

May 2020

In a recent editorial, SASD Superintendent stated:

*“The Souderton Charter School Collaborative’s annual financial report (most recent data reported, 2017-18) showed they spent \$764,132 for special education programs. Yet, the seven districts that send students to the charter paid a total \$955,368. What did the school do with the extra \$191,236? That’s 25% more than what they spent on special education.”*

As a clarification to this question, charter school law requires that students are funded at two rates: a special education rate and a non-special regular education rate. The funds apportioned for each special education student are made up of two components; one which is based on the special education rate and the other on the non-special education regular rate. For all special education students in 2017-18, SCSC was funded \$568,072 for special education programming and \$383,522 for non-special regular education programming. SCSC spent \$764,132 for special education services which is \$196,060 **more** than what the school received for said services. The \$383,522 non-special regular education funds received were spent exactly as they were intended, for regular education teachers as well as art, music, and physical education teachers who teach all students, regular and special education, in an inclusive environment on a daily basis.

The two funding rates were intended to provide both levels of education for children receiving special education programming. The learning model at SCSC is different than the traditional model at SASD; special education classrooms that segregate children do not exist. Children who receive special education services spend their day learning and interacting with all teachers, regular and special education. Our spending accurately reflects this. In order to fully appreciate our award-winning model of education, we invite members of SASD leadership to visit us and witness this type of learning environment.

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