

POLICY TITLE: APPLICATION AND ENROLLMENT AT CRTEC**SPECIAL EDUCATION STUDENTS**

Special Education students (those students served through an IEP) may be eligible for enrollment at COSSA Regional Technology and Education Center (CRTEC). However, not all special education students are appropriate candidates for the CTE programs and the special education services that are available through the CRTEC education setting. Some special education students have been successful at CRTEC, however, many special education students may need the level of support services that are only available in their current school placement.

Application and enrollment of special education students in the career technical programs offered through the CRTEC should take into consideration its status as an approved Career Technical School (CTS) through the State of Idaho and is bound to a rigorous standard to provide high-end state-of-the-art programs and services for high school students. CTS programs of study are meant to teach students industry-standard skills and students must meet industry-based assessments. Technical Skills Assessments (TSAs) are required by the State of Idaho as part of the CTS programming.

Students must be able to demonstrate competency on these and other assessments within industry-accepted level for accommodation and may not be modified. Applied math, technical writing, and technical literacy are required elements of CTS classes and should be considered by IEP teams when discussing application and enrollment in CRTEC programs. It is important that IEP teams understand the rigorous nature of the CRTEC programs and that appropriate support and accommodations can be provided to ensure student success within these programs.

Case management of special education students enrolled in CRTEC programs remains with the home school and special education services must be offered in accordance with the IEP at the home school program location. Case management of CRTEC students includes communication with CRTEC staff to ensure IEP documentation has been made available and students are successfully completing the required elements of the program. If a student is considering application and enrollment at CRTEC, an IEP team meeting related to secondary transition must take place and should include detailed information regarding the expectations, restrictions, and limitations of the CTS program and the IEP team should ensure that CRTEC application and enrollment is in the student's best interest given the level of support and services provided through the IEP.

If CRTEC application and enrollment was not discussed at the previous annual IEP meeting, the IEP team must be convened to discuss potential application and enrollment at CRTEC. The CRTEC administrator or a designee should be invited to IEP meetings if/when discussion about application and enrollment to CRTEC are being considered. Discussions around CRTEC application and enrollment should be well documented through IEP meeting minutes and Prior Written Notice. Participation in CRTEC programs does not constitute a placement change in regards to the IEP as they are considered an extension of the general education programming offered for all students.

PROCEDURE

The following procedures must be followed regarding special education students and their referral for enrollment at COSSA Academy.

1. An IEP Team meeting must be held, prior to enrolling at COSSA Academy, to consider a change of placement from the current educational placement to COSSA Academy.

2. The following team members will be invited to the meeting:

- Parent(s)
- Student
- Special Education Teacher (current placement)
- Special Education Teacher (representing the Academy)
- Administrator (Sending school Principal or Designee)
- COSSA Academy Administrator or Designee
- COSSA Special Education Director or Designee

3. A review of the student's educational needs will be conducted to include:

- Special Education Eligibility
- Intellectual abilities
- Academic abilities
- Special Education needs
- Accommodations/Adaptations to the general education curriculum required
- Special Education services currently being provided
- Attendance
- Social/Emotional/Behavioral concerns
- At-risk eligibility

4. COSSA Academy Administrator/Designee will review:

- School policies
- Student expectations

5. The IEP Team will determine if placement at COSSA Academy is appropriate or if the student should remain in the current educational placement.

Please note: These procedures apply only to special education students who are not placed, through the IEP process, in the Secondary TLC Program (ED) and High School Extended Resource Room (ERR) which are “housed” at the COSSA Academy.

For more information, please contact the COSSA Special Education Director.

LEGAL REFERENCE:

I.C. § 33-1635

Courses of Instruction

I.C. § 33-2002

Education of Exceptional Children

POLICY HISTORY:

Adopted: January 19, 2022