

Office of Specialized Instruction

Special Education 101

March 10, 2022



Every Student Succeeds

Agenda

- The Basics: Timelines
- The Basics: Implementation of IEPs
- Discipline of SWD
- Process for Consideration of Change in Placement
- Targeted Adult Assistance (TAA)
- Homebound Instruction

The Basics: Timelines



- Child Study
 - Within 10 Business Days Following Receipt of Referral
 - Ensure you have a process for an administrator to “receive” referrals
- Eligibility
 - Within 55 Business Days of the Receipt of Referral by Admin Designee
- Reevaluation
 - At least once every 3-years
 - Initiated at least 55-days prior to date due

The Basics: Timelines

- IEP
 - Within 30 Calendar Days of Initial Eligibility Decision
 - Annually
 - Amend IEPs as needed
 - Revisions to address student changing needs
 - Two quarters of Insufficient Progress on Annual IEP Goals
 - Classroom grades showing significant drop
 - Discipline referrals / Suspensions
 - Other



The Basics: Implementation of IEPs

- Master Schedule
- Student Schedule
- Special Education Teacher Schedules
- Related Service Provider Schedules
 - Speech Language Pathologist
 - Occupational Therapist
 - Physical Therapists
 - Psychologists/Social Workers/Counselors

Implementation of IEPs

- Co-Teaching
 - High Yield Models
 - Station Teaching; Alternative Teaching; Parallel Teaching
- Specially Designed Instruction
 - Co-Teaching
 - Resource Room/Self-Contained Classes
 - City Wide Classes

Implementation of IEPs

- Fidelity of Implementation of Targeted Interventions
 - Reading
 - OG
 - Flex
 - Achieve 3000
 - Math
 - Number Worlds
 - Do the Math Now!
- Monitoring Student Progress on IEP Goals
- Implementing Accommodations

Resources

- Canvas
 - Curriculum and Instruction
 - Specialized Instruction Button
 - Specially Designed Instruction
 - Co-Teaching
 - Resources for General Education Teachers
 - Special Education Compliance



Discipline of Students with Disabilities

- Guidance Document
- Requirements and ACPS Procedures
 - Short Term Removals
 - Eleventh Day
 - ISS
 - Suspensions from School Bus
 - Portions of School Day
 - Long-Term Removal
 - Manifestation

What do you need to know ASAP?

- On a post-it note write 3 questions you have related to the topics included in the *Discipline Guidance Document*
 - Locate/confirm information and clarifications in the Guidance Document
- Share any “Aha Moments” with group



Process for Considering Change in Placement

- The IEP team must consider the continuum of placements within ACPS prior to considering a more restrictive environment
 - i.e. continuum of services at home school, city-wide programs at designated ACPS schools, etc.
- Central Office staff must be involved when considering a change in placement to a more restrictive environment
 - Must be included in a planning meeting
 - Supports the team in the decision-making process

Targeted Adult Assistance (TAA)

Read your assigned section and prepare to share highlights with the group as well as any specific requirements for documentation outlined.

- p. 3 – p. 5 Guiding Principles and Research
- p. 5 – p. 7 Alternatives to Additional Adult Support
- p. 7 – p. 8 Examples of Appropriate and Inappropriate Use of TAA
- p. 9 – p. 10 Procedures, Trials and Fading of TAA

YOU BE THE JUDGE:

Does early release shortchange students with disabilities?

- A Florida parent claimed that her son, a high school student with autism and visual impairments, as well as all of the other students in his self-contained class, were being released 15 minutes early from class each day. None of the students' IEPs mentioned early release. However, the students' teacher said they were being released early for safety reasons, to get the students to the bus on time, and to permit them to work on their transition goals involving independence.
- With respect to those goals, the IEPs only mentioned learning to turn the computer on. The principal pointed out that the students did not lose any instructional time because they arrived to class at 7:15 a.m., 15 minutes before other students. However, the teacher's lesson plan indicated that instruction time started at 7:30 a.m., and she admitted that some students ate breakfast in the cafeteria when they arrived.
- The parent filed an OCR complaint alleging disability discrimination.
- **Is practice of releasing students 15 minutes early discriminatory?**

- **A. Yes.** Districts may never subject a student with a disability to a shortened school day.
- **B. No.** The students' transition goals and safety needs justified their early release.
- **C. No.** It made sense to release them earlier so the buses could leave on time.
- **D. Yes.** The IEPs did not state that the students were being released early based on their individual needs.

How OCR found:



D

- Because the students were provided a shortened instructional day without justification, the district both denied them FAPE and subjected them to different treatment based on disability.
- OCR pointed out that there was no provision in the student's IEP, or that of his classmates, requiring early release. Moreover, there was insufficient evidence that students were consistently receiving additional instructional time in the morning to make up for the time they lost in the afternoon.
- Answer A is incorrect. A shortened school day may be permissible if it is justified in the student's IEP based on his individual needs.
- Answer B is incorrect. The transition goals did not mention that they would practice independence by leaving class early to walk to the bus, and there was no evidence that safety necessitated their early departure.
- Answer C is incorrect. Administrative convenience does not justify reducing a student's instructional time.

Homebound Instruction

- Homebound
 - Medical Certificate of Need
 - Completed by Physician
 - IEP Meeting
 - Review Medical Certificate of Need
 - Addend IEP
 - IEP Meeting Checklist – Consideration of Homebound Instruction
 - Request for Instructional Services Form
 - Completed by Counselor; Signed by Administrator
 - Send Request Form and copy of IEP Addendum to Office of Specialized Instruction

Standards-Based IEPs

- Template Provided to Teachers at VaIEP Training
- Draft Review
 - Look Fors
- Draft Review Process

IEP Draft Review Process

- ACPS requires draft IEPs to be sent to parents at least 5 days prior to the IEP meeting
- Each ACPS School must have a Draft Review Process

Requests for Observations by Parents or Non-ACPS Providers

- Secure/ensure parent signature on *Disclosure of Record* Form
 - Private Behavior Specialists
 - Educational Consultants
 - Advocates
 - Attorneys
 - Private Service Providers
- Clarify purpose of observation
- Inform administration of request for observation
- Arrange observation at a time that an administrator or appropriate central office staff are available to accompany
- Observer must follow procedures for checking in and out of school
- If observer has not requested or scheduled a debrief, do not prioritize discussion with observer over classroom responsibilities
 - Schedule a debrief at a later time if necessary

Questions?

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