CSI Special Education Program Support Review

The Program Support Review can be used in conjunction with the CSI Special Education

Coordinators' Handbook. The Handbook includes descriptions of the questions, examples of documentation look-for's, and what type(s) of action steps can result when schools need additional support. All of this information is derived from the relevant IDEA and ECEA requirements. Essentially, it explains what CSI expects from schools in order to have a well-rounded and compliant special education program approach. In some cases, it may be appropriate for school special education staff and school administrators to work with a CSI coordinator to review the requirements and identify potential action steps to meet expectations. The team can focus their attention on the requirements that are not fully met by working/creating/identifying a plan of action to meet expectations in the future which can be included in the notes sections.

Go to CSI’s [Special Education](https://resources.csi.state.co.us/special-education/) webpage to view the Special Education Coordinator Comprehensive Handbook [pdf].

School Name: Click or tap here to enter text.

School personnel who participated in the support process: Click or tap here to enter text.

# Special education teachers, SLPs, and other related service providers are on staff and have updated CDE licensure.

*Mark only one box.*

[ ]  **Meets** - All service providers as required by students' IEPS are hired and have a CDE license.

[ ]  **Needs Support** - At least one service provider not hired and/or possessing CDE licensure.

[ ]  **Other:** Click or tap here to enter text.

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# Special education teachers and related service providers, including contracted staff, have engaged in professional development as related to special education.

*Mark only one box.*

[ ]  **Meets** - Each service provider has engaged in PD within the past twelve months.

[ ]  **Needs Support** - Not all special education teachers and/or related service providers have engaged in professional development.

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# Special education staff have engaged in professional development as related to response to intervention/multi-tiered systems of support.

*Mark only one box.*

[ ]  **Meets** - School staff have engaged in RtI/MTSS PD within the last twelve months.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# The total number of identified students are approximately proportionate to hired special education staff.

*Mark only one box.*

[ ]  **Meets** - Each service provider's case load is within CSI's recommended ratios.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# Special education evaluations are complete, which includes appropriate assessments, adherence to CSI processes, contain evidence of RtI interventions when appropriate, data, and progress monitoring in areas of concern.

*Mark only one box.*

[ ]  **Meets** - Sample evaluations meet criteria.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# SLD evaluation is complete, which includes appropriate assessments, adhere to CSI processes, contain evidence of RtI interventions when appropriate, data, and progress monitoring in areas of concern.

*Mark only one box.*

[ ]  **Meets** - Sample evaluations meet criteria.

[ ]  **Needs Support**

# Information from general education teachers is incorporated into assessments and IEP processes.

*Mark only one box.*

[ ]  **Meets** - School has documented evidence that general education teachers' information was included in the special education processes.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# The CSI Fall IEP review of the school has met all compliance indicators according to the IEP checklist.

*Mark only one box.*

[ ]  **Meets** - All parts of the IEP checklist are compliant.

[ ]  **Needs Support**

[ ]  **Other:** Click or tap here to enter text.

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# Sample IEPs have met required timelines.

*Mark only one box.*

[ ]  **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

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# IEPs are developed according to students' identified needs and have corresponding goal(s)/service(s).

*Mark only one box.*

[ ]  **Meets** - IEP meets criteria. Goals and services are aligned to student disability and impact.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# IEPs are implemented as written.

*Mark only one box.*

[ ]  **Meets** - Evidence is compelling and multi-faceted.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# Notice to districts of residence letters for new transfer students have been sent.

*Mark only one box.*

[ ]  **Meets** - Documentation present within SIS.

[ ]  **Needs Support**

# District of residence has been invited when appropriate to IEP meetings.

*Mark only one box.*

[ ]  **Meets** - All required i.e. significant change of placement. Documentation present within SIS.[ ]  **Needs Support**

[ ]  **N/A**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# IEP information is offered to parents in a language they understand.

*Mark only one box.*

[ ]  **Meets** - Written and/or verbal translation is provided for all parents needing it prior to and during the staffing.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

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

*Mark only one box.*

[ ]  **Meets** - Parents mark “YES” and sign Section 5 of the IEP and there is documentation of this uploaded into the school's SIS.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# A retention process exists for students on IEPs that considers factors of the students' disability.

*Mark only one box.*

[ ]  **Meets** - Evidence school uses systematic approach and process that takes into consideration a student's disability when making the decision around retention.

[ ]  **Needs Support** - Limited evidence school uses process that takes into consideration a student's disability when retaining students.

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# Enrollment determination procedures follow CSI guidelines are properly followed and non-discriminatory.

*Mark only one box.*

[ ]  **Meets** - School follows CSI policy on enrollment procedures.

[ ]  **Needs Support** - Limited evidence school follows enrollment procedures.

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# School files are kept confidential and secured with access appropriately documented.

*Mark only one box.*

[ ]  **Meets** - Files are in a locked and secure cabinet with a sign in/sign out sheet with access for all appropriate staff.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# The school’s database is up to date and accurate on SIS.

*Mark only one box.*

[ ]  **Meets** - SIS and Plan Management system are aligned and up to date.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# SIS and Plan Management system are aligned and up to date.

*Mark only one box.*

[ ]  **Meets** - School has evidence within SIS that demonstrates progress monitoring is conducted, and parents are sent progress reports, as described in the child's IEP.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# School has consistently provided services according to students' IEPs.

*Mark only one box.*

[ ]  **Meets** - School has evidence that services have been delivered according to the students' IEPs.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# School has communication processes about student's IEPs at the start of the year & after any changes to student's schedule or IEP for ensuring general education teachers, related service providers, and any other service providers, who are responsible for the implementation of the IEP understand students' accommodations/modifications/supports and have the understanding of how to implement them.

*Mark only one box.*

[ ]  **Meets** - School has process to review students' special education accommodations and provides training for general education teachers.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# Discipline processes for students on IEPs are in compliance with state and federal law.

*Mark only one box.*

[ ]  **Meets** - School has evidence that followed appropriate procedures, such as holding manifestation meetings if the suspension is 10 days or more. FBA/BIP were developed.

[ ]  **Needs Support**

(E) The evidence/notes/descriptions used to answer the above question along with action steps with timelines if appropriate.

Click or tap here to enter text.

# What are three strengths of the school's current approach to supporting students with disabilities?

Click or tap here to enter text.

# What areas of special education programming and supports has the school focused on over the prior years?

Click or tap here to enter text.

# Please list and/or identify any challenges the school has recently confronted around programming and supports.

Click or tap here to enter text.

# Additional notes and/or description of action plan not covered in prior sections.

Click or tap here to enter text.

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.

Meets - Special education funds spent only on special education.

Needs Support - Special education funds spent on other activities.