**Student Services**

COLORADO CHARTER SCHOOL INSTITUTE | 1580 LOGAN STREET STE 210 DENVER, CO 80203



Special Education Onboarding Handbook

A Guide for New CSI Schools and Staff

2018-2019



Colorado Charter School Institute

Table of Contents

[Special Education 3](#_Toc491672887)

[Onboarding Calendar 4](#_Toc491672888)

[General Timeline of Activities for Special Education 5](#_Toc491672889)

[School Enrollment Policy 6](#_Toc491672890)

[Special Education Data Submissions 6](#_Toc491672891)

[Special Education Data Collection Submissions 7](#_Toc491672892)

* [Student October (October Count) 7](#_Toc491672893)
* [Human Resources 7](#_Toc491672894)
* [Special Education December Count 7](#_Toc491672895)
* [Special Education Discipline 7](#_Toc491672896)
* [Special Education End of Year 7](#_Toc491672897)

[Special Education (SPED) Coordinator Roles 10](#_Toc491672898)

[Section 504 11](#_Toc491672899)

[Nursing Services/School Health 12](#_Toc491672900)

[Appropriately Licensed Staff for Special Education 13](#_Toc491672901)

[Special Education Staff to Student Ratio Recommendations 13](#_Toc491672902)

* Appendix  
   Onboarding Checklist

# Special Education

CSI Contact: Director of Special Education, Matt Hudson: ([matthudson@csi.state.co.us](mailto:matthudson@csi.state.co.us))

<http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/>

Program Plans

To ensure compliance with all local, state, and federal requirements to serve Special Education students, CSI schools are required to develop, maintain, and implement a Special Education Plan. To assist schools in developing this plan, CSI provides a comprehensive plan (manual) which includes a set of special education procedures that can be used to develop the school plan. Additionally, CSI has developed a template aligns with state and federal requirements for special education. The program plan template can be accessed on the CSI website: <http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_policies_procedures_resources/>

**Program Plans must include information on how the school will meet the following requirements:**

Section 1: School Responsibilities and Funding Requirements

Section 2: Child Find

Section 3: Special Education Referral, Evaluation,

Eligibility Determination and Reevaluation Process

Section 4: Free Appropriate Public Education

Section 5: Individualized Education Programs (IEP)

Section 6: Confidentiality of Information, Procedural Safeguards and

Dispute Resolution Processes for Parents and Children

Section 7: Student Discipline Procedures

More information on special education requirements can be found on the CSI website: <http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/> CSI schools must follow all state/federal rules including CSI policies and procedures. Schools should review these resources and guidebooks on the CSI website to ensure that they have a clear understanding of their responsibilities under the law. The CSI Director of Special Education is also available for consultation.

# Onboarding Calendar

The following special education related activities and events and corresponding timelines are suggested for all schools who are new to CSI.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic Title** | **Content** | **Location** | **Timing** |
| CSI guidebook | Overview of CSI Departments | [CSI Guidebook](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/CSI%20Guidebook%202017-2018%20.pdf) | July |
| SPED Policies | Policy/Procedure Manual | [Special Education Comprehensive Manual:](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/) | August |
| Human Resources | HR Guidebook | [HR Guidebook](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/) | July/August |
| Program Plan | SPED/504 School Plan | [www.csi.state.co.us](http://www.csi.state.co.us) | June-July |
| Program Evaluation & Tiers of Support | CSI Student Services Screener & Tiers of Support | [www.csi.state.co.us](http://www.csi.state.co.us/school_resources/student_services/student_services_screener___tiers_of_support/) | Ongoing |
| Student Enrollment | Determinations and Transfers | [Enrollment and Student Transfer Process:](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/) | April-July |
| SPED Legal Issues | Legal Trends in SPED | [SPED Legal Issues](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/) | July-August |
| School Child Find | MTSS/RtI | [MTSS](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/) | July-August |
| IEP Compliance | Writing IEP's | [IEP Development](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/) | July-Sept |
| IEP Compliance | Standardized IEP's- Goals | [Writing Standards Aligned IEPS](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/) | July-Sept |
| IEP Compliance | SPED Eligibility | [SPED Eligibility Determination](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/) | July-Sept |
| IEP Compliance | Transition Age (HS) | [Transition IEPs](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/transition_IEP/) | July-Sept |
| SPED Personnel | Employ SPED staff | Complete CSI HR Form and submit to ES department | August 1st |
| SPED Personnel | Staff Vacancies | Complete Vacant Personnel Action Form for any vacancies | Ongoing |
| School Health | Policy/Procedures | CDE | July-Sept |
| Student Information System | ALPINE/IC, etc. | School Sets Up SIS system | July-Sept |
| SIS Record System | Request Records i.e. IEP, Section 504 | Collect and Enter Plans into SIS systems | Ongoing |

|  |  |  |
| --- | --- | --- |
| **Date** | **Description** | **Type** |
| 8/15/2018 | SPED Discipline Final Due | Data Submission |
| 8/25/2018 | Induction Intent to Participate | Due Date |
| 8/27/2018 | Boot Camp for New Staff | PD |
| 9/14/2018 | Student Services Training: CPI 1 Day Training |  |
| 9/18, 9/20, 9/21 | CSI Regional Meetings (Student Services Focus) | PD |
| 10/11/2018 | Student Services CPI Training | PD |
| 10/12/2018 | Services CPI Training | PD |
| 12/1/2018 | 1st Round Audit IEP's upload to Survey Monkey due | Due Date |
| 12/1/2018 | Special Education Count Day | Reminder |
| 12/15/2018 | Vision & Hearing Screening Completed for Grades PK, K, 1,2,3,5,7,9 | Due Date |
| 12/15/2018 | 1st Round of Non-CDE IEP and 504s Audit Due | Due Date |
| 2/5/2019 | Regional Student Services Training | PD |
| 2/6/2019 | Regional Student Services Training | PD |
| 2/7/2019 | Regional Student Services Training | PD |
| 2/20/2018 | ALP Audits |  |
| 4/30/2018 | Gifted Universal Screening Grant Application Due to CSI | Due Date |
| 5/1/2018 | Final IEP reviews upload to Survey Monkey due | Due date |
| 5/15/2018 | Gifted Universal Screening Grant Final Report Due to CSI | Due Date |
| 6/7/2018 | Universal Screening Grant RFF Due to CSI | Due Date |
| Ongoing | Notify School District of residence of new SPED students (within 10 days of enrollment) | Due Date |
| Ongoing | Update student records (including "freezing" records) in SIS system (ie. ALPINE) | Reminder |
|  |  |  |

## General Timeline of Activities for Special Education

This general timeline provides the estimated timeline of Special Education related activities:

**Special Education Policies/Procedures**

SPED Policies and Procedures Manual

[Special Education Comprehensive Manual:](http://www.csi.state.co.us/school_resources/exceptional_students/special_education/special_education_policies_procedures_resources/) Username: sped.manual Password: csisped

The Institute operates as the administrative unit (AU) with authority for delivering services to exceptional students and legal compliance for students with disabilities and other exceptional students in its individual charter schools. Schools agree to take direction from and work collaboratively with the Institute with regard to the provision of these services, evaluations and concerns, and to provide for the attendance of any necessary school employees at appropriate meetings i.e. IEP, 504, . Because the Institute remains responsible for compliance, the Institute’s position shall control if a school and the Institute disagree as to the correct interpretation or application of a statute or regulation concerning the education of exceptional students. In the charter school contract with the Charter School Institute, each school agrees to comply with the Institute’s Board policies and regulations and the requirements of federal and state law concerning exceptional children including but not limited to, the requirements of the Individuals with Disabilities Act (20 U.S.C. § 1401 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Exceptional Children’s Educational Act (C.R.S. § 22-20-101, et seq.“ECEA”), *Title III(A):* Title III(A) of the No Child Left Behind Act of 2001 (ELA) and the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.).

## School Enrollment Policy

[Enrollment and Student Transfer Process](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/)

Although CSI does not have an enrollment policy required to be used by all CSI schools, there is guidance provided on the enrollment process for students with disabilities which can be found in the CSI Special Education Manual. CSI reviews enrollment policies for each CSI school as part of the new school application process, as stated in Rule 4 of the Rules for the Administration of the State Charter School Institute.

All CSI school’s enrollment policies must be in compliance with the statute below:

22-30.5-104 (3) A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. A charter school shall be subject to any court-ordered desegregation plan in effect for the school district. Enrollment must be open to any child who resides within the school district; except that no charter school shall be required to make alterations in the structure of the facility used by the charter school or to make alterations to the arrangement or function of rooms within the facility, except as may be required by state or federal law. Enrollment decisions shall be made in a nondiscriminatory manner specified by the charter school applicant in the charter school application.

# Special Education Data Submissions

<http://www.csi.state.co.us/school_resources/submissions/resources>

**CSI’s Role**

CSI acts as the liaison between the school and CDE for all required reporting. The Data Submissions Department at CSI oversees the coordination of the below submissions for CSI schools to CDE through Data Pipeline. CSI implements timelines, assists with troubleshooting errors, provides data summary reports to schools to review and verify, and ultimately ensures CSI and CSI schools meet CDE’s timeline.

**School’s Role**

Schools are responsible for reviewing and ensuring data submitted for the below reports are correct and timelines established by CSI are met. Special education staff must collaborate with their data submissions contact at the school to ensure that accurate data is being submitted.

## Special Education Data Collection Submissions

* Student October (October Count)

The Student October Pupil Enrollment collection contains student enrollment information as of the pupil enrollment count date. This information is used to determine the school demographics, number of students in instructional programs, free and reduced lunch counts, and distribution of school finances across the state. This mandatory CDE report starts in September and ends in mid-November. The collection includes variables such as demographic information (SASID, name, gender, DOB, grade, primary language etc.,), Special Education, English language proficiency, Title I designation, FRL, homeless status, gifted and talented designation, and much more. This report begins with the registration of student information as they enroll and ends in November.

* Human Resources

The annual Human Resources (HR) Snapshot collection contains all general information on all individuals employed by the school as of December 1st. The information is monitored by the CDE for school staff demographics, average salaries by position and education level, turnover rates, and ensuring low-income and minority students have equitable access to experienced, in-field, and effective teachers. Collection begins in November and ends in February.

* Special Education December Count

The Special Education December Count collection is an annual count of Eligible Students under Part B of the Individuals with Disabilities Education Act (IDEA) as of December 1st used to generate federal funding to provide specialized student services. Special Education December Staff Data is also required to obtain actual data on special education staff employed by administrative units on December 1st of each year so that appropriate licensure and endorsement of staff can be verified.

* Special Education Discipline

The Special Education Discipline snapshot contains information on children with disabilities served under IDEA subject to disciplinary removal. This information is used for Federal and Indicator reporting, to monitor state performance, and to examine issues related to disproportionality and in policy development decisions.

* Special Education End of Year

The Special Education End-of-Year Student collection is required to obtain data on students who were referred, evaluated, or received special education services throughout the school year. Information is also collected on students who received services in an eligible facility or were tuitioned to an in-state or out-of-state non-public school program or public agency. The data collected includes information on exits from special education, part C evaluations, and the services students in special education are receiving.

**CSI and Charter School Responsibilities**

**Special Education Charter School Responsibilities**

* Adhere to the applicable provisions of the IDEA; Section 504; the Americans with Disabilities Act; applicable Colorado special education laws and regulations; CSI policies, procedures, and requirements, as they may be amended from time to time; and the terms of the school’s Charter Contract;
* Assure that its students with disabilities are accorded a FAPE, including assuring special education and related services as part of the regular school day in the LRE appropriate for their needs;
* Ensure that no student otherwise eligible to enroll in the Charter School will be denied enrollment on the basis of his or her special education status;
* Comply with the applicable requirements and mandates of the U.S. Department of Education, its Office for Civil Rights, and the U.S. Department of Justice;
* Implement the special education Program Plan submitted to and approved by CSI at the inception of the school or as subsequently modified in accordance with CSI’s policy for approving such modifications;
* Follow and implement the procedures laid out in the *CSI Special Education Manual*;
* Not establish nor carry out any support services, policies or practices that conflict with the Program Plan or the *CSI Special Education Manual*;
* Be solely responsible for implementing, providing, and subsidizing those specialized instructional and related services required pursuant to student IEPs, as well as the services, modifications, or accommodations required by a student’s Section 504 Plan;
* Employ or contract with all requisite special education personnel, including a Special Education Coordinator whose duties and obligations are described more specifically in paragraph 2(c)(5) of the MOU SPED agreement
* Assign special education support staff as necessary to meet student needs, which staff shall be appropriately licensed in accordance with Colorado law;
* Bear all costs associated the special education-related personnel described in the SPED MOU agreement
* Develop, maintain, and review assessments and IEPs in any format required by CSI, in accordance with federal law, state laws, and the Charter Contract;
* Track attendance for each student, to be reported and certified according to applicable state law and regulation;
* Participate in the state quality assurance process for special education (*e.g.*, verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan, as further described in the *CSI Special Education Manual*);
* Participate in any mandatory special education training offered or provided by CSI.
* Provide all services indicated on students’ IEPs
* Complete all paperwork, submissions, student plans and other relevant forms according to CSI established timelines
* Use a problem solving model, such as Response to Intervention (RTI) or Multi-tiered System of Support (MTSS), to provide interventions to students in the general population and to identify students in need of special education services
* In case of a dispute about whether the school can adequately serve a student, hold an IEP meeting to determine the appropriate educational setting
* Implement support plans based on findings from the CSI Student Services Screener and Tiered process

**Special Education CSI Responsibilities**

* Allocate state and federal special education funding to the Charter School in accordance with CSI’s established practice—consistent with C.R.S. § 22-30.5-513.5 and other applicable law—including establishing a baseline allocation, deducting CSI’s administrative costs, and dividing that number by the total number of eligible students;
* Identify all schools in its portfolio of authorized charter schools by Performance Tiers I, II, or III, according to the CSI “Student Services Screener,” or other established scoring tool utilized by CSI, using a primary screener and (for some schools) a subsequent secondary screener;
* Offer, to the Charter School, Tier I foundational supports in the form of professional development and technical assistance trainings; and, if the Charter School becomes identified as a Tier II or Tier III school, offer to the Charter School additional interventions and supports targeted to address identified areas of need, including but not limited to: on site school quality reviews, school improvement and prioritization planning, and targeted staff and leadership professional development;
* Provide the applicable tier of support until the Charter School has demonstrated necessary progress related to the outcomes of its special education students;
* CSI may retain commensurate state and federal funds for the purpose of providing the tiered support described in the two preceding paragraphs. A written agreement specifying the services to be provided and their cost may be executed, if needed, which agreement shall constitute an amendment to the Charter Contract.
* Provide information to the Charter School regarding CSI’s special education decisions, policies, and procedures to the same extent as they are provided to other schools within CSI;
* Make available to Charter School staff such training opportunities or information regarding special education as are made available to other school site staff.
* Facilitate Annual Special Education Audit with the Colorado Department of Education
* Collaborate with school to check special education teacher qualifications.

**Admission Process/Procedures**As addressed in the charter school contract, each school may establish its own enrollment timeline and procedures. A school may deny enrollment to a student with disabilities seeking admission in a charter school in the same manner and for the same reasons the school may deny admission to a student without disabilities, including that the student’s admission would require alterations in the structure of the facility used by the institute charter school or alterations to the arrangement or function of rooms within the facility, beyond those required by state or federal law. All superintendents and special education directors of the districts of residence of special education students must be notified of their attendance at a CSI charter school.

**Staffing (Teachers)**

Charter schools are responsible for hiring their own licensed special education teachers with appropriate endorsements. Although charter schools may obtain state and district waivers for the licensure of regular education personnel, this is not the case for special education teachers (contact CDE’s Educator Licensing unit at [educator.licensing@cde.state.co.us](mailto:educator.licensing@cde.state.co.us) for questions about appropriate licensure and endorsements for special education teachers). School-based staff members are required to follow all relevant procedures such as conducting IEP meetings, maintaining up-to-date IEP paperwork, and ensuring service delivery that follows that mandated in student IEPs. The CSI Director of Special Education is available to school staff for technical assistance and consultation. In addition, the CSI Student Services Department provides required professional development for charter school special education teachers as appropriate or when mandated by federal/state rule changes.

**Staffing (Related Service Providers)**

CSI is responsible for providing oversight of the schools’ obligation for staffing appropriately certified related service providers, such as nurses, psychologists, speech/language pathologists, occupational and physical therapists. These positions are staffed based on needs identified in student IEPs.EachCSI school must check teacher licensing and credentials and complete and send to CSI any required HR information validating the credentials. All special education and related service providers must be hired upon the start of the 1st day of school or by August 1st whatever comes first. By April 1st of each year, the CSI schools must inform CSI if there are plans to change the system of which special education staff is hired. For any other supports needed, contact the school’s special education teacher and the CSI Director of Special Education.

**Funding**

CSI charter schools hire and pay their own special education teachers to serve their students. CSI manages all State and Federal grant applications for funding, and allocates budgets and disperses funds directly to schools.

Schools’ responsibilities that CSI will provide oversight include, but are not limited to:

* Legal defense for due process suits and other legal issues
* Vision/Hearing screenings
* All Special Education staff and related service providers
* Maintaining required data on student plans
* Teacher professional development
* Technical assistance requests and consultation from the CSI Department of Exceptional Students including the Exceptional Student Coordinator
* Building Problems Solving team – Multi-tiered System (MTSS) or Response to Intervention Supports (RTI)
* Transition Services
* Family Liaisons
* Assistive Technology

## Special Education Coordinator Roles

Special Education (SPED) Coordinators act as the Special Education Director designee and are hired by the Institute schools. The SPED Coordinator role can be expanded by individual schools, and minimally consists of the following:

**Consultation**

Consultation is one of the SPED Coordinators’ primary role. Consultation provided to schools includes state and federal laws, policies, procedures, compliance, programming, resources, etc.

**Oversight**

SPED Coordinators provide oversight of schools using tools such as the IEP Audit Checklist and will collaborate with the CSI Special Education Director on the findings from the annual Tiered report.

**Collaboration**

SPED Coordinators assist in building capacity in schools by creating opportunities for collaboration with local districts and other agencies.

**Mediation**

SPED Coordinators will assist schools with mediation requests, serve as Director’s Designee at necessary meetings, and refer resources as needed.

**Professional Development**

SPED Coordinators will provide technical assistance and refer schools to professional development in the areas of Special Education, and other programs as directed in their contract i.e. 504, School Health and Gifted Education programs.

**Submissions**

SPED Coordinators will assist in all State, Federal, Local reporting and submissions including December Count, End of Year, Discipline, TCAP, CO-Alt, etc.

## Section 504

Section 504:The terms “504” and “Section 504” refer to Section 504 of the Rehabilitation Act of 1973. This act protects people with disabilities against discrimination. Students eligible for services under Section 504 have a mental or physical impairment that substantially limits major life activities. These students may not meet the criteria for eligibility for Special Education services under the Individuals with Disabilities Education Improvement Act (IDEA 2004). However, if their impairments or conditions substantially limit their ability to learn in school or to engage in other major life activities, they are disabled within the meaning of Section 504. Common impairments that may require a school to consider Section 504 eligibility for a student may include diabetes, ADHD, or in a wheelchair. Students eligible to receive services or accommodations under Section 504 must have a Section 504 plan that documents the student’s impairment, significant limitations on a major life activity, and the accommodations and persons responsible for delivering services. CSI is the agency that oversees school compliance with Section 504. For additional information regarding Section 504 please review the CSI Comprehensive Manual for 504s.

Section 504 Coordinator: Each school is required to have a Section 504 Coordinator, who is the building principal or designee. A principal may designate any staff member except a special education teacher who is fully funded using special education dollars to serve as the school Section 504 Coordinator.

**Charter School Responsibilities**

* Admit and serve all 504 students in following the admission process specified in their charter contract
* Screen, identify and serve the needs of 504 students and provide all accommodations and/or services indicated on students’ 504 plan, using Alpine Achievement to maintain all records
* Assign a 504 Coordinator and complete all relevant forms and paperwork in a timely manner to identify students in need of 504 services
* In case of a dispute about whether the school can adequately serve a student, hold an 504 meeting to determine the appropriate educational setting

**CSI Responsibilities**

* Serve as the AU responsible for ensuring charter school compliance with applicable 504 laws including oversight of schools providing all supports as outlined in students’ 504 plans
* Check compliance with 504 plans through student plan audits

**Procedures**

* Procedures & Documentation: The Section 504 School Coordinator is responsible for convening Section 504 meetings, monitoring the implementation of Section 504 plans, scheduling annual reviews of Section 504 plans, and reporting required information to the district.
* Reporting:Charter schools must provide all the required 504 forms for documentation: For example, if the CSI school is using ALPINE, the following is required:
  + After new Section 504 plan is created: Complete of all Section 504 forms in Alpine Achievement (including consent for evaluation, notice of meeting, and the Section 504 plan).
  + Upon annual review meetings: Updated Section 504 in Alpine Achievement including notice of review meeting and updated plans.
* Training:The Section 504 Coordinator may be required to attend scheduled trainings. All information on required trainings will be sent to schools. It is the school’s responsibility to disseminate this information to their 504 designee.

## Nursing Services/School Health

CSI Contact: School Programs Specialist, Kimberly Caplan *(*[*kimberlycaplan@csi.state.co.us*](mailto:kimberlycaplan@csi.state.co.us)*)*

CSI schools are required to develop a plan for providing [essential health services](https://www.cde.state.co.us/healthandwellness/2015essentialschoolhealthservices) as required [by state and federal legislation and policy](http://www.cde.state.co.us/nutrition/schoolwellnessstatefederalletislationpolicycei). Some key plan elements include, but are not limited to, providing separate rooms or areas for emergency use in providing care for persons who are ill, or suspected of having communicable diseases; developing policies and procedures for informing parents about immunization requirements and collecting and maintaining health and immunization information; developing procedures for storing and administering medication; and employing or contracting with a registered nurse who holds both a CDE School Nurse license and a Colorado Department of Regulatory Agencies (DORA) license.

Throughout the school year, the school nurse follows the scope and standards of practice as outlined in the [Colorado Nurses Practice Act](https://www.colorado.gov/pacific/dora/Nursing_Laws) to provide care coordination for students with health needs, including routine care, emergency response, screenings for hearing and vision, health evaluations for exceptional students (IEP or 504). A school nurse may delegate specific nursing tasks to unlicensed school staff (Health Assistant), provided the appropriate [delegation protocol](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/School%20Resources/Nursing/Rules%20for%20Delegation1718.pdf) is followed. CSI recommends that schools who have a contracted school nurse employ a staff member to function as a Health Assistant for a minimum of .5 FTE.

CSI provides a number of resources for school nurses and health room assistants on the [CSI School Nursing and Health](http://www.csi.state.co.us/school_resources/student_services/school_health) webpage.

The following activities are required to be conducted annually:

* Ensure safe delegation to unlicensed assistive personnel by providing training that adheres to the provisions of the Colorado Nurse Practice Act
* Provide training on mandatory reporting of child abuse and neglect to all school staff
* Collect student health information upon enrollment (health summary forms), and update as needed throughout the year
* Assure student health information is protected in accordance with Family Educational Right to Privacy Act
* Identify students with health needs requiring modifications or accommodations in the school setting or during school sponsored events and activities
* Develop and implement Individual Health Care Plans for students with health care needs
* Design response plans to assist all students with special needs in emergencies
* Distribute requirements for immunizations via [parent letters](https://drive.google.com/file/d/0B0tmPQ67k3NVSlNVckNBU1ozWDg/view) at start of school. Collect [immunization forms](https://www.colorado.gov/pacific/cdphe/immunization-forms) and/or [exemptions](https://www.colorado.gov/cdphe/vaccine-exemptions). Review immunization records for compliance and send notices for non-compliant students. CSI participates in the statewide immunization program where schools can access the state immunization data bank
* Complete the online Immunization Report to Colorado Department of Public Health and Environment by December 1st ([sample reporting form](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/School%20Resources/Nursing/CDPHE_k12_survey_SAMPLE.pdf))
* Assure the provision of first aid and provide triage for physical, oral and mental health issues
* Collect medication release forms completed and signed by the parent/guardian and primary health care provider before the medication can be administered, and provide for the administration of medication and nursing procedures. All school personnel administering medication must be trained by the school nurse and follow school medication administration procedures.
* Institute appropriate disease control measures
* Conduct vision/hearing screening assessments for
  + All students in ECE, Kindergarten, 1st, 2nd, 3rd, 5th, 7th, and 9th
  + All children new to the school system
  + All children referred by school personnel or parents
  + All students in special education programs at the age at which they would be in grades ECE, Kindergarten, 1st, 2nd, 3rd, 5th, 7th, and 9th and at initial and triennial
* Obtain and interpret student health date for child find/special education assessments and 504 accommodation plans and manage health sections on student plans
* Participate as the health expert on the response to intervention (RTI), special education and 504 multidisciplinary teams by mitigating health related obstacles to learning
* Review health related policies and procedures
* Evaluate the provision of school health services using outcomes based measurements

## Appropriately Licensed Staff for Special Education

All CSI schools are required to submit to CSI list of all special education staff as well as all required HR information needed to complete State reports and submission. Any changes in staff must be sent to CSI as it occurs. Special Education Teachers and Special Service Providers must hold a current License and/or Endorsement in their area (IDEA & ECEA).

## Special Education Staff to Student Ratio Recommendations

Please note that these guidelines are based on typical caseload representation by CSI Charter Schools and include extraneous time spent conducting IEP meetings, writing Plans, participating in RtI, progress monitoring, etc. Thus, it is important to not only align the FTE of staff with what is noted for hours on an IEP, but also note that in cases of smaller schools that do not reach the minimum caseload size as presented in the table below, you will need to allot time for the special education provider to participate in these extraneous duties.

|  |  |  |
| --- | --- | --- |
| **Position** | **Staff : Student Ratio** | **Description** |
| Mild-Moderate Needs Teacher | 1:20 Sped Ratio (Secondary)\*  1:200 Gen Ed. Ratio  1:15 (Elementary)\* | \*Compare ratio of moderate needs teachers to moderate needs students and also compare ratio of gen. ed students sped teachers due to RTI for example, students requiring <7.5 hours per week or spending >80% of their day in general education.  \*Look at amount of hours on IEP to align with recommended Ratios. Allow time for paperwork, meetings, assessments, etc.  \* Consideration of multiple roles and alignment with SPED funds i.e. 504, GT, RtI, etc. |
| Speech Language Pathologist | 1:40-50 | ASHA recommends 1:40, numbers can be adjusted upward to some degree if an SLP-A is also employed (do not double caseload)  Compare to size of school and identified hours on IEP |
| School Psychologist/Counselor | 1.0 FTE | 1 mental health FTE per elementary school, 1.2 at MS, 1.8 at HS  ***Consider- 1. size of schools 2. Type of behavioral health model, family engagement/support (i.e. SW), identified needs on IEP*** |
| CDE Licensed School Nurse | Contract as needed | Contract as needed per school with judgment based on size/need and delegation to Health Tech. |
| Health Tech | .5-1.0 FTE | Based on size/need of school and delegation by Nurse with a recommended minimum .5 FTE per School |
| OT/PT | 1:40 | If have COTA or PTA these numbers can be adjusted upward to some degree |
| Early Childhood Special Ed. Teacher | 1:30 | 1 licensed ECSE teacher for 1AM and 1PM sections of preschool |

**New Charter School On-Boarding Checklist**

New Special Education Staff should review the following:

* CSI Tiered Support
  + Student Services Screener & Tiers of Support Handbook
* Charter Institute Guidance

[CSI Guidebook](http://www.csi.state.co.us/UserFiles/Servers/Server_2345071/File/New%20Leader%20Orientation/CSI%20Guidebook%201819%20FINAL.pdf)

* SPED Policies and Procedures Manual

[Special Education Comprehensive Manual:](http://www.csi.state.co.us/gateway/Login.aspx?ReturnUrl=%2fworkspaces%2fOne.aspx) Username: sped.manual Password: csisped

Have your school’s special education staff develop:

* Special Education Program Plan

<http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_policies_procedures_resources/>

Have your school’s nursing staff review the following materials

* School Nurse & Health Polies/Procedures

[CDE](http://www.cde.state.co.us/healthandwellness/snh_legal)

* CDE Licensed Nurse and delegates hired/trained
* Immunization records for all students
* Health Care Plans
* Vision/hearing Screenings process
* Obtain nursing supplies/materials
* Emergency Procedures in place- First Aid Staff, Child Abuse reporting

Have your school’s special education staff review the following materials:

* Webinar Trainings and Resources
* [Enrollment and Student Transfer Process:](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/)
* [IEP Development](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/)
* [Writing Standards Aligned IEPS](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/)
* [IEP Amendment Process](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/)
* [SPED Eligibility Determination](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/)
* [SPED Legal Issues](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/)
* [Transition IEPs](http://www.csi.state.co.us/school_resources/student_services/specialeducation/transition_IEP/)
* [MTSS](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_trainings_and_webinars/)

Have your school’s HR / business manager review the following materials

* Personnel- HR
* Employ/Contract Service Providers- ensure proper license endorsement and qualifications
* Complete and submit the CSI Personnel Directory form
* [Complete CSI HR Form and submit to ES department](http://www.csi.state.co.us/school_resources/student_services/specialeducation/special_education/special_education_policies_procedures_resources/)
* Obtain CDE Special Services License and evaluate for proper endorsement
* Ensure that Paraprofessionals meet the state criteria for education and assessment
* [Complete Vacant Personnel Action Form for any vacancies](https://www.surveymonkey.com/r/VPAP)

Have your school’s special education staff and registrar review the following materials

* ES Student Records
* Obtain Student files, including current IEP, Section 504, ALP, and Health Plans.
* Transfer IEP Process- Notify District of Residence Form- send to school district of residence
* Finance
* Create a Special Education, Gifted Education, Nurse/Health budget; include assumptions
* Student Information System

Alpine Achievement, Infinite Campus Provide SIS training and Assign User Names/Passwords to school staff and CSI SPED staff

* Create a plan to collect, analyze, track student data: special education, 504, gifted education, School health
* Education Plan
* Staff Materials and supplies including test kits for Gifted Education and Special Education/504, progress monitoring tools
* Building Level problem solving procedures and team identified
* Program Coordinators identified: GT, SPED, 504 , School Nurse- Health/Safety