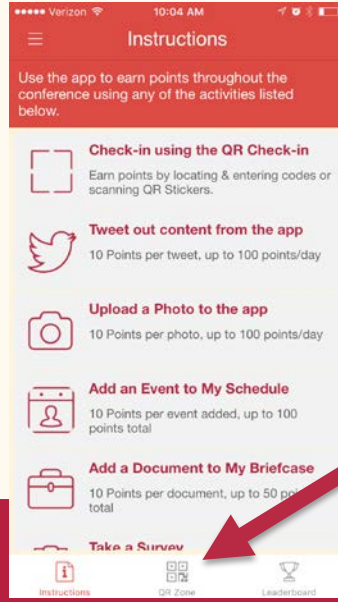
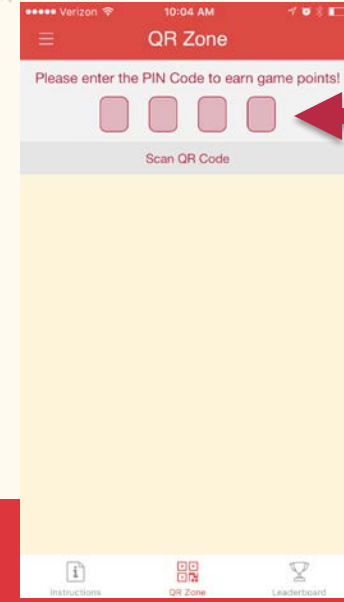


**GO TO THE
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**CLICK "QR
ZONE"**



**ENTER YOUR
SESSION'S PIN**

SESSION NAME: Helping Kids and Staying Out of
Authorizing Trouble: Getting Special Education Right

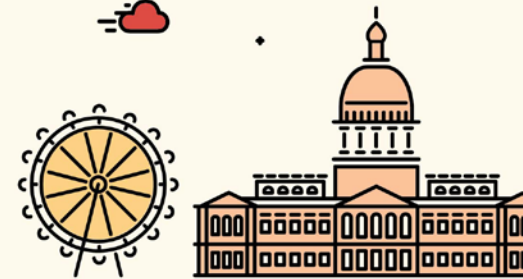
**LET YOUR
PRESENTERS
KNOW YOU'RE
HERE, AND EARN
POINTS!**

SESSION PIN:
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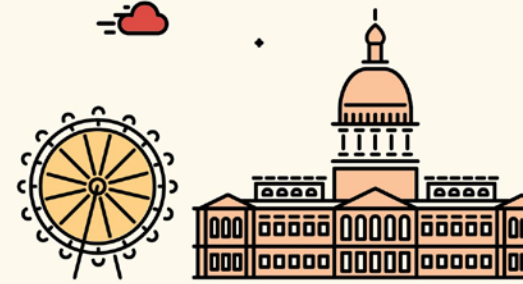


STAND TOGETHER TO FACE THE FUTURE



2016 NACSA LEADERSHIP CONFERENCE | ATLANTA, GA

**HELPING KIDS AND
STAYING OUT OF
AUTHORIZING
TROUBLE
GETTING SPECIAL
EDUCATION RIGHT**



- *Lauren Morando Rhim*, Executive Director and Co-Founder, National Center for Special Education in Charter Schools
- *Paul O'Neill*, Senior Fellow and Co-Founder, National Center for Special Education in Charter Schools
- *Ellie Rounds Bloom*, Coordinator of Access and Equity, Office of Charter Schools and School Redesign, MA Department of Elementary and Secondary Education



SESSION OBJECTIVES

- What role do authorizers play in ensuring charter schools fulfill their responsibilities to students with disabilities?
- What are the best policies/practices authorizers are implementing?
- Where can authorizers learn more regarding building their capacity to oversee special education?

Session Agenda

- *Introductions*
- *Background*
- *Overview of responsibilities*
- *Introduction to new toolkit*
- *Massachusetts practices*
- *Q & A*

Special Education in Charter Schools

- Special education is shaped by federal, state, and local rules and regulations developed to protect the civil rights of students with disabilities
- Authorizers are critical to ensuring that charter schools are prepared to provide quality programs to students with disabilities and comply with law

National Trends

Enrollment of students with disabilities in charter schools (CRDC 2011-2012)

- Special Education (IEP): 10.44% in Charter Schools and 12.54% in TPS
- Section 504: 1.52% in CS and 1.53% in TPS

Discipline in charter schools (CRDC 2011-2012)

- Out of school suspensions: 7.26% in CS and 6.89% in TPS
- Out of school suspensions of SWD: 13.34% in CS and 13.40% in TPS
- *Source: NCSECS (In press) Annual Research Synthesis on Status of Special Education in Charter Schools.*

Factors believed to influence enrollment

- Pre-school placement
- Counseling out
- Parent reluctance
- Lack of trust of traditional special education community
- Fewer kids with low-incidence disabilities/not full continuum of services

CHALLENGES ASSOCIATED WITH PROVIDING HIGH QUALITY SPECIAL EDUCATION PROGRAMS

UNDERSTANDING SPECIAL EDUCATION FINANCE

RECRUITING AND RETAINING SPECIAL EDUCATION TEACHERS AND ADMINISTRATOR

MANAGING RELATIONSHIPS WITH EXTERNAL VENDORS

DEVELOPING AND IMPLEMENTING QUALITY IEPs

PROVIDING A FULL CONTINUUM OF INSTRUCTIONAL OPTIONS, INCLUDING STUDENTS WITH MODERATE TO SEVERE DISABILITIES

NAVIGATING RELATIONSHIP WITH LEA

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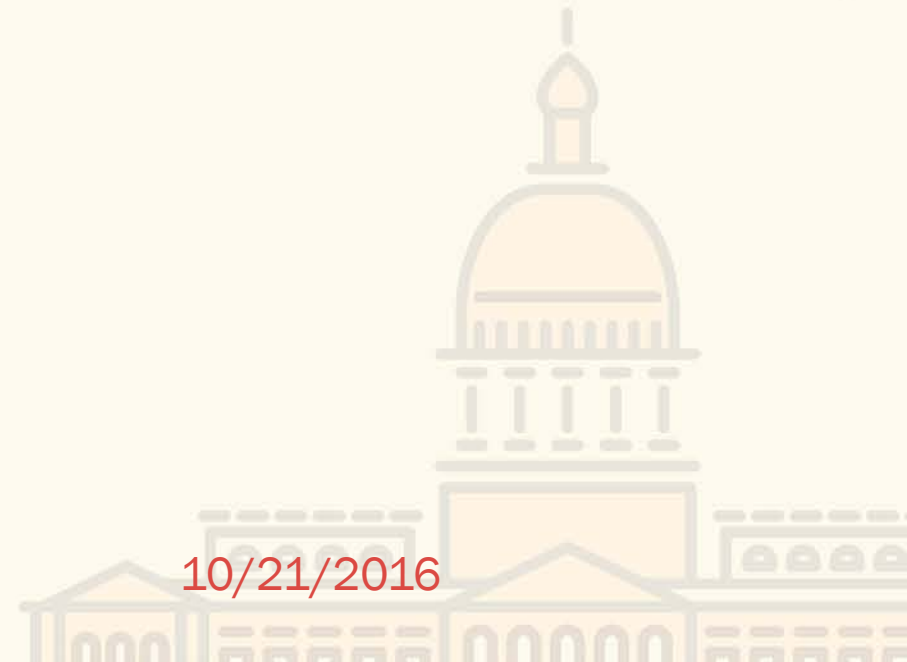
AUTHORIZERS PLAY A CRITICAL ROLE IN EVERY LIFE-STAGE OF CHARTER SCHOOLS



LEGAL STATUS OF SCHOOL

Charter schools that are their own district (i.e., local education agencies) are *wholly responsible* for fulfilling obligations assigned to districts under IDEA (e.g., Massachusetts)

Charter schools that are part of a district *share responsibility* for fulfilling obligations outlined under IDEA (e.g., New York)



LEGAL STATUS SHAPES AUTHORIZERS' RESPONSIBILITIES

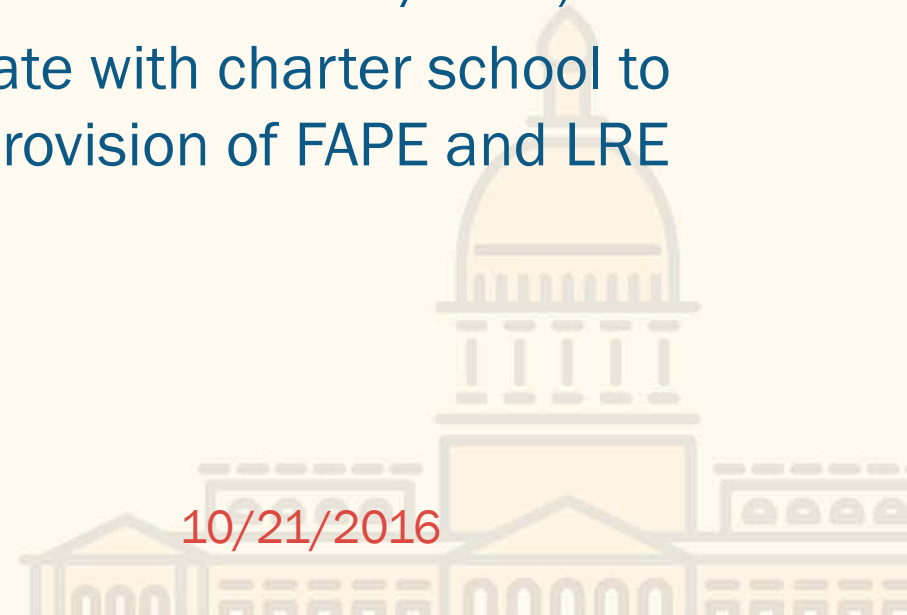
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Charter School Own LEA

- Inform schools of responsibilities
- Ensure schools have capacity to fulfill
- Hold schools accountable for fulfilling responsibilities

Charter School Part of an LEA

- Determine how responsibilities for special education will be divided between LEA and charter schools
- Determine who funding will flow (e.g., dollars or services/staff)
- Collaborate with charter school to ensure provision of FAPE and LRE



NACSA 2015 SURVEY OF AUTHORIZERS

12

Application Practices

	YES	NO
Require applications to have marketing/outreach plans for SWD*	25.7%	68.8%
Require applications to have specific student outcomes for SWD	36.8%	56.9%

*SWD= Students With Disabilities

Performance Expectations

	YES	NO
Require special education enrollment rates	16.0%	80.6%
Require special education student outcomes	32.6%	63.9%

NACSA 2015 SURVEY OF AUTHORIZERS

Oversight Practices

	YES	NO
Collect or receive special education enrollment data	84.7%	11.1%
Collect or receive student outcome data for SWD*	76.4%	19.4%
Monitor percentage of SWD enrolled in each school	79.2%	17.4%
Provide direct technical assistance for special education	69.4%	26.4%

*SWD= Students With Disabilities

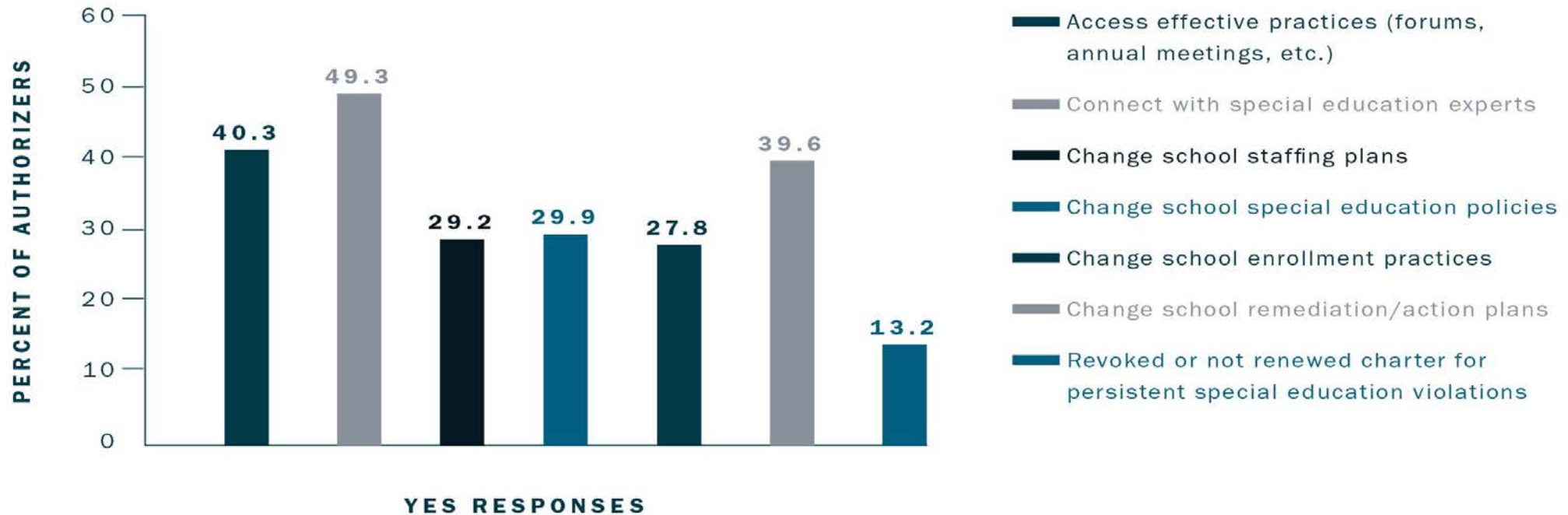
Public Reporting

	YES	NO
Report percentage of SWD* enrolled in authorized schools	55.6%	37.5%
Report SWD enrollment data disaggregated by race/ethnicity or identified disability	28.5%	62.5%
Report SWD student outcomes	46.5%	47.2%

*SWD= Students With Disabilities

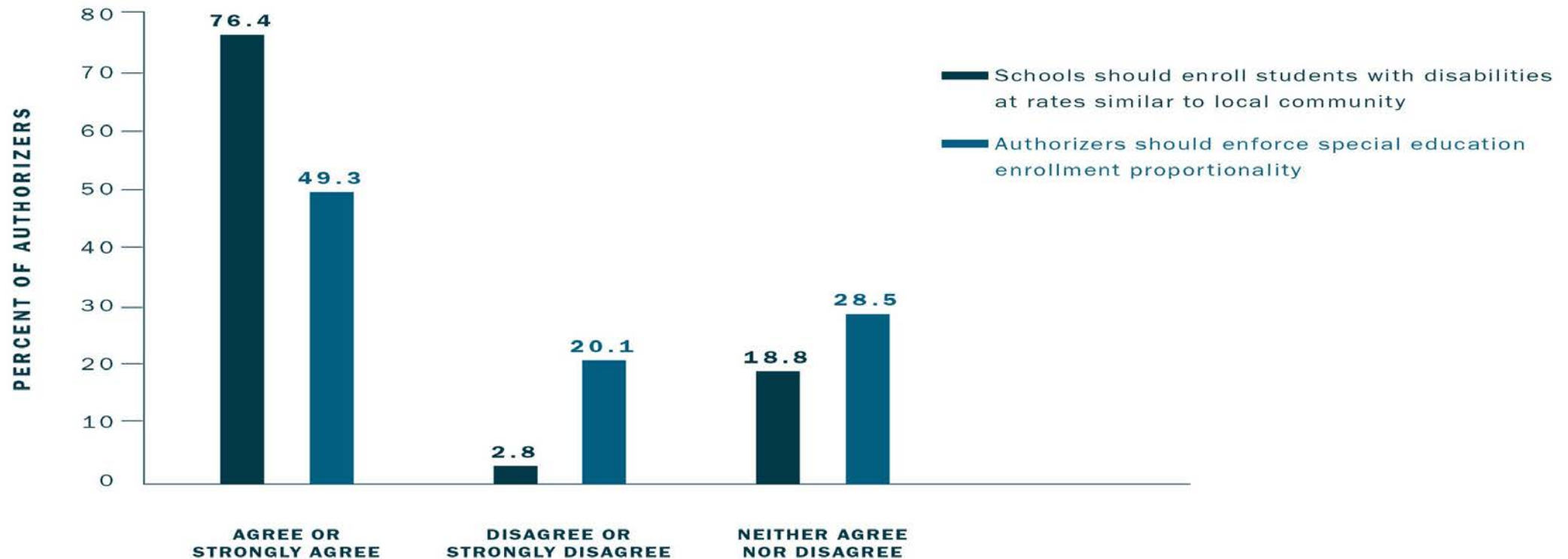
NACSA 2015 SURVEY OF AUTHORIZERS

AUTHORIZER PRACTICES IN ADDRESSING SPECIAL EDUCATION CHALLENGES



NACSA 2015 SURVEY OF AUTHORIZERS

AUTHORIZER PERSPECTIVES ON SPECIAL EDUCATION PROPORTIONALITY AND ENFORCEMENT



Authorizer Toolkit

Review roles and responsibilities

Tools e.g.,

- Authorizer rubric
- Start-up checklist
- Accountability protocols

Resources

Authorizer Vignettes

- Denver Public Schools
- Massachusetts Department of Elementary and Secondary Education

AUTHORIZERS PLAY A CRITICAL ROLE IN EVERY LIFE-STAGE OF CHARTER SCHOOLS



Massachusetts Department of Elementary and Secondary Education

Profile

- <http://www.doe.mass.edu/charter/default.html>
- 80 schools authorized
- SEA is only authorizer
- 5 FTE in the Office of Charter Schools and School Redesign
 - 1 Coordinator of Access and Equity
 - 1 Access and Equity Specialist

Pre-Application Criteria

Robust criteria for potential applicants including areas related to diverse learners.

- <http://www.doe.mass.edu/charter/app/NewOperators.pdf>

APPLICATION

Prospectus and Final Application Review

- MA DESE A&E team members review relevant sections of prospectuses and final applications.
- Follow Up with Applicant groups

Provided targeted feedback to applicant groups in areas related to Access and Equity.

AUTHORIZATION

Opening Procedures

- Once chartered, schools must submit variety of documents for both feedback and approval.
- <http://www.doe.mass.edu/charter/guides/ophandbook.pdf>

Right to Attend Notice

- Charter schools must include this notice as part of the school's application and enrollment materials.
- <http://www.doe.mass.edu/charter/sped/default.html?section=rights>

Special Education Primer

- The Primers were created to provide charter school information to a variety of stakeholders regarding federal and state special education laws and regulations. Each Primer is intended for a specific stakeholder group and contains information related pertinent to specific stakeholder groups.

MONITORING

Site visits

- Starting in the fall of 1st year of charter, OCSSR staff conduct site visits to charter schools. During the fall visit, staff review EL and IEP files for technical assistance.
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- <http://www.doe.mass.edu/charter/guides/SiteVisit.pdf>

Annual reports

- Schools submit on an annual basis for approval. Recruitment and Retention plans required by statute, specifically for students with disabilities.
- <http://www.doe.mass.edu/charter/guides/annual-guide.pdf>

Charter School Performance Criteria

- Three guiding areas of charter school accountability defined in the current regulations: faithfulness to charter, academic program success, and organizational viability.
<http://www.doe.mass.edu/charter/guides/PerformanceCriteria.pdf>

RENEWAL

Renewal Inspection

- Conducted in the fall of the 5th year of the charter
- <http://www.doe.mass.edu/charter/guides/RenewInspect.pdf>

Summary Of Reviews

- Document summarizing five years of the charter term in the areas of the Criteria.

KEEP IN TOUCH

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