Special Education Director Handbook



Exceptional Student Services Unit

Colorado Department of Education

2026-2027

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Introduction

In the State of Colorado, Local Education Agencies (LEAs) as defined in IDEA are called Administrative Units (AUs). Each AU is required to employ a Special Education Director of Record (ECEA Rule 3.01).

The purpose of the Special Education Director Handbook is to provide information and resources to assist special education directors in performing the essential elements of their leadership position. Contents are directly related to the duties and responsibilities outlined in the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children's Educational Act (ECEA) statutes and regulations regarding the education of children with disabilities.

This handbook is based on the Standards for Professional Competencies for an Initial Administrator License with a Director of Special Education Endorsement (section 6.11 of the Code of Colorado Regulations).

Definitions and Resources

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

An **Administrative unit of residence** shall mean the unit in which the child resides on a day-to-day basis; ECEA Rule 2.03(1) has exceptions listed.

An **Administrative unit of attendance** shall mean the unit that delivers the special education program for a child (ECEA Rule 2.03(2)).

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

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

Acronyms used by the CDE

Topic Index for ESSU information

Standard One: Foundations of Leadership

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

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

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

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

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

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

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

1.7 Participate in ongoing quality professional development.

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

ESSU Responsibility List

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

ESSU Responsibilities List

Director's Corner

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

- What's New
- Director Resources
- Important Dates
- Upcoming Technical Assistance and Professional Development Opportunities
- Federal and State Guidance

Special Education Directors' Corner

Standard Two: Special Education and School Systems

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

2.1 Develop organizational relationships between and among:

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

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

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

2.4 Support systems thinking at all levels of the organization.

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

Special Education Legislative Consortium

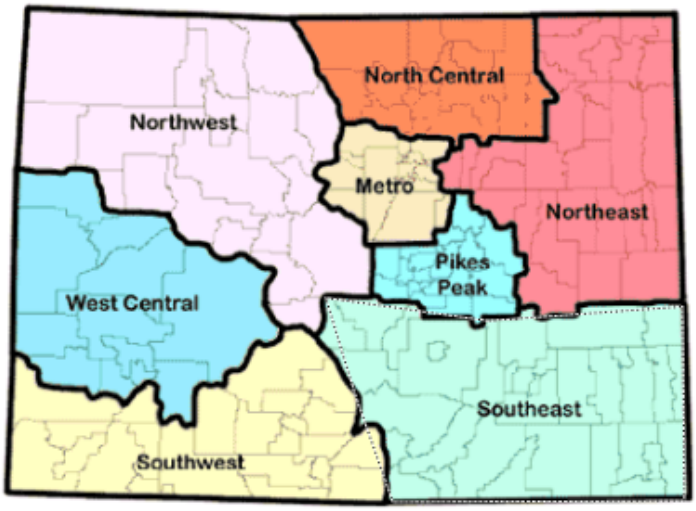
The Consortium was developed through a statewide agreement with AU special education directors. The purpose of the Consortium is to provide the ability to lobby and have representation at the legislature on behalf of students with disabilities. The consortium will not lobby against or for any bill for which there is not full statewide consensus. AU's contribution to this legislative group cannot be paid from federal funds. Fees are collected by a regional representative one time per year and are required. Each region has two representatives that attend monthly meetings and report back to the region.

State Director Leadership Team (SDLT)

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

Regional Teams

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



The eight regions are clustered into the following five regions:

- Metro
- Pikes Peak
- North (North Central and Northeast)
- South (Southeast)
- Outback (Northwest, West Central and Southwest).

The ESSU provides some funds to each region to support professional learning for Special Education Directors of Record.

Standard Three: Law and Policy

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

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

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

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

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

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

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

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

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

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

Dispute Resolution

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

Mediation

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

State Complaint

A state complaint is a request for an investigation by the CDE into allegations that a school district, BOCES, State Operated Program, or the Colorado Department of Education (CDE) is not following the IDEA, the ECEA, or the Restraint and Seclusion Act (RSA).

Due Process Complaint

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

Resources:

A Guide to Parent Rights in Special Education

Special Education Procedural Safeguards Notice - Updated by The CDE April 2024

Americans with Disabilities Act – ADA

Americans with Disabilities Act - ADA

Colorado Department of Early Childhood

Colorado Department of Early Childhood

Colorado Department of Human Services

Colorado Department of Human Services

Colorado Restraint and Seclusion Act (RSA)

Student Restraint and Seclusion

Colorado Revised Statutes – C.R.S.

Colorado Revised Statutes

Department of Youth Services

Department of Youth Services from the CO Department of Human Services

Every Student Succeeds Act (ESSA)

Every Student Succeeds Act

Exceptional Children's Education Act (ECEA)

Colorado's Exceptional Children Education Act

Individuals with Disabilities Act (IDEA)

IDEA Part B Regulations

Office of Civil Rights (OCR)

Office of Civil Rights - OCR

Office of Special Education Programs (OSEP)

Office of Special Education Programs

Section 504 of the Rehabilitation Act (504)

Section 504 of the Rehabilitation Act

Individual Education Program (IEP)

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

Individual Education Program

IEP Software Update/State Guidance

Prior to the 2022-23 school year, the CDE withheld funds to cover the costs of a state-sponsored IEP system. Now, the CDE passes these IDEA dollars directly on to Administrative Units. These funds may be used on any IDEA allowable activities, including the purchase of an electronic IEP system. However, note that there is no requirement that these funds be used by an AU to purchase an electronic IEP system. CDE will continue to contract with AnLar for the ESSU and DR Data Management Systems (DMS).

Special Education Facilitation

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

CDE offers special education meeting facilitation services to promote collaborative IEP meetings and reduce the need for more formal dispute resolution options. A special education facilitator is an impartial third party who attends the meeting to provide effective communication and assist a student's team in coming to a consensus on issues related to the student's educational needs. State-sponsored special education facilitation is a voluntary process; both the parent and the district need to agree to facilitation.

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

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

The role of the facilitator:

- Contacts the parties to clarify the issues, gathers necessary information, and explains the Special Education Facilitation process.
- Works with the multidisciplinary team to develop an agenda based on information from team members and use meeting guidelines when facilitating the meeting.
- Guides discussion by asking student-focused questions.
- Keeps team members on task and the meeting within the scheduled time.
- Asks questions to clarify points of disagreement and helps identify workable solutions.
- Keeps the meeting focused on the student.
- Ensure everyone at the table has a voice.
- Encourages active listening by all the meeting participants.
- Keeps the group from getting stuck on one goal (or one part) of the IEP.
- Is not a decision-making member of the IEP team.
- Does not take sides, impose decisions on the team, place blame, or determine whether decisions are right or wrong.

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

Alternative Dispute Resolution

Facilitation Request Link. There is no fee for this service.

Special Education Facilitation

Data Collection and Reporting

The Identity Management Site (IdM)

Logins to the site are required and issued by the AU Local Access Manager (LAM).

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

Identity Management Site (IdM), including data systems such as:

CEDAR (Colorado Education Data Analysis and Reporting System)

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

State Accountability Data Tool (tableau)

UIP (Unified Improvement Planning Online System)

ESSU Data Management System (DMS)

The ESSU Data Management System (ESSU DMS) is a single sign-on system that assists AUs in meeting accountability requirements for Special Education. It enables the safe sharing of Personally Identifiable Information (PII) across agencies in compliance with the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) regulations.

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

- Fiscal Assurances and Certifications
- Parent Surveys for Indicator 8
- Standard Record Reviews (SRR) of IEPs including Post-Secondary Transition IEPs for Indicator 13
- Post School Outcome (PSO) Interviews for Indicator 14
- CDE communications and secure file uploads
- Disputes brought to the CDE by parents
- Final signed reports for SpEd December Count, SpEd End of Year (EOY) and SpEd Discipline
- Colorado Alternative Assessment (CoAlt) 1% justification forms
- Facilitated Assessments with ESSU's General Supervision and Monitoring (GSM) team

ESSU Data Management System (DMS)

CDE Data Pipeline

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

CDE Data Pipeline

December Count/ Student and Staff

Educator Identification System (EDIS) Overview

EDIS Login page

Record Integration Tracking System (RITS)

Special Education End of Year

Special Education Discipline Report

Data Pipeline Interchanges - Special Education Discipline

Federal IDEA Application/Budget System

IDEA - Part B and Preschool

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

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

IDEA B Budget and Expenditure Log-in page

Town Halls

Data Pipeline Town Halls are free webinars provided by the CDE on Data Pipeline topics. Each Town Hall will focus on updates to the Pipeline and current and upcoming collections. These webinars also provide a forum for districts, BOCES, and AUs to have questions answered on the Data Pipeline.

Data Pipeline Interchange

Data Pipeline Trainings

Publicly Posted Data Resources

Special Education Data | CDE

Colorado Education Statistics | CDE

Assessment Division | CDE

Standard Four: Instructional Leadership

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

4.1 Facilitate the attainment of state standards, expanded benchmarks and access skills.

4.2 Promote high standards for the instruction of all students, including students with disabilities, and for continuously improving their academic achievement.

4.3 Implement assessment systems for identification and programming.

4.4 Develop data driven, evidence-based instructional practices, including behavioral support systems.

4.5 Develop comprehensive approaches to educational planning, including student involvement and self-determination.

4.6 Implement transition plans for individuals with disabilities across the educational continuum and other programs from birth through adulthood.

4.7 Provide leadership to guide appropriate instructional decision-making, focusing on individualization for students with disabilities.

4.8 Facilitate staff development related to evidence-based practices, rigorous content, and effective outcomes for all learners, including those with disabilities.

Colorado Academic Standards

Colorado Academic Standards

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

Colorado's Extended Evidence Based Outcomes (EEO)

State Assessments

Colorado Measures of Academic Success (CMAS) measures how well students have mastered the Colorado Academic Standards in English Language Arts (ELA), math, science, and social studies. It serves as a single snapshot of student learning on specific dates and is used to evaluate curriculum effectiveness and state education These are designed to be administered online. The tests feature a variety of interactive questions that are more engaging and aligned with 21st century teaching and learning practices. A paper-based CMAS test is only available as an accommodation for students with a documented disability that directly prevents them from accessing the online test. The student must have an IEP that specifies the need for the paper format.

When considering the Colorado Alternative assessment (CoAlt), the IEP team makes the determination that the child qualifies to take an alternate assessment instead of taking CMAS. A statement explaining the reason the child cannot participate in the regular assessment and the particular assessments selected must be documented in the IEP.

Colorado's Assessments

Colorado's Guidance Document for Co-Alt Eligibility

Colorado's Alternative Science and Social Studies Assessment

Colorado's Academic Achievement Standards & Alternate Assessment Participation Guidelines Worksheet

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

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

Differentiated Pathways - Students with Disabilities (SWD)

Differentiated Pathways have been developed by the ESSU in collaboration with the Office of Literacy, to include all students in the Colorado Reading to Ensure Academic Development (READ) Act. The Attorney General has stated that this legislation is for all Colorado students in grades K-3 and students with disabilities cannot be excluded as a result of their disability status.

Literacy and Students with Disabilities

Colorado READ Act Home

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

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

State-Wide Assistive Technology Augmentative and Alternative Communication

Adapt to Impact

Staff Development

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

Professional Development Opportunities are also available on the CDE website:

CDE Professional Development Opportunities

Additional Educator Resources | CDE

Standard Five: Program Planning and Organization

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

5.1 Apply program evaluation strategies for determining efficacy and efficiency.

5.2 Implement continuous improvement monitoring processes.

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

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

5.5 Demonstrate and extend collaborative consultation principles with all stakeholders.

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

Continuous Improvement Processes

Comprehensive Plan

As required in ECEA Rule 8.01(1)(a), each AU must have a comprehensive plan which provides assurance statements that each AU meets requirements and is in compliance with IDEA and ECEA. CDE has a template on the Directors' Corner. When changes are made to the Local Comprehensive Plan, directors are required to submit changes through the ESSU DMS.

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

Program Evaluation

This process must be documented in your local comprehensive plan (see page 13 of the Comprehensive of the CDE example plan) (*This link will automatically download a sample Comp Plan for your review*).

Program evaluation is required as articulated in the ECEA Rule 8.01(1)(a)(iii). Each AU or approved facility school shall maintain records of results of all qualitative and quantitative evaluations of special education services rendered across all schools, including charter schools and online programs. Program evaluations of special education services shall occur annually. Within a period of five years, services to children with disabilities must be systematically evaluated. Such program evaluations shall review the extent to which quality special education policies and practices are in place and where improvements can occur; and the degree to which children with disabilities are achieving their individual goals as well as school, district, and state standards and student outcomes.

Requirements for Program Evaluation

The AU assures that:

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

The AU assures that the program evaluation reviews:

- The extent to which quality special education policies, procedures and practices are in place and where improvements can occur (ECEA Rule 3.06(1)); and
- The degree to which children with disabilities are achieving their individual goals as well as school, district, and state standards and student outcomes (ECEA Rule 3.06(2)).

Colorado Integrated Monitoring and Accountability Process (CIMAP)

Colorado Integrated Monitoring and Accountability Process (CIMAP), formerly Results Driven Accountability (RDA), is a monitoring and accountability system in which general supervision and monitoring activities are implemented to emphasize positive outcomes for students with disabilities, and compliance with IDEA and ECEA.

The Colorado Integrated Monitoring and Accountability Process is a critical component of the Colorado Department of Education's general supervision requirements under IDEA. CIMAP incorporates the eight integrated components noted in Office of Special Education Programs Questions and Answers (OSEP QA) 23-01 to (1) improve educational results and functional outcomes for infants and toddlers with disabilities and their families and children with disabilities; and (2) ensure that Local Education Agencies (LEAs), Administrative Units (AUs) in Colorado, and Early Intervening Services (EIS) programs and providers meet the requirements under IDEA 34 CFR § 300.600, OSEP QA 23-01.

Colorado Integrated Monitoring and Accountability Process (CIMAP)

Integrated Monitoring - Facilitated Assessment

AU Determination

IDEA requires the State to report to the public on each AU's performance compared to state targets and state performance for 14 indicators from the State Performance Plan/Annual Performance Report (SPP/APR). Indicators reported to the public are a mixture of results and compliance indicators. The current 2025 and beyond AU Determinations rubric includes a combination of compliance and results indicators.

CDE Special Education Administrative Unit Determination

2025 AU Determination Points Rubrics

State Performance Plan (SPP)

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

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

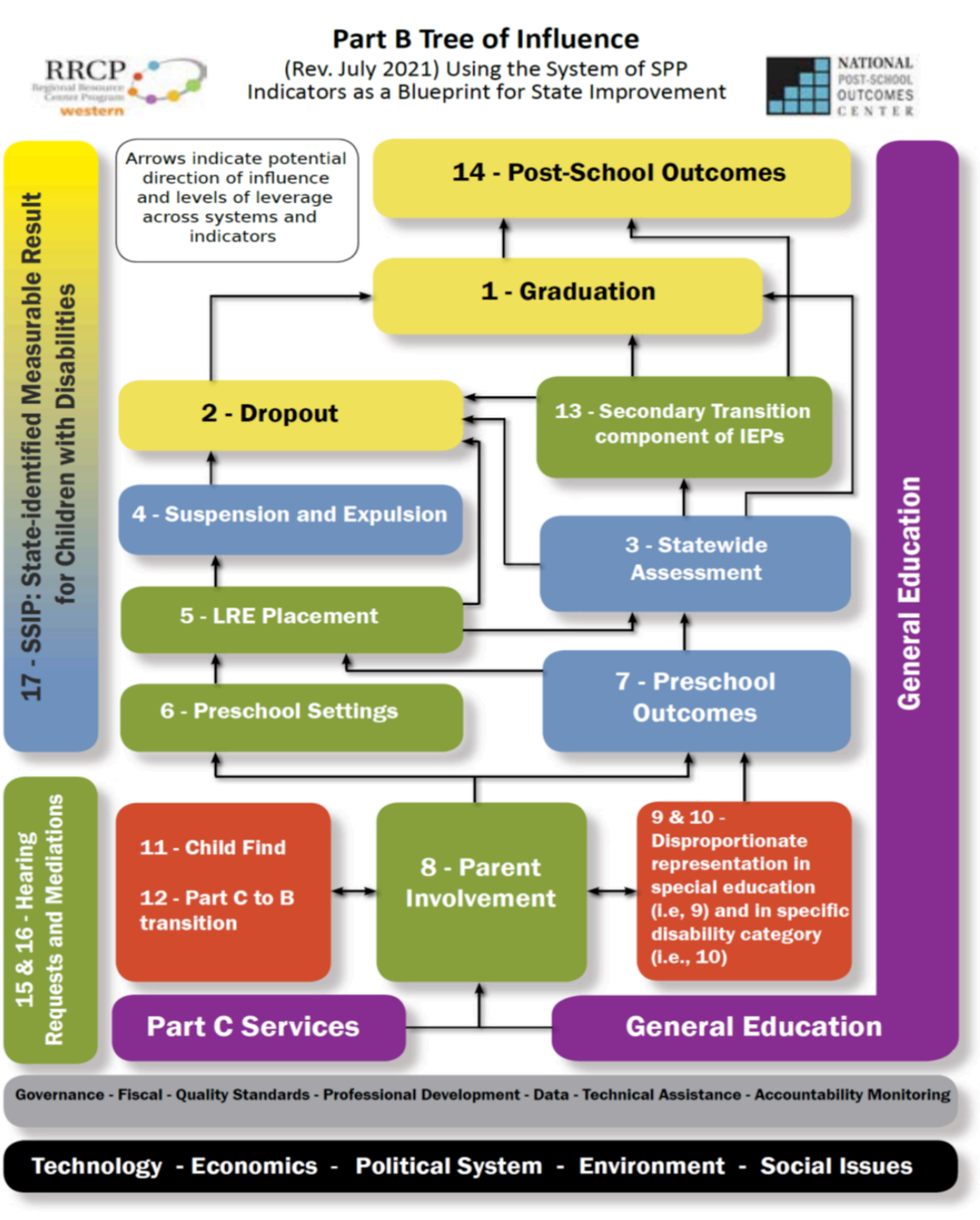
- Provision of a Free, Appropriate Public Education (FAPE) in the least restrictive environment (LRE)
- State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services

- Disproportionate representation of racial and ethnic groups receiving special education and related services, to the extent the representation is the result of inappropriate identification.
- Local AU student achievement and staff data can be found at CDE's School View

CDE's School View

Local Education Agency Determinations and State Performance Plan/Annual Performance Report

SPP/APR Indicators



The Indicator Tree of Influence is a visual representation of how the indicators are interconnected and influence student outcomes. The Tree of Influence is grounded in existing conditions of the state and AU/district (black background: Technology, Economics, Political System, Environment, and Social Issues) and internal structures of the AU/district (gray background: Governance, Fiscal, Quality Standards, Professional Development, Data, Technical Assistance, and Accountability Monitoring). General Education (purple) wraps around all of the indicators, reflecting the role general education plays for all students with disabilities. Depending on AU's performance on the indicators, the Tree of Influence can be used as a tool to focus targeted assistance efforts.

Special Education Programming

The AU has a Child Find obligation for all students within their boundaries, including students enrolled at a non-public school and homeschooled students. While the AU is not responsible for providing special education services to students in non-public schools, they are required to provide non-public schools a proportionate share of IDEA and ECEA funds to support them in meeting the needs of identified students.

Part B of the IDEA for Children ages 3 through 5 Years Old

IDEA entitlements for preschool aged students begin at age 3, or just before, when children transition from Part C/Early Intervention into Part B. ECEA and IDEA govern state and federal requirements for all students in the special education system, including three- and four-year-old children who meet state eligibility criteria for special education. As with older students, eligible preschool children are entitled to a free appropriate public education in the least restrictive environment, starting at age 3

Early Childhood Special Education Programming and Educational Settings

Preschool students are expected to be educated with nondisabled peers to the maximum extent appropriate. The IEP team determines the educational environment appropriate for the child based on their unique needs, considering inclusive options in regular classrooms with nondisabled peers first. Educational settings and setting codes are unique for this age group. A decision tree and early childhood environment definitions can be found in Educational Environments December 1 Count Guidance (March 2020). A regular classroom is made up of at least 50% nondisabled peers.

Two ESSU Guidance documents, FAPE for Preschool Special Education Students (August 2023) and Making Least Restrictive Environment Placement Decisions for Preschool Children, Ages 3 through 5 provide further detail on CDE and IDEA expectations as well as the reporting requirements from OSEP for Preschool Educational Environments, along with setting codes and their definitions.

Preschool Placement and Universal Preschool Funding

The AU may place eligible students to access FAPE in school-based preschool programs, community early childhood settings, and/or Head Start programs that meet CDE Standards for Placement of Preschoolers with IEPs. When placement is made in non-public school programs, the AU must have an agreement and demonstrate oversight and supervision of the special education program and IEP implementation. A Preschool Program Cash Fund, administered by the Colorado Department of Early Childhood (CDEC), supports preschoolers with disabilities with access to a licensed preschool program where IEP services may be implemented by the AU. Funding historically administered by CDE for preschool students with IEPs was reappropriated from the School Finance Act to CDEC's Preschool Program Cash Fund starting in the fall of 2023. As a result, consistent with the IDEA and ECEA, the Universal Preschool (UPK) Act requires that every eligible preschool child with a disability be offered preschool services in accordance with the child's IEP. The AU Director of Record (or designee) will receive information directly from CDEC/UPK to support placements and payments to preschool providers in accordance with the IEP. CDEC must ensure that children with an IEP are

offered CDEC funds for preschool in alignment with the student's IEP. Preschool services are paid directly to the provider in 3 distinct rates: 10 hours per week (part day), 15 hours per week (half day), and 30+ hours each week (full day) to align with the requirements of each child's IEP. Some children may qualify for supplemental hours beyond what is required for FAPE. The ESSU Guidance: FAPE for Preschool Special Education Students (August 2023) provides important details on the requirement to ensure FAPE for preschoolers.

CDEC-UPK Administrative Unit Hub

Special Education and UPK Information/FAQ

Early Childhood Special Education Resources and Guidance

Transition of Children from IDEA Part C to Part B

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

For each child determined eligible for Part B services, AUs must provide a Free and Appropriate Public Education in the Least Restrictive Environment with an IEP on or before the third birthday unless the child qualifies for, and the family has chosen the Extended Part C Option, which continues Part C services during the summer months between the child's 3rd birthday and the beginning of the school year. OSEP Indicator 12 measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. Children should be enrolled in a program and in attendance by the implementation date on their IEP. This is a compliance indicator with an expectation of 100% compliance.

Additional information related to Indicator 12 can be found on the CDE website.

Extended Part C

The Extended Part C Option provides a subset of children with the opportunity to continue Part C services past their third birthday, during the summer months, until the first day of the school year following the child's third birthday. Specific criteria must be met for children to continue with Extended Part C services. For more information on the Extended Part C option, including AU procedural guidance, please review the following resources.

Procedural Guidance for Special Education AUs Related to Extended Part C Option

Extended Part C Option FAQs

Part C of the IDEA Birth through age 2

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

Early Intervention Colorado

Results Matter Indicator 7

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

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

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

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

OSEP Reporting for Preschool Special Education - Indicator 7 - Preschool Outcomes

Approved Results Matter Assessments

Child Find (3 - 21)

All children with disabilities residing in the State, including children with disabilities, who are homeless children or are wards of the State; students who have dropped out of public education (identified or not identified for services); children with disabilities attending private schools; regardless of the severity of their disability, and who need special education and related services are identified, located, and evaluated. Child find requires that states find, identify, locate, evaluate, and

serve all children with disabilities from birth to 21 years of age. Early Intervention Colorado (Part C of IDEA) is responsible for these activities for children under the age of 3. If a student drops out of school prior to the semester that they turn 21, it is the AU's responsibility under child find to notify students of their continued right to services or evaluation. Each administrative unit is required to have a designated Child Find Coordinator and the Child Find process must be available year-round. Per ECEA Rule, the designated Child Find Coordinator must meet the Special Education Coordinator personnel requirements.

> Child Find for Children Ages 3 through - 5 Years Old
>
> Per ECEA Rule, referrals of children with a suspected delay in development not already enrolled in school should be made to the local designated Child Find contact in the AU team where the family and child live. Children attending school should be referred to the AU in which the school is located.

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

> ECEA Rules for the Administration of the Exceptional Children's Education Act 1 CCR 301-8 (*go to page 39*)
>
> Special Education in County Jails

Gifted and Talented (GT)

In Colorado, gifted education is a statutory requirement under the ECEA and is not discretionary. ECEA defines *gifted students* as individuals ages four through twenty-one whose abilities, talents, or potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require specialized educational provisions to meet their educational programming needs. Children under the age of five who meet gifted criteria may also be served through early childhood special education.

Gifted students include learners from all socio-economic, cultural, and linguistic backgrounds, as well as students with disabilities (*twice-exceptional*). As defined in ECEA Rule 12.01(16), giftedness may be demonstrated in one or more of the following areas:

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

From a systems and compliance perspective, it is important to note that gifted education is funded through ECEA appropriations, separate from special education funding, and is governed by its own statutory and rule requirements.

By state statute, AUs are required to:

- Implement a comprehensive identification process for gifted students
- Provide appropriate programming and services aligned to identified needs
- Ensure equitable access to identification and services, including for twice-exceptional students
- Maintain compliance with CDE monitoring and accountability expectations for gifted education

Under the Colorado Department of Education, Gifted and Talented Education is an ECEA-mandated exceptional children's program. Gifted education in Colorado carries obligations for identification, service delivery, documentation, and compliance.

CDE Gifted and Talented Education

Facility Schools

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

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

The term "Approved Facility School" refers to an educational program that is operated by a licensed agency and that has been approved to receive reimbursement for education services for students placed in the program. Approved Facility Schools include day treatment centers, residential childcare facilities, hospitals, and specialized day schools. A directory of CDE approved Facility Schools can be found on the Office of Facility Schools webpage.

Through SB23-219, a new school type, Specialized Day Schools, was added to the approved facility school continuum of services. Specialized Day School means a school that serves students who are referred to or placed by a public entity or placed in a specialized day school by a hospital, healthcare provider, behavioral health provider, case management service, court, Division of Youth Services (DYS), school district, county department of human or social services, or other state agency because the students' behavioral and educational needs are beyond the capacity of the students' current educational placement due to the severity of the students' needs or the requirement for highly specialized programming. Facility Schools Tuition Cost rates are updated/approved on a yearly basis. The cost rate document instructs directors on the approved rates that Facility schools may charge an AU for students in out of district placement. The approved rates apply to tuition costs only, and do not include Extended school year or agreed upon related services for the student (i.e., speech, paraprofessional support, OT/PT, transportation, etc.).

Students are placed at Facility schools by the AU, Department of Human Services (DHS), DYS, physician, mental health agency, out of state agency, private placement , or the Court system (see ECEA Rule 9.03(2)(a)). If DHS/Court makes the placement the AU is responsible for payment of education costs only, DHS/Court is responsible for therapeutic costs. Notification from the DHS/Court system must be provided to the AU of Residence and the AU in which the Facility is located within 15 calendar days of placement in the facility. An AU can agree to higher tuition costs

than established and approved by the Department of Education. The AU of Residence is not responsible for paying tuition costs for Extended School Year (ESY) services for a child unless the child's IEP specifies the need for ESY.

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

Facility Schools Policy and Finance

Office of Facility Schools

Facility School Directory

State Operated Programs

A State-Operated Program means an approved school program supervised by the Department. These include:

- Colorado School for the Deaf and the Blind (CSDB);
- Department of Corrections Education programs; and
- Department of Human Services Education programs, which includes services provided within:
    - Division of Youth Corrections
    - Colorado Mental Health Institute (CMHI).

Similar to all other Administrative Units, each state-operated program shall adopt and implement procedures for locating, identifying and evaluating all children who may have a disability and be eligible for special education. Child identification, when used in connection with state-operated programs, includes relevant components of child find; special education referral; initial evaluation; and determination of disability and eligibility.

Initial assessment and re-evaluation for children attending state-operated programs shall be the responsibility of those agencies, which shall invite the administrative unit of residence to participate.

Review meetings in which the determination of disability and eligibility are reconsidered shall be the responsibility of the state-operated programs. State-operated rograms shall satisfy provision of special education and related services to all children with disabilities placed in or committed to the State Operated Program.

State Operated Programs

County Jails

Eligible youth with disabilities detained in county jails are entitled to special education and related services to meet their needs and prepare them for further education, employment, and independent living (34 C.F.R. § 300.1). Administrative Units (AU) share the responsibility for ensuring educational services for detained youth with local juvenile and adult detention centers, including county jails .

Youth detained in county jails may be eligible for special education and related services under the following conditions.

- Youth with disabilities under the age of 21 who have not graduated with a regular high school diploma. Because a High School Equivalency (HSE) exam, such as the General Educational Development (GED) test, does not count as graduation with a regular diploma, a student with disabilities who are in an HSE preparation program is still entitled to special education and related services.

Youth awaiting trial as an adult who were under the age of 18 when the crime was committed; or are currently under the age of 21.

- Youth aged 18-21 who were identified as a student with a disability and received special education and related services through an individualized education program (IEP)— even if they left school prior to incarceration; or identified as a student with a disability under IDEA—even if they did not have an IEP in their last educational setting.

The AU in which the county jail is located must ensure that each detained IDEA-eligible youth receives special education and related services designed to meet their unique needs and provide them with a free appropriate public education (FAPE). If the county jail refuses to allow the educational provider access to the student, the AU should document all attempts to provide services.Each AU must do the following:

  - Designate one person as the child find coordinator responsible for the ongoing child identification process. Register AU contact
  - Implement a systematic procedure for considering those children ages 17-21 who are out of school and who may have a disability.Designate a school district employee to act as the contact person for the county jail(s). This person may also be the designated child welfare education liaison.
  - Provide the designated employee's name and contact information to the local county jail official.

Special Education in County Jails

FAPE in Hospitals

The Individuals with Disabilities Education Act (IDEA) and the Exceptional Children's Educational Act (ECEA) require each Administrative Unit (AU) to provide special education and related services to all students with disabilities, including those with prolonged or ongoing health/mental health needs, who are temporarily residing in or receiving care at a medical hospital during school hours.

The CDE is in the process of developing further technical assistance regarding those students who may to further clarify for students who are medically homebound, in medical hospitals, psychiatric and/or behavioral health facilities.

Standard Six: Human Resource Functions

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

6.1 Recruit and retain qualified personnel.

6.2 Screen, interview and select qualified staff.

6.3 Facilitate professional development of staff members.

6.4 Implement alternative procedures to ensure appropriate personnel when fully qualified individuals are not available.

6.5 Delineate roles and responsibilities of all special education instructional and related services personnel.

6.6 Adhere to established ethical and legal considerations of human resource management.

6.7 Provide supervision and evaluation of personnel serving students with disabilities.

Human Resources

All personnel providing special education services to children with disabilities shall be qualified (IDEA 34 CFR § 300.156); this includes staff across all schools under the supervision of the AU, such as charters and online schools. Personnel requirements are listed in the ECEA (3.04) Personnel qualifications. This includes staff hired under Temporary Educator Eligibility (TEE) Authorization provisions.

Personnel Qualifications

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

Per ECEA, each AU will employ a properly licensed and endorsed professional who will function at least half time as director of special education and who has the authority and responsibility to assure that all the duties and responsibilities of the AU as specified in these Rules are carried out. No matter the AU or District Board policy regarding hiring, evaluations, and terminations, special education directors have a responsibility to ensure FAPE for all students with disabilities in their AU.

CDE Educator Effectiveness State Model Evaluation System

Data Pipeline - Staff Approval Matrix resources for December Count

All special education staff or administrators must complete their AU-approved Induction program to move from the Initial License to the Professional License.

Induction Program Information/FAQ

Temporary Educator Eligibility Authorization

This authorization is issued upon request from an administrative unit, facility school, or state operated program that is unable to employ an applicant who is appropriately endorsed in the area of assignment. Individuals serving under a Temporary Educator Eligibility Authorization must be actively enrolled in an approved preparation program or completing the remaining requirements needed for full licensure or endorsement. AUs should ensure that educators serving under a TEE receive appropriate supervision, mentoring, and support while completing program, practicum, testing, or other licensure requirements.

Temporary Educator Eligibility (TEE) Verification Form (Initial)

Temporary Educator Eligibility (TEE) Verification Form (Renewal)

Alternative Licensure Program

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

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

Designated Agencies for Alternative Educator Licensure

RANDA

RANDA, the Colorado State Model Performance Management System used by many Districts and AUs to evaluate licensed staff for Colorado's Senate Bill 10-191

Colorado State Model Performance Management System

Standard Seven: Parent, Family and Community Engagement

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

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

7.2 Facilitate collaborative relationships with all stakeholders.

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

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

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

7.6 Demonstrate conflict resolution in a variety of contexts.

7.7 Develop and implement intra-agency and interagency agreements.

Educational Surrogate Parents

Each AU Special Education Director or their registered designee is responsible for assigning an Education Surrogate Parent (ESP) for any student determined to need one. When an AU has determined that a student needs an ESP, it must contact the CDE before making an assignment to determine if the student already has an ESP assigned. If there is no existing ESP, the AU should assign a qualified ESP as soon as possible. The AU must then report the assignment to CDE within 3 business days via the Assignment of an Educational Surrogate Parent form. An Educational Surrogate Parent (ESP) is a person assigned to represent a child with a disability in educational decision-making regarding the identification, evaluation, educational placement, and the provision of a free, appropriate public education (FAPE) for the child. The AU of attendance and each state-operated program must ensure that the rights of a child are protected when: no parent (as defined in Section 2.33 of these Rules) can be identified; the administrative unit of attendance or the state-operated program, after reasonable efforts, cannot locate a parent; the child is a ward of the State; or the child is an unaccompanied homeless child as defined in Section 22-1-102.5, C.R.S.

- Exceptional Students Services Unit's Educational Surrogate Parents Rules
- ESP Training and Manual
- Exceptional Students Services Unit's Educational Surrogate Parent - Assignment Information
- Educational Surrogate Parent (ESP) Guidance Memo, June 2018 (PDF)
- Educational Surrogate Parents – Impact of HB22 1038 – Right to Counsel for Youth

Schools of Choice

In the State of Colorado parents are provided the opportunity to choose what type of educational setting they believe is best for their child(ren). These opportunities include local district schools (including innovation and magnet schools), online and blended schools, charter schools, non-public schools, and home school.

Charter schools in the State of Colorado are chartered by either the Colorado Charter School Institute or the individual districts. Charters are required to follow the guidelines of the IDEA and ECEA. Federal and State funding for special education services in Charter Schools is the responsibility of the AU in which the Charter school is located. Cost formulas are district specific. The AU Comprehensive plan must address the manner in which funds and special education services are provided to the Charter School, this should align with what is in the approved charter contract, memorandum of understanding (MOU), and purchased service agreement.

- Colorado Department of Education Schools of Choice Unit

Colorado Special Education Advisory Committee (CSEAC)

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

Colorado Special Education Advisory Committee

Family Information and Resources

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

CDE Parent and Family Resources

Parents Encouraging Parents (PEP)

IEP Parent Training

PEAK Parent Center

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

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

PEAK Parent Center

PEAK Parent Center Events & Workshops

PEAK Parent Center Resources

The ARC of Colorado

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

The ARC of Colorado

Standard Eight: Budget and Resources

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

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

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

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

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

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

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

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

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

Funding Sources for Special Education

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

- IDEA Federal Part B (3-21)
- IDEA Federal Preschool (3-5)
- IDEA Federal Part C (0-3)
- ECEA Special Education
- General Education (state and local) revenue
- Preschool Program Cash Fund administered by the Colorado Department of Early Childhood (state funds for preschool grade level students)

CDE Special Education Finance

Reference the Special Education Fiscal Advisory Committee (SEFAC Legislative Reports)

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

CDE Special Education Finance

Narrative and Performance Reports/Fiscal Assurance/General Education Provisions Act (GEPA)

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

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

IDEA Part B Fiscal Resources

Maintenance of Effort (MOE)

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

Special Education Maintenance of Effort

Quick Reference Guide on IDEA Local Educational Agency Maintenance of Effort (PDF)

Private Schools - Proportionate Share

Each AU that has private schools within its boundaries must set aside a proportionate share of its federal funds to support/serve parentally placed students with disabilities who attend those private schools. This obligation begins at age 3 with preschool students. Share calculation may be found at the link below.

Guidance on Parentally Placed Private School (OSEP Guidance February 2022)

Non Public School List (State Guidance)

IDEA and Private Schools Q & A (Federal Guidance)

CDE Proportionate Share Procedures

Special Education Fiscal Advisory Committee (SEFAC)

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

Special Education Fiscal Advisory Committee

Appendix A

Additional Resource Links

Board of Cooperative Educational Services (BOCES)

Disability Law Colorado

National Association of State Directors of Special Education (NADSE) (membership required)

Office of Special Education Programs (OSEP)

OSEP Monthly Newsletter Updates

U.S. Office of Special Education and Rehabilitative Services (OSERS)

U.S. Dept. of Education's Individual with Disabilities Education Act website

Other Resources

Association for Supervision and Curriculum Development (ASCD) (membership required)

Colorado Association of School Boards (CASB) (membership required)

Colorado Association of School Executives (CASE) (membership required)

- Colorado Association of Educational Specialist (CAES) (membership required)

Council of Exceptional Children (CEC) (membership required)

CEC Council of Administrators of Special Education (CASE) (membership required)

Education Week (membership required)

LRP

McREL International

Midwest Regional Educational Service Center

Phi Delta Kappan (membership required)

WestEd