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Assurance of Administrative Unit Adoption of Special Education Comprehensive Plan

The [Name of Administrative Unit] has adopted, and has in effect, policies, procedures and practices to meet the applicable requirements of the Individual with Disabilities Education Act, Part B (IDEA, 2004); Education Department General Administration Regulations (EDGAR); Colorado Revised Statutes (CRS) and Colorado's Rules for the Administration of the Exceptional Children's Education Act (ECEA). The AU adopted the CDE model comprehensive plan in full and provided required AU specific information in Appendix B.

Date of Administrative Unit submission: 6-23-2020

On behalf of East Central BOCES

Beverly Blagg
Signature

Beverly Blagg Co Sped Director
Please print name and title

Upload **signed** Assurance and AU Comprehensive Plan to the
ESSU Data Management System Profile tab

Comprehensive Plan



Draft for Approval by East BOCES Board and Colorado Department of Education

June 3, 2020

Comprehensive Plan for the Provision of Special Education

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Section 1

AU Responsibilities and Funding Requirements

AU Responsibilities

The AU assures that all requirements established by the Colorado Exceptional Children's Educational Act (ECEA) and its implementing rules and the Federal regulations contained in 34 CFR Part 300, 34 CFR §303.115, 34 CFR §§ 303.301 through 322 of the Individuals with Disabilities Education Act (IDEA) (2004) will be carried out and that the AU will adopt a Comprehensive Plan that includes a description of:

- Financial commitments and agreements of the AU and of any participating member districts for special education programs and services.
- Method or standards utilized to determine the number and types of special education personnel required to meet the needs of children with disabilities.
- Procedures for regular, periodic evaluation of programs, services and student progress.

Citation:

IDEA 34 CFR §300.200
IDEA 34 CFR §300.201
IDEA 34 CFR §300.212
ECEA Rule 3.01(1)
ECEA Rule 5.02 (12)
ECEA Rule 8.01 (1)(a)

Funding Requirements

The AU assures that:

- Prior approval will be obtained from the CDE for the use of IDEA Part B funds and IDEA preschool funds.
- All financial commitments and agreements made by the AU are honored, including agreements with AU member districts, for special education programs and services.
- IDEA Part B funds are used only to supplement State, local, and other Federal funds and are not used to supplant State and local funds.
- The IDEA Part B funds are used only to pay the IDEA excess costs related to the provision of providing special education and related services to children with disabilities.
- The use of IDEA Part B funds meets the IDEA excess cost requirement.

Expenditure of ECEA Funds

The AU assures that:

"Special education expenditures" means those expenditures that are incurred by an AU, state-operated program (SOP), or approved facility school for professional services associated with:

- Special education referrals and evaluations of children who may have a disability; and
- The provision of special education services as identified on an individual student's individualized education program.

Special education expenditures do not include the costs of the general education program.

Special education expenditures shall be supplemental to the general educational program and shall be above what is provided by the AU, SOP, or approved facility school for general education students and staff. Special education expenditures include:

- Special education teachers;
- Home-hospital teachers for students with disabilities;
- Speech-Language pathologists and speech-language pathology assistants;
- Specialty teachers;
- Special educational instructional paraprofessionals;
- Educational interpreters;
- School nurses;
- Occupational therapists and occupational therapy assistants;
- Physical therapists and physical therapy assistants;
- School psychologists;
- School social workers;
- Audiologists;
- Orientation and mobility specialists;

- Other special education professionals;
- Special education administrators and office support;
- Other noncertified or non licensed support;
- Employee benefits for special education staff;
- Supplies, materials, and equipment used for individual students' special education programs and services;
- Purchased service contracts for personal services;
- Tuition to other AUs and approved tuition rates to approved facility schools for special education;
- Staff travel related to special education;
- Professional development for special education staff, or all staff, if the content of the professional development is specific to services for children with disabilities;
- Other purchased services related to special education;
- Dues, fees, and other expenditures specific to the special education program; and
- Parent counseling and training, as defined by the IDEA and its implementing regulations.

The AU assures that ECEA funds are not used to supplant the costs of the general education programs.

Citations:

IDEA 34 CFR §300.202
 IDEA 34 CFR §300.208
 C.R.S. 22-20—106(7)
 ECEA Rule 2.18
 ECEA Rule 2.44
 ECEA Rule 5.02(2)(8)
 ECEA Rule 7.03
 ECEA Rule 8.01 (1)(a)(i)
 C.R.S. 22-20-103 (22.7)

Accountability for Federal Funds

That AU assures that it will:

- Submit to the CDE annual student, staff, revenue and expenditure data according to the instructions and on forms or computer programs provided by the CDE.

- Maintain auditable records of all special education expenditures and of the state, federal, local and other revenues which are received in support of those expenditures. The AU will use:
 - Accrual basis of accounting; and
 - Budgeting and accounting procedures which record the objects of expenditure for each special education instructional and support service area.
- Maintain all records of accounting for five years after the completion of the activity for which the funds are used or until such time as all pending reviews or audits have been completed and resolved, whichever is later.

If all funds are not obligated during the fiscal year, the remaining funds are obligated during the following fiscal year (carry-over).

- All federal funds are liquidated not later than 90 days after the end of the funding period or a total of 27 months if funds are carried over from a previous fiscal year.

Citations:

EDGAR 34 CFR §80.23
 ECEA Rule 7.01(3)
 ECEA Rule 7.02

Maintenance of Effort

The AU assures that:

- IDEA Part B funds will not be used to reduce the level of expenditures from State and local funds for the education of children with disabilities below the level of those expenditures for the preceding fiscal year.
- The amount of state and local funds budgeted for the education of children with disabilities in that year is at least the same, either in total or per capita, as the amount the AU spent for that purpose in the most recent fiscal year for which information is available.
- Reduction of the level of expenditures by the AU from the previous year are only made when one or more of the following exceptions is met and documented by the AU:
 - There is voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related service personnel.
 - There is a decrease in the enrollment of children with disabilities.

- There is a termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the CDE, because the child –
 - Has left the jurisdiction of the agency;
 - Has reached the age at which the obligation of the AU to provide FAPE to the child has terminated; or
 - No longer needs the program of special education.
- There is a termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

The AU assures that, if the exceptions described above are applied to reduce Maintenance of Effort, the AU will continue to provide FAPE to children with disabilities.

Citations:

IDEA 34 CFR §300.203
 IDEA 34 CFR §300.204
 ECEA Rule 5.02 (3) and (4)

Early Intervening Services (EIS)

The AU assures that:

- The AU does not implement or use EIS to limit or create a right to FAPE under Part B of the Act, nor to delay appropriate evaluation of a child suspected of having a disability.
- Not more than 15% of the amount of the IDEA Part B funds for any fiscal year, are allotted to develop and implement coordinated EIS.
- A separate IDEA Part B project narrative and budget are approved by the CDE prior to any EIS expenditure.
- All funds for EIS (Project D of the IDEA Part B Narrative) must be tracked separate from other IDEA Part B funds.
- When IDEA Part B funds are used for EIS, the AU reports the children who receive EIS on an annual basis to the State.

Citations:

IDEA 34 CFR §300.226
 ECEA Rule 5.02 (16)

Purchase of Instructional Materials

The AU assures that:

- Instructional materials are provided to children with visual disabilities or other persons with print disabilities in a timely manner.
- Any child with a disability receives instruction in and access to materials in an accessible format, including the provision of assistive technology devices.
- All instructional materials purchased with IDEA Part B and/or Preschool funds are inventoried and maintained.

Citations:

IDEA 34 CFR §300.210
ECEA Rule 5.02 (10)
ECEA Rule 8.01 (b)

Maintaining a Physical Inventory of Property

The AU assures that it will maintain inventory records for property purchased with IDEA Part B funds.

- The inventory records include:
 - A description of the property;
 - The serial number or the identification number;
 - The source of the property;
 - Who holds the title for the property;
 - The date of acquisition of the property;
 - The cost of the property;
 - The percentage of Federal contribution in the cost of the property;
 - The location of the property;
 - The condition of the property; and
 - The ultimate disposition data including the date of disposal and sale price of the property.
- The AU assures that a physical inventory of the property is taken and the results are reconciled with the property records once every year.

- The AU assures that a control system is used to ensure adequate safeguards to prevent loss, damage or theft to the property, and investigating any loss, damage or theft.
- The AU assures that adequate maintenance procedures are in place to keep the property in good condition.

Citations:

EDGAR 34 CFR §76.709
 EDGAR 34 CFR §80.23(b)
 EDGAR 34 CFR §80.32
 ECEA Rule 3.01 (1)(e)

Reporting Requirements

- The AU assures that all documents relating to the AU's eligibility under Part B of the Act are available to the general public, including parents of children with disabilities.
- The AU assures that it will submit to the CDE annual student, staff, revenue and expenditure data according to CDE's instructions and on forms or computer programs provided by the CDE.
- The AU assures that accurate data for all special education student, staff, cost and revenue data will be submitted to the CDE on or before established due dates.
- The AU assures that it will maintain and report all required information regarding parentally-placed private school children, including information about:
 - The children evaluated for special education eligibility;
 - The children determined to be children with disabilities; and
 - The children served on an Individual Service Plan (ISP).
- The AU assures that when Part B funds are used for Early Intervening Services, the AU will provide all required information regarding the children who received the early intervening services.

Citations:

IDEA 34 CFR §300.133(c)
 IDEA 34 CFR §300.211
 IDEA 34 CFR §300.212
 IDEA 34 CFR §300.226(d)
 ECEA Rule 3.01 (1)(e)
 ECEA Rule 5.04
 ECEA Rule 7.02

Record Keeping Requirements

The AU assures that it will maintain a management and information system which provides for the collection, documentation, aggregation, and reporting of students, staff, revenue and expenditure data.

- Student data base information includes:
 - Child's name;
 - Date of birth;
 - Primary disability;
 - Gender;
 - Ethnicity;
 - Primary educational setting;
 - Date of the most recent meeting at which the child was determined to have a disability;
 - Date of the most recent meeting at which the IEP was reviewed;
 - Individual staff who are providing special education programs and services identified in the child's IEP;
- Individual student records include:
 - Information about the disposition of each referral;
 - Signed parental consent forms for initial evaluation and for the initial provision of special education services;
 - Verification that the parent(s) were advised of and understood their procedural safeguards;
 - Any written evaluation reports;
 - Documentation that appropriate prior written notice was given to parent(s);
 - Documentation that required participants were in attendance at meetings;
 - Records of all meetings at which the child was determined to have a disability;
 - A copy of all IEPs; and
 - Any additional information which documents that the child is eligible for special education services.

- Staff data includes:
 - Name;
 - EDID – state assigned Educator ID
 - Special education position assignment;
 - FTE and salary attributable to special education, and the source(s) of funds supporting that salary; and
 - Documentation of time spent with students with disabilities for each staff member who is employed part-time in special education and part time in regular education.
- Revenue and expenditure data includes:
 - Auditable records of all special education expenditures* and of the state, federal, local and other revenues which are received in support of those expenditures; and
 - The use of the accrual basis of accounting to operate a budgeting and accounting procedure which records the objects of expenditures for each special education instructional and support service area.

The AU assures that personally identifiable information will be held confidential and protected.

*Special education expenditures means those expenditures that are incurred by an AU, SOP, or approved facility school for professional services associated with special education referrals and evaluation of children who may have a disability and the provision of special education services as identified on an individual student's IEP. Special education expenditures do not include the costs of the general education program. Special education expenditures shall be supplemental to the general education program and shall be above what is provided by the AU, SOP, or approved facility school for general education students and staff.

Citations:

ECEA Rule 7.01
 ECEA Rule 7.02
 ECEA Rule 8.01 (1)(d)
 CRS 22-20-103

Transfer of Records

The AU assures that:

- When a child with a disability newly enrolls in the AU, the AU takes reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services, from the child's previous public agency in which the child was enrolled.
- When records are requested from the AU, the AU takes reasonable steps to promptly respond to the request from the new AU, SOP or approved facilities school.

Citations:

IDEA 34 CFR §300.323 (g)(1)-(2)
ECEA Rule 4.03 (1)(h)

Requirements for Special Education Personnel

The AU assures that it will employ:

- A qualified and certificated full-time professional who has the flexibility to function at least half time as director of special education and who has the authority to assure that all the duties and responsibilities of the AU's Comprehensive plan are carried out.
- A person who is designated as the child find coordinator who is responsible for an ongoing child identification process.
- Sufficient personnel who are appropriately licensed and endorsed and fully qualified to:
 - Conduct evaluations and make determinations of eligibility for special education services;
 - Develop and review IEPs; and
 - Provide appropriate special education instruction and related services in order to implement all IEPs for children with disabilities.

The AU assures that it will have a method or standards by which it determines the number and types of special education personnel required to meet the needs of children with disabilities.

Citations:

IDEA 34 CFR § 330.156
ECEA Rule 3.01(1)(b)(c)
ECEA Rule 3.03
ECEA Rule 4.02 (2)(b)

Personnel Qualifications:

The AU assures that all special education personnel providing special education services to children with disabilities meet the following criteria:

- Teachers
 - All special education teachers must hold a Colorado teacher's license with appropriate endorsement(s) in special education.
 - Each special education teacher serves, at a minimum, a majority of special education students with the same identified area of need as the teacher's special education license and endorsement.

The endorsement level must be appropriate for the age of children being taught.
- Home hospital teachers for children with disabilities hold Colorado teacher's certificates or licenses
- Teachers, interpreters, and other specialists delivering services for a student with a communication plan, must have demonstrated proficiency in, and be able to accommodate for, the child's primary communication mode or language.
- Teachers licensed and endorsed in the area of Visual Impairment must have demonstrated competency in reading and writing literary Braille per the guidelines developed by the CDE.
- Related services personnel
 - All related services personnel providing services to children with disabilities must hold a Colorado special services license with an appropriate endorsement.
 - In those areas for which a Colorado special services license is not available, an appropriate license from the state regulatory agency or professional organization registration is required.
- Special education coordinators
 - All special education coordinators will have at least a Bachelor's degree and hold Colorado licensure in a relevant field.
 - Documentation of their expertise is submitted to the CDE.

- Special education administrators
 - All special education directors and assistant directors possess a Colorado administrator's license with the appropriate endorsement. If a special education director does not hold the administrator's license with the Special Education Director endorsement, the AU must designate the Director of Record.
- Paraprofessionals
 - The AU determines the qualifications and competencies that are required for its paraprofessionals; and
 - The AU ensures that all non-certificated personnel are supervised.
- Educational Interpreters
 - All Educational Interpreters must meet the CDE requirements for authorization.

Citations:

IDEA 34 CFR §300.18
 IDEA 34 CFR §300.156
 ECEA Rule 3.03
 ECEA Rule 3.04

Staff Development

The AU assures that staff development opportunities:

- Are provided to all staff providing special education services to children with disabilities; and
- Foster the continuing development of the awareness, skills and knowledge of each staff member and are designed to bring about changes in knowledge, attitudes, actual performance skills and interpersonal relations of staff members.

The AU assures that the staff development opportunities include an evaluation component to determine their effectiveness.

Citations:

IDEA 34 CFR §300.207
 ECEA Rule 3.05
 ECEA Rule 8.01 (1)(g)

Requirements for Program Evaluation

The AU assures that:

- Records are maintained of the results of all qualitative and quantitative evaluations of special education services rendered.
- Evaluations of special education services occur annually and within a period of five years systematically cover aspects of services to children with disabilities.

The AU assures that the program evaluation reviews:

- The extent to which quality special education policies, procedures and practices are in place and where improvements can occur; and
- The degree to which children with disabilities are achieving their individual goals as well as school, district, and state standards and student outcomes.

Citations:

ECEA Rule 3.06

ECEA Rule 8.01(1)(a)(III)

ECEA Rule 8.01 (1)(h)

Section 2

Child Find

Child Find Process

The AU assures that:

- A designated person is identified as a child find coordinator and is responsible for ongoing child identification processes.
- Child Find is ongoing throughout the calendar year.
- All Child Find activities are provided at no cost to the parent(s).
- Parent(s) are provided with information about all public and private resources that can meet their child's identified needs, including information about the building-level referral process for school aged children.
- Parents are involved in the Child Find process.
- The Child Find process includes specific strategies for children three through five years of age, children in school, and children out of school who are discontinuers or dropouts. It will include the following components:
 - Planning and development in the areas of:
 - Public awareness;
 - Community referral systems;
 - Community and building based screening;
 - Diagnostic evaluations;
 - Service coordination; and
 - Staff development
 - Coordination and implementation in the areas of:
 - Interagency collaboration;
 - Public awareness;
 - Referral;
 - Screening; and

- Resource coordination
- Screening procedures for identifying from the total population of children ages 3 to 21 years those who may need more in-depth evaluation in order to determine eligibility for special education and related services.
 - Follow up vision and hearing screening shall interface with the vision and hearing screenings which occur for all children in public preschool, kindergarten, grades 1, 2,3, 5,7 and 9 yearly in accordance with Section 22-1-116, C.R.S.
 - Appropriate educational referrals shall be made if the child is suspected of having an educationally significant vision or hearing loss and parents shall be informed of any need for further medical evaluation.
- A systematic procedure for considering those children ages 17 to 21 who are out of school and who may have a disability.
- Referral procedures to ensure that parents of children are given information about all public and private resources that meet identified needs.
- Transitions between Part C services and Part B services are facilitated and are characterized by:
 - A smooth and effective transition for children participating in early intervention programs assisted under Part C of the IDEA into preschool programs assisted under Part B of the IDEA.
 - Having an IEP implemented for the child by the child's third birthday.
 - The child find coordinator or designee participating in transition planning conferences arranged by the Part C lead agency.
- There is regular evaluation of the effectiveness and efficiency of the child identification procedures.

Child Find Obligations for the AU of Attendance

The AU of attendance assures that it will locate, evaluate and identify children with a disability, birth through 21, who:

- Are attending nonprofit private schools within the boundaries of the AU;
- Are attending a charter school that has been authorized by the AU or member district of the AU;

- Are wards of the State;
- Are highly mobile;
- Are school aged, and are suspected of being a child with a disability, even though they are advancing from grade to grade;
- Are in hospitals or treatment centers, unless State-operated;
- Are in residential programs, unless State-operated;
- Are living on reservations within the boundaries of the AU.

Child Find Obligations for the AU of Residence

The AU of residence assures that it will locate, evaluate and identify children, birth through 21, with disabilities who:

- Have not yet entered school;
- Have discontinued their education; or
- Are home-schooled.

Citations:

IDEA 34 CFR §300.111(a)(c)
 IDEA 34 CFR §300.124
 IDEA 34 CFR §300.131
 ECEA Rule 4.02 (1)
 ECEA Rule 4.02 (2)
 ECEA Rule 5.01 (6)
 ECEA Rule 8.02(1)(b)
 ECEA Rule 8.02(2)
 ECEA Rule 8.04(1)
 ECEA Rule 8.05(1)
 ECEA Rule 8.05(1)(a)

Section 3

Special Education Referral, Evaluation, Eligibility Determination and Reevaluation Processes

AU of Attendance Responsibilities for Referral, Evaluation, Eligibility Determination and Reevaluation

The AU of attendance assures that it will:

- Conduct initial assessments and eligibility meetings for children attending school in the AU, regardless of the AU of residence, once a special education referral has been made.
- Conduct initial evaluations and eligibility meetings for children who are parentally placed in a private school within the geographic boundary of the AU.
- Conduct meetings to develop the initial Individualized Education Program (IEP) for children at approved facility schools that are located within the boundaries of the AU.
- Notify the child's AU of residence if it is different from the AU of attendance, so that the AU of residence may choose to participate in the initial evaluation and/or eligibility determination process.
- Develop and implement an IEP for all children found eligible for special education and related services attending school within the AU.
- Conduct reevaluations of all eligible children attending school within the AU.
- Maintain a record of the disposition of each special education referral.

AU of Residence Responsibilities for Referral, Evaluation, Eligibility Determination and Reevaluation

The AU of residence assures that it will:

- Conduct initial evaluations for children who are not enrolled in school, but residing in the AU, once a special education referral has been made.
- Conduct an initial eligibility meeting for children who are not enrolled in school, but residing in the AU.
- Develop and implement an IEP for all children found eligible for special education and related services, if residing within the boundaries of the AU and not attending school in another AU.

- Conduct reevaluations of all eligible children residing in the AU and not attending school in another AU.
- Conduct reevaluations of children whose parents reside within the boundaries of the AU or are determined to be residents of the AU, who attend school at an approved facility school.
- Conduct IEP review meetings and re-determination of eligibility for children placed in an approved facility school and whose parents reside within the boundaries of the AU.
- Maintain a record of the disposition of each special education referral.

The exceptions to these assurances are:

- Reevaluations of children attending the Colorado School for the Deaf and the Blind (CSDB) or Initial evaluation and reevaluation of children attending or residing at the Colorado Mental Health Institute of Pueblo (CMHI) or the Division of Youth Corrections (DYC) or the Department of Corrections (DOC) are the responsibility of those agencies. These agencies shall invite the AU of residence to participate in the initial evaluation or reevaluation.
- When the charter contract between a charter school and its authorizer allows the charter school to provide initial evaluations and reevaluations, the charter school shall be responsible for conducting such evaluations. However, the AU of the authorizing charter school remains ultimately responsible for ensuring that all such evaluations are conducted following the requirements outlined below.

Citation:

ECEA Rule 4.02(3)(d)
 ECEA Rule 8.02(2)
 ECEA Rule 8.04
 ECEA Rule 8.05
 ECEA Rule 8.06

Special Education Referral and Evaluation Process

The AU assures that:

- The special education referral process is clearly delineated from the building level processes that use universal screenings or the provision of systematic instructional options.
- The AU clearly articulates the differences between the two processes to parents and community.

- Action is taken on special education referrals that are initiated by the parents, using IDEA's definition of parent. Individual(s) may be considered to be a parent(s) if:
 - They are the biological or adoptive parents of a child; or
 - They are a foster parent, unless State law, regulations or contractual obligations with a State or local entity prohibits a foster parent from acting as a parent; or
 - They are a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, but not the State if the child is a ward of the State; or
 - They are an individual acting in the place of a biological or adoptive parent with whom the child lives, or an individual who is legally responsible for the child's welfare; or
 - They are an educational surrogate parent (ESP); or
 - If there is a judicial decree or order that identifies a specific person or persons to act as the "parent" of a child or to make educational decisions on behalf of the child, then such person shall be determined to be the "parent."
 - The biological or adoptive parents when attempting to act as the parents are presumed to be the parents unless the parents do not have legal authority to make educational decisions for the child.

The AU assures that any other interested person who believes that a child is in need of an initial evaluation works with the parents or the appropriate AU or state operated program in order to refer a child for a special education evaluation.

The AU assures that it will act on special education referrals that are initiated by the AU as a result of a building level screening and/or referral process.

The AU considers the special education referral process initiated when one of the following occurs:

- The parent is informed of the special education referral as a result of the building level process or screening and the parent provides written consent to conduct an initial evaluation; or
- The request for an initial evaluation is received from the parent and the parent provides written consent to conduct the initial evaluation.

The AU considers the special education referral process terminated if the parent(s) revokes consent previously granted.

The AU assures that when evaluations are conducted:

- A multidisciplinary team is organized. The team includes CDE licensed professionals who are qualified in the areas to be evaluated and are able to interpret those assessment results. The team must include:
 - At least one teacher or other specialist with knowledge in the area of the child's suspected disability or disabilities;
 - Other qualified professionals, as appropriate;
 - The parent(s) of the child;
 - The child's general education teacher when a specific learning disability is suspected. If the child does not currently have a general education teacher, a general education teacher qualified to teach the child at his/her grade level is included on the team.
- The multidisciplinary team reviews sources of existing evaluation data and, with input from the parent(s), determines if any additional data are necessary to make an eligibility determination. Data sources may include:
 - Observations by teachers and related service providers;
 - Evaluations and information provided by the parent(s);
 - Current classroom-based, local, or State assessments, and classroom based observations;
 - Interviews with parents and additional school staff, including the general education teacher(s);
 - Analysis of district and state assessments results;
 - Review of vision and hearing screenings results;
 - Reports or evaluations that have been provided by outside agencies.
- On the basis of the review, the multidisciplinary team with input from the child's parent(s) identifies what additional data, if any, are needed to determine all areas related to the suspected disability or disabilities and to identify the child's educational needs including, if appropriate:
 - Health;
 - Vision;

- Hearing;
- Social and emotional status;
- General intelligence;
- Academic performance;
- Communicative status;
- Motor abilities.
- When a special education referral is made either by the parent or the AU, the AU:
 - Provides prior written notice to the parent(s).
 - Provides the parents with a copy of the Procedural Safeguards.
 - Obtains written parental consent for the evaluation prior to conducting the evaluation.
 - Documents when the signed written parental consent is received by the AU.
 - Maintains a record of the disposition of each special education referral.
- When the parents request a special education evaluation for their child and the AU does not agree, the AU:
 - Provides prior written notice that includes the AU's rationale for not conducting the evaluation.
 - Provides the parents with a copy of the Procedural Safeguards.

Timelines for Completion of the Initial Evaluation

The AU assures the completion of the initial evaluation process within 60 calendar days, unless:

- The parents of the child fail or refuse to produce the child for evaluation; or
- The child enrolls in a school of another AU or State Operated Program after the relevant timeframe has begun and prior to the previous AU's completing the evaluation process and making the eligibility determination.
 - In this case, the 60 day timeline may be extended by the subsequent AU or SOP if:
 - The subsequent AU/SOP is making sufficient progress to ensure prompt completion of the evaluation; and

- The parent(s) and the subsequent AU/SOP agree to a specific time when the evaluation will be completed.
- If a specific learning disability is suspected, the multidisciplinary team and the parent(s) may determine that more time is needed to assess the student. In such cases, there is a written agreement between the AU and the parent to extend the 60 day evaluation timeline.

Citations:

IDEA 34 CFR §300.9
 IDEA 34 CFR §300.18
 IDEA 34 CFR §300.30
 IDEA 34 CFR §300.300
 IDEA 34 CFR §300.301
 IDEA 34 CFR §300.302
 IDEA 34 CFR §300.304
 IDEA 34 CFR §300.305(a)
 IDEA 34 CFR §300.503
 IDEA 34 CFR §300.504
 IDEA 34 CFR §300.622
 ECEA Rule 2.33
 ECEA Rule 4.01
 ECEA Rule 4.02 (3)
 ECEA Rule 4.02 (4)
 ECEA Rule 4.02 (7)
 ECEA Rule 6.01 (12)
 ECEA Rule 6.02 (3)
 ECEA Rule 6.02 (4)

Evaluation Procedures

The AU assures that:

- A variety of assessment tools and strategies are used in order to gather relevant, functional, developmental and academic information about the child.
- The assessment tools are not racially discriminatory or culturally biased.
- The assessment tools are provided and administered in the child's native language or in a form of communication most likely to yield reliable information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so.
- The assessment tools are used for the purposes for which the assessments were designed; measures are valid and reliable for the demographics of the child; and, assessments are administered by trained and knowledgeable personnel in accordance with the instructions provided by the producer of the assessment.
- The assessments and other evaluation materials include those tailored to assess specific areas of academic need and not merely those that are designed to provide a single intelligence quotient.

- If an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessments are selected and administered to ensure that the assessment results accurately reflect the child's aptitude or achievement level or whatever 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).
- Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated between the evaluation teams from the prior and subsequent schools to ensure prompt completion of full evaluations.
- The evaluation is sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.
- The assessment tools and strategies are chosen to provide relevant information that directly assists persons in determining the educational needs of the child.

Citations:

IDEA 34 CFR §300.304
ECEA Rule 4.02 (4)

Additional Evaluation Procedures and Documentation Requirements for Consideration of Specific Learning Disability

The AU assures that the additional evaluation procedures and the collection of documentation for the evaluation report are completed when a specific learning disability is suspected. The additional evaluation procedures and documentation include:

- Observational information, collected prior to or following the referral for evaluation, that documents the child's academic performance in the area(s) of difficulty. The observational information includes a description of the child's relevant behavior and is conducted in the child's learning environment, including the general education classroom. If the child is less than school age or out of school a member of the multidisciplinary team observes the child in an environment that is appropriate for a child of that age.
- A body of evidence that demonstrates both academic skill deficits(s) and insufficient progress in response to scientific, researched-based interventions(s). This body of evidence includes:
 - Results of diagnostic/prescriptive assessments;
 - Descriptive analysis of the child's classroom work;

- Response-to-intervention progress monitoring data;
- Results of classroom/district/ state assessments.
- Documentation of the child's participation in a process that assesses the child's response to scientific research-based intervention. The documentation may be from an intervention process that occurred prior to the referral process or as part of the referral process. The documentation must include:
 - Instructional strategies used; and
 - Student-centered data collected, including repeated assessments of achievement at reasonable intervals.
- Documentation that the multidisciplinary team considered any educationally relevant medical findings.
- Documentation that the parents(s) were notified of:
 - The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
 - Strategies for increasing the child's rate of learning;
 - Results of repeated assessment of the child's progress.

Citations:

IDEA 34 CFR §300.307(b)
 IDEA 34 CFR §300.309
 IDEA 34 CFR §300.310
 IDEA 34 CFR §300.311(b)
 ECEA Rule 2.08(6)(b)(ii)
 ECEA Rule 4.02 (7)
 CDE (2008). *Guidelines for Identifying Students with specific Learning Disabilities*

Determination of Disability and Eligibility

The AU assures that, upon the completion of the initial evaluation:

- A meeting is held, within a reasonable amount of time after the completion of the evaluation, to determine if the child has a disability and if the child is eligible for special education. The meeting participants must include:
 - At least one teacher or other specialist with knowledge in the area of the child's suspected disability;
 - Other qualified professionals, as necessary;
 - Parent(s) of the child;

- If a specific learning disability is being considered, the child's general education teacher or, if the child is not in school, a general education teacher that is appropriate for the grade level of the child.
- At the discretion of the special education director for the AU of residence, the special education director or designee for the administrative unit of residence.
- The multidisciplinary team interprets the evaluation data for the purpose of determining if a child is a child with a disability and to determine the educational needs of the child. The team draws upon a variety of sources that include:
 - Aptitude and achievement tests;
 - Parent input;
 - Teacher recommendations;
 - Information about the child's physical condition, social or cultural background; and
 - Adaptive behaviors.
- The multidisciplinary team ensures that information obtained from all of these sources is documented and carefully considered.
- The multidisciplinary team including the parent(s) does not identify the child as a child with a disability if any of the following is a primary determining factor in the decision:
 - Lack of appropriate instruction in reading, including the essential components of reading instruction; or
 - Lack of appropriate instruction in math; or
 - Limited English proficiency; or
 - If the child does not otherwise meet eligibility criteria.
- When there is a determination of specific learning disability, the multidisciplinary team certifies in writing that this is the conclusion of the team. If a member of the team does not agree with this determination, a separate statement presenting the member's conclusion is submitted and maintained in the child's records.
- Upon determination of eligibility, the AU obtains informed written parental consent for the initial provision of special education and related services.

- The IEP team, which includes the parent, develops an IEP for the child, if the child is determined to have a disability, is eligible for special education and written parental consent has been obtained for the initial provision of services. The IEP is developed either:
 - At the same meeting as the eligibility determination; or
 - Within 30 calendar days of determining eligibility.
- When the determination of eligibility and disability occur at a meeting separate from the IEP meeting, the AU maintains a record of the meeting which includes a statement of the child's disability and the criteria utilized to determine eligibility.
- The AU provides a copy of the evaluation report to the parent(s) at no cost.
- Prior written notice is provided to the parent(s) of the team's determination of disability and eligibility or of its determination that the child is not a child with a disability and is not eligible for special education and related services.
- The AU uses the State eligibility criteria, outlined below, to determine whether the child is a child with disability.
- If a parent(s) refuses to provide consent for the provision of special education and related services or revokes consent previously granted for the provision of special education and related services, the AU will:
 - Not employ any due process procedures to obtain agreement or a ruling that the services be provided to the child.
 - Not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with special education and related services for which the parent refuses to or fails to provide consent.
 - Not be required to convene an IEP team meeting or develop an IEP.
- The AU assures that when the parent(s) revokes consent in writing for the provision of special education and related services for their child, subsequent to the initial provision of services, the AU will:
 - Provide prior written notice to the parent(s), according to the rules for prior written notice, prior to the termination of special education and related services;

- No longer continue to provide special education and related services;
- Not employ dispute resolution procedures to obtain agreement or a ruling that special education and related services be provided;
- Not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and,
- Not be required to convene an IEP meeting or develop an IEP for further provision of special education and related services.
- Not be required to amend the child's educational records to remove any reference to the child's receipt of special education and related services.

Citations:

IDEA 34 CFR §300.300 (b)
 IDEA 34 CFR §300.306
 IDEA 34 CFR §300.307
 IDEA 34 CFR §300.308
 IDEA 34 CFR §300.311 (b)
 IDEA 34 CFR §300.322(a)
 IDEA 34 CFR §300.323(c)(1) and (2)
 IDEA 34 CFR §300.503
 ECEA Rule 4.01
 ECEA Rule: 4.02(6)- (8)
 ECEA Rule 4.03 (1)(d)(i)
 ECEA Rule 6.02(3)

Criteria for the Determination of a Disability

The AU assures that determination of a disability or disabilities is based upon ECEA criteria and uses these disability categories:

The criteria for each disability category are identified in Appendix A of this document.

- Autism Spectrum Disorder;
- Deaf-Blindness;
- Developmental Delay;
- Hearing Impairment, including Deafness;
- Infant with a Disability;

- Intellectual Disability;
- Multiple Disabilities;
- Orthopedic Impairment;
- Other Health Impaired;
- Serious Emotional Disability;
- Specific Learning Disability;
- Speech or Language Impairment;
- Traumatic Brain Injury;
- Vision Impairment, including Blindness.

Citation:

IDEA 34 CFR §300.8
 IDEA 34 CFR §300.25
 ECEA Rule 2.08

Reevaluation Process

The AU assures that a special education reevaluation occurs for all identified and eligible children ages three through twenty-one:

- At least every three years to determine the child's continued eligibility for special education and to determine the nature and extent of the special education and related services that the child needs, unless the parent and the AU agree that a reevaluation is unnecessary.
- A reevaluation does not occur more than once a year, unless the parent and the AU agree otherwise.
 - If the AU does not agree with the parent's request for a reevaluation, the AU provides Prior Written Notice to the parent to inform him/her that the AU refuses to reevaluate the child, and provides the rationale for this decision.
- When the AU determines that the educational or related services needs, including improved academic achievement and functional performance of the child, warrant a reevaluation.

- When there is consideration of changing the disability category.
- When the AU suspects that a child is no longer eligible for special education and related services.
- When the AU considers making a significant change in placement (see change of placement in IEP section);

The AU assures that prior to a reevaluation:

- Prior written notice is provided to the parent(s);
- Written consent to conduct the evaluation is obtained from the parent(s)
 - If the parent denies consent for a reevaluation, the AU may decide to:
 - Use consent override procedures including mediation and due process;
 - Not pursue the reevaluation;
 - Use existing data sources for the reevaluation.
 - If the parent does not respond to the request for consent for reevaluation, the AU maintains evidence that it has made reasonable efforts to obtain the consent and the parent did not respond.
 - The AU has a process to determine whether to proceed with the reevaluation.

The AU assures that, when the IEP team conducts the reevaluation, the team:

- Reviews existing evaluation data about the child including—
 - Evaluations and information provided by the parents of the child;
 - Current classroom-based, local, or state assessments, and classroom based observations;
 - Observations by teachers and related services providers; and
- On the basis of that review and input from the child's parents, identifies what additional data, if any, are needed to determine:
 - Whether the child continues to have a disability;
 - Whether the child continues to need special education and related services; and
 - The educational needs of the child.
- In addition, the team reviews:

- The child's present levels of academic achievement;
 - Related developmental needs of the child; and
 - Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals and to participate, as appropriate, in the general education curriculum.
- The team administers any other evaluations or conducts any new evaluations as necessary, with the consent of the parent(s).

Requirements when no additional data are needed

The IEP team, which includes the parent(s) and other qualified professionals, as appropriate, may determine that no additional data are needed to determine the child's continuing eligibility for special education and related services. In such a situation, the IEP team:

- Provides prior written notice to the child's parents of that determination and the reason for the determination; and
- Informs the parents that they have the right to request an evaluation for their child in order to determine if their child continues to be a child with a disability and to determine the child's educational needs.

The AU does not evaluate a child with a disability when the child's eligibility is terminated due to graduation from secondary school with a regular diploma or due to exceeding the age of eligibility for FAPE. In these circumstances the AU provides the child with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the child in meeting postsecondary goals.

Citations:

IDEA 34 CFR §300.300 (c)
 IDEA 34 CFR §300.303
 IDEA 34 CFR §300.304
 IDEA 34 CFR §300.305
 IDEA 34 CFR §300.306
 ECEA Rule 4.02(5); (6)

Section 4

Free Appropriate Public Education (FAPE)

The AU assures that:

A free appropriate public education is available to all children residing in the AU between the ages of 3 and 21, including children with disabilities who have been suspended or expelled from school as described in Section 6.

The obligation to make FAPE available to each child with a disability begins no later than the child's third birthday and an IEP shall be in effect for each eligible child by that date.

If the child's third birthday occurs during the summer, the IEP Team determines the date when services begin as soon after the child's third birthday as is practical.

FAPE is available to children with disabilities who need special education and related services, even when a child has not failed or been retained in a course or grade and is advancing from grade to grade.

The AU acknowledges that it does not have an obligation to provide FAPE to

- Children who do not meet Colorado's age requirements for FAPE;
- Children who are home schooled;
- Children who are parentally placed in private schools;
- Children incarcerated in adult correctional facilities; and
- Children with disabilities who have graduated from high school with a regular diploma.

Citations:

IDEA 34 CFR §300.101
IDEA 34 CFR §300.102
ECEA Rule 5.01(a)(b)

Section 5

Individualized Education Programs (IEPs)

IEP Timelines

The AU assures that:

- An initial IEP:
 - Is developed for a child within 30 calendar days of the determination of special education eligibility; but
 - For evaluations where Specific Learning Disability is suspected and an extension to the evaluation process was given consent by the parent(s), not more than 90 calendar days from the date that parental consent was obtained to conduct the initial evaluation.
- The IEP is in effect for all eligible students at the beginning of every school year.
- IEP meetings to review and revise each child's IEP and to determine the child's placement are initiated and conducted at least once every 365 days.
- The specific special education and related services, accommodations, modifications, and supports are implemented for the child as soon as possible after the IEP has been developed.
- Following a reevaluation, a meeting is held within a reasonable period of time to discuss the reevaluation of the child to determine if the child continues to be eligible for special education and/or to identify all of the child's special education and related services needs.

Citations:

IDEA 34 CFR §300.323(a)(c)
IDEA 34 CFR §300.324(b)
ECEA Rule 4.02(6)(a)(ii)
ECEA Rule 4.03 (1)(a)
ECEA Rule 4.03 (1)(d)(i)
ECEA Rule 4.03 (3)

IEP Team Members and Team Member Responsibility

Obligation for parent participation

The AU assures that the parent(s) of a child with a disability is afforded the opportunity to participate in meetings with respect to:

- The identification, evaluation and educational placement of the child; and
- The provision of FAPE to the child.

The AU meets its obligation to assure parent participation by:

- Notifying the parent(s) of the meeting sufficiently in advance of the scheduled time so that the parent(s) has an opportunity to attend.
- Scheduling the meeting at a mutually agreed upon time and place;
- Stating the purpose, time, and location of the meeting and indicating who will be in attendance at the meeting on the Notice of Meeting.
- Providing for interpreters or translators, at no cost to the parent(s), to ensure that the parent(s) understand the proceedings of the IEP meeting;
- Encouraging the parent(s)'s input with regard to the child's present levels of performance, need for instructional accommodations reflected in the assessment participation, strengths and needs, goals, and least restrictive environment.
- Suggesting arrangements that would allow the parent(s)'s participation via phone or other alternate meeting methods, if the parent(s) is not able to attend the meeting in person.

If the parent(s) does not respond to the Notice of Meeting, the AU maintains evidence of the AU's attempts to arrange a meeting at a mutually agreed upon time and place, such as:

- Detailed records of telephone calls made or attempted and the results of the calls;
- Copies of correspondence sent to the parents and any responses received;
- Detailed records of visits made to the parent(s)'s home or place of employment and the results of those visits.

Citations:

IDEA 34 CFR §300.322
IDEA 34 CFR §300.327
IDEA 34 CFR §300.328
IDEA 34 CFR §300.501(b)
ECEA Rule 4.03(7)

Requirements and Responsibilities for Other IEP Team Membership

The AU also includes as part of the IEP team:

- The child, when appropriate;
- At least one general education teacher of the child, if the child is or may be participating in the general education environment. The general education teacher participates to the extent appropriate in the development of the IEP, including the determination of:
 - Appropriate positive behavioral interventions, supports and other strategies for the child;
 - Supplemental aids and services;

- Program modifications; and
- Support for school personnel.
- At least one special education teacher(s) and/or special education provider(s) of the child;
- The Director of Special Education or designee who is knowledgeable about the availability of resources of the AU and has the authority to commit those resources;
- Individual(s) who can interpret the instructional implications of evaluation results, as necessary;
- Others at the discretion of the AU or parent(s), including professionals who have knowledge or special expertise regarding the child. The determination of knowledge and special expertise is made by the party (the parent(s) or the AU) who invites the individual to be a member of the IEP team.
- 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 when the purpose of the meeting is the consideration of postsecondary goals for the child and transition services needed to assist the child in reaching those goals, the AU includes the following individuals:
 - The student.
 - If the student is unable to attend, the AU takes other steps to consider the student's preferences and interests.
 - A representative of any participating agency that is likely to be responsible for providing or paying for transition services, to the extent appropriate, but only if there is consent from the parents, or if the student has reached the age of majority, the consent of the student.
- The Director of Special Education or designee of the AU of residence if the meeting involves transition planning between Part C (infant/toddler) to Part B (ages 3 and older) services.
- The Part C service coordinator or other representative of the Part C system, if requested by the parent, to assist with smooth transition from Part C services to Part B services.
- A representative of an approved facility school, if the child has been publically placed at an approved facility school. If the representative is unable to attend, his or her participation is ensured by providing an alternative means of participation.
- If the AU of residence is not responsible for a meeting, the AU of attendance or SOP provides timely notification of the IEP meeting to the Special Education Director or designee for the AU of residence. The notification shall be provided

at the same time and in the same manner that the parent is notified of the meeting.

- A required IEP Team member (the regular education teacher of the child, a special education teacher of the child, an individual who can interpret the instructional implications of evaluation results) may be excused from attending an IEP meeting if:
 - The parent provides consent in writing and the AU also consents to the excusal; and
 - The excused member submits in writing to the parent and the IEP team input into the development of the IEP prior to the meeting.
- The AU does not allow for the excusal of the Special Education Director of the AU or designee at any IEP meeting.
- Each general education teacher, related service provider and any other services provider or school personnel, who are responsible for IEP implementation, has access to the child's IEP and is informed of:
 - His or her specific responsibilities related to implementing the child's IEP; and
 - The specific accommodations, modifications and supports that must be provided for the child in accordance with the child's IEP.

Citations:

IDEA 34 CFR §300.321
IDEA 34 CFR §300.323 (d)
IDEA 34 CFR §300.324(a)(3)(i)-(ii)
ECEA Rule 4.02 (6) (b)
ECEA Rule 4.03(1)(e)
ECEA Rule 4.03(5)(a)(b)(c)

Requirements for the Development of the IEP

The AU assures that the IEP team develops every IEP based upon the consideration of:

- The strengths of the child;
- The input, including any concerns, of the parent for enhancing the education of his/her child;
- The results of the initial or most recent evaluation of the child;
- The academic, developmental, and functional needs of the child; and
- The following special factors:
 - The use of positive behavioral interventions, if the child's behavior impedes the child's learning or that of others.

- The language needs of the child, if the child is limited English proficient, as those needs relate to the IEP.
- Instruction in Braille and the use of Braille, if the child is blind or visually impaired, unless the IEP team determines, after evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including the child's future needs for instruction in Braille, that the use of Braille is not appropriate for the child.
- The consideration of the communication needs of the child and, if the child is hard of hearing or deaf:
 - The child's language and communication needs;
 - Opportunities for direct communication with peers and adults in the child's communication mode; and
 - The need for direct instruction in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.
- Any need for assistive technology devices or services.

The AU assures that, when determined necessary, assistive technology devices or services:

- Are made available to a child with a disability if required as part of the child's special education, related services or supplementary aids and services; and
- The use of school-purchased assistive technology devices in a child's home or in other settings is provided when the child's IEP team determines that the devices are necessary in order for the child to receive FAPE.

The AU assures that every IEP written for a child with a disability includes:

- Statement(s) of the child's present levels of academic achievement and functional performance, including statement(s) of how the child's disability affects the child's involvement and progress in the general education curriculum.
- A statement(s) for preschool children about how the disability affects the child's participation in appropriate activities.
- Statement(s) of measurable annual goal(s), including academic and functional goal(s) that are designed to meet the child's needs to enable the child to be involved in and make progress in the general education curriculum.
- Inclusion of additional goal(s), as appropriate, to meet each of the child's other educational needs that result from the child's disability.

- A description of benchmark(s) or short-term objective(s), if the child is to take alternate assessments that are aligned to alternate achievement standards.
- A description of how progress on the annual goal(s) and benchmark(s) will be measured and how often the progress will be provided.
- Statements that identify the special education and related services and supplemental aids and services, based on peer-reviewed research to the extent practicable that will be provided for the child, as well as statements of program modifications or supports from school personnel that will enable the child to:
 - Advance appropriately toward attaining the annual goals;
 - Be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities;
 - Be educated with peers with and without disabilities; and
 - An explanation of the extent to which the child will not participate with children without disabilities in the regular class and in other activities;
 - Receive individual accommodations that are necessary to measure the child's academic achievement and functional performance on state and district wide assessments.
- Statement(s), if appropriate, that provide rationale for the child's need to take alternate assessments, including:
 - Information that documents why the child cannot participate in regular assessment;
 - Information that documents that the child meets criteria for instruction on expanded benchmarks; and
 - Documentation that the alternate assessment is appropriate for the child.
- The projected date for the beginning of the services and the anticipated frequency, location and duration of those services and modifications.
- 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, the IEP includes statements that address the student's transition needs including:
 - Appropriate measureable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
 - Description of transition services, including courses of study, needed to assist the student in reaching those goals.
- A statement on the IEP for students who are a year from reaching the age of majority (21 years), verifying that the student has been informed of the student's rights under Part B of the Act.

- A Communication Plan is developed for children who are hearing impaired. The plan includes:
 - A statement that identifies the child's primary communication mode as one or more of the following:
 - Aural,
 - Oral,
 - Speech-based,
 - English based Manual or sign system
 - American sign language
 - A statement that there is no denial of opportunity for instruction in a particular mode based on:
 - Residual hearing,
 - The parents' inability to communicate in the child's communications mode or language, or
 - The child's experience with another mode of communication or language.
 - A statement documenting that an explanation was given of all educational options available to the child.
 - A statement documenting that the IEP team considered the availability of deaf/hard of hearing adult role models and a deaf/hard of hearing peer group of the child's communication mode or language.
 - Statements that document the communication-accessible academic instruction, school services and extracurricular activities that the student will receive.
- The AU assures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

The AU assures that the teachers, interpreters and other specialists delivering the communication plan to the child have demonstrated proficiency in, and are able to accommodate for, the child's primary communication mode or language.

- A Learning Media Plan is developed for children who are visually impaired. The plan:
 - Is based on a comprehensive assessment of the child's learning and literacy modalities completed by a licensed teacher in the area of visual impairment.
 - Identifies Braille as the literacy medium unless the child's IEP team determines that instruction in Braille is not appropriate.
 - Includes the following:

- A statement of how the selected learning and literacy mode(s) will be implemented as the child's primary or secondary mode for achieving literacy and why such mode or modes have been selected.
- A statement of how the child's instruction in the selected learning and literacy mode(s) will be integrated into educational activities.
- Statements that define:
 - ♦ Date instruction will begin;
 - ♦ Amount of time to be dedicated to each learning and literacy mode; and
 - ♦ The service provider responsible for each area of instruction.
- Level of competency in each selected learning and literacy mode(s) which the child will achieve by the end of the period covered by the IEP.

The AU assures that the teachers for students who have visual impairments are licensed and endorsed in the area of Visual Impairment and have demonstrated competency in reading and writing literacy Braille per the guidelines developed by the Colorado Department of Education.

The AU assures that a copy of the IEP is given to the parent at no cost.

Citations:

IDEA 34 CFR §300.105
 IDEA 34 CFR §300.113
 IDEA 34 CFR §300.320(a)
 IDEA 34 CFR §300.322(f)
 IDEA 34 CFR §300.324
 ECEA Rule 4.03(6)
 ECEA Rule 5.01(1)(m)
 ECEA Rule 5.01(1)(e)

Extended School Year

The AU assures that extended school year services are provided when the IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. In implementing these requirements, the AU does not:

- Limit extended school year services to particular categories of disability; or
- Unilaterally limit the type, amount, or duration of the services.

Citations:

IDEA 34 CFR §300.106
 ECEA Rule 5.01(1)(f)

Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices

The AU assures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

The AU assures that the external components of surgically implanted medical devices are functioning properly.

For a child with a surgically implanted medical device who is receiving special education and related services under this part, the AU is not responsible for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

Citations:

IDEA 34 CFR §300.113
ECEA Rule 5.01(1)(m)

Educational Placement Decisions and Least Restrictive Environment (LRE) Requirements

The AU determines the educational placement and LRE for children with disabilities so that the child is removed from the general education setting to special classes or a separate school only if the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved.

The AU has a continuum of alternative placements available to meet the needs of children with disabilities for special education and related services that includes placements in:

- General education classes;
- Special classes;
- Special schools;
- Home instruction;
- Instruction in hospitals and/or institutions.

The AU also assures that it provides supplementary services in conjunction with general class placement, as necessary and appropriate.

The AU assures that the decision of educational placement and the LRE made for a child with a disability, including a preschool child with disabilities, is based upon:

- The consideration of the maximum extent appropriate to which the child can be educated with children without disabilities;
- The consideration of special classes, separate schooling, or other removal of a child with a disability from the general education environment occurs only if the nature and severity of the disability is such that the education in general classes

with the use of supplementary aids and services cannot be achieved satisfactorily;

- Consideration of any potential harmful effect the selected LRE may have on the child, including the effects on the quality of service; and
- The need to remove a child with a disability from education in age-appropriate general education classes is not based solely on the needed modifications in the general education curriculum.

The AU assures that the educational placement and LRE is:

- Determined at least annually by a group of persons, including the parents, and others who are knowledgeable about the child;
- Based upon the IEP;
- Provided in the child's home school or school in which the child would be educated if without an educational disability, unless the IEP of the child requires a different setting;
- As close to the child's home as possible, if there is a different setting for the child; and

The AU assures that in selecting the LRE, consideration is given to any potential harmful effects on the child or on the quality of services that he or she needs.

The AU assures that a child with a disability is not removed from education in age-appropriate regular classrooms solely because of the needed modifications in the general education curriculum.

Citations:

IDEA 34 CFR §300.114
IDEA 34 CFR §300.115
IDEA 34 CFR §300.116
IDEA 34 CFR §300.327
IDEA 34 CFR §300.501(c)
ECEA Rule 4.03(8)
ECEA Rule 5.01(2)(c)

Non Academic Settings

The AU assures that it takes steps to ensure that children with disabilities have available to them the variety of educational programs and services available to children without disabilities including art, music, industrial arts, consumer and homemaking education, and vocational education.

The AU assures that:

- Each child with a disability participates with children without disabilities in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

- Nonacademic and extracurricular services and activities include, but are not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the AU and assistance in making outside employment available.
- The child with a disability has the supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in nonacademic settings.

The AU assures that:

- Physical education services, specially designed if necessary, is made available to every child with a disability receiving FAPE in the same manner that physical education services are available to students without disabilities.
- Each child with a disability is afforded the opportunity to participate in the regular physical education program available to children without disabilities unless—
 - The child is enrolled full time in a separate facility; or
 - The child needs specially designed physical education, as prescribed in the child's IEP.
- Specially designed physical education is prescribed in a child's IEP; the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

The AU is responsible for the education of a child with a disability who is enrolled in a separate facility and is required to ensure that the child receives appropriate physical education services in compliance with this section.

Citations:

IDEA 34 CFR §300.114
 IDEA 34 CFR §300.117
 ECEA Rule 5.01(2)(a)(d)

Change of Placement

The AU assures that parent(s) of a child with a disability are members of any group that makes decisions on the education placement of their child, including decisions to change the child's placement, as that term is defined under the Colorado ECEA Rule 4.03(8)(b).

A significant change in placement means:

- The placement or referral to a private school or approved facility school by the AU; or
- The addition or termination of an instructional or related service; or
- Changing the eligibility status of the child; or
- Any change which would result in the following:
 - The child having different opportunities to participate in nonacademic and extracurricular services.
 - A new placement option that is a change in the educational environmental categories or setting codes., as defined by the U.S. Department of Education
 - The child's transfer from a brick and mortar school to an on-line program or vice versa. The AU for the entity sponsoring the on-line program is responsible for conducting the reevaluation and convening the IEP Team to determine whether the on-line program is an appropriate placement for the child.

The AU assures that when a significant change of placement is considered, the AU:

- Provides the parents with prior written notice for the evaluation;
- Obtains parental consent for evaluation; and
- Conducts a reevaluation.
 - If the parent(s) does not consent to a reevaluation the AU:
 - Uses existing data sources for the reevaluation; or
 - Uses consent override procedures including mediation and due process.
- Assures that changes are made only by an IEP Team with the addition of those persons conducting the reevaluation unless the parent and the AU or SOP mutually agree to change the IEP.
- Provides the parent(s) with prior written notice before implementing the changes.

A non-significant change in placement means:

- Altering the child's educational program, such as changing the amount of a given service, but not to the extent that the educational setting code and the program change (significantly).

The AU assures that when a non-significant change in placement is considered, the AU:

- Issues prior written notice of the changes to the parent(s), before the implementation of the changes.
- Does not require parental consent to implement the changes.
- Does not require a reevaluation.

Citations:

IDEA 34 CFR §300.327
ECEA Rule 4.03 (8)(b)

Amendments and Revisions to the IEP

The AU assures that IEP team meetings will be consolidated to the extent possible. The AU assures that the general education teacher, to the extent appropriate, participates in the review and revision of the child's IEP.

- The AU assures that amendments to the IEP are made by holding a meeting with the entire IEP team to amend or modify the IEP or if changes are made to a child's IEP after the annual IEP review meeting, the parent(s) of a child with a disability and the AU may agree not to convene an IEP team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.
- The AU assures that decisions are made by an IEP team, unless there is written agreement between the parent and the AU that changes can be made to the IEP, after the annual IEP meeting. Under such circumstances, the AU assures that the agreed-upon changes to the IEP are made in writing and all members of the IEP team are informed of the changes.
- A copy of the written IEP change(s) is provided to the parent(s) upon request.

The AU assures that a child's IEP is reviewed:

- Periodically, but not less than annually (at least every 365 days), to determine whether the annual goals for the child are being achieved; and
 - Revises the IEP, as appropriate to address:
 - A lack of expected progress toward the child's annual goals and in the general education curriculum;
 - Results of any reevaluation that has been conducted;
 - Information about the child provided to or by the parent(s);
 - Anticipated needs of the child;
 - Other matters.
 - In addition the IEP team ensures that all other requirements for IEP development are met.

- If a participating agency or other public agency fails to provide the transition services that have previously been agreed upon in the child's IEP, the IEP team reconvenes to identify alternative strategies to meet the established transition objectives.

Citations:

IDEA 34 CFR §300.324 (a)(4)(5)(6)

IDEA 34 CFR §300.324 (b)(c)

ECEA Rule 4.03(2)(d)(e)(f)(g)(h)

Requirements Prior to the Implementation of the IEP or Changes to the IEP

The AU provides prior written notice to the parent(s) of a child with a disability before the AU:

- Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
- Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

The written notice includes:

- A description of the action proposed or refused;
- An explanation of why the action was proposed or refused;
- A description of each evaluation procedure, assessment, record, or the report that was used as a basis for the proposed or refused action;
- A statement that the parent(s) have protection under the procedural safeguards and the means by which a copy of the procedural safeguards can be obtained.
- Sources for parent(s) to contact to obtain assistance in understanding the proposed or refused actions of the AU; and
- A description of other factors relevant to the AU's proposal or refusal.

The AU assures that the prior written notice is:

- Written in language that is understandable by the general public.
- Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
 - If the native language or other mode of communication of the parent is not written language, the AU takes steps to ensure that :
 - The parent understands the contents of the notice; and
 - There is written evidence that these requirements have been met.

Citations:
IDEA 34 CFR §300.503
ECEA Rule 6.02 (3)

Transfer Students

The AU assures that when a child transfers into the AU from another public agency within the state and has an IEP in effect:

- The AU, in consultation with the parent(s), provides FAPE to the child including services comparable to those described in the child's IEP from the previous public agency until the AU either:
 - Adopts the child's IEP from the previous agency; or
 - Develops, adopts, and implements a new IEP that meets the applicable requirements of IEP development.

The AU assures that when a child transfers into the AU from another public agency outside of the state and has an IEP in effect:

- The AU, in consultation with the parents, provides FAPE to the child including services comparable to those described in the child's IEP from the previous public agency until the AU:
 - Conducts an evaluation, if determined to be necessary by the AU; and
 - Develops, adopts and implements a new IEP, if appropriate, that meets all applicable requirements of evaluation and IEP development.

Citations:
IDEA 34 CFR §300.323 (e)-(f)
ECEA Rule 4.03 (1) (f)-(g)

Section 6

Confidentiality of Information, Procedural Safeguards and Dispute Resolution Processes for Parents and Children

Confidentiality of Information

The AU protects the confidentiality of any personally identifiable data, information, and records collected or maintained by the AU by:

- Obtaining parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies, unless the information is contained in education records and disclosure is authorized without parental consent under 34 CFR Part 99.
 - The AU does not obtain parental consent to share personally identifiable information for the purposes of reporting required data to the State or Federal agencies or for the purposes of CDE monitoring.
- Obtaining parental consent or the consent of an eligible child who has reached the age of majority, prior to disclosing personally identifiable information to officials of participating agencies providing or paying for transition services.
- Obtaining parental consent, or the consent of an eligible child who has reached the age of majority, prior to disclosing personally identifiable information to a private school in which the child is enrolled.
- Maintaining for public inspection, a current listing of the names and positions of those employees within the AU who may have access to personally identifiable information.
- Maintaining confidentiality of personally identifiable information at collection, storage, disclosure and destruction of records.
- Assuring that person(s) are trained and identified to be responsible for maintaining the confidentiality of personally identifiable information.
- Identifying one official responsible for ensuring the confidentiality of any personally identifiable information.
- Informing the parent(s) when personally identifiable information collected, maintained or used, is no longer needed to provide educational services and that records may be destroyed.

The AU assures that it destroys the information at parental request, if it is no longer needed to provide education services; however, the child's name, address, phone number, grades, attendance record, classes completed, grade level and year completed may be maintained without limitation.

Citations:

IDEA 34 CFR §300.520
IDEA 34 CFR §300.611(c)
IDEA 34 CFR §300.622
IDEA 34 CFR §300.623
IDEA 34 CFR §300.624
ECEA Rule 6.01(12)
ECEA Rule 6.01(13)
ECEA Rule 6.01(14)
ECEA Rule 6.02 (9)

Parental Rights to Inspect Records

The AU assures that the parent(s) have the right to inspect and review their child's education records, as this term is defined in IDEA and FERPA, including:

- Opportunities to inspect and review all education records with respect to:
 - The identification of their child for special education and related services;
 - The evaluation of their child;
 - The educational placement of their child;
 - The provision of FAPE to their child.
 - Ensuring that if an educational record includes information on more than one child, the parent(s) of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
- The right to a response from the AU to reasonable requests for explanations and interpretations of the records;
- The right to request that the AU provide copies of the records containing the information, if failure to provide those copies would effectively prevent the parent(s) from exercising the right to inspect and review the records;
- The right to have a representative of the parent(s) inspect and review the records;
- Giving the parent(s) access to their child's records without undue delay and before any meeting regarding an IEP or a hearing or resolution session, and in no case more than 45 calendar days after the request has been made;

- Maintaining a record of access, that includes:
 - The name of the party;
 - The date of review; and
 - The purpose of review.
- Providing the parent(s), upon request, a list of the types and locations of education records collected, maintained, or used by the AU;
- Not charging the parent(s) a fee to search for or to retrieve records;
- Not charging the parent(s) a fee for copies of their child's educational records, if the charging of a fee for records would effectively prevent the parent(s) from exercising their right to inspect and review records;
- If the parent(s) requests an amendment of the records based upon their belief that the information in the educational records is inaccurate, misleading or violates the privacy or rights of the child, the AU will:
 - Make a decision to amend or refuse to amend records within a reasonable period of time of the receipt of the request.
 - If the AU decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to a hearing.
 - If the AU decides to amend the information in accordance with the request, it informs the parent(s) of any changes to the records in writing.
- The AU, upon request, provides an opportunity for a hearing to challenge information in education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.
- If, as a result of a hearing, the AU decides that the records are to be amended, the AU:
 - Amends the records accordingly.
 - Informs the parent(s) of any changes to the records in writing.
- If, as a result of a hearing, the AU decides that the records are not inaccurate and will not be amended, the AU:

- Informs the parent(s) of their right to place in the records a statement commenting on the information or the reasons for disagreement.
- Ensures that parent(s)'s comments become part of the child's records.
- Any explanation placed in the records of the child must be maintained by the AU as part of the records of the child as long as the record or contested portion is maintained by the AU; and
- If the records of the child or the contested portion of the records are disclosed by the AU to any party, the explanation must also be disclosed to the party.

If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services

- because of the revocation of consent.

Citations:

IDEA 34 CFR §300.501(a)
 IDEA 34 CFR §300.613
 IDEA 34 CFR §300.614
 IDEA 34 CFR §300.615
 IDEA 34 CFR §300.616
 IDEA 34 CFR §300.617
 IDEA 34 CFR §300.618
 IDEA 34 CFR §300.619
 IDEA 34 CFR §300.620
 IDEA 34 CFR §300.624
 IDEA 34 CFR §300.625
 ECEA Rule 6.01 (3)(5)(6)(7)(8)(9)(10)(15)
 ECEA Rule 6.02 (1)
 ECEA Rule 7.01 (d)

Transfer of Parental Rights

The AU assures that when the parental rights are transferred to the child, the AU:

- Provides prior written notice to both the child and the parent(s).
- Ensures that all rights accorded to the parent(s) under Part B of the Act transfer to the child, unless the child had been determined not competent.

Citations:

IDEA 34 CFR §300.520
 ECEA Rule 6.02(9)

Independent Educational Evaluation

The AU assures that:

- Upon request for an independent educational evaluation (IEE) by a parent, the parent will be given information about where an IEE may be obtained and information about the AU's criteria, which includes:
 - That the IEE must be conducted by a qualified examiner who is not employed by the AU.
 - That the evaluation must meet the same criteria as the AU's evaluation in terms of the location of the evaluation and the qualifications of the examiner, as when the AU initiated the evaluation, to the extent those criteria are consistent with the parent's right to an IEE.
 - No cost to the parent, if the parent has disagreed with the evaluation completed by the AU.
- If the parent requests an IEE at public expense, the AU will, without delay, either:
 - Ensure that an IEE is provided at the AU's expense; or
 - File a due process complaint to request a hearing to show that the AU's evaluation is appropriate.
- An IEE is at the AU's expense except when:
 - The IEE is not conducted by a qualified examiner; or
 - A final decision by a hearing officer states that the AU's evaluation is appropriate; or
 - Parents are requesting more than one IEE per AU evaluation.
- In the case of a parent initiated evaluation(s) the AU will:
 - Consider the evaluation in any decision made with respect to the provision of FAPE, as long as the evaluation meets the AU's criteria.

Citations:

IDEA 34 CFR §300.502
ECEA Rule 6.02 (2)

Prior Written Notice and Content of Prior Written Notice

The AU assures that prior written notice will be issued to parents:

- When the AU proposes to initiate or change the identification, evaluation, educational placement of the child or the provision of FAPE to the child.
- When the AU refuses to initiate or change the identification, evaluation, educational placement or the provision of FAPE to the child.

The AU assures that the content of the prior written notice will include:

- A description of the action proposed or refused by the AU.
- An explanation of why the AU proposes or refuses to take the action.
- A description of each evaluation procedure, assessment, record or report the AU used as a basis for the proposed or refused action.
- A statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained.
- Sources for parents to contact to gain assistance in understanding the content of the prior written notice.
- A description of other options that the IEP team considered and the reasons those options were rejected.
- A description of other factors relevant to the AU's proposal or refusal.

The AU assures that the prior written notice is written in language understandable to the general public and—

- Is provided in the native language or communication mode of the parent, unless it is not feasible to do so.
 - If the native language or other mode of communication of the parent is not a written language, the AU takes steps to ensure that:
 - The parent understands the contents of the notice; and
 - There is written evidence that these requirements have been met.

Citation:
IDEA 34 CFR §300.503
ECEA Rule 6.02 (3)

Procedural Safeguard Notice

The AU assures that a copy of the Procedural Safeguards is made available to parents of a child with a disability one time per school year. A copy is also given to parents:

- Upon initial referral or parent request for an evaluation;
- Upon the receipt of the first State complaint or first due process complaint of the school year;
- On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct;
- Upon request by the parent.

The AU assures that the contents of the procedural safeguards include a full explanation of:

- Independent educational evaluations.
- Prior written notice.
- Parental consent and revocation of consent.
- Access to education records.
- Opportunity to present and resolve complaints through the due process complaint and State complaint procedures including:
 - The time period in which to file a complaint.
 - The opportunity for the AU to resolve the complaint.
 - A description of the difference between the State complaint procedures and due process complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
- The availability of mediation.
- The child's placement during the pendency of any due process complaint.
- Procedures for students who are subject to placement in an interim alternative educational setting.
- Requirements for unilateral placement by parents of children in private schools at public expense.
- Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations.
- Civil actions, including the time period in which to file those actions.
- Attorneys' fees.

The AU assures that the Procedural Safeguards are:

- Written to be understood by the general public;
- In the native language or other mode of communication used by the parent(s), unless it is clearly not feasible to do so.
 - If the parents' native language or other mode of communication is not a written language the AU takes steps to ensure that the Procedural Safeguards Notice is translated orally or by other means to the parent(s) in his or her native language or other mode of communication, so that the parent understands the content of the notice. The AU assures that there is written evidence that the above requirements have been met.

Citations:

IDEA 34 CFR §300.503
 IDEA 34 CFR §300.504
 ECEA Rule 6.02 (4)

Dispute Resolution Processes

Mediation

Mediation is one of the Dispute Resolution options. The AU adheres to the following conditions:

- Participation is a voluntary process.
- The mediation process is not used to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under Part B of the IDEA.
- The mediation is provided by the CDE and at no cost to the parent(s).
- All discussions taking place during the mediation are confidential with the understanding and agreement that discussions will not be used as evidence in any subsequent due process or civil proceedings.
- When disputes are resolved through the mediation process, the AU, and the parent(s), execute a legally binding agreement that sets forth the resolution.
- The AU may choose to establish procedures to offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to the and parents, with a disinterested party who:
 - Is under contract with an appropriate alternative dispute resolution entity, parent training and information center or community parent resource center in the State; and

- Would explain the benefits of, and encourage the use of, the mediation process to the parents.

Citations:

IDEA 34 CFR §300.506

ECEA Rule 6.02 (6)

Due Process Complaints and Appeals

The AU assures that upon the filing of a due process complaint, either by the parent(s) or by the AU that:

- The due process complaint remains confidential.
- If the AU or the parent files a due process complaint, the AU informs the parent of any free or low-cost legal services and other relevant services available in the area.
- The AU provides prior written notice to the parent within 10 days of receiving a due process complaint, if one has not been previously issued. The content of the prior written notice is consistent with the content described in the Prior Written Notice and Content of Prior Written Notice subsection of Section 5 of this document.
- Upon receipt of the first due process complaint filed by the parent(s) in a school year, the AU provides the parent(s) with a copy of the procedural safeguards.
- If the AU files a due process complaint, a copy is provided to the CDE at the same time the due process complaint is filed with the opposing party.
- Upon receiving the due process complaint by the parent or the issuing of a due process complaint to a parent the Special Education Director immediately, by phone, notifies the CDE of the existence of the due process complaint and provides a copy of the complaint via fax, including a statement indicating the date the AU received the complaint.
- Within 10 days of receiving a due process complaint, the AU sends to the other party a response that specifically addresses the issues raised in the due process complaint.
- All Due Process Complaint regulations and procedures set out in the IDEA, the ECEA Rules and in the Procedural Safeguards will be followed.
- A resolution meeting is held within 15 days of receiving notice of the parent's due process complaint. The resolution meeting meets the following criteria:
 - The attendees include:
 - Parent(s);
 - The parent(s) and the AU determine the relevant members of the IEP Team that should attend the resolution meeting. The IEP team members should have specific knowledge of the facts identified in the due process complaint.

- A representative of the AU who has decision making authority.
- The AU does not have legal counsel attend the meeting unless the parent(s) have legal counsel attend the meeting.
- The purpose of the meeting is:
 - For the parent(s) to discuss the due process complaint;
 - To discuss the fact(s) that formed the basis of the due process complaint; and
 - To allow the AU and the parents the opportunity to resolve the dispute.
- If the parties do agree during the resolution process and resolve the dispute, the agreement is:
 - In writing;
 - Signed by both parties; and
 - Considered legally binding.
- Funds under Part B are not used to pay attorney fees or costs of a party related to any of the actions described above.
- The child's status during proceedings:

The child remains in his/her current educational placement unless:

- The AU and the parents otherwise agree;
- The hearing request involves an appeal of a placement decision by the AU under §§300.530 and 300.531 of the IDEA or a manifestation determination under §300.500(e), or a determination by the AU that maintaining the current placement of the child is substantially likely to result in injury to the child or others. In such a situation, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the specified time the child is to remain in the placement, whichever occurs first;
- The complaint involves application for initial admission to public school, in which case the child, with the consent of the parent will be placed in the public school, until the completion of all proceedings;
- The complaint involves an application for initial services under Part B from a child who is transitioning from Part C and is no longer eligible for Part C services because the child has turned three. In that case, the AU is not required to provide the Part C services; if the child is found eligible for special

education and related services under Part B and the parent consents to the initial provision of special education and related services, the AU will provide the special education and related services that are not in dispute between the parent and the AU; or

- The hearing officer in a due process hearing conducted by the State agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the State and the parents to change the child's educational placement.

Citations:

IDEA 34 CFR §300.507
IDEA 34 CFR §300.508
IDEA 34 CFR §300.509
IDEA 34 CFR §300.510
IDEA 34 CFR §300.518
ECEA Rule 6.02 (7)

State Complaint Process

The AU assures that when the AU has been notified of the Department of Education's acceptance of a State Complaint the AU will:

- Comply with all timelines:
 - If responding to the complaint, the AU will file a response with the Department of Education within 15 calendar days (by 5:00 p.m. of the 15th day) from the date of notification to the AU.
 - If the 15th day is a weekend or a state holiday the response is due to the office of the State Complaints Officer (SCO) the next day and not merely postmarked by the due date.
 - The AU will also provide the complainant with a complete copy of the Response, including attachments, unless doing so would violate relevant laws regarding confidentiality.
 - The AU will provide the SCO with a legible copy of the written tracking receipt that verifies that a complete copy of the Response was sent by certified or overnight mail to the complainant.

The AU assures that it will comply with any onsite investigations, requests for additional information and requests to review record(s).

The AU assures that it will comply with the decision of the SCO and understands that the decision is final and not subject to appeal. If the AU disagrees with the SCO's decision, the AU may file a due process complaint.

Citations:

IDEA 34 CFR §300.151

ECEA Rule 5.01 (11)

CDE website: <http://www.cde.state.co.us/spedlaw/download/StateComplaintProcedures2010.pdf>

Educational Surrogate Parents

The AU assures that the rights of the child are protected and will make the assignment of an Educational Surrogate Parent (ESP) when:

- No parent can be identified;
- After reasonable efforts, the parent(s) cannot be located;
- The child is a ward of the State;
- The child is a homeless child, without a parent or person that can be regarded as a parent. (See Section 3 on Special Education Referral, Evaluation and reevaluation and Eligibility Determination for a list of those that may serve in the role of a parent.)

The AU is responsible for training and assigning an ESP to the child after determining that the child needs an ESP.

Before the assignment of an ESP, the Special Education Director contacts the CDE to verify that there is no existing educational surrogate assignment for the child.

The Special Education Director assures that the ESP assigned:

- Is not an employee of:
 - The CDE;
 - The AU of residence or the AU of attendance;
 - A state-operated program; or
 - Any other public agency that is involved in the education or care of the child.
- Has no personal or professional interest that conflicts with the interest of the child that is represented.
- Has the knowledge and skills to ensure adequate representation of the child.
- Is reported to the CDE through written documentation within three days of assignment.
- Does not receive financial compensation for the assignment.

Citations:

IDEA 34 CFR §300.519

ECEA Rule 6.02 (8)

Section 7

Student Discipline Procedures

Disciplinary Change of Placements

The AU assures that a child with a disability is afforded due process rights when the child has been removed from his/her educational placement for disciplinary reasons. When the child with a disability is removed from his/her educational placement for disciplinary reasons, the AU will determine whether the student's removal constitutes a disciplinary change of placement.

A disciplinary removal constitutes a change of placement when:

- The child is removed from his/her educational placement for more than 10 consecutive school days; or
- The child has been 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 child's behavior in previous incidents that resulted in a series of removals; and
 - The additional factors exist, such 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.

A disciplinary change of placement is subject to review through expedited due process procedures.

The AU assures that, when a disciplinary change of placement occurs, the AU will conduct a manifestation determination meeting to determine if the misconduct was caused by, or had a direct and substantial relationship to the child's disability, or was a direct result of the AU's failure to implement the IEP.

- If the AU determines that the removal is not a disciplinary change of placement, the AU is not required to determine if the misconduct is a manifestation of the child's disability.

Citations:

IDEA 34 CFR § 300.530(b)(1)(2)
ECEA Rule 6.02(10)

Manifestation Determination

The AU assures that a Manifestation Determination meeting will be held with relevant members of the IEP team and the parent(s), within 10 days of any decision to initiate a disciplinary change of placement. The team reviews:

- All relevant information in the child's file, including the child's functional behavioral analysis (FBA) and behavior support plans;
- The child's IEP;
- Any teacher observations;
- Any relevant information provided by the parent(s).

The Manifestation Determination team determines if:

- The conduct in question was caused by, or had a direct and substantial relationship to the child's disability; and/or
- If the conduct in question was a direct result of the AU's failure to implement the IEP.

The AU assures that if one of the two conditions above exists, the misconduct is considered a manifestation of the child's disability and the IEP Team will:

- Return the child to their previous educational placement; and
- Conduct a functional behavioral assessment for the child, if one has not been previously conducted, and implement the behavior intervention plan; or
- Review or modify an existing behavior intervention plan in order to address the current behavior; and
- Take immediate steps to remedy any deficiencies in special education services or related services that have been identified as a result of the manifestation determination meeting.
- The AU may remove the child to an interim alternative educational setting for not more than 45 school days, without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child—
 - Has carried a weapon to school or is in possession of a weapon on school premises or at a school function; and/or
 - Knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance on school premises or at a school function; and/or

- Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

The AU assures that on the day that the decision is made to make a disciplinary removal that constitutes a change of placement, the parent(s) will be provided with:

- Notice that the AU is removing the child from his/her current educational placement and that this removal constitutes a change in placement for the child, due to a violation of a code of student conduct; and
- A copy of the procedural safeguards notices; and
- Any required Prior Written Notice.
- If the team determines that the child's behavior is not a manifestation of his/her disability the school personnel may apply any relevant disciplinary procedures as they would if the child did not have a disability except:
 - After the 10th school day that a child is removed from his/her educational program, the AU will continue to provide the child with educational services so as to enable the child to continue to participate in the general education curriculum, although the child may be in another setting, and to progress towards meeting the goals set out in the child's IEP.

Citations:

IDEA 34 CFR §300.101 (a)
 IDEA 34 CFR §300.530(d)-(l)
 IDEA 34 CFR §300.531
 ECEA Rule 6.02(10)(f)

Expedited Due Process Procedure

The AU assures that all the processes and procedures apply as outlined in the Confidentiality of Information and Procedural Safeguards section of this plan. However, in the case of a disciplinary change of placement, an expedited due process hearing may occur. The expedited due process procedure may be initiated by:

- The parent(s) of a child with a disability who disagrees with the AU's decision relating to a disciplinary change of placement or manifestation determination; or
- The AU, if the AU believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

The AU assures that when an expedited due process complaint is filed:

- The Special Education Director immediately informs the CDE of the existence of the hearing request and will fax a copy of the due process complaint to the CDE.
- A resolution meeting will occur within seven days after receiving notice of the due process complaint, unless the AU and the parent agree in writing to use the mediation process.
- The child will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of time period specified.

Citations:

IDEA 34 CFR §300.532
 IDEA 34 CFR §300.533
 IDEA 34 CFR §300.536
 ECEA Rule 6.02 (7)(l)
 ECEA Rule 6.02 (10)(k)(l)

Protection for Children Determined Not Eligible for Special Education and Related Services

The AU assures the actions described below will take place if a child is not currently eligible for special education and related services and violates a school code of conduct and the AU has knowledge that the child may be a child with a disability because:

- The parent of the child expressed in writing to school personnel, that the child may be in need of special education and related services; or
- The parent of the child has requested an evaluation to determine if the child is a child with a disability; or
- The teacher(s) of the child have expressed concerns over patterns of behavior of the child to either school administrators or special education supervisors.
- An evaluation is conducted in an expedited manner, in order to determine the child's eligibility for special education and related services.
- The child remains in the educational placement determined by the AU, which can include suspension, or expulsion without educational services, until the completion of the evaluation.
- If the child is eligible for special education, educational services are provided in accordance with the IEP.
- If the AU does not have knowledge of the child being eligible for special education and related services, the child may be subjected to the same disciplinary measures applied to children without disabilities who engage in comparable behaviors.

The AU is not considered to have knowledge that a child may have a disability if:

- The parents of the child have refused to consent to or have revoked consent for an evaluation of the child; or
- The parents of the child have refused consent for or have revoked consent for services for the child; or
- The child has been evaluated for eligibility for special education and related services and deemed not eligible.

Citations:

IDEA 34 CFR §300.534
ECEA Rule 6.02 (10)(m)

Referral To and Action by Law Enforcement and Judicial Authorities

The AU may report a crime committed by a child with a disability to appropriate State law enforcement and judicial authorities.

If the AU reports such a crime, the AU will transmit to these agencies copies of the child's special education and discipline records, but only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

Citations:

IDEA 34 CFR §300.535
ECEA Rule 6.02 (10)(n)

Section 8

AU Obligations to Students with Disabilities in Charter Schools

Treatment of Charter Schools

The AU assures and maintains ultimate responsibility for students with disabilities enrolled in charter school(s) chartered through the AU or a member district of the AU to serve children with disabilities in the same manner as the AU serves children with disabilities in its other schools.

When the charter contract between a charter school and its authorizer allows the charter school to provide the special education services and to conduct evaluations and IEP meetings, the charter school is responsible for the special education processes and procedures. However, the AU of the authorizer assures that it remains ultimately responsible for ensuring compliance with all special education requirements.

Citations:

IDEA 34 CFR §300.209
ECEA 4.03(8)(b)(iv)
ECEA 5.02 (9)

Funding for Special Education Expenditures

The AU assures that IDEA Part B funds are provided to the charter school(s) in accordance with the charter contractual agreements, including proportional distribution based on relative enrollment of children with disabilities, including:

- Providing IDEA Part B funds at the same time as the funds are provided to the other public schools in the AU.
 - If the AU flows through IDEA Part B funds to the charter school(s), the AU describes in Project C of the Part B Narrative:
 - Specific and detailed objectives and related activities describing how the IDEA Part B funds are used in each of the charter schools.
 - Project C funds must be tracked and reported separate from other IDEA Projects

Citations:

IDEA 34 CFR §300.209
ECEA Rule 5.02(9)
ECEA Rule 9.03 (2)(b)(c)

Responsibilities of Authorizing AU for Children with Disabilities who are not Residents of the AU

If the AU, or member district of an AU that has authorized the charter, is different from the AU in which the charter is located, the authorizing AU:

- Reports the child for Special Education Child Count.
- The AU assures that charter schools of the AU or of member districts of the AU provide written notice to the district or residence when a child applies to enroll or is enrolled in the charter school and the charter school's administrator knows that the child is a child with a disability. Such notice includes:
 - Name;
 - State assigned student identifier (SASID), if available;
 - Date of the enrollment application;
 - Anticipated date of admission;
 - A statement that the child has been identified as a child with a disability.
- The notice is sent to the AU of residence within 15 days after the occurrence of:
 - The child applying to enroll or being enrolled in the charter school; and
 - Upon exercising timely and due diligence, the charter school administrator knows that the child is a child with a disability.
- Provides a timely invitation to the Special Education Director of the AU of residence prior to special education meetings.

Citation:

ECEA Rule 9.03 (2)(c)
ECEA Rule 9.04 (2)

Section 9

Private Schools

Responsibility of the AU for Children with Disabilities Parentally Placed in Private Schools

The AU assures that it will:

- Meet all child find responsibilities for children who are parentally placed in private schools, within the boundaries of the AU or member district of the AU, regardless of the AU of residence of the parent(s) or child;
- The child find process is completed in the same time period as that for children attending the AU's public schools.
- Maintain records and report to the CDE student information about:
 - The children evaluated for special education eligibility;
 - The children determined to be children with disabilities; and
 - The children served on an Individual Service Plan (ISP).
- Calculate and expend the proportionate share of IDEA Part B funds.
 - Project F must be included in the IDEA Part B Narrative that is submitted to the CDE.
 - Project F must receive approval from the CDE.
 - Private Schools Project F funds must be tracked and spent during the duration of the grant period.
 - Documentation of Project F funds must be maintained separately from other IDEA projects.

Expenditures

The AU assures that:

- The proportionate share of IDEA Part B funds to be expended on children with disabilities who are parentally placed in private schools is calculated according to the IDEA formula in Appendix B in 34 CFR Part 300.
- The proportionate share calculation is based on the total number of children with disabilities who are enrolled in private schools located within the jurisdiction of

the AU, whether or not the children or their parents reside in the AU or the member districts of the AU.

- The AU calculates the proportionate share based upon all children who have been evaluated and found eligible for special education and related services, not just those children who receive services through an Individual Service Plan (ISP).
- The cost of carrying out the child find requirements is not funded from the proportionate share.
- If there are IDEA Part B proportionate share funds that have not been expended for equitable services by the end of the fiscal year, the AU obligates the remaining funds for special education and related services to children with disabilities parentally placed in private schools during a carry-over period of one additional year. (Total of 27 months)
- The title to any property, equipment and supplies purchased with IDEA Part B funds used to provide the special education services is maintained with the AU.
- Equipment and supplies purchased with IDEA Part B funds that are placed in a private school are used only to implement special education activities and can be removed from the private school without remodeling the private school facility.
- Services, materials, or equipment used for the provision of special education and related services are secular, neutral and non-ideological.
- Equipment and supplies, purchased with IDEA Part B funds, are removed from the private school when they are no longer needed for special education activities, programs or services.
- IDEA Part B proportionate funds are not used for repairs, minor remodeling, or construction of private school facilities.
- IDEA Part B funds are not used to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- IDEA Part B funds will not be used to meet the needs of the general needs of the students enrolled in the school.

Consultation Requirements

The AU assures that:

- A timely, meaningful and ongoing consultation process takes place between the AU and private schools' representatives and representatives of parents of children with disabilities parentally placed in private schools. The topics include:
 - The child find process including;
 - A discussion of how evaluations, eligibility determination and reevaluations will be conducted.
 - How, where and by whom parents, teachers and private school officials will be informed of the child find process.
 - The consultation process and how it will operate through the year to ensure that students identified through the child find process can meaningfully participate in special education and related services.
 - The determination of the proportionate share of IDEA Part B funds available to serve children with disabilities parentally placed in private schools, including how the determination of the proportionate share of those funds is calculated;
 - How, where and by whom special education and related services will be provided, including a discussion of types of services and service delivery models;
 - How the services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and
 - How disagreements will be addressed.
- The AU maintains documentation that the consultation has occurred, including a written affirmation signed by the representatives of the participating private schools.
 - If the representatives do not provide the affirmation within a reasonable period of time, the AU must forward the documentation of the consultation process to the CDE.

Provision of Services

The AU assures that for children with disabilities who are parentally placed in private schools and have been designated to receive services, the AU will:

- Initiate and conduct meetings to develop, review, and revise an ISP, which includes:

- The specific special education and related services that the AU will provide; and
- Ensure that the ISP is reviewed at least annually, to determine whether or not annual goals for the child are being achieved.
- Ensure that ISP team membership, parent participation and ISP content, to the extent appropriate are consistent with the AU's procedures.
 - The AU ensures the participation of the private school representative at such meetings.
- Provide transportation to the child, if necessary, in order for the child to benefit or participate in the special education services as described in the child's ISP.

The AU assures that if AU personnel are providing the services to children on an ISP, or the AU contracts with outside agencies or personnel to provide such services, the personnel will meet the same standards as personnel providing services in the AU's public schools, unless the contractors are private school personnel.

Citations:

IDEA 34 CFR §300.131
 IDEA 34 CFR §300.132
 IDEA 34 CFR §300.133
 IDEA 34 CFR §300.134
 IDEA 34 CFR §300.135
 IDEA 34 CFR §300.136
 IDEA 34 CFR §300.137
 IDEA 34 CFR §300.138
 IDEA 34 CFR §300.139
 IDEA 34 CFR §300.141
 IDEA 34 CFR §300.144
 IDEA 34 CFR §300.139
 ECEA Rule 5.01 (7)

Appendix A

Definitions for Disability Categories

Autism Spectrum Disorder:

- 2.08 (1) A child with an Autism Spectrum Disorder (ASD) is a child with a developmental disability significantly affecting verbal and non-verbal social communication and social interaction, generally evidenced by the age of three. Other characteristics often associated with ASD are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or changes in daily routines, and unusual responses to sensory experiences.
- 2.08 (1) (a) The Autism Spectrum Disorder prevents the child from receiving reasonable educational benefit from general education as evidenced by at least one characteristic in each of the following three areas (i.e., subsections (a)(i) through (a)(iii), below):
 - 2.08 (1) (a) (i) 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;
 - 2.08 (1) (a) (ii) 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
 - 2.08 (1) (a) (iii) 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.
- 2.08 (1) (b) (ii) The child exhibits precocious or advanced skill development, while other skills may develop at or below typical developmental rates.

- 2.08 (1) (b) (iii) 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.
- 2.08 (1) (b) (iv) The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement.
- 2.08 (1) (b) (v) 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.
- 2.08 (1) (b) (vi) The child exhibits stereotypical motor movements, which include repetitive use of objects and/or vocalizations, echolalia, rocking, pacing or spinning self or objects.
- 2.08 (1) (b) The following characteristics may be present in a child with ASD, but shall not be the sole basis for determining that a child is an eligible child with ASD if the child does not also meet the eligibility criteria set out in subsection (a) of this rule, above.
- 2.08 (1) (b) (i) The child exhibits delays or regressions in motor, sensory, social or learning skills.

Deaf-Blindness:

- 2.08 (12) 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 they cannot be accommodated in special education programs solely for children with deafness or children with blindness. A child may qualify as an eligible child with Deaf-blindness by meeting one of the following criteria:
- 2.08 (12) (a) 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), where, even with the help of amplification and/or use of lenses or corrective devices, he/she is prevented from receiving reasonable educational benefit from general education; or
- 2.08 (12) (b) 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 student's educational performance; or

- 2.08 (12) (c) The child has a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses.

Developmental Delay:

- 2.08 (13) 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 development, cognitive development, communication development, social or emotional development, or adaptive development and as a result is unable to receive reasonable educational benefit from general education and requires special education and related services.
- 2.08 (13) (a) For children ages three through eight efforts will be made to identify a child's primary disability under one of the other part b eligibility criteria. A child shall be determined to be eligible under the Developmental Delay category only in those situations in which a clear determination cannot be made under any other category as measured by developmentally appropriate diagnostic instruments and procedures. In order for a child to be deemed a child with a Developmental Delay, multiple sources of information must be used to determine if a child meets one or more of the following criteria:
 - 2.08 (13) (a) (i) A score in the seventh percentile or below on a valid standardized diagnostic instrument, or the technical equivalent in standard scores (75 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 development, cognitive development, communication development, social or emotional development, or adaptive development as one of the multiple sources of evaluation information;
 - 2.08 (13) (a) (ii) Empirical data showing a condition known to be associated with significant delays in development; or
 - 2.08 (13) (a) (iii) 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).

Hearing Impairment, including Deafness:

- 2.08 (2) 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.

- 2.08 (2) (a) A "deficiency in hearing sensitivity" shall be one of the following as measured by behavioral or electrophysiological audiological assessments:
- 2.08 (2) (a) (i) 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.
- 2.08 (2) (a) (ii) 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.
- 2.08 (2) (a) (iii) A three frequency, pure tone average unilateral hearing loss in the speech range (500 – 4000Hz) of at least 35 dBHL which is not reversible.
- 2.08 (2) (a) (iv) A transient hearing loss, meeting one of the criteria in (a)(i) – (a)(iii) 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.
- 2.08 (2) (b) 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:
- 2.08 (2) (b) (i) 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;
- 2.08 (2) (b) (ii) 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;
- 2.08 (2) (b) (iii) An impairment of speech articulation, voice and/or fluency;
- 2.08 (2) (b) (iv) Lack of adequate academic achievement and/or sufficient progress to meet age or state-approved grade-level standards in reading, writing, and/or math;
- 2.08 (2) (b) (v) Inconsistent performance in social and learning environments compared to typically developing peers; and/or
- 2.08 (2) (b) (vi) Inability to demonstrate self advocacy skills or utilize specialized technology/resources to access instruction.

Infant/Toddler with a Disability:

- 2.08 (14) An Infant/Toddler with a Disability shall be a child from birth through two years of age meeting the definition and criteria described in 2 CCR 503-1, 16.920 D.

Intellectual Disability:

- 2.08 (4) 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.
- 2.08 (4) (a) The IEP team shall identify a child as having an Intellectual Disability as documented by all of the following criteria:
 - 2.08 (4) (a) (i) A full scale score of 2.0 or more standard deviations below the mean on individually administered measures of cognition.
 - 2.08 (4) (a) (ii) 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. This body of evidence shall include results from each of the following:
 - 2.08 (4) (a) (ii) (A) A full scale score of 2.0 or more standard deviations below the mean on a standard or nationally normed assessment of adaptive behavior;
 - 2.08 (4) (a) (ii) (B) Interview of parents; and
 - 2.08 (4) (a) (ii) (C) 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.
 - 2.08 (4) (b) 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 student's functioning level.
 - 2.08 (4) (c) In making a finding of eligibility based upon assessment results, professional judgment shall be required for interpretation of scores and/or other findings.

Multiple Disabilities:

2.08 (5) 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 Disorders; 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 educational benefit from general education.

2.08 (5) (a) In order to be eligible as a child with multiple disabilities, the child must satisfy all eligibility criteria for each individual disability, as described in these Rules. Documentation for each identified eligibility category must be included.

2.08 (5) (b) The Multiple Disabilities, as described in section 2.08(5) above, prevents the child from receiving reasonable educational benefit from general education such that the child exhibits two or more of the following:

2.08 (5) (b) (i) Inability to comprehend and utilize instructional information.

2.08 (5) (b) (ii) Inability to communicate efficiently and effectively.

2.08 (5) (b) (iii) Inability to demonstrate problem solving skills when such information is presented in a traditional academic curriculum.

- 2.08 (5) (b) (iv) Inability to generalize skills consistently.

Orthopedic Impairment:

- 2.08 (6) 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.
- 2.08 (6) (a) Orthopedic Impairment may be a result of 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).
- 2.08 (6) (b) The Orthopedic Impairment, as described above, prevents the child from receiving reasonable educational benefit from general education because 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.

Other Health Impaired:

- 2.08 (7) Other Health Impaired (OHI) means having 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, 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. As a result of the child's Other Health Impairment, as described above, the child is prevented from receiving reasonable educational benefit from general education, as evidenced by one or more of the following:
- 2.08 (7) (a) Limited strength as indicated by an inability to perform typical tasks at school;
- 2.08 (7) (b) Limited vitality as indicated by an inability to sustain effort or to endure throughout an activity; and/or
- 2.08 (7) (c) 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.

Serious Emotional Disability:

- 2.08 (3) A child with a Serious Emotional Disability shall have emotional or social functioning which prevents the child from receiving reasonable educational benefit from general education.
- 2.08 (3) (a) Serious Emotional Disability means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree:
- 2.08 (3) (a) (i) An inability to learn which is not primarily the result of intellectual, sensory or other health factors;
- 2.08 (3) (a) (ii) An inability to build or maintain interpersonal relationships which significantly interferes with the child's social development;
- 2.08 (3) (a) (iii) Inappropriate types of behavior or feelings under normal circumstances;
- 2.08 (3) (a) (iv) A general pervasive mood of unhappiness or depression; and/or

- 2.08 (3) (a) (v) A tendency to develop physical symptoms or fears associated with personal or school problems.
- 2.08 (3) (b) As a result of the child's Serious Emotional Disability, as described above, the child exhibits one of the following characteristics:
- 2.08 (3) (b) (i) Impairment in academic functioning as demonstrated by 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.
- 2.08 (3) (b) (ii) Impairment in social/emotional functioning as demonstrated by 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 own welfare. 2.08 (3) (c) In order to qualify as a child with a Serious Emotional Disability, all four of the following qualifiers shall be documented:
- 2.08 (3) (c) (i) 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.
- 2.08 (3) (c) (ii) 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.
- 2.08 (3) (c) (iii) 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.
- 2.08 (3) (c) (iv) 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.
- 2.08 (3) (d) The term "Serious Emotional Disability" does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disability under paragraph (3)(a) of this section 2.08.

Specific Learning Disability:

- 2.08 (8) A child with a Specific Learning Disability shall have a learning disorder that prevents the child from receiving reasonable educational benefit from general education.
- 2.08 (8) (a) 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.

- 2.08 (8) (b) A child may be 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:
- 2.08 (8) (b) (i) 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 following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
- 2.08 (8) (b) (i) (A) Oral expression;
- 2.08 (8) (b) (i) (B) Listening comprehension;
- 2.08 (8) (b) (i) (C) Written expression;
- 2.08 (8) (b) (i) (D) Basic reading skill;
- 2.08 (8) (b) (i) (E) Reading fluency skills;
- 2.08 (8) (b) (i) (F) Reading comprehension;
- 2.08 (8) (b) (i) (G) Mathematical calculation;
- 2.08 (8) (b) (i) (H) Mathematics problem solving; and
- 2.08 (8) (b) (ii) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in Section 2.08(6)(b)(i) when using a process based on the child's response to scientific, research-based intervention.

Speech or Language Impairment:

- 2.08 (9) 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.

- 2.08 (9) (a) Speech or Language Impairment may be classified under the headings of articulation, fluency, voice, functional communication or delayed language development and shall mean a dysfunction in one or more of the following:
- 2.08 (9) (a) (i) 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);
- 2.08 (9) (a) (ii) Auditory processing, including sensation (acuity), perception (discrimination, sequencing, analysis and synthesis), association and auditory attention;
- 2.08 (9) (a) (iii) Deficiency of structure and function of oral peripheral mechanism;
- 2.08 (9) (a) (iv) Articulation including substitutions, omissions, distortions or additions of sound;
- 2.08 (9) (a) (v) Voice, including deviation of respiration, phonation (pitch, intensity, quality), and/or resonance;
- 2.08 (9) (a) (vi) Fluency, including hesitant speech, stuttering, cluttering and related disorders; and/or
- 2.08 (9) (a) (vii) Problems in auditory perception such as discrimination and memory.
- 2.08 (9) (b) The Speech or Language Impairment, as set out above, prevents the child from receiving reasonable educational benefit from general education and shall include one or more of the following:
- 2.08 (9) (b) (i) Interference with oral and/or written communication in academic and social interactions in his/her primary language;
- 2.08 (9) (b) (ii) Demonstration of undesirable or inappropriate behavior as a result of limited communication skills; and/or
- 2.08 (9) (b) (iii) The inability to communicate without the use of assistive, augmentative/alternative communication devices or systems.

Traumatic Brain Injury:

- 2.08 (10) 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.

- 2.08 (10) (a) To be eligible as a child with a Traumatic Brain Injury, there must be evidence of the following criteria:
 - 2.08 (10) (a) (i) 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
 - 2.08 (10) (a) (ii) The child displays educational impact most probably and plausibly related to the traumatic brain injury.
- 2.08 (10) (b) Additionally, to be eligible as a child with a Traumatic Brain Injury, the traumatic brain injury prevents the child from receiving reasonable educational benefit from general education as evidenced by one or more of the following:
 - 2.08 (10) (b) (i) 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;
 - 2.08 (10) (b) (ii) An inefficiency in processing, including but not limited to a processing speed deficit and/or mental fatigue;
 - 2.08 (10) (b) (iii) 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;
 - 2.08 (10) (b) (iv) Delays in acquisition of information including new learning and visual-spatial processing;
 - 2.08 (10) (b) (v) Difficulty with language skills, including but not limited to receptive language, expressive language and social pragmatics;
 - 2.08 (10) (b) (vi) Deficits in behavior regulation, including but not limited to impulsivity, poor judgment, ineffective reasoning and mental inflexibility;

- 2.08 (10) (b) (vii) Problems in cognitive executive functioning, including but not limited to difficulty with planning, organization and/or initiation of thinking and working skills;
- 2.08 (10) (b) (viii) Delays in adaptive living skills, including but not limited to difficulty with activities of daily living (ADL); and/or
- 2.08 (10) (b) (ix) 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.

Visual Impairment, including Blindness:

- 2.08 (11) 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.
- 2.08 (11) (a) A determination that a child is an eligible child with a Visual Impairment, Including Blindness shall be based upon one or more of the following:
 - 2.08 (11) (a) (i) Visual acuity of no better than 20/70 in the better eye after correction;
 - 2.08 (11) (a) (ii) Visual field restriction to 20 degrees or less; and/or
 - 2.08 (11) (a) (iii) A physical condition of visual system which 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.
- 2.08 (11) (b) As a result of the Visual Impairment, Including Blindness, as set out above, the child requires 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.
- 2.08 (11) (c) 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.

Citation:

IDEA 34 CFR §300.8
IDEA 34 CFR §300.25
ECEA Rule 2.08

Appendix B

Required AU Specific Information

1. The AU is to include a description of the financial commitments and agreements of the Unit and of the participating districts for special education programs and services. (ECEA Rule 8.01(1)(a)(i)). Please include the following:
 - A. For multi-district AUs, operating agreements between the AU and its member districts; and
 - B. For all AUs a description of the AU's financial commitments for the provision of special education programs and services. (*e.g.*, Board Policies)
2. The AU is to describe the method or standard by which it determines the number and types of special education personnel needed to meet the needs of the children with disabilities in the AU. (ECEA Rule 3.03(1) and 8.01 (1)(a)(ii)). Include the following:
 - A. If the AU has a staffing allocation formula, please download it into this document. Otherwise provide a narrative of how the AU determines the number and types of special education personnel needed to meet the needs of the children with disabilities in the AU. Please address the following:
 - The criteria that the AU uses to determine appropriate caseloads for special education teachers, related services providers and paraeducators. Include information regarding appropriate planning for providing services across the continuum of placement alternatives including services to students who are in alternative settings.
 - Describe alternatives used by the AU when it is unable to employ appropriately licensed and endorsed special education staff.
3. The AU is to describe procedures for regular, periodic evaluation programs, services and student progress (ECEA Rule 8.01(1)(a)(iii)). Please include the following:
 - A. A copy of the evaluation tool or a description of the strategies used and the qualitative and quantitative data used to evaluate special education programs and services.

- The evaluation includes a description regarding how the AU evaluates the extent to which quality special education policies and practices are in place and identifies where improvements can occur (ECEA Rule 3.06(1)).
 - The evaluation includes a description regarding how the AU evaluates the degree to which children with disabilities are achieving their individual goals as well as school, district, and state standards and student outcomes (ECEA Rule 3.06(2)).
- B. The schedule for the evaluation process that ensures that systematically covers all aspects of services to children with disabilities within a five year period.



Comprehensive Plan: Appendix B

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Financial Commitments and Agreement:

East Central BOCES supports the direction of the Federal Government and the Colorado Department of Education (CDE) in providing educational opportunities to students with disabilities. East Central BOCES will fund special education programs (SPED) as determined by the Exceptional Children's Education Act (ECEA) and Individuals with Disabilities Education Act (IDEA). East Central BOCES will only use special education funds on special education programs and services. The following expenditures, as approved by CDE, include:

- 1) Financial commitments for provision of special education programs and services
 - a) Out of district students – shared responsibility
 - i) 25% AU 75% District
 - b) Center - Based SSN Programs are mutually funded by the AU and the Districts
 - i) AU provides up to 3 FTE paraprofessionals salaries and benefits for managing and collects no indirect costs. 1 FTE per SSN Program.
 - c) Maintenance of Effort
 - i) EC BOCES and its member districts will maintain and submit annually local district SPED expenditures as required per state and federal regulations and maintain required effort
- 2) Operating Agreements between the AU and member districts

Policies/Procedures Regarding Budgeting Practices

 - a) Board Approved – East Central Board of Cooperative Educational Services Operating Agreement
 - i) Special Education Operating Agreement/MOU¹
 - ii) Special Education Services Agreement between Collaborative and EC BOCES²
 - b) Local Costs to Districts³
 - c) Proposed District Costs & Proposed ECEA Allocations⁴

¹ East Central Board of Cooperative Educational Services Operating Agreement

² Special Education Services Agreement

³ East Central BOCES Local Costs to Districts 2020-21

⁴ East Central BOCES Proposed District Costs

- d) Results Matter Data Sharing Agreement– AU Pays Full Cost for SPED students ONLY⁵
- e) Project Narrative⁶
 - i) EC BOCES Federal Project Narratives and corresponding budgets describe the use of Federal Funds for Projects A, C and F

Description of methods and standards for determination of numbers and types of personnel for sped service:

The criteria that the AU uses to determine the appropriate number and type of special education personnel necessary to meet the needs of children with disabilities is described below.

- 1) Data considered when making staffing allocation decisions
 - a) Proposed Local District SPED Costs/SPED Teacher FTE ⁷
 - i) Actual # SPED Students
 - ii) Severity Rating (1- Mild, 2- Moderate, 3-Sever, 4-Profound)
 - b) EC BOCES Related Service Provider FTE Allocations per District – Efficiency Chart
 - i) Basic Efficiency Chart⁸
 - (1) Data considered in staffing allocation – national association recommendations considered
 - (2) December 1 count
 - (3) October 1 count
 - ii) Detail Efficiency Chart
 - (1) Mileage/Drive time = FTE⁹
 - (2) East Central BOCES Student to Professional Ratio
 - (3) Provider Caseload (BOCES Counseling FTE Example)¹⁰
 - (4) Supervisor's recommendations for school assignments
 - (5) December 1 count – severity type (numbers 1-4 Mild to Profound)
 - (6) Current end of year caseload

⁵ Results Matter (Preschool) Data Sharing Agreement Agate & Results Matter (Preschool Data Sharing Agreement Strasburg)

⁶ IDEA Part B Project A and C and IDEA Preschool Project Narratives

⁷ East Central BOCES Proposed District Costs 2020-2021

⁸ East Central Boces Student to Professional Ratio and 2019-2020 FTE Allocations per district

⁹ Psych Assignments

¹⁰ Counseling FTE 5/22/2000

- 2) Planning regarding services is completed by the IEP team, which includes the parents and SPED Director or designee. All students are in the Least Restrictive Environments (LRE) and EC BOCES offers a full continuum of alternative placements and services, which is considered by the IEP team at all IEP meetings.
- 3) Alternatives for Staff Shortages
 - a) Contracting outside services providers (hospitals, other AU's and staffing agencies)
 - b) Temporary Educator Eligibility (TEE) and Emergency Licenses
 - c) Collaborating with other AU's or districts for program development and SPED staff sharing
 - d) Tele-Therapy
 - e) AU provides a Special Education Teacher Alternative Licensure Program

Qualitative & Quantitative Evaluation of Special Education Programs and Services:

Evaluation Process-Utilizing all of these identified processes below, EC BOCES ensures all aspects of SPED services and programs are evaluated within a 5 year period throughout the AU.

- 1) Program Evaluation Process and Tools Available
 - a) Site based management – continually with 4 Licensed SPED Director/Coordinators
 - i) Attend IEP meetings, regularly
 - ii) Review of files intermittently
 - b) Formal Quality Indicators
 - i) Multi – Categorical Program¹¹
 - ii) Significant Support Needs – Cognitive¹²
 - c) Additional Evaluation Tools
 - i) Observations
 - ii) Record reviews – IEP (Indicator 13)
 - iii) Student achievement data (Indicator 7)
 - iv) Interviews of team member
 - v) Parent involvement surveys (Indicator 8)
 - vi) Post school exit survey (Indicator 14)

¹¹ SED Quality Indicators

¹² Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Needs

- vii) AU Determination Results Matrix¹³
 - viii) Focus Groups - Director's Team Meetings, Leadership Team Meetings, Supervisors' Team Meetings, Employee Advisory Committee and , Administrators' & Superintendents Advisory Council – i.e. Strategic Plan, Meetings with Board and Superintendents
- 2) Individualized Desk Audit - Drill Down, prompted by;
- a) AU Sped Director/Designee and/or
 - b) Member District Request
- 3) Employee Evaluation Process
- a) EC BOCES Licensed Staff Evaluation – Annually Completed by Member Districts¹⁴
 - b) State Approved Certified Staff Evaluation System (Includes Measures of Student learning based on student progress on goals and objectives)¹⁵
 - c) BOCES Assistant's Evaluation System (SLP-A & COTA)¹⁶
 - d) Non Certified Staff Evaluation¹⁷
 - e) Peer Evaluation – Annually Completed by Professional Colleagues¹⁸
 - f) Parent input (Indicator 8)

¹³ April 15, 2020 AU Determination Letter and Results Matrix

¹⁴2019-2020 East Central BOCES Staff Evaluation

¹⁵ Rubric for Evaluating Colorado Special Services Providers: School Psychologists

¹⁶ East Central BOCES SLPA & COTA Evaluation

¹⁷ East Central BOCES Evaluation for Center Based Program Paraprofessionals

¹⁸ 2019-2020 East Central BOCES Peer Evaluations

EAST CENTRAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES OPERATING AGREEMENT

SPECIAL EDUCATION PROGRAMS AND PROCESSES

Effective January 30, 2014

Purpose:

For the geographical area served by the Districts, the BOCES is designated as the administrative unit responsible for implementation and enforcement of the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), 20 U.S.C. §§ 1400 - 1482, 34 C.F.R. §§ 300.1-300.818, and the Colorado Exceptional Children's Educational Act ("ECEA"), C.R.S. §§ 22-20-101-117, 1 C.C.R.2220-R-1.00-8.05. The BOCES' Special Education Director and/or designee have legal authority and are legally responsible for the special education functions within the Districts. The East Central BOCES will have a memorandum of understanding with it's member districts only. Charter Schools will need to work through their chartering districts.

1. The BOCES Responsibilities and Authority

The BOCES is the administrative unit responsible for ensuring that the Districts meet all requirements of federal and state special education laws and regulations. Accordingly, the Director of Special Education or designees for the BOCES may review staff credentials and provide training, at least review forms annually, documents, and procedures and will monitor referral processes, evaluations, reevaluations, eligibility determinations, placement decisions, and development and implementation of IEPs for students with disabilities in the Districts. In the event of a disagreement as to the correct interpretation of any of the items listed above or any particular statute or regulation concerning the education of students with disabilities, representatives of the BOCES and of the particular District will meet and come to an agreement. If the disagreement persists, the interpretation of the BOCES Director of Special Education will prevail.

2. District Responsibilities

The Districts will comply with all BOCES' Policies and Regulations, the BOCES' Comprehensive Plan, and the requirements of federal and state law, and regulations concerning the education of children with disabilities. To help ensure compliance, each of the Districts will agree to do the following:

a. Provide to the BOCES true, complete, and up-to-date copies of each Individual Educational Program ("IEP") pertaining to each eligible student enrolled in the respective Districts.

b. Use the Colorado State IEP forms and other forms and procedures as provided by the BOCES' Director of Special Education and/or designee.

c. Equipment: Some District students who are IDEA-eligible may require specialized equipment, aids, services, assistive technology, and/or specialized transportation to receive a free appropriate public education under IDEA and ECEA. For these students, the BOCES will provide consultation and assistance to access such equipment, aides, services, technology, and/or specialized transportation, and each District shall be responsible for the cost of such equipment, aides, services, technology, and/or specialized transportation provided to students in grades preschool-12th grade when student specific. For each of the East Central BOCES administered Center-based Programs, the participating districts purchase the equipment and share the cost based on the Center-based Program formula.

East Central BOCES will provide financial assistance for extenuating circumstances for equipment and facility accessibility related to IDEA—eligible students. This financial assistance to a member district for equipment and/or facility modification will be up to 50% of the total cost with a maximum provided by East Central BOCES being \$2500.00.

d. Students enrolled in the Districts who are not IDEA-eligible, but who have physical or mental impairments that substantially limit one or more major life activities, may be entitled to special accommodations under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, 34 C.F.R. §§ 104.1 – 104.39 ("Section 504"), and the Americans with Disabilities Act, 42 U.S.C. §§ 12101 – 12213, 29 C.F.R. §§ 1630.1-1630.16 ("ADA"). For

these students, the Districts are responsible for providing accommodations and for all compliance with Section 504 and the ADA. The BOCES shall have no direct responsibility for identifying or providing Section 504 accommodations to these students. With this said, the BOCES may provide information, advice, and assistance to the Districts in Section 504 and ADA matters upon request.

3. Continuum of Special Education Services

The following provisions describe the manner in which the full continuum of services will be provided within the BOCES:

a. Each of the Districts is responsible for providing, at its own cost and expense, at least one full or part-time, licensed and CDE endorsed Special Education Teacher assigned to serve students in each respective District.

*b. The BOCES is responsible for providing the following "itinerant" service 3-21 year old students with disabilities in all of the Districts in accordance with needs as identified in each student's IEP:

- i. Speech/Language Services
- ii. Occupational Therapy Services
- iii. Physical Therapy Services
- iv. School Psychological Services
- v. Early Childhood Special Education Teachers/Consultants
- vi. Audiological Services
- vii. Teacher of the Visually Impaired Services
- viii. Teacher of Deaf/Hard of Hearing Services
- viii. School Social Work Services

*Exception: An exception to the BOCES provision of the above services will be mutually agreed upon by the District Administration and BOCES Administration as needed.

c. The Districts and BOCES may from time to time encounter students who cannot receive an appropriate education in a public school setting of any kind. Examples include students with significant academic or emotional disabilities, students such as deaf-and-blind students who may require highly specialized services not provided by any of the Districts or the BOCES, or students who are dangerous or exceptionally disruptive in the

school setting. For such students, outside placements such as day treatment centers and other specialized facilities may be appropriate, and the BOCES will provide consultation and assistance in accessing such services. Although the primary responsibility of the student's educational services lies with the local district, East Central BOCES will provide funding support whenever feasible.

4. Cost Reimbursement

The BOCES receives, manages, and disburses special education federal and state funding for eligible students to support special education services and programs within the Districts. The BOCES receives all IDEA Part B funds as well as IDEA preschool funds. Furthermore, the BOCES receives special education payments made under the ECEA, a portion of which the BOCES maintains to cover administrative service costs, and the remainder of which is allocated to member Districts based on student counts from the previous year. Each district will be responsible for the following:

- a. A membership fee, in an amount to be approved by the BOCES Board in the BOCES budget annually, to cover administrative and related expenses.
- b. Each District is responsible for hiring and paying for its own special education teacher(s) and paraprofessional(s). Each District will also pay for any specific transportation, interpretive or translation services.

5. Responsibility to Defend

In the event of a due process hearing or state or federal level complaint, involving a district student, the BOCES and District will handle the claim defense cooperatively including the cost of defense. In the event of such legal proceeding, each shall give its full cooperation to the other, and follow the advice and instructions of the BOCES and Districts legal defense councils in the course of such proceeding. The payment of any claims, awards, damages, costs, and expenses, including attorneys' fees, that may result from a finding of violation of any applicable law or regulation pertaining to the education of students with disabilities, who are enrolled in a District, shall be allocated as follows:

- a. If the award or damages resulted from a decision made by the BOCES or the act or directive of a BOCES employee, then the BOCES will pay the full amount of such cost;

b. If the award or damages resulted from a decision made by the particular District or the act or directive of a District employee, then the District will pay the full amount of such cost; and

c. If the award or damages resulted from a decision made by a particular District in agreement with the BOCES, the District and BOCES will share the full amount of such costs;

d. If there is a dispute as to which of the above three possibilities applies, the following steps will be used to make the decision:

1) An independent arbitrator (such as an attorney or retired judge) would make the decision.

2) If there continues to be a dispute, the BOCES Board of Directors shall make the final decision by majority vote, after review of the facts and circumstances of the specific case. The Board's decision shall be final.

e. If a BOCES legal expense exceeds available budgeted allowance, BOCES would call an emergency Board Meeting to determine the use of the contingency reserve and decrease of fund balance and/or an additional assessment to the districts using an East Central BOCES assessment formula of 25% equal per district and 75% based on total student enrollment.

We have read and agreed to the terms of this Operating Agreement.

Superintendent

Date

Executive Director

Date

Special Education Director

Date

SPECIAL EDUCATION SERVICES AGREEMENT

This Agreement is made this ~~3rd~~ day of March, 2014, between the East Central Board of Cooperative Educational Services (ECBOCES) and the Rocky Mountain Charter Collaborative, Inc. (**Collaborative**).

WHEREAS, under federal law a local education agency (**LEA**) is responsible for providing required special education services to qualified students; and

WHEREAS, under Colorado law, only an Administrative Unit (**AU**) may serve as a special education LEA; and

WHEREAS, the ECBOCES is the AU for Byers School District No. 32J (the **District**); and

WHEREAS, the District has authorized certain charter schools, intended to be multi-district online schools under Colorado law, and may in the future authorize additional charter schools that are participants in the Collaborative (the **Charters**), and

WHEREAS, the District has conditioned its contract with the charter schools on the Collaborative reaching an agreement with the ECBOCES regarding the provision of services to eligible students under the Individuals with Disabilities Education Act; and

WHEREAS, the Charters have formed the Collaborative for various purposes, including receiving special education funds and carrying out all special education and related responsibilities on behalf of the Charters; and

WHEREAS, the ECBOCES and Collaborative have agreed between them on the allocation of funding and responsibility for special education;

NOW, THEREFORE, in consideration of the foregoing Recitals and the mutual understandings, releases, covenants and payments contained herein, the ECBOCES and Collaborative (each a "**Party**" and together the "**Parties**") agree as follows:

1. *Service Responsibility — Continuum of Services — Reporting & Oversight.* The Collaborative is responsible for providing special education and related services and shall assure that for all students with disabilities enrolled in the Charters requirements of federal and state law are met. The Collaborative shall offer an appropriate continuum of special education services to students in various disability categories and across a spectrum of severity. The Collaborative may encounter students already enrolled who cannot receive an appropriate education in the Charters' programs. For such students, the Collaborative shall notify the District and ECBOCES, and follow the procedures of the IDEA and ECEA. The Collaborative shall be required to provide or arrange for appropriate services during the term of the student's continued enrollment in one of the Charters and to pay any attendant costs therefore except as may be provided by law. If it is determined that a student enrolled at a Charter requires special education and related services that are not available through the Collaborative requiring the

student's transfer to a different school or facility, the Collaborative shall be financially responsible for the cost of the student's placement for the remainder of the then-current school year after which the Collaborative shall either assure that the student's administrative unit of residence will be responsible for providing special education and related services to the student or the Collaborative will continue to serve the student. The Collaborative may access available funds from its special education reserve (see ¶6(c)) to meet the obligations stated in this paragraph.

2. *Reporting & Supervision — General.* The Collaborative shall cooperate with the ECBOCES in submitting all necessary reports and information. The Collaborative shall insure that its practices satisfy the Office of Special Education Program's compliance indicators monitored by the Colorado Department of Education and that the Collaborative's practices do not cause a change in the ECBOCES' rating. The Collaborative shall operate under the direction and supervision of the ECBOCES in special education matters.

3. *Enrollment of Students with Disabilities.*

- a. *Pre-Identification.* The Collaborative shall require each Charter to conduct any application process, including any lottery or similar process, without inquiry to the disability status of students. This shall not preclude a Charter reasonably responding to unsolicited information volunteered by a student or parent.
- b. *Identification.* Following receipt of an application for enrollment by a Charter and, if applicable, success in any lottery or similar process, the Collaborative shall determine whether a student has been identified as a child with disabilities eligible for special education and related services pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. 1401 *et seq.* ("IDEA") or an individual with a disability under Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and/or the Americans with Disabilities Act ("ADA"). If so, the Collaborative shall obtain a copy of the student's individualized education program ("IEP") or Section 504 plan. The Collaborative recognizes and agrees that the Collaborative and Schools belonging to it are solely and exclusively responsible for providing services and accommodations to students who have a disability within the meaning of Section 504 and the ADA, but are not eligible for special education and related services under the IDEA, and that nothing in this Agreement shall be construed to require the ECBOCES to provide services or accommodations to such students.
- c. *IEP & Related Processes.* A screening team consisting of the Collaborative CEO (or designee), and the Collaborative director of special education, other Collaborative staff as needed, and/or any ECBOCES designee (ordinarily a Collaborative special education supervisor) shall review the student's IEP to determine whether the student can be appropriately served at one of the Charters. If the screening team is unable to determine whether the student can be appropriately served, or believes the student cannot be so served, enrollment acceptance is then contingent upon a properly constituted IEP team determining that a free appropriate public education (FAPE) is available for the student at the

Charter and through the Collaborative. This process may be managed through a transfer meeting followed, if appropriate, by an IEP meeting. The ECBOCES recognizes that while online education may be especially well adapted to serving some students with disabilities, it may not be appropriate for other students with disabilities and therefore may not provide a FAPE to some students.

- d. *Change of Circumstance.* In the event a Charter enrolls a student and it is thereafter determined that the student requires different or additional special education or related services, the Collaborative shall provide or arrange for appropriate services during the student's continued enrollment. If it is determined that a student enrolled at a Charter requires special education and related services that are not available through the Collaborative requiring the student's transfer to a different school or facility, the Collaborative shall be financially responsible for the cost of the student's placement for the remainder of the then-current school year after which the Collaborative shall either assure that the student's administrative unit of residence will be responsible for providing special education and related services to the student or the Collaborative will continue to serve the student. The Collaborative may access available funds from its special education reserve (see ¶6(c)) to meet the obligations stated in this paragraph.

4. *Collaborative Special Education Services & Personnel.* Special education services provided by the Collaborative shall be delivered by teachers, paraprofessionals, and related service providers who are retained by the Collaborative as employees or through proper independent contractor relationships and who are properly licensed and endorsed under state law and who are "highly qualified" under federal law.

- a. *Regular Education Interventions.* The Collaborative shall be responsible for assuring that those services required pursuant to student IEPs or Section 504 plans that are provided through the regular education program, such as RtI interventions and program modifications or accommodations, are provided by regular education staff of the Collaborative or Charters.
- b. *Special Education & Related Services.* The Collaborative shall be solely responsible for all special education and related services required pursuant to student IEPs or Section 504 plans.
- c. *Documentation.* Upon request by the ECBOCES, the Collaborative will provide all requested or appropriate documentation to demonstrate the licensure status of Collaborative personnel providing special education or related services and of independent contractors providing special education or related services, and, the training received by said personnel, and the steps taken by the Collaborative to comply with the requirements of the IDEA and ECEA. The Collaborative shall promptly provide the ECBOCES with documentation that updates this information throughout the calendar year to the extent that it has changes in its personnel, independent contractors, or training for staff.

5. ***ECBOCES Oversight & Support.*** As to students with disabilities enrolled in the Collaborative:

- a. ***Administrative Unit oversight:*** ECBOCES is the responsible administrative unit for the implementation of the Exceptional Children's Education Act and Individuals with Disabilities Education Act. Therefore, the Collaborative shall cooperate with the ECBOCES in the ECBOCES' preparation of annual financial and operational plans required of the ECBOCES; the attendance by the ECBOCES special education director or a qualified designee, as needed, at IEP meetings for the Charters' students; the identification and following up on instances of perceived non-compliance; preparation of documentation required of the ECBOCES by the state and federal governments for receipt of ECEA and IDEA funding; completing the annual December 1 count of students with disabilities; data entry of required special education data into standardized management systems; review and monitoring of the Collaborative's special education records; and preparation of special education staff data required by CDE. ECBOCES may monitor the Collaborative's compliance and direct such changes as necessary to comply with law or state or ECBOCES policies concerning the Collaborative's referral processes, evaluations, reevaluations, eligibility determinations, placement decisions, and development and implementation of IEPs for students with disabilities.
- b. ***Training*** conducted by the ECBOCES on special education matters shall be reasonably available to the Collaborative's staff. The Collaborative's special education director or his or her designees shall attend all Infinite Campus or similar trainings.
- c. ***Routine consultation*** including telephone and email contacts with the ECBOCES administrators, specialists, and other appropriate staff shall be reasonably available to the Collaborative's staff. Calls seeking such consultation shall be directed to the ECBOCES special education director, the special education director's administrative assistant, the Director of Finance, or other designee of the special education director, who may direct the inquiry to the appropriate person within the ECBOCES.
- d. The Collaborative shall make all needed data available to ECBOCES, by electronic data transfer or otherwise, for use in Infinite Campus or such other student information system (SIS) as is consistent with the ECBOCES' direction. The Collaborative may maintain an SIS other than that used by the ECBOCES, provided necessary information is timely provided the ECBOCES in its SIS.

6. ***Funding and Payment for Services.*** Subject to the deductions and charges authorized below, the ECBOCES shall credit 100% of all IDEA and ECEA Tier A and Tier B funding attributable to students enrolled in the Schools to the Collaborative. The ECBOCES shall distribute the foregoing amounts to the Collaborative within twenty (20) days following receipt.

- a. *Withholding for ECBOCES Administration & Routine Consultation.* In 2015-16, and for each year thereafter, in exchange for the services, training and routine consultation the ECBOCES provided the Collaborative as listed in ¶ 4, the ECBOCES shall withhold from IDEA and ECEA funding credited to the Collaborative under this paragraph an amount equal to ten percent (10%) of such funding as based on the prior year's student count. For 2014-15, the Collaborative shall provide ECBOCES \$75,000 or, if the Collaborative actually receives a combination of ECEA and IDEA funding in excess of \$750,000 during the 2014-15 year, 10% of the amount actually received. In consideration of the advance funding provided by the Collaborative, should the Collaborative leave ECBOCES but continue to serve special education students, ECBOCES will cooperate in assuring that funds attributable to students in the last December count conducted at the Collaborative while it is part of ECBOCES are made available to the Collaborative in the next succeeding fiscal year. The Collaborative acknowledges and agrees that ECEA funding includes funding for gifted and talented students and that nothing herein shall require the BOCES to provide gifted and talented services or program to the Collaborative beyond consultation.
- b. *Tier C.* In the event the Collaborative enrolls a special needs student who might qualify for Tier C state funding the ECBOCES shall submit a request for Tier C funding for such pupil(s) provided that the Collaborative submits a timely application to the ECBOCES for such funding.
- c. *Reserve.* The Collaborative shall maintain a separate special education reserve account as a financial reserve to ensure compliance with its indemnity obligations (defined in ¶ 7(b) below).
 - i. Such reserve shall not in any way limit the Collaborative's obligation to indemnify the District or ECBOCES pursuant to any provision of this Contract; in the event the special education reserve account is insufficient to fully pay costs incurred in connection with any claim or claims, the Collaborative remains fully responsible for any and all costs incurred in connection with such claim or claims. The funds held in reserve may be used by the Collaborative pursuant to the foregoing indemnity and adjustment provisions and may be used to pay costs directly related to the defense or resolution of any claim or complaint asserted or made by or on behalf of any student with disabilities or any student asserting to be a student with disabilities.
 - ii. The Collaborative shall keep the special education reserve separate from and in addition to the Charters' TABOR reserves. This special education reserve shall be maintained in a separate financial account identified under the CDE chart of accounts system. The account shall be equal to \$50,000.
 - iii. With notice to the ECBOCES, the Collaborative may use funds from the reserve to pay for extraordinary costs required to provide a FAPE to a special education student (see, e.g., ¶ 1 & ¶3(d)). If money is withdrawn from the reserve fund,

the Collaborative shall be required to replace all sums withdrawn by the end of the next fiscal year.

- iv. The Collaborative may satisfy this reserve requirement through participation in a risk pool, provided the security to the ECBOCES through such pool is at least equal to or better than that provided by this subparagraph and the ECBOCES is given notice of such arrangements.

7. *Special Education Dispute Resolution.* "Special Education Complaint" means any claim by a parent, student or outside agency that the ECBOCES, District, Collaborative or a Charter has violated the IDEA and/or the ECEA or has failed to provide the child with a free appropriate public education within the meaning of the IDEA or 34 C.F.R. § 104.33.

- a. *ECBOCES & Collaborative Authority to Resolve Special Education Complaints.* The ECBOCES is authorized to defend, compromise, adjust, or otherwise resolve any Special Education Complaint. The Parties shall consult with each other in good faith, taking into account the concerns and the unique characteristics of the Charters' educational programs prior to any settlement requiring the provision of services by or through the Collaborative. The Collaborative shall promptly notify the ECBOCES whenever it knows or reasonably believes any claim has been or is likely to be asserted, any complaint has been filed with any administrative agency, or any administrative or judicial proceeding has been or is likely to be commenced. Upon receipt of such notice, the ECBOCES may conduct such investigation, retain such counsel, and take such other actions as it deems appropriate to protect its interests. The ECBOCES shall be entitled to have one or more representatives attend any meeting or proceeding regarding any such matter and shall be provided sufficient notice to permit such attendance.
- b. *Collaborative Indemnity.* The Collaborative shall indemnify and hold the ECBOCES and District harmless from any and all costs of defending or settling any Special Education Complaint. The special education reserve created under ¶5(c) shall be available to satisfy this obligation of indemnity.
- c. *ECBOCES & Collaborative Disagreements.* In the event of a disagreement between ECBOCES and the Collaborative over the services to be included in an IEP, the delivery of such service, or the settlement of any Special Education Complaint, the Collaborative and ECBOCES shall earnestly participate in good faith efforts to reach a common position, but the Collaborative accepts that in the absence of an ability to agree, ECBOCES decisions on IDEA matters, taken after appropriate opportunity for discussion, are binding on the Collaborative.

8. *Excess Costs.* The Collaborative shall not charge nor attempt to charge the District or ECBOCES for excess costs, tuition, or any portion whatsoever of the costs incurred by the Collaborative in educating any student with disabilities, whether pursuant to C.R.S. § 22-20-109(5), or any other statute, except that the Collaborative shall be entitled to receive such funding as is otherwise provided for in this Contract. To the extent the Collaborative seeks to obtain payment of any such costs from any other administrative unit, the Collaborative shall be

solely responsible for identifying and recovering such costs.

9. *Section 504.* As a recipient of federal funds, the Collaborative is responsible for complying with the provisions of Section 504 of the Rehabilitation Act of 1973 as to students with disabilities as defined in Section 504. The Collaborative shall comply with its obligations by identifying a Section 504 coordinator for the Collaborative who may participate in any Section 504 trainings (at no cost) provided by the ECBOCES, and by developing a written Section 504 plan for any student eligible for such a plan. Such participation shall not make the ECBOCES legally or financially responsible for the Collaborative's noncompliance.

10. *Term and Termination.* This Agreement shall remain in effect for the term of the charter contracts between the District and the Charters, provided the District remains a participant in the ECBOCES. The Agreement may be terminated by mutual written agreement of the Parties, with advance notice to the District and Charters. A breach of this Agreement shall be a basis for terminating this Agreement provided that the Collaborative is given notice of the alleged breach, and a reasonable period of time, no less than 30 days, to any cure the breach.

11. *General*

- a. *Amendments & Merger.* No amendment to this Contract shall be valid unless ratified in writing by the Board of ECBOCES and the Collaborative Board and executed by authorized representatives of the Parties. This Contract contains all terms, conditions, and understandings of the Parties relating to its subject matter. All prior representations, understandings, and discussions are merged herein and superseded by this Contract.
- b. *Non-assignment.* Neither Party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the Party under this Contract unless the other Party agrees in writing to any such assignment. Such consent shall not be unreasonably withheld, conditioned or delayed.
- c. *Governing law and enforceability.* This Contract shall be governed and construed according to the Constitution and Laws of the State of Colorado. If any provision of this Contract or any application of this Contract to the School is found contrary to law, such provision or application shall have effect only to the extent permitted by law. The Parties shall, upon the request of either, to meet and discuss in good faith any material changes in law that may significantly impact their relationship.
- d. *No third-party beneficiaries.* The enforcement of the terms and conditions of this Contract and all rights of action relating to such enforcement shall be strictly reserved to the ECBOCES and the Collaborative. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the Parties to this Contract that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.

- e. *No Waiver by Practice.* No assent, express or implied, to any breach by either of them of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.
- f. *Notice.* Any notice required, or permitted, under this Contract, shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgement of receipt) or three days after mailing when sent by certified mail, postage prepaid to the CEO for notice to the Collaborative, or to the Executive Director for notice to the ECBOCES.
- g. *Severability.* If any provision of this Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in full force and effect, unless otherwise terminated by one or both of the Parties in accordance with the terms contained herein.

AGREED and entered as of the date first stated above:

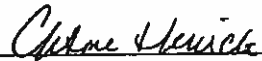
EAST CENTRAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES



Executive Director

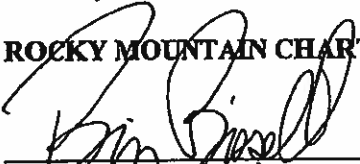


Chairman of the Board


Attest: 

Secretary

ROCKY MOUNTAIN CHARTER COLLABORATIVE, INC.



Chairman of the Board

Attest: 

Secretary

4836-0122-6265, v. 1-8313-0393, v. 1

K-12	AGATE	ARKREE	ARR/FLG	BENNETT	BETHUNE	BURLGTN	BYERS	C. WELLS	DEER TRL	GNOA/HG	HI-PLNS
Oct membership	37	94	140	1080	112	693	508	181	216	192	108
OFFICE											
75% divided equal	11,772	11,772	11,772	11,772	11,772	11,772	11,772	11,772	11,772	11,772	11,772
25% K-12 student cour	508	1,290	1,921	14,817	1,537	9,508	6,970	2,483	2,963	2,634	1,482
December Count	11	9	34	171	18	115	87	33	49	45	20
PSYCH											
25% divided equal	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727
75% sped count	1,117	914	3,453	17,367	1,828	11,679	8,836	3,351	4,976	4,570	2,031
SOC WORK											
25% divided equal	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570
75% sped count	1,016	831	3,139	15,788	1,662	10,618	8,032	3,047	4,524	4,155	1,847
MOTOR SKILLS											
25% divided equal	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040
75% sped count	1,320	1,080	4,081	20,524	2,160	13,803	10,442	3,961	5,881	5,401	2,400
SPEECH											
25% divided equal	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709
75% sped count	3,047	2,493	9,417	47,364	4,986	31,853	24,097	9,140	13,572	12,464	5,540
SPED CLERK											
25% divided equal	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727
75% sped count	1,117	914	3,453	17,367	1,828	11,679	8,836	3,351	4,976	4,570	2,031
SPED ADMIN											
25% divided equal	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334
75% sped count	863	706	2,668	13,420	1,413	9,025	6,828	2,590	3,845	3,531	1,570
PRESCHOOL											
25% divided equal	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334
75% sped count	863	706	2,668	13,420	1,413	9,025	6,828	2,590	3,845	3,531	1,570
Vision/DHOH/Aud											
25% divided equal	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256
75% sped count	812	665	2,511	12,630	1,330	8,494	6,426	2,437	3,619	3,324	1,477
Total Assessment	38,131	37,066	60,779	200,163	45,623	143,151	114,761	60,418	75,671	71,648	47,414
VNETS Fiber		15,025	15,025	15,025	15,025	15,025	15,025	15,025	15,025	15,025	15,025
LOBBYIST											
25% divided equal	262.5	262.5	262.5	262.5	262.5	262.5	262.5	262.5	262.5	262.5	262.5
75% K-12 student cour	102	259	385	2,974	308	1,908	1,399	498	595	529	297
Technology 25%	3,824.81	3,824.81									3,824.81
75% Student Count	3,608.11	9,166.54									#####
High Needs East			2,869		9,766	174,482		24,359			21,830
High Needs West				91,691					84,954		
High Needs Center	2,000	2,000								12,366	
Total Addition Costs	9,797	30,538	18,542	109,953	25,362	191,678	16,686	40,145	100,836	28,182	51,771
Grand Total	47,928	67,604	79,321	310,116	70,985	334,828	131,447	100,563	176,507	99,830	99,186

K-12	IDALIA	KARVAL	KIOWA	KIT CRSN	LIBERTY	LIMON	STRASB	STRATT	WOODLN	TOTAL	
Oct membership	182	45	217	102	59	456	1013	205	80	5720	5720.00
OFFICE											
75% divided equal	11,772	11,772	11,772	11,772	11,772	11,772	11,772	11,772	11,772	235,433	
25% K-12 student cour	2,497	617	2,977	1,399	809	6,256	13,898	2,813	1,098	78,478	313,910
December Count	18	12	37	16	4	105	184	40	12	1,020	
PSYCH											
25% divided equal	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	34,530	
75% sped count	1,828	1,219	3,758	1,625	406	10,664	18,687	4,062	1,219	103,590	138,121
SOC WORK											
25% divided equal	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	31,391	
75% sped count	1,662	1,108	3,416	1,477	369	9,694	16,988	3,693	1,108	94,173	125,564
MOTOR SKILLS											
25% divided equal	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	40,808	
75% sped count	2,160	1,440	4,441	1,920	480	12,603	22,085	4,801	1,440	122,425	163,233
SPEECH											
25% divided equal	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709	94,173	
75% sped count	4,986	3,324	10,248	4,432	1,108	29,083	50,964	11,079	3,324	282,519	376,692
SPED CLERK											
25% divided equal	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	1,727	34,530	
75% sped count	1,828	1,219	3,758	1,625	406	10,664	18,687	4,062	1,219	103,590	138,121
SPED ADMIN											
25% divided equal	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	26,682	
75% sped count	1,413	942	2,904	1,256	314	8,240	14,440	3,139	942	80,047	106,730
PRESCHOOL											
25% divided equal	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	26,682	
75% sped count	1,413	942	2,904	1,256	314	8,240	14,440	3,139	942	80,047	106,730
Vision/DHOH/Aud											
25% divided equal	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	1,256	25,113	
75% sped count	1,330	886	2,733	1,182	295	7,755	13,590	2,954	886	75,338	100,451
Total Assessment	46,583	39,164	64,605	43,639	31,970	130,666	211,246	67,210	39,644	1,569,552	1,569,552
VNETS Fiber	15,025			15,025	15,025	15,025	15,025	15,025	15,025	255,425	255,425
LOBBYIST											
25% divided equal	262.5	262.5	262.5	262.5	262.5	262.5	262.5	262.5	262.5	5,250	
75% K-12 student cour	501	124	598	281	162	1,256	2,789	564	220	15,750	21,000
Technology 25%		3,824.81	3,824.81					3,824.81		22,948.86	
75% Student Count		4,388.24	21,161.06					19,990.85		68,846.57	91,795.43
High Needs East	2,869			2,869	2,869			2,869		244,784	244,784
High Needs West			40,719				286,077			503,441	503,441
High Needs Center		2,000				167,315			2,000	187,681	187,681
Total Addition Costs	18,658	10,599	66,565	18,438	18,319	183,858	304,154	42,537	17,508	1,304,127	1,304,127
Grand Total	65,241	49,763	131,170	62,077	50,289	314,524	515,400	109,747	57,152	2,873,679	

East Central BOCES

Proposed District Costs

2020-2021

Factors considered in Salary Worksheet

- (1) December 1 Count Number of Students with IEP's
- (2) Severity Rating Factor(1-Mild, 2-Moderate, 3-Severe, 4-Profound)

East Central BOCES Special Education Worksheet for 2020-2021
 (Note - ECEA Projected Allocation figures are based on current year)

School District	BOCES Suggested FTE	Instructional Level	2019-2020 Salary	28% Benefit	Total SPED	ECEA Allocation to Districts	Local Cost
Agate (11)+1=12	0.48	(K-12)	\$15,955	\$4,467	\$20,422		
		Aides/Tuition		\$0			
		Total	\$15,955	\$4,467	\$20,422	\$7,922	\$12,500
Arickaree (8)	0.32	(K-12)	\$10,080	\$2,822	\$12,902		
		Aides/Tuition		\$0			
		Total	\$10,080	\$2,822	\$12,902	\$6,722	\$6,180
Arriba/Flagler (24)+8= 32	1.00	(K-12)	\$32,850	\$9,198	\$42,048		
	0.28	(K-12)	\$9,198	\$2,575	\$11,773		
		Aides/Tuition			\$42,984		
		Total	\$42,048	\$11,773	\$96,805	\$27,010	\$69,795
Bennett (20) +1 =21	0.84	(K-3)	\$32,340	\$9,055	\$41,395		
(20) +1 = 22	0.84	(4-6)	\$35,849	\$10,038	\$45,887		
(24) + 1 = 25	1.00	(6-8)	\$49,171	\$13,768	\$62,939		
(46) + 2 = 48	1.00	(9-12)	\$44,402	\$12,433	\$56,835		
	0.92	(9-12)	\$40,195	\$11,255	\$51,450		
CLC (6)	1.00	(K-12)	\$40,820	\$11,430	\$52,250		
		Aides/Tuition			\$308,274		
Total FTE	5.28	Total	\$242,777	\$67,978	\$619,029	\$144,901	\$474,128
Bethune (11)	0.44	(K-12)	\$25,634	\$7,178	\$32,812		
		Aides/Tuition		\$0	\$20,048		
		Total	\$25,634	\$7,178	\$52,860	\$18,732	\$34,128
Burlington (28) + 3 = 33	1.00	(K-4)	\$39,544	\$11,072	\$50,616		
	0.24	(K-4)	\$9,491	\$2,657	\$12,148		
(25) + 1 = 26	1.00	(5-8)	\$39,010	\$10,923	\$49,933		
(16)	0.64	(9-12)	\$23,258	\$6,512	\$29,770		
		Aides/Tuition		\$0	\$64,448		
		Total	\$111,303	\$31,165	\$206,916	\$95,438	\$111,478
Byers (22) +3=25	1.00	(K-6)	\$30,518	\$8,545	\$39,063		
(23) + 1= 24	0.96	(7-12)	\$43,623	\$12,214	\$55,837		
		Aides/Tuition			\$129,000		
		Total	\$74,141	\$20,759	\$223,900	\$60,132	\$163,768
Cheyenne Wells	1.00	(K-12)	\$52,001	\$14,560	\$66,561		
(26) + 4 = 30	0.20	(K-12)	\$10,400	\$2,912	\$13,312		
		Aides/Tuition		\$0	\$53,043		
		Total	\$62,401	\$17,472	\$132,916	\$30,375	\$102,541
Deer Trail (26)	1.00	(K-12)	\$44,460	\$12,449	\$56,909		
		Aides/Tuition		\$0	\$62,075		
		Total	\$44,460	\$12,449	\$118,984	\$46,585	\$72,399

East Central BOCES Special Education Worksheet for 2020-2021

(Note - ECEA Projected Allocation figures are based on current year)

School District	BOCES Suggested FTE	Instructional Level	2019-2020 Salary	28% Benefit	Total SPED	ECEA Allocation to Districts	Local Cost
Genoa/Hugo (28) + 3 = 31	1.00	(K-12)	\$38,302	\$10,725	\$49,027		
	0.24	(K-12)	\$11,165	\$3,126	\$14,291		
		Aides/Tuition		\$0	\$78,744		
		Total	\$49,467	\$13,851	\$142,062	\$36,253	\$105,809
Hi-Plains (11) + 2 = 13	0.52	(K-12)	\$17,472	\$4,892	\$22,364		
		Aides/Tuition		\$0	\$23,000		
		Total	\$17,472	\$4,892	\$45,364	\$14,644	\$30,720
Idalia (9)	0.36	(K-12)	\$20,196	\$5,655	\$25,851		
		Aides/Tuition		\$0	\$5,000		
		Total	\$20,196	\$5,655	\$30,851	\$12,122	\$18,729
Karval (5) + 1 = 6	0.24	(K-12)	\$6,972	\$1,952	\$8,924		
		Aides/Tuition		\$0	\$12,342		
		Total	\$6,972	\$1,952	\$21,266	\$11,166	\$10,100
Kiowa (24) + 2 = 26	1.0	(K-12)	\$ 43,320	\$12,130	\$55,450		
		Aides/Tuition			\$ 141,479		
		Total	\$ 32,198	\$9,015	\$196,929	\$ 30,132	\$166,797
Kit Carson (10) +1= 11	0.44	(K-12)	\$15,863	\$4,442	\$20,305		
		Aides/Tuition		\$0	\$5,000		
		Total	\$15,863	\$4,442	\$25,305	\$9,600	\$15,705
Liberty (2)	0.08	(K-12)	\$4,395	\$1,231	\$5,626		
		Aides/Tuition		\$0	\$5,000		
		Total	\$4,395	\$1,231	\$10,626	\$3,722	\$6,904
Limon (22) + 2 = 24	0.96	(K-3)	\$37,440	\$10,483	\$47,923		
(20)	0.80	(4-6)	\$27,600	\$7,728	\$35,328		
(16) + 5 = 21	0.84	(7-12)	\$28,560	\$7,997	\$36,557		
		Aides/Tuition		\$0	\$297,227		
		Total	\$93,600	\$26,208	\$417,035	\$93,404	\$323,631

East Central BOCES Special Education Worksheet for 2020-2021 (Note - ECEA Projected Allocation figures are based on current year)							
School District	BOCES Suggested FTE	Instructional Level	2019-2020 Salary	28% Benefit	Total SPED	ECEA Allocation to Districts	Local Cost
Strasburg (21) + 4 = 25	1.00	(K-3)	\$43,314	\$12,128	\$55,442		
(23) + 2 = 25	0.80	(4-5)	\$46,624	\$13,055	\$59,679		
(46) + 1 = 47	1.00	(6-8)	\$37,910	\$10,615	\$48,525		
	0.88	(6-8)	\$37,625	\$10,535	\$48,160		
(25)	1.00	(9-12) & PCCS	\$40,093	\$11,226	\$51,319		
		Aides/Tuition		\$0	\$201,121		
		Total	\$205,566	\$57,558	\$464,245	\$157,989	\$306,256
Stratton (10)	0.40	(K-5)	\$15,504	\$4,341	\$19,845		
(14) + 1 = 15	0.60	(6-12)	\$23,932	\$6,701	\$30,633		
		Aides/Tuition			\$70,417		
		Total	\$38,395	\$10,751	\$120,895	\$27,966	\$92,929
Woodlin (9) + 1 = 10	0.40	(K-12)	\$13,280	\$3,718	\$16,998		
		Aides/Tuition			\$5,000		
		Total	\$13,280	\$3,718	\$21,998	\$8,522	\$13,476
Total			\$1,126,203	\$315,337	\$2,981,310	\$843,337	\$2,137,973

*Sped Teacher FTE is based on Sped Teacher Caseload only, Preschool & Speech are not included.

bkb/tdg/mkt 3/5/2020

East Central BOCES Prelim (March) ECEA 2020-21

		Tier A		Tier B	Tier B Addit	2020-2021	<div> <div> Emotional Disability Hearing Disability Visual Disability Deaf/Blind Multiple Disabilities Autism Traumatic Brain Injury </div> </div>									
	3-21 Yr Olds	50/ student 48%	3-21 Yr Olds	EST. \$1,832 student 48%	EST. \$922/student from SB 19-246 48%	ECEA Allocation to Districts	Q	1	3	5	6	9	10	13	14	Total
	All disabilities					Yellow Pages		1	3	5	6	9	10	13	14	Total
Agate	11	\$ 6,600.00	1	\$ 879.36	\$ 442.56	\$ 7,922		1	1							1
Arickaree	9	\$ 5,400.00	1	\$ 879.36	\$ 442.56	\$ 6,722				1						1
Arriba-Flagler	34	\$ 20,400.00	5	\$ 4,396.80	\$ 2,212.80	\$ 27,010							3	2		5
Bennett	171	\$ 102,600.00	32	\$ 28,139.52	\$ 14,161.92	\$ 144,901	1	12	1	1			10	7		32
Bethune	18	\$ 10,800.00	6	\$ 5,276.16	\$ 2,655.36	\$ 18,732	2	1					3			6
Burlington	115	\$ 69,000.00	20	\$ 17,587.20	\$ 8,851.20	\$ 95,438	4	2	2				8	3	1	20
Byers	87	\$ 52,200.00	6	\$ 5,276.16	\$ 2,655.36	\$ 60,132		3					1	2		6
Cheyenne Wells	33	\$ 19,800.00	8	\$ 7,034.88	\$ 3,540.48	\$ 30,375	2		1				2	2	1	8
Deer Trail	49	\$ 29,400.00	13	\$ 11,431.68	\$ 5,753.28	\$ 46,585	1	2	2				2	6		13
Genoa-Hugo	45	\$ 27,000.00	7	\$ 6,155.52	\$ 3,097.92	\$ 36,253	1	2						4		7
Hi-Plains	20	\$ 12,000.00	2	\$ 1,758.72	\$ 885.12	\$ 14,644							2			2
Idalia	18	\$ 10,800.00	1	\$ 879.36	\$ 442.56	\$ 12,122							1			1
Karval	12	\$ 7,200.00	3	\$ 2,638.08	\$ 1,327.68	\$ 11,166							1	2		3
Kiowa	37	\$ 22,200.00	6	\$ 5,276.16	\$ 2,655.36	\$ 30,132	1	1	2				1	1		6
Kit Carson	16	\$ 9,600.00	0	\$ -	\$ -	\$ 9,600										0
Liberty	4	\$ 2,400.00	1	\$ 879.36	\$ 442.56	\$ 3,722		1								1
Limon	105	\$ 63,000.00	23	\$ 20,225.28	\$ 10,178.88	\$ 93,404	2	5					12	4		23
Strasburg	184	\$ 110,400.00	36	\$ 31,656.96	\$ 15,932.16	\$ 157,989	1	8	5	1			7	13	1	36
Stratton	40	\$ 24,000.00	3	\$ 2,638.08	\$ 1,327.68	\$ 27,966		1					1	1		3
Woodlin	12	\$ 7,200.00	1	\$ 879.36	\$ 442.56	\$ 8,522					1					1
Total Funded	1020	\$ 612,000.00	175	\$ 153,888.00	\$ 77,448.00	\$ 843,336	15	39	14	3	0	54	47	3	175	
District Funds	48%	\$ 612,000	48.00%	\$ 153,888.00	\$ 77,448.00	\$ 843,336										
BOCES Funds	52%	\$ 663,000	52.00%	\$ 169,512.00	\$ 86,527.00	\$ 919,039										
Total ECEA Funds	1020	\$ 1,275,000	175	\$ 323,400.00	\$ 163,975.00	\$ 1,762,375										
Foundation Learning	149	\$ 186,250	31	\$ 56,792.00	\$ 28,582.00	\$ 271,624	1	11	1				2	15	1	31

Results Matter (Preschool) Data Sharing Agreement

East Central BOCES and Agate School District

I. Background: The East Central Board of Cooperative Educational Services (ECBOCES) is the designated Administrative Unit (AU) for special education funding and reporting purposes for their 20 member school districts. As the AU, ECBOCES is responsible for supporting a child outcomes measurement system under the direction of the Colorado Department of Education (CDE) and for the purpose of meeting Indicator 7 reporting requirements in the State Performance Plan (SPP) and the Annual Performance Report (APR) submitted each February to the Office of Special Education Programs (OSEP) at the US Department of Education. The State's mechanism for measuring and reporting child outcomes is called Results Matter. Results Matter is also mandated for the Colorado Preschool Program (CPP) and is implemented voluntarily as a progress monitoring system for children funded through sources other than special education and CPP. The Results Matter assessment process includes ongoing observation, work sampling and completion of developmental rating scales. The body of evidence is posted to a secure online reporting system three times per year. State and federal reports are extracted from the system by CDE. Local programs have immediate access to assessment information and a variety of reports in order to inform instruction and continuous quality improvement activities.

II. Purpose of Agreement: Communities are strongly encouraged to work together to select a single assessment tool that best meets their needs. Further, it is to the benefit of all programs in the community to collaborate on purchasing and organizing the online assessment licenses in a way that maximizes the use of data at all levels and for multiple purposes. In order to meet their responsibilities for preschool special education reporting, the ECBOCES must have ongoing access to online assessment records for these children. The purpose of the agreement is to define how the parties will organize the online assessment subscription and the associated access permissions. The agreement also describes the limitations of access and use and outlines security assurances for safeguarding student assessment data.

III. Access to Online Assessments:

Agate School District agrees to:

- Secure and pay for an annual subscription to Teaching Strategies GOLD that includes all children who need assessment under preschool special education and CPP mandates. Optional: The subscription, at the discretion of the LEA, may include children funded through other sources not required to participate.
- List the ECBOCES designees as an administrator on the program subscription at the program level

- Use the online assessment system for posting, reviewing and evaluating the body of assessment evidence, for running reports for local use and for meeting mandated reporting requirements
- Follow the data security assurances in Section IV

The ECBOCES agrees to:

- Reimburse LEA for the purchase of active assessment portfolios for preschool special education students counted on December 1, 2020 Special Education Student Count.
- Limit their access to assessment records to those of children funded through preschool special education
- Access child records for the purposes of completing assessment activities, generating reports and monitoring assessment of preschool children with IEPs
- Obtain written permission from the LEA prior to sharing data outside the local program with the exception of OSEP related reports
- Follow the data security assurances in Section IV

IV. Data Security Assurances

Strict adherence with security procedures is necessary in order to safeguard the privacy of children and families. Agate School District and the ECBOCES agree to diligently remind and supervise staff in the maintenance of these safeguards:

- ONLY access records of children for whom you have a primary assessment or data monitoring responsibility
- Keep passwords private. Never share user names or passwords
- Use only secure web connections when accessing the online assessment system
- Log out of the assessment system and close the browser after each use
- Keep printed reports in a locked, secure location
- Only share child level information with the family and approved team members
- Do not share or publish reports that include sets representing group sizes smaller than 17 children
- Obtain written permissions before sharing data outside the local program or before accessing the online system beyond the scope described in Section III

This data sharing agreement will be active from July 1, 2020 through June 30, 2021 or until renegotiated at the request of either party.

I have read this document and agree to the provisions as outlined.

Hilary Jaynes, Superintendent
East Central BOCES

Beverly Biagg, Co-Special Ed Director

Results Matter (Preschool) Data Sharing Agreement

East Central BOCES and Strasburg School District

I. **Background:** The East Central Board of Cooperative Educational Services (ECBOCES) is the designated Administrative Unit (AU) for special education funding and reporting purposes for their 20 member school districts. As the AU, ECBOCES is responsible for supporting a child outcomes measurement system under the direction of the Colorado Department of Education (CDE) and for the purpose of meeting Indicator 7 reporting requirements in the State Performance Plan (SPP) and the Annual Performance Report (APR) submitted each February to the Office of Special Education Programs (OSEP) at the US Department of Education. The State's mechanism for measuring and reporting child outcomes is called Results Matter. Results Matter is also mandated for the Colorado Preschool Program (CPP) and is implemented voluntarily as a progress monitoring system for children funded through sources other than special education and CPP. The Results Matter assessment process includes ongoing observation, work sampling and completion of developmental rating scales. The body of evidence is posted to a secure online reporting system three times per year. State and federal reports are extracted from the system by CDE. Local programs have immediate access to assessment information and a variety of reports in order to inform instruction and continuous quality improvement activities.

II. **Purpose of Agreement:** Communities are strongly encouraged to work together to select a single assessment tool that best meets their needs. Further, it is to the benefit of all programs in the community to collaborate on purchasing and organizing the online assessment licenses in a way that maximizes the use of data at all levels and for multiple purposes. In order to meet their responsibilities for preschool special education reporting, the ECBOCES must have ongoing access to online assessment records for these children. This can be accomplished in several different ways. The purpose of the agreement is to define how the parties will organize the online assessment subscription and the associated access permissions. The agreement also describes the limitations of access and use and outlines security assurances for safeguarding student assessment data.

III. :

East Central BOCES agrees to:

- Secure and pay for an annual subscription to Teaching Strategies GOLD that includes all children who need assessment under preschool special education and CPP mandates. Optional: The subscription, at the discretion of the LEA, Strasburg School District, may include children funded through other sources not required to participate.

- Invoice Strasburg School District for their share of the CPP and other general education child records purchased.
- List Strasburg School District designee as an administrator on the subscription at the site level
- Obtain written permission from Strasburg School District before sharing data outside the local program
- Monitor assessment of children with IEPs for reliable completion and for completion of procedures necessary for OSEP mandated reporting
- Follow the data security assurances in Section IV

Strasburg School District agrees to:

- Reimburse ECBOCES for the purchase of active assessment portfolios for CPP and other general education.
- Access child records for the purposes of completing assessment activities, generating reports and monitoring assessment of preschool children with IEPs
- Follow the data security assurances in Section IV

IV. Data Security Assurances

Strict adherence with security procedures is necessary in order to safeguard the privacy of children and families. Strasburg School District and East Central BOCES agree to diligently remind and supervise staff in the maintenance of these safeguards:

- ONLY access records of children for whom you have a primary assessment or data monitoring responsibility
- Keep passwords private. Never share user names or passwords
- Use only secure web connections when accessing the online assessment system
- Log out of the assessment system and close the browser after each use
- Keep printed reports in a locked, secure location
- Only share child level information with the family and approved team members
- Do not share or publish reports that include sets representing group sizes smaller than 17 children
- Obtain written permissions before sharing data outside the local program or before accessing the online system beyond the scope described in Section III

This data sharing agreement will be active from July 1, 2020 through June 30, 2021 or until renegotiated at the request of either party.

I have read this document and agree to the provisions as outlined.

Monica Johnson, Superintendent

E
East Central BOCES

il Ed Director

Project Narrative ~ Part B Project A: Special Education Services



COLORADO
Department of Education

Tel: (303) 866-6690
Email: boylan_k@cde.state.co.us

Finance and Operations
Exceptional Student Services Unit
1560 Broadway, Ste. 1100, Denver, CO 80202

IDEA Part B Project Narrative ~ Project A: Special Education Services

Submission Date: May 21, 2020

AU / SOP Name and Number: 64043 EAST CENTRAL BOCES

NARRATIVE CYCLE: 2020-2021 through 2022 - 2023

Check One

☒ New

☐ Amendment

FUND SOURCE

Check One

☒ IDEA: Part B Flow Through Funds

OBJECTIVE 1: STAFF

Employ appropriately licensed and endorsed special education personnel to include instructional staff, speech language pathologists, related service providers, administrative staff, and coordinators to meet all IDEA requirements. Employ appropriately licensed and endorsed math and reading interventionists (general education teachers) to provide intervention services to students with disabilities. Employ qualified special education paraprofessionals and office support personnel to meet all IDEA requirements. Staff are subject to time and effort documentation; only the time associated with special education responsibilities may be funded by IDEA federal funds.

☒

Activity 1 - Salaries and benefits of instructional and support staff (0100 / 0200)

☐

Activity 2 - Salaries and benefits of math/reading interventionists (general education teachers) (0100 / 0200)

☒

Activity 3 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0300)

☐

Activity 4 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)

☐

Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

Evaluation Procedures for Objective 1:

Employment records are maintained at the East Central BOCES central office. Records maintained include: support staff schedules. Data is collected and maintained on referrals, assessments, and services provided for those found eligible for special education services. A comprehensive staff evaluation process is implemented annually and documentation maintained. Improved/increased achievement scores and improved rate of

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to utilize IDEA Part B funds for Objective 1, Activities 1 and 3. Please be thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student

Project Narrative ~ Part B Project A: Special Education Services

outcomes in your evaluation procedures and EOY performance reports.

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 2: NON-SPECIFIC STAFF

Provide salaries and benefits for substitutes (release time) to cover special education staff to attend staffings or for the coverage of special education staff who are out on short-term leave (does not include long term substitutes); provide stipends (extra duty) for staff completing special education projects outside of their regular assignment; provide PERA retirement benefits; provide Administrative Unit / State Operated Program approved tuition reimbursement for staff completing special education coursework.

☐ Activity 1 - Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120/0200)

☐ Activity 2 - Stipends for extra duty for projects outside of the employee's regular assignment (0150)

☐ Activity 3 - Pay PERA benefits associated with retirees who are contracting with the AU/SOP (0230)

☐ Activity 4 - Tuition reimbursement for special education staff when the content of the coursework is related to special education (0240)

☐ Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

☐ Activity 6 - Insert additional activity request (not listed in activities 1-5 above)

Evaluation Procedures for Objective 2:

Project Narrative ~ Part B Project A: Special Education Services

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Approval/Comments (For CDE Use Only):

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Performance Report 2020-2021 (due July 9, 2021):

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Performance Report 2021-2022 (due July 8, 2022):

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Performance Report 2022-2023 (due July 14, 2023):

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OBJECTIVE 3: PURCHASE SERVICES

√

Provide for the payment of associated costs to support the operation and management for the provision of special education services and programs.

<input type="checkbox"/>	Activity 1 - Other purchased professional and technical services not requiring a staff record, i.e., legal services for updating policy manuals (0390)
<input type="checkbox"/>	Activity 2 - Expenditures for repairs and maintenance of specific special education equipment and devices which are not provided directly by the AU's personnel (0430)
<input type="checkbox"/>	Activity 3 - Expenditures for rentals/leases of special education specific equipment and/or devices such as mobility equipment (0440)
<input type="checkbox"/>	Activity 4 - Expenditures for student transportation services that are not claimed on the CDE 40 (0510)
<input type="checkbox"/>	Activity 5 - Expenditures for unemployment compensation insurance (0525)
<input type="checkbox"/>	Activity 6 - Expenditures for workers compensation insurance (0526)
<input type="checkbox"/>	Activity 7 - Expenditures for communication devices related to special education (0530)

Project Narrative ~ Part B Project A: Special Education Services

<input type="checkbox"/>	Activity 8 - Expenditures for advertising related to recruitment of special education personnel, procurement of goods and services, and other specific purposes necessary to meet the requirements of the IDEA grant (0540)
<input type="checkbox"/>	Activity 9 - Expenditures for printing and duplicating specific to special education services, staff and the students supported by the special education program (0550)
<input type="checkbox"/>	Activity 10 - Tuition paid to other AUs or BOCES for specific special education services for out-of-district placed pupils (0562)
<input type="checkbox"/>	Activity 11 - Tuition paid to private sources for specific special education services upon AU determination for the placement, i.e., community agency supporting individuals with disabilities (0564)
<input type="checkbox"/>	Activity 12 - Tuition paid to approved facility schools for specific special education services for out-of-district placed pupils (0565)
<input checked="" type="checkbox"/>	Activity 13 - Expenditures for mileage, travel (lodging and meals), and registration costs, i.e., mileage for itinerant staff (0580)
<input type="checkbox"/>	Activity 14 - Services purchased from other sources not classified elsewhere - description required below* (0599)
<input type="checkbox"/>	Activity 15 - <i>Insert additional activity request (not listed in activities 1-14 above)</i>
<input type="checkbox"/>	Activity 16 - <i>Insert additional activity request (not listed in activities 1-15 above)</i>

* Description (Required if requesting Activity 14 above)

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Evaluation Procedures for Objective 3:

All expense records are maintained at the East Central BOCES central office. All expense records related to mileage and travel for itinerant staff are on file. This documentation will be monitored annually to determine the AU is meeting the the above objective.

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to utilize IDEA Part B funds for Objective 3, Activity 13 . Please be thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY performance reports.

Performance Report 2020-2021 (due July 9, 2021):

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Project Narrative ~ Part B Project A: Special Education Services

Performance Report 2021-2022 (due July 8, 2022):

--

Performance Report 2022-2023 (due July 14, 2023):

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OBJECTIVE 4: SUPPLIES

Purchase of instructional and support supplies (including freight costs), materials, software, and equipment under \$1K, necessary to provide FAPE, included on the student's IEP and that are above and beyond what is provided to general education staff and students. All computers and small and attractive devices such as Go Talk augmentative communication device, etc. should be requested under Objective 5: Equipment (regardless of cost).

<input type="checkbox"/>	Activity 1 - Expenditures for general supplies specific to special education programming (0610)
<input type="checkbox"/>	Activity 2 - Expenditures for books and periodicals specific to special education programming (0640)
<input type="checkbox"/>	Activity 3 - Expenditures for electronic media materials including software licenses (including electronic IEP systems) specific to special education programming (0650)
<input type="checkbox"/>	Activity 4 - Insert additional activity request (not listed in activities 1-3 above)
<input type="checkbox"/>	Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

Evaluation Procedures for Objective 4:

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Approval/Comments (For CDE Use Only):

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Performance Report 2020-2021 (due July 9, 2021):

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Performance Report 2021-2022 (due July 8, 2022):

Project Narrative ~ Part B Project A: Special Education Services

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 5: EQUIPMENT

Purchase of computers and small and attractive devices (regardless of cost including Go Talk augmentative communication device, iPads, etc.), as well as assistive technology and equipment over \$1K necessary to provide FAPE, included on the student's IEP, and that are above and beyond what is provided to general education staff and students. Documentation must be kept to demonstrate how purchases with IDEA funds are above and beyond what is provided to general education staff and students and utilized for students with disabilities only. Inventory must be maintained from acquisition to disposition and physically updated annually. When requesting to expend IDEA funds on equipment, a description must be entered within the web-based budget system.

☐

Activity 1 - Expenditures for capitalized equipment over \$5K. If AU's capitalization policy is more restrictive, CDE will defer to AU policy (0730)

☐

Activity 2 - Expenditures for non-capitalized equipment under \$5K including small and attractive equipment as described in the objective; if AU's non-capitalization policy is more restrictive, CDE will defer to AU policy (0735)

☐

Activity 3 - *Insert additional activity request (not listed in activities 1-2 above)*

☐

Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

Evaluation Procedures for Objective 5:

Approval/Comments (For CDE Use Only):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Project Narrative ~ Part B Project A: Special Education Services

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

Provide professional development for special education staff; or, professional development for all staff and parents if the content of the training is unique to students with disabilities or students suspected of having disabilities. Documentation must be maintained for audit purposes describing the content of all training activities supported by these funds, as well as the individuals participating in the professional development.

<input type="checkbox"/>	Activity 1 - Expenditures for substitutes and related benefits to provide release time for staff to attend trainings during regular contract hours (0120)
<input type="checkbox"/>	Activity 2 - Expenditures for stipends and related benefits to compensate staff to attend trainings outside of regular contract hours (0150)
<input type="checkbox"/>	Activity 3 - Expenditures for presenter/speaker fees requiring a staff record i.e., staff developer (0300)
<input type="checkbox"/>	Activity 4 - Expenditures for presenter/speaker fees not requiring a staff record, i.e., national keynote speaker (0390)
<input type="checkbox"/>	Activity 5 - Expenditures for rental of conference/training space and audio/visual equipment (0440)
<input type="checkbox"/>	Activity 6 - Expenditures for printing and duplication of conference/training materials (0550)
<input type="checkbox"/>	Activity 7 - Expenditures for travel costs, mileage reimbursement to staff and presenters, and registration fees related to professional development (0580)
<input type="checkbox"/>	Activity 8 - Expenditures for payments to service providers for services such as child care when professional development includes parents of students with disabilities (0599)
<input type="checkbox"/>	Activity 9 - Expenditures for supplies and materials associated with professional development such as food, office supplies, etc. (0610)
<input type="checkbox"/>	Activity 10 - Expenditures for books and periodicals associated with professional development such as training curriculum, etc. (0640)
<input type="checkbox"/>	Activity 11 - Expenditures for electronic media materials associated with professional development such as CDs/DVDs (0650)

Project Narrative ~ Part B Project A: Special Education Services

☐

Activity 12 - Insert additional activity request (not listed in activities 1-11 above)

☐

Activity 13 - Insert additional activity request (not listed in activities 1-12 above)

Evaluation Procedures for Objective 6:

Approval/Comments (For CDE Use Only):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 7: OTHER

✓

Expenditures or assessments for membership in professional special education organizations consistent with the AU's policy. The administrative unit will charge its approved restricted rate of indirect costs.

☐

Activity 1 - Expenditures for dues and fees associated with professional special education organizations (0810)

☒

Activity 2 - Indirect costs on all expenditures except capitalized equipment (0869)

Evaluation Procedures for Objective 7:

Documentation of all purchases and invoices will be kept on file in the accounting office. This documentation will be monitored annually to determine the AU is meeting the above objective.

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to utilize IDEA Part B funds for Objective 7, Activity 2. Please be thinking

Project Narrative ~ Part B Project A: Special Education Services

about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY performance reports.

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 8: ADDITIONAL NARRATIVE REQUEST (not listed in objectives 1-7 above)

Insert proposed objective here

☐

☐

Activity 1 - *Insert proposed activity here...*

☐

Activity 2 - *Insert proposed activity here...*

☐

Activity 3 - *Insert proposed activity here...*

☐

Activity 4 - *Insert proposed activity here...*

☐

Activity 5 - *Insert proposed activity here...*

Evaluation Procedures for Objective 8:

Approval/Comments (For CDE Use Only):

Project Narrative ~ Part B Project A: Special Education Services

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

Project Narrative ~ Part B Project C: Charter Schools



COLORADO
Department of Education

Tel: (303) 866-6690
Email: boyman_k@cde.state.co.us

Finance and Operations
Exceptional Student Services Unit
1560 Broadway, Ste. 1100, Denver, CO 80202

IDEA Part B Project Narrative ~ Project C: Charter Schools

Under 34 CFR 209(a)-(b), the authorizing District must serve children with disabilities attending its charter schools in the same manner that it serves children with disabilities attending its traditional schools and also provide funds to its charter schools on the same basis that it provides funds to its traditional schools. If your district has charter schools, please clarify how students with disabilities attending each charter school are being served and funded.

If flow through funds are not being funneled to the building level (traditional schools), you do not need specificity for charter schools here. If flow through funds are being funneled to the building level (traditional schools), the charters must be treated in the same manner as the traditional schools with respect to funding.

Does the AU flow through IDEA Part B funds to its traditional schools?

☐ Yes* ☒ No

* If yes, you must complete Project C objectives, activities, and evaluation strategies.

Submission Date: May 21, 2020

AU / SOP Name and Number: 64043 EAST CENTRAL BOCES

NARRATIVE CYCLE 2020 - 2021 through 2022 - 2023

Check One

☒ New ☐ Amendment

FUND SOURCE

Check One

☒ IDEA: Part B Flow Through Funds

OBJECTIVE 1: STAFF

Employ appropriately licensed and endorsed special education personnel to include instructional staff, speech language pathologists, related service providers, administrative staff, and coordinators to meet all IDEA requirements. Employ appropriately licensed and endorsed math and reading interventionists (general education teachers) to provide intervention services to students with disabilities. Employ qualified special education paraprofessionals and office support personnel to meet all IDEA requirements. Staff are subject to time and effort documentation; only the time associated with special education responsibilities may be funded by IDEA federal funds.

☒ Activity 1 - Salaries and benefits of instructional and support staff (0100 / 0200)

☐ Activity 2 - Salaries and benefits of math/reading interventionists (general education teachers) (0100 / 0200)

☐ Activity 3 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0300)

☐ Activity 4 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)

Project Narrative ~ Part B Project C: Charter Schools

☐

Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

Evaluation Procedures for Objective 1:

Employment Record; Employee Contracts; We have chosen to flow Federal Funds through to the Charter School- Astravo (previously Foundation Learning).

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to utilize IDEA Part B funds for Objective 1, Activity 1. Please be thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY performance reports.

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 2: NON-SPECIFIC STAFF

Provide salaries and benefits for substitutes (release time) to cover special education staff to attend staffings or for the coverage of special education staff who are out on short-term leave (does not include long term substitutes); provide stipends (extra duty) for staff completing special education projects outside of their regular assignment; provide PERA retirement benefits; provide Administrative Unit / State Operated Program approved tuition reimbursement for staff completing special education coursework.

☐

Activity 1 - Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120)

☐

Activity 2 - Stipends for extra duty for projects outside of the employee's regular assignment (0150)

☐

Activity 3 - Pay PERA benefits associated with retirees who are contracting with the AU/SOP (0230)

☐

Activity 4 - Tuition reimbursement for special education staff when the content of the coursework is related to special education (0240)

Project Narrative ~ Part B Project C: Charter Schools

☐

Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

☐

Activity 6 - Insert additional activity request (not listed in activities 1-5 above)

Evaluation Procedures for Objective 2:

Approval/Comments (For CDE Use Only):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 3: PURCHASE SERVICES

☐

Provide for the payment of associated costs to support the operation and management for the provision of special education services and programs.

☐

Activity 1 - Other purchased professional and technical services not requiring a staff record, i.e., legal services for updating policy manuals (0390)

☐

Activity 2 - Expenditures for repairs and maintenance of specific special education equipment and devices which are not provided directly by the AU's personnel (0430)

☐

Activity 3 - Expenditures for rentals/leases of special education specific equipment and/or devices such as mobility equipment (0440)

☐

Activity 4 - Expenditures for student transportation services that are not claimed on the CDE 40 (0510)

Project Narrative ~ Part B Project C: Charter Schools

<input type="checkbox"/>	Activity 5 - Expenditures for unemployment compensation insurance (0525)
<input type="checkbox"/>	Activity 6 - Expenditures for workers compensation insurance (0526)
<input type="checkbox"/>	Activity 7 - Expenditures for communication devices related to special education (0530)
<input type="checkbox"/>	Activity 8 - Expenditures for advertising related to recruitment of special education personnel, procurement of goods and services, and other specific purposes necessary to meet the requirements of the IDEA grant (0540)
<input type="checkbox"/>	Activity 9 - Expenditures for printing and duplicating specific to special education services, staff and the students supported by the special education program (0550)
<input type="checkbox"/>	Activity 10 - Tuition paid to other AUs or BOCES for specific special education services for out-of-district placed pupils (0562)
<input type="checkbox"/>	Activity 11 - Tuition paid to private sources for specific special education services upon AU determination for the placement, i.e., community agency supporting individuals with disabilities (0564)
<input type="checkbox"/>	Activity 12 - Tuition paid to agencies with CDE approved rates for specific special education services for out-of-district placed pupils, i.e., facility schools (0565)
<input type="checkbox"/>	Activity 13 - Expenditures for mileage, travel (lodging and meals), and registration costs, i.e., mileage for itinerant staff (0580)
<input type="checkbox"/>	Activity 14 - Services purchased from other sources not classified elsewhere - description required below* (0599)
<input type="checkbox"/>	Activity 15 - <i>Insert additional activity request (not listed in activities 1-14 above)</i>
<input type="checkbox"/>	Activity 16 - <i>Insert additional activity request (not listed in activities 1-15 above)</i>

* Description (Required if requesting Activity 14 above)

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Evaluation Procedures for Objective 3:

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Approval/Comments (For CDE Use Only):

Project Narrative ~ Part B Project C: Charter Schools

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 4: SUPPLIES

Purchase of instructional and support supplies (including freight costs), materials, software, and equipment under \$1K, necessary to provide FAPE, included on the student's IEP and that are above and beyond what is provided to general education staff and students. All computers and small and attractive devices such as Go Talk augmentative communication device, etc. should be requested under Objective 5: Equipment (regardless of cost).

- ☐ Activity 1 - Expenditures for general supplies specific to special education programming (0610)
- ☐ Activity 2 - Expenditures for books and periodicals specific to special education programming (0640)
- ☐ Activity 3 - Expenditures for electronic media materials including software licenses specific to special education programming (0650)
- ☐ Activity 4 - Insert additional activity request (not listed in activities 1-3 above)
- ☐ Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

Evaluation Procedures for Objective 4:

Approval/Comments (For CDE Use Only):

Project Narrative ~ Part B Project C: Charter Schools

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 5: EQUIPMENT

Purchase of computers and small and attractive devices (regardless of cost including Go Talk augmentative communication device, iPads, etc.), as well as assistive technology and equipment over \$1K necessary to provide FAPE, included on the student's IEP, and that are above and beyond what is provided to general education staff and students. Documentation must be kept to demonstrate how purchases with IDEA funds are above and beyond what is provided to general education staff and students and utilized for students with disabilities only. Inventory must be maintained from acquisition to disposition and physically updated annually. When requesting to expend IDEA funds on equipment, a description must be entered within the web-based budget system.

☐

Activity 1 - Expenditures for capitalized equipment over \$5K; if AU's capitalization policy is more restrictive, CDE will defer to AU policy (0730)

☐

Activity 2 - Expenditures for non-capitalized equipment under \$5K including small and attractive equipment as described in the objective; if AU's non-capitalization policy is more restrictive, CDE will defer to AU policy (0735)

☐

Activity 3 - *Insert additional activity request (not listed in activities 1-2 above)*

☐

Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

Evaluation Procedures for Objective 5:

Approval/Comments (For CDE Use Only):

Project Narrative ~ Part B Project C: Charter Schools

Performance Report 2020-2021 (due July 9, 2021):

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Performance Report 2021-2022 (due July 8, 2022):

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Performance Report 2022-2023 (due July 14, 2023):

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OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

☐ Provide professional development for special education staff; or, professional development for all staff and parents if the content of the training is unique to students with disabilities or students suspected of having disabilities. Documentation must be maintained for audit purposes describing the content of all training activities supported by these funds, as well as the individuals participating in the professional development.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Activity 1 - Expenditures for substitutes and related benefits to provide release time for staff to attend trainings during regular contract hours (0120) |
| <input type="checkbox"/> | Activity 2 - Expenditures for stipends and related benefits to compensate staff to attend trainings outside of regular contract hours (0150) |
| <input type="checkbox"/> | Activity 3 - Expenditures for presenter/speaker fees requiring a staff record i.e., staff developer (0300) |
| <input type="checkbox"/> | Activity 4 - Expenditures for presenter/speaker fees not requiring a staff record, i.e., national keynote speaker (0390) |
| <input type="checkbox"/> | Activity 5 - Expenditures for rental of conference/training space and audio/visual equipment (0440) |
| <input type="checkbox"/> | Activity 6 - Expenditures for printing and duplication of conference/training materials (0550) |
| <input type="checkbox"/> | Activity 7 - Expenditures for travel costs, mileage reimbursement to staff and presenters, and registration fees related to professional development (0580) |
| <input type="checkbox"/> | Activity 8 - Expenditures for payments to service providers for services such as child care when professional development includes parents of students with disabilities (0599) |
| <input type="checkbox"/> | Activity 9 - Expenditures for supplies and materials associated with professional development such as food, office supplies, etc. (0610) |

Project Narrative ~ Part B Project C: Charter Schools

☐ Activity 10 - Expenditures for books and periodicals associated with professional development such as training curriculum, etc. (0640)

☐ Activity 11 - Expenditures for electronic media materials associated with professional development such as CDs/DVDs (0650)

☐ Activity 12 - *Insert additional activity request (not listed in activities 1-11 above)*

☐ Activity 13 - *Insert additional activity request (not listed in activities 1-12 above)*

Evaluation Procedures for Objective 6:

Approval/Comments (For CDE Use Only):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 7: OTHER

✓ Expenditures or assessments for membership in professional special education organizations consistent with the AU's policy. The administrative unit will charge its approved restricted rate of indirect costs.

☐ Activity 1 - Expenditures for dues and fees associated with professional special education organizations (0810)

✓ Activity 2 - Indirect costs on all expenditures except capitalized equipment (0869)

Evaluation Procedures for Objective 7:

Project Narrative ~ Part B Project C: Charter Schools

Documentation of all purchases and invoices will be kept on file in the accounting office. This documentation will be monitored annually to determine the AU is meeting the above objective.

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to utilize IDEA Part B funds for Objective 7, Activity 2. Please be thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY performance reports.

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 8: ADDITIONAL NARRATIVE REQUEST (not listed in objectives 1-7 above)

Insert proposed objective here

☐

Activity 1 - *Insert proposed activity here...*

☐

Activity 2 - *Insert proposed activity here...*

☐

Activity 3 - *Insert proposed activity here...*

☐

Activity 4 - *Insert proposed activity here...*

☐

Activity 5 - *Insert proposed activity here...*

Evaluation Procedures for Objective 8:

Project Narrative ~ Part B Project C: Charter Schools

Approval/Comments (For CDE Use Only):

A large, empty gray rectangular box with a black border, intended for approval or comments.

Performance Report 2020-2021 (due July 9, 2021):

A large, empty gray rectangular box with a black border, intended for the 2020-2021 performance report.

Performance Report 2021-2022 (due July 8, 2022):

A large, empty gray rectangular box with a black border, intended for the 2021-2022 performance report.

Performance Report 2022-2023 (due July 14, 2023):

A large, empty gray rectangular box with a black border, intended for the 2022-2023 performance report.

Results Matter (Preschool) Data Sharing Agreement

East Central BOCES and Agate School District

I. Background: The East Central Board of Cooperative Educational Services (ECBOCES) is the designated Administrative Unit (AU) for special education funding and reporting purposes for their 20 member school districts. As the AU, ECBOCES is responsible for supporting a child outcomes measurement system under the direction of the Colorado Department of Education (CDE) and for the purpose of meeting Indicator 7 reporting requirements in the State Performance Plan (SPP) and the Annual Performance Report (APR) submitted each February to the Office of Special Education Programs (OSEP) at the US Department of Education. The State's mechanism for measuring and reporting child outcomes is called Results Matter. Results Matter is also mandated for the Colorado Preschool Program (CPP) and is implemented voluntarily as a progress monitoring system for children funded through sources other than special education and CPP. The Results Matter assessment process includes ongoing observation, work sampling and completion of developmental rating scales. The body of evidence is posted to a secure online reporting system three times per year. State and federal reports are extracted from the system by CDE. Local programs have immediate access to assessment information and a variety of reports in order to inform instruction and continuous quality improvement activities.

II. Purpose of Agreement: Communities are strongly encouraged to work together to select a single assessment tool that best meets their needs. Further, it is to the benefit of all programs in the community to collaborate on purchasing and organizing the online assessment licenses in a way that maximizes the use of data at all levels and for multiple purposes. In order to meet their responsibilities for preschool special education reporting, the ECBOCES must have ongoing access to online assessment records for these children. The purpose of the agreement is to define how the parties will organize the online assessment subscription and the associated access permissions. The agreement also describes the limitations of access and use and outlines security assurances for safeguarding student assessment data.

III. Access to Online Assessments:

Agate School District agrees to:

- Secure and pay for an annual subscription to Teaching Strategies GOLD that includes all children who need assessment under preschool special education and CPP mandates. Optional: The subscription, at the discretion of the LEA, may include children funded through other sources not required to participate.
- List the ECBOCES designees as an administrator on the program subscription at the program level

- Use the online assessment system for posting, reviewing and evaluating the body of assessment evidence, for running reports for local use and for meeting mandated reporting requirements
- Follow the data security assurances in Section IV

The ECBOCES agrees to:

- Reimburse LEA for the purchase of active assessment portfolios for preschool special education students counted on December 1, 2020 Special Education Student Count.
- Limit their access to assessment records to those of children funded through preschool special education
- Access child records for the purposes of completing assessment activities, generating reports and monitoring assessment of preschool children with IEPs
- Obtain written permission from the LEA prior to sharing data outside the local program with the exception of OSEP related reports
- Follow the data security assurances in Section IV

IV. Data Security Assurances

Strict adherence with security procedures is necessary in order to safeguard the privacy of children and families. Agate School District and the ECBOCES agree to diligently remind and supervise staff in the maintenance of these safeguards:

- ONLY access records of children for whom you have a primary assessment or data monitoring responsibility
- Keep passwords private. Never share user names or passwords
- Use only secure web connections when accessing the online assessment system
- Log out of the assessment system and close the browser after each use
- Keep printed reports in a locked, secure location
- Only share child level information with the family and approved team members
- Do not share or publish reports that include sets representing group sizes smaller than 17 children
- Obtain written permissions before sharing data outside the local program or before accessing the online system beyond the scope described in Section III

This data sharing agreement will be active from July 1, 2020 through June 30, 2021 or until renegotiated at the request of either party.

I have read this document and agree to the provisions as outlined.

Hilary Jaynes, Superintendent
East Central BOCES

 _____
Beverly Biagg, Co-Special Ed Director

Project Narrative ~ Part B Project F: Private Schools



COLORADO
Department of Education

Tel: (303) 866-6690
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Finance and Operations
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IDEA Part B

Project Narrative ~ Project F: Private Schools

Consistent with 34 CFR §§ 300.130 through 300.144, the District must calculate the proportionate share of IDEA Part B funds that will be used under Project F. The District must consult with representatives of the non-profit private schools and representatives of parents of students who are parentally placed in non-profit private schools to determine the services that will be provided.

If you have non-profit private schools within your boundaries, please provide specific and detailed information regarding how the proportionate share of IDEA Part B funds will be used to support students with disabilities who are parentally

Submission Date: May 21, 2020

AU / SOP Name and Number: 64043 EAST CENTRAL BOCES

NARRATIVE CYCLE 2020 - 2021 through 2022 - 2023

Check One

☒ New

☐ Amendment

FUND SOURCE

Check One

☒ IDEA: Part B Flow Through Funds

Does the AU have non-profit private schools within their boundaries?

☒ Yes* ☐ No

* If yes, you must provide specific and detailed information in the box provided below regarding how the proportionate share of IDEA Part B funds will be used to support students with disabilities who are parentally placed in the non-profit private school. When requesting to expend IDEA funds on Project F, a description must be entered within the web-based budget system for each object code.

East Central BOCES has three non-profit private schools and we provide individual service plans for those students eligible with mild to significant disabilities by employing East Central BOCES licensed and endorsed personal to include instructional staff, speech language pathologists, related service providers, administrative staff and coordinators to meet all IDEA requirements. St. Isadora K-12 Catholic School, Community Christian School and Sacred Heart Academy are the only non-profit private schools in our administrative unit.

Evaluation Procedures:

Staff time and effort logs and on the time associated with special education parentally placed private school student's time is documented and maintained at the administrative unit.

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to use the proportionate share of IDEA Part B funds for parentally placed students with disabilities in non-profit private schools as outlined in the narrative above. The consultation process with private school officials and representation from parents of students with disabilities parentally placed in non-profit private schools must be conducted on an annual basis to determine services.

Performance Report 2020-2021 (due July 9, 2021):

Project Narrative ~ Part B Project F: Private Schools

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Performance Report 2021-2022 (due July 8, 2022):

A large rectangular gray box used for redaction, covering the section for the 2021-2022 performance report.

Performance Report 2022-2023 (due July 14, 2023):

A large rectangular gray box used for redaction, covering the section for the 2022-2023 performance report.

Project Narrative ~ Preschool Project A: Special Education Services



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Department of Education

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Finance and Operations
Exceptional Student Services Unit
1560 Broadway, Ste. 1100, Denver, CO 80202

IDEA Preschool Project Narrative - Project A: Special Education Services

Submission Date: May 21, 2020

AU / SOP Name and Number: 64043 EAST CENTRAL BOCES

NARRATIVE CYCLE 2020 - 2021 through 2022 - 2023

Check One

☒ New ☐ Amendment

FUND SOURCE

Check One

☒ IDEA: Preschool Flow Through Funds

OBJECTIVE 1: STAFF

☒ Employ appropriately licensed and endorsed special education personnel to include early childhood instructional staff, speech language pathologists, related service providers, administrative staff, and coordinators to meet all IDEA requirements for children with disabilities, ages three through five. Employ qualified special education paraprofessionals and office support personnel to meet all IDEA requirements. Staff are subject to time and effort documentation; only the time associated with early childhood special education responsibilities may be funded by IDEA Preschool funds.

- ☒ Activity 1 - Salaries and benefits of early childhood special education instructional and support staff (0100 / 0200)
- ☐ Activity 2 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0592)
- ☐ Activity 3 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)
- ☐ Activity 4 - Insert additional activity request (not listed in activities 1-3 above)
- ☐ Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

Evaluation Procedures for Objective 1:

Employment records are maintained at the East Central BOCES central office. Records maintained include: support staff schedules. Data is collected and maintained on referrals, assessments, and services provided for those found eligible for special education services. A comprehensive staff evaluation process is implemented annually and documentation maintained. Improved/increased achievement scores and

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to utilize IDEA Preschool funds for Objective 1, Activity 1. Please be

Project Narrative ~ Preschool Project A: Special Education Services

thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY performance reports.

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 2: NON-SPECIFIC STAFF

Provide salaries and benefits for substitutes (release time) to cover early childhood special education staff to attend staffings or for the coverage of early childhood special education staff who are out on short-term leave (does not include long term substitutes); provide stipends (extra duty) for staff completing special education projects outside of their regular assignment; provide PERA retirement benefits; provide Administrative Unit / State Operated Program approved tuition reimbursement for staff completing special education coursework which will benefit preschool students with disabilities, ages three through five.

☐

Activity 1 - Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120)

☐

Activity 2 - Stipends for extra duty for projects outside of the employee's regular assignment (0150)

☐

Activity 3 - Pay PERA benefits associated with retirees who are contracting with the AU/SOP (0230)

☐

Activity 4 - Tuition reimbursement for special education staff when the content of the coursework is to benefit preschool students with disabilities, ages three through five (0240)

☐

Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

☐

Activity 6 - Insert additional activity request (not listed in activities 1-5 above)

Evaluation Procedures for Objective 2:

Project Narrative ~ Preschool Project A: Special Education Services

Approval/Comments (For CDE Use Only):

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Performance Report 2020-2021 (due July 9, 2021):

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Performance Report 2021-2022 (due July 8, 2022):

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Performance Report 2022-2023 (due July 14, 2023):

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OBJECTIVE 3: PURCHASE SERVICES

v

Provide for the payment of associated costs to support the operation and management for the provision of early childhood special education services and programs.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Activity 1 - Other purchased professional and technical services not requiring a staff record, i.e., legal services for updating policy manuals (0390) |
| <input type="checkbox"/> | Activity 2 - Expenditures for repairs and maintenance of specific special education equipment and devices which are not provided directly by the AU's personnel (0430) |
| <input type="checkbox"/> | Activity 3 - Expenditures for rentals/leases of special education specific equipment and/or devices such as mobility equipment (0440) |
| <input type="checkbox"/> | Activity 4 - Expenditures for student transportation services that are not claimed on the CDE 40 (0510) |
| <input type="checkbox"/> | Activity 5 - Expenditures for unemployment compensation insurance (0525) |
| <input type="checkbox"/> | Activity 6 - Expenditures for workers compensation insurance (0526) |
| <input type="checkbox"/> | Activity 7 - Expenditures for communication devices related to special education (0530) |
| <input type="checkbox"/> | Activity 8 - Expenditures for advertising related to recruitment of early childhood special education personnel, procurement of goods and services, and other specific purposes necessary to meet the requirements of the IDEA grant (0540) |

Project Narrative ~ Preschool Project A: Special Education Services

- ☐ Activity 9 - Expenditures for printing and duplicating specific to special education services, staff and the students supported by the special education program (0550)
- ☐ Activity 10 - Tuition paid to other AUs or BOCES for specific early childhood special education services for out-of-district placed pupils (0562)
- ☐ Activity 11 - Tuition paid to private sources for specific early childhood special education services upon AU determination for the placement, i.e., community agency supporting individuals with disabilities (0564)
- ☐ Activity 12 - Tuition paid to approved facility schools for specific early childhood special education services for out-of-district placed pupils (0565)
- ☒ Activity 13 - Expenditures for mileage, travel (lodging and meals), and registration costs, i.e., mileage for itinerant staff (0580)
- ☐ Activity 14 - Services purchased from other sources not classified elsewhere - description required below* (0599)
- ☐ Activity 15 - *Insert additional activity request (not listed in activities 1-14 above)*
- ☐ Activity 16 - *Insert additional activity request (not listed in activities 1-15 above)*

*** Description (Required if requesting Activity 14 above)**

Evaluation Procedures for Objective 3:

All expense records are maintained at the East Central BOCES central office. All expense records related to mileage and travel for itinerant staff are on file. This documentation will be monitored annually to determine the AU is meeting the the above objective.

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to utilize IDEA Preschool funds for Objective 3, Activity 13 . Please be thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY performance reports.

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Project Narrative ~ Preschool Project A: Special Education Services

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 4: SUPPLIES

Purchase of instructional and support supplies (including freight costs), materials, software, and equipment under \$1K, necessary to provide FAPE, included on the student's IEP and that are above and beyond what is provided to general education staff and students. All computers and small and attractive devices such as Go Talk augmentative communication device, etc. should be requested under Objective 5: Equipment (regardless of cost).

☐ Activity 1 - Expenditures for general supplies specific to early childhood special education programming (0610)

☐ Activity 2 - Expenditures for books and periodicals specific to early childhood special education programming (0640)

☐ Activity 3 - Expenditures for electronic media materials including software licenses specific to early childhood special education programming (0650)

☐ Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

☐ Activity 5 - *Insert additional activity request (not listed in activities 1-4 above)*

Evaluation Procedures for Objective 4:

Approval/Comments (For CDE Use Only):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 5: EQUIPMENT

Purchase of computers and small and attractive devices (regardless of cost including Go Talk augmentative communication device, iPads, etc.), as well as assistive technology and equipment over \$1K necessary to provide FAPE, included on the student's IEP, and that are above and beyond what is provided to general education staff and students. Documentation must be kept to demonstrate how purchases with IDEA funds are above and beyond what is provided to general education staff and students and utilized for students with disabilities only. Inventory must be maintained from acquisition to disposition and physically updated annually. When requesting to expend IDEA funds on equipment, a description must be entered within the web-based budget system. Preschool funds may only be used for the reasonable and necessary equipment needs of preschool children with disabilities, ages three through five.

- ☐ Activity 1 - Expenditures for capitalized equipment over \$5K. If AU's capitalization policy is more restrictive, CDE will defer to AU policy (0730)
- ☐ Activity 2 - Expenditures for non-capitalized equipment under \$5K including small and attractive equipment as described in the objective; if AU's non-capitalization policy is more restrictive, CDE will defer to AU policy (0735)
- ☐ Activity 3 - *Insert additional activity request (not listed in activities 1-2 above)*
- ☐ Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

Evaluation Procedures for Objective 5:

Approval/Comments (For CDE Use Only):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

Project Narrative ~ Preschool Project A: Special Education Services

OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

Provide professional development for special education staff; or, professional development for all staff and parents if the content of the training is unique to students with disabilities or students suspected of having disabilities, ages three through five. Documentation must be maintained for audit purposes describing the content of all training activities supported by these funds, as well as the individuals participating in the professional development.

- ☐ Activity 1 - Expenditures for substitutes and related benefits to provide release time for staff to attend trainings during regular contract hours (0120)
- ☐ Activity 2 - Expenditures for stipends and related benefits to compensate staff to attend trainings outside of regular contract hours (0150)
- ☐ Activity 3 - Expenditures for presenter/speaker fees requiring a staff record i.e., staff developer (0300)
- ☐ Activity 4 - Expenditures for presenter/speaker fees not requiring a staff record, i.e., national keynote speaker (0390)
- ☐ Activity 5 - Expenditures for rental of conference/training space and audio/visual equipment (0440)
- ☐ Activity 6 - Expenditures for printing and duplication of conference/training materials (0550)
- ☐ Activity 7 - Expenditures for travel costs, mileage reimbursement to staff and presenters, and registration fees related to professional development (0580)
- ☐ Activity 8 - Expenditures for payments to service providers for services such as child care when professional development includes parents of students with disabilities, ages three through five (0599)
- ☐ Activity 9 - Expenditures for supplies and materials associated with professional development such as food, office supplies, etc. (0610)
- ☐ Activity 10 - Expenditures for books and periodicals associated with professional development such as training curriculum, etc. (0640)
- ☐ Activity 11 - Expenditures for electronic media materials associated with professional development such as CDs/DVDs (0650)
- ☐ Activity 12 - *Insert additional activity request (not listed in activities 1-11 above)*
- ☐ Activity 13 - *Insert additional activity request (not listed in activities 1-12 above)*

Project Narrative ~ Preschool Project A: Special Education Services

Evaluation Procedures for Objective 6:

Approval/Comments (For CDE Use Only):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 7: OTHER

- ✓ Expenditures or assessments for membership in professional special education organizations consistent with the AU's policy. The administrative unit will charge its approved restricted rate of indirect costs.

☐

Activity 1 - Expenditures for dues and fees associated with professional special education organizations (0810)

☒

Activity 2 - Indirect costs on all expenditures except capitalized equipment (0869)

Evaluation Procedures for Objective 7:

Documentation of all purchases and invoices will be kept on file in the accounting office. This documentation will be monitored annually to determine the AU is meeting the above objective.

Approval/Comments (For CDE Use Only):

6/1/2020 - CDE approval is granted to utilize IDEA Preschool funds for Objective 7, Activity 2. Please be thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY performance reports.

Performance Report 2020-2021 (due July 9, 2021):

Project Narrative ~ Preschool Project A: Special Education Services

Performance Report 2021-2022 (due July 8, 2022):

Performance Report 2022-2023 (due July 14, 2023):

OBJECTIVE 8: ADDITIONAL NARRATIVE REQUEST (not listed in objectives 1-7 above)

☐ *Insert proposed objective here*

☐

Activity 1 - *Insert proposed activity here...*

☐

Activity 2 - *Insert proposed activity here...*

☐

Activity 3 - *Insert proposed activity here...*

☐

Activity 4 - *Insert proposed activity here...*

☐

Activity 5 - *Insert proposed activity here...*

Evaluation Procedures for Objective 8:

Approval/Comments (For CDE Use Only):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):

Project Narrative ~ Preschool Project A: Special Education Services

[Redacted]

Performance Report 2022-2023 (due July 14, 2023):

[Redacted]

Results Matter (Preschool) Data Sharing Agreement

East Central BOCES and Strasburg School District

I. **Background:** The East Central Board of Cooperative Educational Services (ECBOCES) is the designated Administrative Unit (AU) for special education funding and reporting purposes for their 20 member school districts. As the AU, ECBOCES is responsible for supporting a child outcomes measurement system under the direction of the Colorado Department of Education (CDE) and for the purpose of meeting Indicator 7 reporting requirements in the State Performance Plan (SPP) and the Annual Performance Report (APR) submitted each February to the Office of Special Education Programs (OSEP) at the US Department of Education. The State's mechanism for measuring and reporting child outcomes is called Results Matter. Results Matter is also mandated for the Colorado Preschool Program (CPP) and is implemented voluntarily as a progress monitoring system for children funded through sources other than special education and CPP. The Results Matter assessment process includes ongoing observation, work sampling and completion of developmental rating scales. The body of evidence is posted to a secure online reporting system three times per year. State and federal reports are extracted from the system by CDE. Local programs have immediate access to assessment information and a variety of reports in order to inform instruction and continuous quality improvement activities.

II. **Purpose of Agreement:** Communities are strongly encouraged to work together to select a single assessment tool that best meets their needs. Further, it is to the benefit of all programs in the community to collaborate on purchasing and organizing the online assessment licenses in a way that maximizes the use of data at all levels and for multiple purposes. In order to meet their responsibilities for preschool special education reporting, the ECBOCES must have ongoing access to online assessment records for these children. This can be accomplished in several different ways. The purpose of the agreement is to define how the parties will organize the online assessment subscription and the associated access permissions. The agreement also describes the limitations of access and use and outlines security assurances for safeguarding student assessment data.

III. :

East Central BOCES agrees to:

- Secure and pay for an annual subscription to Teaching Strategies GOLD that includes all children who need assessment under preschool special education and CPP mandates. Optional: The subscription, at the discretion of the LEA, Strasburg School District, may include children funded through other sources not required to participate.

- Invoice Strasburg School District for their share of the CPP and other general education child records purchased.
- List Strasburg School District designee as an administrator on the subscription at the site level
- Obtain written permission from Strasburg School District before sharing data outside the local program
- Monitor assessment of children with IEPs for reliable completion and for completion of procedures necessary for OSEP mandated reporting
- Follow the data security assurances in Section IV

Strasburg School District agrees to:

- Reimburse ECBOCES for the purchase of active assessment portfolios for CPP and other general education.
- Access child records for the purposes of completing assessment activities, generating reports and monitoring assessment of preschool children with IEPs
- Follow the data security assurances in Section IV

IV. **Data Security Assurances**

Strict adherence with security procedures is necessary in order to safeguard the privacy of children and families. Strasburg School District and East Central BOCES agree to diligently remind and supervise staff in the maintenance of these safeguards:

- ONLY access records of children for whom you have a primary assessment or data monitoring responsibility
- Keep passwords private. Never share user names or passwords
- Use only secure web connections when accessing the online assessment system
- Log out of the assessment system and close the browser after each use
- Keep printed reports in a locked, secure location
- Only share child level information with the family and approved team members
- Do not share or publish reports that include sets representing group sizes smaller than 17 children
- Obtain written permissions before sharing data outside the local program or before accessing the online system beyond the scope described in Section III

This data sharing agreement will be active from July 1, 2020 through June 30, 2021 or until renegotiated at the request of either party.

I have read this document and agree to the provisions as outlined.

Monica Johnson, Superintendent

East Central BOCES

Ed Director

East Central BOCES

Proposed District Costs

2020-2021

Factors considered in Salary Worksheet

- (1) December 1 Count Number of Students with IEP's
- (2) Severity Rating Factor(1-Mild, 2-Moderate, 3-Severe, 4-Profound)

East Central BOCES Special Education Worksheet for 2020-2021

(Note - ECEA Projected Allocation figures are based on current year)

School District	BOCES Suggested FTE	Instructional Level	2019-2020 Salary	28% Benefit	Total SPED	ECEA Allocation to Districts	Local Cost
Agate (11)+1=12	0.48	(K-12)	\$15,955	\$4,467	\$20,422		
		Aides/Tuition		\$0			
		Total	\$15,955	\$4,467	\$20,422	\$7,922	\$12,500
Arickaree (8)	0.32	(K-12)	\$10,080	\$2,822	\$12,902		
		Aides/Tuition		\$0			
		Total	\$10,080	\$2,822	\$12,902	\$6,722	\$6,180
Arriba/Flagler (24)+8= 32	1.00	(K-12)	\$32,850	\$9,198	\$42,048		
	0.28	(K-12)	\$9,198	\$2,575	\$11,773		
		Aides/Tuition			\$42,984		
		Total	\$42,048	\$11,773	\$96,805	\$27,010	\$69,795
Bennett (20) +1 =21	0.84	(K-3)	\$32,340	\$9,055	\$41,395		
(20) +1 = 22	0.84	(4-6)	\$35,849	\$10,038	\$45,887		
(24) + 1 = 25	1.00	(6-8)	\$49,171	\$13,768	\$62,939		
(46) + 2 = 48	1.00	(9-12)	\$44,402	\$12,433	\$56,835		
	0.92	(9-12)	\$40,195	\$11,255	\$51,450		
CLC (6)	1.00	(K-12)	\$40,820	\$11,430	\$52,250		
		Aides/Tuition			\$308,274		
Total FTE	5.28	Total	\$242,777	\$67,978	\$619,029	\$144,901	\$474,128
Bethune (11)	0.44	(K-12)	\$25,634	\$7,178	\$32,812		
		Aides/Tuition		\$0	\$20,048		
		Total	\$25,634	\$7,178	\$52,860	\$18,732	\$34,128
Burlington (28) + 3 = 33	1.00	(K-4)	\$39,544	\$11,072	\$50,616		
	0.24	(K-4)	\$9,491	\$2,657	\$12,148		
(25) + 1 = 26	1.00	(5-8)	\$39,010	\$10,923	\$49,933		
(16)	0.64	(9-12)	\$23,258	\$6,512	\$29,770		
		Aides/Tuition		\$0	\$64,448		
		Total	\$111,303	\$31,165	\$206,916	\$95,438	\$111,478
Byers (22) +3=25	1.00	(K-6)	\$30,518	\$8,545	\$39,063		
(23) + 1 = 24	0.96	(7-12)	\$43,623	\$12,214	\$55,837		
		Aides/Tuition			\$129,000		
		Total	\$74,141	\$20,759	\$223,900	\$60,132	\$163,768
Cheyenne Wells	1.00	(K-12)	\$52,001	\$14,560	\$66,561		
(26) + 4 = 30	0.20	(K-12)	\$10,400	\$2,912	\$13,312		
		Aides/Tuition		\$0	\$53,043		
		Total	\$62,401	\$17,472	\$132,916	\$30,375	\$102,541
Deer Trail (26)	1.00	(K-12)	\$44,460	\$12,449	\$56,909		
		Aides/Tuition		\$0	\$62,075		
		Total	\$44,460	\$12,449	\$118,984	\$46,585	\$72,399

East Central BOCES Special Education Worksheet for 2020-2021
(Note - ECEA Projected Allocation figures are based on current year)

School District	BOCES Suggested FTE	Instructional Level	2019-2020 Salary	28% Benefit	Total SPED	ECEA Allocation to Districts	Local Cost
Genoa/Hugo (28) + 3 = 31	1.00	(K-12)	\$38,302	\$10,725	\$49,027		
	0.24	(K-12)	\$11,165	\$3,126	\$14,291		
		Aides/Tuition		\$0	\$78,744		
		Total	\$49,467	\$13,851	\$142,062	\$36,253	\$105,809
Hi-Plains (11) + 2 = 13	0.52	(K-12)	\$17,472	\$4,892	\$22,364		
		Aides/Tuition		\$0	\$23,000		
		Total	\$17,472	\$4,892	\$45,364	\$14,644	\$30,720
Idalia (9)	0.36	(K-12)	\$20,196	\$5,655	\$25,851		
		Aides/Tuition		\$0	\$5,000		
		Total	\$20,196	\$5,655	\$30,851	\$12,122	\$18,729
Karval (5) + 1 = 6	0.24	(K-12)	\$6,972	\$1,952	\$8,924		
		Aides/Tuition		\$0	\$12,342		
		Total	\$6,972	\$1,952	\$21,266	\$11,166	\$10,100
Kiowa (24) + 2 = 26	1.0	(K-12)	\$ 43,320	\$12,130	\$55,450		
		Aides/Tuition			\$ 141,479		
		Total	\$ 32,198	\$9,015	\$196,929	\$ 30,132	\$166,797
Kit Carson (10) +1=11	0.44	(K-12)	\$15,863	\$4,442	\$20,305		
		Aides/Tuition		\$0	\$5,000		
		Total	\$15,863	\$4,442	\$25,305	\$9,600	\$15,705
Liberty (2)	0.08	(K-12)	\$4,395	\$1,231	\$5,626		
		Aides/Tuition		\$0	\$5,000		
		Total	\$4,395	\$1,231	\$10,626	\$3,722	\$6,904
Limon (22) + 2 = 24	0.96	(K-3)	\$37,440	\$10,483	\$47,923		
(20)	0.80	(4-6)	\$27,600	\$7,728	\$35,328		
(16) + 5 = 21	0.84	(7-12)	\$28,560	\$7,997	\$36,557		
		Aides/Tuition		\$0	\$297,227		
		Total	\$93,600	\$26,208	\$417,035	\$93,404	\$323,631

East Central BOCES Special Education Worksheet for 2020-2021 (Note - ECEA Projected Allocation figures are based on current year)							
School District	BOCES Suggested FTE	Instructional Level	2019-2020 Salary	28% Benefit	Total SPED	ECEA Allocation to Districts	Local Cost
Strasburg (21) + 4 = 25	1.00	(K-3)	\$43,314	\$12,128	\$55,442		
(23) + 2 = 25	0.80	(4-5)	\$46,624	\$13,055	\$59,679		
(46) + 1 = 47	1.00	(6-8)	\$37,910	\$10,615	\$48,525		
	0.88	(6-8)	\$37,625	\$10,535	\$48,160		
(25)	1.00	(9-12) & PCCS	\$40,093	\$11,226	\$51,319		
		Aides/Tuition		\$0	\$201,121		
		Total	\$205,566	\$57,558	\$464,245	\$157,989	\$306,256
Stratton (10)	0.40	(K-5)	\$15,504	\$4,341	\$19,845		
(14) + 1 = 15	0.60	(6-12)	\$23,932	\$6,701	\$30,633		
		Aides/Tuition			\$70,417		
		Total	\$38,395	\$10,751	\$120,895	\$27,966	\$92,929
Woodlin (9) + 1 = 10	0.40	(K-12)	\$13,280	\$3,718	\$16,998		
		Aides/Tuition			\$5,000		
		Total	\$13,280	\$3,718	\$21,998	\$8,522	\$13,476
Total			\$1,126,203	\$315,337	\$2,981,310	\$843,337	\$2,137,973

*Sped Teacher FTE is based on Sped Teacher Caseload only, Preschool & Speech are not included.

bkb/tdg/mkr 3/5/2020

East Central BOCES Prelim (March) ECEA 2020-21

		Tier A		Tier B	Tier B Addit	2020-2021	ECEA Allocation to Districts										
	3-21 Yr Olds	50/ student 48%	3-21 Yr Olds	EST. \$1,832 student 48%	EST. \$922/student from SB 19-246 48%	Yellow Pages	ID										
	All disabilities						Emotional Disability	Hearing Disability	Visual Disability	Deaf/Blind	Multiple Disabilities	Autism	Traumatic Brain Injury	Total			
Agate	11	\$ 6,600.00	1	\$ 879.36	\$ 442.56	\$ 7,922	1	3	5	6	9	10	13	14	1		
Arickaree	9	\$ 5,400.00	1	\$ 879.36	\$ 442.56	\$ 6,722			1								
Artiba-Flagler	34	\$ 20,400.00	5	\$ 4,396.80	\$ 2,212.80	\$ 27,010						3	2				
Bennett	171	\$102,600.00	32	\$ 28,139.52	\$ 14,161.92	\$ 144,901	1	12	1	1		10	7				
Bethune	18	\$ 10,800.00	6	\$ 5,276.16	\$ 2,655.36	\$ 18,732	2	1				3					
Burlington	115	\$ 69,000.00	20	\$ 17,587.20	\$ 8,851.20	\$ 95,438	4	2	2			8	3	1			
Byers	87	\$ 52,200.00	6	\$ 5,276.16	\$ 2,655.36	\$ 60,132		3				1	2				
Cheyenne Wells	33	\$ 19,800.00	8	\$ 7,034.88	\$ 3,540.48	\$ 30,375	2		1			2	2	1			
Deer Trail	49	\$ 29,400.00	13	\$ 11,431.68	\$ 5,753.28	\$ 46,585	1	2	2			2	6				
Genoa-Hugo	45	\$ 27,000.00	7	\$ 6,155.52	\$ 3,097.92	\$ 36,253	1	2					4				
Hi-Plains	20	\$ 12,000.00	2	\$ 1,758.72	\$ 885.12	\$ 14,644						2					
Idalia	18	\$ 10,800.00	1	\$ 879.36	\$ 442.56	\$ 12,122						1					
Karval	12	\$ 7,200.00	3	\$ 2,638.08	\$ 1,327.68	\$ 11,166						1	2				
Kiowa	37	\$ 22,200.00	6	\$ 5,276.16	\$ 2,655.36	\$ 30,132	1	1	2			1	1				
Kit Carson	16	\$ 9,600.00	0	\$ -	\$ -	\$ 9,600											
Liberty	4	\$ 2,400.00	1	\$ 879.36	\$ 442.56	\$ 3,722		1									
Limon	105	\$ 63,000.00	23	\$ 20,225.28	\$ 10,178.88	\$ 93,404	2	5				12	4				
Strasburg	184	\$110,400.00	36	\$ 31,656.96	\$ 15,932.16	\$ 157,989	1	8	5	1		7	13	1			
Stratton	40	\$ 24,000.00	3	\$ 2,638.08	\$ 1,327.68	\$ 27,966		1				1	1				
Woodlin	12	\$ 7,200.00	1	\$ 879.36	\$ 442.56	\$ 8,522				1							
Total Funded	1020	\$612,000.00	175	\$ 153,888.00	\$ 77,448.00	\$ 843,336	15	39	14	3	0	54	47	3			
											BOCES Tier B						
District Funds	48%	\$ 612,000	48.00%	\$ 153,888.00	\$ 77,448.00	\$ 843,336											
BOCES Funds	52%	\$ 663,000	52.00%	\$ 169,512.00	\$ 86,527.00	\$ 919,039											
Total ECEA Funds	1020	\$ 1,275,000	175	\$ 323,400.00	\$ 163,975.00	\$ 1,762,375											
Foundation Learning	149	\$ 186,250	31	\$ 56,792.00	\$ 28,582.00	\$ 271,624	1	11	1			2	15	1			

2019-2020 FTE Allocations per District

[illegible]

**2019-2020 FTE Allocations
per District**

District Information			Teacher of DH&H					Audiologist					Vision Consultant				
Administrative Unit	Total Enrollment	Sped Count	Total Count (T+62,250)	Sped Count (SP+7700)	Avg FTE (T+SP+2)	Total Count (T+24,900)	Sped Count (SP+3080)	Avg FTE (T+SP+2)	Total Count (T+12,450)	Sped Count (SP+1540)	Avg FTE (T+SP+2)						
BOCES	8033	1100	0.1290	0.1429	0.1360	0.3226	0.3571	0.3399	0.6452	0.7143	0.6798						
School Districts:																	
Agate	47	8	0.0008	0.0010	0.0009	0.0019	0.0026	0.0022	0.0038	0.0052	0.0045						
Arickaree	105	12	0.0017	0.0016	0.0016	0.0042	0.0039	0.0041	0.0084	0.0078	0.0081						
Arriba-Flagler	149	36	0.0024	0.0047	0.0035	0.0060	0.0117	0.0088	0.0120	0.0234	0.0177						
Bennett	1027	178	0.0165	0.0231	0.0198	0.0412	0.0578	0.0495	0.0825	0.1156	0.0990						
Bethune	95	16	0.0015	0.0021	0.0018	0.0038	0.0052	0.0045	0.0076	0.0104	0.0090						
Burlington	718	114	0.0115	0.0148	0.0132	0.0288	0.0370	0.0329	0.0577	0.0740	0.0658						
Byers	498	78	0.0080	0.0101	0.0091	0.0200	0.0253	0.0227	0.0400	0.0506	0.0453						
Foundation Learning	2369	130	0.0381	0.0169	0.0275	0.0951	0.0422	0.0687	0.1903	0.0844	0.1373						
Cheyenne Wells	165	26	0.0027	0.0034	0.0030	0.0066	0.0084	0.0075	0.0133	0.0169	0.0151						
Deer Trail	184	34	0.0030	0.0044	0.0037	0.0074	0.0110	0.0092	0.0148	0.0221	0.0184						
Genoa-Hugo	188	45	0.0030	0.0058	0.0044	0.0076	0.0146	0.0111	0.0151	0.0292	0.0222						
Hi-Plains	113	22	0.0018	0.0029	0.0023	0.0045	0.0071	0.0058	0.0091	0.0143	0.0117						
Idalia	187	23	0.0030	0.0030	0.0030	0.0075	0.0075	0.0075	0.0150	0.0149	0.0150						
Karval	42	12	0.0007	0.0016	0.0011	0.0017	0.0039	0.0028	0.0034	0.0078	0.0056						
Kiowa	231	38	0.0037	0.0049	0.0043	0.0093	0.0123	0.0108	0.0186	0.0247	0.0216						
Kit Carson	102	14	0.0016	0.0018	0.0017	0.0041	0.0045	0.0043	0.0082	0.0091	0.0086						
Liberty	52	2	0.0008	0.0003	0.0005	0.0021	0.0006	0.0014	0.0042	0.0013	0.0027						
Limon	469	95	0.0075	0.0123	0.0099	0.0188	0.0308	0.0248	0.0377	0.0617	0.0497						
Strasburg	983	165	0.0158	0.0214	0.0186	0.0395	0.0536	0.0465	0.0790	0.1071	0.0930						
Stratton	214	41	0.0034	0.0053	0.0044	0.0086	0.0133	0.0110	0.0172	0.0266	0.0219						
Woodlin	95	11	0.0015	0.0014	0.0015	0.0038	0.0036	0.0037	0.0076	0.0071	0.0074						

East Central BOCES

2019-2020 FTE Allocations per District

District Information			SPED Director			Sped Coordinator			Transition Coordinator		
Administrative Unit	Total Enrollment	Sped Count	Total Count (T+7781)	Sped Count (SP+963)	Avg FTE (T+SP+2)	Total Count (T+5660)	Sped Count (SP+700)	Avg FTE (T+SP+2)	Total Count (T+31,125)	Sped Count (SP+3850)	Avg FTE (T+SP+2)
BOCES	8033	1100	1.0324	1.1423	1.0873	1.4193	1.5714	1.4953	0.2581	0.2857	0.2719
School Districts:											
Agate	47	8	0.0060	0.0083	0.0072	0.0083	0.0114	0.0099	0.0015	0.0021	0.0018
Arickaree	105	12	0.0135	0.0125	0.0130	0.0186	0.0171	0.0178	0.0034	0.0031	0.0032
Arriba-Flagler	149	36	0.0191	0.0374	0.0283	0.0263	0.0514	0.0389	0.0048	0.0094	0.0071
Bennett	1027	178	0.1320	0.1848	0.1584	0.1814	0.2543	0.2179	0.0330	0.0462	0.0396
Bethune	95	16	0.0122	0.0166	0.0144	0.0168	0.0229	0.0198	0.0031	0.0042	0.0036
Burlington	718	114	0.0923	0.1184	0.1053	0.1269	0.1629	0.1449	0.0231	0.0296	0.0263
Byers	498	78	0.0640	0.0810	0.0725	0.0880	0.1114	0.0997	0.0160	0.0203	0.0181
Foundation Learning	2369	130	0.3045	0.1350	0.2197	0.4186	0.1857	0.3021	0.0761	0.0338	0.0549
Cheyenne Wells	165	26	0.0212	0.0270	0.0241	0.0292	0.0371	0.0331	0.0053	0.0068	0.0060
Deer Trail	184	34	0.0236	0.0363	0.0295	0.0325	0.0486	0.0405	0.0059	0.0086	0.0074
Genoa-Hugo	188	45	0.0242	0.0467	0.0354	0.0332	0.0643	0.0488	0.0060	0.0117	0.0089
Hi-Plains	113	22	0.0145	0.0228	0.0187	0.0200	0.0314	0.0257	0.0036	0.0057	0.0047
Idalia	187	23	0.0240	0.0239	0.0240	0.0330	0.0329	0.0329	0.0060	0.0060	0.0060
Karval	42	12	0.0054	0.0125	0.0089	0.0074	0.0171	0.0123	0.0013	0.0031	0.0022
Kiowa	231	38	0.0297	0.0395	0.0346	0.0408	0.0543	0.0475	0.0074	0.0099	0.0086
Kit Carson	102	14	0.0131	0.0145	0.0138	0.0180	0.0200	0.0190	0.0033	0.0036	0.0035
Liberty	52	2	0.0067	0.0021	0.0044	0.0092	0.0029	0.0060	0.0017	0.0005	0.0011
Limon	469	95	0.0603	0.0987	0.0795	0.0829	0.1357	0.1093	0.0151	0.0247	0.0199
Strasburg	983	165	0.1263	0.1713	0.1488	0.1737	0.2357	0.2047	0.0316	0.0429	0.0372
Stratton	214	41	0.0275	0.0426	0.0350	0.0378	0.0586	0.0482	0.0069	0.0106	0.0088
Woodlin	95	11	0.0122	0.0114	0.0118	0.0168	0.0157	0.0162	0.0031	0.0029	0.0030

East Central BOCES Student to Professional Ratio

Audiologist	1 to 24,900 total population
Deaf and Hard of Hearing Teacher	1 to 2,973 total population
Occupational Therapist	1 to 2,125 total population
School Psychologist	1 to 1,650 total population
Speech Language Therapist	1 to 1,060 total population
School Social Worker	1 to 1,650 total population
Vision	1 to 12,450 total population
Special Education Teacher in academic area	1 to 25 special education population

Ratios are based on:

- 1) National association recommendations for each discipline area, and
- 2) The evaluation of data over a five-year period, and
- 3) The ratios will continue to be updated as necessary.

Psych Assignments
5/22/2020

Leah - .5	Service Time	Assess Time	TOTAL FTE	TOTAL HOURS
Agate	0.00	0.019	0.02	0.77
Arickaree	0.00	0.016	0.02	0.63
Burlington ES	0.00	0.084	0.08	3.36
Burlington HS	0.00	0.047	0.05	1.871
Burlington MS	0.00	0.048	0.05	1.93
CBP E ES	0.00	0.002	0.00	0.10
CBP-E MS/HS	0.00	0.012	0.01	0.49
Deer Trail	0.00	0.081	0.08	3.23
Hi-Plains	0.00	0.033	0.03	1.33
Idalia	0.01	0.032	0.05	1.83
Liberty	0.00	0.007	0.01	0.28
Woodlin	0.00	0.021	0.02	0.84
SPRVS Psych Team			0.05	2.00
FTE	0.01	0.40	0.47	18.66
Drive (Flagler)				
School	hrs	# times	FTE	
Woodlin (HP & Arick)	2.75	0.5	0.034	
Idalia (Liberty)	1.17	0.25	0.007	
Deer Trail (Agate)	2.80	0.5	0.035	
Total Drive FTE			0.08	
TOTAL FTE			0.54	

Edie - 1.0	Service Time	Assess Time	TOTAL FTE	TOTAL HOURS
Bennett ES	0.00	0.076	0.08	3.0
Bennett Inter. ES	0.00	0.061	0.06	2.46
Bennett MS	0.00	0.052	0.05	2.08
Bennett PK	0.00	0.014	0.01	0.56
Byers ES	0.02	0.092	0.11	4.50
Byers HS	0.01	0.056	0.07	2.63
Byers MS	0.00	0.015	0.01	0.60
Byers PK	0.00	0.014	0.01	0.56
CBP-W ES	0.00	0.010	0.01	0.39
CBP-W MS/HS	0.03	0.012	0.05	1.85
Kiowa	0.00	0.060	0.06	2.38
Our Lady of Help	0.00	0.019	0.02	0.8
Parlie Creek	0.00	0.019	0.02	0.7
Stras ES	0.02	0.162	0.18	7.3
Stras HS	0.00	0.062	0.06	2.5
Stras MS	0.01	0.084	0.10	3.9
Strasburg Comm. Church	0.00	0.002	0.00	0.1
STRAS PS	0.00	0.024	0.02	1.0
FTE	0.10	0.83	0.93	37.30
Drive (Watkins)				
School	hrs	# times	FTE	
Bennett	0.22	1	0.006	
Byers	0.25	1	0.006	
Kiowa	1.00	0.5	0.013	
Strasburg	0.93	2	0.047	
Total Drive FTE			0.07	
TOTAL FTE			1.00	

Psych Assignments
5/22/2020

TBD	Service Time	Assess Time	TOTAL FTE	TOTAL HOURS
CBP-C es/ms/hs	0.00	0.017	0.02	0.7
G/H ES	0.00	0.027	0.03	1.06
G/H MS HS	0.00	0.055	0.06	2.20
G/H PS	0.00	0.007	0.01	0.28
Bennett: CLC	0.00	0.018	0.02	0.74
Bennett HS	0.00	0.128	0.13	5.11
LCDC	0.00	0.015	0.02	0.6
Limmon ES	0.00	0.106	0.11	4.3
Limmon HS	0.00	0.025	0.02	1.0
Limmon MS	0.00	0.026	0.03	1.0
FTE	0.00	0.41	0.41	16.30
Drive (Bennett)				
School	hrs	# times	FTE	
Hugo	1.75	0.75	0.033	
Limmon	1.33	1.25	0.042	
			0.000	
Total Drive FTE			0.07	
TOTAL FTE			0.48	

Staff	FTE
Edie	1
Leah	0.5
Sherry	0.4
TOTAL FTE HAVE	1.9
TOTAL FTE NEEDED	2.43

Sherry - .4	Service Time	Assess Time	TOTAL FTE	TOTAL HOURS
A/F	0.00	0.060	0.06	2.38
Bethune	0.00	0.030	0.03	1.192
Burlington PS	0.00	0.024	0.02	0.964
Cheyenne Wells	0.02	0.056	0.08	3.084
Karval	0.00	0.021	0.02	0.841
Kit Carson	0.00	0.028	0.03	1.122
Stratton	0.00	0.070	0.07	2.805
FTE	0.02	0.29	0.31	12.39
Drive (Cheyenne Wells)				
School	hrs	# times	FTE	
Karval (KC)	2.00	0.5	0.025	
Burlington (Bethune)	1.00	0.5	0.013	
Flagler (Stratton)	2.00	1	0.050	
Total Drive FTE			0.09	
TOTAL FTE			0.40	

Counseling FTE
5/22/2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
2	Agate														
	Family Resource					School Psychologist					TOTAL				
3	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
4	4	0.8	0.18	0.8	0.04	0	0	0.00	0	0.00	4	0.8	0.18	0.8	0.04
5	Arickaree														
6	Family Resource					School Psychologist					TOTAL				
7	Family Resource					School Psychologist					TOTAL				
8	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
9	1	0.21	0.04	0.2	0.01	0	0	0.00	0	0.00	1	0.21	0.0446	0.2	0.01136
10	Arriba-Flagler														
11	Family Resource					School Psychologist					TOTAL				
12	Family Resource					School Psychologist					TOTAL				
13	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
14	1	0.13	0.04	0.2	0.01	0	0	0.00	0	0.00	1	0.13	0.0446	0.2	0.01
15	Bennett Preschool														
16	Family Resource					School Psychologist					TOTAL				
17	Family Resource					School Psychologist					TOTAL				
18	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
19	3	0.64	0.13	0.6	0.03	0	0	0.00	0	0.00	3	0.64	0.13	0.6	0.03
20	Bennett Elementary School														
21	Family Resource					School Psychologist					TOTAL				
22	Family Resource					School Psychologist					TOTAL				
23	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
24	3	0.88	0.13	0.6	0.04	0	0.00	0.00	0	0.00	3	0.88	0.13	0.6	0.04
25	Bennett Intermediate Elementary School														
26	Family Resource					School Psychologist					TOTAL				
27	Family Resource					School Psychologist					TOTAL				
28	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
29	7	3.48	0.31	1.4	0.13	0	0.00	0.00	0	0.00	7	3.48	0.31	1.4	0.13
30	Bennett Middle School														
31	Family Resource					School Psychologist					TOTAL				
32	Family Resource					School Psychologist					TOTAL				
33	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
34	11	4.37	0.49	2.2	0.18	0	0	0.00	0	0.00	11	4.37	0.49	2.2	0.18
35															

Counseling FTE
5/22/2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
36	Bennett High School														
37	Family Resource					School Psychologist					TOTAL				
38	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
39	12	5.30	0.54	2.4	0.21	0	0	0.00	0	0.00	12	5.2975	0.5351	2.4	0.21
40															
41	Bennett: Creative Learning Center														
42	Family Resource					School Psychologist					TOTAL				
43	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
44	0	0.00	0.00	0	0.00	0	0.00	0.00	0	0.00	0	0.00	0.00	0	0.00
45															
46	Bennett														
47	Family Resource					School Psychologist					TOTAL				
48	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
49	2	0.62	0.09	0.4	0.03	0	0	0.00	0	0.00	2	0.62	0.09	0.4	0.03
50															
51	Burrington preschool														
52	Family Resource					School Psychologist					TOTAL				
53	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
54	4	1.32	0.18	0.8	0.06	0	0	0.00	0	0.00	4	1.32	0.18	0.8	0.06
55															
56	Burrington elementary school														
57	Family Resource					School Psychologist					TOTAL				
58	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
59	7	2.28	0.31	1.4	0.10	0	0	0.00	0	0.00	7	2.28	0.31	1.4	0.10
60															
61	Burrington middle school														
62	Family Resource					School Psychologist					TOTAL				
63	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
64	5	1.59	0.22	1	0.07	0	0.00	0.00	0	0.00	5	1.59	0.22	1	0.07
65															
66	Burrington high school														
67	Family Resource					School Psychologist					TOTAL				
68	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
69	1	0.58	0.04	0.2	0.02	0	0.00	0.00	0	0.00	1	0.58	0.04	0.2	0.02
70															

Counseling FTE
5/22/2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
71															
72															
73	Family Resource					School Psychologist					TOTAL				
74	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
75	1	0.33	0.04	0.2	0.01	0	0.00	0.00	0	0.00	1	0.33	0.04	0.2	0.01
76															
77															
78	Family Resource					School Psychologist					TOTAL				
79	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
80	10	2.03	0.45	2	0.11	1	0.56	0.06	0.2	0.02	11	2.58583333	0.50	2.2	0.13
81															
82															
83	Family Resource					School Psychologist					TOTAL				
84	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
85	6	1.63	0.27	1.2	0.08	0	0.00	0.00	0	0.00	6	1.63	0.27	1.2	0.08
86															
87															
88	Family Resource					School Psychologist					TOTAL				
89	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
90	4	0.91	0.18	0.8	0.05	1	0.13	0.06	0.2	0.01	5	1.04	0.23	1	0.06
91															
92															
93	Family Resource					School Psychologist					TOTAL				
94	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
95	7	1.36	0.31	1.4	0.08	0	0.00	0.00	0	0.00	7	1.355	0.31	1.4	0.08
96															
97															
98	Family Resource					School Psychologist					TOTAL				
99	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
100	1	0.63	0.04	0.2	0.02	0	0.00	0.00	0	0.00	1	0.63	0.04	0.2	0.022
101															
102															
103	Family Resource					School Psychologist					TOTAL				

Counseling FTE
5/22/2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
104	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
105	1	0.38	0.04	0.2	0.02	0	0.00	0.00	0	0.00	1	0.38	0.04	0.2	0.01561
106															
107	Center Based Program - West CS														
108															
	Family Resource			School Psychologist			TOTAL								
109	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
110	1	0.39	0.04	0.2	0.02	0	0.00	0.00	0	0.00	1	0.39	0.04	0.2	0.02
111															
112	Center Based Program - West MS/HS														
113	Family Resource			School Psychologist			TOTAL								
114	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
115	3	1.16	0.13	0.6	0.05	2	0.86	0.11	0.4	0.03	5	2.015	0.24	1	0.08
116															
117	Family Resource			School Psychologist			TOTAL								
118	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
119	8	3.34	0.36	1.6	0.13	1	0.59	0.06	0.2	0.02	9	3.93	0.41	1.8	0.15
120															
121	Family Resource			School Psychologist			TOTAL								
122	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
123	13	4.02	0.58	2.6	0.18	0	0.00	0.00	0	0.00	13	4.02	0.58	2.6	0.18
124															
125	Family Resource			School Psychologist			TOTAL								
126	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
127	1	0.46	0.04	0.2	0.02	0	0.00	0.00	0	0.00	1	0.46	0.04	0.2	0.02
128															
129	Family Resource			School Psychologist			TOTAL								
130	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
131	1	0.21	0.04	0.2	0.01	0	0.00	0.00	0	0.00	1	0.21	0.04	0.2	0.01
132															
133	Family Resource			School Psychologist			TOTAL								
134	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
135	1	0.21	0.04	0.2	0.01	0	0.00	0.00	0	0.00	1	0.21	0.04	0.2	0.01
136															
137	Family Resource			School Psychologist			TOTAL								
138	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
139	3	1.28	0.13	0.6	0.05	0	0.00	0.00	0	0.00	3	1.28	0.13	0.6	0.05

Counseling FTE
5/22/2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
140															
141															
142															
143															
144															
145															
146															
147															
148															
149															
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167															
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169															
170															
171															
172															
173															
174															
175															

Counseling FTE
5/22/2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
176	Limon Elementary School														
177	Family Resource					School Psychologist									
178 # Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	
179	8	1.38	0.36	1.6	0.08	0	0.00	0.00	0	0.00	8	1.38	0.36	1.6	0.08
180	Limon Middle School														
181	Family Resource					School Psychologist									
182	Family Resource					School Psychologist									
183 # Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	
184	6	1.11	0.27	1.2	0.06	0	0.00	0.00	0	0.00	6	1.11	0.27	1.2	0.06
185	Limon High School														
186	Family Resource					School Psychologist									
187	Family Resource					School Psychologist									
188 # Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	
189	1	0.06	0.04	0.2	0.01	0	0.00	0.00	0	0.00	1	0.06	0.04	0.2	0.01
190	Our Lady of the Christian Academy														
191	Family Resource					School Psychologist									
192	Family Resource					School Psychologist									
193 # Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	
194	0	0.00	0.00	0	0.00	0	0.00	0.00	0	0.00	0	0.00	0.00	0	0
195	Prairie														
196	Family Resource					School Psychologist									
197	Family Resource					School Psychologist									
198 # Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	
199	2	0.16	0.09	0.4	0.02	0	0.00	0.00	0	0.00	2	0.16	0.09	0.4	0.016
200	Strasburg Preschool														
201	Family Resource					School Psychologist									
202	Family Resource					School Psychologist									
203 # Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	
204	5	1.16	0.22	1	0.06	0	0.00	0.00	0	0.00	5	1.16	0.22	1	0.06
205	Strasburg Elementary School														
206	Family Resource					School Psychologist									
207	Family Resource					School Psychologist									
208 # Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	
209	18	6.82	0.80	3.6	0.28	1	0.54	0.06	0.2	0.02	19	7.36	0.86	3.8	0.30
210	Strasburg Middle School														
211	TOTAL														

Counseling FTE
5/22/2020

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
212	Family Resource					School Psychologist					TOTAL				
213	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
214	13	5.59	0.58	2.6	0.22	1	0.33	0.06	0.2	0.01	14	5.9225	0.64	2.8	0.23
215	Strasburg High School														
216															
217	Family Resource					School Psychologist					TOTAL				
218	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
219	7	2.37	0.31	1.4	0.10	0	0.00	0.00	0	0.00	7	2.37	0.31	1.4	0.10
220	Strasburg Community Church														
221															
222	Family Resource					School Psychologist					TOTAL				
223	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
224	0	0.00	0.00	0	0.00	0	0.00	0.00	0	0.00	0	0.00	0.00	0	0.0
225	Stratton														
226															
227	Family Resource					School Psychologist					TOTAL				
228	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
229	5	0.78	0.22	1	0.05	0	0.00	0.00	0	0.00	5	0.78	0.22	1	0.05
230	Woodlin														
231															
232	Family Resource					School Psychologist					TOTAL				
233	# Students	Service hr.	Annual	Other	FTE	# Students	Service hr.	Annual	Other	FTE	# Students	Service Hr.	Annual	Other	FTE
234	2	0.31	0.09	0.4	0.02	0	0.00	0.00	0	0.00	2	0.31	0.09	0.4	0.01998
235															
236															
237	TOTAL BOCES FTE					2.88									
238															
239	1 day = .2 FTE = 8 hours														
240	Annual meetings = #students x #hrs/37 week														
241	Other (paperwork scheduling conflicts) =														
	1.65 FR 2.05 Psych														
	0.2 hr/kiddo/week														

Instructions

The SED Quality Indicators are organized by **Domains**, **Indicators**, and **Components**. The **Indicator** and **Domain** scores are based on the **Component** scores. Follow the scoring instructions listed below to complete the SED Quality Indicators.

Domains = Five domains Adult Learning and Leadership Behavioral & Emotional Health and Wellness Behavioral Systems Family & Community Instruction	Scoring Instructions: Determine as a team the score/level of proficiency for each Component . Use the Component Proficiency Rubric below to guide your decision making, mark the appropriate column using the drop down. Select only one level of proficiency for each Component . For items that are not applicable, please leave blank.	
	In the next two columns, indicate with an X whether the item was observed (O) or the item was reported (R) to you by team members. Finally, you can use the final column for additional notes, comments, or questions to help guide your action planning. Your Indicator and Domain scores will be automatically calculated based on your Component scores. Upon completion of the Component scores, the evaluation page will automatically populate with each Domain score with a visual display.	
	Indicators = each numbered item	
	Components = each lettered item	

Component Proficiency Rubric			
Score	Fully Implemented (FI) (3)	Partially Implemented (PI) (2)	Emerging Implementation (EI) (1)
a) Component	Every aspect of the Component is fully implemented (in all settings within all curricula, with all staff members, and for all students).	Every aspect is addressed, with at least one aspect not at the FI level and no more than one item at the EI level.	Not all aspects are addressed but at least one is at the PI or FI level.
			No evidence of Component being implemented.

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Adult Learning and Leadership Domain:	Average Domain Score:						#DIV/0!
Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	As Evidenced By:
1. Professional learning is provided to staff in teams which include general education, special education staff, administrators, classified staff, and key stakeholders. A plan is in place to ensure training and professional learning reaches people in the following roles:	Indicator 1 Average: #####						
a) Administrators							
b) General education staff							
c) Special education staff and related service providers (coaches, behavior interventionists)							
d) Non-classified staff (lunchroom personnel, para-professionals, SROs, transportation, janitorial staff, front office, etc.)							
e) Parents, families, and community members							
2. The entire staff is provided high-quality training geared towards adult learners. Content includes school-wide initiatives for social and emotional learning and behavior systems that support the needs of students with an SED	Indicator 2 Average: #DIV/0!						
a) School has a system for determining and evaluating training needs of staff							
b) The entire staff is trained in a variety of research/evidence-based instructional and intervention strategies							
c) Adults have been trained on considerations for supporting students with mental health challenges (i.e., Youth Mental Health First Aid)							
d) Staff have been trained on trauma-informed approaches							

[illegible]

[illegible]

Behavioral Health & Emotional Wellness Domain:	Average Domain Score:						#DIV/0!
Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	As Evidenced By:
1. Behavioral Health & Emotional Wellness: Classroom Support	Indicator 1 Average: #####						
a) Adults respond to students with empathy, respect, consistency, and a goal to build rapport							
b) Staff and peers respond appropriately to students who demonstrate mental health needs (i.e., the system adjusts to those needs, staff uses student-first language)							
c) Staff provide students with coping skills and environmental adjustments needed to recover when upset							
d) Adults model, teach, and assist students in appropriately expressing feelings							
e) Staff uses techniques such as intentional connections, personal interest conversations, problem-solving, and restoration and repair, with the purpose of building and maintaining staff/student relationships							
f) Settings: The physical layout of the classroom is designed to be effective (arrange furniture to allow easy traffic flow; ensure adequate supervision of all areas; designated staff and student areas)							
g) Physical Space: The classroom is an academic environment (students have access to supplies, there are a variety of instructional settings within the classroom [student desks, small group instruction area])							
h) Routines: Predictable classroom routines are developed and taught. Students have access to individual schedules. Schedules are adjusted in response to student needs, interests, and attention levels							

[illegible]

e) Inclusive values are demonstrated by a mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for acceptance								
f) There is evidence of a school-wide belief that every student belongs								

Behavior Systems Domain:	Average Domain Score:						#DIV/0!
Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	As Evidenced By:
1. Foundation and Philosophy of Behavioral System	Indicator 1 Average: #####						
a) The program/classroom/school has an identifiable, overarching philosophy, including a statement of mission and purpose, that guides decision-making and practice							
b) Clear program referral, and integration guidelines exist and are individualized to each student							
2. Effective behavior management strategies are used by all staff across all aspects programming	Indicator 2 Average: #####						
a) Students in every classroom receive a greater number of positive than negative acknowledgments (5:1 minimum - ratio increases as level of restriction increases)							
b) Appropriate behaviors are explicitly taught and reinforced throughout the day							
c) According to need, an individualized Behavior Intervention Plan(s) (BIPs) are implemented and are based on a recent Functional Behavior Assessment (FBA)							
d) According to need, an individualized Behavior Intervention Plan(s) (BIPs) are implemented and address antecedents, problem behaviors, and consequences							
e) The Functional Behavioral Assessment(s) (FBAs) have a clearly defined function of the problem behavior							
f) The BIP(s) address the clearly defined function of the problem behavior, skill deficits, and environmental conditions that interfere with the use of positive social skills							

[illegible]

[illegible]

[illegible]

Family & Community Domain:		Average Domain Score:						#DIV/0!
Quality Indicators		FI (3)	PI (2)	EI (1)	NI (0)	O	R	As Evidenced By:
1. School Personnel, family members, and students work collaboratively to develop plans (IEP, BIP, etc.) that provide access to universal supports		Indicator 1 Average:			####			
a) Families are empowered and understand how the school system works								
b) The multi-disciplinary team including the family determines how IEP goals/objectives may be generalized to home								
c) Development of the IEP is done with meaningful family participation								
2. Actively engage families of students with SED		Indicator 2 Average:			####			
a) Provide family education and information about emotional disabilities, social and emotional skills, and academic supports to build consistency between environments								
b) Provide families with strategies for reinforcing academic/social-emotional learning outside of school								
c) Flexible scheduling is available to allow families to fully participate as an IEP team member.								
d) Parent leadership is developed (families with students facing mental health challenges a part of the parent organization at the school, PBIS or school climate committees, interview panels, advisory groups, SEAC, etc.)								

Instruction Domain:	Average Domain Score:						#DIV/0!
Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	As Evidenced By:
1. Academic Instruction Focuses on Colorado Academic Standards, IEP Goals, Skills, and Student Needs	Indicator 1 Average: #####						
a) Students are instructed using grade-level standards and content							
b) Access to the Core Curriculum instruction is not treated as a privilege							
c) Students are instructed on their assistive technology to access the curriculum and the environment							
d) Research-based academic interventions for individual and/or small group are assessed for implementation fidelity							
e) Students participate in standards-based academic education in the general education classroom to the greatest extent possible with accommodations as determined by the IEP team							
f) Student work products are varied (not only worksheets)							
g) Positive behavioral supports are incorporated in IEPs of students with an SED							
h) If student is utilizing adult support in the general education setting, there is a documented "fade plan" to increase independence							
i) Interventions include prompt fading strategies to increase independence and generalization							

[illegible]

[illegible]

[illegible]

Quality Indicators Evaluation

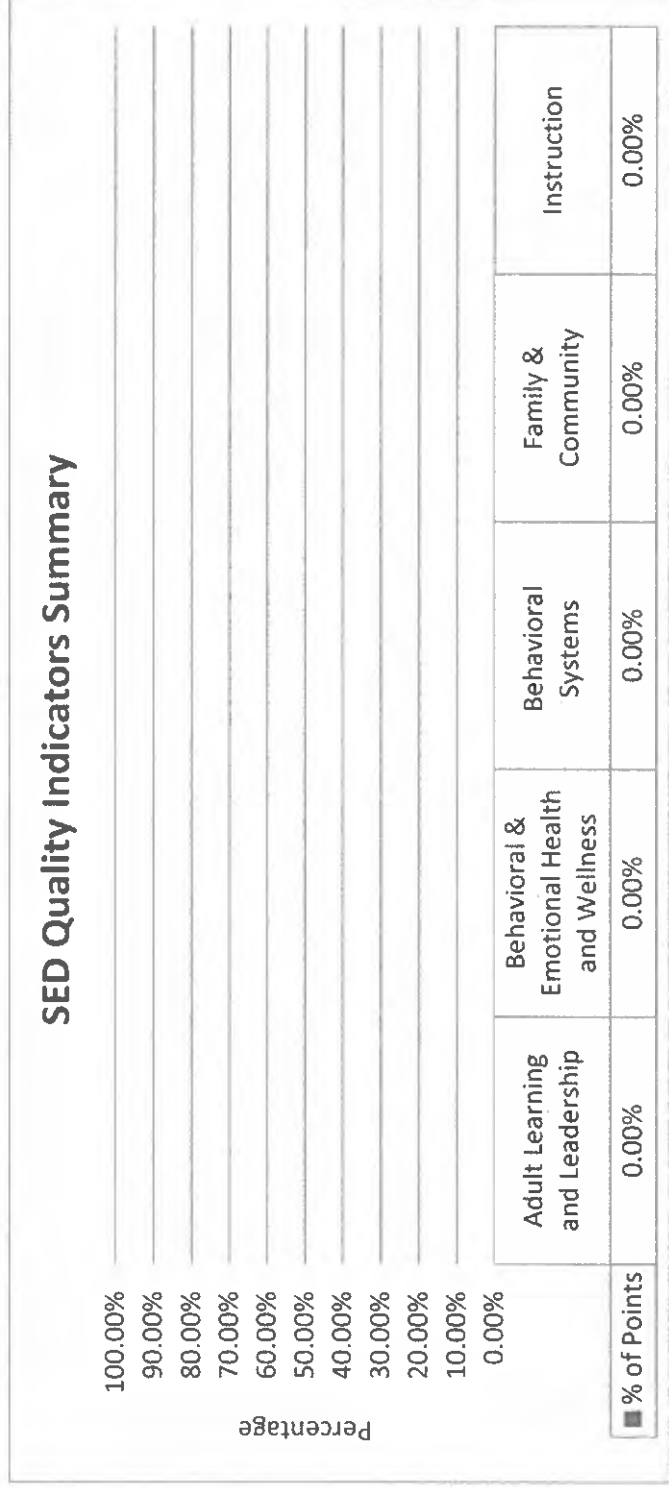
Name (Student, school or program) _____ Grade (if applicable) _____

Person evaluating _____ Date _____

Person evaluating _____ Person evaluating _____

Quality Indicators (QI) by Scale Score

Domain	Average	Possible	% of Points
Adult Learning and Leadership	#DIV/0!	3	#DIV/0!
Behavioral & Emotional Health and Wellness	#DIV/0!	3	#DIV/0!
Behavioral Systems	#DIV/0!	3	#DIV/0!
Family & Community	#DIV/0!	3	#DIV/0!
Instruction	#DIV/0!	3	#DIV/0!



Quality Indicators Action Plan

Name (student, school, or program) _____ Grade (If applicable) _____

Person evaluating _____ Date _____

Person evaluating _____ Date to revisit plan _____

Quality Indicators	Component or Indicator Not Observed	Targeted Component or Indicator for Change	Goal Statement / Action Steps	Person Responsible / Date to Complete
Adult Learning and Leadership				
Quality Indicators	Component or Indicator Not Observed	Targeted Component or Indicator for Change	Goal Statement / Action Steps	Person Responsible / Date to Complete
Behavioral & Emotional Health and Wellness				

Quality Indicators	Component or Indicator Not Observed	Targeted Component or Indicator for Change	Goal Statement / Action Steps	Person Responsible / Date to Complete
Behavioral Systems				
Quality Indicators	Component or Indicator Not Observed	Targeted Component or Indicator for Change	Goal Statement / Action Steps	Person Responsible / Date to Complete
Family & Community				

Quality Indicators	Component or Indicator Not Observed	Targeted Component or Indicator for Change	Goal Statement / Action Steps	Person Responsible / Date to Complete
Instruction				
Team Goal(s) - According to Local Needs	Baseline Data	Evidence of Need	Goal Statement / Action Steps	Person Responsible / Date to Complete
Area of Need				

Quality Indicators for Assessing Individualized Services for Students (K-12) With Significant Support Needs

Person Evaluating

Role

Administrative Unit

School Year

Evaluation Site / Student

Published by the Colorado Department of Education, Exceptional Student Leadership Unit
1560 Broadway Avenue, Suite 1100, Denver, CO 80202, (303) 866-6694 Revised 9/2017

Quality Indicators for Assessing Individualized Services for Students (K-12) with Significant Support Needs

Purpose: The Quality Indicators offer guidance to educators and administrators when developing, implementing and evaluating quality programs and services for students with the most significant needs. This guide identifies ten domains to consider for effective programs:

Inclusive Culture, Collaboration, Communication, Instruction, Paraeducators, Progress Monitoring, Positive Behavior Support, Self Determination, Transition, and Health and Safety. Under each domain is an indicator and below that are the components of the indicator.

This guideline cannot be interpreted as policy or regulation, but as a tool designed to assist those who are educating students with significant support needs or evaluating these programs. Each quality indicator has a list of research/evidence based practices for providing a rich school experience with the goal of improving post school outcomes for all students.

Definition of Students with Significant Support Needs

Students with significant support needs are highly diverse learners with extensive needs in the areas of cognition and/or learning, communication, movement and social/emotional abilities. The individual may also have concurrent health, sensory, physical and/or behavioral disabilities.

Students with significant support needs require:

- a wide variety of approaches and supports to demonstrate their knowledge and skills
- intensive instruction in literacy, numeracy and problem solving skills in order to acquire and generalize knowledge
- substantial adaptations (modifications and accommodations) and/or ongoing supports in order to access grade level curriculum
- access to assistive technology tools to communicate, learn and demonstrate their knowledge
- progress to be measured by observation, data collection, assessment, and work samples
- individualized levels of support across major life activities in home, school, and community

This document was developed by the Colorado Significant Support Needs Advisory Council through collaboration of educators, administrators, parents, representatives from university teacher education programs and is sponsored by the Colorado Department of Education Exceptional Student Leadership Unit. We would like to extend a special thanks to authors Robin Brewer, Diane Carroll, Alisha Florian, Melinda Graham, Gina Herrera, Lewis Jackson, Gloria Leshner, Dixie Periman, and Julie Richter. We would also like to thank the many teams, districts, and administrative units that piloted these indicators and provided valuable feedback.

Rubric for Evaluation

Score	FI (3)	PI (2)	EI (1)	NI (0)
Domain	Fully Implemented - Every indicator in the domain is implemented at the fully implemented level.	<u>Partially Implemented</u> – Every indicator is addressed with at least one indicator not at the FI level.	<u>Emerging Implementation</u> – Not all indicators are addressed but at least one indicator is at the PI or FI level.	<u>Not Implemented</u> – No evidence of domain being implemented.
1. Indicator	Every component of the indicator is fully implemented.	Every component is addressed with at least one component not at the FI level and no more than one at the EI level.	Not all components are addressed but at least one is at the PI or FI level.	No evidence of indicator being implemented.
a) component		Every aspect is addressed, with at least one aspect not at the FI level and no more than one item at the EI level.	Not all aspects are addressed but at least one is at the PI or FI level.	No evidence of component being implemented.

INSTRUCTIONS: Read each section, and begin scoring from the component level, then move on to indicator level, and finishing with the domain. Mark the appropriate box with an X in the column to indicate the score / level of proficiency.

5. The school environment is open and accessible.	FI (3)	PI (2)	EI (1)	NI (0)		
a) Environmental access allows students with physical disabilities and/or sensory needs to participate in all activities.						
b) There are structured and unstructured opportunities for students to interact with their non-disabled peers throughout the school day and during selected extra-curricular activities (e.g., peer buddies, lunchroom).						
NOTES OR COMMENTS:						

Quality Indicators - Collaboration					FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
<u>COLLABORATION:</u> is an instructional approach in which, "different team members assume a shared responsibility for initial assessment, planning, instruction, gathering materials to create curriculum adaptations, and progress monitoring." Friend, M. & Cook, L. (2010). Interactions: Collaboration skills for school professionals. Boston, MA: Pearson.									30	
1. All multi disciplinary team members and other involved personnel work collaboratively.					FI (3)	PI (2)	EI (1)	NI (0)	0	
a) School personnel, family members, and students work collaboratively to assess, plan and implement instruction, create adaptations and monitor progress.										
b) All share a common goal and provide input into the student's IEP and instruction.										
c) Parity exists among all team members and every person's expertise and input is valued and incorporated into the student's IEP and instruction.										
d) Regular and ongoing communication among team members occurs as evidenced by notes and meeting minutes.										
e) Strategies and techniques are shared between home and school.										
2. Multidisciplinary Team includes: general educators, special educators, family members and paraeducators.					FI (3)	PI (2)	EI (1)	NI (0)		
a) The team uses problem solving strategies (e.g., MTSS problem solving team) to develop assessment procedures, instructional interventions, curriculum adaptations, and progress monitoring.										
b) All team members share responsibility for decisions regarding assessment, instruction, behavior planning, progress monitoring, curriculum adaptations, and decisions are documented.										
c) All team members (e.g. general educators, special educators, administrators, OT, PT, SLP, etc.) share accountability for student outcomes.										

d) Multidisciplinary team members are regularly scheduled for the same planning time in order to incorporate each team member's expertise in assessment, instructional planning, curriculum adaptations, and progress monitoring.								
e) Parent training is offered by team members specific to a student's IEP objectives, instructional strategies, and other topics/needs identified by the family.								
NOTES OR COMMENTS:								

Quality Indicators - Communication					
COMMUNICATION: is the meaningful exchange between at least 2 people where a message is given and an individual receives and understands the message (Snell & Brown, 2011) Communication is both a basic need and a basic right of all human beings. (American Speech-Language-Hearing Association, 2014; United Nations, 2008).					
1. Expressive language involves relaying and conveying information to another person (Snell & Brown, 2011)	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL
a) Each student has a meaningful communication system (i.e., verbal/AAAC/sign/pictures) that is efficient, effective, functional, and understandable across a variety of people, environments and content.					
b) The communication system is student centered, chronologically age appropriate and in a format that meets the sensory needs of the student (i.e., large print, picture symbols, real objects, sign language).					
c) The communication system is systematically taught and practiced in all environments, across a variety of people, throughout each day to build a student's skill in requesting, rejecting, commenting, greetings, directing and gaining attention, social interactions, and exchanging information.					
d) Communication is meaningful, linguistically appropriate and congruent with the child's personal desires, interests and needs.					
e) The communication system is used by the student consistently throughout the day and in all school environments.					
f) Opportunities for training on communication systems are provided to families, school staff, and community partners.					
g) The communication system contains a core vocabulary that meet communication needs across learning, employment, living, and community contexts by selecting common core vocabularies across these contexts.					
h) Communication systems contain a core vocabulary which consists of words common to the vocabularies of typically developing peers that is consistent across environments or between individuals.					

i) Progress monitoring is conducted at least one time per week of the student's communication; the data informs the decisions about the student's changing needs and increasing form and function to higher levels of symbolic communication.									
2. Receptive language is the ability to understand a message that is delivered to another (Snell & Brown, 2011)	FI (3)	PI (2)	EI (1)	NI (0)					
a) Communication with the student is adapted to their receptive modality and language ability so that the student can respond to choices, questions, etc. to meet his/her needs, to participate in typical school routines, the general education curriculum, and the greater community.									
b) Educational team members present information to students in a consistent modality matched to the student's age, modality, and language ability.									
c) Educational opportunities are embedded throughout the student's day to increase his/her receptive vocabulary and are evidenced by the student making meaningful choices in a variety of environments.									
NOTES OR COMMENTS:									

Quality Indicators - Instruction					
INSTRUCTION: is strongly supported in the research for teaching students with severe disabilities, both academic content based on state standards and life skills using systematic instruction. In systematic instruction, skills are defined in observable and measurable terms and require an active rather than passive response from the student. Evidence based practices should be employed along with consistent data collection to track student progress. (Browder & Spooner, 2011)					
1. Instructional plans and supports are in place.	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL
a) A daily plan of instruction is in place which includes each student's schedule, and learning targets for each group lesson and individual student work.	FI (3)	PI (2)	EI (1)	NI (0)	0
b) Instruction is designed to address the student's IEP goals as well as academics, communication, social skills, and activities of daily living.					
c) Instructional activities are embedded in natural routines with maximum opportunities to practice skills throughout the day.					
d) Plans include systematically teaching generalization of skills across people, settings, time and materials. When appropriate, home and community.					
e) Instructional supports are in place to assist the student in learning to effectively adapt to changes in schedule and routine.					
f) Instructional supports are specially designed for an individual student's learning.					
2. Current evidence based methodologies are used.	FI (3)	PI (2)	EI (1)	NI (0)	
a) The principles of Universal Design for Learning are implemented with fidelity.					
b) The staff is trained and can implement a variety of research/evidence based methodologies.					
c) Evidence of interventions that are individualized to the needs of the student.					
d) Strategies match learner needs for prompting, scaffolding and reinforcement including the fading of support to assure independence.					
e) Needed adaptations (includes accommodations and modifications) are in place and implemented by all staff.					

45

f) Students are instructed about the purpose and with guided practice are supported in the use of their adaptations.										
g) Students use technology with scaffolded supports building toward independence.										
h) Necessary equipment is available and utilized for students with physical needs.										
i) Assistive technology is incorporated into the daily instructional plan for each student. (See Instruction Plans and Support section above)										
NOTES OR COMMENTS:										

Quality Indicators - Paraeducators						As Evidenced By:				
PARAEDUCATORS: are school employees who work under the supervision of a licensed professional. Roles include instructional support in the general education classroom, supporting academic instruction, teaching functional life skills and vocational skills, providing support for students with challenging behaviors, and facilitating interactions with peers (Ashbaker & Morgan, 2010; Chopra, 2009, Douglas, Chapin, & Nolin, 2015; Doyle, 2008, Fisher & Pleasants, 2012, Urto & Chopra, 2015).						FI (3)	PI (2)	EI (1)	NI (0)	TOTAL
						27				
1. Paraeducator roles and responsibilities meet the following criteria:	FI (3)	PI (2)	EI (1)	NI (0)	0					
a) Roles and responsibilities between all team members are clearly defined including paraeducators, special education and general education teachers.										
b) There is an established means of communication between the supervising teacher and related service providers, paraeducators etc.										
c) Time is built into the schedule for communication, collaboration and feedback between paraeducators and supervising teacher and/or evaluator.										
d) There are systems in place that provide paraeducators with instructional plans or necessary information to successfully support students for each student's day										
e) Paraeducators receive information to meet the specific needs of students (e.g., disability specific, IEP goals and objectives, adaptations).										
f) Paraeducators receive ongoing training in the use of:										
i) Instructional methodologies and data collection										
ii) Prompting and prompt fading strategies										
iii) Assistive technology										
iv) Implementing behavior support plans										
v) Use of time-out and restraint procedures										
vi) Non-violent crisis intervention techniques (e.g. Crisis Prevention Intervention [CPI], Therapeutic Crisis Intervention, [TCI], Mandt System, OBS)										

vii) Teaching independence						
viii) Cardio Pulmonary Resuscitation (CPR)						
ix) Physical and medical care of students						
g) Paraeducators are assigned to a variety of students, not to a single student.						
h) Fading paraeducator support is pre-planned						
i) Written plans are in place to give to substitute paraeducators.						

NOTES OR COMMENTS:

Quality Indicators - Progress Monitoring							As Evidenced By:
PROGRESS MONITORING: is "keeping track of students' progress in meeting these goals enables teachers to better plan for instruction," through assessment and collection of data. (Roach, Elliott, 2006; Stecker, Lembke, & Fogen, 2008).							
1. Assessment data is collected on a regular basis.	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL		
a) Research based, scientifically validated instruction and interventions are used for the targeted skills or behavior.						27	
b) Frequent and on-going quantitative data are collected.	FI (3)	PI (2)	EI (1)	NI (0)		0	
c) Frequent and on-going qualitative data are collected.							
d) A balance of both summative and formative assessment strategies are used.							
e) Meaningful data are collected, analyzed and discussed on an on-going basis (e.g., IEP goals, learner outcomes, behavior).							
2. Data driven decisions are based on assessment data.	FI (3)	PI (2)	EI (1)	NI (0)			
a) A collaborative decision making process is used by the IEP team to inform instruction and program decisions							
b) Data are used to analyze individual student's response to the intervention.							
c) Interventions are developed and implemented based on data.							
d) Decisions are made in a timely manner if student is not making progress with the intervention.							
PROGRESS MONITORING: is "keeping track of students' progress in meeting these goals enables teachers to better plan for instruction," through assessment and collection of data. (Roach, Elliott, 2006; Stecker, Lembke, & Fogen, 2008).							

Quality Indicators - Positive Behavior Support	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS: "School-wide Positive Behavior Interventions and Supports (SW-PBIS) refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject." Retrieved on 09/04/17 from https://www.pbis.org/school/swpbis-for-beginners					15	
1. The emphasis for SW-PBIS is on (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices (retrieved 9/21/2010 from http://pbis.org).	FI (3)	PI (2)	EI (1)	NI (0)	0	
a) School supports principles of SW-PBIS or practices a positive school environment and a proactive approach to behavior.						
b) Individualized supports and structures are in place to meet the needs of students within the general education setting.						
c) A comprehensive evaluation including a Functional Behavioral Assessment is conducted for each student with behavioral concerns to identify the function of the behavior.						
d) Students with behavior supports have individualized positive behavior intervention plans that include:						
i) instruction and support for replacement behaviors,						
ii) all involved staff (e.g., special education, general education, para, bus driver) and family participate in the development and implementation of the behavior plan and any updates.						
iii) consistent implementation throughout the day,						
iv) environmental adaptations to prevent the occurrence of problem behaviors.						
v) appropriate methods, modalities and reinforcers,						
vi) ongoing data collection and evaluation of the plan to determine progress and next steps.						
e) All staff involved with students are trained in:						
i) Non violent crises intervention techniques (e.g., CPI, TPI, Mandt).						
ii) Colorado rules and guidelines for the appropriate and safe use of restraint and seclusion and any updates.						

iii) The school district's policy for the use of restraint and time out and the reporting procedure.						
NOTES OR COMMENTS:						

Quality Indicators - Transition, Part 1							As Evidenced By:
TRANSITION: is the movement from one activity, class, program or school to another. Transition to adult life is defined as a process to prepare students for adult life including further education, community participation, social relationships, leisure skills, employment and independent living.							
Part 1: Transition between activities, classes, programs and schools are planned and implemented.							
a) Transitions are structured and well planned.							
b) District supports pre-transition visitations by:							
i) Receiving staff is able to observe the student's abilities in familiar routines							
ii) Student and family has opportunity to observe next environment.							
c) Individual responsibilities of the sending and receiving staff are clearly defined.							
d) All relevant IEP team members attend the student's transition meeting.							
NOTES OR COMMENTS:							

i) Students are provided instruction and experiences that support the development of positive work habits (e.g., staying on task, asking for a break), tolerances (e.g., tolerating differences in people, sounds/lights in the environment).									
j) Students are provided with instruction in a variety of school and/or community based work experiences to determine individual skills / interests for future employment (e.g., office aide, school-work programs, cafeteria aide).									
k) Accurate information about the options available in adult services is provided to students and their families (as they pertain to their son or daughter).									
l) Students and families are informed about transition activities (e.g., fairs, workshops, agency seminars) and encourage to participate, as appropriate.									
m) Community agencies (e.g., Community Center Board, Vocational Rehabilitation, College Representative) are invited to actively participate in IEP meetings, as appropriate for individual students, in which transition services are discussed.									
NOTES AND COMMENTS:									

Quality Indicators - Health & Safety					
HEALTH AND SAFETY: includes the health and safety of students with SSN involves understanding the principles of universal precautions and using these with all students, developing plans to ensure students are safe from harm yet accessing academics, while in the school settings. Additionally, professionals ensure emergency guidelines and procedures are in place and practiced when needed for any student with significant health or safety needs. (Lehr & Harayama, 2016).					
1. A Health Care Plan for any student with health care needs is in place.	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL
					27
a) A Health Care Plan is written for all students with documented medical/health care needs.	FI (3)	PI (2)	EI (1)	NI (0)	0
b) The Health Care Plan is found in at least two locations within the school and provided to all staff working with the students with health care needs.					
c) All staff working with students with significant health care needs are familiar with and understand the content of the student's health care plan.					
d) Training is provided by the school nurse to all staff (e.g., teachers, related service providers and paraeducators) working with the student with specialized health care needs.					
2. Training is provided to staff on the following topics:	FI (3)	PI (2)	EI (1)	NI (0)	
a) Training is provided to all school staff by the school nurse on the following topics:					
i) Universal Precautions					
ii) Allergies					
iii) Anaphylaxis (e.g., use of an Epi Pen)					
b) Training is provided by the school nurse and the procedure is delegated to staff when a student presents with the following conditions:					
i) specialized nutritional systems (e.g., tube-feeding)					
ii) seizure disorders					
iii) specialized breathing apparatuses					

Quality Indicators - Collaboration				
Quality Indicators for Assessing Individualized Services for Students with Significant Support Needs				
Name (Student, school or program) _____		Grade (If applicable) _____		
Person evaluating _____		Date _____		
Quality Indicators	Ideal Objectives not Observed	Check Objective(s) Selected	New objective and how it will be implemented	Person Responsible / Date to Begin
<u>Inclusive Culture</u>				
<u>Collaboration</u>				
<u>Communication</u>				

<u>Health and Safety</u>			



COLORADO
Department of Education

Exceptional Student Services Unit
1560 Broadway, Suite 1100
Denver, CO 80202-5149

Moirra Hawks
EAST CENTRAL BOCES, LIMON
820 2nd Street / P.O. Box 910
Limon, CO 80828

April 15, 2020

As a condition for accepting Federal (IDEA) funds dedicated to meeting the individual needs of students with disabilities, the CDE must annually review the Administrative Unit (AU)'s performance to determine if the AU:

- 1) Meets the requirements and purposes of Part B of IDEA,
- 2) Needs assistance in implementing the requirements of Part B of IDEA,
- 3) Needs Intervention in implementing the requirements of Part B of IDEA, or
- 4) Needs substantial intervention in implementing the requirements of Part B of IDEA.

34 C.F.R. § 300.603(b)(1)

The AU's performance is measured based on information provided by the AU, information obtained through monitoring visits, and other public information made available to the AU.

In making the determination in spring 2020, the CDE considered data submitted by East Central BOCES throughout SY2018-19 in the following manner:

1. A **Compliance Matrix** that includes scoring on SPP/APR Compliance Indicators and other compliance elements
2. A **Results Matrix** that includes scoring on Results Elements
3. A **Compliance Score** and **Compliance Determination**
4. A **Results Score** and **Results Determination**
5. An **AU Percentage** based on the Compliance Score and the Results Score. The Compliance Score is weighted at **50%** and the Results Score is weighted at **50%** to calculate the RDA Percentage.
6. A consideration of **Special Conditions**
7. The AU's overall **Determination**



SPP/APR compliance indicators and other compliance elements examined in the current determination:

Indicator 4A: Whether the AU has significant discrepancy from the state in the rate of out-of-school suspensions/expulsions of students with disabilities that sum up to greater than 10 days in a school year.

Indicator 4B: Whether the AU has disproportionate representation by race/ethnicity in the rate of out-of-school suspensions/expulsions of students with disabilities that sum up to greater than 10 days in a school year, and the disproportionate representation is due to inappropriate policies, procedures, or practices.

Indicator 9: Whether the AU has disproportionate representation of students with disabilities by race/ethnicity due to inappropriate policies, procedures, or practices.

Indicator 10: Whether the AU has disproportionate representation of students with disabilities by race/ethnicity in a specific disability category due to inappropriate policies, procedures, or practices.

Indicator 11: Percent of children who were evaluated within 60 calendar days of receiving parental consent for initial evaluation.

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicator 13: Percent of youth ages 15 and above with an IEP that includes each of the required components for secondary transition.

Timely and Accurate Data Submission: The timeliness and accuracy of data submitted by the AUs under section 616 and 618 of the IDEA.

SPP/APR results indicators and other results elements examined in the current determination:

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

Indicator 2: Percent of youth ages 14 and above with IEPs who exited from school due to dropping out.

Indicator 3: Statewide assessments participation, regular assessment mean scale score, and alternate assessment proficiency rate.

In addition, the following results elements are also included:

1. Median Growth Percentile in ELA and Math
2. Rise Up in ELA and Math (No data in SY2018-19)
3. Keep Up in ELA and Math (No data in SY2018-19)
4. For information only: Regular assessment mean scale score in ELA and Math with "IEP exiters" included. (Please see "[How the CDE ESSU Made Determinations - 2020](#)," for detailed information.)



Indicator 7: Percent of preschool children who showed substantial growth and those who reached age expectations by the time they exited the program in positive socio-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and

1. Whom AUs attempted to contact.
2. Participated in the post-school outcome interview.
3. Interview results indicate that the youth is enrolled in higher ed or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Based on an evaluation using the criteria identified above, the CDE has made the following determinations for East Central BOCES:

Compliance Determination: **Meets Requirements**

Results Determination: **Meets Requirements**

All together, East Central BOCES **Meets Requirements** for the implementation of Part B of the IDEA for SY2018-19. Please access <http://www.cde.state.co.us/cdesped/determperf> for various resources related to the determinations.

CDE is committed to supporting East Central BOCES in its efforts to improve results for children with disabilities and looks forward to working with you over the next year.

If you have any questions regarding this determination or the process, please contact Candace Hawkins at 303.866.6213 or by e-mail at Hawkins_C@cde.state.co.us.

Sincerely,



Paul Foster, Ed.D
Executive Director; State Director of Special Education
Exceptional Student Services Unit

Posted to <https://www.cde.state.co.us/cdesped/determinations> on 4/22/2020



AU Determination 2020 for 64043 - East Central BOCES

AU Percentage

81.1%

AU Determination:

Meets

Needs Assistance

Your AU

Meets

60

70

80

90

100

*Special Conditions: None

Special conditions can move an AU into a lower AU Determination category.



COLORADO
Department of Education

Sub-scores

Compliance Score

100.0

out of 100

Needs Intervention

70

80

90

100

Compliance Determination

Meets Requirements

x 50%

Results Score

186.5

out of 300

Needs Intervention

60

120

240

300

Results Determination

Meets Requirements

x 50%



AU Results Matrix 2020



COLORADO
Department of Education

Administrative Unit: 64043 - East Central BOCES

State Assessment Participation Detail

ELA	ELA		Math	MATH	
Participated	428	78%		Participated	428 78%
Excused	0	0.0%		Excused	0 0.0%
Parent Opt-out	108	19.8%		Parent Opt-out	109 20.0%
Unexcused	10	1.8%		Unexcused	9 1.6%
OSEP Participation Rate	78.4%			OSEP Participation Rate	78.4%
CO IEP Participation Rate	97.7%			CO IEP Participation Rate	97.9%

State Assessment Participation (Part of Indicator 3b)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation	438	97.7%	-	95% ≤ AU = 3 AU < 95% = 0	3	3
Math Participation	437	97.9%			3	3

Regular Assessment (Part of Indicator 3c)	N	Mean Scale Score	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Mean Scale Score (reg)	Current IEP 373 * IEP Exiter 66 * Combined 439	711.4 727.7 713.8	83	AU ≥ 712 = 9 712 > AU ≥ 701.9 = 6 701.9 > AU ≥ 693.6 = 3 AU < 693.6 = 0	9	6
Math Mean Scale Score (reg)	Current IEP 373 * IEP Exiter 66 * Combined 439	710.7 722.4 712.4	81	AU ≥ 711.8 = 9 711.8 > AU ≥ 701.1 = 6 701.1 > AU ≥ 694.2 = 3 AU < 694.2 = 0	9	6

Alternate Assessment (Part of Indicator 3c)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)	16	25.0%	40	AU ≥ 48.8% = 6 48.8% > AU ≥ 31.6% = 4 31.6% > AU ≥ 17.9% = 2 AU < 17.9% = 0	6	2
Math Prof Rate (Alt)	16	6.3%	22	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	0

Note:

Preschool Achievement and Growth (Indicator 7)**	N	% Succeeded	AU's Percentile	Rubric	Points Eligible	Points Earned
A. Positive social-emotional skills	Growth 51	81.6%	65	73.9%.....82%.....91.5%	1.50	0.50
	Achievement	74.5%	78	59.6%.....67.5%.....82.8%	1.50	1.00
B. Acquisition & Use of Knowledge and Skills	Growth 51	79.5%	46	72.1%.....80.4%.....91.5%	1.50	0.50
	Achievement	68.6%	52	55.9%.....69.3%.....81.8%	1.50	0.50
C. Use of appropriate behaviors to meet their needs	Growth 51	77.8%	60	66.7%.....76.2%.....86.6%	1.50	1.00
	Achievement	72.5%	75	61.8%.....71.4%.....86%	1.50	1.00

Note:

Achievement Points Earned: 28.50 out of 45

**Growth = Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by time of exit from the program; Achievement = functioning within age expectations by time of exit

Academic Growth 50%	Median Growth Percentile	N	Median Growth %ile	AU's Percentile	Rubric	Points Eligible	Points Earned
	ELA	292	46.0	77	AU $\geq 47 = 15$ 47 > AU $\geq 39.1 = 10$ 39.1 > AU $\geq 33 = 5$ AU < 33 = 0	15	10
	Math	288	45.0	56	AU $\geq 47 = 15$ 47 > AU $\geq 40.7 = 10$ 40.7 > AU $\geq 34.5 = 5$ AU < 34.5 = 0	15	10
	Rise Up	N	% Rise Up	AU's Percentile	Rubric	Points Eligible	Points Earned
	ELA	no data	no data		90th AU = 4 50th AU = 3 15th AU = 2 AU < 15th = 1	45	30
Keep Up	Math	no data	no data			45	30
	ELA	N	% Keep Up	AU's Percentile	Rubric	Points Eligible	Points Earned
	Math	no data	no data		90th AU = 4 50th AU = 3 15th AU = 2 AU < 15th = 1	15	10
Academic Growth Points Earned:							100 out of 150

Postsecondary and Workforce Readiness 35%

Graduation Rate		Highest Rate		Points	Points
Indicator 1	N	%Graduated	Percentile	Eligible	Earned
4 Year Grad Rate	68	73.5%	60	AU $\geq 92.3\%$ = 21	14
5 Year Grad Rate	63	76.2%		92.3% > AU $\geq 79.2\%$ = 14	
6 Year Grad Rate	63	82.5%		79.2% > AU $\geq 66.9\%$ = 7	
7 Year Grad Rate	70	85.7%		AU < 66.9% = 0	
Note:					
IEP Dropout Exiter Rate		AU's		Points	Points
Indicator 2	N	%Dropout Exiters	Percentile	Eligible	Earned
Rate	45	6.7%	78	AU < 6.5% = 42	28
N = students age ≥ 14 who exited schools				6.5% \leq AU < 19% = 28	
% = students who exited due to dropping out				19% \leq AU < 34.2% = 14	
				AU $\geq 34.2\%$ = 0	
Note:					
Post-School Outcomes				Points	Points
Indicator 14	N	%		Eligible	Earned
Contacts Attempted	38	100.0%		AU = 100% = 6	6
N = Students in Sample % = Contact attempted				AU < 100% = 0	
Students Participated	38	47.4%		60% \leq AU = 6	0
N = # in adjusted sample % = of students who participated out of adjusted sample				60% > AU = 0	
Outcome (Enrolled in higher ed, or in some other postsecondary ed or training program; or competitively employed or in some other employment)	18	72.2%	Percentile 26	30	10
Note:					
PS and Workforce Points Earned:				58 out of 105	

Academic Achievement:	28.50	out of	45
Academic Growth:	100.00	out of	150
PS and Workforce Readiness:	58.00	out of	105
Final Results Score:	186.50	out of	300
Results Determination:	Meets Requirements		
170 to 300 = Meets Requirements 110 to 169 = Needs Assistance 0 to 109 = Needs Intervention			

If the AU's final points eligible are less than 300, the original scores have been adjusted to meet the full scale of 45, 150, or 105 proportionally.

AU Compliance Matrix 2020



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Department of Education

Administrative Unit: 64043 - East Central BOCES

Indicator	Performance	Points Eligible	Points Earned
4A: Significant discrepancy in the rate of suspension and expulsion from the state rate.	0.09	2	2
2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 2.35 1 = Rate is above threshold for current year 0 = Rate is above threshold for the current and previous two school years			
4B: Significant discrepancy in the rate of suspensions and expulsions from the state rate by race and ethnicity.	No Significant Discrepancy	2	2
2 = No racial category was found with significant discrepancy for Indicator 4B 1 = At least one racial category was found with significant discrepancy for current year 0 = At least one racial category was found with significant discrepancy for the current and the previous two school years, and 2) policies, procedures, and/or practices were found to contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.			
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	NO disproportionate representation	2	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	NO disproportionate representation	2	2
2 = No racial category was found with disproportionate representation due to inappropriate identification for Indicators 9 and 10. 1 = At least one racial category was found with disproportionate representation for the current year 0 = At least one racial category was found with disproportionate representation for the current and previous year			
Indicator 11: Timely initial evaluation	100%	2	2
Indicator 12: IEP developed and implemented by third birthday.	100%	2	2
Indicator 13: Secondary transition	100%	2	2
2 = Indicators were at least 95% compliant 1 = Indicators were at least 75% and less than 95 % compliant 0 = Indicators were less than 75% compliant in the current year <u>OR</u> less than 95% compliant for the current and previous year			
Timely and Accurate Data Submission	Yes	2	2
Special Education December Count, Special Education End of Year Collection, Special Education Discipline Collection, and Indicator 13 file review 2 = All above submissions were both timely and accurate 1 = One or two of the above submissions were late and/or inaccurate 0 = Three or four of the above submissions were late and/or inaccurate			
Total Points Available:		16	
Compliance Points Earned:		16	
Compliance Score:		100 out of 100	
Compliance Determination:		Meets Requirements	
90 to 100 = Meets Requirements		80 to 89 = Needs Assistance	
		0 to 79 = Needs Intervention	

2019-2020 East Central BOCES Staff Evaluation

Please complete an evaluation for each person in the drop down box who provides services to your school district. Complete the surveys by Monday December 18, 2019

* Required

1. Employee Name: *

Check all that apply.

- ☐ Cathy Berndt, Speech Language Therapist
- ☐ Leah Price, School Psychologist
- ☐ Soraya Taylor, Family Resource Specialist
- ☐ Loel Decker, Vision Specialist
- ☐ Madison Stichter, Early Childhood Coordinator
- ☐ Callie McCaffrey, Occupational Therapist
- ☐ Beth O'Brien, Audiologist

Please complete the following peer review. Using a scale of 1-5, please indicate your rating of the following services by itinerant staff. 1 -- Never 2 -- Rarely 3 -- Sometimes 4 -- Most of the time 5 -- Always

Service to Students:

2. Provides consistent, adequate, appropriate, and timely service *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Comments: *

Quality of Work with Students:

4. Work is correct, clear, complete, relevant, and submitted on time?

Mark only one oval.

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Comments: *

Commitment to team

6. Attends meetings as appropriate. Arrives on time. Prepared. Ready to work. Dependable, faithful reliable. *

Mark only one oval.

1 2 3 4 5

Never ☐ ☐ ☐ ☐ ☐ Always

7. Additional comments regarding classroom environment: *

Responsibility

8. Gladly accepts work and gets it done. Spirit of excellence. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Comments:

Communication:

10. Communicates clearly when he/she speaks and when he/she writes. Understands the team's direction. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

11. Additional comments regarding IEP meetings: *

Leadership:

12. Takes initiative, makes suggestions, provides focus. Creative? Energetic? Brings energy and excitement to the team. Has a "can do" attitude. Sparks creativity in others. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

13. Additional comments regarding personality: *

Ability:

14. Has the ability the team needs. Makes the most of these abilities. Gives fully, doesn't hold back *

Mark only one oval.

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

15. Comments:

Personality:

16. Positive attitude, encourages others. Seeks consensus. Easy to deal with. Brings out the best in others.

Mark only one oval.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Comments:

Additional Comments:

18. Please comment on additional services that this team members has been involved in. Such as Rtl, Parent & Family involvement, Preschool Screenings, therapy, consultative services, etc.

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Google Forms

Rubric for Evaluating Colorado Special Services Providers: School Psychologists

QUALITY STANDARD I Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.				
THE SCHOOL PSYCHOLOGIST: 1 Considers legal requirements, district policies, and academic standards in assessment and intervention planning.	... and THE SCHOOL PSYCHOLOGIST: 2 Participates in the development of intervention plans (e.g., IEPs, 504s, RtI) that align with legal requirements and local policies.	... and THE SCHOOL PSYCHOLOGIST: 3 Provides services that meet all legal requirements while taking into account the individual psychoeducational and academic needs of the student.	... and STUDENTS AND/OR FAMILIES: 4 Demonstrate an understanding of their educational rights.	... and STUDENTS AND/OR FAMILIES: 5 Demonstrate an understanding of how interventions are intended to enable the student to achieve by meeting Colorado Academic Standards.
ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
THE SCHOOL PSYCHOLOGIST: 1 Identifies barriers to learning, including those related to mental health issues and crises.	... and THE SCHOOL PSYCHOLOGIST: 2 Demonstrates an awareness of student needs when considering interventions and adaptations (accommodations and modifications). 3 Recommends interventions and adaptations that reduce the student's barriers to learning and increase access to the curriculum.	... and THE SCHOOL PSYCHOLOGIST: 4 Uses a problem-solving process and knowledge of effective services to develop and implement strategies that reduce barriers to and support learning.	... and STUDENTS AND/OR SIGNIFICANT ADULT(S): 5 Demonstrate an understanding of individual barriers to learning.	... and STUDENTS: 6 Demonstrate a reduction in barriers to their learning.

QUALITY STANDARD I

Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Level 1 Practices**Level 2 Practices****Level 3 Practices**
(Meets State Standard)**Level 4 Practices****Level 5 Practices**

ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

**THE SCHOOL
PSYCHOLOGIST:**

- 1** Understands the concept of evidence-based psychoeducational practices.
- 2** Understands the importance of prevention, intervention, and crisis planning and response in the learning environment.

**... and
THE SCHOOL
PSYCHOLOGIST:**

- 3** Makes connections between student data and evidence-based psychoeducational practices.
- 4** Identifies strategies and key components for prevention, intervention, and crisis planning and response.

**... and
THE SCHOOL
PSYCHOLOGIST:**

- 5** Contributes to the design, implementation, and evaluation of evidence-based plans and activities related to: prevention, intervention, and crisis response and recovery.
- 6** Demonstrates knowledge of effective threat and suicide risk assessment and intervention procedures.

**... and
STUDENTS
AND/OR
SIGNIFICANT
ADULT(S):**

- 7** Demonstrate an awareness of evidence-based practices and strategies to meet individual student needs.
- 8** Demonstrate an awareness of crisis-related resources and school/district procedures.

**... and
STUDENTS
AND/OR
SIGNIFICANT
ADULT(S):**

- 9** Apply newly learned strategies.
- 10** Access crisis-related resources and services when needed.

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS:	... and STUDENTS:
<p>1 Recognizes the importance of an educational environment in which students feel safe, connected, and experience a caring relationship.</p> <p>2 Recognizes the importance of establishing behavioral expectations for all students.</p>	<p>3 Models empathy and respect among students and significant adults.</p> <p>4 Structures support and/or services to minimize interruption of instructional time.</p>	<p>5 Promotes a safe and accessible environment that fosters positive, nurturing relationships.</p> <p>6 Delivers supports and/or services in a way that maximizes learning time.</p>	<p>7 Perceive the school climate as positive, safe, and caring.</p> <p>... and SIGNIFICANT ADULT(S):</p> <p>8 Develop an awareness of effective strategies that address behavioral needs and challenges.</p>	<p>9 Participate in activities that foster positive and nurturing relationships.</p> <p>... and SIGNIFICANT ADULT(S):</p> <p>10 Use effective strategies to increase positive student behaviors.</p>

ELEMENT B: Special Services Providers understand and respond to diversity within the home, school, and community.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Understands that student and family backgrounds, cultures, and experiences may influence development, behavior, and school performance.</p>	<p>2 Considers student and family backgrounds, cultures, and experiences in planning psychoeducational services.</p>	<p>3 Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures.</p>	<p>4 Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.</p>	<p>5 Actively engage in activities that promote and enhance awareness of diversity in their school and community.</p>

QUALITY STANDARD II

Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices**Level 2 Practices****Level 3 Practices**
(Meets State Standard)**Level 4 Practices****Level 5 Practices**

ELEMENT C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS:	... and STUDENTS:
1 Recognizes student individual differences and unique situations.	2 Demonstrates an understanding of and respect for diversity in development and learning as a foundation for individual student interventions. 3 Uses procedures and materials that are developmentally appropriate and culturally relevant.	4 In collaboration with others, addresses students' individual differences and needs through the implementation of supports and/or services. 5 Adjusts practices based on individual student characteristics and data.	6 Feel valued as individuals and are engaged in the learning environment.	7 Actively participate in services, as identified by the School Psychologist, that are based on their unique interests, strengths, and needs.

ELEMENT D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
1 Recognizes the importance of an educational environment that is inviting to families and significant adults.	2 Builds relationships through effective communication with stakeholders (e.g., parents, teachers, other school personnel, policy-makers, and community service providers). 3 Incorporates information from family and/or outside agencies or community providers into service planning and delivery.	4 Works collaboratively with families and significant adults to help students meet education and intervention goals. 5 Demonstrates and shares knowledge of community and/or local resources/ services.	6 Increase their involvement and participation in educational planning and ongoing communication.	7 Access community/ local resources/ services that foster student development, mental health, and well-being.

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices**Level 2 Practices****Level 3 Practices**
(Meets State Standard)**Level 4 Practices****Level 5 Practices**

ELEMENT A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
1 Recognizes the impact of atypical development and skills deficits on learning and behavior.	2 Identifies cognitive, physical, social and emotional influences on learning, development, and behavior.	3 Applies knowledge of developmental influences to inform practice and service provision.	4 Demonstrate an understanding of individual child developmental levels and influences.	5 Participate in services appropriate for their developmental levels and demonstrate progress.

ELEMENT B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and ADMINISTRATORS:
1 Considers the reliability and validity of assessment tools used.	2 Follows standardized procedures for administration and scoring of psychoeducational tests. 3 Uses a variety of assessment instruments and techniques (e.g., interviews, observations, and targeted/ diagnostic assessment tools).	4 Plans, selects and administers multiple valid and reliable formal and/or informal assessment tools. 5 Analyzes and synthesizes data for decision-making. 6 Communicates assessment results to colleagues, parents, and/or students in understandable terms.	7 Demonstrate an understanding of psychoeducational assessment results and individual student strengths and needs.	8 Consult with the School Psychologist when making systems-level decisions based upon psychoeducational data.

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices**Level 2 Practices****Level 3 Practices**
(Meets State Standard)**Level 4 Practices****Level 5 Practices**

ELEMENT C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

THE SCHOOL PSYCHOLOGIST:

- 1 Has an awareness of building/district software and technology as appropriate to the professional role.
- 2 Complies with legal requirements and ethical guidelines related to the electronic sharing and storing of confidential information.

... and THE SCHOOL PSYCHOLOGIST:

- 3 Utilizes technology appropriately to improve student outcomes.

... and THE SCHOOL PSYCHOLOGIST:

- 4 Enhances data collection and decision-making through the use of technology resources.

... and STUDENTS AND/OR SIGNIFICANT ADULT(S):

- 5 Demonstrate an awareness (e.g., request information or support) of available technology to enhance student learning.

... and STUDENTS:

- 6 Utilize information and technology resources to enhance cognitive and academic skills with appropriate supports.

ELEMENT D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.

THE SCHOOL PSYCHOLOGIST:

- 1 Recognizes the importance of high expectations for learning and behavior for all students.

... and THE SCHOOL PSYCHOLOGIST:

- 2 Actively participates on multidisciplinary teams and holds high expectations for students when determining needs, services, and educational placement.

... and THE SCHOOL PSYCHOLOGIST:

- 3 Assists in the development of individualized goals for students and/or schools that promote critical-thinking, self-advocacy, leadership, and/or problem-solving skills.

... and STUDENTS AND/OR SIGNIFICANT ADULT(S):

- 4 Monitor student progress towards achieving social/emotional goals and expectations.

... and STUDENTS:

- 5 Demonstrate self-advocacy, critical-thinking and problem-solving skills based on their individual developmental level.

QUALITY STANDARD III

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices**Level 2 Practices****Level 3 Practices**
(Meets State Standard)**Level 4 Practices****Level 5 Practices**

ELEMENT E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and SIGNIFICANT ADULT(S):	... and SIGNIFICANT ADULT(S):
1 Consults and collaborates with others about students' needs and goals. 2 Has knowledge of varied models and strategies of consultation.	3 Plans for and provides evidenced-based mental health and/or behavioral interventions for students. 4 Collaborates with team in planning for and/or providing mental health and/or behavioral interventions for students.	5 Uses a consultative problem-solving process for planning, implementing, and evaluating academic and mental health services. 6 Engages in data-based decision-making when planning for and/or providing services to address student needs and goals.	7 Adapt their practices based on consultation to better meet student needs.	8 Generalize or transfer knowledge gained through consultation to other contexts/other students.

ELEMENT F: Special Services Providers model and promote effective communication.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
1 Understands the importance of communicating effectively.	2 Uses communication skills to establish good working relationships (rapport) with students and significant adults.	3 Provides feedback related to student behavior, performance, and/or progress to students and/or significant adult(s). 4 Tailors communications to be both developmentally and culturally relevant.	5 Utilize feedback to enhance student learning and growth.	6 Demonstrate effective communication related their needs.

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.				
THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:
<p>1 Understands that school psychological services must be provided within the context of ethical, professional, and legal standards and regulations.</p> <p>2 Maintains confidentiality of student records and information as required by law.</p>	<p>3 Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.</p> <p>4 Maintains positive, productive, and respectful relationships with colleagues.</p>	<p>5 Adheres to current ethical, professional, and legal standards and regulations.</p> <p>6 Maintains confidentiality of all sensitive data, information, and communications.</p>	<p>7 Models high expectations for ethical behavior for staff and students.</p> <p>8 Encourages colleagues to demonstrate ethical behavior.</p>	<p>9 Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected and legal channels.</p>

ELEMENT B: Special Services Providers link professional growth to their professional goals.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:
<p>1 Completes required professional development according to state and/or district/BOCES policies.</p> <p>2 Develops professional goals.</p>	<p>3 Selects and participates in professional development to improve professional practice.</p> <p>4 Uses performance feedback from supervisor and/or colleagues to improve practice.</p>	<p>5 Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes.</p> <p>6 Participates in professional learning opportunities consistent with the professional growth plan.</p>	<p>7 Applies knowledge and skills learned through professional development to practice.</p>	<p>8 Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.</p>

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices**Level 2 Practices****Level 3 Practices**
(Meets State Standard)**Level 4 Practices****Level 5 Practices****ELEMENT C: Special Services Providers respond to a complex, dynamic environment.**

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:
1 Demonstrates flexibility in his/her role in response to environmental changes.	2 Adapts professional practices based on new information about student or system needs.	3 Prioritizes professional activities based on progress monitoring data, changing student needs, and/or changes in the school and broader environments.	4 Anticipates changes and/or challenges in the school or practice environment and is prepared to respond.	5 Expands role in responding to changes in the school or student environments.

ELEMENT D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:	... and THE SCHOOL PSYCHOLOGIST:
1 Demonstrates an awareness of district/school policies and/or procedures. 2 Contributes to school or district teams.	3 Reaches out to students, teachers, families, and/or the community in order to understand their needs and advocate for them.	4 Discusses potential revisions to policies and/or procedures with administrators and/or other team members in order to better address student and school needs. 5 Provides leadership within the school, district, and/or BOCES.	6 Advocates for curricular, instructional, school climate and behavioral health improvements. 7 Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.	8 Participates in activities that promote social justice and systems-level change. 9 Takes a leadership role in state or national-level organizations or professional associations, committees, and/or task forces.

Employee Name: _____							
Supervising SLP or OTR _____							
Date: _____							
Please mark the appropriate score in the rating column that matches that score so they can total at the end. Example if the score is a 2 for that item, put the 2 in column 2.							
1 = Skills observed needs constant supervision							
2 = Minimal Skills and needs a lot of guidance							
3 = Emerging Skills and still need some guidance to be independent							
4 = Basic Proficiency - knows information/ has skill and requires minimal guidance							
5 = Consistent high quality skill and completes activities independently							
N/A - not applicable							
	Ratings	1	2	3	4	5	N/A
PLANNING							
1. Applies theoretical knowledge of disorders to the implementation of IEP goals.							
2. Understands the rationale for IEP goals.							
3. Demonstrates knowledge and understanding of the background of students on the caseload.							
4. Follow's supervising SLP's or OTR's priorities for intervention, which reflect best practices and promote generalization.							
5. Follows supervising SLP's or OTR's plan for demonstrating evidence-based practice.							
6. Understands the nature of long and short term goals (measurable, achievable, and functional)							

[illegible]

34. Observes rules and procedures for ECBOCES and of assigned school districts.	
35. Courteous in interactions with students, ECBOCES and school district staff.	
36. Preserves confidentiality of student files and information.	
37. Takes responsibility for ECBOCES materials used.	
38. Responds back to supervising OTR in a timely manner.	
COMMENTS:	
PROBLEM SOLVING	
39. Consult with supervising SLP and OTR to request a modification to intervention when a change is indicated.	
40. Resolves unexpected problems when they are within the SLPA or COTA scope of practice.	
41. Demonstrates flexibility in response to changes in school assignments and/or driving demands.	
42. Demonstrates initiative in seeking sources of information for therapy activities (i.e. conference).	
43. Demonstrates ability and willingness to function independently.	
44. Contributes ideas to supervising SLP or OTR during discussion of students.	
45. Evaluates own performance; recognizes own strengths and weaknesses.	

COMMENTS:									

East Central BOCES SLPA & COTA Evaluation

East Central BOCES			
SLPA and COTA Performance Review			
SLPA or COTA Name: _____			
Evaluator Name: _____			
School(s) services provided in: _____			
			Total % score from eval
Self Evaluation Score:			
Evaluators listed in no particular order:			
Evaluator 1:			
Evaluator 2:			
Evaluator 3:			
Evaluator 4:			
Evaluator 5:			
Total number of % scores including Self Eval			
Average % Score			
The expectation for an SLPA or COTA during the first year of employment and beyond is that at least 80% of the indicators are at basic proficiency (score of 4).			
Add formula's to % for evaluator 3, 4, & 5 if needed to			Average Score

East Central BOCES Evaluation for Center-Based Program Paraprofessionals

NAME _____ DATE OF EVALUATION _____

Rating Scale:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

NA = Not Applicable

A. PERSONAL QUALITIES AND ATTITUDES:

1. Physical capacity to perform duties.

2. Attendance is regular.

3. Prompt in reporting for and beginning work.

4. Works cooperatively under supervision.

5. Maintains working relationship with co-workers.

6. Enthusiastic in performance of duties.

7. Uses work time efficiently.

B. KNOWLEDGE OF JOB AND INITIATIVE

1. Works without close supervision.

2. Sees things to do without being told.

3. Performs effectively under pressure.

4. Handles medical issues as they occur.

5. Completes necessary job knowledge.

6. Makes effort to increase job knowledge.

7. Handles parental situations professionally.

C. JUDGEMENT AND PUBLIC RELATIONS

1. Makes decisions as necessary, but seeks out teacher for classroom decisions, as appropriate.

2. Observes confidentiality.

3. Refrains from community discussions within the classroom.

4. Interacts positively with the students.

5. Has control of student situations.

D. CLASSROOM PERFORMANCE

1. Follows lesson plans.

2. Adequate supervision of students.

3. Performs daily housekeeping/cleaning as required.

4. Keeps students engaged in activities at all times.

5. Adequately monitors several students at one time.

6. Adequately involves the student in activities during inclusion.

7. Uses appropriate voice and direction giving with students.

Comments:

PARAPROFESSIONAL SIGNATURE _____

DATE _____

SUPERVISORS'S SIGNATURE _____

DATE _____

2019-2020 East Central BOCES Peer Evaluations

* Required

1. Name of employee you have been requested to complete evaluation for. *

2. Position: *

Check all that apply.

- ☐ Audiologist
☐ Center Based Teacher
☐ Early Childhood Specialist
☐ Family Resource Specialist
☐ Occupational Therapist
☐ School Psychologist
☐ Speech Language Pathologist
☐ Vision Specialist

Please complete the following peer review. Using a scale of 1-5, please indicate your rating of the following services by itinerant staff. 1 -- Never 2 -- Rarely 3 -- Sometimes 4 -- Most of the time 5 -- Always

Problem Solving

3. Collaborate with parents to find effective solutions to their children's learning and/or behavior problems. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. Collaborate with others to find effective solutions to students' learning and/or behavior problems *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. Provide support to help problem solve situations that interfere with school performance. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. Additional comments regarding problem solving: *

Team Member (includes teachers, administrators, & related service providers)

7. Use evidence-based research to develop and/or recommend effective interventions. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Always

8. Assist in implementing and monitoring the effectiveness of interventions *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Always

9. Provide Effective Consultation based on services written on the IEP.

Mark only one oval.

1	2	3	4	5
Never <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always <input type="radio"/>

10. Additional comments regarding being a team member: *

Classroom Environments

11. Evaluate classroom environments *

Mark only one oval.

1	2	3	4	5
Never <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always <input type="radio"/>

12. Provide resources and ideas to make classroom safer and/or more effective learning environments. *

Mark only one oval.

1 2 3 4 5

Never ☐ ☐ ☐ ☐ ☐ Always

13. Additional comments regarding classroom environment: *

The School

14. Conveys positive support to BOCES to strengthen working relationships between teachers, parents, and service providers in the community. *

Mark only one oval.

1 2 3 4 5

Never ☐ ☐ ☐ ☐ ☐ Always

15. Promotes tolerance, understanding, and appreciation of diversity with parents, students, and staff. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

16. Follows BOCES and school district/buildings policies and procedures; i.e. parking, sign in procedures, dress code, etc. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

17. Respects BOCES/district materials and shared work spaces; i.e. fueling cars, keeping common work areas clean. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

18. Additional comments regarding school: *

IEP Meetings

19. Attends pre-meetings if necessary. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Evaluates eligibility for special services. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Demonstrates effective written communication skills. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

22. Demonstrates effective oral communication skills. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

23. On time to meetings (does not leave meetings for phone calls or without prior knowledge of their early absence.) *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

24. Preparedness: paperwork is done and submitted prior to the IEP meeting. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

25. Stay on task during meetings; i.e. no side conversations. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

26. Flexible when scheduling assessments and meetings. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

27. Additional comments regarding IEP meetings: *

Personality

28. Displays a positive attitude. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

29. Encourages others. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

30. Dependable team member. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

31. Returns phone calls and e-mails within 24 hours (full time employee) within a timely manner given days of work (part-time employee). *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

32. Independently applies new learning in their daily work. *

Mark only one oval.

	1	2	3	4	5
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always					

33. Additional comments regarding personality: *

Additional Information

34. Positive comments or other concerns. *

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