

Charter School Training Special Education Basics

**GEORGIA DEPARTMENT OF EDUCATION
DIVISION FOR SPECIAL EDUCATION
1870 TWIN TOWERS EAST
ATLANTA, GEORGIA 30334**



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5/12/2014

Collaborative Community: State Charters

Procedures and Practices in Special Education

Opportunities To...

Consider, Discuss, Develop, and Implement
Compliant Procedures and Practices
in your

Special Education Department



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Collaborative Community: State Charters

Procedures and Practices in Special Education

Metro West

Georgia Learning Resources System (GLRS)

Will host four meetings during the
2014-2015 school year

Dates and Locations

will be sent to all state charters within the next two weeks



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AGENDA

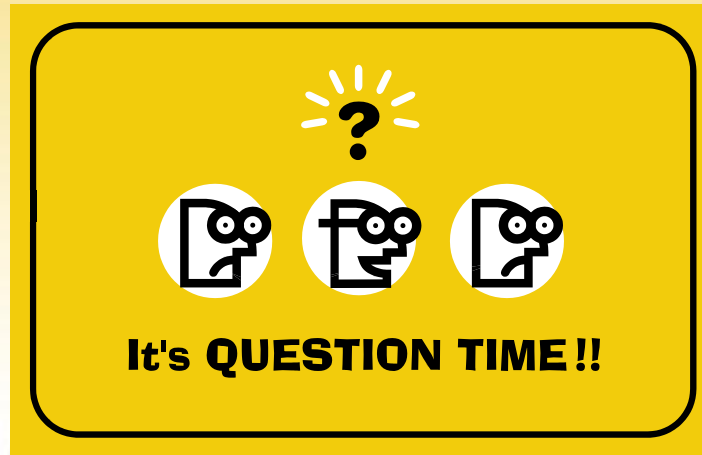
- Basics of IDEA
 - Eligibility Data
 - IEP Data
- Checklist Regarding IDEA Components



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When you leave this room today...

What two things do you want to know
about Eligibility and IEPs...

That you don't know now?



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Laws that Impact Students with Disabilities

- Section 504 of the Rehabilitation Act
- Individuals with Disabilities Education Act (IDEA)
- Elementary and Secondary Education Act (ESEA)
- Quality Basic Education (QBE)
- Americans with Disabilities Act (ADA)



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So...What Does IDEA Say?

Children with disabilities who attend public charter schools

...and their parents...

retain all rights under IDEA.



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Resources

- **IDEA Statute and Federal Regulations**
<http://idea.ed.gov/explore/home>
- **Special Education Implementation Manual**
 - DOE Website
 - Curriculum
 - Special Education
 - Scroll down to the first option and click on the arrow in front of Special Education
Implementation: Rules, Manual, Forms, FAQ's
- **Best Practices in Implementing IEPs: Modules 1-5**
 - Special Education Website
 - Webinars



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Basics of IDEA

IDEA requires that procedures be in place to address the following:

- FAPE: Free Appropriate Public Education for children who are eligible
 - Provided at no cost to parents
 - Educational benefit with opportunity to learn



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Basics of IDEA

IDEA requires that procedures be in place to address the following:

- LRE: Least Restrictive Environment

Students are **removed from general education only** when services cannot be provided in the general education setting with supports.



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Basics of IDEA

- **Discipline procedures and protections that address**
 - Removal from classroom
 - Functional Behavioral Assessment (FBA)
 - Behavioral Intervention Plan (BIP)



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Basics of IDEA

- **Parent Involvement**
 - Parents are involved in all aspects of special education
 - Parents are part of every team that makes decisions about the student



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**CHARTER SCHOOLS THAT ARE THEIR OWN LEAS
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
A CHECKLIST**

- ⊕ FOR ALL CHARTERS, PROCEDURES AND PRACTICES MUST BE IN PLACE TO ADDRESS ALL ITEMS IN THIS CHECKLIST THROUGHOUT EACH SCHOOL YEAR.
- ⊕ CHARTER SCHOOLS ARE RESPONSIBLE FOR SUBMITTING THE SAME SPECIAL EDUCATION REPORTS AS ALL OTHER SCHOOLS.
- ⊕ THE PERSON COORDINATING/DIRECTING THE SPECIAL EDUCATION PROGRAM MUST BE PROVISIONED IN THE PORTAL IN ORDER TO SUBMIT THOSE REPORTS:
 - ⊕ THE SECURITY OFFICER AT THE SCHOOL IS THE PERSON WHO PROVISIONS YOU.
 - ⊕ GADOE CANNOT PROVISION YOU.
 - ⊕ YOU MUST BE PROVISIONED AS THE SPECIAL EDUCATION DIRECTOR IN ORDER TO ACCESS THE APPLICATIONS NEEDED TO SUBMIT THE REQUIRED REPORTS.

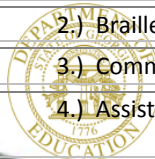
Please note...this is not an exhaustive checklist for IDEA requirements...it provides only a place to start.
There are many other components of IDEA that must be implemented and monitored.

ELIGIBILITY REPORTS AND REDETERMINATION/REEVALUATION FORMS

1. Ensure that each SWD file has a Compliant Initial Eligibility Report.	Implementation Manual: Chapter 4 on the Special Education Website
2. For any Eligibility Report that is not Compliant...	Convene the Eligibility Team and follow the guidance in the Implementation Manual Chapter 4.
3. Ensure that each SWD file has a Compliant Three Year Reevaluation/ReDetermination Form as appropriate....	Implementation Manual Chapter 4 on the Special Education Website
4. For any Three Year Reevaluation/Redetermination Form that is not compliant...	Convene the Eligibility Team and follow the guidance in the Implementation Manual Chapter 4.

IEPS

1. Pull Data From the Following Sections of the IEP:	
a. VII. Identify Instruction/Classes Inside GenEd	Schedule Classes and Services for all SWD
b. IX. Identify Instruction/Related Services Outside GenEd	Schedule Classes and Services for all SWD
c. II. CONSIDERATION OF SPECIAL FACTORS:	
1.) Behavior...are there students with	
a.) BIP	Ensure that BIPs are Compliant...if not...
	Ensure that BIPs are Implemented with Fidelity
b.) FBA	Ensure that FBAs are Compliant...if not...
2.) Braille Needs	Ensure that all Braille equipment is in place and teachers can use it.
3.) Communication Needs	
4.) Assistive Technology	Ensure that all Assistive Technology is in place, working, and that teachers know how to use it.



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Basics of IDEA

Child Find

- Identification process for SWD birth through 21
 - Georgia Student Achievement Pyramid of Interventions Response To Intervention (RTI)
 - If a student is referred for evaluation for Special Education, eligibility must be determined within 60 business days of receiving consent for evaluation

Note: If a parent requests an evaluation, the school must provide one...or provide Prior Written Notice documenting why they are not going to evaluate the student.



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Eligibility Data

Each student must have..

- **Initial Eligibility Report...**

If this can't be obtained from the previous school...the charter school must provide a comprehensive evaluation and develop the Eligibility Report.

- **Three Year Reevaluation/Redetermination Form/s**

Every three years the district must hold a Reevaluation/Redetermination Meeting to determine whether or not additional information is needed to continue eligibility or to provide information for instructional purposes.



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IEP Webinar

Best Practices in Developing Compliant IEPs: Modules 1-5

**Everything you always wanted to know...
but had no idea you were
supposed to ask!**



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IEP WEBINAR

- GaDOE Home Page
- Home
- Curriculum, Assessment, and Instruction
- Special Education Services and Supports
- IEP Webinar Series (Right Side)
- IEP Webinar Series (Middle of the Page)



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The IEP

- An Individualized Education Program (IEP)
 - Annual plan, must be reviewed at least one time per year
 - Progress reporting on annual goals
 - State IEP Form with minimum requirements
 - IEPs look different from system to system



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The IEP

- IEPs are developed by a team that must include:
 - General education teacher
 - Special education teacher
 - Parent
 - Student (if transition to postsecondary is to be discussed)
 - LEA representative
 - An individual who can interpret the results of assessments and determine educational needs (may be one of the above)



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The IEP

- Contains the following sections
 - I. Present levels of academic and functional performance
 - ✓ Most Recent Evaluations
 - ✓ Description of Academic, Developmental, and/or Functional Strengths
 - ✓ Description of Academic, Developmental, and/or Functional Needs
 - ✓ Parental Concerns Regarding Their Child's Education
 - ✓ Impact of the Disability on Involvement and Progress in the General Education Curriculum



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The IEP

II. Consideration of Special Factors

- ✓ Behavior Issues...Kentucky-Behavior Home Page
- ✓ Limited English Proficiency
- ✓ Blindness/Visual Impairment
- ✓ Communication needs,
- ✓ Deaf/hard of hearing issues
- ✓ Assistive Technology
- ✓ Alternative Format



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The IEP

III. Transition Service Plan

For students who enter 9th grade or turn 16...whichever comes first

IV. Measurable Annual Goals

- ✓ Enable the student to participate in general curriculum
- ✓ For those in alternate assessments, also must include sort term objectives or benchmarks
- ✓ A statement of when progress toward meeting the annual goals will be reported



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The IEP

- Transition services plan
 - By age 16 or entry into high school, whichever comes first
 - Course of study (diploma options)
 - Measurable postsecondary goals related to training, education, employment and independent living
 - Agencies/persons who will be involved in transition services



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The IEP

V. Measurable Annual Goals and Short Term Objectives

- ✓ Goals must be developed for all areas of “Need” identified in the PLAAFP
- ✓ Progress Monitoring Data

VI. Student Supports

- ✓ Accommodations
- ✓ Supplemental Aids and Services



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The IEP

- VII. Assessment Determination for District and Statewide Assessments for Grades K-12
- VIII. Special Education:
Instruction/Related Services In General Education Classroom/Early Childhood Setting
- IX. Special Education:
Instruction/Related Services Outside General Education Classroom/Early Childhood Setting



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STUDENT SUPPORTS

- Accommodations...**CAVEATS...**
 - ❖ Some accommodations may be used instructionally that will not necessarily be used for assessment
 - ❖ The type and/or intensity of accommodations/supports may change over time based on:
 - Student's Skill Level
 - Curricular/Instructional demands
 - Environmental Factors
 - ❖ Accommodations are not be confused with differentiated instruction.



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Continuum of Alternative Placements

From Least, to Most, Restrictive

These placements are not necessarily exclusive of one another.
A student with a...

- **A Reading disability** that impacts decoding and fluency may have an ELA Co-Taught Class in order to access grade level standards and a Part Day Pullout for twenty minutes four times per week in order to improve decoding and fluency skills.
- **A Math disability** that impacts math reasoning may be in a Co-Taught Math class to access grade level math standards and a Part Day Pullout for thirty minutes three times per week to develop and increase consistent use of math strategies to aid in math reasoning.



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Continuum of Alternative Placements From Least, to Most, Restrictive

- Consultative
- Supportive Instruction
- Collaborative
- Co-Teaching
- Part Day Pullout (Formerly Resource)
- Full Day Pullout (Formerly Self Contained)



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EXTENDED SCHOOL YEAR (ESY)



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MULTIPLE FACTORS ARE TO BE WEIGHED WHEN DISCUSSING THE NEED FOR ESY SERVICES...

1. AGE OF THE STUDENT
2. SEVERITY OF THE DISABILITY
3. PROGRESS TOWARD GOAL/S
4. IMPORTANCE OF THE GOAL/S
5. RATE OF PROGRESS TOWARD MEETING GOAL/S
6. TRANSITION PLAN...IF APPROPRIATE
7. RELATED SERVICES NEEDED FOR PROGRESS TOWARD GOAL/S
8. DELAYS/INTERRUPTIONS IN INSTRUCTION AND/OR SERVICES DURING THE SCHOOL YEAR
9. EMERGING SKILLS
10. REGRESSION...HOWEVER, THIS IS NOT THE SOLE CRITERIA



The IEP

X. Extended School Year

- ✓ Goals to be extended or modified
- ✓ Service
- ✓ Frequency
- ✓ Initiation
- ✓ Duration
- ✓ Provider Title
- ✓ Location



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Discipline

- Students removed from the classroom are not receiving the services required by the IEP
 - Considered a denial of FAPE (opportunity to progress in the general curriculum and to make progress toward annual goals)
 - After 10 days of being removed from the classroom, it is considered a change of placement
 - To implement a change of placement , there must be an IEP team meeting... parents are members of the IEP team
- Students may be removed for **a maximum of 10** days in any school year!
 - ISS may be an exception *if* the student is receiving services



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Discipline

- After removals for 10 days, the following must occur:
 - Services must be provided, although in another setting
 - Was the behavior that caused the removal a manifestation of the disability. Manifestation asks two questions:
 - Is the behavior caused by the disability
 - Was the IEP implemented
 - If the behavior was a manifestation of the disability, the student must be returned to his/her original setting and...



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Discipline

- Conduct or revise :
 - Functional Behavioral Assessment (FBA)
 - Behavioral Intervention Plan (BIP)
- If it was NOT a manifestation, the student may be placed in another setting as determined by the IEP team



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Discipline

- School personnel may remove a student to an interim alternative setting for up to 45 days without regard to the manifestation when a student:
 - Violates the code of conduct for a weapon
 - Violates the code of conduct for controlled substances
 - Has inflicted serious bodily injury upon another person
 - The interim placement must provide FAPE



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Basics of IDEA

- Dispute resolution procedures
 - Complaints
 - Mediation
 - Due Process Hearings



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PRIOR WRITTEN NOTICE

The school district must provide parents PRIOR WRITTEN NOTICE whenever the district proposes or refuses to initiate or change a student's:

- Identification
- Evaluation
- Educational Placement



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Other Considerations for Students with Disabilities

Confidentiality of information

- Records
- Personnel
- Access of parents

Often related or concomitant health issues

- May cause frequent absences
- May need to consider hospital homebound services
- May take medication that needs to be monitored
- Schools may not require a SWD to take medication in order to come to school or to have an IEP in place



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Other Considerations for Students with Disabilities

- Revocation of Consent
 - New regulation in the last (2004) reauthorization of IDEA
 - Allows parent (in writing) to remove consent to receive special education and related services...as a unilateral decision on the part of the parent
 - System must respond to parent's written statement with prior written notice and then honor the request
 - Parent may not pick and choose service/s, revocation of consent is for all services...
 - Example:
Can't revoke consent for just Speech, OT, PT, etc...



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THANK YOU FOR COMING...AND NOW...

“Let us put our heads together and see what life we will make for our children.”

**Tatanka Iotanka
(Sitting Bull, Lakota Leader)**



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Questions?

For questions or further information contact:

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