

# Special Education Director Handbook



**Exceptional Student Services Unit**

This handbook is designed to assist special education directors in performing the essential elements of their leadership position and the guidelines in this handbook are based on the eight Colorado Professional standards for special education directors. This handbook was developed and revised by Colorado Department of Education Special Education Director Mentors in collaboration with the Exceptional Student Services Unit (ESSU) staff.

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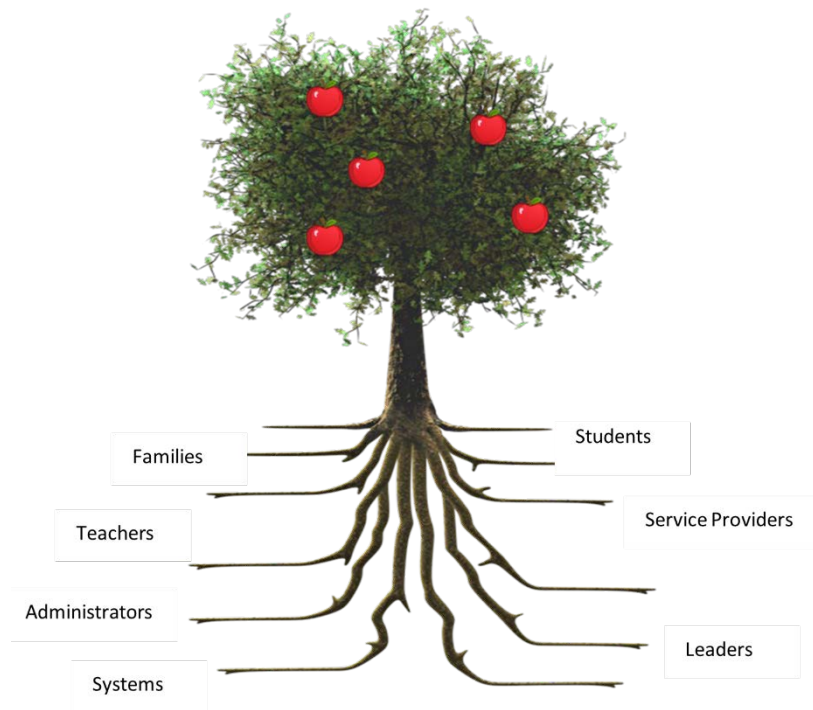
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# Table of Contents

Introduction:.....	1
Special Education Director Standard One: Foundations of Leadership.....	2
ESSU Responsibility List.....	3
Exceptional Student Services Unit (ESSU) Year at a Glance Document .....	3
Colorado Special Education Advisory Committee (CSEAC).....	3
Special Education Directors Standard Two: Special Education and School Systems .....	4
Special Education Committees Supporting Students with Disabilities .....	5
Special Education Fiscal Advisory Committee (SEFAC).....	5
Special Education Legislative Consortium.....	5
State Director Leadership Team (SDLT) .....	5
Special Education Directors Standard Three: Law and Policy.....	6
The Identity Management Site.....	7
ESSU Data Management System (DMS).....	7
ESSU Results Driven Accountability (RDA) .....	7
CDE Data Pipeline.....	7
RANDA.....	8
Narrative and Performance Reports/General Education Provisions Act GEPA.....	8
Individual Education Program .....	9
IEP Software Update/State Guidance.....	9
Director’s Corner .....	9
Dispute Resolution .....	9
Mediation: .....	10
State Complaint: .....	10
Due Process Complaint:.....	10
Legal Resources: .....	10
Special Education Facilitation.....	11
Special Education Directors Standard Four: Instructional Leadership.....	13
State Wide Assistive Technology Augmentative and Alternative Communication (SWAAAC) .....	14
Colorado Academic Standards .....	14
State Assessments.....	14
Dynamic Learning Maps DLM English Language Arts (ELA) and Math.....	15

- Differentiated Pathways - SWD and READ .....15
- Special Education Director Standard Five: Program Planning and Organization .....16
  - Comprehensive Plan.....17
    - Program Evaluation .....17
  - Charter Schools .....17
  - Private Schools - Proportionate Share.....18
  - Staff Development .....18
  - Professional Development Opportunities are also available on the CDE website:.....18
  - Special Education Accountability.....18
  - State Performance Plan (SPP) .....18
  - Colorado Integrated Monitoring and Accountability Process (CIMAP).....21
  - AU Determinations.....21
  - Gifted and Talented (GT).....21
- Special Education Director Standard Six: Human Resource Functions .....22
  - Human Resources .....23
  - Personnel Status .....23
    - Temporary Educator Eligibility Authorization .....23
    - Alternative Licensure Program .....24
- Special Education Director Standard Seven: Parent, Family and Community Engagement .....25
  - Child Find (3 - 21) .....26
  - Family Information and Resources.....26
    - PEAK Parent Center .....26
    - The ARC of Colorado.....27
- Special Education Director Standard Eight: Budget and Resources .....28
  - Funding Sources for Special Education.....29
    - CDE Special Education Finance .....29
    - Maintenance of Effort (MOE) .....29
  - Early Childhood Special Education Programming.....30
    - Part B of the IDEA for 3-5 Year Olds.....30
    - Transition of Children from Part C to Part B .....30
    - Part C of the IDEA Birth through age 2 .....31
    - Results Matter Indicator 7 .....31
  - Facility Schools .....31

Educational Surrogate Parents .....33

Definitions and Resources .....34

APPENDIX A .....35

    2023-2024 SPED Director Calendar Task Checklist .....36

July.....36

August.....36

September .....36

October .....37

November .....37

December .....37

January .....38

February .....38

March .....38

April .....39

May.....39

June .....39

APPENDIX B.....40

    Additional Resource Links .....41

## Introduction:

The State of Colorado is divided into 8 regions, each representing Administrative Units (AU) located within that region across the State. Special Education Directors meet periodically to discuss relevant topics, guidance and other issues in their regions and the State. The State Director Leadership Team (SDLT) representatives serve as regional liaisons to the Colorado Department of Education. For more information on regions go to the link for: [Colorado's educational regions displayed on a map](#)



## Special Education Director Standard One: Foundations of Leadership

The Special Education Director will have a solid foundation for leadership by: (a) demonstrating a comprehensive knowledge of special education organization, programs, laws, and best practices; and (b) setting high standards and a positive direction for special education consistent with the values, mission, and vision of the state and administrative unit. The performance indicators for this standard include the following:

1.1 Promote and reinforce the belief that a free and appropriate education is the fundamental right of all students.

1.2 Recognize and accept personal and professional accountability to direct, monitor and continually work to improve the educational processes and practices for which he/she is responsible.

1.3 Articulate and model a clear set of core professional values.

1.4 Demonstrate ethical behavior by acting with integrity of word and action.

1.5 Articulate comprehensive knowledge of the significant elements of special education; its history, organization, programs, laws, and best practices.

1.6 Build mutually respectful relationships through effective listening and empathetic responses.

1.7 Participate in ongoing quality professional development.

1.8 Collaborate with others to ensure there is continued awareness of the latest research regarding special education, learning theory and best instructional practices.

## **ESSU Responsibility List**

Yearly, the CDE posts a list which has contact information and names of CDE staff assigned to specific areas.

[CDE Exceptional Student Services Unit's consultant responsibility list](#)

## **Exceptional Student Services Unit (ESSU) Year at a Glance Document**

Annually the ESSU publishes a Year at a Glance calendar to inform Special Education Directors of important documents, dates, and deadlines for the fiscal year.

[23-24 Year-at-a-Glance \(PDF\)](#)

## **Colorado Special Education Advisory Committee (CSEAC)**

CSEAC is a state level committee mandated by federal and state law. Members are interested in the quality of education received by children/youth with disabilities. The committee includes parents of and individuals with disabilities, educational service providers, administrators, and representatives from a variety of related agencies. Committee members consist of 50% or more parents or self-advocates. Participation is statewide and representative of diverse disabilities.

[Colorado Special Education Advisory Committee information](#)



## Special Education Directors Standard Two: Special Education and School Systems

The Special Education Director shall: (a) demonstrate knowledge of organizational culture; (b) apply a systems approach to the development of special education programs and processes; and (c) facilitate effective systems change. The performance indicators for this standard include the following:

2.1 Develop organizational relationships between and among:

- federal, state, intermediate and local educational agencies;
- district and building levels and the various schools and schooling levels;
- special and general education;
- the greater community, including but not limited to families, advocates and agencies, and potential employers.

2.2 Demonstrate an understanding of leadership roles, hierarchies, authority, and chain-of-command relationships.

2.3 Promote positive culture within special education and in the greater organization, in alignment with district vision, mission, and values.

2.4 Support systems thinking at all levels of the organization.

2.5 Lead change processes consistent with proven change theories at all levels of the organization, inclusive of all stakeholder groups.

## Special Education Committees Supporting Students with Disabilities

### Special Education Fiscal Advisory Committee (SEFAC)

SEFAC was appointed by the State Board of Education through House Bill 06-1375 to specifically address High-Cost applications for Tier C eligible students. High-Cost applications are monitored and approved through the SEFAC.

[Special Education Fiscal Advisory Committee](#)

### Special Education Legislative Consortium

The Consortium was developed through a statewide agreement with AU special education directors. The purpose of the Consortium is to provide the ability to lobby and have representation at the legislature on behalf of students with disabilities. The consortium will not lobby against or for any bill for which there is not full statewide consensus. AU's contribution to this legislative group cannot be paid from federal funds. Fees are determined using Dec 1 Student Count from the previous year and are billed annually (participation is required). Each region has one rep that attends monthly meetings and reports back to the region.

### State Director Leadership Team (SDLT)

State Director Leadership (SDLT) is a group composed of a Special Education Director from each region who meets regularly with CDE staff. The purpose of SDLT is to serve as an advisory group to the State Director of Special Education. It allows the State Director of Special Education to have direct communication with representatives of each region.

## Special Education Directors Standard Three: Law and Policy

The Special Education Director shall be knowledgeable about and able to apply relevant federal and state statutes, regulations, case law and policies that impact all children, including those with disabilities. The performance indicators for this standard include the following:

3.1 Implement requirements of federal, state and case law in public education, with an emphasis on special education.

3.2 Demonstrate knowledge of policies and procedures required to implement legal requirements.

3.3 Describe legislative processes at local, state, and national levels.

3.4 Demonstrate skills in networking and advocating on behalf of students with disabilities in order to develop, influence and impact laws and policies.

3.5 Facilitate the development of student-centered Individualized Education Programs (IEPs) to include procedures, processes, and legal requirements.

3.6 Identify resources of national organizations in the field of special education.

3.7 Execute federal, state, and local data collection, analysis, and reporting requirements.

3.8 Provide an educational environment that is safe, secure, healthy, and accessible.

3.9 Implement principles of universal design to assure equal access to students across all educational settings that include specialized transportation, health needs, safety procedures and proactive approaches for students with disabilities in emergency situations.

## The Identity Management Site

### [Identity Management Site \(IdM\)](#)

Logins to the site are required and issued by the Administrative Unit (AU) Local Area Manager (LAM)

This site is used to access a variety of links that you may need to fulfill your responsibilities throughout the school year. In addition, you can access assistance to set/reset your passwords and other useful guides via this site

## ESSU Data Management System (DMS)

### [ESSU Data Management System \(DMS\)](#)

The Data Management System (DMS) is a single sign-on system that assists AUs in meeting accountability requirements for Special Education.

Required data submission and information is collected and stored in the DMS. AU's are required to submit this information to the CDE via the DMS. For examples (this is not an all-inclusive list):

- Fiscal Assurances & Certifications
- IEP and Indicator 13 File Reviews
- Post School Outcome surveys
- CDE communications and file uploads
- Disputes brought to the CDE by parents

## ESSU Results Driven Accountability (RDA)

### [ESSU Results Driven Accountability \(RDA\)](#)

Results Driven Accountability (RDA) is the accountability system in which general supervision and monitoring emphasize academic results of students with disabilities as well as compliance.

[Results Driven Accountability Determination Information](#)

[AU State Performance Plan Indicator Profiles](#)

## CDE Data Pipeline

### [CDE Data Pipeline](#)

The Data Pipeline is used for submission of required Special Education Reports

[Data Pipeline visual guidance fact sheet](#)

December Count/ Student and Staff

[EDIS Overview](#)

[EDIS Login page](#)



## Special Education End of Year

[RITS FAQ](#)

[RITS Webpage](#)

## Special Education Discipline Report

[Data Pipeline Interchanges - Special Education Discipline](#)

## Federal IDEA Application/Budget System

[IDEA - Part B and Preschool](#)

IDEA budget for Part B and Preschool Flow through dollars (in coordination with District/AU Finance)

IDEA End of Year expenditures for Part B and Preschool Flow through dollars (in coordination with District/AU Finance)

[IDEA B Budget and Expenditure Log-in page](#)

## RANDA

[RANDA](#)

RANDA- the Colorado State Model Performance Management System used by many districts and AU to evaluate licensed staff for SB 191

[CEDAR \(Colorado Education Data Analysis and Reporting System\)](#)

[Identity Management / Single Sign-On: Student Engagement Evaluation Data Collection \(SEEDC\)](#)

[SMART \(Students Migrating Academically on the Right Track\)](#)

[State Accountability Data Tool \(tableau\)](#)

[UIP \(Unified Improvement Planning Online System\)](#)

## Narrative and Performance Reports/General Education Provisions Act GEPA

[Narrative and Performance Reports and General Education Provisions](#)

- IDEA Part B
- IDEA Preschool
- IDEA Allowable Costs
- IDEA Narrative Cycles - narratives are done every three years unless you choose to amend it
- IDEA Performance Reports and evaluation are completed annually

[Federal Application/Budget](#) and Narrative must align. Dollars cannot be allocated unless there is alignment to objectives and activities in the approved narrative.

## Individual Education Program

### [Individual Education Program](#)

The CDE website contains model IEP forms and guidance to complete the IEP process. The IEP Guidance document assists staff in correctly creating the IEP.

## IEP Software Update/State Guidance

Starting in the 2022-23 school year, CDE will flow through IDEA dollars that would have been expended on the state-sponsored IEP system to Administrative Units. These funds may be used on any IDEA allowable activities, including the purchase of an electronic IEP system. However, note that there is no requirement that these funds be used by an AU to purchase an electronic IEP system. CDE will continue to contract with AnLar for the DMS.

## Director's Corner

This site has several links to other websites to assist a Special Education Director in their role. Below is a sample of a few of the topics of the links available.

- Information Dates Coming Up
- ESSU Newsletter
- What's New
- Memos to AU and Special Education Directors
- AU Continuous Improvement Plan
- Professional Development Opportunities
- Results Driven Accountability (RDA) FAQ's

### [Exceptional Student Services Unit's Special Education Directors' Corner](#)

## Dispute Resolution

### [Dispute Resolution](#)

IDEA requires that CDE provide the three following dispute resolution options: mediation, state complaint, and due process complaint.

**Mediation:**

Special education mediation is a voluntary dispute resolution process that allows parents and school staff to work together to discuss and resolve a disagreement about special education with the help of a mediator. The CDE encourages parties to consider mediation as soon as a dispute arises.

**State Complaint:**

A state complaint is a request for an investigation by the CDE into allegations that a school district, board of cooperative educational services (BOCES), State Operated Program, or the Colorado Department of Education (CDE) is not following the Individuals with Disabilities Education Act (IDEA), the Exceptional Children's Educational Act (ECEA), or the Protection of Individuals from Restraint and Seclusion Act (PPRA).

**Due Process Complaint:**

A due process complaint (DPC) is a request for a hearing before an Administrative Law Judge (ALJ) to resolve a disagreement about the identification, evaluation, placement, or provision of a free appropriate public education (FAPE) for a child with a disability.

Colorado currently has an Alternative Dispute Resolution Board. The primary mission of this board is to reduce the need for formal dispute resolution measures by providing a funded support system and toolbox of options for all special education stakeholders that lead to a more collaborative IEP process and relationships. The Advisory Board is made up of broad representation from across the state: urban and rural locations, parents, educators, CDE, teacher education programs, and community agency personnel.

**Legal Resources:**

Individuals with Disabilities Act - IDEA

[IDEA Part B Regulations](#)

Exceptional Children's Education Act – ECEA

[Colorado's Exceptional Children Education Act](#)

Office of Special Education Programs - OSEP

[Office of Special Education Programs](#)

Colorado Revised Statutes – C.R.S.

[Colorado Revised Statutes](#)

Section 504 of the Rehabilitation Act - 504

[Section 504 of the Rehabilitation Act](#)

Americans with Disabilities Act – ADA

[Americans with Disabilities Act - ADA](#)

Office of Civil Rights – OCR

[Office of Civil Rights - OCR](#)



Every Student Succeeds Act – ESSA

[Every Student Succeeds Act](#)

Colorado Restraint and Seclusion Regulations

[Rules for the Administration of the Protection of person from Restraint Act](#)

\*see annual reporting requirement in 2.05 (2)

Colorado Department of Human Services

[Colorado Department of Human Services](#)

Department of Youth Services

[Department of Youth Services from the CO Department of Human Services](#)

## Special Education Facilitation

### [Special Education Facilitation](#)

A facilitated Special Education meeting is a meeting that includes an impartial facilitator who promotes effective communication and assists an IEP team in developing an IEP based on the student's needs. The facilitator keeps the team focused on the appropriate development of the IEP while working through conflicts that arise and ensuring the participation of each IEP team member. The facilitated Special Education meeting includes all of the required team members. While most often it is an IEP that the team is developing, facilitation also supports Special Education meetings outside of the IEP development process.

State-sponsored special education facilitation is a voluntary process; both the parent and the district need to agree to facilitation.

State-sponsored special education facilitation is a free service provided by the Colorado Department of Education Exceptional Student Services Unit (ESSU). However, the ESSU will not pay for any attorney or advocate fees or any other costs to the parties associated with the Special Education Facilitated meeting (e.g., mileage, meals, wage loss, etc.).

The state-sponsored facilitator is a person specifically trained to promote effective listening and discussion between all IEP participants. The facilitator focuses on collaborative efforts, is not an employee of the district, and has no role in advocating for any of the involved parties.

The role of the facilitator:

- Contacts the parties to clarify the issues, gathers necessary information, and explains the Special Education Facilitation process
- Works with the IEP team to create an agenda, ground rules, and select a good location for the meeting.
- Guides discussion by asking student-focused questions.
- Keeps team members on task and the meeting within the scheduled time.
- Asks questions to clarify points of disagreement and helps identify workable solutions.
- Helps ensure that the language in the IEP reflects decisions made during the meeting.



- Keeps the meeting focused on the student.
- Ensures everyone at the table has a voice.
- Encourages active listening by all the meeting participants.
- Keeps the group from getting stuck on one goal (or one part) of the IEP.
- Is not a decision-making member of the IEP team.
- Does not take sides, impose decisions on the team, place blame, or determine whether decisions are right or wrong.

[2024 Facilitation Request Link](#). There is no fee for this service.

Many districts have trained facilitators as well, and this may also be an option to use an “in-house” facilitator, or one from a neighboring district.

[Facilitated IEP Meeting Information](#)

[Special Education Facilitation Guest Participation](#)

[CDE Facilitated Meeting Guidelines 2022](#)

[CDE Facilitated Special Education Meeting Info \(English\)](#)

[CDE Facilitated Special Education Meeting Info \(Spanish\)](#)

## Special Education Directors Standard Four: Instructional Leadership

The Special Education Director shall be able to integrate general education and special education, including curriculum, instructional strategies, and individualized instruction in support of all children, including those with disabilities. The performance indicators for this standard include the following:

- |  |
|--|
| 4.1 Facilitate the attainment of state standards, expanded benchmarks and access skills.   |
| 4.2 Promote high standards for the instruction of all students, including students with disabilities, and for continuously improving their academic achievement.   |
| 4.3 Implement assessment systems for identification and programming.   |
| 4.4 Develop data driven, evidence-based instructional practices, including behavioral support systems.   |
| 4.5 Develop comprehensive approaches to educational planning, including student involvement and self-determination.  |
| 4.6 Implement transition plans for individuals with disabilities across the educational continuum and other programs from birth through adulthood.                 |
| 4.7 Provide leadership to guide appropriate instructional decision-making, focusing on individualization for students with disabilities.                           |
| 4.8 Facilitate staff development related to evidence-based practices, rigorous content and effective outcomes for all learners, including those with disabilities. |



## State Wide Assistive Technology Augmentative and Alternative Communication (SWAAAC)

The Colorado Department of Education's school based SWAAAC teams provide multidisciplinary Assistive Technology services which enable students with disabilities equal access to the curriculum and full participation in their education and classroom. There are over 60 participating school districts and 500 SWAAAC team members across the state of Colorado.

[State Wide Assistive Technology Augmentative and Alternative Communication](#)

### Colorado Academic Standards

[Colorado Academic Standards](#)

Colorado requires academic standards to ensure all Colorado students are prepared for college and career success. The Colorado Academic Standards (CAS) set clear, consistent guidelines for what students should know and be able to accomplish at each grade level. The standards also assist educational and workforce leaders to help students prepare for life after high school. Standards for students with significant cognitive disabilities in all grades must be clear and rigorous so that our public educational system gives all students the skills, knowledge, and confidence they need to succeed in postsecondary environments and the workforce, to be well-informed and responsible citizens, and to lead fulfilling personal lives. In Colorado, these outcomes are located in the Extended Evidence Outcomes (EEO) section below each grade level standard.

[Colorado's Extended Evidence Based Outcomes](#)

### State Assessments

Colorado adopted new assessments that align with the Colorado Academic Standards. Colorado Measure of Academic Success (CMAS)/Partnership for Assessment for College and Careers (PARCC) accurately measures students' mastery of these skills. Colorado Measures of Academic Success (CMAS) are the state's common measurement of students' progress at the end of the school year in English language arts, math, science, and social studies. These are designed to be administered online. The tests feature a variety of interactive questions that are more engaging and aligned with 21<sup>st</sup> century teaching and learning practices.

For Alternative assessment, the IEP team makes the determination that the child must take an alternate assessment instead of taking CMAS. A statement explaining the reason the child cannot participate in the regular assessment and the particular assessments selected must be documented in the IEP.

[Colorado's Assessments](#)

[Colorado's Guidance Document for Co-Alt Eligibility](#)

[Colorado's Alternative Science and Social Studies Assessment](#)



[Colorado's Academic Achievement Standards & Alternate Assessment Participation Guidelines Worksheet](#)

## **Dynamic Learning Maps DLM English Language Arts (ELA) and Math**

The Dynamic Learning Maps® (DLM®) Essential Elements (EE's) are specific statements of knowledge and skills linked to the grade-level expectations identified in college- and career-readiness standards. EE's build a bridge from content standards to academic expectations for students with the most significant cognitive disabilities.

## **Differentiated Pathways - SWD and READ**

New "Differentiated Pathways" have been developed by the Exceptional Student Services Unit, in collaboration with the Office of Literacy, to include all students in the READ Act. The Attorney General has stated that this legislation is for ALL Colorado students in grades K-3 and students with disabilities cannot be excluded as a result of their disability status.

[Colorado READ Act and Students with Disabilities](#)

[Differentiated Pathways and Students with Disabilities](#)

## Special Education Director Standard Five: Program Planning and Organization

The Special Education Director shall be able to evaluate the efficacy and efficiency of special education programs, facilities, services, and monitoring systems and to use the evaluation data to improve the programs and services for all children, including those with disabilities. The performance indicators for this standard include the following:

5.1 Apply program evaluation strategies for determining efficacy and efficiency.

5.2 Implement continuous improvement monitoring processes.

5.3 Develop special education programs, facilities, services, and monitoring systems that are complementary to and mutually supportive of one another and of general education.

5.4 Facilitate strategic planning for program development and implementation to encompass all stakeholders.

5.5 Demonstrate and extend collaborative consultation principles with all stakeholders.

5.6 Facilitate professional development to implement, improve and expand programs.

## Comprehensive Plan

Each AU must have a comprehensive plan which provides assurance statements that each AU meets requirements and is in compliance with IDEA and ECEA. CDE has a template on the Director's Corner. When changes are made to the Local Comprehensive Plan, directors are required to submit changes through the ESSU DMS.

[Exceptional Student Services Unit's Special Education Directors' Corner on Comprehensive Plan](#) (*This link will automatically download a sample comp plan for your review*)

## Program Evaluation

This process must be documented in your local comprehensive plan. (see page 12 of the [Comprehensive of the CDE example plan](#)) (*This link will automatically download a sample comp plan for your review*).

Program evaluation is required as articulated in the ECEA. Each administrative unit or approved facility school shall maintain records of results of all qualitative and quantitative evaluations of special education services rendered. Program evaluations of special education services shall occur annually. Within a period of five years, services to children with disabilities must be systematically evaluated. Such program evaluations shall review the extent to which quality special education policies and practices are in place and where improvements can occur; and the degree to which children with disabilities are achieving their individual goals as well as school, district, and state standards and student outcomes.

### *Requirements for Program Evaluation*

The AU assures that:

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

The AU assures that the program evaluation reviews:

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

#### Citations:

ECEA Rule 3.06  
ECEA Rule 8.01(1)(a)(iii)  
ECEA Rule 8.01 (1)(h)

## Charter Schools

Charter schools in the State of Colorado are chartered by either the Colorado Charter School Institute or the individual districts. Charters are required to follow the guidelines of the IDEA and ECEA. Federal and State funding for special education services in Charter Schools is the responsibility of the AU in which the Charter school is located. Cost formulas are district specific. The AU Comprehensive

plan must address the manner in which funds and special education services are provided to the Charter School.

## Private Schools - Proportionate Share

Each AU that has private schools within its boundaries must set aside a proportionate share of its federal funds to support/serve parentally placed students with disabilities who attend those private schools. Share calculation may be found at the link below (Federal regulation 300.129 through 300.144)

[Guidance on Parentally Placed Private School \(OSEP Guidance February 2022\)](#)

## Staff Development

Staff development is required as articulated in the ECEA. Administrative units and approved facility schools shall provide for staff development to assure opportunities for appropriate educational services to children with disabilities. Opportunities for staff development shall be provided to foster the continuing development of the awareness, skills and knowledge of each staff member providing direct or indirect services to children with disabilities. Activities shall be designed to bring about changes in knowledge, attitudes, actual performance skills and interpersonal relations of staff members. Staff development shall include an evaluation component to determine its effectiveness.

## Professional Development Opportunities are also available on the CDE website:

[CDE Professional Development Opportunities](#)

## Special Education Accountability

[Special Education Accountability](#)

## State Performance Plan (SPP)

The State Performance Plan is the State's plan to the US Department of Education, Office of Special Education Programs (OSEP) that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA and how the State will improve the implementation of IDEA Part B. The SPP contains measurable and rigorous targets in 17 indicators that were established by the US Department of Education.

These indicators fall into three monitoring priority areas identified by OSEP:

- Provision of a Free, Appropriate Public Education (FAPE) in the least restrictive environment (LRE)
- State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services
- Disproportionate representation of racial and ethnic groups receiving special education and related services, to the extent the representation is the result of inappropriate identification.
- Local AU student achievement and staff data can be found at CDE's School View



[CDE's School View](#)

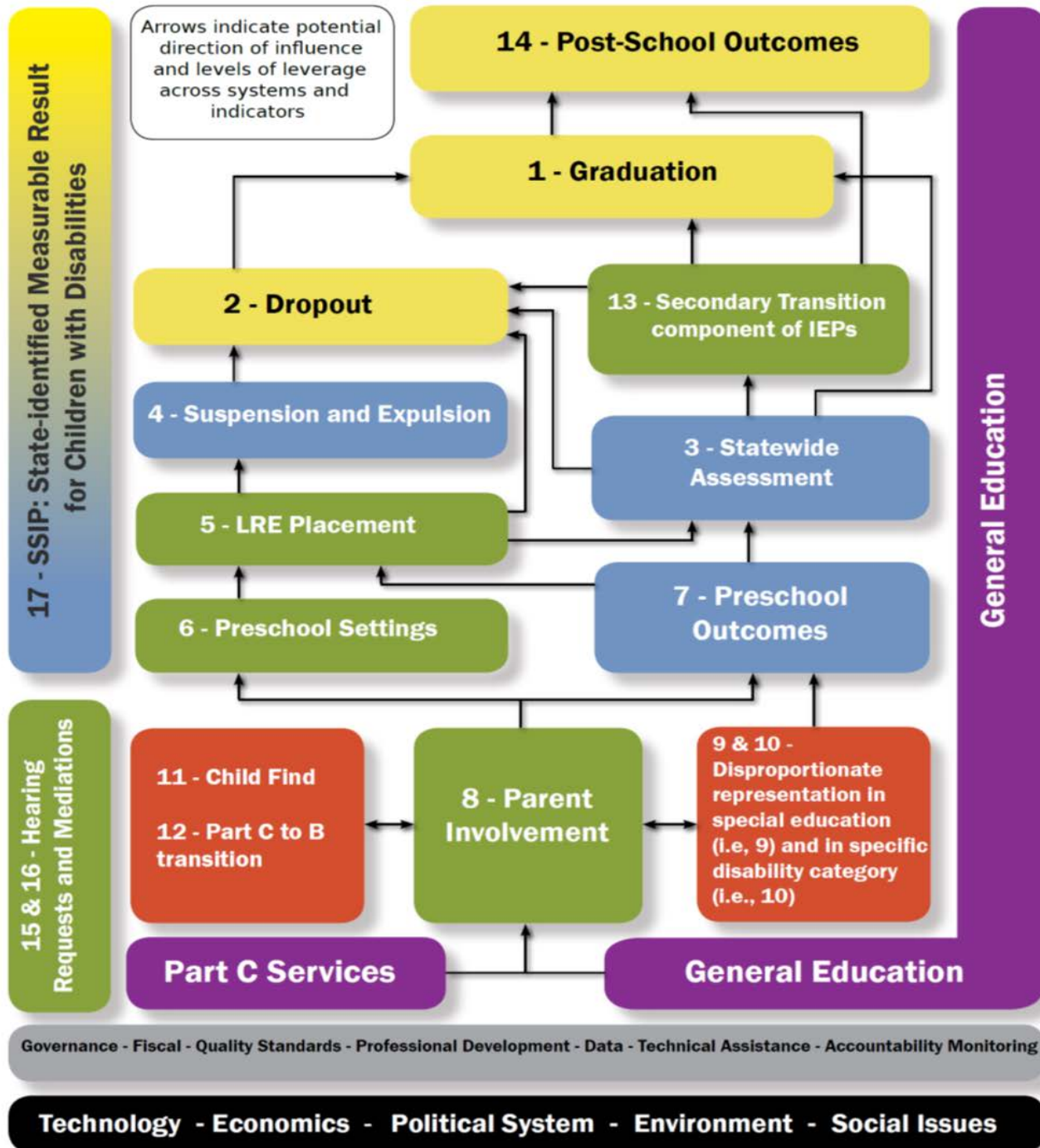
[Colorado's Special Education SPP-APR](#)

[State Performance Indicator Quick Reference Guide - with links](#)



### Part B Tree of Influence

(Rev. July 2021) Using the System of SPP Indicators as a Blueprint for State Improvement



## Colorado Integrated Monitoring and Accountability Process (CIMAP)

The Colorado Integrated Monitoring and Accountability Process is a critical component of the Colorado Department of Education's general supervision requirements under the Individuals with Disabilities Education Act (IDEA) 2004.

The new requirements of P. L. 105-17, the Individuals with Disabilities Education Act, have posed many challenges and opportunities for the Colorado Department of Education staff and school districts throughout Colorado. Major efforts have enabled general and special education staff to move forward in improving results for students with disabilities.

### AU Determinations

IDEA 2004 requires the State to report to the public on each AU's performance compared to state targets and state performance for 14 indicators from the State Performance Plan/Annual Performance Report (SPP/APR). Indicators reported to the public are a mixture of performance and compliance indicators. Results Driven accountability (as of October 2015) incorporates student performance along with the compliance indicators.

[Enforcement Actions and Improvement Planning](#)

[CDE Special Education Administrative Unit Determination](#)

### Gifted and Talented (GT)

The Exceptional Children's Education Act (ECEA) defines "gifted" children as:

Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e., twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities 12.01(16)

In the State of Colorado funding for GT is appropriated from the ECEA dollars. Dollars are calculated separately from the special education dollars.

[CDE Gifted and Talented Education](#)

AUs are required by state statute to identify and provide programming for gifted children.

## Special Education Director Standard Six: Human Resource Functions

The Special Education Director shall have the knowledge and ability to recruit, retain and evaluate qualified personnel in order to effectively implement programs and services for all children, including those with disabilities. The performance indicators for this standard include the following:

- |  |
|--|
| 6.1 Recruit and retain qualified personnel.  |
| 6.2 Screen, interview and select qualified staff.  |
| 6.3 Facilitate professional development of staff members.  |
| 6.4 Implement alternative procedures to ensure appropriate personnel when fully qualified individuals are not available. |
| 6.5 Delineate roles and responsibilities of all special education instructional and related services personnel.          |
| 6.6 Adhere to established ethical and legal considerations of human resource management.                                 |
| 6.7 Provide supervision and evaluation of personnel serving students with disabilities.                                  |

## Human Resources

All personnel providing special education services to children with disabilities shall be qualified 34 CFR § 300.156. Personnel requirements are listed in the ECEA under 3.04 Personnel qualifications. This includes staff hired under the Special Education Temporary Educator Eligibility (TEE) Authorization provisions.

### Personnel Status

Directors must assure that sufficient personnel shall be available to provide for identification, referral, evaluation, determination of disability and eligibility for special education services; development and review of IEPs, and to provide appropriate special education instructional and related services to implement all IEPs for children with disabilities. Each administrative unit shall have a method or standards by which it determines the number and types of special education personnel required to meet the needs of children with disabilities. Such methods or standards shall be a part of the local comprehensive plan. Each administrative unit shall assure that licensed/certificated personnel qualified in a child's identified area(s) of need will have diagnostic and ongoing instructional responsibilities and contact with the child and the child's other service providers and parents as specified in 3.03 of the ECEA. Each special education teacher will serve, at a minimum, a majority of special education students with the same identified area of need as that teacher's special education license or certification endorsement. The endorsement level must be appropriate for the age being taught.

Processes may differ from AU to AU. AU or District Board policy determines termination and hiring processes. This does not relieve the special education directors from their responsibility to ensure FAPE for all students with disabilities in their AU. Evaluation processes are also district specific. Most districts and AU's have adopted the Colorado Model for Evaluation through Senate Bill 191. Special Education teachers and Specialized Service Professionals are required to be evaluated on a yearly basis.

#### [CDE Educator Effectiveness State Model Evaluation System](#)

All special education staff or administrators must complete a CDE approved Induction program to move from the Initial License to the Professional License.

#### [Induction Program Information/FAQ](#)

### Temporary Educator Eligibility Authorization

This authorization is issued upon request from an administrative unit, facility school, or state operated program that is unable to employ an applicant who is appropriately endorsed in the area of assignment.

#### [Temporary Educator Eligibility Authorization Information/FAQ](#)

#### [TEE Verification Form](#)

## Alternative Licensure Program

Applicants who want to be a teacher and have a bachelor's degree or higher, may be ready to become an alternative teacher candidate. Alternative teacher candidates include:

- Recent undergraduates who have never enrolled in or who did not complete a teacher preparation program;
- Early career changes who have graduated from college, worked for a few years, and realize that they always wanted to become teachers;
- Mid-career changes who are looking for a pathway to make a difference in the lives of kids by becoming teachers;
- Community members who have college degrees and life experiences, and want to impact the lives of their community's children;
- Paraprofessionals who have completed their bachelor's degrees and are seeking a pathway to licensure;
- Retired military members who would like to “serve again” by becoming teachers;

[Designated Agencies for Alternative Educator Licensure](#)

**School Nurses are required to be certified through the Department of Education**  
[School Nursing and Health - School Nurse Basics](#)

## Special Education Director Standard Seven: Parent, Family and Community Engagement

The Special Education Director shall be knowledgeable about and able to facilitate partnerships and engage parents, families, and communities in the implementation of special education programs and delivery of special education services. The performance indicators for this standard include the following:

7.1 Implement a comprehensive communication infrastructure to organize and distribute the flow of information coming from and to the district.

7.2 Facilitate collaborative relationships with all stakeholders.

7.3 Promote parent training and support services to support parents in understanding rights, responsibilities, processes, and decision-making within special education.

7.4 Develop interactive opportunities with the local and/or state Special Education Advisory Council, parent advocacy groups, the Parent Training and Information Centers, and the Protection and Advocacy Agency.

7.5 Disseminate current research and best practices to improve student achievement.

7.6 Demonstrate conflict resolution in a variety of contexts.

7.7 Develop and implement intra-agency and interagency agreements.

## Child Find (3 - 21)

All children with disabilities residing in the State, including children with disabilities, who are homeless children or are wards of the State; students who have dropped out of public education (identified or not identified for services); children with disabilities attending private schools; regardless of the severity of their disability, and who need special education and related services are identified, located, and evaluated. Child find requires that states find, identify, locate, evaluate, and serve all children with disabilities from birth to 21 years of age. [Early Intervention of Colorado](#) (Part C of IDEA) is responsible for these activities for children under the age of 3. If a student drops out of school prior to the semester that they turn 21, it is the AU's responsibility under child find to notify students of their continued right to services or evaluation. Each administrative unit is required to have a designated Child Find Coordinator and the Child Find process must be available year-round.

[Child Find Birth - 5 Information](#)

[Guidelines for Identifying Preschool Children for Special Education](#)

For children attending private schools or who are homeschooled, refer to the ECEA Rules 4.02(1) General Requirements for guidance on this topic.

[ECEA Rules for the Administration of the Exceptional Children's Education Act 1 CCR 301-8 \(go to page 39\)](#)

[Special Education in County Jails](#)

## Family Information and Resources

A variety of information is available in support of families and parents of students with disabilities

[CDE Parent and Family Resources](#)

### PEAK Parent Center

A [Parent Center](#) founded in 1986, PEAK offers an array of free and low-cost services to families of children with disabilities and self-advocates across Colorado and beyond. Each year, PEAK directly reaches more than 26,000 families, youth with disabilities/self-advocates, and educators. PEAK Parent Center provides access to training, parent advisors, resource support and more.

PEAK has maintained a steadfast commitment to ensuring that people with all types of disabilities can be fully included in their neighborhood schools, their communities, and in all walks of life. PEAK supports and empowers families to be actively involved in navigating the special education process. Further they believe that every child matters and every child should have access to an education that leads to self-sufficiency, independence, employment, and meaningful community involvement.

[PEAK Parent Center](#)

[PEAK Parent Center Events & Workshops](#)

[PEAK Parent Center Resources](#)



## **The ARC of Colorado**

The ARC of Colorado provides advocacy and services to people and families of children who have intellectual and developmental disabilities. The ARC connects advocates, activities, families, experts, and professionals who work together to ensure that people with intellectual/developmental disabilities have the resources to meet their needs and live self-determined lives. There are 14 local chapters serving designated geographic areas. Local chapters provide individual advocacy services for children and adults with intellectual developmental disabilities who live in their service areas.

[The ARC of Colorado](#)



## Special Education Director Standard Eight: Budget and Resources

The Special Education Director shall be knowledgeable and able to demonstrate school district budgeting and resource allocation, including those related to special education. The performance indicators for this standard include the following:

8.1 Identify fiscal issues relevant to the provision of services to learners with disabilities.

8.2 Manage human resources to align appropriate expertise with the individualized needs of learners with disabilities.

8.3 Apply knowledge of local, state, and federal reporting requirements to promote responsible fiscal management.

8.4 Develop proposals to external agencies to secure supplemental resources to enhance the services available to students with special needs.

8.5 Implement agreements for contractual services from outside agencies to benefit students with disabilities.

8.6 Establish linkages between preschool, school age and post-secondary programs and services.

8.7 Develop program budgets that allocate adequate resources to school sites and programs and demonstrate sound fiscal management and planning.

8.8 Allocate available Full Time Equivalency (FTE) positions to special education programs and services to ensure a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to students identified with disabilities.

## Funding Sources for Special Education

Federal, State, and local sources are used to support students with disabilities in the State of Colorado

- IDEA Federal Part B (3-21)
- IDEA Federal Part C (0-3)
- ECEA Special Education
- General Education (state and local) revenue
- Preschool Program Cash Fund administered by the Colorado Department of Early Childhood (state funds for preschool grade level students)

## CDE Special Education Finance

### [CDE Special Education Finance](#)

Reference the Special Education Fiscal Advisory Committee (SEFAC Legislative Reports

- Tier A funding is for all students with a Disability under the IDEA between 3-21,
- Tier B funding is for students with the following disabilities:
  - Intellectual Disability
  - Serious Emotional Disability
  - Hearing Impairment Including Deafness
  - Visual Impairment Including Blindness, Deaf-blindness
  - Multiple Disabilities
  - Traumatic Brain Injury
  - Autism Spectrum Disorder
- Tier C In District and Out of District High-cost funding.
  - AU's have the opportunity to apply annually for Tier C funds when a high cost is incurred to meet the needs of the student(s).
  - Thresholds are \$25,000 for In-district students and \$40,000 for Out of District students Per Pupil Revenue (PPR)

## Maintenance of Effort (MOE)

Maintenance of Effort is, with certain exceptions, funds provided to an LEA under Part B which must not be used to reduce the level of expenditures, for the education of children with disabilities, made by the LEA from local funds, or the combination of State and local funds, below the level of those expenditures for the preceding fiscal year. 34 CFR §300.203

### [Special Education Maintenance of Effort](#)

## Early Childhood Special Education Programming

### [Early Childhood Special Education Programming](#)

Preschool special education is a state and federal mandated program for three- and four-year-old children who meet state eligibility criteria for special education and are experiencing challenges in their learning and development. A child is eligible if they have a significant delay in one or more areas of development, such as learning, speaking, or playing. Eligible children are entitled to a free appropriate public education in the least restrictive environment. This means that the required preschool services are to be provided in an inclusive setting at no cost to parents.

### Part B of the IDEA for 3-5 Year Olds

Every school district, some through a local Board of Cooperative Educational Services (BOCES), provides special education services to young children who qualify. The Administrative Unit may place eligible students to access FAPE in school-based programs, community early childhood settings and/or Head Start programs that meet [CDE Standards for Placement of Preschoolers with IEPs](#). Referrals of children with a suspected delay in development can be made to the local Child Find team where the family and child live.

Colorado's Universal Preschool program, administered by the Colorado Department of Early Childhood (CDEC), offers Colorado families access to a licensed community-based, school-based, or home-based preschool program for their child. Children with an IEP must be offered preschool in alignment with the student's IEP, which is funded by the CDEC. Families of children in the year before they are eligible for kindergarten can apply for up to 15 hours a week of preschool services from a participating program at no cost to the family. Qualifying 3-year-olds can apply for 10 hours a week of preschool services from an approved program at no cost to the family.

[Special Education and UPK Information/FAQ](#)

[Early Childhood Special Education Resources and Guidance](#)

### Transition of Children from Part C to Part B

AUs have specific responsibilities (in collaboration with Local Early Intervention (EI) Programs) to ensure a smooth transition of toddlers from receiving early intervention services to entering the preschool special education process. Responsibilities are outlined in the [CDEC/CDE MOU](#) as well as the guidance document: [Roles of Early Intervention /Colorado Part C Entities and Part B Special Education Administrative Units for Transition from Part C to Part B of IDEA \(September 2022\)](#)

For each child determine eligible for Part B services, AUs must provide a Free and Appropriate Public Education in the Least Restrictive Environment with an IEP on or before the third birthday unless the child qualifies for, and the family has chosen the Extended Part C Option. OSEP Indicator 12 measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. This is a compliance indicator with an expectation of 100% compliance. [Additional information related to Indicator 12 can be found on the CDE website.](#)

## Part C of the IDEA Birth through age 2

Services for children Birth through age 2 are governed through the Colorado Early Intervention Program and the Colorado Department Early Childhood. Services to infants, toddlers and families occur within their communities and typically in the child's home environment. Early Intervention entities are responsible for all Child Find identification and for Services (unless a contractual agreement has been made between the AU and the CCB).

For more information, please view the following resource.

[Colorado Office for Early Childhood - Early Intervention](#)

## Results Matter Indicator 7

Results Matter improves outcomes for Colorado's preschool children who receive special education services by helping teachers, administrators, families, and other education partners use authentic assessment data to inform classroom instruction as well as program and policy decision-making.

Results Matter meets state and federal reporting accountability using authentic assessment in early care and education settings improving preschool outcomes for children with disabilities who have IEPs.

Results Matter uses secure online systems to assess learning and development in Social-Emotional, Language and Literacy, Math, Science, Creative Arts, Physical Development and Approaches to Learning. Through the authentic assessment strategies of ongoing observation and portfolio documentation teachers, in collaboration with their special education team members, identify and plan for the instructional needs of young children in their care throughout the year. The developmentally appropriate assessment provides valid, meaningful, and representative information about young children to monitor progress in the regular classroom and appropriate routines.

[OSEP Reporting for Preschool Special Education - Indicator 7 - Preschool Outcomes](#)

[Approved Results Matter Assessments](#)

The Special Education Director is responsible for ensuring that the ongoing data collection for the OSEP Mandated Report and Indicator 7 is accurate and reliable and completed through one of the approved assessment tools that has been chosen by the AU. In collaboration with the Preschool staff from each school or, in the case of the BOCES, school district the Special Education Director is required to validate and certify the data that is submitted through the online tool. This data should be complete and accurately reflect the number of children who exited from preschool special education during the school year. There is an established process in the online tool for reporting and the DMS is utilized in the certification process. This data is not submitted through the Data Pipeline.

## Facility Schools

The goal of the **Office of Facility Schools** is to assure that all students in placement receive a quality education and to improve educational outcomes for those students. A number of initiatives are underway statewide in an effort to accomplish that goal.

The term **Eligible Facility** means a day treatment center, residential childcare facility or a hospital licensed by either the Colorado Department of Human Services or the Colorado Department of Public Health and Environment.

The term **Approved Facility School** refers to an educational program that is operated by a licensed agency and that has been approved to receive reimbursement for education services for students placed in the program.

Facility Schools Tuition Cost rates are updated/approved on a yearly basis. The cost rate document instructs directors on the approved rates that Facility schools may charge an AU for students in out of district placement. The approved rates apply to tuition costs only, and do not include Extended school year or agreed upon related services for the student (i.e., speech, paraprofessional support, OT/PT, transportation, etc.).

Students are placed at Facility schools by the AU, Department of Human Services (DHS) or the Court system. If DHS/Court makes the placement the AU is responsible for payment of education costs only, DHS/Court is responsible for therapeutic costs. Notification from the DHS/Court system must be provided to the AU of Residence and the AU in which the Facility is located within 15 calendar days of placement in the facility. An AU can agree to higher tuition costs than established and approved by the Department of Education. The district of Residence is not responsible for paying tuition costs for **ESY** services for a child unless the child's IEP specifies the need for ESY.

AU's are required to maintain copies of Contracts, Billing/Attendance and IEPs for all students placed in a Facility School.

### **9.03(2)(a)** Placement in Approved Facility Schools

**9.03(2)(a)(i)** When a child with a disability is placed, by a public agency, into an approved facility school, the district of residence is responsible for paying the educational costs over and above applicable revenues, also known as tuition costs. The administrative unit of residence shall count the child for the December 1 Special Education Count. The tuition costs shall be determined by the Department of Education for each approved facility school in accordance with Section 9.06(1) of these Rules. Such tuition costs shall be the maximum amount the district of residence shall be obligated to pay for the special education program. The district of residence may pay a higher tuition cost than the cost established and approved by the Department of Education for children in need of specialized services if these services were included in a child's IEP but were not included in the approved tuition cost. The district of residence is not responsible for paying tuition costs for extended school year services for a child unless the child's IEP specifies the need for extended school year services. The Department of Education does not set the amount of tuition costs. The administrative unit of attendance may charge the district of residence for children in group homes served by the administrative unit of attendance.

**9.03(2)(a)(ii)** Any court of record, the Department of Human Services, or any other public agency authorized by law to place a child with a disability in a facility with an approved facility school shall notify in writing the child's administrative unit of residence, the administrative unit in which the approved facility school is located and the Department of the placement within fifteen calendar days after the placement. If a court or public agency makes a public placement but fails to provide the required written notice, such court or public agency shall be responsible

for the tuition costs for the child until such time as the required notification is made. If the child's administrative unit of residence does not provide written notice of disapproval of the child's placement in an approved facility school by a court or public agency within fifteen calendar days after the required notification, the placement shall be deemed appropriate. A decision to disapprove a placement must be based solely on the unavailability of appropriate educational services. If the placement is disapproved, the administrative unit of residence must assure that the child receives a free appropriate public education until an appropriate placement can be determined in accordance with Sections 5.04(1) and (2) of these Rules.

**9.03(2)(a)(ii)(A)** If an administrative unit of residence initiates a placement of a child with a disability into an approved facility school for its day treatment or residential program, and the approved facility school also provides the child's educational program, the administrative unit of residence shall count the child on its December 1 Special Education Count. The approved facility school shall count the student on the October 1 Count, bill the Department for one and seventy-three hundredths (i.e., 173%) of the statewide base per pupil revenue, pursuant to Section 22-54-129(c)(II), C.R.S., and the administrative unit of residence shall pay the approved facility school all remaining day treatment or residential costs, as well as any additional educational costs agreed to by the parties.

**9.03(2)(a)(ii)(B)** If an administrative unit of residence places a child with a disability into an approved facility school for the educational program only, the district of residence must count the child on the October 1 Count as being in a private school placement, and the administrative unit of residence shall count the child on its December 1 Special Education Count as being in a private school placement. The approved facility school shall not bill the Department for one and seventy-three hundredths (i.e., 173%) of the statewide base PPR for the child, pursuant to Section 22-54-129(c)(II), C.R.S. Instead, the approved facility school shall bill the administrative unit of residence for the total cost of the child's educational program, as agreed to by the approved facility school and the administrative unit of residence.

[Facility Schools website](#)

## Educational Surrogate Parents

Each AU Special Education Director or their registered designee is responsible for assigning an Education Surrogate Parent (ESP) for any student determined to need one within 30 days of determination and reporting that assignment to CDE through the [appropriate Assignment of an Educational Surrogate Parent form](#). An Educational Surrogate Parent (ESP) is a person assigned to represent a child with a disability in educational decision-making regarding the identification, evaluation, educational placement, and the provision of a free, appropriate public education (FAPE) for the child. The administrative unit of attendance and each state-operated program must ensure that the rights of a child are protected when—No parent (as defined in Section 2.33 of these Rules) can be identified; the administrative unit of attendance or the state-operated program, after reasonable efforts, cannot locate a parent; The child is a ward of the State; or the child is a homeless child as defined in Section 22-1-102.5, C.R.S.

[Exceptional Students Services Unit's Educational Surrogate Parents Rules](#)

[ESP Q & A](#)

[ESP Training and Manual](#)

[Exceptional Students Services Unit's Educational Surrogate Parent - Assignment Information](#)

[Educational Surrogate Parent \(ESP\) Guidance Memo, June 2018 \(PDF\)](#)

[Educational Surrogate Parents – Impact of HB22 1038 – Right to Counsel for Youth](#)

## Definitions and Resources

**Administrative Unit (AU)** means a school district, board of cooperative services, multi-district administrative unit, or the State Charter School Institute, that is providing educational services to exceptional children and that is responsible for the local administration.

An **Administrative unit of residence** shall mean the unit in which the child resides on a day-to-day basis, ECEA has exceptions listed.

An **Administrative unit of attendance** shall mean the unit that delivers the special education program for a child.

**Board of Cooperatives Services (BOCS/BOCES)**- means a regional educational services unit created by Colorado State statute and is designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members.

The ESSU provides several resources to support Directors in obtaining relevant information to assist them in their roles and responsibilities.

[Technical Assistance \(TA\) for the Office of Special Education \(formally known as Fast Facts\)](#)

[Topic Index for ESSU information](#)

[Acronyms used by the CDE](#)

[Data Reporting Resources](#)



## APPENDIX A



## 2023-2024 SPED Director Calendar Task Checklist

July	August	September
<ul style="list-style-type: none"> <li>● <b>EOY SPED Student Report</b> (ongoing) (<a href="#">Data Pipeline Snapshots – Student End of Year</a>)</li> <li>● <b>IDEA B &amp; PS Budget Application window</b> (ongoing) (<a href="#">Identity management / Single Sign-On: IDEA Budget and Expenditure System</a>)</li> <li>● <b>Indicator 4 - EOY Student Discipline Report window</b> (ongoing) (<a href="#">Indicator 4 – Suspension/Expulsion</a>)</li> <li>● <b>Prepare the Professional Development Calendar</b></li> <li>● <b>Prepare for New SPED Staff Orientation</b></li> <li>● <b>Prepare for New Administrator Orientation</b></li> <li>● <b>Prepare/Send a Summer Newsletter</b> to All SPED Service Provider with updated information.</li> <li>● <b>Staff Recruitment</b> (ongoing) (<a href="#">Educator Recruitment &amp; Retention</a>)</li> <li>● <b>Review SB 191 Eval.</b> List and develop the mentor - induction SPED staff list.</li> <li>● <b>Review District Policies</b></li> <li>● <b>Review/update District-BOCES Sp.Ed. Procedures &amp; Policies Handbook</b></li> <li>● <b>Indicator 14 - Post School Interviews</b> (ongoing) (<a href="#">Indicator 14 – Post School Outcomes</a>)</li> <li>● <b>Download <a href="#">New Directors Handbook</a></b></li> <li>● <b>Download <a href="#">Year-at-a-Glance</a></b> and share with appropriate staff.</li> <li>● <b>Begin analysis of state assessment data</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>EOY IDEA B &amp; PS Expenditure Report window OPENS</b> (ongoing) (<a href="#">Identity management / Single Sign-On: IDEA Budget and Expenditure System</a>)</li> <li>● <b>IDEA B &amp; PS Project Narrative Amendment (if appropriate) 1st window CLOSSES</b> (<a href="#">IDEA – Part B and Preschool</a>)</li> <li>● <b>IDEA B &amp; PS Budget Application window (ongoing)</b> (<a href="#">Identity management / Single Sign-On: IDEA Budget and Expenditure System</a>)</li> <li>● <b>Standard IEP Record Review - Access the <a href="#">DMS</a> for the IEP Record Review student lists</b> (<a href="#">General Supervision and Monitoring – Standard Record Review</a>)</li> <li>● <b>EOY SPED Student Report</b> (ongoing) (<a href="#">Data Pipeline Snapshots – Student End of Year</a>)</li> <li>● <b>Indicator 4 - SPED Discipline error-free due date when a complete snapshot is due</b> (must have passed interchange and snapshot validations) (<a href="#">Indicator 4 Suspension/Expulsion</a>)</li> <li>● <b>Indicator 4 - SPED Discipline report review week begins (August 10<sup>th</sup>)</b>. Data changes can be made during this week to ensure accurate data before the final close. (<a href="#">Indicator 4 Suspension/Expulsion</a>)</li> <li>● <b>Indicator 4 - SPED Discipline final-free due date (August 17<sup>th</sup>)</b>. Final reports must be reviewed, signed, and submitted. (<a href="#">Indicator 4 Suspension/Expulsion</a>)</li> <li>● <b>Indicator 8 - Parent Participate Survey - Access the <a href="#">DMS</a> for the list of families &amp; disseminate accordingly.</b> (<a href="#">Indicator 8 – Parent Involvement</a>)</li> <li>● <b>Review new and current staff licensure</b> – ensure alignment with projected student caseloads. (ongoing) (<a href="#">2023-24 Special Education Endorsement Requirements per Student Disability (XLS)</a>).</li> <li>● <b>Review staffing allocations at the schools including related service providers and balance accordingly</b> (ongoing)</li> <li>● <b>SB 191 Annual Orientation</b> (<a href="#">Educator Effectiveness Office</a>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Fall SPED Directors Conference</b> (<a href="#">Special Education Director' Corner</a>)</li> <li>● <b>EOY IDEA B &amp; PS Expenditure Report (ongoing)</b> (<a href="#">Identity management / Single Sign-On: IDEA Budget and Expenditure System</a>)</li> <li>● <b>EOY SPED Report – initial report review week (Sept. 8)</b> before duplicates. Data changes can be made during this week. (<a href="#">Data Pipeline Snapshots – Student End of Year</a>)</li> <li>● <b>EOY SPED Report - Duplicates resolved, and final report reviewed (Sept. 22)</b> (<a href="#">Data Pipeline Snapshots – Student End of Year</a>)</li> <li>● <b>EOY SPED Report - Snapshot and final report DUE Sept. 29th</b> (<a href="#">Data Pipeline Snapshots – Student End of Year</a>)</li> <li>● <b>IDEA B &amp; PS Budget Application window CLOSSES</b> (<a href="#">Identity management / Single Sign-On: IDEA Budget and Expenditure System</a>)</li> <li>● <b>Indicator 14 - Post School Outcomes Interviews DUE</b> (<a href="#">Indicator 14-Post School Outcomes</a>)</li> <li>● <b>New or Reorganized AUs Application DUE</b> (<a href="#">Special Education Directors' Corner</a>)</li> <li>● <b>Parent Survey data collection window is open to the DSM.</b></li> </ul>



October	November	December
<ul style="list-style-type: none"><li>• <b>EOY IDEA B &amp; PS Expenditure Report DUE</b> (<a href="#">Identity management / Single Sign-On: IDEA Budget and Expenditure System</a>)</li><li>• <b>IDEA B &amp; PS 2022-2023 Project Narrative Performance Reports DUE</b> (<a href="#">ESSU's IDEA – Part B and Preschool</a>)</li><li>• <b>Review new and current staff licensure – ensure alignment with projected student caseloads to prepare for Dec. Count Report</b> (<a href="#">2023-24 Special Education Endorsement Requirements per Student Disability (XLS)</a>).</li><li>• <b>Preschool Fall checkpoint</b> (<a href="#">Results Matter Handbook GOLD Appendix</a>)</li></ul>	<ul style="list-style-type: none"><li>• <b>Dec 1 Count SPED Student Report Snapshot OPENS</b> (<a href="#">Data Pipeline Snapshots – Special Education December Count</a>)</li><li>• <b>Continue to review new and current staff licensure – ensure alignment with projected student caseloads to prepare for Dec. Count Report</b> (<a href="#">2023-24 Special Education Endorsement Requirements per Student Disability (XLS)</a>).</li><li>• <b>State Child Find Meeting</b> (<a href="#">ESSU's Directors' Corner Important Dates</a>)</li></ul>	<ul style="list-style-type: none"><li>• <b>Dec 1 Count SPED Student Report</b> (<a href="#">Data Pipeline Snapshots – Special Education December Count</a>) (ongoing)</li><li>• <b>Dec 1 Count SPED HR Report</b> (<a href="#">SAM: 1.5 impact - SAM Fact Sheet – PDF</a>) (ongoing)</li><li>• <b>SB 191: Staffing Mid-year Evaluations</b> (<a href="#">Office of Educator Effectiveness</a>)</li></ul>



January	February	March
<ul style="list-style-type: none"> <li>● <b>High-Cost Reimbursement Application Collection window OPENS</b> (ongoing) (<a href="#">Special Education Fiscal Advisory Committee (SEFAC)</a>)</li> <li>● <b>Dec 1 Count SPED Student Report</b> (ongoing) (<a href="#">Data Pipeline Snapshots – Special Education December Count</a>)</li> <li>● <b>Dec 1 Count SPED HR</b> (ongoing) (<a href="#">SAM: 1.5 impact - SAM Fact Sheet – PDF</a>)</li> <li>● <b>Dec 1 Count SPED Report – initial error-free due date prior to duplicates. Data changes can be made (Jan 25<sup>th</sup>)</b> (<a href="#">Data Pipeline Snapshots – Special Education December Count</a>)</li> <li>● <b>IDEA B &amp; PS Project Narrative Amendment (if appropriate) 2nd window OPENS &amp; CLOSES</b> (<a href="#">ESSU's IDEA – Part B and Preschool</a>)</li> <li>● <b>Begin to project needed staffing for next school year</b>(ongoing) (<a href="#">Educator Recruitment &amp; Retention</a>)</li> <li>● <b>Work with HR to plan for the hiring season</b> (ongoing)</li> <li>● <b>Begin to project budget needs for next year</b> (ongoing)</li> <li>● <b>Establish a PD team to begin planning &amp; scheduling PD for next school year</b> (ongoing)</li> <li>● <b>Establish an ESY team to begin planning &amp; scheduling for the ESY program</b> (ongoing) (<a href="#">Resources- Individualized Education Program (IEP)</a>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>High-Cost Reimbursement Application Collection window</b> (ongoing) (<a href="#">Special Education Fiscal Advisory Committee (SEFAC)</a>)</li> <li>● <b>Dec 1 Count SPED Student Report snapshot DUE</b> (<a href="#">Data Pipeline Snapshots – Special Education December Count</a>)</li> <li>● <b>Dec 1 Count SPED Staff- HR Report DUE</b></li> </ul> <p><b>IDEA B &amp; PS Budget Revision 1st window OPENS &amp; CLOSES</b> (<a href="#">Identity management / Single Sign-On: IDEA Budget and Expenditure System</a>)</p> <ul style="list-style-type: none"> <li>● <b>Preschool Winter checkpoint</b> (<a href="#">Results Matter Handbook GOLD Appendix</a>)</li> <li>● <b>Begin meeting with Principals and staff about staffing projections for next year</b> (ongoing)</li> <li>● <b>Continue to work with HR to plan for the hiring season</b> (<a href="#">Educator Recruitment &amp; Retention</a>) (ongoing)</li> <li>● <b>Continue to work with the PD team to plan/schedule PD for next school year</b> (ongoing)</li> <li>● <b>Continue to work with the ESY team to plan/schedule for the ESY program</b> (ongoing) (<a href="#">Resources- Individualized Education Program (IEP)</a>)</li> <li>● <b>Begin to review/revise current MOU for CCB(s)</b></li> <li>● <b>Work with Finance Dept. to develop a budget for next school year</b> (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>High-Cost Reimbursement Application Collection window DUE</b> (<a href="#">Special Education Fiscal Advisory Committee (SEFAC)</a>)</li> <li>● <b>Support the ESY team to hire ESY staff and identify location(s) for the ESY program</b> (ongoing)</li> <li>● <b>Continue to work with Finance Dept. to develop a budget for next school year</b> (ongoing)</li> <li>● <b>Continue to meet with Principals and staff about staffing projections for next year</b> (ongoing)</li> <li>● <b>Continue to work with HR to plan for the hiring staff</b> (ongoing) (<a href="#">Educator Recruitment &amp; Retention</a>)</li> <li>● <b>Continue to work with the PD team to plan/schedule PD for next school year</b> (ongoing)</li> <li>● <b>State Child Find Meeting</b></li> <li>● <b>Continue to review/revise current MOU for CCB(s)</b></li> </ul>



April	May	June
<ul style="list-style-type: none"> <li>● <b>Spring Legal Conference &amp; SPED Directors Conference</b> (<a href="#">Special Education Director' Corner</a>)</li> <li>● <b>Finalize with the ESY team staffing and location(s) for the ESY program.</b></li> <li>● <b>Finalize with the Finance Dept. the SPED budget for next school year</b> (ongoing)</li> <li>● <b>Finalize with Principals and staff staffing projections for next year</b> (ongoing)</li> <li>● <b>Staff Recruitment &amp; Retention</b> (ongoing) (<a href="#">Educator Recruitment &amp; Retention</a>)</li> <li>● <b>Begin scheduling EOY staff Evaluation meetings</b> (<a href="#">Educator Effectiveness Office</a>)</li> <li>● <b>Continue to work with the PD team to plan &amp; schedule PD for next school year</b> (ongoing)</li> <li>● <b>Work with the Grants and Finance Depts. to begin planning for the Annual Non-Public Schools Equitable Services Consultation Meeting.</b></li> <li>● <b>Finalize MOU for CCB(s)</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Standard Record IEP Reviews DUE</b></li> <li>● <b>IDEA B &amp; PS Project Narrative</b> (new) window OPENS (<a href="#">IDEA – Part B and Preschool</a>)</li> <li>● <b>EOY SPED Student Report window OPENS</b> (ongoing) (<a href="#">Data Pipeline Snapshots – Student End of Year</a>)</li> <li>● <b>Indicator 4 - EOY Student Discipline Report window OPENS</b> (ongoing) (<a href="#">Indicator 4 – Suspension/Expulsion</a>)</li> <li>● <b>Indicator 14 - Post School Outcomes window OPENS</b> (<a href="#">Indicator 14 – Post School Outcomes</a>)</li> <li>● <b>EOY Restraint &amp; Seclusion data collection</b> (new reporting process starting July 2024)</li> <li>● <b>Finalize staffing assignments for next year and share any changes with appropriate staff.</b></li> <li>● <b>Finalize EOY staff Evaluations and submit to HR.</b> (<a href="#">Educator Effectiveness Office</a>)</li> <li>● <b>Finalize with the PD team to the PD schedule for next school year.</b></li> <li>● <b>Non-Public Schools Annual Consultation DUE</b> (if applicable) (<a href="#">Equitable Services in Non-Public Schools</a>)</li> <li>● <b>Preschool final checkpoint</b> (<a href="#">Results Matter Handbook GOLD Appendix</a>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>SPED Fiscal Assurances/Certifications DUE</b></li> <li>● <b>Indicator 8 - Parent Participation Surveys DUE</b> (<a href="#">Indicator 8 – Parent Involvement</a>)</li> <li>● <b>IDEA B &amp; PS Project Narrative</b> (new) window CLOSSES</li> <li>● <b>IDEA B &amp; PS Budget Application window OPENS</b> (ongoing) (<a href="#">Identify Management/Single Sign-On: IDEA Budget and Expenditures System</a>)</li> <li>● <b>IDEA B &amp; PS Project Narrative Amendment</b> (if appropriate) 3rd window OPENS (<a href="#">IDEA – Part B and Preschool</a>)</li> <li>● <b>Indicator 4 - EOY Student Discipline Report window OPENS</b> (ongoing) (<a href="#">Indicator 4 – Suspension/Expulsion</a>)</li> <li>● <b>Indicator 7 - Results Matter OSEP Exit Report</b> (<a href="#">OSEP Reporting for Preschool Children Enrolled in Special Education</a>)</li> <li>● <b>Indicator 14 - Post School Outcomes interviews window OPENS</b></li> <li>● <b>EOY SPED Student Report</b> (ongoing)</li> <li>● <b>Review/revise SPED Procedure &amp; Policy Handbook</b></li> <li>● <b>Begin planning for New SPED Staff Orientation</b></li> <li>● <b>Begin planning for New Administrator Orientation</b></li> <li>● <b>Review/revise Job Descriptions</b></li> <li>● <b>Staff Recruitment</b> (<a href="#">Educator Recruitment &amp; Retention</a>) (ongoing)</li> <li>● <b>State Transition Institute</b></li> <li>● <b>Return materials to CIMIC</b></li> </ul>



## APPENDIX B



## Additional Resource Links

[Association for Supervision and Curriculum Development \(ASCD\) \(membership required\)](#)

[Colorado Association of Educational Specialist \(CAES\) \(membership required\)](#)

[Colorado Association of School Boards \(CASB\) \(membership required\)](#)

[Colorado Association of School Executives \(CASE\) \(membership required\)](#)

[Council of Administrators of Special Education \(CASE\) \(membership required\)](#)

[Council of Exceptional Children \(CEC\) \(membership required\)](#)

[Disability Law of Colorado](#)

[Education Week \(membership required\)](#)

[LRP](#)

[McREL International](#)

[Midwest Regional Educational Service Center](#)

[National Association of State Directors of Special Education \(NADSE\) \(membership required\)](#)

[Office of Special Education Programs \(OSEP\)](#)

[OSEP Monthly Newsletter Updates](#)

[IDEAs that WORK](#)

[Phi Delta Kappan \(membership required\)](#)

[U.S. Office of Special Education and Rehabilitative Services \(OSERS\)](#)

[U.S. Dept. of Education's Individual with Disabilities Education Act website](#)

[WestEd](#)