

# Special Student Populations

Training for CSI School Governing Boards



# Objective

After completing this training, governing board members will:

- Understand a charter school's legal requirements for special student populations
  - Special Education students
  - Students qualifying for a Section 504 plan
  - English Language learners
  - Gifted & Talented students
  - Homeless students
- Understand CSI's Oversight & Support
- Understand ways the board should monitor special populations



# Ensuring Access and Outcomes for Every Student

CSI Board  
Prioritization of  
Service to At-  
Risk



2015

2016



Commissioning of  
Special  
Education Report

Development of  
Screener &  
Tiered Supports



2017

2018



Greater Capacity  
Building of Special  
Education Staff

Expansion of Special  
Education Financial  
Resources



2019

2020



Focus on Access  
& Equity for ELLs



# Enrollment

- An institute charter school cannot discriminate on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services.
  - Nondiscrimination extends to recruiting and marketing practices C.R.S. 22-30.5-507(3).
- 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



# Special Education Students





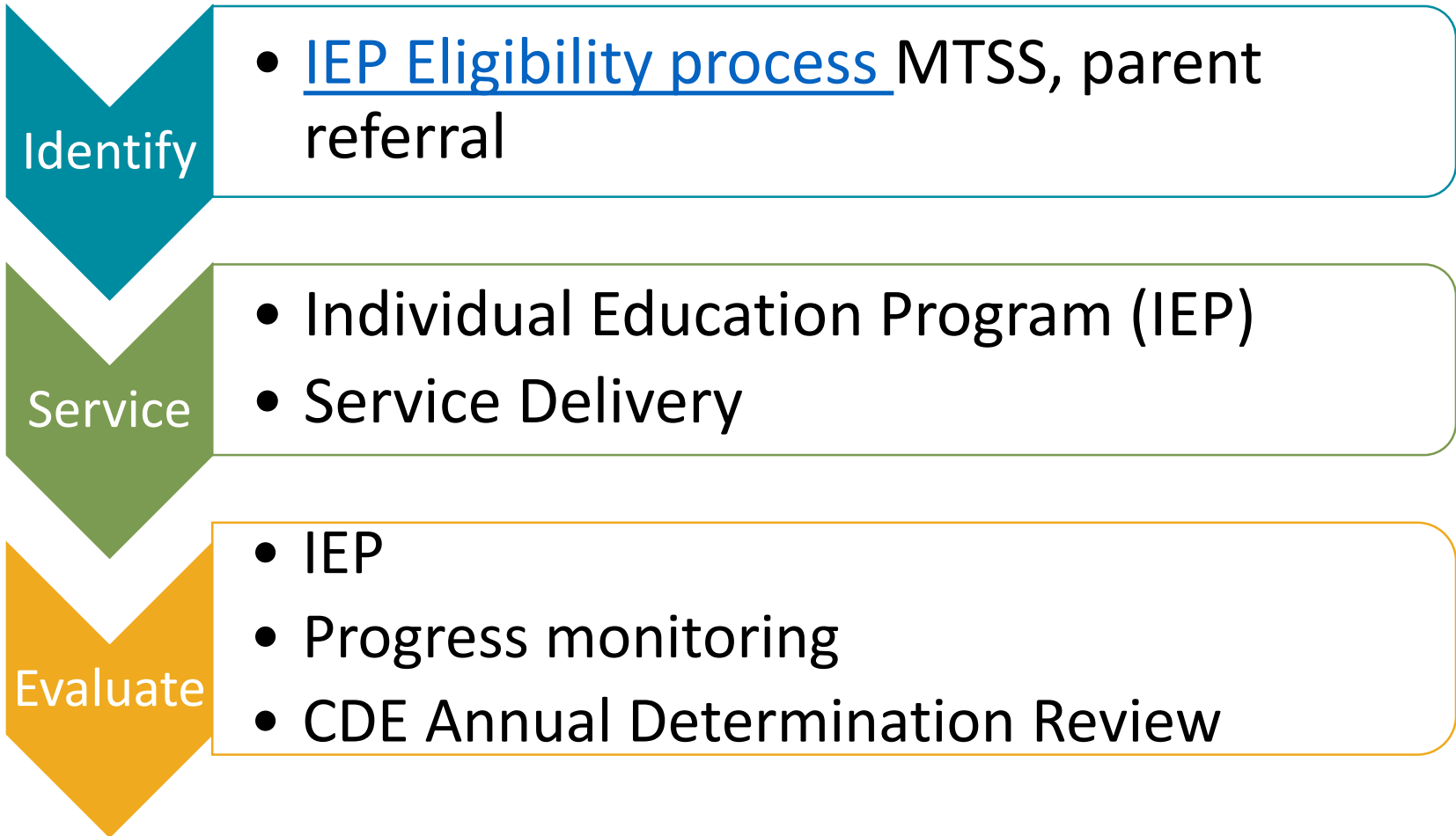
# What is Special Education?

- Special education provides students with identified disabilities specialized instruction designed to meet their unique learning needs.

The federal law, Individuals with Disabilities Education Act (IDEA) ensures that a *free and appropriate public education* (FAPE) to each qualified person with a disability.



# School Responsibility





# CSI's Oversight & Support

*The Institute 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.*



## Accountability

Audits

Fiscal management

SPED Staff Licensure monitoring

CDE Annual Determination Ratings



## Support

Regional Coordinators

Data Submissions

Recurring professional development

Equity Screener and Tiered Supports

Program Plan

Special Education MOU





# Section 504





# What is Section 504?

**Section 504 is a civil rights law** that prohibits discrimination on the basis of disability in any program or activity operated by recipients of federal funds.

*“No otherwise qualified individual with a disability ... shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. ...”29 U.S.C. §794(a).*



# Who is protected under Section 504?

Students eligible for services under Section 504 have:

1. a mental or physical impairment that *substantially* limits major life activities; or
2. have a record of such impairment; or
3. be regarded as having such an impairment.  
(34 CFR104.3 (j) (I))



# CSI's Oversight & Support



## Accountability

Annual Section 504 Plan Review



## Support

Recurring professional development

Section 504 student outcome data  
through Screener process

Case-by-case individual school support  
provided to the school's Section 504  
Coordinator and/or school leader



# School Responsibility

## Identify

- New students - review of records
- Evaluations guided by school's response to intervention team and processes

## Service

- Accommodations and related services provided by general educators as well as special service providers
- Regular professional development for staff around how to appropriately accommodate for students

## Review

- Section 504 Plans reviewed and updated regularly
- Response to Intervention processes reviewed consistently to ensure identifications and services that the school is providing meets student and school community's needs while maintaining least restrictive environment.



# Board Responsibility

## Enrollment

- How many students with disabilities does the school serve?
- How does this compare to our geographic region?
- Is enrollment for this special education increasing or decreasing?

## Student Outcomes

- How are students with disabilities performing on state and interim assessments?
- How many students with disabilities are meeting IEP end of year plan goals?
- How did we do on CSI's Annual plan Audit?

## Programming

- What does special education populations programming look like (Staffing, curriculum, instruction)?
- How are families who have students with disabilities supported in the school community?

## Finances

- How are we using state or federal funds to support special education?
- How are we using PPR to support special education?
- How will we support higher needs students?



# English Language Learners



# Who are English Learners?

- The state definition of “English language learner” is derived from the Colorado Revised Statutes under the English Language Proficiency Act 22-24-103 (4) and is defined as *“a student who is linguistically diverse and who is identified [using the state-approved English language proficiency assessment] as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.”*



# School Responsibility

## Identify

- New students- home language survey
- WIDA Screener

## Service

- Evidence-based ELD program
- Regular professional development for staff

## Evaluate

- Annual ACCESS test
- Progress monitoring: Implementation and Outcomes
- Annual placement decisions

# CSI's Oversight & Support



## Accountability

CARS report

ACCESS data and disaggregated CMAS, PSAT, SAT data



## Support

Recurring professional development

Equity Screener

Opt-in interim analysis

# Board Responsibility

## Enrollment

- How many English Learners does the school serve?
- How does this compare to our geographic region?
- Is enrollment for English Learners increasing or decreasing?

## Student Outcomes

- How are English Learners performing on state and interim assessments?
- How many English Learners are meeting EL end of year plan goals?
- How did we do on CSI's Annual plan Audit?

## Programming

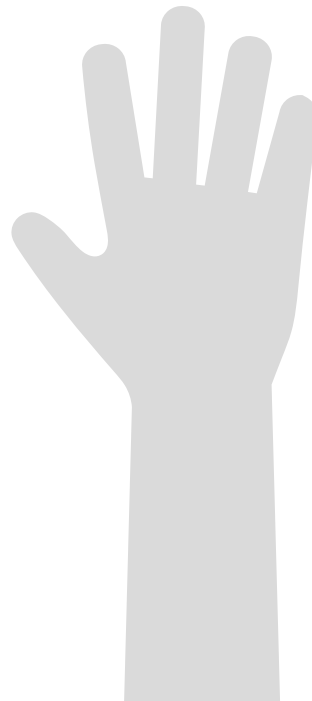
- What does English Learner programming look like (Staffing, curriculum, instruction)?
- How are families who have English Learners supported in the school community?

## Finances

- How are we using state or federal funds to support English Learners?
- How are we using PPR to support English Learners?
- How will we support higher needs students?



# Gifted & Talented





# Who are Gifted & Talented Students?

“Gifted Children” means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains 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 special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- general or specific intellectual ability
- specific academic aptitude
- creative or productive thinking
- leadership abilities
- visual arts, performing arts, musical or psychomotor abilities



# School Responsibility

## Identify

- Review records for all new students
- Universal screening at grades 2 and 6 (optional)
- Review state and local assessment data for referral through MTSS
- Communicate criteria for giftedness to families and teachers to encourage referral
- Purchase appropriate assessments for identification using ECEA Gifted (3150) funds

## Service

- Provide services and programming through the individual Advanced Learning Plan (ALP)
- Provide professional development on traits of giftedness and accommodations and instructional strategies to general education teachers
- Purchase appropriate curriculum resources

## Evaluate

- Ongoing progress monitoring of ALP Goals
- Review ALPs annually to determine student goal attainment
- Disaggregate state and local assessments for gifted students

# CSI's Oversight & Support



## Accountability

- ALP Audit
- CARS Report



## Support

- Recurring professional development
- Equity Screener
- Opt-in interim analysis



# Board Responsibility

## Enrollment

- How many G/T students does the school serve?
- How does this compare to our geographic region?
- Is enrollment for G/T students increasing or decreasing?

## Student Outcomes

- How are G/T students performing on state and interim assessments?
- How many G/T students are meeting ALP end of year plan goals?
- How did we do on CSI's Annual plan Audit?

## Programming

- What does G/T programming look like (Staffing, curriculum, instruction)?
- How are families who have G/T students supported in the school community?

## Finances

- How are we using state or federal funds to support G/T students?
- How are we using PPR to support G/T students?
- How will we support higher needs students?





# Homeless Students





# What is McKinney Vento?

Designated to provide students experiencing homelessness certain rights in education, including right to:

- School stability;
- transportation to/from school;
- immediate enrollment;
- academic support;
- and child-centered decision-making processes



# School Responsibility

## Identify

- Any student who lacks a fixed, regular, and adequate nighttime residence
- School-level liaisons identify potential students

## Report

- School-level liaisons work with families to fill out eligibility forms
- Schools update SIS and inform CSI McKinney Vento Liaison

## Support

- Schools are allocated funding to support students
- Ensure students have support needed

# CSI's Oversight & Support



## Accountability

Identification Statistics

CARS Report



## Support

Recurring professional development

Equity Screener

Opt-in interim analysis



# Board Responsibility

## Enrollment

- How many homeless students does the school serve?
- How does this compare to our geographic region?
- Is enrollment for homeless students increasing or decreasing?

## Student Outcomes

- How are homeless students performing on state and interim assessments?
- How many homeless students are meeting end of year goals?
- How did we do on CSI's Annual plan Audit?

## Programming

- What does homeless identification and supports look like?
- How are homeless families supported in the school community?

## Finances

- How are we using state or federal funds to support homeless students?
- How are we using PPR to support homeless students?
- How will we support higher needs students?



# Resources

## Special Education

- [CSI Guidebook](#)
- [CSI SPED Website](#)
- [SPED Comprehensive CORE manual](#)
- [SPED HR Guidebook](#)
- [SPED Eligibility](#)
- [SPED Onboarding process](#)
- [Onboarding Template](#)

## Section 504

- [CSI's Section 504 Resource Page](#)
- [Office for Civil Rights Section FAQ](#)

## English Language Learners

- [CSI's English Language Learner Resource Page](#)
- [CDE's Office of Culturally and Linguistically Diverse Education](#)

## Gifted Students

- [CSI Gifted Education Resource Site](#)
- [CDE Office of Gifted Education](#)

## Homeless Students

- [CDE Homeless Website](#)
- [National Center for Homeless Education](#)
- [CSI McKinney Vento Homeless Resource Page](#)



# Questions?

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