The Guidebook

Colorado Charter School Institute

2021-2022

COLORADO
CHARTER SCHOOL INSTITUTE

CONTENTS

INTRODUCTION

OVERVIEW
The CSI Guidebook is designed to support CSI School Leaders and school staff by outlining the work of the various departments at CSI, key requirements and timelines, and where to go for additional information. We know that many things have shifted in the work of schools and CSI over the past year and this resource strives to capture those essential elements. This guidebook will be updated annually to provide schools with the most current and up to date information each fall as they begin their school year.

While this guide captures the work at a high-level, it is not comprehensive. School staff are encouraged to access CSI's online calendar and newsletters to ensure they are up to date with deadlines, initiatives, and requirements.

Note that for the 2021-22 school year, the Guidebook may be updated throughout the year as the situation with COVID-19 evolves. Please contact CSI staff or refer to the Coronavirus Updates page for the latest information.

CSI STAFF
We encourage school staff to utilize the expertise of the entire CSI team when specific questions or support needs arise. Visit the Our Team webpage to view CSI team members and contact information.

CSI SCHOOL LEADER GATHERINGS

CSI staff conducts [CSI School Gatherings](#) (formerly known as Regional Meetings) several times a year, in addition to one All School Leaders Gathering, that provide professional development, information about upcoming changes, leadership development training, and networking opportunities for our schools. Please save the date for this year's meetings:

School Leader Gatherings
Fall

- Denver: September 17th, 2021
- Western Slope: September 20th, 2021
- Colorado Springs: September 24th, 2021

Winter

- Virtual: December 15th, 2021 (9am- 12pm)

Spring

- Denver: May 19th, 2022
- Colorado Springs: May 20th, 2022
- Western Slope: May 25th, 2022

Annual All School Leader Gathering

- Denver Area: Wednesday, March 2nd, 2022

Additional information will be sent out prior to each meeting. We encourage schools to check the CSI website calendar for the most up-to-date information. *Please contact the Director of Student Services & Professional Learning, Clare Vickland, with any questions.*

COMMUNICATIONS DEPARTMENT

OVERVIEW
CSI Contact: Communications Manager, Amanda Oberg

The purpose of the CSI Communications team is to increase awareness for and understanding of CSI. The team manages the organization's online newsletters, publications, press releases, social media, and CSI websites. Visit the Our Team page for the most up-to-date team members.

Department Org Structure and Staff
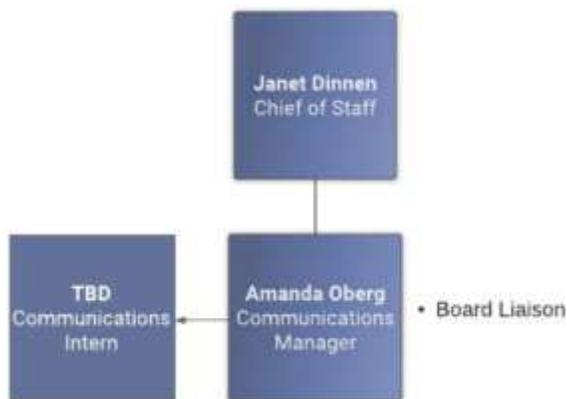
Communication Initiatives

- Content Development
- CSI School & Staff Newsletters
- Media Requests & Outreach
- Publications
- Social Media
- Website Management
- Authorization Cycle Coordination *(New for 2021-22)*

SCHOOL SUPPORTS
CSI works alongside and in partnership with its schools to support their communication needs. Primary supports are highlighted below:

Training: CSI coordinates with education partners and experts to host trainings to address various communications and marketing needs identified by CSI schools throughout the year.

Resources & Toolkits: CSI develops various resources and toolkits, including communications templates, which can be found on the Communications page of the School Leadership Library.

Public Relations: CSI writes and promotes stories for organization-wide and school-specific news such as school performance results, updates to CSI's portfolio of schools (including new schools, renewed schools, and expanding schools), and various awards. CSI welcomes collaboration with schools on promoting school events and achievements.

Stakeholder Visits: CSI staff can support schools in coordinating and scheduling stakeholder visits and school tours throughout the year.

Contact us to learn more about how the CSI Communications Department can support your school in these and other communications efforts.

COMMUNICATION RESOURCES

Here is a list of communication resources from CSI that are available to all CSI schools and used to communicate important news, updates, and events. All school leaders should be familiar with these resources and share them with school staff as appropriate.

CSI Resource	Description	CSI Contact	URL
CSI Main Website	CSI's main website includes general information about CSI and its portfolio of schools, information for parents of children attending CSI schools, resources for charter applicants seeking authorization by CSI, and resources related to charter school authorization.	Amanda Oberg	www.csi.state.co.us
CSI Resource Site	CSI's Resource Site includes resources for CSI schools to access, organized by department and topic, and searchable. The vast majority of CSI departmental resources for school staff can be accessed here.	Each CSI Department	resources.csi.state.co.us/
Website Calendar	This calendar contains all important dates (deadlines, trainings, etc.) for each CSI department and can be sorted by department or date.	Each CSI Department	www.csi.state.co.us/calendar
Monthly Newsletter	This monthly newsletter includes upcoming events, trainings, submissions deadlines, department-specific information	Amanda Oberg	https://www.csi.state.co.us/news/
Grants & Funding Newsletter	This monthly (and as needed) newsletter includes information on upcoming grant deadlines and how to apply	Marcie Robidart	https://www.csi.state.co.us/news/
School Board Newsletter	This quarterly newsletter includes content specific to school board members	Amanda Oberg	https://www.csi.state.co.us/news/
School Highlights Newsletter	This quarterly newsletter includes positive stories from CSI schools	Amanda Oberg	https://www.csi.state.co.us/news/
Support CSI Listserv	Emails are sent out to the Support CSI Listserv as needed to provide legislative updates. School staff and parents and families can sign up.	Amanda Oberg	https://www.csi.state.co.us/news/

CSI Facebook	CSI publishes and shares news	Amanda Oberg	www.facebook.com/CSIColorado
CSI Twitter	CSI publishes and shares news	Amanda Oberg	www.twitter.com/CSIColorado

In addition to CSI resources, school have access to additional charter school communications and resources from the Colorado Department of Education and the Colorado League of Charter School.

Charter Resources	Description	URL
CDE's The Scoop	CDE's The Scoop provides weekly newsletters containing news and announcements from all the units at CDE.	Send an e-mail to: CDE_Communications_Office@cde.state.co.us with "Sign Me Up For The Scoop" in the subject line.
CDE's Charter School Listserv	CDE's Charter School listserv provides news and updates from CDE that pertain specifically to charter schools.	http://www.cde.state.co.us/cdechart/joinlistserv.asp
Colorado League of Charter Schools	The League offers a variety of newsletters for its members	https://coloradoleague.org/page/Newsletters
Commissioner's Communications	Communications from the Commissioner of Education	View past communications here: https://www.cde.state.co.us/cdecomm

WEBSITE BADGE
In response to questions about how to communicate with school communities about authorization by CSI and what CSI is, the Communications Team has created a website badge. Schools can consider adding this badge to their website that links to the CSI website (www.csi.state.co.us), as well as "About CSI" language.

ABOUT CSI
The Colorado Charter School Institute is a statewide charter school authorizer committed to fostering a portfolio of high-quality public school options that best meet the needs of all students, particularly those closing the opportunity gap. As a charter authorizer, CSI focuses on the outputs – that is, the quantitative evaluation of academic, organizational, and financial

school performance – providing schools the flexibility to focus on and make decisions about inputs like instructional strategies, educational programming, internal assessment system, facility selection, and staffing. The focus on outcomes rather than processes allows CSI to be neutral on educational model and maintain a diverse portfolio of school models across the state.

LEGAL & POLICY DEPARTMENT

OVERVIEW

The Legal & Policy department provides general legal and policy support to CSI schools and staff, monitors and supports CSI school compliance, and manages the charter contract process. The department also develops and revises CSI policies, as needed. Visit the Our Team page for the most up-to-date team members.

Department Org Structure and Staff

Noah Kaplan
Director of
Legal & Policy
Initiatives

- General Legal and Policy Support
- Compliance Monitoring
- Charter Contracts

Stephanie Aragon
Legal & Policy
Associate

21-22 Legal and Policy Initiatives

Improve Efficiency and Transparency of School Monitoring Processes

- Focus on clear milestones, defined by the expected results
- Provide a platform and dashboard for clarity on the status of compliance tasks
- Minimize demands on school personnel

Expand Board Governance Supports

- Host quarterly board training events
- Support alignment to changes in law/policy with new CSI guidance
- Improve monitoring tools to provide actionable insights to boards

Provide New and Updated Policy Guidance with a Focus on Equity

- Continue to regularly provide new and updated guidance documents and sample policies for CSI schools
- Prioritize guidance with a focus on CSI's mission to support schools in closing opportunity gaps

LEGAL & POLICY GUIDANCE AND TRAINING

Resource: Legal & Policy Library

Legal and Policy Guidance:

The primary function of the Legal & Policy Team is to support CSI Schools in knowing their legal obligations and ensuring legal compliance. We provide that support in a variety of ways.

Your go-to source for legal and policy information from CSI will be the Legal & Policy Library. There we maintain guidance documents on a number of topics, sample policies and board resolutions, and provide timely updates of changes in laws or regulations that may impact CSI schools. We strive to constantly add and update the resources available in the Legal & Policy library to make sure that everything is up-to-date and useful for CSI schools. Updates will typically be highlighted in CSI communications to schools, such as our newsletter, and will be featured in the "What's New" section on the homepage of the CSI Resource Site. We may

occasionally send out particularly urgent updates via Advisory Bulletins or other immediate communications.

While we can't provide legal advice, if there is ever a general legal or policy question that isn't answered in the library or you don't know where to look, please don't hesitate to reach out to us. The best approach is to use our team inbox at LegalandPolicy_CSI@csi.state.co.us which will reach both Noah and Stephanie.

Training:
In addition to the guidance documents and general support, the Legal & Policy Team will host or participate in multiple trainings for CSI schools throughout the year. Please keep an eye on the CSI Resource Site, CSI newsletters, and other communications to receive updates from the Legal & Policy Team about upcoming training opportunities.

SCHOOL BOARD GOVERNANCE SUPPORT
Resource: CSI School Board Governance Library

CSI places significant emphasis on the value of strong and effective school governing boards. As such, the Legal & Policy Team also strives to be a source of support for members of CSI school boards, not just school leaders and staff.

Throughout the year, the Legal & Policy team will collaborate with others throughout CSI to bring useful training, networking, and learning opportunities for CSI school boards. Supports for school board members include:
- New Board Member Orientation Training
- Quarterly board training opportunities
- Board Meeting Resources and Meeting Reviews
- Customized Board Coaching
- Board-to-board networking events
- Quarterly board newsletter (subscribe)
- Board-focused resources in the CSI School Board Governance Library.

To make sure that the board support provided by CSI is focused on the areas most important to CSI school board members, we also conduct an annual needs assessment survey. We use the results of the survey to guide our board support offerings for the coming year.

Board members should feel free to contact CSI Director of Legal & Policy Initiatives Noah Kaplan at NoahKaplan@csi.state.co.us with any questions about the supports described above or any requests for additional support from CSI on board governance matters.

ORGANIZATIONAL SUBMISSIONS AND AUDITS
Resource: CSI Organizational Submissions and Audits page

Organizational Submissions:
CSI reviews key policies and procedures for each school through the annual Organizational Submissions and Audits process. The submissions and audits may change from year to year depending upon changes in law, rule, or policy or to place emphasis on more critical compliance

areas. Details of the 2021-2022 Organizational Submissions schedule can be found at the link above.

In general, we strive to limit the quantity of submissions to those items that need to be reviewed annually and items on which there have been changes in law, CDE policy, or CSI policy guidance. Submission requirements will differ slightly for schools that are new to CSI because many of the same materials are collected as contract milestones on a different schedule.

For 2021-2022, we are requesting that Organizational Submissions be submitted via a Google Classroom. For more information about how to use the Google Classroom, view our training webinar or contact Stephanie Aragon at StephanieAragon@csi.state.co.us.

Audits:
In addition to the materials required to be submitted to CSI, the CSI Legal & Policy Team will conduct certain audits to ensure that all schools have the appropriate information publicly available on their school websites, such as IRS Form 990s, charter school waivers, and information necessary to comply with the Colorado Open Meetings Law.

CSI schools will receive a notification when the audit is complete and will be informed if updates are required.

CHARTER MODIFICATION
Resource: CSI Charter Modification Page and Form

Opportunities for schools to grow and change do not always align with the contract renewal timeline. To ensure Institute schools can make contract changes when desired, CSI has developed a Charter Modification Request Process. This process will be used to inform CSI of various kinds of school and educational program changes, even though only some changes will result in an amendment to the school's charter contract. More information about which types of changes are "material," *i.e.*, require a charter modification, can be found at the link above.

Keep in mind that CSI requests *prior notice* for both material and immaterial changes, and material changes will require *prior approval* from CSI. Schools are strongly encouraged to submit draft policy changes to the CSI Legal & Policy Team for review and feedback prior to scheduling approval by the school's board. In all cases, CSI should receive the final board-approved version for our records. Please allow sufficient time for CSI review and feedback when planning for future changes.

COMPLIANCE MONITORING
Resource: CSI School Compliance Policy

The Legal & Policy Department has primary responsibility for monitoring to ensure that CSI schools remain in compliance with applicable laws, regulations, contractual obligations, and other requirements. CSI is empowered by statute to revoke or deny renewal of a school's charter on the basis of certain legal compliance issues. CSI will provide information regarding each school's compliance as part of the CSI Annual Review of Schools and as part of the charter renewal process.

The CSI Board has adopted the CSI School Compliance Policy to serve as a guide for addressing and remedying situations of noncompliance before getting to non-renewal or revocation of a charter contract. The School Compliance Policy outlines how CSI will address situations of noncompliance.

When CSI has reason to believe that a CSI school is out of compliance with any applicable law, rule, policy, or contract provision, CSI will issue a non-compliance notice to the school stating any remedial actions deemed necessary and any applicable deadline for the remediation. The type of notice will vary based on the severity of the non-compliance and whether the notice is an escalation of a pattern of non-compliance or a prior issue that has not yet been remedied.

Questions regarding the compliance monitoring process or any compliance issue can be sent to Director of Legal & Policy Initiatives Noah Kaplan at NoahKaplan@csi.state.co.us.

CSI GRIEVANCE PROCESS
Resource: CSI Grievance Policy and Sample School Grievance Policy

Each CSI school is required to develop and implement a conflict resolution or grievance policy in accordance with the CSI Grievance Policy. The conflict resolution process must implement a tiered approach of escalation or appeal. Generally, this tiered approach proceeds as follows:

Individual School Staff Member ➡ School Leader ➡ School's Governing Board ➡ CSI Executive Director

CSI does not typically have the authority to intervene in school-level disputes, and matters that come to CSI's attention outside of the proper escalation process will be re-directed to the school for resolution according to the school's policy. CSI may intervene prior to the full exhaustion of the grievance policy where the issue involves a contract violation, safety issue, a student with an IEP or 504 Plan, or any other material violation of state or federal laws or regulations.

For further details on the development of and requirements for a grievance policy, please review the CSI Grievance Policy and sample school grievance policy linked above.

DATA SUBMISSIONS DEPARTMENT

OVERVIEW

The purpose of the Data Submissions team is to work with and support the CSI portfolio of schools to ensure timely and accurate data is submitted for state and federal data collections. Visit the Our Team page for the most up-to-date team members.

Department Org Structure and Staff
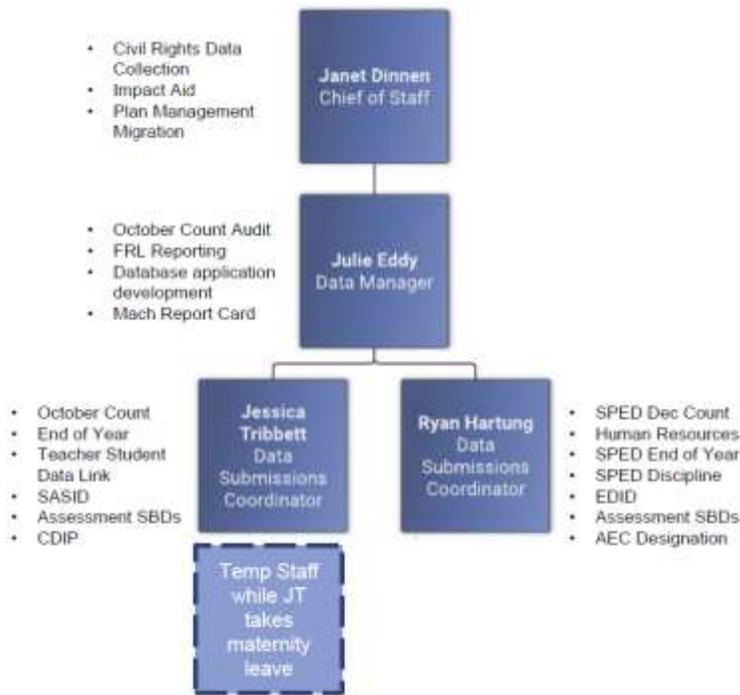
Data Collections

- October Count
  - Free/Reduced Lunch Data Reporting
  - Documentation Audit
- SPED December Count
- Human Resources
- Teacher Student Data Link
- End of Year
- SPED End of Year
- School Discipline and Attendance
- SPED Discipline
- Civil Rights Data Collection
- March Report Card
- SASIDs / EDIDs
- Directory

DATA SUBMISSIONS

CSI Contact: Data Submissions Team (Submissions_CSI@csi.state.co.us)

The Role of the CSI Data Submissions Team

The CSI Data Submissions Team serves as the liaison between CSI schools and the Colorado Department of Education (CDE) for each data collection and provides training, technical assistance, and access to resources for CSI School Data Submissions Contacts.

| CSI School | → | Charter School Institute | → | Colorado Department of Education |

The Role of the School Data Submissions Contact

School leaders designate one Data Submissions Contact to oversee the majority of data collections. School leaders have the option to designate separate HR and/or SPED data collection contacts due to the sensitive nature of that data. It should be noted that schools may request that a secondary submissions contact be added for one or more collections (ex: Special Education December Count and End of Year collections) and can do so by contacting the CSI Data Submissions Team.

Each school is responsible for the data integrity and submission process of school data through:
1. Detailed set up and maintenance of SIS
2. Regular extraction and submission of data files
3. Meeting CSI submission deadlines
4. Updating SIS to correct for reporting errors (not changing errors manually on the spreadsheet)
5. Using and referencing regularly CSI provided resources and troubleshooting documentation
6. Reading the Weekly Email Update

The majority of the tasks above typically are the responsibility of the school's Data Submissions Coordinator. Please coordinate with your school's staff to understand which responsibilities are yours and which may be responsibilities of colleagues.

While the School Data Submissions Contact serves as the expert on the data submissions process, the role additionally requires coordination and collaboration with other school staff. The input of staff who are considered content experts, such as SpEd, EL, GT, homeless, 504 coordinators, etc., are needed to ensure data accuracy and validation. It is the role of the School Data Submission Contact to reach out to and engage with these staff members and other stakeholders.

Schools are encouraged to identify and connect with the key stakeholders in advance of each collection to ensure there is an understanding of how the data is being collected, entered, and regularly updated in the data system(s).

THE DATA SUBMISSIONS PROCESS

The data submissions process can be summarized as a five-step iterative process. Steps 2 through 4 are repeated until a school is error free. For a comprehensive review of the process, please refer to the CSI Data Submissions Handbook.

Repeat until free of Level 1 & Level 2 Errors.

Step 1	Step 2	Step 3	Step 4	Step 5
• Collection prep	• Collect, enter, update data w/in SIS	• Extract and submit data files	• Review Error Report(s)	• Final review & close
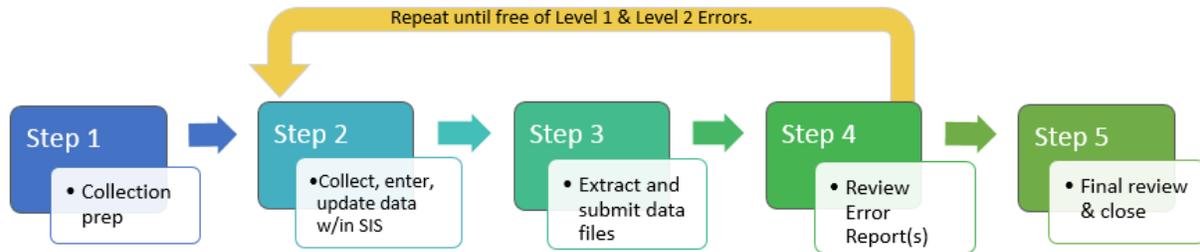
DATA COLLECTION TIMELINE

The CSI Data Submissions Team set submission deadlines ahead of CDE deadlines to allow schools adequate time for data review and validation. **Schools should adhere to the CSI Data Collections timeline.** A link to the current CSI Submissions Calendar is available on the Data Submission Resources webpage.

Most collections have the following dates associated with them. If for any reason you believe you will not be able to meet a deadline, please notify the CSI Data Submissions Team as soon as possible.

Training

Date of live/recorded webinar training. Smaller collections may not have a webinar training but will instead have an instruction sheet listing out requirements.

Initial Submission

Date schools submit initial files. It is not expected that these files are error free or comprehensive.

Level 1 Error Clearance

Date files are required to be error free at Level 1. Schools should be regularly updating their SIS and resubmitting files to ensure this deadline is met.

Level 2 Error Clearance

Date files are required to be error free at Level 2. Schools should be regularly updating their SIS and resubmitting files to ensure this deadline is met.

Certification Due

Date schools submit a signed certification to CSI to confirm accuracy of data.

The CSI Data Submissions Team welcomes schools to submit files earlier than the initial submission deadline and encourages schools to clear errors well in advance of the error clearance deadlines.

Additionally, some data collections extend over the summer and holiday breaks. If a school would like to try to close out all collections so that they are not working on any when they are off, please communicate in advance with CSI Data Submissions Team and staff will do its best to accommodate such requests.

Purpose and Use of Data Collections Quick Reference

REPORT	DESCRIPTION	MAIN PURPOSE/IMPACT
RITS	Collects basic student demographic information for assigning a student number (SASID)	Necessary for every student data collection
EDIS	Collects basic employee demographic information for assigning an employee number (EDID)	Necessary for the staff data collection and special education student data collections
October Count	Collects student demographic and enrollment information as of the pupil enrollment count date.	October Count determines a school's per pupil revenue funding (PPR) and At-Risk funding for the year as outlined in the Public School Finance Act of 1994, as amended (22-54-101, C.R.S.). Data is also reported in the federal EDFacts system.
Human Resources	Collect information on all staff employed by each school as of December 1.	One of the primary purposes of this collection is to ensure that necessary staff is qualified and effective.
Report Card March	Collects characteristics of the school's programming.	Data from this collection provided in CDE's School View application, which can help inform guardians about school offerings as they determine which school students should attend.
School Discipline	Includes school-level counts of discipline by student behavior (e.g., bullying or vandalism).	Data from this collection provided in CDE's School View application, which can help inform guardians about school offerings as they determine which school students should attend.
End of Year	Collects student enrollment and attendance information throughout the school year.	Used to calculate dropout, graduation, and completion rates which are used in accreditation rating determination as well as attendance rates.
Teacher Student Data Link	Collects data on student performance in school courses.	CDE's educator identifier system links student data to educators for the purposes of supporting the continuous improvement of teaching and learning.
December Count	Gathers information on students with special needs and SPED teacher qualifications.	December Count is used to allocate federal funding for student special services.
Special Education End of Year	Collects all referrals, evaluations, and special education services offered by a school during a school year.	Information from this collection is used to monitor compliance in the provision of services to students with disabilities.
Special Education Discipline	Collects children with disabilities served under IDEA subject to disciplinary removal.	Information from this collection is used to monitor state performance, and to examine issues related to disproportionality in policy development decisions.
Student Biographical Data Reviews	Four SBD reviews of state assessment data: ACCESS, CMAS, SAT/PSAT, DLM.	SBD reviews allow schools the opportunity to conduct a final verification on the accuracy of both the demographic and assessment related data prior to the release of test results.

DATA SECURITY
CSI Contact: Data Manager, Julie Eddy

Schools should refrain from emailing personally identifiable information (PII). This includes name, SSN, address, birthdate, and gender. Email is not a secure channel and a person's privacy and data security could be compromised so email cannot be used to transfer files containing personally identifiable information of educators or students. More information on data security can be found on the [CSI Legal and Policy Initiatives webpage](#).

Secure File Share
CSI has used FileZilla, an open source FTP client, to securely exchange sensitive information (including files with student level information) with schools. CSI will maintain the FileZilla folder structure and access will be limited to school staff designated by each school.

STUDENT REGISTRATION DATA COLLECTION GUIDANCE

Student Information
A majority of the fields on the Student Demographic interchange file and some fields on the Student School Association interchange file can be collected through the annual student registration process for new and returning students. Both of these interchange files are submitted for the October Count and End of Year collections. Please access the File Layout with CSI Additions documents to see a complete listing of the fields for each of these files.

Home Language Survey
All students new to your school must complete a Home Language Survey as the first step in determining English language proficiency. More information about the English Learner identification process can be found on the [CSI English Language Learners webpage](#).

Data from this form, and the subsequent assessment of students with home languages other than English, will be used to populate the state collection English Learner fields (Language Background, Language Proficiency, and Language Instruction Program) in the SIS.

Economic Data Survey / Free or Reduced Price Meal Eligibility Form
Schools not participating in a federal child nutrition program (contracting with a School Food Authority) can and should request that families complete a current year Colorado Family Economic Data Survey Form (FEDS), which will be posted on the [CSI Free and Reduced Lunch Eligibility webpage](#). School staff reviews the responses against federal criteria to determine free or reduced lunch eligibility.

Schools participating in a federal child nutrition program will have families complete a Free and Reduced Meal Benefit Application to determine free or reduced lunch eligibility. The form and identification is typically managed by the School Food Authority (SFA) on behalf of the school.

Data from these forms will be used to populate the Free and Reduced Price Lunch field in the SIS.

Residency Information Form for The McKinney-Vento Act
Schools should use the McKinney-Vento Act Residency Form (this will be available on the CSI

website under the Student Services team page once updated) to assist in the identification of homeless students at the school.

Completed forms should be submitted to CSI's Homeless Coordinator for review. Once approved, data from this form will be used to populate the Homeless fields (Homeless, Primary Nighttime Residence) in the SIS.

STAFF HIRING DATA COLLECTION GUIDANCE
This resource offers schools guidance on what information needs to be obtained from hired staff for use in state required HR submissions. While the requirements included below are based on federal, state, and local requirements, this is no by means a comprehensive list of information that should be gathered from hired staff.

New Hire Paperwork
A majority of the fields in the Staff Profile interchange file and some fields in the Staff Assignment interchange file can be collected through new hire forms. Both of these interchange files are submitted for the Human Resources collection. Please access the File Layout with CSI Additions documents to see a complete listing of the fields for each of these files.

CSI offers an editable New Hire Form and editable IDEA School Instructor Form for schools to adapt for their own purposes (on the [Human Resources collection webpage](#)).

Internal Forms and Processes
Schools may have internal forms and processes for collecting student data that is provided by school staff (ex: determination of a staff's assignment, salary, and contract days for the year).

KEY DATES & TRAININGS
Most collections have the following dates associated with them (posted each year on the CSI Submissions Calendar). Schools should plan to meet each collection deadline. If there are extenuating reasons where you will not be able to meet a deadline, then please notify the CSI Data Submissions Team as soon as possible. Please know that missing deadlines interrupts the project flow for each collection, possibly leading to issues in completing needed data validation checks and with meeting state mandated deadlines.

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CSI Data Submissions Calendar | 2021-2022

Last updated 6/23/2021

AUGUST '21

6 20-21 EOY Initial Summary Report Review Training
12 OC Training
13 20-21 SPED Disc Cert Due
19 HR Training
23 DC Data Entry Training for SPED Staff
27 OC Audit Training
30 20-21 EOY Initial Cert Due

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				29

FEBRUARY '22

4 21-22 EOY Training
21 Presidents' Day (CSI Office Closed)
18 TSDL Initial Submission
25 SPED EOY Training

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

SEPTEMBER '21

2 OC Initial Submission
3 OC Alternative Date Request
6 Labor Day (CSI Office Closed)
24 11-Day Count Window Starts
24 HR Initial Submission
27 DC Data Submissions Training

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH '22

3 RCM Initial Submissions
8 21-22 EOY Initial Submission
11 SPED EOY Initial Submission
15 RCM Errors Cleared
30 RCM Cert Due
++ACCESS SBD takes place in March

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER '21

1 OC Official Count Date
4 Frances Xavier Cabrini Day (CSI Office Closed)
8 11-Day Count Window Ends
9 OC Level 1 Errors Cleared
22 OC Level 2 Errors Cleared
29 DC Initial Submission
29 30-Day Attendance Return After Count Day

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL '22

20 SPED Discipline Training
20 School Discipline Training

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER '21

1 20-21 EOY Final Cert Due
4 OC Cert Due
5 OC Signed Audit Checklist
18 DC Level 1 Errors Cleared
19 HR Level 1 Errors Cleared
25 Thanksgiving (CSI Office Closed)

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY '22

6 School Disc Initial Submission I
9 SPED Disc Initial Submission
11 SPED EOY Level 1 Errors Cleared
13 OC 22-23 Calendar & Bell Schedule Submission
26 HR Prep Training
30 Memorial Day (CSI Office Closed)
++PSAT/SAT, CMAS, and DLM SBDs take place in May

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DECEMBER '21

1 DC Count Day
3 TSDL Training
24 & 27 Christmas Eve & Christmas Day Observed (CSI Office Closed)

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE '22

** School Disc Initial Submission II
** School Disc Level 1 Errors Cleared
1 SPED Disc Level 1 Errors Cleared
3 SPED EOY Level 2 Errors Cleared
9 21-22 EOY Level 1 Errors Cleared
15 TSDL Final Errors Cleared
** School Disc Cert Due
17 SPED EOY Cert Due

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JANUARY '22

13 DC Level 2 Errors Cleared
14 HR Level 2 Errors Cleared
17 MLK Day (CSI Office Closed)
24 DC Cert Due
25 HR Cert Due

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JULY '22

4 Independence Day - (CSI Office Closed)
8 TSDL Cert Due
13 21-22 EOY Level 2 Errors Cleared
15 SPED Disc Level 2 Errors Cleared

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

STUDENT SERVICES & PROFESSIONAL LEARNING DEPARTMENT

OVERVIEW

The Student Services & Professional Learning Department oversees programming, ensures compliance, and provides technical assistance related to special populations within the CSI portfolio of schools through a Tiered Support system with an emphasis on equity and access. The team also supports school teaching staff and leaders in their own professional development. Visit the Our Team page for the most up-to-date team members.
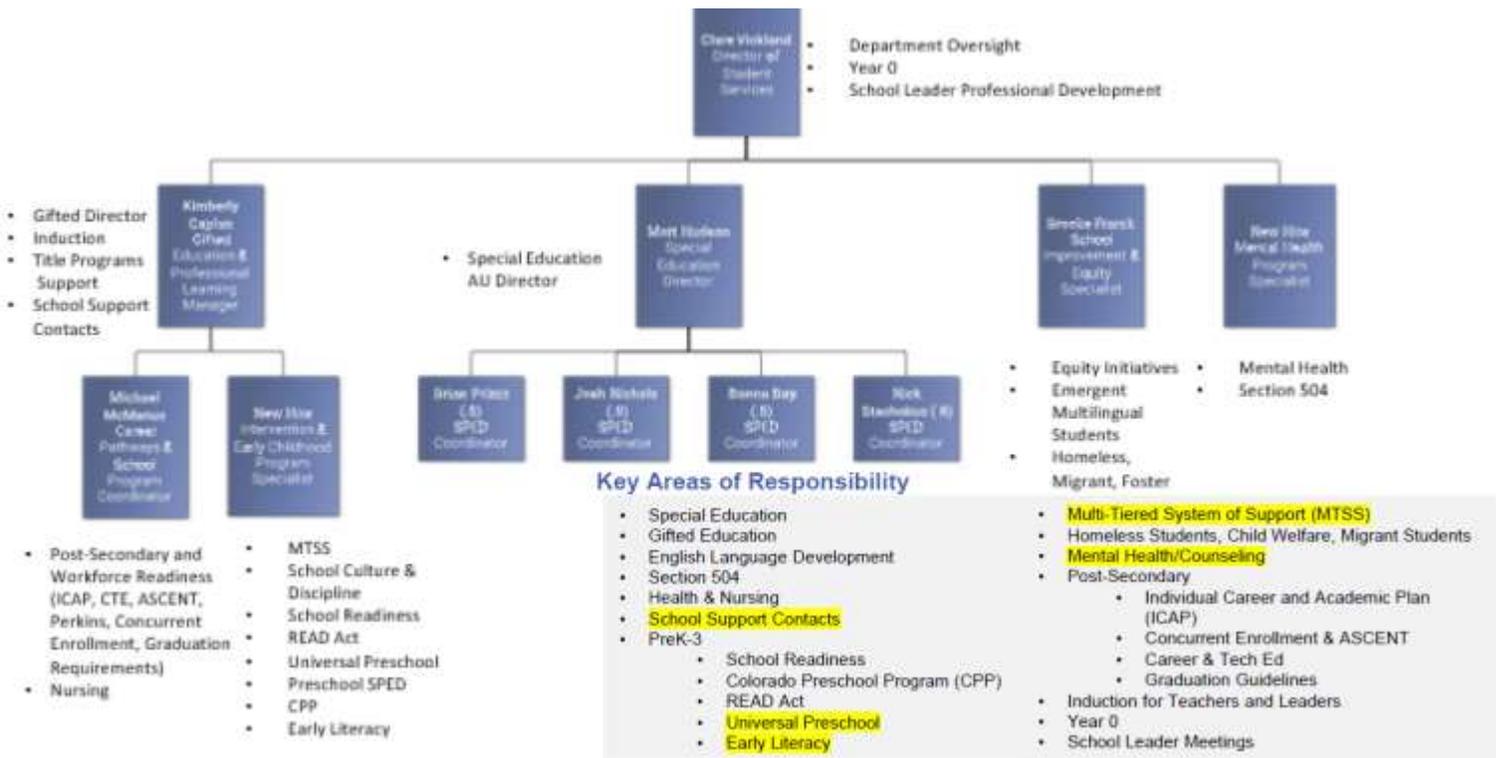
EQUITY SCREENER & TIERS OF SUPPORT

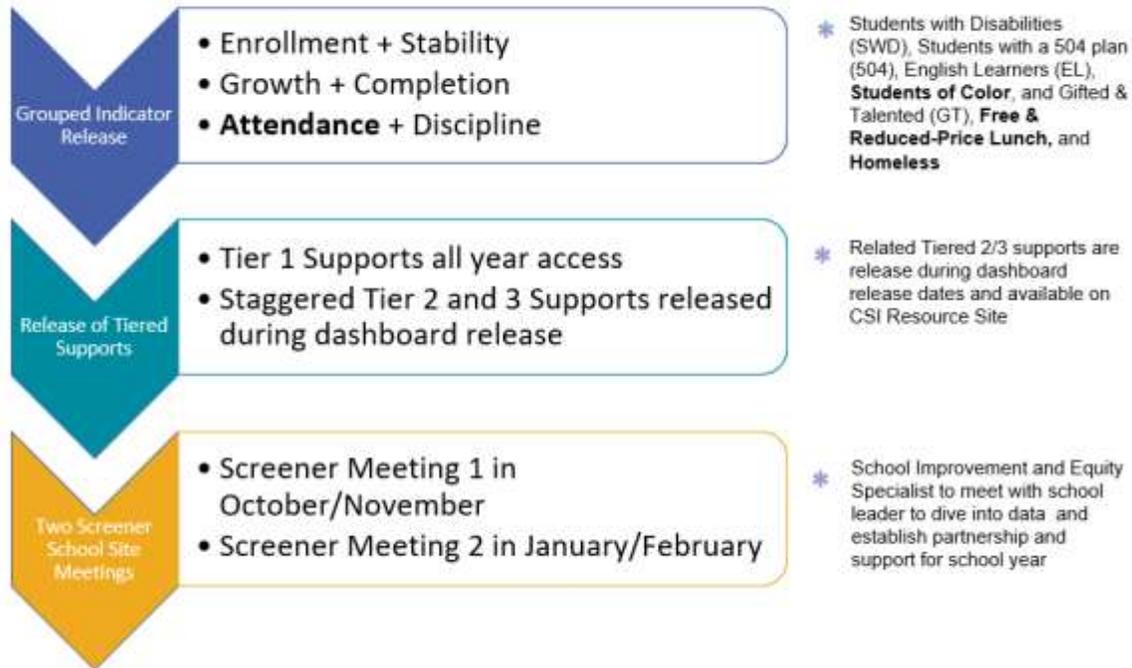*CSI Contact: Director of Student Services & Professional Learning, Clare Vickland*

The CSI Equity Screener is designed to:
- assess the quality of access, instructional supports, and outcomes for special populations (i.e., students with disabilities qualifying for an IEP (SWD), Emergent Multilingual Students (ELL), students who qualify for Section 504s (504s),gifted students (GT), students of color, students who are homeless, and students who qualify for free and reduced-price lunch); and
- assist CSI in providing focused support to schools struggling to meet specific performance goals for these students.

CSI shares interactive data dashboards with all schools to support them in identifying potential equity gaps. CSI and the school team will them collaborate to set goals and priorities for the

school to align with other school-wide initiatives or priorities. Tiered supports will be provided to all schools to support schools in addressing equity gaps.

The Process

Timeline
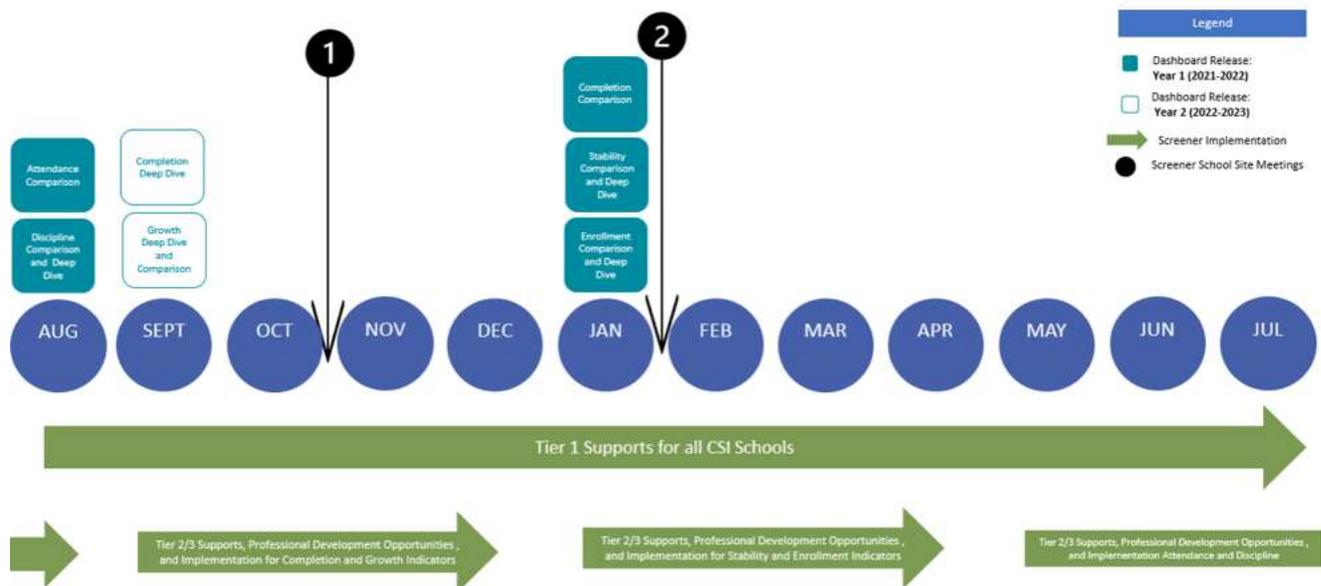
SPECIAL EDUCATION
CSI Contact: Director of Special Education, Matt Hudson

CSI operates as the administrative unit (AU) with authority for delivering services to exceptional students and legal compliance for students with disabilities and other exceptional students in its individual charter schools. Schools agree to take direction from and work collaboratively with the Institute with regard to the provision of these services, evaluations and concerns, and to provide for the attendance of any necessary school employees at appropriate meetings i.e. IEP, 504.

CSI schools will follow all state/federal rules including CSI policies and procedures. Schools should consult with these resources and guidebooks on the CSI website to ensure that they have a clear understanding of their responsibilities under the law. The CSI Director of Special Education is also available for consultation.

PRESCHOOL SPECIAL EDUCATION
The child find (child identification) requirement encompasses measures to locate children who may have disabilities as well as the initial referral, evaluation and eligibility stages of the special education process. To locate children who may have disabilities, CSI schools with preschool programs must collaborate with the local school district of residence that conduct outreach activities each spring to inform parents, teachers, health care providers, daycare and other appropriate agencies about the evaluation and education services available both in the school district of residence and CSI school. Notices can be posted at the CSI school, information included in newsletters, etc. indicating the date and time of the child find evaluations in the district in which the school is located.

CSI schools are obligated to evaluate children currently enrolled in their school and to work with the local school district of residence to determine appropriate referrals.

Part B of IDEA defines the preschool program which mandates a free appropriate public education to children with disabilities who are 3-5 years old. Under this program, preschool children who have disabilities are entitled to Special Education and Related Services in the Least Restrictive Environment.

COMPLIANCE
In the charter school contract and Special Education MOU 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.).
To ensure compliance with all local, state, and federal requirements to serve Special Education students, CSI schools are required to maintain a Special Education Program Plan. To assist schools in developing this plan, CSI provides a comprehensive plan (manual) to deliver services to exceptional students. Additionally, CSI has developed a template that aligns with state and

federal requirements for special education. The program plan template can be accessed on the [Policies & Procedures Resources](#) page.

Additionally, CSI conducts an Annual Special Education Audit with the Colorado Department of Education, submits required Special Education End of Year, Discipline, and December Count reports to CDE, and collaborates with schools to check special education teacher qualifications.

For more information on special education requirements, please review the [Special Education](#) page of the CSI website or contact the Director of Special Education, Matt Hudson ([matthudson@csi.state.co.us](#) or 303-501-7036).

ADMISSION OF STUDENTS WITH DISABILITIES
Enrollment in CSI Schools is open to every student who resides within the state ([C.R.S. 22-30.5-507](#)(3)).

As addressed in Section 6 of the Charter School Contract, each school may establish its own enrollment timeline and procedures. Enrollment decisions shall be made in a nondiscriminatory manner specified by the applicant in the Institute charter school application. A CSI school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services. Under IDEA, a charter school may not unilaterally limit the services that must be provided to a particular student with a disability.

A school may only deny enrollment to a student with disabilities seeking admission in a charter school in the same manner and for the same reasons the school may deny admission to a student without disabilities including the option to deny students who have been expelled from any school district during the preceding twelve months ([C.R.S. 22-33-105 and 106](#)). All superintendents and special education directors of the districts of residence of special education students must be notified of their enrollment at a CSI charter school (see the CSI Notification Form found in the CSI SPED manual).

Schools may not ask a prospective student if he or she has a disability and recruitment and enrollment documents must ensure that families know that the charter school serves students with disabilities ([U.S. Dep't of Educ., Office of Civil Rights, Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools under Section 504 of the Rehabilitation Act of 1973, pg. 20](#)).

To ensure that the needs of students with disabilities are met, the following procedures must be followed:

1. Enrollment materials must ensure that families know that the charter school serves students with disabilities. Any pre-enrollment materials shall not ask whether a student has a disability unless doing so is (1) to remedy past instances of discrimination or the effects or conditions that resulted in past limited participation in the School's program by individual with disabilities (e.g., a weighted lottery); or (2) if the school is chartered to serve the educational needs of students with a particular disability and it is asking students to identify whether they have that specific disability.

2. Following admission, the School shall require that the student provide the most recent IEP (including eligibility IEP) or Section 504 Plan, if available.

3. A review team consisting of the School Principal or designee, the School Special Education teacher or coordinator, and the Institute Special Education Director or designee shall review the IEP or 504 plan and determine whether the School will be the least restrictive environment appropriate for the student.

   a. If the team finds that the IEP (or LRE setting) or 504 plan requires a significant change of placement* or raises other concerns about the student's ability to access a Free and Appropriate Public Education (FAPE), the School shall convene a complete IEP team to determine the appropriate placement. The IEP team meeting shall include the Institute Director of Special Education or designee. In addition, the IEP team must include the following people: not less than one regular education teacher; not less than one special education teacher, or where appropriate, not less than one special education provider; and, an individual who can interpret the instructional implications of evaluation results, and a language interpreter, when necessary. The student's parents and legal guardian must be afforded the opportunity to participate, as must the student when appropriate.
   b. If the team determines that the School is the appropriate placement for the student, the student shall be placed directly in a program that meets the requirements of the student's existing IEP or Section 504 Plan, unless and until the School convenes an IEP meeting or 504 meeting is held and the IEP or Section 504 Plan is changed.

4. If the IEP team determines the IEP or 504 Plan requires a significant change of placement, then the IEP team will refer the student to the CSI Director of Special Education or designee. If a significant change of placement is required, the Director of Special Education of the student's administrative unit of residence (school district or BOCES) must be invited to the IEP meeting. It is also recommended that the School invite representatives from the student's prior school to participate in the IEP Team meeting at the charter school. The CSI Director of Special Education or designee will confer with the student and family regarding placement opportunities available and assist the family in making proper application(s) for the placement setting.

   *Significant Change of Placement:
    A significant change of placement occurs where:
   - The administrative unit places or refers a student to a private school or approved facility school;
   - The addition or termination of an instructional or related service or any change which would result in:
     o The child having different opportunities to participate in nonacademic and extracurricular services;
     o The new placement option is a change in the educational environment categories required for reporting data to the Secretary of the U.S. Department of Education pursuant to Section 618 of the IDEA; or

     o The child transfers from a brick and mortar school to an online program or vice versa.

If a significant change of placement is required, the IEP team must first consider the need for a reevaluation by reviewing the listed information and determining whether additional information is necessary to determine the student's eligibility for special education, the student's educational needs, and any necessary additions or modifications to the special education and related services. If the team (including a request by the parent), determines that additional evaluative information is necessary, the Institute shall reevaluate the student in accordance with the IDEA and ECEA rules.

SPECIAL EDUCATION STAFFING

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 as it occurs. Special Education teachers and special service providers must hold a current license and/or endorsement in their area (IDEA & ECEA) and meet any additional ESSA requirements.

Educators

Charter schools are responsible for hiring their own CDE licensed special education teachers with appropriate endorsements. Although charter schools may obtain state and district waivers for the licensure of regular education personnel, this is not the case for special education teachers.

School-based staff members are required to follow all relevant procedures such as progress monitoring, conducting IEP meetings, maintaining up-to-date IEP paperwork, and ensuring service delivery that follows those mandated in student IEPs including documenting all services provided to students as aligned to what is in the students' IEP. The CSI Director of Special Education is available to school staff for technical assistance and consultation. In addition, the CSI Student Services Department provides required and optional professional developments for charter school special education teachers as appropriate or when mandated by federal/state rule changes.

SPED Generalist Requirement

A Special Education endorsement may be earned through the completion of an approved program OR 24 credit hours as determined by the Department AND passing of both Elementary Education and Special Education Generalist Colorado-approved content exams.

Related Service Providers

Related Service providers, such as nurses, psychologists, speech/language pathologists, occupational and physical therapists, are staffed based on needs identified in student IEPs. Each CSI school must check teacher licensing and credentials and complete and send any required HR information validating the credentials to CSI. All special education 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, the CSI schools must inform CSI if there are plans to change the system in which special education staff are hired. For any other supports needed, contact the school's special education teacher and the CSI Director of Special Education.

[Special Service Provider Requirements](#)
1. A Bachelor's or higher degree* from a regionally accredited college/university institution,
2. Successful completion of a state approved special services preparation program at a regionally accredited institution of higher education, and
3. Hold a CDE Special Service Provider License

SPECIAL EDUCATION STAFF TO STUDENT RATIO RECOMMENDATIONS
Please note that these guidelines are based on typical caseload representation by CSI schools and include extraneous time spent conducting IEP meetings, writing Plans, participating in MTSS/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 these 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 amount 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, etc.
Speech Language Pathologist	1:40-50	ASHA recommends 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/support (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 or PTA these numbers can be adjusted upward to some degree
Early Childhood Special Ed. Teacher	1:30	1 licensed ECSE teacher for 1AM and 1PM sections of preschool

SPECIAL EDUCATION COORDINATOR
Each CSI school is assigned a CSI Special Education Coordinator. The SPED Coordinators are CDE licensed special education providers or administrators whom act as the Special Education Director Designee. The SPED Coordinator role can be expanded by individual schools, and minimally consists of the following:

- **Consultation**

Consultation is one of the SPED Coordinators' primary roles. Consultation provided to schools includes state and federal laws, policies, procedures, compliance, programming, resources, etc.

- **Oversight**
  SPED Coordinators provide oversight of schools using tools such as the) Student Services Screener and IEP. Using these tools SPED Coordinators will implement an annual audit each school, report out to the CSI Special Education Director who will assist in the development of an Action Plan or issuance of a Notice of Concern, and provide follow-up support specific to schools' identified needs using the Tiers of Support process.
- **Collaboration**
  SPED Coordinators assist in building capacity in schools by creating opportunities for collaboration with local districts and other agencies.
- **Mediation**
  ES Coordinators will assist schools with mediation requests, serve as Director Designee at necessary meetings, and refer resources as needed.
- **Professional Development**
  SPED Coordinators will provide technical assistance and refer schools to professional development in the areas of Special Education
- **Submissions**
  SPED Coordinators will assist in all State, Federal, Local reporting and submissions including December Count, End of Year, Discipline, PARCC, CO-Alt, etc.

FEDERAL PROGRAM COMPONENTS
The Individuals with Disabilities Education Act (IDEA) is a Federal law that requires schools to serve the educational needs of eligible students with disabilities. IDEA ensures students with disabilities have access to a free and appropriate public education (FAPE), just like all other children. Schools are required to provide special education in the least restrictive environment. That means schools must teach students with disabilities in general education classroom whenever possible.

STATE PROGRAM COMPONENTS
The Exceptional Children's Education Act (ECEA) is a Colorado Law that provides school administrative units with a framework to serve the needs of children with disabilities between the ages of three and twenty-one who are unable to receive reasonable benefit from regular education without additional supports in the public schools because of specific disabling conditions.

FUNDING
CSI charter schools hire and pay their own special education teachers to serve their students. CSI manages all Federal (IDEA) and State (ECEA) grant applications for funding, and allocates budgets and disperses funds directly to schools.

IDEA is a federally funded mandate whereas formula grants are awarded to States. In Colorado, IDEA funding is determined by the overall school population derived from the October 1st count. Schools are required to submit monthly documentation to CSI to draw down funds and CSI

schools primarily use these funds to pay for salary and benefits of CDE licensed special education providers.

ECEA is a State funded grant that is determined by the annual December 1st count. The allocation of the award is provided annually and CSI schools are provided the funds in a block grant. All ECEA funds must be used for purposes directly related to serving current identified special education students.

REPORTING

Schools must regularly update their data management systems to ensure they accurately reflect special education statuses of students. This data is pulled for a variety of data collections throughout the year, including the October Count, but most notably for the special education-specific data collections of December Count, Special Education End of Year, and Special Education Discipline. For more information about data collections, please review the Data Submissions section of this guidebook.

GIFTED EDUCATION
CSI Contact: Gifted Education & Professional Learning Manager, Kimberly Caplan

OVERVIEW

Colorado law requires all public schools to identify and serve gifted children between the ages of four and twenty-one. 'Gifted children' are defined as those whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood gifted education services, as addressed in the Early Access section below.

A student may be identified in one or more of these areas.
- General or specific intellectual ability
- Specific academic aptitude (reading, writing, math, science, social studies and world languages)
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, music, dance or psychomotor abilities

Each CSI school is required to develop a Gifted Education Program Plan that describes how the school will identify and serve gifted students in accordance with state law. The program plan template can be found on the CSI website's Gifted Education page. The following elements are addressed in the school's program plan:

- Methods by which the school will communicate with parents and students about giftedness and gifted programming
- Criteria and procedures for identifying gifted students
- Procedures for developing the Advanced Learning Plan that includes participation of parents, student, and general education staff
- Instructional programming for gifted students

- Annual process for evaluating the gifted program
- Hiring and training personnel
- Budgeting
- Record keeping & reporting

Each school must identify a staff member as the Gifted Lead who will serve as a primary point of contact for gifted programming, administer the school's Gifted Program Plan, and facilitate identification and annual ALP development for each gifted student. CSI encourages schools to hire personnel who have experience working with gifted students or who hold a gifted education specialist endorsement to serve in this role. Gifted Leads should be provided some time each week to work on administration of the program without student responsibilities.

CSI employs a Gifted Education Manager who hold a CDE Gifted Specialist endorsement to provide support to school personnel responsible for gifted programming. CSI hosts a Student Services Orientation for new gifted program staff in August, gifted education meetings are held via webinar monthly, and additional training opportunities via webinar and face-to-face regional trainings throughout the year are available. Gifted Leads are encouraged to participate in meetings and trainings for gifted education throughout the year.

EARLY ACCESS (Elementary Schools only)
As the administrative unit (AU) for gifted education, CSI has adopted provisions for Early Access; therefore, according to statute, all elementary schools in the AU must develop procedures for offering early access.

Early Access refers to the early entrance to kindergarten or first grade for <u>highly advanced gifted children</u> under the age of five for kindergarten and under the age of six for 1st grade. The purpose of early access is to identify and serve the few highly advanced gifted children who require comprehensive academic acceleration.

Each CSI school will need to develop procedures for offering Early Access that include the statewide identification criteria:

The following pathway meets criteria for early access identification.
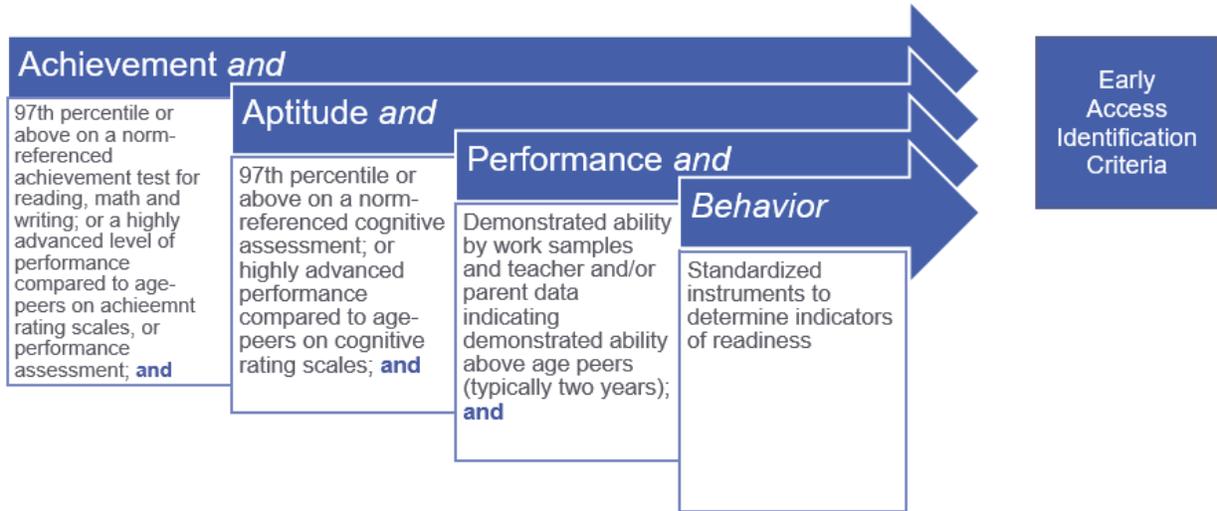
After collecting the required data on the prospective student, the school team (Administrator, Gifted Lead, Early Childhood Teacher (PK-2) and other appropriate school staff) reviews the body of evidence and makes a determination of whether or not the student qualifies for early access. All criteria must be considered in making the determination. Test scores alone do not meet the standards of a determination. A student may score at the 97th percentile or above on aptitude and achievement tests, but not have data that supports school readiness. Every child with a score 97th percentile may not benefit from early access to kindergarten or first grade. Early access decisions will be a consensus process. If the team cannot reach consensus, the building principal or the gifted education lead shall make the final decision in accordance with the school's early access procedures. The decision as to whether a student qualifies for early access is at the sole discretion of the school.

The CDE provides a comprehensive [Early Access Guidebook](#) that should be referenced when developing the school's early access procedures. CSI provides Early Access Training in late October via webinar and has sample procedural guidance and application templates on the [Early Access Resource webpage](#).

> Note: The required *Early Access Process* differs from an early admittance policy. CSI charter schools can adopt *Early Admittance* policies to allow younger children to be admitted to kindergarten and 1st grade; however, the school will not be eligible to receive state funding for the kindergarten student who turns 5 years old after October 1st..

GRADE LEVEL ACCELERATION (GRADE SKIPPING)
Charter School Institute Schools may choose to adopt a formal board policy for grade level acceleration or may follow written procedures that align to the [CSI Grade Acceleration guidance document](#). Required components include the Iowa Acceleration Scale process with body of evidence collection, review team recommendations for determination, and a documented process for appeal. (CRS 22-7-1013)

PROGRAM EVALUATION

CSI evaluates each school's gifted education program annually through the CSI Equity Screener. In addition, an audit of Advanced Learning Plans (ALPs) is conducted each December. CSI reviews ALPs to ensure they are purposeful and meaningful, support individual student growth and achievement, and comply with statutory procedural requirements.

CDE Office of Gifted Education conducts Gifted Education Monitoring (GEM) every five years. Schools are required to participate in the process by updating the school's gifted education program plan, providing ALPs for review as requested by CDE, and participating in site visits or focus group meetings. CSI's next GEM will be conducted during the 2023-2024 school year.

FEDERAL PROGRAM COMPONENTS

There are no federal mandates for gifted education.

STATE PROGRAM COMPONENTS

Gifted education is addressed in the Exceptional Children's Educational Act (ECEA) in the Colorado Revised Statutes beginning on page 98. The Rules provide definitions and guidelines for programming elements such as: parent, student and family engagement; identification procedures; Advanced Learning Plan (ALP) procedures; personnel; budget; evaluation; and accountability.

FUNDING

ECEA Gifted Funds (3150)

The primary funding source for gifted education is per pupil revenue. State categorical funds for gifted education (3150 – *ECEA Gifted*) are supplemental and help to offset the costs of a gifted program. These funds provide resources and support for the instruction and growth of gifted students. Areas for eligible expenditures are: teachers/administrators who work directly with gifted students and the gifted program; student instructional activities; student materials; activities related to gifted education; equipment used for the instruction identification or assessment of gifted students; and professional development for educators/parents of gifted students. CDE provides a chart of examples of possible gifted education fund expenditures.

CSI allocates the categorical funds by providing each school base funding of $500 and distributing the remaining funds to schools based on the per pupil gifted count from prior year October Count. Schools are encouraged to use the base funding to purchase assessments necessary for the identification of gifted students. Schools receive 60% of their 3150 allocation in September and the remaining 40% in January. It is considered a best practice to track all expenditures for your gifted education program using finance code 3150.

During the October Count Data Submission, schools report each student's area of giftedness through the Student Association File. Gifted Leads should work closely with Data Submissions Staff to ensure that the information submitted accurately reflects the gifted student population at the school, as funding is impacted by this submission.

Early Access

In order to receive PPR funding for Early Access students, the school must:
- Report early access students using date of birth, grade level placement and gifted student designations on the October Enrollment Count; **AND**

- Develop an ALP for the current school year by September 30 of each early access year to be verified through the October Count submission. The phrase, "grade acceleration", must be clearly written or marked on page 1 of the student's ALP in order to receive funding.

Universal Screening Grant
The Colorado Department of Education and House Bill 14-1102 provide schools the opportunity to apply for funds to offset the costs of conducting Universal Screening in a K-2 grade, and/or in conjunction with ICAP planning at the middle school level. "Universal Screening" means the systematic assessment of ALL students within a grade level for identifying students with exceptional ability or potential. Schools are strongly encouraged to include universal screening in identification procedures. CSI schools wishing to offset the cost of purchasing state approved cognitive assessments for Universal Screening can complete a Letter of Intent in March. CSI applies to CDE on behalf of all eligible schools in April and conducts an internal grant application process in July. Awards are announced in early August.

Schools receiving a Universal Screening Grant Award are expected to purchase the approved testing materials and complete testing prior to requesting reimbursement from CSI. This grant follows the CSI Request for Reimbursement process. In addition, schools must submit an end of year program report in May that details the number of students that were assessed and the number that were identified as gifted or as part of a talent pool that will be monitored for future identification.

REPORTING
Schools must regularly update their data management systems to ensure they accurately reflect the area of gifted identification for students. This data is pulled for a variety of data collections throughout the year, most notably the October Count collection. For more information about data collections, please review the Data Submissions section of this guidebook.

EMERGENT MULTILINGUAL LEARNERS (EL)
CSI Contact: Brooke Frarck, School Improvement and Equity Specialist

All schools who have Emergent Multilingual students must provide educational programming that meets the language acquisition needs of those students. What that programming looks like is a school-based decision. With this in mind, each CSI school is required to submit an English Language Development Program Plan to the Student Services Department that highlights how their school will meet Federal and the Colorado Department of Education requirements for identification, assessment, reclassification, instructional programming, exiting, and staffing. The CDE Guidebook is a wonderful reference tool when considering any of these areas. In addition to the CDE Guidebook, each CSI school's Program Plan can be used as a reference tool from year-to-year to build and improve upon a school's EL programming. These program plans are updated every few years and/or when a dramatic change occurs to the EL programming model for the school.

FEDERAL PROGRAM COMPONENTS

There are several Federal laws and Supreme Court Cases that provide guidance for serving English Language Learners as well as provide civil rights protections for those students. The federal laws that are most applicable are Title VI of the Civil Rights Act of 1964, Office for Civil Rights May 25, 1970 Memo, and the Equal Educational Opportunities Act of 1974. The Supreme Court cases that set precedents for EL Learners are Lau v. Nichols (1974), The Lau Remedies (1975), Castaneda v. Pickard (1981) and Plyer v. Doe: Right to Attend Free Public School (1982).

The United States Department of Education along with the U.S. Department of Justice provides regular guidance for supporting English Language Learners with various Joint Letters or Dear Colleague Letters. One other guiding resource the US Dept. of Ed provides is the English Learner Toolkit, which is a robust reference tool when it comes to legal questions and/or parameters surrounding EL learner supports.

STATE PROGRAM COMPONENTS

The Colorado laws that are directly applicable for English Language learners are CO Senate Bill 109 – ELP Assessment, CO House Bill 14-1298 – English Language Proficiency Act, and CO House Bill 15-1323 – Changes to Assessments in Public Schools. The combination of these laws requires schools to do several things along with some other things, such as:

- use one common assessment to identify English learners (WIDA Screener)
- use one common assessment to measure English language development (ACCESS)
- provide evidence-based ELD program for all eligible K-12 English learners to enable ELs to develop and acquire English proficiency while maintaining grade-level performance in academic content areas
- identify all ELs enrolled in the school
- report the number of ELs to CDE during October Count

FUNDING

The ELPA (English Language Proficiency Act) Program is a categorical (state funded) program that supports the requirement to provide an evidence-based English language development program for all identified English learners. The goal of the ELPA Program is to increase the English language proficiency and academic performance of English learners. Identified ELs, certified annually in Student October Count, may receive funding for up to a total of five budget years, including prior years of funding.

In 2021, Colorado HB21-268, otherwise known as the 2021-2022 School Finance Act, created a new factor in the school finance formula to allocate funds for identified English learners. This funding is in addition to ELPA Program funding. The Colorado legislature determined to apply the ELPA Professional Development and Student Support Program funding to the new English learner factor in the formula. Therefore, while schools will receive funds within their Total Program funding for English learners, schools will no longer receive ELPA PD and Support funding. The School Finance Act defines English learners counted in the new formula factor as those who are Non-English Proficient (NEP) or Limited English Proficient (LEP) and within the

five-year window of NEP or LEP identification, as defined by ELPA 22-24-104. For more information, please visit the ELL count webpage.

On the federal level, there are two main funding streams to support English Language Learners, Title I and Title III. Title I's purpose is to ensure all children receive "fair, equal, and significant opportunity to obtain a high quality education" and is allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards. Title III is designed to improve and enhance the education of English learners in becoming proficient in English, as well as meeting the Colorado Academic Content standards. The Title III allocation is calculated based on the amount of English Language learners identified at each school along with the total amount of EL learners identified within the CSI portfolio. Title monies should be used in a supplemental manner in conjunction with ELPA funds, which are used for a school's core ELD programming needs.

REPORTING

Schools must update their data management systems at the beginning of each school year (and as needed through the year) to ensure they accurately reflect the English Learner status of students. This update should take place at the beginning of the year for newly enrolled English Learners as well as returning English Learners who have been redesignated or exited from the program. A student's designation should not change during the school year unless an error was identified in the status the student. This data is pulled for a variety of data collections throughout the year, most notably for the October Count. For more information about data collections, please review the Data Submissions section of this guidebook.

SECTION 504
CSI Contact: Special Education Coordinator, Nick Stachokus

OVERVIEW
Section 504 of the Rehabilitation Act of 1973 is an unfunded Federal law that prohibits discrimination based on disability in any program or activity operated by recipients of federal funds. Students eligible for services under Section 504 have a mental or physical impairment that *substantially* limits major life activities. Common impairments that may require a school to consider Section 504 eligibility for a student may include diabetes, ADHD, or other physical disabilities. Students eligible to receive services or accommodations under Section 504 must have a Section 504 plan that documents the student's impairment, significant limitations on a major life activity, and the accommodations and individuals responsible for delivering services.

Each CSI school is required to have a Section 504 Coordinator. The school leader may designate any staff member to be the Section 504 Coordinator, except a special education teacher who is fully funded using special education dollars. The main responsibilities of a 504 Coordinator are – screening and identifying eligible students, processing relevant forms and paperwork, ensuring all accommodations and/or services are being provided, attending annual training, conducting parent meetings, reporting, and maintaining records. CSI has a released a Section 504 Manual that schools can use for guidance.

FEDERAL PROGRAM

Section 504 of the Rehabilitation Act of 1973 ensures that if a child's impairments or conditions substantially limit their ability to learn in school or to engage in other major life activities, they are protected under Federal law. Examples of the types of discrimination prohibited include inequitable access to educational programs and facilities, denial of a free appropriate public education for elementary and secondary students, and refusal to implement or inappropriate implementation of academic adjustments in higher education.

Section 504's eligibility criteria is differs from than the Individuals with Disabilities Education Improvement Act (IDEA 2004). Section 504's emphasis is on ensuring student's needs are adequately met and the student is provided "meaningful access" within the educational setting. IDEA emphasizes that a student receives "meaningful benefit" within the educational setting. Students may not meet the criteria for eligibility under IDEA yet may under section 504. The processes and procedures used under section 504 and individualized educational plans possess some similarities; however, they are not identical.

STATE PROGRAM
The Charter School Institute is the agency that oversees school compliance with Section 504. This is a result of the Colorado Department of Education's deference to the Office of Civil Rights regarding section 504 questions. Schools are still required to submit reports regarding students who participate in 504 processes.

FINANCE
Section 504 is unfunded.

REPORTING
Schools must regularly update their data management systems to ensure they accurately reflect the students with Section 504 plans. This data is pulled for a variety of data collections throughout the year, most notably for the October Count. For more information about data collections, please review the Data Submissions section of this guidebook.

SCHOOL NURSING & HEALTH
CSI Contact: Career Pathways & School Programs Coordinator, Michael McManus

OVERVIEW
CSI schools are required to develop a plan for providing essential health services as required by state and federal legislation and policy. Some key plan elements include, but are not limited to, providing separate rooms or areas for emergency use in providing care for persons who are ill, or suspected of having communicable diseases; developing policies and procedures for informing parents about immunization requirements and collecting and maintaining health and immunization information; conducting hearing and vision screenings, developing procedures for storing and administering medication; and employing or contracting with a registered nurse who holds both a CDE School Nurse license and a Colorado Department of Regulatory Agencies (DORA) license.

Throughout the school year, the school nurse follows the scope and standards of practice as outlined in the Colorado Nurses Practice Act to provide care coordination for students with health needs, including routine care, emergency response, screenings for hearing and vision,

health evaluations for exceptional students (IEP or 504). A school nurse may delegate specific nursing tasks to unlicensed school staff (Health Assistant), provided the appropriate delegation protocol is followed. CSI recommends that schools who have a contracted school nurse employ a staff member to function as a Health Assistant for a minimum of .5 FTE.

CSI Schools are required to submit a School Nursing and Health Program Plan as part of Organizational Submissions. The Nursing and Health Program Plan and associated support resources are accessed through CSI's Student Services Resource Library.

The following activities are required to be conducted annually:

- Ensure safe delegation to unlicensed assistive personnel by providing training that adheres to the provisions of the Colorado Nurse Practice Act
- Provide training on mandatory reporting of child abuse and neglect to all school staff
- Distribute requirements for immunizations via parent letters at start of school. Collect immunization forms and/or exemptions. Review immunization records for compliance and send notices for non-compliant students. CSI participates in the statewide immunization program where schools can access the state immunization data bank (CIIS).
- Distribute information on the CSI Board Policy on Students with Food Allergies to parent/guardians and encourage parents/guardians of students for whom medication has been prescribed for treatment of a food allergy or anaphylaxis to give the school nurse (or school personnel trained in medication administration procedures) a supply of the student's medication
- Collect student health information upon enrollment (annual health update form), and update as needed throughout the year
- Collect medication administration forms completed and signed by the parent/guardian and primary health care provider before the medication can be administered, and provide for the administration of medication and nursing procedures. All school personnel administering medication must be trained by the school nurse and follow school medication administration procedures as outlined in the school's medication administration policy.
- Assure student health information is protected in accordance with Family Educational Right to Privacy Act
- Identify students with health needs requiring modifications or accommodations in the school setting or during school sponsored events and activities
- Develop and implement Health Care Plans for students with health care needs
- Design response plans to assist all students with special needs in emergencies
- Complete the online Immunization Report to Colorado Department of Public Health and Environment by December 1st (sample reporting worksheet)
- Assure the provision of first aid and provide triage for physical, oral and mental health issues
- Institute appropriate disease control measures
- Conduct vision/hearing screening assessments for
  - All students in ECE, Kindergarten, 1st, 2nd, 3rd, 5th, 7th, and 9th
  - All children new to the school system
  - All children referred by school personnel or parents

- o All students in special education programs at the age at which they would be in grades ECE, Kindergarten, 1st, 2nd, 3rd, 5th, 7th, and 9th and at initial and triennial
- Obtain and interpret student health date for child find/special education assessments and 504 accommodation plans and manage health sections on student plans
- Participate as the health expert on the response to intervention (RTI), special education and 504 multidisciplinary teams by mitigating health related obstacles to learning
- Review health related policies and procedures
- Evaluate the provision of school health services using outcomes-based measurements

ANNUAL PARENT/GUARDIAN NOTIFICATIONS

Immunization Information: Per CSI Board Policy and CRS 22-30.5-519, CSI schools are required annually to provide standardized immunization information to all students and their parents and guardians. The method of distribution may include providing a copy to parents and legal guardians, providing the document in a newsletter or handbook, or providing an electronic copy, with the exception that posting a copy on a school website alone is not sufficient notice.

Food Allergy Anaphylaxis Policy Notice: Per CSI Board Policy and CRS 22-30.5-518, CSI schools are required to annually provide notification of the CSI Students with Food Allergies Policy to all students and their parents and guardians. The notice shall include language that encourages parents/guardians of students for whom medication has been prescribed for treatment of a food allergy or anaphylaxis to give the school nurse (or school personnel trained in medication administration procedures) a supply of the student's medication.

REPORTING

Immunization Report (required): Colorado Board of Health rule 6 CCR 1009-2 requires public, private and parochial schools that enroll students in K-12th grade, as well as preschools, childcare centers and Head Starts licensed for 10 or more children, to report their vaccination data to Colorado Department of Public Health and Environment (CDPHE) annually.

Schools report directly to CDPHE through an online data collection tool. Each CSI school must register with CDPHE and submit data between October and December of each school year. The deadline to complete data submission is **December 1ˢᵗ**. CDPHE resources for data reporting, including videos, guidance documents and a sample reporting worksheet can be found on the CDPHE's Reporting website.

Schools report the total numbers of students who:
- are up-to-date on individual vaccines (fully immunized),
- claim an exemption,
- are in process of getting immunized,
- have a non-compliant immunization record, or
- do not have an immunization record on file.

Students are considered compliant with state immunization rules if they:
- are up-to-date on required vaccines,
- have a valid exemption on file, or
- have a plan in place to become up to date.

CDPHE compiles the statewide data and shares it publicly through the School and Child Care Immunization Data website. For more information about the data, see the CDPHE's frequently asked questions.

Reporting related to the Colorado School Children's Asthma and Anaphylaxis Act: Rules for the Colorado School Children's Asthma and Anaphylaxis Act C.R.S. 22-1-119.5 (2)(b)(IV) & (8) requires CSI Schools to report incidences of severe allergic reactions (anaphylaxis), use of epinephrine, and the delegation/training of staff to maintain and administer stock epinephrine. Schools report directly to the Colorado Department of Education (CDE) using one of two online forms.

- Severe Allergic Reaction/Use of Epinephrine Reporting (required): Schools must submit a report to the State School Nurse Consultant at CDE within 10 days regarding any incident at the school or a school-related event involving a severe allergic reaction, the administration of an epinephrine auto-injector, or both. Reports should be submitted directly to CDE via this reporting form
- School Nurse Report of Designated Personnel to Administer Stock Epinephrine (only for schools with a stock epinephrine policy): If a school has a board-adopted policy allowing for the administration of stock epinephrine auto-injectors, the School Nurse must report to the State School Nurse Consultant at CDE whether training and delegation has occurred and, if so, the number of employees in the school or school district that have been trained and delegated to administer epinephrine auto-injectors. Reports should be submitted directly to CDE via this reporting form

School Health Data Collection (voluntary): The CDE Health and Wellness Unit collects data on the number and type of health care providers working in public schools and the health conditions that were managed during the school year. Schools report aggregate data on the directly to CDE through an online reporting form (sample) between April and June. No individual student data is shared.

FEDERAL PROGRAMS
Public Law 108-446: Individuals with Disabilities Education Improvement Act (IDEIA). This legislation requires schools to educate students who qualify with a disability under IDEIA in the least restrictive environment possible. This law includes providing free and appropriate education, including related services such as nursing and other health services.

Section 504 of the Rehabilitation Act. This law requires schools to provide accommodations for students who have been identified with a disability under Section 504, including services of nursing and health services, to ensure equal access to education.

STATE PROGRAMS
6 CCR 1010-6: Rules and Regulations Governing Schools. These guidelines provide minimum sanitation requirements for operating and maintaining schools, and minimum standards for exposure to toxic materials and environmental conditions to safeguard the health of school occupants and the general public.

C.R.S. 12-38-101: Nurse Practice Act. Regulates the practice of nursing by creating the Colorado State Board of Nursing.

C.R.S. 19-3-304: Individuals Required to Report Child Abuse and Neglect. Lists persons required to report abuse or neglect, including public or private school officials or employees.

C.R.S. 22-1-116: School Children — Sight and Hearing Tests. Mandates vision and hearing screenings in grades K-3, 5, 7, and 9. Parents are notified when a deficiency is found.

C.R.S. 22-1-119: Liability in Dispensing Drugs to Students. Exempts school staff from liability for administering medications with parental approval.

C.R.S. 22-1-119.3: Administration of Prescription Medication. Allows a district board of education to adopt a policy for student possession and administration of prescription medication.

C.R.S. 22-1-119.5: Asthma, Food Allergy, and Anaphylaxis Health Management-Self Administered Medications. Permits responsible students to carry and self-administer emergency medication such as inhalers and epinephrine auto injectors.

C.R.S. 22-2-135: Rules for Food Allergy and Anaphylaxis Management. Allows the state board of education to adopt and implement a policy for managing food allergies and anaphylaxis among students enrolled in the public schools of the school district.

C.R.S. 22-20-101: Education of Exceptional Children (Special Education). Addresses the education of children with disabilities under the Individuals with Disabilities Education Improvement Act (IDEA).

C.R.S. 22-32-139: Food Allergy and Anaphylaxis Policy Required. Ensures school districts have a policy on managing food allergy and anaphylaxis for students.

C.R.S. 22-60.5-210: Types of Special Services Licenses Issued-Term. Requires all SSPs, including nurses, to be licensed and endorsed by CDE to work in public schools.

C.R.S. 22-60.5-213: Approved Induction Program. Requires completion of an approved induction program to obtain a Professional Special Services License.

C.R.S. 25-1-122: Reporting of Certain Diseases and Conditions. Requires reporting, without patient consent, of occurrences of certain diseases and conditions by any person having knowledge of such.

C.R.S. 25-4-902: Immunizations Prior to Attending School. Prohibits children from attending school unless the parent or guardian has presented up-to-date immunizations to the school. Parents or guardians have 14 days from notice of noncompliance to obtain the required immunizations for their child or to have on file signed personal, medical, or religious exemptions.

FINANCE
School Health Professional Grant (SHPG)
CDE offers this competitive grant program to provide funds to eligible education providers to enhance the presence of school health professionals in public schools. School Health

Professionals are defined as School Nurses, School Psychologists, School Social Workers and School Counselors.

The intent is to:

- Increase the presence of school health professionals in secondary schools to provide substance abuse and mental/behavioral health care to students who have substance abuse or other mental/behavioral health needs
- Implement substance abuse prevention education and provide evidence based resources to school staff, students and families
- Reduce barriers for enrolled secondary students, who are at risk for substance abuse, to access services provided by community-based organizations for treatment and counseling

CDE releases the RFP for the grant in April with an application deadline in May. More information can be found on the CDE's SHPG website. Schools interesting in applying for the grant should refer to the CSI Handbook section on Applying for Competitive Grants.

COLORADO PRESCHOOL PROGRAM
CSI Contact: Student Support & Early Childhood Specialist

OVERVIEW
The Colorado Preschool Program (CPP) offers additional funding for qualifying preschool students in the state of Colorado. CPP is a state-funded early childhood education program administered by CDE to provide opportunities for young children who are at risk for starting elementary school unprepared. CPP has specific requirements regarding licensing, class size and ratios, service hour requirements, program quality criteria, assessment, staff development, family involvement and support services, and program evaluation that should be considered when deciding to become a participating member. guidance document

In addition, CSI is required to have a District Advisory Council made up of participating CPP schools within the portfolio. This group provides the oversight for the CPP program at CSI. If a school wishes to participate in CPP, they must follow these steps:

1. Once a pre-school has been approved, has their childcare license, and their Colorado Shines rating, the school will need to apply to become part of the CPP program through the CSI District Advisory Council's Request for Proposal process. For a copy of the RFP, please contact CSI.
2. The Council will then vote on the application. Once a school is approved, the school becomes a participating member of the District Advisory Council.
3. The school will then receive CPP allocations the following year according to the Council's slot allocation formula.

It should be acknowledged that the process of becoming a part of CPP does take a significant amount of time as a result of the various oversight entities that are involved. It is in the best interest of the school considering to begin planning processes as early as possible and to connect with CSI's Student Support & Early Childhood Specialist at the onset of the planning process.

FEDERAL PROGRAM COMPONENTS
None.

STATE PROGRAM COMPONENTS
CPP was authorized by the Colorado General Assembly in 1988. Colorado Senate Bill 92-189 in 1992 along with the expansion under the Early Childhood At-Risk Enhancement (2013) is the legislation that helped solidify early childhood funding within the state. There are a number of requirements (delete hyperlink here) within pre-school programming that need to be met by schools in order to qualify for the funding. The requirement that comes up the most often is that schools must have a 16:1 student to teacher ratio within a classroom in order to participate in the program.

FUNDING
CPP, through the Early Childhood At-Risk Enhancement (ECARE) program, provides more flexible funding to offer half- or full-day preschoolers. . CPP is managed by local school districts and their preschool advisory councils. Each participating school district is given a predetermined number of half-day slots to serve eligible children. Two types of slots can be allocated to districts: CPP and ECARE. CPP slots can be used to serve preschoolers and ECARE slots can be used to serve preschoolers or provide full-day opportunities for eligible preschoolers. Children are determined eligible by individual and family risk factors. Schools must participate in CPP in order to qualify for ECARE allocations.

CPP/ECARE funding is allocated at .5 per pupil rate. The CPP District Advisory Council (DAC) determines the amount of slot allocations each school receives. The CPP DAC has a slot allocation formula that takes into consideration the total amount of slot allocations allotted to CSI schools, the amount of total students eligible at each school and within the Council, student risk factors, school enrollment size, and the overall quality of the preschool program. CSI acts as a facilitator in the slot allocation process and within the DAC; however, the members of the DAC are ultimately responsible for making slot allocation determinations.

REPORTING
Schools must regularly update their data management systems to ensure they accurately reflect the students participating in CPP. This data is pulled for a variety of data collections throughout the year, most notably for October Count and End of Year collection. For more information about data collections, please review the Data Submissions section of this guidebook.

INDIVIDUAL CAREER & ACADEMIC PLAN (ICAP)
High Schools (required); Middle Schools (recommended)
CSI Contact: Career Pathways & School Programs Coordinator, Michael McManus

OVERVIEW
CSI schools are required to develop policies and procedures to implement a multi-year ICAP process that begins in grade 9, and are encouraged to consider beginning the ICAP process as early as grade 6. Completion of an ICAP is also required for high school students to meet Colorado's Graduation Guidelines.

An ICAP should be designed to assist each student and his or her parent or legal guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce.

The CDE provides a comprehensive Postsecondary & Workforce Readiness (PWR) Playbook that should be referenced when developing the school's ICAP Program. ICAP facilitators located throughout the state are available to work with school leadership teams.

FEDERAL PROGRAM COMPONENTS
None.

STATE PROGRAM COMPONENTS
Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K)
Senate Bill 09-256
Rules Governing Standards for Individual Career and Academic Plans

CSI POLICY
Individual Career and Academic Plans

FUNDING
ICAP activities are funded as part of the core educational program through PPR.

GRADUATION GUIDELINES
High Schools
CSI Contact: Career Pathways & School Programs Coordinator, Michael McManus

OVERVIEW
Colorado Graduation Guidelines are a road map to help students and their families plan for success after high school. The guidelines go into effect for the Class of 2021.

The guidelines have two purposes. The first is to articulate Colorado's shared beliefs about the value and meaning of a high school diploma. The second is to outline the minimum components, expectations, and responsibilities of local districts and the state to support students in attaining their high school diploma and in providing evidence to employers, military recruiters, training program and college admission teams that they are ready for the next step after high school.

Institute Charter Schools establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021 and beyond. Institute Charter Schools select from the Menu of College and Career-Ready Demonstrations to create a list of options that their students must use to show what they know or can do in order to graduate from high school.
Institute Charter Schools may offer some or all of the state Menu of College and Career-Ready Demonstrations options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

In addition to completion of at least one item from the Menu of College and Career-Ready Demonstrations students must complete an Individual Career and Academic Plans (ICAP), 21st Century Essential Skills, and Colorado Academic Standards for all content areas, including a course in Civics.

Additional information and implementation resources can be found on CDE's Graduation Guidelines program webpage.

FEDERAL PROGRAM COMPONENTS
None

STATE PROGRAM COMPONENTS
Colorado Revised Statute 22-2-106
As required by state statute (in section 22-2-106, C.R.S.), in September 2015, the Colorado State Board of Education adopted a comprehensive set of guidelines to be used by each school district's board of education in establishing requirements for students to receive a high school diploma

In September 2015, the State Board of Education stated that the graduation guidelines set a minimum bar for student demonstrations. School districts may raise a cut score on an included assessment and may add graduation requirements in other content areas. Districts may offer some or all of the state menu options.

REPORTING
Local Education Providers must report how each student has satisfied Graduation Guidelines requirements in English and Math. Additional reporting details can be found in CSI's Graduation Guidelines File Layout

FUNDING
Graduation Guidelines activities are funded as part of the core educational program through PPR.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT
CSI Contact: Brooke Frarck, School Improvement & Equity Specialist

OVERVIEW
The McKinney-Vento Homeless Assistance Act is the primary piece of legislation to the education of children and youth experiencing homelessness. Specific provisions ensure the enrollment, accessibility, and educational stability for students lacking a fixed, regular, and adequate nighttime residence. The intent of the act is to remove all educational barriers facing children and youth experiencing homelessness. The Colorado Department of Education provides ample resources and guidance around McKinney Vento.

Students who qualify for services under McKinney Vento have the right to immediate enrollment in a school even if they are lacking paperwork normally required. In addition, *the student has the right to receive transportation to the school even if your school does not offer transportation to your students. The school is responsible for making transportation*

accommodations for the student. Please reach out to CSI's Homeless Liaison with any questions.

Each CSI school is required to designate someone as their McKinney-Vento/Homeless Liaison. The main responsibilities of this staff member are to ensure all students who qualify are identified, provided resources, and properly reported. In addition, this staff member should have the skill set to navigate sensitive conversations in a professional and compassionate manner.

FUNDING
Each school receives an allocation on a per pupil basis for students identified under the McKinney Vento Act. There is an emergency funding set aside for schools that might require additional resources outside of the per pupil allocation. Please contact the CSI's Homeless Liaison with any questions regarding this funding and the need for additional assistance. McKinney Vento funds can be used for a variety of different needs, except that the funds cannot be used to purchase gift cards, gas cards, and/or gift certificates due to the federal requirements for financial reporting.

REPORTING
Students who qualify for the McKinney Vento protections are identified in each school's October Count as well as their End of Year report. Please work with CSI's Homeless Liaison and Submissions team for accurate reporting and any questions around how to identify. There is an enrollment questionnaire that is required to be completed under McKinney Vento for each family to fill out.

CAREER & TECHNICAL EDUCATION (CTE) PROGRAMS
Middle Schools and High Schools
CSI Contact: Career Pathways & School Programs Coordinator, Michael McManus

OVERVIEW
Colorado Career and Technical Education (CTE) are educational programs offered for students in grades 7-12 that emphasize core academic content, postsecondary & workforce readiness (PWR) competencies, technical skills, and seamless transition to further education or employment. CSI Schools seeking to develop and operate an approved CTE program must base the design and outcomes of their programs on Colorado's CTE Strategic Plan, CTE Standards, and the Colorado Career Cluster Model.

The Colorado Community College System (CCCS) is the State Educational Agency that oversees CTE Programming. The CCCS CTE Administrator's Handbook is the guiding document for creation and administration of an approved CTE program. Key components of an approved CTE program are:

- Alignment with regional economic development and workforce needs
- Advisory Committee consisting of representation from industry and education partners
- A program Quality Action Plan self-assessment
- Classroom/lab space that meets program-specific requirements and environmental safety standards

- Strategies in place to ensure that no student is unlawfully discriminated against or denied an equal opportunity to benefit from occupational education
- 5 Year Long Term Plan for Career & Technical Education, including process for Evaluation and Continuous Improvement
- Scope and Sequence of academic and CTE coursework aligned postsecondary programs offered in the school's geographic area
- CTE Credentialed Instructors
- Participation in a Colorado Career & Technical Student Organization (CTSO) aligned with approved program
- Reporting of student and CTE instructor data and outcomes

Comprehensive Guidance on CTE Programming can be found at the CCCS CTE Website. School Leaders should identify a primary point of contact for administration of an approved career and technical education program OR if a school is interested in developing a career and technical education program.

FEDERAL PROGRAM COMPONENTS
Carl D. Perkins Vocational and Technical Education Act

STATE PROGRAM COMPONENTS
The Career and Technical Act, formerly the Colorado Vocational Act of 1970, CRS 23-8-101, was adopted by the Colorado General Assembly to provide assistance to local school districts operating CTE programs approved by the State Board for Community Colleges and Occupational Education.
Colorado Career and Technical Act
State Board for Community Colleges and Occupational Education Rules
The Career Development Incentive Program (C, or Career Development Success Program Expansion in House Bill 18-1266, provides financial incentives for school districts and charter schools that encourage high school students, grades 9-12, to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs or qualified Advanced Placement (AP) courses.
Career Development Incentive Program

FUNDING

Perkins
Perkins federal funding is intended to supplement existing CTE programs and cannot supplant state and local fund sources. Schools wishing to start a CTE program should expect to budget at least 75% of the cost of the proposed program from PPR and other local funds.

Perkins funds are distributed through the CSI RFF Process. For Perkins it is also called the Voucher Process. Approved programs for grades 9-12 are eligible.

CTA
CTA funds are paid out quarterly based on previous year financial reporting. Approved programs for grades 7-12 are eligible.

Career Development Incentive Program

Participating districts or charter schools could receive up to $1,000 for each student who successfully completes one of the qualified programs and will be distributed in tiered order. Non-approved CTE programs are eligible to receive funding through CDIP.

Reference CSI's CDIP Submission Guidelines for CDIP reporting details including submission deadlines. For more information, see CDE's CDIP Program Website.

CONCURRENT ENROLLMENT & ASCENT PROGRAMS
High Schools
CSI Contact: Career Pathways & School Programs Coordinator, Michael McManus

OVERVIEW

Concurrent enrollment (CE) programs provide high school students in grades 9-12 the opportunity to enroll in and earn credit for academic and career and technical education courses at an institution of higher education with no cost to the family. The Accelerating Students through Concurrent ENrollmenT (ASCENT) program allows for students to continue participating in CE for one year following 12th grade. ASCENT students are allowed to participate in graduation, and may receive a certificate of attendance or completion; however, the school may not issue a diploma until completion of the 5th year.

Colorado data show that students in concurrent enrollment programs are more likely to enroll in postsecondary education, have higher postsecondary grade point averages and retention rates, and demonstrate a decreased need for remediation.

For the purposes of Concurrent Enrollment and ASCENT, the Institute Charter School is considered the local education provider (LEP) and enters directly into cooperative agreements with one or more institutes of higher learning (IHL). The Department of Higher Education policy outlining service areas of Colorado public IHEs provides information about IHLs in a school's geographic area.

The CE Guidelines and FAQ webpage should be referenced when developing CE programs. In addition to CE policy and procedures, schools offering ASCENT must follow the CDE's request for participation process annually. Comprehensive guidance for CE and ASCENT can be found on the following CDE webpages:
Concurrent Enrollment (for school administrators)
Concurrent Enrollment (for students and parents)
ASCENT

FEDERAL PROGRAM COMPONENTS
None.

STATE PROGRAM COMPONENTS
Rules for the Concurrent Enrollment Program Act
Establishing Legislation:
- House Bill 09-1319
- Senate Bill 09-285

FUNDING
College tuition is separated into two parts in Colorado: the student share of tuition and the College Opportunity Fund (COF) stipend. Schools use per pupil revenue (PPR) to pay the tuition for the postsecondary courses at the resident community college rate directly to the Institute of Higher Education (IHE) on behalf of the student, or if the School is located outside the boundaries of every community college service area, the School pays the resident tuition rate of the nearest Colorado public institution of higher education [C.R.S 22-35-105(3)].

Students also apply for and authorize the COF stipend to pay that portion of their tuition. All CE and ASCENT students are eligible for the COF stipend (at IHEs which receive COF funding), but if they do not apply or if for some reason do not receive it, the IHE may charge students the stipend amount.

More information can be found in CDE's Student October Count Resource Guide.

Concurrent Enrollment Expansion and Innovation Grant The purpose of the Concurrent Enrollment Expansion and Innovation Grant Program is to provide grants to partnering local education providers and institutions of higher education to expand and innovate concurrent enrollment opportunities to qualified students. The grant awards up to $50,000 per approved applicant

REPORTING
Schools must regularly update their data management systems to ensure they accurately reflect the students participating in Concurrent Enrollment and ASCENT. This data is pulled for a variety of data collections throughout the year, most notably for the October Count and End of Year collections. For more information about data collections, please review the Data Submissions section of this guidebook.

TEACHER QUALIFICATIONS
CSI Contact: Gifted Education & Professional Learning Manager, Kimberly Caplan

OVERVIEW
Prior to 2015, the No Child Left Behind Act (NCLB) of 2001 required that core content teachers, and special education teachers and service providers be *highly qualified.* The qualifications necessary to be considered highly qualified were prescribed by NCLB and included requirements for minimum education, teacher licensure, and subject matter competency. These requirements in NCLB have been replaced by the Every Student Succeeds Act (ESSA) of 2015.

Special Education Staff: ESSA retains the requirement for special education teachers and service providers (psychologist, counselor, social worker, nurse, etc.) who work with students with disabilities to hold an active Colorado Teacher or Specialized Service Provider License with the appropriate endorsement. For more information, see the Special Education Staffing section of this guidebook.

General Education Staff: ESSA defers the requirements for general education teachers to state law. Colorado law (C.R.S 22-63-201) requires that a teacher hold a valid state license or authorization before they can be hired to teach in a public school, unless the school has received a waiver from this provision. Schools that have received a waiver may hire teachers from a wide variety of backgrounds, including, but not limited to teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, as well as persons with business or professional experience. Teachers hired who do not hold an active Colorado Teacher License with the appropriate endorsement in the grade level and subject area that they teach, must meet the *in-field criteria* described in the Colorado state ESSA plan, specifically, the individual must have:

- Degree (B.A. or higher) in the subject area of assignment
  OR
- College transcript documenting 36 semester credit hours aligned to the CDE endorsement worksheet in the subject area of assignment
  OR
- Passing score on a State Board of Education approved content exam (currently the ETS Praxis Series) in the subject area of assignment

Substitute Teachers: Colorado law (C.R.S 22-63-201) requires that a substitute teacher hold a valid state authorization before they can be hired to teach in a public school, unless the school has received a waiver from this provision. Schools that have received a waiver are encouraged hire individuals with a minimum of a Bachelor's Degree, but may hire individuals that meet the Paraprofessional recommendations listed below.

Paraprofessionals/Teacher's Aides: Neither federal, nor state law define qualification or credentialing requirements for paraprofessionals or teaching assistants. Schools have discretion in setting local hiring policies for these positions. CDE recommends that schools adopt local hiring policies that set requirements for paraprofessionals equivalent or similar to those outlined below.

Instructional paraprofessionals should possess specific skills and knowledge in reading, writing, mathematics and instruction to serve in schools supported by Title I. At a minimum, instructional paraprofessionals should:
- Possess a high school diploma or its equivalent
  AND
- Demonstrate subject matter competency by:
  - Earning an Associate's (or higher) degree
    OR
  - Completing at least two years (48 credit hours) of study at an institution of higher education
    OR
  - Passing a formal assessment measuring one's knowledge of and ability to assist classroom teachers in reading, writing and mathematics (ACT-Work Keys or ETS-ParaPro assessments).

ANNUAL PARENT/GUARDIAN NOTIFICATIONS

Parents' Right to Know (required): CSI schools are required to provide parents/guardians notification at the beginning of each school year of their right to request information on their child's teacher qualifications. [ESSA 1112(e)(1)(A)(i)-(ii)] The information shall include the following:

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

The method of distribution may include providing a copy to parents and legal guardians, providing the document in a newsletter or handbook, or providing an electronic copy, with the exception that posting a copy on a school website alone is not sufficient notice. A sample letter is available on the CSI Legal & Policy Resource webpage.

4-Week Rule Notification (Title I schools only): Under ESSA, a school that receives Title I funds must provide timely notice to the parent of any student who has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Schools with a waiver to C.R.S 22-63-201 need only send the 4-Week Notification to the parents of students whose teacher does NOT meet the teacher qualification criteria outlined in the school's waiver replacement plan. A sample letter is available on the CSI Legal & Policy Resource webpage.

EQUITY REPORTING
ESSA requires that low-income and minority children are not taught at higher rates than other children by inexperienced, out-of-field, or ineffective teachers. CDE collects data through the Human Resources Data Submission to monitor the equitable distribution of teachers across the state.

Schools are required to report the following for each teacher:
- Number of years of experience in a K-12 educational setting (0-2 years is considered inexperienced)
- Whether or not the teacher meets the in-field criteria described above
- The teacher's annual evaluation rating (unless the school has a waiver to the reporting requirement)

The CDE aggregates the data at the district-level and reports the rates at which low-income and minority students are being taught by inexperienced, out-of-field, and ineffective teachers to United States Department of Education (USDE) and to the public on the CDE website. LEAs with disproportionate numbers of inexperienced, out-of-field, or ineffective teachers working with low-income and minority students are required to submit a plan detailing how this will be addressed. Individual CSI school data is not published or reported by CDE.

ALTERNATIVE LICENSURE
CSI Contact: Gifted Education & Professional Learning Manager, Kimberly Caplan

OVERVIEW
While many CSI schools choose to waive state licensure requirements for teachers and school leaders, some of our schools prefer to hire Colorado licensed teachers. Colorado Revised Statute 22-60.5-205 defines charter schools as a Designated Agencies that are allowed to develop their own Alternative Educator Licensure Programs. Designated Agencies must identify a specific need(s) that they face in regard to the Colorado teacher shortage and can then create and apply to CDE for alternative preparation programs in numerous teacher endorsement areas . Alternative teacher licensure programs are either one or two years in length and must meet the criteria outlined in C.R.S 22-60.5. State Statute does not allow alternative licensure pathways for Specialized Service Professionals.

To address principal shortages in public schools, charter schools may hire individuals as principals who can serve on a Principal Authorization. Each Institute charter school creates individualized learning plans for these alternative principal candidates.

TEACHER AND SPECIALIZED SERVICE PROVIDER INDUCTION
CSI Contact: Gifted Education & Professional Learning Manager, Kimberly Caplan

OVERVIEW
CDE requires teachers and specialized service providers who hold a Colorado Initial License to complete an approved Induction Program during their first three years of employment. After completion of the program, the educator receives a Colorado Professional License that is valid for five years. Institute schools can apply directly to CDE for Induction Program approval, or they can participate in a CDE-approved Induction Program through CSI.

The intent of CSI's one year program is to:

- Assist newly-licensed educators, veteran educators new to the school or incoming out-of-state educators make a smooth transition into their new environment
- Increase the skills and abilities of new educators and ensure that those educators are knowledgeable about the state adopted Educator Quality Standards
- Provide support to and retain effective Colorado educators

CSI recognizes that each of our schools have unique missions and instructional programs; therefore, the CSI Induction Program provides a framework that allows schools meet induction program requirements while customizing ongoing, embedded professional development at the school.

Key components of the program are:

- CSI online modules on CSI Mission/Policies, the Colorado Educator Quality Standards, the Colorado Model Evaluation System, and the Colorado Academic Standards

- Online system for inductee to develop a portfolio of work samples and reflections that provide evidence of implementing the Colorado Educator Quality Standards
- Orientation to School and New Hire Activities developed by the school
- Mentorship: 30 hours of planned interaction between accomplished teachers and new teachers for the purpose of providing opportunities for goal setting, modeling/observation, conferencing feedback, and social support
- Mission focused ongoing, embedded professional development through school trainings and meetings as determined by the school leadership team.

Each school designates an Induction Coordinator as the primary point of contact for the program. The Induction Coordinator is responsible for planning and oversight of school-based professional development activities for inductees; mentor selection and assignment; and providing feedback to CSI through an annual program survey.

CSI hosts an annual Induction Program Webinar for School Leaders and schools must submit an Intent to Participate in Induction at the beginning of August. The Induction Program begins with web-based mentor training in early September and continues through April. Induction certificates for inductees and continuing education credits for mentors will be issued in May.

ADMINISTRATOR & PRINCIPAL INDUCTION
CSI Contact: Gifted Education & Professional Learning Manager, Kimberly Caplan

OVERVIEW
CDE requires administrators and principals who hold a Colorado Initial License to complete an approved Induction Program during their first three years of employment. After completion of the program, the administrator/principal receives a Colorado Professional License that is valid for five years. Institute schools can apply directly to CDE for Induction Program approval, or they can participate in a CDE-approved Induction Program through CSI.

CSI partners with the CDE Schools of Choice office to offer a Principal and Administrator Induction program through the Administrators Mentoring Cohort (AMC). Charter school leaders who successfully complete the induction program will be recommended for a professional principal's license. The program focuses on the Colorado Administrator and Principal Quality Standards and the Colorado School Support Initiative (CSSI) Standards and is facilitated by charter leaders in the field.

Key components of the program are:
- Establish a Growth Plan outlining professional goals for the program
- Mentorship: 25-32 hours of planned interaction between new leaders and an approved charter school leader mentor
- Monthly reflections on mentoring and progress toward Growth Plan objectives
- Participation in 4 leadership development opportunities (AMC meetings or CSI Gatherings)

Interested school leaders must submit their initial Colorado principal license and resume documenting their current role as a charter school leader and designate a qualified mentor to be

considered for enrollment in the induction program. Upon completion of the program requirements, Induction certificates for inductees and continuing education credits for mentors will be issued in June.

FEDERAL PROGRAM COMPONENTS
None.

STATE PROGRAM COMPONENTS
Colorado Educator Licensing Act of 1991
Colorado Revised Statutes: 22-60.5-204

FUNDING
Title II funds can be used to supplement PPR for induction activities at the school level.

KEY DATES & TRAININGS
Visit the CSI Calendar for training dates.

FINANCE DEPARTMENT

OVERVIEW

The CSI Finance Department's key roles include managing CSI's internal financial and human resources operations and to provide financial oversight, monitoring and support to the CSI portfolio of schools. Visit the Our Team page for the most up-to-date team members.

Department Org Structure and Staff
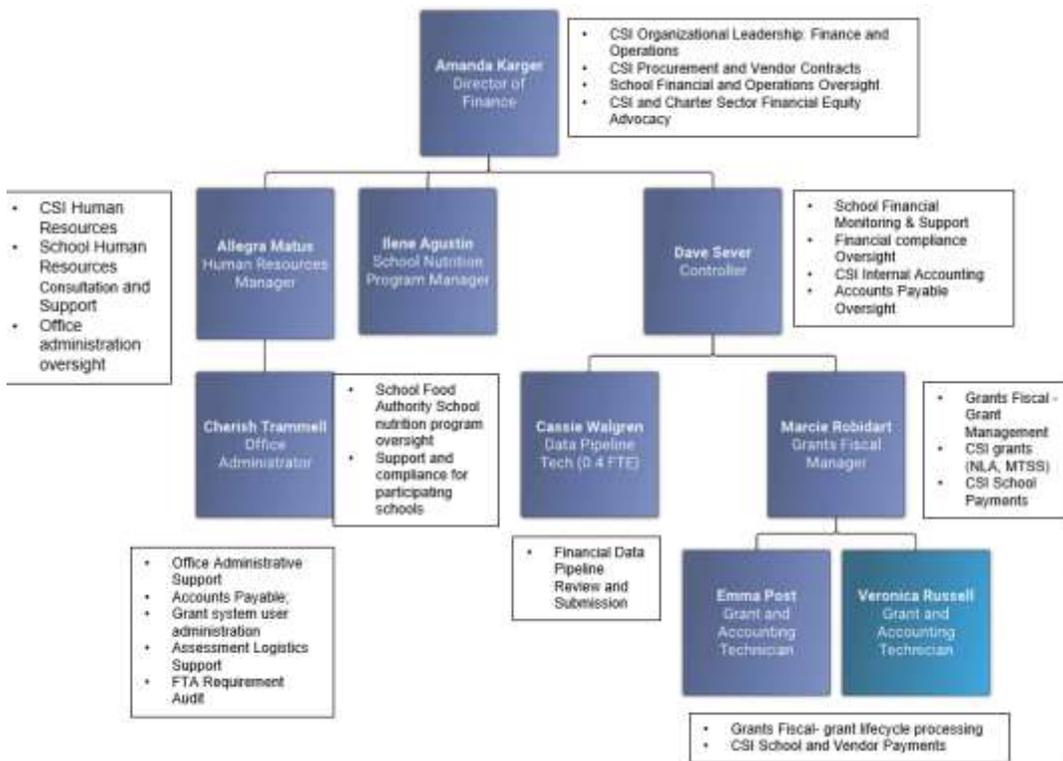
Finance Initiatives

- Financial Reporting
  - Data Pipeline
  - Grant Reporting
  - Transportation
  - Capital Construction
  - Accreditation
  - Audits
  - Budgets
- Funding Equalization Advocacy
- Distribute Federal and State Funds to CSI Schools
- Vendor Payments
- Request for Funds
- Grants Fiscal Management
- Financial Transparency Compliance
- CSI Budget
- Assistance Fund
- Human Resources
  - Payroll & Benefits
  - Internal Policies
  - MSEC Service for Schools
- Financial monitoring and support
- School Enrollment Projections
- State Procurement Compliance
- Maintain internal financial controls

CSI Schools are responsible for:
- Complying with applicable provisions of the annual Financial Accreditation Report (http://www.cde.state.co.us/cdefinance/Accreditation)
- Submitting required financial reports (see reporting timeline)
- Submitting requests for funds to receive grant reimbursements
- Complying with the Financial Transparency Act (C.R.S. 22-44-304)
- Ensuring required financial policies and procedures are in place
- Maintaining 3% TABOR reserve
- Maintaining required SPED reserve
- Regularly reporting financial information to the school's board
  - Adopted, Amended and Supplemental Budgets
  - Year-to-date financial reports (at least quarterly)
  - Annual audit
- Retaining all financial records for 7 years (federal and state regulations)

FINANCIAL TRANSPARENCY ACT REQUIREMENTS
CSI Contact: Controller, Dave Sever

All CSI schools are required to post the following reports on their Financial Transparency Page within 60 days, in a downloadable format, for free public access, until the end of the current budget year:

- Annual Budgets in CDE's Uniform Summary Format (Current + Prior 2 Years)
- Annual Budgets in Detailed Format (Current + Prior 2 Years)
  - Description of the expenditure;
  - The amount budgeted for the current fiscal year;
  - The amount estimated to be expended for the current year;
  - The amount budgeted for the ensuing fiscal year.
- Financial Audits (Current + Prior 2 Years)
- Salary Schedules or Policies (Current + Prior 2 Years)
- List of Waivers Received by the Charter School
- Standardized Description and Rational for Each Automatic Waiver (Language provided by CSI)
- Federal Form 990, 990 E-Z, or 990-PF and any associated schedules
- Link to Authorizing School District's Financial Transparency Webpage (Link to CSI's FTA page)
- Link to Public Financial Transparency Website View (Link to Bright Bytes page)

* Websites must comply with the prescribed template.

QUARTERLY FINANCIAL STATEMENTS
CSI Contact: Director of Finance, Amanda Karger

You will need to provide your Board of Director's and the CSI Finance Team with your school's quarterly financial statements at the end of each quarter. The fiscal quarters and reporting deadlines are as follows:

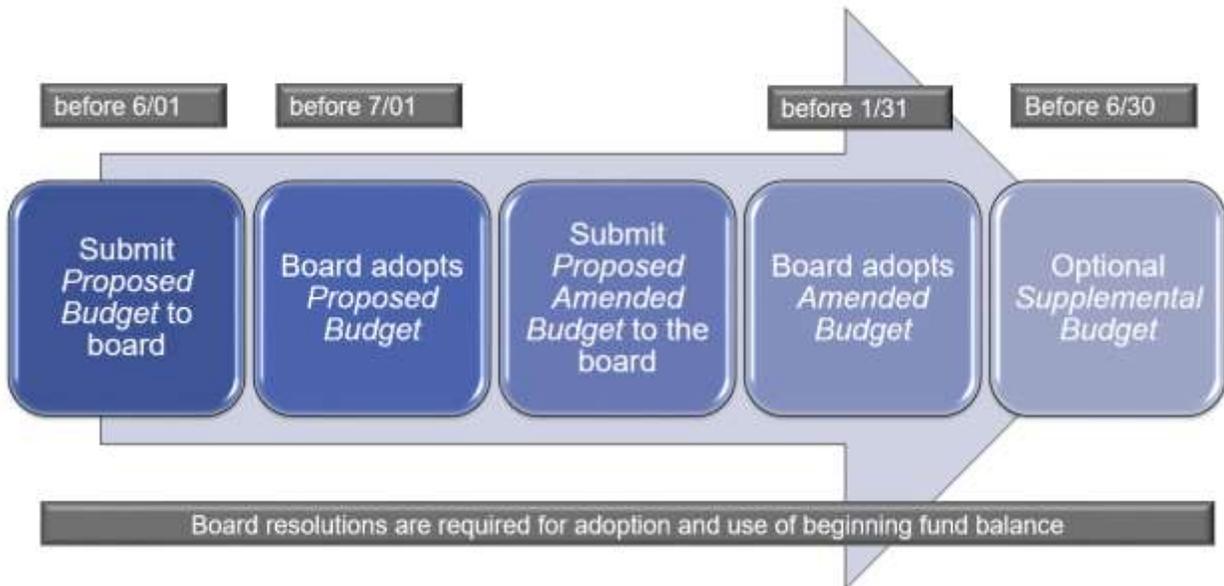|	Duration	Reporting Deadline
Quarter 1	July-September	October
Quarter 2	October-December	January
Quarter 3	January-March	April
Quarter 4	April-June	July

Sample quarterly report packets can be found on CSI's resource site here.

BUDGET DEVELOPMENT
CSI Contact: Director of Finance, Amanda Karger or Controller, Dave Sever

Prior to receiving public funds, schools must adopt a budget in order to expend these funds, and post the information to their financial transparency website within required timeframes. A copy of each board adopted budget, including the signed board adoption resolution must be provided to CSI.
1. School Budget requirements and templates can be found on CSI's website here under "Budget Process". Additionally, all requirements are contained in school budget law – C.R.S. 22-44-101 through 22-44-119.
2. A summary of non-competitive funding sources to consider in preparing the budget can be found on CSI's website here.

before 6/01	before 7/01		before 1/31	Before 6/30
Submit *Proposed Budget* to board	Board adopts *Proposed Budget*	Submit *Proposed Amended Budget* to the board	Board adopts *Amended Budget*	Optional *Supplemental Budget*

Board resolutions are required for adoption and use of beginning fund balance

Budget cycle and timeline requirements:
- ✓ **Proposed budget** must be submitted to the school's board by June 1 of the prior fiscal year.
- ✓ **Notice of Budget** (C.R.S. 22-44-109) must be published within 10 days of submission of the proposed budget to the local board of education
- ✓ The school board must **adopt the budget by June 30** of the preceding fiscal year. If a school board fails to do so, the budget will default to ninety percent of the amounts budgeted in the most recent adopted budget and appropriation resolution.

Adopted budgets must include:
1. The CDE Uniform Budget Summary Format
2. A detailed format pursuant to (C.R.S. 22-44-105)
3. Board approved appropriation resolutions for adoption of appropriation and use of beginning fund balance (if applicable).

A copy of each board adopted budget, including the signed board adoption resolution must be provided to CSI.

Changes to the adopted budget

Amended Budget: Board may adopt changes to the budget at any time before January 31st of each year.

Supplemental Budget: the board may adopt a supplemental budget for changes after January 31st if all below criteria are met:
1. Before expenditures in excess of the last-adopted budget are incurred
2. Before June 30th
3. If money for a specific purpose becomes available after January 31, to meet a "contingency". A contingency is defined as: *"an act of God or the public enemy, or some event which could not have been reasonably foreseen at the time of the adoption of the budget."*

SUMMARY OF NON-COMPETITIVE FUNDING SOURCES
CSI Contact: Grants Fiscal Coordinator, Marcie Robidart

COLORADO CHARTER SCHOOL INSTITUTE
NON-COMPETITIVE CHARTER SCHOOL FUNDING

Description	Source	When	Details	Allowable Uses
Per Pupil Revenue includes Colorado Preschool Program (CPP) and Ecare funding if applicable	State	Approximately the 25th of each month	July - Dec: estimated funded pupil count and estimated PPR Jan - June: actual funded pupil count and estimated PPR + true-up	

Description	Source	When	Details	Allowable Uses
Per Pupil Rebate	State	July (accrue into prior year)	Any portion of the unspent 3% of PPR retained by the Institute is redistributed after filling CSI's reserve and the Assistance Fund	
Mill Levy Equalization	State	Approximately the 25th of each month	July - Dec: estimated funded pupil count and estimated PPA Jan-June: actual funded pupil count and estimated PPA+ true-up	
CPP/E-CARE	State	By the 25th of each month	July - Nov: estimated funded pupil count and estimated PPR Dec: actual funded pupil count and estimated PPR + true-up January: actual funded pupil count and actual PPR + true-up Feb-June: actual funded pupil count and actual PPR**	Preschool and kindergarten general education
Supplemental At-Risk Aid	State	Spring (usually March)	If the school's at-risk adjustment is negative, the school may receive up to 50% of the total adjustment back, subject to annual appropriation	
At-Risk Per Pupil Additional Funding	State	Spring	Based on the school's at-risk student count (students counted in October that are eligible for free lunch and not eligible for free lunch but identified as ELL)	Support at-risk students
Exceptional Children's Education Act (ECEA) - Special Education	State	Fall - 90% Spring - 10%	Based on prior year December count (SPED students)	Special Education
Exceptional Children's Education Act (ECEA) - Gifted and Talented	State	September - 60% January - 40%	Based on prior year October count (GT students)	Gifted and Talented
English Language Proficiency Act (ELPA)	State	Fall - 90% Spring - 10%	Based on prior year October count (qualifying NEP, LEP, M1 & M2)	**a.** Administer and implement evidence-based English language proficiency programs **b.** Identify and assess English learners.

| Description	Source	When	Details	Allowable Uses
English Language Proficiency Act PD (ELPA)	State	Fall - 90% Spring - 10%	Based on prior year October count (qualifying NEP, LEP, M1 & M2)	**a.** Offset the cost of annually reporting the number of English learners who exit the English language proficiency program **b.** Provide effective professional development activities related to teaching English learners for all educators who may work with English learners **c.** Expand programs to assist English learners in achieving greater content proficiency
Title I	Federal	RFF's processed monthly - Funds distributed to schools upon receipt from CDE	Based on Prior Year October Count using FRL Student Count for all schools with an FRL% over 35% April-May: Preliminary Allocations and Budget planning Aug - Sept: Approval of Budgets Nov - Dec: Post Award 1 Budget Revision and allocation update Feb - March: Post Award 2 Budget Revision and Allocation finalized RFFs due each month	Supplemental Services to support at-risk students
Title II	Federal	RFF's processed monthly - Funds distributed to schools upon receipt from CDE	Based on prior year October total pupil count for all schools. April-May: Preliminary Allocations and Budget planning Aug - Sept: Approval of Budgets Nov - Dec: Post Award 1 Budget Revision and allocation update Feb - March: Post Award 2 Budget Revision and Allocation finalized RFFs due each month	Funding providing to access local needs for professional development -Develop & implement strategies to recruit/hire -Teacher advancement initiatives

Description	Source	When	Details	Allowable Uses
Title III	Federal	RFF's processed monthly - Funds distributed to schools upon receipt from CDE	Based on prior year October count (qualifying NEP, LEP, M1 & M2) Aug - Sept: Approval of Budgets Nov - Dec: Post Award 1 Budget Revision and allocation update Feb - March: Post Award 2 Budget Revision and Allocation finalized RFFs due each month	Supplemental services that are designed to improve the education of English language learners (ELL's). -Improving ELL programs through upgrading, instructional materials, education software and assessment procedures.
Individuals with Disabilities Education Act (IDEA)	Federal	RFF's processed monthly - Funds distributed to schools upon receipt from CDE	RFFs due each month	Special Education staff salary and benefits only
Transportation Reimbursement (CDE-40)	State	Oct (reimbursement for prior year) June (advance for current year)	Reimbursement is based on a per mile rate and a percentage of excess costs not covered by the per mile reimbursement	Transportation expenses and mileage
Capital Construction	State	Monthly	Submit Eligibility Questionnaire in November and year-end expenditure report	Construction; demolition, remodeling; financing; purchase of land or building; leasing of land or building
READ Act	State	Fall	Based on prior year K-3 students with a reading deficiency	**a.** Full day kinder **b.** Tutoring in reading **c.** Other intervention services **d.** Summary literacy program

All information is subject to change.

**PPR subject to change after January based on supplemental budget requests and rescissions.

REQUEST FOR FUNDS
CSI Contact: Grants Fiscal Coordinator, Marcie Robidart
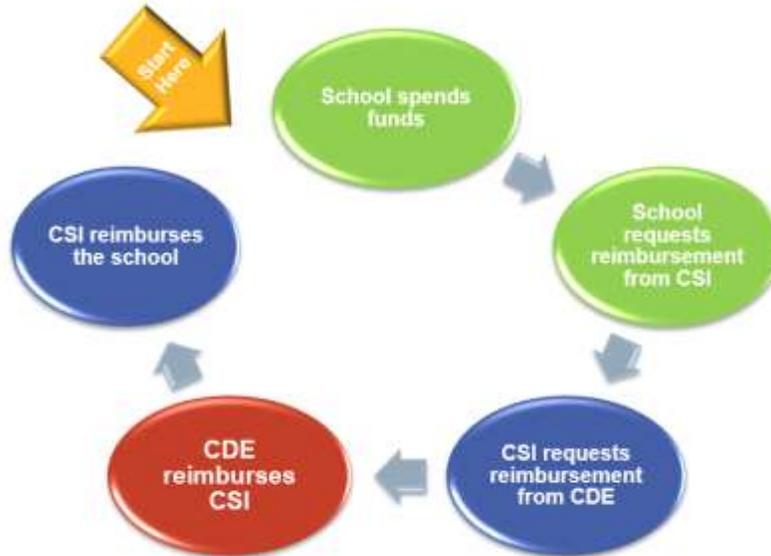
Requests for Funds (RFF's) are due on the 9th and 23rd of every month (Dates that fall on a holiday or weekend are due the next business day):
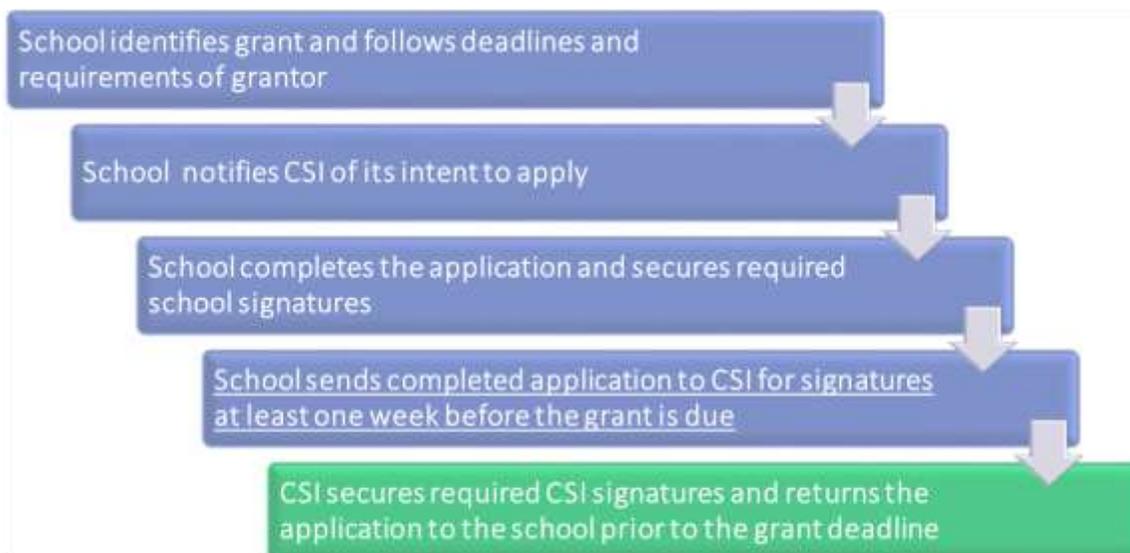- o 23rd of the month for ESSA (Title)
- o 9th of the month for all other RFF's

A complete request includes:
1. Request for Funds form
2. Request for Funds Summary
3. Budget to Actual Report, when applicable
4. Back up Documentation

APPLYING FOR COMPETITIVE GRANTS
CSI Contact: Grants Fiscal Coordinator, Marcie Robidart

School identifies grant and follows deadlines and requirements of grantor

School notifies CSI of its intent to apply

School completes the application and secures required school signatures

School sends completed application to CSI for signatures at least one week before the grant is due

CSI secures required CSI signatures and returns the application to the school prior to the grant deadline

CSI Contact: Director of Finance, Amanda Karger

The Assistance Fund was created by the General Assembly to assist CSI Schools with capital construction and reasonable emergency financing in the form of interest free loans or grants. CSI schools may apply for funds in one of the following categories:

    a. Matching Moneys for the BEST Program
    b. Financing Repayment of Moneys under CECFA or Other Loan
    c. Other Capital Construction Costs
    d. Reasonable Emergency

Applications for non-emergency loans are accepted in February of each year. Applications for emergency loans may be submitted at any time. Click here for more information regarding the application process.

SCHOOL FOOD AUTHORITY
CSI Contact: School Nutrition Program Manager, Ilene Agustin

The CSI School Food Authority's key role is to offer administrative and technical support for schools who participate in the National School Breakfast Program, National School Lunch Program, or other Federal Child Nutrition Programs. For more information and resources please visit our website at: https://resources.csi.state.co.us/school-food-authority/.

Important Dates

Date	Description	Type
July 1, 2021	Free/Reduced Application Portal Open, if using Paper application must get applications and letter to household out to families	Deadline
July 1, 2021	Provide mealtimes, meal prices and charging policy to CSI SFA.	Deadline
September 15, 2021	Colorado Proud School Meal Day	Informational
October 1, 2021	October Count- Free and Reduced Applications submitted after this date will not count toward October count numbers for current school year.	Deadline
October 1, 2021-November 15, 2021	Verification Process begins. SFA will reach out to selected families.	Informational
October 10-16 2021	National School Lunch Week	Informational
Feb 1, 2022	Let SFA know if you will be participating in Summer Feeding	Deadline

March 6-12, 2022	National School Breakfast Week	Informational
May 2-6, 2022	School Nutrition Employee Appreciation Week	Informational
May 6, 2022	School Lunch Hero Day	Informational
May 13, 2022	Notify SFA if you will continue under CSI SFA for 2022-2023 School Year	Deadline

KEY DATES & TRAININGS
Visit the CSI Calendar for training dates.

RESOURCES

Employers Council Membership
All CSI schools have access to CSI's Employers Council membership to support schools in managing critical Human Resources and Employment Law issues. Please reach out to Allegra Wenger add 2-3 people from your school to the membership. Once the membership is processed, members can call the council at (303) 839-5177 with HR questions.

For more information please contact CSI's Human Resources and Accounts Payable Manager.

Financial Transparency Act
All schools must comply with the Financial Transparency Act. CSI monitors compliance throughout the year.

For more information please contact CSI's Controller.

Per pupil revenue payment information for all years
Find current-year and historical per pupil revenue information.

For more information please contact CSI's Director of Finance or Controller.

Alternate At-Risk Funding Calculation
Many CSI schools are subject to the Alternative At-Risk Funding Calculation. This calculation adjusts a school's per pupil revenue according to the school's relative at-risk population.

For more information please contact CSI's Director of Finance or Controller.

Financial Policies and Procedures Handbook
The Financial Policies and Procedures Handbook adopted by the State Board of Education shall be used by every school district in this state in the development of the budget for the district, in the keeping of financial records of the district, and in the periodic presentation of financial information to the Board of Education of the district. C.R.S. 22-44-204(3).

For more information please contact CSI's Director of Finance or Controller.

Chart of Accounts
All Colorado charter schools and school districts must use the CDE Chart of Accounts to account for financial activity.

For more information please contact CSI's Director of Finance or Controller.

Financial Accreditation
Schools are required to complete and submit an annual Assurances for Financial Accreditation. This required form includes financial statutes that all schools must comply with. Completed forms are due to CSI by October 15th each year.

For more information please contact CSI's Controller.

EVALUATION & ASSESSMENT DEPARTMENT

OVERVIEW
The Evaluation and Assessment team works with and supports the CSI portfolio of schools to collect academic data, and access and utilize evaluation and monitoring tools to inform high stakes decisions, provide programmatic analyses and evaluations, drive decision-making and guide strategic initiatives.

Department Org Structure and Staff
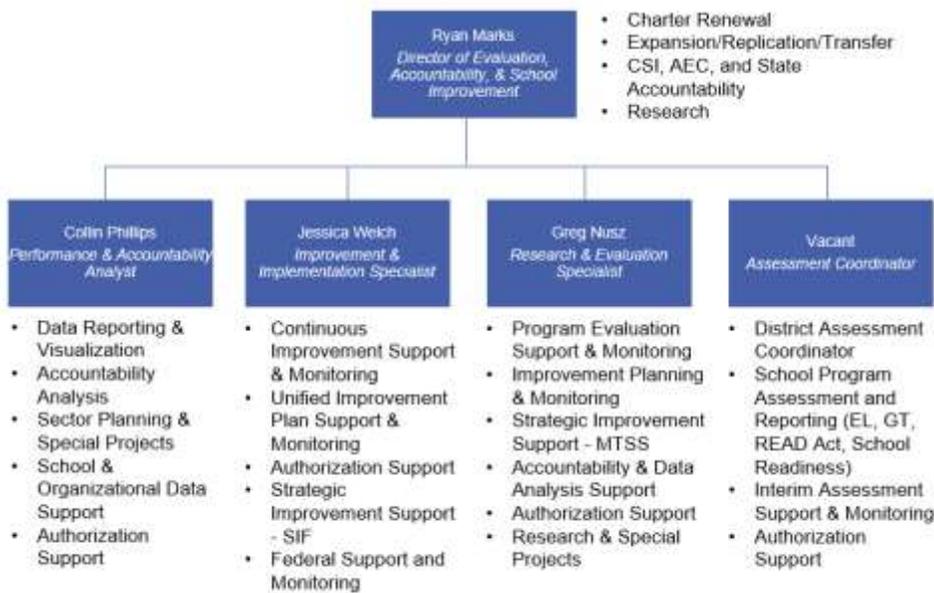
Evaluation

- CSI Annual Review of Schools (CARS)
- AEC Optional Measures
- Request to Reconsider
- Authorization Evaluation
- Post-secondary Evaluation
- Program Evaluation
- Demographic and Enrollment Evaluation
- Federal Support and Monitoring

Continuous Improvement

- Local assessment analysis
- School Improvement Fellowship
- MTSS
- Unified Improvement Planning
- School Board Training
- Equity Screener Dashboard Strategic Planning Support

Assessment

- State and Federal Assessments
- READ Act
- School Readiness
- Local Assessments

Research

- Market Analysis
- Special Projects

CSI'S ACCOUNTABILITY SYSTEMS (CARS)
CSI Contact: Director Evaluation & Assessment, Ryan Marks

OVERVIEW OF THE CSI ANNUAL REVIEW OF SCHOOLS (CARS)
The CSI Annual Review of Schools (CARS) is the system used to annually evaluate and accredit schools based on Academic, Financial, and Organizational Performance Frameworks.

CARS was developed to fulfill statutory requirements and to align with best practice. CSI is required to annually accredit its schools per C.R.S. 22-11-307(1) but can choose include measures that are "more rigorous in expectations" than the State's system for districts (C.R.S. 22-11-307(2)). In line with this, CARS builds upon the evaluation lens utilized by the State—which evaluates academic achievement, academic growth, and postsecondary and workforce readiness—by including additional measures related to academic, financial, and organizational performance to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability.

Additionally, annual performance reporting is an essential authorizing practice for effective oversight, communication with charter schools, and public accountability and transparency. It lets a school know how it's doing, provides information to help a school develop and improve, provides the school the opportunity to regularly check its record with the authorizer, and provides public transparency.

CARS will accomplish three primary objectives:
- Add to the body of evidence that is used to make authorization decisions
- Determine the school accreditation rating that is primarily used to inform authorization pathways
- Determine the level of support/intervention to provide to the school

First, authorization decisions are based on the prior performance of the school and the CARS Report is the primary driver of high-stakes decision-making around charter renewal and development (e.g. expansion or replication). The CARS Report will include a majority of the body of evidence used to make authorization decisions; however, most authorization decisions will also include new or supplemental evidence around school performance that has not already been captured in the CARS Report or through other school submissions.

Second, a subset of the measures identified in the CSI Performance Frameworks are used to determine a school's accreditation rating. The base accreditation rating is determined by academic performance on a subset of measures within the Academic Framework. If a subset of measures on the Finance or Organizational Framework are not met, the accreditation rating may be lowered.

The school accreditation rating informs authorization pathways a school follows, where schools with higher accreditation ratings have a greater likelihood of streamlined renewal, expansion, and replication processes than those with lower accreditation ratings.

Finally, performance on CARS will help to determine the level of support and intervention provided to each school. In line with the premise of the charter bargain, CSI strives to provide increased autonomy in exchange for increased accountability and tiers school supports based

on school performance. Higher performing schools are held to standard, minimum requirements and receive greater autonomy while lower performing schools may have additional requirements to help ensure compliance or to more closely monitor performance.

The CARS Handbook provides additional information about the CSI Annual Review of Schools.

In response to the evolving conditions under COVID-19 and to enable schools and districts to focus on providing alternative learning opportunities for students during this time, the Colorado Department of Education (CDE) suspended the state assessment during the 2019-2020 school year and paused the state and federal accountability systems. The state legislature paused the state accountability system for the 2020-2021 school year and modified the state assessment requirements.

While state and federal accountability systems have been paused, the CSI accountability system (CSI Annual Review of Schools or CARS) will continue, albeit with a more limited scope. *Annual performance reporting, like CARS, is an essential authorizing practice for effective oversight, communication with charter schools, and public accountability and transparency.*

While the suspension of state assessment during the 2019-2020 school year and the changes in the state assessment requirements, creates a gap in the academic evaluation of school performance for annual accountability, CSI will still be able to evaluate financial and organizational performance for the 2019-2020 and 2020-2021 school years.

The base accreditation ratings from 2019, which were determined by academic performance during the 2018-19 school year, will be maintained and will become the base accreditation rating for 2021. Following the same process used every year, if a subset of measures on the Financial or Organizational Framework are not met during the 2020-2021 school year, the school accreditation rating may be lowered.

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CSI PERFORMANCE FRAMEWORKS

The CSI Performance Framework provides the basis for the CSI Annual Review of Schools (CARS). The Performance Framework explicitly defines the measures by which CSI holds schools accountable with regards to academic, financial, and organizational performance.

The three areas of performance covered by the framework—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school's performance should be evaluated.

In each of these three areas, the frameworks ask a fundamental question: how did the school perform last year?

> *The Academic Framework is overseen by the Director of Assessment and Evaluation (Ryan Marks).*

The Financial Framework is overseen by the Director of Finance (Amanda Karger).

The Organizational Framework is overseen by the Director of Student Services (Clare Vickland) and the Chief of Staff (Janet Dinnen).

CARS REPORT
The CARS Report is developed for each CSI school, with a preliminary draft sent out in fall and a final version sent out in winter. The CARS Report summarizes the school's cumulative performance data and compliance information in alignment with the Performance Frameworks. The CARS Report provides schools with in-depth analysis and explanation surrounding performance to help schools identify truly significant trends. These qualitative and quantitative analyses will provide guidance and direction for the school throughout its life span.

Sources used will include, but are not limited to:
➢ School Performance Framework Reports
➢ Interim Assessment Results
➢ Comparison School Analyses
➢ Longitudinal Analyses
➢ CSSI Reviews and Reports
➢ School-Provided Components
➢ Annual Financial Audits
➢ Legal and Institutional Procedures and Policies

The report is organized in a way that presents overarching indicators, followed by the subsequent measures and metrics that comprise that indicator. Additionally, in order to summarize each section, the Institute will include a brief narrative providing feedback on the school's progress within the indicators and/or measures. Schools have the opportunity to provide a brief narrative for each section as well. Any additional claims within the school narrative must be substantiated with supplemental evidence that can be verified by the Institute.

A majority of the metrics within the report will be collected by the Institute on a yearly basis and presented to each school in the fall. Schools have the ability to update the report with supplemental evidence and narrative before early November of each year. These dates are subject to modifications, dependent upon changes to the timelines established by the Colorado Department of Education (CDE) around release of assessment data and preliminary School Performance Framework Reports (SPF).

The Annotated CARS Report provides an in-depth walkthrough of the data included in the CARS report. To learn more about financial performance metrics, CSI created this one pager describing the cut points for each measure.

CARS DASHBOARD
The CARS Dashboard is an interactive data dashboard provided publicly on the CSI website that serves as a way   to filter and create customized displays of achievement and growth data from the CARS report. It aims to serve as a way for the public to interact with this data, and provide additional insight to CSI school academic data.

SUPPORTS & INTERVENTIONS BY PERFORMANCE
The tiered supports and interventions are determined by performance across a subset of measures in a given area—like finance, academic performance, performance of special education students, etc.—with the focus on providing schools additional opportunities, technical assistance, and access to resources to improve performance in the noted areas.

All schools within the CSI portfolio have access to the standard supports provided by CSI. These supports include resource documents, trainings, and access to additional resources. Schools that are lower performing across one or more areas have access to, and are many times required to, receive additional supports or interventions.

Academic Supports and Interventions

Standard Supports & Interventions
Regardless of performance, all schools receive support, technical assistance, and access to resources provided by CSI staff. Standard supports available to all schools include:
- Interim assessment analysis
- Data interpretation assistance
- A review of the CARS Report
- Target setting assistance

Tiered Supports & Interventions by Performance
Schools will receive additional supports and interventions based on lower performance in one or more measures within the Academic Performance Framework.

Base Accreditation Rating	Example Supports and Interventions
Distinction/Performance/Improvement	
Improvement (if previously Performance or higher)	Submit interim assessment data to CSI and complete an interim analysis review with CSI.
Priority Improvement	Submit interim assessment data to CSI and complete an interim analysis review with CSI. Complete a UIP review with CSI to ensure target setting aligns with unmet expectations and completion of a quality criteria review. Have external 3rd party support in the development of the UIP Provide early draft of the UIP for CSI and CDE feedback
Turnaround	

Financial Supports and Interventions

Standard Supports & Interventions

Regardless of performance, all schools receive support, technical assistance, and access to resources provided by CSI staff. Standard supports available to all schools include:
- Financial Transparency Act review and feedback
- Quarterly report review
- Webinar trainings (new schools, year end, statutory changes, etc.)
- Annual audit review and feedback

Tiered Supports & Interventions by Performance
Schools exhibiting risk in near-term indicators would receive Intermediate Support. Examples of this level of support and intervention include the standards supports as well as:
- Submission of bi-monthly financial statements (Oct, Dec, Feb, Apr, June)
- Check-in with CSI up to three times

Schools with a negative unassigned fund balance would receive heightened support and intervention. Examples of this level of support and intervention include the standard supports as well as:
- Submission of monthly financial statements by the 20th of the following month
- Check-in with CSI monthly
- Attendance at a CSI Board Finance Committee meeting

Organizational Supports and Interventions
Standard Supports & Interventions
Regardless of performance, all schools receive support, technical assistance, and access to resources provided by CSI staff. Additionally, all schools are required to comply with the annual organizational submissions as they are standard, minimum requirements. Accordingly, there will not be a reduced burden for schools performing well operationally; rather, they will not experience additional oversight and monitoring requirements that other schools may face in circumstances of noncompliance.

Tiered Supports & Interventions by Performance
Schools will receive additional targeted supports and/or interventions based on performance against each measure. The type of support or intervention will depend on the severity, nature, and circumstances of the area of noncompliance.

Examples of supports include:
- Consultation with CSI staff
- CSI review of policies and procedures
- Attendance at CSI Board meeting
- Required trainings

Examples of interventions include:
- Required submission of a remedial plan
- Intensive monitoring
- Mandatory training
- Site visits from CSI Staff
- CSI staff or board members attend school's board meeting

As an additional support, CSI created one pagers on what charter school accountability looks like for CSI schools, the measures CSI uses to evaluate school performance, and the types of supports CSI offers its schools.

ACCREDITATION CONTRACTS

CSI Contact: Director of Evaluation and Assessment, Ryan Marks

State law requires each CSI School to enter into an accreditation contract with CSI, which is separate from the charter contract. In accordance with the CSI Accreditation Policy, each accreditation contract has a term of one year and is automatically renewed each year so long as the School remains in the accreditation category of Distinction or Performance, except that each school shall re-execute the accreditation contract upon renewal and upon receiving an accreditation rating of Improvement, Priority Improvement or Turnaround. The Institute and School may renegotiate the accreditation contract at any time during the term of the accreditation contract, based upon appropriate and reasonable changes in circumstances upon which the original terms and conditions of the accreditation contract were based and in order to focus on the individual circumstances of the school.

Frequently Asked Questions related to the school accreditation contract is available on the CSI Resource Site.

ASSESSMENT

CSI Contact: Assessment and Improvement Planning Specialist, Jessica Welch, Assessment and Program Evaluation Specialist, Greg Nusz

OVERVIEW

CSI's role is to oversee all state-required assessments which includes communicating information related to upcoming assessments to CSI School SAC/STCs, train SACs in test security and administration, train STCs in technology readiness for online assessments, inform SAC of testing logistics, and inventory/sort/deliver 'district' materials to schools and vendors.

CSI schools are responsible for:

- Identifying a SAC/STC as needed for each state-required assessment on the School Contact Identified Form
- Ensuring the SAC:
  - trains proctors in test security and administration
  - oversees administration and logistics at school level
  - serves as liaison between school staff and DAC/DTC
- Ensuring that the STC monitors technology readiness for online assessments
- Administering all assessments required by state law and the charter contract with CSI

Annual Assessment Tasks include:

- Ensuring that a school staff member is identified to oversee each of the state-required assessments. Ensure that any changes in contacts are made using the School Contact Update Form.
- Creating an assessment calendar to share with staff and parents so they can plan the year accordingly.
- Purchasing the state-approved assessments for READ Act (both an interim assessment and diagnostic assessment) and the School Readiness Assessment to meet the number of testers/proctors at your school.
- Purchasing devices meeting the minimum requirements for CMAS and PARCC to meet the number of testers/testing locations at your school.
- Regularly reviewing email for testing updates from CSI's DAC/DTC.

REQUIRED ASSESSMENTS

WIDA Screener
The WIDA Screener is a tool used to identify students who may qualify for English Language Development programming. The Screener is given to newly enrolling students who have answered with a "yes" to any of the three required questions on the Home Language Survey and/or to any students the school identifies as potential English Language Learners. This placement test assists educators with programmatic placement and learning plan decisions.

WIDA ACCESS for ELLs
WIDA ACCESS for ELLs is an English language proficiency assessment given annually to Kindergarten through 12th graders who have been identified as English Language Learners (ELLs) to assess proficiency and growth.

Colorado Measures of Academic Success (CMAS)
Science and Social Studies:
> The CMAS: Science and Social Studies is an assessment of grades 5, 8, and 11 and 4, 7 and 11 for science and social studies, respectively. This assessment is administered in an online environment.

English Language Arts & Math:
> CMAS is an online assessment of grades 3-8 for English Language Arts and Mathematics.

Colorado Alternate Assessment (CoAlt) (if applicable)
> CoAlt provides an alternate assessment for students with significant cognitive disabilities who, because of the nature or intensity of their disability, are unable to take the standard version of ACCESS, CMAS, or SAT. Only 1% of students will qualify to take the CoAlt. Individualized Education Plan (IEP) teams define how students will participate in the state assessment process and whether a student qualifies to take the CoAlt.

PSAT 9 and PSAT 10
The PSAT assesses student progress toward mastery of state standards and their progress towards college readiness. The test must be administered to all 9th and 10th grade students.

SAT
The SAT will assess high school students' general educational development and their ability to complete college-level work. The test must be administered to all 11th grade students.

READ Act Assessment
The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) focuses on students identified as having a significant reading deficiency (SRD), delineating requirements for parent communication, and providing funding to support intervention. Schools are required to administer a state-approved interim assessment (and diagnostic assessment, if necessary) to all K-3 students three times per year. Students identified as SRD must have a READ plan created.

School Readiness Assessment
The School Readiness Assessment works to monitor each child's progress across multiple domains to help teachers and parents provided needed support to ensure the child's success in school. Schools are required to administer a state-approved school readiness assessment to students in publicly funded kindergarten programs. Aggregate results from the school readiness assessment must be submitted to CSI in the fall.

More information on these assessments can be found on the CDE Assessment webpage. CSI-specific assessment information can be found on the CSI Assessment webpage.

ASSESSMENT ROLES
School Assessment Coordinator (SAC)
Each school site is required to designate a school staff member to be in charge of each required assessment. This person must attend required CSI trainings, train all school staff on administration requirements, ensure proper test administration and test security, receive and return all test materials, and report any irregularities to the CSI District Assessment Coordinator in the appropriate manner. The SAC will be the liaison between school staff and the District Assessment Coordinator. (The School Assessment Coordinator will receive a Syncplicity account. This account is used to share student-level information and secure test materials between the DAC and SAC.)

School Technology Coordinator (STC)
Each school site is required to designate a School Technology Coordinator (STC). The STC obtains information from CSI's District Technology Coordinator (DTC), distributed from CDE/Pearson, and disseminates information to appropriate staff. The STC will assist the SAC with ensuring preparation for a successful administration of the CMAS online assessments. The STC should be a member of the school staff and work with the SAC in preparing the school environment, including:

- understanding technological aspects of the test
- receiving information from CSI, Pearson, and CDE
- disseminating the information to others in the school
- meeting all requirements for uploading test information
- ensuring the building's technology infrastructure is capable of supporting online testing, and

- coordinating the process of accurate and timely setup for the proxy/cache.

District Assessment Coordinator (DAC) – Jessica Welch, Assessment and Improvement Planning Specialist
CSI's DAC is responsible for overseeing each of the state-required assessments, including the trainings of SACs in administration, security, and logistics related to each assessment. The DAC is the school's point of contact for assessment-related questions.

District Technology Coordinator (DTC) –Jessica Welch, Assessment and Improvement Planning Specialist
CSI's DTC serves as a resource for school technology coordinators as they prepare their online testing environments. The DTC disseminates information from CSI, CDE, and Pearson to the STCs. The DTC is the school's point of contact for technical questions.

CHAIN OF COMMAND
ACCESS, CMAS and PARCC assessments
The Colorado Department of Education has identified the following chain of communication to be used for the **ACCESS, CMAS and PARCC** assessments. School staff should direct administrative and technical questions to their SAC or STC, respectively. The SAC/STC can respond to the staff member or (if unable to answer) direct the question to the DAC/DTC. The DAC/DTC can respond to the SAC/STC (who then responds to the school staff member) or direct the question to CDE or the appropriate test vendor.

At no time should the SAC/STC or school staff contact CDE with questions.

PSAT, SAT, School Readiness, and READ Act Assessments
For the PSAT, SAT, School Readiness, and READ Act assessments, schools will work and communicate directly with the test vendor; CSI will have limited involvement with the administration of these assessments. College Board assessment (PSAT/SAT) administration considerations vary by state, so ensure that the Colorado specific resources are consulted.

TECHNOLOGY READINESS
Schools should adhere to the technology requirements found on the CDE Technology Readiness website. These requirements will ensure your technology environment is ready for the CMAS assessments. Schools should adhere to any technical requirements related to school-selected interim assessments, including READ Act and School Readiness Act assessments as applicable.

ACCESSING ASSESSMENT DATA
Schools can access state assessment results in one of two ways, depending on the state assessment.

- Syncplicity: All documents containing student information (Personally Identifiable Information, or PII) must be exchanged via Syncplicity. This includes assessment results and data collections. Schools will be provided with a Syncplicity account.
- Directly from vendor: some test vendors make student results available directly to schools via their online portals. CSI will notify schools if and when assessment results are available via online assessment vendor platforms.

TESTING TIMELINE

Below is the general testing timeline for the state-required assessments. Specific dates will be published on the CDE and CSI websites when identified for the upcoming school year. Please note that not all assessments take place in the spring and that some assessments are administered multiple times a year and may be administered in an online environment. For a quick reference on the federal and state statutes that require these assessments, click here.

ASSESSMENT	GRADE/ SUBJECT	TESTING WINDOW	SBD WINDOW
Colorado Measures of Academic Success (CMAS)	Grades 3-8 Math and ELA	**Official Window:** TBD **Early High School Science Window and Extended Math/ELA/CSLA Window:** TBD*	May, 2022
	Grades 5, 8 and 11 Science		
	Grades 4, 7, and 11 Social Studies (Grades 4 and 7 once every three years; schools will be notified if their school is due to test)		
WIDA Screener	Grades K-12 (students identified as having a language other than English spoken at home)	Within 30 days of enrollment, within 2 weeks for students enrolling after October 1st	N/A
READ Act Assessment	All K-3 students using an approved interim assessment (list here)	3 windows each year; Fall, Winter, and Spring. See READ Act section for more information.	READ Collection due May 2022
Access for ELLs ®	Grades K – 12 Reading, Writing, Speaking & Listening	**TBD**	March, 2022
PSAT 8/9 & 10	Grades 9 and 10	**District choice for initial test date:** TBD **District choice for make-up test date:** TBD	May, 2022
SAT	Grade 11	**Initial test date:** TBD **Make-up test date:** TBD	May, 2022
School Readiness Assessment	Kindergarten	Within first 60 days of enrollment	School Readiness File due October, 2022

INTERIM ASSESSMENTS

Schools administer interim assessments each year at various intervals. Interim assessment vendors have their own unique rules about administering the assessments. These assessments

are useful tools to track student progress throughout the year and provide information about school performance.

Annually, CSI requests schools submit the types of interim assessments they plan to administer for the coming school year to generate a portfolio-wide inventory of interim assessment vendors.
CSI provides interim assessment analysis reports for any school that would like a broader picture of their school's performance on interim assessments at any time of the year. To request a report, please contact CSI's Performance and Accountability Analyst, Aislinn Walsh.

UNIFIED IMPROVEMENT PLAN
CSI Contact: Assessment and Improvement Planning Specialist, Jessica Welch

OVERVIEW
Unified Improvement Planning was introduced in 2009 to streamline improvement planning components of state and federal accountability requirements. Based on the Colorado Achievement Plan for Kids (SB212-08), the primary purpose of improvement planning is to align efforts to *"Ensure all students exit the K-12 education system ready for postsecondary education, and/or to be successful in the workforce, earning a living wage immediately upon graduation."*

The intent is that schools create a single plan that truly reflects improvement planning activities, and which reduce the total number of plans and documentation required both by the state and by CSI.

UIP SUBMISSION TIMELINES
All schools, regardless of plan type, must complete a first draft in the online UIP tool by August 15th. Between August 15th and the end of September, schools will receive feedback from CSI, and have the opportunity to make any needed updates based on the release of their preliminary School Performance Framework (SPF). Finals drafts are due no later than October 15th. Schools with a Priority Improvement or Turnaround rating will receive additional feedback from CDE in March.

CSI'S UIP SUPPORT
CSI releases an annual UIP guidebook in the spring prior to the UIP submission deadline. This guidebook contains detailed instructions and exemplars for each section of the UIP. In addition to the guidebook, CSI hosts regional trainings in the spring. CSI staff are also available for individual school UIP support sessions as needed.

UIP and Authorization
During a renewal year, schools may choose to submit their UIP to satisfy the Academic Narrative requirement of the charter renewal application. In addition to satisfying the Academic Narrative requirement, a school's Major Improvement Strategies will be used to inform the CSI site visit associated with charter renewal. Schools may also be asked to present their UIP and progress made towards UIP goals to the CSI Performance Management Committee during the charter renewal process.

New Schools
New schools will receive an initial rating based on their performance in Year 0. New schools are strongly encouraged to make use of interim assessments and other internal data to guide the development of their first year UIP. CDE provides supplemental guidance in completing the UIP for new schools.

Priority Improvement & Turnaround Schools
Schools receiving a Priority Improvement or Turnaround rating have additional requirements:

Priority Improvement and Turnaround schools are required to notify their students' parents regarding the assigned Priority Improvement or Turnaround plan within 30 days of the school receiving its preliminary plan type. Schools are also required to set a public hearing for parents to review the plan. (If your school submits a request to reconsider your school's plan type but the plan type remains Priority Improvement or Turnaround, parents must be notified within 30 days of receiving the final determination.) The notice must include the following information:

- The school's plan type
- The performance results that led to that plan assignment
- The timeline for developing and adopting the required plan
- The date, time, and location of a public hearing for parents to review the plan and ask questions prior to the adoption of the school plan. During the public hearing, the school board must review the school's progress in implementing its plan during the preceding year and in improving its performance.

CDE's Priority Improvement and Turnaround Support webpage provides a variety of resources, including a turnaround network and pathways for Priority Improvement and Turnaround schools.

UIP Resources
- CDE's Unified Improvement Planning page offers a wealth of resources for developing the UIP from in-person trainings and downloadable resources.
- CSI provides its Annual Performance Report (CARS Report) for schools that have been in the CSI portfolio for at least one year. Schools are able to use the narrative, charts, and graphs from the CARS in the UIP.
- CSI conducts analyses of any nationally normed and approved interim assessment data at the school's request. (New schools are encouraged to use this opportunity to receive data that can be used in internal strategic planning as UIP efforts.)
- CSI will provide in-person training on UIP development for school leaders in the spring prior to submission deadlines.

READ ACT
CSI Contact: Assessment and Improvement Planning Specialist, Jessica Welch

The Colorado Reading to Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repealed the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA

such as a focus on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention.

REQUIRED TESTING

All students in grades K-3 must be given a state approved interim assessment within 30 days of enrollment as well as during the winter and spring, adhering to test vendor guidelines and spring data submission deadlines. Students whose interim assessment scores do not meet state benchmarks must be assessed using a state approved diagnostic assessment. State approved interim and diagnostic assessments can be found on the [CDE READ Act page](). Each CSI school has the flexibility to select a state approved interim and diagnostic assessment to meet its unique needs. Each school is also responsible for working directly with the vendor to receive the appropriate training necessary to administer the READ Act assessments. CSI is responsible for passing along any information pertaining to the READ Act, including data submission requirements. Please see the CSI Assessment webpage for more information about READ Act testing requirements.

K-3 TEACHER EVIDENCE BASED READING REQUIREMENTS

Colorado schools are required to ensure all kindergarten through 3rd grade teachers complete evidence-based training in teaching reading by the start of the 2022-23 school year, as a result of changes to the Colorado READ Act in SB 19-199. In subsequent years, schools will need to ensure that teachers new to teaching K – 3rd grade also meet this requirement.

To meet this training requirement, State Board of Education rules require that the evidence-based training in teaching reading must:

Consist of a minimum of 45 hours;

Address the content of the educator preparation literacy standards referenced in the state board's Rules for the Administration of Educator License Endorsements, 1 CCR 301-101, section 4.02(5) through 4.02(12) (effective May 30, 2019); and

Include an end of course assessment that teachers can provide evidence of passing.

Teacher training options may be found [here]().

READ PLANS

The READ Act requires the creation and implementation of an individual intervention plan (called a READ plan) for students identified with a significant reading deficiency. READ plans must contain specific components in order to ensure the effectiveness of the intervention strategies. Each READ plan must include, at a minimum:

- the student's specific, diagnosed reading skill deficiencies;
- the goals and benchmarks for growth;
- how progress will be monitored and evaluated;
- the type of additional instructional services and interventions the student will receive;
- the scientifically-based or evidence-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, vocabulary development, including oral skills, reading fluency, and reading comprehension;

- the strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
- any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

CSI allows schools the flexibility to create and manage READ plans using whatever system they choose so long as plans are readily accessible for CSI to review at any point in the school year. For questions regarding creating or implementing READ plans, please contact the Student Services Department.

REPORTING REQUIREMENTS

The purpose of the READ data collection is to collect data needed to fulfill statutory requirements for the annual legislative report and to determine per-pupil funding for districts by taking the count of students at the end of year who have a significant reading deficiency. Districts submit records of spring assessment data for **all** K-3rd grade students enrolled at the time of data submission and 4-12th grade students who are included in the READ Cohort. The data submitted by each school will be used to determine the amount they will receive for supporting students who have a significant reading deficiency. Each spring, CSI will contact READ Act SACs with the file layout and template for completing the READ data collection.

ADVANCEMENT

If a student is completing third grade and the school personnel or parent decides he/she will advance even though the student has a significant reading deficiency, the decision is subject to the approval of the principal (or designee). If the principal (or designee) does not approve the advancement decision, the student will not advance. After the decision is made, a subsequent letter to the parent must state the basis for the decision. Schools must include the statement in the student's permanent academic record and remove it when he/she achieves reading competency. Principals have the ability to decide whether or not a student should advance at any grade level regardless of the reason.

ACCOUNTABILITY

Districts and schools will be held accountable for student progress in the Performance Frameworks and be expected to address requirements in their Unified Improvement Plans (UIPs). Academic performance of students previously identified for a READ plan will be included on the state School Performance Framework and the CSI Annual Review of Schools.

SCHOOL READINESS ACT

CSI Contact: Assessment and Improvement Planning Specialist, Jessica Welch

Senate Bill 08-212, Colorado's Achievement Plan for Kids (CAP4K), passed in 2008 with the goal of aligning Colorado's preschool through postsecondary education system. The purpose of the school readiness assessment is to inform the development of an individual school readiness plan in order to provide a responsive learning environment for each child. Information gathered from school readiness assessments is to be used for supportive and instructional purposes and cannot be used to deny a student admission or progression to kindergarten or first grade.

REQUIRED TESTING

In approving school readiness assessments, CAP4K directs the State Board of Education to consider assessments that are research-based, recognized nationwide as reliable instruments for measuring school readiness; and suitable for determining the instruction and interventions students need to improve their readiness to succeed in school.

As districts implement school readiness assessments for the 2017-2018 school year, CDE has determined options to increase local flexibility for the implementation of the school readiness assessments. These flexibilities include:

- Use the full school readiness assessment system according to the publisher's guidelines.
- Use a reduced item version of the school readiness assessment system assessing only the domains required in legislation (specific domains by assessment system have been identified by CDE).
- Use the full school readiness assessment system for all children only for the first checkpoint of the year.
- Use the full school readiness assessment for all children for first checkpoint of the year and only continuing use with children who do not meet expectations, for the purpose progress monitoring.
- For districts that use the Teaching Strategies system, use the GOLD survey for the first checkpoint, then use full version for additional checkpoint(s).

INDIVIDUAL SCHOOL READINESS PLANS

CAP4K indicates that local education providers are required to ensure all children in publicly-funded preschool or kindergarten receive an individual school readiness plan. The legislation does not specify the contents of school readiness plans except that the plans should be informed by the school readiness assessment. The department recommends that school readiness plans be considered as living documents, documenting the progress children are making across the developmental and academic domains. To assist districts with developing these plans, the department has made available sample school readiness plan templates that schools may adapt and use as desired. Please see CDE's guidance on School Readiness Plans, as schools have flexibility in determining the plan to satisfy requirements.

REQUIRED DATA REPORTING

The purpose of the Kindergarten School Readiness data collection is to provide baseline data for measuring improvement in students' knowledge and skills over time and to collect data needed to fulfill statutory requirements for an annual legislative report. Data reported to CSI and CDE will be from the initial fall assessment window. The initial assessment is to be completed within the first 60 calendar days of the school year as required by HB 15-1323. The collection will be open from mid-October to mid-November 2018. School Readiness contacts will receive a file layout template in the fall for collecting and submitting the required data.

KEY DATES & TRAININGS
Visit the CSI Calendar for training dates.