

Special Education: New Leaders Orientation





Agenda

▷ CSI Student Services Program area overviews

- **Special Education Onboarding**
- Gifted Education
- Section 504
- McKinney-Vento
- School Nursing & Health
- Licensure & Induction



CSI Special Education Program Onboarding



CSI Special Education

▷ CSI Mission/Vision

- The Charter School Institute (CSI) is committed to fostering high-quality charter school options with a particular focus on service to and performance of underserved populations.



CSI Special Education Program

- ▷ *CSI acts as the Administrative Unit for its Charter Schools and uses a “hybrid” Contract Model whereas the charter school hires its own special education staff and/or contracts with third parties and CSI (the administrative unit) passes through the proportionate share of special education funds to the charter school.*
- ▷ *SPED MOU & [Program Plan](#): each school has a signed MOU agreement and a Program Plan that includes specific details about Special Education.*
- ▷ *SPED Onboarding process [See Onboarding Template](#)*



Charter School SPED Models

- ▷ **Insurance Model**
 - Under this model, the charter school pays the authorizer a **fee** and the administrative unit is the primary special education service provider. The fee is calculated on a per pupil basis equal to the per pupil cost incurred by the authorizer in providing special education services, multiplied by the total number of students enrolled in the charter school. The per pupil cost in providing special education services varies by authorizer.
- ▷ **Contract Model***
 - Under this model, the charter school hires its own special education staff and/or contracts with third parties and the administrative unit passes through the proportionate share of special education funds to the charter school.
- ▷ **Combination Model**
 - Under the combination model the charter school and the administrative unit negotiate who is financially and functionally responsible for special education services. Similarly, under the modified insurance model, the charter school contracts for some services, and pays the administrative unit a per student fee for services the charter school does not provide.

CSI Special Education Coordinators



- ▷ Each CSI school is assigned a CDE-licensed special education provider or administrator that serves as the designee of the CSI Special Education Director providing oversight, consultation, mediation, and professional development to each of its schools.
- ▷ CSI directly employs Special Education Coordinators rather than requiring each school to employ its own coordinator. This helps to reduce the administrative burden on schools while also providing a standard level of support across the CSI portfolio of schools.

Special Education

Professional Development



- ▷ CSI offers professional development and scholarship opportunities to build capacity around special education at the school level.
- ▷ CSI partners with the **RELAY Graduate School of Education** to offer the Inclusive Schools Leadership Institute and a Special Education Endorsement program.
- ▷ In addition to **regional trainings** on a variety of topics offered by CSI, trainings are also offered through the **Crisis Prevention Institute (CPI)**, an international training organization specializing in the safe management of disruptive and assaultive behavior



Charter School Institute Student Services Resources

-  [Guidebook](#)
-  [CSI Website](#)
-  [SPED Comprehensive CORE manual](#)

[Calendar](#) [Main Site](#)



[Library](#) [Accountability](#) [Assessments](#) [Data Submissions](#) [Finance](#) [Legal and Policy](#) [Student Services](#) [Board Governance](#)



STUDENT SERVICES

The Student Services Team is responsible for overseeing the provision of services for all special populations and uses its Student Services Screener and related Tiers of Support to fulfill this responsibility.

[View Student Services Library](#)



CSI SPED Enrollment Procedures*: Students with Disabilities

- ▷ An institute charter 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.
- ▷ Enrollment in an institute charter school shall be open to any child who resides within the state; except that an institute charter school shall not be required to make alterations in the structure of the facility used by the institute charter school or to make alterations to the arrangement or function of rooms within the facility, except as may be required by state or federal law.
 - *However, under federal law, Section 504 and the ADA the charter school would need to relocate classes to accessible spaces within the facility (benefits or services must be equally effective).*
 - *FAPE requirements stand.*
- ▷ Enrollment decisions shall be made in a nondiscriminatory manner specified by the applicant in the institute charter school application.

[*CSI SPED ENROLLMENT PROCEDURES](#)

C.R.S. § 22-30.5-507(3)

Can you ever deny enrollment?



School Choice Law: Does not apply to CSI

(3) Any school district may deny any of its resident pupils or any nonresident pupils from other school districts within the state permission to enroll in particular programs or schools within such school district only for any of the following reasons:

(a) There is a lack of space or teaching staff within a particular program or school requested, in which case, priority shall be given to resident students applying for admission to such program or school.

(b) The school requested does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet special needs of the pupil or does not offer a particular program requested.

(c) The pupil does not meet the established eligibility criteria for participation in a particular program, including age requirements, course prerequisites, and required levels of performance.

C.R.S. § 22-36-101(3)

Can you ever deny enrollment?



BUT...

School choice law applies to school districts: “[t]he institute . . . shall not be deemed to be a school district for any purpose.” C.R.S. § 22-30.5-503(7).

CSI schools are open to all students in the state, subject to all federal and state laws prohibiting discrimination on the basis of need for special education services, and must follow all necessary state and federal requirements for the evaluation of students with special needs and provision of services.

A school may deny enrollment to a student with disabilities in the same manner and for the same reasons as students without disabilities.

Examples:

- Failure to meet age requirements
- Having been expelled from a school district in the last 12 months

(*In rare cases (i.e., the special education student requires a facility school), after admission, the IEP team may determine that a FAPE cannot be provided to the student in the current school setting).



Enrollment/Transfer meeting

In some cases: Following Admission, a Transfer meeting is needed to determine Placement. The purpose of the meeting is to prepare the school to ensure FAPE is provided for students with disabilities on the first day they arrive at school.

1. It is not to “deny” enrollment.

2. Not having the “service” available
i.e. PT or OT- is not grounds to deny enrollment.

3. If you have any questions about the level of services a student has on their IEP or their placement- contact your SPED Coordinator or Matt Hudson prior to any discussion about whether or not FAPE can be provided at your school.





SPED Providers: Qualifications

CSI is responsible for *providing oversight* of the schools' obligation for staffing appropriately certified related service providers.

CSI Schools are responsible for *hiring* all Special Education staff (not including SPED Coordinators*) and *insuring that they are qualified and licensed* by CDE.

Each CSI school must complete and send to CSI any required HR information *validating the credentials*.

- Must be hired upon the start of the 1st day of school or by August 1st whatever comes first
- By April 1st of each year, the CSI Schools must notify CSI if there are plans to change the system by which special education staff are hired.

**The Special Education Coordinator is hired by CSI and acts as the primary Special Education Director designee and can assign the designee role to a local school representative.*



SPED Staff Ratios

Fiscal Responsibility

- It is typical of Colorado Districts to have upwards of 40% of their Special Education budget supported by general funds
- Special Education FTE positions are determined based on:
 1. needs identified in student IEPs
 2. time spent for case management
 3. child find identification
 4. other related duties such as MTSS, IEP meetings and paperwork.

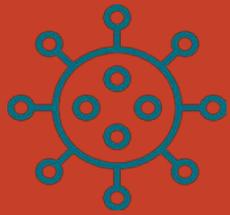
Special Education Staff/Student Recommended Ratio's

- chart (on next slide) is based upon what is “typical” in Colorado



SPED Staff: Recommended Ratios

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, Rtl, 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/Assistant	.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



COVID Considerations: Special Education “Key points”

- ▷ Document, document, document...
- ▷ 1. Progress Monitor
 - Lack of progress?- IEP meeting!
- ▷ 2. Track SPED services delivered
 - Confirm with all Service providers that services are being delivered-
 - Sample tracking forms:
 - <http://resources.csi.state.co.us/wp-content/uploads/2020/04/Service-Log-therapist.pdf>
 - <http://resources.csi.state.co.us/wp-content/uploads/2020/04/RelatedServicesLogEditable.pdf>
 - <http://resources.csi.state.co.us/wp-content/uploads/2020/04/SLP-Service-Log.pdf>

Contact Information

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