

Special Education Programs and Facilities: Planning and Approval

Moderated By:
Andrea Sullivan, Chair
County School Facilities Consortium

Presented by:
Liese Olukoya, California Dept. of Education
Jenny Hannah, Kern County Supt. of Schools
Chris Cox, San Bernardino County Supt. of Schools

Workshop Agenda

- Welcome and Introductions
 - *Andrea Sullivan, OCDE & Chair, County School Facilities Consortium*
- Why Special Education Needs Must Be Included in Facilities Master Plans
 - The State Perspective
 - *Liese Olukoya, CDE Representative*
 - The Local Perspective
 - *Jenny Hannah, Kern Co. Supt. of Schools*
- Case Study: San Bernardino County Superintendent of Schools
 - A Master-Planned Project: Opportunities and Obstacles
 - *Chris Cox, San Bernardino COE*
- Q & A

Resources

- Ed. Code 17047.5, 17070.80 & 56001:
 - Facilities maximize interaction
- Code of Federal Regulations, 300.114:
 - Least Restrictive Environment
- CCR, Title 5 14030(h)(3) & 14036:
 - Facility design and placement on site

Early Planning

- Program discussion at LEA level
 - Between COE SELPA and District
 - Master Plan for Special Education facility needs
- Contact CDE School Facilities Planning Division
 - Coordinate with Special Education Division
 - Consultation regarding proposal
 - Confirm legal compliance

Enter Facility Arena

- Arrange field site review with SFPD Field Representative
 - Identify planned enrollment of special needs students
 - Clarify Title 5 compliance:
 - Bus drop off
 - Avoid clustering of classrooms
 - Support space included for specialized services

Success!

- Special Education Division concurs with proposed program
- SFPD notifies LEA
- LEA can proceed with pursuing site and plan approvals

Caveat: Federal, State and local LEA program compliance reviews

County Offices work with many counterparts to approve SE facilities

- State Education Agency Facilities Office Staff
- State Education Agency Special Education Policy Staff
- School Districts
- SELPA
- Local Special Education Staff

Non-Integrated Site



Non-Integrated Site



Integrated Site



CDE Input Prior to Formally Submitting Plan

- CDE may discuss your plans and concepts early in the process.
- Items for the Working Group:
 - What would cause a project with contingent approval to be later rejected without any significant changes to the plans?
 - Should site visits by SFPD staff include SE policy staff so that issues may be identified earlier?

Project Commitments are Made Prior to Final Review

- LEAs may have received preliminary approval, then made key decisions and related commitments to back up their plans only to find later that the space is deemed unacceptable for approval by CDE.
- Items for the Working Group:
 - What can districts and COEs hope to expect from the Special Education Facility Appeals process?
 - Input on the Draft Procedures for Isolated Sites

Flexible Space

- Difficulty in providing permanent space that caters to a very specific need as spelled out in IEPs that may change with students from year to year.
- Items for the Working Group:
 - For efficiency on a number of levels, LEAs may seek to provide space that can be utilized differently if plans and needs change. How will this be received by the SE Program staff?

Local Decision-Making

- LEAs know what their students needs are and often go through a local process receiving public input through meetings at the local level while working within the special education regulations.
- Item for the Working Group:
 - How does this fit into the CDE process if the results or recommendations are moderately different?
 - Can there be a venue for addressing concerns and comments made by the reviewing agency and the LEAs? Convene a committee to approve plan (similar to CTE)?

Ensuring That SE Classrooms Can Be Placed on a School Site

- Urban areas, scarce resources and school site configurations make these projects difficult. Yet the mandate for inclusion in federal and state law does not waiver.
- How can County Offices and School Districts work collaboratively with school districts to secure appropriate classrooms for students with special needs?
- How best can we ensure that these spaces will be secured?

Federal Audit Review of the State's SE program

- Expected this Fall: Federal review of the State's Special Education Program and student housing.
- How should LEAs prepare for this?
- How can we assist CDE in reporting back to the federal government?

Other Program Issues

- Need clearly defined rules regarding:
 - Classroom placement adjacent or near other programs COEs serve, such as Alternative Education students.
 - Adult Special Education (18-22) and integration defined.
 - Severely emotionally disturbed students and least restrictive environment
 - Centrally locating medical therapy units
 - Restrooms
 - Transportation Accommodations

Your Input? Please contact us

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