CHARTER SCHOOL SPECIAL EDUCATION CHECKLIST

This checklist is a quick way for a new charter school to determine that all major areas of planning for the special education program have been addressed.

Staff

- ☐ How many students with disabilities do we estimate our school will enroll?
- ☐ How many special education teachers will we need to employ?
- ☐ If our special education program model utilizes paraprofessionals, how many special education paraprofessionals will we need to employ?
- ☐ What are the implications for salaries and benefits if we hire part time or full time paraprofessionals?
- ☐ How are we going to provide related services: speech-language, occupational and physical therapy, counseling, other?
- ☐ How will we obtain these related services and contract with the providers?

Curriculum, Instruction, and Assessment

- ☐ What curricula and instruction will our school use in regular education?
- ☐ How does our curriculum align with the common core standards, Utah's adopted curriculum for public schools?
- ☐ How does our curriculum incorporate the principles of universal design to meet the needs of a wide array of students?
- ☐ How will we modify the curriculum and instructional delivery to address the unique needs of students with disabilities?
- ☐ What kinds of assistive technology are needed by our students with disabilities?
- ☐ How will we include students with disabilities in required State- and schoolwide assessments or develop alternate assessments?

Professional Development

- ☐ How and when will we train general and special education teachers and paraprofessionals to modify/adapt the curriculum and instructional approach for students with disabilities?
- ☐ How will we provide teachers with specialized professional development related to their role in educating and including students with disabilities? (e.g., Child Find, IEP Team, implementation, evaluation and progress data, etc.)

Special Education Program

- ☐ What will our Child Find and referral process look like?
- ☐ What will our special education program look like in general?
- ☐ How will we provide secondary transition services?
- ☐ Have we planned for the full range of alternative placements, in the event that a student might need a more restrictive placement?
- ☐ Where will we conduct evaluations?
- ☐ Where will we conduct eligibility and IEP Team meetings?
- ☐ Where will we store confidential special education records? Do we have a locked file cabinet?
- ☐ Where will we provide small group or individual pull-out services, as needed?
- ☐ Where can related services personnel meet with small groups or individual students?
- ☐ Are entrances, classrooms, common areas, and restrooms accessible to children (and adults) with disabilities?
- ☐ Where will we store and administer medications, if needed?
- ☐ Where will we store supplies and equipment used by students with disabilities (e.g., educational materials, assistive technology, physical mobility, etc.)?
- ☐ Who will make repairs to the building and the equipment, if needed?
- ☐ How will our school meet transportation needs of students who need transportation as a related services described on the IEP?
- ☐ How will we access transportation for a student in a wheelchair, if needed?

Administration

- ☐ Who will administer and supervise the special education program and its personnel?
- ☐ Who will serve as the LEA representative in IEP Team meetings?
- ☐ Who will be responsible for collecting, managing, and reporting required data about special education and students with disabilities to the State?
- ☐ About how much special education Federal and State funding will we anticipate?
- ☐ What does our school need to budget for special education during the first year?
- ☐ How will we be prepared financially to enroll a student with significant special needs?