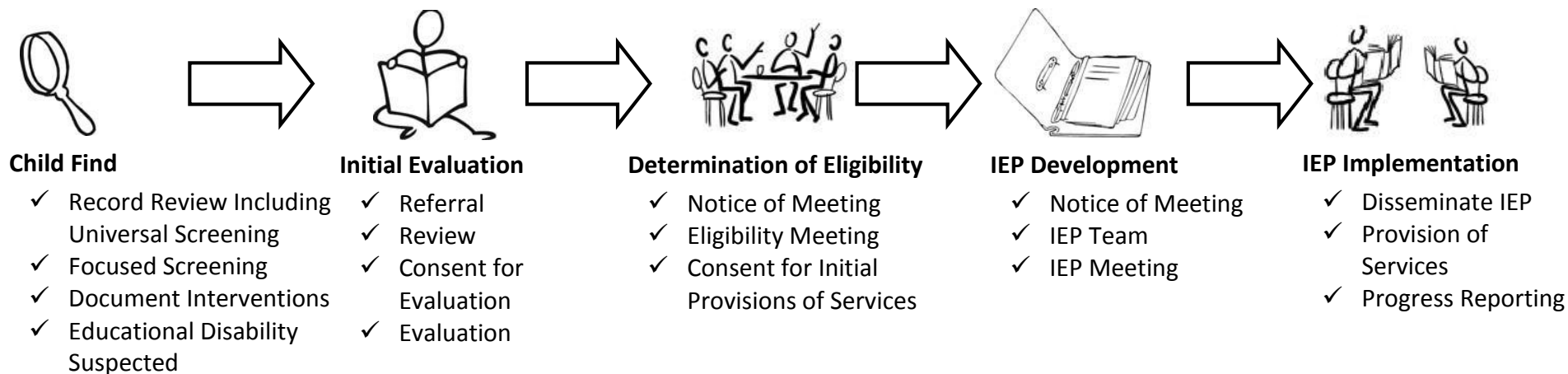
A notice of meeting should be sent to the parent in a reasonable amount of time to ensure that they will have an opportunity to attend the IEP meeting. [IDEA Reg. 300.322(a)(1)]

A reevaluation of each child with a disability must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is not necessary. [IDEA Reg. 300.303(b)(2)]

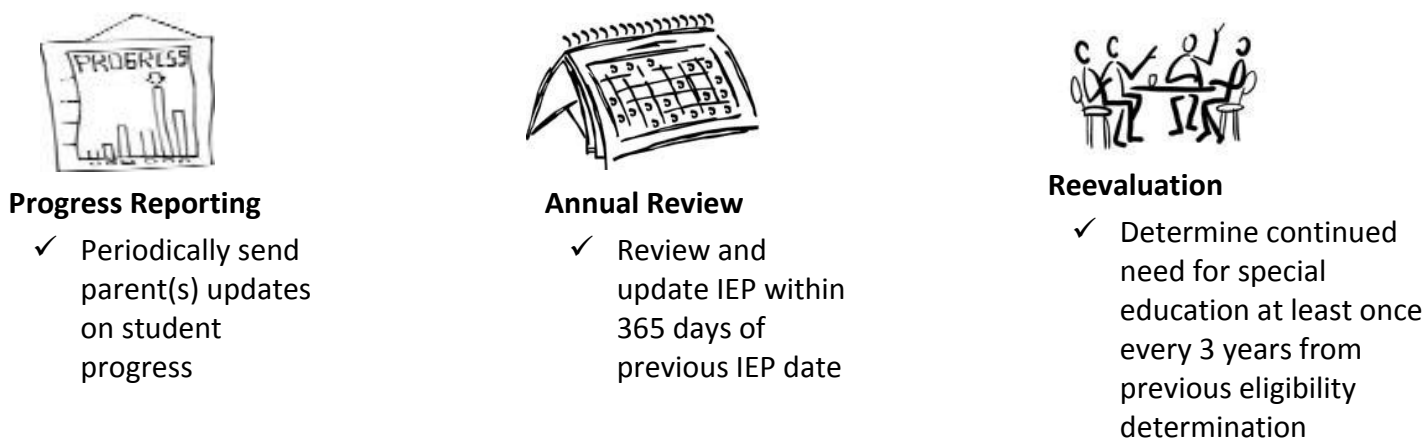
If a reevaluation is necessary, written parental consent for evaluation must be obtained prior to conducting the reevaluation or the public agency must have documentation of multiple attempts to gain parental consent using multiple means of contact. [IDEA Reg. 300.300(c)(1)(i)]



BEGINNING THE IEP PROCESS:

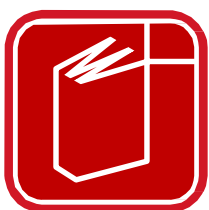


REVIEWS FOR ONGOING IEP IMPLEMENTATION:



OTHER IEP ACTIONS:





THE SPECIAL EDUCATION PROCESS

INITIAL EVALUATION



Your On Demand eLearning Library (YODEL) interactive learning module for the [IEP Process](#)

Referral to Special Education

The special education referral is the initial step of the special education process. Any student who needs or is believed to need special education or related services in order to receive a free and appropriate public education may be referred for an evaluation as a result of a building level screening and/or referral process.

A special education referral where the team suspects an educational disability must be clearly distinguished from a building level referral for instructional support where an educational disability is not yet suspected or a building level referral for screening, both of which are general education processes. The administrative unit or state-operated program should establish and follow procedures for referring a child for an initial evaluation to determine whether or not the child has a disability and needs special education and related services.

A referral may be made when a parent or representative of the administrative unit (or state-operated program) believes that the student has or may have a disability that would cause the student to be eligible for special education services. Any other interested party who believes that a student is in need of an initial evaluation must collaborate with the parent or the appropriate administrative unit or state-operated program.

Review Existing Data

Once a referral is received, the administrative unit must review the referral and existing information regarding the student. Based on the review, the administrative unit must determine the appropriateness of the referral.

If the administrative unit determines the referral is appropriate, then a Multidisciplinary Team must review the existing data to determine whether additional evaluation data are needed. This step is conducted through a meeting with members of the Multidisciplinary Team:

1. The team reviews formal and informal information from a variety sources such as:
 - Information provided by parents and students
 - School-based problem solving data
 - Results of interventions and supports, accommodations and modifications
 - Results of current classroom-based and curriculum based measures
 - For students from a home where a language other than English is spoken, student's level of English language proficiency
 - Anecdotal records
 - Classroom observations
 - Cumulative records (attendance, discipline records, report cards, achievement scores, transcript)
 - Private or independent evaluation information, if available

2. The team reviews the eligibility documents defining the suspected disabilities, considers whether the evidence required for a suspected disability is available, and determines what additional information may be needed. Because the evaluation is targeted, it is essential that teams prepare to respond to all questions on the individual [Determination of Eligibility](#) form for a suspected disability category (For information use these links or see [Appendix A](#)).
3. The data should help the team to answer the following questions:
 - What is the student’s level of educational performance including student’s strengths/skills and needs?
 - Does the measurable information demonstrate that the disability is adversely affecting the student’s education?
 - What are the specific special education instruction and related services, including supplementary aids and services the student may need in order to participate, as appropriate, in the general curriculum and to improve educational performance?

If the administrative unit determines the referral is not appropriate, it must provide **Prior Written Notice of Special Education Action** ([English Version](#) [Spanish Version](#)) stating the refusal to initiate the evaluation process (For information use these links or see [Appendix B](#)).

Prior Written Notice and Consent to Evaluation

Parents must be given a copy of the **Procedural Safeguards** ([English Version](#) [Spanish Version](#)) notice when they request an evaluation or when a child is initially referred for evaluation. A parent’s informed consent must be obtained before an evaluation can be conducted.

Use the **Prior Written Notice & Consent for Evaluation** ([English Version](#) [Spanish Version](#)) form to notify the parent of the date of the referral, the reasons for the referral, and decision of the Multidisciplinary Team. The Multidisciplinary Team documents its decision for seeking further evaluation, the areas to be evaluated, and the reasons for the evaluation. If the Multidisciplinary Team decides that further evaluation data are not warranted, the Team documents on the form why such a determination was made and informs the parents of their right to request an evaluation or to seek an impartial due process hearing on the issue.

Additionally, the Multidisciplinary Team documents the evaluation procedures, tests, records, or reports which were used in developing its proposal for evaluation including the other options that were considered, and rationale for rejecting the options as well as other factors considered by the Team. If the evaluation includes release of records requiring parental consent, attach the **Release of Secure or Confidential Records Form(s)** ([English Version](#) [Spanish Version](#)) that identifies the records to be released, and to whom they will be released (For information use these links or see [Appendix C](#))

PRIOR WRITTEN NOTICE REQUIREMENTS

Providing a timely and correct Prior Written Notice to the parent(s) is essential to protecting the rights of students receiving special education and their parents; this step is a vital component of the procedural safeguards that schools make available.

The Prior Written Notice provides a clear record for the student, parent, and school of the decisions that have been made; the basis for those decisions; and the actions that have been proposed or refused. The Prior Written Notice may be referenced in any number of circumstances, such as subsequent meetings or dispute resolution situations, or as a clarification and reminder to all parties of commitments made.

The notice must be written in language understandable to the general public and provided in the native language of the parents or other mode of communication used by the parent, unless it is clearly not feasible to do so.[IDEA 300.503 (c)(1) (i) (ii)]

If the native language/mode of communication of the parent is not a written language, steps must be taken to translate the notice orally or by other means to the parent in his/her native language/mode of communication, ensuring that the parent understands the notice. Written evidence documenting these requirements must be maintained by the public education agency.

[IDEA 300.503 (c) (2) (i) (ii) (iii)]

The Prior Written Notice must provide information for each of the following elements:

- A description of the school's action(s), proposed or refused
- An explanation of why actions are proposed or refused
- A description of evaluation, procedure, assessment, record or report used as a basis for the proposed or refused action
- A description of any other options the IEP team considered and the reasons for rejecting those options
- A description of any other factors relevant to the proposal or refusal of action
- Sources for the parent to contact with any questions regarding provisions of the prior written notice requirements
- Acknowledgement of provision of Procedural Safeguards

Conditions under which a Public Agency Must Provide Prior Written Notice:

- When the public agency proposes to initiate or change . . .
 1. the identification of a student;
 2. the evaluation of a student;
 3. the educational placement of a student; and/or
 4. the provision of free, appropriate public education (FAPE) to a student.
- When the public agency refuses to initiate or change . . .
 5. the identification of a student;
 6. the evaluation of a student;
 7. the educational placement of a student; and/or
 8. the provision of FAPE to a student

Depending on the situation, different Prior Written Notice forms are required, in addition to the embedded short prior written notice in a standard IEP (For additional information use these links or see Appendix B).

- [Prior Written Notice for Amendments \(English Version Spanish Version\)](#)
- [Prior Written Notice for Notice of Graduation/Maximum Age \(English Version Spanish Version\)](#)
- [Prior Written Notice for Special Action \(English Version Spanish Version\)](#)

What Circumstances Require a Prior Written Notice:

Events Requiring Prior Written Notice	Yes	No
Identification		
Screening		X
Problem Solving Team		X
Intervention Strategies		X
Referral for Initial Evaluation (<i>Use Prior Notice & Consent for Evaluation</i>)	X	
Evaluation		
Collection of new data for initial evaluation and reevaluation (<i>Use Prior Notice & Consent for Evaluation</i>)	X	
Evaluation of progress on the annual goals		X
Administration of state or district assessments		X
Independent education evaluation		X
Determination of eligibility upon completion of an initial evaluation or reevaluation (<i>Use Prior Notice & Consent for Initial Provision of Services</i>)	X	
Questions regarding eligibility	X	
Refusal to conduct an evaluation	X	
Educational Placement		
Initial provision of special education services (<i>Use Prior Notice & Consent for Initial Provision of Services</i>)	X	
Relocation of the special education program		X
Any change in educational placement	X	
Termination of special education and related services	X	
Transfer of student to another school or district		X
Graduation with a regular diploma	X	
Disciplinary removal for more than 10 consecutive school days	X	
Disciplinary removal for not more than 10 school days		X
A series of disciplinary removals that constitute a pattern of removals	X	
Disciplinary removal to an Interim Alternate Educational Setting for not more than 45 school days	X	
Provision of FAPE		
Deletion or addition of related service	X	
Change in annual goals on an existing IEP	X	
Increase or decrease in special education services or related services	X	
Change in how a student will participate in state and district assessments	X	
Review and revision of the IEP	X	
Increase or decrease of supplementary aids and services or supports to the school personnel	X	
Refusal to increase or decrease related service	X	
Consideration of ESY if done at a separate meeting	X	

When Should the Prior Written Notice Be Provided?



Written notice that meets the requirements under section 300.503 (b) must be given to the parents of a student with a disability a reasonable time before the public agency—

- (i) Proposes to initiate or change identification, evaluation, or educational placement of the child or the provision of FAPE to the student; or*
- (ii) Refuses to initiate or change identification, evaluation, or educational placement of the student or the provision of FAPE to the student. 34 CFR §300.503*



A copy of the Procedural Safeguards must be given to the parents: upon initial referral or parent request for evaluation; upon receipt of the first State complaint and upon receipt of the first due process complaint in a school year; in accordance with the discipline procedures, and upon request by a parent. It should be noted that a copy of the procedural safeguards must be given to the parent(s) only one time a

Receipt of Consent for Evaluation



Your On Demand eLearning Library (YODeL) interactive learning module for the [IEP Timeline](#)



The date the Administrative Unit receives the signed written consent for evaluation triggers the 60 calendar-day timeline for the completion of the evaluation.



If the team is evaluating a child to determine whether he or she has a specific learning disability (SLD), the parents and the multi-disciplinary team may agree in writing to extend the 60-day timeline to complete the evaluation.

Conduct the Evaluation

Once the parent(s) have provided consent for evaluation, the team must proceed with the evaluation process. The evaluation should include a review of existing data, including evaluations and information provided by the parents, classroom-based or state/local assessments, and observations by teachers and related service providers. If the team determines that the assessment is not sufficiently comprehensive and further assessments are required in other areas, a Prior Written Notice and Consent to Evaluation must be provided.



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.

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments should be selected and administered so as to ensure that results of assessments administered to a child with impaired sensory, manual, or speaking skills, accurately reflect the child's aptitude or achievement level or other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure). Finally, the evaluation should address all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Documentation of an Evaluation

Through the full and individual evaluation process, the Multidisciplinary Team will:

- Identify the student's strengths and skills;
- Identify the student's disability/ies if any exist(s);
- Collect sufficient information to measure the adverse effect of the student's disability/ies on his/her educational performance; and
- Identify specific instructional and support services that are needed by the student to improve his/her educational performance, regardless of whether the evaluation team determines that the student has a disability.

After the evaluation has been completed, the Multidisciplinary Team must document the evaluation information. The **Evaluation Report** ([English Version](#) [Spanish Version](#)) (For additional information use these links or see [Appendix C](#)) should:

- Document sources of information and assessment methods used, results obtained and date(s) the assessment(s) was administered.
- Analyze raw evaluation data or completed questionnaires and interpret the results, including the student's strengths, needs, and implications for instruction. Data prove to be more valuable with appropriate analysis and synthesis.



Use language that is educationally relevant, succinct, devoid of as much jargon as possible and written in language readily understood by educational staff and parents. Reports that are written in this manner are more helpful for collaborative educational planning. For example, instead of using terms like auditory memory or transitioning, it is best to describe their meanings in a sentence.



Evaluation report(s) must be completed and provided to the parent(s).



*The evaluation report should **not** include recommendations about eligibility for special education, a specific disability classification or placement options. The Multidisciplinary Team will make its decision at the conclusion of the eligibility meeting where evaluation results are shared, interpreted and discussed.*

DETERMINATION OF ELIGIBILITY

Notice of Meeting

The Case Manager must send the [Notice of Meeting \(English Version\)](#) [Spanish Version](#) to the parent(s) early enough to ensure that they will have an opportunity to attend. The meeting should be scheduled for a mutually agreed upon time and place. The Notice of Meeting provides for the combination of the Eligibility Meeting and IEP development if appropriate (For additional information use these links or see [Appendix C](#)).

NOTE: The attendees at the meeting must match those that were identified on the Notice of Meeting as being expected to attend.



*It is a common practice for parents to be notified in writing **at least 10 days prior** to the meeting so that the purpose, time, location, attendees, and need for an interpreter can be determined early enough to ensure that parents will have an opportunity to attend. Should the time and place not be acceptable, parents must be afforded the opportunity to arrange another time.*

The purpose of the Eligibility Meeting is to determine a student's eligibility to receive special education services by:

- Developing and documenting a profile of the student's academic and behavioral functioning, including current levels of performance;
- Discussing characteristics exhibited by the student that support or refute the identification of a disability; and
- Determining whether there is or continues to be an adverse impact on the student's educational performance.

In making eligibility determinations, the Multidisciplinary Team must:

- Review and consider all assessment data, including results from any independent evaluations;
- Consider the strengths and needs of the student;
- Use the results of more than one source of data; and
- Ensure the determination is not based on the student's lack of instruction or because of limited English proficiency.

The Multidisciplinary Team includes parents and other individuals who are knowledgeable about the evaluation findings and can interpret their instructional implications. The meeting should summarize findings in the relevant areas identified on the appropriate [Determination of Eligibility](#) form. Parents must be provided with a copy of the [Evaluation Report \(English Version\)](#) [Spanish Version](#) and Determination of Eligibility documents (For additional information use these links or see [Appendices A](#) and [C](#)).

The Multidisciplinary Team should discuss whether or not the characteristics exhibited by the student support the conclusion that the student has a disability and needs special education and related services. If the student is determined eligible for special education, the team can develop the IEP at that time or schedule another meeting for that purpose. If it is determined that the student is not eligible for special education, the Multidisciplinary Team should discuss what other resources are available to support the student.

Consent for Initial Placement in Special Education

If the Multidisciplinary Team has determined that a student is eligible for special education services at an initial eligibility meeting, the Team must obtain consent from the parent(s) for the initial provision of special education and related services.

The [Prior Written Notice & Consent for Initial Provision of Special Education and Related Services \(English Version\)](#) [Spanish Version](#) form must be completed *before* an IEP is developed and *before* the student receives any special education services (For additional information use these links or see [Appendix B](#)).



*Written consent for the Initial Provision of Special Education and Related Services is only required at the **initial** eligibility determination. However, when a student transfers from another state or district and the initial consent is missing, the receiving district must obtain written parental consent to provide services.*



*The consent “opens the door” for special education services. It provides the Administrative Unit permission to provide any special education services once they are agreed upon by the IEP Team. It is **not** an agreement regarding what specific special education services or placement will be provided.*



If the parent fails to respond to a request to provide consent for the Initial Provision of Special Education and Related Services, a public agency must document attempts to gain consent within a reasonable time frame. Such documentation includes:

- detailed records including date and time of telephone calls made and the results of those calls;*
- copies of correspondence sent to the parents and any responses received;*
- detailed records including date and time of visits made to the parent’s home or place of employment and the results of those visits.*

34 C.F.R. §§ 300.300(d)(5) and 300.322(d).

Many Administrative Units recommend documenting 3 unsuccessful attempts, using multiple methods of contact and varying times of the day for the contact.



What if parents deny consent?

If a parent refuses to consent or fails to respond to a request for consent for the initial provision of special education and related services, the public agency will not be considered in violation of the requirement to make available a FAPE to the student, and is not required to convene a meeting to develop an IEP. A public agency cannot use dispute resolution methods such as mediation or due process to obtain agreement or a ruling that services may be provided to the child. 34 C.F.R. § 300.300(b)(4).



Can parents withdraw consent?

The IDEA regulations allow a parent who had previously consented to the initial provision of special education and related services to subsequently remove his/her child from special education services. 34 C.F.R. § 300.300(b)(4). The regulations provide that consent is voluntary and may be revoked at any time. 34 C.F.R. § 300.9(c). When consent is revoked, the revocation is not retroactive and any actions that had occurred prior to the revocation are not negated.

*The revocation of consent must be in writing from the parent. **The public agency must then provide prior written notice to the parents before the public agency discontinues services.** The notice should inform parents of the educational services and supports that are being declined and should be accompanied by the procedural safeguards notice. The public agency may not use dispute resolution methods to obtain agreement or a ruling to continue providing the student with special education services, and will not be considered in violation of providing FAPE to the student.*

IEP DEVELOPMENT

If the child has been evaluated and determined to be a child with a disability, an IEP shall be developed within 90 calendar days of the date that parental consent to evaluate was obtained.



Any determination of eligibility triggers the requirement that an IEP must be developed within 90 days of receipt of consent to evaluate and implemented as soon as possible. If a team determines that a child is eligible under one disability category, but in the course of conducting evaluations suspects that the child may be eligible under another disability category, such that additional evaluations may be warranted, the AU may not delay the development of the IEP until all evaluations are completed. In that scenario, the AU should timely develop the IEP based upon the information and eligibility determination that has been done, and request consent to conduct additional evaluations.

Provide Notice of Meeting to Parent

A common practice is to schedule the Eligibility and IEP development meeting at the same time; however, the meetings may be held separately. In this case, a separate Notice of Meeting must be sent to the parents.



The IEP document must be maintained as part of the student's special educational record. All IEP discussions are confidential and must not be discussed with persons other than those school district employees who have responsibilities for the education of the particular student and persons authorized by the parent.

THE IEP TEAM

A group of professionals and the student's parents comprise the IEP Team to make decisions about the student's educational program. The IEP Team may be comprised of the same individuals or vary slightly from the individuals on the Multidisciplinary Team. Based on the student's eligibility determination, specific professionals may be required to assist in the development of the IEP.

Parent Participation

Parents are integral members of their child's IEP Team. The IDEA requires that school districts take steps to ensure that one or both parents have the opportunity to have meaningful participation in meetings related to the identification, evaluation and educational placement of their child. If neither parent can attend an IEP meeting, the public agency must use other methods to ensure parent participation in IEP development, including individual or conference calls. The case manager is responsible for facilitating communication with the parent to guide the process of evaluation and the subsequent IEP meeting. 34 C.F.R. § 300.322(c)

It is recommended that the case manager contact the parent(s) to determine his/her preferences for the date and time of the IEP meeting, and to ascertain if the parent has any special needs which require an accommodation (e.g., interpreter, wheelchair accessible site, etc.). The case manager may use several methods for contacting parents including telephone calls, mailing the information, a home visit, or contact through another adult family member.

The school may conduct an IEP meeting without a parent in attendance if there is no response to the notice, or if the school is unable to convince the parents to attend. School personnel must attempt to secure parental participation.

The case manager must also ensure that parents understand the proceedings of the meeting. An interpreter or translator for a parent who is deaf or whose native language is other than English must be provided.

All individuals who need to be present must be listed by title on the Notice of Meeting. The parent has the right to request the meeting be rescheduled if individuals present are not listed on the meeting notice or if invited individuals are not present. If a team member, who is not a required member, is absent for all or part of a meeting, the excusal process must be followed. **Excusal Forms** ([English Version](#) [Spanish Version](#)) may be downloaded using these links or found in [Appendix C](#).



If a public agency develops a draft IEP prior to the IEP Team meeting, the agency should make it clear to the parents at the outset of the meeting that any services proposed by the agency in the draft are preliminary recommendations for review and discussion with the parents. The public agency should provide the parents a copy of the draft IEP prior to the IEP Team meeting to give the parents an opportunity to review the draft IEP. This will allow the parents an opportunity to engage in a meaningful discussion of the proposals. If the public agency were to come to the IEP meeting with a completed IEP, without allowing parents' input, the public agency would be demonstrating pre-determination and violating the parents' right to participate in the IEP process. 34 C.F.R. §§ 300.116(a)(1), 300.327, 300.501, 300.513(a)(2).



Divorced Parents: Under the IDEA a biological or adoptive parent may be considered a parent for the purposes of the IDEA. However, if a judicial decree or order identifies a specific person to make educational decisions on behalf of a child, then that person is considered to be the parent. In the case of divorced parents, it may be necessary to determine which parent has educational decision making authority. 34 C.F.R. § 300.30.

Team Participants	Initial/ Eligibility	Annual Review	Re- evaluation	Transition
Parent	E	E	E	E
General Education Teacher (if student is or may be receiving services in general education classroom)	R	R	R	R
Special Education Teacher (or Speech Pathologist if child is receiving only speech and language)	R	R	R	R
Individual who can interpret results of evaluation(s)	R	R	R	R
Special Education Director or designee	R	R	R	R
Student age 15 or older (optional if younger than 15)	E	E	E	E
Bilingual specialist for students who are ELs	R	R	R	R
Community Service Agency Representative (if student is age 15 or older and the agency will provide or pay for services)	O	I	O	I
Related services providers, when services are considered for initiation, continuation or discontinuation	R	R	I	I

E = Essential; I = Must be invited to participate R = Required attendance O = Optional



If the purpose of the meeting is to determine eligibility for special education, then a Multidisciplinary Team must meet ECEA Rule 4.02(6)(b). If the purpose of the meeting is to develop or revise the IEP at an Annual Review, Amendment or Transition meeting, the IEP Team is required to meet. See 34 C.F.R. §300.321 and EDCE Rule 4.03(5). A meeting in which eligibility is determined and IEP is developed should include all the



The general education teacher role must be filled by someone who is currently assigned to teach in a general education classroom for students the same age or grade level as the student whose IEP is being reviewed. If the student is currently in a general education setting, a teacher of the student must be in attendance. If the student is not currently in a general education setting, it is recommended that the general education teacher be able to represent the student's needs in accessing the general education curriculum. During the development of the IEP, the participation of the general educator is critical to discuss evaluation findings that may lead to appropriate interventions including the identification of supplementary aids and services, program modifications and supports for school personnel.



If a student needs a particular related service in order to benefit from special education, the related service professional must be involved in developing the IEP.

IEP TEAM MEMBERS AND RESPONSIBILITIES

CASE MANAGER

Preparation for the IEP Meeting

- Monitor to ensure that all pre-conference activities are successfully completed within required timelines
- Determine the date/time/location of the IEP meeting with active participation of parents and other necessary team members
- Prepare written notice to the IEP team (including parents) prior to the meeting
- Encourage parents to complete an IEP family report to be included with other annual review and assessment reports from teachers and specialists
- Inquire about the Medicaid status of the child with the parent
- Ensure time allocated for IEP meeting is sufficient by collaborating with entire IEP team
- Prepare an agenda for the meeting
- Arrange accommodations for parents as necessary (e.g., interpreter or translator)

During the IEP Conference

- Start the meeting with introductions of all IEP team members
- Ensure that all required participants are present
- Ensure that the student's interests and plans for post high school are considered by the IEP Team
- Conduct the meeting by following an agenda and process based on the purpose of the meeting
- Facilitate the completion of the IEP document
- Distribute copies of the completed IEP to parents, teachers and related service providers at the end of the IEP meeting

Implementation of the IEP

- Inform all staff involved in the implementation of the IEP of their responsibilities to implement the IEP as written
- Monitor to ensure that all services documented in the IEP are delivered. If services cannot be implemented within a reasonable time (refer to the AU's policies and procedures)
- Distribute copies of the IEP (or IEP summary sheet, as appropriate) to all teachers and support specialists who have a responsibility for the education of the student
- Coordinate all meetings related to IEP reviews and amendments, when necessary

SPECIAL EDUCATION TEACHER / RELATED SERVICE PROVIDER

Preparation for the IEP Meeting

- Review the current IEP to determine extent of mastery of annual goals or, if this is a conference to determine eligibility, compile anecdotal records, samples of student work, and other information relevant to determine the student's potential for learning, rate of learning and need for specialized instruction and/or accommodations
- Assess current achievement levels and progress toward achieving Colorado Academic Standards and IEP goals
- Identify student's talents, hobbies and other interests
- Consider student's educational needs in relationship to the general education curriculum
- Consider special factors that may impede student's learning
- Compile data on student's attendance and class participation
- Compile data on levels of English language proficiency for students from a non-English language background
- Compile data on native language proficiency on students who are English Learners (ELs) who are receiving bilingual services
- Confer with general educators, other special education providers and parents as needed
- Develop brief written summary reports or notes

During the IEP Meeting

- Share information regarding the student's present level of educational performances in relationship to the general education curriculum, including progress toward IEP goals
- Describe the student's learning style, behavior and attendance as well as other relevant information regarding the student's participation in the general education curriculum
- Assist in identifying supplementary aids and services the student may need to be successful in the general education classroom environment and elsewhere
- Make recommendations regarding annual goals
- Make recommendations for accommodations and modifications that will allow the student to be educated in the least restrictive environment
- Suggest individual modifications and accommodations to be considered for the administration of any assessments (classroom, district-wide and state)

Implementation of the IEP

- Review the IEP and understand responsibilities for implementation
- Assess, review and document the student's progress toward goals
- Prepare progress reports with supporting data
- Communicate with other service providers, including general education teachers, on a regular basis
- Implement the IEP - provide instruction, services and consultation in accordance with the IEP
- Document service delivery as appropriate
- Establish and maintain effective and positive two-way communication with parents
- Inform case manager if the need for an IEP amendment or review is identified
- Collect evidence of progress toward benchmarks and goals

GENERAL EDUCATION TEACHER

Preparation for the IEP Meeting

- Review the current IEP or, if the purpose of the meeting is to determine eligibility, compile anecdotal records, samples of student work, and other information relevant to determining the student's potential for learning, rate of learning and need for specialized instruction and/or accommodations
- Identify instructional and classroom management strategies that have been successful with the student
- Observe the student's learning in the general classroom
- List or identify special factors that may impede the student's learning
- Share with the special educator comments on student progress toward achieving IEP goals, including student's participation in classroom activities
- Suggest positive intervention strategies for improving the student's behavior, supplementary aids and services, program accommodations or modifications and supports for school personnel that may be necessary for the student to benefit from specialized instruction
- Prepare a brief report of the student's current performance in relationship to the general education curriculum and include information regarding behavior and attendance patterns

During the IEP Meeting

- Share information regarding the student's present level of educational performance in the general education curriculum and the general education classroom environment
- Describe student's behavior and relationships with peers in the general education classroom
- Make recommendations for annual goals that relate to the progress of the student in the general education curriculum
- Assist in the determination of appropriate positive behavior interventions and strategies for the student
- Share information regarding the effect of accommodations provided for the student in the general education classroom during the previous school year
- Make recommendations for continuation of those accommodations

Implementation of the IEP

- Review IEP for implications on classroom instruction - provide accommodations and modifications in accordance with the IEP
- Collaborate with the special education teacher, related service providers, and other teachers about meeting the student's needs and implementing the IEP
- Establish and maintain effective and positive two-way communication with the parents
- Assess the student's progress on a regular basis
- Inform the case manager if the need for an IEP amendment or review is identified

PARAEDUCATOR

Preparation for the IEP Meeting

- Keep anecdotal records as instructed by the teacher
- Under the direction of the teacher implements modifications and accommodations and other educational or behavioral strategies used in the classroom
- Share data results with the teacher about modifications/accommodations and other educational or behavioral strategies used in the classroom
- Observe students as per planned observations made with the special educator and share information about student behaviors in and outside of the classroom
- Assist the teacher in gathering documentation such as assessment data, work samples, observations and reports from general education teachers

During the IEP Meeting

- Participate in the IEP meeting as appropriate

Implementation of the IEP

- Support the student with disabilities in the general education curriculum with activities as assigned by the teacher
- Support the student in the use of technology in the classroom as assigned by the teacher
- Collaborate and communicate with appropriate school personnel about the needs of students with disabilities
- Employ interventions, modifications and accommodations to meet the individual needs of students with disabilities under the direction of certified school personnel
- Work with a variety of students who may have diverse learning needs
- Provide data to the teacher regarding the student's response to strategies that have been used in instruction or behavior management
- Maintain and protect student's right to confidentiality

PARENT

Preparation for the IEP Meeting

- Participate with the case manager to determine the date and time for the IEP meeting
- Review the current IEP or, if the purpose of the conference is to determine eligibility, review any evaluation or assessment data submitted in advance of the meeting
- Review the most recent progress reports from teachers
- Share comments regarding the student's strengths, abilities and needs, including the provision of data
- Think about the skills they would like their child to master by the end of the year and formulate a vision of the future
- Notify the case manager if they need additional information (e.g., evaluation reports, previous IEPs or other reports, procedural safeguards, etc.), an advocate, or any special accommodations
- Decide whether other family members or individuals knowledgeable of the child/student should be invited to attend the conference, and notify the case manager in advance

During the IEP Meeting

Parents are important members of the IEP Team and should actively participate in making decisions during the IEP meeting. During the IEP meeting, parents should:

- Ask the case manager to review or explain parent rights and due process procedures, if necessary
- Share information about their vision for the student's future and expectations for the year
- Identify the student's strengths and interests, including the types of activities the student enjoys at home and in the community
- Share information about the student's relationship with siblings and neighborhood friends
- Discuss the types of rewards and discipline strategies that are effective at home and in the community
- Share relevant information about the student's medical and personal care needs
- Ask questions to clarify any reports or information regarding the student's present level of performance in class work, behavior and community activities, as appropriate
- Ask IEP Team members to clarify, explain or give examples for any information presented that may be unclear
- Make recommendations regarding annual goals
- Share interests and goals for post high school

Implementation of the IEP

- Review the IEP document to ensure that all decisions made at the conference are documented
- Establish and maintain positive communication with teachers, paraeducators and related service providers
- Monitor the student's progress toward meeting goals
- Assist the student with homework assignments or ask the teacher what can be done to help the student with school work
- Participate in parent training programs to enhance knowledge of relevant educational issues
- Contact identified community agencies and resources for additional support, as necessary
- Request training that may be needed to assist the student in meeting IEP goals

STUDENT

Preparation for the IEP Meeting

- Think about school activities they enjoy and activities they would like to pursue
- Think about educational goals (e.g., college, career, training needs)
- Think about career/employment goals
- Think about independent living goals
- Share any concerns or questions with their parents or teachers
- Identify accommodations which have been helpful and those which were not useful
- Decide if they would like to share anything specific at the IEP meeting

During the IEP Meeting

If transition goals and services are being considered, students must be invited to attend IEP meetings. If the student is unable to attend, efforts must be made and documented, to ensure that the student's interests and plans for post high school are considered by the IEP Team.

- Share information about their vision for the future and expectations for the year
- Identify their strengths and interests, including the types of activities they enjoy at home and in the community
- Ask IEP Team members to clarify, explain or give examples for any information presented that may be unclear
- Make recommendations regarding annual goals
- Share interests and goals for post high school
- Identify the accommodations provided in class that are the most helpful and the least helpful

Implementation of the IEP

- Work with teachers, para educators, related service providers, and parents in order to improve achievement and meet goals
- Understand the criteria for promotion and grading
- Tell parents and teachers about problems encountered and request assistance, as necessary
- Indicate to parents and teachers which accommodations or modifications are helpful or ineffective

PRINCIPAL

Preparation for the IEP Meeting

- Ensure the necessary arrangements for designated staff have been made to attend the IEP meeting
- Share with case manager comments on student performance, behavior and attendance
- Ensure that all pre-IEP meeting activities are completed in accordance with required timelines

During the IEP Meeting

- Help the team make decisions about resource allocation
- Contribute information to the IEP meeting discussion

Implementation of the IEP

- Monitor service delivery commitments, the implementation of IEPs and the progress of students with disabilities in the general education curriculum
- Periodically review the schedule of support services staff assigned to the school
- Utilize local school resources to provide appropriate services; contact special education director or designee if additional resources are needed
- Provide professional development opportunities for general and special educators and paraprofessionals, as necessary
- Ensure that all students with disabilities have current IEPs and all special education teachers and related service providers have copies
- Ensure that copies of the IEP or IEP summary sheets are distributed to general education teachers for students with disabilities in their classes
- Ensure that IEP progress reports are completed for each student
- Ensure that parents have access to school personnel who can answer questions related to their child's IEP and progress toward meeting goals

THE IEP MEETING

Provide *Notice of Meeting* to Parent

A common practice is to schedule the Eligibility and IEP development meeting at the same time; however, the meetings may be held separately. In this case, a separate [Notice of Meeting \(English Version Spanish Version\)](#) must be sent to the parents (forms may be found in [Appendix C](#)).



The IEP document must be maintained as part of the student's special educational record. All IEP discussions are confidential and must not be discussed with persons other than those school district employees who have responsibilities for the education of the particular student and persons authorized by the parent.

The IEP meeting is the mechanism used by the IEP Team to discuss and make decisions regarding specially designed instruction and related services for students. The product of the IEP meeting is the IEP document which is a written record that reflects the discussion and decisions of the IEP Team. The IEP document includes goals that are based on the student's unique needs and should support the student's progress in the general education curriculum. The IEP document also commits resources that the Administrative Unit/District considers necessary to meet the student's individualized education needs. An IEP meeting must be convened at least annually to review and revise the student's goals based on the progress made towards attainment of the goals.

The IEP is developed in accordance with the procedures described below and must specify the special education and related services, including any required extended school year services, needed to ensure that the student receives a free appropriate public education (FAPE). All services recorded on a student's IEP are provided at no cost to the parent. The specially designed instruction and related services are based on the student's unique needs and not on the student's disability category.

Case managers should make every effort to begin the IEP meeting on time. The conference room should be arranged to facilitate parent participation and effective communication among IEP Team members. It is a good idea to prepare and distribute an IEP meeting agenda in advance to organize the proceedings, to encourage participation, and to ensure that all required topics are discussed.



The agenda should identify the topics for discussion and the order in which they will be discussed. An agenda will help maximize the use of available time and enable the IEP Team to keep the discussion focused. The Case Manager should ensure that a copy of the most recent eligibility report or IEP is available for review at the IEP meeting.

Purpose

A statement expressing the purpose of the IEP meeting and the agenda should be shared with each participant. (For example, "We are here to discuss the progress of [student's name] and to plan his/her education program for the next year.")

The Case Manager may want to ask if anyone would like to add to the proposed agenda and determine the feasibility of any additions in relationship to the purpose of the IEP conference. The amount of time participants have available for the conference should be confirmed and an additional meeting scheduled if needed to complete all agenda items.

Sample IEP Meeting Agenda:

Time scheduled for today's meeting: _____

1. Introduce IEP Team participants
2. State the purpose of the IEP meeting
3. Ask if parents have questions regarding *Procedural Safeguards, Rights and Responsibilities*
4. Present Levels of Academic Achievement and Functional Performance
5. Determination of Special Factors
6. Determine Post-School Goals and Transition needs
7. Develop Annual Goals
8. Determine Accommodations and Modifications needed
9. Determine Service Delivery
10. Determine Placement in the Least Restrictive Environment

Distribute copies of IEP documents

Procedural Safeguards

The Case Manager should check with the parents to ensure that they have received their annual copy of the *Procedural Safeguards* and understand their educational rights. In addition, the case manager should ask the family if they have any questions.



The Procedural Safeguards must be given to parents at least once per school year. Parents should be given another copy if requested at the meeting. The Case Manager should assure parents that the proceedings and the results are confidential and will be used for educational purposes only, and ask if they have any questions regarding their educational rights. The Case Manager should also inform parents and the student, if appropriate, of their rights and invite them to ask questions at any time during the meeting. Interpreters should be present for parents with limited English proficiency or those who are deaf or hard of hearing.

Standards-aligned IEPs as a Framework for the IEP Meeting

A standards-aligned IEP is a process and a document that is informed by and based upon the state adopted standards (preschool-12) containing measurable annual goals developed to meet individual student needs and designed to facilitate achievement of enrolled grade level academic standards. (CDE ESSU 2014) See specific guidance at: https://www.cde.state.co.us/cdesped/guidance_ieps.

Present Levels of Academic Achievement and Functional Performance

The IEP includes a statement of the student's present levels of academic achievement and functional performance and any gaps from grade-level expectations. The team must include information about how the student's disability affects his/her involvement and progress in the general education curriculum, i.e., the educational impact of the disability. Results of the most recent formal and informal evaluation must be included. The student's strengths and personal interests, as well as concerns regarding the student's educational performance, physical development, social and emotional development, independent functioning (including vocational considerations, if appropriate) and participation in the home and community should be discussed. The Team should also describe the student's need for instructional accommodations as well as his or her progress toward any goals in the past school year. The IEP Team should have an opportunity to share their expectations and vision of the student's future, including short-term and long-term issues. The parents and the student for whom the IEP is being developed are encouraged to contribute their perspectives on interests, strengths and needs, a future vision and goals, and any other pertinent considerations. This information must be summarized in writing on the IEP form.

- If the IEP meeting is an annual review, team members should refer to the previous IEP goals and/or objectives data, and indicate the student's current level of performance. Statements of current performance should not merely indicate reading or math scores. A synthesis of current levels academic, behavioral, and/or functional performance, teacher observations, student insights, parent input and instructional implications should be included. Language and cultural considerations that impact the performance of English language learners should be noted in this section as well.
- The postsecondary goal is clearly stated and updated in the Present Level of Academic and Functional Performance (PLAAFP) of the IEP document. The PLAAFP statements should have some connection to the student's identified postsecondary goal(s).

The IEP Workgroup guidance documents around [Present Levels of Educational Performance Summary](#); [Goals and Objectives](#); [Service Delivery Statement](#); [Least Restrictive Environment](#); [Student Strengths, Preferences and Interests](#); [Student Needs and Impact of Disability](#) and [Parent/Student Input](#) may be found in [Appendix D](#).



Needs should be considered by broad areas such as reading, writing or behavior, etc., and include documentation of the student's progress toward mastery of the Colorado Academic Standards. The Present Levels section should describe in more detail where specific areas of need occur. For example, a student may have a need in the area of writing. The Present Levels section should also describe the need with regard to grade-level standards and include information whether the need may also be impacted by processing or motor concerns, or both. Later in the IEP, the accommodations, modifications and/or goals should address the instructional implications of each area of need

Consideration of Special Factors

The Case Manager should confer with each IEP Team member to determine whether there are special factors that must be considered. The IEP Team must determine whether the following special factors or instructional implications could impede the student's learning:

- In the case of a child whose behavior impedes his/her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.
- In the case of a child with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
- In the case of a child who is blind or visually impaired, consider providing instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child.
- Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- In the case of a child who is deaf-blind, consider both the communication needs and Braille instruction considerations discussed above.
- Consider whether the student needs assistive technology devices and services.
- Consider whether the student has physical or health impairments.
- Consider whether the student has documented special transportation needs that demonstrate that the student is not able to meaningfully benefit from his/her program without this provision.

If any of the above factors are relevant to the student's educational plan, they should be addressed at the IEP meeting. If it is known that resources currently not available at the school may be considered during the IEP meeting, the Case Manager should contact the Special Education Director or Designee who will be addressing the information at the IEP meeting, regarding options available to provide necessary services at the IEP meeting.

SECONDARY TRANSITION REQUIREMENTS

Age Appropriate Transition Assessment

Transition assessment is the foundation of a meaningful IEP. The IEP must be based on newly administered or reviewed age appropriate transition assessments. Age-appropriate means a student's chronological age, rather than developmental age. Transition assessment should be comprehensive and tell a rich student story that leads to the development of measureable postsecondary goals, courses of study, transition services, annual goals, and agency linkages ([Indicator 13 Compliance & Quality Tips](#) for guidance and examples).

Measurable Postsecondary Goals

Postsecondary Goals (PSGs) are required in the areas of education/training and career/employment. The decision as to whether to include a PSG in the area of independent living skills is determined by the IEP Team and should be based on transition assessment. The PSG must focus on what the student will do after exiting the public school system. The postsecondary goal is clearly stated and updated in the Present Level of Academic and Functional Performance (PLAAFP) of the IEP document ([Indicator 13 Compliance & Quality Tips](#) for guidance).

The Postsecondary Goals reflect an outcome NOT a process

- Must be measurable (observable and defined)
- Should reflect a *real* intent or plan (not simply stating the hopes and desires of a student, but an intentional plan to achieve the goal)
- Must reflect the student's interests and preferences
- Must utilize assessment for development

Transition Services

Transition services are the activities/strategies/steps/actions that the "community of adults" including special/general education teachers, related service providers, counselors, other school personnel, outside agencies, family members, community members, etc., provides to help the student achieve the identified postsecondary goals (PSGs). Transition services must be specific and individualized for the student (document [Indicator 13 Compliance & Quality Tips](#) for guidance).

Courses of Study

A course of study must include a multi-year description of coursework from the student's current to anticipated exit year, be specific and individualized to the student taking into account the student's preferences, interests, and needs and link to the postsecondary goals (PSGs) ([Indicator 13 Compliance & Quality Tips](#) for guidance)

Annual Transition Goals

Annual goals state what the student will do or learn within the next year that will move the student toward achieving the identified postsecondary goals (PSGs) linked to the student's transition services. The linkage between the annual goals and the PSGS/transition services must be direct, specific, and genuine. If someone were to pick up the IEP and go directly to the annual goals, he/she should be able to predict the PSG/transition service needs with a high degree of accuracy. At least one annual goal must show direct, specific, and genuine linkage to *each* PSG ([Indicator 13 Compliance & Quality Tips](#) for guidance)

Student Invitation

There is documented evidence in the IEP file that the student was invited to participate in his/her IEP meeting, the **Student Invitation** ([English Version](#) [Spanish Version](#)) form is optional ([Indicator 13 Compliance & Quality Tips](#) for guidance)

Agency Which May Provide Transition Services in the Coming School Year

An adult agency representative is only required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. The **Consent to Invite Agencies Related to Transition** ([English Version](#) [Spanish Version](#)) must be obtained from parents before inviting an agency representative to attend any IEP meeting. This written consent must be obtained each and every time an outside agency is invited. If an adult service agency is invited, it should be included on the parents' Notice of Meeting and documented in the IEP. ([Indicator 13 Compliance & Quality Tips](#) for guidance)



Beginning not later than the first IEP to be in effect when the child turns 16, or younger, if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include (1) appropriate measurable postsecondary goals based on appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and (2) The transition services (including courses of study) needed to assist the child in reaching those goals. §300.320 (7) (b) (1) (2) Age Appropriate Transition Assessment Process Used to Develop the Post School Goals. There is an exception to this age requirement in Colorado. ECEA rules 4.03 (6) (d) (i) states that a transition plan is required, "beginning with the first IEP developed when the child is age 15, but no later than the end of the 9th grade, or earlier if deemed appropriate by the IEP team, and updated annually."

SUMMARY OF PERFORMANCE

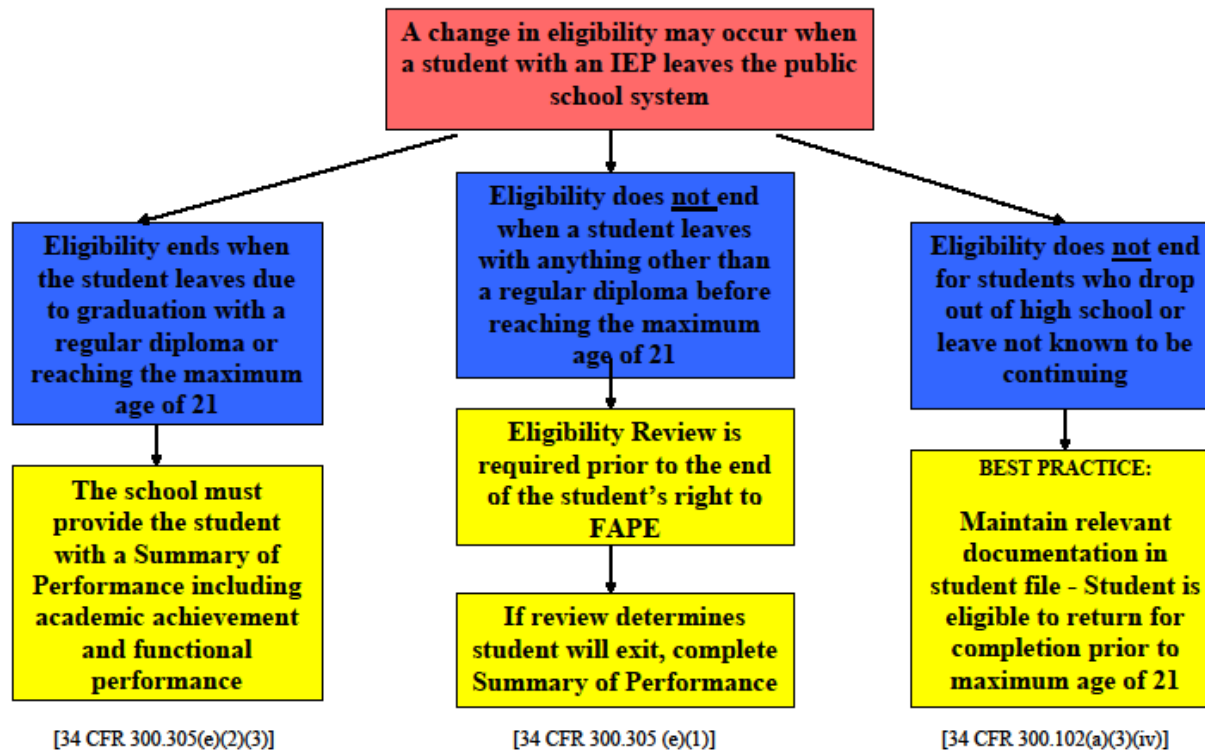
This form is completed upon student graduating based on age appropriate abilities, assessment and student's postsecondary goals. ([Summary of Performance](#)) (To download this form use this link or see [Appendix B](#))

Exiting the System

A student can exit the school system for a variety of reasons. A student exits special education upon graduating from high school with a regular high school diploma or upon reaching the age of 21. A student may also exit special education if upon re-evaluation it is found that the student is no longer eligible for special education. When students exit school of their own volition, prior to a formal exit, they are considered to have “dropped out” of the system, however, eligibility does not end for students who drop out of high school or leave not known to be continuing

Exiting Students and Summary of Performance

The following flowchart illustrates what needs to be completed when students with IEPs leave the public school system:



CDE - ESSU

IEP DEVELOPMENT

Goals

Based on the present levels of performance, the next step of the IEP meeting is to develop (or review and revise, as appropriate) a written statement about the student's educational needs and determine annual goals. A student's goals provide the compass that guides the IEP Team's decision-making.

When writing goals for students, there should be a direct correspondence between present levels of performance, the Colorado Academic Standards (when applicable), identified need(s), and annual goals that allow the student to be involved in and progress in the general curriculum. Goals should not be written verbatim from the academic standards, but should reflect consideration of, and relationship to, the Colorado Academic Standards. The standard(s) is referenced after the annual goal has been written.

Annual goals represent the IEP Team's estimate of what the student can reasonably be expected to accomplish with specially designed instruction or support during the subsequent 365 days. Annual goals reflect the IEP Team's judgment, based on current levels of performance, potential for learning, and rate of development regarding what the student should accomplish. The team answers the question: "With specially designed instruction, what do we expect the student to know, understand, and be able to do at the end of the next 12 months?"



Annual goals should be recognized by both parent(s) and teachers as high priority items that are educationally meaningful. Some goals may be established for their functional value in increasing the student's independence.

Goal statements:

- Describe an improvement from the measurable current level of performance
- Reflect an area of need that is related to progress in the general education curriculum
- Include a measurable level of attainment
- Describe conditions under which the student will perform
- Are prioritized and selected in order of importance each year



*An acronym to help write effective goals is **SMART**:*

- ***Strategic and Specific***
- ***Measurable***
- ***Attainable***
- ***Relevant and Realistic***
- ***Time Bound***

Objectives

For students with disabilities who take alternate assessments aligned to alternate achievement standards, the IEP must include a description of benchmarks or short-term objectives. Students who's IEPs require objectives should still have goals and objectives that relate to the standards. Some students may require extended evidence outcomes (EEOs). EEOs allow IEP Teams to individualize benchmarks and/or assessments to focus on the key components of the standards, related access skills, or any combination necessary for a particular student to progress toward the Standard. These alternate expectations are directly aligned to the grade level expectations for all students. See CDE's guidance on [Extended Evidence Outcomes \(EEO\)](#) – State Standards on the CDE website. The IEP Workgroup guidance document for Goals and Objectives may be found in [Appendix D](#).



Must the measurable annual goal address all areas of the general curriculum, or only those areas in which the student's educational progress is affected by the disability?

Annual goals should address only those areas identified as needs. The IEP Team is not required to include goals that relate to areas of the general curriculum for which the student does not have reported needs.

Accommodations

The Accommodations section is used to identify areas of the curriculum and the student's development that require accommodations. Accommodations allow a student to access the curriculum, but do not change the standards or expectations in any way. Accommodations allow different instructional designs to support students and to enable them to receive special education services in the general education classroom. They may include the provision of related services, the assignment of paraeducators for specific purposes, and/or the provision of adaptive materials or instructional strategies targeted for the student.

Accommodations involve adapting instructional strategies (materials, manner of presentation, grouping, format), and/or the classroom environment (seating arrangements, lighting, sound, etc.). Accommodations should be made across educational settings.

Accommodations include, but are not limited to:

- Assistive technology devices
- Instructional practices, such as tutoring, heterogeneous grouping and/or peer partnerships
- Behavior intervention/support plans to address behavior that impedes learning
- Adaptations that change how a student accesses information and demonstrates learning, such as books-on-tape, large print books, braille/signed materials, calculators or word processors with adapted keyboard entry or word prediction software.
- Individualized supports, such as rephrasing of questions and instructions, allowance for additional time on assignments or testing accommodations
- Curricular aids, such as highlighted reading materials, main idea summaries, organizational aids, prewritten notes or study guides
- Services of related service personnel to provide direct instruction, consultation and related supportive services (e.g., school nurse services)
- Services of a paraprofessional such as a classroom or individual aide to provide assistance to the student in specific areas of need



Intrusive accommodations, such as the assignment of an individual aide for all or part of the day, consistent use of a human scribe, should be considered alongside the goal of achieving independence, and include plans for a gradual fading and eventual elimination of the accommodation without having a negative effect on the student's progress.

Modifications

The IEP team determines what modifications to the general education curriculum are needed to enable the child to meet the measurable annual goals set out in the IEP of the child. They should enable the child to be involved in and make progress in the general education curriculum, to participate in extracurricular and other nonacademic activities, and to be educated and be able to participate with other children with and without disabilities.

Modifications:

- Change what student learns
- Are required to participate in all general education activities & extracurricular activities
- If the student requires modifications to state standards, the student may require alternate assessments
 - Must document that parents understand implications of alternate assessment
 - [Accommodations Manual Participation Guidelines Worksheet](#)



It is important that a discussion regarding the student's course of study, grade-level or alternate instructional standards, accommodations/modifications and grading criteria occur at each annual review IEP conference. Parents and students age 15 and older must be involved in determining whether the student meets participation requirements to receive instruction based upon alternate academic achievement standards and the potential effects of these decisions on the student's post – school goals. For more detail see the Transition section of this document.

Service Delivery

The service delivery table describes the location (in/out of the general education classroom), duration and frequency of special education and related services to be provided to the child by a special educator or related service provider. Services include supplemental instruction to address specific skill deficits, and may include program modifications or supports for school personnel to enable the child to advance appropriately toward attaining annual goals, to be involved and make progress in the general education curricula and to participate in extracurricular and other nonacademic activities with other children with or without disabilities. To the extent possible, instruction and interventions should be research-based, systematic and explicit, and can occur in the general education or special education setting. Related services may also include parent counseling and training which assists the parents in understanding the needs of the child and provide the parent with information about child development and help the parents to acquire the necessary skills to allow them to support the implementation of their child's IEP.

The service delivery statement includes a statement of the types of specialized instruction or interventions and how they will address identified areas of need, as well as the setting in which services will occur. Be sure the service delivery statement includes those services which are not adequately addressed in the table. The IEP Workgroup guidance document for Service Delivery can be found in [Appendix D](#).



How do we document when general education services meet special education needs (i.e., reading interventionist specialist providing specialized reading instruction, but not a special educator)?

It is not necessary to document general education or Title I services on an IEP. However, The Interventionist's role can be described in the Service Delivery Statement on the IEP. Interventionists could provide specialized instruction according to the student's IEP in consultation with the special and general education teachers.

If the reading/math Interventionist is providing services related to the child's IEP, the interventionist could be a provider identified on the Service Delivery grid in the IEP.

Determining the Least Restrictive Environment

The IDEA requires that every student who has been identified with a disability and is age three through twenty-one must receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). LRE is the setting where a student with disabilities receives his/her education.



The LRE mandate requires that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities are educated with students without disabilities. Special classes, separate schools or other removal of students with disabilities from the general education classroom should occur only when the nature or severity of the student's disability is such that education in the general education class with the use of supplementary aids and services cannot be achieved satisfactorily.

Making the LRE Decision

The LRE decision is made only after all the goals, modifications and/or accommodations, and specially designed instruction have been developed and identified in the student's IEP, and is based on the student's unique needs. [\(Guidance Document LRE Placement\)](#) The LRE may be very different for each student, but the determining factor remains the student's individual needs.



It is expected in most instances a student with disabilities can be educated in the school he/she would attend if the student did not have a disability and in a general education classroom at least part of the day, with appropriate modifications and accommodations. Parents must be involved in any decision on the educational placement of their child. IEP teams must determine if a change of location is a significant change of placement. In the event the team decides a change in location is also a significant change of placement, a consideration of reevaluation is required.

Each year when the IEP is developed, the IEP team discusses the LRE for the student. The LRE discussion for every student with a disability, including preschool students, must consider placement in the general education classroom with necessary supplementary aids and services as the first placement option.

The IEP Team should identify the student's strengths, and build upon those strengths when determining how the student will benefit educationally from receiving special education services in the general education classroom. Non-academic considerations such as the social/emotional benefits of interaction with peers without disabilities, social development and self-care goals are equally important when discussing general education classroom placement. The IEP must ensure that the student has equal opportunity to participate in nonacademic and extracurricular services and activities as all students. The student's areas of need that have been identified in the IEP and addressed with goals and/or accommodations and modifications should also be reviewed individually to determine if through consultation, co-teaching or other supplementary aids, those services can be delivered in the general education classroom.

When determining the LRE for a student with disabilities and before the IEP Team recommends that a student with disabilities receives educational services outside of the general education classroom, the IEP Team should consider these questions to ensure that the student will be educated with peers without disabilities to the maximum extent appropriate:

1. Is it possible for the student to receive his/her individually determined services in a general education class? If not, why not?
2. Can the student achieve his or her IEP goals in the general education classroom with the use of supplementary aids and services?
3. Does the IEP provide all necessary supplementary aids and services?
4. What nonacademic benefits are available to the student from interacting with peers without disabilities?
5. Is it possible for the student to access the general education curriculum and meet annual goals in the general education class for all or some of the school day? If not, why not?
6. Would the student require so much of the general education teacher's time that the teacher cannot give adequate attention to the needs of other students in the classroom?
7. Is the student so disruptive in the general education classroom that the education of the student or other students is significantly impaired?
8. Does the student require the curriculum to be modified so significantly that it bears little relation to the instruction in the classroom?
9. What are the potential effects, both positive and negative, of the placement options being considered?

As no one factor outweighs any other, the IEP Team should look at the individual needs of the student and determine in which setting the student would benefit educationally. Remember, even if the IEP Team determines that a student with disabilities should be removed to a separate class for any particular curricular area(s), the student must still be integrated with peers without disabilities for other activities as appropriate and have access to the general education curriculum.

If the IEP Team determines that a student with disabilities must be removed from the general education classroom because the student will not benefit educationally, even with the provision of supplementary aids and services, the IEP must document an educational justification for this removal. A decision to remove a student with disabilities from the general education setting must be based on the individual needs of the student and may not be based on the student's disability. (The IEP Workgroup guidance documents for Least Restrictive Environment may also be found in [Appendix D](#).)

When determining a preschooler's LRE the first factor to consider is whether or not the student is attending a regular early childhood program. A "regular early childhood program" is defined by the Office of Special Education Programs (OSEP) to be a classroom that includes at least 50 percent of nondisabled children. This includes, but is not limited to, Head Start, kindergartens or preschools and group child development center or child care. If the child is not currently in a regular early childhood program and the Lead Education Agency determines placement in a private preschool program is necessary for a child to receive FAPE, the public agency must make that program available at no cost to the parent.

Concluding the Meeting



Copy and distribute the IEP documents as appropriate, ensuring that the special education teacher and parents receive a full copy at the conclusion of the conference or within a reasonable time frame.



EVERY teacher and support specialist who provides instruction for students with disabilities must have access to information regarding the needs of these students. After a review of the entire IEP document, local schools may prepare and distribute an IEP summary report to every general education staff who works with the child, including physical education, art, music, computers, library and shop teachers.

The IEP summary report should be explained to general education staff by the case manager or other individuals identified at the IEP meeting. If a functional behavioral assessment is conducted and a behavioral intervention plan is developed, this plan should be provided to all staff who have interactions with the student, including staff responsible for discipline and security. Parents who speak a language other than English should have an interpreter available at the IEP meeting, when feasible to do so, and may also receive a complete copy of the IEP in their native language. If a translation of the IEP is not available, they may receive a recording of the IEP meeting where the interpreter provided information in their native language.

IMPLEMENTATION AND REVIEWS OF THE IEP

Progress Reporting

The purpose of progress reporting is to provide information to parents and school personnel regarding the student's progress toward meeting his or her goals. How progress will be reported and the frequency of these reports is to be determined by the IEP team and documented in the Annual Goal and/or Objectives section of the IEP. All progress reports become part of the student's special education record.

Annual Review

IEPs for students eligible for special education must be reviewed within 365 days of the last IEP date. Annual Reviews should follow the process for IEP Development and require a *Notice of Meeting*.

Reevaluation and Determination of Eligibility

A reevaluation is required:

- At least every three years
- Prior to a change in eligibility
- If the child's parent or teacher requests, in writing, a reevaluation
- If the AU determines that the student's educational or related service needs warrant a reevaluation;
- The parent(s) and Administrative Unit may agree that no further evaluation data are needed in order to determine continued eligibility

Once conducted, the reevaluation "resets the clock", i.e., the next required reevaluation would be in 3 years from the new date.



The Multidisciplinary Team must complete the reevaluation no more than three years from the date of the prior eligibility meeting where the student's eligibility was established or reaffirmed, or the child's last reevaluation. The evaluation process described earlier in this chapter applies to all reevaluations, including those to re-determine eligibility or if a reevaluation is warranted for a significant change in placement.



Documentation of the determination of eligibility must be shared with parents.

OTHER IEP ACTIONS

Transfers

A transfer means a change in district enrollment/attendance that occurs within the same school year. A change in district enrollment/attendance that occurs over the summer months, *i.e.*, not within the same school year, is not considered a “transfer” under the IDEA. 34 C.F.R. §§ 300.323 (e) and (f).

For all students with disabilities, AUs must have IEPs in effect at the beginning of each school year, regardless of changes in district enrollment/attendance. 34 C.F.R. § 300.323(a).

When a student with an IEP from another district enrolls in a district in Colorado within the current school year, whether the transfer is from a Colorado school district or a school district in another state, the new district must immediately initiate education services and provide a free appropriate public education by providing special education and related services comparable to those in the child’s IEP from the previous school district. 34 C.F.R. § 300.323(e) and (f).

If the student transfers between Colorado school districts within the same school year, the new district may adopt the IEP from the previous district, in which case an IEP meeting may not necessarily be required; or the new district may decide not to adopt the previous district’s IEP and then proceed to develop and implement a new IEP through the IEP process. 34 C.F.R. § 300.323(e)(1) and (2).

If the student has transferred to a Colorado district from another state, the new district may conduct an evaluation if the Colorado district determines that an evaluation is necessary to determine eligibility for special education services under the eligibility criteria established by the ECEA. The Colorado district may develop, adopt, and implement a new IEP if appropriate. The new district must take reasonable steps to promptly obtain the child’s education records including the IEP, other supporting documents, and other records related to the provision of special education or related services from the previous district. When determining whether or not a new IEP is necessary, a district may consider whether a copy of the current IEP is available and/or whether the parent is satisfied with the IEP. The **Transfer Forms** may be found listed below and or in [AppendixC](#).

- [Transfer Form for In-State \(English Version Spanish Version\)](#)
- [Transfer Form for Out of State \(English Version Spanish Version\)](#)

IEP AMENDMENTS

Under the IDEA, a child’s IEP can always be modified or amended at any time if conditions warrant. Different types of amendments implicate different procedures and considerations. [\(IEP Amendment & Prior Written Notice form – English Version Spanish Version\)](#)

Revising /Amending IEPs

- An IEP may always be amended through the IEP meeting process. The procedural requirements related to notice, IEP meeting participants, and IEP content would apply as with any other IEP meeting.
- Amendments to an IEP may be made at any time without holding an IEP meeting, if the AU and the parents agree. When making an amendment, the changes are completed through an abbreviated, written document rather than rewriting the entire IEP. Amendments to IEPs without a meeting must be agreed upon in writing by the parents and the AU.

- If the amendment to the IEP meeting is held after the annual IEP meeting for a school year and does not constitute a complete IEP review (e.g., a change in the time of a service), the anniversary date for the annual IEP review will remain the same, i.e., this process would not “reset the clock”.

Distinguishing Significant vs. Nonsignificant Changes in Placement [ECEA 4.03 8(a)(b)(i)(ii)(iii)(iv)]

- If a child’s IEP is altered, such as a change in the amount of a given service, the change is considered a “nonsignificant” change in program/services.
 - Parental consent is not required, but Prior Written Notice must be provided to the parents.
 - A nonsignificant change in program/services must be made by the IEP team unless the parent and AU agree to change the IEP after the annual meeting, as described above.
 - Reevaluation is not required.

Recommended Form: IEP or IEP Amendment

- A significant change of placement includes:
 - Placement or referral to a private school or approved facility school, or
 - The addition or termination of an instructional or related services or any change which would result in:
 - the child having different opportunities to participate in nonacademic and extracurricular services;
 - a change in educational environment categories for LRE purposes; or
 - a transfer from brick-and-mortar school to an online program, or vice versa.
- A significant change of placement shall be made upon consideration of reevaluation, and shall be made by an IEP team with the addition of those persons conducting such reevaluation unless the parents and AU agree to change the IEP after the annual meeting, as described above.

Recommended Form: Reevaluation and IEP

- Other – Other situations which require the IEP Team to meet at the request of the parent or the school.

Recommended Form: IEP or IEP Amendment or Appendix C



When is it appropriate to amend an IEP?

The IEP may be amended to address issues such as:

- *Lack of progress toward annual goals*
- *New information about the child provided to or by the parents*
- *Reconsideration of decisions previously made regarding grading, promotion and assessment*
- *Revision or consideration of transportation services*
- *The need to eliminate or add curriculum modifications or accommodations such as classroom or individual aids*
- *Revision of the need for a behavior intervention plan*
- *The need to identify alternative strategies to meet the transition objectives if those set forth in the IEP are not being provided*



Examples of Other Purposes for Conducting IEP Meetings:

The IEP Team may meet to identify alternative strategies to meet the transition goals if those strategies set forth in the IEP are not being provided by outside agencies.

IEP Team members may need to meet to determine the needs of students who transfer into the district from another district.

The IEP Team may review the student's educational status and determine if additional data are needed to complete an evaluation to determine eligibility (or continued eligibility).

If the student fails to meet IEP goals or benchmarks, a meeting may be convened to review the services recommended and to determine whether or not changes are necessary.

An IEP meeting may be convened anytime a student with a disability receives a failing grade in a general education class. The purpose of the meeting is to document the cause of the failing grade and to ensure that it was not attributed to a failure to implement any portion of the IEP or lack of supplementary aids or services.

An IEP meeting may be convened at the request of an IEP team member.

MANIFESTATION DETERMINATION

When a decision is made to effect a disciplinary change in placement for a student with a disability who violated a code of student conduct, the public agency must conduct a manifestation determination within 10 school days of that decision. A disciplinary change in placement occurs when a student is removed for more than 10 consecutive school days or is subjected to a series of removals that constitute a pattern because –

- the series of removals total more than 10 school days in a school year;
- the child's behavior is substantially similar to the behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.^[i]

The purpose of the **Manifestation Determination** is to determine if the student's conduct was a manifestation of the child's disability or a result of the failure to implement the student's IEP (use the links below or the forms may be found in [Appendix C](#)).

- **[Manifestation Determination Form Sections 1-3 \(English Version Spanish Version\)](#)**,
- **[Manifestation Determination Form Sections 4-8 \(English Version Spanish Version\)](#)**,

Extended School Year

Extended School Year (ESY) is for students on IEPs who need additional school days to receive a Free Appropriate Public Education (FAPE) and prolonged periods of time off will have a negative impact on them. ESY services are determined by the IEP team on an individual basis and services that are necessary for the provision of FAPE to the student. ESY requires documentation (**[ESY Data Document – English Version Spanish Version](#)**) of regression, recoupment and/or **[predictive factors](#)** (Forms may also be found in [Appendix C](#)).

STUDENTS WITH DISABILITIES IN CHARTER SCHOOLS

Children with disabilities who attend public charter schools and their parents retain all of the rights and protections of the IDEA. An administrative unit must serve children with disabilities attending charter schools in the same manner as the administrative unit serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the administrative unit provides such services on the site to its other public schools.

In Colorado, how an administrative unit provides special education services is based on the service delivery/funding model that is negotiated between the charter school and its authorizer. There are several service delivery models:

- Insurance model: Under the insurance model, the charter school pays an “insurance” premium to the administrative unit to provide all special education and related services for children with disabilities attending the charter school.
- Contracted model: Under the contracted model, the administrative unit passes through to the charter school its share of special education funding and the charter school hires or contracts with third party special education service providers to provide special education and related services for children with disabilities attending the school.
- Combination/Modified Insurance model: Under the combination/modified insurance model, the charter school and its authorizer negotiate responsibility and funding for special education and related services. The charter school may hire some of its staff and negotiate with its authorizer for the administrative unit to provide some services.

Responsibility for the referral, evaluation and IEP processes are determined by the service delivery model negotiated by the charter school and its authorizer. However, the same referral, evaluation, and IEP requirements apply to children with disabilities attending charter schools. Additionally, an IEP for a charter school student must contain a statement that specifies whether the child shall achieve the content standards adopted by the school district in which the child is enrolled or the charter school institute; or whether the child shall achieve individualized standards which would indicate that the child has met the requirements of his/her IEP.

STUDENTS WITH DISABILITIES PARENTALLY-PLACED IN PRIVATE SCHOOLS

The IDEA requires an administrative unit to locate, to identify, and to evaluate all children with disabilities who are enrolled by their parents in private, nonprofit (including religious) elementary and secondary schools located in their school district. This child find activity is designed to ensure the equitable participation of parentally-placed private school children and to get an accurate count of those children. The timelines for initial evaluations apply. An administrative unit must spend a proportionate share of Part B federal special education funding on providing education and related services including direct services to children with disabilities who are parentally placed in private schools. How the funds are used for equitable participation is determined by meaningful consultation with private school representatives and representatives of children with disabilities who are parentally-placed in private school.

When a child who is parentally-placed in private school is identified with a disability, it is important to note that there **is not** an individual right to receive some or all of the special education and related services the child would receive if he/she were enrolled in a public school. If a child with a disability who is parentally-placed in private school receives services, it is based on a services plan. Although similar, a services plan **is not** an IEP. A services plan need only describe the specific special education and related services that the

administrative unit will provide to the child in light of the determination of how the administrative unit's proportionate funds are spent. However, a services plan should be developed, reviewed, and revised consistent with the IEP timelines.

A services plan for parentally placed students does not apply to preschool and kindergartners.

STUDENTS WITH DISABILITIES PUBLICLY PLACED IN ELIGIBLE FACILITIES

In Colorado, an approved facility school means a group care facility (e.g. a psychiatric residential treatment facility and a therapeutic treatment facility), group home, community centered board, hospital, or state-licensed day treatment facility that offers a school program providing special education services to children with disabilities that has been approved by the Colorado State Board of Education. Administrative Units and Eligible Facilities should be familiar with and refer to ECEA rule 8.0 Responsibilities of Administrative Units, State-Operated Programs and Eligible Facilities and ECEA rule 9.0 Out of District Placements.

The IEP team completing an IEP for a student with a disability placed in an approved facility school should pay particular attention to the Educational Environment categories on the IEP.

- For students in a residential facility, check the residential facility box.
- For students in a day treatment program, check the separate school box.
- For students in a residential facility who attend a public school part-time, check the two appropriate boxes (e.g. general education class 40%-79% of the time and residential facility).

REQUIRED FORMS – BY TYPE OF IEP MEETING

Forms required for Initial Eligibility:

- ☐ Prior Notice & Consent for Evaluation
- ☐ Procedural Safeguards
- ☐ Notice of Meeting
- ☐ Cover page
- ☐ Evaluation Report
- ☐ Appropriate Determination of Eligibility Form(s)
- ☐ Prior Notice & Initial Provision of Special Education and Related Services (if determined eligible)
- ☐ IEP (if determined eligible)
- ☐ Permission to Invite Agencies Related to Transition (if student is 15 or older)

Forms required for Reevaluation

- ☐ Prior Notice & Consent for Evaluation
- ☐ Notice of Meeting
- ☐ Permission to Invite Agencies Related to Transition (if student is 15 or older)
- ☐ Cover page
- ☐ Evaluation Report
- ☐ Appropriate Determination of Eligibility Form(s)
- ☐ IEP (if determined eligible)
- ☐ Prior Written Notice

Forms required for Annual IEP Review

- ☐ Notice of meeting
- ☐ Permission to Invite Agencies Related to Transition (if student is 15 or older)
- ☐ IEP
- ☐ Prior Written Notice

Forms required for IEP Amendment

- ☐ Notice of Meeting (if appropriate)
- ☐ IEP Amendment
- ☐ Prior Written Notice



COMPLETING THE IEP FORM

THE INDIVIDUALIZED EDUCATION PROGRAM

HEADER

Legal Name of Student	State Student ID (SASID)	Date of Birth	Date
Local Student ID (LASID)	Administrative Unit Name	AU Address	AU Phone Number

Header is used:

- ✓ To identify the student's name, SASID, and date of birth
- ✓ To identify the Administrative Unit, address, and phone number
- ✓ To identify the date of the meeting

TYPE OF MEETING & DATES OF MEETINGS

TYPE OF MEETING		DATES OF MEETINGS
Eligibility	Individualized Education Program	Date of next eligibility meeting (<i>on or before</i>) _____ Date _____
<input type="checkbox"/> Initial Eligibility Meeting	<input type="checkbox"/> Initial IEP	Date of next IEP review meeting (<i>on or before</i>) _____ Date _____
<input type="checkbox"/> Reevaluation	<input type="checkbox"/> IEP Review	Date of initial consent for evaluation _____ Date _____
	<input type="checkbox"/> Amendment to IEP Dated: _____	Date initial evaluation completed _____ Date _____
	<input type="checkbox"/> Other: _____	Date of initial eligibility determination _____ Date _____
	<input type="checkbox"/> N/A (Student Did not qualify)	
Date Initial Consent for Services: _____		

Type of Meeting is used to:

- ✓ Identify the reason why the IEP meeting is being convened.

Comments:

- Check the appropriate box for the type of meeting being held.
- Indicate **Date Initial Consent for Services Given**. This is the date documented after initial eligibility was determined, and the parent provided written consent for special education services. This date will remain the same on all future IEPs.

Dates of Meetings is used to:

- ✓ Identify important dates.

Comments:

- **Date of Next Eligibility Meeting** This is the date of the required 3-year reevaluation for eligibility. If the purpose of the IEP meeting is to determine a student's initial eligibility for special education, enter N/A in this space. For all other purposes, the date of the next IEP meeting report in which the findings from an initial evaluation, reevaluation, or special evaluation were presented to establish or maintain the student's eligibility status should be written.

- **Date of Next IEP Review Meeting** This is the date of the next meeting that will be used to review the student's current IEP. This must occur at least annually, within 365 days of the meeting.
- **Date of Initial Eligibility Determination** This is the date in which the student was determined eligible for Special Education services: this date will remain the same on all future IEPs.
- **Postsecondary Goals Due** This is a date that will also remain the same. It should indicate to parents and the case manager when transition goals and services must be initiated. The date is due during the year the student is 15, but no later than the end of his/her 9th grade year.



Remember, revisions to the IEP that are made via an IEP amendment and that did not involve a comprehensive review of the IEP will not cause the date of the annual review to change.

STUDENT AND FAMILY INFORMATION

STUDENT AND FAMILY INFORMATION			
District of Residence	Prior to Meeting	After Meeting	Grade: _____ Age: _____ Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Home School	_____	_____	
School of Attendance	_____	_____	Ethnicity: <input type="checkbox"/> Hispanic / Latino
Unit/Facility of Attendance (if out of district)	_____	_____	Race: <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian
Primary Disability, if any	_____	_____	<input type="checkbox"/> Black or African American <input type="checkbox"/> White
Secondary Disabilities, if any (optional)	_____	_____	<input type="checkbox"/> Native Hawaiian or Other Pacific Islander
Primary Educational Environment	_____	_____	<input type="checkbox"/> Two or more races
			Primary Language Spoken in the Home _____
			Student's Primary Language _____
			Does the student have Limited English Proficiency <input type="checkbox"/> Yes <input type="checkbox"/> No
			ACCESS Scores: _____ Alternate ACCESS Scores: _____
Is there an Educational Surrogate Parent (ESP)? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Student's Parent/ Guardian(s)/ESP _____			
Address _____			
City/State/Zip _____			
Telephone Number _____			
(Home)	(Cell)	(Work)	(Home) (Cell) (Work)
Email _____			

Student and Family Information is used to:

- ✓ Provide basic demographic information about the student and family.

Comments:

Indicate the appropriate answers in the *Prior to Meeting* column.

- **District of Residence:** the district the student lives in.
- **Home School:** the school that the student would typically attend based on his or her residency.
- **School of Attendance:** the school the student currently attends. It may be the same as the home school, depending on where services are provided to the student.
- **Unit/Facility of Attendance:** only to be used if the student is (or will be) placed at a location outside of the school district for services. If this section is not to be used, indicate with N/A.
- **Primary Disability, if any:** indicate the student's current primary disability prior to the meeting, and update after the meeting. This is the disability identified by the team that most significantly interferes with the student's ability to benefit from general education alone, and the disability that is reported to the State for federal reporting. If there is none, mark with N/A.
- **Secondary Disabilities, if any (Optional):** if students have multiple areas for which they are eligible to receive special education services, other secondary disabilities may be noted.
- **Primary Special Education Environment:** indicate where the student receives the majority of the special education services; this can be referenced from the Educational Environment area.



The term parent, as defined in the Individuals with Disabilities Education Act (IDEA), includes a person or persons who are acting in the place of a parent, such as a grandparent, step-parent or foster parent with whom the student lives, or an individual who is legally responsible for the student. For students who are without parents, the educational surrogate parent (ESP) is considered the parent. The ESP is a person who has training and is assigned by the Administrative Unit to represent the student in all educational decision-making processes whenever the parent of a child with a disability is unknown, cannot be located, is unavailable or the child is a ward of the state.



What is the role of parents, including educational surrogate parents, in decisions regarding the educational program of their child?

Parents are expected to be equal participants along with school personnel, in developing, reviewing, and revising the IEP for their child.



When must an educational surrogate parent (ESP) be assigned by the District or AU?

An ESP is assigned whenever the parent of a child with a disability is unknown, cannot be located, is unavailable or is a ward of the state.

PROCEDURAL SAFEGUARDS AND IEP PARTICIPANTS

[illegible]

Procedural Safeguards is used to:

- ✓ Document that the parent has received a copy of the *Procedural Safeguards*.

Comments:

A copy of the procedural safeguards must be given to the parent of a student with a disability one time per school year. During the IEP conference, the parent should check the “yes” box on the IEP form and sign the provided line to indicate that the parent was given a copy of the *Procedural Safeguards* or enter the date within the current school year when the parent was provided a copy of the *Procedural Safeguards*. Another copy of the *Procedural Safeguards* should be given to the parents at the IEP meeting if requested.



It is important to ensure the parents understand the Procedural Safeguards, particularly any areas relevant to the meeting; and to inquire whether there are any questions.

IEP Participants page is used to:

- ✓ Document the participants in the IEP meeting.

Comments:

- Each participant may sign next to the appropriate title. The signature verifies attendance at the meeting.
- Parent signature on the meeting participation page indicates participation only. Parent signature on the meeting participation page does not reflect agreement to their child's eligibility for special education or for the consent for special education services.



Any single member of the IEP Team may meet no more than two of the required roles at the IEP meeting. For example, the special education teacher may also serve as the special education Director designee if he/she has the authority to designate and approve AU-level resources.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP) INCLUDING INPUT FROM PARENT & STUDENT
Student Strengths, Preferences, Interests What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment? Be sure to include specific feedback from the student. IDEA 300.324(a)(i) strengths of the child IDEA 300.321(b)(2) preferences and interests IDEA 300.43(a)(2) secondary transition
Present Levels of Educational Performance Summary Include results of initial or most recent evaluation, including, if appropriate, the results of any interventions, progress monitoring and gap analyses. IDEA 300.320(a)(1) present levels of academic achievement and functional performance IDEA 300.324(a)(iii) Results of initial or most recent evaluation
Describe the age appropriate transition assessment process used to develop the post-school goals ECEA 4.03(6)(d)(ii) This section is to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9 th grade, and updated annually.
Student Needs and Impact of Disability How does the student's disability affect his/her involvement and progress in the general curriculum and participation in appropriate activities? For students of transition age, how does the student's disability affect his/her attainment of the postsecondary goals? IDEA 300.324(a)(ii) concerns of parent IDEA 300.320(a)(1)(j) How the child's disability affects the child's involvement and progress—in the general curriculum and participation in appropriate activities
Parent / Student Input IDEA 300.324(a)(1)(ii) concerns of parent
Measurable Post-School Goals This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9 th grade, and updated annually. ECEA 4.03(6)(d) Measurable post-school goals must be based on current age-appropriate transition assessments. Education/Training Goal: Employment Goal: Independent Living Skills Goal (when appropriate):



Annual goals will be developed and accommodations and/ or modifications (if necessary) are described for each area identified by the IEP Team that is adversely affected by the student's disability.

Annual transition IEP goals are directly related to the student's postsecondary goals/transition services' needs. See detail and examples in the Indicator 13 Compliance and Quality Tips

http://www.cde.state.co.us/cdesped/transition_trainingta-7

CONSIDERATION OF SPECIAL FACTORS

CONSIDERATION OF SPECIAL FACTORS	
<p>A. Does this student exhibit behavior that requires a Behavior Intervention Plan?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, complete a Behavior Intervention Plan.</i></p> <p>IDEA 300.324(a)(2)(i)</p>	<p>B. Is the student blind or visually impaired?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, complete the Learning Media Plan. ECEA 4.03(6)(b)</i></p> <p>IDEA 300.324(a)(2)(iii)</p>
<p>C. Is the student deaf or hard of hearing?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, complete the Communication Plan. ECEA 4.03(6)(a)</i></p> <p>IDEA 300.324(a)(2)(iv)</p>	<p>D. Is the student deaf-blind?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, complete the Learning Media & Communication Plan. ECEA 4.03</i></p> <p>IDEA 300.324(a)(2)(iii) and 300.324(a)(2)(iv)</p>
<p>E. Does the student have unique communication needs?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, specify:</i></p> <p>IDEA 300.324(a)(2)(iv)</p>	<p>F. Does the student have Limited English Proficiency?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, specify how this will be addressed:</i></p> <p>IDEA 300.324(a)(2)(ii)</p>
<p>G. Does the student need Assistive Technology devices or services?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, specify:</i></p> <p>IDEA 300.324(a)(2)(v)</p>	<p>H. Does the student require Special Transportation?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, specify:</i></p> <p>IDEA 300.34(a)(16)</p>
<p>I. Does the student require a Health Care Plan?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>If yes, indicate location of Plan.</i></p>	

Consideration of Special Factors is used to:

- ✓ Consider any special factors that may interfere with the student's learning.
- ✓ **ALL** areas must be considered by the IEP team.
- ✓ **ALL** areas requiring special consideration must be addressed throughout the IEP, e.g. the PLAAFP and any other areas deemed appropriate by the IEP team.

Comments:

- **Behavior Intervention Plan (BIP)** For a student who exhibits behavior that impedes the student's learning or the learning of others, the IEP Team will need to determine a present level of educational performance in the affected area(s), consider whether the student requires accommodations to the learning environment, develop annual goal(s) and benchmarks as appropriate, and develop a Behavior Intervention Plan (BIP). The IEP Team should conduct a functional behavior assessment (FBA).
- **Learning Media Plan** For any student who is blind or visually impaired, the IEP Team is required to develop a Learning Media Plan.
- **Communication Plan** Consider the student's communication needs, and, if a student is deaf or hard-of-hearing, develop a Communication Plan to address these issues.
- For a student who is deaf-blind, both a **Learning Media Plan** and **Communication Plan** must be developed.
- **Unique Communication Needs** Consider whether the student has unique communication needs and, if so, specify those unique needs.
- **Healthcare Plan** For a student who has any healthcare needs, indicate this and identify the location of the Healthcare Plan.

- **Limited English Proficiency** In determining if language is an issue for a student with Limited English Proficiency, the IEP Team may ask the following questions:
 - Does the student's level of English language proficiency impact the special education and related services needed by the student? If so, how and to what extent?
 - Will the special education and related services needed by the student be provided in a language other than English?
 - If language proficiency is an issue for the student, the IEP Team will need to determine how this will be addressed.
- **Assistive Technology** The IEP Team must determine if the student requires assistive technology as it relates to the student's functional capacity.
 - An assistive technology device is any item that can be used to increase, maintain, or improve the student's functional capabilities. An assistive technology service directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. This service includes a functional assessment of the student in his or her customary environment (e.g., classroom, home, and community settings). Information from the functional assessment of the student's need for assistive devices should be described in this section. A specific recommendation for assistive devices should not be made without first conducting a needs assessment.
 - Examples of assistive devices used for program modifications include tape recorders, magnifiers, enlarged key labels for computers, adapted keyboards, and communication displays. Both low and high technology solutions should be considered. In many instances, a low technology device can facilitate the same outcome as a high technology device. It is important to re-examine the need for continued use of any previously recommended devices.
 - In determining if the student requires assistive technology devices and/or services, the IEP Team may ask the following questions:
 - What tasks are difficult for this student that might be made easier with assistive technology?
 - How will technology be used across the curriculum to ensure that the student has access to the general curriculum?
 - To answer these questions appropriately, the IEP Team may request an evaluation by an assistive technology specialist.
- **Transportation** is provided as a related service for students with disabilities if a student cannot get to school in the same manner as peers without disabilities or is placed at a school other than his/her neighborhood school. Transportation services include travel to and from school and between schools. Services may also include the provision of specialized equipment, such as special or adapted buses, lifts and/or specialized child restraint systems. If additional support on the bus is required due to the medical, behavioral, or other needs of the student, that support should be described.
 - Decisions regarding transportation service are to be made on an individual basis. The IEP Team should indicate the decision by checking the appropriate box on the Special Considerations page. If the student requires transportation, justification for this related service must be included.

- The IEP Team should use a variety of criteria to determine whether a student with a disability requires transportation as a related service. Some special transportation service options and examples of justification are identified below.
- Special transportation services may be appropriate for students who cannot walk or get to school independently because of the disability, or because the student is assigned to a school other than the neighborhood school to receive special education or related services. Special transportation may be an option for a young child (age 5 or under) who could not participate in the recommended program without transportation.
 - Some students may require an aide on the bus. Aides may be appropriate for students:
 - whose unpredictable behavior may cause a substantial disturbance that could be dangerous to the student or others;
 - who are unable to function independently due to the nature or severity of the disability; or
 - who are medically fragile.
 - Another special transportation need would be for a student who requires a vehicle with specialized equipment. This option may be appropriate for students who require a lift, wheelchair tie down and/or occupant restraint system, securement devices for life support systems, or specialized seating systems for infants and toddlers.



Arrival and departure times shall ensure a full instructional day which is comparable to that of students without disabilities.

POSTSECONDARY TRANSITION PLAN

POSTSECONDARY TRANSITION PLAN This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9 th grade, and updated annually. ECEA 4.03(6)(d)
Projected date of graduation/program completion: _____ IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE Projected type of completion document: _____
Measurable Post-School Goals (from Section 6: Measurable Post-School Goals): ECEA 4.03 (6)(d)(ii) This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9 th grade, and updated annually. ECEA 4.03(6)(d) Measurable post-school goals must be based on current age-appropriate transition assessments. Education/Training Goal: Employment Goal: Independent Living Skills Goal (when appropriate):
Planned Course of Study: ECEA 4.03(6)(d)(iii) The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-schod areas that are identified for the student.
Transition Services and Activities ECEA 4.03(6)(d)(iii) Describe the activities provided by the adults in the school and in the community that will enable and promote the student's progress toward meeting annual and postsecondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for student's needs. Transition services must be specific and individualized and must state what the adults will provide. Education/Instruction and Related Services: ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b) Career/Employment and other Post-School Adult Living Objectives ECEA 4.03(6)(d)(ii); ECEA 2.51(1)(b) Community Experiences ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b) If appropriate, Daily Living Skills and/or Functional Vocational Evaluation ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b)
Agency Linkages What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting any agency or organization that is likely to be responsible for providing or paying for transition services.
If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21). <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A IDEA 300.329(c) Transfer of rights at age of majority.
NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and the Colorado's Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency. At the end of the regular school-year semester in which the student turns 21, s/he would no longer be eligible for special education services.

Postsecondary Transition Plan is used to:

- ✓ Identify the coordinated set of transition activities for students who are age 15, but not later than the end of 9th grade. It may be used earlier if deemed appropriate by the IEP Team.

Comments:

Projected date of graduation/program completion: This date should reflect the month and year that the IEP Team anticipates the student will reach graduation or high school completion. It can be adjusted based on objective criteria (total credits earned) at each annual review and adjusted accordingly.

Projected type of completion document: Identify the anticipated type of completion document (i.e. diploma, certificate of completion, etc.). This will be based on district graduation requirements, student needs and the course of study the IEP Team determines will meet the educational needs of the student while also ensuring appropriate support for the preparation needed to attain the post-school goals.

ANNUAL GOALS (OBJECTIVES, IF REQUIRED)

ANNUAL GOALS (OBJECTIVES, IF REQUIRED) IDEA 300.320(a)(2)(i)			
For transition IEPs, annual goals MUST link directly to postsecondary goals.			
<input type="checkbox"/> Extended School Year Goal			
Area of Need:			
Measurable Goal: IDEA 300.320(a)(2)(i)			Unit of Measurement: IDEA 300.320(a)(3)(i)
Objective (if needed): IDEA 300.320(a)(2)(B)(ii)			
Related Colorado Academic Standard/Extended Evidence Outcomes:			Baseline Data Point:
Evaluation Method: <input type="checkbox"/> Monitor and Chart Progress <input type="checkbox"/> Focused Assessments <input type="checkbox"/> Portfolio Collection <input type="checkbox"/> Other: _____ IDEA 300.320(a)(3)(i)			
Progress Report (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) IDEA 300.320(a)(3)(iii)			
Reporting Date: ____/____/____	Reporting Date: ____/____/____	Reporting Date: ____/____/____	Reporting Date: ____/____/____
Progress: ____	Progress: ____	Progress: ____	Progress: ____
Supporting Data Point:	Supporting Data Point:	Supporting Data Point:	Supporting Data Point:

For transition IEPs, annual goals MUST link directly to postsecondary goals.			
<input type="checkbox"/> Extended School Year Goal			
Area of Need:			
Measurable Goal: IDEA 300.320(a)(2)(i)			Unit of Measurement: IDEA 300.320(a)(3)(i)
Objective (if needed): IDEA 300.320(a)(2)(B)(ii)			
Related Colorado Academic Standard/Extended Evidence Outcomes:			Baseline Data Point:
Evaluation Method: <input type="checkbox"/> Monitor and Chart Progress <input type="checkbox"/> Focused Assessments <input type="checkbox"/> Portfolio Collection <input type="checkbox"/> Other: _____ IDEA 300.320(a)(3)(i)			
Reporting Date: ____/____/____	Reporting Date: ____/____/____	Reporting Date: ____/____/____	Reporting Date: ____/____/____
Progress: ____	Progress: ____	Progress: ____	Progress: ____
Supporting Data Point:	Supporting Data Point:	Supporting Data Point:	Supporting Data Point:

Annual Goals and/or Objectives is used to:

- ✓ Describe the demonstrated improvement from the measurable present level of performance.
- ✓ Reflect an area of need that is related to progress in the general education curriculum.
- ✓ Include a measurable level of attainment.
- ✓ Describe conditions under which the student will perform.



When writing goals for students, there should be a direct correspondence between identified need, present level of performance and annual goals that allow the student to be involved and progress in the general curriculum. Additionally, if the student is of transition age, the annual goals should directly support and promote the attainment of their post-school goals.

Comments:

- Document that annual goals are designed to directly support and promote the accomplishment of the post-school goals if appropriate.
- For students taking alternate assessments based on alternate achievement standards, write a measurable short term objective.

- Unit of measurement: This is how achievement of the goal will be measured. Examples include words correct per minute (WCPM), or outbursts per hour. While the goal will likely include a unit of measurement in targeting the improvement, the criteria should be explicit and clear for parents and school personnel.
- Progress toward *each* annual goal will be measured through the identified criteria and evaluation measures established for each goal.
- When reporting, use the provided progress reporting key *and* attach any supporting graphs or available data. The reporting key is very general, and it is helpful to parents to receive a more informative update. Sources of data may include progress monitoring data, Results Matter data (for ages 3-5), or behavior charts, among other items.



Whether or not the student met the goals (and objectives if applicable) must be documented. This information must be shared with the parent by issuing an IEP progress report as frequently as was indicated on the most recent IEP. The case manager is responsible for maintaining documentation that the IEP progress reports were provided to parents of students with disabilities.

ACCOMMODATIONS AND MODIFICATIONS

ACCOMMODATIONS & MODIFICATIONS
Accommodations What type(s) of accommodation(s) <i>if any</i> is (are) necessary for the student to access the general curriculum and/or appropriate activities to make effective progress? IDEA 300.320(a)(4)(i)-(iii) IDEA 300.320(a)(6)(i)
Modifications What modifications to the general education curriculum, if any, need to be made to enable the child to be involved in and make progress in the general education curriculum? IDEA 300.320(a)(4)(ii)

Accommodations and Modifications are used to:

- ✓ Identify areas where the student requires accommodations to access the general education curriculum.
- ✓ Identify areas where the student requires modifications to participate and make progress in the general education curriculum.
- ✓ For more information on [Accommodation and Modifications](#) use this link.

EXTENDED SCHOOL YEAR DETERMINATION

EXTENDED SCHOOL YEAR DETERMINATION **IDEA 300.106**

NOTE: Complete the *ESY Data Documentation*, using the information and guidelines in the *Extended School Year Guidance Manual*, and maintain in the student's special education record.

Criteria/Inquiry:

Did the student experience severe regression on his/her IEP goals and objectives?

☐ Yes ☐ No ☐ No Information

Did the student require an unreasonably long period of time to relearn previously learned skills?

☐ Yes ☐ No ☐ No Information

Do predictive factors indicate the need for ESY services?

☐ Yes ☐ No

Decision: Is the student eligible for Extended School Year Services?

☐ Yes ☐ No ☐ To be determined by: _____

If yes, attach documentation for each question and record services on service summary in Section 13.

Identify which goals will be worked on during the Extended School Year Below:

Extended School Year Determination is used to:

- ✓ Consider whether the student needs extended school year services in order to receive a FAPE.

Comments:

- Follow the ESY guidance document for making the required considerations.
- Review student records and data for evidence of regression/recoupment issues over major school breaks.
- Indicate whether the student experienced significant regression on any of his/her IEP goals and objectives. If yes, attach documentation of the regression.
- Indicate whether the student required an unreasonably long period of time to relearn previously learned skills. If yes, attach documentation.
- Indicate whether there are other factors relevant in determining the student's eligibility for ESY services. Predictive factors include, but are not limited to:
 - the degree of the student's impairment,
 - the ability of the student's parents to provide the educational structure at home,
 - the student's rate of progress,
 - the student's behavioral and physical problems,
 - the availability of alternative resources,
 - the ability of the student to interact with children without disabilities,
 - the areas of the student's curriculum which need continuous attention, and
 - the individual needs of the student and whether the requested ESY service(s) are relevant to support those needs.

- Indicate the decision of whether the student is eligible for ESY services.
 - If the student is eligible for ESY, identify and document which goals will be addressed during the ESY and record ESY services in the *Services* area and in the *Service Delivery Statement*.
 - If the IEP team does not have enough data to make an ESY determination, check the “To be determined.”
 - ESY must be considered for preschoolers who have not yet been in school; i.e. have been identified in the school year or are transitioning from Part C to Part B services.



Must the IEP Team recommend extended school year services for all students with disabilities?

No. Consideration must be given annually for each student regarding the need for extended school year services. Factors to consider include likelihood of regression, slow recoupment, and predictive data based on the opinion of professionals.



IDEA does not require that each school establish summer programs for students without disabilities for the sole purpose of providing integrated activities for students with disabilities in ESY programs, nor does it require that ESY services address all of a student’s IEP goals. Because the purpose of ESY services is to prevent regression and recoupment problems, a student’s placement for ESY services may differ from his/her placement during the regular school year. Therefore a full continuum of placement options is not required for ESY.

STATE/DISTRICT ASSESSMENTS

STATE/DISTRICT ASSESSMENTS:		
District Assessments:		
Check whether the student will participate in the District Assessment administered at the child/student's grade level.		
	Regular	Not Assessed at This Grade Level
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>
List district assessment accommodations: IDEA 300.320(a)(6)(i)		
<input type="checkbox"/> Check if the student meets participation requirements to receive instruction based on alternate academic achievement standards (Extended Evidence Outcomes) and will participate in the district alternate assessment(s).		
If the student is eligible for the district alternate assessment(s), provide justification: IDEA 300.320(a)(6)(ii)(A) and (B)		
State Assessments		
Check whether the student will participate in the Colorado state assessment or the Colorado alternate assessment for each content area(s) administered at the child/student's grade level.		
	Regular	Not Assessed at This Grade Level
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>
List all accessibility features and/or accommodations to be used in the Colorado state assessment administration: IDEA 300.320(a)(6)(i)		
Refer to assessment guidance documents for allowable accommodations per content area. NOTE: Allowable accommodations may change within the IEP period.		
<input type="checkbox"/> Check if the IEP team concurs that the student meets participation requirements to receive instruction based on alternate academic achievement standards (EEOs) and will participate in the state alternate assessment(s), including the 11 th Grade Alternate Assessment for the Colorado ACT.		
If the student will be participating in Colorado alternate assessment(s) provide justification: IDEA 300.320(a)(6)(ii)(A) and (B)		
List any Accommodations for the Colorado alternate assessment(s):		
Describe any Unique Accommodations, pending approval by the CDE Assessment Office:		

State/District Assessments are used to:

- ✓ Consider the student's participation in local and statewide assessments of academic performance.

Comments:

- Note whether the IEP team determined if the student will be taking the regular or alternate district level assessments, based on the standards of instruction.
- If the student will be taking the state and district alternate assessments, provide justification.
- If the student will be taking the alternate assessments, inform parent(s) regarding the differences between the regular and alternate assessments and any potential effects of taking the alternate assessments. Indicate that the parent(s) has been so informed by checking the box on the next page.
- If the student will be taking the state assessment and requires unique accommodations, the team must apply for those (such as math manipulatives on the non-calculator portion of the mathematics assessment); however, this must be documented in the IEP and the application for Unique Assessment must be submitted to the District Assessment Coordinator by the district deadline. The state deadline for request submissions is December 15th; however, districts may have an earlier deadline for review prior to submission to CDE.



All students with disabilities are required by state and federal law to participate in local/state assessments or in alternate assessments if students without disabilities of the same age or grade are tested. It is anticipated that almost all students with disabilities will be able to participate in all local/state assessments. Accommodations needed for general assessment and alternate assessment are documented in the IEP. Accommodations used during instruction should be provided and routinely used in order to mirror those used for assessment. It is vital that students have routine experience with the use of an accessibility feature or accommodation similar to those used on computer-based assessment, in order for the student to become familiar with the tool and be able to independently access the feature.

Obvious exceptions are those situations which are unique to standardized tests.

- A student who uses a calculator during classroom instruction to work on mathematical problem-solving tasks might not be allowed to use a calculator on a standardized local or statewide achievement test that measures math calculation skills.*
- A student who uses a word processor with spell checker in the classroom to complete a writing assignment might not be able to use it when performing on a standardized achievement test that measures ability to spell correctly.*

Students must have experience with the accommodation. For example, a student who has directions read to her/ him in the classroom might have difficulty following directions during a standardized assessment that involves listening to a tape recording/digitized screen reader as an accommodation for the student.

SERVICE DELIVERY STATEMENT

SERVICE DELIVERY STATEMENT

Statement of types and anticipated location of all special education services to be provided to and on behalf of the student. If the student was found eligible for ESY services, be sure to include a description of those services here. For transition aged students, special education and related services must link to the postsecondary goals in the transition services section.
IDEA 300.320(a)(4) and (7)

Service Delivery Statement is used to:

- ✓ Identify areas of the curriculum and the student's development that require specialized instruction or intervention from a special education teacher and/or related service provider.
- ✓ Explain the services table so that parents can clearly understand how services will be provided.

Comments:

- Describe in detail the services that will be provided and how they will be provided.
- Provide enough detail that an IEP Team receiving the IEP would be able to implement the services exactly as they were intended by the sending IEP Team.
- Ensure this is clear for parent(s) to understand what a typical day, week or month might look like for the student. If, for example, a student requires "constant supervision," this may not be documented in the table under "Specialized Instruction," but should be described in the Service Delivery Statement.

SPECIAL EDUCATION AND RELATED SERVICES IN THE LEAST RESTRICTIVE ENVIRONMENT

SPECIAL EDUCATION AND RELATED SERVICES IN THE LEAST RESTRICTIVE ENVIRONMENT									
Specialized Instruction Area and/or Related Services IDEA 300.320(a)(4)	Service Provider Fully qualified staff IDEA 300.18 & ECEA 3.04	Start Date IDEA 300.320(a)(7)	End Date IDEA 300.320(a)(7)	Frequency of Special Education/Related Services-- Direct Use ONE column only per identified service			Frequency of Special Education/Related Services-- Indirect Including Case Management Use ONE column only per identified service		
				Per Day	Per Week	Per Month	Per Day	Per Week	Per Month
				IDEA 300.320(a)(7)	IDEA 300.320(a)(7)	IDEA 300.320(a)(7)	IDEA 300.320(a)(7)	IDEA 300.320(a)(7)	IDEA 300.320(a)(7)
Total Amount of Time:				HPD	HPW	HPM	HPD	HPW	HPM

Special Education and Related Services in the Least Restrictive Environment is used to:

- ✓ Document any special education services including ESY services.

Comments:

- Indicate the service provider that will be responsible for the identified specialized instruction area or related service.
- Only the role of the person should be identified, not specific individuals by name. This allows for continuation of services when there are changes in staff or when the student changes schools.
- Indicate the Start Date. Services indicated should begin as soon as possible after completing the IEP with the exception of ESY Services.



Services may be provided directly to the student or indirectly on behalf of the student. Consultation services are considered "indirect." Additionally, if the student is Medicaid eligible, and the case manager will be conducting case management activities that are billable to Medicaid, this would be documented in the "indirect" column as well.

RECOMMENDED PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

RECOMMENDED PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT (SPECIAL EDUCATION SETTING) IDEA 300.320(a)(5)			
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	Selected:	Discussion must address each of the following for all placement options:	Below, summarize discussions regarding placement option(s)
1. _____	1. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Possible advantages for the student	
2. _____	2. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Possible disadvantages or potential harmful effects on the student or on the quality of services needed	
3. _____	3. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Modifications/supplementary aids & services considered to reduce possible disadvantage to the student	
GENERAL EDUCATION PRESCHOOL SERVICES			
Description	Hours Per Week		
<input type="checkbox"/> Integrated Education Program			
<input type="checkbox"/> Other:			

Recommended Placement in the Least Restrictive Environment is used to:

- ✓ Document each setting considered, which setting was selected, and to summarize the discussion
- ✓ Document possible advantages and disadvantages that the setting and services outlined in the IEP may have on the effectiveness of the student to reach his/her stated Post-School Goals.

Comments:

- Discuss and document possible advantages and disadvantages, or potentially harmful effects (e.g., embarrassment, potential loss of continuity with classroom discussions) of each setting being considered.
- Discuss and document any modifications, supplementary aids or services, which may reduce possible disadvantages to the student.

EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT	
Selected	Ages 3 through 5 (age as of the Dec. 1 that follows the date of the IEP)
<input type="checkbox"/>	Attending a regular early childhood program at least 10 hours per week AND receiving the majority of hours of special education and related services in the regular early childhood program.
<input type="checkbox"/>	Attending a regular early childhood program at least 10 hours per week AND receiving the majority of hours of special education and related services in some other location.
<input type="checkbox"/>	Attending a regular early childhood program less than 10 hours per week AND receiving the majority of hours of special education and related services in the regular early childhood program.
<input type="checkbox"/>	Attending a regular early childhood program less than 10 hours per week AND receiving the majority of hours of special education and related services in some other location.
<input type="checkbox"/>	Separate class
<input type="checkbox"/>	Separate school
<input type="checkbox"/>	Residential facility
<input type="checkbox"/>	Home
<input type="checkbox"/>	Service Provider Location
Selected	Ages 6 to 21 (age as of the Dec. 1 that follows the date of the IEP)
<input type="checkbox"/>	General education class at least 80% of the time
<input type="checkbox"/>	General education class 40% to 79% of the time
<input type="checkbox"/>	General education class less than 40% of the time
<input type="checkbox"/>	Separate school
<input type="checkbox"/>	Residential facility
<input type="checkbox"/>	Homebound/hospital
<input type="checkbox"/>	Correctional facilities (including short-term detention)

General Education Services for Preschool, ages 3-5

Educational Environment is used to:

- ✓ Document the time students ages 3-5 spend in an integrated education program for per-pupil funding purposes.

Comments:

Ages 3-5

When reporting educational environments for children, ages three through five, use the following rules to determine which environment to use when reporting each child. Please note that the order of the categories for children with disabilities ages 3 – 5 does not reflect a continuum from least to most restrictive.

The first factor to consider is whether the child is attending a regular early childhood program, as defined below.

- **Early Childhood Program** – A regular program includes at least 50 percent children who are nondisabled. Early childhood programs include, but are not limited to, Head Start, kindergartens, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens* or preschools, and group child development center or child care.

* Include children with disabilities enrolled by their parents in a private elementary school and receiving special education and related services in accordance with a services plan. The private elementary school must be a nonprofit institutional day or residential school, including a public elementary charter school, which provides elementary education, as determined under State law.

If the child does not attend a regular early childhood program or kindergarten, the next factor to consider is whether the child attends a special education program, as defined below. If the child is attending a special education program, report the child according to the location of the special education program.

- **Special Education Program** - A program that includes less than 50 percent children who are nondisabled (i.e., children not on IEPs). Special education programs include, but are not limited to:

- Special education classrooms in regular school buildings, trailers or portables outside regular school buildings, child care facilities, hospital facilities on an outpatient basis, and other community-based setting;
- Separate schools; and
- Residential facilities.

If the child attends neither a Regular Early Childhood Program nor Special Education Program, as defined above, report the child dependent upon whether the child receives special education and related services at:

- **Home** - If the child attends neither a regular early childhood program nor a special education program, the next factor to consider is whether the child receives some or all of his/her special education and related services in the principal residence of the child's family or caregivers; report the child in that category.
- **Service provider location or some other location that is not in any other category** - If the child is not attending a regular early childhood program nor a special education program, and does not receive any special education services in the home, report the child as receiving services at a service provider location, such as private clinicians' offices, clinicians' offices located in school buildings and hospital facilities on an outpatient basis, or at some other location that is not in any other category.

Ages Three through Five Educational Environment Codes and Definitions

- 204 Separate Class** – Report children who attend a special education program in a class with less than 50 percent nondisabled children. Do not include children who also attend a regular early childhood program. They should be reported in one of the categories below (209 through 212).
- 205 Separate School** – Report children who receive their education programs in public or private day schools designed specifically for children with disabilities. Do not include children who also attend a regular early childhood program. They should be reported in one of the categories below (209 through 212).
- 206 Residential Facility** – Report children who receive their education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. Do not include children who also attend a regular early childhood program. They should be reported in one of the categories below (209 through 212).
- 207 Home** – Report children who receive special education and related services in the principal resident of the child's family or caregivers, and who do not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.
- 208 Service Provider Location** – Report children who receive all of the special education and related services from a service provider, and who do not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example: speech instruction provided in a private clinician's office, clinician's offices located in school buildings, hospital facilities on an outpatient basis, and libraries and other public locations. Do not include children who also receive special education at home. Children who receive special education in a service provider location and at home should be reported in the home category.

- 209 At least 10 hours per week and majority in regular early childhood program** – Report children who receive the majority of hours of special education and related services in the Regular Early Childhood Program (and the children attend a Regular Early Childhood Program at least 10 hours per week).
- 210 At least 10 hours per week and majority in some other location** – Report children who receive the majority of hours of special education and related services in a location other than the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week).
- 211 Less than 10 hours per week and majority in regular early childhood program** – Report children who receive the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program less than 10 hours per week).
- 212 Less than 10 hours per week and majority in some other location** – Report children who receive the majority of hours of special education and related services in some other location (and the child attends a Regular Early Childhood Program less than 10 hours per week).

Ages 6-21

- Children should be reported according to the setting in which they have been placed for educational services.
- To calculate the percentage of time inside the general education classroom, divide the number of hours the child spends in the general education classroom by the total number of hours in the school day (including lunch, recess and study periods). The result is multiplied by 100. Time spent outside the general education classroom receiving services unrelated to the child's disability (e.g., time receiving limited English proficiency services), should be considered time in the general education classroom.
- Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities (e.g. college campuses, vocational sites) should be counted as time spent in the general education classroom.
- Following are the categories and definitions for educational environments for students ages 6-21:
 - **General education class 80 percent or more of the time** Report children who receive special education and related services in the general education classroom for 80 percent or more of the time. (These are children who receive special education and related services out of the general education classroom for less than 21 percent of the time.) This may include children with disabilities placed in the general education class with: (a) special education and related services provided within general education classes, (b) special education and related services provided outside the general education classes, or (c) special education services provided in resource rooms.
 - **General education class no more than 79 percent of the time and no less than 40 percent of the time** Report children who receive special education and related services in the general education classroom for no more than 79 percent of the time and no less than 40 percent of the time. (These are children who receive special education and related services out of the general education classroom for

at least 21 percent but no more than 60 percent of the time.) Do not include children who are reported as receiving education programs in public or private separate schools or residential facilities. This may include children placed in: (a) resource rooms, with special education and related services provided within the resource rooms, or (b) resource rooms, with part-time instruction in a general education class.

- **General education class less than 40 percent of the time** Report children who receive special education and related services in the general education classroom less than 40 percent of the time. (These are children who receive special education and related services out of the general education classroom for more than 60 percent of the time.) It does not include children who are receiving educational programs in public or private separate schools or residential facilities. This category may include children placed in: (a) self-contained special education classrooms with part-time instruction in a general education class; or (b) self-contained special classrooms with full-time special education instruction on a general education school campus.
- **Separate school** -- Report children who receive their educational programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the time in public or private separate schools. This may include children placed in: (a) public and private day schools for children with disabilities; (b) public and private day schools for children with disabilities for a portion of the school day (greater than 50 percent) and in general education school buildings for the remainder of the school day; or (c) public and private residential facilities if the student does not live at the facility.
- **Residential facility** -- Report children who receive their educational programs in, and live in, public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in: (a) public and private residential schools for students with disabilities; or (b) public and private residential schools for children with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or general education school buildings for the remainder of the school day. Do not include students who receive education programs at the facility, but do not live there.
- **Homebound/hospital** -- Report children who receive education programs in a homebound/hospital environment. This includes children with disabilities placed in and receiving special education and related services in: (a) hospital programs, or (b) homebound programs. Do not include children with disabilities whose parents have opted to provide home-schooling and who receive special education at the public expense.
- **Correctional facilities** -- Report children who receive special education in correctional facilities. These data provide a census of all children receiving special education in: (a) short-term detention facilities (community based or residential); or (b) correctional facilities.

PRIOR WRITTEN NOTICE (IEP EMBEDDED)

PRIOR WRITTEN NOTICE IDEA 300.503			
The IEP includes services to be provided to assist your child to make progress. The Present Level of Academic Achievement and Functional Performance in Section 6 includes information about the data used as a basis for the decisions recorded in the IEP.			
Other options considered and the reason(s) each option was rejected:			
Other factors:			
Case Manager:			
Name	Title	Phone	Date
Parents of a child with a disability have protection under the procedural safeguards. For a copy of the procedural safeguards or assistance in understanding this information, please contact the person named above. IDEA 300.503(b)(4)			
<input type="checkbox"/> A copy of the IEP has been provided to the parent(s). IDEA 300.322(f)			

Prior Written Notice (embedded within the IEP) is used to:

- ✓ Document the other considerations that were made throughout the IEP meeting that were rejected by the IEP team and the bases for making those decisions, as well as other factors that were considered. The considerations that were made by the IEP team in the IEP meeting that were accepted are documented in the IEP itself, along with the bases for making those decisions.
NOTE: If the parent requires that notices are translated in a language other than English, completing the Prior Written Notice as described here will require the translation of the entire IEP. Otherwise, the IEP Team should use the Prior Written Notice of Special Education Action and summary those considerations considered and accepted as well as those that were considered and rejected, along with other options and factors considered.
- ✓ Meet the requirement to provide prior written notice to parents before the AU takes any action with regard to a student's identification, evaluation, placement, individualized education plan, or provision of a free, appropriate public education.
- ✓ Provide documentation of specific changes to be made and the timing for those changes.



APPENDIX A DISABILITY ELIGIBILITY CRITERIA FORMS

AUTISM SPECTRUM DISORDER

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: AUTISM SPECTRUM DISORDER

Definition: A child with an Autism Spectrum Disorder (ASD) has a developmental disability significantly affecting verbal and nonverbal social communication, social interaction, engagement in repetitive activities and stereotyped movements, and resistance to environmental changes or changes in daily routines which prevents the child from receiving reasonable educational benefit from general education. **ECEA 2.08(1)**

The team has addressed each of the following statements and has determined: **IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b), ECEA 2.08(1)**

<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.) <div style="margin-left: 20px;"> <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to a lack of appropriate instruction in reading, including the essential components of reading instruction <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to a lack of appropriate instruction in math; and <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to limited English proficiency. </div>

To be eligible as a child with an Autism Spectrum Disorder, there must be evidence of the following criterion: **ECEA 2.08(1)**

<input type="checkbox"/> Yes <input type="checkbox"/> No	A developmental disability significantly affecting verbal and nonverbal social communication and social interaction, generally evidenced by the age of three. Other characteristics often associated with Autism Spectrum Disorder are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or changes in daily routines, and unusual responses to sensory experiences.
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An Autism Spectrum Disorder, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by all of the following criteria: **ECEA 2.08(1)(a)**

<input type="checkbox"/> Yes <input type="checkbox"/> No	The child displays significant difficulties or differences or both in interacting with or understanding people and events. (Examples of qualifying characteristics include, but are not limited to: significant difficulty establishing and maintaining social-emotional reciprocal relationships, including a lack of typical back and forth social conversation; and/or significant deficits in understanding and using nonverbal communication including eye contact, facial expression and gestures); and
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child displays significant difficulties or differences which extend beyond speech and language to other aspects of social communication, both receptively and expressively. (Examples of qualifying characteristics include, but are not limited to: an absence of verbal language or, if verbal language is present, typical integrated use of eye contact and body language is lacking; and/or significant difficulty sharing, engaging in imaginative play and developing and maintaining friendships); and
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child seeks consistency in environmental events to the point of exhibiting significant rigidity in routines and displays marked distress over changes in the routine, and/or has a significantly persistent preoccupation with or attachment to objects or topics.

The child must meet each of the three eligibility criteria above to be eligible as a child with an Autism Spectrum Disorder. If the above criteria have been met, the following characteristics should be reviewed by the IEP team for further information about the ASD. These characteristics alone will not qualify a child as having an ASD: *Check all that apply.* **ECEA 2.08(1)(b)**

- ☐ The child exhibits delays or regressions in motor, sensory, social or learning skills; **and/or**
- ☐ The child exhibits precocious or advanced skill development, while other skills may develop at or below typical developmental rates; **and/or**
- ☐ The child exhibits atypicality in thinking processes and in generalization. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness and judgment. Perseverative thinking and impaired ability to process symbolic information is present; **and/or**
- ☐ The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement; **and/or**
- ☐ The child's capacity to use objects in an age appropriate or functional manner is absent or delayed. The child has difficulty displaying a range of interests or imaginative activities or both; **and/or**

Rev. 12/18/12; 03/05/13

For instructions and guidelines, see the ESSU Webpage for resources and guidance

http://www.cde.state.co.us/cdesped/sd-autism_resources

DEAF - BLINDNESS

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: DEAF-BLINDNESS

Definition: A child with Deaf-blindness has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the child cannot be accommodated in special education programs solely for children with deafness or children with blindness. **ECEA 2.08(12)**

The team has addressed each of the following statements and has determined: **IDEA 34 C.F.R. §§ IDEA 300.304(c)(6) and 300.306(b); ECEA 2.08(12)**

<input type="checkbox"/> Yes <input type="checkbox"/> No	1.	The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2.	The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
	3.	The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)
		<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction
		<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and
		<input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency.

To be eligible as a child with Deaf-Blindness, there must be evidence of one of the following criteria: **ECEA 2.08(12)(a.)**

<input type="checkbox"/> Yes <input type="checkbox"/> No		The child shall have a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech, as specified in section 2.08(2)(a) and (b); and a deficiency in visual acuity and/or visual field and/or visual functioning, as specified in section 2.08(11)(a) and (b), or
<input type="checkbox"/> Yes <input type="checkbox"/> No		The child has documented hearing and/or visual impairment that, if considered individually per section 2.08(2)(a) and (b) and section 2.08 (11)(a) and (b), may not meet the requirements for Hearing Impairment, Including Deafness or Visual Impairment, Including Blindness, but the combination of such losses adversely affect the child's educational performance; or
<input type="checkbox"/> Yes <input type="checkbox"/> No		The child has a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses.

The Deaf-Blindness, as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by the following criterion: **ECEA 2.08(12)(a)**

<input type="checkbox"/> Yes <input type="checkbox"/> No	Even with the help of amplification and/or use of lenses or corrective devices, the child is prevented from receiving reasonable educational benefit from general education.
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Please note that the Eligibility Checklists for Hearing Impairment, Including Deafness and Visual Impairment, Including Blindness must be completed in addition to the Deaf-Blindness Eligibility Checklist for a child with Deaf-Blindness.

<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.
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Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	Title

☐ A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**

For instructions and guidelines, see the ESSU Webpage for resources and guidance
<http://www.cde.state.co.us/cdesped/sd-db>

DEVELOPMENTAL DELAY

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: DEVELOPMENTAL DELAY															
<p>Definition: A child with a developmental delay shall be three through eight years of age and who is experiencing developmental delays in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive, which prevents the child from receiving reasonable educational benefit from general education. ECEA 2.08(13)</p>															
<p>The team has addressed each of the following statements and has determined : IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(13)</p>															
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related 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.)														
<input type="checkbox"/> Yes <input type="checkbox"/> 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.)														
3. The student's performance: (All answers below must be "is not" in order for the student to be eligible for services.)															
<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to a lack of appropriate instruction in reading, including the essential components of reading instruction </div>															
<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to a lack of appropriate instruction in math; and </div>															
<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to limited English proficiency. </div>															
<p>This eligibility definition is reserved for a child between the ages three through eight and in which a clear determination cannot be made under any other eligibility category, as measured by developmentally appropriate diagnostic instruments and procedures. To be eligible as a child with a Developmental Delay, there must be evidence through multiple sources of information that the child meets one or more of the following criteria: ECEA 2.08(13)(a)</p>															
<input type="checkbox"/> Yes <input type="checkbox"/> No	A score in the seventh percentile or below on a valid standardized diagnostic instrument, or the technical equivalent in standard scores (77 if the mean is 100 and the standard deviation is 15) or standard deviations (1.5 standard deviations below the mean) in one or more of the following areas of development: physical, cognitive, communication, social or emotional, or adaptive. OR														
<input type="checkbox"/> Yes <input type="checkbox"/> No	Empirical data showing a condition known to be associated with significant delays in development. OR														
<input type="checkbox"/> Yes <input type="checkbox"/> No	A body of evidence indicating that patterns of learning are significantly different from age expectations across settings and there is written documentation by the evaluation team which includes the parent(s).														
<p>The Developmental Delay, as described above, prevents the child from receiving reasonable educational benefit from general education. 2.08(13)</p>															
<input type="checkbox"/> Yes <input type="checkbox"/> No	Requirement of specialized instruction and, as needed, related services.														
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.														
<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 70%; text-align: left; border-bottom: 1px solid black;">Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)</th> <th style="width: 30%; text-align: left; border-bottom: 1px solid black;">Title</th> </tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> </table>		Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	Title												
Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	Title														
<input type="checkbox"/> A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). IDEA 34 C.F.R. § 300.306(a)(2)															

Comments:

Children ages three through eight in which a clear determination cannot be made under any other eligibility category, as measured by developmentally appropriate diagnostic instruments and procedures, may be considered with an eligibility determination of developmental delay. To be eligible as a child with a Developmental Delay, there must be evidence through multiple sources of information that the child meets one or more of the three criteria.

Criteria for a preschool child being unable to receive reasonable educational benefit from general education shall be a substantial discrepancy between the child's performance and behavior as compared to children of a comparable age. For instructions and guidelines, see the ESSU Webpage for resources and guidance <http://www.cde.state.co.us/cdesped/sd-preschool>

HEARING IMPAIRMENT, INCLUDING DEAFNESS

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
DETERMINATION OF ELIGIBILITY: HEARING IMPAIRMENT, INCLUDING DEAFNESS			
Definition: A child with Hearing Impairment, Including Deafness shall have a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where, even with the help of amplification, the child is prevented from receiving reasonable educational benefit from general education. ECEA 2.08(2)			
The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b), ECEA 2.08(2)			
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)	
3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)			
<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction			
<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and			
<input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency.			
To be eligible as a child with a Hearing Impairment, Including Deafness, there must be evidence of a "deficiency in hearing sensitivity" of one of the following criteria, as measured by behavioral or electrophysiological audiological assessments: ECEA 2.08(2)(a)			
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Three frequency, pure tone average hearing loss in the speech range (500 – 4000 Hertz {Hz}) of at least 20 decibels Hearing Level (dBHL) in the better ear which is not reversible; or	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	A high frequency, pure tone average hearing loss of at least 35 dBHL in the better ear for two or more of the following frequencies: 2000, 3000, 4000 or 6000 Hz; or	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	A three frequency, pure tone average unilateral hearing loss in the speech range (500 – 4000Hz) of at least 35 dBHL which is not reversible; or	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	A transient hearing loss, meeting one of the criteria above, that is exhibited for three (3) months cumulatively during a calendar year (i.e., any three months during the calendar year) and that typically is caused by non-permanent medical conditions such as otitis media or other ear problems.	
The Hearing Impairment, Including Deafness, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by one or more of the following criteria: (check all that apply) ECEA 2.08(2)(b)			
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Delay in auditory skills and/or functional auditory performance including speech perception scores (in quiet or noise), which demonstrates the need for specialized instruction in auditory skill development or assistive technology use; and/or	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Receptive and/or expressive language (spoken or signed) delay including a delay in syntax, pragmatics, semantics, or if there is a significant discrepancy between the receptive and expressive language scores and/or function which adversely impacts communication and learning; and/or	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	An impairment of speech articulation, voice and/or fluency; and/or	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Lack of adequate academic achievement and/or sufficient progress to meet age or state-approved grade-level standards in reading, writing, and/or math; and/or	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Inconsistent performance in social and learning environments compared to typically developing peers; and/or	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Inability to demonstrate self advocacy skills or utilize specialized technology/resources to access instruction.	
<input type="checkbox"/> This box should be checked, in the event that a child who is Deaf-Blind does not meet the above requirements for Hearing Impairment, Including Deafness, but the combination of an existing hearing loss and the documented visual loss adversely affects the child's educational performance.			
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.	

For instructions and guidelines, see the ESSU Webpage for resources and guidance
<http://www.cde.state.co.us/cdesped/sd-hearing>

INTELLECTUAL DISABILITY

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: INTELLECTUAL DISABILITY	
Definition: A child with an Intellectual Disability shall have reduced general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which prevents the child from receiving reasonable educational benefit from general education. ECEA 2.08(4)	
The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(4)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.) <input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction <input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and <input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency.	
To be eligible as a child with an Intellectual Disability, there must be evidence of each of the following criteria: ECEA 2.08(4)(a)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A full scale score of 2.0 or more standard deviations below the mean on individually administered measures of cognition; and
<input type="checkbox"/> Yes <input type="checkbox"/> No	A comprehensive adaptive skills assessment based on a body of evidence that reflects the child's social, linguistic and cultural background. The level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibility. The body of evidence shall include results from each the following:
<input type="checkbox"/> A full scale score of 2.0 or more standard deviations below the mean on a standard or nationally normed assessment of adaptive behavior; and	
<input type="checkbox"/> Interview of parents; and	
<input type="checkbox"/> Observations of the child's adaptive behavior that must occur in more than one educational setting. A discrepancy must occur in two or more domains related to adaptive behavior in more than one educational setting.	
An Intellectual Disability, as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by the following criterion: 2.08(4)(b)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A deficiency in academic achievement, either as indicated by scores 2.0 or more standard deviations below the mean in formal measures of language, reading, and math, or a body of evidence on informal measures when it is determined that reliable and valid assessment results are not possible due to the child's functioning level.
None of the above 2.08 (4) (a) and (b) indicators by themselves shall be sufficient criterion for determination of an Intellectual Disability. All three indicators shall be evident for the determination of this disability.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.
Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1) and 300.308; ECEA 4.02(6)(b)	
	Title
<input type="checkbox"/> A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). IDEA 34 C.F.R. § 300.306(a)(2)	

Comments:

None of these indicators by itself shall be sufficient criterion for determination of a significant limited intellectual capacity. All three indicators shall be evident for the determination of this disability.

Professional judgment shall be required for interpretation of scores and/or other findings

<http://www.cde.state.co.us/cdesped/sd-intellectual>

MULTIPLE DISABILITIES

Legal Name of Child	DOB	State Child ID (SASID)	Date
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DETERMINATION OF ELIGIBILITY: MULTIPLE DISABILITIES

Definition: A child with Multiple Disabilities shall have two or more areas of significant impairment, one of which shall be an Intellectual Disability. The other areas of impairment include: Orthopedic Impairment; Visual Impairment, including Blindness; Hearing Impairment, including Deafness; Speech or Language Impairment; Serious Emotional Disability; Autism Spectrum Disorder; Traumatic Brain Injury; or Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of severe educational needs which prevent the child from receiving reasonable benefit from general education. *(Include determination of eligibility form for each disability considered.)* **ECEA 2.08(5)**

The team has addressed each of the following statements and has determined: **IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(5)**

<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
		2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
		3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.) <input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction <input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and <input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency.

To be eligible as a child with Multiple Disabilities, there must be evidence that satisfies all eligibility criteria for Intellectual Disability **AND** each other identified area of impairment. Documentation for each identified eligibility category must be included. *(check all that apply)* **ECEA 2.08(5)(b)**

<input type="checkbox"/> Intellectual disability	AND	<input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Visual Impairment, including Blindness <input type="checkbox"/> Hearing Impairment, including Deafness <input type="checkbox"/> Speech or Language Impairment <input type="checkbox"/> Serious Emotional Disability <input type="checkbox"/> Autism Spectrum Disorder <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Other Health Impairment
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The Multiple Disabilities, as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by two or more of the following criteria: *(check all that apply)*

<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Inability to comprehend and utilize instructional information; and/or
		Inability to communicate efficiently and effectively; and/or
		Inability to demonstrate problem solving skills when such information is presented in a traditional academic curriculum; and/or
		Inability to generalize skills consistently.

☐ Yes ☐ No The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.

Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	Title

☐ A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**

Comments:

For each identified disability, an eligibility form for that area must be included in the Evaluation Report along with the Multiple Disabilities Eligibility form. All eligibility requirements for each disability category continue to apply. <http://www.cde.state.co.us/cdesped/sd-multiple>

ORTHOPEDIC IMPAIRMENT

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: ORTHOPEDIC IMPAIRMENT	
Definition: A child with an Orthopedic Impairment has a severe neurological/muscular/skeletal abnormality that impedes mobility, which prevents the child from receiving reasonable educational benefit from general education. ECEA 2.08(6)	
The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(6)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)	
<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction	
<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and	
<input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency.	
To be eligible as a child with an Orthopedic Impairment, there must be evidence of the following criterion: ECEA 2.08(6)(a)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A congenital anomaly (e.g. spina bifida, osteogenesis imperfecta, clubfoot); effects of a disease (e.g. bone tumor, muscular dystrophy, juvenile arthritis); or from other causes (e.g. cerebral palsy, amputations, trauma, and/or fractures or burns that cause contractures).
The Orthopedic Impairment, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by the following criterion: ECEA 2.08(6)(b)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The disabling condition interferes with functions of daily living, including but not limited to, ambulation, attention, hand movements, coordination, communication, self-help skills and other activities of daily living, to such a degree that the child requires specialized instruction and related services, which may include special equipment.
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.
Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	
	Title

☐ A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**

For instructions and guidelines, see the ESSU Webpage for resources and guidance
<http://www.cde.state.co.us/cdesped/sd-orthopedic>

OTHER HEALTH IMPAIRED

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: OTHER HEALTH IMPAIRMENT																	
Definition: A child with an Other Health Impairment shall have limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment due to a chronic or acute health problem that prevents the child from receiving reasonable educational benefit from general education. ECEA 2.08(7)																	
The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(7)																	
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)																
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)																
3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)																	
<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction																	
<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and																	
<input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency.																	
To be eligible as a child with an Other Health Impairment, there must be evidence of the following criterion: ECEA 2.08(7)																	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A chronic or acute health problem, including but not limited to asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, leukemia, kidney disease, sickle cell anemia or Tourette syndrome.																
The Other Health Impairment, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by one or more of the following criteria: (check all that apply) ECEA 2.08(7)(a) (b) (c)																	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Limited strength as indicated by an inability to perform typical tasks at school; and/or																
<input type="checkbox"/> Yes <input type="checkbox"/> No	Limited vitality as indicated by an inability to sustain effort or to endure throughout an activity; and/or																
<input type="checkbox"/> Yes <input type="checkbox"/> No	Limited alertness as indicated by an inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.																
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.																
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Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	Title																
<input type="checkbox"/> A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). IDEA 34 C.F.R. § 300.306(a)(2)																	

For instructions and guidelines, see the ESSU Webpage for resources and guidance
<http://www.cde.state.co.us/cdesped/sd-other>

SERIOUS EMOTIONAL DISABILITY

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: SERIOUS EMOTIONAL DISABILITY	
Definition: A child with a Serious Emotional Disability shall have emotional or social functioning which prevents the child from receiving reasonable benefit from general education. ECEA 2.08(3)	
The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b), ECEA 2.08(3)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)	
<div style="margin-left: 40px;"> <input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction </div>	
<div style="margin-left: 40px;"> <input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and </div>	
<div style="margin-left: 40px;"> <input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency. </div>	
To be eligible as a child with Serious Emotional Disability, there must be evidence that the child's emotional or social functioning meets one or more of the following criteria: (check all that apply) ECEA 2.08(3)(a)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	An inability to learn that is not primarily the result of intellectual, sensory, or other health factors; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	An inability to build or maintain interpersonal relationships, which significantly interfere with the child's social development; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Inappropriate types of behavior or feelings under normal circumstances; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	A general pervasive mood of unhappiness or depression; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	A tendency to develop physical symptoms or fears associated with personal or school problems
The term "serious emotional disability" does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disability in addition to social maladjustment. ECEA 2.08(3)(d)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The multidisciplinary team has determined that this child is not a child whose sole area of identified concern is social maladjustment. <i>The answer must be yes in order to continue with the determination of SED eligibility.</i>
The Serious Emotional Disability, as described above, prevents the child from receiving reasonable educational benefit from general education, as evidenced by one or both of the following criteria: (check all that apply) ECEA 2.08(3)(b)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Academic functioning: an inability to receive reasonable educational benefit from general education which is not primarily the result of intellectual, sensory or other health factors, but due to the identified serious emotional disability; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Social/emotional functioning: an inability to build or maintain interpersonal relationships, which significantly interferes with the child's social development. Social development involves those adaptive behaviors and social skills which enable a child to meet environmental demands and assume responsibility for his or her welfare.
All four of the following qualifiers shall be documented for either of the above criteria demonstrated: ECEA 2.08(3)(c)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A variety of instructional and/or behavioral interventions were implemented within general education and the child remains unable to receive reasonable educational benefit from general education; and
<input type="checkbox"/> Yes <input type="checkbox"/> No	Indicators of social/emotional dysfunction exist to a marked degree; that is, at a rate and intensity above the child's peers and outside of his or her cultural norms and the range of normal development expectations; and
<input type="checkbox"/> Yes <input type="checkbox"/> No	Indicators of social/emotional dysfunction are pervasive, and are observable in at least two different settings within the child's environment. For children who are attending school, one of the environments shall be school; and
<input type="checkbox"/> Yes <input type="checkbox"/> No	Indicators of social/emotional dysfunction have existed over a period of time and are not isolated incidents, or transient, situational responses to stressors in the child's environment.
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.

For instructions and guidelines, see the ESSU Webpage for resources and guidance

<http://www.cde.state.co.us/cdesped/sd-emotional>

SPECIFIC LEARNING DISABILITY

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: SPECIFIC LEARNING DISABILITY

Definition: Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of: visual impairment, including blindness; hearing impairment, including deafness; orthopedic impairment; intellectual disability; serious emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency. **ECEA 2.08(8)**

The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6); 300.306(b); ECEA 2.08(8)

☐ Yes ☐ No 1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related 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. That the child **can** receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the student to be eligible for services.)

3. The child's performance: (All answers below must be "is not" in order for the student to be eligible for services.)

☐ **is** ☐ **is not** due to a lack of appropriate instruction in reading, including the essential components of reading instruction

☐ **is** ☐ **is not** due to a lack of appropriate instruction in math; and

☐ **is** ☐ **is not** due to limited English proficiency.

The student is determined to have a Specific Learning Disability that prevents the child from receiving reasonable educational benefit from general education if a body of evidence demonstrates the following criteria are met: IDEA 34 C.F.R. § 300.309; ECEA 2.08(8)(b)

1. The child does not achieve adequately for the child's age or to meet state-approved grade-level standards and exhibits significant academic skill deficit(s) in one or more of the areas identified below when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards, **and**

2. The child does not make sufficient progress to meet age or state-approved grade-level standards in the area(s) identified when using a process based on the child's response to scientific, research-based intervention.

Check all areas that meet both conditions:

<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Mathematical Calculation	<input type="checkbox"/> Oral Expression
<input type="checkbox"/> Reading Fluency Skills	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Mathematical Problem Solving	<input type="checkbox"/> Listening Comprehension

The attached evaluation report must contain documentation of the following: IDEA 34 C.F.R. § 300.311

☐ A body of evidence that demonstrates

1. Academic Skill deficits, **and**

2. Insufficient progress in response to scientific, research-based intervention in the area(s) identified above

☐ An observation of the student's academic performance in the area(s) of difficulty in the learning environment, including the relevant behavior and relationship of that behavior to the student's academic functioning.

☐ The instructional strategies used

☐ The student-centered data collected including documentation of repeated assessments or achievement at reasonable intervals

☐ The educationally relevant medical findings:

☐ exist and are described, or

☐ do not exist

☐ The documentation that the parents were notified about:

☐ The State's policies regarding the amount/nature of student performance data collected and general education services provided

☐ Strategies for increasing the student's rate of learning

☐ Results of repeated assessments of student's progress

☐ The right to request an evaluation

The team has considered that the learning problems in the area(s) indicated above in the criteria section:

<input type="checkbox"/> Are	<input type="checkbox"/> Are not	Primarily the result of Intellectual Disability
<input type="checkbox"/> Are	<input type="checkbox"/> Are not	Primarily the result of a Serious Emotional Disability
<input type="checkbox"/> Are	<input type="checkbox"/> Are not	Primarily the result of a Visual Impairment, including Blindness
<input type="checkbox"/> Are	<input type="checkbox"/> Are not	Primarily the result of a Hearing Impairment, including Deafness
<input type="checkbox"/> Are	<input type="checkbox"/> Are not	Primarily the result of a Orthopedic Impairment
<input type="checkbox"/> Are	<input type="checkbox"/> Are not	Primarily the result of Cultural Factors
<input type="checkbox"/> Are	<input type="checkbox"/> Are not	Primarily the result of Environmental or Economic Disadvantage

All boxes above must be checked "are not" for an eligibility determination in the area of SLD: IDEA 300.309(a)(3)

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SPECIFIC LEARNING DISABILITY (CONT)

<input type="checkbox"/> Yes <input type="checkbox"/> No The team agrees that this student has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.		
Multidisciplinary Team Members IDEA 300.306(a)(1) and 300.308; ECEA 4.02(6)(b)	Title	Indicate Agreement With Team Decision & Initial On Line
_____	_____	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

☐ A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**
☐ Dissenting opinion attached if any team members disagree with eligibility determination **IDEA 34 C.F.R. § 300.311(b)**

For instructions and guidelines, see the ESSU Webpage for resources and guidance
<http://www.cde.state.co.us/cdesped/sd-sld>



What is the process when one or more team members disagree with the team's decision of Specific Learning Disability?

In the area of Specific Learning Disability, if any member of the Multidisciplinary Team disagrees with the conclusion, a written statement of dissenting opinion must be attached.

SPEECH OR LANGUAGE IMPAIRMENT

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: SPEECH OR LANGUAGE IMPAIRMENT	
Definition: A child with a Speech or Language Impairment shall have a communicative disorder which prevents the child from receiving reasonable educational benefit from general education. ECEA 2.08(9)	
The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(9)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.) <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to a lack of appropriate instruction in reading, including the essential components of reading instruction <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to a lack of appropriate instruction in math; and <input type="checkbox"/> <i>is</i> <input type="checkbox"/> <i>is not</i> due to limited English proficiency.
To be eligible a child with a Speech or Language Impairment, under the classification headings of articulation, fluency, voice, functional communication or delayed language development, there must be evidence of dysfunction in one or more of the following criteria: (check all that apply) ECEA 2.08(9)(a)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Receptive and expressive language (oral and written) difficulties including syntax (word order, word form, developmental level), semantics (vocabulary, concepts and word finding), and pragmatics (purposes and uses of language); and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Auditory processing, including sensation (acuity), perception (discrimination, sequencing, analysis and synthesis) association and auditory attention; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Deficiency of structure and function of oral peripheral mechanism; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Articulation including substitutions, omissions, distortions or additions of sound; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Voice, including deviation of respiration, phonation (pitch, intensity, quality), and/or resonance; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Fluency, including hesitant speech, stuttering, cluttering and related disorders; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Problems in auditory perception such as discrimination and memory.
The Speech or Language Impairment, as described above, prevents the child from receiving reasonable benefit from general education as evidenced by one or more of the following criteria: (check all that apply) ECEA 2.08(9)(b)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Interference with oral and/or written communication in academic and social interactions in his/her primary language; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstration of undesirable or inappropriate behavior as a result of limited communication skills; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	The inability to communicate without the use of assistive, augmentative/alternative communication devices or systems.
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.
Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	
	Title
<input type="checkbox"/> A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). IDEA 34 C.F.R. § 300.306(a)(2)	

For instructions and guidelines, see the ESSU Webpage for resources and guidance
<http://www.cde.state.co.us/cdesped/sd-sli>

TRAUMATIC BRAIN INJURY

Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: TRAUMATIC BRAIN INJURY

Definition: A child with a Traumatic Brain Injury (TBI) is a child with an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, which impairment adversely affects the child's ability to receive reasonable educational benefit from general education. A qualifying Traumatic Brain Injury is an open or closed head injury resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term "traumatic brain injury" under this rule does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. **ECEA 2.08(10)**

The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b); ECEA 2.08(10)

<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.) <div style="margin-left: 20px;"> <input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction <input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and <input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency. </div>

To be eligible as a child with a Traumatic Brain Injury, there must be evidence of the following criteria: ECEA 2.08(10)(a)

<input type="checkbox"/> Yes <input type="checkbox"/> No	Either medical documentation of a traumatic brain injury or a significant history of one or more traumatic brain injuries reported by a reliable and credible source and/or corroborated by numerous reporters and <input type="checkbox"/> Yes <input type="checkbox"/> No A display of educational impact most probably and plausibly related to the traumatic brain injury.
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The Traumatic Brain Injury, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by one or more of the following criteria: (check those that apply) ECEA 2.08(10)(b)

<input type="checkbox"/> Yes <input type="checkbox"/> No	A limited ability to sustain attention and/or poor memory skills, including but not limited to difficulty retaining short-term memory, long-term memory, working memory and incidental memory; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	An inefficiency in processing, including but not limited to a processing speed deficit and/or mental fatigue; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Deficits in sensory-motor skills that affect either one, or both, visual or auditory processing, and may include gross motor and/or fine motor deficits; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Delays in acquisition of information including new learning and visual-spatial processing; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Difficulty with language skills, including but not limited to receptive language, expressive language and social pragmatics; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Deficits in behavior regulation, including but not limited to impulsivity, poor judgment, ineffective reasoning and mental inflexibility; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Problems in cognitive executive functioning, including but not limited to difficulty with planning, organization and/or initiation of thinking and working skills; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Delays in adaptive living skills, including but not limited to difficulty with activities of daily living (ADL); and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Delays in academic skills, including but not limited to reading, writing, and math delays that cannot be explained by any other disability. They may also demonstrate an extremely uneven pattern in cognitive and achievement testing, work production and academic growth.

<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.
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For instructions and guidelines, see the ESSU Webpage for resources and guidance
<http://www.cde.state.co.us/cdesped/sd-tbi>

VISUAL IMPAIRMENT, INCLUDING BLINDNESS

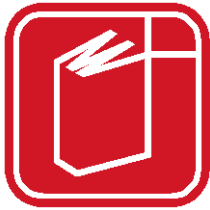
Legal Name of Child _____	DOB _____	State Child ID (SASID) _____	Date _____
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DETERMINATION OF ELIGIBILITY: VISUAL IMPAIRMENT, INCLUDING BLINDNESS	
Definition: A child with a Visual Impairment, Including Blindness shall have a deficiency in visual acuity and/or visual field and/or visual functioning where, even with the use of lenses or corrective devices, he/she is prevented from receiving reasonable educational benefit from general education. ECEA 2.08(11)	
The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6) and 300.306(b), ECEA 2.08(11)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.)	
<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction	
<input type="checkbox"/> is <input type="checkbox"/> is not due to a lack of appropriate instruction in math; and	
<input type="checkbox"/> is <input type="checkbox"/> is not due to limited English proficiency.	
To be eligible as a child with a Visual Impairment, Including Blindness, there must be evidence of one or more of the following criteria: ECEA 2.08(11)(a)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Visual acuity of no better than 20/70 in the better eye after correction; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Visual field restriction to 20 degrees or less; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	A physical condition of the visual system that cannot be medically corrected and, as such, affects visual functioning to the extent that specially designed instruction is needed. These criteria are reserved for special situations such as, but not restricted to cortical visual impairment and/or a progressive visual loss where field and/or acuity deficits alone may not meet the aforementioned criteria.
The Visual Impairment, including Blindness, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by the following criterion: ECEA 2.08(2)(b)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Requirement of specialized instruction, which may include special aids, materials, and equipment, for learning, literacy, activities of daily living, social interaction, self advocacy, and, as needed, orientation and mobility.
The term "Visual Impairment, Including Blindness" does not include children who have learning problems which are primarily the result of visual perceptual and/or visual motor difficulties.	
<input type="checkbox"/> This box should be checked in the event that a child who is Deaf-Blind does not meet the above requirements for Visual Impairment, Including Blindness, but the combination of an existing vision loss and the documented hearing loss adversely affects the child's educational performance.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The child has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.
Multidisciplinary Team Members IDEA 34 C.F.R. § 300.306(a)(1); ECEA 4.02(6)(b)	
	Title
<input type="checkbox"/> A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). IDEA 34 C.F.R. § 300.306(a)(2)	

Comments:

In the case of a child who is Deaf-Blind but who does not meet the criteria for Visual Impairment, including Blindness, but for whom the combination of a visual impairment and hearing disability adversely affects the student's educational performance: should be checked "Yes".

The term "visual impairment, including blindness" does not include children who have learning problems which are primarily the result of visual perceptual and/or visual motor difficulties. <http://www.cde.state.co.us/cdesped/sd-vision>



APPENDIX B PRIOR WRITTEN NOTICE FORMS

PRIOR WRITTEN NOTICE & CONSENT FOR EVALUATION

Legal Name of Student _____	DOB _____	SASID Student ID (SASID) _____	Date _____
PRIOR WRITTEN NOTICE & CONSENT FOR EVALUATION 300.9 AND 300.300 AND 300.503			
Dear _____,			
Your consent and assistance are requested to determine if your child has a disability, or continues to have a disability, requiring special education services.			
<p>The school is proposing the following: 300.503(b)(2)</p> <p><input type="checkbox"/> To evaluate your child for special education eligibility. 300.300(a)</p> <p><input type="checkbox"/> To reevaluate your child for special education eligibility. 300.300(c)</p> <p>Areas to be evaluated:</p> <p>Reason: 300.305(d)(1)(i)</p>	<p><input type="checkbox"/> Based on a review of existing information, no additional evaluation data are needed to determine if your child is or continues to be eligible for special education services or to determine your child's educational needs. 300.305(a)</p> <p>Reason: 300.305(d)(1)(i)</p> <p>If you disagree, you may request an assessment. 300.305(d)(1)(ii)</p>		
This proposal is based on the following evaluation procedures, tests, records or reports: 300.503(b)(3)			
Other options considered and reasons(s) rejected were: 300.503(b)(6)			
Any other factors considered by the team: 300.503(b)(7)			
Sincerely, _____			
Name/Title	Phone		
Parents of a child with a disability have protection under the procedural safeguards. For a copy of your procedural safeguards or assistance in understanding this information, please contact the person named above. 300.503(b)(4)			
Consent for Special Education Evaluation			
<p>We request your consent because:</p> <p><input type="checkbox"/> This is an initial evaluation and will be used to determine whether your child is a child with a disability and to determine special education needs. 300.300(a)</p> <p><input type="checkbox"/> This is a reevaluation and will be used to decide your child's continued eligibility and/or education needs. 300.300(c)</p>			
<p><input type="checkbox"/> I give my consent for the evaluation or re-evaluation. I understand my consent is voluntary and may be revoked for any evaluation or reevaluation that has not yet been conducted. 300.9(a),(b),(c),(1) and (2)</p> <p><input type="checkbox"/> I refuse consent for the evaluation.</p> <p><input type="checkbox"/> I agree that no additional evaluation data are needed.</p>			
Signature (Parent/Guardian/ESP) _____		Date _____	
<p><input type="checkbox"/> Date consent received by District/Administrative Unit: _____</p> <p><input type="checkbox"/> For initial evaluations, a copy of the <i>Notice of Procedural Safeguards</i> has been given to the parents.</p>			

Prior Written Notice & Consent for Evaluation is used to:

- ✓ Obtain and document parental consent for an initial evaluation
- ✓ Obtain and document parental consent for reevaluation (the agency may proceed with the reevaluation if the parent does not respond **and** the agency can demonstrate that it has taken reasonable measures to obtain consent).
- ✓ Provide written notice when the team is proposing that no additional evaluation data are needed.

Comments:

1. Indicate the intent of the team (to evaluate, reevaluate, or not to evaluate) and the reason for the proposal.
2. Describe any screening, evaluation procedures, tests, records and reports used to make this decision.
3. Describe any other options that the team considered prior to this action.
4. Explain why any of the options considered were rejected.
5. Describe any other factors that contributed to the decision.

If the evaluation includes release of records requiring parental consent, attach the *Release of Secure or Confidential Records Form(s)* that identifies the records to be released, and to whom they will be released.

PRIOR WRITTEN NOTICE (IEP EMBEDDED)

PRIOR WRITTEN NOTICE IDEA 300.503			
The IEP includes services to be provided to assist your child to make progress. The Present Level of Academic Achievement and Functional Performance in Section 6 includes information about the data used as a basis for the decisions recorded in the IEP.			
Other options considered and the reason(s) each option was rejected:			
Other factors:			
Case Manager:			
Name	Title	Phone	Date
Parents of a child with a disability have protection under the procedural safeguards. For a copy of the procedural safeguards or assistance in understanding this information, please contact the person named above. IDEA 300.503(b)(4)			
<input type="checkbox"/> A copy of the IEP has been provided to the parent(s). IDEA 300.322(f)			

Prior Written Notice (embedded within the IEP) is used to:

- ✓ Document the other considerations that were made throughout the IEP meeting that were rejected by the IEP team and the bases for making those decisions, as well as other factors that were considered. The considerations that were made by the IEP team in the IEP meeting that were accepted are documented in the IEP itself, along with the bases for making those decisions.
NOTE: If the parent requires that notices are translated in a language other than English, completing the Prior Written Notice as described here will require the translation of the entire IEP. Otherwise, the IEP Team should use the Prior Written Notice of Special Education Action and summary those considerations considered and accepted as well as those that were considered and rejected, along with other options and factors considered.
- ✓ Meet the requirement to provide prior written notice to parents before the AU takes any action with regard to a student's identification, evaluation, placement, individualized education plan, or provision of a free, appropriate public education.
- ✓ Provide documentation of specific changes to be made and the timing for those changes.

PRIOR WRITTEN NOTICE & CONSENT FOR THE INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES:

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
PRIOR WRITTEN NOTICE & CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES 300.300(B)			
This consent "opens the door" to special education services. It provides the Administrative Unit permission to provide special education services once they are agreed upon by the IEP Teams, it is not an agreement regarding what specific services will be provided (for example in a resource room or in the general education classroom).			
Dear _____:			
The team has found _____ eligible to receive special education services.			
The provision of special education services is recommended because: 300.503(b)(2)			
The provision of special education services is based on the following evaluation procedures, tests, records, and reports. 300.503(b)(3)			
Other service options considered and the reasons rejected were: 300.503(b)(6)			
Other factors considered were: 300.503(b)(7)			
Please return this form to: _____ Name Phone			
Parents of a child with a disability have protection under the procedural safeguards. For a copy of the procedural safeguards or assistance in understanding this information, please contact the person named above. 300.503(b)(4)			
Consent for Provision of Special Education and Related Services			
<input type="checkbox"/> I give my consent for the provision of special education services and an Individualized Education Program will be developed. I understand my consent is voluntary and may be revoked for any reason before special education services begin. 300.9(a), (b), (c)(1) and (2) and 300.300(b)(4)			
<input type="checkbox"/> I refuse to give my consent for the provision of special education services.			
Signature Parent/Guardian/ESP _____		Date _____	
<input type="checkbox"/> Date consent received by District/Administrative Unit: _____			

Prior Written Notice & Consent for the Initial Provision of Special Education and Related Services is used to:

- ✓ Provide written notice when initial placement into special education is proposed; and
- ✓ Obtain and document parental consent for initial provision of special education and related services

Comments: If the action includes release of records requiring parent consent, attach *Release of Secure or Confidential Information Form(s)* that identifies the records to be released, and to whom.

PRIOR WRITTEN NOTICE OF SPECIAL EDUCATION ACTION

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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PRIOR WRITTEN NOTICE OF SPECIAL EDUCATION ACTION

Dear: _____:

This notice is a: ☐ proposal 300.503(a)(1)
☐ refusal 300.503(a)(2)

to: ☐ initiate 300.503 (a)(1)
☐ change 300.503 (a)(2)

the following aspects of your child's special education: 300.503(a)
☐ Identification
☐ Evaluation
☐ Placement (other than initial placement)
☐ Provision of a free, appropriate public education (includes IEP)

Through the following action: 300.503(b)(1)

This action is proposed/refused because: 300.503(b)(2)

This action/refusal is based on the following evaluation procedures, tests, records or reports: 300.503(b)(2)

Other options we considered and the reason(s) we rejected those options were: 300.503(b)(6)

Any other factors considered by the team: 300.503(b)(7)

Sincerely, _____
Name/Title 300.503(b)(5) Phone _____

Parents of a child with a disability have protection under the procedural safeguards. For a copy of the procedural safeguards or assistance in understanding this information, please contact the person named above. 300.503(b)(4)

Prior Written Notice of Special Education Action is used to:

- ✓ Meet the requirement to provide prior written notice to parents before the AU takes any action (acceptance or rejection) with regard to a student's identification, evaluation, placement, individualized education plan, or provision of a free, appropriate public education.
- ✓ Provide documentation of specific changes to be made and the timing for those changes.

IEP AMENDMENT & PRIOR WRITTEN NOTICE

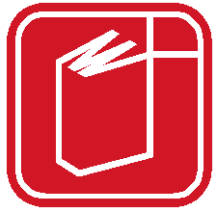
Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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IEP AMENDMENT & PRIOR WRITTEN NOTICE 300.324(a)(6); 300.503	
Amendments may be used by agreement of the Administrative Unit and the Parent to modify the IEP including, but not limited to: goals; hours of service; accommodations; modifications; transportation needs; assistive technology; or other similar changes to the related services section. 300.324(a)(4)(i) Amendment to IEP Dated: _____	
Current IEP:	Proposed Changes
Rationale for Changes: Include evaluation procedures, tests, records or reports used as the basis for the changes.	
Other options considered and rationale for rejecting those options:	
Other factors:	
For Agreement Not to Convene an Amendment Meeting ONLY We agree not to convene an IEP Team meeting in order to make the changes proposed above to the student's IEP. 300.324(a)(4)(i)	
Parent's Signature _____	Special Education Director/Designee Signature _____
Parents of a child with a disability have protection under the procedural safeguards. For a copy of the procedural safeguards or assistance in understanding this information, please contact the person named below. 300.503(b)(4)	
Case Manager: Name _____ Title _____ Phone _____ Date _____ IEP Team notified on _____ by _____ 300.324(a)(4)(ii) Date _____ Name _____	

IEP

Amendment is used to:

- ✓ Change an IEP.
- ✓ Document parent and district agreement that an IEP meeting is not necessary to revise the student's IEP between annual IEP meetings, as permitted by IDEA 2004.



APPENDIX C

OTHER IEP RELATED FORMS

REQUEST TO RELEASE OR SECURE CONFIDENTIAL INFORMATION

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____												
REQUEST TO RELEASE OR SECURE CONFIDENTIAL INFORMATION (Not required for release to another Administrative Unit)															
This permission shall be valid for the following duration. Beginning _____ and shall terminate _____															
Indicate Consent <input type="checkbox"/> Yes <input type="checkbox"/> No	Records/information to be released or secured: <input type="checkbox"/> Audiometric <input type="checkbox"/> Educational <input type="checkbox"/> IEP <input type="checkbox"/> Medical <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Psychiatric	Indicate Consent <input type="checkbox"/> Yes <input type="checkbox"/> No	Records/information to be released or secured: <input type="checkbox"/> Psychological <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Social Work <input type="checkbox"/> Speech/Language <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____												
Purpose for the Disclosure The purpose of the requested disclosure is as follows:															
<table style="width: 100%; border: none;"> <tr> <td style="width: 15%; text-align: right;">Agency</td> <td style="width: 45%; text-align: center;">From</td> <td style="width: 15%; text-align: center;">To</td> <td style="width: 25%;"></td> </tr> <tr> <td>Address</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>City, State, Zip</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>				Agency	From	To		Address	_____	_____	_____	City, State, Zip	_____	_____	_____
Agency	From	To													
Address	_____	_____	_____												
City, State, Zip	_____	_____	_____												
All information released or secured will be in compliance with the Family Education Rights and Privacy Act and the Colorado Open Records Law. No additional information will be released or secured without prior approval from the parent, except as provided by law.															
PARENTAL CONSENT															
I understand that consent is voluntary and may be revoked at any time in writing. I hereby authorize the transfer of information as indicated above.															
Signature (Parent/Guardian/ESP) _____		Date _____													
<input type="checkbox"/> Date consent received by District/Administrative Unit: _____															

Request to Release or Secure Confidential Information is used to:

- ✓ Request information from health entities.
- ✓ Obtain consent from a parent or student to authorize the named agency to:
 - Send/disclose protected health information and/or educational information; and/or
 - Receive/use protected health information and/or educational information.

Comments:

- Place a copy of this form into the student/child's file.
- It is recommended practice that the school district/program automatically give the parent or student a copy of the form after it has been signed, whether or not it was requested, so the individual will have a record of the authorization.

SUMMARY OF PERFORMANCE

SUMMARY OF PERFORMANCE

Part 1: Student Information: Complete and up-to-date information is critical

Student Name:	DOB:	Exit Date:	Date Form Completed:
Primary disability:		Secondary disability:	
Address:		Town/City	Zip
Phone:	Cell:	Email:	
Name of person completing this form:			Phone:
To obtain a copy of transcripts, contact the school guidance office at:			
To obtain copies of special education documentation, contact the Office of Special Education at:			

Part 2: Summary of Performance: Based on Age-appropriate abilities, assessment, and the student's Postsecondary goals

<u>Academic Achievement & Cognitive Performance</u>	Area of Strength	Area of Limitation	For each applicable content area, include a brief description of the Current Level of Performance (strengths, needs, grade level, assessment summary)
Reading (Basic decoding, comprehension, fluency, speed, and vocabulary)	<input type="checkbox"/>	<input type="checkbox"/>	
Math (Calculation skills, problem solving)	<input type="checkbox"/>	<input type="checkbox"/>	
Written Language (composition, expression, spelling, grammar, and semantics)	<input type="checkbox"/>	<input type="checkbox"/>	
Learning Styles & Needs (class participation, note taking, keyboarding, organization, self management, time management, study skills, test-taking skills)	<input type="checkbox"/>	<input type="checkbox"/>	
General Ability and Problem Solving (reasoning/processing)	<input type="checkbox"/>	<input type="checkbox"/>	
Attention and Executive Functioning (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)	<input type="checkbox"/>	<input type="checkbox"/>	

Currently utilized and effective accommodations, modifications, assistive technology and supports



SUMMARY OF PERFORMANCE (CONT)

Part 2: Summary of Performance: Based on age appropriate abilities, assessment, and the student's post high school goals.			
<u>Functional Performance</u>	Area of Strength	Area of Limitation	If marked strength or limitation, describe functional capacities and how they may relate to post high school performance in work, community, or educational settings.
Social, Interpersonal, Behavior or Skills (Interactions with others, emotional or behavioral issues related to learning and/or attention)	<input type="checkbox"/>	<input type="checkbox"/>	
Independent Living Skills (Self-care, leisure skills, personal safety, personal hygiene, transportation, banking, budgeting)	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental Access/ Motor & Mobility Skills (Assistive technology or other special accommodations)	<input type="checkbox"/>	<input type="checkbox"/>	
Self Determination & Advocacy (Ability to identify and articulate learning strengths and needs, ability to ask for assistance with learning and independence)	<input type="checkbox"/>	<input type="checkbox"/>	
Self Direction (Ability to follow & understand directions (written or verbal), complete tasks, work independently, ask for assistance when necessary, use feedback to improve or correct work performance, initiate work activity)	<input type="checkbox"/>	<input type="checkbox"/>	
Communication (Speech/language, augmentative communication)	<input type="checkbox"/>	<input type="checkbox"/>	
Career & Vocational (Career interests, career exploration opportunities, job-training opportunities)	<input type="checkbox"/>	<input type="checkbox"/>	
Work Tolerance & Work Skills (Capacity to meet the physical and psychological demands of work and to learn and perform job tasks)	<input type="checkbox"/>	<input type="checkbox"/>	
Additional important information and considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns)			

SUMMARY OF PERFORMANCE (CONT)

Part 3: Recommendations to Assist the Student in Achieving Measurable Post High School Goals:

This section presents recommendations to the student, family and others utilizing this form for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in post high school goals. (These recommendations do not obligate any post high school agency to such recommendations.)

Recommendations to Assist the Student in Achieving Measurable Post high school Goals		
Post High School Goal	Recommendations to Assist the Student in Meeting Post High School Goals	Agency(s) Contact Information : name and/or Title, Phone Number, Address, or Email (include both agencies currently contacted and those that may need contacted)
Employment		
Education		
Training		
Independent Living (where appropriate):		

Part 4: Associated Relevant Documentation Summary: List student documentation attached to and provided with this summary (important documentation might include: most recent triennial IEP, assessment documentation, psychological reports, aptitude results, interest inventories... any documentation related to eligibility or associated with attainment of post high school goals).

☐

I have received a copy of the Summary of Performance and have reviewed its contents with the primary Special Education Provider.

Student Signature

Date

Parent Signature

Date

SUMMARY OF PERFORMANCE (CONT)

Part 5: Student Input (Recommended/Supplemental Information): Review these questions with the student prior to completion of the Summary of Performance. (Questions may be read to the student and written by teacher as accommodation if necessary).

A. How or in which area(s) does your disability affect your schoolwork and school activities such as: (check all that apply)

Grades	Relationships	Assignment	Projects	Communication	Time on Tests	Mobility	Extra-Curricular Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe how these areas are affected (both positive and negative):

B. What supports or accommodations have helped you to succeed in school? (check all that apply)

Adaptive Equipment	Extra Time Tests/Assignments	Audio Books	Teacher Notes	Alternative Assignments	Study Hall
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please describe):

C. What supports or accommodations do you feel you will need to achieve your goals after high school?

D. If you believe that you will need services, supports, programs, or accommodations:
Have you and your family made a connection with the agencies (other than your current school) that can help you with these needs?

Will you need help to obtain any needed services, supports, programs, or accommodations after you leave high school?

E. What strengths and needs should future employers or teachers know about you as you enter the college or work environment?

Student Signature: _____

Date: _____

(For form use this link [Summary of Performance](#))

TRANSFER STUDENT FROM WITHIN STATE

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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TRANSFER STUDENT FROM WITHIN STATE 300.323(e)

☐ The IEP dated _____ from _____ district are adopted and services will be initiated on: _____
 Next Eligibility Determination: _____
 Next Annual Review: _____

☐ Attach this form to the adopted IEP 300.323(e)(1)

☐ The IEP dated _____ from _____ district is not adopted.
 An IEP meeting is scheduled for _____.

The following special education and related services will be provided on an interim basis 300.323(e)(2):

Comparable Service Delivery Statement
 Statement of types and anticipated setting of services to be provided to and on behalf of the student:
 300.320(a)(7)

Comparable Special Education and Related Services in the Least Restrictive Environment

Specialized Instruction Area and/or Related Services 300.320(a)(4)	Service Provider 300.18 HQ Sp. Ed. Teacher	Start Date 300.320(a)(7)	End Date 300.320(a)(7)	Frequency of Special Education/Related Services-- Direct Use ONE column only per identified service			Frequency of Special Education/Related Services-- Indirect Including Case Management Use ONE column only per identified service		
				Per Day	Per Week	Per Month	Per Day	Per Week	Per Month
				300.320(a)(7)	300.320(a)(7)	300.320(a)(7)	300.320(a)(7)	300.320(a)(7)	300.320(a)(7)
Total Amount of Time:				HPD	HPW	HPM	HPD	HPW	HPM

Annual Goal(s) (Objectives if appropriate): 300.323(e)
 (may be attached as a separate document)

IEP Team notified on _____ by _____.

I have been provided the special education procedural safeguards in my native language or other mode of communication. ☐ Yes ☐ No

Parent/Guardian/ESP Signature 300.504(a) _____ Date _____

Transfer Student From Within State is used to:

- ✓ Comparable services are provided to students transferring in state. The IEP must be in effect at the beginning of the school year. Any changes would need to occur through an official IEP meeting or IEP amendment.
- ✓ For students who transfer over the summer, they are considered “a new enrollment.” Comparable services are provided, and any changes would need to occur through an official IEP meeting or IEP Amendment,

TRANSFER STUDENT FROM ANOTHER STATE

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____						
TRANSFER STUDENT FROM ANOTHER STATE 300.323(f)									
<input type="checkbox"/> The evaluation and eligibility determination dated _____ from _____ district meets Colorado standards and is adopted by the district. <div style="text-align: right;">Eligibility date: _____ Triennial due: _____ 300.323(f)(2)</div>									
<input type="checkbox"/> The evaluation and eligibility determination dated _____ from _____ district does not meet Colorado standards. <i>(The District must follow procedures for an Evaluation (4.02(4); and 300.304 – 300.306) and provide FAPE during the evaluation period).</i>									
<input type="checkbox"/> The IEP dated _____ from _____ district are adopted and services will be initiated on: _____ <div style="text-align: right;">Next Eligibility Determination: _____ Next Annual Review: _____</div>									
<input type="checkbox"/> Attach this form to the adopted IEP									
<input type="checkbox"/> The IEP dated _____ from _____ district is not adopted. An IEP meeting is scheduled for _____.									
The following special education and related services will be provided on an interim basis. 300.323(e)(2)									
Comparable Service Delivery Statement Statement of types and anticipated setting of services to be provided to and on behalf of the student: 300.320(a)(7)									
Comparable Special Education and Related Services in the Least Restrictive Environment									
Specialized Instruction Area and/or Related Services 300.320(a)(4)	Service Provider 300.18 HQ Sp. Ed. Teacher	Start Date 300.320(a)(7)	End Date 300.320(a)(7)	Frequency of Special Education/Related Services-- Direct Use ONE column only per identified service			Frequency of Special Education/Related Services-- Indirect Including Case Management Use ONE column only per identified service		
				Per Day	Per Week	Per Month	Per Day	Per Week	Per Month
				300.320(a)(7)	300.320(a)(7)	300.320(a)(7)	300.320(a)(7)	300.320(a)(7)	300.320(a)(7)
Total Amount of Time: _____				HPD	HPW	HPM	HPD	HPW	HPM
Annual Goal(s) (Objectives if appropriate): 300.323(e) (may be attached as a separate document)									
IEP Team notified on _____ by _____									
I have been provided the special education procedural safeguards in my native language or other mode of communication. <input type="checkbox"/> Yes <input type="checkbox"/> No									
Parent/Guardian/ESP Signature 300.504(a) _____				Date _____					

Transfer Student From Another State is used to:

- ✓ Define service delivery for students transferring from a district outside of Colorado.

EVALUATION REPORT

Legal Name of Student	DOB	State Student ID (SASID)	Date
EVALUATION REPORT 300.306			
Assessment Strategy or Tool:	Administered by:	Date Completed:	
Date evaluation report was completed: _____			
Document information from a variety of sources including data in all areas related to the student's suspected disability. 300.304(c)(4), 300.306(c)(i)-(ii)			

Evaluation Report is used to:

- ✓ Document results of evaluation data.

Comments:

Analyze raw evaluation data or completed questionnaires and interpret the results, including the student's Strengths, needs and implications for instructional needs. Data are more beneficial with appropriate analysis and synthesis.

IEP AMENDMENT & PRIOR WRITTEN NOTICE

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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IEP AMENDMENT & PRIOR WRITTEN NOTICE 300.324(a)(6); 300.503					
Amendments may be used by agreement of the Administrative Unit and the Parent to modify the IEP including, but not limited to: goals; hours of service; accommodations; modifications; transportation needs; assistive technology; or other similar changes to the related services section. 300.324(a)(4)(i) Amendment to IEP Dated: _____					
Current IEP:	Proposed Changes				
Rationale for Changes: Include evaluation procedures, tests, records or reports used as the basis for the changes.					
Other options considered and rationale for rejecting those options:					
Other factors:					
For Agreement Not to Convene an Amendment Meeting ONLY We agree not to convene an IEP Team meeting in order to make the changes proposed above to the student's IEP. 300.324(a)(4)(i)					
Parent's Signature _____	Special Education Director/Designee Signature _____				
Parents of a child with a disability have protection under the procedural safeguards. For a copy of the procedural safeguards or assistance in understanding this information, please contact the person named below. 300.503(b)(4)					
Case Manager: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Name _____</td> <td style="width: 20%;">Title _____</td> <td style="width: 20%;">Phone _____</td> <td style="width: 30%;">Date _____</td> </tr> </table> IEP Team notified on _____ by _____ 300.324(a)(4)(ii) Date Name		Name _____	Title _____	Phone _____	Date _____
Name _____	Title _____	Phone _____	Date _____		

IEP Amendment is used to:

- ✓ Change an IEP.
- ✓ Document parent and district agreement that an IEP meeting is not necessary to revise the student's IEP between annual IEP meetings, as permitted by IDEA 2004.

IEP TEAM MEMBER EXCUSAL

IEP TEAM MEMBER EXCUSAL 300.321(e)		
IEP Team Member to be Excused:	Area of Curriculum/ Related Service:	Phone Number:
The member's area of curriculum or related service <input type="checkbox"/> is <input type="checkbox"/> is not likely to be modified or discussed. 300.321(e)(1)(2) If the team member's area will be discussed, they MUST fill in the sections below; if not, complete the Approval sections only.		
The student's strengths are:		
300.321(e)(2)(ii); 300.324(a)(j) strengths of the child		
The educational concerns I have about this student are:		
300.321(e)(2)(ii); 300.324(a)(ii) concerns of parent; 300.324(a)(iv) academic, developmental, and functional needs		
The student's present levels of achievement and functional performance are:		
300.321(e)(2)(ii);		
The student still needs to work on:		
300.321(e)(2)(ii)		
The accommodations, modifications and/or specialized instruction that will assist your child in accessing the general curriculum are:		
300.321(e)(2)(ii); 300.320(a)(4) instruction per 300.39; 300.320(a)(4)(j)-(iii); 300.320(a)(6)(j);		
Special Education Director/Designee Approval		
<input type="checkbox"/> I agree that the above IEP team member may be excused from the IEP Meeting, pending parent approval. <input type="checkbox"/> I do not agree that the above IEP team member may be excused from the IEP Meeting.		
Special Education Director/Designee	Date	
300.321(e)(2)(j) consent		
Parental Approval		
<input type="checkbox"/> I agree that the above IEP team member may be excused from the IEP Meeting. <input type="checkbox"/> I do not agree that the above IEP team member may be excused from the IEP Meeting.		
Parent/Guardian/ESP Signature	Date	
300.321(e)(2)(j)		

IEP Team Member Excusal is used to:

- ✓ Document parent and district agreement that specific members of the IEP Team are not required to attend a specific IEP meeting, in whole or in part, because the member's area of curriculum or related service is not being modified or discussed at the meeting, as permitted by IDEA 2004.
- ✓ Document parent and district informed consent to excuse the specific member(s) of the IEP Team from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related service if the member submits input in writing to the parent and other members of the IEP Team input into the IEP before the meeting, as permitted by IDEA 2004.

Comments:

- Explain to parent that agreement for excusal is voluntary.
- If the person's area of curriculum/related service is likely to be discussed, the person requesting excusal should complete the sections identifying the student's strengths, educational concerns, present levels of academic achievement and functional performance, areas of student need, and accommodations, modifications and specialized instruction.

INITIAL EVALUATION EXTENSION – SUSPECTED SLD ONLY

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
AGREEMENT TO EXTEND TIME LIMIT FOR COMPLETION OF EVALUATION FOR A SUSPECTED SPECIFIC LEARNING DISABILITY 300.309(c)			
Dear _____:			
<p>As you know, a school district Multidisciplinary Team is in the process of evaluating your child, _____, to determine whether s/he has a specific learning disability and is eligible for special education services. The Team believes that additional time is needed to complete this evaluation. The IDEA requires an initial evaluation to be completed within 60 days of obtaining parental consent to evaluate, unless extended by mutual written agreement of the child's parents and the Multidisciplinary Team. With your permission, the timeframe will be extended and the evaluation will be completed by _____.</p>			
<p>The reason(s) for extending the evaluation is:</p> 			
<p>Other options, if any, related to the above action which were considered and the reason(s) they were rejected:</p> 			
<p>Other relevant factors:</p> 			
<p>Your agreement to the above must be in writing.</p>			
<p>Sincerely,</p>			
_____ Name		_____ Phone	
Parents of a child with a disability have protection under the procedural safeguards. For a copy of the procedural safeguards or assistance in understanding this information, please contact the person named above. 300.503(b)(4)			
Consent for Extension of the Timeframe to Evaluate			
<p><input type="checkbox"/> I agree to the extension as described above for completing the evaluation of my child and understand that my agreement is voluntary.</p>			
<p><input type="checkbox"/> I do not agree to the extension as described above for completing the evaluation of my child.</p>			
_____ Signature Parent/Guardian/ESP		_____ Date	
<p><input type="checkbox"/> Date agreement received by District/Administrative Unit: _____</p>			

NOTICE OF MEETING

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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NOTICE OF MEETING

Dear _____:

In order to discuss the educational needs of your child, you are invited to attend a conference scheduled for _____
at _____, 300.322(b)(1)(i) purpose, time, location
Month, date, year, time
Building, address, and room

The purpose of this meeting (check all that apply):

☐ **Eligibility for special education:** to discuss appropriate evaluation data to determine whether your child is eligible for special education services. If eligible, an individualized education program (IEP) will be developed.

☐ Initial evaluation

☐ Reevaluation

☐ **IEP:** to review and update your child's present levels of academic achievement and functional performance, needs, goals, and to develop a plan to provide special education and related services.

☐ Initial IEP

☐ Annual Review

☐ Amendment to IEP dated: _____

☐ Other: _____

☐ **Transition:** to consider post-secondary goals and transition services for your child. The student and any identified agencies (see *Consent to Invite Agencies Related to Transition* and *Agency Invitation*, if applicable) will be invited to any meeting if the purpose of the meeting is to consider transition services needs or needed transition services.

300.322(b)(2)(i)

The following will be attending the meeting: 300.322(b)(1)(i) whom in attendance

<p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Parent(s)/Guardian/ESP</p> <p><input type="checkbox"/> Special Education Director or Designee</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><input type="checkbox"/> General Education Teacher</p> <p><input type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
---	---

As an integral part of the IEP team, we look forward to your attendance and participation in this meeting. You may invite other people that you believe will be helpful to you. If the scheduled time and place is not convenient, please contact me immediately so that we can arrange a mutually agreeable time and location for the meeting.

Name

Title

Phone Number

Rev March 2015

Notice of Meeting is used to:

- ✓ Notify the parent of any meeting regarding the identification, evaluation, placement and/or provision of a free appropriate public education to his/her child.
- ✓ Invite the parent to any meeting regarding the identification, evaluation, placement and/or provision of a free appropriate public education to his/her child;
- ✓ Invite the student, if the student is 15 or older, and the purpose of the meeting is to consider the IEP and transition services. Students younger than 15 may be invited, as appropriate
- ✓ Document the district's attempt to involve the parent, guardian, or ESP in meetings.

Comments:

- Students who are 15 years old, but not later than the end of the 9th grade while the IEP is in effect must be invited to an IEP meeting if a purpose of the meeting is to consider transition services.
- Enter the title, and if appropriate, agency of any individuals invited to attend. These individuals might include required IEP Team members, additional general education teachers, related service personnel, or other individuals with knowledge or special expertise about the child.

BEHAVIOR INTERVENTION PLAN

Legal Name of Student	State Student ID (SASID)	Date of Birth	Date
Student's Grade	Parent/Guardian/ESP Name(s)	Parent/Guardian/ESP Email	Parent/Guardian/ESP Phone Number

BEHAVIOR INTERVENTION PLAN (BIP)

1. Sources of Information:
 List sources of information used in FBA, both formal and informal, to develop this plan.

2. Strength Based Profile
 Identify skills and interests, positive relationships, pro-social behaviors, family and community supports, and other protective factors.

3. Functional Behavioral Assessment (FBA) Summary Statement
 Describe specific problem behavior and summary/hypothesis statement from FBA.

4. BIP Strategies/Outcomes Worksheet
 Based on hypothesis, in the table below, identify the strategy, what will be done, when and where the strategy will occur.

Setting Event Strategies (Reduce impact of setting events)	Antecedent Strategies (Decrease likelihood that behavior will occur)	Behavior Teaching Strategies [Alternative Behaviors] Increase the likelihood that the appropriate replacement behavior will occur through instruction	Reinforcement Strategies [Consequence] (When student demonstrates the desired behavior, the need behind the behavior is met –e.g. obtain or avoid)

Legal Name of Student	State Student ID (SASID)	Date of Birth	Date
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5. Crisis Intervention Plan
 If the student's behavior has the potential to produce harm, attach a crisis intervention plan.

6. Evaluation
 Indicate how the plan will be measured and by whom. Identify the desired performance level for either increasing the occurrence of the identified alternative behavior(s) or decreasing the occurrence of the behavior of greatest concern (criterion for success).
 Continuous Progress Monitoring Method: _____ Person Responsible: _____
 Criterion for Success: _____ Follow-up Meeting Date: _____

7. Contextual Fit
 Supports, resources and training needed for personnel to implement this plan in the current educational environment.

8. Communicating the Behavior Intervention Plan
 The plan will be communicated to the following people (i.e. bus driver, clinic aid, school resource officer, etc.)

Person to be contacted:	How contact will be made:	Person responsible for contact:	Date/Frequency of contact:

Who will communicate revisions and updates internally and externally?

9. Team Members:
 Teacher, parent, student, mental health worker, community agency personnel, related service provider etc.

Parent	Other
Parent	Other
Student	Other
Case Manager	Other

☐ PARENT PROVIDED A COPY OF PLAN

Behavior Intervention Plan is used to:

- ✓ Document the use of positive behavior interventions, supports and other strategies to address the behavior of a child whose behavior impedes the child's learning or that of others. §300.324(2)(i). A Behavior Intervention Plan (BIP) should be developed in conjunction with a Functional Behavior Assessment.

Comments:

- **Sources of Information:** Document all sources of information that were used in developing the behavior plan (e.g. interviews, observations, checklists, academic assessments, record reviews). Information about the student should be obtained from a wide variety of formal and informal sources.
- **Strength-Based Profile:** Document the student's strengths and interests such as positive relationships with adults or peers, prosocial behaviors in which the student consistently engages and supports the student receives from family and community. Also include other protective factors such as academic assets, hobbies, talents, or special interests.
- **Functional Behavior Assessment (FBA) Summary Statement:** Based on observations, interviews, background information and other data, generate a hypothesis regarding the motivation behind the problem behavior. The summary statement includes factors such as the setting where the behavior occurs, antecedents to the behavior, a description of the behavior and reinforcing consequences or functions of the behavior (e.g. the child gains the teacher's attention).
- **BIP Strategies/Outcomes Worksheet:** Complete the four columns for addressing the problem behavior:
 - **Setting Event Strategies:** These are strategies designed to prevent the child's problem behavior, make the behavior irrelevant, or reduce the likelihood that the problem behavior will occur. Setting event strategies include approaches such as modifying the activity schedule, adding prompts for appropriate behavior, and considering environmental arrangements.
 - **Antecedent Strategies:** These preventative strategies address the events that most likely trigger the problem behavior. An antecedent is an immediate predictor of the problem behavior.
 - **Behavior Teaching Strategies (Alternative Behaviors):** These are strategies designed to make the problem behavior less efficient in gaining the reinforcing consequences described in the FBA.
 - Summary Statement. Behavior teaching strategies may include teaching the child an alternative behavior or teaching the child adaptive social skills.
 - **Reinforcement Strategies (Consequences):** Reinforcement strategies refer to strategies that make the problem behavior less effective.
- **Crisis Intervention Plan:** If the student displays unsafe behaviors, a crisis intervention plan that emphasizes prevention, positive intervention, and de-escalation techniques should be developed and attached to the BIP. The Crisis Intervention Plan should be readily accessible, communicated and distributed to all relevant parties, should be aligned with district and state policies, and should support the school or district safety plan. If the student's behaviors do not warrant a crisis plan, there is no need to include one in the BIP.

- **Evaluation:** Describe the ongoing evaluation of the effectiveness of the plan including how the progress will be monitored, the criteria for success, the person responsible for monitoring progress and a follow-up meeting date.
- **Contextual Fit:** Describe how the plan is designed specifically for the environment in which it will be implemented including the skills, resources, budget and impact of time constraints that may affect the ability to implement the plan with fidelity.
- **Communication Plan:** Identify who needs to be notified and who needs copies of the plan. Indicate how contact will be made, who will be responsible for making contact, and the date and frequency of contact. Identify who will communicate revisions and updates.
- **Team members:** Record the names and members of the planning team.
- **Parent Provided a Copy of Plan:** A Parent should always receive a copy of the most recent BIP.

Comprehensive resources on Positive Behavior Supports, Behavior Interventions and Functional Behavior Assessments are available at www.cde.state.co.us/cdesped/Behavior.

COMMUNICATION PLAN FOR A STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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COMMUNICATION PLAN FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND

The IEP team has considered each area listed below, and has not denied instructional opportunity based on the amount of the child's/student's residual hearing, the ability of the parent(s) to communicate, or the child's/student's experience with other communication modes. To the extent appropriate, the input about this child's/student's communication and related needs as suggested from adults who are deaf/hard of hearing has been considered. **300.324(a)(2)(IV) 4.03(6)(A)**

1. Language and Communication

1. a. The child's/student's **primary language** is one or more of the following.
Check all that apply.

Receptive <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Describe:</i> <i>Action Plan, if any:</i>	Expressive <input type="checkbox"/> English <input type="checkbox"/> Native language (ASL, Spanish etc), specify _____ <input type="checkbox"/> Combination of several languages <input type="checkbox"/> Minimal language skills; no formal primary language
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1. b. The child's/student's **primary communication mode** is one or more of the following. **Supports 300.116(e).**
Check all that apply and if more than one applies, explain.

Receptive:

<input type="checkbox"/> Auditory	<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Signing Exact English/Signed English
<input type="checkbox"/> Speechreading	<input type="checkbox"/> Cued Speech/Cued English	<input type="checkbox"/> Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)
<input type="checkbox"/> Fingerspelling	<input type="checkbox"/> Gestures	
<input type="checkbox"/> Tactile/objects	<input type="checkbox"/> Picture symbols/pictures/photographs	
<input type="checkbox"/> Home signs		
<input type="checkbox"/> Other, please explain _____		

Expressive:

<input type="checkbox"/> Spoken language	<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Signing Exact English/Signed English
<input type="checkbox"/> Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)	<input type="checkbox"/> Fingerspelling	<input type="checkbox"/> Gestures
<input type="checkbox"/> Tactile/objects	<input type="checkbox"/> Home signs	
<input type="checkbox"/> Cued Speech/Cued English	<input type="checkbox"/> Pictures symbols/pictures/photographs	
<input type="checkbox"/> Other, please explain _____		

Explanation for multiple modes of communication, if necessary:

1. c. What supports are needed to increase the proficiency of parents and family members in communicating with the child/student?
Parent Counseling Training 300.34(8)(i) and (iii)
Issues considered:

Action Plan, if any:

Communication Plan for a Student Who is Deaf/Hard of Hearing or Deaf-Blind is used to:

- ✓ Create a mechanism for problem solving and taking action where communication gaps are identified in the student's access to the educational day.

For instructions and guidelines, see the ESSU Technical Assistance document: Communication Plans for Deaf/Hard of Hearing Students and the Colorado Guidelines for Schools, and the Colorado Resource Guide available at www.cde.state.co.us/cdesped/SD-Hearing.asp.

CONSENT TO INVITE AGENCIES RELATED TO TRANSITION

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
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CONSENT TO INVITE AGENCIES RELATED TO TRANSITION IDEA300.321(b)(3) and 300.622(a)(2)

Dear _____:

There are a number of agencies that provide services to adults with disabilities. Some of these agencies could be beneficial to you and your son/daughter as you plan for his/her transition from school to adult life.

We would like to invite representatives from the agencies checked below to your son/daughter's next IEP meeting. If you agree please check yes, and sign the form below giving us written consent to extend this invitation.

The invitation does not guarantee the agency representative's ability to attend the scheduled IEP meeting.

Please return the signed form to your child's special education teacher by _____.

This written consent shall be valid ONLY for the IEP scheduled _____, or, in the event that meeting is rescheduled, for the rescheduled date.

INDICATE CONSENT	SCHOOL WOULD LIKE TO INVITE THE FOLLOWING AGENCIES (INCLUDE DESCRIPTION)
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Yes <input type="checkbox"/> No	

I understand that my consent is voluntary and may be revoked for any reason.

Signature of Parent(s)/Guardian(s)/ESP	Date
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☐ Date received by District/Administrative Unit: _____

Consent to Invite Agencies Related to Transition is used to:

- ✓ Document written consent from the parents to invite agency representatives to the student's transition planning meeting.

Comments:

Some agencies might include:

- **Division of Vocational Rehabilitation** (may provide support for attainment of competitive employment and/or specialized instruction or training)
- **Disability Access Center at college/university/trade school** (may provide accommodations for learning)

- **Community Center Board** (may provide for adult living supports, residential care, and employment support)
- **County Mental Health Services** (may provide for personal therapy, employment support and other mental health needs)
- **Social Security Administration** (may provide for Supplemental Security Income and Medicaid medical coverage)
- **Adult Service Provider** (may be the provider of supports if the student qualifies for Developmental Disabilities Medicaid Waiver)
- **Local Independent Living Center** (may assist student to develop an independent living plan and to provide supports to realize the plan)

LEARNING MEDIA PLAN FOR STUDENT WITH A VISUAL IMPAIRMENT, INCLUDING BLINDNESS, OR DEAF-BLINDNESS

Legal Name of Student _____	DOB _____	State Student ID (SASID) _____	Date _____
LEARNING MEDIA PLAN FOR STUDENT WITH A VISUAL IMPAIRMENT OR DEAF-BLINDNESS			
The written IEP for each child with a visual impairment shall include a Learning Media Plan as developed by the IEP team based on comprehensive assessment of the student's learning and literacy modalities by a licensed teacher endorsed in the area of visual impairment. 4.03 (6)(b)(i)			
1. Please indicate the selected learning and literacy mode(s) for this child/student to achieve literacy. Literacy modes include: (a) auditory mode, (b) Braille or tactual mode, (c) print enlargement or visual mode with optical enhancement, and/or (d) regular print or visual mode). <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Current Learning and Literacy Mode(s): _____ Secondary: _____ (if appropriate): _____ </div> <div style="width: 45%;"> Primary: _____ Secondary: _____ Co-Primary: _____ Co-Secondary: _____ </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> Recommended Learning and Literacy Mode(s): _____ </div> <div style="width: 45%;"> Primary: _____ Secondary: _____ </div> </div>			
2. Justification of primary and secondary learning and literacy mode(s) selection – summarize evaluation data and how the learning and literacy mode(s) were selected.			
3. How will learning and literacy mode(s) be implemented?			
4. Describe how the student's instruction in the above selected literacy mode(s) will be integrated into instructional activities.			
5. State the level of competency expected in each selected mode(s) which the student should achieve by the end of the period covered by the IEP.			
6. List dates for instruction to commence, amount of time dedicated to each learning and literacy mode, and responsible service provider.			
7. All Colorado teachers licensed and endorsed in the area of visual impairment (TVI) must have demonstrated competency in reading and writing Literary Braille. Has the teacher of the visually impaired (TVI) working with this student demonstrated Braille competency per established CDE guidelines? 4.03(6)(b)(iv) <input type="checkbox"/> Yes <input type="checkbox"/> No			

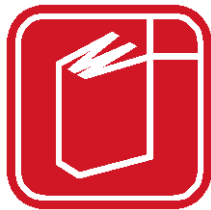
Learning Media Plan for Student with a Visual Impairment, Including Blindness, or Deaf-Blindness is used to:

- ✓ Identify the student's primary literacy mode.

✓ **Comments:**

- The Learning Media Plan can be a separate written document that is attached to the student's IEP or its content can be infused into the IEP. All required information must be in the separate document or the IEP.
- The Learning Media Plan must include a statement about the selection of a student's primary literacy mode(s) and possible secondary literacy mode(s). Learning and literacy modes as defined by sections 22-20-103 (19) (a-d) of the Colorado Revised Statutes, as well as CDE guidance, include the following

- **Auditory Mode:** any method or system of achieving literacy that depends upon the auditory senses, including the use of readers, taped materials, electronic speech, speech synthesis, or any combination of the above.
 - **Braille:** the system of reading and writing by means of raised points, commonly known as Standard English Braille. This **tactile mode** includes any method or system of achieving literacy that depends on the sense of touch such as, but not fully limited to, real objects, tangible symbols, tactile letters, tactile cueing, tactual sign language, and Braille.
 - **Print enlargement:** any method or system of achieving literacy that includes optical aids to enhance comprehension of printed material, electronic enlargement of printed material, books and textual material printed in large print, and any combination of the above. This **visual mode with optical enhancement** also includes any method or system of achieving learning and literacy that depends on the sense of vision with the assistance of optical measures of support such as, but not limited to enlargement of pictures, print, or other visual symbols; and use of magnification devices.
 - **Regular print:** any method or system of achieving literacy that depends upon the comprehension of regular-sized printed material. This **visual mode** also includes any method or system of achieving learning and literacy which depends upon the sense of vision such as, but not limited to real objects, pictures, visual communication symbols (e.g., Pictsyms, Bliss symbols, Mayer-Johnson symbols), sign language, and print.
 - **(Note:** the terms *Braille / tactile mode*, *print enlargement / visual mode with optical enhancement*, and *regular print / visual mode* may be used interchangeably based on the individual learning and literacy needs of the student).
- Adequate justification must be made as to why this mode(s) was selected. The decision must not be based solely on the student's eye condition. The decision must be based on the assessment findings by a certified teacher of students with visual impairments, which includes student, parent and service provider input.
 - The Learning Media Plan must include a statement of how the selected learning and literacy mode(s) will be implemented in the student's educational program. ECEA Rule 4.03(6)(b)(i).
 - The Learning Media Plan must include a statement of how the student's instruction in the selected learning and literacy mode(s) will be integrated into educational activities. ECEA Rule 4.03(6)(b)(ii).
 - The Learning Media Plan should include a date on which the student's instruction, in the selected mode(s), as appropriate, shall commence. ECEA Rule 4.03(6)(b)(iii). For example, if the student is learning Braille, the date of beginning/ongoing instruction should be noted in the Learning Media Plan.
 - The Learning Media Plan should include a statement of the level of student competency in each selected literacy mode(s) that the student should achieve by the end of the period covered by the IEP. ECEA Rule 4.03(6)(b)(iv).
 - Colorado teachers licensed and endorsed in the area of visual impairment must have demonstrated competency in reading and writing literacy Braille per the guidelines developed by the Colorado Department of Education. ECEA Rule 4.03(6)(b)(v).



APPENDIX D

OTHER IEP-RELATED FORMS



Goals and Objectives

Guiding Questions and/or Considerations to Improve IEP Quality and Student Outcomes

This document was created through the collaboration of Directors of Special Education and the Results-Driven Accountability teams at the ESSU.

IEP Section: Goals and Objectives

A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum IDEA 300.320(a)(2)(i)(A); and meet each of the child's other educational needs that result from the child's disability (IDEA 300.320(a)(2)(i)(B)).

For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives IDEA 300.320(a)(2)(ii)

Guiding Questions	Compliant Example	Quality Example
<p>Goals are Measurable - IDEA 300.320(a)(2)(i)</p> <ul style="list-style-type: none"> Are baseline data point/points accurate and current? Did you include all components of ABCDE goal writing (see following page)? <p>Can the skill identified in the goal be addressed in multiple settings as appropriate</p> <p>Measurement strategies are appropriately aligned with the metric identified in the measurable targets within the goal statement - IDEA 300.320(a)(3)(i)</p>	<p>Writing ~Anthony will improve his writing skills as demonstrated by scoring proficient or above on the writing rubric.</p> <p>Reading ~Betty will answer comprehension questions with at least 80% accuracy 4 out of 5 times.</p> <p>Math ~Conrad will solve multi-step math problems with 80% accuracy.</p> <p>Communication ~Diane will correctly produce /r/ in the initial position of words with 80% accuracy.</p>	<p>Writing ~Across all academic settings, Anthony will independently <i>follow</i> the 3rd Grade Writing Rubric for Organization (<i>creating a plan</i> for his writing, <i>writing a topic sentence and detailed closing sentence</i>); and Word Choice (<i>using descriptive adjectives, adverbs, and verbs</i>) by scoring Proficient or above (Strong Performance).</p> <p>Reading ~Betty will determine and clarify the meaning of unknown words in both fiction and nonfiction grade level texts using a variety of strategies to answer comprehension questions with at least 80% accuracy 4 out of 5 times as measured by unit tests given over the course of the IEP.</p> <p>Math ~During daily independent activities, Conrad will solve multi-step problems with whole numbers and fractions using a variety of strategies and answering questions with 80% accuracy as measured by a classroom probe administered 3 times per IEP period.</p> <p>Communication ~During a structured activity Diane will produce /r/ and /r/ blends in words, phrases, sentences, and 3-5 minute oral conversations using probing strategies with 80% accuracy in 3 consecutive trials as measured by weekly data collection.</p>

<ul style="list-style-type: none"> • Have you used the appropriate unit of measurement for the goal? • Can progress on the goal be graphed? <p>Goals are designed to meet the child's needs that result from the child's disability - IDEA 300.320(a)(2)(i); 4.03</p> <ul style="list-style-type: none"> • Is goal written based on current present levels of performance and evaluation data? • Is the goal designed to close the identified gap as stated in the present levels of performance? • Is the goal practical and pertinent for student's age and remaining years in school? • Will progress on the goal be monitored frequently enough to adjust instruction? <p>Goals enable the child to be involved in and make progress in the general education curriculum - IDEA 300.320(a)(2)(i); 4.03</p>	<p>Edgar will understand content specific pictures with 85% accuracy.</p> <p>Behavior ~Frannie will use appropriate social interactions in the general education classroom in 4 out of 5 observation trials.</p> <p>~George will follow adult instruction without arguing 80% of the time.</p> <p>Motor ~Henry will cross midline in 4 out of 5 opportunities as measured by teacher/therapist observational chart.</p> <p>~Isis will initiate and maintain functional grasp in 2 of 3 opportunities.</p> <p>Early Childhood ~Juan will follow single step oral directions with 80% accuracy.</p> <p>~Karrie will verbally name 10 out of 26 letters as measured by data collected.</p>	<p>Edgar will understand and state the function of content specific pictures (categories to include: classroom, household, and personal items) during 3 to 4 structured therapy sessions with 85% accuracy by the IEP end date.</p> <p>Behavior ~Frannie will demonstrate understanding of the factors that support healthy relationships with friends and family by independently using appropriate social interactions (i.e. -Turn taking, kind words, asking permission) in the general education classroom in 4 out of 5 observation trials, as measured by monthly observation and data collection.</p> <p>~During daily independent activities, without prompting, George will be able to self monitor escalating frustration and place a visual reminder card on his desk when his does not understand what to do next in 3 of 5 situations by (date of the annual review).</p> <p>Motor ~During a structured session within a classroom, Henry will cross midline (i.e. sorting, stacking, writing, and working with manipulatives) in 4 out of 5 opportunities daily as measured by teacher/therapist observational chart.</p> <p>~During a 3 minute coloring task, Isis will initiate and maintain a functional grasp on a crayon in 2 of 3 opportunities as measured in one on one or small group activities.</p> <p>Early Childhood ~Juan will demonstrate knowledge of basic spatial concepts by following single-step oral directions with 80% accuracy in small-group activities across academic settings as measured by weekly observations maintained over a 9 week period.</p> <p>~Upon presentation of lowercase or uppercase symbols, Karrie will verbally name 10/26 letters as measured by data collected in 3 out of 4 weekly sessions.</p>
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<ul style="list-style-type: none"> Is the goal aligned with grade level standards? Does the goal focus on the skills to be acquired rather than restating the standard? <p>For children with disabilities who take alternate assessments, short-term objectives are written - IDEA 300.320(a)(2)(ii); 4.03(6)(f)</p> <p>A description of how the child's progress toward meeting the annual goals will be measured, and when periodic reports on the child's progress will be provided - IDEA 300.320(a)(3)(iii)</p> <p>For transition IEPs, all annual goals are directly and genuinely link to transition services and/or postsecondary goals</p> <ul style="list-style-type: none"> Please refer to the CDE 1-13 Compliance Tips <p>Questions to ask yourself:</p> <ul style="list-style-type: none"> Does the goal pass the stranger test? If the student qualifies for ESY, is the goal is appropriate for ESY? 	<p>~Lane will recognize his name in print with 100% accuracy.</p> <p>~Megan will match a quantity with a numeral with 80% accuracy.</p> <p>~Neil will name basic shapes with 75% accuracy.</p> <p>Goals with Objectives</p> <p>~Omar will increase reading skills by achieving the following objectives:</p> <p>Objectives</p> <p>~ Omar will recognize and read the first 373 sight words with 100% accuracy</p> <p>~ Omar will demonstrate understanding of the main idea of non-fiction text and three supporting details.</p> <p>Goals with Objectives</p> <p>~Paul will develop functional hand, wrist, and forearm mechanics necessary for pre-academic skills 80% of the time in the classroom environment using adaptive strategies as needed.</p> <p>Objectives</p> <p>~Paul will place wrist on table with forearm in neutral position when holding an adaptive pencil in 1 out of 2 attempts.</p>	<p>~Lane will recognize his name in print with a field of 3 "M" names using name strips or naturally occurring items in the classroom with 100% accuracy in 3 consecutive sessions.</p> <p>~Megan will match a quantity with a numeral using the numbers 1-10 using coins, toys, manipulatives outside the classroom with 80% accuracy in 3 consecutive sessions.</p> <p>~Neil will name 8 basic shapes found in the natural environment using real objects or pictures with 75% accuracy in 3 consecutive sessions.</p> <p>Goals with Objectives</p> <p>~During classroom and/or individualized instruction, Omar will increase general reading skills as measured by achieving the following objectives:</p> <p>Objectives</p> <p>~Omar will recognize and read the first 373 sight words with 100% accuracy on three separate trials by 06/01/16. Omar currently knows 247 of 373 sight words.</p> <p>~Omar will demonstrate understanding of text by accurately identifying three details of a passage as measured using three samples per trimester by 06/01/16.</p> <p>Goals with Objectives</p> <p>~Paul will develop functional hand, wrist, and forearm mechanics necessary for academic skills as measured by the following objectives:</p> <p>Objectives</p> <p>~Paul will place wrist on table with the forearm in neutral position using a slant board 5' binder or easel or other vertical surface when holding a marker, crayon, or adaptive pencil in 1 out of 2 attempts by the end of first quarter.</p> <p>~Paul will use a "thumbs up" position with holding/cutting with scissors using dominant hand in 3 out of 5 attempts by the end of the first quarter with minimal to no prompting.</p>
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<ul style="list-style-type: none">• Is the goal stated in a positive way? Student will instead of student will not• Are you measuring more than one skill in one goal?	<p>~Paul will use a 4 finger grasp using an adaptive pencil in 4 out of 5 attempts.</p>	<p>~Paul will use a 4 finger grasp in 2 out of 3 attempts for 30 seconds or more when coloring, and or imitating shapes of circle, horizontal/vertical line by the end of the 3rd quarter.</p> <p>~Paul will use a 4 finger grasp using a short crayon, wide marker, or adaptive pencil in 4 out of 5 attempts for a period of one minute or more while imitating letters P,a,u,l in a step by step stroke formation in 2 out of 3 attempts by the completion on the 4th quarter.</p>
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Least Restrictive Environment

Guiding Questions and/or Considerations to Improve IEP Quality and Student Outcomes

This document was created through the collaboration of Directors of Special Education and the Results-Driven Accountability teams at the ESSU.

IEP Section: Recommended Placement in the Least Restrictive Environment

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. 300.114(a)(2)(i-ii)

An explanation of the extent, if any, to which the child will not participate with children without disabilities in the regular class and in the activities pertaining to special education, related services, and supplementary aids and services. 300.320(a)(5)

Placement decision is to be made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options 300.116(a)(1); 2.28: 2.50 403(8); 5.01(2)(c); 300.116(b)(2); 4.03(3); 5.01(2)(c)

In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that the student needs 300.116(d); 5.01(2)(c)

Guiding Questions	Compliant Example	Quality Example
<p>The LRE decision is made only after all the goals, modifications and/or accommodations, and specially designed instruction have been developed and identified in the student's IEP, i.e., based on the student's unique needs. The LRE may be very different for each student, with the determining factor being the student's individual needs.</p> <p>Are the parents active participants in the IEP?</p> <p>Is there a person knowledgeable in grade level content?</p> <p>What does the evaluation data and information in the present levels tell the team with regard to the student's ability to access grade</p>	<p>The advantage for the student is that she would receive the specialized instruction she needs. A possible disadvantage would be that the student is not in the general education classroom with peers. Student receives support for SLD, no additional services necessary.</p> <p>The advantage is that the student will be understood while reading aloud. The disadvantage is that</p>	<p>Possible advantages to being pulled from the classroom would be that the student would be provided with the specialized instruction in literacy and math that she requires in a focused environment with little distractions in order to close the achievement gap. Possible disadvantages to a setting outside the general classroom would be that she would not have as much access to her typical peers as she would in a lesser restrictive setting. She might miss active classroom discussions and the models her peers might provide for asking questions of clarification from the teacher. She would also not have access to the elective courses that her typical peers have.</p> <p>Possible advantages would be that the Student would be able to receive his specialized instruction embedded throughout his school day, rather than</p>

<p>level curriculum, both academically and behaviorally?</p> <p>Did the team consider placement in the general education classroom with necessary supplementary aids and services as the first placement option?</p> <p>Is it possible for the student to receive his individually determined services in the general education classroom? If not, why not?</p> <p>Was a full continuum of placement options considered?</p> <p>Does the student require the curriculum to be modified so significantly that it bears little relationship to the instruction in the classroom?</p> <p>Is the student's behavior so disruptive in the general education classroom that the education of the student and of other students is significantly impaired?</p> <p>Discuss possible advantages of each setting. Summarize the discussion.</p> <p>Discuss the possible disadvantages or potential harmful effects (e.g., embarrassment, potential loss of continuity of classroom discussion, anxiety, distractibility, etc.) within each setting. Summarize the discussion.</p> <p>Discuss any modifications, supplementary aids or services considered, that might reduce any of the possible disadvantages. Summarize the discussion.</p>	<p>the student will be pulled out of the general education classroom. Student receives no additional services.</p> <p>The student continues to make adequate academic progress in this placement option.</p>	<p>during one class, one time per day. Possible disadvantages would be that he would not have access to his typical peers in the general education setting, reducing the amount of time he has to learn from his peer models.</p> <p>The advantages to the student's participation in the center-based classroom are that there is a smaller class size and additional mental health support. A disadvantage to a center-based classroom is that the student has limited access to move about the building freely. Student requires a modified placement and additional services to receive FAPE.</p> <p>Possible advantages for Student would be that she would receive instruction based on the Extended Evidence outcomes. The modifications she requires are so significant that it bears little relation to the instruction in the general education setting. Possible disadvantages are that she would not have access to as many typical peers as she would in a general education environment, reducing the likelihood that she would learn from social interactions.</p>
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Parent/Student Input

Guiding Questions and/or Considerations to Improve IEP Quality and Student Outcomes

This document was created through the collaboration of Directors of Special Education and the Results-Driven Accountability teams at the ESSU.

IEP Section: Present Levels of Academic Achievement and Functional Performance In developing each child's IEP, the IEP team must consider the concerns of the parent for enhancing the education of the child IDEA 300.324(a)(1)(ii); ECEA 4.03		
Guiding Questions	Compliant Example	Quality Example
<p>Questions asked of parents/students should be open ended using an ethnographic style</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did the parents share information about their vision for their student in his or her current and future academic setting? <input type="checkbox"/> How does the parent describe the student's behavior at home, with friends and in the community? (Is this typical behavior/expected behavior for your student in your culture?) <input type="checkbox"/> How does the parent describe the student's work and study habits or attention to tasks at home? (Consider developmental age of student) 	<p><u>PARENT INPUT</u></p> <p>Parent(s) provided input regarding his student (changed reference of child to student) prior or during IEP meeting.</p> <p>Parent(s) attended and participated in meeting.</p> <p>Parent(s) attended and participated remotely by ...</p> <p>Prior to the meeting, that the parent(s) did not attend, parent(s) stated.....</p> <p>Parent(s) states/state student is able to complete homework with assistance and enjoys coming to school.</p> <p>Parent(s) states/state that the student has difficulty with math computation and is</p>	<p>Parent/ Student (when appropriate) statement should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> be written from the perspective of the parent (or the student) <input type="checkbox"/> include components of the home, school, and community setting <input type="checkbox"/> state expectations for their student within the school setting including perceived strengths, preferences, interests and needs <p>During the home visit and parent interview, Gloria, Juana's mother, expressed concerns about Juana's language development. Specifically, Gloria states that Juana doesn't use as much language in Spanish as her other siblings did at her age. Juana expresses herself using single words and often times her words are difficult to understand. Juana is new to the district and has two older siblings that attend the same elementary school. Her two siblings are doing well learning English and with their academics. Gloria notes that Juana prefers to speak English at home and is concerned that she is not able to understand her daughter. Gloria does not want her daughter to have difficulties when she goes to school.</p> <p>According to the Elementary Parent Inventory completed by the family on 3/12/15, Mary has strengths in playing independently and in</p>

<p><input type="checkbox"/> Did you elicit and include data from the parent and family (ex. homework completion, time on task, behavioral data, frequency and/or duration of behaviors)?</p> <p><input type="checkbox"/> How does the parent describe the student's skills and/or level of independence in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self care <input type="checkbox"/> Self advocacy <input type="checkbox"/> Travel (public transportation access) <p><input type="checkbox"/> What is the expectation for the student to live independently post school?</p> <p><input type="checkbox"/> How does the parent describe the student's ability to access the community?</p> <p>Early Childhood (Key elements): Parent statement may include some component(s) of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perception of social functioning/ interpersonal skills: <ul style="list-style-type: none"> <input type="checkbox"/> ability to ask questions <input type="checkbox"/> attributes of play <input type="checkbox"/> friendships <input type="checkbox"/> listening skills <input type="checkbox"/> turn-taking <input type="checkbox"/> others as pertinent <input type="checkbox"/> Perception of academic readiness skills: <ul style="list-style-type: none"> <input type="checkbox"/> ability to attend to task <input type="checkbox"/> ability to explore and manipulate educational materials 	<p>uncomfortable asking for help in the classroom.</p> <p><u>STUDENT INPUT</u> (when appropriate)</p> <p>When I finish school, I want to...</p>	<p>helping out with her younger siblings. She is very patient with them, follows directions from her parents, and asks for help when she needs it. She enjoys making loom bracelets, dancing, Choreography, and painting. Mary is very proud of her citizenship awards, and she loves to show family her dance routines.</p> <p>Parent reported concerns that Fred works slowly on homework. He wants his work to be accurate, so he seeks frequent feedback on his performance. Parents expressed worries that his difficulty in completing work on time will increase as he gets older and the work more difficult. Fred is able to help with setting the table taking out the trash and cleaning his room. He carefully organizes his supplies/backpack and makes his lunch the night before so he is ready to go in the morning. He has to be given sufficient time to complete his morning routine or he becomes anxious. Fred is very sensitive to perceived criticism and wants to please others.</p> <p>Rosa's parents describe her as a quiet young girl who prefers to stay in her room after school and on weekends. Her parents noted they immigrated to the US a couple of years ago when the family business in Spain went bankrupt. Since arriving in the US Rosa does not care to socialize with her older brother and sister or the small circle of Spanish speaking friends the family has met since moving to their current neighborhood. They expressed concerns with Rosas' inability to do her homework independently stating that she frequently asks for help from her older sibling who are doing very well with their adjustment in a new country and their academics. Rosa refuses to speak English in spite of the fact that she and her siblings had English classes in Spain. Her parents have concerns she is also</p>
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<div data-bbox="219 170 535 489"> <ul style="list-style-type: none"> <input type="checkbox"/> ability to follow directions <input type="checkbox"/> ability to follow directions <input type="checkbox"/> ability to follow routines <input type="checkbox"/> coping strategies <input type="checkbox"/> interests <input type="checkbox"/> needs <input type="checkbox"/> preferences <input type="checkbox"/> self-help skills (i.e. toileting, dressing, feeding, etc.) <input type="checkbox"/> strengths </div> <div data-bbox="126 520 487 556"> <p>School Age (Key elements):</p> </div> <div data-bbox="126 556 487 644"> <p>Parent/Student (when appropriate) statement may include some component(s) of the following:</p> </div> <div data-bbox="175 644 535 1486"> <ul style="list-style-type: none"> <input type="checkbox"/> Perception of social functioning / interpersonal skills: <ul style="list-style-type: none"> <input type="checkbox"/> ability to collaborate <input type="checkbox"/> ability to maintain friendship(s) <input type="checkbox"/> interaction with peers <input type="checkbox"/> self advocacy skills <input type="checkbox"/> self-esteem <input type="checkbox"/> self-help skills <input type="checkbox"/> others as pertinent <input type="checkbox"/> Perception of current academic achievement and functional performance: <ul style="list-style-type: none"> <input type="checkbox"/> ability to listen and comprehend <input type="checkbox"/> ability to follow directions <input type="checkbox"/> academic needs <input type="checkbox"/> academic strengths <input type="checkbox"/> attention <input type="checkbox"/> interests <input type="checkbox"/> learning strategies <input type="checkbox"/> organizational skills <input type="checkbox"/> preferences <input type="checkbox"/> respecting the opinions of others <input type="checkbox"/> study skills <input type="checkbox"/> time management <input type="checkbox"/> work habits </div> <div data-bbox="126 1528 474 1602"> <p>Secondary Transition (Key elements):</p> </div> <div data-bbox="126 1602 531 1661"> <p>Parent/Student statement may consider readiness for post-school outcomes:</p> </div> <div data-bbox="175 1661 495 1864"> <ul style="list-style-type: none"> <input type="checkbox"/> Perception of workforce readiness <ul style="list-style-type: none"> <input type="checkbox"/> ability to advocate for needs <input type="checkbox"/> ability to collaborate/work with others </div>		<p>having difficulties with reading in Spanish. Rosa completed the first grade in Barcelona, Spain where she was on track with her reading but struggled with her writing and math assignments.</p>
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<ul style="list-style-type: none"><input type="checkbox"/> ability to develop and maintain relationships<input type="checkbox"/> organization and time management skills<input type="checkbox"/> Perception of ability to access the community<ul style="list-style-type: none"><input type="checkbox"/> community resources (Community centers, YMCA, medical, emergency, churches, stores, housing)<input type="checkbox"/> transportation<input type="checkbox"/> Consideration of student's post-secondary goals<ul style="list-style-type: none"><input type="checkbox"/> academic needs<input type="checkbox"/> academic strengths<input type="checkbox"/> education<input type="checkbox"/> employment<input type="checkbox"/> independent living<input type="checkbox"/> interests<input type="checkbox"/> preferences		
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Present Levels of Educational Performance Summary

Guiding Questions and/or Considerations to Improve IEP Quality and Student Outcomes

This document was created through the collaboration of Directors of Special Education and the Results-Driven Accountability teams at the ESSU.

IEP Section: Present Levels of Academic Achievement and Functional Performance

In developing each child's IEP, the IEP Team must consider the results of the initial or most recent evaluation of the child IDEA 300.320(a)(1)(iii) and the academic, developmental, and functional needs of the child. IDEA 300.320(a)(1)(iv)

Guiding Questions	Compliant Example	Quality Example (5 th grade SLD)
<p>Have you gathered a recent and comprehensive Body of Evidence specific to the student's disability category? (data within one IEP year)</p> <p>Have you included evidence such as:</p> <ul style="list-style-type: none"> • Review of previous data • Observation (mandatory for SLD) • Academic Benchmark Assessments • Disability Specific Assessments • English Language Learners Assessment • Curriculum Based Measures • Behavioral Data • Attendance • Executive Functioning • Student, Parent, teacher Input • Health updates • Functional performance <p>Have you included review and progress towards goals since last IEP meeting?</p> <p>Have you discussed progress in related services?</p> <p>Have you explained how the accommodations help the student access the general education curriculum?</p> <p>Have you identified the skills</p>	<p>Mark is enrolled in 5th grade and receives special education services as a student with a specific learning disability in the basic reading skills of phonics and decoding, reading comprehension, and written expression.</p> <p>TCAP- Grade 4 Reading- 482 Writing- 405 Math- 390 Science- 403</p> <p>DIBELS Next ORF: 27 WRC</p> <p>On the 5th grade benchmark, DIBELS Next Oral Reading Fluency (ORF), he scored 27 words read correctly (WRC) in 1 minute.</p> <p>DIBELS Deep Word Reading and Decoding Quick Assessment. The results of that assessment indicate need for further remediation with short vowels, vowel teams, consonant blends and common syllable patterns.</p> <p>Comprehension Text-to-speech formats: 87% Printed text: 40%</p> <p>In the area of writing, as measured by a district</p>	<p>Data analysis: Mark is enrolled in 5th grade and receives special education services as a student with a specific learning disability in the basic reading skills of phonics and decoding, reading comprehension, and written expression. Mark's weak decoding skills significantly impact both reading accuracy and speed (fluency). Based on the classroom observation, he is able to participate successfully in classroom discussions and works well with peers, especially during peer editing sessions for writing. In the area of writing, as measured by a district writing survey administered by his teacher, Ms. Jones, he is able to develop ideas independently, but struggles with conventions of standard English capitalization, punctuation, and spelling when writing. As a result, expanding, combining, and reducing sentences for meaning are skills which need support. He is familiar with word prediction software with prompting. When working on the draft process, he is able to develop a topic, use facts, definitions, and examples or other information orally, but struggles to put the words onto paper as measured by the 5th grade writing rubric on 3 writing prompts given during the week of 9/02/14 by Ms. Smith, special education teacher. On the 5th grade benchmark, DIBELS Next Oral Reading Fluency (ORF), he scored 27 words read correctly (WRC) in 1 minute. The expected beginning-of-year (BOY) benchmark for 5th grade is 111 words read correctly with a 98% accuracy rate. Mark is progress monitored with a 2nd grade reading probe. On 9/10/14, and he scored at the 13th percentile, with 41 words read correctly at 86% accuracy in 1 minute. Mark's teacher administered DIBELS Deep Word Reading and</p>

<p>and gaps based on grade level expectations and standards to meet annual goals and post-secondary goals if appropriate?</p> <p>Has the student demonstrated regression and recoupment on IEP goals?</p> <p>For students of transition age, did you consider and review the student's postsecondary goals, then update, if appropriate, based on transition assessment information used to develop the IEP</p> <p>Have you provided a family friendly statement of what data analysis means in terms of:</p> <ul style="list-style-type: none"> • The characteristics of the child • The impact of the child's disability on access to General Education <p>Strengths and what skills remain to be developed?</p>	<p>writing survey administered by his teacher, Ms. Jones, he is able to develop ideas independently, but struggles with conventions of standard English.</p> <p>When working on the draft process, he is able to develop a topic, use facts, definitions, and examples or other information orally, but struggles to put the words onto paper as measured by the 5th grade writing rubric</p> <p>Summary Statement: The assessments show that even though Mark's word reading skills are significantly below grade level in the area of reading, his strength in listening comprehension and his well-developed fund of background information greatly assist his comprehension of various texts. When he uses audio formatted materials or text-to-speech, his levels of understanding are significantly higher as measured by comprehension scores of 87% (audio format) versus 40% (print format).</p>	<p>Decoding Quick Assessment. The results of that assessment indicate need for further remediation with short vowels, vowel teams, consonant blends and common syllable patterns. Summary Statement: The assessments show that even though Mark's word reading skills are significantly below grade level in the area of reading, his strength in listening comprehension and his well-developed fund of background information greatly assist his comprehension of various texts. When he uses audio formatted materials or text-to-speech, his levels of understanding are significantly higher as measured by comprehension scores of 87% (audio format) versus 40% (print format). He is able to accurately determine the elements of short stories and locate key details in informational texts. He needs to develop strategies for decoding unfamiliar words and work on applying knowledge of syllable patterns to both decoding and encoding. Learning more about morphology (e.g., roots and affixes) can also help Mark understand the meaning of words in a text and is an additional strategy for decoding multi-syllabic words. Vocabulary acquisition is accelerated when interventions that encompass "repeated", "echo", and "choral" are used. Reading and pre-reading strategies are needed for Mark to read with sufficient accuracy and fluency to support comprehension.</p>
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Service Delivery Statement

Guiding Questions and/or Considerations to Improve IEP Quality and Student Outcomes

This document was created through the collaboration of Directors of Special Education and the Results-Driven Accountability teams at the ESSU.

IEP Section: Service Delivery Statement

A statement of the special education and related services and supplementary aids and service, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or support for school personnel that will be provided to enable the child

To advance appropriately toward attaining the annual goals 300.320(a)(4)(i)

To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 300.320(a)(4)(ii); and,

To be educated and participate with other children with disabilities and children without disabilities 300.320(a)(4)(iii)

Guiding Questions	Compliant Example	Quality Examples
<p>Describe in detail the services that will be provided and how they will be provided.</p> <p>Provide enough detail in the Service Delivery Statement that an IEP team receiving the IEP would be able to implement the services exactly as they were intended to be implemented by the sending IEP team.</p> <p>Ensure the information is clear so families understand what a typical day, week, or month might look like for the student.</p> <p>Describe in detail any support provided that may not be represented in the</p>	<p>As determined by the IEP team, including the parent, the student will receive direct language services as specialized instruction to support expressive social language skills. Services will be provided by a Speech/Language Pathologist (SLP) and/or a Speech/Language Pathology Assistant (SLPA) under the supervision of a licensed SLP. Services will be provided in a small group inside the general education classroom. Consultation will be provided throughout the school year to address specific communication needs.</p> <p>The student will receive direct specialized instruction by the special education</p>	<p>As determined by the IEP team, including the parent, the student will receive direct language services as specialized instruction to support academic and social expressive language skills. Services will be provided by a Speech/Language Pathologist (SLP) and a Speech/Language Pathology Assistant (SLPA). All specialized instruction to increase expressive language skills will be designed by the SLP who will meet with the SLPA on a biweekly basis to review progress monitoring data and adjust instruction as needed. New instructional activities will first be modeled by the SLP and the SLPA will then implement those activities into direct instruction under the weekly supervision of the SLP. Services will be provided in the general education classroom, during the small group instruction that follows the teacher's literacy demonstration lesson. The teacher and SLP will co-plan on a biweekly basis, using the formative data collected by the SLPA during small group instruction.</p> <p>The student will receive direct specialized instruction in literacy through a pull-out model of service delivery. The special</p>



<p>services grid.</p> <p>If services will be provided by a Speech Language Pathology Assistant (SLPA), describe the relationship of the SLP and SLPA in providing services to the student, i.e., provide the specific amount of time that the SLPA will be involved in providing services and the specific amount of time the supervising SLP will either be providing direct services to the student or consulting to the SLPA who will then provide direct services.</p> <p>Are there services or supports required for the student to enable him or her to participate in extracurricular and other nonacademic activities?</p>	<p>teacher outside of the general education classroom for 45 minutes a day in literacy to increase her reading fluency and overall reading level. The team considered providing these services within the classroom; however, it was determined that small group instruction outside of the classroom was necessary to meet the level of her specific needs.</p>	<p>education teacher will co-plan with the classroom teacher on a weekly basis, reviewing formative data and determining the foci for specialized instruction. Given the co-planning, the special education teacher will concentrate on fluency and increasing the student’s overall reading level. The IEP determined that first instruction will occur through the general education teacher, with demonstration lessons and small group instruction in the classroom. The specialized instruction will serve as a “triple dip” in literacy for the student, following the whole class and small group instruction in the classroom.</p>
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Student Needs & Impact of Disability

Guiding Questions and/or Considerations to Improve IEP Quality and Student Outcomes

This document was created through the collaboration of Directors of Special Education and the Results-Driven Accountability teams at the ESSU.

IEP Section: Present Levels of Academic Achievement and Functional Performance How the child's disability affects the child's involvement and progress in the general education curriculum or, for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities CR 300.320(a)(1)(i-ii); ECEA 4.03		
Guiding Questions	Compliant Example	Quality Examples
<p>Prioritize needs - All needs must be addressed, whether by goals, accommodations and/or modifications. The level of detail should be reflective of the intensity of the child's overall needs pertaining to the disability, considered within the timeframe of the IEP period (i.e., 365 days).</p> <p>Each IEP team member's area of expertise, if appropriate, must be addressed in this section. It would be important to consider the family's preferred format for the information, e.g., narrative, bulleted, or both.</p> <p>If the student is of preschool age, needs must be aligned to the child's participation in age appropriate developmental activities across all domains.</p> <p>What are the needs of the student specific to the student's disability AND</p>	<p>Student needs to demonstrate matching skills to develop academic skills</p> <p>Student doesn't use both hands well together for functional activities and doesn't avoid obstacles with his gait trainer.</p> <p>Because of the student's disability he requires specialized transportation to get to school.</p> <p>Student doesn't direct his eyes toward who he is interacting with and others don't know who he is attempting to communicate with. Student also doesn't complete self-help tasks.</p> <p>Student struggles with complex communication and needs repetition of concepts when working with EEO's.</p>	<p>Student needs to demonstrate matching skills so he can begin to develop pre-math, memory and life skills. [Instructional]</p> <p>Due to the student's disability of autism spectrum disorder that limits his motor skills, he needs to increase his ability to use both hands together during functional activities. In addition; he needs to improve his ability to access the school environment by improving his ability to advance his gait trainer in the hallway avoiding obstacles. [motor]</p> <p>Due to the student's motor disabilities, need for support for entering and exiting the bus, and need for specialized equipment, including the gait trainer, the student requires specialized transportation in order to access a free, appropriate public education. [specialized transportation].</p> <p>Due to the student's disability of autism spectrum disorder that limits his communication skills, he needs to direct his eye gaze in the direction of peers and adults when interacting with them so others understand with whom he is communicating / socializing. [language/social]</p> <p>Student also needs to increase independence in completing self-help tasks in order to increase independence at school. [self-help]</p> <p>Due to the student's multiple disabilities, her academic and adaptive skills are affected due to her difficulty with complex communication, reading, reading comprehension, writing, memorization, and</p>



**how do they affect the student's involvement, progress, and participation in the general education curriculum and participation in appropriate activities?
300.320(a)(1)(iv)**

In order to improve comprehension, student needs to build his vocabulary and needs to practice more skills in following written instructions.

Student has developmental delays in age appropriate communication. She struggles to stay on task, follow directions and understand social cues. She needs constant reminders around social skills in order to improve her communication with peers and adults.

logical thinking. Her level of academic and adaptive functioning prevents her from taking general education classes independently or participating independently in various school activities. She needs repetition of concepts and real life practice with working in a modified curriculum (EEO).
Hyperlink: [Extended Evidence Outcomes](#)

According to the assessments given as well as a review of records, discussions with the student and his mother, and various observations, student has several areas that he can improve upon to increase his literacy related to his SLD. Specifically, he needs to work on building his vocabulary to support increasing reading comprehension skills and following written directions in order to participate in the general education curriculum specifically his 9th grade Literacy and Social Studies courses. He needs continued practice following written directions when high level vocabulary is involved.

Student is experiencing developmental delays in age appropriate communication and social-emotional skills, preventing her from successfully participating in general education classroom discussions and small group work without additional supports. Her delays make it difficult for her to stay on task, follow verbal directions, maintain personal space and boundaries with peers, and to understand social cues. Student requires direct specialized instruction in communication and social skills, as well as a highly structured environment with reminders to stay on task, maintain personal space/boundaries, frequent breaks, structured and timely positive feedback.



Student Strengths, Preferences & Interests

Guiding Questions and/or Considerations to Improve IEP Quality and Student Outcomes

This document was created through the collaboration of Directors of Special Education and the Results-Driven Accountability teams at the ESSU.

IEP Section: Present Levels of Academic Achievement and Functional Performance

In developing each [student's] IEP, the IEP Team must consider the strengths of the child CR 300.324(a)(1)(i);

If the student does not attend the IEP meeting, the public agency must take other steps to ensure that the student's preferences and interests are considered CR 300.321(b)(2);

Transition services are a coordinated set of activities for a student with a disability that is based on the individual student's needs, taking into account the student's strengths, preferences, and interests CR 300.43(a)(2); ECEA 4.03

Guiding Questions	Compliant Example	Quality Example
<p>What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment? Be sure to include specific feedback from the student.</p> <p>Consider the student's educational and developmental strengths, including the skills the student has mastered.</p> <p>Include observations and/or student-parent expressed and/or implied area(s) of interests, such as hobbies, clubs, community/church activities, etc.</p> <p>Include observations and/or student-parent conveyed area(s) of preference and personal attributes, such as awards, volunteering, dance, karate, etc.</p>	<p>Student has strengths in math and scored proficient on the last state assessment. Student expressed her interest in playing high school basketball. Parent expressed they would like to see their student play sports.</p> <p>Student likes to read fiction, with particular interest in the civil war. Student's reading comprehension is at grade level. She is very social, gets along well with others and has lots of friends. Student and parent state she attends a lot of church functions.</p> <p>Student has expressed an interest in working with animals. Student works part-time at McDonald's. Student</p>	<p>During a 1:1 interview, Student states that she is respectful, persistent, and a hard worker when she decides to be. Student states and has shown a strength in advocating for herself; she asks for help if she needs it. Student's interests include listening to country western music, babysitting and learning about children. Student prefers to attend classes that pique her interest and she likes to engage in all types of learning styles.</p> <p>Student demonstrates adequate word recognition skills in isolation (read word list, did not define the words) through an 8th grade level, as noted on the teacher feedback form submitted [date]. Student's dominant learning modalities are reportedly visual and auditory, based on teacher observations.</p> <p>Student is a non-verbal student who, through observation and parent conversations, has expressed the following: Strengths: Persistence with activities he enjoys, ability to assist others with his self-help skills such as eating, drinking, and dressing, and the warmth he shows to peers and others. Interests: likes to be around people, i.e., both peers and adults, likes swimming, and likes music. Preferences: Student demonstrates his</p>



	<p>has good attendance and likes attending his 9th grade English class. Student is currently passing both his English and Social Studies classes.</p>	<p>preference and willingness by participating in the hand over hand activity of using the electric stapler. He demonstrates his dislike for shredding by looking away when it is his turn to participate in this activity and refusing adult prompts.</p> <p>As reported by Student's teachers on the teacher feedback form submitted [date], student enjoys school and the school environment. She has improved her pragmatic, social language skills and replaced aggressive means of greeting others/gaining attention with appropriate means of communication. Student loves to participate in music activities and demonstrates good receptions skills. Student responds to conversation about past and present activities. Student prefers to learn in a classroom setting that is free of sensory overload, e.g., low lights, buzzing noises, clutter, wall décor. Student's teacher noted on the teacher feedback form submitted [date], that Student benefits from established and familiar routines and requires 1:1 supervision and support throughout the school day.</p> <p>In the feedback form completed by Student and the parent input form completed by Student's family on [date], Student and his parents state that he prefers working in a supportive environment where noise and distractions are minimal. Student and his parents are in agreement with Student's preference of continuing his Auto Body Technology education at the local technical school while working part time. Student states he is interested in working on cars, playing video games, sports, and snowmobiling.</p>
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GLOSSARY

TERM	DEFINITION
Accommodations	Activities involving adapting instructional strategies and/or the classroom environment for students with disabilities. Accommodations can be made across educational settings, such as the general education classroom, resource or special class.
Administrative Unit	A Colorado local education agency (LEA) that is responsible for the local administration of special education. An administrative unit may be a school district, BOCES, multi-district administrative unit, or the Charter School Institute.
Annual goals	A statement of the IEP team's estimate of what the student can reasonably be expected to accomplish with specially designed instruction and/or support for the subsequent 365 day period based on the student's current level of performance, potential for learning, and rate of development. An annual goal should: <ul style="list-style-type: none"> • describe an improvement from the current level of performance, • reflect an area of need that is related to progress in the general education curriculum, • include a measurable level of attainment, and • describe the conditions under which the student will perform.
Annual review	An IEP meeting held to review and/or revise the IEP as appropriate that must be held at least once every 365 days.
Assessment	In the context of evaluation, a strategy or instrument used in the evaluation process to gather relevant functional, developmental and academic information about the student. A single measure or assessment cannot be the sole criterion for determining eligibility or an appropriate educational program for the child.
Assistive Technology	Any item, piece of equipment, or product system that is used to increase, to maintain, or to improve the functional capabilities of a child with a disability.
Authorizer	The entity that authorizes or grants a charter school its charter such as a school district or the Charter School Institute (CSI).
Behavior Intervention Plan	Developed in conjunction with a functional behavior assessment, a behavior intervention plan is written to address behavior concerns that interfere with the student's ability to gain reasonable benefit from the learning environment. A behavior intervention plan lists positive behavioral interventions that support a student's learning of new behaviors and decreasing problem behaviors. Behavior interventions may include environmental modification, social skills instruction, individual or group support or counseling, adaptations to curriculum materials.
Benchmark	Statements of what students should know and do by certain levels or times written in conjunction with an IEP goal for students with disabilities who take alternate assessments aligned to alternative achievement standards. <i>See Objectives:</i>
BOCES	Board of Cooperative Educational Services. An administrative unit that provides special education services over a region that includes multiple small school districts.



TERM	DEFINITION
Case Manager	The designated IEP team member who has primary responsibility for the IEP process for the student including organizing and chairing IEP team meetings, providing notice to parents, and maintaining documentation for IEP progress reports. The role of case manager may vary by administrative unit.
CDE	Colorado Department of Education
Change in placement	Occurs when there is a substantive change in a student's special education or related services, or a change in the child's special educational setting. An administrative unit must ensure that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child. A change in placement may be nonsignificant or significant. See nonsignificant change in placement or significant change in placement.
Child Find	The continuous and systematic effort of an Administrative Unit to identify, locate and evaluate students ages 3 to 21 who are in need of special education services.
Communication Plan	A plan developed in conjunction with the IEP for a student who has a hearing disability which includes: <ul style="list-style-type: none"> • a statement of the child's primary communication mode, • a statement documenting that an explanation was given of all educational options provided by the school district and available to the child, and • identification of the communication-accessible academic instruction, school services, and extracurricular activities the student will receive.
Consent	Consent means the parent has been fully informed of all information relevant to the activity for which consent is sought; and the parent understands and agrees in writing to the activity. The parent also understands that his or her consent may be revoked.
Consultation	Services may be provided directly to the student or indirectly on behalf of the student. Consultation services are considered "indirect."
Continuum of Alternative Placements	A continuum of educational settings where special education instruction is provided. The continuum of alternative placements includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
Direct Services	Special education and related services provided directly to the student by a special educator or related service provider inside or outside of the regular education classroom.
Dispute Resolution	Procedural safeguards available to resolve disputes when the parents or administrative unit disagree about a child's evaluation, eligibility, educational placement or provision of FAPE. Dispute resolution methods include requesting mediation, filing a state complaint, and filing for a due process hearing.
Due Process Hearing	The most formal of dispute resolution processes. A due process hearing request may be filed by a parent or administrative unit on any matters relating to identification, evaluation, or educational placement of a child with a disability. An expedited due process hearing may be requested for matters related to a manifestation determination or disciplinary change in placement. A due process hearing is conducted by an administrative law judge (ALJ).



TERM	DEFINITION
ECEA	Exceptional Children's Educational Act. The Colorado special education statute.
Educational Surrogate Parent	An individual who has training and is assigned to represent the student's interest and makes all special education decisions when no parent can be identified, a parent cannot be located by the administrative unit of attendance, or the child is a ward of the state or homeless. An Educational Surrogate Parent has the responsibility to ensure that the school provides the student with a free appropriate public education. An Educational Surrogate Parent attends and participates in school meetings, participates in eligibility determinations and IEP development, signs or withholds consent for assessment or placement, and may file a complaint or request mediation or due process hearing.
Eligibility Determination	A meeting that is held after a child is evaluated for special education to discuss assessment results and to determine whether the child has a disability and is eligible for special education. If a child is eligible for special education, an IEP may be developed at this meeting.
EL	English Learner
Employment	A domain for students of transition age that encompasses full or part-time employment in the competitive labor market in an integrated setting at or above the minimum wage.
Evaluation	The process of utilizing formal and informal assessments to determine specific areas of a child's strengths, needs and eligibility for special education services.
Extended School Year (ESY)	Extended School Year (ESY) is for children with disabilities that experience a loss of skills or regression that is so great, it takes a significant length of time during the next school period to regain or recoup those skills. ESY is for maintaining learned skills derived from the child's IEP goals.
Independent Living Skills	A domain for students of transition age that encompasses skills or tasks contributing to the successful independent functioning of an individual in adulthood in the areas of leisure/recreation, maintenance of home and personal care, community participation.
Indirect Services	Special education and related services provided indirectly to the student by a special educator or related service provider such as co-teaching or consultative services.
Individualized Education Program	A written statement for a child with a disability that is developed in accordance with IDEA regulations for students identified as having an educational disability and in need of special education services. An IEP must be reviewed at least once every 365 days. See Annual Review.
Learning Media Plan	A plan developed in conjunction with the IEP for a student with a visual impairment, including blindness.
Least Restrictive Environment (LRE)	The setting where a student with disabilities receives his or her special education and related services.



TERM	DEFINITION
Manifestation Determination	A meeting held within 10 school days of any decision to make a disciplinary change in placement for a student. A disciplinary change in placement occurs when a student is removed from his or her current placement for 10 consecutive days due to a violation of a school code of conduct; or is subjected to a series of removals that constitute a pattern.
Mediation	A method of dispute resolution that allows parties in a special education dispute to resolve the issue through a mediation process conducted by an impartial mediator at no cost to the parents, school districts or agencies. If the parties come to an agreement in mediation, the parties execute a legally binding agreement that sets forth the resolution and is enforceable in any State court of competent jurisdiction or in a United States district court.
Modifications	Activities involving changing the program/curriculum when reasonable accommodations will not be effective in allowing the student to participate in the general education classroom. Modifications are greater or more extensive changes that significantly alter the scope or content of the general education curriculum based on the student's needs.
Multidisciplinary Team	A group of qualified professionals, knowledgeable about the child, who are able to interpret the evaluation data and make a determination about the eligibility of the child for special education services.
Nonsignificant Change in Placement	When a child's special education program is altered, such as a change in the amount of a given service, the change in program/services is a nonsignificant change in placement. Prior written notice of such changes must be provided to the parent, but consent and reevaluation is not required.
Objectives	Statements of what students should know and do by certain levels or times written in conjunction with an IEP goal for students with disabilities who take alternate assessments aligned to alternative achievement standards. See Benchmarks
Occupational Therapy	A related service provided by a qualified occupational therapist that includes (i) improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; (ii) improving ability to perform tasks for independent functioning if functions are impaired or lost; and (iii) preventing, through early intervention, initial or further impairment or loss of function.
Parent	A person generally authorized to act as the child's parent or authorized to make educational decisions for the child, e.g., guardian(s) and educational surrogate parent(s)
Parental Involvement and Rights	A parent's rights and responsibilities in accordance with the IDEA, the ECEA and their regulations in all aspects of planning and implementing a FAPE for students with disabilities. Parental rights and responsibilities include any legal challenges to the evaluation, planning and implementation of an IEP or the provision of a FAPE.
Physical Therapy	A related service provided by a qualified physical therapist.



TERM	DEFINITION
Placement	The provision of special education and related services, and the educational setting in which a child with a disability receives those services as determined by the child's IEP team.
Planned Course of Study	A multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year.
Positive Behavioral Interventions	Approaches such as changing systems, altering environments, teaching skills and appreciating positive behavior used to decrease a student's problem behavior and increase prosocial behaviors.
Post-school goal	Post-school goals are required for the domains of postsecondary education and/or training, employment and independent living skills as appropriate.
Present Levels of Academic Achievement and Functional Performance (PLAAFP)	Statements describing the student's current level of academic achievement and functional performance based on the results of assessment findings and recent performance data in all relevant academic and non-academic areas in which the student requires specialized instruction. The statements should include how the student's disability affects the child's involvement in the general education curriculum and should be stated in measurable terms and allow for clear determinations of student progress toward annual goals.
Prior Written Notice	A record for the student, parent, and school of special education decisions that have been made, the basis for those decisions, and actions such as evaluation, change in placement, or disciplinary change in placement that will or will not be taken.
Procedural Safeguards Notice	A notice that informs parents of special education students of their rights. This notice must be provided: (i) at least once a school year; (ii) upon initial referral or parent request for evaluation; (iii) upon receipt of the first state complaint/due process complaint in a school year; (iv) in accordance with IDEA discipline procedures, and (iv) upon parent request.
Progress Reporting	A description of when periodic reports on the student's progress toward meeting the annual goals will be provided. The frequency of progress reporting may be on a calendar basis (e.g. quarterly) or concurrent with other school progress reporting such as report cards.
Reevaluation	Conducted in accordance with evaluation procedures. A reevaluation must occur at least once every 3 years unless the parent and the administrative unit agree that reevaluation is unnecessary.
Referral	A formal process for reviewing information related to students who are suspected of having disabilities and who show signs of needing special education and related services. A special education referral is the initial step of the special education process.
Related services	Supportive services to assist a child with a disability to benefit from special education.



TERM	DEFINITION
Resource Room	A supplementary service for direct special education instruction outside of the general class, provided in conjunction with general class placement.
Screening	A quick checklist, survey or probe about a student's development or skills conducted by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
Self-Contained Class	An educational setting outside of the general education classroom where students who have disabilities that require intensive intervention receive special education instruction for a majority or all of their school day.
Service delivery	The system to ensure that a continuum of alternative placements is available to meet the needs of students with disabilities with special education and related services and that LRE issues are considered in placement decisions.
Services Plan	A written statement that describes the special education and related services the administrative unit will provide to a child with a disability, enrolled in a private school, who has been designated to receive services, including the location of the services and any transportation necessary.
Significant Change in Placement	A significant change in placement for educational purposes includes placement or referral to a private school or eligible facility by the administrative unit, the addition or termination of an instructional or related service or any substantive change in placement.
Special Education	Specially designed instruction to meet the unique needs of a child with a disability. Specially designed instruction means adapting, as appropriate to the needs of a child with a disability, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum so that the child can meet the educational standards of the administrative unit.
Special Education Director	A district, BOCES, or CSI administrator who supervises special education within the administrative unit.
Special Factors	Certain IDEA factors considered by the IEP team. The IEP team determines whether the factors could impede the student's learning and/or have instructional implications then develops a plan to address the factors in the IEP meeting. These factors include: behavior, limited English proficiency, blindness or visual impairment, communication for children who are deaf or hard of hearing, assistive technology, physical or health impairments, and special transportation needs.



TERM	DEFINITION
Speech Language Pathology Services	<p>A special education service that includes</p> <ul style="list-style-type: none"> • identification of children with speech or language impairments; • diagnosis and appraisal of specific speech or language impairments; • referral for medical or other professional attention necessary for the habilitation of speech or communicative impairments; • provision of speech and language services for the habilitation or prevention of speech or communicative impairments; and • counseling and guidance of parents, children, and teachers regarding speech and language impairments.
State Complaint	<p>A method of dispute resolution in which a parent may file a written complaint with CDE if they believe that the administrative unit is violating a special education law. A state complaint is reviewed by the State Complaints Officer.</p>
Supplementary Aids and Services	<p>Aids, services and other supports that are provided in general education classes, other education- related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate.</p>
Transition Services	<p>A coordinated set of activities for a student with a disability that are designed within a results-oriented process focused on improving the academic and functional achievement of the student with a disability in order to promote movement from school to post school activities documented on a student's IEP beginning at age 15, but no later than the end of the 9th grade.</p>
Transportation	<p>A related service that includes travel to and from or between schools; travel in and around school buildings; and specialized equipment if required to provide transportation to a child with a disability.</p>