

Director Mentor Companion Guide

Supplement to the Special Education Directors Handbook



Forms contained within this document were developed by the Colorado Department of Education and the Exceptional Student Services Unit's Mentor Project Team.



Director Mentor Companion Guide to the Special Education Directors Handbook

Welcome and Overview

Description of Companion Guide

This document is designed to assist and guide Directors and Director Mentors and to be used in conjunction with the Special Education Directors Handbook. The format is a month-to-month overview of Special Education Director tasks and responsibilities both required and discretionary. Directors may determine actual dates of discretionary tasks according to AU preference. The following bullets include information for your reference:

- Regions – Maps and Purpose (see page 2 of Directors Handbook)
- [CDE Organizational List](#)
- [ECEA and IDEA Links](#)
- [Section 504](#)
- [ESSA](#)
- [ESSU Responsibility Chart](#)
- Special Education Directors Leadership Academy (SEDLA) - typically in July with topics related to:
 - Development of Relationships – Networking Opportunities
 - Partnering with trusted colleagues to problem solve
 - Leadership Skill Development
- [Procedural Safeguards in Different Languages](#) (Google Share)
- [Directors Corner](#)
 - Year at a Glance
 - Special Education Directors Handbook
 - PD Calendar
 - Comprehensive Plan Documents
 - Narrative Application (if applicable to three-year cycle)
- [IEP Guidance Document](#)
- [State IEP forms](#)
- [ENRICH](#)



- [Educator Identity Management System](#)
 - Data Pipeline Data submissions and download of data reports
 - December Count
 - Special Education Discipline
 - Special Education Student EOY
 - Special Education Staff
 - Special Ed Fiscal System
 - Federal Application
 - EOY Fiscal Report
 - Data Management System
 - Review, analyze, sign and upload reports to CDE
 - RANDA
 - Input SB 191 staff evaluation information Part C
- Child Find required 12 months a year including Summer (ECEA 4.02(1)(a))
- Community Center Board
 - MOU for 0-3 year old children detailing coordination and process ([Samples in Google Share](#))
- Individual Family Service Plan –developed in collaboration with CCB (CCB has legal obligation to develop IFSP and provide services until Child is 3). At least 3 months prior to third birthday both agencies must convene a meeting to determine transition from Part C to Part B. Parent must give permission for evaluation for Part B. See Early Intervention website at [Early Intervention Colorado](#)
 - [IFSP forms](#)

[Special Education/Preschool](#)

- [Communicate with Preschool Director regarding Results Matter \(Indicator 7\)](#)
- [Services for 3-5 year old children provided by AU](#)
- [IEP – CDE Procedural Guidelines](#)

Secondary Transition

- [SWAP/DVR](#) – resource collaboration and contractual agreements regarding transition

If you have a position that oversees Gifted and Talented, Section 504 and English Language Learners, you should refer to other resources. These are not included in this Companion Guide.



Month-to-Month Guide

Month	Tasks
July	<p><u>Required Tasks:</u> (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> Special Education Fiscal Assurances Early Childhood Student Record Review Samples uploaded to the DMS End of Year (EOY) expenditure submission window opens Samples for parent surveys uploaded to the DMS Samples for IEP record reviews updated to the DMS Begin entering data from post-school outcome interviews into the DMS Performance Reports for IDEA Part B and Preschool Federal Application Narrative Transition Record Review samples for Indicator 13 uploaded to the DMS
	<p><u>Discretionary Tasks:</u> (Refer to ECEA 8.01(1) Duties and Responsibilities of AU's)</p> <p>Conduct Environmental Evaluation</p> <ul style="list-style-type: none"> • Assess Status of Staff Positions filled <p>Qualifications of each member/experience</p> <ul style="list-style-type: none"> • Staffing patterns/Demographic of Student Populations • Location of Student Population (PK-12) <p>Enrollment Process</p> <p>Charter/Online/Private/Homebound</p> <ul style="list-style-type: none"> • Assess Programs (PK-12) <ul style="list-style-type: none"> ○ In District ○ Out of District ○ Center based • Assess Facilities • Assess Material Resources (Files and notes) <p>Implement Recruitment/Hiring strategies</p> <ul style="list-style-type: none"> • FTE Calculation – Intensity study and analysis of needs Google Share • Budget Management • Type of License needed for all staff positions • Recruiting Strategies ask for samples and ideas Google Share <ul style="list-style-type: none"> ○ Screening Tools ask for samples and ideas Google Share ○ Reference Checks
	<p><u>Assess the Organization</u></p> <ul style="list-style-type: none"> • Planning Professional Development <ul style="list-style-type: none"> ○ New Staff Orientation



Month	Tasks
	<ul style="list-style-type: none"> ○ Self – Mentors assist new Directors with professional growth and development ○ CPI/Restraint Guidelines ○ Sped 101 GE/Admin Building and AU level <ul style="list-style-type: none"> ✓ Basic Special Education Legal and Procedural practices ○ Delegation training for staff (Nurse Practice Act) ○ Child Abuse ○ CPR ○ Critical Incident Management ○ Specialized Transportation ● Budget Management <ul style="list-style-type: none"> ○ Calculate State, Federal and Local funds for total operating budget ○ Analyze and Prioritize AU Needs ○ Supplement vs. Supplant ○ MOE



Month	Tasks
August	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> Parent surveys prepared for dissemination Parent Surveys are disseminated A complete SPED Discipline Snapshot is due (must have passed interchange and snapshot validations) SPED Discipline Final Report must be reviewed, signed, and submitted to CDE
	<p>Discretionary Tasks: (Refer to ECEA 8.01(1) Duties and Responsibilities of AU's)</p> <p>Provide Professional Development</p> <ul style="list-style-type: none"> • Provide new staff orientation • Provide new Special Education teacher training • Provide Annual SB 191 Orientation <ul style="list-style-type: none"> ○ Director expectations for Professional Growth Plan • Finalize assignments for related service personnel • Provide for all Special Education licensed staff district/BOCES fall in-service • IEP Procedural Guidance /Local IEP computerized system • ESY Guidelines • Educational Surrogate Parents • Local Special Education processes and procedures (see local procedural handbook) • Provide General Education administration training in Special Education • Attend new Special Education directors orientation • Induction for self and Sped staff/related service providers <ul style="list-style-type: none"> Documented proof of completion of an approved district/AU induction program for directors is required by licensure to move from Initial to Professional license (CDE mentors do not serve in this capacity)
	<p>Finalize school assignments for related service providers</p> <p>Sign and submit TTEs to CDE</p> <p>Check the communication log of your Family-School tab of the Data Management System (DMS) to review any information regarding calls from family, agencies, or the field and download the file in the Attachment area of the Profile tab for staff licensure information</p> <p>Review and Approve Contracts</p> <ul style="list-style-type: none"> • Day Treatment Facilities google share <ul style="list-style-type: none"> ○ Refer to ECEA 2016 9.03(2)(a) to 9.03(2)(a)(ii)(A) ○ Refer to Side by Side Facility Out of District Manual • Between AUs and Districts google share • Private School/Preschool/HeadStart Agreements google share



Month	Tasks
	<ul style="list-style-type: none">• CCB Contracts google share <p>Use effective decision making processing regarding legal matters</p> <ul style="list-style-type: none">• Decision making process for legal questions/concerns<ul style="list-style-type: none">○ Read ECEA rules○ Call Colleague/Mentor○ Call Legal Department or Attorney• EDR and Facilitated IEP• Complaint Process• Office of Civil Rights Complaint Process and see State Procedural Safeguards Notice under Civil Actions, including the time period in which to file those actions (34 CFR 300.516)• IEE list and decision making process for when to get an IEE google share (Refer to Procedural Safeguards Independent Educational Evaluations (34CFR 300.502))



Month	Tasks
September	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> Submission deadline for new/reorganized AU applications ECEA Rules 3.01 (3) All data from the Post School Outcome Interviews are due in the Performance tab of the DMS
	<p>The screenshot shows the 'Performance Tab: Visible Data' interface. It includes a navigation bar with tabs for Profile, Compliance, Fiscal, Family-School, Performance (selected), Improvement, and Summary. The main content area features a list of bullet points: 'PSO Lifesavers have been changed' (with sub-points: Red is no longer used, Green means answered), 'Lifesavers DO NOT tell you the Indicator 14 results', 'The calculations for Indicator 14 are complex', and 'Instead use the Ind 14 resources Uploaded in Attachments'. To the right, there is a 'Post-School Outcome Interview - 6/7/2016' section with a 100% progress indicator and a table of records. Below this is the 'Performance Tab: PSO Data Visualization' section with the same navigation bar.</p>
	<p>A complete and error-free SPED EOY Snapshot is due (focus especially on exit data) End of Year (EOY) expenditure submission</p>
	<p>EOY Sample will be inserted here</p> <p>Discretionary Tasks: (Refer to ECEA 8.01(1) Duties and Responsibilities of AU's) Implement Transition Action Plan from Summer Institute as applicable Evaluate additional Resources needed based on student enrollment (October 1, December 1 and HR Report) Calculate MOE as related to EOY expenditure submission (CFR 300.203 ECEA 5.02(3)) Participate in District/AU Financial Audit which typically occurs in September, October or November of each year and is conducted by an auditor of the district/AU</p>



Month	Tasks
October	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> 1st IDEA Federal Application Narrative Amendment window opens SPED EOY Final Data Approval <ul style="list-style-type: none"> ○ all signed data reports due to CDE 1st IDEA Federal Application Narrative Amendment due Verify TS GOLD fall checkpoint data are finalized for Preschool Special Education (Results Matter) 1st IDEA Federal Application Budget Revision window open <p>Discretionary Tasks: (<u>Refer to ECEA 8.01(1) Duties and Responsibilities of AU's</u>)</p> <p>Provide Professional Development</p> <ul style="list-style-type: none"> ● Provide AU wide all staff in-service if not provided at the beginning of the year (possible topics) <ul style="list-style-type: none"> ○ IEP Procedural Guidance ○ ESY Guidelines ○ Educational Surrogate Parents ○ Local Special Education Processes and Procedures Procedural Handbook <ul style="list-style-type: none"> ▪ guidance and interpretation for staff on contents ○ Training on Local IEP system <p>Schedule and conduct Staff Evaluation</p> <ul style="list-style-type: none"> ● Scheduling/conducting SB 191 staff observations <p>Verify October 1 Count or District choice of November 1 for Preschool for accuracy (giving special attention to Developmental Disability and Preschool)</p>



Month	Tasks
November	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> SPED December Count Student and Staff Snapshot open 1st IDEA Federal Application Budget Revision due (if applicable) Sample of exiters: Indicator 14 for post-school outcome interviews disseminated via the attachments on the Performance tab of the DMS <p>Discretionary Tasks: (<u>Refer to ECEA 8.01(1) Duties and Responsibilities of AU's</u>)</p> <p>Review Results Driven Accountability RDA</p> <ul style="list-style-type: none"> • 14 Indicators for AU's <ul style="list-style-type: none"> ○ AU Profiles • Assessments Results impact and public relations <ul style="list-style-type: none"> ○ Specific student results are received and published by the district(s) according to state accountability requirements. ○ In the DSM, achievement data can be analyzed by building/district by Special Ed Directors to create action plans



Month	Tasks
December	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> December Count Date Final Submission of invoices for Post School Outcome Interview reimbursement Final reimbursement for Post School Outcome Interviews
	<p>Discretionary Tasks: <u>(Refer to ECEA 8.01(1) Duties and Responsibilities of AU's)</u></p> <p>Collect Dec 1 Count student data</p> <p>Collect Dec 1 Count staff data</p> <p>(Data pipeline houses all of this data. Access must be given by Local Area Manager (LAM)</p> <p>For log in information please contact the LAM for your district)</p> <p>Review December Count data and Reports</p> <ul style="list-style-type: none"> • Flags for A and B explanations <p>Complete Mid-Year Reviews under Senate Bill 191</p> <ul style="list-style-type: none"> ○ due prior to second semester <p>Complete Non SB 191 staff evaluation per local procedures</p> <p>Send first semester Time and Effort documentation to all staff paid from Federal Funds</p>
	<p>Mock up of December 1 Count</p>



Month	Tasks
	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates) Complete an error free SPED December count Snapshot</p> <hr/> <p>Discretionary Tasks: (Refer to ECEA 8.01(1) Duties and Responsibilities of AU's) Validate data from December Count Begin budget planning for the upcoming Fiscal Year</p> <ul style="list-style-type: none"> • evaluate resources • evaluate needs • evaluate programs Look at December 1 Count and • assess needs for materials/equipment based on Dec 1 Count <p>Evaluate Programs (refer to Comprehensive Plan and ECEA rules 3.06;8.01(1)a)(iii); 8.01(1)(h) (submit rubrics to Google Share)</p> <p>Calculate FTE Refer to Comprehensive Plan (submit rubrics to Google Share)</p> <ul style="list-style-type: none"> • Determine staff needs for the coming fiscal year Attrition/Renewal/Non-Renewal based on program evaluation, staff evaluation and FTE calculations /projections <p><u>Begin Collecting data for High Cost applications</u></p> <ul style="list-style-type: none"> • Generates your Tier C dollars. Thresholds are \$25000 for In-district students and \$40,000 for Out of District students. Total Annual Appropriation from the Legislature is \$4,000,000 (two million in each pool). * Applications are due in March. <p>(Samples of language used in the Application in Google Share)</p>



Month	Tasks
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">February</h1>	<p>Required Tasks:</p> <p>CDE Dates to be aware of: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> High Cost Reimbursement Application window opens Verify TS GOLD winter checkpoint data for Preschool Special Education (Results Matter) 2nd IDEA Federal Application Narrative Amendment window opens (if applicable) December Count Student and Staff Snapshot closes 2nd IDEA Federal Application Narrative Amendment (if applicable) 2nd IDEA Federal Application Budget Revision window opens (if applicable) <hr/> <p>Discretionary Tasks: <u>(Refer to ECEA 8.01(1) Duties and Responsibilities of AU's)</u></p> <ul style="list-style-type: none"> Review Dec Count and share FTE recommendations with superintendents, member districts or buildings for the upcoming fiscal year Calculate AU/district level FTE needs for related service providers and coordinators/supervisors/ assistant directors etc. (Refer to Comp Plan Google Docs for samples) Draft Memorandum Of Understanding (MOU) with Community Center Boards (CCB) (Typically the CCB will review MOU for procedural implications regarding collaboration about services for children ages birth to three) (See Sample MOUs in Google Docs) Continue Budget Planning



Month	Tasks
MARCH	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> High Cost Reimbursement Applications to CDE (upload to DMS Fiscal tab) 2nd IDEA Federal Application Budget Revision (if applicable) Final AU Determinations uploaded to DMS (March/April)
	<p>Discretionary Tasks: <u>(Refer to ECEA 8.01(1) Duties and Responsibilities of AU's)</u></p> <ul style="list-style-type: none"> Send out ESY information (determinations and procedures) to staff with reminders of local protocol including due dates. Determine ESY needs for the summer – (Share data sheets in Google Share) Continue Budget Development Conduct evaluation of non SB191 Staff (Classified and Coordinators) Want Google share here for special education administrators and coordinators and classified staff for evaluation documents Begin Recruiting Efforts/Research and Prepare for Job fairs (if applicable) (contact HR department regarding this process: follow local process for hiring and recruiting)



Month	Tasks
<h1 style="margin: 0;">April</h1>	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <p>Braille and Large Print textbook orders to CIMC for coming school year</p> <p style="padding-left: 40px;">(CIMC will send out the request for number of students who qualify. Coordinate with TVI on what should be ordered. Director sends signed form back to CIMC)</p> <hr/> <p>Discretionary Tasks: <u>(Refer to ECEA 8.01(1) Duties and Responsibilities of AU's)</u></p> <p>Conduct Annual meeting for Parentally-placed Students in Private Schools (meaningful consultation)in preparation for the following fiscal year Share model forms and calculations – Google Share</p> <p>Begin Interviews and Hiring of staff (as applicable) Share interview questions, forms, Google share</p> <p>Initial Determination Letter (based on data submitted to CDE from Pipeline submissions and results from PARCC/DLM assessments)</p> <p>RDA</p> <ul style="list-style-type: none"> ○ Review results with administration and staff and develop improvement strategies and/or plan <p>Review Final revisions to Budget for the coming year</p> <p>Determine Accountability/SEAC members (as applicable)</p> <p>Members may include building admin, general education teachers, special education teachers, preschool staff, parents, supervisors, regional liaisons and community members</p>



Month	Tasks
May	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> Samples for Indicator 14 Post School Outcome interviews in DMS IDEA Federal Application Narrative submission window opens Verify TS GOLD spring checkpoint data are finalized for Preschool Special Education (Results Matter) IDEA Federal Application Budget submission window opens
	<p>Discretionary Tasks: (Refer to ECEA 8.01(1) Duties and Responsibilities of AU's)</p> <ul style="list-style-type: none"> Begin Staff EOY checkout process (Google Share) Begin collecting data for EOY Student and EOY Special Education discipline Collect Annual Restraint Report data. You may be contacted with a request for this information, responding is optional. Finalize FTE decisions for the coming year Assure Contracts and assignments for staff (follow local procedure) Interview and Hire following local procedure Conduct Annual Accountability/SEAC meeting (optional) to review compliance and performance data included in the Determination; make recommendations goals for the following year Finalize EOY licensed staff evaluations (RANDA etc.) Send second semester Time and Effort documentation to all staff paid from Federal Funds



Month	Tasks
<h1 style="font-size: 48px; margin: 0;">June</h1>	<p>Required Tasks: (Refer to the Year at a Glance for specific due dates)</p> <ul style="list-style-type: none"> Student record reviews (IEP) completed; upload to DMS Early Childhood Student Record Reviews Completed; uploaded to DMS RDA parent surveys completed and responses (Surveys are returned to CDE via U.S. mail or online) Post school outcome interviews begin (due September) Secondary Transition Record Reviews completed for Indicator 13 IDEA Federal Application Narratives due (if on 3-year cycle due date or amending) Return technology equipment and braille textbooks to the CIMC Federal Application Budget due (contact Preschool Director or designated staff) SEFAC Allocation Payment deadline <ul style="list-style-type: none"> Tier C high cost reimbursement should be received by this date. These are local dollars that should be distributed to the Finance Director for your AU. Special Education Directors will receive a letter from the CDE indicating the amount of reimbursement for each student <p>Discretionary Tasks:(Refer to ECEA 8.01(1) Duties and Responsibilities of AU's)</p> <ul style="list-style-type: none"> Continue to Conduct Interviews and Hire (Make sure all job descriptions are up to date) <ul style="list-style-type: none"> Samples of job description in Google Share Update Policy and Procedure (AUs should review their polices/procedures annually and update as appropriate) Update Employee Staff Handbook (annually review and disseminate updated handbook in the fall) Prepare purchase orders for July 1 Fiscal year purchases (follow local procedures) Submit Eligibility Certification Statements (Federal Application) and Project Narratives (as applicable) signed by the Board President and the Special Education Director Submit Teaching Strategies Gold Reapplication for new fiscal year license and slots (Collaborate with Preschool Director regarding the appropriate number of projected slots for the coming year)

What I know **NOW** that I wish I knew **THEN** (perspectives from special education experiences)
[google share](#)