NATIONAL CHARTER SCHOOLS CONFERENCE

JUNE 22, 2011

CHARTER SCHOOLS LEADING THE SPECIAL EDUCATION REVOLUTION

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AGENDA

Introductions

Charter School Myths & Truths

Charter School Data

Special Education Structures

Changing the Landscape: Innovation in California

Special Education Funding

Case Study: Los Angeles

Discussion / Q & A

CHARTERS SCHOOLS AND SPECIAL EDUCATION:

DISPELLING THE MYTHS

THE MYTHS

Myth: **"Charter schools don't serve students with special needs"**

- <u>Cherry Picking</u> – "Charters accept only the best and brightest, refusing to serve students with unique needs"

- <u>Counseling Out</u> – "Charters convince students with unique needs not to enroll or refer them to other schools"

- <u>Charters don't serve a "fair share"</u>

  - "Charters only serve students with mild to moderate disabilities, but are unwilling or unprepared to serve students with the most severe needs"

  - "Charters serve a smaller population of students with disabilities than traditional public schools"

THE TRUTH

Truth: "As schools of choice, all charter schools are open to any student who wants to apply

- Non-discriminatory: charters cannot discriminate in enrollment or set admission requirements

- Equal opportunity enrollment: if more students want to attend than there are seats available, charters must use a lottery for enrollment

- Research shows that charter school students are just as diverse (racially and economically) as non-charter students
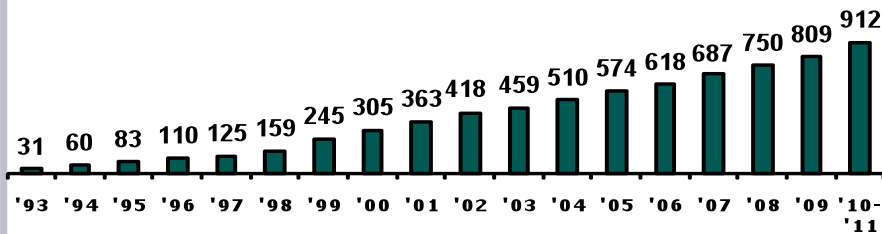
THE DATA

Research shows:

- Charter school students are just as diverse as non-charter students

- Charters are serving unique student populations, including students with disabilities

- Charter schools are outperforming traditional schools with many key subgroups
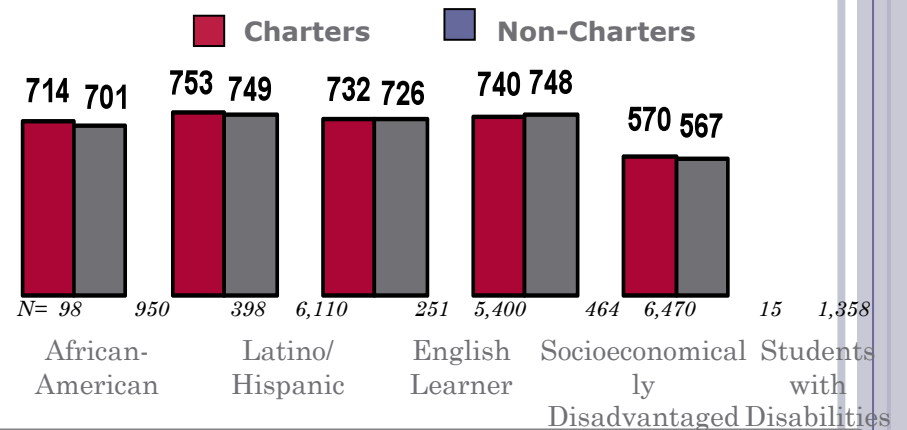
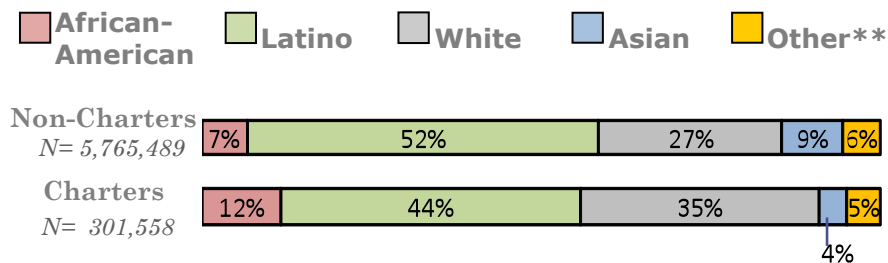# CHARTER SCHOOLS ARE OUTPERFORMING TRADITIONAL SCHOOLS WITH MANY KEY SUBGROUPS

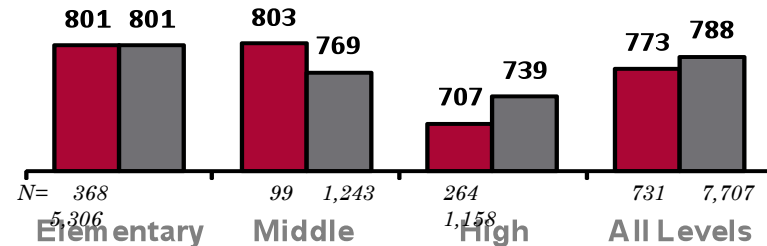## Charter School Growth in California

Year	Value
'93	31
'94	60
'95	83
'96	110
'97	125
'98	159
'99	245
'00	305
'01	363
'02	418
'03	459
'04	510
'05	574
'06	618
'07	687
'08	750
'09	809
'10-'11	912

2009-10 Median API Scores by Subgroup

■ Charters   ■ Non-Charters

Subgroup	Charters	Non-Charters	N= Charters	N= Non-Charters
African-American	714	701	98	950
Latino/Hispanic	753	749	398	6,110
English Learner	732	726	251	5,400
Socioeconomically Disadvantaged	740	748	464	6,470
Students with Disabilities	570	567	15	1,358

2009-10 Student Ethnicity in California

■ African-American   ■ Latino   ■ White   ■ Asian   ■ Other**

Non-Charters N= 5,765,489

African-American	Latino	White	Asian	Other
7%	52%	27%	9%	6%

Charters N= 301,558

African-American	Latino	White	Asian	Other
12%	44%	35%	4%	5%

2009-10 Median API Scores by Level

| Level	Charters	Non-Charters	N= Charters	N= Non-Charters
Elementary	801	801	368	5,306
Middle	803	769	99	1,243
High	707	739	264	1,158
All Levels	773	788	731	7,707

Charter School Growth Data, Source: CDE data, California Charter Schools Association analysis.
Ethnicity Data, Source: California Department of Education. **Other includes Indian, Pacific Islander, Filipino and Multi-Racial groups Note: 22 non-charters & 2 charters are missing demographic data.
Median API Data, Source: 2010 API Growth Scores, Association analysis; alternative and special education schools excluded.
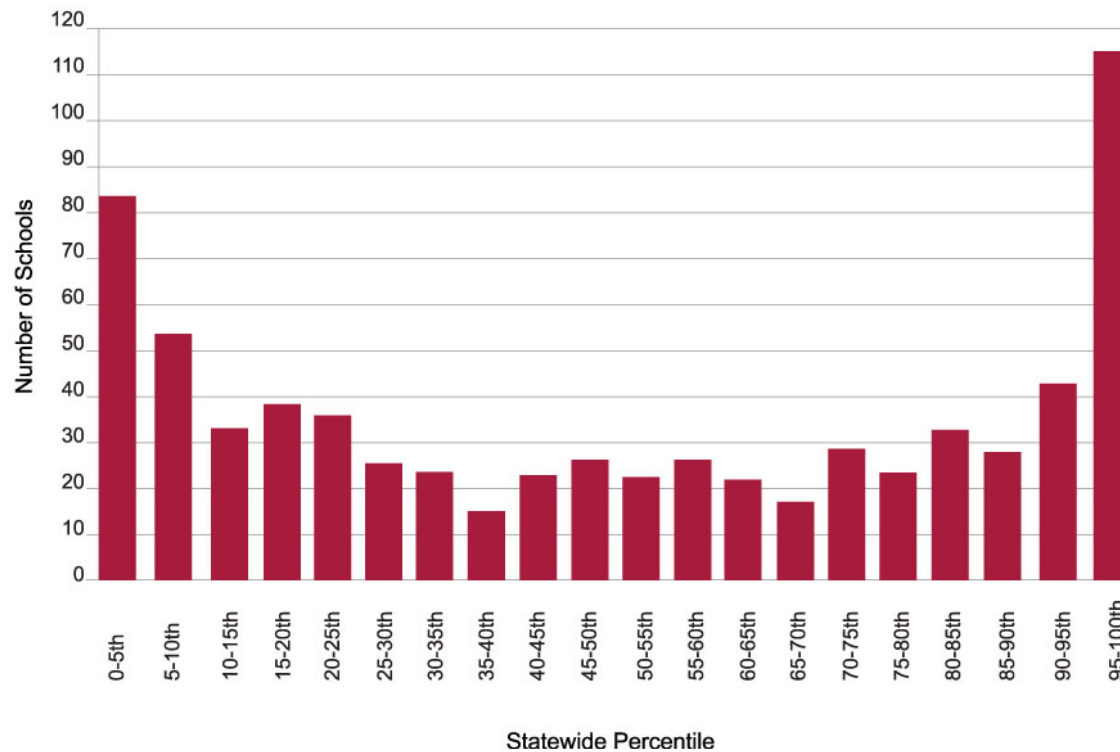
CALIFORNIA CHARTERS DO PARTICULARLY WELL WITH AFRICAN AMERICAN STUDENTS

Average African American API Scores
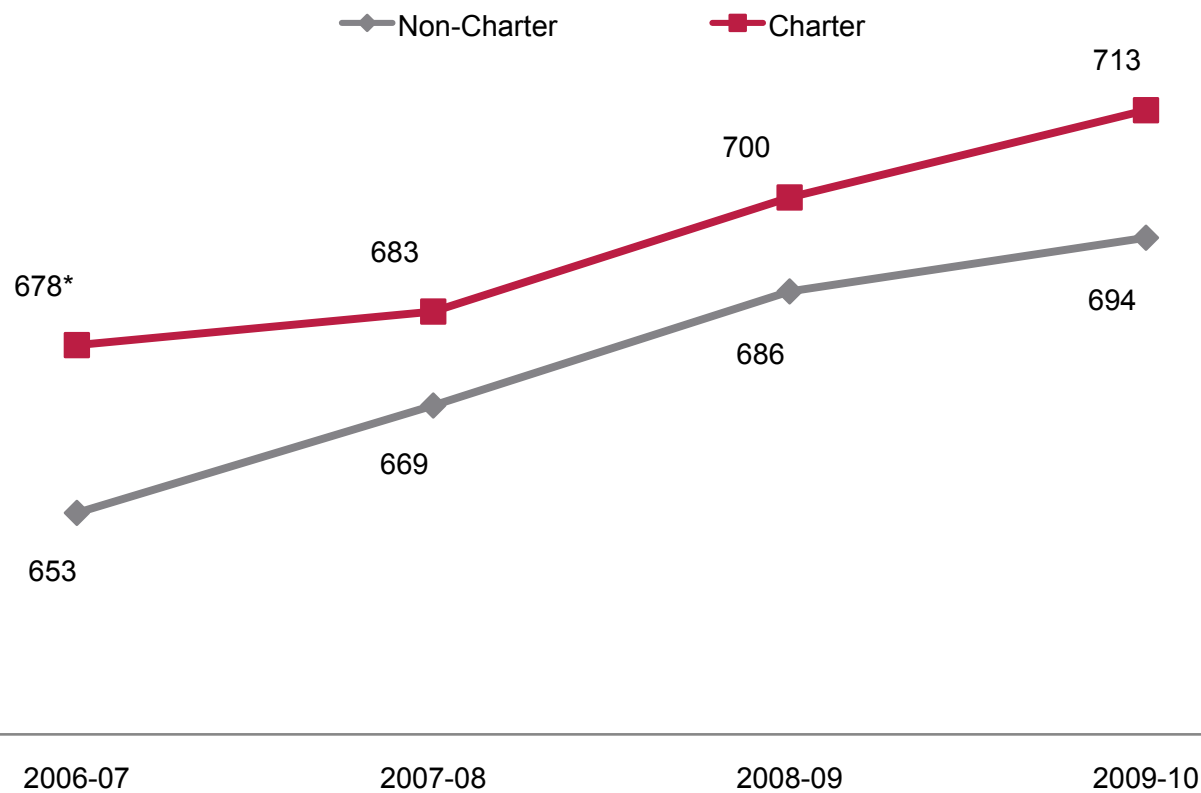
CONCENTRATION OF CHARTERS AT TOP AND BOTTOM OF STATEWIDE DISTRIBUTION

2009 - 2010	Total, excluding ASAM* + small	Bottom 5% of CA schools	Bottom 10% of CA schools	Top 10% of CA schools	Top 5% of CA schools
Number of Charters (%)	720	83 (11.5%)	138 (19.2%)	157 (21.8%)	115 (16.0%)
Number of Non-Charters (%)	7,454	325 (4.4%)	679 (9.1%)	661 (8.9%)	293 (3.9%)

* The model excludes schools that are part of the Alternative Schools Accountability Model, as well as those testing fewer than 20 students.

MANY MORE STUDENTS ARE SERVED BY HIGH PERFORMING CHARTERS.
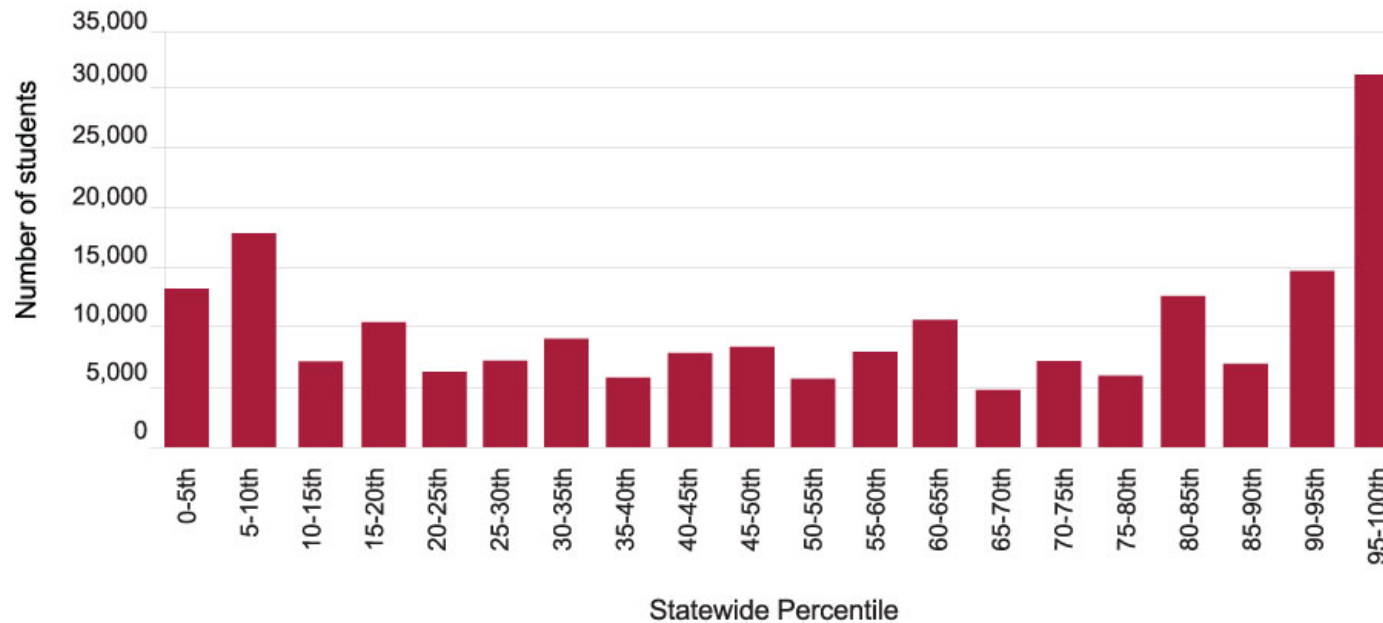
2009 - 2010	Total students tested, excluding ASAM + small	Bottom 5% of CA schools	Bottom 10% of CA schools	Top 10% of CA schools	Top 5% of CA schools
Total Students Tested in Charters (%)	200,960	13,114 (6.5%)	30,969 (15.4%)	45,905 (22.8%)	31,162 (15.5%)
Total Students Tested in Non-Charters (%)	4,030,912	146,315 (3.6%)	324,341 (8.0%)	295,918 (7.3%)	119,796 (3.0%)

THE IMPACT OF FAMILY INCOME ON CHARTER SCHOOLS' API PERFORMANCE IS FOUR TIMES LESS THAN THE IMPACT OF FAMILY INCOME ON NON-CHARTERS' PERFORMANCE.

Table 6: Correlation Coefficients between Percent Free or Reduced Price Lunch Eligibility for Charters and Non-Charters, 2010.

Non-Charters		
	% Free or Reduced Lunch	API
% Free / Reduced Lunch	1	-.714**
API	-.714**	1
r²	.510	

** Correlation is significant at the .01 level (2-tailed)

Charters		
	% Free or Reduced Lunch	API
% Free / Reduced Lunch	1	-.339**
API	-.339**	1
r²	.115	

PORTRAIT OF THE MOVEMENT 2011: HIGHLIGHTS FROM FINDINGS

- **Charters** are over **four times as likely** as non-charters to be among the **top** 5% of schools statewide in terms of performance relative to a prediction, yet are also over **two times as likely** to be among the **bottom** 5% of schools statewide.

- We see some evidence that the concentration of far under-performing charters is **decreasing over time**.

- More than **twice as many students** are served by charter schools performing far above their prediction than by under-performing ones.

- Charters serving **low-income populations** are **over-performing** at high rates relative to the traditional system.

Highlights from Findings cont'd. (Charters 4+ years)

- **Charters** are **more likely** than non-charters to:
  - have **high** academic status and high growth.
  - have **low** academic status and low growth, ***but*** those charters serve proportionally fewer students than low-performing non-charters.
- Charters serving **low-income populations** are
  - **more likely** to have **high** academic status and high growth, and
  - **less likely** to have **low** academic status and low growth than non-charters serving low-income populations.
- The **impact of family income** on charter schools' performance is **four times less** than the impact of family income on non-charters' performance.

CCSA IS NOW BEGINNING TO COLLECT DATA ON THE VAST RANGE OF HIGH RISK POPULATIONS SERVED BY CHARTERS
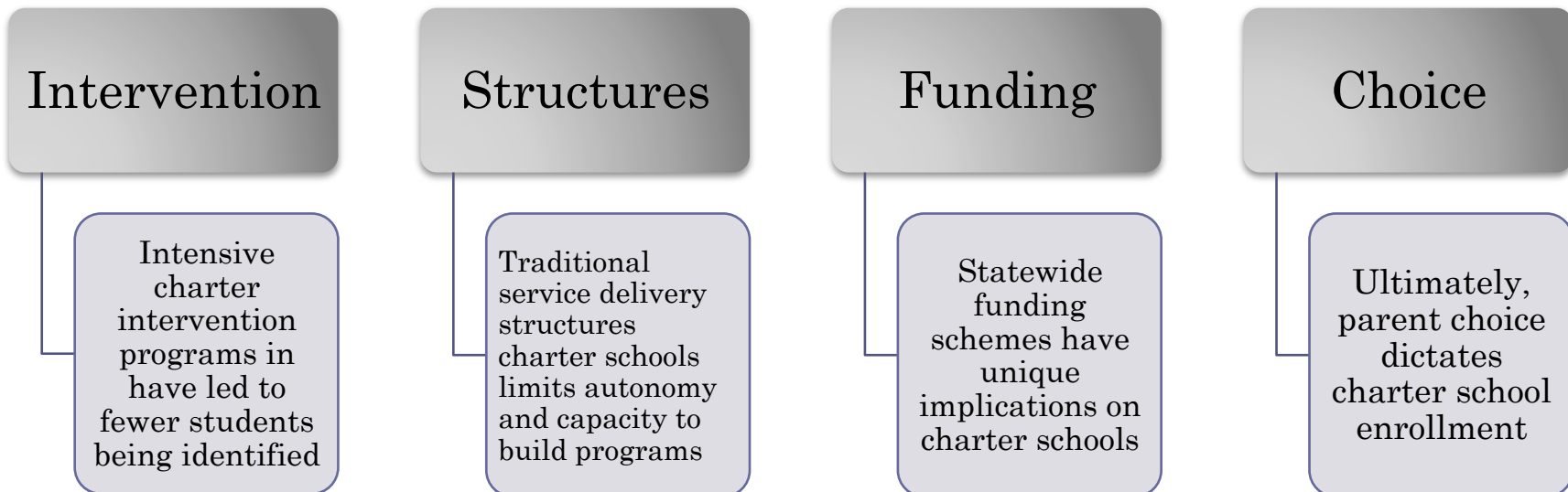
A recent study of a subset of charters found they served the following high risk population groups:

- Highly mobile/transient
- Dysfunctional homes
- Credit deficient
- Dropouts
- Emotional or behavioral issues
- Foster youth
- Migrant families
- Gang-affiliated
- Adjudicated youth
- Pregnant/parenting
- Medical needs
- Recent immigrant backgrounds
- Homeless

THE BARRIERS:
WHY THE NUMBERS LOOK DIFFERENT

While Charter schools do serve students with special needs, the actual special education demographic in charter schools differs from that of traditional public schools for a number of reasons.

Intervention	Structures	Funding	Choice
Intensive charter intervention programs in have led to fewer students being identified	Traditional service delivery structures charter schools limits autonomy and capacity to build programs	Statewide funding schemes have unique implications on charter schools	Ultimately, parent choice dictates charter school enrollment

OVERCOMING BARRIERS

Underlying Barriers:

- Statewide special education structures that result in inadequate funding and lack of control over services
- Lack of access to the full continuum of special education services
- Lack of data to show how and to what extent charters are serving students with special needs

Efforts to Overcome Barriers:

- Reform to improve special education arrangements
- Infrastructure building to make sure charters have access to services and funding
- Data collection to data to demonstrate how and to what extent charters are serving students with special needs

SPECIAL EDUCATION STRUCTURES IN CALIFORNIA

Language of Special Education

- Each district (and charter school) must belong to a SELPA.

  Special Education Local Plan Area

- A Special Education Local Plan Area (SELPA) is the service area covered by the local plan for providing special education services to individuals with disabilities in that area under the state and federal law (EC 56195.1).

- District may be a single SELPA or a member of a multi district SELPA. Each SELPA looks different, but what they have in common is:
  - LOCAL PLAN that determines how they provide services and establishes the governance structure
  - ALLOCATION PLAN that determines how they distribute funds.

LANGUAGE OF SPECIAL EDUCATION (CONT.)

- SELPAs in California are similar to:
  - Educational Service Associations
  - Parrishes
  - Boroughs
  - Boces

- Other Terms:
  - ADA – Average Daily Attendance
  - LEA – Local Education Agency
  - Out of Geographic Charter

THE FOUNDATION:
TWO OPTIONS FOR CHARTER SCHOOLS IN CALIFORNIA

TWO OPTIONS EXIST for special education service delivery and responsibility:

School of the District

Ed. Code §47641(b)

Local Educational Agency for Special Education

Ed. Code §47641(a)

Currently, most charter schools are **SCHOOLS OF THE DISTRICT** for special education purposes. 130 charters are LEAs for special education. This number is growing.

STATEWIDE SPECIAL EDUCATION STRUCTURES

Special Education Local Plan Area (SELPA)

Develops a plan for educating all students with disabilities, enabling districts to share services	Receives and allocates State and Federal funds

Local Education Agency (LEA)

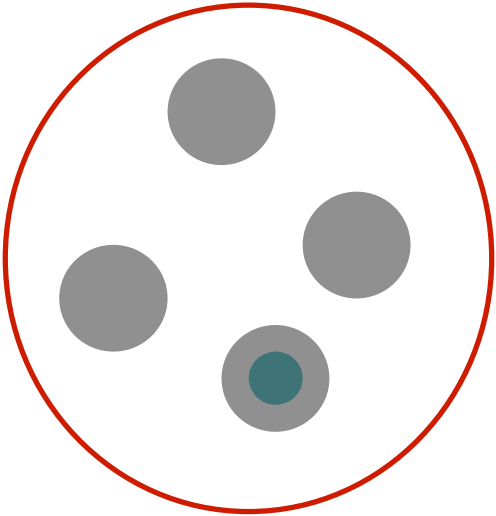| Participates in SELPA governance	Carries legal responsibility for special education	Receives and spends or allocates special education funds

Schools

Interacts with students and families	Supports service delivery for students at site	Contributes financially to district-wide costs

UNDERSTANDING THE OPTIONS

○ SELPA

● School District

● Charter School

School of
The District
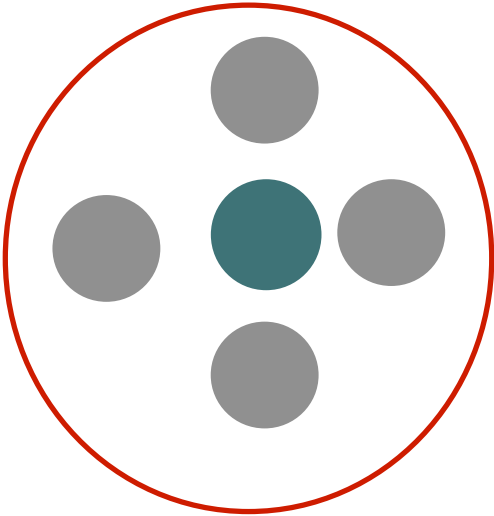
LEA for Special
Education

"School of the District" Model

The District is **Responsible**

- The authorizing district is the LEA and has a financial and legal responsibility to ensure all children with disabilities enrolled in the charter school receive a free appropriate public education.

The District Retains **Control** of Funding and Service Delivery

- The district has full control over special education at the charter school
- The district decides how, when and where services are provided for students with disabilities
- The district retains all funds, plus an additional fair share contribution fee from the charter school

LEA FOR SPECIAL EDUCATION

Full **Responsibility** for Special Education

- Because state and federal law place responsibility for special education on the LEA, the charter school now carries *full* responsibility

Autonomy and Flexibility over Special Education

- The school receives its share of special education funding
- The school makes decisions about how special education services are provided
- This results in greater ability to develop and expand services, and more students being served in the charter setting

Barriers to LEA status

- To achieve LEA status, a school must apply and be accepted as a member of a SELPA – charters have historically faced challenges in doing so.
- Without previous ability to control special education, many charters lack the expertise or infrastructure to assume full responsibility

WHY WOULD CHARTER SCHOOLS WANT TO BE AN LEA?

GOVERNANCE

- Selection of Staff
- Assignment of Programs
- Consistency with Philosophy of Program
- Authorizer Makes all Decisions

FINANCE

- Funding Determined by Authorizer
- May be Faced with Excessive Costs
- May Pay Greater than "Fair Share"
- May have Insufficient Services

CRITERIA TO CONSIDER IN BECOMING AN LEA FOR A CHARTER SCHOOL

- Compliance
- Capacity
- Program Expertise
- Staff Expertise
- Success of General Education Program
- Financial Health of the Charter
- Communication Technology Availability

SPECIAL EDUCATION FUNDING

STATE SPECIAL EDUCATION FUNDING FORMULAS

Formula Type	Description	States
Multiple student weights	Funding (either a series of multiples of the general education amount or tiered dollar amounts) allocated per special education student that varies by disability, type of placement, or student need	Arizona, Colorado, Florida, Georgia, Indiana, Iowa, Kentucky, New Mexico, Ohio, Oklahoma, South Carolina, Texas (n=12)
Census-based	A fixed dollar amount per total enrollment or Average Daily Membership (ADM)	Alabama, California, Idaho, Massachusetts, Montana, New Jersey, Pennsylvania (n=7)
Single student weights	Funding (either a single multiple of the general education amount or a fixed dollar amount) allocated per special education student	Louisiana, Maine, New Hampshire, New York, North Carolina, Oregon, Washington (n=7)
No separate special education funding	Funding to support special education is rolled into the overall funding levels	Arkansas, Connecticut, Hawaii, Missouri, North Dakota, Rhode Island, West Virginia (n=7)
Resource-based	Funding based on payment for a certain number of specific education resources (e.g., teachers or classroom units), usually determined by prescribed staff/student ratios that may vary by disability, type of placement or student need	Delaware, Kansas, Mississippi, Nevada, Tennessee, Virginia (n=6)
Combination	Funding based on a combination of formula types	Alaska, Illinois, Maryland, South Dakota, Vermont (n = 5)
Percentage reimbursement	Funding based on a percentage of allowable, actual expenditures	Michigan, Minnesota, Nebraska, Wisconsin, Wyoming (n = 5)
Block grant	Funding based on base-year or prior year allocations, revenues, and/or Enrollment	Utah (n = 1)

SPECIAL EDUCATION INCOME

- Funding for each LEA varies throughout the state based on the unique local allocation plan
    - Each SELPA has unique characteristics of funding
    - Each SELPA allocation plan distributes funds to LEAs in a unique manner.
    - What is highly likely is that special education funding will NOT be sufficient to cover costs and LEAs have a significant local contribution.

- Short version of SELPA funding (for SELPAs other than Charter SELPA)

  SELPA K-12 ADA (current or prior year ADA) x unique SELPA rate (on average @ $617) + Cost of Living increase + Growth/Decline (growth at $465) = Entitlement. Subtract from the Entitlement the amounts received by the SELPA from Federal IDEA/Pl94142 funds and specific taxes allocated to special education and you will arrive at the level of State Aid.

- Charter SELPA funding looks different.
    - Current Year K-12 ADA x state portion of statewide target rate ($465)
    - PLUS Federal IDEA/Pl 94142 funds (based on charters in the SELPA in the prior year)

SIMPLIFIED FUNDING EXAMPLE

Comparison of SELPA funding to Charter SELPA funding (Core formula)

	Simplified SELPA Funding			
		ADA	Rate	ADA x Rate
1	Prior Year ADA x Rate	24,000	$ 617.00	14,808,000
2	Growth	1,000	$ 465.00	465,000
3	Entitlement			15,273,000
4	Less Federal Funds			2,140,000
5	Balance = State Aid			13,133,000
6	State/Federal per ADA	15,273,000	25,000	$ 610.92

	Simplified Charter SELPA Funding			
		ADA	Rate	ADA x Rate
1	Current Year ADA	25,000	$ 465.00	11,625,000
2	Federal Funds (in addition to state funds, prior year ADA/other)			2,140,000
3	Total Entitlement (State and Federal Funds			13,765,000
4	State/Federal per ADA	13,765,000	25,000	$ 550.60

CHANGING THE LANDSCAPE:

INNOVATION IN CALIFORNIA

CALIFORNIA PILOTS CHARTER SELPA AND OUT OF GEOGRAPHIC CHARTERS

- 4 Pilots from 2006-07 through 2009-10
  - SELPAs Admitting Out of Geographic Charters

- El Dorado County Charter SELPA

- State Board Approved Charter SELPA and Regional Model – January, 2010

EDCOE Charter SELPA History

Year	# of Charter Schools	Students Served P-2 ADA	# of Charter Authorizers	Counties Represented
2006-07	10	2,357	8	San Francisco, Alameda, Stanislaus, Santa Clara, Contra Costa (5)
2007-08	17	4,158	11	San Francisco, Alameda, Stanislaus, Santa Clara, Contra Costa , San Joaquin, Orange, Los Angeles (8)
2008-09	23	7,780	12	San Francisco, Alameda, Stanislaus, Santa Clara, Contra Costa , San Joaquin, Orange, Los Angeles , San Diego (9)
2009-10	46	13,927	16	San Francisco, Alameda, Stanislaus, Santa Clara, Contra Costa , San Joaquin, Orange, Los Angeles , San Diego, San Bernardino (10)
2010-11	106	38,600	24	San Francisco, Alameda, Stanislaus, Santa Clara, Contra Costa , San Joaquin, Orange, Los Angeles , San Diego, San Bernardino, Tulare, San Mateo (12)
2011-12 (estimate)	139	53,000		

El Dorado County Charter SELPA Special Education pupil Count

Charter SELPA	K-12 P-2 ADA	Special Education Pupil Count K-12	K-12 SpEd Pupil Count as % of P-2 ADA
a	b	c	d
			c/b
2009-10	13,701	1,166	8.51%
2008-09	7,780	616	7.92%
2007-08	4,158	323	7.77%
2006-07	2,357	153	6.49%
Average			7.67%

*AB602 ADA used for special education funding formula
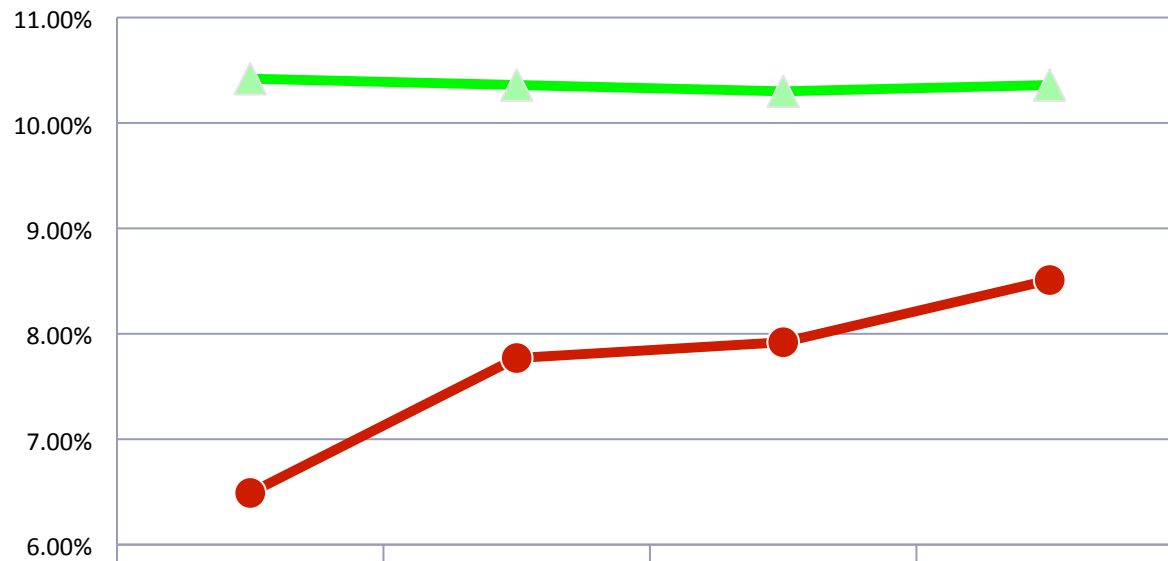
CHARTER SELPA PUPIL COUNTS 2010-11

	Special Education Pupil Count	General Education Count	Special Education Percent
Prior Year Charters	1,405	15,869	8.85%
2010-11 Charters	1,620	22,731	7.13%
Totals	3,025	38,600	7.84%

COMPARISON TO STATEWIDE DATA

**Special Education Students
as a % of K-12 Population**

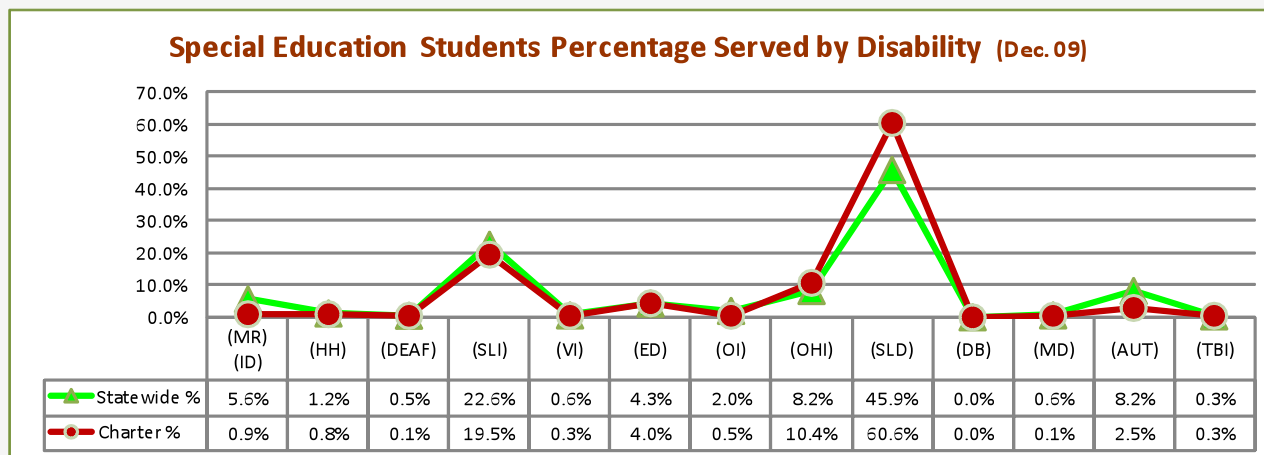|	2006-07	2007-08	2008-09	2009-10
StateWide	10.42%	10.36%	10.30%	10.36%
Charter SELPA	6.49%	7.77%	7.92%	8.51%

SPECIAL EDUCATION DATA BY DISABILITY

Special Education Pupil Count (December 2009 Data) Statewide data compared to Charter SELPA data		Statewide Special Education K-12 Pupil Count Dec 09	Statewide SpEd K-12 Pupil Count as % of total	Expected Charter SELPA count based on statewide averages	Charter SELPA Special Education K-12 Pupil Count Dec 09	Charter count based on statewide averages compared to actual
a	b	c	d	e	f	g
			5,929,190	13,701		
			c/K-12 ADA	d/Charter ADA	actual counts	f-e
Intellectual Disability	(MR) (ID)	34,096	0.58%	79	11	(68)
Hard of Hearing	(HH)	7,305	0.12%	16	9	(7)
Deaf	(DEAF)	3,355	0.06%	8	1	(7)
Speech or Language Impairment	(SLI)	138,851	2.34%	321	227	(94)
Visual Impairment	(VI)	3,573	0.06%	8	3	(5)
Emotional Disturbance	(ED)	26,653	0.45%	62	47	(15)
Orthopedic Impairment	(OI)	12,192	0.21%	29	6	(23)
Other Health Impairment	(OHI)	50,319	0.85%	116	121	5
Specific Learning Disability	(SLD)	281,961	4.76%	652	708	56
Deaf-Blindness	(DB)	118	0.00%	-	-	-
Multiple Disability	(MD)	3,799	0.06%	8	1	(7)
Autism	(AUT)	50,185	0.85%	116	29	(87)
Traumatic Brain Injury	(TBI)	1,624	0.03%	4	3	(1)
Total		614,031	10.36%	1,419	1,166	(253)

STATEWIDE CHARTER SELPA BY DISABILITY PERCENTAGES

Charter SELPA serves similar percentages by disability. Note they are lower than statewide average in areas such as autism, but serve a higher % of students identified as SLD (specific learning disability).

Special Education Students Percentage Served by Disability (Dec. 09)

	(MR) (ID)	(HH)	(DEAF)	(SLI)	(VI)	(ED)	(OI)	(OHI)	(SLD)	(DB)	(MD)	(AUT)	(TBI)
Statewide %	5.6%	1.2%	0.5%	22.6%	0.6%	4.3%	2.0%	8.2%	45.9%	0.0%	0.6%	8.2%	0.3%
Charter %	0.9%	0.8%	0.1%	19.5%	0.3%	4.0%	0.5%	10.4%	60.6%	0.0%	0.1%	2.5%	0.3%

SUCCESSES AND LESSONS LEARNED

- Charter SELPA has worked
- Changed Landscape of Special Education Services for Children in Charter Schools
- Improved Dialogue in Charters that have Stayed as a School within the Authorizer
- Expansion of Other Charter SELPAs Now Happening
- Allows Freedom/Choice – Improvement of Services and Quality Programs – Enhanced Funding

CASE STUDY:

LOS ANGELES UNIFIED SERVICE DELIVERY MODELS

THE GREAT DIVIDE

- LAUSD previously operated under "hybrid" model
  - Charters pay LAUSD 27-40% of their special education funding
  - Charters received varying levels of support/services from the district

- This arrangement present challenges for both sides
  - Disparity created confusion amongst charters and district personnel
  - Charters believed they did not receive sufficient funds/ services
  - LAUSD believed that contribution amount was not a "fair share" under the law

- 93 charters submitted notice of intent to leave the SELPA effective July 2011
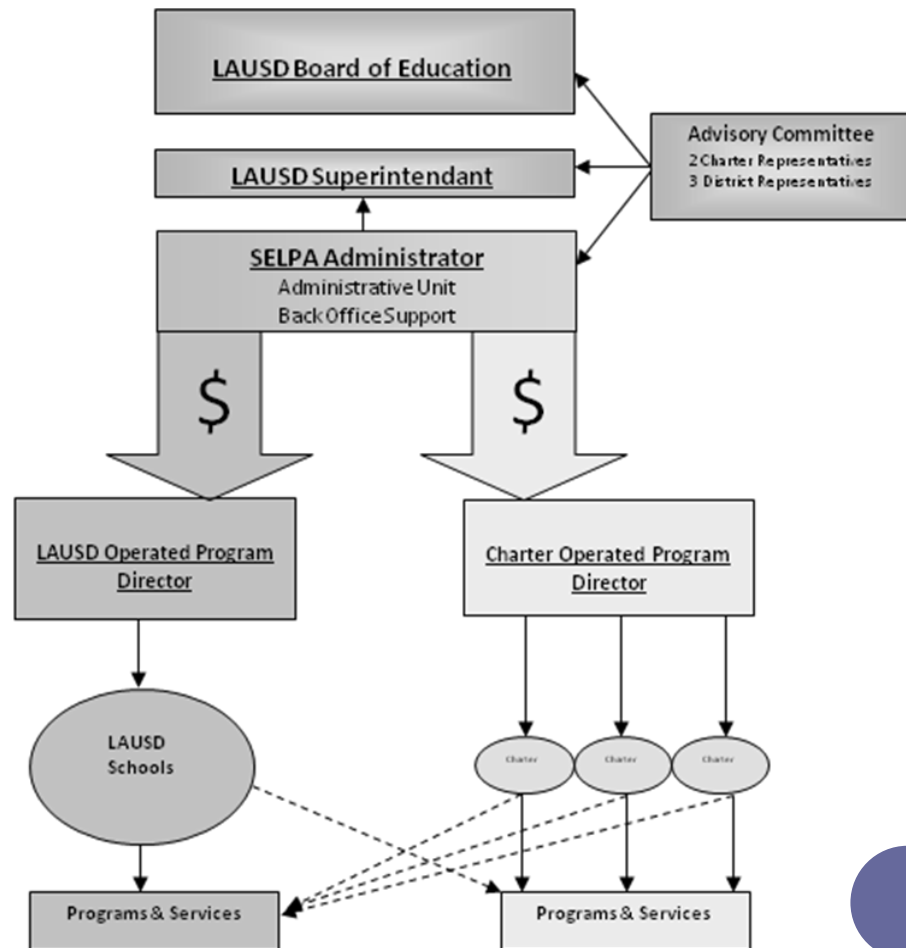
THE GOAL OF REORGANIZATION

Create viable options for charter schools to remain in the LAUSD SELPA that:

- ✓ Establish clearly defined options for special education funding and service delivery

- ✓ Provide charters schools with the flexibility and autonomy to operate their own special education programs;

- ✓ Provide charters schools with the opportunity to participate in SELPA-level decisions affecting their school;

- ✓ Allow charter schools to access the significantly higher SELPA funding rate generated by the LAUSD SELPA

- ✓ Allow LAUSD to retain a portion of funding generated by the average daily attendance at these charter schools

- ✓ Allow LAUSD to retain a "fair share" contribution from schools that in an amount that is aligned with the intent of state law – reflecting the level of services provided to each school
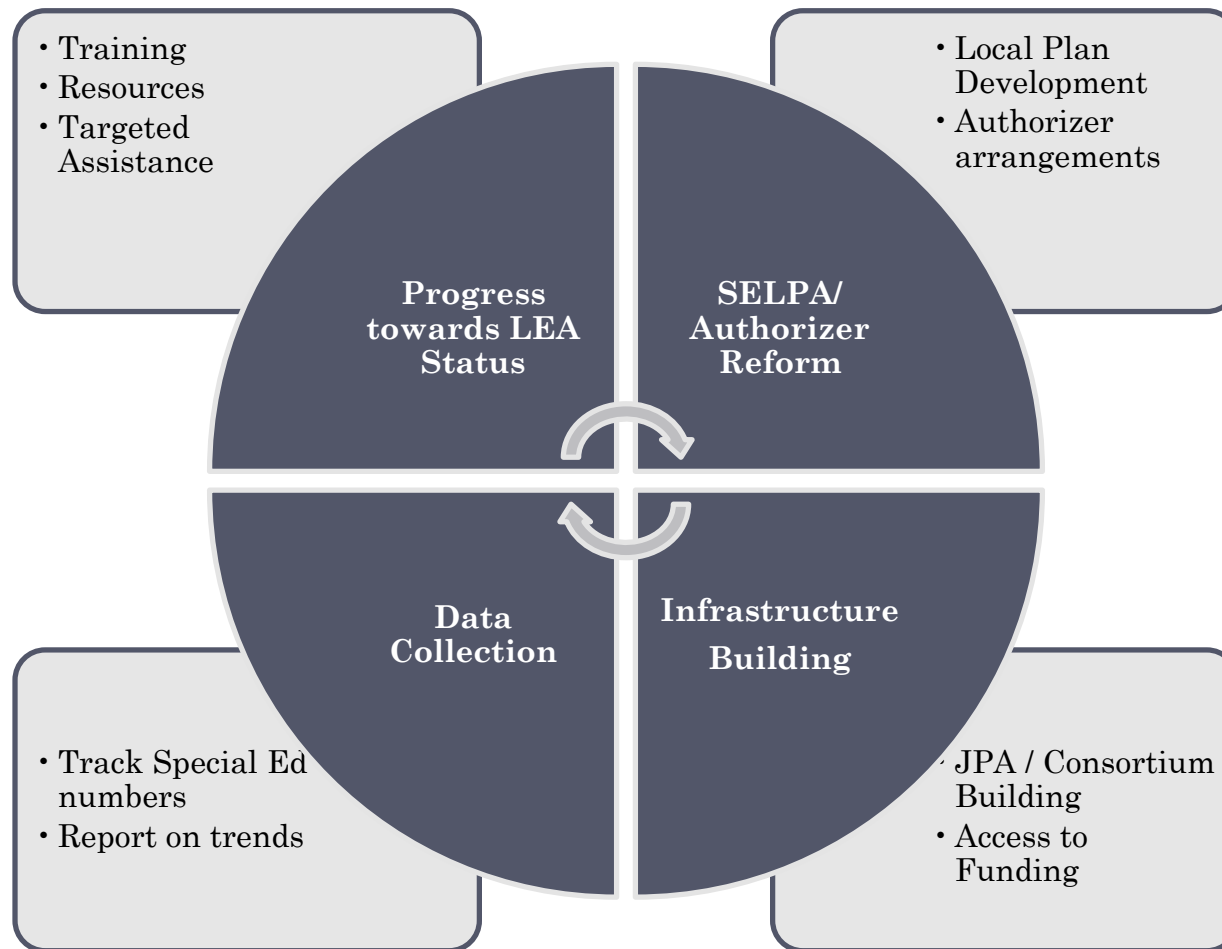
THE REORGANIZATION

- **One Single-District SELPA**

- **Two Departments**
  - District Operated Programs (DOP)
  - Charter Operated Programs (COP)

- **Three Options for Charters:**
  - Operate as a "school of the district" in the District Operated Programs department
  - Operate independently as part of the Charter Operated Programs department
  - Apply for LEA status in a SELPA outside of LAUSD

LAUSD Board of Education

Advisory Committee
2 Charter Representatives
3 District Representatives

LAUSD Superintendant

SELPA Administrator
Administrative Unit
Back Office Support

$

$

LAUSD Operated Program Director

Charter Operated Program Director

LAUSD Schools

Charter   Charter   Charter

Programs & Services

Programs & Services

LOOKING TOWARDS 2011-2012

- Training
- Resources
- Targeted Assistance

- Local Plan Development
- Authorizer arrangements

Progress towards LEA Status

SELPA/ Authorizer Reform

Data Collection

Infrastructure Building

- Track Special Ed numbers
- Report on trends

- JPA / Consortium Building
- Access to Funding

LAUSD CHARTER SCHOOL NEEDS ASSESSMENT: A CASE STUDY OF OPTIONS AND NEEDS IN SERVING STUDENTS WITH DISABILITIES

- Review of 168 Charter Schools in areas of compliance, leadership, mission/vision for SWD, models in use, types of students served, options for improvement.

- Needs Assessment included:
  - Classroom Observations,
  - Focus Groups, Interviews,
  - Document Reviews,
  - Data Review,
  - Stakeholder Group Guidance

LAUSD CHARTER SCHOOL NEEDS ASSESSMENT: A CASE STUDY OF OPTIONS AND NEEDS IN SERVING STUDENTS WITH DISABILITIES

- Findings in following constellations or themes:
  - Supports and Resources
  - Leadership, Culture and Systems
  - Teaching and Learning
- Special Education Services reflected:
  - Tendency toward service delivery models from 80's
  - Some pockets of excellence
  - Data evidencing range of students with disability types, but more frequently SLD, SLI, OHI
  - Need for common vision and reflection of IDEA 2004 focus on services and sets of services to support access to the general curriculum

Eighty-five Percent of Students in the Charter School Project Pool are in the Regular Classroom 80% or More of the Time

Least Restrictive Environment	All California		LAUSD		Charter Project	
Time in Regular Class	N	%	N	%	N	%
80% or more	338,555	54.2%	42,125	60.9%	3,967	84.7%
40 to 79%	122,997	19.7%	17,860	25.8%	485	10.3%
Less than 40%	155,716	25.0%	9,008	13.0%	216	4.6%
Other	6,828	1.1%	213	0.3%	18	0.4%
Total	624,096	100.0%	69,206	100.0%	4,686	100.0%

Findings

Data shows students in general education setting for larger portion of day than traditional schools, but interviews, observations, and focus groups indicated services were traditional.

EIGHTY-FIVE PERCENT OF STUDENTS IN THE CHARTER SCHOOL PROJECT POOL ARE IN THE REGULAR CLASSROOM 80% OR MORE OF THE TIME
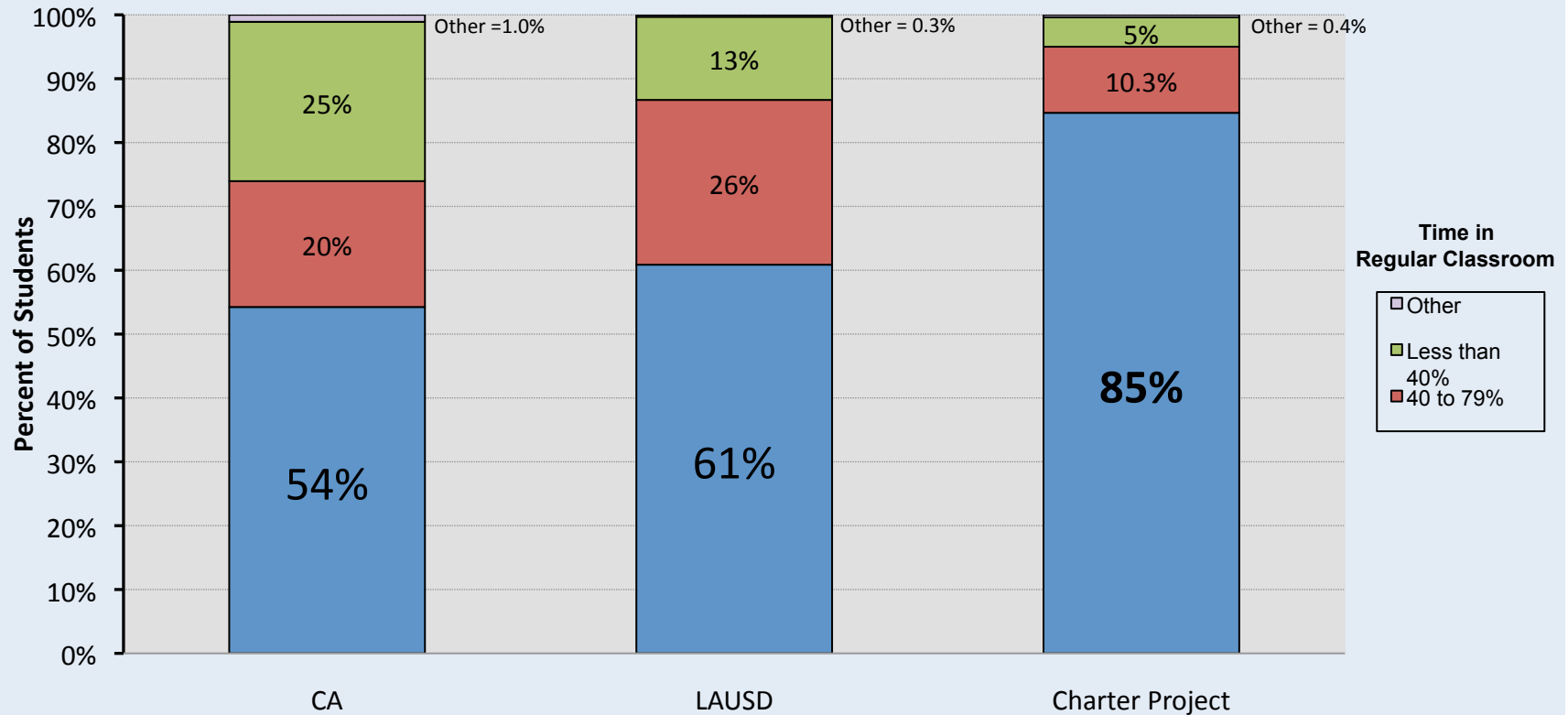
Question: With Charter's General Education programs being so innovative, why are their special education ones so antiquated?

STUDENTS AGED 15 OR OLDER IN THE CHARTER PROJECT SCHOOLS ARE MORE LIKELY TO HAVE TRANSITION RELATED LANGUAGE IN THEIR IEPS
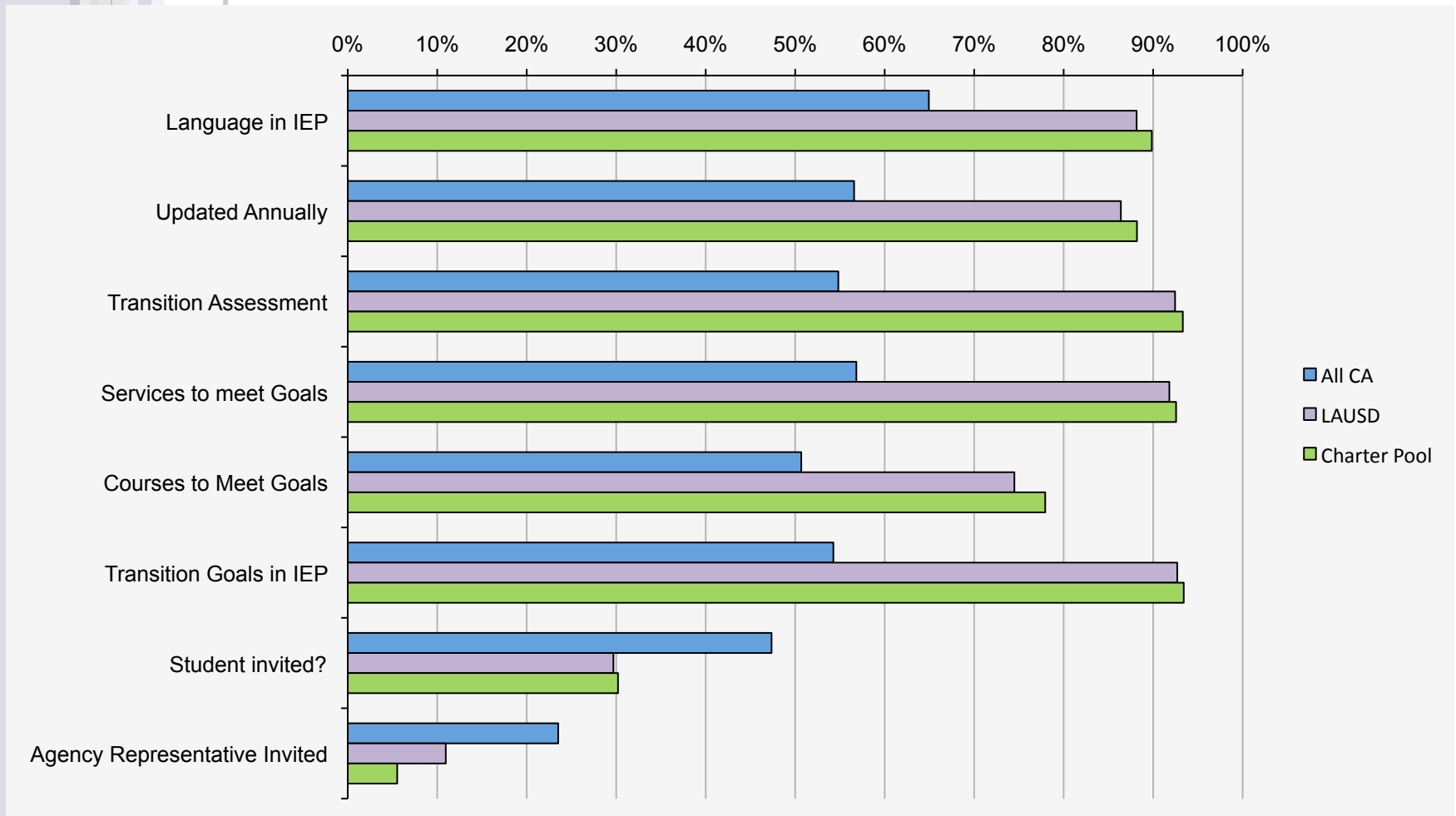
What are the post secondary outcomes for these students?

SIX OF EVERY TEN EXITING SENIORS WITH IEPs EARNED REGULAR HIGH SCHOOL DIPLOMAS.
THREE OF EVERY 10 SENIORS WITH IEPs EXITING FROM CHARTER POOL SCHOOLS DROPPED OUT WITHOUT COMPLETING A DIPLOMA.

Data source: CASEMIS June 2010 submission
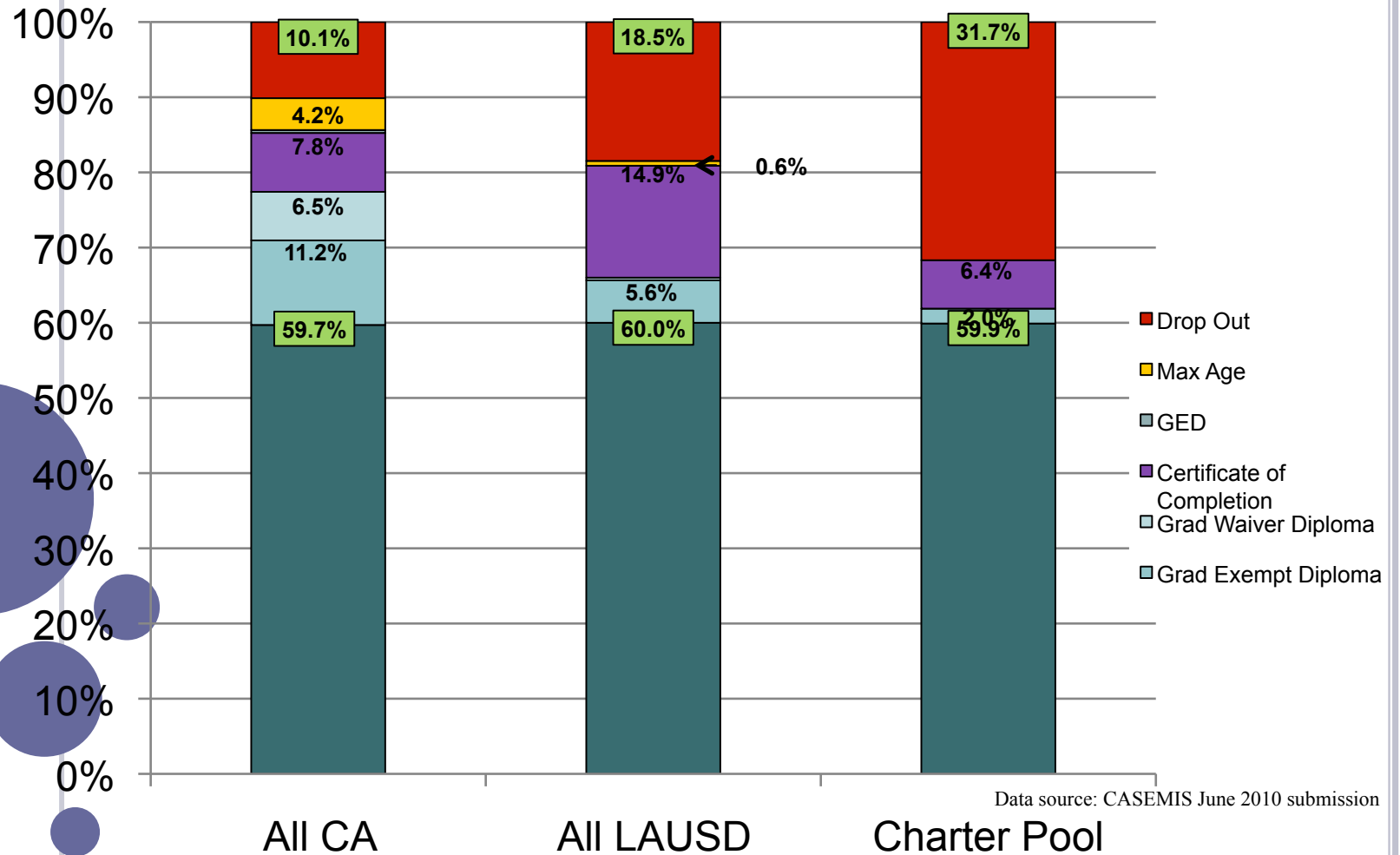
What questions or concerns do these data raise for you?

SUMMARY OF NEEDS FOR TEACHING AND LEARNING

- Strengthen skills of general educators and special educators in differentiated instruction and teaching to different learning modalities.

- Strengthen skills of general educators and special educators in how to create rigorous lessons.

- Seek ways to include Speech and Language services in-house or if contracted out to more closely align those services to best practices for school personnel as defined by ASHA/CSHA, such as classroom-based assessment, curriculum-relevant intervention strategies, social-pragmatic language support, and single-sound intervention models.

- Strengthen skills of general educators, special educators, and administrators in how to deal with severe emotional/ behavior issues.

- Implement more intentional, strategic, full-inclusion models

Summary of Needs for Support and Resources For Learning Communities

- Break down isolation between special educators and general educators and between the charters themselves and the charters and the district.

- Strengthen skills and systems for consistent, deep-level, data-driven practice.

- Strengthen skills and systems to provide high-quality Co-Teaching and Collaboration between special education and general education staff.

- Provide access and training in use of assistive and other technologies

Stakeholder Agreement on service delivery options

Inclusive Settings
- Services and sets of services
- Mutual responsibility of all staff
- Co-planning and differentiation
- Joint training

Co-teaching and Collaborative Teaching
- 2 or more certificated staff share instructional responsibility
- Mutual ownership and accountability
- Supports ALL students
- Reduces instructional fragmentation

Learning Centers for support
- Most effective in MS/HS
- Utilized based on data and IEP
- Serves ANY student needing pre-teaching, re-teaching, support, etc.

STAKEHOLDER AGREEMENT ON SERVICE DELIVERY OPTIONS

Related services

- Aligned to support progress in general curricula
- Push in
- Serve more than identified students

Coaching and PD

- On-going
- Multiple formats
- General and Special Ed together
- Just in time PD

OVERARCHING COMPONENTS FOR ALL SERVICE DELIVERY OPTIONS:

- Universal Design for Learning
- Instructional Technology
- Assistive Technology
- Access to General Curriculum
- Mutual Responsibility across all educators thru joint planning and delivery of instruction
- Project Based Learning/Thematic Instructional Practices whenever possible
- Language and background knowledge explicitly taught

QUESTIONS?????