

Special Education 2020

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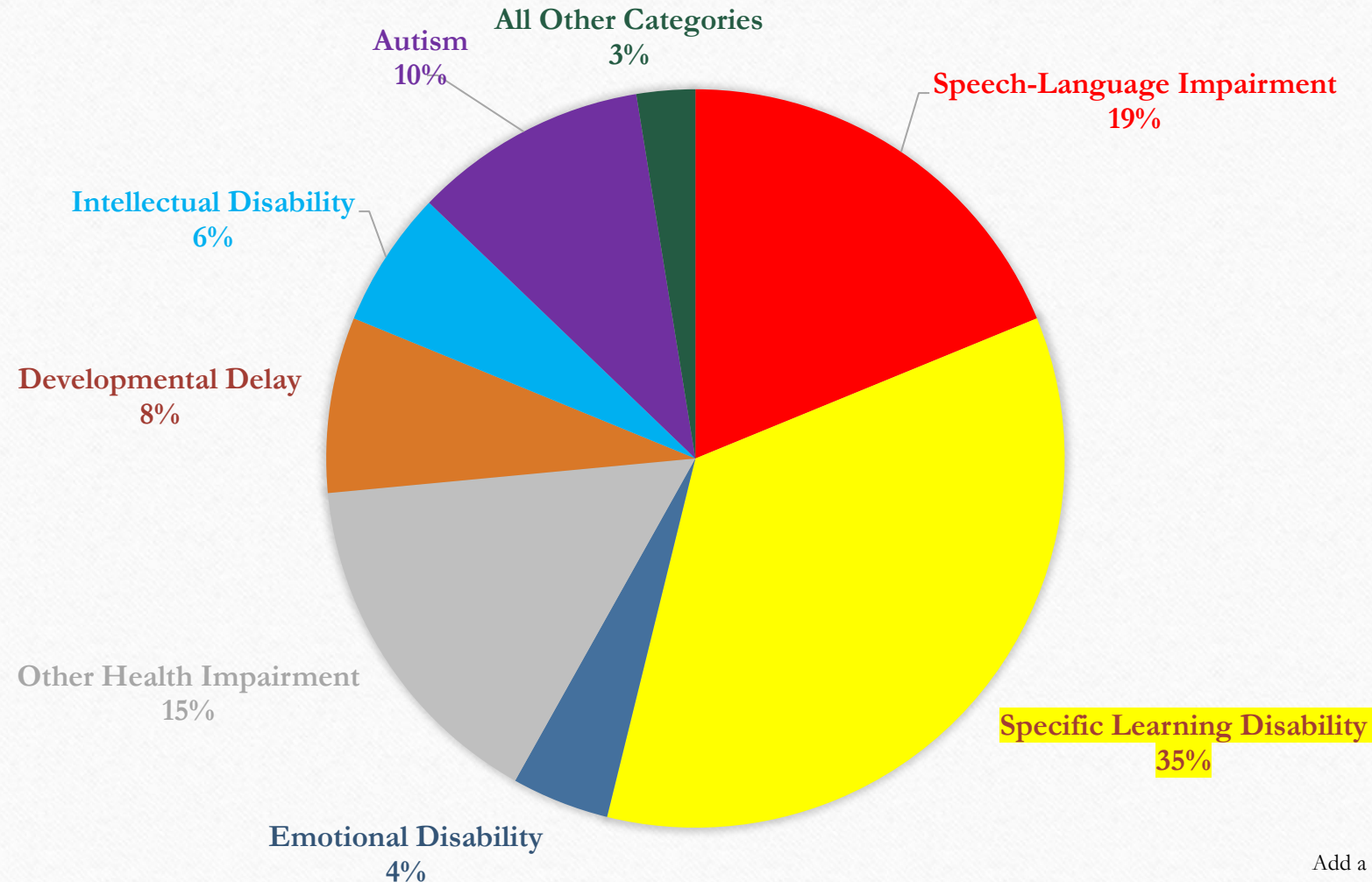
Supervisor of Special Education

Charles City Public Schools



December 1, 2019 Child Count

STUDENTS WITH DISABILITIES



Special Education Staff 19-20

5 Elementary SpEd Teachers

- ECSE; K-3; 4-6 resource; 4-6 inclusion; K-6 modified
 - Average caseload size – 11.25 students (excludes speech)
 - 5 paraprofessionals: 2 medical one to one; 2 classroom based; 1 floater

4 Secondary SpEd Teachers—

- English; Math; General; 7-12 modified
 - Average caseload size – 7.75 students

Contracted Services

- 1 School Psychologist – part-time
- 1 Speech Therapist – full-time
- 1 OT, 1 PT – 1-2 day(s) per week
- 1 Vision Teacher – 1-2 day(s) per month



Legal Mandates regarding Staffing

8VAC20-81-40. Special education staffing requirements.

School age programs. The following specifies the staffing patterns for special education services for school age (five to 21, inclusive) children, in addition to the Standards of Quality (§ 22.1.253.13:2 of the Code of Virginia) and Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131-240).

1. Staffing shall be in accordance with the requirements of 8VAC20-81-340 in the following settings. a. **Students with disabilities shall be instructed with students without disabilities in general education settings and classrooms, as appropriate, and in accordance with the Individualized Education Program (IEP).** The service level, Level I or II, is based on the amount of time the student receives special education. b. When children with disabilities are removed from the general education setting and classroom to provide instruction, special education and related services, they may receive services with children with the same disability or with children with different disabilities.



2021 Special Education Annual Plan

What is the Special Education Annual Plan?

- Local application for IDEA Part B Funds
 - Plan for providing special education services
 - Demonstrate our funding eligibility
- Formal agreement between the local school board and VDOE for implementing federal and state laws and regulations.
- Required Components: Superintendent's Certification, Policy Statements, Statement of Assurances, Special Education in Local and Regional Jails, Report of 2018-19 Plan, Maintenance of Effort Eligibility, Coordinated Early Intervening Services and Proportionate Set-Aside, Application for 611 and 619 Grant Funds
- Local school board approval and Superintendent certification required



Summary of Annual Plan

- Section 611 - \$207,604 – includes costs of personnel salary and benefits
- Section 619 - \$8,015 – includes costs for contracted services and supplies/materials for Early Childhood Special Education (ECSE)
- Maintenance of Effort - certification of eligibility for funds
- Coordinated Early Intervention Services(CEIS)- amount mandated based on requirements for early intervention services – not required for CCPS 2020
- Proportionate Set-Aside (PSA) - amount set-aside for parentally-placed eligible children



Results Driven Accountability

Results Driven Accountability

“RDA” is the state accountability framework for supervision and implementation of the Individuals with Disabilities Education Act

Primary Focus – improving educational results and functional outcomes for all children with disabilities.

- On-Site Monitoring November 19-25, 2019
 - 27 classroom walkthroughs; 21 staff interviews (small groups); 8 parent interviews; 43 comprehensive file reviews



RDA - Strengths

- School buildings and classroom were neat and orderly.
- Teachers managed classrooms proactively and calmly.
- Special education staff have implemented forms such as IEP At A Glance to inform general education teachers of student needs.
- Parental involvement in the special education process.
- Outstanding instruction in the ECSE classroom.
- Availability of leveled readers and trade books for teacher use (ES).
- Utilization of assistive technology, particularly in classes teaching ASOLs.



RDA - Emerging Improvements

- Teachers – displayed positive energy and enthusiasm, positive working relationships, dedication to students, receptive to co-teaching, several strong co-teaching teams,
- Positive Interactions – student-teacher; peers
- Division Wide – lesson plan template consistency, involvement in the Autism Educational Consortium, Assistive Technology Team, Tier 2 instructional practices
- Initiation of Student Intervention Team



RDA – Program Improvements

- Individualized Education Program (IEP) Development
- Student Achievement
- Post-Secondary Transition
- School Climate and Cultural Competence
- Special Education Policies, Procedures, and Practices
- Behavior and Discipline
- Professional Development



RDA – Non-Compliance




- Initial Evaluation and Reevaluation
- Eligibility
- Individualized Educational Program
- Secondary Transition
- Children who Transfer
- Least Restrictive Environment



Corrective Action Plan

Corrective Action Plan



Essential Action(s)	Anticipated Date of Completion	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
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- Includes essential actions, timeline and due dates, person(s) responsible, person(s) monitoring, and evidence of progress/completion.
- Requires a multi-disciplinary team approach of development and completion.
- Must address all areas of program improvement and noncompliance.



Development of CAP



- Building Leadership Brainstorm
- Review with VDOE and TTAC
- SpEd Team Review
- Final Draft Creation
- Final Submission



CAP - Areas of Program Improvement

Areas Identified:

- Individualized Education Program (IEP) Development
- Student Achievement
- Post-Secondary Transition
- School Climate and Cultural Competence
- Special Education Policies, Procedures, and Practices
- Behavior and Discipline
- Professional Development

Evidence of Completion/Progress:

- Quarterly Narrative to VDOE Liaison
- IEP Handbook
- Tier 1, 2 and 3 Instructional Supports
- Special Education Manual
- Comprehensive, ongoing staff training
- Administrative supervision and enforcement
- Staff and student surveys
- Inclusion Action Plan



Corrective Action Plan - Details



Final Due Date - January 28, 2021



Second On-Site Monitoring –
November 2020



Specific student record reviews and
compliance findings



Ongoing supervision and oversight
of requirements



Future Planning

- Grant Opportunities
- Teacher Involvement
- Procedural Document Creation
- Ongoing Support for Teachers
- Inclusive Mindset



“

The great aim of education is not knowledge but action.

”

Herbert Spencer

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