

The purpose of this handbook is to provide the CSI Special Education Coordinator with a tool on how to support and monitor special education programming in a CSI Charter School. The guidebook also explains what entails full compliance for each of the Special Education requirements.

Special Education Coordinator Handbook





CSI operates as the Administrative Unit with the authority for delivering special education services to and legal compliance for students with disabilities in its individual charter schools.

Table of Contents

CSI STAFF CONTACT INFORMATION 1

PURPOSE 2

GOAL 2

DEFINITION OF TERMS 2

TIMELINE 3

SUGGESTIONS FOR USING THE HANDBOOK 3

COMPLIANCE REQUIREMENTS, RATING MATRIX, LOOK FOR'S, PLAN TYPE 4-9

COMPLIANCE RATING FORMS.....10-11

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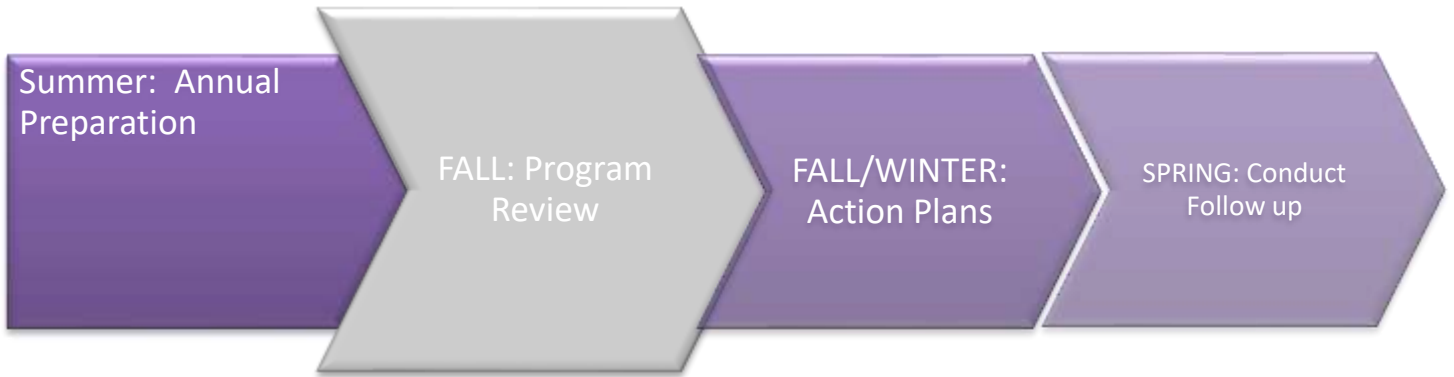
PURPOSE: The Special Education Coordinator Handbook is an internal training tool that CSI Special Education Coordinators use to both support CSI charter schools with special education programming to serve the needs of their students and to monitor schools' compliance with the various rules and regulations governing ES programs. CSI charter schools are at legal risk if special education law (IDEA & ECEA) are not fully met, and subsequently, schools can receive corrective action plans and will be required to work collaboratively with their Special Education Coordinator to remedy identified issues.

GOAL: To provide CSI Special Education Coordinators with an internal tool to support and enhance special education programming and determine special education compliance, as required by CDE and CSI.

DEFINITION of TERMS:

- **Administrative Unit (AU)-** Under state statute, CSI serves as the Administrative Unit for CSI schools. The AU is held accountable for legal compliance with state and federal laws governing the provision of services for students with disabilities. CSI schools agree to take direction from and work collaboratively with the AU. The AU is required to conduct a "Program Evaluation" by the CDE and the CMP meets this requirement.
- **Compliance Requirements-** A series of directives state and federal governments establish
 - Use to guide your role as related to students with disabilities
- **Meets-** A rating of 2 that indicates evidence exists to fully satisfy a compliance requirement
- **Approaching-** A rating of 1 that indicates evidence exists but does not fully satisfy a compliance requirement; may result in an Action Plan
- **Does Not Meet-** A rating of 0 that indicates evidence does not exist for a compliance requirement; will result in an Action Plan
- **Action Plan (AP)-** Is always issued when a compliance requirement receives a rating of 0 and may be issued when a compliance requirement receives a rating of 1; is written by the CSI SPED Coordinator; contains an explanation of how the compliance requirement will be satisfied.
- **Look For's-** Explanations and examples of evidence that SPED Coordinators will use to rate compliance indicators; guidance for schools to prepare for the

TIMELINE: The Special Education Coordinator Handbook is a tool that occurs ongoing throughout the year.



<p>CSI Coordinators Will:</p> <ul style="list-style-type: none"> •Follow SPED Coordinator handbook Including: <ul style="list-style-type: none"> • Onboarding Guidebook • HR guidebook • SPED Procedures manual •Provide New Staff Trainings by Region, attend ongoing scheduled visits, and consult with schools 	<p>CSI Coordinators Will:</p> <ul style="list-style-type: none"> •Review evidence and data for each compliance requirement and identify areas of need •Rate each compliant requirement <ul style="list-style-type: none"> • IEP Reviews • Schedule Regional trainings • Schedule CPI Trainings by Region 	<p>CSI Coordinators Will:</p> <ul style="list-style-type: none"> •Assign Action Plans and deadlines •Communicate Plans to CSI’s Special Education Director •Provide on-going support for Action Plans •Monitor progress on Actions Plan •Work with CSI SPED Director Initiate Notice of Concern or FR for failure to progress on Action Plans 	<p>CSI Coordinators Will:</p> <ul style="list-style-type: none"> • Conduct Follow up for.... • Report Out Findings to CSI Special Education Director • Participate in Screener Process when appropriate. • Finalize IEP reviews/Uploads to CDE
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SUGGESTIONS FOR USING THE SPECIAL EDUCATION COORDINATOR HANDBOOK: The handbook is a tool that includes descriptions of each compliance requirement, matrices of ratings, examples of what coordinators will look for to determine ratings, and what type(s) of plans can result from non-compliance. All of this information is specific to each of the compliance requirements. Essentially, it explains what CSI expects from schools in order to be compliant. In some cases it may be appropriate for school special education staff and administrators to work with the coordinators to review the compliance requirements and perform a self-rating in order to identify which requirements do not apply, which are likely to be fully met according to the suggestions under “look for’s”, and which are likely not to be fully met. You can focus your attention on the requirements that are not fully met by working on them in order to show progress, creating a plan to meet them that can be included into an AP that may be issued.

RATING FORM

Compliance Requirement	Rating Description	Look For's	Plan Type
<p>1) SPED teacher, SLP, and other related service providers are on staff and are CDE licensed</p> <p>Teacher Quality & Professional Development (NSA) OQF 3.c.</p>	<p>2/MEETS= All service providers as required by students' IEPs are hired and have a CDE license</p> <p>1/APPROACHING= A CDE licensed SPED teacher and a CDE licensed SLP are hired</p> <p>0/DOES NOT MEET= CDE licensed SPED teacher or a CDE licensed SLP are not hired</p>	<ul style="list-style-type: none"> • Automatic AP b/c it is illegal for unlicensed providers to work with SWD • Licensed Providers are required to provide FAPE • All staff hold a current CDE license • License aligns with job responsibilities • CSI H.R. forms are completed • School leader ensures person is certified by filling out HR forms before hire • Pending licenses after Dec 1 are unacceptable • Related service providers (OT, School Psychologist, PT, etc.) may not be required 	<p>AP</p>
<p>2) SPED teacher and related service providers have engaged in professional development as related to SPED or MTSS/RTI</p> <p>Teacher Quality & Professional Development (NSA) OQF 3.c.</p>	<p>2/MEETS= Each service provider has engaged in professional development within the current school year</p> <p>1/APPROACHING= At least 1 service provider has engaged in professional development within the current school year</p> <p>0/DOES NOT MEET= No service provider has engaged in professional development within the current school year</p>	<ul style="list-style-type: none"> • Professional development occurred within the current school year • Certificates of participation • TOT model is acceptable • Administrators (school administrators, student services administrators? And do we want multiple levels? Like administrators who attend a regional training and then a special education teacher attending special education trainings? • Specified in the CSI Contract (Section E of 7.1) • CSI sponsored PD is acceptable • Related to job responsibilities, SPED in general or MTSS/RTI 	<p>AP</p>
<p>3) The total number of identified students are appropriately proportionate to hired SPED staff</p> <p>Teacher Quality & Professional Development (NSA) OQF 3.c.</p>	<p>2/MEETS= Each service provider's case load is within CSI's recommended ratios</p> <p>1/APPROACHING= No more than 1 service provider's case load is greater than CSI's recommended ratio's</p> <p>0/DOES NOT MEET= More than 1 service provider's case load is greater than CSI's recommended ratios</p>	<ul style="list-style-type: none"> • CSI recommended caseload ratios: Mild-Moderate Teacher - 1:17 students <ul style="list-style-type: none"> ○ Based on full-time ○ Mild-moderate= students in general education ≥80% ○ Extraneous roles/duties should be taken into consideration • School Psychologist 1.0 FTE per elementary, 1.2 per middle school, 1.8 per high school OR 1:500-700 students • School Nurse/Health Aide .3-.5 FTE per school or 1:750 students • Speech-Language Pathologist 1:40-50 students • OT/PT 40:1; Early Childhood SPED 30:1 (1.0 FTE for AM and PM sections of pre-school) • Section 504 Ratio: TBD 	<p>AP</p>



4) Assessments are complete, adhere to CSI processes, and contain evidence of RtI interventions, data, and progress monitoring in areas of concern

Teacher Quality & Professional Development (NSA) OQF 3.c.

	<ul style="list-style-type: none"> • These are approximations; the intensity of students' services can also be considered • They need to tell us the method they use to determine their caseloads; how do they know its adequate • Sample: CSI's Recommended Ratios 	
2/MEETS= All assessments meet criteria	<ul style="list-style-type: none"> • The New Eligibility Criteria is used • Data comes from a variety of sources • A classroom observation is conducted 	AP
1/APPROACHING= No more than 3 assessments fail to meet criteria	<ul style="list-style-type: none"> • For SLD, there are at least 6 data points $\leq 12\%$ile; make this a look for • Evidence of academic skill deficit(s) • Progress Monitoring/evidence of insufficient progress in response to scientific, research-based intervention 	
0/DOES NOT MEET= 4 or more assessments fail to meet criteria	<ul style="list-style-type: none"> • If services change its supported by data based on an evaluation; transfers too; significant changes in placement; adding or taking off service providers; transition assessments (ensure its explicit in the IEP checklist) • Evaluation report template and SLD guidebook are references 	

5) Information from general education teachers is incorporated into assessments, IEP development, and staffings

Teacher Quality & Professional Development (NSA) OQF 3.c.

2/MEETS= All assessments, IEPs, and staffings meet criteria	<ul style="list-style-type: none"> • For strengths and area(s) of concern • Work samples • Curriculum based measurements • Progress monitoring • Intervention updates • Signature pages 	AP
1/APPROACHING= No more than 3 assessments, IEPs, and staffings fail to meet criteria		
0/DOES NOT MEET= 4 or more assessments, IEPs, and staffings fail to meet criteria		

6) Review of 2 IEPs meet all compliance indicators according to the IEP checklist

Serving Students With Special Needs (NSA) OQF 1.b.

2/MEETS= All parts of the IEP checklist are compliant for 3 IEPs	<ul style="list-style-type: none"> • At least one must be an initial or triennial • The number of IEPs that meet full compliance with the checklist not how much of the checklist is compliant • All required pages are uploaded onto SIS i.e. Alpine 	AP
1/APPROACHING= All parts of the IEP checklist are compliant for at least 1 IEP		
0/DOES NOT MEET= No IEP is compliant in all parts of the IEP checklist		

7) All active IEPs have met required timelines and are reviewed annually

Serving Students With Special Needs (NSA) OQF 1.b.

2/MEETS= All IEPs meet their timeline criteria, are frozen in the SIS within 5 days, and final copies are given to parents no later than 5 days after the meeting	<ul style="list-style-type: none"> • Automatic AP b/c a missed timeline needs to be immediately remedied • No part of any IEP is late • Evaluations are completed within 60 calendar days of obtaining parental consent; extensions can only occur for a SLD evaluation and with CSI approval • IEPs are completed within 90 days of obtaining parental consent for evaluation 	AP
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	<p>1/APPROACHING= All IEP timelines have been met, and, there are no more than 3 instances of IEPs being frozen late on Alpine or final copies being given late to parents</p> <p>0/DOES NOT MEET= 1 or more IEP timelines were not met, or, there are 4 or more instances of IEPs being frozen late on Alpine or final copies being given late to parents</p>	<ul style="list-style-type: none"> • Prior Written Notices are given to parents before IEP meetings as well as when any proposal or refusal occurs • IEP annuals are completed within 1 year of previous IEP • Triennials need to be completed within 3 years of previous eligibility IEP • Transfer IEPs are completed within 10 days of the student enrolling/or attending the school; if a transfer IEP is not accepted then interim services don't exceed 30 days and a new IEP is written within 30 days of the transfer meeting • Manifestation meetings are conducted no later than the 10th day of removal from school (suspension) • IEPs are frozen in SIS i.e. Alpine within 5 days of the meeting • Progress reporting on goals occurs as often as general report cards are issued • Parents receive their final copy of the IEP at the meeting but no later than 5 days after
<p>8) IEPs are developed according to students' identified needs</p> <p>Serving Students With Special Needs (NSA) OQF 1.b.</p>	<p>2/MEETS= All IEPs meet the criteria</p> <p>1/APPROACHING= No more than 3 IEPs fail to meet the criteria</p> <p>0/DOES NOT MEET= 4 or more IEPs fail to meet the criteria</p>	<ul style="list-style-type: none"> • Reported needs are based on evidence • The needs described in section 6 are addressed in goals (section 9) accommodations/modifications (section 10) and/or services (section 13) • A continuum of services are available to meet students' unique needs • Service time is based on students' needs rather than the service providers' schedules/availability • Staff is hired/contracted to meet students' unique needs • Parents' concerns are documented and addressed <p style="text-align: right;">AP</p>
<p>9) IEPs are implemented as written</p> <p>Serving Students With Special Needs (NSA) OQF 1.b.</p>	<p>2/MEETS= Evidence is compelling and multi-faceted for all IEPs</p> <p>1/APPROACHING= Evidence is not multi-faceted but it exists for all IEPs</p> <p>0/DOES NOT MEET= Evidence does not exist for all IEPs</p>	<ul style="list-style-type: none"> • Automatic AP b/c failure to implement an IEP as written can affect the student's FAPE • Evidence exists that all services are delivered • Teachers' schedules reflect the services on their caseload • Evidence exists that transition activities are being conducted for students • Transition students' schedules reflect the course of study written in the IEP • Evidence exists that accommodations are being implemented • Evidence exists of modifications being made • Communication about students' IEPs have been provided to general education teachers who are also responsible for the implementation of the IEP • Lapses in services have a plan to provide compensatory services <p style="text-align: right;">AP</p>
<p>10) Districts of residence have been invited to all required meetings</p>	<p>2/MEETS= All required i.e. Significant Change of Placement students' districts of residence's invites are on SIS</p>	<ul style="list-style-type: none"> • Automatic AP b/c of time sensitivity • Invites/notices are addressed to the SPED Director and are dated prior to the meetings being held • Copies of invites are uploaded on SISI -Alpine <p style="text-align: right;">AP</p>



Accountability & Accreditation (NSA) OQF 1.c.

11) IEP information is communicated to parents in a [language they understand](#)

Accountability & Accreditation (NSA) OQF 1.c.

12) All parents have been notified of their Procedural Safeguards at least once during each calendar year

Accountability & Accreditation (NSA) OQF 1.c.

13) A retention process exists for students on IEPs that considers factors of the students' disability

1/APPROACHING= All students' districts of residence's invites have been sent but at least 1 is not on SISI i.e. Alpine

0/DOES NOT MEET= 1 or more invites have not been sent and/or are not on SISI i.e. Alpine

2/MEETS= Written and/or verbal translation is provided for all parents needing it prior to and during the staffing

1/APPROACHING= Spanish translation is provided for all parents needing it; and, evidence of written and/or verbal translation for all other languages may not exist

0/DOES NOT MEET= Spanish translation has not been provided for 1 or more parents; and, evidence of written and/or verbal translation for all other languages may not exist

2/MEETS= All parents mark "YES" and sign Section 5 of the IEP; all are uploaded onto Alpine

1/APPROACHING= All parents mark "YES" and sign Section 5 of the IEP; 1 or more is not uploaded onto SIS i.e. Alpine

0/DOES NOT MEET= Section 5 of the IEP is not marked "YES" or signed by 1 or more parents

2/MEETS= All parents mark "YES" and sign Section 5 of the IEP; all are uploaded onto Alpine

1/APPROACHING= All parents mark "YES" and sign

- CSI sample letter in school resources or on website? Should we link here? Or do we have so much of this already in one place?

- Automatic AP b/c parents must be able to meaningfully participate in the SPED process
- If there is a home language other than English, an interpreter attends the staffing as evidenced by signing the participant's page
- If the home language is Spanish, all available [Spanish forms](#) and notices are provided to the parents and uploaded onto SIS i.e. Alpine
- A summary of the IEP is translated in the parents' native language if an interpreter isn't available to attend the staffing

AP

- Parents' signatures on IEPs in section 5
- Staff can explain Procedural Safeguards

AP

- Retention process is documented in a school handbook, as part of MTSS procedures, or other procedural documents
- Retention process is readily available to parents
- Parents are part of the process

AP



<p>Accountability & Accreditation (NSA) OQF 1.c.</p>	<p>Section 5 of the IEP; 1 or more is not uploaded onto Alpine</p> <p>0/DOES NOT MEET= Section 5 of the IEP is not</p>	<ul style="list-style-type: none"> • Has an IEP meeting occurred when considering retention for SWD/general parent meeting/or teacher/administrator independent decision? • A tool, such as the Light’s Retention Scale, is used as part of the process • Staff has received research-based professional development about retention • CSI Retention Guidelines as a Resource • Light’s Retention Scale as a Resource 	
<p>14) Enrollment Determination procedures are properly followed</p> <p>Accountability & Accreditation (NSA) OQF 1.c.</p>	<p>Reference Legal and Policy Review on J:Drive: Legal and Policy/Audits/2019-20/2.Enrollment Policies and Websites</p>	<ul style="list-style-type: none"> • Procedures are followed and documented for each new applicant • IEP’s are requested upon Enrollment • A Review Team is identified and available: including summer months to determine if resources are available • CSI Coordinators are made aware of any FAPE issues • Staff have been trained on Enrollment procedures • Change of Placement Process is followed and Re-evals are conducted as required 	<p>AP</p>
<p>15) School files are kept confidential and secured with access appropriately documented</p> <p>Accountability & Accreditation (NSA) OQF 1.c.</p>	<ul style="list-style-type: none"> • Who has keys? Is there a sign in/out sheet? 2 = locked and secured cabinet with sign in/out. 1 = Locked and Secured: with no sign in/out 0 = not locked/Secured 	<ul style="list-style-type: none"> • Hard files: File cabinet with paper copies is locked and has a place to document who accessed the files, for what purpose, and date • Access documentation is current • Only people on a “need to know” basis can access files • SIS USER permission levels for IEPs is limited to people on a “need to know” basis; staff access is kept updated • Staff has participated in professional development on FERPA • Cumulative files do not contain SPED documents • Working files do not contain confidential documents 	<p>AP</p>
<p>16) The school’s database is up to date and accurate on SIS</p> <p>Accountability & Accreditation (NSA) OQF 1.c.</p>	<p>Ask for a list of current students and align with what is in SIS i.e. ALPINE. 2 = List matches SIS 1 = List has minimal (a couple of) errors in Matching 0 = List has several errors or more</p>	<ul style="list-style-type: none"> • Providers’ caseload lists align with SIS i.e. Alpine • CSI Submissions Coordinator doesn’t report any discrepancies 	<p>AP</p>
<p>17) The school maintains an inventory of all equipment, materials, etc. purchased with special education funds throughout the life of the equipment. These funds may only be spent on special education personnel, services and materials</p>	<p>SPED Funds spent only on SPED Typically, this should be a yes = 2 or No = 0. The Finance or business manager at the school should be able to provide an answer to this as well as confirmation that IDEA is used to pay for Staff salaries and in most cases, ECEA will also be used to pay for Salaries</p>	<ul style="list-style-type: none"> • IDEA only aligned with Staff- so this is for ECEA funds. Ask if anything SPED related other than Salaries purchased using ECEA funds. If yes, ask for an Inventory list. 2 = ECEA is used and an up to date Inventory List is provided. 1 = ECEA funds is used and Inventory list is not up to date. 0 = ECEA is used and no inventory system is in place 	

Accountability & Accreditation
(NSA) OQF 1.c.
**18) Registered Nurse
consultation is included
in IEP plan development**

Accountability & Accreditation
(NSA) OQF 1.c.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2 MEETS: Evidence that registered nurse is involved in all appropriate IEP processes</p> <p>1 APPROACHING: Evidence that registered nurse is inconsistently involved in IEP processes</p> <p>0 DOES NOT MEET: School does not contract with registered nurse and/or rarely involved in IEP processes</p> | <ul style="list-style-type: none"> • When health is a factor, RN input is documented on IEP • RN (or Delegate) attends IEP meetings or submits an Excusal • Vision/hearing Screening results documented • A process for parent and staff consultation with the RN exists |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Plan Type: Based on the type of findings, an Action Plan, Formal Reminder or Notice of Concern could be issued. In each of the cases, the SPED Coordinator will communicate to the CSI Special Education Director the findings so that the appropriate level of action can be determined.

SAMPLE Action Plan Template

School:

Date:

Review of Findings:

Special Education	Action Plan	Deadline to Complete
Identification Process	Complete all screening and identification for....	March 1, 2020
Compliant IEP Plans	Complete all identified.....	March 1, 2020
Human Resources	Action Plan	Deadline to Complete
SLP hire	School will hire....	March 1, 2013
School Health Requirement	Action Plan	Deadline to Complete
Hearing Screening	Need to complete hearing screening of students who are being re-evaluated/initial evals.	March 1, 2013

Sample Formal Reminder EMAIL

As you recall, a Formal Reminder was sent on _____ regarding noted areas of non-compliance following this year’s IEP Audit. As part of the Formal Reminder, you were asked, in summary, to (1) have SPED Coordinator review current attending special education student IEPs; (2) address each area of non-compliance noted by the IEP review; and (3) have your staff undergo IEP training to address patterns of non-compliance. It is noted that the additional IEP reviews have been completed and there are additional findings of non-compliance and a summary of those findings has been shared by CSI Coordinator in her emails dated on _____. Accordingly, your Formal Reminder from _____ has not been satisfied.

In order to satisfy your _____ Formal Reminder, please follow the steps below to ensure that the student plans are brought into compliance:

1. Work with Special Education Coordinator to establish an IEP Training with pertinent special education staff;
2. Make all necessary corrections to IEPs; and
3. In the Student Services Screener Support Plan, establish a goal to address this pattern of IEP non-compliance.



SPECIAL EDUCATION RATINGS		
Description	Numerical Rating	Definition
Meets	2	Must be 100% in place and meet legal requirement
Partially Meets	1	Less than 100% in place
Does Not Meet	0	No evidence of any degree of implementation or compliance
N/A	None	Not applicable to the school

ACTION PLANS (AP)

An AP is issued for compliance requirements rated either a 1 or a 0 and deemed to be high priority. Each AP will have a specific deadline to achieve 100% compliance as determined by the CSI SPED Director Matt Hudson. Missed deadlines on APs may initiate CSI's compliance ladder.

Special Education Program Evaluation

CSI operates as the administrative unit with the authority for delivering special education services to and legal compliance for students with disabilities in its individual charter schools. This form reflects Federal Regulations, Colorado State Board of Education Rules, and CSI Guidelines. *Coordinators should be able to answer each of these questions for each of their schools.*

*Program Overview

Provide a brief description of the School SPED program

Compliance Requirements <small>Schools are charged with providing evidence of meeting compliance requirements.</small>	Coordinator Assessment and Notes	Initial Rating	Type of Plan	Follow-Up	Final Rating
Staff					
1. Special education teacher, SLP, and other related service providers are on staff and are highly qualified					
2. Special education teacher and related service providers have engaged in professional development as related to SPED or RtI/MTSS					
3. The total number of identified students are appropriately proportionate to hired special education personnel					
Identification					
4. RtI/MTSS procedures represent a collaborative effort including a general education teacher, special education teacher, parent, student (as appropriate), and other personnel and related service providers as needed					
5. Assessments are complete, adhere to CSI processes, and contain evidence of interventions, data, and progress monitoring in areas of concern					
6. Information from general education teachers is incorporated into assessments, IEP development, and IEP meetings					
Creation & Implementation of Student Plans (IEPs)					
7. Review of 2 IEPs meet all compliance indicators according to the IEP checklist					
8. All active IEPs have met required timelines and are reviewed annually					
9. IEPs are developed according to students' identified needs					
10. IEPs are implemented as written					
Communication					
11. Districts of residence have been invited to all required meetings					
12. IEP information is communicated to parents in a language they understand					



Procedural Safeguards					
13. All parents have been notified of their Procedural Safeguards at least once during each calendar year					
14. A retention process exists for students on IEPs that considers factors of the student's disability					
15. Enrollment Determination procedures are properly followed					
Records & Confidentiality					
16. School files are kept confidential and secured with access appropriately documented					
17. The school's database is up to date and accurate in student information system					
18. The school maintains an inventory of all equipment, materials, etc. purchased with SPED funds throughout the life of the equipment					
19. ECEA and IDEA funds are solely being used for approved special education activities					
20. Registered Nurse consultation is included in IEP plan development					

Date	Rating	Descriptor	Action Plan



Standard Record Review including Transition Age Students

Typically occurs by December 1st and May 1st: At a minimum 2 IEPs are due to be reviewed throughout the year. One of those records must be an initial. CDE's random selection process for IEP reviews could lead to more than 2 being reviewed. If school not chosen by CDE, Coordinator selects two filed to be reviewed.

The answer of "Yes" indicates school is compliant. "No" indicates not compliant. N/A indicates not applicable. Example is the questions around transition as it relates to an elementary student (N/A).

Dates of Meeting (Confirm dates with evidence in the file)

Evidence that IEP was written within 365 days of prior IEP 300.324(b)(1)(i); 4.03(3)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Reevaluation conducted at least every 3 years, unless: 300.303(a)(1) and (2) 4.02(5)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Notes: Comments	



Present Levels of Academic Achievement and Functional Performance

Information in this section should align with data and information in the Evaluation Report. Information should include current formal and informal evaluation information.

Strengths of the child 300.324(a)(1)(i); 4.03	<input type="radio"/> Yes <input type="radio"/> No
The IEP team considered the most recent evaluation of the child 300.324(a)(iii); 4.03 <i>NOTE: Consider benchmark testing, curriculum-based assessments, progress monitoring data of interventions, etc. Data should be a summarized discussion or triangulation of data presented in order to develop measurable goals.</i> For CLD students, look for input pertinent to second language (e.g., ACCESS scores, ELA input, parental input)	<input type="radio"/> Yes <input type="radio"/> No
Statement of the child’s present levels of academic achievement and functional performance 300.320(a)(1); 4.03	<input type="radio"/> Yes <input type="radio"/> No
Academic, developmental, and functional needs of the child 300.324(a)(1)(iv); 4.03	<input type="radio"/> Yes <input type="radio"/> No
How the child’s disability affects the child’s involvement and progress in the general education curriculum 300.320(a)(1)(i) and (ii); 4.03	<input type="radio"/> Yes <input type="radio"/> No
Concerns of/input from the parent 300.324(a)(1)(ii); 4.03	<input type="radio"/> Yes <input type="radio"/> No
Notes:	

Post-School Considerations

Beginning with the first IEP to be in effect when the child turns 15, or no later than the end of 9th grade, (or earlier if deemed appropriate by the team) the IEP includes:

300.320(b); 4.03(6)(d)

Appropriate measurable postsecondary goals in education/training ("will" not "want")	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9 th grade
Appropriate measurable postsecondary goals in career/employment ("will" not "want")	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9 th grade
Appropriate measurable postsecondary goals in independent living skills ("Will" not "want") (N/A is OK)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Appropriate measurable postsecondary goals must be updated annually (a statement in the PLAAFP indicates the PSGs were reviewed and updated, if appropriate and based on assessment information).	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9 th grade
Each postsecondary goal is based upon current (within the calendar year) age appropriate transition assessments 300.320(b); 4.03(6)(d)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9 th grade
Course of study (class schedule) is multiyear from the current age of the student to exit, is specific, individualized, and linked to the PSGs 300.320(b); 4.03(6)(d)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9 th grade
Transition services are a coordinated set of activities that are individualized, specific, linked to the PSGs, and directly stated as what the community of adults (not the student) will do – (at least one transition service must meet the above guidelines to meet compliance) 300.320(b); 4.03(6)(d)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A for students younger than 15 or less than 9 th grade
Notes:	



Transition Notice

<p>Invitation indicates that a purpose of the meeting will be postsecondary goals and transition planning</p> <p>300.322(b)(2)(i)(A); 4.03(7)(b)(i)(A)</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>Documentation of the student invitation (ideally a separate, “student-friendly” form, but may be co-addressed with parents on parental notice of meeting)</p> <p>300.322(b)(2)(i)(B); 4.03(7)(b)(i)(B)</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>If the parental notice of meeting indicates invitation of an outside agency, the student’s file must contain written parental consent to invite the agency, dated prior to the documented agency invitation (n/a is OK)</p> <p>300.322(b)(2)(ii); 300.321(b)(3); 300.622(a)(2); 4.03(7)(b)(i)(C)</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> N/A</p>
<p>Notes:</p>	

Annual Goals/Objectives

Goals should be aligned with information in the Evaluation Report and the PLAAFP.

- Students eligible for **alternate** State assessments, **short term objectives** are required.

<p>For transition IEPs, all annual goals directly and genuinely link to transition services and/or postsecondary goals</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> N/A for students younger than 15 or less than 9th grade</p>
<p>Goals are measurable</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>Goals are rigorous</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>Measurement strategies are appropriately aligned with the metric identified in the measurable targets within the goal statement.</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>



Goals are designed to meet the child's needs that result from the child's disability 300.320(a)(2)(i); 4.03	<input type="radio"/> Yes <input type="radio"/> No
Goals enable the child to be involved in and make progress in the general education curriculum 300.320(a)(2)(i); 4.03	<input type="radio"/> Yes <input type="radio"/> No
For children with disabilities who take alternate assessments, short-term objectives are written in the area in which the student is taking the alternate 300.320(a)(2)(ii); 4.03(6)(f)	<input type="radio"/> Yes <input type="radio"/> No
<i>Notes:</i>	

Accommodations and Modification

The IEP documents that the student receives instruction based upon enrolled grade-level academic achievement standards (CAS) or meets participation requirements to receive instruction under alternate academic achievement standards (CAS/EEOs). 4.03(6)(c)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
The IEP indicates the student is participating in the state's grade-level assessments if the student receives instruction based upon grade-level academic achievement standards; or, the IEP indicates the student is participating in the state's alternate assessments, judged against alternate academic achievement standards, if the student receives instruction based on alternate academic achievement standards.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
<i>Notes:</i>	

Service Delivery Statement

<p>Services are designed to enable the child to advance appropriately toward attaining the annual goals 300.320(a)(4)(i); 4.03</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Services are designed to enable the child to be involved in and make progress in the general education 300.320(a)(4)(ii); 4.03</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Services are designed to enable the child to participate in extracurricular and other nonacademic activities 300.320(a)(4)(ii); 4.03</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Services are designed to enable the child to participate with other children with and without disabilities 300.320(a)(4) (iii); 4.03</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Services are aligned to identified needs and goals 300.320(a)(4)(i) through (iii); 4.03</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p><i>Notes:</i></p>	

Recommended Placement in the LRE

<p>Placement decision was made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options 300.116(a)(1); 2.28; 2.50 4.03(8); 5.01(2)(c); 300.116(b)(2); 4.03(3); 5.01(2)(c)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs 300.116(d); 5.01(2)(c)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>The student is removed from the regular education environment only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily even with supplementary aids and services</p> <ul style="list-style-type: none"> • Child participates with children without disabilities to the maximum extent appropriate to identified needs 	<p><input type="radio"/> Yes <input type="radio"/> No</p>



300.116(d); 300.116(e); 300.114(2)(i) and (ii); 5.01(2)(c)	
An explanation of the extent, if any, to which the child will not participate with children without disabilities 300.320(a)(5); 4.03	<input type="radio"/> Yes <input type="radio"/> No



Prior Written Notice

Evidence that PWN was provided when the AU proposed or refused to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child 300.503; 6.02(3)	<input type="radio"/> Yes <input type="radio"/> No
<i>Notes:</i>	

Appendix B: Evaluation/Reevaluation

Parental consent for <u>initial</u> evaluation was obtained prior to evaluation 300.300(a)(1)(i) 2.10 4.01 4.02(4)(a)	<input type="radio"/> Yes <input type="radio"/> No
<i>Date consent received:</i> ____/____/____	
If parental consent was not obtained, reasonable efforts were made and documented to obtain consent (re-eval only) 300.300(c)(2)(i) and (ii) 4.02(4)(a) 4.02(5)	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
<i>If YES, describe actions and data source:</i>	
Parental consent for <u>initial provision of services</u> was obtained prior to onset of services 300.503 4.01	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
A variety of technically sound assessment tools and strategies were used to gather relevant information about the child, including information provided by the parent 300.304(b); 4.02(4) and (5)	<input type="radio"/> Yes <input type="radio"/> No
Child was assessed in all areas of suspected disability 300.304(c)(4); 4.02(4) and (5)	<input type="radio"/> Yes <input type="radio"/> No



<p>Evaluation was sufficiently comprehensive to identify all of the child’s special education and related services needs 300.304(c)(6); 4.02(4) and (5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Did the team consider the question: “Can the child receive reasonable educational benefit from general education alone?” 300.306(b)(1)(i); 2.08</p>	<p>Evidence this was considered? <input type="radio"/> Yes <input type="radio"/> No</p>
<p>Did the team consider the question: “Is the child’s performance due to the lack of instruction in reading and/or math?” 300.306(b)(1)(ii); 2.08</p>	<p>Evidence this was considered? <input type="radio"/> Yes <input type="radio"/> No</p>
<p>Did the team consider the question: “For the child whose primary language is other than English, is limited English acquisition the primary cause of the child’s learning problems?” 300.306(b)(1)(iii); 2.08</p>	<p>Evidence this was considered? <input type="radio"/> Yes <input type="radio"/> No</p>
<p>Is the information above in contradiction with any information in the eval report or the IEP?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>If “Yes” explain:</p>	
<p>Reevaluation conducted at least every 3 years, unless evidence exists that the parent and the AU determine that a reevaluation is unnecessary. 300.303(a)(1) and (2) 4.02(5)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p><i>Per ECEA, once a written special education referral has been initiated, the initial IEP is completed within 90 calendar days from the point of initiation of the special education referral.</i> 4.03(1)(d)</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>Notes:</p>	



Appendix C: Manifestation Determination

***Only answer if manifestation determination should have occurred. ***

Manifestation determination was held after child was removed for 10 consecutive days, or for 10 cumulative days, when those removals constitute a pattern 300.530(e); 300.530(b); 6.02(10)	<input type="radio"/> Yes <input type="radio"/> No
Manifestation determination is held within 10 school days of the disciplinary removal 300.530(e); 6.02(10)	<input type="radio"/> Yes <input type="radio"/> No
Services were provided to the child after disciplinary removal beyond 10 school days 300.530(b)(2) and (d)(1); 6.02(10)	<input type="radio"/> Yes <input type="radio"/> No
Student was returned to the placement from which he/she was removed, unless the parent and the LEA agreed to a change of placement 300.530(f)(2); 6.02(10)	<input type="radio"/> Yes <input type="radio"/> No
<i>Notes:</i>	

Appendix E: Sensory Disabilities

A Learning Media Plan is on file for <u>students with vision disability, including deaf-blind</u> 300.324(a)(2)(iii); 4.03(6)(b)	<input type="radio"/> Yes <input type="radio"/> No
A Communication Plan is on file for <u>students who are deaf/hearing impaired or deaf-blind</u>	<input type="radio"/> Yes <input type="radio"/> No
<i>Notes:</i>	



Appendix F: Transfer

<p><i>For a child with a disability who transfers from within state to a public agency in Colorado within the same school year, evidence exists that the AU: 300.323(e); 4.03(1)(f)</i></p> <p><i>provided the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency),</i></p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p><i>For a child with a disability who transfers from out of state to a public agency in Colorado within the same school year, evidence exists that the AU: 300.323(f); 4.03(1)(g)</i></p> <p><i>provided the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency),</i></p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p><i>Notes:</i></p>	