



Monthly Charter Superintendent Meeting Charter Authorizing and Administration Division

January 20, 2021

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Applications, School Launch, Supports

John Garland & Natalie Elliott

Charter Admission Forms, Waitlist and Reports

Dana Moses

Complaints and PIRs

John Di Pietro

AskTed and General Queries

Alisa Richey

Policy Analysis and Rules

Josephine Butler



Agenda

1:00

Welcome and Introductions – Heather Mauzé

1:05 – 1:15

Setting the Stage – Special Education and Charters

1:15 – 1:35

Breakout Discussion

1:35 – 1:55

Resources for Charters - Ramonda Olaloye and Edward O’Neill, TEA

1:55 – 2:00

Updates and Reminders



Special Education Compliance Concerns in Texas Charter Schools

Charter school noncompliance resulting from complaints and due process hearings for FY 2020

TEA monitors and reports LEA noncompliance resulting from complaints and due process hearings through the Correspondence & Dispute Resolution Management System (CDRMS).

The following slides provide a summary of issues of special education noncompliance in Texas charter schools :



Charter school noncompliance resulting from complaints and due process hearings for FY 2020

34 CFR § 300.323 - When IEPs must be in effect. At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in § 300.320.



Charter school noncompliance resulting from complaints and due process hearings for FY 2020



TAC §89.1131 - Qualifications of Special Education, Related Service, and Paraprofessional Personnel. (a) All special education and related service personnel must be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 Code of Federal Regulations, §300.156; the Texas Education Code, §§21.002, 21.003, and 29.304; or appropriate state agency credential.

Charter school noncompliance resulting from complaints and due process hearings for FY 2020



TAC §89.1011 - Full Individual and Initial Evaluation - Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to evidence-based intervention; and other academic or behavior support services.

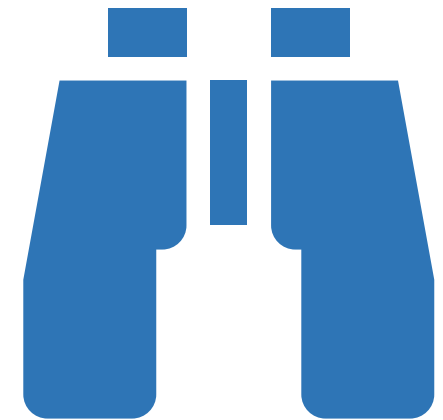
Charter school noncompliance resulting from complaints and due process hearings for FY 2020



34 CFR § 300.101 - Free appropriate public education (FAPE) - A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in § 300.530(d).

Charter school noncompliance resulting from complaints and due process hearings for FY 2020

34 CFR §300.111 - Child Find - All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.



Charter school noncompliance resulting from complaints and due process hearings for FY 2020



34 CFR §300.107 Nonacademic services - Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

Charter school noncompliance resulting from complaints and due process hearings for FY 2020

TAC §89.1055 Content of the Individualized Education Program - The individualized education program (IEP) developed by the admission, review, and dismissal (ARD) committee for each student with a disability must comply with the requirements of 34 Code of Federal Regulations (CFR), §300.320 and §300.324.





IDEA Part B Requirements for Texas Charter Schools

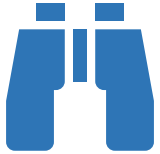
Responsibilities under IDEA, Part B, for Texas charters



The charter school LEA is responsible for ensuring that the requirements of Part B of IDEA are met, unless State law assigns responsibility to some other entity. 34 CFR § 300.209(c). The charter school LEA's responsibilities are generally the same as any other LEA.

Source - Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools Under the Individuals with Disabilities Education Act , 69 IDELR 78 (OSERS, 1228/16)

Responsibilities under IDEA, Part B, for Texas charters



Implementing child find and conducting periodic evaluations and reevaluations



Developing, reviewing, and revising individualized education programs (IEPs),



Providing or arranging for the provision of required special education and related services in the child's least restrictive environment (LRE),

Source - Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools Under the Individuals with Disabilities Education Act , 69 IDELR 78 (OSERS, 1228/16)

Responsibilities under IDEA, Part B, for Texas charters



Affording eligible children and their parents procedural safeguards and due process rights



Complying with the confidentiality of information requirements.

Source - Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools Under the Individuals with Disabilities Education Act , 69 IDELR 78 (OSERS, 1228/16)



Accordingly, the charter school LEA must ensure that a child with a disability and his or her parents are afforded all rights and protections specified in IDEA that they would have received if the child were enrolled in another public school program.

Source - Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools Under the Individuals with Disabilities Education Act , 69 IDELR 78 (OSERS, 1228/16)

Responsibilities under IDEA, Part B, for Texas charters



In instances where the charter school LEA may not already have available the type of special education or related services necessary to provide FAPE as specified in a student's IEP, unless State law assigns responsibility to some other entity, the charter school LEA must arrange to provide the services directly or, consistent with the applicable State charter school law, may choose to contract with another service provider to ensure the provision of the required special education and related services at no cost to the parents.

Source - Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools Under the Individuals with Disabilities Education Act , 69 IDELR 78 (OSERS, 1228/16)



Breakout Discussion

Breakout Discussion Prompts



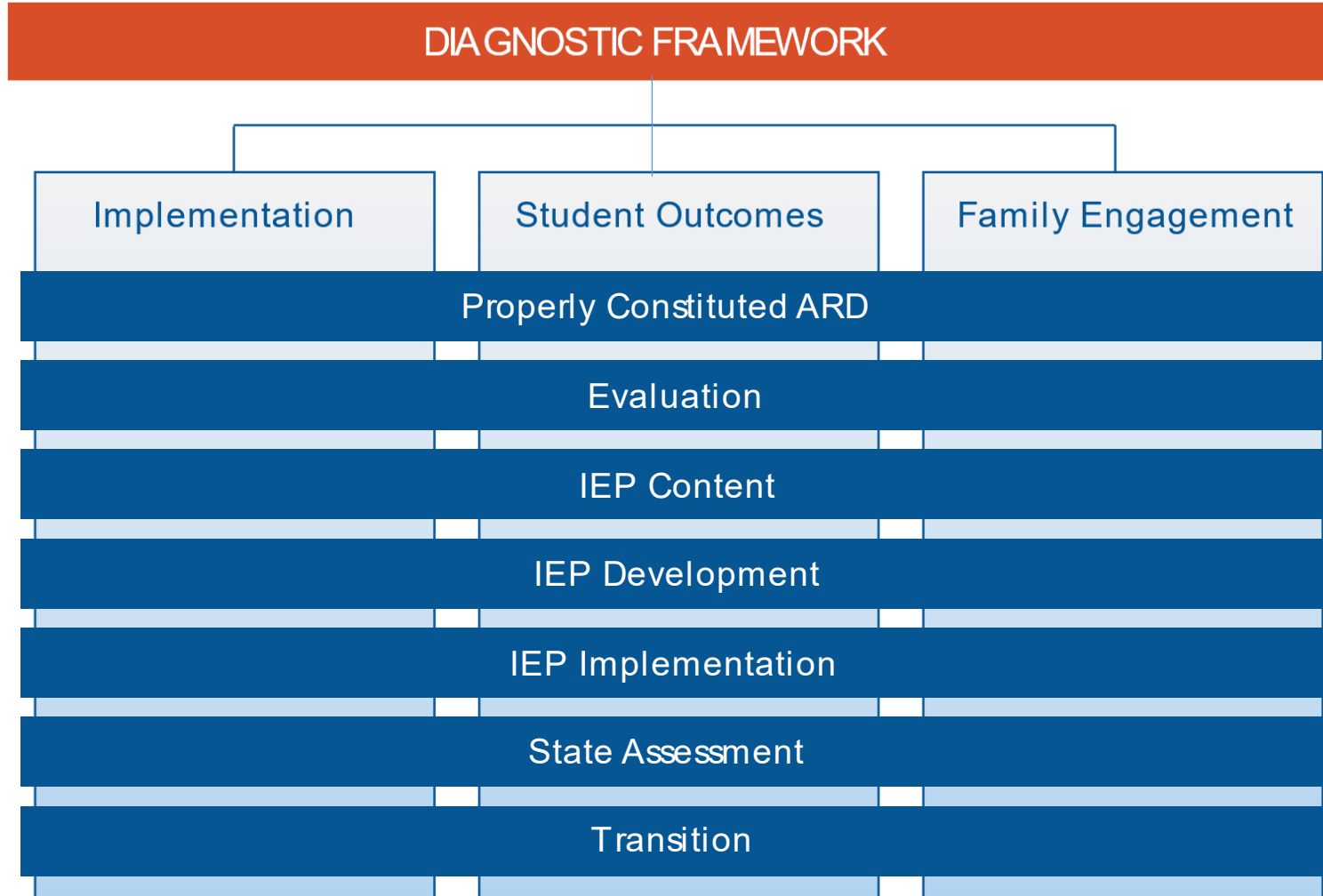
1. Share examples of instances where a student was enrolled in your charter school who required services or an instructional setting that your charter school did not provide. What steps did you take to ensure that the required services were provided?
2. What additional resources, training, and supports have you put in place to ensure all students with disabilities receive the services they require?
3. Does your charter need additional training or supports? If so, what do you need?



TEA Special Education Resources for Charter Schools

Ramonda Olaloye and Edward O'Neill

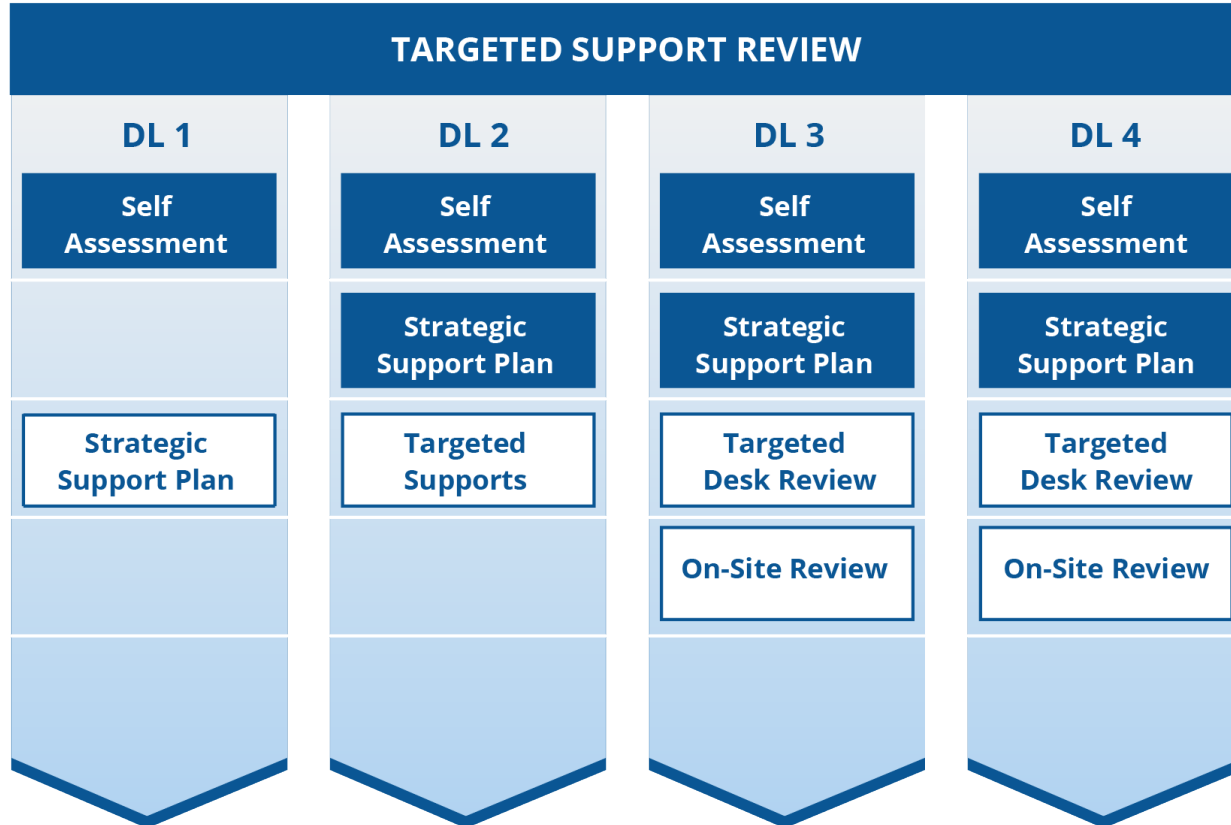
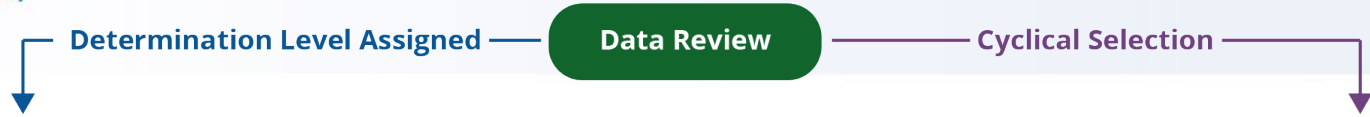
Diagnostic Framework



Three IDEA
implementation
domains

Seven focus
areas of
compliance

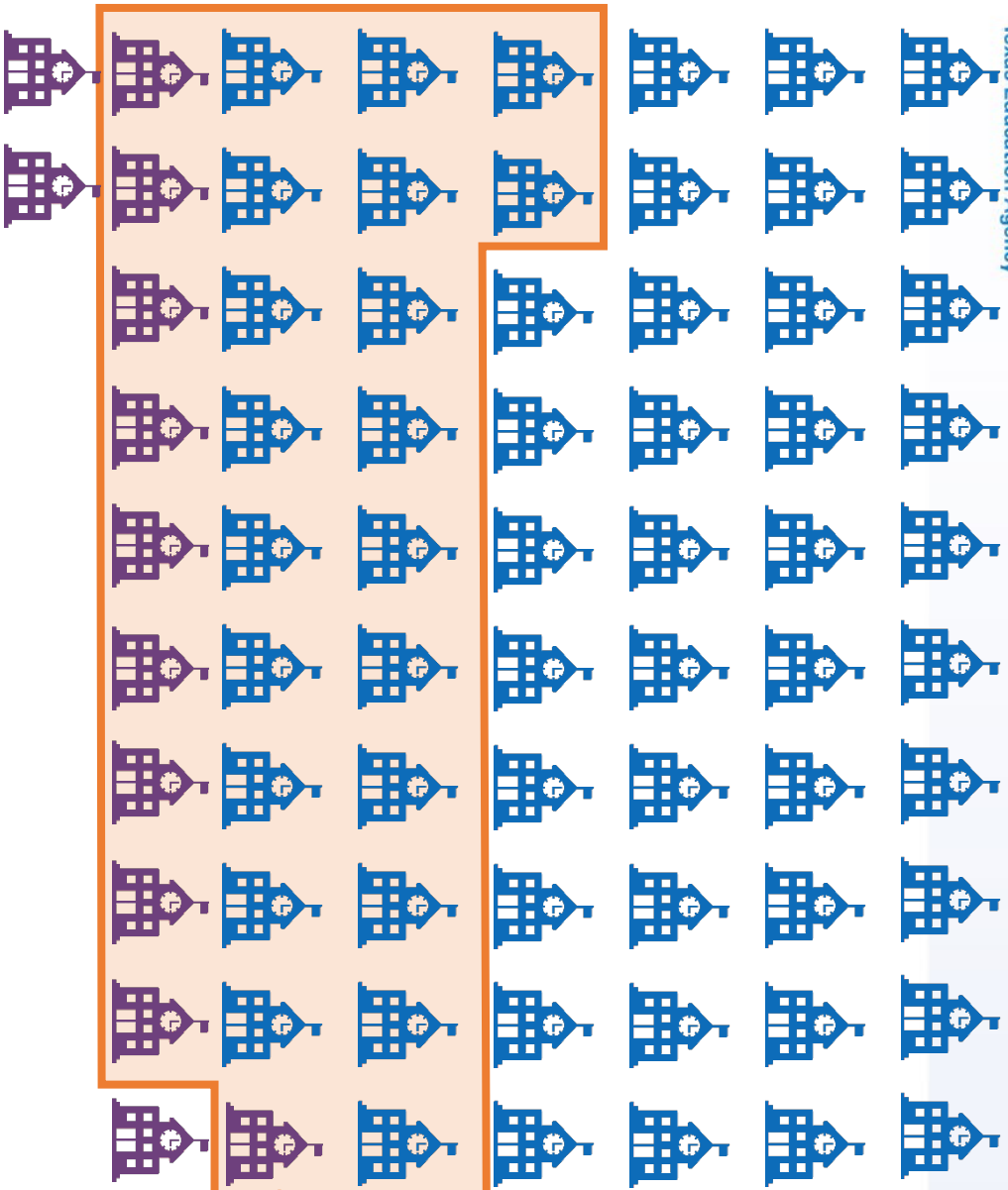
Differentiated Monitoring and Support (DMS)



Determination	
DL 1	Meets Requirements
DL 2	Needs Assistance
DL 3	Needs Intervention
DL 4	Needs Substantial Intervention

DIFFERENTIATED SUPPORTS

Monitoring Results: Group 1



59

Districts monitored (82%)



13

Charters monitored (18%)



72

Total LEAs monitored

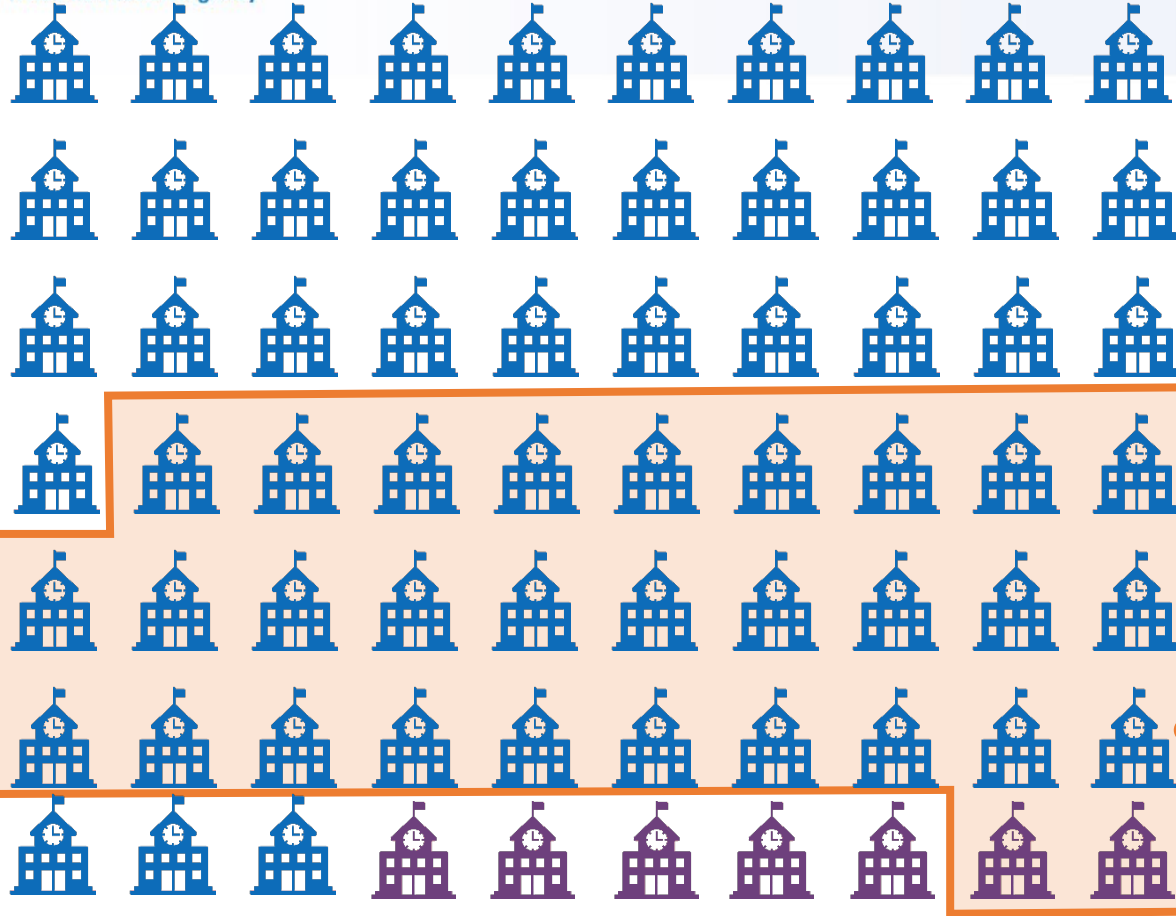
31

LEAs cited for noncompliance (43%)



Cyclical Monitoring Results: Group 2

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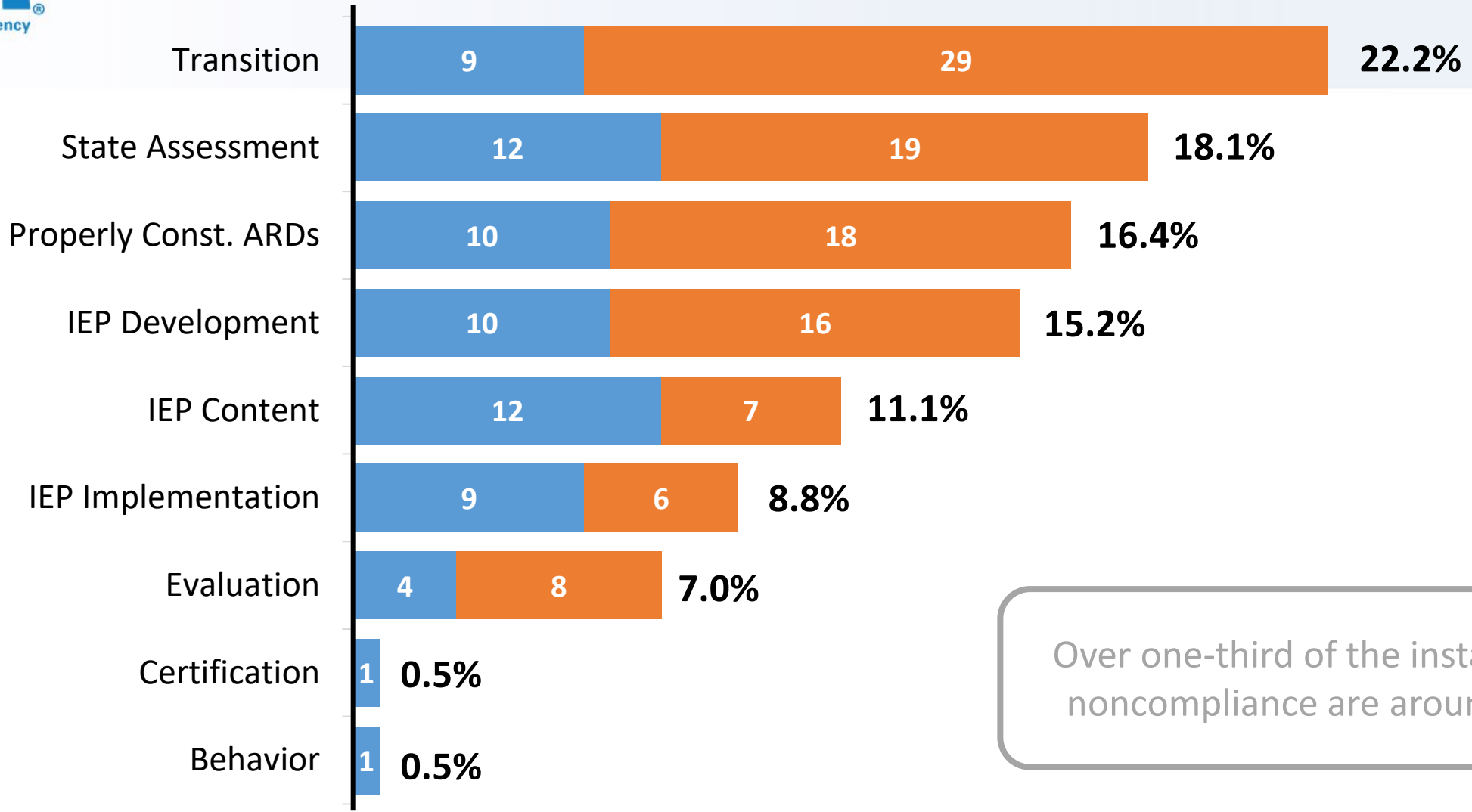
63 Districts monitored (90%) 

7 Charters monitored (10%) 

70 Total LEAs monitored

37 LEAs cited for noncompliance (53%)

Cyclical Monitoring Results: Group 1 & Group 2



Over one-third of the instances of noncompliance are around IEPs.



Individualized
Education Program
(IEP) Guide



Special Education
Trending Topics



Transition Network
Resources



Resources and Technical Assistance

Department of Review and Support Webpage

[Review and Support | Texas Education Agency](#)

Special Education Webpage

[Special Education | Texas Education Agency](#)

Differentiated Monitoring and Support Resources

[Differentiated Monitoring and Support \(DMS\) | Texas Education Agency](#)

[Review and Support Resources | Texas Education Agency](#)

Technical Assistance

[Trending Topics in Monitoring Issue 1 \(texas.gov\)](#)

[Technical Assistance: IEP Development Guide](#)

[Technical Assistance: Child Find Evaluation & ARD Supports](#)



Thank you!



Due Dates and Reminders



Due Dates, Deadlines, Training, and Reminders:

- The **expansion amendment** window is now open through March 1, 2021. Here are some helpful links on the charter amendments webpage:
 - [Expansion amendment form](#)
 - [Expansion amendment review document](#)
 - [Business plan components](#)
 - [Statement of Impact Form](#)
 - [District Notification \(Example\)](#)



Charter School - Amendments

This page covers the process for submitting charter amendments. An amendment is any change to the terms of an open-enrollment charter. See [19 TAC §100.1033\(b\) - Types of Amendments](#) for more information.

Types of amendments include:

[Expansion Amendments](#);
[Non-Expansion Amendments](#); and
[High-Quality Campus Designation](#).

Also included on this page is the [Campus Number Request Form](#).

Contacts for Amendment Requests

Please submit all amendment requests or questions regarding amendment requests to CharterAmendments@tea.texas.gov.

If you need to send large files, please use our [secure ShareFile service](#).

Expansion Amendments

Pursuant to SB 668, a charter holder may submit a request for approval for an expansion amendment up to 18 months before the date on which the expansion will be effective. A request for approval of an expansion amendment does not obligate the charter holder to complete the proposed expansion.

An expansion amendment is an amendment that permits a charter school to:

- extend the grade levels it serves;
- add an additional campus;
- add an additional site;
- change its geographic boundaries; or
- increase its maximum allowable enrollment.

See [19 TAC §100.1033\(b\)\(9\) Expansion Amendment Standards](#) and [19 TAC §100.1033\(b\)\(10\) Expansion Amendments](#) for more information.

[Expansion Amendment Request Form \(PDF, 2,989 KB\)](#) - Updated January 5, 2021





Due Dates, Deadlines, Training, and Reminders:

A recording of the expansion amendment form training is available.

The link is <https://us02web.zoom.us/rec/share/Dkc3Sea-1IHxsMNznmM0EyD7-QTgEwIP2X-t7ndRjF9MvBqUni3GoU-h5Lg9tH6T.6aWb3t5JhiLEzPAI?startTime=1610650119000>

The passcode for the recording is **C%v52VeA**



Due Dates, Deadlines, Training, and Reminders:

- **HB3 Early Literacy and Math and CCMR Goals** should be completed and approved by your governing board by January 31st. If you need additional information, please view the recording of the training offered by charter staff on November 12th:

https://us02web.zoom.us/rec/share/c5F95y2WS_VCCABXZHhP19mJojosZV4h7UuVLWLyI4x7n_J8PWG1g4vq3AtUxkzy.v64haZFIWGaVDxv6

The passcode for the recording is **BPpD7#0!**

Governance Training Optimization (GTO) for Charter Leaders

- A GTO training for charter leaders is scheduled for Tuesday, February 2 from 1:00-3:30.
- The purpose of the training is to familiarize charter leaders with the governance training that can be provided to charter boards and officers by trained registered, authorized, and Lone Star Governance (LSG) providers.
- Use the Zoom link <https://us02web.zoom.us/j/89540081770>



Session began January 12, 2021

Prefiling has resulted in 33 bills related to charter schools

SBOE approval of amendments, severance packages, charter facilities,

Emergency lines in classrooms, and discipline policies





Remote/Hybrid Instruction Best Practices

TEA is offering a free, statewide training on Remote / Hybrid Instruction Best Practices, conducted by Education Elements. The training is delivered in a “See It, Name It, Do It” format, including actionable examples, videos, and strategies. All sessions are turnkey, with slides, recordings, and workbooks made available to LEAs for implementation with their own team.

This training was previously run in the Resilient Schools Support Program, with 98% of attendees surveyed saying they planned to share strategies and learnings back to their LEA or school, and 90% leaving confident in implementing new learning. We encourage any LEAs seeking to improve remote / hybrid learning delivery to attend. Sessions are open to district-level instructional leads, campus administrators, instructional coaches, and teacher leaders.

Remote/Hybrid Instruction Best Practices

- [Session 1: Student Engagement Strategies](#) - Jan. 22nd 9:00-10:30
- [Session 2: Concurrent Instruction Strategies](#) - Jan. 26th 1:30-3:00
- [Session 3: Supporting Asynchronous Learning](#) Jan. 29th 9:00-10:30
- [Session 4: CFU, Assessments and Data Usage](#) Feb. 3rd 1:30-3:00
- [Session 5: Differentiation and Personalization](#) Feb. 5th 9:00-10:30
- [Session 6: Giving High Quality Feedback to Students](#) Feb. 10th 1:30-3:00

Courage doesn't always roar. Sometimes courage is the quiet voice at the end of the day saying, 'I will try again tomorrow.'

~Mary Anne Radmacher

There is never a day that goes by that we don't recognize everything you and your staff do on a daily basis to ensure the success of all Texas charter school students. Thank you and see you next month!

