



WELCOME TO THE 2023-2024 SCHOOL YEAR



- I am hoping to do my initial onsite visit during the months of November–January.
- IDEA funds are released once all items have been verified.

New Charter Special Education Verification Questionnaire

The *New Charter Special Education Verification Questionnaire* and verification process is conducted in the fall/winter of the school year in which the charter school opens. Based on the verification findings, the Idaho State Department of Education (ISDE) reserves the right to require a follow-up verification within 2 years of the initial verification. If the ISDE determines a follow-up verification is required, the ISDE will provide the charter with detailed timelines and monitoring requirements in advance.

GENERAL INFORMATION	
Charter Name:	Telephone:
Address:	Fax:
City/State/Zip:	Email:
Person Completing Verification/Contact Person:	
Chief Administrator:	
Total Student Enrollment:	
Total Number of Students Enrolled with Active IEPs:	
Verified by: (SDE Personnel)	

All schools must provide every student with a Free and Appropriate Public Education (FAPE):

- **at public expense (FREE);**
- **with an appropriate developed IEP (APPROPRIATE);**

Schools must provide Appropriate Special Education Services:

- **on the first day of school, or**
- **on the first day the student enrolls.**

CHARTER SCHOOL FACILITIES & PERSONNEL

The physical facilities are appropriately accessible to permit access by students with disabilities.

NOTE: See the [NWADA Center Accessibility Checklist 2020.pdf](#)

Complete the ADA worksheet and send it along with your completed survey and a signed assurance that your facility is ADA Accessible.

Has your school board adopted the latest edition of the [Idaho Special Education Manual](#) as its policy for the school?

The school board adopted the latest edition of the [Idaho Special Education Manual](#) as its policy for the school.

- Recommended (not required) adopt the manual annually with the Charter's special education director highlighting key pieces like;
 - FAPE,
 - Discipline
 - Child Find

Do your special education teacher(s), and director have other teaching or administrative duties besides providing special education in the school?

Describe

Provide a list of all licensed, certified special education teachers. Special education teachers must hold a valid Idaho Exceptional Child Certificate, endorsement is generalist K-12. Also, list all administrative personnel, such as a principal, special education director, or other school administrators (s).

Name	Special Education Experience	Idaho State Certificate or License Number (EduID)	License Expiration Date
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- Do your special education teachers have a traditional degree
- Did they go through a Non-Traditional Program
 - [Non-Traditional Programs Summary \(idaho.gov\)](#)
- What level of experience do they have
- Do you have a mentoring process in your Charter
- Do you have a plan for your special education teachers to get PD

Related Services Currently Provided

Check all services and provide a list of all licensed related service providers employed or under contract with the charter and their license # and expiration date OR, if contracting with an agency, the agency's name and lead contact within the agency.

NOTE: At a minimum, the charter school must have a school psychologist and speech pathologist on a contract or employed
AND

The charter must be prepared to provide other related services as determined by the needs outlined in a student's IEP.

	Speech/Language Therapy		School Psychological Services
	Occupational Therapy		Physical Therapy
	Assistive Technology Services		Social Work
	Behavior Intervention		Recreational Therapy
	Medical and Health Services		Counseling
	Orientation & Mobility Services		Vision Services
	Hearing Services		Family Support Services
	Vocational/Career Development		Independent Living Skills
	Rehabilitation Counseling		Transportation

	Education (Reading, Math, Art, etc.)		Other:
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Provide a list of all paraprofessionals hired at your charter who provide special education services AND proof of paraprofessional(s) qualifications by uploading the results of their Praxis assessment with a minimum score of 460 or transcripts that show completion of 2 years of study (60 credits) or an associate's degree.

How does your school verify that the paraprofessionals have met the State Standards for paraprofessionals supporting special needs students?

The charter may employ paraprofessionals, assistants, and aides who are appropriately trained and supervised to assist in the provision of special education and related services to students with disabilities if they meet standards established by the SDE.

A special education paraprofessional shall be qualified as follows.

1. All paraprofessionals must have a secondary school diploma or its recognized equivalent.
2. Additionally, except as noted below, paraprofessionals must have the following:
 - Completed two years of study at an institution of higher education; or
 - Obtained at least an associate's degree; or
 - Met a rigorous standard of quality as demonstrated through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics. In Idaho, this is the Praxis, with a minimum score of 460.

Paraprofessional Requirements & Standards

Name of paraprofessional	Evidence of qualifications
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- All paraprofessionals must have a secondary school diploma or its recognized equivalent.
- Additionally, except as noted below, paraprofessionals must have:

- Completed two years of study at an institution of higher education; or
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (in Idaho this is the ETS Parapro Praxis with a minimum score of 460).

Paraprofessional Requirements and Standards

What plan do you have in place for the following services? If your current student population does not require these services, what is your plan should you need these services in the future?	
Service	Describe
Transportation	<u>Idaho Assistive Technology Project</u> <u>ESY vs. Recovery Services vs. Extended Learning Opportunities Quick Guide</u> <u>Paraprofessional-Requirements-and-Standards (idaho.gov)</u>
Assistive Technology	
Extended School Year	
Aides/Paraprofessionals	

Who attends IEP meetings as the LEA representative?

When the LEA representative is unable to attend, who is the designee?

The LEA representative must be qualified to provide or supervise the provision of special education, be knowledgeable about the general education curriculum and the availability of resources in the district, and must have the authority to allocate resources to ensure that whatever services are set out in the IEP will be provided.

LEA Representative

LEA Designee(s)

POLICIES, PROCESSES & PLACEMENT

How do parents of prospective students know that you offer special education services? Where is the notification published or advertised? Can parents reasonably locate this information?

Copy/paste, provide a link to resource(s)

The charter is responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having disabilities. Provide evidence of publicly available Child Find information. This may include website information and information in handbooks and policy manuals.

Describe/Attach

How does your enrollment process identify students entering your charter with active IEPs? Provide evidence of nondiscriminatory enrollment practices. Describe and upload evidence of practices such as enrollment forms, website language, etc.

Copy/paste, provide a link to resource(s)

Upload your curriculum guide(s) or curriculum mapping.

(Evidence to ensure that the assessments, tests, and other methods teachers use to evaluate learning achievement and progress are based on what has been taught to the students.) Instruction must be aligned with the Idaho State Standards the students are expected to meet in a particular course, subject area, or grade level.

Describe/Attach

***The charter must establish a problem-solving team and a process to plan accommodations and interventions in general education and ensure appropriate referrals to consider a special education evaluation. Provide details about your problem-solving team (members, meeting schedules, forms used, interventions, and progress monitoring.)**

Attach and/or describe the charter's RTI forms and written processes/procedures in place

***What is the process used to identify students with special needs? Describe your referral process.**

NOTE: Interventions in general education or an early childhood environment shall be attempted before a student is referred to an evaluation team unless the student's performance indicates an evaluation is warranted or a parent requests a special education evaluation.

The Charter has a process for the identification of students with special needs. The process is clearly established in all buildings and includes a problem-solving team, referral process and MTSS, RTI or Intervention.

(See the [Idaho Special Education Manual](#), Chapter 3: Child Find)

- [The Referral Process: A Team Approach](#)
- [Comprehensive Evaluation Resources](#)

***NOTE: A folder in the Secure Server, *Charter Special Education Verification*, has been created. Please provide evidence of at least 1 student brought through your problem-solving process and currently involved in the referral process. Evidence should include meeting notes and team decisions based on progress monitoring data. If the charter does not have a student currently being referred for special education, a minimum of 2 students involved in Tier 2 and 3 interventions must be provided.**

Describe how your school is prepared to offer a continuum of services (general education classes, special education classes, etc.) providing supplemental services, such as resource room services, pull-out instruction, or itinerant instruction, to be provided in conjunction with the general classroom.

In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the continuum of alternate placements and related services available to meet those needs. The IEP focuses on how students with disabilities will be educated with students who are nondisabled to the maximum extent appropriate.

[*Building Strong Partnerships- Module 1*](#)

[*Building Strong Partnerships- Module 2*](#)

Are the charter's interventions, supplemental and replacement curriculum for students with disabilities scientifically research-based? Provide a list of all interventions, supplemental and replacement reading, math, language arts, etc., programs utilized in your charter.

[What Works Clearinghouse](#)

Discipline Policies, Practices & Procedures

Does the charter have a school-wide positive behavioral support (PBS) system? If so, describe how you will use PBS to address challenging behavior.
Attach descriptions of PBS or MTSS forms and written processes/procedures in place specific to student behavior.

- [Idaho Tiered Behavior Supports \(ITBS\)](#)
- [Behavior Resources](#)

How does your charter discipline students with disabilities? How are administrators informed of discipline policies, specifically manifestation determination, and suspension?

Attach your charter school's student handbook containing the charter's discipline philosophy, detention and suspension procedures, and policies.

- [Important Reminders on Disciplining Students with Disabilities \(idaho.gov\)](#)
- [Special Education/504 Discipline Flowchart](#)
- [Manifestation Determination Flow Chart](#)
- Chapter 12 Special Education Manual

Describe your school's discipline policies for students with disabilities under IDEA. Describe how you will use functional behavior assessments and behavior intervention plans for a student whose behavior impacts their learning or the learning of others.

- [Functional Behavior Assessment \(FBA\) Form](#)

[Educator's Guide to Student Discipline. Page 75, Question 121](#)

Does "in-school suspension" count as a disciplinary removal? In-school suspension is not considered a disciplinary removal if the student:

- Continues to have access to the general curriculum and to the special education and related services described in the student's IEP; and
- Continues to participate with nondisabled students to the extent that he or she would in his or her current educational placement.

So what does that mean?

In accordance with House Bill 218, provide evidence of adopted policy around restraint and seclusion.

The policy should apply to students with and without disabilities and should include the following;

- Definitions of physical restraint, mechanical restraint, and seclusion
- Guidelines for use and prohibitions to the use of restraint and seclusion
- Reporting requirements for documenting and informing parents and administrator(s) of each instance of restraint or seclusion

- Requirements for periodic LEA review of instances of restraint or seclusion and review of practices related to such

Professional Development:

- All staff directly assigned to classrooms with students who demonstrate severe behaviors shall receive annual training in crisis management, de-escalation techniques, the correct use of restraints and seclusion when required, and the implementation of Functional Behavior Assessment, Behavior Intervention Plans, and Crisis Plans.

SDE's Special Education Resources

OTHER

Does your school have a formal process for convening an evaluation team that includes educators, parents, and adult students? Does your school's process review information from multiple sources, including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum? Describe your process, including team member roles involved in this process.

Describe

What is your process to quickly obtain IEP & Eligibility records from the student's prior district of attendance? Have you received student files promptly?

Describe

What is your process to quickly send IEP & Eligibility records when students transfer and a request is received? Do you send student files in a timely manner?

Describe

What is your current IEP software?

Describe

Where are the IEP files stored? What is your process to ensure the confidentiality of Special Education files?

Describe

Does your charter have the necessary diagnostic assessments to complete various evaluations based on student referrals? What is your plan for assessing your students using the required testing instruments?

Describe

OTHER IMPORTANT INFORMATION:

- Involve parents during each step of the special education process beginning with areas of concern, referral, identification, placement and implementation.
- Use Written Notice to notify parents of the decisions that were made by the team, which includes parents, in a written format. Parents need to be able to understand what the team is proposing or refusing, so the Written Notice must be provided in parent-friendly language.
- You have an obligation to send Written Notice even before the student is in special education.
- Written notice is the opportunity for the school to confirm what steps you have taken and what the plan is moving forward by notifying the parent in writing.
- **Written Notice can be your best friend.**

[Understanding Written Notice \(School & District Administrators\)](#)

[Parent Resources](#)

Now that you have student files, what do you do?

- Check dates
- Transfer Process (Sufficiency Review)– how do you know you need to do one?

[Transfer-Process-Flowchart](#) [Transfer-Process-Quick-Guide](#)

- Create a due date calendar – IEP and Eligibility
- Review IEP – Goals and services, do you need to amend?

IEP Amendments- SESTA Module