

CSI's Alternative AU Option

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HB22-1294 Background

- Seeks to address structural, legal, and financial impediments to better serve students with special needs
- Created the following pathways:

Grant charter schools the option to give students with special needs a higher weight in their enrollment process.

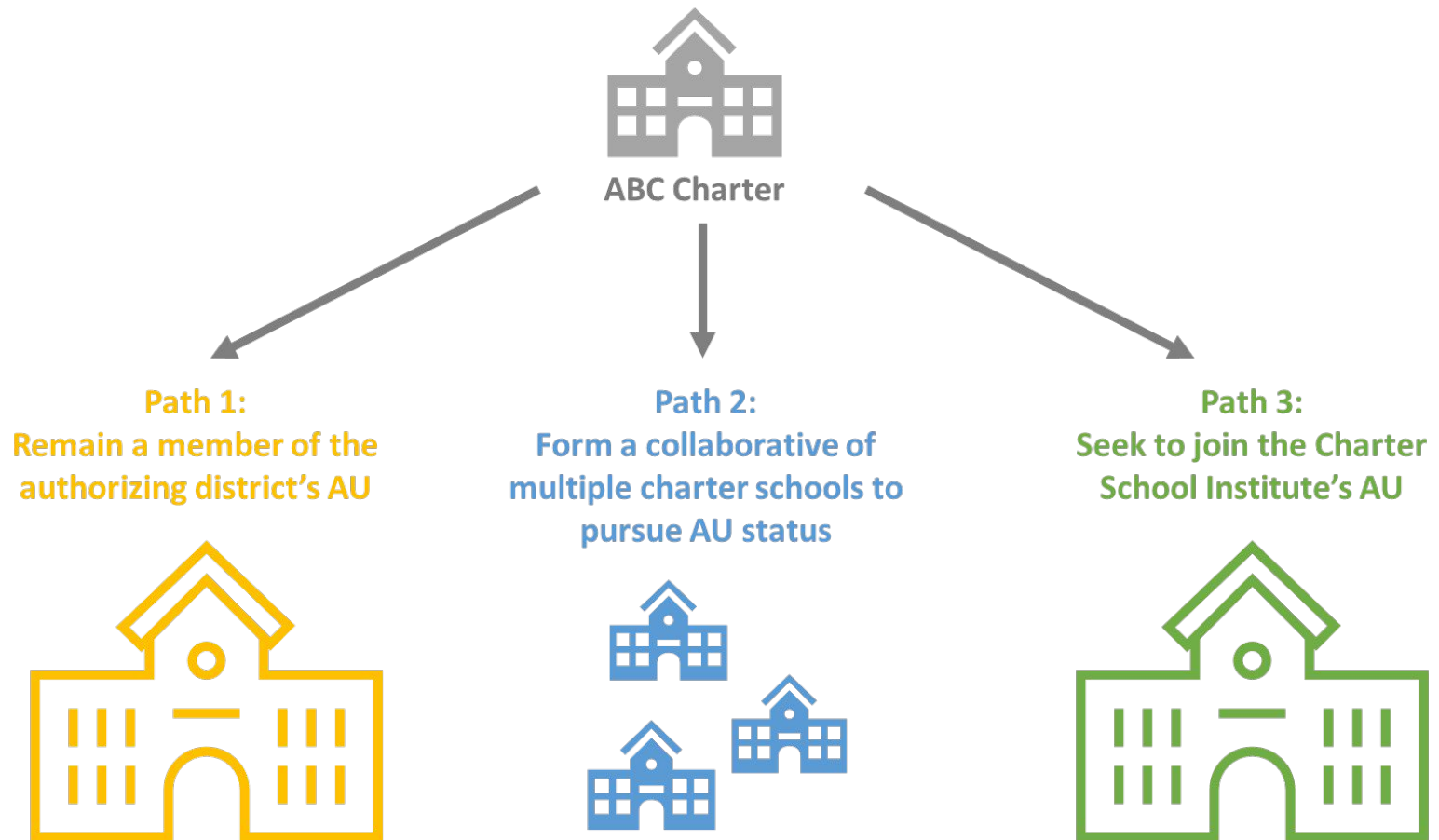
Enable charter schools to form collaboratives for the purpose of enhanced special education service provision.

Permit charter school networks or collaboratives to pursue administrative unit status for special education purposes.

Permit district charter schools to join CSI's administrative unit solely for special education purposes.



Legislation allows a charter school to....





Legislation does not allow a charter to...

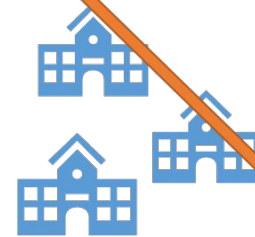


ABC Charter

Seek to become a member
of another district's AU

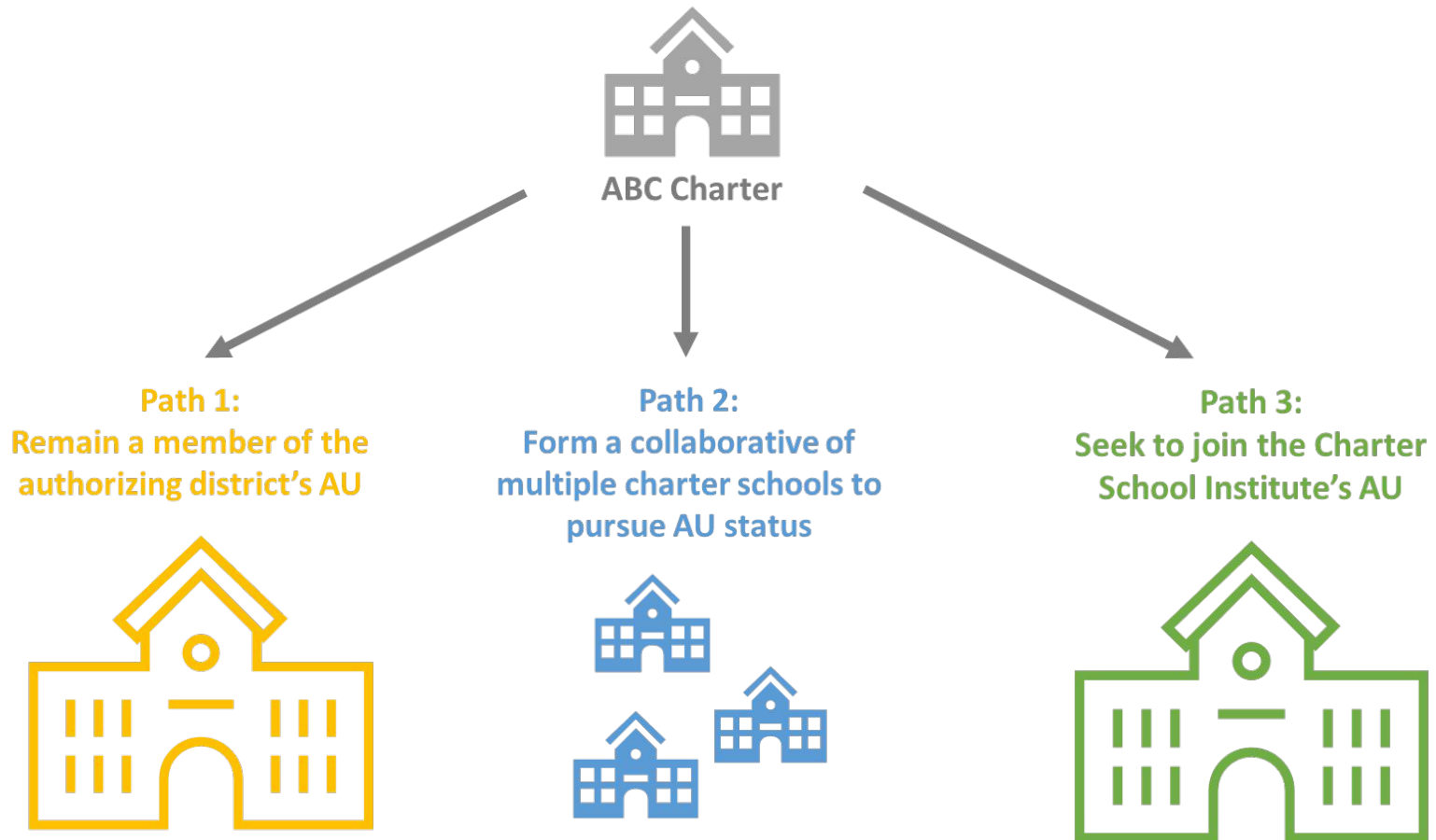


Apply to become a
member of a BOCES AU





This orientation focuses on:





Topics

- **CSI and its Mission**
- **Special Education Overview & Procedures**
 - CSI's Role & Model
 - Full Continuum of Services
 - Transportation
 - Monitoring
 - Data Submissions
 - Cost Structure
- **Application Process & Timeline**



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.



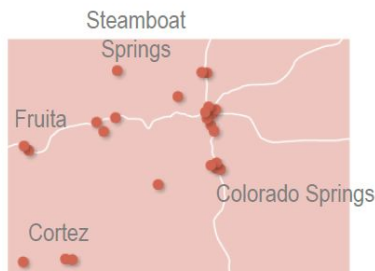


What is CSI

- In Colorado, charter schools can be overseen by school districts or the Charter School Institute
- CSI is a statewide charter school authorizer

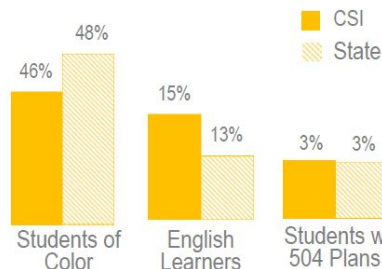
Our Schools

CSI oversees 40+ charter schools that serve 20,000+ students and offer 16 unique educational models, including AEC, Early College, and Montessori.



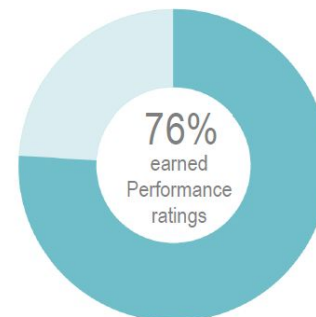
Our Students

CSI continues to increase service to students with special needs and remains comparable to the state for enrollment of students of color, English Learners, and students with 504 plans.



Our Outcomes

CSI holds schools accountable for their performance. Three out of four CSI schools earned the state's highest academic rating of Performance.





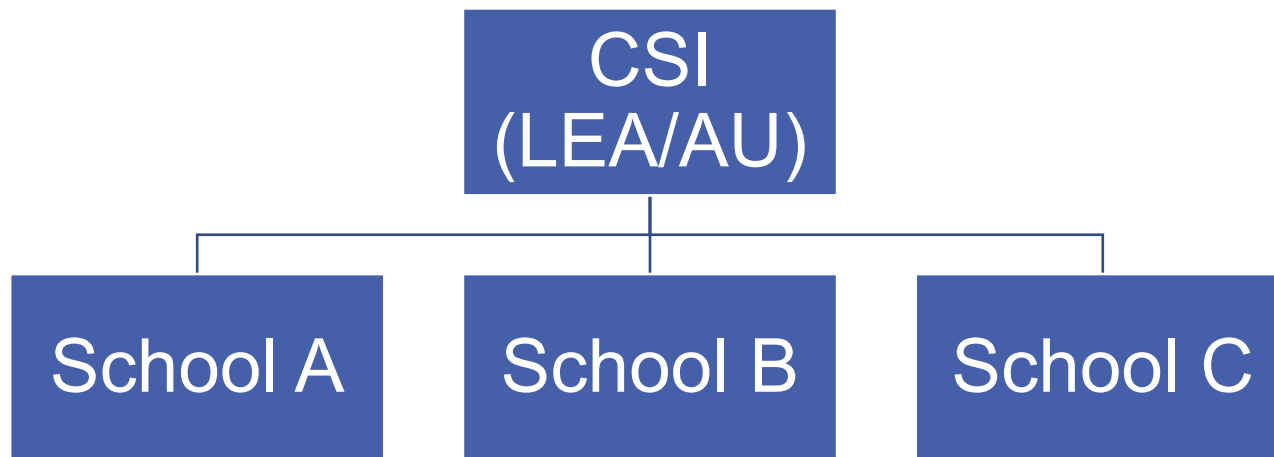
SPED Overview and Procedures





CSI's Role

CSI serves as both the Local Education Agency (LEA) and the Administrative Unit (AU) for its charter schools.



CSI uses a “hybrid” Contract Model in which the charter school hires its own special education staff and/or contracts with third parties and CSI (the AU) passes through the proportionate share of special education funds to the charter school.



Contract Model vs. Insurance Model

	Contract Model (CSI)	Insurance Model (most districts)
Fees	Typically a minimal fee to cover oversight	Dependent on district SPED formula; more expensive
Continuum of Services	Full Continuum	Typically only mild to moderate services
Oversight	AU responsible for all oversight and ensuring adherence to legal responsibilities and liability	AU responsible for all oversight and ensuring adherence to legal responsibilities and liability
Related Services	Schools are responsible for independently contracting with providers	Typically can be purchased through the district
Transportation	Schools are responsible for providing transportation for SWD, as dictated by IEPs, even if they do not provide general transportation	Typically can be purchased through the district
Access to Resources	Coordinator	Center Programs, Behavior Team, Assistive Tech Team

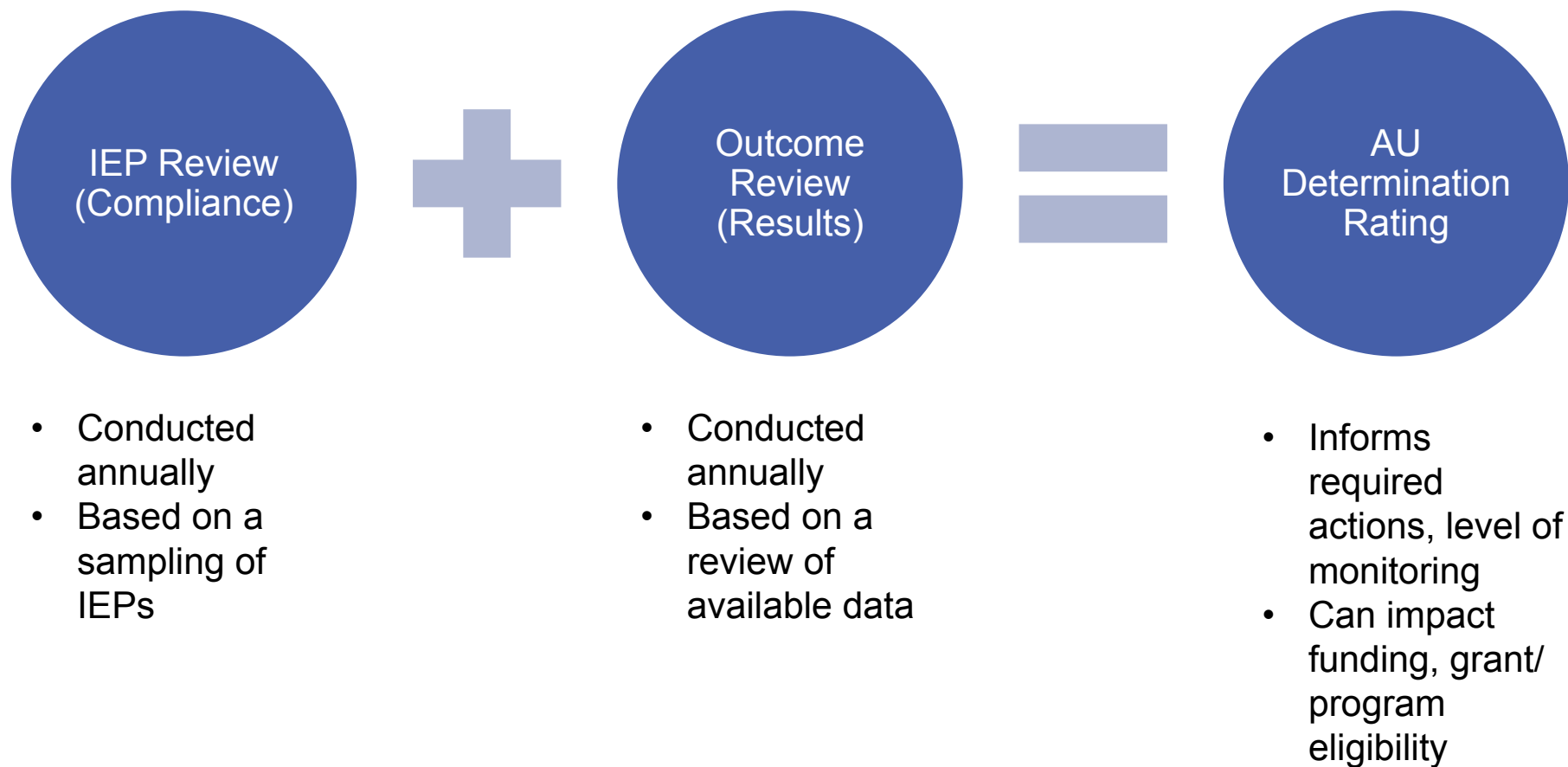


Full Continuum of Services





CDE Monitoring of AUs





CSI Supports



SPED MOU

Training

- Onboarding
- Ongoing Training



Resources

- SPED Comprehensive Manual

Program Plans

- Written plan for complying with all requirements



SPED Coordinators



CSI Special Education Manual

- Schools agree to take direction from, and work collaboratively with, the Institute regarding the provision of these services, evaluations and concerns
- Because the Institute remains responsible for compliance, the Institute's position shall control if a school and the Institute disagree as to the correct interpretation or application of a statute or regulation concerning the education of exceptional students.



CSI Monitoring

Special Education/504 Program Plan

- All CSI schools complete a program plan that summarizes their special education/504 program

Special Education MOU

- All CSI schools complete a MOU that clarifies key components of roles and responsibilities of the school and CSI

Onboarding Processes

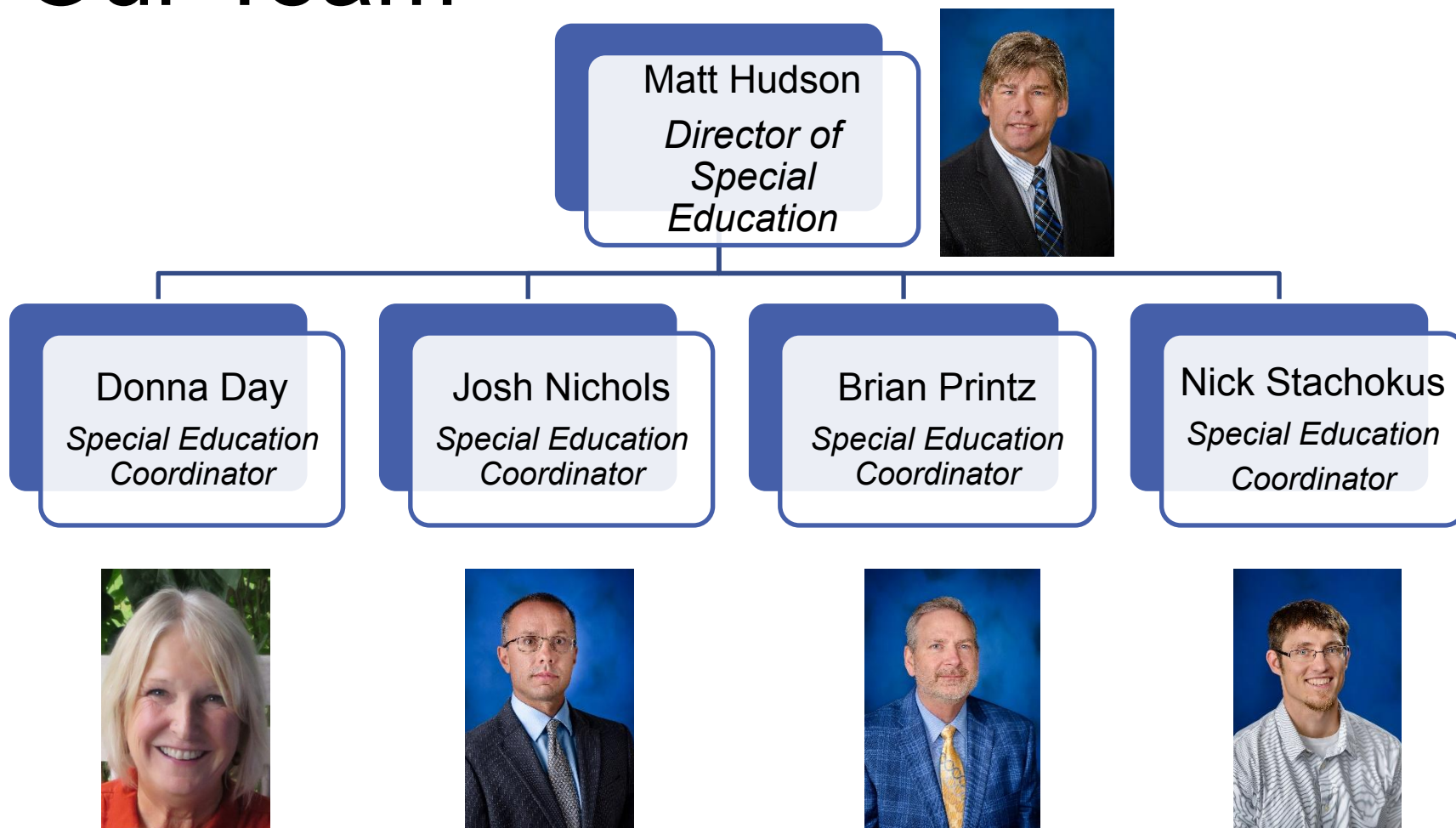
- CSI holds an annual Orientation Training in August for all New Staff (and veteran staff are invited).
- New schools also have individual onboarding options

Coordinator Handbook

- Coordinators review processes aligned in handbook and weekly virtual Coordinator meetings are held throughout the year.



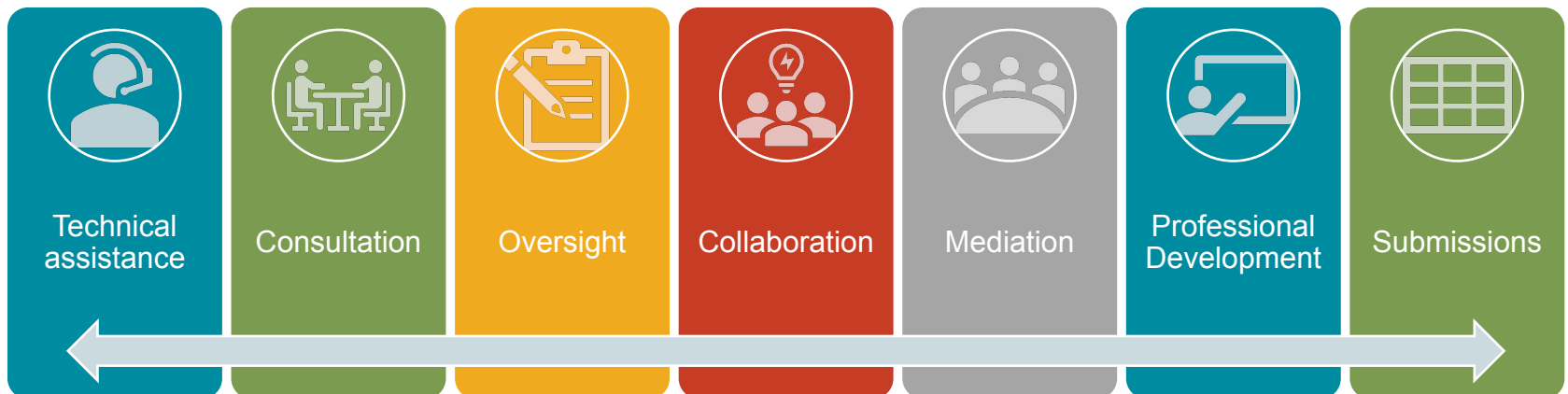
Our Team



CSI Special Education Coordinators



- Each CSI school is assigned a CDE Licensed Special Education Director who serves as the Director Designee for Special Education
- Coordinators are employed by CSI
 - Reduces administrative burden on schools
 - Provides standard level of support across schools
 - Increased communication
 - Increase collaboration and partnerships with other SPED Directors across the state



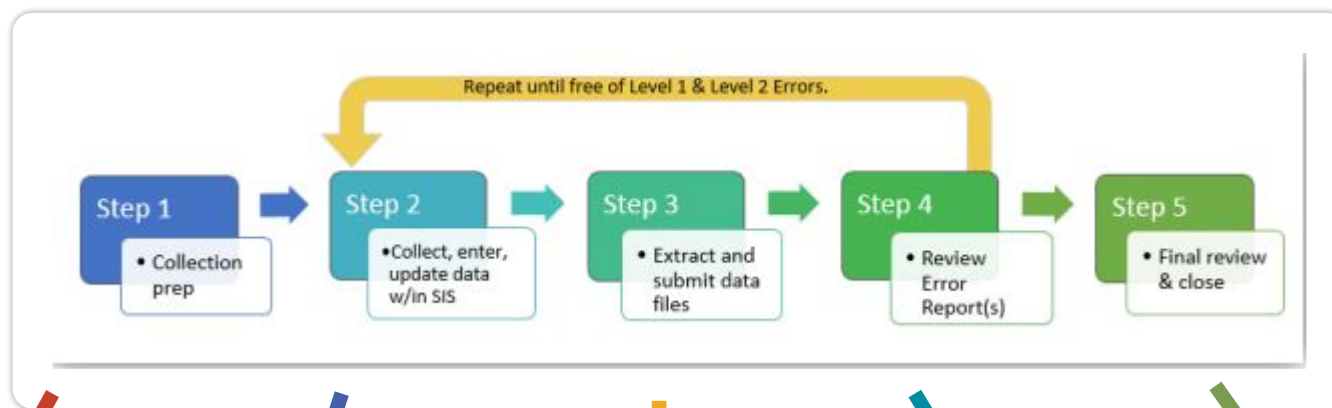


Special Education State Reporting

- December Count (Fall/Winter)
- Special Education Discipline (Spring/Summer)
- Special Education End of Year (Spring/Summer)



Data Submissions Process



- Complete Plan Management System (ex: IC, Enrich) setup
- Review CSI Data Submissions Resources & Collection Trainings
- Ensure deadlines are in your calendar

- Conduct IEP testing and evaluations
- Enter data into your Plan Management System (PMS)
- Ensure you are updating all state reporting fields
- Make necessary updates as details change

- Once data has been entered into your PMS, extract both the state reporting files
- Submit these files through Google Drive
- Email the CSI Submissions Inbox to notify us files are ready to process

- CSI will process your files in CDE's Data Pipeline and provide level 1 and level 2 error reports
- Schools will complete error corrections and resubmit files
- **This process continues until school is error free**

- Once school is error free, CSI will create certification report
- All applicable school staff must review and sign off on the accuracy of the data
- If inaccuracies are found, submit new files, and a new report will be provided.



State Reporting Roles

School's Roles

- Setup and maintenance of the schools Plan Management System (commonly Enrich or Infinite Campus)
- Complete the IEP evaluation and testing process
- Create and update IEP's within the system
- Regular extraction and submission of the Child and Participation files
- Meet all required submission and error clearance deadlines
- Update your PMS to correct for reporting errors
- Utilize all CSI resources and documentation to assist with file submission and error clearance
- Review, sign, and submit the summary certification report by the deadline

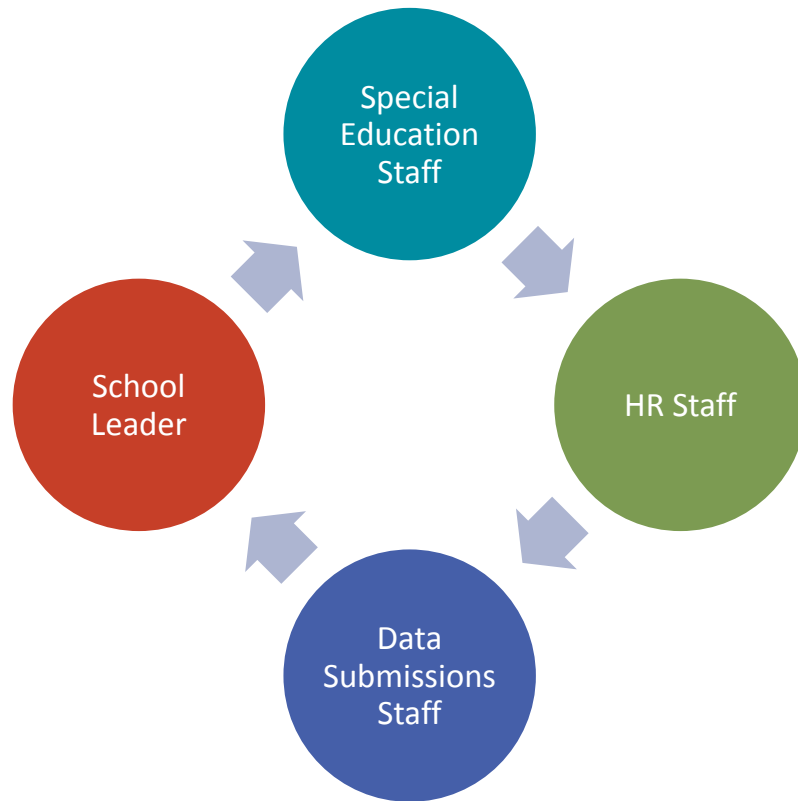
CSI's Role

- Create trainings and resources to prepare schools for upcoming collections
- Answer questions or issues that come up during the collection
- Process all submitted files and provide error reports to schools
- Support with error clearance assistance questions
- Send out reminders to schools of upcoming deadlines
- Create summary certification reports and provide those to schools for review
- Ensure all necessary deadlines are met





School Staff Involvement



Special Education Staff - Complete testing and IEP process. Enter IEP's directly into the Plan Management System

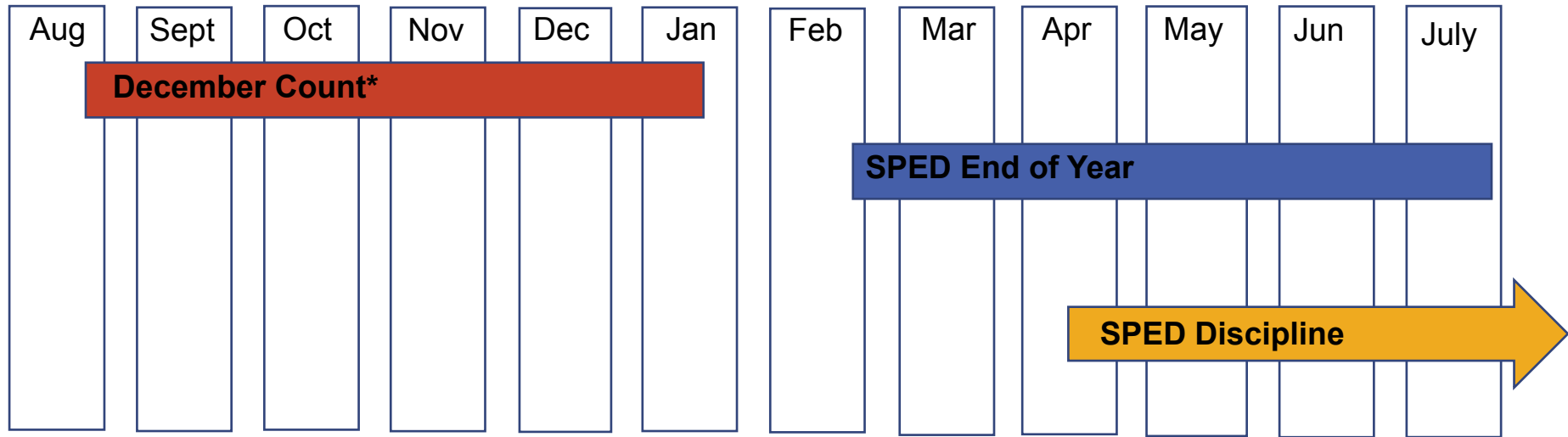
HR Staff – Update HR collection files to include all Special Education service providers. These staff will go into the December Count snapshot

Data Submissions Staff – Assists with file submittal and error clearance of SPED Collections. In some cases, SPED Staff will also complete this step

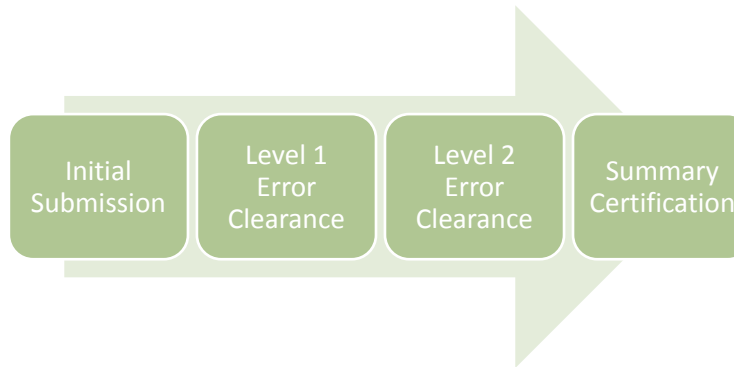
School Leader – Reviews the summary certification report along with the rest of these staff and all must sign off attesting to its accuracy



Collection Timeline and Commitment



Time spent per collection varies widely across CSI depending on school size and number of SPED students. Some collections have historically averaged 20 submittals to error clearance



Schools are required to meet all initial submissions, error clearance, and summary certification deadlines to remain in compliance

*The December Count may require collaboration with school/district HR staff



Cost Structure

Costs will include:

- Fee for CDE Required Third-Party Review (\$25-100K)
- Fee for Special Education Coordinator
 - Cost will be higher in Years 1 & 2 (est. \$18-20K) and can be lowered in subsequent years if the school is in good standing
- Fee for Data Submissions
 - CSI staff time
 - School Personnel
- High Needs Reserve for Alternative AU Schools
 - Placement in treatment programs, state facilities, hard-to-staff supports
- Tuition Rate Cost Setting Prohibited

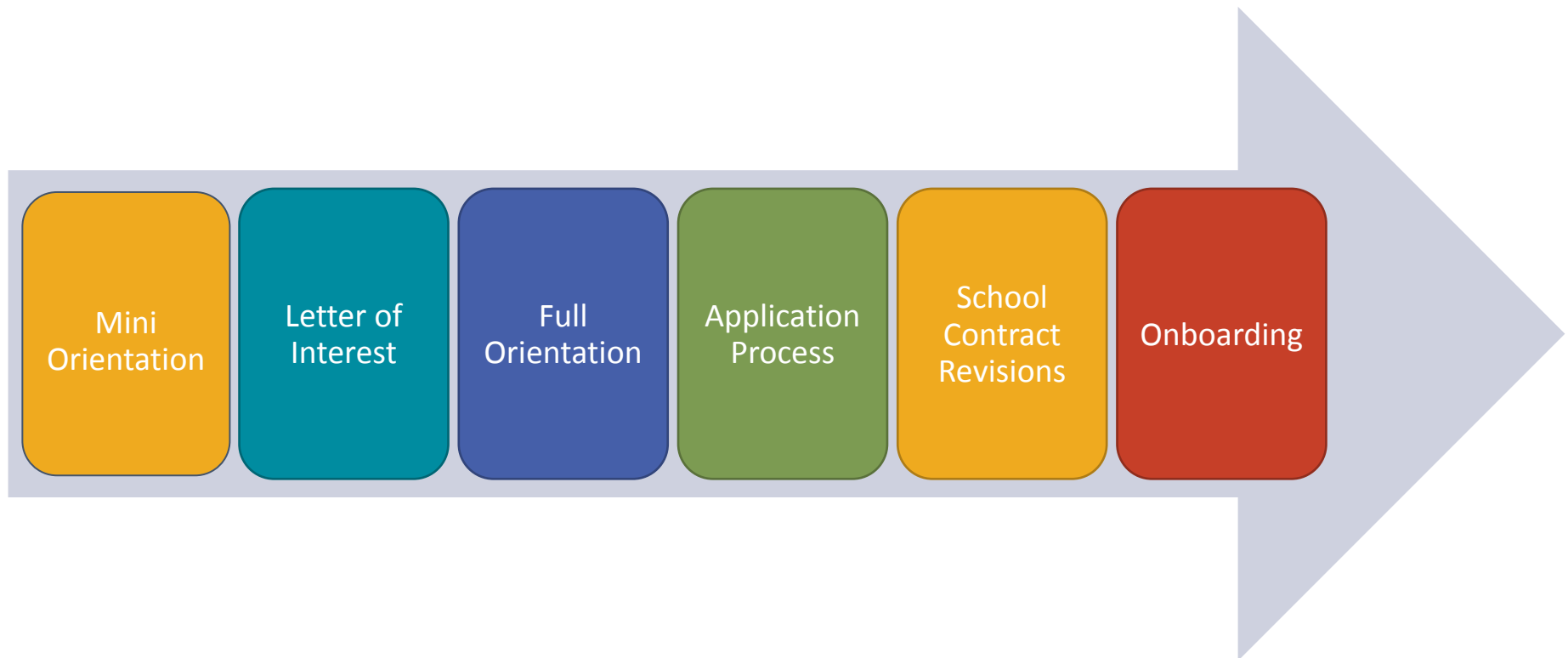


Alternative AU Application Process & Timeline





Process & Readiness Indicators





Application Components

Application
Demonstrates the capacity and commitment to serve children with disabilities through an analysis of the charter school's existing record of serving children with disabilities or by expressly submitting a plan articulating an existing or intended commitment*
Strategic plan for the enrollment of children with disabilities in the charter school to increase educational options for families with children with disabilities*
Has or develops and implements special education programming that results in the continued enrollment of children with disabilities*
Has or develops and implements MTSS to identify and refer children with disabilities to special education services*
Demonstrates how the agreement with the Alternative AU will allow the charter school to better and more efficiently serve children with disabilities*
Demonstrates that the school has the financial viability to fund the special education program, including appropriate levels of full-time and contract staff, programmatic resources, related services, curriculum, and transportation



Timeline





Considerations

- Does my school have the leadership, administrative, and special education capacity to be successful within a contract model?
- Accountability of implementation of IEPs by general education staff, MTSS, and collaboration with CSI Special Education Coordinators? Special education does not occur in a vacuum.
- Will we be prepared to serve every student who walks through our door?
- Do we have the financial stability to pay for moderate to severe need supports?



Next Steps

- Discuss pros and cons with your team
- Complete LOI by 12/15, if interested
- Reach out to Matt or Clare with questions
 - matthudson@csi.state.co.us
 - clare.cadelo@gmail.com
- Application will be available Spring 2023