

National **Charter School** Resource Center

.....  
at American Institutes for Research

# Special Education Start-Up and Implementation Tools

for Charter School Leaders and  
Special Education Managers

2012



# Contents

<b>INTRODUCTION</b>	<b>Special Education Start-Up and Implementation Tools for Charter School Leaders and Special Education Managers. . . . .</b>	<b>1</b>
<b>ONE</b>	<b>Introduction to Special Education: The “Must Know” Laws and Information for Designing and Implementing a Special Education Program. . . . .</b>	<b>3</b>
<b>TWO</b>	<b>Nondiscriminatory Enrollment for Students With Disabilities . . . . .</b>	<b>5</b>
<b>THREE</b>	<b>Special Education Basics: Eligibility Categories, Terms, and Definitions. . . .</b>	<b>7</b>
<b>FOUR</b>	<b>Improving School Culture: Positive Behavior Support and Management . . . .</b>	<b>9</b>
<b>FIVE</b>	<b>Setting Up a Relationship With the SEA/LEA: Understanding LEA and Non-LEA Distinctions . . . . .</b>	<b>12</b>
<b>SIX</b>	<b>Discipline, Suspension, and Expulsion: The Challenge of Applying Federal and State Regulations to Students With Disabilities. . . . .</b>	<b>13</b>
<b>SEVEN</b>	<b>Hiring a Special Education Coordinator/Manager and Teacher(s). . . .</b>	<b>16</b>
	<ul style="list-style-type: none"><li>▪ Job Description and Performance Measures for the Special Education Coordinator</li><li>▪ Job Description and Performance Measures for the Special Education Teacher</li><li>▪ Proposed Hiring Process for Special Education Positions</li></ul>	
<b>EIGHT</b>	<b>Setting Up Administrative Functions . . . . .</b>	<b>18</b>
	<ul style="list-style-type: none"><li>▪ Special Education File Checklist</li><li>▪ Special Education Service Delivery Contact Log</li><li>▪ Sample IEP Progress Report</li><li>▪ Sample Service Delivery Schedule</li></ul>	

<b>NINE</b>	<b>Employing/Contracting With Related Service Providers . . . . .</b>	<b>19</b>
	<ul style="list-style-type: none"> <li>▪ Things to Consider When Hiring an Outside Service Provider</li> <li>▪ Job Description and Performance Measures for Related Service Providers</li> <li>▪ Progress Note for Related Service Providers</li> <li>▪ Weekly IEP Contact Sheet</li> </ul>	
<b>TEN</b>	<b>Developing a Performance Management System . . . . .</b>	<b>20</b>
	<ul style="list-style-type: none"> <li>▪ Student Profile Template</li> <li>▪ Special Education Tracker</li> <li>▪ Self-Reporting Report Card for Students</li> <li>▪ Parent Satisfaction Survey</li> </ul>	
<b>ELEVEN</b>	<b>Response to Intervention: Building an Instructional Support Process to Support Struggling Students . . . . .</b>	<b>22</b>
	<ul style="list-style-type: none"> <li>▪ RTI Checklist</li> </ul>	
<b>TWELVE</b>	<b>Building a Continuum of Specialized Instruction Options in Support of Core Subject Areas: Inclusion, Push-In, Pull-Out, and Resources for Remediation . . . . .</b>	<b>25</b>
<b>THIRTEEN</b>	<b>Training General Education Teachers: Accountability for IEP Goals and Student Learning . . . . .</b>	<b>27</b>
<b>FOURTEEN</b>	<b>Partnering With Parents . . . . .</b>	<b>29</b>
<b>FIFTEEN</b>	<b>Looking Forward: Integrating Common Core Standards and Related Assessments Into Special Education Service Delivery . . . . .</b>	<b>31</b>
<b>APPENDIX</b>	<b>Educational Support Systems Tools. . . . .</b>	<b>32</b>

# Special Education Start-Up and Implementation Tools for Charter School Leaders and Special Education Managers

## Introduction

In order to improve learning outcomes in the classroom, school leaders and educational staff must have access to high-quality, school-based, user-friendly education tools and resources and an understanding of how to use them to support the needs of all students. Currently, there are guidance and support tools to assist charter school leaders in the submission of an application, and many other resources are available to them once a school is in full operation. However, little information or support exists to assist school leaders and special education managers in their efforts to build a special education program from the ground up to ensure that appropriate supports are available on opening day.

Charter schools are public schools and are included in a state's educational system as either a district (local education agency [LEA]) or part of a traditional district. A charter school that is its own LEA is fully responsible to the state for delivering a free appropriate public education (FAPE) to all students with disabilities enrolled in that school. In contrast, a traditional district that authorizes a charter school as part of its district retains the responsibility for FAPE for students with disabilities who attend that charter school.

Today, many of the more than 5,000 charter schools in the United States do not operate under local authorities and are not overseen or supported by charter school management organizations or education management organizations. Rather, they are individual standalone LEAs for special education purposes. Unconnected to the support of a district central office or the resources of a management organization, such charter schools are alone in shouldering their responsibility to build a special education program. Special education appears to be a significant challenge for this group of schools. Even where resources are available, it is difficult for charter school leaders to sort through all available information to determine what, if anything, would meet their needs. This document includes a compilation of resources and tools with suggestions for their effective use; it is designed to support charter schools as they develop and implement programs to address the needs of students with disabilities.

## Development of This Document

This document was developed by Beth Giovannetti and Nancy Opalack of Educational Support Systems for the National Charter School Resource Center (Resource Center) under a subcontract with the National Association of State Directors of Special Education (NASDSE). The project began with an extensive review of the existing federally funded resources in order to identify tools that are concrete, user friendly, and responsive to school-level needs. Then, project consultants conducted a survey of charter school leaders who attended the 2011 National Charter Schools Conference.

On the basis of the results of this data gathering, the project team created an outline of 15 topical areas that charter school leaders must address as they build special education programs. Data about resources related to the issues were gathered under three broad headings:

- Need to know—information that is required to understand the issue
- Research and related resources—available studies and other pertinent research on the issue
- Tools—specific strategies, guides, and helpful tactics related to the issue

Initial review revealed that there was little or no research connected to a number of the issues identified. In those cases, the research section was omitted.

This comprehensive guide was developed to help charter school leaders think about and plan for each special education component as they build programs and seek successful ways to support school staff in meeting the needs of all students.

# Introduction to Special Education: The “Must Know” Laws and Information for Designing and Implementing a Special Education Program



## Need to Know

The Office of Special Education Programs (OSEP) in the U. S. Department of Education is responsible for special education. The website maintained by OSEP contains extensive information about special education and the implementation requirements that all public schools must meet. It is important that special education managers in charter schools become familiar with the information available on this website:

### *Office of Special Education Programs (OSEP)*

Charter schools must abide by all federal laws and meet the requirements of their state's charter school law. The major federal laws related to special education are the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Additional information about these laws can be downloaded from the following website:

### *Disability and Education Laws*

The National Association of State Directors of Special Education (NASDSE), through the support of a grant from the Office of Charter School Programs, conducted a federally funded project on special education and charter schools under the title *Special Education Technical Assistance in Charter Schools (SPEDTACS)*. From this study, NASDSE generated a set of documents entitled *Primers on Special Education and Charter Schools* to support three main groups—charter school leaders, charter school authorizers, and state departments of education—in understanding their responsibility to serve all students. The primers review important issues such as the legal status of charter schools for special education, and the primer for charter school operators provides a detailed checklist for operators to consider during program development.

### *Primers on Implementing Special Education in Charter Schools*

Charter schools are required to follow a series of steps in special education, among them child find, evaluation, eligibility, individualized education program (IEP) writing, and placement. The National Dissemination Center for Children with Disabilities (NDC/NICHCY) website provides a helpful guide to understanding the basics of special education in *Module 1: Top 10 Basics of Special Education* that school leaders and special education managers should review, understand, and be prepared to implement prior to opening day.

### *Module 1: Top 10 Basics of Special Education*

Although state-specific, two helpful guides from the Colorado Department of Education include an overview of programs as well as a glossary of terms to support school leadership and staff in designing and implementing special education programs.

*Colorado Charter Schools Best Practices Guidebook: Sample Special Education and Section 504 Compliance Plan for Charter and Renewal Charter Applications*

*Colorado Charter Schools and the Education of Children with Disabilities*



## Research and Related Resources

OSEP funded research on special education in charter schools under the Intersect Project, which examined features of charter school laws, characteristics of charter schools, and the nature and type of special education technical assistance and infrastructures.

*Project Intersect Publications*

The Office of Charter School Programs of the U.S. Department of Education funded a working paper on special education challenges and opportunities through the Center on Reinventing Public Education. The paper details the difficulties charter schools face in providing special education services and examines possible opportunities to address the challenges of students with disabilities. The paper also provides background information on special education and a review of recent literature available on special education.

*Special Education Challenges and Opportunities in the Charter School Sector*



## Tools

NASDSE, through the support of a grant from the Office of Charter School Programs, developed resources on special education and charter schools under the project *Technical Assistance Customizer*. The goal of the project was to work with individual states using the *Primers on Special Education in Charter Schools* as a model to create a state-specific document customized to reflect the special education laws, regulations, and legal relationships of a state in order to support the roles of charter school leaders, authorizers, and state departments of education in building strong programs to serve students with disabilities in charter schools.

*State-specific primers for California, Georgia, Hawaii, Idaho, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, Ohio, and Tennessee can be downloaded here.*

The National Resource Center on Charter School Finance and Governance (NRC) developed another tool to support charter school leaders in the creation and implementation of their special education program. Part of a series, this tool helps charter school leaders identify and estimate the wide array of special education costs and funding needs at each stage of school development.

*A Cost Estimation Tool for Charter Schools*



## Nondiscriminatory Enrollment for Students With Disabilities



### Need to Know

The District of Columbia and 41 states across the United States have charter school laws. Each state law is unique, but there is one element common to all of them: charter schools are required to operate under an open enrollment policy and are held accountable for the same nondiscriminatory practices as all public schools during their application and enrollment processes. One of the best sources of information to guide the enrollment practices of charter schools is the nonregulatory guidance generated by the Charter Schools Program of the U.S. Department of Education. (The department continues reviewing its nonregulatory guidance and may publish updated clarifications or modifications when appropriate [here](#).)

*Charter Schools Program, Nonregulatory Guidance, April 2011*

Each state's charter school law contains specific guidelines on application and enrollment procedures. Charter school leaders should refer to state department of education websites and charter school laws for specific requirements on charter school enrollment in their state.

Authorizers offer information to guide charter school leaders in this area. Individual authorizers generate guidance to support their schools. Check individual authorizers' websites for more information. There are several examples of state-specific guidance in the area of nondiscriminatory enrollment. For example, the District of Columbia Public Charter School Board created enrollment and lottery guidelines, available at the following link, to support charter schools:

*Enrollment and Lottery Guidelines*



### Research and Related Resources

Very little research is available on special education enrollment in charter schools. Legal advocates and charter school critics often accuse the charter school sector of turning away students with disabilities and their families at the time of enrollment or "counseling out" students with disabilities after enrollment and in connection with disciplinary violations. Little evidence exists to support or refute these allegations. Research conducted on the issue in the last 12 years consists of two studies supported by the U.S. Department of Education. The first national federally funded study of charter schools was conducted by Westat from 1995 to 2000. One report from that study, *Charter Schools and Students with Disabilities: A National Study*, involved visits to 32 charter schools in which parents, teachers, and students were interviewed about why they believe parents chose to enroll their children in a charter school, how well the students were served, and how successful they believed that the schools were in meeting the goals of the students.

*Charter Schools and Students with Disabilities: A National Study: Final Report*



The second federally funded study conducted in 2001 by the National Association of State Directors of Special Education (NASDSE) is called Project SEARCH or “Special Education as Requirements in Charter Schools.” The study analyzed special education policy issues in charter schools and identified the need to define the roles and responsibilities at the operator, authorizer, and state department levels, as well as recognize the policy tensions between the highly prescriptive federal special education law and the autonomy and parental choice inherent in charter schools.

*Project SEARCH: Final Report of a Research Study*



## Tools

The National Alliance for Public Charter Schools has created a helpful tool for charter school leaders to understand state-level requirements related to student recruitment, enrollment, and lottery procedures. This comprehensive resource offers a state-by-state description of enrollment-related policies and regulations, including open enrollment, lottery, enrollment preferences, and optional enrollment preference in each state.

*Measuring Up to the Model: A Tool for Comparing State Charter School Laws*

## Special Education Basics: Eligibility Categories, Terms, and Definitions



### Need to Know

IDEA 2004 is the federal law that guides states in ensuring the provision of FAPE for students with disabilities. IDEA includes specific categories under which a student may become eligible for special education and related services under the law. Each category has requirements and guidelines for determining eligibility. The eligibility categories are:

Autism	Multiple disabilities
Deaf-Blindness	Orthopedic impairment
Deafness	Other health impairment
Developmental delay	Specific learning disability
Emotional disturbance	Speech or language impairment
Hearing impairment	Traumatic brain injury
Intellectual disability	Visual impairment including blindness

The part of the IDEA law that contains the list of disability categories and defines the terms is §300.8 available [here](#).

Special education is a complex and detailed field full of terms, definitions, and acronyms that educators, clinicians, and other professionals use to describe important terms surrounding the identification, evaluation, eligibility, and service delivery for students with disabilities. It is important for school leaders, staff, and parents to understand what these abbreviations stand for in order to participate fully in the special education planning and implementation process.



### Tools

There are a number of tools to support school leaders, staff, and parents in their understanding of special education eligibility and the terms and acronyms used to make navigation of special education easier.

One resource containing disability and special education acronyms comes from the website of the National Dissemination Center for Children with Disabilities (NDC/NICHCY). This tool includes a collection of acronyms presented in alphabetical order for easy reference and use. This tool is clear, user friendly, and easy to understand. It may serve as a helpful desk reference in schools or a supportive tool for parents.

*[Disability & Special Education Acronyms](#)*

Another very useful tool found on NDC/NICHCY's website outlines the basic steps in the identification, evaluation, IEP creation, and service delivery process. This tool is organized by a clear flowchart with narrative explanations for the activities that happen at each point in the process. It also provides further links within the document to flesh out terms that are commonly used when discussing special education.

***The Basic Special Education Process under IDEA 2004***

## Improving School Culture: Positive Behavior Support and Management



### Need to Know

Since IDEA 1997, **Positive Behavioral Interventions and Supports** (PBIS) has been the recommended framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions that enhance academic and social behavior outcomes for all students. IDEA 1997 and IDEA 2004 require special education teams to consider the use of behavioral supports for students whose behavior impedes academic achievement, but the law stops short of dictating that any one approach be adopted by states or schools. IDEA also requires that a functional behavior assessment be conducted when a child who does not have a behavior intervention plan is removed from the current placement for more than 10 school days. As focus on discipline in schools intensifies, states are developing their own mandates requiring schools to develop positive behavior support programs.

NDC/NICHCY has developed a significant and helpful suite of information and tools to support school leaders in the assessment of student behavior, creation of behavior plans, and additional positive supports to use to support students struggling with behavior challenges.

#### *Behavior Assessment, Plans, and Positive Supports*

The National Association of School Psychologists (NASP) generated a fact sheet that defines Positive Behavioral Support (PBS), its need in the school environment, and the benefits of PBS for all students. The federally funded website on PBIS also offers a newsletter on PBIS and the law, which offers a history of its development, IDEA requirements, and the use of functional behavioral assessments (FBAs).

#### *Positive Behavioral Supports*

#### *Positive Behavioral Supports and the Law*

The Center for Effective Collaboration and Practice of American Institutes for Research created a helpful and detailed explanation of functional behavioral assessment.

#### *Functional Behavioral Assessment*



### Research and Related Resources

A review of research on the connection between social skills and academic achievement is part of NDC/NICHCY's Evidence for Education series, volume 3, issue 2. This piece includes a definition of social skills, a review of the research, examples of social skills for use in schools, and additional information and references, including links to PBS Online Academy at the University of Kansas, which presents intervention strategies designed to support social skills.

#### *Social Skills and Academic Achievement*

*Syntheses of School-wide PBIS from Mental Health Institute, a second review of the research on the effectiveness of PBIS, is available [here](#).*

*A study that finds that charter schools show improvements in discipline for middle and high school students is available [here](#).*



## Tools

There are a number of tools to support and guide school leaders and staff in designing and implementing schoolwide behavior management programs, as well as resources to ensure that all staff are empowered with the knowledge and information to assess student behavior and create meaningful interventions to support positive school culture and student behavior.

One website offers a new and different view of students with behavior challenges. Lives in the Balance is a nonprofit organization founded by child psychologist Ross Greene, Ph.D., whose website includes free resources to help parents, teachers, and other caregivers to understand and support these students more effectively. One of the tools this site offers is a bill of rights for children with behavioral challenges.

### *Bill of Rights for Behaviorally Challenging Kids*

A collection of helpful tools is available on the U.S. Department of Education website to assist school leaders in designing and tailoring PBIS programs to school environments. For example, there is a blueprint that is designed for use by schools that are interested in implementing PBIS; it includes accompanying technical assistance products such as tools to support assessment, instructional practice, and accommodations for behavior.

### *School-Wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment*

NDC/NICHCY has designed an entire behavior suite of products that includes many sources of information to assist parents and educators in supporting children with behavior challenges. This suite is organized into helpful sections for home and school, including:

- Behavior expertise
- Behavior assessment, plans, and positive support
- Behavior at home
- Behavior at school
- Bullying

### *Behavior Suite*

There are two detailed and supportive guides that charter school operators and special educators should consider having as a part of their toolkit to support positive schoolwide and individual student behavior. The first is an Institute of Education Sciences (IES) Practice Guide prepared for the National Center for Education Evaluation and Regional Assistance of IES for the What Works Clearinghouse (WWC). The guide was created to help school-level educators and district administrators to “develop and implement effective prevention and intervention

strategies to promote positive student behavior.”

***Reducing Behavior Problems in the Elementary School Classroom***

***In addition, the [Doing What Works \(DWW\)](#) website contains related resources, developed from the Practice Guide, that are available [here](#).***

The second guide is on the bridges4kids website, a site that provides valuable information and links to support parents and educators to build partnerships between families, schools, and communities. This site is recommended by the Michigan Department of Education and includes links to state-specific resources and offers articles and tools for educators across the country. One recommended resource is the *Classroom Behavior Report Card Resource Book*, a valuable resource with hands-on tools for educators to use in supporting students who exhibit challenging behavior. It includes teacher and student behavior report cards and graphs to track behavior and offers specific tools and strategies to respond to targeted behavior.

***Classroom Behavior Report Card Resource Book***

School leaders benefit from tools that their staff can use to create schoolwide understanding of students with behavior challenges and give them the strategies and interventions to support them. Jeff Miller, an assistant professor in the School of Education at Duquesne University, offers a detailed slide presentation that may be a helpful tool in understanding functional behavioral assessment and behavior intervention planning for schools:

***Functional Behavioral Assessment and Behavior Intervention Planning for Disruptive Children With Disabilities***

Coping Power is a program that the What Works Clearinghouse (WWC) found to have positive effects on external behavior and potentially positive effects on social outcomes for children classified with an emotional disturbance. The child component of the program focuses on goal setting, problem solving, anger management, and peer relationships, and it includes a parent component that supports the work of the child component.

***What Works Clearinghouse Intervention Report: Coping Power***

Finally, the IRIS Center website contains a training module based on a student case study that follows the process for a functional behavioral assessment and the development of a behavior plan.

***Module: Functional Behavioral Assessment, Identifying the Reasons for Problem Behavior and Developing a Behavior Plan***

## Setting Up a Relationship With the SEA/LEA: Understanding LEA and Non-LEA Distinctions



### Need to Know

It is critically important for charter school leaders and special educators to understand their legal responsibility to serve students with disabilities and their legal relationship with the state education agency (SEA) and/or local education agency (LEA) in order to partner with each agency in the delivery of FAPE to students with disabilities. The legal relationship between the charter school, the LEA, and the SEA informs who is responsible for what in the ongoing identification, evaluation, and service delivery process for students with disabilities as required by IDEA, state regulations, and charter school law.



### Research and Related Resources

Project SEARCH (Special Education as Requirements in Charter Schools) is a qualitative research study of how the nation's public charter schools are implementing special education policies. Specifically, Project SEARCH looked at the ways charter schools interpret the laws and regulations governing the education of children with disabilities, especially as defined under IDEA. Project SEARCH was the first piece of research to identify (1) the important policy issues regarding how charter schools fit into the national education system and (2) the importance of the LEA status of charter schools and its relationship to the ability of schools to serve students with disabilities. LEA status of a charter school continues to be one of the most critical issues for charter schools to understand as they build programs to serve all students.

*Project SEARCH*



### Tools

The *Primer for Charter School Operators* includes resources to assist in developing special education programs including (1) a discussion of the legal status of charter schools and their linkage to other local education agencies (LEAs) and (2) a synopsis of federal laws that are most relevant to special education in charter schools. The content of this tool is intended for charter school operators who may not fully understand the importance of a charter school's legal status within a state's public education system or may not have a working knowledge of, or need a brief update on, federal special education laws and regulations. This primer also answers important questions such as, "Why is a charter school's legal identity for special education important?" and "How does a charter school's LEA status impact its operations?"

*Primer for Charter School Operators: Special Education Requirements and Including Students with Disabilities in Charter Schools*



## Discipline, Suspension and Expulsion: The Challenge of Applying Federal and State Regulations to Students With Disabilities



### Need to Know

As state departments of education increase their oversight and levels of accountability for ensuring that discipline practices are implemented in a fair and equal way for all students, charter schools must carefully attend to the application of federal, state, and local regulations. Charter school leaders are also being held responsible for developing alternatives to out-of-school suspensions. Heightened scrutiny combined with a higher level of accountability for new and creative ways to support students who exhibit behavior challenges makes discipline one of the most vulnerable areas of liability for charter school leaders.

OSEP's legislation and policy website that addresses a wide variety of topics related to IDEA provides a complete overview of this topic in a question-and-answer document prepared for all interested parties.

#### *Guidance on Discipline Procedures*

An excellent resource to help school leaders understand the highly complicated discipline provisions contained in the federal law is on the federally funded National Dissemination Center for Children with Disabilities (NDC/NICHCY) website. This website provides a thorough, detailed, and user-friendly section on school discipline and placement to guide parents and school leaders through the myriad requirements connected to ensuring the rights and due process of students with disabilities in disciplinary actions. The guide includes discussion and explanation in each of the following areas:

- School codes of conduct
- Authority of school personnel
- What is a change of placement?
- Case-by-case determinations
- Parent notification
- Manifestation determination
- Authority of school personnel in special circumstances
- Providing services to students during periods of removal
- Appealing a disciplinary decision
- Authority of the hearing officer
- LEAs' recourse to returning a student to his or her original placement
- Can the hearing officer's determination be appealed?
- The child's placement during the appeal process
- Other aspects of IDEA's discipline procedures

#### *Placement and School Discipline*

In addition to this thorough overview, NDC/NICHCY provides further discussions and explanations in key discipline areas. Its explanations offer charter school leaders additional information about roles and responsibilities in the implementation of discipline practices for students with disabilities such as the protections afforded students who have not yet been found to be a “student with a disability” under IDEA but for whom the school had a “basis of knowledge” to suspect that he or she may qualify under that federal category.

Some of the important but complicated issues that NDC/NICHCY addresses include the following:

- What is basis of knowledge?
- Are services provided during disciplinary removals?
- Reporting crimes
- Appeals and expedited due process

#### *Discipline, in Detail*

The National Association of School Psychologists (NASP) offers an important fact sheet on the use of zero tolerance practices in schools. The fact sheet discusses the definition and application of zero tolerance and presents data about the use of zero tolerance by districts across the country. It also puts forth alternative strategies for school operators to consider.

#### *Zero Tolerance and Alternative Strategies: A Fact Sheet for Educators and Policymakers*



## Research and Related Resources

Studies that address school discipline focus on districts, states, or noncharter schools. The findings are nevertheless informative for charter schools in understanding the issues involved, especially in terms of effects on students. The Council of State Governments released a study conducted in partnership with the Public Policy Research Institute at Texas A&M University and funded by the Atlantic Philanthropies and the Open Society Foundations. The study followed nearly one million Texas public secondary school students for six years and found that the vast majority of students were suspended or expelled between the seventh and 12th grades. In addition, the study found that students who are suspended or expelled are much more likely to repeat a grade, not graduate, or become involved with the juvenile justice system. This webpage introduces the report and provides interesting and informative frequently asked questions related to the study and its implications for school leaders, parents, and students.

#### *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*

The Institute for Democracy, Education, and Access at the University of California–Los Angeles recently released a report on the suspensions and expulsion of students based upon data from the Office for Civil Rights, 2002 Elementary and Secondary School Survey. The brief includes data on national, state, and regional trends; evidence on the effects of suspension and expulsion, including alternatives to out-of-school suspension and expulsion; and resources for parents and students.

#### *Suspensions and Expulsion At-a-Glance Report*

A report prepared for the Institute of Education Sciences in August 2010 provides an excellent resource to school leaders on the characteristics of bullying, its victims, and the schools within which bullying occurs. This study tested 51 characteristics of bullying victimization, bullying victims, and their schools to determine which factors are associated with reporting to school officials. The trend of bullying is growing nationwide in the K–12 environment; thus, it is a critical issue for school leaders to address to create school-based policies and practices leading to prevention.

***What characteristics of bullying, bullying victims, and schools are associated with increased reporting of bullying to school officials?***

The U.S. Department of Education's Office for Civil Rights (OCR) increased state, district, and school operator awareness of the topic of bullying through a letter that addressed harassment and bullying. The letter includes background, a summary, and facts that every school operator should know about this growing trend among K–12 students.

***Dear Colleague Letter Harassment and Bullying (October 26, 2010) Background, Summary, and Fast Facts***



## Tools

This school climate toolkit was developed to assist schools in schoolwide discipline action planning. This tool was developed by the Student Support Center in Washington, D.C., and funded by the D.C. Office of the State Superintendent of Education.

***Schoolwide Discipline Action Planning***

## Hiring a Special Education Coordinator/Manager and Teacher(s)

- *Job Description and Performance Measures for the Special Education Coordinator*
- *Job Description and Performance Measures for the Special Education Teacher*
- *Proposed Hiring Process for Special Education Positions*



## Need to Know

Two factors common in charter schools with high-performing students with disabilities are (1) a school leader who communicates a philosophy that all staff embrace all students and (2) a qualified, certified, and highly experienced special educator to lead the special education program. One of the greatest challenges for charter schools can be finding and hiring such staff and creating a structure in which they and the staff around them are practicing in a way that is standardized, measureable, and reportable. In order to achieve this, charter schools must have clear criteria for what they are looking for in a special education coordinator and teacher, codify that criteria in the form of job descriptions and standards of practice, and have clear performance measures to ensure accountability of school-level special education staff.



## Research and Related Resources

As a part of NASDSE's Project Forum, author Eve Muller conducted a policy analysis on the retention and attrition of local special education directors. This analysis details the problems related to the retention of special education directors and offers strategies to mitigate these issues at both at the local and state levels. Some of the common strategies used at the local level include increase in pay, mentorship support, and participation in local professional organizations offering support. A review of this analysis may offer charter leaders options to increase the commitment and longevity of special education staff in their schools.

### *Retention and Attrition of Local Special Education Directors*

Another useful document with strategies on how to increase special education teacher retention comes from the Center on Innovation & Improvement's (CII) handbook on *Effective Implementation of School Improvement Grants*. CII is a national content center supported by the U.S. Department of Education's Office of Elementary and Secondary Education. *Differentiating Roles, Re-assigning Staff, and Aligning Staff Competencies with School/Student Needs* was taken from Chapter 6, Human Capital, and aims to improve teacher assignments, ensuring that all teachers are assigned in areas that are well aligned with their background and skill set. The ultimate goal of this resource is to improve teacher retention.

### *Differentiating Roles, Re-assigning Staff, and Aligning Staff Competencies with School/Student Needs*



## Tools

Very few tools are available in the field to assist charter school leaders in hiring a special education coordinator and teacher or templates to assist school leadership in structuring and measuring staff performance. Based upon many years of frontline experience in assisting schools in the creation and implementation of strong programs for students with disabilities, staff from Educational Support Systems (ESS) has developed tools to support charter school leaders in hiring high-quality special education staff and measuring their performance.

Charter school and special education leadership may find the following ESS tools helpful in hiring high-quality special education staff and measuring their performance:

- ***Job Description and Performance Measures for the Special Education Coordinator***
- ***Job Description and Performance Measures for the Special Education Teacher***
- ***Proposed Hiring Process for Special Education Positions***

## Setting Up Administrative Functions

- ***Special Education File Checklist***
- ***Special Education Service Delivery Contact Log***
- ***Sample IEP Progress Report***
- ***Sample Service Delivery Schedule***



## Need to Know

File management, documentation and progress reporting are critical components of every special education program. These components help to ensure a charter school's compliance with federal, state, and local special education regulations, and inform program development and the creation of individual student learning plans.



## Tools

Although these activities are basic to the creation of strong special education programs, few concrete tools are available to support charter schools in structuring and implementing a strong documentation system in their schools.

Charter school and special education leadership may find the following ESS tools helpful in structuring and implementing a strong special education documentation system in their schools:

- ***Special Education File Checklist***
- ***Special Education Service Delivery Contact Log***
- ***Sample IEP Progress Report***
- ***Sample Service Delivery Schedule***

## Employing/Contracting With Related Service Providers

- *Things to Consider When Hiring an Outside Service Provider*
- *Job Description and Performance Measures for Related Service Providers*
- *Progress Note for Related Service Providers*
- *Weekly IEP Contact Sheet*



## Need to Know

In large and small charter schools, there is often a need to contract with outside providers to assist charter school staff in the delivery of special education services to students with disabilities. Charter schools most commonly contract with psychologists, speech language pathologists, occupational and physical therapists, as well as nurses to support evaluations and service delivery for students with disabilities. Charter schools must be aware of what to consider and what qualities to look for when trying to find the right partner who will respect the vision, mission, and philosophy of their school and, at the same time, create an integrated service delivery system that is measurable, compliant, and supportive of learning for all students.



## Tools

Although contracting with outside providers to build strong special education programs is important, few concrete tools have been created to support charter schools in identifying and contracting with high-quality service providers.

Charter school and special education leadership may find the following ESS tools helpful in identifying and contracting with high-quality service providers:

- *Things to Consider When Hiring an Outside Service Provider*
- *Job Description and Performance Measures for Related Service Providers*
- *Progress Note for Related Service Providers*
- *Weekly IEP Contact Sheet*



## Developing a Performance Management System

- ***Student Profile Template***
- ***Special Education Tracker***
- ***Self-Reporting Report Card for Students***
- ***Parent Satisfaction Survey***



### Need to Know

The reauthorization of the Elementary and Secondary Education Act (ESEA) as the No Child Left Behind (NCLB) Act of 2001 brought a renewed mandate to ensure that schools, districts, and states could provide quantitative data to prove that students were making academic progress. NCLB requires all schools receiving federal funding to administer a statewide standardized test annually to all students in Grades 3–8 and once in high school and report on the results for specific subgroups, such as students with disabilities. Since that time, the creation of school-level performance management systems to track the academic progress of students with disabilities has been critical to the accountability of charter schools at the stages of approval, renewal, and extension.

*No Child Left Behind Act of 2001*



### Research and Related Resources

The TA Customizer Project, funded by the U.S. Department of Education under the National Initiatives Grant of the Charter Schools Program, produced a highly informative paper that provides a detailed background on the assessment of students with disabilities, including the legal context and the major assessment requirements of IDEA and NCLB. The paper also includes information on accommodations, standards, and the participation of students with disabilities in assessment.

***Special Report: Including Charter School Students with Disabilities in State Assessments***

This highly informative resource is based upon the premise that making decisions about instruction is as important to teaching as teaching itself. Its purpose is to provide a framework for ways that teachers can gather and use data to make decisions about instruction. This resource was produced by the National Comprehensive Center for Teacher Quality (TQ Center), which is administered by American Institutes for Research. It expands beyond typical assessments (i.e., standardized tests) and provides examples of assessment opportunities on an everyday basis.

***Linking Assessment and Instruction: Teacher Preparation and Professional Development—A TQ Connection Issue Paper***



## Tools

Performance management includes being able to identify and use information to drive decisions about instruction and learning for students. Ongoing assessment and use of student-level data to make decisions about instruction based upon individual learning needs, progress, or lack of progress has been shown to be a critical part of academic achievement for all students.

A number of helpful tools are available to assist educators in using data to make decisions about instruction that will drive student learning. eLearning Design Lab, sponsored by the University of Kansas and the Kansas State Department of Education, created a helpful tool that provides a five-step approach to improving the use of data in decision making, especially the use of data to drive instruction.

### *Presentation: Decision Making*

To address the needs of students with significant cognitive disabilities, the National Alternate Assessment Center (NAAC) produced a tool to help schools better assess the degree to which students receiving special education services are successfully accessing the general education curriculum as required for students who are assessed by a state's alternate assessment based on alternate achievement standards. This resource includes a student profile as well as four tools to help assess the degree to which students with disabilities are engaging in curriculum and instruction and whether this instruction assists students in functioning in school and in the community.

### *NAAC Student/Program Observation Tools*

A charter school's ability to analyze student-level data and use these data to drive ongoing decision making can be strengthened by placing student data in a simple structured format that provides educators with an efficient way to get a holistic look at every student. The following tools, developed by high-performing charter schools, may be helpful to school and special education leadership to make the examination and use of student data easier and more time efficient:

- ***Student Profile Template***
- ***Special Education Tracker***

Gathering information and ongoing feedback from stakeholders, including students and parents, can be helpful to inform program changes and student-level decision making. The following ESS tools may assist school and special education leadership in gathering critical information from student and parents to inform decision making:

- ***Self-Reporting Report Card for Students***
- ***Parent Satisfaction Survey***

## Response to Intervention: Building an Instructional Support Process to Support Struggling Students

- **RTI Checklist**



### Need to Know

Building an instructional support process to meet the needs of all students is a challenging task. Charter schools must understand the wide range of learning needs of their students and create curriculum and instruction that responds to those needs. In the case of struggling students, schools should develop a plan to implement response to intervention (RTI), a framework that involves the provision of three tiers of research-based instruction and interventions, regular monitoring of student progress, and the use of these data over time to make educational decisions. Special educators should be a part of the RTI procedures in their school and work with the general education staff to develop instructional programs for struggling learners with the goal of preventing inappropriate referrals to special education.



### Research and Related Resources

Provided by the National Center on Response to Intervention in conjunction with American Institutes for Research and OSEP's IDEAs that Work, this paper provides a basic overview of RTI, including a definition, the levels of prevention/intervention, how to identify students at risk, and how to monitor and use data to inform the need for support.

#### *Essential Components of RTI—A Closer Look at Response to Intervention*

NASDSE created a document to illustrate and provide a framework for implementing RTI at the school level. This document builds upon a previous document—*Response to Intervention: Policy Considerations and Implementation* (Batsche et al., 2005)—and is one in a series of three documents created to support the state, district, and school building level in the implementation of RTI. The blueprints include steps, resources, and a “Wisdom from the Field” column that serves to further support the implementation of an RTI framework at the school level.

#### *Response to Intervention: Blueprints for Implementation*

The National Center on Response to Intervention is a technical assistance center funded by OSEP. The Center provides technical assistance to states and districts as they build their capacity to implement RTI appropriately for all students.

#### *National Center on Response to Intervention*



## Tools

*RTI Talks: Special Education Within an RTI Framework* consists of online discussions between RTI experts and educators, parents, and clinical staff. Consisting of a question-and-answer format, participants pose a question to the host experts and create an ongoing dialogue to answer questions, problem-solve issues connected to RTI, and offer helpful suggestions. This *RTI Talk* is geared specifically toward special education. This helpful tool was created through the RTI Action Network.

### ***RTI Talks: Special Education Within an RTI Framework***

This self-assessment tool developed by the Vermont Department of Education aids in developing comprehensive RTI systems. This resource contains both a checklist and a planning tool to improve RTI programs.

### ***Vermont Responsiveness to Instruction A Self-Assessment Tool***

The Doing What Works (DWW) website, an online resource supported by the U.S. Department of Education, offers educators an array of information, guides, and practical tools to support research-based education practices. These following two RTI sections offer school- and classroom-level tools to support students who are struggling academically and assist educators in supporting and measuring student progress within the RTI framework. Through these websites, links are available to the related Practice Guides published by the Institute of Education Sciences at the U. S. Department of Education. These guides outline research-based recommendations and provide supporting evidence, tips for implementation, and solutions for heading off potential roadblocks. These recommendations are not specifically geared to either charter schools or special education; however, they are applicable to all students and should, therefore, prove to be useful in a charter school or special education environment.

### ***Response to Intervention in Primary Grade Reading***

### ***Response to Intervention in Elementary-Middle Math***

Progress monitoring is a critical component of RTI, and OSEP funded a center to develop resources related to this component of RTI. Although this center is no longer active, its website provides basic information and a wide variety of tools for progress monitoring.

### ***National Center on Student Progress Monitoring***

This resource, which was developed by the National Center on Student Progress Monitoring, has been updated and expanded by the National Center on Response to Intervention. This chart contains a variety of tools that can be used to screen students struggling academically and is useful in its ability to compare and contrast and select the appropriate tool for a particular child.

### ***Screening Tools Chart***

Finally, based upon frontline practice in schools, ESS staff believe that RTI is most effective in schools that are prepared for and supportive of a schoolwide, multidisciplinary response to the needs of struggling students. The following checklist may be a helpful guide to charter schools as they work to build all of the components needed for a successful RTI program:

- ***RTI Checklist***

## Building a Continuum of Specialized Instruction Options in Support of Core Subject Areas: Inclusion, Push-In, Pull-Out, and Resources for Remediation



### Need to Know

A student who is eligible for IDEA has been found to need “specially designed instruction.” As stated in IDEA: “Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—(i) To address the unique needs of the child that result from the child’s disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children” [34 C.F.R. § 300.39 (b)(3) (2004)]. Most charter schools promise to serve students with disabilities using an inclusion model of instruction. Although inclusive models may be appropriate for supporting the learning of many students with disabilities, each child’s special needs must drive the decision for placement and services. Therefore, charter schools must ensure that appropriate instructional options are available for students whose needs cannot be met in an inclusive setting. This may include a combination of push-in support provided by special education teachers to pre-teach and re-teach the lesson and pull-out to remediate in core subject areas. Regardless of the mix of approaches needed, charter schools are required to respond to student needs and not for the student to fit into what the school can provide.

*Note:* Every charter school must develop instructional programs to meet the needs of their students. However, the specific responsibility of the charter school to provide the full *continuum of alternative placements* as required by IDEA depends on its legal status as an LEA or as part of an LEA. While a charter school that is an LEA must provide the full continuum as needed, a charter school that is part of a traditional LEA should have a documented agreement with its district as to how required services will be provided.



### Research and Related Resources

The Center for Applied Special Technology (CAST) is a nonprofit research and development organization funded by a variety of both government agencies and private nonprofit organizations including the Institute of Education Sciences and OSEP. The mission of CAST is to expand learning opportunities for all individuals, especially those with disabilities, through research, development, and the creation of technical assistance and professional development tools through the Universal Design for Learning (UDL). CAST has completed research in the area of UDL in order to meet the growing educational challenges school leaders, classroom teachers, and students face. The research includes exploration of the application of UDL to literacy, instructional design, accessible materials, science, assessment, and history.

***CAST: Research and Development Projects***



## Tools

CAST offers a spectrum of tools to support the development and delivery of curriculum in a way that all learners are able to access learning. The site offers helpful tools to develop digital books and to present classic text through an online medium and offers a tutor to assist in conducting research on the Internet. These tools are targeted to students, teachers, and parents.

### ***CAST: Learning Tools***

The National Instructional Materials Access Center (NIMAC) is a national repository that converts books from the NIMAS format (National Instructional Materials Accessibility Standard) to student-ready DAISY and BRF formats before placing them in the Bookshare library. “NIMAC-sourced books” is a valuable resource of digital books produced from publisher files, which can be used by charter schools to support the needs of students with print disabilities.

### ***Bookshare Resources***



## Training General Education Teachers: Accountability for IEP Goals and Student Learning



### Need to Know

The schools in which students with disabilities perform at the same rate as their nondisabled peers are the schools that adhere to a philosophy that all staff embrace all students. Rather than a division between general and special education programs, all staff work in collaborative and supportive ways to meet the learning needs of all students. Inclusion is most effective when general and special education teachers create a comprehensive and coordinated approach that includes a diverse range of instructional strategies and a shared commitment to supporting the needs of students with disabilities.

The responsibility for learning for every student begins with the general education teacher. The general education teacher must not only partner with the special educator in the creation of classroom strategies and interventions to meet the needs of students with disabilities in the general education setting, but also must understand how to accommodate and modify instruction and assessment to allow all students access to the general education curriculum. Finally, the general education teacher plays a key role as a member of the IEP team in the creation of educational plans that support student learning. It is the responsibility of the general education teacher to implement this plan in the classroom, collaborate with the special educator, track student-level data, and report back on student progress that will inform data-driven decision making for each student. Obviously, success will depend on the cooperative working relationship between general education and special education staff.



### Research and Related Resources

This Issue Paper, generated by the National Comprehensive Center for Teacher Quality, offers an overview of the legal and policy foundations and best professional practices for general and special educators to partner in the delivery of inclusive services. The paper includes a set of recommendations for improving general education teacher preparation for serving all students, which may be particularly helpful to charter school leadership and staff as they build seamless service delivery plans for students with disabilities.

*Teacher Preparation to Deliver Inclusive Services to Students With Disabilities*



## Tools

This one-page tool from TeacherVision—a website dedicated to saving teachers time by making classroom tools, lesson plans, and resources available to teachers—provides an excellent summary of the role of general educators as a part of the IEP team and learning process for all students. Charter schools may find this tool helpful as a part of professional development for general education teachers. It also includes six points to prepare general education teachers for participation in the IEP meeting, what they can expect, and how they can prepare themselves for this role.

### *The IEP Cycle: The General Educator's Role*

This resource, created by the National Center on Secondary Education and Transition, offers a review of the legal considerations and summarizes the challenges facing general and special education teachers as they collaborate around the learning needs of students with disabilities. This tool offers an excellent framework for a five-step process to support successful collaboration between general and special education teachers, which may be helpful in supporting school-level staff.

### *Collaboration Between General and Special Education: Making It Work*

## Partnering With Parents



### Need to Know

No one knows a child better than the parent, and no one is more committed to the child's success. It is this fact that makes parents the best known partner in a child's education and learning. Parents have information and knowledge that can be critical to understanding how to best reach the student and support the student in the most effective, targeted way. IDEA recognizes parents as key members of the IEP team in the creation of an educational plan for their child, and several experimental studies have shown that an increase in parent involvement in elementary and middle school leads to increases in student achievement. It is important for charter schools to create a culture in which parents are welcomed partners in the process of identification, evaluation, programming, and ongoing education for their child. Schools can achieve this by consistently reaching out to parents, communicating the message that they are an important part of the team, empowering them with information, and welcoming their feedback and participation.



### Research and Related Resources

The National Coalition for Parent Involvement in Education (NCPIE) conducted a review of existing research, which revealed that students whose parents are involved in their education earn higher grades and test scores, have better social skills, attend school more regularly, graduate, and go on to postsecondary education more often than students whose parents are not involved.

*A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*



### Tools

Creating strong partnerships with parents requires empowering them with the knowledge and information they need to fully understand and participate in the process of their child's learning. One helpful tool written by the National Center on Educational Outcomes is *NCLB and IDEA: What Parents of Students with Disabilities Need to Know and Do*. This guide reviews the content of both pieces of federal legislation, explains how they intersect, and clearly outlines the rights of the parents and their student within the education process. It also explains

difficult topics in plain, user-friendly language, including annual assessment, accommodations and modifications, and alternate assessment. This tool also includes an informative question-and-answer section as well as a glossary of important special education terms.

***NCLB and IDEA: What Parents of Students with Disabilities Need to Know and Do***

## Looking Forward: Integrating Common Core Standards and Related Assessment Into Special Education Service Delivery

Almost all states (45 plus the District of Columbia) have adopted the Common Core State Standards that will trigger substantial changes in curriculum and instruction for which states are now involved in planning. In addition, many changes are coming in state accountability assessments in the next few years. Two consortia of states have been awarded federal funding to design new assessment systems aligned with the Common Core Standards. The assessments that they are developing will be for all students, including students with disabilities, except those with the most significant cognitive disabilities, and these projects plan to implement the new assessments in the 2014–15 school year.

- *Smarter Balanced Assessment Consortium*
- *Partnership for Assessment of Readiness for College and Careers (PARCC)*

Federal grants were awarded to two other consortia of states to design new assessments for students with the most significant cognitive disabilities who are eligible to take the alternate assessment based on alternate achievement standards (AA-AAS):

- *Dynamic Learning Maps Alternate Assessment Consortium*
- *National Center and State Collaborative*

A year following the award of the four consortia described above, another federal grant was made to “create an innovative technology-based assessment system supporting English learners.” The system will become operational in 2015–16.

- *Assessment Services Supporting ELs through Technology Systems (ASSETS)*

It is critically important that charter schools follow and become involved in their state’s training and development for the coming changes in curriculum, instruction, and assessment. The assessments will be significantly different from existing state assessments, including increased levels of difficulty and the use of computers for administration. The projects have coordinated their efforts to work with all member states on preparation for the increase in technology capacity that will be needed.



# Appendix

## Educational Support Systems Tools



## Educational Support Systems Tools

ONE	Job Description and Performance Measures for the Special Education Coordinator. . . . .	34
TWO	Job Description and Performance Measures for the Special Education Teacher. . . . .	39
THREE	Proposed Hiring Process for Special Education Positions . . . . .	44
FOUR	Special Education File Checklist . . . . .	46
FIVE	Special Education Service Delivery Contact Log . . . . .	49
SIX	Sample IEP Progress Report . . . . .	50
SEVEN	Sample Service Delivery Schedule . . . . .	52
EIGHT	Things to Consider When Hiring an Outside Service Provider . . . . .	53
NINE	Job Description and Performance Measures for Related Service Providers . . . . .	54
TEN	Progress Note for Related Service Providers. . . . .	57
ELEVEN	Weekly IEP Contact Sheet . . . . .	59
TWELVE	Student Profile Template . . . . .	60
THIRTEEN	Special Education Tracker . . . . .	63
FOURTEEN	Self-Reporting Report Card for Students. . . . .	70
FIFTEEN	Parent Satisfaction Survey. . . . .	72
SIXTEEN	RTI Checklist . . . . .	75



## Special Education Coordinator

Reports to the school leader and is a member of the school's management/leadership team.

### Ensures Academic Progress

- Advocates for special education students and staff
- Oversees delivery of both instruction and related services as stipulated on individualized education programs (IEPs) to ensure an integrated service delivery system
- Collaborates with school leaders to develop and implement a schoolwide special education adequate yearly progress (AYP) plan
- Develops and implements a special-education-specific performance management tracking system
- Serves as a link between school leader and special education teachers/case managers
- Monitors service delivery in inclusion classes and resource settings
- Reviews all IEPs to ensure that they are based on quantitative present levels of performance, curriculum standards, and content and that they are relevant for the individual student
- Stays abreast of best practices
- Recommends strategies to enhance special education performance on standardized tests
- Ensures cooperative relationships with general education staff

### Supports IEP Process

- Chairs initial eligibility/IEP conferences and adheres to eligibility categories and guidelines
- Monitors and supports IEP meetings chaired by teachers/case managers
- Promotes positive parent relationships and intercedes in complex cases
- Monitors teacher/case manager notifications to parents
- Collaborates with contract evaluators to ensure timely receipt of reports
- Takes comprehensive meeting notes at initial IEP meetings and monitors notes taken by teacher/case managers, records dissenting opinions, and follows eligibility criteria and guidelines

**Drives Compliance**

- Ensures that special education staff abide by the Individuals with Disabilities Education Act (IDEA) and state and local special education regulations
- Ensures that special education teachers maintain compliance and monitors academic tracking system
- Oversees the compliance of special education files
- Coordinates staff development/training in collaboration with school leaders
- Maintains shared schoolwide calendar of annual, triennial review, 30-day review, and initial eligibility/IEP meetings to monitor timeline compliance
- Provides monthly reports to school leaders

### Special Education Coordinator

Special Education Coordinator Responsibilities	Outcomes	Measures
Coordinate teachers and adjunct staff/contractors, promote high expectations for teacher performance to ensure student achievement and growth, and serve as a link between school-level program, school leader, and system-level management	<i>Increased student success in general education classes, creative continuum of options developed, and reduced student services</i>	Teacher and staff performance ratings, analysis of data on student movement within the special education continuum, and analysis of student performance measures
Promote best practice strategies, and encourage teachers to take creative risks in helping students succeed	<i>Report cards, grades, student self-report card, and test scores</i>	Analysis of data collected on types and frequency of interventions, accommodations/modifications, and strategies implemented and analysis of monthly reports to the school leader
Promote understanding of special education needs and issues, and facilitate collaboration among special and general education teachers, administrative staff, the IEP team, and adjunct/contract staff	<i>Increased schoolwide sensitivity to and acceptance and knowledge of special needs students—"All teachers embrace all students."</i>	Special education teacher/case manager survey
Oversee the IEP process, and guide the team in including students, parents, contract specialists, teachers, and administrators as full partners when relevant; encourage the IEP team to resolve problems, handle crises, and devise supportive interventions; and convene initial IEP meetings	<i>Increased student support, improved parent involvement, more individualized service delivery, and decreased suspensions and absenteeism</i>	Analysis of IEP meeting notes, observation of IEP meetings, analysis of attendance and suspension rates, and parent satisfaction tools
Monitor compliance with IDEA and state regulations, oversee file maintenance and documentation, monitor current tracking data, and coordinate standardized testing	<i>Positive monitoring reports from school leader</i>	Performance review and monitoring reports

## Special Education Coordinator

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments	Action
<b>Special Education Teacher/Case Manager Supervision</b> <ul style="list-style-type: none"> <li>• Activity logs reviewed and summarized in report to school leader</li> <li>• Report cards and quarterly progress reports reviewed and summarized in report to school leader</li> <li>• Review of portfolios</li> </ul>			
<b>Academic Support</b> <ul style="list-style-type: none"> <li>• Promotes best practices—summary of new ideas</li> <li>• Coordinates standardized testing based on accommodations/modifications for each student</li> <li>• Reviews IEPs for adequacy and ensures that they are based on present performance levels and curriculum standards</li> </ul>			
<b>Clinical Oversight</b> <ul style="list-style-type: none"> <li>• Activity logs, progress notes, and report cards reviewed and summarized in report to school leader</li> </ul>			
<b>General Education Collaboration</b> <ul style="list-style-type: none"> <li>• Responsiveness to general education concerns—collects and reviews teacher surveys and forwards to special education director</li> </ul>			
<b>IEP Support</b> <ul style="list-style-type: none"> <li>• Reviews and summarizes IEP meeting notes for special education director's report</li> <li>• Reviews and summarizes suspension/truancy cases, rates, and interventions for director's report</li> <li>• Keeps school-level monthly calendar of IEP meeting dates</li> </ul>			

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments	Action
Driving Compliance <ul style="list-style-type: none"> <li>• File management</li> <li>• Tracking systems</li> </ul>			
Parent Relations <ul style="list-style-type: none"> <li>• Reviews Parent Communication Log</li> <li>• Collects and reviews IEP meeting parent surveys and forwards to special education director</li> </ul>			
<ul style="list-style-type: none"> <li>• Monitors test scores and aggregates special education students</li> </ul>			

## Special Education Teacher

### Classroom Tasks

- Assumes responsibilities for demonstrating achievement of individualized education program (IEP) goals and improved academic performance of students with disabilities
- Develops an individual profile for each student using existing assessment data and informal testing and observation and ensures that general education staff have copies of the IEP-at-a-Glance form listing goals, accommodations, and modifications
- Provides a continuum of special education instructional opportunities for students to work one-on-one, in small groups, and as a class within pull-out or push-in settings, as appropriate, in support of the general education curriculum
- Employs multisensory teaching strategies based on an understanding of student strengths and weaknesses and learning styles
- Monitors and supports implementation of goals in inclusion classes, collaborates with related service providers and monitors service delivery, monitors behavior intervention plans (BIPs), and provides accommodation/modification support
- Works in collaboration with all general education teachers as a technical expert
- Refers students to the IEP team to develop interventions for students demonstrating disciplinary concerns, truancy, and/or academic failure or to further assess struggling students in all areas of a suspected disability

### IEP Tasks

- Encourages parent partnerships and maintains positive communication with parents/caregivers regarding student progress, success, and difficulties
- Assumes responsibility for writing both initial and updated IEPs based on present levels of performance and developing goals that relate to curriculum standards and content
- Reports achievement of goals and objectives at the end of every advisory period and issues quarterly progress reports
- Administers end-of-the-year academic testing in preparation for the annual IEP meeting
- Schedules, coordinates, and chairs requested and annual IEP review meetings in collaboration with the special education coordinator, parents/caregivers, related service providers, and general education teacher(s)
- Maintains a portfolio of student work samples, anecdotal data, and classroom observation information

**Case Management Tasks**

- Assumes responsibility for case compliance and student academic progress as documented through both academic and compliance tracking tools
- Assumes responsibility for reviewing and analyzing all student information and developing a corrective action plan for students who need additional testing and/or a change in services
- Assumes responsibility for conducting triennial reviews in collaboration with the special education coordinator and IEP team and refers students in need of requested reevaluations and/or triennial reviews to the IEP team to develop a student evaluation plan
- Maintains special education files and ensures that all evaluation recommendations are followed up and completed
- Ensures that adjunct and related services are being delivered in an integrated way and practically applied in the classroom
- Provides requisite monthly data to special education coordinator

### Special Education Teacher

Teacher/Case Manager Responsibilities	Outcomes	Measures
Focus on high expectations for student achievement; focus on teaching, implementing IEPs, conducting annual performance testing, and convening annual IEP review meetings; write IEP goals and objectives based on evaluation findings; and ensure that general education teachers receive and implement IEP-at-a-Glance forms and BIPs	<i>Achievement of IEP goals/objectives; improved benchmarks, grades, and test scores; and accumulation of exemplary work samples</i>	Well-written and curriculum-based IEP goals, student grades (report cards), student annual performance measures, updated student file with work samples, weekly contact form, parent contact form, and quarterly progress notes on IEP goal/objective achievement
Identify student learning styles, strengths and weaknesses; reinforce learning styles; and build on learning strengths through targeted instruction	<i>Increased student motivation for learning</i>	Teacher (see self-reporting card) and improved student self-efficacy
Act as technical expert, advocate for special education students, provide targeted and creative accommodations/modifications, and consult and coteach with general education teachers	<i>Increased student participation in the classroom and better student understanding of lesson content</i>	Student grades (report cards)
Perform ongoing case monitoring, secure supportive interventions as needed through the IEP team, and conduct IEP and triennial reviews/reevaluations, documenting meeting notes in conjunction with the IEP team and service providers	<i>Teacher-driven multidisciplinary collaboration, including parent(s), to address all student needs</i>	IEP team observations and comments, comprehensive meeting notes, and parent participation and satisfaction
Manage and analyze case files/records to ensure case compliance with IDEA and state regulations, and develop corrective action plans for student cases when a need for additional testing or a change in service is indicated	<i>All student needs and recommended actions are addressed and well documented</i>	Updated special education file; corrective action plans and next-step actions; performance reviews; and quarterly, semiannual, and annual review performance surveys



## Special Education Teacher

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments	Action
Special education teacher is providing technical support in general education classes (general education teacher survey)			
Special education files are compliant and/or moving toward compliance (special education file compliance template)			
Case files are reviewed, summarized in a corrective action plan, and brought into compliance			
Annuals and triennials are scheduled and taking place (compliance tracker)			
IEPs have measurable goals and are written to curriculum standards and content			
Case manager maintains academic tracker comparison chart (academic tracker)			
Student portfolio contains representative work samples			
Summary of student report cards indicates student success in all subject areas			
Instruction hours match IEPs (student contact log)			
Quarterly progress reports on IEP goals are complete and meaningful			
Failing, truant, and disciplined students are presented before the IEP team			
BIPs and accommodations/modifications are distributed and monitored in general education setting, and related service delivery is integrated and monitored			

Tasks	Rating (Good, Satisfactory, Needs Improvement)	Comments	Action
Standardized test scores and report cards indicate growth (annual)			
Provides requisite monthly information to the special education coordinator			

## Proposed Hiring Process for Special Education Positions

Process Step	Owner	Notes/Questions
Initial Decisions to Make		<ul style="list-style-type: none"> <li>• Who will be involved with the process? Who will have final decision-making authority?</li> <li>• Is there a budget to be considered when advertising and selecting for this position (money for job postings, flying out-of-town candidates in, taking candidates to meals, etc.)?</li> <li>• What are the critical hiring criteria (skills, experience, mind-set, certification)?</li> <li>• What are the stages in the selection process, and who will own each? Will more than a résumé be required for an initial application? Will there be an application review? An initial phone interview? Multiple in-person interviews? A performance task? Sample lesson? Role plays? Reference checks?</li> <li>• How long can/should the hiring process take from making the initial decisions about the process to a start date?</li> </ul>
Hiring Criteria and Job Postings		<ul style="list-style-type: none"> <li>• Work with special education staff and school leader to create criteria for hiring. Criteria may include special education certification, years of teaching experience, philosophy on special education, past charter school experience, inner-city teaching experience, etc.</li> <li>• Determine a budget for job postings, and post job ads on local and national sites including Teach For America, local education groups, charter school association, Monster job search, Craigslist, discipline-specific organizations, etc.</li> <li>• Include language in ads that reflects education reform vision—"progressive, forward-thinking, interested in best practice approach to learning," etc.</li> <li>• Create an e-mail account that can be accessed by key members of the hiring committee and is accessible at all times. Candidates may send résumés, essays, activities, or references to this account, and all information can be filed in different folders for constant access.</li> </ul>
Application Screening		<ul style="list-style-type: none"> <li>• Review résumés for hiring criteria.</li> <li>• If candidates are quite strong or a shortened process is desired, lead hiring staff chooses five to eight candidates who meet hiring criteria. Create interview schedule. Contact candidates to schedule face-to-face interview.</li> </ul>
Interview Activity		<ul style="list-style-type: none"> <li>• If a longer process is needed or desired to screen candidates in or out, create scenarios for candidates to respond to either before the phone interview or before the in-person interview. Ideally, there would be three complex scenarios in which candidates would need to provide a written or verbal response: one with a challenging student with learning issues, one with challenging behaviors, and one that asks candidates to respond to a parent who is difficult to engage. Be sure to list the "ideal" responses that you would want from your candidate in answering each question.</li> </ul>

Process Step	Owner	Notes/Questions
Initial Interview		<ul style="list-style-type: none"> <li>• Screen candidate pool of five to eight candidates for general fit and skill set based on hiring criteria, etc. This will be a telephone interview for all candidates to ensure that the process is fair.</li> <li>• Contact candidates by phone and screen them with the following general questions, usually lasting 20–30 minutes:               <ol style="list-style-type: none"> <li>1. Describe your past teaching experience.</li> <li>2. What is your philosophy on special education (e.g., inclusion versus self-contained)?</li> <li>3. Describe what a special education program needs to do to ensure learning for all students.</li> <li>4. What was the most challenging student or situation you encountered? What was the most successful case you managed?</li> </ol> </li> </ul>
Second Round Interviews		<ul style="list-style-type: none"> <li>• Pass the top three candidates to the principal/school leader to conduct a second interview in person. Candidates should bring résumé, license/certification, and references to this interview.</li> <li>• The school leader interview assesses each candidate's fit for school vision, mission, philosophy, and way of working.</li> <li>• The school leader passes the top two candidates to the hiring lead for a final interview.</li> </ul>
Final Interview		<ul style="list-style-type: none"> <li>• The hiring committee conducts an in-person interview. The team should include the special education director, a general education teacher, and additional staff such as the school social worker or speech pathologist.</li> <li>• The interview includes issues such as multidisciplinary teaming, collaboration between general and special education staff and programs, teaching experience in individual, small group and whole class, etc.</li> </ul>
Reference Check		<ul style="list-style-type: none"> <li>• The reference check can occur before or after the final interview. Checking references before the final interview gives the ability to ask questions of each candidate based on references.</li> </ul>
Offer Letter		<ul style="list-style-type: none"> <li>• Principal/school leader extends formal offer letter to candidate.</li> </ul>

Developed by Libby Bain, KIPP New Orleans Schools

## Special Education File Checklist

## Student File, Academic, and Compliance

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Disability: \_\_\_\_\_

Case Manager: \_\_\_\_\_ Date: \_\_\_\_\_

The special education file includes:

Data	Yes	No	Corrective Action With Projected Completion Dates
<b>Cover of File</b>			
Confidentiality statement			
Sign-in sheet			
<b>Section I: Individualized Education Program (IEP)</b>			
Most recent meeting notes			
Current IEP Evidence of teacher receipt of IEP at-a Glance form			
Previous IEPs			
Current performance levels based on normed/ standardized assessment results			
Functional behavioral assessment (FBA)/behavior intervention plan (BIP) Evidence of general education teacher receipt			
<b>Section II: Evaluations</b>			
Current student evaluation plan Current Permission to Evaluate signature form			
Most recent evaluations			

Data	Yes	No	Corrective Action With Projected Completion Dates
Most recent previous evaluations			
Current medical information Health plan			
<b>Section III: Student Information</b>			
Current report card and those from previous years at your school			
Report cards from previous schools			
Quarterly special education reports—current and previous			
Standardized test scores for years at school			
Discipline reports			
<b>Section IV: Correspondence</b>			
Parent notifications			
IEP team member notifications			
Parent log			
Letters			
Parents' rights receipt			
<b>Section V: Clinical Information</b>			
Related services progress notes			

**The classroom file includes:**

Data	Yes	No	Follow-Up With Projected Completion Dates
IEP-at-a-Glance			
Work/portfolio samples			
Lesson plans for inclusion and resource and/or log of teacher contact			
Anecdotal data and learning styles information			

Special Education Service Delivery Contact Log

Teacher: \_\_\_\_\_ Week of: \_\_\_\_\_

Student Names/ Hours on IEP	Monday	Tuesday	Wednesday	Thursday	Friday	Total	Goals Coverd

Codes for days of the week: A—absent, C—core curriculum, I—inclusion, P—pull aside, R—resource

Keep original in file.



## Sample IEP Progress Report

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Special Education Teacher/Case Manager: \_\_\_\_\_

**Language Arts Goal(s)—Reading and Written Expression****Mathematics Goal(s)****Other Academic Goals****Comments**

Clinician Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Related Services Goal(s)****Comments**

Teacher/Case Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Sample Service Delivery Schedule

Times	King—Monday	King—Tuesday	King—Wednesday	King—Thursday	Junior—Friday			Friday Times
	Resource	Resource	Resource	Resource	J1	J2	J3	
7:25–8:00	Behavior Check-ins	Behavior Check-ins	Behavior Check-ins	Behavior Check-ins	HR			7:25–7:55
8:05–8:40	X Factor	X Factor	X Factor	X Factor	Writing (No St. 2)			8:00–9:10
8:45–10:05	Reading	Reading	Reading	Reading	Mathematics			9:15–10:25
10:10–11:30	Writing	Writing	Writing—St. 2 Only?	Writing	TBD			10:30–11:40
11:35–12:55	Mathematics	Mathematics	Mathematics	Mathematics				11:45–12:10
12:55–1:20	Lunch	Lunch	Lunch	Lunch	Lunch			12:15–12:40
1:20–1:30	Brain Break	Brain Break	Brain Break	Brain Break	TBD			12:45–1:30
1:35–2:55	Planning	Planning	Planning	Planning	Harambe			1:35–2:15
3:05–4:25	X Factor (3:30–4:15)	X Factor (3:30–4:15)	X Factor (3:30–4:15)	X Factor (3:30–4:15)	Homeroom			2:20–2:25
4:25–4:30	Homeroom	Homeroom	Homeroom	Homeroom	TL—Greisberger/Cullum			

Student 1  
reading  
science  
mathematics  
writing

Student 2  
reading  
writing  
mathematics  
science  
music

Student 2  
reading  
writing  
mathematics  
science  
music

Student 2  
reading  
writing  
mathematics  
science  
history

Student 2  
reading  
writing  
mathematics  
science  
music

## Things to Consider When Hiring an Outside Service Provider

### When considering how to deliver therapeutic services...

- Determine whether it is more cost effective to employ or contract with providers; check rates for competitive bids.
- Determine how and when you want services to be delivered.
- Develop standards of practice you expect at your school.
- Develop a provider tracking list, progress note format, and contact/time sheet.

### A good service provider should...

- Support and enhance what a school is already doing.
- Wrap around the resources and services in the client school.
- Encourage schoolwide understanding of special education.
- Assist the school in building internal capacity to deliver quality special education services.

### Prerequisites for the service provider...

- The firm must know the mission and philosophy of the client school.
- Recognize that they work for you and are willing to develop strong relationships with school staff.
- Ensure that all staff are certified and licensed according to their professional organization, No Child Left Behind (NCLB), and any state regulations that apply.
- Provide a very clear, written agreement that describes the relationship—services to be provided, timelines for delivery, costs, liability considerations, and termination/out-clause language.

### Getting the biggest bang for your buck...

Ask for best practices in your school:

- As much in-class service delivery as is possible and appropriate, including small-group service delivery (e.g., pull-outs and pull asides).
- Coteaching among general and special education staff.
- Screenings versus full evaluation when in question.
- Related services costed out/charged on a per-student rate rather than hourly.

## Related Service Providers

### Counseling, Speech/Language Pathology, and Occupational and Physical Therapy

Related service delivery includes:

- Serves as a member of the in-school multidisciplinary team (MDT) for reevaluations, initials (if evaluator), and to advise teacher/case manager on students who are truant, experiencing behavior difficulties, and/or failing
- Updates and communicates on an ongoing basis with special education coordinator (SEC); monthly updates with SEC
- Understands individual school's mission and delivers services to coincide with school's program
- Knows and applies best practices
- Conducts 30 group and individual sessions per year 1x weekly or 60 sessions 2x weekly
- Reevaluates students receiving therapy as requested or warranted for triennial evaluation
- Creates behavioral assessments/plans as needed for students receiving counseling
- Consults on and implements services in inclusive settings to the maximum extent possible
- Extends good-faith effort to team with other providers and special education staff in school(s)
- Authors annual individualized education program (IEP) goals/objectives written to empower students to transfer intervention strategies to classroom and academic performance
- Participates at annual IEP meetings, as needed
- Participates at manifestation hearings, as needed
- Writes monthly progress notes as required by Medicaid regulations—treatment directly ties to IEP goals/objectives; willingness to be trained on and to use electronic encounter tracking system
- Writes advisory reports on progress toward achieving goals and objectives on IEPs to be sent home with report cards—responsible for demonstrating progress at end of year
- Maintains monthly contact sheets submitted to school
- Documents efforts to reach nonresponsive students, culminating in writing out of service on the IEP if necessary
- Maintains current certification

## Evaluation Service

Assessment standards for clinicians include:

- Administers assessments based on the student evaluation plan (SEP) and/or parents' request for students needing initial, requested, and/or triennial evaluations
- Keeps abreast of diagnostic tests and materials and any changes in tests and materials
- Conducts only those tests necessary but performs additional alternative evaluations if diagnosis is unclear to ensure that all areas of suspected disability are addressed
- Develops a summary template to translate test results into accommodations/modifications and IEP-at-a-Glance documents
- Recommends assistive technology evaluations when necessary
- Hands in reports to the SEC 10 days in advance of a scheduled eligibility/IEP conference, attends MDT/IEP conferences with 10 or more days notice
- Writes reports using a reader friendly index and explains to parents and students evaluation findings in clear, understandable language with cultural sensitivity
- Works collaboratively as a multidisciplinary team member
- Stays abreast of Individuals with Disabilities Education Act (IDEA) and local regulations regarding the special education eligibility of a student
- Abides by a 30-day turnaround time from date of receipt of referral packet and reports absentee students to the MDT chair after two attempts to test
- Abides by established standards of practice, processes, and procedures of the MDT and collaborates with special education staff to streamline processes and procedures as needed
- Meets with the SEC quarterly to discuss concerns, questions, complex cases, and random reviews of reports
- Maintains current certification

## Related Service Providers

Clinician Responsibilities	Outcomes	Measures
Focus on the delivery of related services in accordance with the IEP, stay abreast of best practices, and find solutions for nonresponsive students	<i>Improved student academic performance and/or behavior</i>	Student grades, weekly contact forms, student participation, quarterly IEP progress noted, and student self-assessment
Conduct initial and reevaluations within (#) days of referral and in time to provide parent(s) with a copy of the report prior to the meeting, conduct evaluations in accordance with established guidelines for eligibility determination, and complete evaluation summary forms	<i>Comprehensive and holistic assessments summarized in well-written, user-friendly reports made available to parents in advance of MDT meetings</i>	Tracking data, evaluation summary forms, and parent satisfaction surveys
Consult with general education teachers on strategies to support special education student success, conduct observations of students in general education classes, and consult on struggling general education students	<i>Improved student academic performance and/or behavior</i>	Teacher surveys and student report cards
Identify global special education needs in area of expertise, and create and implement ways to deliver services that address global indicators	<i>Improved student academic performance and/or behavior</i>	Report cards, student participation, and student report cards
Develop a crisis response for schools, and provide crisis management	<i>Organized, responsive, and effective support during crisis situations</i>	SEC and school leader observations and student observations postcrisis
Participate on the MDT	<i>Improved support for case managers and more collaborative brainstorming about interventions for failing grades, discipline issues, and truancy</i>	Case manager survey, SEC observations, and meeting notes documenting MDT discussions
Engage parents in a collaborative way in support of student progress	<i>Improved parent relations</i>	Parent satisfaction survey
Write new and update IEP goals at least three days in advance of the IEP meeting, and write curriculum based, practically applied goals and objectives	<i>More meaningful goals and objectives based on evaluation results, curriculum standards, and functional classroom performance</i>	Improved student academic performance and/or behavior
Write, distribute, implement, and monitor user-friendly behavior plans (psychologist)	<i>Improved student behavior</i>	Teacher surveys
Write clear and concise Medicaid encounter forms (progress noted) that relate to IEP goals and objectives and evaluations	<i>High percentage of reimbursement rate</i>	Quality assurance checklists and Medicaid acceptance

## Progress Note for Related Service Providers

Service: \_\_\_\_\_

Student: \_\_\_\_\_ Clinician: \_\_\_\_\_

Date: \_\_\_\_\_ Beg./End Time: \_\_\_\_\_ Total Mins.: \_\_\_\_\_

Goal(s)/Objective(s): \_\_\_\_\_

### Narrative

Signature, Credential: \_\_\_\_\_

Date: \_\_\_\_\_ Beg./End Time: \_\_\_\_\_ Total Mins.: \_\_\_\_\_

Goal(s)/Objective(s): \_\_\_\_\_

### Narrative

Signature, Credential: \_\_\_\_\_



Date: \_\_\_\_\_ Beg./End Time: \_\_\_\_\_ Total Mins.: \_\_\_\_\_

Goal(s)/Objective(s): \_\_\_\_\_

**Narrative**

--

Signature, Credential: \_\_\_\_\_

## Weekly IEP Contact Sheet

Clinician: \_\_\_\_\_ Week of: \_\_\_\_\_

[illegible]

**Codes for days of the week:**

A—absent, I—inclusion, P—pull aside, POG—pull-out group, POI—pull-out individual, C—consultation, O—other

School Name: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

## Student Profile Template and Health & Wellness Referral

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ SSN: \_\_\_\_\_

Parent: \_\_\_\_\_ Gender: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

2012–2013 Grades					MAP Scores/National Percentiles						
	Q1	Q2	Q3	Q4			Fall 2012	Winter 2013	Spring 2013		
Reading					Reading	Percentile					
Writing					Language	Percentile					
Mathematics					Mathematics	Percentile					
Science					Science	Percentile					
History					Concepts	Percentile					

Music						State Standardized Test Scores
P.E.						
GPA						
Paycheck						
Guided Reading			Cumulative GPA			English Language Arts
						Mathematics
						Science
						Social Studies
Year-Long Paycheck Avg.		Last Four Weeks Paycheck Avg.		Suspensions		Excused Absences
						Unexcused Absences
						Tardies
Screening Information						
Hearing		Vision		Health		Motor
						Assistive Technology
Educational		Social/Emotional/Behavior		Sensory Processing		Speech/Language
School Readiness Issues?		Transiency?		English Language Learner?		Section 504?
						Special Education Services?
						Doctor's Information

Summary of Concerns		Tier I Referral Date
		Referral Reasons
Tier I Intervention Plan	Tier I Results	
Tier II Intervention Plan	Tier II Results	

Developed by Sean Duncan, KIPP New Orleans Schools

## Special Education Tracker

						Special Education Roster and Compliance									
Student Name	Grade	Case Manager	Currently Enrolled?	Date of Birth	State ID	Parent Name	Phone Number(s)	Exceptionality	Last IEP	Last Evaluation	IEP Due Date	Evaluation Due Date	IEP Due?	Evaluation Due?	First Day
Full Name Here	3	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1237	Autism	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1248	DD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1250	DD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	K	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1255	DD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1260	DD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	K	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1268	DD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1275	DD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1238	ED	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1242	ED	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1259	ED	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1277	ED/OHI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1240	MD Mild	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	K	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1261	MD Mild	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1272	MD Mild	M/D/Y	M/D/Y	M/D/Y	M/D/Y			

						Special Education Roster and Compliance									
Student Name	Grade	Case Manager	Currently Enrolled?	Date of Birth	State ID	Parent Name	Phone Number(s)	Exceptionality	Last IEP	Last Evaluation	IEP Due Date	Evaluation Due Date	IEP Due?	Evaluation Due?	First Day
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1243	OHI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1256	OHI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1266	OHI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	3	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1269	OHI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1234	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1235	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1236	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	3	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1239	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1244	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	3	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1246	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	3	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1253	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	3	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1257	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	3	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1263	SLD	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1241	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	K	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1245	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1247	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	K	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1249	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1251	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			

						Special Education Roster and Compliance									
Student Name	Grade	Case Manager	Currently Enrolled?	Date of Birth	State ID	Parent Name	Phone Number(s)	Exceptionality	Last IEP	Last Evaluation	IEP Due Date	Evaluation Due Date	IEP Due?	Evaluation Due?	First Day
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1252	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1254	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1258	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	3	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1262	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	K	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1264	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1265	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1267	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1270	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	K	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1271	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1273	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	2	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1274	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	K	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1278	SLI	M/D/Y	M/D/Y	M/D/Y	M/D/Y			
Full Name Here	1	Mgr. Name	Yes	M/D/Y	xxx-xx-xxxx	Parent Name	555-1276		M/D/Y	M/D/Y	M/D/Y	M/D/Y			



## Special Education Grades

Student Name	Grade	Case Manager	Q1 Grades					Q2 Grades					Q3 Grades					Q4 Grades				
			Reading	Writing	Mathematics	Science	Social Studies	Reading	Writing	Mathematics	Science	Social Studies	Reading	Writing	Mathematics	Science	Social Studies	Reading	Writing	Mathematics	Science	Social Studies
Overall Average																						
Student Name	K	Mgr. Name		F	D	D	A	A	B	C		D										
Student Name	1	Mgr. Name		B	B			D	B	C	B											
Student Name	2	Mgr. Name		F	C	D	C	D	NI	D	D											
Student Name	3	Mgr. Name		F	F			NI	NI	NI	B	NI										
Student Name	K	Mgr. Name	NI		B	NI	B	C	NI	D	C	B										
Student Name	1	Mgr. Name		F	D			NI	C	NI	B	C										
Student Name	2	Mgr. Name		C	A			NI	A	A	D											
Student Name	3	Mgr. Name		C	A	F		A	B	A	A											
Student Name	K	Mgr. Name		C	F	D	F	D	C	C	D											
Student Name	1	Mgr. Name	A	A	A	A		A	B	A												
Student Name	2	Mgr. Name		F	B			NI	D	A	B											
Student Name	3	Mgr. Name			E																	
Student Name	K	Mgr. Name		D	D			NI	B	NI	D	D										
Student Name	1	Mgr. Name		C	C			A	A	A	B											
Student Name	2	Mgr. Name		F	F	D	F	NI	NI	D	NI											
Student Name	3	Mgr. Name			E				D	C												
Student Name	K	Mgr. Name	NI		D	NI	C	B	C	B	C	A										
Student Name	1	Mgr. Name		F	B	F	F	NI	NI	NI	NI											
Student Name	2	Mgr. Name		B	A	A		A	A	A	A	A										
Student Name	3	Mgr. Name			F			B	B	D	B	A										
Student Name	K	Mgr. Name	NI	NI	NI	NI	NI	NI	NI	NI	C											
Student Name	1	Mgr. Name		NI	E				D	B												
Student Name	2	Mgr. Name		F	F	C	F	B	D	NI	D											
Student Name	3	Mgr. Name		F	F			D	C	NI	NI	A										

Student Name	Grade	Case Manager	Q1 Grades					Q2 Grades					Q3 Grades					Q4 Grades				
			Reading	Writing	Mathematics	Science	Social Studies	Reading	Writing	Mathematics	Science	Social Studies	Reading	Writing	Mathematics	Science	Social Studies	Reading	Writing	Mathematics	Science	Social Studies
Overall Average																						
Student Name	K	Mgr. Name		A	A			C	B	A	B											
Student Name	1	Mgr. Name		B	D			A	A	D	B											
Student Name	2	Mgr. Name	C		D	C	NI	D	NI	NI	A											
Student Name	3	Mgr. Name		NI	NI				NI	NI												
Student Name	K	Mgr. Name		F	F			NI	C	NI	C	C										
Student Name	1	Mgr. Name		C	D			NI	C	NI	C	D										
Student Name	2	Mgr. Name		NI	E				C	A												
Student Name	3	Mgr. Name		C	A			A	B	D	B											
Student Name	K	Mgr. Name			C	NI	A	A	C	A	NI											
Student Name	1	Mgr. Name	A		C	B	B	B	A	A	A	A										
Student Name	2	Mgr. Name		NI	E				D	A												
Student Name	3	Mgr. Name		B	C			C	B	NI	A	C										
Student Name	K	Mgr. Name		C	C			C	A	B	B											
Student Name	1	Mgr. Name			IP				NI	NI												
Student Name	2	Mgr. Name		B	D			NI	D	C	D											
Student Name	3	Mgr. Name		A	B	F		A	B	A	A											
Student Name	K	Mgr. Name		B	B			A	A	A	B											
Student Name	1	Mgr. Name	D		D	C	C	C	NI	B	C											
Student Name	2	Mgr. Name	IP		IP	IP	IP	B	NI	D	A											
Student Name	3	Mgr. Name	F		C	F	A	C	NI	NI	A											
Student Name	K	Mgr. Name		IP	IP				NI	D												

## Related Services

Name	Special Education Instruction	Counseling	Speech	Occupational Therapy	Physical Therapy	Adapted Physical Education
Student Name	X					
Student Name	X		X			
Student Name	X	X				
Student Name	X	X	X	X		
Student Name	X	X				
Student Name	X	X				
Student Name	X				X	
Student Name			X			
Student Name	X	X				
Student Name	X	X				
Student Name	X	X	X			
Student Name			X			
Student Name	X					
Student Name	X		X			
Student Name	X	X	X			
Student Name			X			
Student Name	X					
Student Name			X			
Student Name			X			
Student Name	X					
Student Name			X			
Student Name	X		X			
Student Name	X					X
Student Name	X	X				
Student Name			X			
Student Name		X				
Student Name	X					
Student Name	X		X	X		X
Student Name	X	X	X			
Student Name	X					
Student Name			X			
Student Name			X			
Student Name	X	X				
Student Name			X			
Student Name	X	X	X			
Student Name	X					
Student Name			X			
Student Name			X			
Student Name	X		X			
Student Name			X			
Student Name			X			

Name	Special Education Instruction	Counseling	Speech	Occupational Therapy	Physical Therapy	Adapted Physical Education
Student Name	X					
Student Name						
TOTAL:	27	13	24	2	1	2

Developed by Brenna Benson, KIPP New Orleans Schools

## Self-Reporting Report Card for Students

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

My Class	My Teacher	The grade I give myself for this class	Why I give myself this grade My comments	The grade I give my teacher	Why I give my teacher this grade My comments
Special Education	Teacher	The grade I give myself for this class	Why I give myself this grade My comments	The grade I give my special education teacher	Why I give my special education teacher this grade My comments
My Related Services	My Teacher	The grade I give myself for this class	Why I give myself this grade My comments	The grade I give my therapist	Why I give my therapist this grade My comments

Question No.	Question	My answer
1.	I have an IEP because...	
	I go to meetings when my teachers talk about what I need.	
	My parent goes to meetings with my teachers to talk about what I need.	
2.	My hardest subject is...	
3.	My best subject is...	
4.	I learn best when...	
5.	The best way for a teacher to help me is...	
6.	I do best in school when...	
7.	I don't like school when...	
8.	I need help to...	
9.	My biggest problem in school is...	
10.	My wish list for school is...	1. 2. 3.

## Parent Satisfaction Survey

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Meeting Communications	Strongly Agree	Agree	Disagree	How can we improve our communication?
Contact with me from school staff is friendly.				
I have been given the choice of picking a good time for me to meet.				
I have been given information before meetings to prepare for the meeting.				
I have been treated as an important part of all meetings.				
I look forward to attending meetings about my child.				
Attending the Meeting	Strongly Agree	Agree	Disagree	How can we make our meetings better?
I am a welcome and equal member of the IEP team; the tone of the meetings is positive.				
I am asked to share my views, opinions, and recommendations.				
I am comfortable discussing my child with all team members.				
I understood what has been reported about my child, and all confusing terms were explained to me.				
We discuss my child's strengths.				

Attending the Meeting	Strongly Agree	Agree	Disagree	How can we make our meetings better?
I understand what has been written in the IEP and agree that it is a good plan for my child.				
I am satisfied with my child's progress.				
Clinical Services	Strongly Agree	Agree	Disagree	How can we make clinical services better?
The related service providers (speech/language, counseling, etc.) keep me informed of my child's progress with progress notes and verbal feedback.				
I know how to contact clinical providers who are available if I need to talk.				
I understand what services my child receives and the reason for these services.				
I have received recommendations from special educators about how I can work with my child at home.				
I have been able to make recommendations about my child's services.				
I have received copies of any and all evaluations and screening results, and they have been explained to me in clear language.				
I am satisfied with services.				



**The best aspect of the special education program at school is**

**I have concerns about**

**My “wish list” for special education is**

### School Level

- A school culture within which all staff embrace all students and assume accountability for each and every student's academic inclusion and success and health and well-being. ☐ YES
  
- Schoolwide implementation across all areas of the school community that begins by training all staff on the response to intervention (RTI) model and processes/procedures to access support; schoolwide understanding of and expectation for staff, parent, and student completion of registration forms and inventories that support data-driven implementation of the RTI process. ☐ YES
  
- A strong school-level RTI team, defined as a school-based team of problem solvers and case managers that includes permanent, itinerant members and consulting specialists, as needed, and affords the time necessary to address the needs of students referred for help through regularly scheduled meetings. ☐ YES
  
- A capable team chairperson, designated for team leadership for a significant amount of time, who reports directly to school leaders and is a member of the school management team. ☐ YES
  
- Aggressive parent outreach through Parent Teacher Association (PTA) support, public relations, schoolwide activities, and data collection and public reporting. ☐ YES
  
- A standardized curriculum (to be in place over time); health and physical education class time built in to student schedules. ☐ YES
  
- A full-time nurse and space for in-school medical treatments. ☐ YES
  
- A full-time counselor/social worker qualified to provide counseling interventions for students, receptivity to schoolwide behavior management program/strategies, established code of conduct with consistently enforced graduated sanctions, alternative discipline consequences to out-of-school suspensions, and space for mental health workers to see students. ☐ YES

# National Charter School Resource Center

.....  
at American Institutes for Research

1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
877.277.2744

**[charterschoolcenter.org](http://charterschoolcenter.org)**

This document is available on the **National Charter School Resource Center** website, the **National Association of State Directors of Special Education** website, and in electronic and other formats to ensure that charter school leaders and special education managers have access to the tools and resources needed to successfully include students with disabilities in their charter schools.

This work was originally produced in whole or in part by the National Charter School Resource Center with funds from the U.S. Department of Education under contract number ED-04-CO-0109/0004. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

The Resource Center is administered by American Institutes for Research, under contract with the Office of Innovation and Improvement, U.S. Department of Education.

2114\_05/12

