COLORADO
CHARTER SCHOOL INSTITUTE

Special Education Human Resources Handbook

Guide for CSI Schools

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Special Education Human Resource Handbook

There is a critical staff shortage across the nation in the area of Special Education and competition for quality staff among districts and Charters has increased exponentially. CSI schools are especially vulnerable as each authorized school is interpedently responsible for hiring and retaining quality staff. Leaders across CSI schools often request guidance from the Charter School Institute (CSI) in their efforts to recruit, develop, and retain qualified special education personnel. In response to this common request for support, this handbook was developed to provide foundational information every school leader should know to successfully staff and oversee special education personnel and programs. The handbook covers a variety of topics including, but not limited to, licensing requirements, sources for recruitment, the hiring process, performance evaluation, and tips for enhancing staff retention.

Special Education

The Institute operates as the administrative unit (AU) with authority for the provision of delivering services to exceptional students and legal compliance for students with disabilities and other exceptional students in its individual charter schools. Each authorized Charter School enters a contract to take direction from and work collaboratively with the Institute regarding the provision of these services. In addition, the school must develop and implement the special education Program Plan that is submitted to, and approved by, CSI at the inception of the school or as subsequently modified in accordance with CSI's policy for approving such modifications including, follow and implement the procedures laid out in the *CSI Special Education Manual**. Additionally, the school may not establish nor carry out any support services, policies or practices that conflict with the Program Plan or the *CSI Special Education Manual*.

Because the Institute remains responsible for compliance, the Institute's position shall control if a school and the Institute disagree as to the correct interpretation or application of a statute or regulation concerning the education of exceptional students. In instances where CSI takes on the responsibility for tasks that would otherwise be carried out by the Charter School, CSI may retain commensurate funds. Such circumstances are expected to be highly unusual. A written agreement specifying the services to be provided and their cost will be executed, which agreement shall constitute an amendment to the Charter Contract, at the time of any such unusual intervention. In the charter school contract with the Charter School Institute, each school agrees to comply with the Institute's Board policies and regulations and the requirements of federal and state law concerning exceptional children including but not limited to, the requirements of the Individuals with Disabilities Act (20 U.S.C. § 1401 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Exceptional Children's Educational

Act (C.R.S. § 22-20-101, et seq. "ECEA"), *Title III(A):* Title III(A) of the No Child Left Behind Act of 2001 (ELA) and the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.).

**CSI Special Education Manual means the monograph titled CSI Special Education Manual, published by CSI and made available to its charter schools, as it may be amended from time to time, or its replacement (Special Education Comprehensive Manual:)*

Special Education Funding

Although schools are responsible for hiring and funding personnel, the Institute does allocate state (ECEA) and federal (IDEA) special education funding to each Charter School in accordance with CSI's established practice—consistent with C.R.S. § 22-30.5-513.5 and other applicable law—including establishing a baseline allocation, deducting CSI's administrative costs, and dividing that number by the total number of eligible students. Federal (IDEA) funds are dispersed through a monthly RFF process and State (ECEA) funds are dispersed each fall. CSI allocates the following base amounts per special education student as reported from the previous year's December count: ECEA: $1,279 & IDEA: $1,671. As a rule, schools should budget $400 per student (all students) enrolled to fund a basic special education program. Note that CSI's allocation of IDEA/ECEA dollars will not cover all of a school's special education budget and that each CSI school should expect to use general education dollars to supplement to SPED budget which can be upwards of 30%-40%. See chart below for a budget example.

School Size: 500 Pupils Enrolled: SPED Pop. 50 (10%)
$600 pp Budget: $300,000

FTE	Position	Estimated Salary
1.0	Special Education Teacher	$75000
1.0	Speech Language Pathologist	$90,000
.5	School Psychologist	$50,000
.5	Occupational Therapist	$50,000
1.0	Spec. Ed. Assistant/Paraprofessional	$35,000
Total Salary Expenditures		$300,000
CSI Special Education Allocation		$200,000
Deficit		$100,000
*Districts typically spend 30%-40%		

Staffing

CSI is responsible for providing oversight of the schools' obligation for staffing highly qualified and appropriately certified related service providers, such as exceptional students' coordinators, nurses, counselors, psychologists, speech/language therapists, vision specialists, audiologists, interpreters, occupational and physical therapists, etc. These positions are staffed based on needs identified in student IEPs. Also, each charter school must employ a CDE licensed Special Education Coordinator. Each charter school must develop and consistently implement a process to ensure that all its special education employees and contracted personnel are appropriately credentialed and licensed. Hiring a therapist through a private agency does not negate the responsibility of the charter school to ensure that those individuals are properly qualified.

Service Provider Type	**Required**: contract is current & active	**Optional:** based on IEP (Must have on standby access i.e. contract agreements)
Special Education Teacher	X	
Speech Language Therapist	X	
School Psychologist	X	
School Nurse	X	
Occupational Therapist*		X*
Vision Specialist and O&M		X
Audiologist		X
Sign Language Interpreters		X
School Counselor**		X**
Physical Therapist		X
Teacher Assistants (Paras)***		X***
School Social Worker		X
Teacher of the Deaf		X

*For elementary Schools- Strongly recommended to have OT on current contract and High Schools may be optional
** Counselors are strongly recommended for schools and do not take the place of all the Psychologist role in SPED i.e. assessments
***Special Education paras do not need to hold a Special Education CDE provider license

Although charter schools may obtain state and district waivers for the licensure of regular education personnel, this is not the case for special education staff (contact CDE's Educator Licensing unit at educator.licensing@cde.state.co.us for questions about appropriate licensure and endorsements for special education teachers). Each CSI school must complete and send to CSI required HR information* validating the credentials. All special education staff including coordinators and related service providers must be hired upon the start of the 1st day of school, or by August 1st, whichever comes first. By April 1st of each year, schools must inform CSI if there are plans to change the system of which special education staff is hired, such as moving from an individual contractor system to contracting with a BOCES.

**All CSI schools are required to submit to CSI a list of all special education staff as well as all required HR information needed to complete State reports and submission. Any changes in staff must be sent to CSI using the Vacant Personnel Action Form https://www.surveymonkey.com/r/VPAP Special Education Special Service Providers must hold a current License and/or Endorsement in their area (IDEA & ECEA).*

Special Education Coordinators

The Special Education Coordinator of the Charter School is a required position, mandated as noted in the CSI School Contract (Section 7.16iii) and noted in the special education MOU by paragraph 2(a)(9), and shall attend to all school-level administrative, compliance, and programmatic tasks with regard to special education, and shall be primarily responsible for ensuring (1) that the special education program of the Charter School is effectively and lawfully carried out and (2) that the needs of students with disabilities and at risk for disabilities are met. The Special Education Coordinator is a qualified CDE Special Education Licensed individual who acts as the special education designee to the CSI special education director and regularly communicates reports to the CSI special education director. Currently, CSI has 4 Special Education coordinators assigned by region to CSI schools. In addition, many CSI schools have elected to employ an additional school level Special Education Coordinator or Student Services Coordinator, and these folks work closely with their assigned CSI coordinator.

Distinction between school-level Special Education/Student Services Coordinators and CSI Special Education Coordinators

In addition to the CSI Special Education Coordinator, many charter schools elect to employ a multi-purpose employee who may serve as special education provider as well as the building level Exceptional Students Services (ESS) Coordinator (or related title such as ES Team Leader, SPED Coordinator or Department Head, etc). Depending on the needs of a particular charter school, this individual may be responsible for overseeing the schools' special education, 504, GT, ELL and other programs. These individuals work in close communication with the CSI Special Education Coordinator to ensure that the school is in compliance with all Federal, State and CSI requirements for special education. A charter school may elect to employ a school level Coordinator, Team Leader or Department Head who also meets licensing and qualification requirements as a special education administrator. In some instances, these individuals may also serve as the Special Education Coordinator working directly with the CSI Director of Special Education.

PERFORMANCE EVALUATION

School administrators are familiar with the State Model Evaluation System for classroom teachers; however, most CSI schools have waivers from the State model and have created their own individualized teacher evaluation system. Often, these individualized systems are not easily applied to special education teachers and specialized service professionals. As a resource, CDE has comprehensive bank of evaluation rubrics for special education personnel and can be used to create a customized evaluation system:

http://www.cde.state.co.us/educatoreffectiveness

Links for specific providers:

- Rubric for audiologists
- Rubric for occupational therapists
- Rubric for physical therapists
- Rubric for school counselors
- Rubric for school nurses
- Rubric for school orientation and mobility specialists
- Rubric for school psychologists
- Rubric for school social workers
- Rubric for speech language pathologists
- Teacher Rubric

Special Education Staff to Student Ratio Recommendations

Please note that these guidelines are based on typical caseload representation by CSI Charter Schools and include extraneous time spent conducting IEP meetings, writing Plans, participating in RtI, progress monitoring, etc. Thus, it is important to not only align the FTE of staff with what is noted for hours on an IEP, but also note that in cases of smaller schools that do not reach the minimum caseload size as presented in the table below, you will need to allot time for the special education provider to participate in extraneous duties.

Position	Staff: Student Ratio	Description
Mild-Moderate Needs Teacher	1:20 Sped Ratio (Secondary)* 1:200 Gen Ed. Ratio 1:15 (Elementary)*	Compare ratio of moderate needs teachers to moderate needs students and also compare ratio of gen. ed students sped teachers due to RTI for example, students requiring <7.5 hours per week or spending >80% of their day in general education. Look at the number of hours on IEP to align with recommended Ratios. Allow time for paperwork, meetings, assessments, etc. Consideration of multiple roles and alignment with SPED funds i.e. 504, GT, RtI, MTSS, etc.
Speech Language Pathologist	1:40-50	Recommend 1:40, numbers can be adjusted upward to some degree if an SLP-A is also employed (do not double caseload) Compare to size of school and identified hours on IEP
School Psychologist/Counselor	1.0 FTE	1 mental health FTE per elementary school, 1.2 at MS, 1.8 at HS ***Consider- 1. Size of schools 2. Type of behavioral health model, family engagement (i.e. SW), identified needs on IEP***
CDE Licensed School Nurse	Contract as needed	Contract as needed per school with judgment based on size/need and delegation to Health Tech.
Health Tech	.5-1.0 FTE	Based on size/need of school and delegation by Nurse with a recommended minimum .5 FTE per School
OT/PT	1:40	If have COTA/PTA the numbers can be adjusted up/down
Early Childhood SpEd Teacher	1:30	1 licensed ECSE teacher for full day or 1AM and 1PM sections of preschool

EMPLOYMENT

Staff Recruitment and Retention Resources

CSI has resources to support schools with staff recruitment and retention that occur on many levels. The resources are summarized here:

Relay Graduate School of Education: CSI provides tuition support to current employees at CSI schools to participate in a Special Education Leadership program or Special Education teacher endorsement program. Relay offers an Inclusive Schools Leadership Academy through the Graduation School of Education program and an endorsement in Teaching Special Education. Interested CSI school staff can contact the CSI Special Education Director or CSI Student Services Director for more information on how to apply.

Mini Grants: CSI offers financial awards to support specific situations where a school is serving a high needs student that was unexpected or unplanned and there are budgetary constraints for the current year. The CSI Coordinators are the point contact for determining eligibility and applying for the award with the CSI Special Education director making the final approval. These are one-time awards that are funded specifically with special education dollars and must be used by the end of the fiscal year.

CSI School Budget Allocation: CSI schools must annually budget 1-3% for additional Special Education Emergency Set Aside Funds to prepare for unforeseen circumstances. All emergency funds used in the current year must be replenished for the following year's budget.

Temporary Educator Endorsement (TEE): The Colorado Department of Education Licensing Unit offers a process for non-CDE licensed special education providers to become employed as a service provider while enrolled in a university or approved education program. The TEE must be approved by the CSI Special Education director and interested individuals can contact the CSI Coordinator and/or Special Education Director for more information.

Teach Colorado Alternative teaching license: There are several alternative pathways and programs that allow providers to begin working directly with students in CSI schools. This resource aligns directly with the TEE process mentioned above.

Staffing Innovation and Strategies

Strategies to address current SPED Provider vacancies:

1. Temporarily reallocate staff to address student IEP needs.
    - Students must continue to be served in alignment with IEP, but the location of services may change i.e. para educator provides hours.
2. Assign staff flexibility.

- move part-time staff to full-time; reassign 1:1 paraeducators as possible

3. Consider temporarily hiring remote instructors or temporarily moving to remote instruction for all students, while continuing to provide in-person instruction for those students with IEPs that require in person instruction.

Service Delivery Options

Work with CSI special education director and/or coordinator to explore and brainstorm options:

1. Have other staff temporarily provide specially designed instruction.
2. Consider General education teachers and paraeducators support the delivery of specially designed instruction.
3. Consider SLP, OT, and PT assistants delivering instruction under the direction of the SPED Teacher.
4. Utilize Remote related service providers provide related services
5. Temporarily increase group sizes or combining groups for small group instruction.
6. Temporarily provide instruction in small groups for students that receive one-on-one instruction for portions of the day to conserve staff, when appropriate within the IEP and/or placement based on a student's skills and needs.
7. Determine if substitute teachers could be assigned to a school or classroom for a long-term sub position.
8. Review providers caseloads and potentially reassigning across staff
9. Evaluate the current practices of assigning and fading paraeducators based on individual student level data.

Strategic Planning

Consider:

1. Recruiting parents to train as paraeducators and substitute teachers.
2. Supporting paraeducators or other staff to gain the education, training, and credentials to be special education teachers or substitutes.
3. Supporting staff to enroll in a state approved program and meet the requirements for conditional certification while working towards endorsement completion (see TEE)
4. Creating a Memorandum of Understand (MOU) for staff retention in exchange for tuition assistance (see Relay Program).

5. Hosting job fairs and reducing job application barriers. Allow applicants to fill out applications at a job fair with support from staff and then interview immediately.
6. Consider alternative methods for compensation, offer hiring and retention bonuses, cash incentives for teachers and other staff, or to reduce barriers for staff (pay for praxis tests, study guides, fingerprinting, etc.).
7. Explore ways to increase the availability of qualified adults and personnel to support educators, students, and staff i.e. partner with institutions of higher education, community-based organizations, nonprofit organizations, and businesses to provide additional supports to educators and students

Employment Sites

Indeed: www.Indeed.com
Monster: www.Monster.com
Colorado Association of School Executives: www.co-case.org
Colorado League of Charter Schools: www.coloradoleague.org
Colorado Teachers to Teachers: www.Colorado.teachers-teachers.com
Colorado Teaching Jobs: www.teachingjobscolorado.com
American Speech-Language-Hearing Association (ASHA): https://www.asha.org/

Job Fairs

National Job Fair: http://www.teacherjobfairs.org/
Colorado State University: Career_Info@mail.colostate.edu
CASE: http://www.co-case.org/m/event_details.asp?id=1049250
University of Northern Colorado: http://www.unco.edu/career/employers/fairs-events.aspx
Peak to Peak: http://www.peaktopeak.org/pages/PeaktoPeakCS/Employment/Job_Fair
MESA University: http://www.coloradomesa.edu/career/students/fairs/teacher.html

Local & Private Contractors

Bri Masokfske & Rachel Toplis, Summit Psychology (Has other local Therapists to contract)
rtoplis@summitpac.net bmakofske@summitpac.net
719 235 7104 719 641 3748

Andrea Gillem (Speech, OT, Psych)
Phone: 719-648-8173
Fax: 888-847-2035
Mail: P.O. Box 49606, Colorado Springs, CO 80949
Email: agillem@speechtherapycoloradosprings.com

CSDB: Outreach Services

Colorado Center for Hearing, Speech and Language Info@chsl.org http://www.chsl.org
Denver (303) 322-1871 Colorado Springs, CO (719) 597-3390

***Neuro Connection Inc*;** Colorado Springs, (Assessments only)
Phone: (719) 575-0357 neuroconnection@earthlink.net

Emerge Autism Center, Denver 303-322-9000 info@emergeprofessionals.com

Autism Speaks https://www.autismspeaks.org/resource-guide/state/CO (888) 288-4762

National Private Companies

Nikki Kundert. Presence Learning (ONLINE Therapy)
www.PresenceLearning.com
(415) 903-5402
Zen Ali ATX Learning
Phone: 800-846-5120 Direct: 323-767-8911
www.zen@atxlearning.com

Joanne Dean, TinyEYE Therapy Services
www.TinyEYE.com
Phone: 1-877-846-9393

Alex Ferguson, 360 Therapy
www..360dtherapy.com | www.360bilingualspeech.com
Ph: 408-689-2780 | Fax: 408-624-9355

Tracey Lewallen Soliant Health
Local: (678) 837-1252 Fax: (866) 386-9425
www.tracey.lewallen@soliant.com www.soliant.com

Amanda Klassen |*DELTA*
800) 521-5060 x4492 | (214) 442-4492 (direct)
(267) 350-9175 (fax) | (469) 401-4059 (cell)
www.DeltaHealthcareProviders.com

Vivian Torres, Accountable Health Care Business Development Manager
Office: 888.853.0979 Direct: 469-310-3370

Hannah Carlberg | **School Team Manager** CareerStaff Unlimited | A Genesis HealthCare Company 253-203-9990 | www.Hannah.Carlberg@CareerStaff.com www.careerstaff.com

David Medeiros, Therapy Travelers
562-453-3892

William Zajac, Sunbelt Staffing
Mobile: (610) 804-8168 Local: (813) 261-2250
www.william.zajac@sunbeltstaffing.com www.sunbeltstaffing.com

Nora Breskin Mediscan
Tell:(877) 630 - 2044 x 23109 Fax:(818) 401- 2123
www.mediscan.net/.com

Tom Gradowski Vice President of Related Services
direct { 484 } 674 7562 { 484 } 320 8600 Ext. 717 cell { 610 } 636 2252
www.humanus.com

Job Descriptions and Personnel Qualifications

A comprehensive list of personnel qualifications required for CDE licensure can be found at: www.cde.state.co.us/cdeprof/endorsementrequirements

Early Childhood Special Education Teacher

Job Description

DEPARTMENT: _____
REPORTS TO: _____

JOB SUMMARY

The Early Childhood Special Education (ECSE) Teacher is responsible for the provision of evidence based instructional practices and supports for young children with special needs. In addition, the ESCE is responsible for screening/assessment, IEP development, and progress monitoring; The ECSE teacher works closely with parents by providing parent education and support, linkages with community resources and case management. The ECSE teacher supervises and supports paraprofessionals and works with an inter-disciplinary team-providing curriculum-embedded educational services for children with disabilities within inclusive preschool classrooms.

EXPERIENCE

- Prefer prior experience as a special education teacher providing instruction in an early childhood setting

EDUCATION AND LICENSURE

- Holds a CDE-issued Early Childhood Special Education or Early Childhood Special Education Specialist License

ESSENTIAL DUTIES AND ROLE-SPECIFIC RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Provide classroom instruction within an inclusive preschool setting as well as specialized individual and group instruction to students with a range of developmental, vison, hearing, physical, communicative, social and/or behavioral challenges
- Employs various research-based teaching techniques, methods and principles of learning to enable students to meet their IEP goals.
- Administer and interpret a variety of standardized and non-standardized academic assessments to assist with special education and 504 eligibility determinations according to Charter School Institute, Federal, and State regulations and procedures
- Assist team members in developing and implementing IEPs as appropriate
- Assist with the implementation and monitoring of behavior intervention plans
- Observe students in classroom and unstructured settings as needed to conduct evaluations, monitor student interventions and to provide staff consultation

- Provide consultation to early childhood teachers regarding classroom adaptions, instructional modifications, assistive technology, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities
- Direct the services of paraprofessionals and coach them to implement classroom adaptations, behavior plans and instructional services as per IEPs

ADDITIONAL RESPONSBILITIES

- Manage caseload of students with IEPs by tracking and following all IEP timelines, sending parents notices of meetings and securing consents, setting IEP meeting dates with all team members
- Complete assessments, evaluation reports, behavior plans and progress reports within expected timelines
- Establish and maintain student control and discipline in the classroom, school premises or during school activities
- Employ and implement a classroom structure and consistency to foster student development,
- Collaborate and consult with educational professionals and parents regarding the needs of students
- Maintain direct service logs for all students on caseload
- Serve as the Special Education Director Designee for IEP meetings when requested
- Enter all academic assessment, progress monitoring data, evaluation reports, behavior plans, and other relevant information into the school's electronic IEP/504 system as appropriate

KNOWLEDGE, SKILLS & ABILITIES

- Familiarity with Federal, State and CSI guidelines for special education and 504
- Expertise with a wide range of standardized and informal assessment procedures including progress monitoring tools
- Expertise with research-based early childhood instructional programs and strategies
- Knowledge of research-based academic and behavioral interventions
- Ability to effectively communicate effectively in oral and written form
- Ability to work effectively and cooperatively with team members

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand, walk; climb stairs, sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee may be asked to intervene with students. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations

may be made to enable individuals with disabilities to perform the essential functions. The work environment is a school setting. The noise level in the work environment is usually moderate.

NOTE
This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Special Education Generalist

Job Description

DEPARTMENT: _____
REPORTS TO: _____

JOB SUMMARY
The Licensed Special Education Teacher develops and provides specialized instruction to meet the unique needs of students with disabilities; Evaluates and assesses student progress against instructional objectives; follows State mandated due process procedures and functions as IEP Manager to assigned students.

EXPERIENCE

- Prefer prior experience as a special education teacher in a K-12 public school setting

EDUCATION AND LICENSURE

- Requires completion of an approved program for the preparation of special education generalists from a regionally accredited college or university or 24 hours as determine by the CDE
- Requires passing scores on both **Elementary Education** (PLACE 01 **or** Praxis #5018 **or** Praxis #5001 with passing scores on all subtests) **and Special Education Generalist** (PLACE 20 **or** Praxis #5354 content exams
- Holds a CDE-issued Special Education Generalist or Special Education Specialist license

ESSENTIAL DUTIES AND ROLE-SPECIFIC RESPONSIBILITIES
Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Provide specialized individual and group instruction to students with a range of academic, vison, hearing, physical, communicative, social, emotional and/or behavioral challenges
- Employs various research-based teaching techniques, methods and principles of learning to enable students to meet their IEP goals.

- Administer and interpret a variety of standardized and non-standardized academic assessments to assist with special education and 504 eligibility determinations according to Charter School Institute, Federal, and State regulations and procedures
- Assist team members in developing and implementing IEPs as appropriate
- Assist with conducting functional behavior assessments and developing behavior intervention plans with the assistance other team members
- Assist with the implementation and monitoring of behavior intervention plans
- Observe students in classroom and unstructured settings as needed to conduct evaluations, monitor student interventions and to provide staff consultation
- Provide consultation to classroom teachers regarding classroom adaptions, instructional modifications, assistive technology, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities
- Participate in the school's MTSS/RtI processes to design, implement, and monitor student response to research-based interventions for targeted academic, social, emotional and behavioral needs
- Direct the services of educational assistants and coach them to implement accommodations, behavior plans and instructional services as per IEPs
- Implement a comprehensive transition program that includes instruction in transition skills, ongoing assessment and meaningful transition activities for secondary students
- Coordinate community agencies and resources to assist in meeting transition goals of secondary students

ADDITIONAL RESPONSBILITIES

- Manage caseload of students with IEPs by tracking and following all IEP timelines, sending parents notices of meetings and securing consents, setting IEP meeting dates with all team members
- Complete assessments, evaluation reports, behavior plans and progress reports within expected timelines
- Establish and maintain student control and discipline in the classroom, school premises or during school activities
- Employ and implement a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures
- Collaborate and consult with educational professionals and community service providers (i.e., social services, public health, medical providers etc.) regarding the needs of students
- Maintain direct service logs for all students on caseload
- Thoroughly review student records including, but not limited to, prior IEPs, evaluations, achievement data, discipline, and attendance to assist with development of IEPs, choose evaluation tools, and assist with manifestation determination reviews
- Serve as the Special Education Director Designee for IEP meetings when requested
- Enter all academic assessment, achievement, progress monitoring data, evaluation reports, behavior plans, and other relevant information into the school's electronic IEP/504 system as appropriate

KNOWLEDGE, SKILLS & ABILITIES

- Familiarity with Federal, State and CSI guidelines for special education and 504
- Expertise with a wide range of standardized and informal assessment procedures including progress monitoring tools
- Expertise with research-based instructional programs and strategies in the areas of literacy and math
- Knowledge of research-based academic and behavioral interventions
- Ability to effectively communicate effectively in oral and written form
- Ability to work effectively and cooperatively with team members

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand, walk; climb stairs, sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee may be asked to intervene with students with behavioral challenges. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The work environment is a school setting. The noise level in the work environment is usually moderate.

NOTE

This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

School Psychologist

Job Description

DEPARTMENT: _____
REPORTS TO: _____

JOB SUMMARY
The school psychologist provides a comprehensive array of assessment, consultation and school mental health services as specified by the school administrator. As a member of the IEP team, the school psychologist assists with eligibility determinations, along with IEP development, monitoring and implementation.

EXPERIENCE

- Minimum of completion of an internship consisting of a full-time experience over one year, or half-time over two years with minimum of 1200 clock hours, of which 600 must be in a school setting

EDUCATION AND LICENSURE

- Successful completion of an approved specialist-level program with a minimum of 60 graduate semester hours or a doctoral program for the preparation of school psychologists, serving children/students ages birth-21 at an accepted institution of higher education
- Holds a CDE-issued Special Services License as a 0-21 School Psychologist

ESSENTIAL DUTIES AND ROLE-SPECIFIC RESPONSIBILITIES
Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Provide direct individual and group counseling services to students with academic, social, emotional and/or behavioral challenges
- Administer and interpret a variety of standardized and informal cognitive, social/emotional, behavioral, academic, adaptive and other assessments to assist with special education and 504 eligibility determinations according to Charter School Institute, Federal, and State regulations and procedures
- Assist team members in developing and implementing IEPs and 504 plans as appropriate
- Conduct functional behavior assessments and develop behavior intervention plans with the assistance other team members, including parents, teachers and students
- Assist with the implementation and monitoring of behavior intervention plans
- Observe students in classroom and unstructured settings as needed to conduct evaluations, monitor student interventions and to provide staff consultation
- Provide consultation to parents, teachers, school administrators and other school personnel to promote positive student academic, social, emotional and behavioral outcomes

- Lead or assist other school mental health professionals in providing student crisis intervention services including threat assessments, counseling, and referrals to appropriate community agencies
- Participate in the school's MTSS/RtI processes to design, implement, and monitor student response to research-based interventions for targeted academic, social, emotional and behavioral needs
- Provide classroom health topic presentations as requested

ADDITIONAL RESPONSBILITIES

- Complete assessments, evaluation reports, behavior plans and progress reports within expected timelines
- Maintain direct service logs for all students receiving school psychological interventions
- Thoroughly review student records including, but not limited to, prior IEPs, evaluations, achievement data, discipline, and attendance to assist with development of IEPs, choose evaluation tools, and conduct manifestation determination reviews
- Provide, when requested, topical presentations to staff, parents, and classrooms to promote effective student social, emotional, behavioral and academic outcomes
- Serve as the Special Education Director Designee for IEP meetings when requested
- Enter all psychological assessment and progress monitoring data, evaluation reports, behavior plans, and other relevant information into the school's electronic IEP/504 system as appropriate

KNOWLEDGE, SKILLS & ABILITIES

- Familiarity with Federal, State and CSI guidelines for special education and 504
- Expertise with a wide range of standardized and informal assessment procedures including progress monitoring tools
- Ability to provide a continuum of mental health services including prevention and intervention strategies
- Familiarity with, and ability to access, a variety of community resources and agencies
- Knowledge of research-based academic and behavioral interventions
- Ability to effectively communicate effectively in oral and written form
- Ability to work effectively and cooperatively with team members

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand, walk; climb stairs, sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee may be asked to intervene with students with behavioral challenges. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The work environment is a school setting. The noise level in the work environment is usually moderate.

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Physical Therapist

Job Description

DEPARTMENT: _____
REPORTS TO: _____

JOB SUMMARY

Using their unique expertise in movement and function, PTs ensure a free and appropriate education for students with disabilities to prepare them for further education, employment, and independent living. The school-based PT promotes motor development and the student's participation in everyday routines and activities that are a part of his or her program. The PT designs and performs therapeutic interventions, including compensation, remediation and prevention strategies and adaptations, focusing on functional mobility and safe, efficient access and participation in educational activities and routines in natural learning environments.

EXPERIENCE

- Some experience delivering physical therapy services within a school setting is preferred

EDUCATION AND LICENSURE

- Bachelor's degree or higher from an accepted institution of higher education
- Holds a valid physical therapist license issued by the Colorado Department of Regulatory Agencies (DORA)
- Holds a CDE-issued Special Services License as a Physical Therapist

ESSENTIAL DUTIES AND ROLE-SPECIFIC RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Provide direct individual and group therapy services to students with physical therapy needs
- Develop and implement IEPs and 504 plans for students with functional mobility deficits
- Assess, screen, and evaluate students and effectively share results with parents and educational staff, and participate in eligibility determinations according to Charter School Institute, APTA, State, and Federal regulations and guidelines
- Collaboratively with students' IEP teams, examine and evaluate eligible students' strengths and needs to establish their ability to participate in meaningful school activities and routines with or without assistance

- Maintain ongoing assessment to verify progress toward meeting IEP goals
- Educate and consult with school personnel and families to promote inclusion of students within the educational setting by developing, demonstrating, training, and monitoring the effectiveness of strategies and intervention activities, and subsequently using gathered data to make program modification decisions. This includes the use of assistive technology for access and participation in the general education curriculum;
- Participate in the school's MTSS/RtI meetings to design, implement, and monitor student response to research-based interventions for targeted functional mobility deficits
- Participates in the evaluation and selection of accommodations and adaptive equipment to ensure reasonable access to the general education environment for students to with functional mobility deficits
- Direct and supervise the work and service delivery of a physical therapist assistant when appropriate

ADDITIONAL RESPONSBILITIES

- Complete assessments, evaluation reports, and progress reports within expected timelines
- Schedule direct student services according with regard to the needs of students, school, and faculty
- Maintain service logs and progress notes for all students receiving physical therapy interventions
- Observe students in classroom and unstructured settings as needed to conduct evaluations, monitor student interventions and to provide teacher consultation
- Enter all physical therapy assessment and progress monitoring data, evaluation reports, and other relevant information into the school's electronic IEP/504 system as appropriate

KNOWLEDGE, SKILLS & ABILITIES

- Familiarity with Federal, State and CSI guidelines for special education
- Expertise with a wide range of standardized and informal assessment procedures to evaluate fine motor, sensory motor, visual motor, visual perception and self-care deficits
- Knowledge of research-based occupational therapy interventions
- Ability to effectively plan for, and efficiently deliver, all physical therapy services as required
- Ability to effectively communicate effectively in oral and written form
- Ability to work effectively and cooperatively with team members
- Ability to use a variety of approaches and materials to address IEP goals that are compatible with students' ages, interests, and abilities

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand, walk, climb stairs, sit; reach with hands and arms, use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stoop, kneel, crouch or crawl. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT

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Occupational Therapist

Job Description

DEPARTMENT: _____
REPORTS TO: _____

JOB SUMMARY
The occupational therapist works on the acquisition of/or compensations for deficits in fine motor skills, sensory motor skills, visual motor and visual perceptual skills, and self-care skills. More specifically, occupational therapists work with students on foundation skills needed for school participation through task analysis, individually selected motor activities, and consultation with team members to modify the environment, the instructional methodology, or to support student achievement on a particular classroom/vocational project.

EXPERIENCE

- Some experience delivering occupational therapy services within a school setting is preferred

EDUCATION AND LICENSURE

- Master's degree or higher from an accepted institution of higher education
- Holds a valid occupational therapy license issued by the Colorado Department of Regulatory Agencies (DORA)
- Holds a CDE-issued Special Services License as an Occupational Therapist

ESSENTIAL DUTIES AND ROLE-SPECIFIC RESPONSIBILITIES
Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Provide direct individual and group therapy services to students with occupational therapy needs
- Develop and implement IEPs and 504 plans for students with fine motor skills, sensory motor skills, visual motor and visual perception, and self-care skills deficits
- Assess, screen, and evaluate students and effectively share results with parents and educational staff, and participate in eligibility determinations according to Charter School Institute, AOTA, State, and Federal regulations and guidelines

- Maintain ongoing assessment to verify progress toward meeting IEP goals
- Provide consultation to parents and teachers to improve students' occupational therapy outcomes
- Participate in the school's MTSS/RtI meetings to design, implement, and monitor student response to research-based interventions for targeted fine motor, sensory motor, visual motor, visual perception and self-care deficits
- Participates in the evaluation and selection of accommodations and adaptive equipment to ensure access to the general education environment for students to with fine motor, sensory motor, visual motor, visual perception and self-care deficits
- Direct and supervise the work and service delivery of an occupational therapist assistant when appropriate

ADDITIONAL RESPONSBILITIES

- Complete assessments, evaluation reports, and progress reports within expected timelines
- Schedule direct student services according to the needs of students, school, and faculty
- Maintain service logs and progress notes for all students receiving occupational therapy interventions
- Observe students in classroom and unstructured settings as needed to conduct evaluations, monitor student interventions and to provide teacher consultation
- Enter all occupational therapy assessment and progress monitoring data, evaluation reports, and other relevant information into the school's electronic IEP/504 system as appropriate

KNOWLEDGE, SKILLS & ABILITIES

- Familiarity with Federal, State and CSI guidelines for special education
- Expertise with a wide range of standardized and informal assessment procedures to evaluate fine motor, sensory motor, visual motor, visual perception and self-care deficits
- Knowledge of research-based occupational therapy interventions
- Ability to effectively plan for, and efficiently deliver, all occupational therapy services as required
- Ability to effectively communicate effectively in oral and written form
- Ability to work effectively and cooperatively with team members
- Ability to use a variety of approaches and materials to address IEP goals that are compatible with students' ages, interests, and abilities

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable

accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand, walk, climb stairs, sit; reach with hands and arms, use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stoop, kneel, crouch or crawl. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT

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School Nurse

Job Description

DEPARTMENT: _____
REPORTS TO: _____

JOB SUMMARY
The School Nurse supports the school staff/faculty in assessing the health needs of students; developing emergency care plans and individual health plans. Complying with the laws relating to student health, including parental and guardian consent; providing appropriate care of ill, medically fragile and/or injured students; providing health information and serving as a resource to parents, teachers, staff, and administrators; and identifying health problems for referral for proper treatment.

EXPERIENCE

- Some experience delivering nursing services within a school setting is preferred

EDUCATION AND LICENSURE

- Associate's degree or higher in nursing from an accepted institution of higher education
- Must hold an RN license to practice professional nursing in Colorado pursuant to the provisions of the Colorado Nurse Practice Act (DORA) or hold a valid multi-state license and be able to practice in Colorado pursuant to the nurse licensing compact
- Holds a CDE-issued Special Services License as a School Nurse
- **Important Note:** Registered nurses must maintain an active DORA license to practice nursing in Colorado in addition to the CDE-issued special services license/school nurse. Those holding multi-state licenses issued by another state must apply for a Colorado DORA-issued RN license within 60 days, as per the Nurse License Compact.

ESSENTIAL DUTIES AND ROLE-SPECIFIC RESPONSIBILITIES
Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Develop student healthcare plans based on collaboration with parents and family healthcare professionals

- Develop and implement IEPs and 504 plans for students with functional mobility deficits
- Assess, screen, and evaluate students' healthcare needs and effectively share results with parents and educational staff, and participate in eligibility determinations according to Charter School Institute, NASN, State, and Federal regulations and guidelines
- Collaboratively with students' IEP teams, examine and evaluate eligible students' strengths and needs to establish their ability to participate in meaningful school activities and routines with or without assistance
- Educate and consult with school personnel and families to promote inclusion of students within the educational setting by developing, demonstrating, and training school personnel such as
- Monitoring immunizations and managing communicable diseases and infection control measures
- Overseeing medication administration, health care procedures, and the development of healthcare plans
- Oversee vision and hearing screening procedures
- Making decisions related to the delegation of healthcare tasks as directed by state laws and professional practice guidance
- Assist families in locating community medical care

ADDITIONAL RESPONSBILITIES

- Complete evaluation reports within expected timelines
- Maintain medical service and medication administration logs and progress notes for all students receiving medical care
- Enter all vision and hearing screening data along with health history information into the school's electronic IEP/504 system as appropriate

KNOWLEDGE, SKILLS & ABILITIES

- Familiarity with Federal, State and CSI guidelines for special education
- Ability to effectively plan for, and efficiently deliver, all medical and health services as required
- Ability to effectively communicate effectively in oral and written form
- Ability to work effectively and cooperatively with team members

PHYSICAL DEMANDS

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WORK ENVIRONMENT
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Speech Language Pathologist

Job Description

DEPARTMENT: _____
REPORTS TO: _____

JOB SUMMARY
The speech-language pathologist promotes and improves student educational success by assessing, evaluating and treating persons with speech, language, voice and fluency disorders through direct therapy and
informational/consultative services for students, teachers, parents and other staff.

EXPERIENCE

- Some experience delivering speech-language therapeutic services within a school setting is preferred

EDUCATION AND LICENSURE

- Successful completion of master's degree or higher in communication disorders or speech-language pathology from an accepted institution of higher education
- Holds a CDE-issued Special Services License as a Speech Language Pathologist

ESSENTIAL DUTIES AND ROLE-SPECIFIC RESPONSIBILITIES
Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Provide direct individual and group therapy services to students with speech and language needs
- Provide whole-class language lessons for preschool and kindergarten classes when appropriate
- Develop and implement IEPs for students with speech and language impairments
- Assess, screen, and evaluate students and effectively share results with parents and educational staff, and participate in eligibility determinations according to Charter School Institute, ASHA, State, and Federal regulations and guidelines
- Assist the IEP team in determining appropriate assistive technology, software and devices, to allow reasonable access to instruction and the general education environment
- Provide consultation to parents and teachers to improve students' speech-language outcomes
- Participate in the school's MTSS/RtI meetings to design, implement, and monitor student response to research-based interventions for targeted speech-language needs

ADDITIONAL RESPONSBILITIES

- Complete assessments, evaluation reports, and progress reports within expected timelines
- Schedule direct student services according with regard to the needs of students, school, and faculty
- Maintain ongoing assessment to verify progress toward meeting IEP goals
- Maintain service logs and progress notes for all students receiving speech and language interventions
- Observe students in classroom and unstructured settings as needed to conduct evaluations, monitor student interventions and to provide teacher consultation
- Serve as the Special Education Director Designee for IEP meetings for students eligible for speech language only services when necessary
- Enter all speech and language assessment and progress monitoring data, evaluation reports, behavior plans, and other relevant information into the school's electronic IEP/504 system as appropriate

KNOWLEDGE, SKILLS & ABILITIES

- Familiarity with Federal, State and CSI guidelines for special education
- Expertise with a wide range of standardized and informal assessment procedures to evaluate speech and language skills
- Knowledge of research-based speech-language interventions
- Ability to effectively plan for, and efficiently deliver, all speech-language services as required
- Ability to effectively communicate effectively in oral and written form
- Ability to work effectively and cooperatively with team members
- Ability to use a variety of approaches and materials to address IEP goals that are compatible with students' ages, interests, and abilities

PHYSICAL DEMANDS

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WORK ENVIRONMENT

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INTERVIEW QUESTIONS

The following are samples of interview questions that schools can use to help facilitate meaningful interviews.

Special Education Teacher

1. Why did you choose a career in special education?
2. What is your philosophy of special education?
3. Describe your knowledge of the IEP process in Colorado?
4. What computerized IEP programs are you familiar with? Alpine, SEAS, Enrich, etc.
5. How do you manage a caseload and ensure you meet service hours?
6. What types of disabilities have you worked with? What do you feel are the biggest challenges in teaching students with special needs?
7. What is your experience in working with students with emotional disabilities? What are you views on how discipline issues should be handled for students with disabilities?
8. What is the role of MTSS/RTI? Do you see yourself as part of the MTSS/RTI team? If so, what would your contributions be to the team?
9. Tell us about how you have worked with a team.
10. Please explain to us the evaluation process and what you believe should be included in an evaluation report.
11. What diagnostic assessments have you administered and interpreted for initial and triennial IEPs?
12. In what type of special education environment are you most comfortable serving students?
13. Do you have experience in an inclusive environment? Would you please explain how you see special education teachers and general education teachers working together in an inclusive environment? What is the role of a special education teacher? What is the general education teacher's role?
14. Have you participated in an IEP meeting? Describe your role in IEP meetings? Have you written an IEP?
15. For high school – Have you written a Transition IEP? What is the difference between a transition IEP and an IEP for students in elementary and middle school?

School Psychologist

1. What is the role of a school psychologist? Describe your experiences as a school psychologist.
2. With which grade levels are you most comfortable working?
3. What is your area of expertise?
4. Describe your knowledge of the IEP process in Colorado?
5. What computerized IEP programs are you familiar with? Alpine, SEAS, Enrich, etc.
6. What are your experiences with RTI and how do you see your role within the MTSS/RTI process?
7. What assessments have you administered and are comfortable with?
8. What are your views on Curriculum Based Measurements vs. formal standardized assessments in determining eligibility and services?
9. What information is important in an evaluation report?
10. What factors do you consider when assessing eligibility for special education?
11. What is your role in the IEP process?
12. Tell us about a difficult IEP meeting you have experienced.
13. Share an experience when you have delivered difficult information to a parent.
14. What is your experience in working with students with social/emotional/behavioral concerns?
15. What is your experience with FBA/BIP?
16. Have you had experience in determining eligibility of students with Autism? What is your role in this process? What assessments have you used to assist in identification?
17. What experience have you had with students from culturally diverse backgrounds?
18. Our schools have seen an increase in students with more intensive needs both academically and behaviorally. How do you view your role as a consultant with teachers in light of these increased needs?

Teacher of the Deaf/Hard of Hearing

1. What is your most proficient language in sign? How would you rate yourself as a signer?
2. What is your philosophy on educating children with hearing loss?
3. Describe your knowledge of the IEP process in Colorado?
4. What computerized IEP programs are you familiar with? Alpine, SEAS, Enrich, etc.
5. How do you manage a caseload and ensure you meet service hours?
6. How would you assess a newly referred student? Please explain the referral assessment process.
7. What is your understanding of English as a 2nd language for reading and writing?
8. What do you know about hearing aids and FM systems?
9. What is the role of the DHH teacher to support the student's use of amplification in the school?
10. What is the role of the classroom teacher to support the student's use of amplification in their classroom?
11. What are the eligibility criteria for a student to qualify as a student with a hearing impairment? How would you assess eligibility?
12. What knowledge do you have about different cultures?
13. What is your experience as it relates to teaching reading?
14. Describe the strategies you would use to work with a classroom teacher who is uncomfortable having a hearing-impaired student included in her class.
15. How would you educate personnel around a child with hearing loss?
16. How do you develop a relationship with parents?
17. List some characteristics of successful teaming.

Speech/Language Pathologist

1. Describe your experience working with school-age children.
2. Describe your knowledge of the IEP process in Colorado?
3. What computerized IEP programs are you familiar with? Alpine, SEAS, Enrich, etc.
4. How do you manage a caseload and ensure you meet service hours?
5. What assessments are you experienced in administering?
6. Describe how you would conduct a language assessment, and articulation assessment, and/or an assessment for a student who is unable to complete a standardized assessment.
7. What is your role in assessment for Autism eligibility?
8. What are some formal assessments tools you have used to evaluate students with intellectual disabilities?
9. How would you assess a non-native English speaker?
10. What information would you include in an evaluation report?
11. What training and/or experience have you had in Autism? What strategies would you promote?
12. What communication disorders do you have experience working with?
13. How would you work with school-age stuttering?
14. How do you determine whether it is more appropriate to pullout or push-in when providing services?
15. How do academic standards apply to your role as an SLP?
16. Do you believe speech/language disorders impact other areas of learning? Which areas and what is the impact?
17. How do you see your role in working with both special education and general education staff? Would you provide an example of working collaboratively with other staff?
18. What is your familiarity with assistive technology? Have you worked with augmentative communication devices? If so, please explain.

Occupational Therapist

1. Related to this position, what are the key licenses and experiences you have?
2. What is the role of an OT in a school environment? How does that differ from a medical setting?
3. How do you see an OT fitting into the MTSS/RTI process?
4. Describe your knowledge of the IEP process in Colorado?
5. What computerized IEP programs are you familiar with? Alpine, SEAS, Enrich, etc.
6. How do you manage a caseload and ensure you meet service hours?
7. When is it important for a teacher to refer a student for an OT evaluation?
8. Describe your experience with conducting OT assessments for preschool students through high school students.
9. How do you define your role in the IEP process?
10. How do you manage a large caseload and ensure you meet IEP service hours?
11. What service delivery models do you feel most comfortable with?
12. Have you provided co-teaching in the general education classroom? With SLPs or School Psychologists?
13. What is your knowledge and/or experience working with students with Autism and other significant needs?
14. Describe your knowledge and experience with assistive technology for students with OT needs.
15. What can you tell us about students with sensory issues and approaches to support them?
16. How do you monitor a student's progress toward their OT goals?
17. How do you determine when a student no longer needs occupational therapy? What is the process for ending services that are identified on the IEP?
18. Describe an experience where you have modified equipment for student use.
19. Describe the role of an OT with secondary students and transition?

Audiologist

1. Describe your experience working as an audiologist in a school setting.
2. Describe your knowledge of the IEP process in Colorado?
3. What computerized IEP programs are you familiar with? Alpine, SEAS, Enrich, etc.
4. How do you manage a caseload and ensure you meet service hours?
5. What strategies and tools do you think are effective in communicating the educational impact of hearing loss?
6. Explain your role in determining if a student would qualify for an IEP as a student with a hearing impairment.
7. What is your experience with OAE's?
8. Describe your experience and/or background with Central Auditory Processing assessment.
9. What do you view as your role in providing audiology services to a student? Identified as Deaf or Hard of Hearing?
10. Describe your knowledge and/or experience with FM technology. Where might you find resources for such equipment for the students you serve?
11. Describe how you would support the Teachers of the Deaf? District nurses?
12. What is your experience with developing IEPs and determining eligibility?
13. What is your experience with cochlear implants? How would you work with teachers to help them understand the impact of a cochlear implant?
14. How do you remain current in your field?
15. What support would you need to be successful?

Physical Therapist

1. Related to this position, what are the key licenses and experiences you have had?
2. How do you think school-based PT services differ from medical-based outpatient services?
3. Describe your knowledge of the IEP process in Colorado?
4. What computerized IEP programs are you familiar with? Alpine, SEAS, Enrich, etc.
5. How do you manage a caseload and ensure you meet service hours?
6. What is the PT's role in the MTSS/RTI process?
7. How do you determine if a student requires the services of a physical therapist?
8. What assessments do you conduct in a school-based setting to determine eligibility for services and student needs?
9. What information do you see as essential in the evaluation report for a student?
10. How do you define your role in a collaborative process with general and special education teachers, as well as other related service providers?
11. What experiences have you had working with students with significant needs?
12. How do you determine if a child should receive services in a push-in or pullout setting?
13. What process do you use to document services and monitor progress?
14. What differences and similarities do you see between the role of a PT and an OT in a school setting?
15. When/how do you determine if a student needs ESY services?
16. Describe experiences you have had in modifying equipment for students in physical therapy.
17. What process is involved in determining that a student no longer needs physical therapy?

Deaf/Hard of Hearing Educational Interpreter

1. Describe your schooling, experience with ids (educationally and other) and interpreting experience.

2. When was the last time you were an interpreter in a classroom?

3. In what type of sign are you proficient? How would you rate your sign language interpretation skills?

4. What were the results of your interpreter assessment?

5. In a situation where you know the student does not understand the vocabulary, what would you do? What would you initially have done to introduce new vocabulary?

6. If you notice that the student is lost with the reading assignment. What would you do?

7. If you were working with a student that refuses to participate, what would you do?

8. How would you develop relationships with building level teachers?

9. How do you view your role vs. the teacher of the deaf role? How would you coordinate your efforts?

10. Interpreting Scenarios:
    a. Today we will talk about the Hopi Indians. Here, I have a picture of three Indians. _____Stop banging!! Thank you. Which one is the woman? She is called a squaw. She is riding the horse bareback.
    b. Today is review day. Let's go over the three branches of government. First, there is the Judicial Branch. Next, we have the Executive Branch and finally, there is the Legislative Branch of the government. Now which one makes the law? Great job!!
    c. Look for finger spelling, numbers, vocabulary, expression, clarity of interpretation, interpretation of conceptual definition, etc.

School Nurse

1. Please discuss your nursing and school nursing background and experience.

2. What licenses. Certifications and credentials do you currently hold that would support your role as a school nurse?

3. Are you familiar with Colorado school policies on health issues?

4. What do you believe is the prime function of a school nurse?

5. Do you have experience in conducting vision and hearing assessments? How would you conduct an assessment in these areas for a small child or a child with significant disabilities?

6. What experience do you have in working with students with special needs?

7. Have you conducted a health assessment on a child? What information should be included in a health assessment?

8. What is the difference between a health plan, a Section 504 Plan and an IEP?

9. What should be included in a health plan for a student? What information should be included in a Section 504 Plan or an IEP?

10. Describe an assessment for a student with hypoglycemia, asthma, and anaphylaxis.

11. What experience have you had with electronic health records? What programs have you used?

SPECIAL EDUCATION EDUCATIONAL ASSISTANT

1. Why do you want to be a teacher's aide in a special education classroom?

2. What are the responsibilities of a teacher's aide in special education?

3. What is the role of a teacher's aide in the classroom?

4. What would be your reaction if you observed a teacher performing unfair or inappropriate acts?

5. What challenges would you expect in a special education classroom and how would you handle them?

6. How would you define teamwork in this role?

7. How would you handle a student who refused to perform a specific task?

8. How would you ensure that the special education teacher is kept informed of a student's progress?

9. How would you handle behavior management?

10. If you were asked by another staff member, a parent, or another person in the community about a special education student, how would you handle it?

11. What experience have you had with people with disabilities?

12. How would you handle a situation when you disagreed with a teacher's direction?

13. If you were in a general education classroom and a teacher asked you to perform a task that was in opposition to what the special education teacher had directed, how would you handle it?

14. What do you feel you can contribute to a classroom in your work with special needs students?

Special Education TransitionTeacher

1. Please describe your background and experience in working with transition age special education students.

2. Describe your knowledge of the IEP process in Colorado?
3. What computerized IEP programs are you familiar with? Alpine, SEAS, Enrich, etc.
4. How do you manage a caseload and ensure you meet service hours?
5. Have you written a transition IEP? What types of assessment should be included in a transition assessment?
6. What areas should be addressed in a transition IEP that are different from an IEP for the younger population?
7. What do you know about the 18 – 21-year-old population?
8. What do you view as the purpose of transition services?
9. How would you develop a transition program? What would it look like?
10. What is the role of a job coach?
11. What experience do you have in developing partnerships with community, businesses, agencies, and families?
12. Have you worked with outside agencies in transition? Which agencies?
13. Describe how you would handle conflict with a student, paraprofessional and colleague.
14. How would you coordinate with the high school staff?
15. How would you provide services for students with cognitive disabilities? Emotional concerns? Physical disabilities? No expressive language?
16. What staff development needs do you foresee?

APPENDIX

FORMS

The IDEA School instructor form contains all required data for special education staff to be eligible to receive reimbursement of IDEA funds and must be on file at CSI for all special education staff. Any relevant data or employee changes to form must be provided to CSI (Marcie Robidart) by August 1st of each year.

Charter School Institute

CSI IDEA School Instructor Form

School Name:

Provider Name: _____

Social Security #: _____ EDID # _____

Birth Date: _____ Gender: _____

Phone: _____ Email: _____

Assignment

Description of Assignment: _____

Start Date: _____ Contracted Days Per Year: _____

Hourly Rate: _____ Or Base Salary: _____

Eligibility

Highest Level of Education Completed (indicate one):

_____ No high school diploma
_____ High school diploma or equivalent
_____ Postgraduate (grade 13)
_____ Formal award/certificate/diploma (less than one year)
_____ Formal award/certificate/diploma (more than or equal to one year)
_____ Some college but no degree
_____ Associate's degree (48 semester hours or more)
_____ Bachelor's degree (BA, BS, AB, etc.)
_____ First-professional degree (DC, DDS, DO, etc.)
_____ Master's degree (MA, MS, MBA, etc.)
_____ Specialist's degree (EdS)
_____ Doctoral degree (PHD, EdD)

Institution (Highest Degree): _____ State: _____

Subject Area of Degree(s): _____

Employment Status: _____ Employed by school or district
_____ Contracted through agency or BOCES
_____ Intern
_____ Additional pay or duties

Please list all valid licenses currently held below:

Type	Number	Expiration Date

Employment Experience in Education - Years of Prior Pre/K-12

_____ Number of years teaching/working experience in Colorado
_____ Number of years teaching experience Out-of-State
_____ Total years of experience working in schools in Colorado
_____ Total years of experience working in schools Out-Of-State

Passed Elementary or Early Childhood Core Content Test (only needed for elementary teachers): Y or N

_____
(circle one)

The following information is required for teachers only. For each assignment circle all grade levels that apply. If multiple assignments, briefly describe on line to right and indicate applicable grades. For each assignment circle all grade levels that apply:

1st Assignment: IN PK K 1 2 3 4 5 6 7 8 9 10 11 12 PG _____
2nd Assignment: IN PK K 1 2 3 4 5 6 7 8 9 10 11 12 PG _____
3rd Assignment: IN PK K 1 2 3 4 5 6 7 8 9 10 11 12 PG _____
4th Assignment: IN PK K 1 2 3 4 5 6 7 8 9 10 11 12 PG _____

Charter School Institute

Vacant Personnel Action Form

CSI schools must report to the Institute its hiring plan for all special education teachers and related service providers including but not limited to school nurses, psychologists, speech therapists, occupational therapists who will be employed for the following year. No later than the first day of the opening of school, all special education teachers and related providers must be hired, appropriately qualified, and available to serve the identified needs of the students.

Schools that do not have special education staff employed or on record at the start of school or have resignations that occur during the year must immediately notify the Charter School Institute Director of Special Education and submit an action plan (see below) within one week. The plan must include specific details of intent to hire along with an interim plan to include any remediation efforts such as compensatory services to serve both the systemic needs of the school and special education students.

Name of School:

Date Vacancy Occurred:
Anticipated Length of Vacancy:

Description of Reason for Vacancy:

Interim Plan: (provide details on how the school will be providing interim services to impacted students/program)

Name and Title of Person Completing form