

CDE MEETING AGENDA



COLORADO
Department of Education

VISION

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

GOALS

Every student, every step of the way.



Meeting Logistics & Desired Outcomes

MEETING:	Special Education Fiscal Advisory Committee
DATE & TIME:	April 4, 2019, 9:00 am – 4:00 pm
LOCATION:	Colorado Talking Book Library
MEETING LEAD:	Jon Paul Burden, Vicki Graham, Moira Blake
MEETING PARTICIPANTS: <i>(Who most needs to attend?)</i>	Heather Abraham, Sarah Belleau, Moira Blake, Kim Boylan, Jon Paul Burden, Callan Clark, Paul Foster, Samantha Gallagher, Vicki Graham, Nita McAuliffe, Carolena Steen, Lynnette Steinhoff, Tamara Durbin, Gina Lanier, Sandy Malouff
MEETING OBJECTIVES: <i>(Is a meeting necessary to accomplish the objectives?)</i>	High Cost application review

Agenda Items and Next Steps

TIME	AGENDA ITEM	NOTES & NEXT STEPS <i>(Be sure to include communications to those not at the meeting who need to know the results)</i>
9:00	Announcements – welcome to new members, Sandy Malouff and Gina Lanier	<ul style="list-style-type: none"> History of SEFAC explained to Sandy and Gina, how the data we collect informs the State Legislature.
9:10- Noon	High Cost applications review	<ul style="list-style-type: none"> Residential placement with court order question, are the residential costs allowable as a special education cost? Because DHS didn't partner with the district, the district absorbed all the costs. Does the committee agree that the residential placement in this case be considered a special education cost? Homebound services were tried and unsuccessful. Committee votes that this is the district ensuring FAPE, and it's allowable. Question about transportation between two districts - the IEP is written by on district, who uses transportation plans and the IEP says see the transportation plan. However, the other district doesn't use transportation plans but is providing transportation with a bus aide. The application reports the costs as district transportation. The committee supports allowing the costs and since the IEP covers the need for a 1:1 para, they support the bus aide too. The application was the only legitimate way to show the actual costs. Because the IEP says, "100% assistance throughout the day" that extends to cover bus aide in transportation. Because the committee doesn't typically ask for that documentation in IAU applications, the same should hold true for OOD. For next meeting: discuss asking for entire IEP versus parts, since redaction is not required, and if the committee is going to stick with just parts, should LRE pages be included? A BOCES is contracting with a private provider, they have a classroom set up for 6 students and are asking for reimbursement for the cost of the classroom on 6 individual applications. This is another hybrid situation. Costs vary on each

CDE Values: All Students, Collaboration, Communication,
Customer Service, Honesty, Innovation, Integrity, Respect, Transparency.

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		<p>application. These are IAU applications. Technically, it's IAU. How are these students coded, and what's the LRE? The IEP reads, "separate school". Without this program, districts would be paying significantly more for these students. These situations have been funded in the past. Committee says costs allowable. If this changes, the committee needs to discuss. Nearly 20 facilities have closed in the past few years, these situations will continue to surface. Need to look at having some kind of hybrid application or way to handle this kind of situation (part IAU and part OOD).</p> <ul style="list-style-type: none"> • Interpretation/translation services for parents that are IEP related are allowable.
12:30-4:00	Preparation for fall meeting	<ul style="list-style-type: none"> • Topics for fall discussion: <ul style="list-style-type: none"> ○ Discuss unique costs for students, how to address and instruct. ○ Hybrid situations. Should the entire IEP be requested now that they don't have to be redacted? Seems like a time-saver, but a lot of paper! Bulk up the directions to include when it would be appropriate or helpful to include. Perhaps start asking for LRE section of the IEP. ○ Include in the instructions that interpretation/translation services that are IEP related are allowable. ○ Set a formula that flags a driver's salary, letting the person completing the application know that we will probably be requesting explanation or follow-up. • September 26, 2019 for fall meeting.