

May 27, 2020

Overview

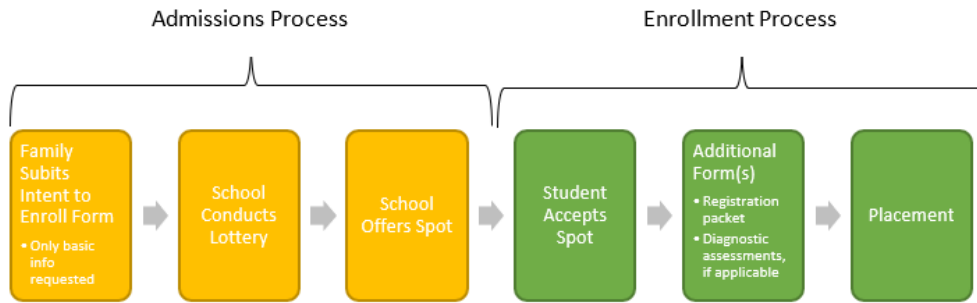
Schools must admit students through a publicly verifiable selection process that is either random (lottery) or first-come-first-served (waitlist). 1 CCR 301-88, Section 2.02(F). State law prohibits undue barriers to students applying for enrollment that have the effect of excluding students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement. 1 CCR 301-88, Section 2.02(E); C.R.S. § 22-30.5-509(1)(f).

Regardless of the selection process used (lottery or first-come-first served), school admissions and enrollment should include two distinct parts:

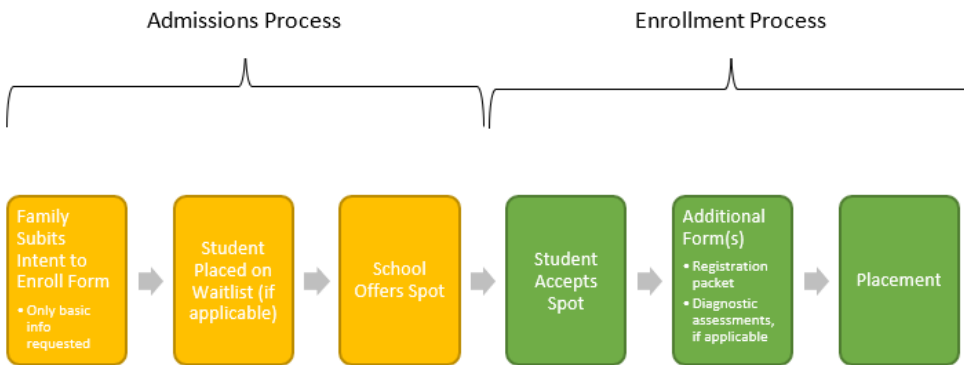
1. The **admissions process** is the process by which a family applies to the school by completing an intent to enroll/application form (or similar), and subject to availability at the school, is admitted. During the admissions process, schools should collect only basic information for students such as name, grade level entering, parent name and contact information.
 - a. Intent to enroll/application forms cannot ask about disability status or status as another protected class unless it is for purposes of a weighted lottery or the program is designed to serve students with a particular disability. See [U.S. Dep't of Educ., Office of Civil Rights, Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools under Section 504 of the Rehabilitation Act of 1973](#), Question 16 (Dec. 28, 2016).
2. The **enrollment process** begins after a student has been offered a spot at the school. The family/student complete more detailed registration paperwork, such as enrollment history, identification for special programming to include English language development, special education services, etc.
 - a. During the enrollment process, families must provide a student's most recent IEP (including eligibility IEP) or Section 504 Plan, if available. The current CSI IEP/504 review process to determine placement shall be followed (i.e. A review team consisting of the School Principal or designee, the School Special Education teacher or coordinator, and the Institute Special Education Director or designee shall review the IEP or 504 plan and determine whether the School will be the least restrictive environment appropriate for the student).
 - b. In some instances, the student may be required to complete diagnostic assessments. Results may be used to determine the grade and classroom in which the student will be placed.

Schools can use the visuals on the next page to apply this legal concept.

Lottery Process



First-Come-First-Served (Waitlist)



Questions?

Please contact Legal and Policy Associate Stephanie Aragon
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Looking for More?

- [Enrollment Policies and Practices](#)
- [SPED Enrollment Procedures](#)