Improving Results for Students with Disabilities Under the Individuals with Disabilities Education Act (IDEA)

September 2004

cde

Manual Development

Assisted by the Mountain Plains Regional Resource Center (MPRRC). Funded by the U.S. Department of Education, Office of Special Education Programs. John Copenhaver, Director, Leonora Schaelling, Support Staff.

Colorado Department of Education Continuous Improvement and Monitoring Process (CIMP)

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I. Introduction

II. CIMP Cycle and Narrative

Special Education Continuous Improvement and Monitoring Process (CIMP)

The Colorado Department of Education staff is committed to improving the outcomes for students with disabilities and the supervision of special education supports and services in the State of Colorado by changing its monitoring process from one focused on enforcement to one focused on providing technical assistance, data-based decision making, and technical support. While the CDE must continue to exercise its general supervisory authority to ensure that federal and State laws and regulations are followed by local administrative units, the "how" this is done and the ultimate "what" is done have and will continue to change. The purpose of the new approach is continuous improvement.

The reauthorization of the Individuals with Disabilities Education Act (IDEA), brought new and sometimes perplexing changes, making implementation somewhat more difficult. For example, the revised IDEA urged local educators to improve academic progress for students with disabilities by requiring schools to provide access to the general curriculum. This mandate may be somewhat more difficult to ensure than, for instance, the IDEA provision requiring schools to opt for the most inclusive setting. CDE is trying to proactively assist administrative units in meeting these mandates.

The system, called Continuous Improvement Monitoring Process (CIMP) , is a collaborative process. It relies on using meaningful and multiple sources of data, such as parent/staff survey data, graduation rates, dropout rates, and the performance of students with disabilities on State and local assessments to gauge the effectiveness of special education supports and services.

The reauthorization of IDEA ensured the alignment of the purposes of special education monitoring with school improvement. This is exemplified in 34 CFR, appendix A to Part 300.

> *"Congress found that research over the past 20 years demonstrates that special education must maintain high academic standards and clear performance goals for children with disabilities, consistent with the standards and expectations for all students, and provide for appropriate and effective strategies and methods to ensure that disabled children have maximum opportunities to achieve those standards and goals."*

IDEA still requires States to ensure that schools are appropriately implementing federal and State laws and regulations to ensure students with disabilities are

provided a free appropriate public education in the least restrictive environment. However, the focus has changed to determining the effectiveness of educational supports and services in meeting the needs of students with disabilities. The effectiveness of special education services is to be measured by the ongoing process of identifying gaps between the current results achieved by schools and desired outcomes. Identifying these gaps facilitates the development of strategies to address them and move schools closer to effective implementation of IDEA.

What is Continuous Improvement Monitoring?

Under Continuous Improvement Monitoring Process (CIMP) local education agencies (e.g., school district, BOCES) engage in self-assessment by collecting and analyzing data to identify strengths and areas for improvement in relationship to special education supports and services for children with exceptionalities. Through the assistance of CDE technical assistance staff members and the local agency's team of individuals formed to assist in the CIMP process, findings are gathered as part of a self-assessment document. This document is submitted to CDE as a plan of action.

What Must Administrative Units Do?

As part of the CIMP process, participating administrative units do the following:

- Gather a group of individuals to assist in the CIMP process.
- Participate in continuous improvement monitoring training offered by CDE.
- Seek assistance from CDE technical assistance staff.
- Review data, including both current and trend data.
- Conduct file reviews.
- Conduct surveys and/or public meetings to gather data.
- Work with CDE staff to analyze the administrative unit data.
- Complete the self-assessment guidance document to include a plan of action.
- Disaggregate the data by building.
- Share building-level data with each school to use as part of its profile as appropriate.
- Implement the plan of action.
- Continue to provide or expand results based staff development opportunities.
- Monitor improvement plan effectiveness.
- Have CDE verify the effectiveness of the administrative units' actions by gathering data and assisting with revisions, if necessary.

"It's a good approach, in that there is much more of a partnership between the State department and the district to identify what's working well and what areas may need improvement. This is a major difference…" (School special education director)

Past CDE Monitoring

- A administrative unit was monitored once every five years.
- CDE compliance monitors conducted a comprehensive review of legal requirements.
- CDE issued citations for violations of law.
- CDE provided a product, in the form of a compliance report with corrective actions needed.
- Logs and numbers of staff trained were kept.
- Corrective actions were required and sanctions imposed if not completed satisfactorily.
- Activities done by CDE and the administrative unit were independent of each other.
- The assessment was done strictly by external reviewers.
- The purpose of monitoring was for CDE to ensure LEAs were following the laws and regulations.
- The outcome for the administrative units was to implement corrective actions.

Present Continuous Improvement Monitoring Process

- The improvement cycle is ongoing and continuous.
- The LEAs are involved in continuous self-assessment and report the findings to CDE technical assistance staff.
- LEAs analyze data to identify areas for improvement.
- CDE provides guidance in the development of strategies for improvement.
- Effective staff development is noted through results achieved.
- Resources and technical assistance are provided to assist in implementing improvement strategies.
- Both CDE and the administrative unit actively engage in collaborative activities including the self-assessment, staff development, file reviews, and others.
- The purpose of the process is collaborative planning and developing strategies for improvement of student outcomes.
- The outcome for the administrative units is the implementation of the improvement strategies.

How is the CIMP Structured?

The Continuous Improvement Monitoring Process, or CIMP, is based on a continuous cycle of self-assessment activities and planning during the first year, followed by implementation strategies and measurement of progress. The activities and strategies chosen are driven by data: performance data, survey data, observation data, and review of student file data. These data are useful for not only special education monitoring but are also important elements of the school improvement process.

CIMP Self-Assessment

- Is based on OSEP cluster areas.
- Is used for school improvement.
- Is the summary of each agency's compliance with federal and State special education law and regulations.
- Is the analysis and summary of all data gathered.
- Identifies strengths and areas for improvement.
- Is completed and submitted to CDE by June 30 of the first year.
- Includes strategies to be implemented over the course of the CIMP cycle.
- Includes a periodic review of progress by CDE and administrative unit staff through the Annual Performance Profile.

Administrative Unit Student Record Review

- Includes a review of a set of randomly selected student files by a knowledgeable team comprise of administrative unit staff members, CDE staff members, and other visiting team members.
- CDE provides training.
- Becomes part of the data used to complete the self-assessment.
- Data submitted to CDE is analyzed and compiled into a summary report.

Stakeholder Input

- Includes surveys for parents and staff with returns sent to CDE who collate and summarize the data.
- Includes the use of focus groups or other methods of data input.
- Includes an analysis of the data gathered.
- Becomes part of the data used to complete the self-assessment and can further guide the verification process.

Administrative Review

- Looks at the local agency's policies and procedures.
- Includes a review of the forms the local agency uses.
- Becomes part of the data used to complete the self-assessment.

Desk Audit

- Is supplied by CDE staff.
- Uses the data local agencies send into the State.
- Provides a comparison to State and federal data.
- Reviews formal complaints, due process, and mediation requests.
- Includes teacher and staff licensure information.
- Includes a review of findings from previous compliance visits and audit reports.
- Becomes part of the data used to complete the self-assessment.

Technical Assistance

- Is available from CDE staff members as needed or requested.
- Will include CDE staff development in IEPs, parental involvement, transition services, and other areas as needed.

Link to SIP, RBSD, and OPA

- The administrative unit will encourage the collection of staff and family information to add to data collection for SIP.
- The local agency will disaggregate the data (as appropriate) by building obtained from any of the CIMP components.
- The local agency will provide buildings their individual results as compared to the rest of the agency (and State if appropriate).
- CIMP results will be included in the CDE accreditation process.
- School Improvement Plans (SIP) will reflect the data.

What is the CIMP Self-Assessment?

The CIMP self-assessment document is the most important document of the process. The purpose of the self-assessment is to indicate how well local entities are improving results for children with disabilities. The data gathered and/or generated establishes a baseline for measurement of progress. Specifically, the self-assessment measures progress toward meeting Colorado performance goals and indicators and adherence to pertinent federal and State regulations, policies, and procedures. The CIMP self-assessment document is based on the U.S. Department of Education Office of Special Education Programs' (OSEP) process cluster areas.
Within the self-assessment document, the six cluster areas are described, and desired results or multiple indicators of progress are included. In terms of the indicators of progress, and based on a review of appropriate data sources, the local entities describe their strengths, identify a baseline for identified concerns, provide an analysis of their data, offer improvement or maintenance strategies, and describe methods used to measure progress. The following summarizes the cluster areas, corresponding objectives, and desired results.

General Supervision: Each school must have mechanisms in place to ensure appropriate supports and services are provided to include the following:

- Parent and child protections
- Decision-making based on data from all sources
- Complains, mediations, and due process hearings resolved in a timely fashion
- Systemic issues identified
- Interagency coordination and fiscal responsibility ensured
- Appropriate services provided to youth with disabilities in juvenile and adult correctional facilities
- Appropriate services provided to children with disabilities in out-of district placements

Parent Involvement: Parents should be actively involved in all aspects of educational planning for their child to include involvement in these activities:

- Training and information dissemination
- Decisions made regarding transition services

Child Find, Initial Evaluation, Reevaluation, & Eligibility: All students are identified and evaluated for services through implementation of a

comprehensive, coordinated Child Find system including the determination of need based on information from an appropriate evaluation

Services: Addresses issues regarding related services:

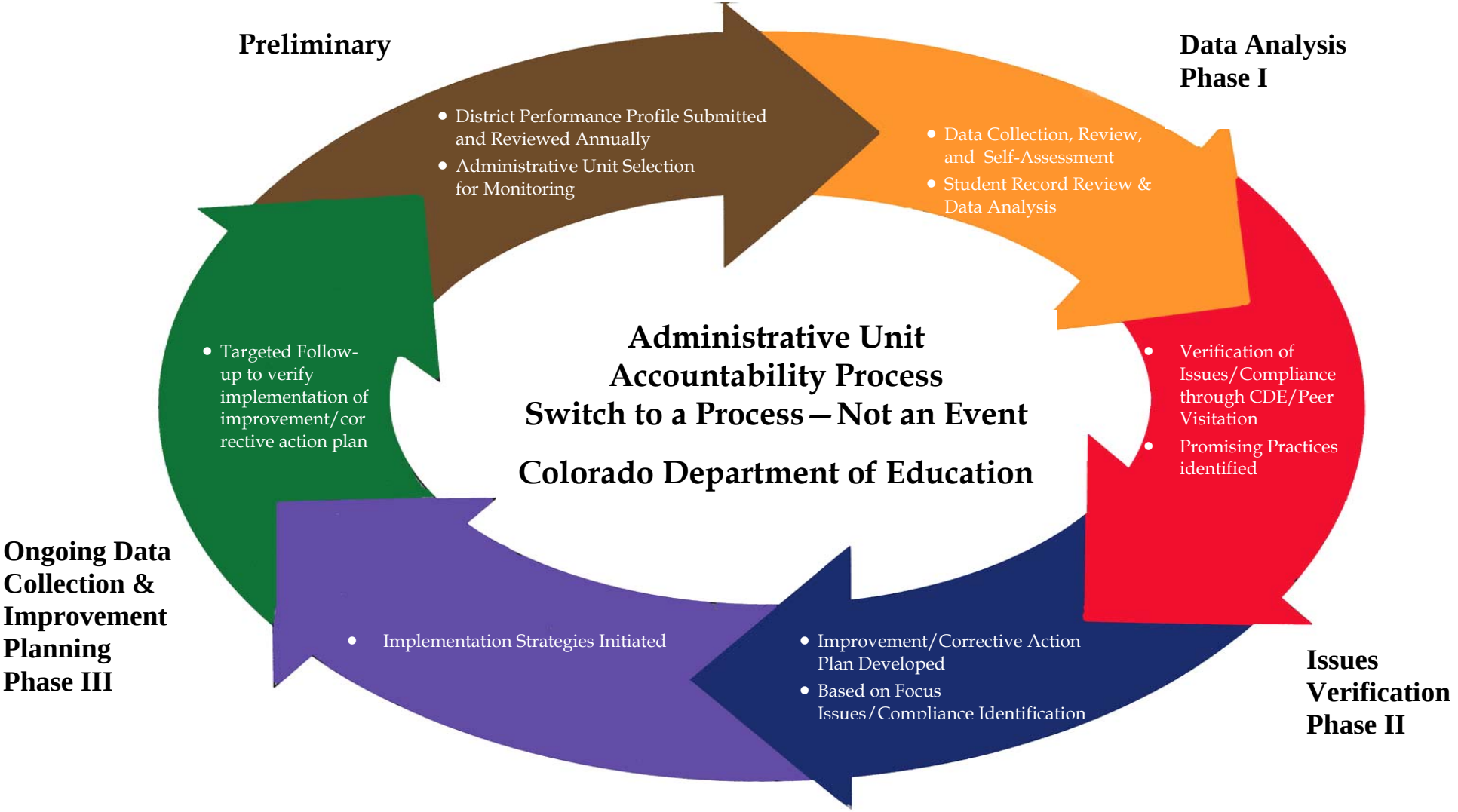
- Special education and related services
- Behavioral needs of children with disabilities
- Serving children with special health care needs

Transition (Early Childhood and Secondary): Planning and needed supports and services for children leaving infant-toddler and going to early childhood and for preparing students with disabilities for life after they leave the education system must be done and include the following activities:

- Children, at age three, receiving appropriate services
- Youth with exceptionalities actively involved in their own transition planning
- Appropriate services provided to youth with exceptionalities to prepare them for independent living, employment, post-secondary education and life skills.

FAPE in the LRE: Schools must ensure that students with disabilities are provided an education based on individual needs at no cost to the parent in a school as close to their home as possible and educated with nondisabled peers. Schools must provide the following:

- Special education and related services provided as appropriate and as needed
- Special education and related services provided at no cost to the parent, including children placed out-of-district
- Services provided by trained personnel
- Services provided in the least restrictive environment
- Progress of students with disabilities monitored continuously and compared to the progress of all students
- All placement options available
- Students with disabilities participate as appropriate in activities and services with nondisabled peers



1. Support each A.U. in planning, conducting, and using a comprehensive data-driven evaluation.
2. Use student and district data to target efforts and draw conclusions.
3. The comprehensive data collection/self-assessment process will include stakeholders.
4. The process will incorporate OSEP cluster areas as well as exemplary/concern areas of focus to determine non-compliance and areas for improvement.

September 2003

The Continuous Improvement Monitoring Process in Colorado for Exceptional Student Services (ESSU)

The Colorado Continuous Improvement Monitoring Process (CIMP) is conducted by the Colorado Department of Education, Special Education Services Unit to provide an effective system of monitoring and improvement for the 57 administrative units, related facilities, and five State-operated programs. Each administrative unit will collect data and create a self-assessment profile. Sites were chosen initially because they were a part of a systematic look at implementing CIMP in all Aus and SOPs through 2007. In the future, an Annual Performance Profile based on critical indicators provided by CDE for each AU will provide information to assist in the selection process. The State Improvement Plan goals and indicators will be also be used as outcome measures for each administrative unit.

In the first year (Phase I), the AUs convene a representative steering committee to review district system and student outcome data, begin asking questions to probe issues, and analyze specific cluster area items. The AU participates during this time in a student record/quality file review, a survey of staff, and a parent interview process as components of the data collection. Focus groups may also be held to gather initial information about program strengths and concern areas. Once issues are determined, a Phase I status report is developed.

During the second year of the process (Phase II), a verification visit is conducted. Prior to this visit, the CDE regional liaison and the director of special education review the administrative unit checklist and review, analyze, and synthesize the data from the Phase I status report. At that time, targets for compliance are determined and an action plan for the visit is delineated. During the visit, the CDE team conducts interviews and focus groups to verify compliance and programmatic issues. At this time, the steering committee is reconvened and findings are shared. The steering committee then begins to develop a plan for improvement, with strategies for implementation and evidence of change identified.

Phase III (Improvement Planning) is formalized with a final report from the CDE, based on the Administrative Unit Checklist issued 90 days after the verification visit. When the Administrative Unit receives that report with noncompliance items and corrective actions identified, they have 90 days to complete the Improvement Plan, including corrective actions to remedy noncompliance, strategies for implementation, and evidence of expected change.

As Phase III evolves, the steering committee has the role of ensuring that the administrative unit continues to collect data to show improvement and that change is occurring. CDE continues to support the AU in this effort, providing targeted follow-up to ensure implementation occurs and systematic technical assistance when needed.

At this time, the ESSU monitoring effort does not occur with any other educational monitoring. However, a review process for district and school accreditation incorporates CIMP findings. CIMP will have natural linkage points within the six-year accreditation cycle. The executive summaries from each CIMP Phase II review are shared with the regional service team managers for the eight regions of the State and regional liaisons from the ESSU inform the regional teams of any pertinent issues. Currently, the ESSU monitoring process calls for working through issues around noncompliance when an AU is in disagreement with our findings from a comprehensive onsite visit. There is a process in place, as delineated in the *Rules for the Exceptional Child's Education Act*, for the withholding of funds when compliance items are not corrected in the event of failure of the negotiation process. As CIMP continues, AUs will be submitting data to provide ongoing information as to the status of improvement.

Selection for CIMP

I. *Annual Performance Profile*

II. *CIMP Schedule through 2006/2007*

The Continuous Improvement Monitoring Process is collecting data to continually evaluate the progress Administrative Units of Special Education are making in providing services. With the emphasis on data, there has been a need to have a consistent set of data points which are reviewed and which are linked to the indicators of the State Improvement Plan. With this in mind, the regional liaisons and data consultants created the Annual Performance Profile. (APP). These prioritized data points are used to determine when an administrative unit is in need of additional review using the CIMP. Comparison State data is provided along with the Administrative Unit data in the APP. At this point, the APP is a profile to be used as a tool along with other data to assist in determining when the AU is not performing at a satisfactory level. It would also be used as part of the evidence of change measure that an AU could provide to demonstrate alignment with the Unit's Improvement Plan. In the future, the APP will be used to select those Aus that will reenter the self-assessment phase. The APP will also assist the CDE in the selection process for which levels Administrative Units will participate in each year as a part of CIMP.

Annual Performance Profile

Administrative Unit: _____

School Year: 2003-2004

Special Education Count (12/1/03): _____

Total School Membership (10/03): _____

Date Prepared: 08/13/04

Number/Status of Complaints - Due Process _____

Variable	State			Administrative Unit		Difference
	Percent Special Education	Percent Total Education	St. Dev. or Bounds	Percent Special Education	Percent Total Education	
Students with Disabilities (12/1/03)		10.9%	1.8%			
Students Served Outside the General Classroom, > 21% of School Week (12/1/03) *						
Ages 6-11	17.9%		10.5%			
Ages 12-21	39.3%		13.7%			
Students Served Outside the General Classroom, > 21% of School Week (12/1/03) Ages 6 - 21						
SLIC	42.7%		22.0%			
SIED	25.3%		14.3%			
P/C	25.4%		13.7%			
Speech/Language	10.7%		8.0%			
Multiple	69.9%		21.5%			
Exiters (12/1/02 - 12/1/03)						
Dropped Out **	13.7%		10.8%			
Graduated with a Diploma **	56.5%		21.4%			
Certificate of Completion **	2.8%		10.2%			
Objectives Accomplished ***	6.7%		2.5%			
Race/Ethnicity - Percent Minority (10/03 and 12/1/03)						
Preschool with a Disability	38.2%		Up Bound			
SLIC	48.4%		0.0%			
SIED	31.9%		Low Bound			
P/C	38.8%		0.0%			
Speech/Language	35.1%		Bound			
Total Minority	36.0%	35.4%	0.0%			
Licensed Personnel (12/1/02)						
Fully Qualified for Assignment (%)	83.2%		6.8%			
TTE (%)	2.4%		3.9%			
Not Qualified (%)	14.4%		6.5%			

* The percent of students served outside the general classroom is calculated by taking the Total 6-11 year olds, minus the Total 6-11 in a regular class, divided by the Total 6-11 year olds.

** The dropout rate is calculated by dividing the number of students 14 and older who dropped out by the number of students 14 and older who graduated with a diploma, etc.

***The percentage of students who completed their objectives and exited special education is calculated by dividing the number of students ages birth to 21 who completed their objectives, by the total number of students with disabilities.

Phase I: Five-Year Schedule

REGION	2000-01	2001-02	2002-03	2003-04	20004-05	2005-06	2006-07
Northeast	NE BOCES	EC BOCES	Sterling/Logan	---	---	---	---
Southwest *Karen Kelly*	SLV BOCES	San Juan BOCES	SW BOCES	---	---	---	---
West Central *Tanni Anthony*	Delta	Gunnison	Mesa 51	Uncompaghre	Montrose	---	---
Pikes Peak *Janet Filbin* *Nan Vandegna*	Widefield	Harrison	District 11	Fountain	• Academy • Cheyenne Mountain	• Pikes Peak BOCES • Lewis-Palmer	• Falcon • Ute Pass
Northwest *Cheryl Johnson*	Mtn BOCES	NW BOCES	Moffatt	Rio Blanco	---	---	---
Metro *Jacki Borocj* *Candy Myers* *Barb Bieber*	• Englewood • Boulder	• Sheridan • Westminster	• Cherry Creek • Mapleton	• Brighton • Douglas • Littleton	• Aurora • Northglenn • Commerce City	• Jeffco • Elizabeth	• DPS • Mt. Evans
North Central *Terry Connolly* *Heather Hotchkiss*	Estes Park	Ft. Lupton/ Keenesberg	Greeley	• Ft Morgan • SPV BOCES	• Thompson • Windsor	Poudre	• Centennial • St. Vrain
Southeast *Romie Tobin*	Pueblo 60	Pueblo 70	SE BOCES	S. Central	Santa Fe Trails	Canon City	---
State-Operated Programs *TBH*	CSDB	DYC	Ft. Logan	DOC	Pueblo State Hospital	---	---

CIMP Five-Year Schedule

REGION	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Northeast Phase I	NE BOCES	EC BOCES	Sterling/ Logan	TBD	TBD	TBD	TBD	TBD	TBD
Phase II		NE BOCES	EC BOCES	Sterling					
Phase III			NE BOCES	EC BOCES	Sterling	All	All	All	All
Southwest Phase I	SLV BOCES	San Juan BOCES	SW BOCES	TBD	TBD	TBD	TBD	TBD	TBD
Phase II		SLV BOCES	San Juan BOCES	SW BOCES					
Phase III			SLV BOCES	San Juan BOCES	SW BOCES	All	All	All	All
West Central Phase I	Delta	Gunnison	Mesa 51	Uncompaghre	Montrose	TBD	TBD	TBD	TBD
Phase II		Delta	Gunnison	Mesa 51	Uncompaghre	Montrose			
Phase III			Delta	Gunnison	Mesa 51	Uncompaghre	Montrose	All	All
Pikes Peak Phase I	Widefield	Harrison	District 11	Fountain	Academy	Pikes Peak BOCES	Falcon	TBD	TBD
Phase II		Widefield	Harrison	District 11	Fountain	Academy	Pikes Peak BOCES	Falcon	
Phase III			Widefield	Harrison	District 11	Fountain	Academy	Pikes Peak BOCES	Falcon
Northwest Phase I	Mtn BOCES	NW BOCES	Moffatt?	Rio Blanco?	TBD	TBD	TBD	TBD	TBD
Phase II		Mtn BOCES	NW BOCES	Moffatt	Rio Blanco				
Phase III			Mtn BOCES	NW BOCES	Moffatt	Rio Blanco	All	All	All

REGION	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Metro Phase I	Englewood Boulder	Sheridan Westminster	Cherry Creek Mapleton	Brighton Douglas Littleton	Aurora Northglenn Commerce City	Jeffco Elizabeth	DPS Mt. Evans		
Phase II		Englewood Boulder	Sheridan Westminster	Cherry Creek Mapleton	Brighton Douglas Littleton	Aurora Northglenn Commerce City	Jeffco Elizabeth	DPS Mt. Evans St. Vrain	
Phase III			Englewood Boulder	Sheridan Westminster	Cherry Creek Mapleton	Brighton Douglas Littleton	Aurora Northglenn Commerce City	Jeffco Elizabeth	DPS Mt. Evans St. Vrain
North Central Phase I	Estes Park	Ft. Lupton/ Keenesberg	Greeley	Ft Morgan/ SPV BOCES	Thompson Windsor	Poudre	Centennial St. Vrain		
Phase II		Estes Park	Ft. Lupton/ Keenesberg	Greeley	Ft Morgan/ SPV BOCES	Thompson Windsor	Poudre	Centennial	
Phase III			Estes Park	Ft. Lupton/ Keenesberg	Greeley Windsor	Ft Morgan/ SPV BOCES	Thompson	Poudre	Centennial
Southeast Phase I	Pueblo 60	Pueblo 70	SE BOCES	S. Central BOCES	Santa Fe Trails	Canon City	---		
Phase II		Pueblo 60	Pueblo 70	SE BOCES	S. Central BOCES	Santa Fe Trails	Canon City		
Phase III			Pueblo 60	Pueblo 70	SE BOCES	S. Central BOCES	Santa Fe Trails	Canon City	
State-Operated Programs Phase I	CSDB	DYC	Ft. Logan	DOC	Pueblo State Hospital	TBD	TBD	TBD	TBD
Phase II		CSDB	DYC	Ft. Logan	DOC	Pueblo State Hospital			
Phase III			CSDB	DYC	Ft. Logan	DOC DOC	Pueblo State Hospital		

I. *Phase I Checklist*

II. *Phase I Sample Orientation Agenda*

III. *Suggested Timeline*

IV. *Role of Steering Committee*

V. *Confidentiality Agreement*

VI. *Sample Steering Committee Meeting Agenda*

VII. *Sample Action Plan—Phase I*

VIII. *Self-Assessment*

IX. *Student Record Review*
- a. *Process*
- b. *Checklist—in Appendix D*

X. *Parent Interview Process*
- a. *Data Collection Narrative*
- b. *Parent Questionnaire*
- c. *Interview Matrix Sample*
- d. *Sample Letter*
- e. *Sample Parent Interview Summary*

XI. *Educator/Administrator Survey*

XII. *December 1 Staff and Student Data*

XIII. *Sample CSAP Graphs*

XIV. *Steering Committee Questions*

XV. *Sample Data Questions*

XVI. *Phase I Status Report*

Colorado Department of Education
Continuous Improvement Monitoring Process
Phase I Checklist

- ☐ Orientation meeting with CDE

- ☐ Initial planning meeting between CDE liaison and special education director:
  - ☐ Identify possible steering committee members.
  - ☐ Plan for initial steering committee meeting.

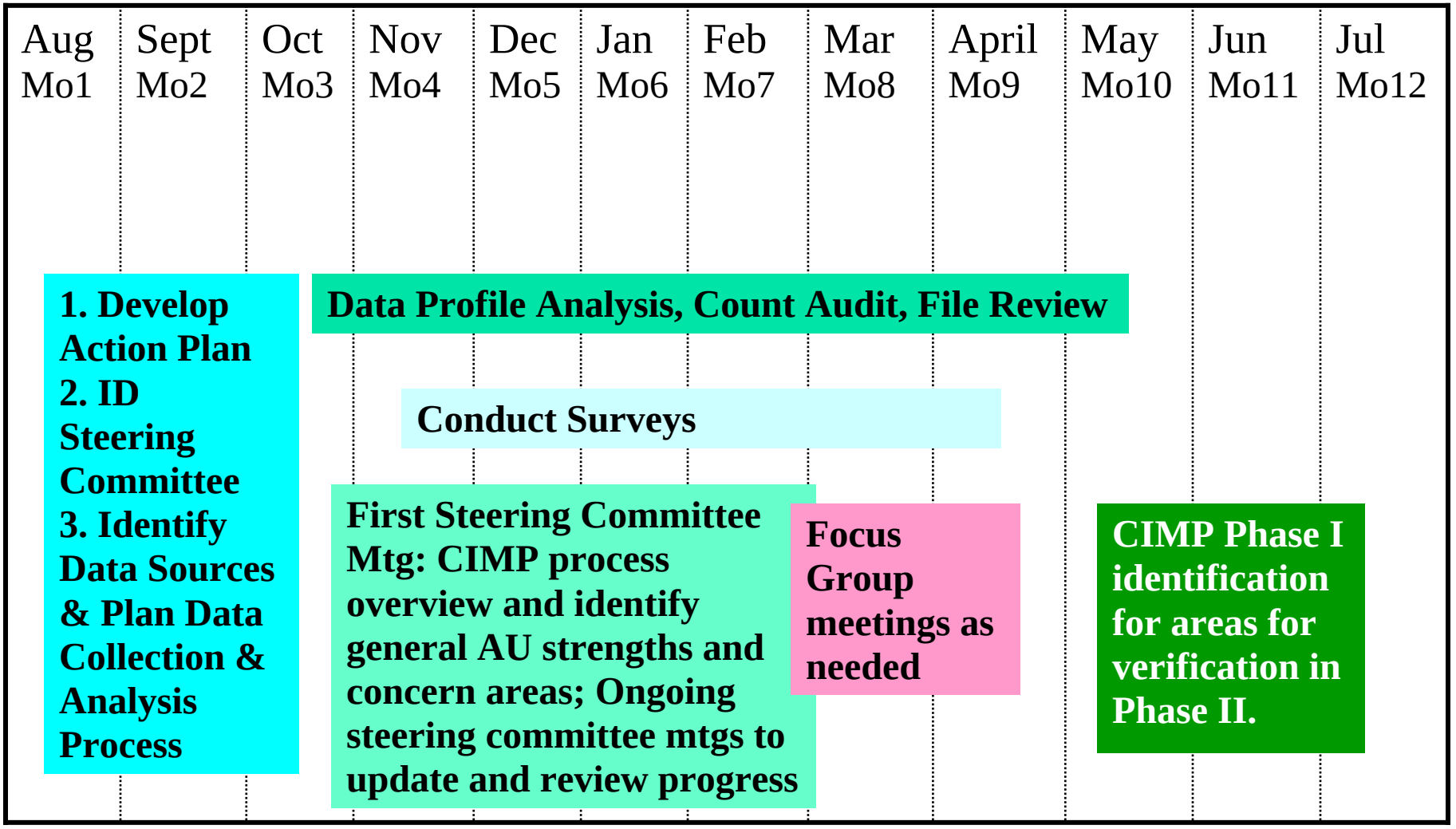
- ☐ Initial Steering Committee Meeting:
  - ☐ Overview of CIMP
  - ☐ Role of steering committee
  - ☐ Plan for review of existing data:
    - — Administrative unit documents/evidence
    - — Previous compliance issues
    - — Complaint/Due process information
    - — December 1 staff and student data
    - — CSAP data
    - — Annual Performance Profile
  - ☐ Plan for gathering additional data
    - — Steering Committee discussion of focus area questions
    - — Student Record Review: staff identification and dates
    - — CDE Web survey of administrators, general and special education teachers, related service providers
    - — Parent Web survey—parent list to CDE contact
    - — Other Administrative Unit activities
    - — Targeted Focus Groups

- ☐ Steering Committee meeting schedule and agendas

- ☐ Steering Committee updates to superintendents, principals, and board members

- ☐ Final data analysis and completion of Phase I self-assessment

PHASE I SELF-ASSESSMENT SUGGESTED TIMELINE



Administrative Unit
Role of Steering Committee

- Have a general understanding of the Individuals with Disabilities Education Act (IDEA) and Colorado Rules for the Exceptional Student Education Act.

- Review the current status of special education services through collecting and analyzing data.

- Identify accomplishments and effective practices within the school district/BOCES.

- Determine areas of need, set school district/BOCES targets, and develop an action plan for improvement.

- Provide direction for professional development within the school district/BOCES.

- Review and make recommendations about needed changes to school district policies and procedures related to special education services.

- Continually evaluate the outcomes of the plan and monitor needs for further improvement efforts.

Steering Committee Membership

- Parents of children with disabilities
- General Education Administrator
- General Education Teacher(s)
- Special Education teachers at various levels and program areas
- Special Education Director
- Student(s) (optional)
- Related Service Provider
- Secondary Transition Coordinator
- Part C Representative
- Child Find Coordinator/Early Childhood Educator
- Community Representative (optional)
- School Board Member

The _____ Administrative Unit Steering Committee for Special Education Services

The Steering Committee is a representative group of members of the administrative unit community, including educators, families, administrators, and related service providers, who provide shared leadership in the planning and implementation of the improvement process toward the district's vision for special education services.

Purpose of the Steering Committee:

- To review the current status of special education services through collecting and analyzing data
- To identify accomplishments and effective practices within the administrative unit
- To determine areas of need, set district targets, and develop an action plan for improvement
- To provide a direction for professional development within the administrative unit
- To review and advise needed changes to district policies and procedures related to special education services.
- To continuously evaluate the outcomes of the plan and monitor needs for further improvement efforts

Committee Agreement

I agree to serve as a member on the _____ administrative unit steering committee for special education services. I understand that as a part of this committee, I will be reviewing a variety of data sources to assist in the development of a district improvement plan for special education services. I also understand that some data must be kept confidential due to the identifying nature of the numbers reported and agree not to discuss that information outside of the committee meetings.

_____ _____

Signature Date

Special Education
Continuous Improvement Monitoring Process

Sample
Initial Steering Committee Meeting Agenda
October 29, 2003

Time	Topic	Person(s)

Welcome & Introduction

Overview of CIMP
- Cycle
- Timeline
- Role of Steering Committee
- Steering Committee Membership

Plan for Review of Existing Data
- Previous Compliance Issues
- Complaint/Due Process Information
- December 1 Staff and Student Data
- CSAP/CSAPA Participation and Performance Data

Plan for Gathering Additional Data
- Student Record Review
- Surveys: Staff and Parent
- Other Focus Groups

Process for Today
- What do we know?
- What do we want to know?
- What will data show us?
- Who will collect the data?

Plan for next Steering Committee Meeting
- Count Audit
- Student REcord Reviews
- Steering Committee Review of the Data
- Identify Additional Data Needed
- Debriefing with Director
- Begin Phase I Self-Assessment

Action Plan

CIMP: Sample Action Plan—Phase 1

GOALS	AVAILABLE RESOURCES	STRATEGIES FOR IMPLEMENTATION	TIMELINES	PERSONS RESPONSIBLE
1. Develop a data-driven snapshot of member districts (demographics, school performance)	• Dec 1 count • End-of-year report • CSAP • BOCES data collection • Onsite, OSEP reports • Complaints • Previous parent input to CDE • File Review	1.1. Consolidate data into profile of each district & BOCES-wide.	Oct 2001–Feb 2002	CDE Staff
		1.2. Conduct count audit.	Feb 27, 2002	CDE
2. Identify other information needed to support improvement process and district accreditation.	• Steering committee self-assessment to ID strengths & concerns	2.1. Determine make-up of steering committee.	Oct–Nov, 2001	CDE
		2.2. Conduct interview with steering committee.	January 25, 2002	CDE
		2.3. Conduct needed data collections. 2.4. Analyze data. 2.5. Review data to determine if there is need for further data collection.	March - April 2002 March – May 2002 March 14-16, 2002	CDE Staff and Steering Committee
3. Develop plan for-onsite visit to study problem areas and exemplary practices.	• Phase I Summary Report	3.1 Complete Phase I Summary Report.	May – June, 2002	CDE Staff
		3.2. Review and analyze all data to plan on-site verification visit.	June 2002	CDE Staff

CIMP: Action Plan for _____—Phase I

GOALS	AVAILABLE RESOURCES	STRATEGIES FOR IMPLEMENTATION	TIMELINES	PERSONS RESPONSIBLE

Colorado Department of Education
Continuous Improvement Monitoring Process

Steering Committee Questions

1. Are students with disabilities receiving the special education and related services they need? Describe how mental health/behavior needs and low incidence disability services are addressed.

2. How do students with disabilities participate with nondisabled students? Do all students regardless of placement have access to the same curriculum as their nondisabled peers?

3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?

4. How are parents involved in the education of their children with disabilities?

5. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?

6. How is the Administrative Unit involved in ensuring that educators are providing appropriate services to students with disabilities, e.g., training, technical assistance, information, etc.?

Continuous Improvement Monitoring Process
Self-Assessment: IDEA Cluster and Target Area Matrix

Cluster Area:	A. General Supervision	B. Child Find	C. Secondary Transition	D. FAPE/LRE	E. Parent Involvement	F. Early Childhood Transition	G. Services
Steering Committee Cluster Area Discussion	1. Steering committee of 10-12 representatives of all stakeholders in administrative unit discusses strengths and needs (including examples) for each cluster area. 2. Based on the accumulated data, the steering committee, special education director, and regional liaison may determine that additional information is necessary to obtain a more comprehensive representation of the issues and practices. 3. Focus group meetings are held with the appropriate staff to obtain the needed information; individual steering committee members may facilitate these groups.						
Suggested Focus Group Target Areas: (may be exemplary or concern areas)	▪ **Leadership** ▪ **Coordination** ▪ **Procedural safeguards**	▪ **Public awareness** ▪ **Screening** ▪ **Assessment**	▪ **14 yr old** ▪ **16+ yr old** ▪ **Interagency linkages**	▪ **Access to general curriculum** ▪ **Out-of-district placements** ▪ **Juvenile and adult correction facility placement process**	▪ **Family-centered orientation of policies, procedures, and practices** ▪ **Representation in advisory activities**	▪ **Transition planning** ▪ **Timelines** ▪ **Parent preparation**	▪ **Disability and related service areas**

Self-Assessment: Target Questions

Cluster Area	Questions	Comments
General Supervision **Other areas as determined by administrative unit:**	▪ Describe how you addressed a previous compliance issue. Comment on the effectiveness and/or weakness of that approach. Describe any systemic changes that resulted from the remediation. ▪ What interagency agreements do you have that ensure appropriate and timely services and delineate fiscal responsibility, birth-21 years (Part C, transition, mental health)? ▪ Regarding State-operated facilities and/or out-of-district placements and/or correctional facilities: How do you ensure appropriate special education and related services are provided to children with disabilities? ▪ Given your special education population, are there sufficient numbers of appropriately licensed and/ or trained teachers, related services providers, and staff administrators to meet students' individual needs? Describe the professional development activities available for district personnel to ensure appropriate training? What is the system to determine outcomes of personnel training? ▪ Describe your process for district alternative assessments (body of evidence) and the documentation that supports its use by teachers.	

Cluster Area	Questions	Comments
Child Find	▪ Describe your current community interagency child identification process. [ages birth–five, K-12; timelines/schedule; year round process] ▪ What strategies does your community use to plan and distribute information to the public for the purpose of creating local community awareness of the child identification process? [ongoing, coordinated with other agencies, variety of strategies, accessible for families, culturally appropriate, evaluation of effectiveness] ▪ What is the community referral process? [written procedures, multiple referral sources, family informed of rights, responsibilities, and options; Part C and Part B timelines, Part C service coordination for families, families involved in decision making process, data collection process] ▪ Describe your community screening process. [ongoing, year round, variety of appropriate tools and strategies, parent involvement, sensitive to family needs, licensed or well-trained paraprofessionals, results shared with family at time screening is completed, referred for further evaluation, family assisted in selecting community services and supports, effectiveness of screening process] Describe the child find evaluation/assessment process in your district. [birth-5/school-age, multiple sources of information, parent consent and notices, family involved in process, interagency coordination and collaboration, multi-and or trans-disciplinary assessment, variety of tools and strategies including informed clinical opinion, licensed professionals on team 2 or more, Part C timeline 45 calendar days, Part B timeline 45 school days, all areas of development, native language, IFSP/ IEP, written documentation is developed with all families, parent feedback on process)	

Cluster Area	Questions	Comments
Child Find (cont) **Other areas as determined by administrative unit:**	▪ Describe the school age child find process. [building-level child study process, building evaluation/assessment process, multidisciplinary assessment, all areas, a variety of tools and strategies, parent involvement, parent consent and notice, licensed professionals] ▪ Describe how mental health concerns are identified including the tools used and individuals involved. ▪ What is the process for tracking students with disabilities who leave school before graduation? [intervention strategies, letter to family, who, why, and when]	
Secondary Transition **Other areas as determined by administrative unit:**	▪ Describe how parents and youth are actively involved in transition planning and implementation. ▪ What services/ programs are provided to prepare youth with disabilities for employment, postsecondary education, independent living, community participation, and life skills?	

Cluster Area	Questions	Comments
FAPE/LRE **Other areas as determined by administrative unit:**	▪ Describe how evaluations are individualized to determine that needs are based on appropriate assessment. ▪ Reflect on your incidence figures and how they compare to statewide or national data. ▪ How do you ensure that appropriately qualified personnel are conducting evaluations? ▪ How does the district handle unusual requests for services as they relate to FAPE? ▪ How does the administrative unit ensure access to the general curriculum?	
Parent Involvement **Other areas as determined by administrative unit:**	▪ What systems are in place to ensure that parents understand their rights and have access to training opportunities? ▪ Describe how programs and services for children with disabilities are improved because parents are actively involved in decision-making groups that determine program improvement activities. ▪ Describe how ongoing communication between families and school staff is promoted. ▪ Describe how student and family input is gathered.	

Cluster Area	Questions	Comments
Early Childhood Transition **Other areas as determined by administrative unit:**	▪ What is the process for administrative unit notification and participation planning meetings for each individual child? Generally, what are the timelines followed in your community for transition planning? ▪ What is the process in place for children who turn three during the summer? ▪ Describe the overall process used for young children transitioning from any community program into administrative unit services. Does your district have a written transition interagency agreement with all providers in your community serving infants, toddlers, and preschoolers(Part C, Community Center Boards, Head Start, Title I, Colorado Preschool Program, private providers)? ▪ How are individual child and family needs related to their disability addressed and documented on the IEP ECE Transition page? What are your timelines and activities used for successful transition?	
Services **Other areas as determined by administrative unit:**	▪ Describe how appropriate special education and related services are provided to children with disabilities. ▪ How are behavioral needs of students with disabilities addressed? ▪ How are mental health needs of students with disabilities addressed? ▪ Describe how appropriate special education and related services are provided to children with disabilities served in State-operated programs. ▪ How are health needs of students with disabilities addressed?	

Student Record Review

Colorado's Continuous Improvement Process
Student Review Process
Draft—9-25-03

Student Record Review—the SRR will be the new process for review of records (changed from the previous Count audit process). Administrative units will have responsibility for reviewing their own files after a training session has occurred. Some highlights of the process include the following:

- A stratified random sample will be drawn by CDE from the names reported on the December 1 count being reviewed.

- In addition to a random sample of the entire special education population, specific target areas and groups of students will be sampled and reviewed. These include student groups such as transition, early childhood, out-of-district, and low incidence populations of blind/visually impaired and deaf/hard of hearing.

- The sample could also include other disability categories, age groups, a setting category, a racial of ethnic group, or other low incidence groups if there is an identified concern or area of interest for the AU.

- Five percent or at least 50 files will be reviewed by each administrative unit.

- Training of AU staff will be conducted on the scheduled days using a sample of IEP and the AU's own student records.

- The AU is encouraged to have direct service personnel involved in the training. Funds are available through the CIMP process to assist with the cost of substitutes. The regional liaison and the Student Record Review Coordinator can assist the AU in determining the type and number of staff members that should participate in the training.

- The training process will include opportunities to check for interrater reliability.

- AUs will submit results to CDE. Areas of concern will be identified both by the AU and by CDE, which will guide future training and feed into the CIMP, Phase I self-assessment.

- Compliance items identified through the SRR process will be included in the Improvement Plan developed by each administrative unit in Phase III.

- Certain items within student record review process will not be identified as compliance items that need correction but may be considered as quality indicators needed to be attained for systems improvement. Compliance items will be clearly distinguished from Quality Review items in the training and the tool used for record reviews

This is the first year of implementation for the Student Record Review process. It is expected that revisions will be needed and your feedback as a participant will be appreciated as we continue to develop and improve the CIMP process.

Student Review Checklist

See Appendix D

Parent Survey Process

Parent Survey Data Collection

Administrative Unit Checklist

The Colorado Department of Education (CDE) will be collecting information from parents/guardians as part of the data collection phase of the monitoring process. All families will be sent a letter inviting them to participate in a survey. Parents/guardians will have the option of responding through an online survey or a telephone interview. Families will be asked to provide their perceptions and understanding of special education services and supports. In addition, families will be asked provided input about special education services and indicated their level of satisfaction.

Project Coordination: The CDE Parent and Family Consultant directs this project, along with a contract project coordinator and the Research and Evaluation Consultant. The CDE will contact all the administrative units to get the names and contact information of parents/guardians prior to the survey period.

Online Surveys: Parents/guardians go to the Web site and enter their unique "usernames" and "passcodes" provided in the letter they receive. Names and addresses are not linked to the survey system, and the survey is password protected. After final submission, the "logon" name and "passcode" cannot be used again. Once a survey is submitted, it is transmitted to the database at CDE.

When parents submit their surveys on the Web, they will be provided links to Web sites for the Colorado Department of Education and the PEAK Parent Center.

There are English and Spanish versions of the survey.

Call-in Option: Parents also have the option of calling a 1-800 number that rings to the CDE. An administrative assistant will be available during business hours to take their responses over the phone. If a parent calls after business hours, they will be taken to a voicemail system that will instruct them to leave their name, number, and a good time to return their call. When appropriate, the administrative assistant will return their call and take their information. Parents may also request to have the survey mailed to them with a postage paid return envelope.

Spanish-speaking callers will have their contact information recorded and passed on to a Spanish-speaking interviewer to call them back and assist them in taking the survey.

Parent participating in telephone interviews will also be provided information on how to get "connected" with the PEAK Parent Center and the CDE if they would like.

Data Analysis and Reporting: CDE will analyze the data from the surveys and develop a summary report of the data, both quantitative and qualitative. The summary will highlight items of concern as well as exemplary practices.

Any data sheets for the telephone interviews will be kept for the duration of the school year. Then all the data sheets will be destroyed to protect confidentiality of information.

Please do not hesitate to contact the Parent and Family Consultant should you have questions of concerns.

Cindy Dascher
Parent and Family Consultant
Colorado Department of Education
201 East Colfax, Room 300
Denver, CO 80203
dascher_c@cde.state.co.us
Phone: 303-866-6876
Fax: 303-866-6811

SAMPLE 2003–2004

[Name]
[Address]
[City, State, Zip Code]

Por favor, mire al otro lado para leer esta carta en español.

Dear Parents,

{xx School District and/or BOCES] and the Colorado Department of Education are working together to collect information on how well you [school district of BOCES] is serving students with disabilities. This process is called the Continuous Improvement and Monitoring Process or CIMP. An important part of this process is hearing what families have to say about the special education serices their children receive.

You are invited to share you thoughts by taking part in a 7- to 10-minute survey. We must receive your complete survey **by [insert date] for your results to be included.**

To participate in the survey, please visit the following Web site:

INSERT Web site

Then enter you unique Username and Passcode listed below:

Username: <…..>
Passcode: <…..>

By using these codes, you will be able to complete the survey without using your name or your child's name. Once you have submitted your final survey, these codes can't be used again.

If you prefer a telephone interview, you can call [insert toll-free number]. When you call, please leave your name, phone number, name of your school district of BOCES, and the best days/times to call. A parent consultant working with the Colorado Department of Education will return your call. **Please be sure to have your Username and Passcode available when the parent consultant returns your call.**

Thanks in advance for you time and participation in this survey. Your responses are very important in helping us better serve all of Colorado's children.

Sincerely,

Cindy Dashcer, Parent and Family Consultant
Colorado Department of Education
Exceptional Student Services
E-mail: dascher_c@cde.state.co.us
303-866-6786

Insert: Director's Name
Director of Special Education
Insert: Administrative Unit
Insert: E-mail address
Insert: Phone

Insert Parent Questionnaire

http://www.cde.state.co.us/scripts/spedpq/SpedpqP1.asp

Parent Interview Summary Report

(District or BOCES)
(DATES)

The purpose of the parent interviews is to gather first hand information regarding parents' perceptions of the IEP process and the special education services their children are receiving. Parents completed the Parent Questionnaire by telephone. Parent consultants who are parents of students with disabilities from various administrative units in Colorado conducted random telephone interviews. Parents were told that they could chose not to answer any question that they didn't want to answer. Therefore, there may be some questions that were not answered by all parents. The data set of the answers to all the questions is available as a separate document.

I. District Demographics

In the XXX District, 222 families agreed to be interviewed. This represents approximately eight percent of the students receiving services in the district. Their children represented 10 of the disability categories with the largest groups of students identified as having a perceptual/communicative disability (31.98%), speech/language disability (19.82%), and physical disability (12.16%).

Preschool	Elementary	Middle School	High School	Combined
15	106	47	54	222
6.8%	47.7%	21.2%	24.3%	100%

In this district there were several students who were in the transition program after high school. These students are included in the high school data.

II. General Comments

In the XXX School District, there were many parents who were very pleased with the special education supports and services their children receive. The following are some examples (each bulleted item is a comment from a different parent):

- Well, I can tell you that my daughter was below first grade level and is now ready for second grade. She didn't know her alphabet until now.
- I think they are doing a fabulous job with my son.
- We think they are doing a good job of identifying needs.
- I am very pleased with the services at my child's school. They know the students and base services on the child's individual needs.

- The teachers at my child's school are absolutely wonderful at meeting my child's needs; the building has excellent equipment and staff who are willing to help my child participate.
- They have done a good job of educating kids on the problem of bullying.
- The special education staff is understanding and accepting of my child's needs. They allow him the choice to utilize services or not.
- I have only good things to say about this school's special ed program. They seem very attentive; tuned in with his special needs. They really care about him as an individual and as a person.

On the other hand, when asked if they had any additional comments, there were many parents who expressed concern or dissatisfaction with some of the special education services their child receives. These comments have been divided into categories for ease of reading; however, it should be noted that many of the topics overlap. The comments fall into four major categories 1) services received by students, 2) communication, 3) teacher training and personnel issues, and 4) including students with disabilities with their peers and self-esteem issues. These comments are listed below and some have been edited for grammar, anonymity, and clarity. Again, each bulleted item is a comment from a different parent.

1) Services

- My child in high school doesn't get vocational training because he is 15 and I think it would benefit him now instead of waiting.
- I feel my child's needs have not been met all through high school.
- Parent commented repeatedly that the district doesn't do anything for you unless you are white. They don't listen to you unless you are white. People in the schools and the district are all white and they won't help.
- There should be more individual attention and time for each student.
- The identification of his needs/disability should have happened faster. His previous school wrote off his problems as bad parenting, and I had to transfer him to another school to have his needs addressed.
- A previous school the child attended in the same district did not provide appropriate services for his needs. The difference between these two schools is like night and day, yet the schools are in the same district. The parent does not understand this. Parent is pleased with the services that the child is receiving at this school.
- The child was identified in grade school. Parent feels that much more could have been and should have been done in the early grades to assist the child.

- I have recently become more informed about my child's rights (through another parent) and have been able to get better services for my child as a result.
- Transition from elementary to middle school needs more work. IEP should cover academic issues.

2) Communication

- It is not always easy to interpret what the school's goals for my child are in order for him to progress. A little bit more communication would be better.
- Probably I would say they don't have enough conferences. I don't really understand his curriculum as to what he learns in regular class as compared to his special education class.
- I'd like to see the schools share more information about outside resources. The school staff needs to be quicker at identifying and providing the type of assistive technology at the beginning of the year. I wish they would provide keyboarding classes.
- The grading scale is useless and does not measure whether they are learning or how much they learn. The school has gone to proficient/partially proficient, but this gives parents no clue on how the child is doing. If the child misses one out of 10 or if they miss eight out of 10 they are both partially proficient.
- Would like to see special education teachers involved with parents more so I would know what is going on at home and be able to help with the process. Meet and have conferences with the regular teacher AND the special education teacher
- The school has always been very vague about informing me on the services they provide to my child. They do not answer my questions.

***3) Teacher Training and Personnel Issues*—** This is an area that elicited high emotion from parents. There were some cases where parents reported a teacher or other person in authority at the school making inappropriate comments to the student. Again, many of these issues overlap into other categories, but they are only listed once.

- Teachers and principals don't know how to handle my child. There is nothing wrong with my child, only the people that work with him. They just don't know how to handle children and not just my child – all others. I am not happy, and we are moving him to another school.
- My child was in music, and they took him out due to behavior problems and won't let him back. The staff doesn't seem to understand my child's disability and they threaten to expel my child for behavioral issues they don't understand how to deal with.
- My child's interpreter has been expected to tutor her even though she is not a licensed teacher. My student has been taken on field trips where closed-captioning was not provided.

- Parents need to be involved in decision making about special ed. They are not following the communication plan according to State rules. They are not using qualified teachers for interpretation.
- Teachers/specialists need to better understand autism and what implications the condition has for behavior—he's not just being bad. This year his teacher met with parents and learned how to work with him.
- The school tries really hard to help me work with my son. Someone picked on my son in the playground, and the principal took care of it right away. My only problem is that the general education teacher has made a couple of comments indicating that she will not bend over backwards for any one child.

4) Appropriately Including Students with Disabilities in Regular Education Classrooms and Self-Esteem issues. These two categories have been combined because they seem to be related in many cases:

- I feel it lowers a child's self-esteem to hold children back.
- As my child continues through the grades, I am concerned about what percentage of time as a first through fifth grader that she will be spending outside the classroom.
- Special ed kids and staff are segregated from "regular" kids and other teachers. Better communication between regular ed and special ed would greatly benefit my child.
- My son's needs have never been properly addressed since third grade (child is now in twelfth). He has always been mainstreamed into regular classes with very little support. He has not learned, just been passed on from grade to grade. His self esteem has suffered greatly over the years.

The following are summary questions that were asked of the parents who were being surveyed:

Table #1 "I believe my child is making adequate or reasonable progress."

	Preschool	Elementary	Middle School	High School	Total
Best	10 66.67%	34 32.08%	19 41.3%	18 33.33%	81 36.65%
4	4 26.67%	43 40.57%	13 28.26%	13 24.07%	73 33.03%
3	1 6.67%	23 21.7%	6 13.04%	14 25.93%	44 19.91%
2	0	5 4.72%	3 6.52%	6 11.11%	14 6.33%
Least	0	1 .94%	5 10.87%	3 5.56%	9 4.07%

Table #2 "Overall, I am satisfied with the special education services my child receives."

	Preschool	Elementary	Middle School	High School	Total
Best	9 60%	42 39.62%	16 34.78%	12 22.22%	79 35.75%
4	4 26.67%	36 33.96%	12 26.09%	14 25.93%	66 29.86%
3	2 13.33%	21 19.81%	5 10.87%	15 27.78%	43 19.46%
2	0	3 2.83%	5 10.87%	3 5.56%	11 4.98%
Least	0	4 3.77%	8 17.39%	10 18.52%	22 9.95%

Table #3 "My child is in included in general education classrooms as appropriate."

	Preschool	Elementary	Middle School	High School	Total
Very Well	5 55.56%	49 46.23%	22 47.83%	30 55.56%	106 49.3%
4	2 22.22%	36 33.96%	7 15.22%	13 24.07%	58 26.98%
3	1 11.11%	16 15.09%	6 13.04%	5 9.26%	28 13.02%
2	1 11.11%	2 1.89%	3 6.52%	2 3.7%	8 3.72%
Not Well	0	3 2.83%	8 17.39%	4 7.41%	15 6.98%

Table #4 How well my district performs at providing the services on my child's IEP in an appropriate and reasonable time

	Preschool	Elementary	Middle School	High School	Total
Very Well	5 55.56%	40 38.1%	13 28.26%	13 24.53%	71 33.33%
4	2 22.22%	40 38.1%	8 17.39%	14 26.42%	64 30.05%
3	2 22.22%	14 13.33%	12 26.09%	12 22.64%	40 18.78%
2	0	6 5.71%	7 15.22%	7 13.21%	20 9.39%
Not Well	0	5 4.76%	6 13.04%	7 13.21%	18 8.45%

III. IEP Meetings

Table #5

Question	Preschool	Elementary	Middle School	High School	Combined
General Education teacher present at IEP meeting	13 86.67%	94 88.68%	42 91.3%	36 66.67%	185 83.71%
Student present at IEP meeting	8 53.33%	37 34.91%	22 47.83%	43 79.63%	110 49.77%

As seen in Table #5 above, students at the high school level were in attendance at their own IEP meetings 80 percent of the time. It is important for the student to be a valuable part of the IEP team when discussing his/her educational plan particularly at the high school level. Parents reported that general education teachers were not in attendance at 11 percent of the IEP meetings and five percent did not know if a general education teacher was present or not. About 19 percent of the parents surveyed indicated that they were not aware of specific programs, projects and, services available for children with disabilities, and 25 percent had only an average awareness.

Table #6 How parent input is valued at the IEP meeting

	Preschool	Elementary	Middle School	High School	Total
Very Valued	9 60%	56 52.83%	21 47.73%	24 44.44%	110 50.23%
4	6 40%	27 25.47%	7 15.91%	16 29.63%	56 25.57%
3	0	10 9.43%	9 20.45%	4 7.41%	23 10.5%
2	0	4 3.77%	3 6.82%	4 7.41%	11 5.02%
Not Valued	0	9 8.49%	4 9.09%	6 11.11%	19 8.68%

Table #7

Question	Preschool	Elementary	Middle School	High School	Combined
Parent provided input for the assessment plan for the child.	14 93.33%	71 67.62%	27 60%	24 45.28%	136 62.39%
Parent received results of assessments before IEP meeting.	10 66.67%	38 37.25%	14 31.11%	8 15.09%	70 32.56%

IV. Performance Reporting

Table #8

Question	Preschool	Elementary	Middle School	High School	Combined	Don't Know
Student's IEP goals & objectives address the general curriculum.	6 75%	92 87.62%	41 89.13%	44 81.48%	183 85.92%	16 7.51%
Parent receives regular reports on child's progress toward **annual goals.**	4 57.14%	74 69.81%	30 65.22%	21 38.89%	129 60.56%	8 3.76%
Student is included in district-wide testing.	2 33.33%	32 31.68%	34 73.91%	20 37.74%	88 42.72%	47 22.82%
Student is included in State testing.	0	42 50.6%	37 80.43%	34 62.96%	113 61.08%	24 12.97%
IEP states how student will be tested (or how student is progressing on state standards).	4 66.67%	53 55.21%	18 40.91%	18 33.33%	93 46.5%	58 29%

The number of parents indicating that they "didn't know" is included in this Table because it seemed that there was a high percentage of parents who did not know how their child would be assessed on the State standards or if their child has been included in district-wide testing.

Parents mentioned the following as some of the accommodations and modifications that are listed on their child's IEP:

Staff (or peers): note-taker/scribe, small group instruction, one-to-one assistance, assistance with reading, part-time or full-time paraprofessional assistance, interpreter, group sessions with social worker, counseling for self advocacy and social skills, after school tutor

Physical conditions: preferential seating, modified schedule, pull out services, controlled environment, self time out, self requests to move, resource class, quiet, totally separate class, able to take breaks

Tests & Assignments: large type on tests and assignments, modified curriculum (areas mentioned were math, reading, spelling, writing, English, handwriting), needs repeated instructions, oral tests, less work (fewer problems, shorter assignments), extra time, use of number line, closed captioning, explain in more detail, uses assistive technology for tests and assignments, given written paper on Monday with assignments for the whole week, allowed to print instead of using cursive, tested in separate room, reader/scribe

Assistive Technology & Equipment: pencil grip, slant board, computers, voice box, Dynavox, Alpha Smart, voice activated computer, buttons for choices, picture communication system, closed captioning, hearing aid, phonic ear, FM system, Leap Frog, Kid Pix, Accelerated Reader, Edmark, reading phonics program, speech/language recognition program for writing, books on tape, flash cards, tactile manipulatives, ruler that does not slide, calculator, spell checker, gait trainer, walker, cushion, PDA, Palm Pilot, tape recorder, wheelchair

V. Parent Training, Support, and Involvement

Table #9

Question	Preschool	Elementary	Middle School	High School	Combined
Parent needs more information or training about child's special needs.	7 50%	44 42.31%	21 46.67%	14 25.93%	86 39.63%
Parent needs more information or training to support implementation of student's IEP.	5 33.33%	39 37.14%	21 47.73%	14 25.93%	79 36.24%
The district HAS given parent the above information.	1 25%	12 38.71%	1 7.14%	1 12.5%	15 26.32%
The district provides parents with information about parent trainings or workshops.	6 40%	39 37.86%	17 37.78%	16 30.77%	78 36.28%

As seen in Table #9 (above), 36–40 percent of families indicated they needed more information or training about their child's IEP or their child's special needs, and only 26 percent of those families had received this kind of information from the district. Only 29 percent of the parents had heard of or attended trainings by PEAK, 22 percent had heard of or attended trainings by Parent-to-Parent, and 22 percent had heard of or attended trainings by PEP (Parents Encouraging Parents).

Table #10

Question	Preschool	Elementary	Middle School	High School	Combined
Parent HAS received written information about rights as a parent of a child receiving special education services.	13 86.67%	85 81.73%	32 71.11%	46 86.79%	176 81.11%
At some point, someone from District explained rights to parent.	15 100%	76 72.38%	30 65.22%	29 54.72%	150 68.49%

In Table #10 above, it is noted that only 68 percent of parents indicated that "at some point," someone explained their rights to them as a parent of a child who receives special education. Twenty-five percent (55 families) reported that this had not been done.

VI. Assistive Technology & Behavior Plans

Table #11

Question	Yes	No	Don't Know
Of those whose students have a need for assistive technology, the district HAS helped get that assistive technology.	34 53.13%	25 39.06%	5 7.81%
Of those students who have behavior needs, did someone knowledgeable in positive behavior supports attend the IEP meeting?	40 72.73%	14 25.45%	1 1.82%
Of those students who have behavior needs, does your child have a written positive behavior intervention plan?	36 65.45%	13 23.64%	6 10.91%

Twenty-six percent (56 families) indicated their child had needs in the area of behavior. Of those parents that indicated that their child does have a written positive behavior plan, 62 percent (26 families) said that the personnel working with their child have been trained to implement the plan. The following are some comments made by parents about the subject of behavior:

- In general ed, the teachers show a great lack of knowledge about behavior issues, and they have no tolerance.
- This mother has concerns about her child's compulsive behavior. The mother asked the school for help because she has seen the child develop compulsive behavior, and it is getting worse. The school told her to see a specialist outside of school. Mom was hoping the school would provide a specialist to assess this problem.
- Parent doesn't think the child gets enough time with specialists in reading or for emotional/behavioral issues. Her son has bi-polar disability and she is not satisfied with the services. "I don't think they have a real understanding of what comes with his bi-polar condition. They need to be more in tune with the issues kids have with bi-polar. The principal seems more concerned with how much the school spends than what kind of support the kids get."
- At the current school, things are going great for the child. There is good communication with teachers. Parent is very happy with services now, but it took the district almost two and a half years to do anything for the child when he had behavior problems at a previous school. Mom thinks they were looking for the perfect solution, and since they didn't know what to do, they didn't do anything.

- Some kids need social skills and life skills, yet teachers don't have time to provide this. The program needs to be tailored to the kids' disabilities and not all grouped together. They need more help with understanding behavior issues. They don't know enough about autism. The school staff is trying hard but they don't have the resources that they need.

Table #12 The following questions were asked of all parents (some parents did not feel qualified to answer these questions so they deferred).

Question	Least	2	3	4	Best
The school my child attends does a good job providing services and supports to students with behavioral/emotional needs.	6 5%	8 6.67%	28 23.33%	32 26.67%	46 38.33%
How satisfied are you with the educationally related mental health services for children with behavioral/mental health challenges in your child's school.	8 7.27%	10 9.09%	25 22.73%	28 25.45%	39 35.45%

VII. Transition

The following information concerns the transition of high school students to further education, employment, and community activities following high school.

Table #13

Question	Yes	No	Don't Know
Someone knowledgeable in the area of transition attended the IEP meeting.	27 50%	10 18.52%	17 31.48%
IEP reflects planning for education or employment beyond high school.	23 42.59%	18 33.33%	13 24.07%
IEP reflects planning for independence beyond high school.	20 37.74%	17 32.08%	16 30.19%
IEP reflects planning to ensure participation in community activities.	10 21.28%	18 38.3%	19 40.43%

Table #14

Question	Not Aware	2	3	4	Very Aware
How aware do you feel you are about options for your son/daughter after high school?	8 16%	15 30%	14 28%	1 2%	12 24%

When asked, "How aware are you about options for your child after high school?" overall, including parents of middle school and high school students, 46 percent indicated that they had little or no awareness and only 13 (24%) were very aware. At least seven parents (many are parents of students who are in ninth or tenth grade) indicated that transition issues have not been addressed at all yet. Parents of students who were in the transition programs reported that it would have been helpful to receive more information about transition and to have received it sooner than they did. The following are some specific comments that were mentioned by parents when asked what strengths or concerns they have about the topic of transition.

Strengths

- There is good communication with the program our child is in.
- The student wants to go into culinary and hotel management. Parents want to make sure she has every chance possible to succeed.
- She is going to beauty school. I hope she makes it through the test.

Concerns

- There isn't anyone in this district that knows how to implement this plan. They don't know how to find and cultivate jobs in the community. The student is basically getting day care at this point. Parent feels the transition services have been a waste of time, and it hasn't prepared the student for any independence, only recreational things like bowling.
- The employer has not received information on the needs of my student. There are many things the transition program has not communicated with the employer such as he doesn't read, talk, tell time, etc. Needs training for the bus.
- Transition and plans for child has been researched and planned by parent and student. There has been little help from the school in this area.
- Transition has never been discussed, and I do not know what my child will do after high school or what is available to him.

Educators/Administrators Survey

2003 Continuous Improvement Monitoring Process Survey Results for X School District

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Table 1: Participants

Position	Freq.	Percent
Administration	22	10.09
General Education	80	36.7
Special Education	51	23.39
Related Services	65	29.82
Total	218	100

Table 2: How many years have you been in education?

Position	Mean	St. Error	N	State Mean
Administration	21.23	7.76	22	21.64
General Education	14.91	8.82	80	14.34
Special Education	17.61	8.88	51	16.64
Related Services	10.37	8.69	65	10.29

Table 3: Of those years, how many involved working with children with disabilities?

Position	Mean	St. Error	N	State Mean
Administration	5.23	6.75	22	5.17
General Education	2.22	5.29	79	2.24
Special Education	13.67	7.60	51	14.15
Related Services	4.87	6.18	62	6.18

Table 4: Does you school district ensure that Individualized Education Plan (IEP) goals and objectives address the general education curriculum?

	AU				State			
Position	**Yes**	**No**	**DK**	**Total**	**Yes**	**No**	**DK**	**Total**
Admin	22	0	0	22	217	4	3	224
	100.00%	0.00%	0.00%	100.00%	96.88%	1.79%	1.34%	100.00%
Gen Ed	76	2	1	79	810	30	48	888
	96.20%	2.53%	1.27%	100.00%	91.22%	3.38%	5.41%	100.00%
Sp Ed	44	6	0	50	342	21	2	365
	88.00%	12.00%	0.00%	100.00%	93.70%	5.75%	0.55%	100.00%
Rel Srv	53	2	7	62	349	10	30	389
	85.48%	3.23%	11.29%	100.00%	89.72%	2.57%	7.71%	100.00%
Total	195	10	8	213	1718	65	83	1866
	91.55%	4.69%	3.76%	100.00%	92.07%	3.48%	4.45%	100.00%

Table 5: How well does your school include children with special needs in the general education classrooms where appropriate?

Position	Mean	St. Error	N	State Mean
Administration	4.00	.93	22	4.38
General Education	4.19	.82	79	4.31
Special Education	3.92	.96	51	4.17
Related Services	3.76	1.06	63	4.15

Table 6: How often are general education teachers included in IEP meetings in you school district?

Position	Mean	St. Error	N	State Mean
Administration	4.32	.65	22	4.57
General Education	4.37	.87	75	4.45
Special Education	4.35	.91	51	4.59
Related Services	4.07	1.03	59	4.32

Table 7: How valued is the input of general education teachers at IEP meetings?

Position	Mean	St. Error	N	State Mean
Administration	4.41	.73	22	4.47
General Education	4.23	.90	78	4.24
Special Education	4.37	.77	51	4.51
Related Services	4.18	.97	56	4.29

Table 8: How valued is the input of special education teachers at IEP meetings?

Position	Mean	St. Error	N	State Mean
Administration	4.68	.48	22	4.78
General Education	4.62	.71	78	4.69
Special Education	4.69	.62	51	4.72
Related Services	4.41	.75	58	4.64

Table 9: How valued is the input of parents at IEP meetings?

Position	Mean	St. Error	N	State Mean
Administration	4.50	.60	22	4.51
General Education	4.37	.69	78	4.37
Special Education	4.35	.89	51	4.60
Related Services	4.17	.89	60	4.42

Tables 10: Where appropriate, how valued is the input of students at IEP meetings?

Position	Mean	St. Error	N	State Mean
Administration	4.05	.89	20	3.94
General Education	3.58	4.08	72	3.68
Special Education	3.84	4.06	50	4.14
Related Services	3.49	1.03	55	3.78

Table 11: How well do you feel your school district does at providing the services on IEPs in an appropriate and reasonable time?

Position	Mean	St. Error	N	State Mean
Administration	3.91	.75	22	4.18
General Education	3.76	.98	78	3.81
Special Education	3.71	4.01	51	3.99
Related Services	3.62	1.04	60	3.99

Table 12: When assessment accommodations (changes in testing procedures) are indicated in the student's IEP, how often are these accommodation provided in the general education classrooms?

Position	Mean	St. Error	N	State Mean
Administration	3.90	.83	21	4.07
General Education	4.03	.78	77	3.97
Special Education	3.54	.99	50	3.77
Related Services	3.75	.86	56	3.84

Table 13: How well does your school assess why special education students with behavior problems display inappropriate behaviors?

Position	Mean	St. Error	N	State Mean
Administration	3.68	1.13	22	3.70
General Education	3.40	1.14	78	3.41
Special Education	3.27	.96	51	3.52
Related Services	3.53	1.13	59	3.64

Table 14: How well does your school teach positive behavior changes to students with emotional disabilities?

Position	Mean	St. Error	N	State Mean
Administration	3.62	1.32	21	3.76
General Education	3.69	1.00	78	3.55
Special Education	3.20	1.13	51	3.48
Related Services	3.77	1.03	60	3.74

Table 15: How well does your school make sure that mental health services are always indicated where appropriate on the IEPs of children and youth who have emotional disabilities?

Position	Mean	St. Error	N	State Mean
Administration	3.41	1.18	22	3.98
General Education	3.68	1.07	76	3.77
Special Education	2.69	1.26	49	3.54
Related Services	3.52	1.13	56	3.88

Table 16: Are physical restraints at your school always used in accordance with State and federal law and guidelines from the Colorado Department of Education?

	AU				State			
Position	**Yes**	**No**	**DK**	**Total**	**Yes**	**No**	**DK**	**Total**
Admin	15	0	7	22	159	6	49	214
	68.18%	0.00%	31.82%	100.00%	74.30%	2.80%	22.90%	100.00%
Gen Ed	16	1	60	77	201	13	661	875
	20.78%	1.30%	77.92%	100.00%	22.97%	1.49%	75.54%	100.00%
Sp Ed	29	0	21	50	223	7	132	362
	58.00%	0.00%	42.00%	100.00%	61.60%	1.93%	36.46%	100.00%
Rel Srv	26	0	33	59	172	11	195	378
	44.07%	0.00%	55.93%	100.00%	45.50%	2.91%	51.59%	100.00%
Total	86	1	121	208	755	37	1037	1829
	41.35%	.48%	58.17%	100.00%	41.28%	2.02%	56.70%	100.00%

Table 17: How do you rate this statement: The school district where I work does a good job of attending to the behavioral/emotional needs of students.

Position	Mean	St. Error	N	State Mean
Administration	3.68	1.04	22	3.86
General Education	3.65	.92	78	3.81
Special Education	3.16	.92	51	3.47
Related Services	3.52	.96	51	3.71

Table 18: Students with disabilities at my school have access to career education opportunities (such as Alternative Cooperative Education, Business Education, and Vocational Education).

Position	Mean	St. Error	N	State Mean
Administration	3.19	1.29	21	3.77
General Education	3.94	1.22	32	3.92
Special Education	4.47	.74	15	3.86
Related Services			0	3.5

Table 19: I have access to inservices relating to transitions and options for secondary students with disabilities.

Position	Mean	St. Error	N	State Mean
Administration	3.33	1.15	21	3.66
General Education	3.26	1.06	31	3.24
Special Education	3.47	1.25	15	3.74
Related Services			0	3.00

Table 20: I am aware of upcoming transitions and options for students with disabilities after high school.

Position	Mean	St. Error	N	State Mean
Administration	2.68	1.25	22	3.27
General Education	2.84	.90	31	2.70
Special Education	4.07	1.22	15	3.76
Related Services			0	4.50

Table 21: How many trainings on educating students with disabilities have you attended in the last year?

Position	0 to 1	2 to 3	4 to 5	6 to 7	8 or more	Total
Admin	8	10	2	2	0	22
	36.36%	45.45%	9.09%	9.09%	0.00%	100.00%
Gen Ed	60	17	1	0	0	78
	76.92%	21.79%	1.28%	0.00%	0.00%	100.00%
Sp Ed	20	24	6	0	1	51
	39.22%	47.06%	11.76%	0.00%	1.96%	100.00%
Rel Srv	32	28	0	0	2	62
	51.61%	45.16%	0.00%	0.00%	3.23%	100.00%
Total	120	79	9	2	3	213
	56.34%	37.09%	4.23%	.94%	1.41%	100.00%

Table 22: Which of the following, if any, would you say is a barrier that prevents you from attending more professional development activities relating to children with disabilities? (percent answering "Yes")

Position	Not informed, unaware	Not enough time	Distance—too far away	Personal costs ($)	Not relevant to my job	Lack of substitute teachers	Admin. Discourages
Admin	22.73%	59.09%	31.82%	27.27%	9.09%	4.55%	0.00%
Gen Ed	38.75%	56.25%	16.25%	28.75%	13.75%	6.25%	1.25%
Sp Ed	29.41%	54.90%	49.02%	45.10%	11.76%	13.73%	3.92%
Rel Srv	40.00%	33.85%	24.62%	40.00%	7.69%	4.62%	0.00%

Table 23: Are you seriously considering leaving the field of education in the next three years for reasons other than retirement? (scaled 1–5 where 1=not considering leaving at all and 5=very seriously considering leaving)

Position	Mean	St. Error	N	State Mean
Administration	1.59	1.22	22	1.60
General Education	1.64	1.08	78	1.87
Special Education	2.08	1.44	50	1.94
Related Services	1.70	1.07	63	1.86

Table 24: Reasons (other than retirement) leaving is considered (all respondents' top answer)

NCLB
Administrative constraints
Administration/legislative requirements
Better opportunities
Budgets/staff reduction
Career change
Caseload over 30 students
Change
Children with disabilities are not treated well.
Class size
Classes have to be "dumbed down."
Computerized IEPs changing every year
Demanding paperwork
Demands of behavior management
CSAP-A
Emotionally drained
Financial
Frustration with teachers and administrators
Husband makes enough money.
I am teaching to the test.
Increasing work load and responsibility
Job change
Kids are getting to aggressive.
Lack of autonomy
Lack of follow through with OT suggestions
Lack of funding
Lack of funding
Lack of funding
Lack of public support
Lack of support from administrators
Lack of support from government, news media
Lack of support from parents
Lack of support from upper administration
Low pay
Low pay/much responsibility
Maternity leave
Micromanaging sped administration
Money
Money
Money
No administrative back-up on discipline
No Child Left Behind Requirements
Non teaching duties
No respect
No support from administration
Not enough money
Overwhelmed by scheduling of 500 students
Paperwork
Paperwork
Paperwork hassles
Paperwork/testing/assessment
Pay
Pay
Pay is too low.
Personal reasons

Politics
Politics involved in special education
Possibly moving
Pursuing different profession
Salary
Size of classes
Special Ed teachers do much more than regular ed.
Societal problems are school's problems
Sped Administration
Sped kids and staff openly treated with disrespect
Start a family
Stress
Stress
Stressful
The amount of expectation that has been put on me
The amount of high-stake testing done
The cost of having to get an endorsement
The district is taking away certified pay
Too many at-risk students
Too many demands on teachers
Too much overtime that is not compensated
Total emphasis on testing scores not on teaching
Unrealistic demands on time
Unrealistic job expectations
Very poor administrative decisions
Want to do other things.
Work load, lack of planning time

Table 25: How aware are you of programs, projects, and services for students with disabilities?

Position	Mean	St. Error	N	State Mean
Administration	3.67	.86	21	3.81
General Education	3.15	.87	75	3.10
Special Education	3.73	.70	49	3.79
Related Services	3.04	1.27	57	3.38

Table 26: Do you participate in carrying out the services indicated in IEPs of children with disabilities?

	AU			State		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Yes	163	81.50%	81.50%	1535	84.62%	84.62%
No	29	14.50%	96.00%	196	10.80%	95.42%
DK	8	4.00%	100.00%	83	4.58%	100.00%
Total	200	100.00%	100.00%	1814	100.00%	100.00%

Table 27: How do you rate the following statement: "School district personnel are notified of the upcoming transition form the IFSP to the IEP in a timely manner."

Position	Mean	St. Error	N	State Mean
Administration	3.15	.99	20	3.52
General Education	3.63	.92	8	3.09
Special Education	2.81	.81	21	3.31
Related Services			0	4.00

Table 28: Are you invite to attend transition planning for children turning age three?

	AU			State		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Yes	9	16.98%	16.98%	73	15.43%	15.43%
No	41	77.36%	94.34%	356	75.26%	90.70%
DK	3	5.66%	100.00%	44	9.30%	100.00%
Total	53	100.00%	100.00%	473	100.00%	100.00%

Table 29: Are services provided by your school district in a timely manner for children who turn age three?

	AU			State		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Yes	25	48.08%	48.08%	208	43.24%	43.24%
No	2	3.85%	51.92%	21	4.37%	47.61%
DK	25	48.08%	100.00%	252	52.39%	100.00%
Total	52	100.00%	100.00%	481	100.00%	100.00%

Table 30: How do you rate this statement: "I believe children with disabilities in my school district are making adequate and reasonable progress." (1=Disagree; 5=Agree)

Position	Mean	St. Error	N	State Mean
Administration	3.20	1.01	20	3.71
General Education	3.56	.90	77	3.63
Special Education	3.49	4.00	49	3.83
Related Services	3.42	.95	53	3.63

Table 31: How do you rate this statement: "Overall, I am satisfied with the special education services children in my school district receive." (1=Disagree; 5=Agree)

Position	Mean	St. Error	N	State Mean
Administration	3.10	1.14	21	3.77
General Education	3.48	1.03	77	3.57
Special Education	3.27	.86	49	3.65
Related Services	3.41	.96	54	3.59

Table 34: Please indicate environments where you provide services to students with disabilities (shown as percent answering "yes")—special education only.

	Question #	Obs.	% Yes
Regular School in General Ed	34.1	7	42.86%
Regular School Outside	34.2	7	100.00%
Center-based Inside General Ed	34.3	7	14.29%
Center-based Outside General Ed	34.4	7	0.00%
Separate Facility	34.5	7	0.00%
Residential Facility	34.6	7	0.00%
Community	34.7	7	0.00%
Home	34.8	7	0.00%
Hospital	34.9	7	14.29%
Infant/Preschool Setting	34.10	7	0.00%
I am an itinerant teacher.	34.11	7	0.00%

Table 35: I have daily access to a personal work space.

	AU			State		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Yes	185	90.69%	90.69%	1704	93.52%	93.52%
No	19	9.31%	100.00%	109	5.98%	99.51%
DK	0	0.00%	100.00%	9	.49%	100.00%
Total	204	100.00%	100.00%	1822	100.00%	100.00%

Table 36: I have daily access to a telephone.

	AU			State		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Yes	197	96.57%	96.57%	1790	98.24%	98.24%
No	7	3.43%	100.00%	30	1.65%	99.89%
DK	0	0.00%	100.00%	2	.11%	100.00%
Total	204	100.00%	100.00%	1822	100.00%	100.00%

Table 37: I have daily access to a computer with the internet.

	AU			State		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Yes	193	95.07%	95.07%	1766	97.30%	97.30%
No	10	4.93%	100.00%	47	2.59%	99.89%
DK	0	0.00%	100.00%	2	.11%	100.00%
Total	203	100.00%	100.00%	1815	100.00%	100.00%

Table 38: How many paraeducators are you responsible for supervising in your building/district?

Position	Mean	St. Error	N	State Mean
Administration	13.21	12.00	19	7.51
General Education	.53	1.34	73	.56
Special Education	1.02	.98	48	2.16
Related Services	.39	1.29	46	2.15

Table 39: How many students are on your current caseload?

Position	Mean	St. Error	N	State Mean
Administration			0	
General Education			0	
Special Education	18.69	10.44	48	23.25
Related Services	98.19	171.94	42	69.40

Table 40: I believe my caseload is determined by students' IEP requirements. (1=Disagree; 5=Agree)

Position	Mean	St. Error	N	State Mean
Administration			0	
General Education			0	
Special Education	2.92	1.60	48	3.28
Related Services	2.94	1.64	36	3.18

Table 41: I believe my caseload is influenced by my students' disability label (1=Disagree 5=Agree)

Position	Mean	St. Error	N	State Mean
Administration			0	
General Education			0	
Special Education	3.08	1.54	48	3.27
Related Services	2.70	1.58	34	3.14

Table 42: I believe my caseload is influence by budgetary limitations. (1=Disagree; 5=Agree)

Position	Mean	St. Error	N	State Mean
Administration			0	
General Education			0	
Special Education	3.52	1.35	48	3.20
Related Services	3.92	1.34	36	3.10

Table 43: I believe my caseload is influenced by a lack of qualified personnel. (1=Disagree; 5=Agree)

Position	Mean	St. Error	N	State Mean
Administration			0	
General Education			0	
Special Education	2.83	1.37	48	2.44
Related Services	2.51	1.42	35	2.20

Table 44: I believe that time spent traveling interferes with my ability to serve student on my caseload. (1=Disagree; 5=Agree)

Position	Mean	St. Error	N	State Mean
Administration			0	
General Education			0	
Special Education	2.83	1.37	48	1.57
Related Services	2.51	1.42	35	1.74

Table 45: I believe my caseload is such that I am able to meet student needs. (1=Disagree; 5=Agree)

Position	Mean	St. Error	N	State Mean
Administration			0	
General Education			0	
Special Education	3.49	1.17	49	3.51
Related Services	3.57	1.21	37	3.48

Table 46: What % of your caseload is served through consultation only? (sped and rel srvcs only)

	Response	Freq	%
1–10%	1	40	46.51%
11–20%	2	4	4.65%
21–30%	3	1	1.16%
31–40%	4	2	2.33%
41–50%	5	2	2.33%
51–60%	6	3	3.49%
61–70%	7	0	0.00%
71–80%	8	0	0.00%
81–90%	9	1	1.16%
91–100%	10	3	3.49%
None	11	30	34.88%
Total		86	100.00%

Table 47: What % of your total work time is spent in direct contact with students on your caseload? (sped and rel srvcs only)

	Response	Freq	%
1–10%	1	3	3.37%
11–20%	2	4	4.49%
21–30%	3	1	1.12%
31–40%	4	3	3.37%
41–50%	5	4	4.49%
51–60%	6	4	4.49%
61–70%	7	5	5.62%
71–80%	8	16	17.98%
81–90%	9	15	16.85%
91–100%	10	33	37.08%
None	11	1	1.12%
Total		89	100.00%

Table 48: Gender

Position	Female	Male	Total
Administration	12	9	21
	57.14%	42.86%	100.00%
General Education	53	23	76
	69.74%	30.26%	100.00%
Special Education	39	10	49
	79.59%	20.41%	100.00%
Related Services	49	7	56
	87.50%	12.50%	100.00%
Total	153	49	202
	75.74%	24.26%	100.00%

Table 49: Highest level of education

	Response	Freq	%
Some HS	1	0	0.00%
HS Grad	2	6	2.97%
Some College	3	21	10.40%
Bachelor's	4	12	5.94%
Bachelor's +	5	42	20.79%
Master's	6	25	12.38%
Master's +	7	92	45.54%
Doctorate	8	4	1.98%
Total		202	100.00%

Table 50: Persons in Related Services Category for HVSD

	Freq	%
Counselor	6	9.23%
RN	2	3.08%
OT	1	1.54%
Psychologist	3	4.62%
S/L Specialist	6	9.23%
Bilingual Ast.	1	1.54%
Health Tech	2	3.08%
TA, Reg.	32	49.23%
TA, Sped	12	18.46%
Total	65	100.00%

December 1 Staff/Student Data

Sample
December 1
Staff and Student Data
Table of Contents

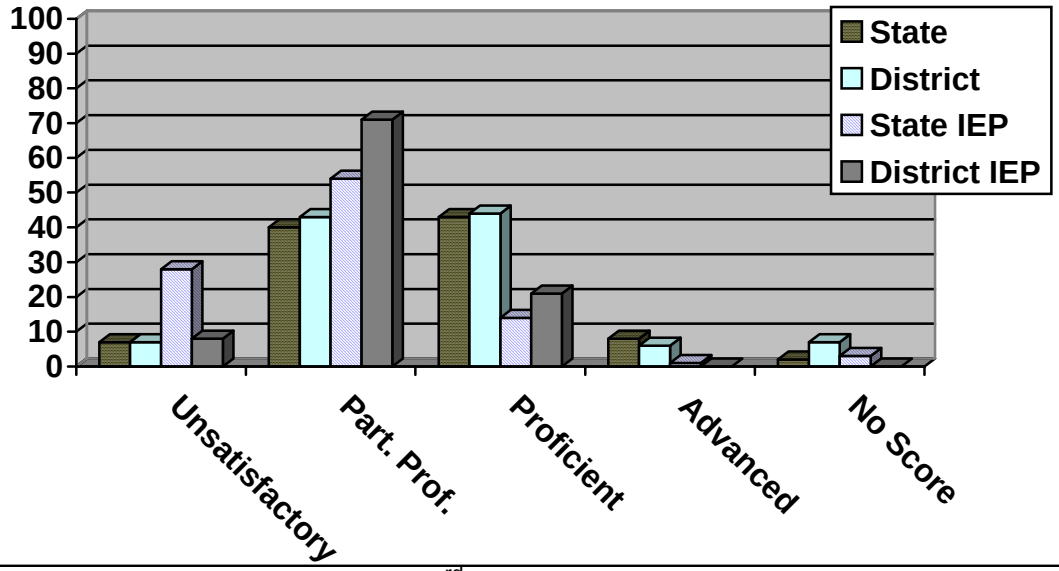
Unit/District			
	Table No.	Sheet Name	Description
01010 Adams 1			
	Table 1	Table1	Per **2001** December Count, **Students by:** Disability
	Table 2	Table 2	Disability and Gender
	Table 3	Table 3	Race/Ethnicity, Compared to Total Membership
	Table 4	Table 4	Disability and Race/Ethnicity
	Table 5a	Table 5a	Disability, Age Group, and Setting
	Table 5b	Table 5b	Disability, Age Group, and Setting (Least Restrictive Environment)
	Table 5c	Table 5c	Disability, Age Group, and Setting (Level of Support)
	Table 6	Table 6	Suspended/Expelled by Disability (Unduplicated)
	Table 7	Table 7	Exiting Special Education by Disability and Reason
	Table 8	Table 8	Per **2000** December Count, **Staff** by:
	Table 9	Table 9	Employed by Assignment
			Retained from Previous Year by Assignment

List of Graphs

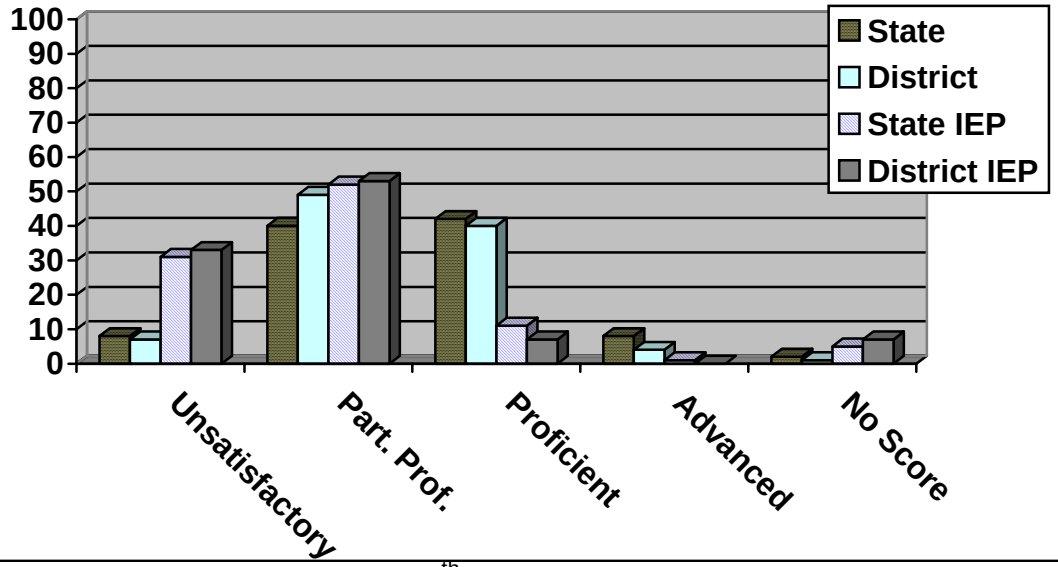
Graph T1.1	Table 1—Special Education Students—Percent of Membership
Graph T1.2	Table 1—Students by Disability, 2001 December Count
Graph T3	Table 3—Students by Race/Ethnicity Compared to Total Membership
Graph T5a.1	Table 5a—Students by Setting, All Disabilities, Birth–5
Graph T5a.2	Table 5a—Students by Setting, All Disabilities, 6–11
Graph T5a.3	Table 5a—Students by Setting, All Disabilities, 12–17
Graph T5a.4	Table 5a—Students by Setting, All Disabilities, 18+
Graph T5a.5	Table 5a—Students by Setting, All Disabilities, All Age Groups
Graph T5b.1	*Setting Grouped by Least Restrictive Environment*
Graph T5b.2	Table 5b—Students by Setting, All Disabilities, Birth–5
Graph T5b.3	Table 5b—Students by Setting, All Disabilities, 6–11
Graph T5b.4	Table 5b—Students by Setting, All Disabilities, 12–17
Graph T5b.5	Table 5b—Students by Setting, All Disabilities, 18+
	Table 5b—Students by Setting, All Disabilities, All Age Groups
Graph T5c.1	*Setting Grouped by Level of Support*
Graph T5c.2	Table 5c—Students by Setting, All Disabilities, Birth–5
Graph T5c.3	Table 5c—Students by Setting, All Disabilities, 6–11
Graph T5c.4	Table 5c—Students by Setting, All Disabilities, 12–17
Graph T5c.5	Table 5c—Students by Setting, All Disabilities, 18+
	Table 5c—Students by Setting, All Disabilities, All Age Groups
Graph T7	
Graph T8	Table 7—Students Exiting by Reason
Graph T9	Table 8—Qualifications of Licensed Special Education Staff
	Table 9—Qualifications of Licensed Staff Retained from Previous Year

Contains confidential information (under FERPA)—only for use by Special Education Employees of CDE and the Administrative Unit.

Sample
2002 CSAP Scores
Sample School District



3rd Grade Writing			
	Avg. Level (1-4)	Std. Dev.	*N*
State	2.5	.75	54457
District	2.5	.71	149
State IEP	1.9	.68	5255
District IEP	2.1	.54	24



4th Grade Writing			
	Avg. Level (1-4)	Std. Dev.	*N*
State	2.5	.76	55485
District	2.4	.68	133
State IEP	1.8	.65	5778
District IEP	1.7	61	14

Plan for Gathering Additional Data

Once the steering committee has reviewed all existing data, including the parent interview summary, the student record review, staff survey report, CSAP/CSAPA data, and any other relevant district data, additional questions will remain. Each question should be formulated clearly by the group, and ideas considered for ways to collect additional data that may have relevance to the questions. The AU may want to move forward with focus groups to answer some of the questions, or determine more detailed surveys to collect information. A specific plan should outline the questions, the ways in which the questions could be answered, and who has responsibility for conducting each particular strategy. Some data collection may be deferred until the Phase II verification visit (e.g., targeted focus groups of a specific discipline area).

Sample
Data Questions
February 2002

Focus Area	Questions	Follow-up	Whose Responsibility?
Placement, Eligibility	High percentages of PC-How are students being identified as PC? Are we using professional judgment for • Assessments used • Cognitive/processing	• IEP Review internal workgroup/ stratify random sample (20 IEPs@10 elem, 10 2ndry- • pinpoint any discrepancies) + focus group/ Phase II	_____ by September, 2002
Ethnicity	Is there underidentification in minority areas? Is it that we don't understand language vs. disability?	ELL/SPED team (joint districts team just getting started) Furthers TBD	Phase II
Reasons for exiting sped (strength)	Graduating more than State average. What is considered "other"? Did they eventually go on to graduate if they were staffed out? Who is graduating with diplomas rather than certificate? Are there other options in that area? How will graduation requirements affect graduation? Will graduation rates decrease or increase because of this?	Define other category Schools report information + ask ?s in PhII- Look at graduation lists from last 5 yrs to compare with students staffed out & his/her eligibility data comparison between sped and 504?	_____ will pull preliminary info *Answers from Charm-Students Exiting:* *Other defined as –* **moved-known to be continuing* **moved-not known to be continuing* **reached max age* **deceased* **withdrawn from sped by parents (still in district)*
Staff	Who is in not qualified category? What do we need to do to move them to qualified? Are emergencies included?	Clarification	*"Not qualified for assignment" includes* **no license* **license expired* **has reg ed but no sped endorsement* **sped endorsed but teaching out of area (not approp for caseload)* *Most Common: on emerg auth but no TTE*

Service delivery issues	Are IEPs currently coded for placement? Is it a program issue or wrong boxes? What is the actual amt. of time students are in reg. ed? Are we providing a continuum of services? _____– strength ED program, more included than pull out. _____HS, _____MS: Speech language is 100% pullout - we need to explore in these schools during PH II. _____– 100% of preschoolers are in integrated setting (strength) Very comparable between the 2 districts Are there service delivery issues in some bldgs.? Are we truly providing a continuum of services? Do we need to return to the BOCES? We don't think so but need data to support that thinking. Are there any services that we need to buy into the BOCES for?	• IEP Review-to determine if accurately coded & why • Different disability areas: review student schedules (correlated to IEPs) to see if matches svc delivery being offered • Focus group Questions for PH II Need to determine difference in svc deliv now vs when member of BOCES?	_____conduct internally _____**ask** _____for further clarification on Pg 9 boxes-before Sept 12-direct/indirect services memo did not help Phase II PH II/visits November 6-8
CSAP DATA-Student Results	Is the data on labels accurate? Are they being miscoded? Now, school assessment coordinator and teacher check-Should there be somebody from sped checking? 3rd and 4th grade—quite a few identified as proficient. Why do students begin to demonstrate decrease in scores at 5th grade? √Are sped staff included in looking at data? √Are any of the kids getting close to moving into the partially proficient category? √Are sped teacher included in the item maps? √What are the specific strategies used for reading instruction? Where is the data on _____ Elem School? Can we get trend data over last 3	Review internally-compare to last year's data, and any fall data available-build trends Focus group Phase II √ Individual student data around reading, writing, math (trend data) (Terra Nova?) Disaggregated CSAP data over years/ grades/content areas-	_____**send copy of crosstabs data (in progress** _____) Determine disaggregated data available for SPED students (prior to Sept 12 mtg)

	years and put in graphs? At 10th grade, more partially proficient in writing than reading-Why? (53% partially proficient across the State)? Why was there a dip in scores wherethe Trail Blazers math curriculum is being used? It is a manipulative curriculum-good for all-Is it an issue of the curriculum? Are we identifying enough kids for the CSAP-A? Look at CSAP-A results-Need clarification on criteria. Are we under identifying or over identifying? Looking at 1% of population?	graphs Is writing stronger across state in PP? Keenes Elem? -heavy reading program –why lower scores? Focus group Ph II √Compare to 2002 data- change in teachers? Keenesburg only one student but as more grades added may PH II	_____ ask elem to discuss _____ review-discuss criteria with elem staff.
Family Involvement	Are parents getting the information they need to participate in the IEP? √How can they get it out? Parent awareness: scheduling, IEP meetings, are they attending? Etc.? √Are parents aware of the resources available: Develop PARENT HANDBOOK + brochure Is it the right information? Are parents familiar with staff & roles? How can we identify staff at the IEP meetings? of who is there? * Discrepancy between count audit and parent interviews-WHY?	Develop survey to capture parents who may not have participated in CDE-use some questions from CDE, add others FOCUS GROUP Phase II-schedule interviews with consortium advisory	_____ (___ send CDE surveys) Target early fall To mail out
	What kinds of supports are in place for general ed teachers to attend and be involved in the IEP meeting?	Focus ?-PH II	
TRANSITION SERVICES	What transition services are currently provided & do parents understand what they mean?	FOCUS GROUP Phase II	

	How can we better communicate these services? How can we coordinate/ communicate between the two districts? How can we improve? Are parents familiar with agencies & the roles they play and how to access information? How can we get information about the agencies to the parents? Does parent awareness improve perceptions?		

As we hold some focus groups remember to target

- Sped teachers to determine if parents' perception is truly accurate.
- ELL student's parents.

Next Steps

1. Revise data questions and email draft cover letter, thank you and send all to steering committee, announcing Oct 2 meeting time.
2. Meet with CDE Regional Liaisons (May 19) to schedule Phase II visits- hopefully sometime fall/early winter (not Sept).
3. Meet Sept 12 to share data, put in structure for SC, and plan for Phase II.

CDE CONTINUOUS IMPROVEMENT MONITORING PLAN
Worksheet

Admin Unit_____**Director/Person Completing Form**_____
Liaison_____**Date**_____

Cluster Area Indicators	What We Know So Far (based on self-assessment data sources, steering committee input, etc.)	What's Next	Verification Needed

GENERAL SUPERVISION
• Correction of previous compliance issues has been completed.
• Local/community interagency agreements are in place.
• Decisions are results oriented and based on data.
• Dispute resolution procedures are in place.
• Procedural safeguards are in place.
• A special education process is in place.
• There are appropriate services for children and youth with disabilities.
  ▪ within the district
  ▪ out of district
• There is a sufficient number of appropriately licensed/ trained
  ▪ teachers,
  ▪ related service providers, and
  ▪ administrators.
• There is an allocation of resources based on needs.
• There are opportunities for professional development.			

Cluster Area Indicators	What We Know So Far (based on self-assessment data sources, steering committee input, etc.)	What's Next	Verification Needed
PARENT INVOLVEMENT • Training and information dissemination is provided to all families. • Decisions made regarding transition services are made with families. • Families are included in program improvement activities.			

Cluster Area Indicators	What We Know So Far (based on self-assessment data sources, steering committee input, etc.)	What's Next	Verification Needed
EARLY CHILDHOOD TRANSITION • Part C notifies the school district of transition planning meetings. • Timelines for the process are being met (6 to 9 months prior to the child's 3rd birthday). • Children at age 3 are receiving appropriate services funded and implemented by Part B. • District personnel attend transition-planning meetings.			

Cluster Area Indicators	What We Know So Far (based on self-assessment data sources, steering committee input, etc.)	What's Next	Verification Needed
CHILD FIND AND EVALUATION • There is a district process (referral to the development of the IEP). • The determination of need is based on information from an appropriate evaluation. • Evaluation data is reflected on the IEP/IFSP for each child. • The timelines for the process are being met (45 calendar days for birth-3). • IEP goals and objectives reflect evaluation data and parent input. • Parents are actively involved in the evaluation and assessment process.			

Cluster Area Indicators	What We Know So Far (based on self-assessment data sources, steering committee input, etc.)	What's Next	Verification Needed
SECONDARY TRANSITION • Youth with exceptionalities are actively involved in their own transition planning. • Appropriate services are provided to youth receiving special education services to prepare them for independent living, employment, post-secondary education, and life skills.			

Cluster Area Indicators	What We Know So Far (based on self-assessment data sources, steering committee input, etc.)	What's Next	Verification Needed
FAPE in the LRE • Special education and related services are provided as appropriate and as needed. • All students have access to the general education curriculum. • Special education and related services are provided at no cost to the parent, including children placed out of district. • Services are provided by trained personnel. • Progress of students receiving special education services are monitored continuously and compared to the progress of all students. • All placement options are available. • Students with disabilities participate as appropriate in activities and services with nondisabled peers.			

Phase II—Verification

I. Verification Process

II. Phase II Checklist

III. Conducting Focus Groups

IV. Focus Group Questions

V. Sample Phase II Report and Executive Summary

Verification Process

Step 1 Preliminary Visit (1 day)

- Review Administrative Unit Checklist/Self-Assessment.
  - First with director/administrative team
  - Next with representative leaders/reps of steering committee (could do in AM, PM, or could happen simultaneously)
- Identify any specific focus groups needing to occur and when recommendations needed.
- Create Phase II Action Plan (with director or Steering Committee, whichever is most appropriate); determine targets for compliance focus on Verification Visit.

Step 2 Verification Visit (2-3 days)

- Verify issues identified/confirm as noncompliance.
- Conduct focus groups as part of process, using all or part of focus area or administrative unit checklist.
- Include transition, early childhood, Charter Schools in some way (per SIP, OSEP report).
- Conduct individual and school team interviews as needed.
- Conduct additional record reviews as needed.
- Share findings with Steering Committee; begin development of Improvement Plan.

Tentative Schedule for Verification Visit

Day 1

- Overview—Why we are here; overview of next 2-3 days (1 hr); time to check schedules, assure focus groups, interviews [flexible-depends on action plan]

Day 1-2/3

- Further verification of issues
- Develop "game plan" or synthesis of verified findings with CDE staff; defensible, from cluster areas or administrative checklist.
- Share findings with director of special education and designated team.
- Conduct final steering committee meeting to share findings/beginnings of Improvement Plan.

Continuous Improvement Monitoring Process
Phase II Checklist
Verification Visit

Preliminary Visit

- ☐ Review Administrative Unit Checklist and Phase I Self-Assessment
  Potential Participants:
  - CDE liaison
  - Director
  - Administrative Team
  - Representative leaders
  - Representatives of steering committee
- ☐ Review, analyze, and synthesize data from status report self-assessment.
- ☐ Determine targets for compliance focus.

Verification Visit

- ☐ Overview/Orientation meeting
- ☐ Verification activities
  - Individual Interviews
  - School Interviews
  - Focus Groups
  - File Review
- ☐ Visiting Team debrief
- ☐ Share Findings with Administrative Unit leadership.

  Who:_____
  _____
- ☐ Begin development of Improvement Plan.
- ☐ Complete any remaining items from the Administrative Checklist/Report.

Reporting

- ☐ Executive Summary and final report by CDE (due 90 days after verification activities are completed)

- Administrative Unit response to corrective actions (due 90 days upon receipt of executive summary)
- CDE Notification of Acceptance/Non-acceptance of corrective action plan (due ___ days following receipt of Administrative Unit response

PHASE II Verification
SUGGESTED TIMELINE

CIMP: Action Plan for _____—Phase II

GOALS	AVAILABLE RESOURCES	STRATEGIES FOR IMPLEMENTATION	TIMELINES	PERSONS RESPONSIBLE

Focus Groups. . .

- Go beyond typical surveys in providing rich, insightful data.
- Provide for participant interaction that draws out varying perspectives.
- Allow for expanded discussion around specific issues.
- Result in quick turnaround from implementation to findings.

We've never gotten this kind of information from a survey. Focus groups have allowed us to get in-depth information about the perceptions of everyone in our school around specific issues in a relatively short period of time. We've been able to see that assumptions we've made are sometimes inaccurate.

– High School Teacher (Building Leadership Team member)

Conducting Focus Groups

1. Develop Research Objectives.

2. Develop Questions/Topics.

3. Select Moderator.

4. Select Participants.

5. Conduct Focus Group Session(s).

6. Analyze Responses.

Elementary General Educators

What is the process in place at your building when you suspect a student may have a disability?

- What if a parent thinks a student may have a disability?

How are decisions made about how much time students on IEPs will participate in the general education classrooms?

- How is it determined what each student will learn?
- How would you describe the main delivery model: pull-out, within general classroom, small group?
- Are accommodations/modifications being provided in general education classrooms for students? Who provides and how? Why/why not?
- How do you collaborate with the special educators/general educators in your building?
- How are you involved in the development of the IEP?
- Are you providing differentiated instruction within your classroom? How?

How are general educators involved in the determination of services and supports for students with disabilities?

- What is working well to help support students on IEPs and their teachers?
- What could work better?

What types of mental health services are available for students in your building?

- What additional services or supports might benefit students?

What types of behavioral supports are provided for students with disabilities?

What types of professional development have you received that help you to better meet the needs of students with disabilities?

- What additional areas of information might you need?

In what ways are parents of students with disabilities involved in their children's education?

- To what degree are parents informed and involved in their child's experience in the general education classroom?
- What is the frequency of progress reporting on student IEP goals/objectives? How is that similar/dissimilar to what happens with general education?

Early Childhood Education

How are early childhood students receiving their education with typical peers?

- How would you describe the main delivery model for preschoolers: pull-out, within
  general classroom, small group?
- How are general educators involved in the IFSP/IEP?
- How is it determined what each student will learn?
- How are supports provided for early childhood age students within natural environments?
- What could work better?
- Does an early childhood educator provide direct services to children?

How is the early childhood transition plan developed and implemented?

- Who is involved in the transition to kindergarten process?
- Do the transition activities relate to the child's specific disability?
- How does the child find process support the identification of services for early childhood?

What types of professional development have you received that help you to better meet the needs of students with disabilities?

- What additional areas of information might you need?

In what ways are parents involved in the special education process?

- To what degree are parents informed and involved in their child's IFSP/IEP development and implementation?
- What is the frequency of progress reporting on student IEP goals/objectives? How is that similar/dissimilar to what happens with general education?

Primary/Intermediate Special Educators

How are students included in the general education classrooms when it is appropriate?

- How are decisions made about how much time students will participate in the general education classrooms?
- How do you document time outside of the general education classroom on the IEP?
- How would you describe the main delivery model: pull-out, within general classroom, small group?
- How do you collaborate with the general educators in your building?
- How are general educators involved in the IEP?
- How is it determined what each student will learn?
- What types of behavioral supports are provided for students with disabilities?
- Are accommodations/modifications being provided in general education classrooms for students? Why/why not? Do classroom teachers differentiate instruction?

How is it determined that a child might need services provided outside of the district?

How are general educators involved in the determination of services and supports for students with disabilities?

- How are general educators involved in the development of the IEP?
- What are you or others doing to help support students on IEPs and their teachers?
- What could work better?

What types of professional development have you received that help you to better meet the needs of students with disabilities?

- What additional areas of information might you need?

In what ways are parents involved in the special education process?

- To what degree are parents informed and involved in their child's IEP development and implementation?
- What is the frequency of progress reporting on student IEP goals/objectives? How is that similar/dissimilar to what happens with general education?

Secondary (Middle/High School) Special Educators

How are decisions made about the general education classes students will participate in?

- Are students and their families involved in the decision?
- Can students access any course or class? Why?
- How are you documenting time in general education on the IEP?
- How are student-learning expectations determined for a class?
- Are accommodations/modifications being provided in general education classrooms for students? Why/why not?
- What types of behavioral supports are provided for students with disabilities?
- How do you collaborate with the special educators in your building?

How is it determined that a child might need services provided outside of the district?

How are general educators involved in the determination of services and supports for students with disabilities?

- What is working well to help support students on IEPs and their teachers?
- What could work better?

What is available to help students prepare for post-high school education or career development?

- What courses are available to students?
- What types of services, such as counseling, job placement, etc. can students access?
- What is available to students for community training?

What types of professional development have you received that help you to better meet the needs of students with disabilities?

- What additional areas of information might you need?

In what ways are parents involved in the special education process?

- To what degree are parents informed and involved in their child's IEP development and implementation?
- What is the frequency of progress reporting on student IEP goals/objectives? How is that similar/dissimilar to what happens with general education?

Secondary General Educators

How are decisions made about general education classes students on IEPs will participate in?

- Are students and their families involved in the decision?
- Can students access any course or class? Why/why not?
- How are student-learning expectations determined for a class?
- Are accommodations/modifications being provided in general education classrooms for students? Who provides and how? Why/why not?
- How do you collaborate with the special educators/general educators in your building?

How are general educators involved in the determination of services and supports for students with disabilities?

- What is working well to help support students on IEPs and their teachers?
- What could work better?

What types of mental health services and/or behavioral supports are available for students in your building?

- What additional services or supports might benefit students?

What is available to help students prepare for post-high school education or career development?

- What courses are available to students?
- What types of services, such as counseling, job placement, etc. can students access?

What types of professional development have you received that help you to better meet the needs of students with disabilities?

- What additional areas of information might you need?

Related Service Providers

How are decisions made about the general education classes special education students will participate in?

- Are students and their families involved in the decision?
- Can students access any course or class? Why?
- Are accommodations/modifications being provided in general education classrooms for students? Why/why not?
- How do you collaborate with the special educators in your building, district, or administrative unit?
- To what degree are your recommendations implemented in the classroom?

How are general educators and school counselors involved in the determination of services and supports for students with disabilities?

- How do they participate in the pre-referral process?
- What is working well to help support students on IEPs and their teachers?
- What could work better?

How is it determined if a child might need related services?

- Is there a full continuum of related services available?
- What are the gaps? How are needs met if there are gaps?

What is available to help special education students prepare for post-high school education or career development?

- Specific skill training?
- Advocacy resource services?
- Community accessibility?

In what ways are parents involved in the special education process?

- To what degree are parents informed in the determination of related services for the child's IEP?
- Are parent training and counseling services available when required in order for parents to support the progress of their child's IEP goals?

How are related services provided?

- How is the service delivery model determined?
- How are decisions made regarding caseload allocations? Are State caseload recommendations utilized?
- What percent of caseload is consultation? Direct in the classroom? Direct pullout?
- What percent of time is spent driving vs. seeing students?
- If paraprofessionals are utilized, are they trained and appropriately supervised?

What types of professional development have you received that helps you to better meet the needs of students with disabilities?

- Do you receive information about annual conferences and training specific to your discipline?
- Are you supported to attend these trainings by your district or BOCES?
- What additional areas of information might you need?

Do you bill for Medicaid? If so, what services are provided with the funds that are generated?

High School Students with IEPs

How are decisions made about the courses you will take?

- How are you involved in the decision?
- Can you take any course of class you'd like? Why?
- How are you learning expectations determined for a class?
- Are accommodations/medications being provided to you in general education classrooms? Why/why not?
- Do you think your grads actually show what you are doing?

DO you think students get the help they need when they are having emotional or behavioral problems?

- Who provides that type of help?
- Does the help involve someone to talk to or does it involve some direct instruction around new behaviors such as anger management, communication skills, or decision-making>
- What additional services or supports might benefit students?

What experiences have you had that are preparing you for what you will be doing after high school?

- What courses have you taken or are offered that have been useful?
- Are there specific individuals, such as teachers or counselors, or programs that have helped your prepare or think about your future?
- How have you been involved in your transition planning?
- What additional courses or experiences could better help you to plan for additional education, training, or a career?

What types of supports have been positive or helped you in your entire educational experiences?

- Have there been specific individuals, such as teachers or counselors; programs; or classes that have helped?
- Are there other things that could have helped you that you feel you did not get?
- What was not helpful?

What additional advice can you give to the administrators and your teachers that might help other students from the time they are in elementary school until they graduate?

CIMP Parent Focus Group

What is special education's role in educating your child?

- General teacher's role
- Special education team role
- Principal/TOSA/administrator role

When were you notified your child was having academic or behavioral problems and was being referred for special education assessment?

- Child study
- Interventions
- Parent/teacher conferences, phone calls, other forms of notification

How were you included in the process?

- Communication
- Active interventions/child study, etc.

How have your special education services changed in different environments?

- Preschool to elementary
- Elementary to middle school
- Middle school to high school
- School to school
- Teacher to teacher

How has your child had opportunities to access district programs?

- Extracurricular
- After school programs

How were you involved in developing your child's IEP?

- Input on goals and objectives
- Alternative placements considered
- Innovative programs
- Transition

How has the IEP team included you in preparing/planning for post-high school outcomes?

- Community agencies
- Backward planning

Sample

February 15, 2002

Dear ,

Enclosed with this letter is a copy of the Special Education Continuous Improvement Monitoring Process (CIMP) report based on the Phase II review conducted in your administrative unit October 23, 2001 and January 3, 2002. The verification visit was designed to review and confirm results found in regard to students with disabilities and the special education services they are receiving in your administrative unit.

Please note that in each area of the checklist there are findings with citations designated as **commendable, acceptable and non-compliance**. The team from the Colorado Department of Education who participated in the verification visit, in collaboration with Estes Park's CIMP steering committee, has identified areas of non-compliance with federal and/or state regulations. The report outlines **corrective actions** to address the areas of non-compliance. You are requested to **develop an improvement plan** indicating how your administrative unit, in conjunction with your steering committee, intends to address these discrepancies. Your response should be directed to your regional liaison and must be submitted to this office by **May 15, 2002.**

If there are any questions concerning any time of this report, please contact your regional liaison. [NAME]

Sincerely,

Lorrie Harkness
Director
Special Education Services Unit

cc: Superintendent

School District Executive Summary
CIMP Phase II Verification Visit
October 23, 2001, & January 3, 2002

The Sample School District is committed to providing quality special education services for students with disabilities. The CIMP steering committee was formed in the fall of 2000 and met prior to the verification visit by the CDE team. This committee reviewed available data, identified areas of concern for follow-up and continued to collect and analyze information related to those issues. Data sources included the December count information for 1999, the count audit report (October, 2000), CDE parent interview report (2000) and CSAP data analysis for students with IEPs, as well as the district's strategic plan.

In addition, the team from CDE met with the director of special education, parents, early childhood personnel, primary and secondary educators (both special and general education personnel) and related services personnel to verify findings from the initial sources of information. The following strengths have been identified during this process:

1. The director of special education has demonstrated commitment to improvement of special education services with in the district. While basic requirements have been met, staff and parents alike feel the director's leadership role has been curtailed.
2. This district has outstanding leadership and provides good support for special education services within each of its buildings.
3. This district has consistently demonstrated that it has high expectations for all of its students, including those students with disabilities.
4. Multiple sources are used to evaluate programs. An annual evaluation of programs in the district and special education has been included in this process for strategic planning.
5. The district has made a concerted effort to add personnel since the last monitoring visit.
6. Parent input indicates that there is a strong partnership between parents and educators, especially with regards to parental involvement in the IEP meetings. This district has been very supportive of families, providing information, support and options for service delivery.
7. The district has become much more involved and intentional about creating a standards-driven educational program for all students.
8. There is a great deal of collaboration informally in this community related to the child identification process. The community screening process is very thorough, with all licensed providers.
9. Special education staff works with alternative education to develop curriculum content that is proactive in supporting students before discontinuing education.
10. Expertise has been created in the area of Functional Behavioral Assessment and support for students with behavioral challenges. Staff has decreased its reliance on formal assessment.
11. Career education provides all students assistance in community job development.
12. It was reported that referrals to special education are now more appropriate and when students are referred, are identified as needing services.
13. Special education staff is extremely proactive in working through solutions to reconcile differences that benefit all involved.
14. Records were well organized and were well maintained in terms of confidentiality.

The following areas have been determined to be **compliance issues**. In addition to compliance areas, **corrective actions** have been identified.

1. Staff development opportunities are provided to all staff providing direct and indirect services to children with disabilities [3.05(1)(a)]. This requirement is also in 300.382 to assure that there is an adequate supply of qualified personnel [regular and special education] who have the "content knowledge and collaboration skills needed to meet the needs of children with disabilities". General education teachers reported that they did not always have access to current information on students with disabilities, particularly related to accommodations and modifications. The district must create a plan, which addresses how professional development opportunities around differentiated instruction, accommodations and modifications will be made available to all staff who provide services to students with IEPs.
2. As identified in section 2.14, the district does not have an early childhood screening process available throughout the summer months when school is not in session. Families must have available to them access to screening throughout the year if requested. The district must outline a plan to provide for this process during the summer months.
3. During the count audit review, it was determined that students being identified as PC needed to have a provider other than the classroom teacher to document assessment in the classroom. The district has assigned this assessment responsibility to the school psychologist. Provide evidence of this when responding to this report.
4. As identified in section 2.43, the services identified on the IEP for students placed out-of-district were not always consistent with where the child was currently. The out of district process needs to be tracked carefully and a plan outlined as to how the district will provide a systematic process.
5. As identified in section 2.43, IEPs did not reflect goals/objectives/experiences in the community or for post-secondary living for the majority of students with IEPs. While the district may provide such services, it was not documented on the IEP. The district must provide evidence that the IEP will reflect how such needs are considered when it provides response.
6. As identified in section 2.44, general education teachers at the primary level reported that they were often not involved in the decision for placement of students in special education. The district must provide for support to allow the general education teacher to participate in the entire IEP process, not just give a report and leave. The district needs to provide evidence that this support is occurring for teachers at all levels.
7. As identified in section 3.24, students of preschool age are not provided services with typical peers during the afternoon session. This compliance item has been an issue previously. The morning preschool session has been able to infuse services with typical peers; the afternoon program, however, needs to explore how this can happen with typical peers more appropriately. The district needs to strategize how this could happen during afternoon services, developing an action plan for how more inclusive services will be implemented.
8. Also in section 3.24, students at the primary school served in the Resource I classroom are being removed from the general education classroom because adequate supports are not provided. It was not determined what those supports needed to be. Each student will need a different level of support and the district should review services for these students, identify adequate supports and provide evidence in its response.

For each of these compliance issues, the district must either plan for immediate correction, unless otherwise indicated, or develop a plan that provides for correction of these areas when a response to this onsite report is submitted May 15, 2002. Other comments and recommendations for improvement are provided within the onsite report itself.

Phase III Improvement Planning & Implementation

I. *Phase III Checklist*

II. *Improvement Planning Formats and Samples*

III. *Sanctions*

IV. *Ongoing Compliance Review*

Continuous Improvement Monitoring Process Phase III Checklist

Improvement Planning & Implementation

- Improvement Plan developed with Steering Committee.
  - — Corrective Actions are identified with evidence of change measurement.
  - — Improvement Plan with Corrective Actions submitted to CDE within 90 days of receipt of CDE Final Report.
  - — CDE response issued within 30 days (acceptance of plan or non-acceptance with remediation delineated) of receipt of AU Improvement Pln.

- Steering Committee future meeting schedule and agendas
  - — Steering Committee Plan for gathering ongoing district data
  - — Regional Liaisons share Annual Performance Profile.

- Steering Committee updates to superintendents, principals, and board members

- Ongoing data analysis and annual Phase III status report submitted to CDE as outlined in CDE response.

- Target Verification of Improvement Plan/Evidence of Change
  - — Meeting with director
  - — Meeting with steering committee
  - — Technical assistance needed
  - — Review of Annual Performance Profile
  - — Status report as outlined in CDE response

- CDE notification to confirm administrative unit on target with improvement or re-entry into Phase I

Phase III

Steering Committee

- Reviews Phase II Report (Administrative Unit Checklist).
- Begins development of Improvement Plan with verification/measure of outcomes.
- Creates Action Plan for finalizing Improvement Plan with implementation strategies.

CIMP Monitoring Area (i.e., General Supervision)

Finding:

Compliance item:

Desired Results	Baseline Data	Improvement Strategy	Evidence of Change	Timelines	Resources

Secondary Transition

Finding: "...IEPs did not include outcome-based, coordinated activities designed to provide movement to post-school activities. Although the school districts visited utilized a standard set of forms developed by OPI for statements of needed transition services, their utilization did not facilitate the development of an outcome-based process with a coordinated set of activities."

Compliance Goal Statement: IEPs for all students with disabilities beginning at age 16, or younger if appropriate, will include a statement of the needed transition services. The statement of needed transition services in the IEPs will be a coordinated set of activities within an outcome-oriented process that promotes movement from school to post-school activities.

(Note: Requirements for developing transition service needs for students age 14, or younger if appropriate, is <u>not</u> addressed in this corrective action.)

Desired Results	Baseline Data	Improvement Strategy	Evidence of Change	Timelines	Resources
Each student with disabilities, beginning at age 16, or younger if appropriate, will have an IEP that includes a statement of the needed transition services. The statement of needed transition services will be a coordinated set of activities within an outcome-oriented process that promotes movement from school to post-school activities	OSEP report	The OPI will provide field training and written materials to LEAs, parents, agency providers, and others regarding requirements for addressing secondary transition, IEP documentation and the purpose, process and student outcomes. The OPI will provide resources to assist in the training of students, enabling them to participate in the transition process.	Personnel will demonstrate an understanding of the requirements by documenting needed transition services on IEPs Monitoring Data Documents	Feb 10, 2000 Ongoing	MPRRC OPI staff Other agency providers PLUK CSPD Reports/activities

Desired Results	Baseline Data	Improvement Strategy	Evidence of Change	Timelines	Resources
As a result of a coordinated set of activities in the transition plans for students with disabilities, students will demonstrate improved outcomes as demonstrated by participation in the following types of activities: post-secondary education, vocational training, integrated employment (including supportive employment) continuing and adult education, adult services, independent living or community participation.		Increased awareness of parents through dissemination of materials. Secondary transition will be infused as a major ongoing priority of CSPD.			
		Revise IEP forms to include training on use and assist school personnel in addressing IDEA requirements.	Revised IEP forms, School improvement data and parent information will show that parents and students consistently participate in the development of transition plans that have a coordinated set of activities.	Sept. 2000	MPRRC Consultants Stakeholders

Corrective Action Improvement Plan

SYSTEM: _____ DATE: _____

REGULATION REFERENCE: _____

DESCRIPTION/SUMMARY NONCOMPLIANCE: _____

GOAL: _____

BARRIERS TO GOAL: _____

EFFORT/ACTIVITIES	**TIMELINE**	**PERSONNEL RESPONSIBLE**	**EFFECT/EVIDENCE OF CHANGE**

*(Provide evidence to show that change has occurred.)

_____

Corrective Action Improvement Plan

SYSTEM: DATE:

REGULATION ISSUE: FAPE at Secondary Level
REGULATION REFERENCE: 401
DESCRIPTION/SUMMARY NONCOMPLIANCE:
Secondary Programs are not resulting in a high incidence rate of students with disabilities exiting with a high school diploma.
GOAL: Increase the high school diploma rate by 1.5 percent per year for the next three years.

BARRIERS TO GOAL:
(1) IEP committee members lack skills and knowledge in the LRE decision-making process.
(2) Traditional service delivery models are not providing maximum opportunity for access to the general curriculum.
(3) Special educators lack knowledge of skills that need to be taught from the general curriculum.
(4) Students with disabilities have skill gaps due to lack of exposure and knowledge to general curriculum skills.
(5) Regular and special educators lack skills and knowledge to provide adequate and appropriate supports; including modifications and accommodations in the general education setting and the general education curriculum
(6) Lack of the use of general education materials at some sites.

ACTIVITIES TO ACHIEVE GOAL	TIME LINE	PERSONNEL RESPONSIBILE	EVIDENCE OF CHANGE
(1) IEP Committee members lack skills and knowledge.			
(a) Provide training opportunities to IEP participants relative to placement options in the continuum, training on supports that can be provided in regular class settings, LRE decision making process, justifying placement decisions.	6/30/2003	Consultant Sp. Ed. Supervisor	There will be an increase in the number of students in a less restrictive environment. Regular class—2% increase per year Resource room— increase per year.
(b) Recruit and hire an LRE consultant to implement the plan.	4/1/2002	Consultant Sp. Ed. Supervisor	
(c) Develop and implement a three-year plan to sustain the training effort in a comprehensive and continuous manner.	9/30/2002	Sp. Ed. Supervisor	
(2) Service Delivery Model:			
(a) Review, revise, and propose different service delivery models at individual school sites.	5/31/2002	Sp. Ed. Supervisor IEP Coordinator	The system will submit to DSP evidence of an actual visit conducted to include participants in the visit as well as purpose of the visit and benefit of the visit.
(b) Research, identify, and visit varied service delivery models that will enhance student opportunities for access of the general curriculum.	9/30/2002	Sp. Ed. Supervisor Reg./Sp. Ed. Teachers	The system will submit to DSP evidence of proposed service delivery models changes specific to school sites. Class rosters will be submitted.

Self-Assessment Improvement Planning

Cluster:_____ _____	Data Sources	Evidence—Quantitative (descriptive stats) & Qualitative (portfolio)	Comments
Target Area:_____ _____			

Improvement Plan

Goal:

Action Plan:

Measurement/verification:

Questions to ask when reviewing plan

- Does the plan address areas with indicated needs?
- What is the desired impact on children with disabilities?
- How will the State know when the desired result is achieved?
- Will proposed activities lead to desired impact?
- Are there benchmarks to measure progress toward desired impact?
- Are the timelines reasonable?

Sample Acceptance Letter

Your State Letterhead

Date

Director of Special Education

Dear :

During October 2001, _____ commenced upon the Continuous Improvement Monitoring Process (CIMP), Phase I. As the year progressed, data was collected and analyzed, and a self-assessment of district strengths and improvement areas was compiled. During the next year, that information was the basis for the verification process (Phase II) to identify issues and compliance items, which was completed in January 2002. After that time, a report was issued that highlighted both compliance identification/corrective issues and areas for improvement.

This letter is to acknowledge receipt of your improvement plan as of May 9, 2002 and to applaud the hard work of your steering committee in their effort to develop strategies that will create improvement and change. You have identified, within each corrective action, evidence that will be used as the criteria to determine if such change has occurred. As you continue with Phase III, Continuous Improvement, I (as your regional liaison) will be in contact to assist in determination of any support needed and to provide structure for further confirmation of implementation of improvement strategies.

It has been a pleasure working with your district in its efforts to provide a real focus for change and improvement of services for students with disabilities.

Sincerely,

COLORADO'S CIMP
ACKNOWLEDGEMENTS AND SANCTIONS

The following is a list of possible rewards and sanctions that could recognize or be imposed upon a school district, administrative unit and/or agency as a result of performance determined through Colorado's Continuous Improvement Monitoring Process (CIMP):

Acknowledgements

1. Through the identification of exceptional commendations during CIMP, a letter of accomplishment could be signed by the Commissioner and sent to the school board, superintendent/executive director and director of special education of the administrative unit, highlighting the specific commendable services.
2. Promising educational practices and evidence of positive outcomes identified during CIMP or other reviews of administrative units and schools could be posted on the state website, especially those relating to increased achievement for students with disabilities.
3. Strengths identified during the CIMP and listed in the executive summary of the final CIMP report will continue to be issued to the school district/BOCES.
4. Strengths noted during the CIMP will be highlighted during the Accreditation Review Process.

Sanctions

1. The executive summary/issues of any noncompliance and needed improvement will be included in the district accreditation report, listed in the final CIMP report and made available to the public through the CDE website. Any administrative unit not demonstrating progress towards a corrective action after one year's period of time could be at-risk of losing its accreditation through the accreditation review process.
2. The results of the CIMP include an improvement plan that administrative units will implement, identifying professional development and technical assistance strategies that helps to move the AU in that direction. Within reasonable timelines, if noncompliance items are not remedied as agreed upon in an improvement plan, a letter of concern will be sent to the school board, superintendent and director of special education, and copied to the CDE regional manager. While CDE would only take this step if necessary, the potential to delay funding as a result of inaction is one option to assure correction.
3. During a target visit, if determined that compliance is still not corrected, the administrative unit may be referred for follow up through CIMP to re-enter into the data collection and verification process. The AU would be responsible for funding a team to oversee the continued data analysis and implementation of an improvement plan. Additionally, the AU would not be eligible for sliver grants awarded from the CDE ESSU.
4. If noncompliance continues to exist, and it is deemed that no action has been taken to implement the strategies, the AU could be placed on probation for those items remaining in corrective action and CDE would delay or withhold funding as described in the Rules Section 7.05 (6).

Potential Noncompliance Identification Form

CDE Consultant: Date of Initial Contact:

Contact made by: – Parent – Administrator – Service Provider – Other

Regional Liaison: Region:

Administrative Unit: Director:

Contact Name: Age: Grade: Disability:

Description of concern: (How did this concern present itself? Who does this imact?)

District/Admin Unit Self-Investigation findings: (How was this investigated? What were the findings?) Date:

– Does – Does not appear to be a compliance concern. If compliance concern, see next field.

District/Admin Unit action: (Plan to correct this compliance concern; must be completed within 90 calendar days from documentation of compliance concern.)
Date:

Assessment of impact of the correction action:

Date to be completed: Date completed:

Appendices

A. *CDE Monitoring Regulations*

B. *CIMP Contacts and Regional Liaisons*

C. *Colorado Accreditation Indicators and Special Education Students*

D. *Student Record Review Checklist*

E. *Parent Survey Questions*

F. *Sample Logic Model for Improvement*

G. *Administrative Unit Self-Assessment*

H. *Administrative Unit Verification Visit Checklist*

Appendix A

7.05 Monitoring

Each administrative unit, State-operated program, community-centered board, and eligible facility shall comply with all State statutes and regulations regarding the identification and/or education of children with disabilities.

7.05 Each administrative unit, State-operated program, community-centered board or eligible facility shall be subject to ongoing monitoring by the Department of Education of its policies, procedures, and practices relating to the identification and/or education of children with disabilities.

7.05 (1)(a) Monitoring procedures shall include:

7.05 (1)(a)(i) A determination of compliance with statutes.

7.05 (1)(a)(ii) An assessment of program quality based on the standards established by the Department of Education.

7.05 (1)(b) Monitoring activities shall be determined by the Department of Education and shall include:

7.05 (1)(b)(i) Review of a unit's or facility's comprehensive plan,

7.05 (1)(b)(ii) A review of the data routinely collected by the Department of Education,

7.05 (1)(b)(iii) A planned comprehensive on site visitation focusing on implementation of policies and procedures as well as delivery of services,

7.05 (1)(b)(iv) Count audits consisting of periodic checks of student eligibility criteria through verification of documentation as found in students' files and on individual education programs.

7.05 (1)(c) Follow-up to assure noncompliance issues have been rectified shall be ongoing. Follow-up of noncompliance issues

identified from the count audits will occur as part of the comprehensive on-site visitation.

7.05 (2) Within 90 days from the completion of any monitoring procedure or activity, the Department of Education shall provide a written report to the administrative unit/facility which shall include findings, recommendations, noncompliance items, directives for corrective action, and concerns/recommendations.

7.05 (2)(a) Should the Department of Education determine that a unit, State-operated program, community-centered board, or facility is in non-compliance with pertinent statues and implementing regulating, the Department of Education shall provide such unit/facility with the legal citation of the statute or regulation it is found to have violated and the directive for corrective action or request for a corrective action plan.

7.05 (2)(b) Should the Department of Education determine that a unit, State Operated Program, community centered board or facility does not reasonable satisfy quality standards or guidelines established by the Department of Education, recommendations will be made.

7.05 (3) Within 90 days following any report of noncompliance, the administrative unit, State-operated program, community-centered board or facility shall provide the Department of Education with a corrective action plan including timelines or some documentation that corrective actions ordered by the Department have been made, whichever is applicable.

7.05 (4) Within 20 days following the receipt of the administrative unit's, State-operated program, community-centered board, or facility's corrective action plan, the Department of Education shall acknowledge receipt of such and indicate whether or not it is accepted or, if rejected, notification of the revision necessary before acceptance would be given.

7.05 (5) If the administrative unit, State-operated program, community-centered board, or facility does not agree with any findings or directives for corrective action it may appeal in accordance with Section 7.07 of these rules.

Appendix B

CDE Contacts

Terri Rogers Connolly, Supervisor, CIMP
Colorado Department of Education
201 E. Colfax Ave
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Cindy Dascher, Parent Consultant
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Jason Glass, Senior Consultant, Data Collection
Staff Surveys, CSAAP/CSAPA data
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Regional Liaison Area Responsibilities

Jackie Borock **Candy Myers** **Barbara Bieber**	**Terri Connolly** **Heather Hotchkiss**	**Jeanette Cornier**
Metro Region	**North Central Region**	**Northeast Region**
Adams 1, Mapleton Adams 12, Northglenn Adams 14, Commerce City Adams 27J, Brighton Adams 50, Westminster Arapahoe 1, Englewood Arapahoe 2, Sheridan Arapahoe 5, Cherry Creek Arapahoe 6, Littleton Adams/ Arap 28J, Aurora Boulder RE-2, Boulder Denver Elizabeth C-1 Douglas Jefferson County Mt. Evans BOCES	Centennial BOCES Fort Lupton/ Keenesburg Larimer 1, Poudre Larimer 2, Thompson Larimer 3, Estes Park Morgan RE-3, Fort Morgan South Platte Valley BOCES Weld 4, Windsor Weld 6, Greeley Boulder RE-1J, St. Vrain	East Central BOCES Valley RE-1 (Sterling) Northeast BOCES
Cheryl Johnson	**Janet Filbin** **Nan Vendegna**	**Romie Tobin**
Northwest Region	**Pikes Peak Region**	**Southeast Region**
Moffat (Craig) Mountain BOCES Northwest BOCES Rio Blanco BOCES	El Paso 2, Harrison El Paso 3, Widefield El Paso 8, Fountain El Paso 11, Colorado Springs El Paso 20, Academy El Paso 49, Falcon El Paso 12, Cheyenne Mtn Pikes Peak BOCES	Fremont (Canon City) Santa Fe Trail BOCES South Central BOCES Southeastern BOCES Pueblo 60 Pueblo 70
Karen Kelly	**Tanni Anthony**	**TBH**
Southwest Region	**West Central Region**	**State Operated Facilities**
San Juan BOCES San Luis Valley BOCES Southwest BOCES	Uncompahgre BOCES Gunnison Delta Mesa Montrose	Colorado School for Deaf/Blind Colorado Mental Health Institute (Ft. Logan & Pueblo) Colorado Dept of Corrections Division of Youth Corrections

Colorado Accreditation Indicators

		Accreditation Categories			
	Accreditation Report Indicates	Accredited	Academic Watch	Academic Probation	Non-Accredited
A.	**Educational Improvement Plan 4.01 (1)(A)** • High & attainable student achievement goals • Research-based instruction • State & local assessments of student achievement • Parent & community participation • Other accreditation contract requirements	Meets 2.01 (4) Accreditation Contract requirements	*	**	After one year on probation, failure to meet State accreditation indicators or show adequate growth on Colorado Department of Education approved improvement plan.
B.	**CSAP Goals 4.1 (1)(B)** District established CSAP goals of longitudinal growth on district weighted score indices.	Shows progress toward achievement of goals in reading, writing, and math	*	**	
C.	**Closing Learning Gaps 4.01 (1)(C)** District established goals for closing learning gaps and advancing high achieving groups as measured by disaggregated student performance data.	Shows that student groups below grade level have increased *more than one year* for each year in school	*	**	
D.	**Value-Added Growth 4.01 (1)(D)** • Show students' growth in district weighted score indices over time. • NWEA, Terra Nova, or other CDE approved assessments, and Sanders and other analyses	Shows *one-year's growth* in a year's time	*	**	
E.	**Data regarding achievement in other curriculum standards areas 4.01 (1)(E)**	Assurance that standards are in place and being implemented and that performance is being assessed	*	**	
F.	**Compliance with School Accountability Report 4.01 (1)(F)**	Ensures compliance	*	**	
G.	**Compliance with Educational Accreditation Act 4.01 (1)(G)**	Ensures compliance	*	**	
H.	**Compliance with Safe Schools Act 4.01 (1)(H)**	Ensures compliance	*	**	
I.	**Compliance with Colorado Literacy Act 4.01 (1) (l)** Implement ILP (Individual Learning Plan) process and increase proficiency in reading, as assessed by CSAP results and other grades 1-3 reading tests	Ensures compliance	*	**	
J.	**The Annual Assessment Review will include CDE written report (2.20) to the district, available to other interested parties.**	Shows evidence of planning and progress	*	**	

* Academic Watch=Significant, continued lack of progress or of attention to areas needing improvement
** Accreditation Probation=After one year of Academic Watch

Special Education Information Related to Colorado Accreditation Indicators

	Accreditation Report Indicators	Potential Information Sources
A.	***Educational Improvement Plan***	Administrative Unit Checklist item 1.12(a) regarding philosophy of education that reflects the belief that all students can learn and emphasizes high expectations and standards for all students
	• High and attainable student achievement goals	
	• Research-based instructional strategies	Professional development agenda Continuous Improvement Monitoring Process (CIMP) Improvement plan District data regarding strategies for students with disabilities
	• Standards-based instruction	IEP goals and objectives aligned with standards
	• State and local assessments of student achievement	Evidence from State and local assessments and alternates, participation rate, scores, growth over time
	• Parent and community participation	Parent survey information regarding parent involvement and training Count audit information regarding • invitation of parents to IEP meetings • evidence of inviting other agencies (adult services, community services, etc.) to IEP meetings for transition planning Parent trainings offered by the a.u. Parent participation in regional or statewide trainings Participation of parents of special education students in school accountability committees Administrative Unit Checklist item 1.10 (d) refers to special education advisory committee Administrative Unit Checklist section 1.40 regarding parent professional partnership
	• Other accreditation contract requirements	Significant IDEA or ECEA compliance issues
B.	***CSAP Goals*** District established CSAP goals of longitudinal growth on district-weighted score indices.	Evidence that district goals address students with disabilities Summary of highlights of special education CSAP data Participation rates /nonparticipation (no-score) rationale for CSAP and CSAPA Related information from CIMP improvement plan

C.	***Closing Learning Gaps*** District established goals for closing learning gaps and advancing high-achieving group as measured by disaggregated student performance data.	Highlights of progress for special education students from CSAP and CSAPA data disaggregated by school, grade and disability IEP data related to progress on annual measurable goals and objectives
D.	***Value-Added Growth*** • Show students' growth in district-weighted score indices over time. • NWEA, Terra Nova, or other CDE approved assessments, and Sanders and other analyses	CSAP and CSAPA results IEP data related to progress on annual measurable goals and objectives Local assessment data disaggregated for students with disabilities
E.	***Data regarding achievement in other curriculum standards areas***	Local assessment data disaggregated for students with disabilities
F.	***Compliance with School Accountability Report***	Participation rates for students with IEPs
G.	***Compliance with Educational Accreditation Act***	Analysis of special education administrative unit/district profile data (December 1 report) including the following: • Suspension/Expulsion data • Graduation rates/ Dropout rates/Exit data • Special Education membership data • Identification rates • Ethnicity data CSAP and CSAPA data disaggregated by disability CSAP and CSAPA participation rates disaggregated by disability Checklist item 2.16 refers to process for discontinuers
H.	***Compliance with Safe Schools Act***	Discipline policies/procedures that assure procedural safeguards for students with disabilities Behavior intervention strategies (e.g., BEST team, behavior support plans, Crisis Intervention teams, etc.) Manifestation Determination process District data regarding use of restraint (including students with disabilities) Training regarding discipline procedures, bully proofing programs, etc. Functional Behavior Assessments Checklist section 3.90 regarding discipline and manifestation determination process Checklist section 1.30 regarding staff development Checklist item 2.21 (b) refers to building level pre-referral process

I.	***Compliance with Colorado Basic Literacy Act*** Implement ILP (Individual Learning Plan) process and increase proficiency in reading, as assessed by CSAP results and other grades 1-3 reading tests.	Information regarding district procedures Assessment unit data regarding the number and percentage of students with disabilities who need an ILP
J.	***The Annual Assessment Review will include CDE written report to the district, available to other interested parties.***	
	1. The district's plan for technology and information literacy as it impacts standards based education?	1. Information regarding section 508 requirements related to Assistive Technology Administrative Unit Checklist item 2.74 assistive technology devices and services
	2. The district's approach to preventing student access to inappropriate Internet sites?	2.
	3. The district's plan to recruit, develop, and retain quality, licensed teachers?	3. Recruitment/retention of special education teachers Licensure and TTE information Checklist item 1.10(b) refers to qualified director Checklist section 1.21 regarding resource allocation Checklist section 1.30 regarding Staff Development
	4. The district' plan for contextual learning?	4. Administrative Unit Checklist item 2.73 related to transition services for special education students
	5. Changes the district wishes to make in existing standards, goals, or requirements?	
K.	***Compliance with the budgeting, accounting, and reporting requirements***	Appropriate budget/resources are dedicated for students with disabilities.

Evaluating Success Using the Colorado Accreditation Program Indicators

The accreditation indicators cover all the major parts of the accreditation process that need to be addressed in the accreditation rules (1 CCR-301-1). These rules can be found on the CDE Web site at www.cde.state.co.us.

In evaluating a district's progress, the concept of ***Reasonable Progress over Reasonable Time*** applies in the following ways:

1. An school district must show evidence of progress/compliance in *each of the 10 areas listed* in A through J on page five of these guidelines.

2. Progress will be measured using 2001–2002 as the baseline year. Significant progress prior to 2001 will be considered if a district presents such evidence.

3. Progress will be based on growth in student achievement from year to year, and in terms of the district's goals. School district goals *should be high, attainable, and specific* for all students.

4. In making a judgment about a school district's accreditation status, the concept of "preponderance of the evidence" is used in each of the 10 "Accreditation Indicators." "Preponderance of the evidence" means that the weight of the evidence falls heaviest in demonstrating growth and progress.

   For example, if a district sets multiple goals for closing the learning gaps of different student groups, it need not demonstrate progress with each and every group each and every year. Rather, a judgment will be formed using the concept of "preponderance of the evidence."

5. The concept of "good faith effort" also shall be used in making a judgment about accreditation status. This concept is particularly useful in areas requiring compliance rather than growth.

The summary judgment about a school district's accreditation status shall be made annually by the CDE regional managers and regional service team, based on evidence of progress submitted by the district and gathered by the regional manager and regional team.

Weighted Indices
Sample

2001 & 2002 Baseline Scores
Combining Grades 4-10 in Reading CSAP Performance

Breakdown	Total		Weighted Index Score		State	
	2001	2002	2001	2002	2001	2002
All Students	8506	8930	53	53	71	72
Females	4070	4283	58	59	76	78
Males	4436	4640	48	47	65	66
American Indian/Alaskan Native	65	62	58	51	55	57
Asian/Pacific Islander	97	91	74	78	69	74
Black (not Hispanic)	99	106	58	52	46	49
Hispanic	3526	3945	24	27	37	40
White (not Hispanic)	4720	4719	74	73	83	84
Disability	1013	1074	-16	-9	6	11

2002 Baseline Scores
Combining Grades 3-10 in Writing CSAP Performance

Breakdown	Total	Weighted Index Score	State
	2002	2002	2002
All Students	10337	56	71
Females	4986	64	78
Males	5343	48	63
American Indian/Alaskan Native	66	56	57
Asian/Pacific Islander	101	79	76
Black (not Hispanic)	126	59	54
Hispanic	4668	37	46
White (not Hispanic)	5368	73	81
Disability	1217	5	22

2002 Baseline Scores
Combining Grades 5-10 in Math CSAP Performance

Breakdown	Total	Weighted Index Score	State
	2002	2002	2002
All Students	7552	29	51
Females	3632	28	50
Males	3912	30	51
American Indian/Alaskan Native	49	19	28
Asian/Pacific Islander	76	69	65
Black (not Hispanic)	88	11	12
Hispanic	3269	4	16
White (not Hispanic)	4062	49	65
Disability	926	-20	-7

Student Record Review Checklist

Review Date:_____ ***Reviewer Initials:***_____ ***District/BOCES:***_____
mm/dd/yy

Student No :_____ ***Birth date :***_____ ***Disability:*** _____ ***IEP Date:***_____
mm/dd/yy code mm/dd/yy

STUDENT RECORD REVIEW

cde

Note:

- "C" in front of the number represents an indicator that is a compliance issue - otherwise the item reflects best practice.
- If necessary information is not in the file, please mark no and complete a statement in the comments section.
- Review the student's most recent IEP. If that most recent IEP meeting is not an initial or triennial, refer back to an initial or triennial to answer eligibility questions.
- Review student files even if student has exited or moved away.

INITIAL IEP

1. Is the most recent eligibility meeting an Initial one?

Comments: **Yes_____ No_____**

(If no, skip to #C5)

C2. Is documentation of written informed consent from the parents prior to conducting the initial assessment in the file?

(Reference-permission for initial assessment form; if student is a transfer student mark TS)

Comments: **Yes_____ No_____ TS_____**

C3. Were the assessments and the IEP completed within 45 school days of referral (date of parent consent for assessment)?

(Reference— assessment consent form; IEP date)

Comments: **Yes_____ No_____ TS_____**

C4. Is documentation of parental consent prior to initial placement evident?

(Reference- permission for initial placement form)

Comments: **Yes_____ No_____ TS_____**

ELIGIBILITY (Initial or Triennial)

C5. Is there evidence that written notice was provided to parent/guardian of the most recent meeting to determine disability and eligibility?
(Reference—notice of meeting form for most recent eligibility meeting)
Comments: **Yes_____ No_____**

C6. Is there documentation that a meeting to determine disability was held within the last 3 years?
(Reference—date of last eligibility meeting)
Comments: **Yes_____ No_____**

C7. Is there a record of a re-evaluation and an eligibility meeting to determine disability when a change of disability was indicated? (Note: Exiting from special education because a student no longer qualifies is considered a change of disability. Exiting because of graduation is not considered a change of disability).
(Reference—determination of disability form; current assessment documentation)
Comments: **Yes_____ No_____ NA_____**

C8. Were assessments completed by appropriately certified, registered or licensed personnel? (Note: Personnel on a TTE, or licensed in another state with CDE approval of Colorado licensure pending are both considered appropriately certified, registered, or licensed).
(Reference—last triennial; list of certified personnel provided by the district)
Comments: **Yes_____ No_____**

C9. Were assessments completed by a multidisciplinary team which included specialists with knowledge in the area of suspected disability? (Note: Multidisciplinary team can be interpreted as two or more appropriately licensed personnel as long as all domain areas are addressed).

(Reference— Present levels of performance for listed evaluators/interpreters on last triennial and list of certified personnel provided by district)
Comments: **Yes_____ No_____**

10. Has a hearing screening been completed within 12 months of the formal evaluation date?
Comment: **Yes_____ No_____**

11. Has a vision screening been completed within 12 months of the formal evaluation date?
Comment: **Yes_____ No_____**

C12. Do the statements of the child's present levels of functioning, achievement and performance appear in each of the domain areas (educational achievement, communication, social/emotional, cognitive, transition/ life skills, physical)?

(Reference—Present levels of performance in all domain areas)

Comments: **Yes_____ No_____**

C13. Is there appropriate documentation determining the student's inability to receive reasonable educational benefit from general education due to a disability described?

(Reference— Determination of disability form)

Comments: **Yes_____ No_____**

TRIENNIAL

14. Has a triennial IEP been conducted for this student?

Comments: **Yes_____ No_____(skip to #C16)**

C15. Does the review of existing data indicate additional assessment is needed?

(Reference— Permission for assessment form)

Comments: **Yes_____(answer #C15a. and #C15b.)**
No _____(skip to #C15c)

C15a. Is documentation of parental consent for assessments evident? (Note: Consent for assessment includes consent for formal or informal assessment.)

(Reference— Permission for assessment form)

Comments: **Yes_____ No_____**

C15b. If parents fail to respond, were reasonable efforts made to obtain consent?

(Reference— Permission for assessment form)

Comments: **Yes_____ No_____**

C15c. Was parent notified of the decision and their right to request an assessment or reevaluation?

(Reference— Permission for assessment form)

Comments: **Yes_____ No_____**

ASSESSMENT INFORMATION

[Applies to Initial, Annual or Triennial Review]

C16. Were any assessments conducted adapted to address the child's native language and/or other mode of communication?

(Reference-indication of native language)

Comments: **Yes_____ No_____ NA____**

C17. Were any assessments conducted completed within one year of the date of the meeting?

(Reference— Dates of assessments listed in present levels of performance)
Comments: **Yes_____ No_____**

C18. Are assessments conducted for the Initial or Triennial Meeting reflective of each of the domain areas in the present levels of performance?

(Reference— Present levels of performance)
Comments: **Yes_____ No_____**

C19. Is participation in the State assessment, e.g. CSAP, CSAPA or ACT/11th Grade Alternate documented? (For students 3rd grade – 11th grade)
(Reference- Accommodations and modifications pages; participation page)
Comments: **Yes_____ No_____ N/A____**

C19a. Are the accommodations described for the student to take part in state assessments?
(Reference- Accommodations and modifications pages; participation page)
Comments: **Yes_____ No_____ N/A____**

C20. Is participation in district assessments (general/alternate) documented?
Comments: **Yes_____ No_____ N/A____**

C20a. Are the accommodations described for the student to take part in district assessments?
(Reference- Accommodations and modifications pages; participation page)
Comments: **Yes_____ No_____ N/A____**

MOST RECENT IEP MEETING

The next section is to determine how meetings are conducted. Each of these indicators is a noncompliance item if answered no. (Reference – IEP invitation; participation page)

C21. Indicators	Yes	No	NA
A. Was invitation sent in a timely manner to ensure parents have the opportunity to attend?			
B. Is the purpose of the meeting defined by the AU?			
C. Is the time and location of the meeting posted?			
D. Are participants listed for the meeting?			
E. If parents didn't attend, is documentation of methods to ensure participation evident?			
F. Is the invitation provided in the parent/guardian's native language?			
G. Were Procedural safeguards disseminated to parents/guardians?			
H. Is there documentation of an IEP meeting within the last 12 months?			
I. Did the required participants attend and contribute to the meeting:			
1. Parent			
2. Educational Surrogate Parent (if appropriate)			
3. Student (if appropriate; 14 and older required)			
4. Special education teacher			
5. General education teacher			
6. Special Education Director/Designee (check list of licensed personnel provided by the district)			
7. Principal/Designee (triennial/eligibility only)			
8. Agency representative (if appropriate or 14 and older)			

Comments:_____
_____
_____
_____
_____

GOALS AND OBJECTIVES

22. Total number of goals: _____
(Reference-Goals and Objectives pages)
Comments:

23. Number of goals based on identified needs: _____
(Reference- Goals are written strategically/specifically, measurable, attainable, realistic, time-bound; the learner is identified, what skill they are working on, why they are working on it and how it will be achieved; Goals and Objectives page)
Comments:

24. Number of goals that are directly related to standards and benchmarks, including expanded benchmarks: _____

(Reference-Goals and Objectives pages)
Comments:

25. Number of general academic goals not related to standards/benchmarks (e.g., "will improve reading," or "will pass 8th grade science"): _____

(Reference-Goals and Objectives pages)
Comments:

26. Number of goals that are measurable (Goals can be considered "measurable" through measurable objectives):_____

(Reference-Goals and Objectives pages; Needs page)
Comments:

27. Total number of objectives: _____

(Reference-Goals and Objectives pages)
Comments:

28. Number of objectives with identified criteria, evaluation procedures and schedules: _____

(Reference-Goals and Objectives pages)
Comments:

ACCOMMODATIONS AND MODIFICATIONS

C29. Are accommodations and/or modifications addressed in order for the student to participate in the general education curriculum?

(Reference-Accommodations and modifications page)
Comments: **Yes_____ No_____ N/A____**

C30. Do accommodations and/or modifications listed coordinate with the student's learning needs?

(Reference- Present level of performance page; accommodations and modifications page)
Comments: **Yes_____ No_____ N/A____**

INSTRUCTIONAL AND RELATED SERVICES

C31. Are instructional services documented in the IEP?

(Reference—Services Page)

Comments: **Yes_____ No_____**

C31a. Are related services documented in the IEP?
Comments: **Yes_____ No_____ N/A____**

C32. Are instructional services appropriate to the student's needs?

(Reference—Services Page; Present level of performance page)

Comments: **Yes_____ No_____**

C32a. Are related services appropriate to the student's needs?
(Reference—Services Page; Present level of performance page)
Comments: **Yes_____ No_____ N/A____**

C33. Is the extent to which the child will participate in general education programs documented?
(Reference— Least Restrictive Environment page)
Comments: **Yes_____ No_____**

C34. Are the projected dates for the initiation and duration of instructional services documented?

(Reference— Services page)
Comments: **Yes_____ No_____**

C34a. Are the projected dates for the initiation and duration of related services documented?
Comments: **Yes_____ No_____ N/A____**

C35. Has consideration for services beyond the regular school year (ESY) been documented, including rationale statement?

(Reference— Services page)
Comments: **Yes_____ No_____**

C36. Is there an ILP for this child? (If yes, answer #C36a)

Comments: **Yes_____ No_____**

C36a. Does the IEP serve as the child's ILP?
Yes_____ No_____

C36b. Is the ILP attached or available upon request?
Yes_____ No_____

Comments:

C37. Have other service domain areas been considered?
(Reference— Services page; literacy, behavior, mobility, communication plans)
Comments: **Yes_____ No_____**

EARLY CHILDHOOD

38. Is this student a preschool age (2 ½ to 5 years of age) student?
Yes_____ No_____(If no, skip to item 53)

Screening and Evaluation
39. Was a hearing screening completed prior to the formal evaluation date?
Comment: **Yes_____ No_____**

40. Was a vision screening completed prior to the formal evaluation date?
Comment: **Yes_____ No_____**

Service Delivery
C41. If goals/objectives are developed in cognitive, educational or social/emotional domains, is an early childhood special educator (ECSE) providing direct service to this child?
Comment: **Yes_____ No_____**

Transition from Part C to Part B
C42. Was the child in Part C prior to starting preschool?
Comments: **Yes_____ No_____**
(If no, skip to #48)

C43. Is there an IFSP in the file?
Comments: **Yes_____ No_____**
(If no, skip to #48)

C44. Is there a transition plan in the IFSP?
Comments: **Yes_____ No_____**
(If no, skip to #48)

C45. Is the transition plan dated at least 90 days prior to the child's 3rd birthday or the time they were starting preschool services?
Comments: **Yes_____ No_____**

C46. Does the transition plan include Part B eligibility documentation?
Comments: **Yes_____ No_____**

C47. Was a school district representative at the transition planning meeting?
Comments: **Yes_____ No_____**

Transition from Preschool Services to Kindergarten
48. Is this child kindergarten eligible now OR eligible for the next school year?
Comments: **Yes_____ No_____**
(If no, skip to #60)

C49. Is the early childhood transition plan form completed?
Comments: **Yes_____ No_____**

C50. Is there a district/community transition plan attached to the IEP or available upon request?
(Reference—could be a pamphlet, flier that talks about general plans for ALL preschoolers)
Comments: **Yes_____ No_____**

51. Do the transition activities on the plan relate to the disability and/or the individual needs of the child?
(Reference—plans should not appear "canned" or identical from child to child)
Comments: **Yes_____ No_____**

52. Are specific people assigned to assist with implementation of the plan?
Comments: **Yes_____ No_____**

SECONDAY TRANSITION SERVICES

53. Is the student 14 or older? **Yes_____ No_____**
(If no, skip to #C60)

C54. Is there evidence the school invited the student?
(Reference- Written student invitation, student signature on the IEP)
Comments: **Yes_____ No_____**

C55. Did the IEP team take steps to ensure that the student's preferences/interests were considered in the development of the IEP?
(Reference- student's post school outcomes, goals/objectives, present levels of performance, course of study, transition services; student signature on IEP)
Comments: **Yes_____ No_____**

C56. Are the student's post school outcomes listed on the IEP?
(Reference- Present levels of performance page; transition summary page)
Comments: **Yes_____ No_____**

C57. Does the IEP include a course of study that will be meaningful for the student to meet their post school outcomes?
(Reference-post school outcomes, goals/objectives, present levels of performance, transition services)
Comments: **Yes____ No_____**

C58. Are needed transition services documented as a coordinated set of activities?
(Reference- post school outcomes, goals/objectives, present levels of performance, course of study, transition services)
Comments: **Yes_____ No_____**

C59. Is there evidence that the student has received information about or has been linked to outside agencies that are directly related to their post school outcomes?
(Reference- Transition services section: Voc Rehab, Community Center Boards, post secondary education, mental health services, etc)
Comments: **Yes_____ No_____**

SENSORY DISABILITIES

60. Does the child have a sensory disability? **Yes_____ No_____**
(Reference- Determination of disability page) **(If no, skip to #67)**
Comments:

C61. Is a teacher in the child's area of sensory disability (or other qualified specialist) part of the assessment and IEP development?
(Reference—last triennial; list of certified personnel provided by the district)
Comments: **Yes_____ No_____**

C62. If the student has a sensory impairment, is the child's primary disability identified as the sensory area (e.g. hearing, vision, multiple as deaf-blind)?
(Reference- Determination of disability page; first page of IEP)
Comments: **Yes_____ No_____**

C63. Is there a Literacy Modality Plan on file with the IEP, if the student is visually impaired or deaf-blind?

(Reference—Literacy Modality or Communication Plan)
Comments: **Yes_____ No_____**

C63a. Is there a Communication Plan on file with the IEP, if the student is deaf/hearing impaired or deaf-blind?
(Reference—Literacy Modality or Communication Plan)
Comments: **Yes_____ No_____**

64. Are there goals and/or objectives in the IEP that specifically address the student's literacy/communication mode(s)?
(Reference- goals and objectives page)

Comments: **Yes_____ No_____**

C65. If Braille is listed as the primary or secondary literacy mode, does the Literacy Modality Plan note that the teacher of instruction is Braille competent according to CDE rules?
(Reference—Literacy Modality Plan)
Comments: **Yes_____ No_____**

C66. If sign language is listed as the primary or secondary communication mode, does the Communication Plan note that the interpreter is qualified according to CDE rules?
(Reference— Communication Plan)
Comments: **Yes_____ No_____**

OUT OF DISTRICT PLACEMENT

67. Is the student placed out of district? **Yes_____ No_____**
(If no, do not continue)

C68. Was the student's district of residence notified of the IEP meeting?
(Reference— Notice of Meeting)
Comments: **Yes_____ No_____**

C69. Did a district representative participate in the IEP, either by phone or in person?
(Reference— Meeting Participation Page)
Comments: **Yes_____ No_____**

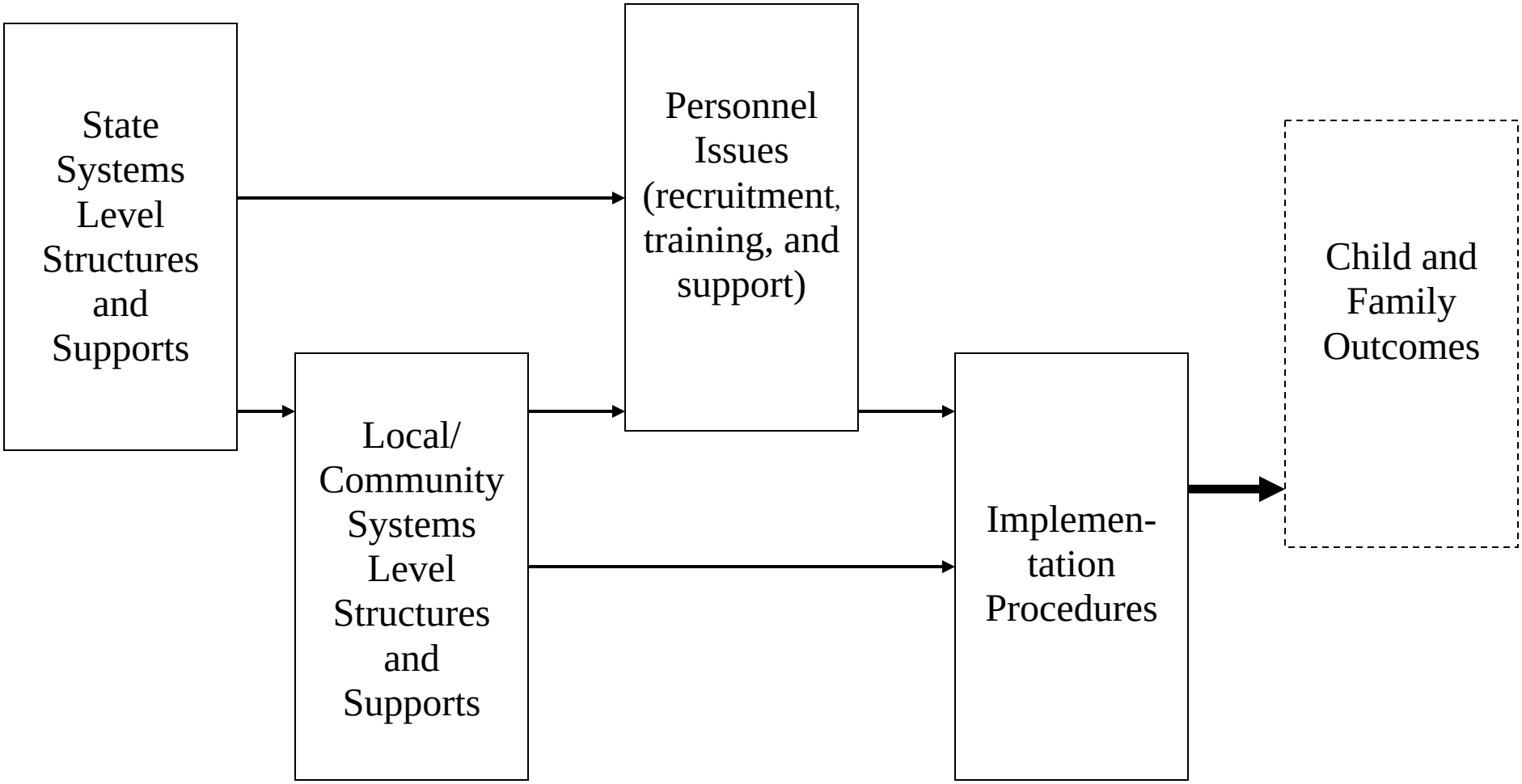
C70. If the student is attending a non-public school program, is there appropriate justification for placement?
(Reference- An individualized statement, specific details to the child's needs regarding why he/she is served in the on-grounds school rather than attending the public school or why the child needs a day treatment placement. Note: The educational placement decision should be separate from the residential placement decision. Students in residential placement, who are appropriate for public school setting, have the right to attend)
Comments: **Yes_____ No_____**

A Model for:
Interpreting Data,
Diagnosing Causes of Concerns,
Prioritizing Improvement Strategies,
and
Guiding the Collection of Evidence of Change

2001 OSEP Spring Leadership Conference

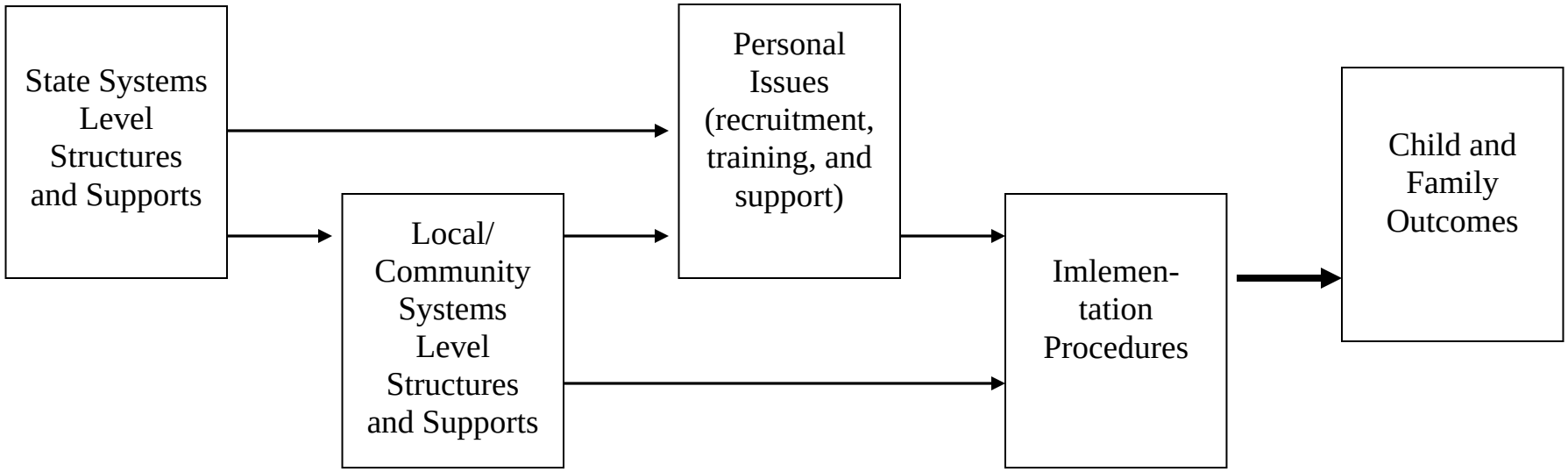
Rich Lewis, MSRRC and Lynne Kahn, NECTAS

A Model for Diagnosing Causes of Concerns


State Systems Level Structures and Supports
Personnel Issues (recruitment, training, and support)
Local/ Community Systems Level Structures and Supports
Implemen-tation Procedures
Child and Family Outcomes

A Model for Diagnosing Causes of Concerns

What the boxes mean



e.g. consistent policies and procedures across agencies; mechanisms for training and TA; clear agency responsibilities, funding plans and agreements; ongoing interagency planning groups/mechanisms

e.g. consistent and supportive agency and program policies and procedures; job descriptions and supervisor expectations; local service options; ongoing interagency planning groups/mechanisms

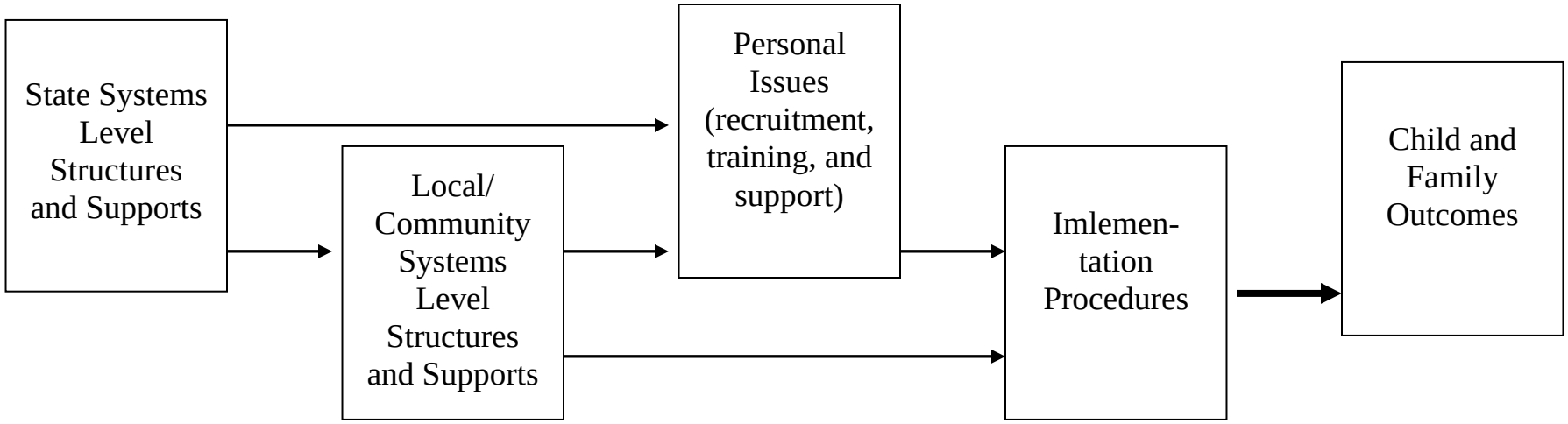
e.g., personnel shortages; needs for information/skills/ attitudes; needs for ongoing support

e.g. (depending on the cluster area) procedures implemented in the appropriate sequence, according to timelines, with the appropriate people involved

What happens to families and children as a result of their participation in the system of services

A Model for Diagnosing Causes of Concerns

What the boxes mean



Do consistent policies support and clarify regulations, guidelines, and effective practices?

Are there mechanisms in place to provide training and support to relevant personnel?

Do funding mechanisms support training and implementation according to effective practice?

If not, why not?

Did local (district and building) policies and procedures support implementation according to guidelines?

Did job descriptions and supervisor expectations support implementation according to guidelines?

If not, why not?

Were there enough personnel to implement effective practices?

Did they know about and understand the regulations and guidelines?

Did they have the knowledge and skills to implement the practices?

Were they willing to implement to practices?

If not, why not?

What and how much was provided to children and families? How and where was it provided?

Were the activities, timelines, and procedures, in line with expectations, guidelines, and regulations?

If not, why not?

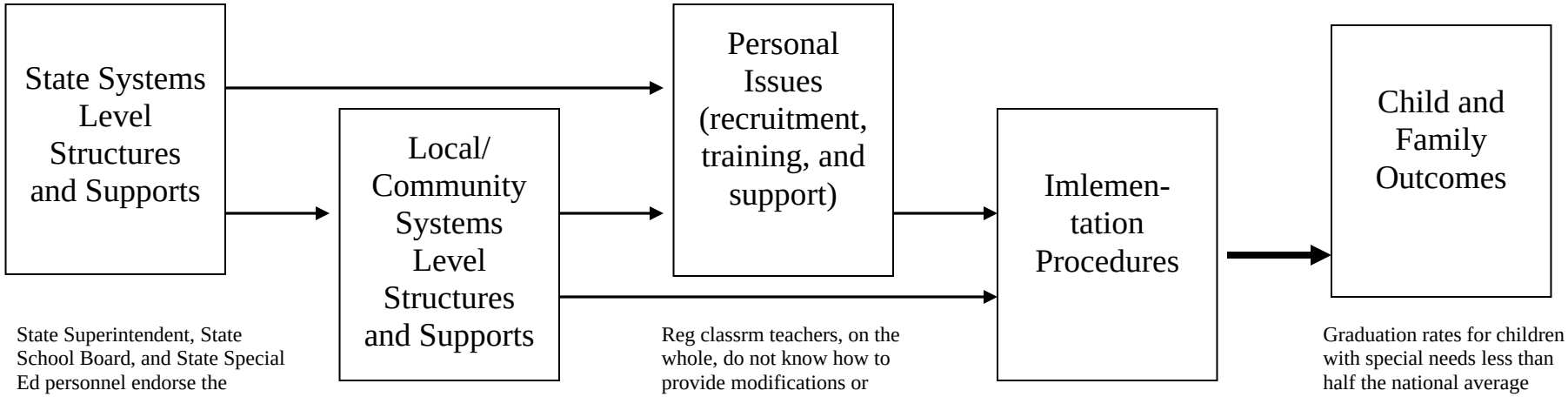
As a result of (this cluster area's) activities:

Did children and families achieve positive outcomes?

If not, why not?

What the data say

Example: LRE



State Superintendent, State School Board, and State Special Ed personnel endorse the spirit of LRE and placement in regular classrooms, where appropriate.

State funding formulas support placement in LRE

No clear guidelines or procedures at the State level for placement decisions nor for determination/ provision of needed classroom supports

Structure is in place for needs assessment, training, and support for special ed personnel.

No personnel policies for general education related to children with special needs

Scheduling creates difficulties in collaboration between reg ed and sp ed teachers.

District and building administrators support teacher choice in placement options.

Regular ed teachers' job descriptions typically do not include teaching children with special needs.

Reg classrm teachers, on the whole, do not know how to provide modifications or accommodations needed to have sp ed children in their classrooms.

Reg classrm teachers and building administrators believe it is the classroom teachers' choice whether to have sp needs children in their classrooms.

Spec ed teachers and admins believe it is better to have the children with special needs where people want them and have the appropriate knowledge and skills.

Both reg ed and sp ed personnel believe that personnel for supporting regular ed teachers are not available.

Training is available and regularly provided for sp ed personnel.

In most areas of the State, the percent of children with IEPs placed in regular classrooms is very low; few areas are at national averages or higher.

In most areas of the state, most reg classrm teachers opt out of having children with sp needs in their classroom.

Most reg classrm teachers and special ed staff do not collaborate on planning.

Almost no sp ed teachers correlate IEP goals with general ed objectives and curriculum.

In two areas, successful co-teaching models have been implemented.

Graduation rates for children with special needs less than half the national average

Dropout rates for children with special needs higher than national average

Proportions of children with special needs included in grade-level assessments lower than national averages

Children with special needs included in assessments score in bottom fifth percentile.

Children with special needs employed or attending institutions of higher ed six months after graduation—less than half the national average

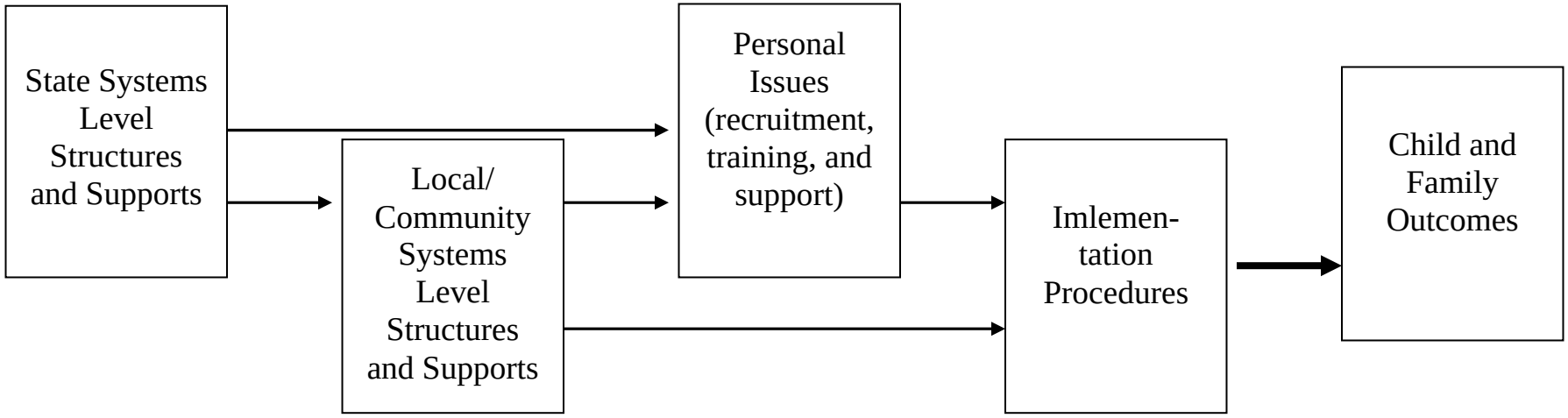
Setting Priorities for Improvement Planning

- What will make the most difference?
- What improvement strategies will provide leverage for long-term change?
- Follow the effects of proposed improvement strategies through the model
- Decisions about specific strategies will depend on each State's context: political, fiscal, and cultural

Guidance for Determining Appropriate Evidence of Change

(Follow the effects through the model)

Example: Improvement strategy includes clarification of guildelines from State administrators, joint training of local regular ed and special ed administrators, training of regular ed teachers



1

Are new guidelines

- clear?
- endorsed by regular ed and special ed leadership?
- consistent with State and federal regulations?

3

Did policies, procedures, and supervisor expectations change to become more supportive of LRE?

2

Did training occur?

Did training reflect clarified guidelines?

Did intended target participants attend?

Did they gain the intended knowledge, skills, attitudes?

4

Were participants able to use the knowledge and skills in their classroom environments?

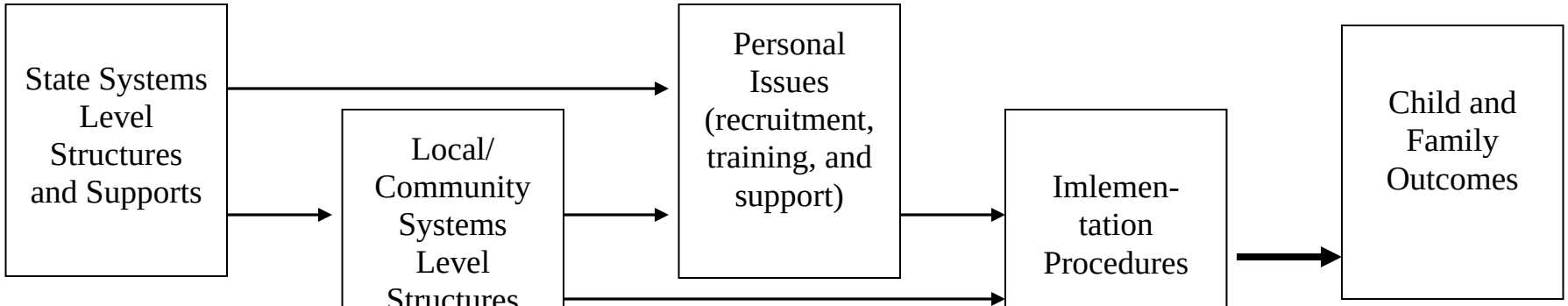
Are the activities, timelines, and procedures in line with expectations, guidelines, and regulations?

5

Are child outcomes improved?

What the data say

Example 2: Transition from Part C to Preschool Services



- State-level IGA exists with funding and agency responsibilities.
- All agencies (EI agencies, child care, Head Start, Sp. Ed.) endorse guidance piece on transition process.
- Jointly funded training for service providers, child care workers, and preschool Sp.Ed. staff through regional E.C. TA offices
- Part C application contained all required procedures.

- Agency and program policies and procedures conflict with the guidelines for the transition process.
- No mechanisms for substitutes or reimbursement; no administrative support for attending planning meetings.
- Local EC Transition committees in a few communities
- Job descriptions don't include trans. planning procedures.

- Joint training has been provided for service providers, child care workers, Sp. Ed. Staff.
- Varying numbers/ proportions of personnel from the different programs attended the training.
- There is a high rate of staff turn over, especially in child care

In MOST areas

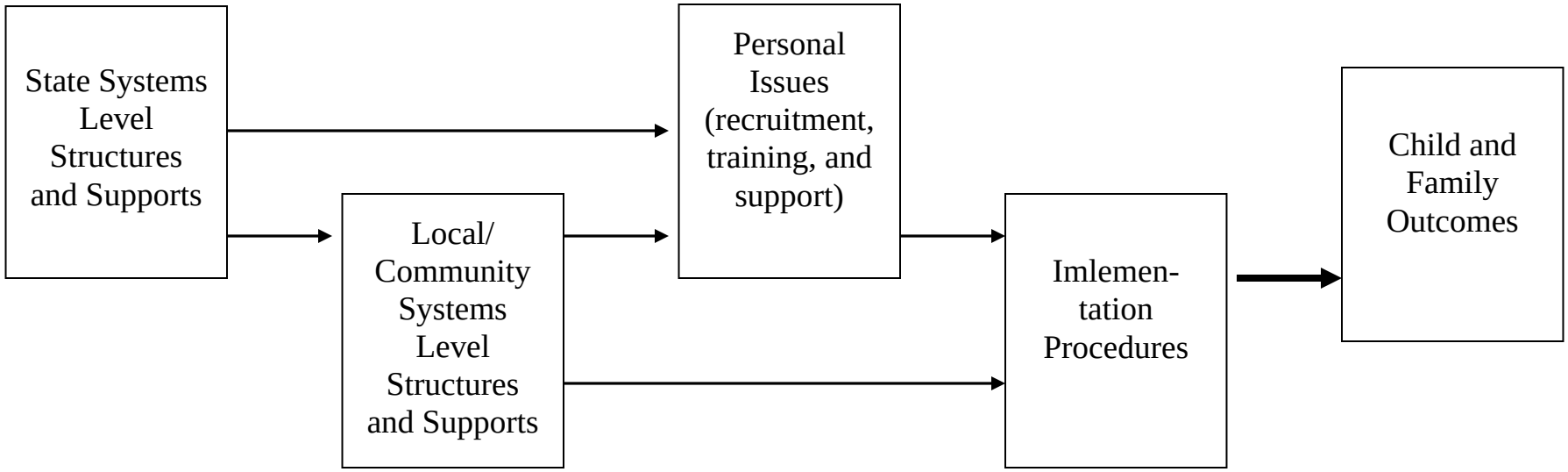
- Transition plans are not in IFSPs.
- Transition meetings are not held at least 90 days before third birthday.
- Sp. Ed. Preschool representation is missing from planning meetings.
- Service cords are not informing families of options.
- Service cords are not explaining transition planning process to families.

In MOST areas

- Families and children experience abrupt ending of EI services.
- Families are frustrated with the process.
- Children are not getting services at age three.
- Families are responsible for figuring out where to go for services at age three.

Example 2: Transition (continued)

Questions



Looks ok

Not ok?
Why not?
Lots of issues around local structures not supporting personnel to be involved in the transition process. Major barriers to doing "on the job" what they learned in training.

Look back at the data: How are the communities where trans. is going well addressing the local agency/program policies and procedures?

Ok?
Look back at the data: Were the areas of the State with higher attendance at training those where procedures were more likely to be implemented?

Were the people who attended training more likely to implement the transition procedures?

Not ok?
Why not?

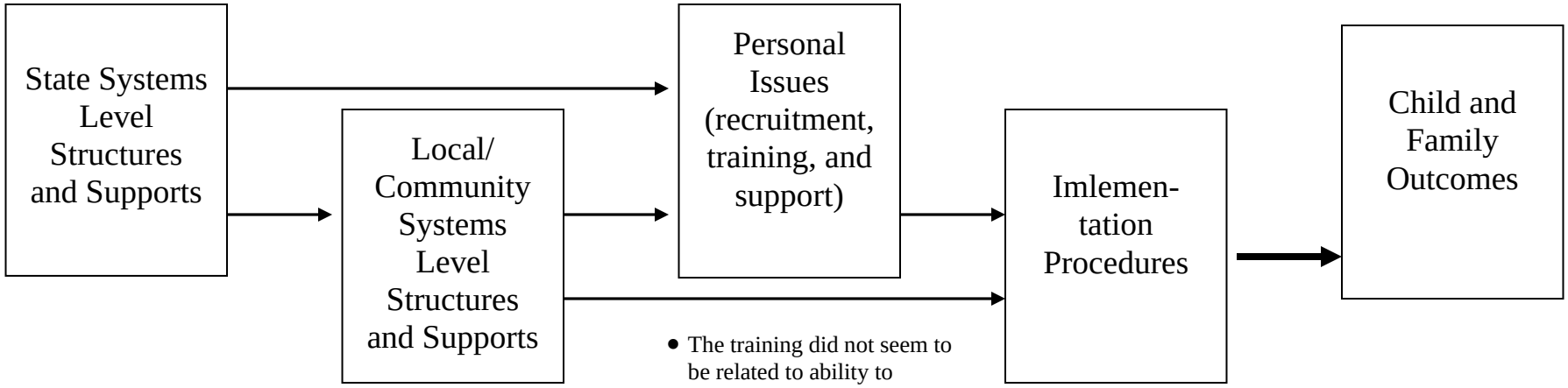
Procedures ***ARE*** implemented in some pockets of the State.

Look back at the data: were the outcomes for families and children most positive in the areas where the procedures were implemented?

Not ok?
Why not?

Example 2: Transition (continued)

Conclusions

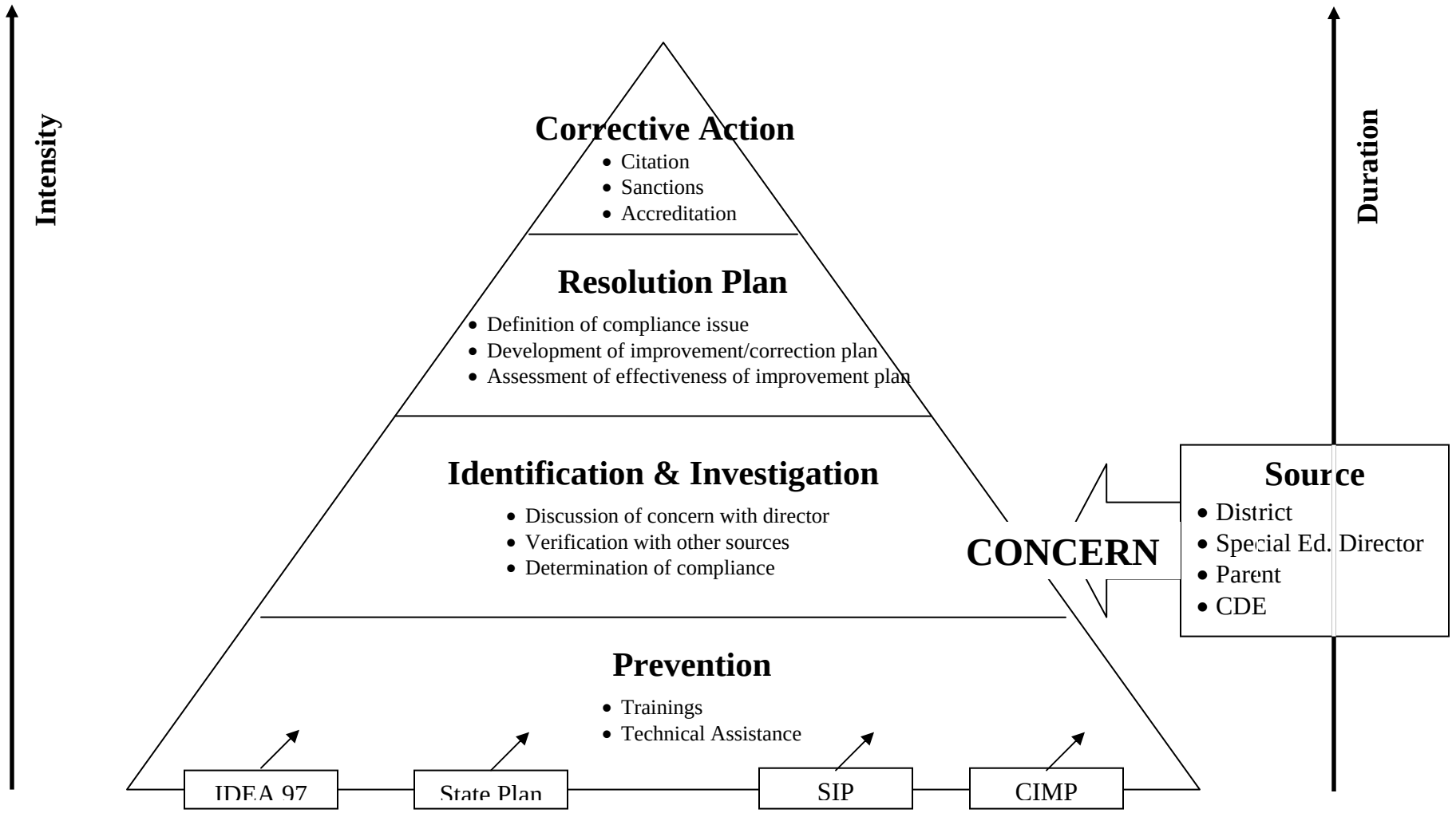


- The training did not seem to be related to ability to implement the procedures.
- The communities with local transition committees who meet regularly to address/problem-solve local barriers are the ones where transition procedures are implemented.
- Look closer: What are the common barriers? How are they addressing them?
- The outcomes for families and children were more positive in communities where procedures were implemented as intended, in accordance with State guidance document.

Conclusions: Priority for improvement planning—focus on community program and agency barriers to implementation. ***Then*** look again at training and support.

Why would anyone want to do this?

- To make sense out of self-assessment data
- To help a group of people (e.g., steering committee members) share a common understanding of the data through a very visual image
- To help individuals in the group see where their role fits into the big picture
- To identify root causes of problems and target improvements accordingly
- To integrate improvement strategies for efficiency and for maximum leverage


Intensity
Duration
Corrective Action
Citation
Sanctions
Accreditation
Resolution Plan
Definition of compliance issue
Development of improvement/correction plan
Assessment of effectiveness of improvement plan
Identification & Investigation
Discussion of concern with director
Verification with other sources
Determination of compliance
Prevention
Trainings
Technical Assistance
CONCERN
Source
District
Special Ed. Director
Parent
CDE
IDEA 97
State Plan
SIP
CIMP

Continuous Improvement Monitoring Process

Administrative Unit Self-Assessment

Unit:

Phase I Year:

Self-Assessment Completion Date:

Regional Liaison:

Please submit this self-assessment electronically to your regional liaison.

Administrative Unit Verification Visit Checklist

Unit: _____

Date of Phase II Verification Visitation: _____

School Year: _____

Review Team: _____

_____

INTRODUCTION

The Colorado Department of Education is responsible for a comprehensive monitoring system to gather, analyze, integrate, and report ongoing information about policies, procedures, and practices relating to education of children with disabilities in all administrative units and State-operated programs.

The Continuous Improvement Monitoring Process (CIMP) consists of three phases: Phase I—Data Collection, Review, and Self-Assessment; Phase II Verification of Issues; and Phase III Improvement Planning. The CIMP process is intended to (1) determine whether educational standards established by the Department and requirements of ECEA, IDEA, EDGAR, and FERPA are being met; (2) assess program effectiveness and efficiency; (3) understand school and community systems and identify local needs; (4) determine the fidelity of program operation with written policies and procedures; (5) provide recognition and affirmation; and (6) identify exemplary policies, procedures, or practices that could serve as models.

While not intended as a self-assessment tool, the Administrative Unit Monitoring checklist may be used as a reference during the Phase I Self-Assessment process. The checklist will primarily be used to report information gathered through the Phase II Verification process to document compliance issues in need of correction and to serve as a beginning point for Phase III Improvement planning.

Status headings referenced in the checklist are **Com—**commendable, **Acc—**acceptable, and **Comp—**unit is out of compliance. Compliance issues will be accompanied by an explanation and the corrective action needed. Shading of the "Comp" column indicates items that are not specifically required by State or federal statute (and therefore cannot be considered out of compliance) but about which the Special Education Services unit needs to collect information related to the State Improvement Plan or other data gathering activities. If concerns are not raised related to specific topics or items in the Phase I Self-Assessment process and, therefore, not targeted in the Phase II Verification visit, those items are assumed to be acceptable and will be marked as such in the body of this checklist.

1.0 ADMINISTRATIVE UNIT LEADERSHIP

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
1.10 Administration **1.11 The administrative unit qualifies as an administrative unit.** a. The administrative unit has 4,000 pupils in average daily membership or 400 or more children with disabilities. [3.01(1)(a)] b. The administrative unit has a qualified director employed no less than half time. [3.01(1)(c)] c. The administrative unit has an approved comprehensive plan. [3.01(1)(d)]				
1.12 The administrative unit has in operation a written philosophy of education that reflects the belief that all students can learn and emphasizes high expectations and standards for all students, including students with disabilities. a. The goal of free appropriate public education exists for all children, three through 21. [300.304] b. Students with disabilities have the opportunity to participate in State and district-wide assessment programs, with appropriate accommodations, where necessary. [300.138(a)] c. Students with disabilities who cannot participate in the general State and district-wide assessment programs have the opportunity to participate in alternate assessments. [300.138(b)(1)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
1.13 All special education programs are regularly and systematically evaluated. [3.06] a. The administrative unit maintains records of results of all qualitative and quantitative evaluations of special education services rendered. [3.06] b. Evaluations of special education services occur annually and, within a period of five years, systematically cover aspects of services to children with disabilities. [3.06] c. The evaluations review the extent to which quality special education policies and practices are in place and where improvements can occur. [3.06(1)] d. The evaluations review the degree to which children with disabilities are achieving their individual goals as well as school, district, and State standards and student outcomes. [3.06(2)]				

1.10 Administration Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
1.20 Resource Allocation				
1.21 Sufficient personnel are available to provide for identification, referral, assessment, determination of disability/eligibility, development/review of IEPs, and instructional and related services to implement IEPs with appropriate effective education for students with disabilities. [3.03]				
a. The administrative unit has methods or standards by which it determines the number and types of special education personnel required to meet the needs of children with disabilities as part of its local comprehensive plan. [3.03(1)]				
b. There are sufficient numbers of appropriately licensed and endorsed instructional personnel to provide all services identified on all IEPs. Personnel are qualified in a student's area(s) of need and have diagnostic and ongoing instructional responsibilities/contact with the student and the student's other service providers and parents. [3.03, 3.03(2), 300.23 and 300.136(g)]				
c. Each special education teacher provides services for a majority of students with the same identified area of need as that teacher's license or certification endorsement and at the appropriate age level. [3.04(1)(a)(i)]				
d. There are sufficient numbers of appropriately licensed and endorsed related services personnel to provide for identification, assessment, IEP development, and all services identified on IEPs. [3.03 and 3.03(2)]				
e. Special education coordinators and administrators have appropriate licensure. [3.04(1)(c,d)]				
f. There are identified qualifications and competencies and adequate supervision of paraprofessionals. [3.04(1)(e) and 300.136(f)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
1.22 Facilities provided for children with disabilities are adequate for services and comparable to those provided to all children. a. Facilities are adequate for all instructional and related services. [3.01(5)(b)] b. Facilities are comparable to those generally available to students without disabilities and meet the requirement of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.				
1.23 Sufficient funds and resources are allocated to instructional materials and equipment to implement effective services for students with disabilities. a. Materials are provided to meet the needs of children with disabilities. [3.01(5)(b)] b. Equipment is provided to meet the needs of children with disabilities, including assistive technology. [3.01(5)(b)] c. Hearing aids worn by deaf and hard-of-hearing children in school are functioning properly. [300.303]				

1.20 Resource Allocation Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
1.30 Staff Development **1.31 A comprehensive system of personnel development (CSPD) is implemented. [300.380]** a. Staff development opportunities are provided to all personnel who provide direct or indirect services to children with disabilities (including general and special education personnel and professional and paraprofessional personnel who provide special education, general education, related services, or early intervention services) to ensure that all personnel have the skills and knowledge necessary to meet the needs of children with disabilities. [3.05(1)(a) and 300.382] b. Staff development activities are designed to change knowledge, attitudes, performance, and interpersonal skills of staff. [3.05(1)(b)] c. Staff development includes an evaluation component to determine its effectiveness. [3.05(2)] d. Opportunities for training and development of skills are provided to families and educators together to develop partnership. [300.24 and 300.382(j)] e. The administrative unit's CSPD plan is a part of the local comprehensive plan and supports the State Improvement Plan. [3.01(5)(g) and 300.221]				

1.30 Staff Development Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
1.40 Parent Professional Partnership **1.41 Development and implementation of students' programs are the shared responsibility of families and educators.** a. Opportunity exists for active parent participation throughout the development of the IEP, which accommodates the schedule of both. b. A working relationship between educators and families of children with disabilities exists to support the delivery of quality services. c. Provisions are made for participation of and consultation with parents of children with disabilities (A local special education advisory committee is one method to meet this requirement).				
1.42 A system exists for ongoing parent involvement that provides communication, information and training to support parents of children with disabilities. a. There is effective two-way communication and collaboration with all parents. b. Parents are encouraged to visit the classroom/learning environment.				

1.40 Parent Professional Partnership Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
1.50 Transportation **1.51 The need for transportation services is determined on an individual basis for children with disabilities and is provided to ensure access to appropriate educational services. [300.24(b)(15)]** a. Travel to and from school, between schools, and in and around school buildings is provided as needed when indicated on the IEP. [300.24(b)(15)] b. Specialized equipment is provided if required to provide special transportation. [300.24] c. Transportation is provided for extracurricular and nonacademic services and activities in such manner as is necessary to afford equal opportunity to children with disabilities to participate in such services and activities. [300.306 and 300.553] d. Private school children are provided with transportation services if necessary for the child to benefit from or participate in special education services offered by the unit. [300.456(b)]				

1.50 Transportation Comments:

1.0 ADMINISTRATIVE UNIT LEADERSHIP COMMENTS:

2.0 SPECIAL EDUCATION PROCESS

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
2.10 Child Find **2.11 The administrative unit makes reasonable efforts to seek out and identify all children who may be in need of special education services and to inform the public of the educational rights of children with disabilities and the availability of special education programs. [4.01]** a. The administrative unit has designated one person as the Child Find coordinator. [4.01(1)] b. The Child Find coordinator is responsible for an ongoing child identification process. [4.01(1)(b)]				
2.12 The Child Find process includes specific strategies for children from birth through five years of age. [4.01(1)(c)] a. Planning and development in the areas of public awareness, community referral systems, community- and building-based screening, diagnostic evaluations, service coordination, and staff development is evident. [4.01(1)(c)(i)] b. Coordination and implementation in the areas of interagency collaboration, public awareness, referral, screening, and resource coordination is evident. [4.01(1)(c)(ii)]				
2.13 Public awareness activities for the purpose of creating local community awareness of the child identification process are ongoing and available throughout the year. [4.01(1)(c)] a. A variety of strategies are used to reach families, providers, and the community at large including community cultures. [4.01(1)(a)] b. Yearly awareness efforts include information about the referral process, screenings, family involvement, and options for services and supports. [4.01(1)(c)(v)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.14 Community and individualized screening is available throughout the year. [4.01 (1)(c)] a. Various screening strategies are utilized. [4.01(1)(c)] b. Families are provided with information to assist them is selecting community service and support options. [4.01(1)(c)(v)] c. Follow-up to vision and hearing screening occurs when children are screened at the various levels [C.R.S. 22-1-116], and appropriate referrals are made. [4.01 (1)(c)(iii)]				
2.15 An in-school screening process exists that considers all students three through 21. [4.01(1)(c) and 4.01(1)(c)(ii)] a. Vision and hearing tests are conducted each year for all children in grades K, 1, 2, 3, 5, 7, and 9. [C.R.S. 22-1-116 and 4.01(1)(c)(iii)] b. Vision and hearing screening information is recorded, and parents are informed. [C.R.S. 22-1-116]				
2.16 Child Find procedures are available to all children who may be suspected of having a disability, including students who have not yet entered school, who have discontinued their education, who are placed in private schools or choose home schooling, or who are highly mobile such as migrant or homeless children. [4.01] a. A process for tracking and reviewing the programs for discontinuers is in place. [4.01(1)(c)(iv)] b. A method of providing Child Find activities for students in private schools has been developed and is implemented. [4.01] c. Public awareness efforts and Child Find procedures are implemented to make them available to students who are home-schooled or highly mobile. [4.01]				

2.10 Child Find Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.20 Referral				
2.21 A procedure for referring a child for assessment and possible placement for special education services is established and utilized. [4.01(2)]				
a. The referral procedure is accessible to any person, association, or agency having an interest in the education of a child. [4.01(2)]				
b. Each building utilizes a pre-referral process to consider all pertinent information, the unique needs of the child and to generate alternative strategies in meeting these needs in non-special education settings or to determine the need for a special education referral. [4.01(1)(c)(v) and 4.01(2)]				
c. A special education referral is clearly distinguished from the building-level referral. [4.01(2)]				
d. Parents of any child referred are informed of the referral and of all procedural safeguards relevant to children potentially eligible for special education. [4.01(2)(b)]				
e. A record is maintained of the disposition of each referral. [4.01(2)(d)]				

2.20 Referral Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.30 Assessment				
2.31 All children ages birth to 21 who are referred for possible early intervention or special education services are provided an appropriate assessment for the purposes of evaluation for eligibility and for planning. [4.01(3) and 300.531]				
a. Procedures are developed that describe the nature of the assessment process to be followed by the administrative unit staff, including the selection of assessment instruments. [4.01(3)(e)]				
b. Prior to conducting any initial assessment for determination of eligibility for special education services, the administrative unit gives written notice to the parent(s) and obtains written informed consent. [4.01(3)(c)(i)]				
c. If the parent refuses to give permission for any assessment, the administrative unit does not proceed with the assessment until the issue is resolved through due process procedures or other appropriate methods. [4.01(3)(c)(ii)]				
d. If the parent is unknown, cannot be located, or parental rights are terminated, the administrative unit appoints an educational surrogate parent. [300.515]				
e. In order to ensure a smooth and effective transition from the Early Intervention services to the preschool services, the administrative unit participates in transition planning conferences [4.02(5)(b)(i) and 300.132(c)]				
f. In the case of infants and toddlers, an assessment is conducted in conjunction with the local interagency effort and an appropriate individualized plan (IEP, IFSP or ITP) is developed. [4.01 (3)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.32 Assessment is a systematic process of collecting and carefully interpreting information about a child or youth's current level of functioning. a. An assessment is completed and documented in the following areas prior to the meeting at which a disability is determined: physical, communicative, social, cognitive, developmental/educational achievement, and life skills/career/ transitional performance. [4.01(3)(i)] b. Assessments utilize both informal as well as formal measures and include a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent that may assist in disability determination, the content of the IEP, and information related to the child's ability to be involved in and progress in the general curriculum, or for preschool children, to participate in appropriate activities. [300.532 and 4.01(3)(h)] c. The assessment process includes an assessment by a person with expertise in the child's suspected area of disability. [4.01(3) and 300.532] d. Information for younger children is obtained by developmental and/or environmental assessment techniques, through professionally recognized instruments or by qualified personnel utilizing appropriate methods and procedures. [2.02(10)(a)] e. No single procedure is used as the sole criterion for determining an appropriate educational program, and no individual professional makes the final judgment about performance. [300.532]				
2.33 Assessment procedures protect the interests of the child. [4.01(3)(d)] a. If a child is placed in a special education classroom for diagnostic assessment purposes, this period does not exceed 30 school days, written parent permission is obtained, and an IEP meeting is scheduled. [4.04] b. The child in a diagnostic placement is not reported as having a disability until the IEP meeting determines that he/she does have a disability. [4.04(3)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.34 As part of an initial evaluation or as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, review existing evaluation data on a child and identify additional data that may be needed (the team may conduct this review without a meeting). [4.01(3)(a) and 300.533(a)]				
a. The review of existing data includes evaluations and information provided by the parents, current classroom-based assessment and observations, teacher/service provider observation, and if appropriate, the results of the child's performance on any State or district-wide assessments. [4.01(3)(h)(ii), 300.533 and 300.346]				
b. On the basis of the review of existing evaluation data and input from the child's parents, the IEP Team determines if additional data is needed to conduct the development/ additions/modifications to the IEP. [4.01(3)(j)(iv) and 300.533]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.35 Parents have the right to request an independent educational evaluation of the child at public expense. [300.502] a. Parents are provided, on request, information about where an independent educational evaluation may be obtained. [300.502(a)(2)] b. If the parent disagrees with an evaluation obtained by the administrative unit, the parent has the right to an independent evaluation conducted by a qualified examiner (not employed by the administrative unit responsible for the education of the child). [300.502(a)(3)(i)] (i) If a parent requests an independent educational evaluation, the administrative unit, without unnecessary delay, either ensures that the evaluation is provided at no cost to the parent or initiates a due process hearing to demonstrate that its evaluation is appropriate. [300.502(b)(2)] (ii) The administrative unit may ask for the parent's reason for objecting to the evaluation, but the explanation is not required, nor does it unreasonably delay either providing the independent educational evaluation or initiating a due process hearing [300.502(b)(4)]. (iii) If a hearing officer determines that the administrative unit's evaluation is appropriate, the parent is still entitled to an independent educational evaluation but not at public expense. [300.502(b)(3)] c. Criteria (e.g., qualifications of examiner and location of the evaluation) for an independent educational evaluation at public expense are the same as the criteria for evaluations conducted by the administrative unit. Differing conditions or timelines are not imposed. [300.502(e)] d. If obtained, at public or private expense, the information is considered as part of the assessment. [300.502(c)(1)]				

2.30 Assessment Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.40 Determination of Disability/ Eligibility and Development of the Individualized Education Program **2.41 Once a special education referral has been made and assessment (evaluation) completed, a meeting is held to determine if a child has a disability and if the child is eligible for special education. If the child is determined to have a disability, the IEP is developed, reviewed, and/or revised as a result of an individualized planning process. [4.01(4)]** a. At a minimum, the committee to determine disability and eligibility includes • a multidisciplinary team knowledgeable about the child and about the meaning of evaluation data; • at least one special education teacher or other specialist with knowledge in the area of the suspected disability; • the parents, who are also given the opportunity to consult with the team or a representative prior to determination that the child has a disability. [4.01(4)(c)] b. Parents are notified of the meeting early enough to ensure that they will have an opportunity to attend, and the written notice indicates [4.02(5)(a)(i)] ▪ the purpose of the meeting, including an indication if transition services will be considered and if the student is to be invited; [4.02(5)(a)(ii) and 300.345(b)(1)(i)] ▪ time and location of the meeting and who will be in attendance; [4.02(5)(a)(ii) and 300.345(b)(1)(i)] ▪ other transition agency representatives to be attending, including Part C personnel. [4.02(5)(c) and 300.345(b)(3)(iii)] c. The meeting is scheduled at a mutually agreed on time and place. [4.02(5)(a)(iii) and 300.345(a)(2)] d. The administrative unit takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including providing an interpreter when necessary. [300.345(e) and 300.501(c)(5)] e. The initial meeting to determine if a child has a disability is the responsibility of the administrative unit of attendance. [4.02(2)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
f. If the IEP is developed at a separate meeting, a record of the eligibility meeting is maintained, and the IEP contains the child's disability and criteria used to determine the disability. [4.01(4)(e)]				
2.42 If the child is determined to have a disability and is eligible, the IEP is developed within 45 school days of the special education referral—within 45 calendar days for Part C. [4.01(4)(a)(i) and 4.01(2)(d)] a. If a separate meeting is held to develop the IEP, it occurs within 30 calendar days of the determination that the child has a disability. [4.02(1)(b)] b. Meetings held for the development of the initial IEP or for the triennial review of the IEP includes the following participants: [4.02(3)(a), 300.344] ▪ The child unless the child's age or preference of the parent(s) indicates otherwise ▪ The child's parent(s) unless they decide not to attend ▪ The special education director or designee who is knowledgeable about the availability of resources of the administrative unit ▪ Persons with authority to make building-level decisions regarding service delivery (e.g., principal, teacher, etc.) and is knowledgeable about the general curriculum ▪ A staff member who is qualified to provide or supervise the provision of instructional and/or related services that meet the unique needs of the child ▪ Persons knowledgeable about the functioning, achievement, and performance of the child ▪ Persons knowledgeable about service delivery options including out-of-district options ▪ A regular education teacher ▪ Other agency representatives as appropriate (i) If the purpose of the IEP meeting is to consider transition services, the administrative unit invites [4.02(5)(c)] ▪ The student ▪ Agency representatives responsible for providing or paying for services, or their input if the representative does not attend (ii) If the student does not attend, the administrative unit takes steps to ensure the student's preferences and interests are considered. [4.02(5)(c)(ii)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.43 The IEP is a written statement that is developed, reviewed, and/or revised as a result of an individualized planning process. [4.02 and 300.340] a. The written IEP for each child includes statements of the following: ▪ The present level of functioning including how the child's disability affects the child's involvement and progress in the general curriculum, or for preschool, how the disability affects the child's participation in appropriate activities [4.02(4)(a) and (d)] ▪ The child's educational needs, including the strengths of the child and the concerns of the parent [4.02(4)(b)] ▪ The child's disability and criteria used to determine eligibility (a child is not determined eligible if the determinant factor is lack of instruction in reading/math, or limited English proficiency) [4.02(4)(c) and 2.02] ▪ Specific targeted measurable annual goals and shortterm instructional objectives or benchmarks with criteria and evaluation procedures and schedules, including transition goals for students age 16 and older (and age 14 when appropriate) [4.02(4)(e)] ▪ A statement of how the child's progress toward annual goals will be measured and how the child's parent's will be regularly informed of that progress and the extent the progress is sufficient to enable the child to achieve those goals by the end of the year, at least as often as parents of typical children are informed [4.02(4)(f)] ▪ Specific special education and related services and supplementary aids and services stated so that the commitment of resources and the manner in which services will be delivered are clear to all involved in the development/implementation of the IEP (including health care plans if needed)[4.02(4)(g)] ▪ Projected dates for initiation of services and modifications and anticipated frequency, location, and duration of services including extended school year(4.02(4)(h)] ▪ Recommendations as to where the services will be provided and the extent to which the child will participate in regular education programs [4.02(4)(i)] ▪ Whether the student will achieve the content standards adopted by the district or individualized standards indicating if the student has met his IEP requirements [4.02(4)(o)] ▪ Description of the program modifications and supports for school personnel necessary for the child to 1) advance appropriately toward annual goals and 2) be involved and progress in the general education program [4.02(4)(p)] ▪ A statement of individual modifications (accommodations) necessary to participate in State or district-wide assessments of student achievement, or if the IEP team determines that the assessment is not appropriate, why it is not appropriate and how they student will be assessed [4.02(4)(q)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
▪ A statement of why that assessment is not appropriate for the child and how that child will be assessed [4.02(4)(q)] ▪ Rationale for providing services outside of the regular classroom and documentation of options considered [4.02(4)(r)] b. For students beginning at age 14, the written IEP contains statements of specific transition service needs and for students age 16 or younger if appropriate, the written IEP contains statements of needed transition services: (i) Employment development, daily living skills, vocational assessment, community experiences, post-secondary living, and interagency coordination [300.29] (ii) a statement of interagency responsibilities or any needed linkages [4.02(4)(g)(i) and 300. 347(b)(2)] (iii) Parents are informed of any rights that will transfer to the child on reaching the age of 18 at least one year prior. [300.347(c)] (iv) Long-range outcomes for transition services that promote movement from school to adult living [300.29(a)(1)] (v) statements about the coordination and linkages of transition services with adult service agencies [300.347(b)(2)] c. Special Factors relating to the child's needs are considered, and strategies are developed for addressing those needs. [4.02(4)] (i) The educational needs related to ▪ enabling the child to be involved and progress in the general curriculum ▪ other educational needs [4.02(4)(e)(ii)] (ii) Specials factors considered as part of the IEP include ▪ positive behavioral interventions and supports [4.02(4)(m)] ▪ the language needs of a child with limited English proficiency [4.02(4)(b)(i)] ▪ Braille as appropriate for a child who is visually impaired [4.02(4)(l)] ▪ the communication needs of a child who is hearing impaired (including opportunities for direct instruction) [4.02(4)(k)] ▪ the child's assistive technology needs (4.02(4)(n)] d. If the IEP is developed for students transitioning from Part C to Part B, there is a written transition plan included either separately or as a part of the IEP/IFSP, which guarantees a smooth transition process. [4.02(5)(b)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.44 When developing, reviewing, or revising an IEP, participants will use group consensus to reach decisions. [4.02(6)] The participants in the planning process will a. draw upon and consider information from a variety of sources. [4.02(6)(a)] b. ensure that information obtained from these sources is documented and carefully considered. [4.02(6)(b)] c. reach decisions through group discussions and consensus. Should consensus not be reached, majority and minority opinions are recorded as part of the IEP and made available to the director of special education. [4.02(6)(c)]				
2.45 When a meeting is held only for the review of the IEP, the participants may or may not be the same as in the initial IEP. [4.02(3)(b)] a. When only reviewing the IEP, participants include [4.02(3)(b)] ▪ the director of special education or designee ▪ the child unless age or preference of the parents indicates otherwise ▪ the child's parents unless they decide not to attend ▪ the child's regular education teacher ▪ the child's licensed/certificated special educators ▪ other persons at the discretion of the parent or unit/faculty. b. The IEP review process is consistent with section 2.43 of this checklist. c. The parents are given a copy of the IEP at no cost, including copies of any evaluation reports and documentation of disability/eligibility. [300.534]				
2.46 The IEP is reviewed periodically, but not less than annually [4.02(1)(c)] When reviewing the IEP, the team considers [4.01(3)(j)(iv)] ▪ progress toward achievement of the annual measurable goals ▪ any lack of expected progress toward the goals and in the general curriculum, where appropriate ▪ the results of any reevaluation				

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
▪ any information provided to, or by, the parents ▪ the child's anticipated needs				

2.40 Individualized Education Meeting Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
2.50 Placement **2.51 The placement of a child in a special education program or service and assignment of specific staff to meet the child's identified needs is made by the special education director, or designee, who places the child in the least restrictive environment consistent with the decision of the IEP team. [5.04]** a. The director or designee places the children with disabilities in the least restrictive environment in which a free appropriate public education can be delivered. [5.04] b. The administrative unit ensures the provision of special education instruction and related services in accordance with the IEP. [4.02(7)] c. All instructional services listed are provided in accordance with the IEP. [4.02(7)] d. All related services listed are provided in accordance with the IEP. [4.02(7)]				

2.50 Placement Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
2.60 Procedures for Transfer Students **2.61 When a child previously receiving special education services within the State of Colorado moves into the administrative unit, appropriate services are provided. [4.03]** a. Services are provided immediately in accordance with the child's current IEP. [4.03(1)(a)] b. Services are provided according to an interim IEP while waiting for records. [4.03(1)(b)] c. The child is referred for a complete assessment while services listed on an interim IEP are provided. [4.03(1)(c)]				
2.62 When a child previously receiving special education services in another State moves into Colorado, appropriate procedures are implemented to determine services. a. The administrative unit determines whether it will adopt the most recent evaluation and IEP developed in the previous State. [4.03(2)(a)] b. If the administrative unit elects to adopt the most recent evaluation and IEP from another State and determines that the IEP meets Colorado's education standards, that IEP is implemented. [4.03(2)(b)] c. If the administrative unit elects not to adopt the out-of-State evaluations and IEP, it must seek consent to conduct an initial evaluation. [4.03(2)(c)] d. While the evaluation is in process, the administrative unit provides the student with interim special education and related services agreed to by the parent unless the parent and administrative unit are unable to agree upon interim services, in which case the student is placed in the regular school program while the evaluation process is completed or during the pendency of a due process hearing. [4.03(2)(d)]				

2.60 Procedures for Transfer Students Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
2.70 Delivery of Services 2.71 A free appropriate public education in the least restrictive environment is available to every child identified as having a disability between the ages of three and 21 or until he/she graduates with a regular high school diploma. [5.01, 300.121 and 300.122] a. Special education services are provided by the administrative unit without cost to the child or his/her family (unless the same fees are imposed on nondisabled children). [5.01 (1)] b. Appropriate educational services that meet the individual needs of children with disabilities as identified on the IEP are provided by the administrative unit. [5.01 (2)] c. Parents may request an IEP meeting to ask for revisions in the IEP if they feel that services are not appropriate. [300.350(c)]				
2.72 The administrative unit provides a continuum of special education services and an explanation of how service providers are organized to meet the needs of students. [5.03] a. The administrative unit maintains a written description of its comprehensive delivery system, which includes a continuum of special education services. [5.03(2)] b. Services are provided directly to children with disabilities, indirectly to children through service providers or parents, and through a combination of direct and indirect methods. [5.03(5)] c. Parent counseling and training services are provided when the IEP team determines such services are necessary to implement the student's IEP. [300.24(b)(7)] d. The administrative unit maintains an explanation of how these service providers are organized to meet the needs of students. [5.03(5)(b)]				
2.73 Transition services are provided for all students 16 years of age and older, and some students by age 14 or younger. [300.347] a. Transition services include instruction, community experiences, the development of employment and other post-school adult daily living objectives, and if appropriate, functional vocational assessment and daily living skills. [300.29]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
b. Transition services include the provision of services through determination of interagency fiscal and personnel responsibility. [300.347] c. Effective interagency agreements are developed at the local/community level. [Data for State Improvement Plan – recommended practice] d. If a participating agency does not provide agreed upon transition services, the administrative unit initiates a meeting for the purpose of identifying alternative strategies and revising the IEP. [300.348]				
2.74 The administrative unit provides for assistive technology devices or assistive technology services as part of the child's special education, related services, or supplementary aids and services. [300.308] a. Devices, pieces of equipment, or product systems are provided and will increase, maintain, or improve the functional capabilities of children with disabilities. [300.5] b. Services are available to directly assist children with disabilities in the selection, acquisition, or use of an assistive technology device. Services include [300.6] ▪ evaluation of the needs ▪ purchasing, leasing, or acquiring devices ▪ selecting, customizing and repairing or replacing devices ▪ coordination of other therapies, interventions or services with devices ▪ training or technical assistance for the child with a disability or that child's family ▪ training or technical assistance for individuals who provide services, employ, or are otherwise involved with the child				

2.70 Delivery of Services Comments:

2.0 SPECIAL EDUCATION PROCESS COMMENTS:

3.0 SPECIAL EDUCATION POLICIES AND PROCEDURES

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
3.10 Prior Notice and Consent				
3.11 Prior written notice is given to parents of a child with disabilities a reasonable time before the administrative unit proposes or refuses to initiate or change the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education. [300.503] a. Written notice includes [300.503(b)] ▪ a description of the action proposed or refused by the administrative unit ▪ an explanation of why the administrative unit proposes or refuses to take the action ▪ a description of other options considered and why those options were rejected ▪ a description of each evaluation procedure, test, record, or report the administrative unit used as a basis for the decision ▪ a description of any other factors that are relevant to the administrative unit's proposal or refusal ▪ a statement that the parents are entitled to procedural safeguards and how they may obtain a copy ▪ sources for parents to contact to obtain assistance in understanding their rights b. The notice (including notice of procedural safeguards) is [300.503(c)] ▪ written in a language understandable to the general public; ▪ provided in a language/mode normally used by the parent; ▪ provided in a timely manner. c. If the native language or other mode of communication of the parent is not a written language, the administrative unit [5.03(c)(2)] ▪ translates the information orally or by other means; ▪ ensures that the parent understands the content of the notice; ▪ documents that this has occurred.				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.12 A copy of the procedural safeguards is given to parents of a child with a disability at the following times: [300.504] a. At the initial referral for evaluation [300.504(a)(1)] b. With each notification of an IEP meeting [300.504(a)(2)] c. At the reevaluation of the child [300.504(a)(3)] d. Upon the receipt of a request for due process [300.504(a)(4)]				
3.13 Informed parent consent is obtained prior to conducting an initial evaluation or reevaluation and prior to initial provision of special education and related services. [300.505(a)] a. Parents understand that the granting of consent is voluntary and may be revoked at any time. [300.500(a)(1)] b. Refusal of the parent to give consent for one activity or service is not used to deny any other activity or service. [300.505(e)] c. Consent for initial evaluation is not construed as consent for initial placement. [300.505(a)(2)] Note: Consent is not required for reviewing existing data nor is it required for administering a test that is administered to all children unless consent is required of parents of all children.				

3.10 Prior Notice and Consent Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.20 Least Restrictive Environment **3.21 The administrative unit provides a free appropriate public education in the least restrictive environment. [300.550]** a. Placement/service options include the following instructional services, which are available to the extent necessary to implement the IEP for each child: ▪ Instruction in regular classes [300.551] ▪ Special classes [300.551] ▪ Special home instruction [300.551] ▪ Instruction in hospitals and institutions [300.551] ▪ Instruction in physical education [300.307] ▪ Provision for supplementary services such as resource room or itinerant instruction to be provided in conjunction with regular class placement [300.551(b)(2)]				
3.22 A continuum of placements and array of services are available to meet the needs of children with disabilities. [300.551]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
a. Placement/service options include the following related services, which are available to the extent necessary to implement the IEP for each child: [300.24] ▪ Transportation ▪ Speech pathology ▪ Audiology ▪ Psychological services ▪ Physical and occupational therapy ▪ Recreation ▪ Early identification and assessment of disabilities ▪ Counseling services ▪ Medical services for diagnostic or evaluation purposes ▪ School health services ▪ Social work services ▪ Parent counseling and training ▪ Orientation and mobility				
b. Students with disabilities have available to them the variety of educational programs and services available to children without disabilities including art, music, industrial arts, consumer, and homemaking education. [300.305]				
c. Students with disabilities have vocational education available to them including programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career. [300.305]				
e. Students with disabilities have an equal opportunity for participation in nonacademic and extracurricular services and activities. [300.306]				
f. Physical education services, specially designed, if necessary, are available to every child or children with disabilities, which include development of physical and motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports including intramural and lifetime sports. [300.307 and 300.26(b)(2)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.23 Students with disabilities are provided with an instructional day and year equal to the number of hours and days of their peers unless otherwise specified on their IEPs. a. All school-age students with disabilities are provided with an instructional day equal to that of their peers unless specified otherwise on their IEPs. b. All students enrolled in special education are provided with a school year of at least that equal to the number of days of the children with disabilities peers.				
3.24 Students with disabilities are educated with age-appropriate peers who are not disabled to the maximum extent appropriate. [300.550(b)(1) and 300.552(e)] a. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [300.550(b)(2)] b. Each student with disabilities participates with typical children, to the maximum extent appropriate to the needs of the child, in extracurricular services and activities including the following: [300.553] ▪ Meals ▪ Recess periods ▪ Counseling ▪ Athletics ▪ Transportation ▪ Health services ▪ Recreational activities ▪ Special interest groups or clubs ▪ Student employment				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.25 Each student with disabilities is educated as close as possible to the child's home. [300.552(b)(3)] a. Each child is educated in the schoolthat he/she would attend if the children did not have a disability unless the IEP requires some other arrangement. [300.552(c)] b. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services that he/she needs. [300.552(d)] c. A child with a disability is not removed from education in age-appropriate general education classrooms solely because of needed modifications in the general curriculum. [300.552]				

3.20 Least Restrictive Environment Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.30 Impartial Due Process Hearing				
3.31 Administrative unit has required procedures for conducting due process hearings when there is disagreement. [300.507-300.514]				
a. Parents are notified of their right to request an impartial due process hearing. [300.504]				
b. Parents are informed of the availability of mediation and of any free or low-cost, legal services and other relevant services available upon request or upon initiating a hearing. [300.507(a)]				
c. Requests for hearing can be made by parents, administrative unit, district, or student. [300.507(a)]				
d. Hearings are conducted by an impartial hearing officer according to State procedures. [300.508]				
e. Final decisions are reached, and a copy of that decision is mailed to parties no later than 45 days after receipt of request of hearing (unless extended by hearing officer). [300.511]				
f. During the pendency of any administrative or judicial proceeding (including an appeal of a manifestation determination or interim alternative placement), the child remains in his/her present placement until completion of proceedings, unless otherwise agreed upon by administrative unit and parents or the parents and the hearing officer. [300.514]				
g. If the hearing involves initial admission to the public school, the child will be placed in a public program with the consent of the parents until completion of the proceedings. [300.514]				
h. Any evaluation requested by a hearing officer as part of the hearing is completed at public expense. [300.502(d)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.32 Administrative unit utilizes a mediation process as an optional method of resolution for special education disputes. [300.506] a. Participation in mediation is voluntary, does not affect due process hearing timelines, and is available whenever a hearing is requested. [300.506(b)(1)] b. Qualified, impartial mediators trained in effective mediation techniques are utilized. [300.506(b)(1)] c. Mediation sessions are confidential and may not be used as evidence in any subsequent due process hearings, and parties may be asked to sign a confidentiality pledge. [300.506(b)(6)] d. Mediation is not used to deny a parent's right to due process nor any other rights under Part B of IDEA. [300.506(d)(2)] e. Each session in the mediation process is scheduled in a timely manner and held in a mutually convenient location. [300.506(b)(4)] f. Any agreement reached by the parties is set forth in a written mediation agreement. [300.506(b)(5)] g. Mediation is provided at no cost to the parent. [300.506(b)(3)]				
3.33 The administrative unit utilizes CDE complaint process. a. The administrative unit informs parents of the complaint process. [300.504(b)]				
3.34 Administrative unit utilizes a negotiation process for reconciling differences. a. Administrative unit offers a negotiation process. b. Negotiation process does not affect due process hearing timelines. c. Negotiations continue right up until the time of a hearing.				

3.30 Impartial Due Process Hearing Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.40 Confidentiality				
3.41 Confidentiality of personally identifiable information collected, used, or maintained by district or administrative unit is protected consistent with State and federal regulations. [300.560-300.575] a. The administrative unit gives notice through public media to inform parents about policies and procedures currently in effect. [300.561] b. Parents have the right to inspect records and appeal accuracy. [300.562 and 300.567] c. Access of unauthorized persons to personally identifiable data without consent of parent is forbidden. [300.571] d. One person in the administrative unit is designated as the custodian of special education records who directs the activities of the special education records coordinator. [300.572(b)]				
3.42 Special Education Records Coordinator is familiar with State and federal confidentiality requirements. a. The Records Coordinator responds to request for inspection and review of records, interpretation or explanations, disclosure or release of information, and destruction. [300.572(a)] b. The Records Coordinator keeps a record of parties obtaining access to records and maintains a current listing of the names and positions of employees who may have access. [300.563 and 300.572] c. If records contain information on more than one child, parents of those children only have the right to inspect and review information pertaining to their child. [300.564] d. The Records Coordinator provides parents, on request, with a list of the types and locations of records. [300.565] e. The Records Coordinator ensures that confidentiality is protected at collection, storage, disclosure, and destruction. [300.572(a)]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.43 Parents, guardians, or their representatives have authority to inspect and review any educational records relating to their child that are collected, maintained, or used. [300.562] a. The administrative unit may presume that the parent has authority to inspect and review records relating to his or her child unless advised that the parent does not have authority under applicable laws governing such matters as guardianship, separation, and divorce. [300.562] b. The administrative unit complies with requests without unnecessary delay and before any meeting regarding an IEP or due process hearing and in no case more than 45 days after the request has been made. [300.562] c. The administrative unit provides appropriate staff members to assist in the interpretation and explanation. [300.562(b)(i)] d. The administrative unit provides copies for a reasonable fee as long as the fee does not prevent parents from inspecting/reviewing those records. [300.562(b)(2)] and [300.566 (a)] e. Administrative unit does not charge a fee to search for or retrieve information [300.566 (b)] f. The administrative unit amends records upon request if information is inaccurate, misleading, or violates privacy or informs parents of a refusal to do so and advises them of the right to a hearing. [300.567] g. The amendment of records or notification of refusal occurs within a reasonable period of time of receipt of the request. [300.567] h. Hearings are conducted according to State and federal procedures**.** [300.568-570] i. The administrative unit obtains written consent before allowing the disclosure of any personally identifiable information for any purpose other than meeting a State or federal special education requirement. [300.571]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.44 The administrative unit informs parents when personally identifiable information is no longer needed. [300.573] a. Information is destroyed at request of the parents. [300.573] b. A permanent record of a student's name, address, phone number, grades, attendance, classes attended, grade level, and year completed is maintained. [300.573(b)]				

3.40 Confidentiality Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
3.50 Educational Surrogate Parents				
3.51 Whenever the parental rights have been terminated or relinquished and/or no parent or guardian can be located, an educational surrogate parent is assigned. [300.515]				
a. The administrative unit attempts to locate parent, relative, or individual responsible to determine if a surrogate parent is needed. [300.515]				
b. When needed, the director requests CDE to appoint a qualified educational surrogate parent who resides no further than 75 miles from location and has the knowledge and skills to adequately represent the child. [300.515]				
c. The educational surrogate parent is not an employee of any agency that is involved in the education or care of the child and has no conflict of interest (a person is not considered an employee solely because he or she is paid to serve as an educational surrogate parent). An educational surrogate parent may be an employee of a nonpublic agency that provides only non-educational care for the child provided they meet the other criteria. [300.515]				
d. The educational surrogate parent represents the student in all education decision-making processes including identification, evaluation, placement, and provision of services. [300.514(e)]				

3.50 Educational Surrogate Parents Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.60 Participation of Private School Children				
3.61 The administrative unit provides special education and educationally related services in such a manner that the quality, scope, and opportunity for participation are comparable to those provided in public schools. [300.400 - 300.462]				
a. The administrative unit provides Child Find, assessment, and development of an individual services plan.[300.451]				
b. When providing services on public school sites, classes are organized so that students are not separated and include students from both public and private schools. [300.458]				
c. Mobile or portable equipment purchased with VI-B funds are placed on private school sites solely for the purpose of special education and the benefit of the child with disabilities. [300.462]				
d. Funds are used to meet the special education and related services needs of students but not for the benefit of the private school or the general needs of the students enrolled in the private school. [300.459]				
e. If providing services to private school children, administrative unit gives them a copy of the ECEA, ECEA Rules, IDEA, and "Participation of Private School Children Policy."				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.62 Children with disabilities referred to or placed in private schools or facilities by the administrative unit are provided services in accordance with federal and State regulations. [300.401] a. The child has all rights of a student with disabilities who is served by public agencies. [4.01(a)(1)] b. Placement is at no cost to the parents. [5.04(3)(e)] c. Placement is at a facility that meets State and administrative unit standards. [4.01(2)(b)] d. Prior to placement, the administrative unit conducts a meeting to develop an IEP. [5.04(3)(a)] e. Parents, the administrative unit, and the private school or eligible facility are involved in the child's IEP meetings and agree to any proposed changes in the IEP before those changes are implemented. [5.04(3)(d)(i)] f. The administrative unit ensures that special education and related services are provided consistent with the IEP. [5.04(3)(e)]				
3.63 Provision is made for the participation of children with disabilities referred to or placed in private schools or facilities by their parents without the consent of or referral by the administrative unit and where FAPE is not at issue. [300.452] b. The administrative unit consults with representatives of private school children to determine what services will be offered, which children will receive services, how and where services will be provided, and how the services will be evaluated. [300.454] c. The administrative unit spends a proportional amount of its IDEA funds on services to children with disabilities placed in private schools by their parents (funds used to complete Child Find responsibilities for students in private schools are not counted as part of the proportional amount). [300.453] d. A services plan is developed and implemented for each private school child with a disability who is designated to receive special education and related services. [300.452]				

3.60 Participation of Private School Children Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.70 Services to Children in Charter Schools **3.71 Children with disabilities attending Charter Schools receive FAPE. [300.312]** a. All rights and procedural safeguards required under IDEA are provided to children who attend Charter Schools and their parents. [300.312] b. The administrative unit serves children with disabilities attending Charter Schools in the same manner as it serves children with disabilities in its other schools. [300.241] c. The administrative unit provides Part B funds to Charter Schools in the same manner as it provides those funds to its other schools. [300.241]				

3.70 Services to Children in Charter Schools Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	Acc	Comp	Comments
3.80 Extended School Year **3.81 Extended School Year services are provided to children with disabilities under FAPE. [300.309]** a. The administrative unit utilizes procedures in their written policy regarding ESY. b. The administrative unit considers ESY for every student. **[300.309(a)(1)]** d. ESY is individualized and different from summer school. **[300.309(a)(2)]**				

3.80 Extended School Year Comments:

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.90 Discipline, Manifestation Reviews and Interim Alternative Placements 3.91 Each child with a disability removed from school for any violation of school rules for more than 10 school days in a school year or a series of removals that constitute a change of placement has a functional behavior assessment completed and a behavior intervention plan developed or reviewed. [300.520] a. When a child is removed as a disciplinary action for more than 10 school days, an IEP meeting is convened: (i) Make an assessment plan for completing a functional behavioral assessment and implement a behavior intervention plan (if a behavior plan was developed without a functional behavior assessment being completed, the plan for the assessment should be developed at this meeting). [300.520] or (ii) If a behavior plan exists and a functional behavior assessment was in place, the IEP team meets to review the plan and its implementation to determine if modifications are needed and if one or more of the team members believes that modifications are needed, to revise the plan and its implementation as necessary, to address the behavior. [300.520]				
3.92 After a child with a disability has been removed from his or her current placement for more than 10 school days in the same school year, services are provided during any subsequent removal. [300.520] a. The services provided are to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the child's IEP if the removal is under the school personnel's authority to remove for not more than 10 consecutive school days (as long as that removal does not constitute a change of placement) or is for behavior that is not a manifestation of the child's disability. [300.121] b. If the removal is under the school personnel's authority, school personnel, in consultation with the child's special education teacher, determine the extent to which services are necessary. [300.121] c. If the removal is for behavior that is not a manifestation of the child's disability, the IEP team determines the extent to which services are necessary. [300.121]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.93 When a student with disabilities is to be removed for more than 10 days or when the removal would constitute a change of placement, the parents are notified no later than the day the decision is made and are provided a copy of the parents' rights brochure. [300.523]				
3.94 A manifestation determination review is conducted immediately, if possible, but in no case later than 10 school days after the date on which the decision to take disciplinary action is made (this may be the same meeting as described in 3.91). [300.523] a. In the manifestation determination review meeting, the IEP team and other qualified personnel consider all relevant information including assessment information, information provided by the parent, observations of the child, and the child's IEP and placement. [300.523(c)] b. The behavior is determined <u>not</u> to be a manifestation of the disability only if[300.523(c)] ▪ the child's IEP and placement were found to be appropriate; ▪ the special education services, supports, and behavior intervention strategies were provided consistent with the child's IEP and placement; ▪ the child's disability did not impair the child's ability to understand the impact and consequences of the behavior; and ▪ the child's disability did not impair the child's ability to control the behavior. c. If deficiencies are found in the child's IEP or placement or in their implementation, steps are taken to immediately remedy those deficiencies. [300.523(f)] d. If the decision is that the behavior was not a manifestation of the disability, then disciplinary action may be taken consistent with procedures applicable to children without disabilities except as required in 3.92 above. Relevant information is given to the person making the final determination regarding the disciplinary action (e.g., suspension/expulsion officer). [300.524] e. If the parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, the parent may request a hearing. [300.525] f. If the administrative unit reports a crime committed by a child with a disability to the appropriate authorities, relevant special education and disciplinary records are transmitted for consideration. [300.529]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.95 Interim Alternative Educational placements are used by school personnel for situations of weapons and/or drugs or based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement but not for more than 45 days. [300.520 and 300.121] a. The interim alternative placement is determined by the IEP team. [300.522] b. Placement in an interim Alternative Educational setting is not for more than 45 days. [300.520]				
3.96 Any interim alternative placement is selected so as to enable the student to continue to progress in the general curriculum and to continue to receive those services and modifications that will enable the child to meet the goals in the IEP including services and modifications to address the behavior. [300.522]				

Outcomes, Standards, and Data Sources	STATUS			
	Com	**Acc**	**Comp**	**Comments**
3.97 The administrative unit provides the same protections to a student subjected to disciplinary action who has not been determined to have a disability when the administrative unit has knowledge that the student may be a child with a disability. [300.527] a. The administrative unit provides these protections under the following circumstances: [300.527] ▪ The parent has expressed concern in writing (or verbally if the parent is unable to write). ▪ The behavior or performance of the child demonstrates the need for services. ▪ The parent has requested an evaluation of the child, but the evaluation has not been conducted. ▪ The teacher or other personnel have expressed concern about the behavior or performance of the child in accordance with the administrative unit's child find or special education referral system. b. The administrative unit is not required to provide such protections and may subject the student to the same disciplinary measures as any other student without disabilities if [300.523(d)] ▪ the administrative unit has conducted an evaluation and determined that the student does not qualify as a child with a disability, or ▪ the administrative unit determines that an evaluation is not necessary and notifies the parent of that determination. c. If a request is made for an evaluation of a child during the time that the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner while the child remains in the placement determined by the administrative unit. [300.523(d)(2)] d. If, as a result of the evaluation, the student is determined to be a student with a disability, the administrative unit provides special education and related services as specified in this section. [300.523(d)(2)]				

3.90 Discipline Comments:

3.0 SPECIAL EDUCATION POLICIES AND PROCEDURES COMMENTS