



HOLDEN R-III BOARD REPORT

SPECIAL EDUCATION

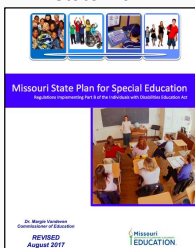
Deenia Hocker, EdSp
Director of Special Services

SMARTER EVERYDAY



COMPLIANCE

State Plan



Standards & Indicators

Special Education Compliance Program Review Standards and Indicators



Missouri Department of Elementary and Secondary Education
Office of Special Education

Revised July 14, 2017



COMPLIANCE -

- Eligibility
- Goals
- Reporting progress
- Service delivery
- Timelines



ELIGIBILITY FOR SERVICES -

Standards:

- Eligibility Criteria
 - 600 - Autism
 - 700 - Deaf/Blind
 - 800 - Emotional Disturbance
 - 900 - Hearing Impairment/Deafness
 - 1000 - Intellectual Disability
 - 1100 - Multiple Disabilities
 - 1200 - Orthopedic Impairment
 - 1300 - Other Health Impairment
 - 1400 - Learning Disability
 - 1500 - Language Impairment
 - 1600 - Sound System Disorder - updated 7/2017
 - 1700 - Speech/Fluency
 - 1800 - Speech/Voice
 - 1900 - Traumatic Brain Injury
 - 2000 - Vision Impairment
 - 2100 - Young Child with Developmental Delay - updated 7/2017

Hand Out:
Description of Disabilities

Professional Judgment
can *only* be used for the
areas of;

- YCDD
- LD
- Language
- TBI
- Speech/Fluency



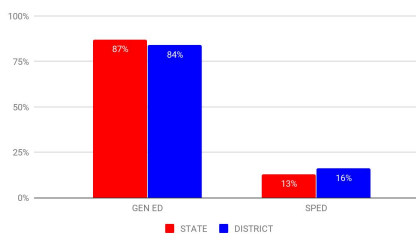
ELIGIBILITY cont.-

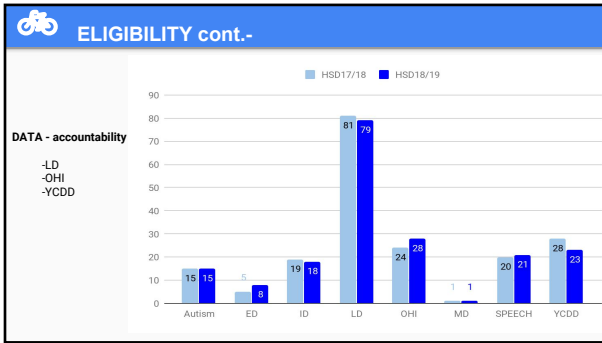
DATA - accountability

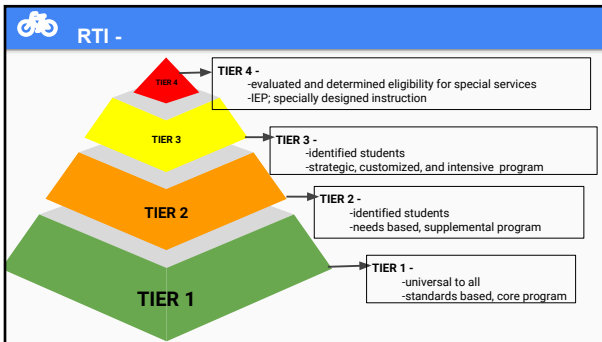
-Gen Ed: 3% less than state

-SpEd: 3% more than state

GEN ED and SPED







IEP GOALS -

STANDARDS -

- Goals match disability
- Note student's current level
- SMART

DATA - accountability

- 100%

S

Specific

M

Measurable

A

Attainable

R

Relevant

T

Time-Bound

Disability	Basic Reading
Baseline	Reads CVC words with 20% accuracy and CVCe words with 5% accuracy.
Goal	Ima Student will <u>increase</u> her ability to <u>decode CVC and CVCe words</u> with <u>80% accuracy</u> on <u>3 of 4 consecutive data days</u> by the <u>end of this IEP cycle</u> .



REPORTING IEP GOAL PROGRESS -

Standards:

-As often as reported
by general education.

Data - Accountability

-56% completed by
1st semester

*all were completed after
timeline*

When Progress will be reported to the Parent(s)/guardian(s)

- ☐ Quarterly - ECSE and Elementary *new*
- ☐ Semester - Middle and High School



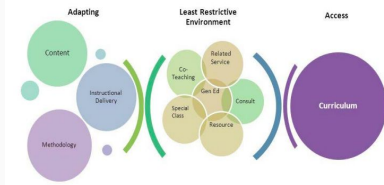
SERVICE DELIVERY -

Standards:

-Provided to the
student to advance
toward obtaining the
annual goal(s).

-Match disability and
goals.

Specially Designed Instruction



<https://www.nysed.gov/common/insert/05es/specialprograms/curriculum-instruction/specially-designed-instruction-students-disabilities-11-20-13-confidential>



SERVICE DELIVERY -

Standards:


Type of service;
-Special Education
-Related
-Supplementary

Location of service;
-general education
-special education


Services Summary												
Special Education Services												
Services>Select From List	Am	Freq. (List)	Wkly Min	Location	Year (List)	Teacher	CT	Per Day	Begin Date*	End Date*	Co	mp
Related Services <input type="checkbox"/> None												
Services>Select From List	Am	Freq. (List)	Wkly Min	Location	Year (List)	Teacher	CT	Per Day	Begin Date*	End Date*	Co	mp
Supplementary Aid/Services <input type="checkbox"/> None												
Services>Select From List	Am	Freq. (List)	Wkly Min	Location	Year (List)	Teacher	CT	Per Day	Begin Date*	End Date*	Co	mp

Example

Services	Amount	Frequency	Weekly Minutes	Location
Specialized Instruction in Basic Reading	20	daily	100	Special education



SUPPLEMENTARY AID/SERVICE -



FOCUS on...
Issues in Special Education-Paraprofessionals

Standards:

Para:

- assist in IEP implementation
- provides instructional support to teacher and student
- support does not count towards specially designed instruction minutes.

Duties of a paraprofessional


Paraprofessionals assist with the implementation of IEPs under the direction of the teacher. Paraprofessionals provide instructional support; they should not be providing direct instruction or introducing students to new skills, concepts, or academic content.

Is It okay to list paraprofessional support on the accommodations and modifications page of the IEP or in the Present Level of Academic and Functional Performance ?

No, paraprofessional support is considered a **supplementary aid and service** and therefore, would be listed on the services summary page of the IEP showing the amount of time including frequency, location and duration that the IEP team determined paraprofessional support is needed for the child.

Can a paraprofessional implement special education instruction in a general education setting?

No, this will not count as special education. The paraprofessional can implement services but not those, such as instruction, that must be implemented by a certificated teacher.



SERVICE DELIVERY -

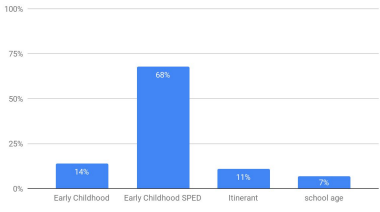
Data - Accountability

- EC=14%
- ECSE=68%
- Itinerant=11%


Early Childhood

- ☐ Early childhood setting
- ☐ Early childhood special education
- ☐ Home
- ☐ Part-time early childhood/Part-time early childhood special education
- ☐ Residential Facility
- ☐ Separate School
- ☐ Itinerant service outside the home

Early Childhood Placements



Placement	Percentage
Early Childhood	14%
Early Childhood SPED	68%
Itinerant	11%
school age	7%



SERVICE DELIVERY -

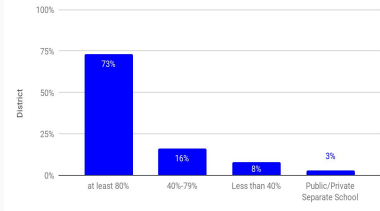
Data - Accountability

- ≥80%=75%
- 40%-79%=16%
- <40%=8%
- PPS=3%

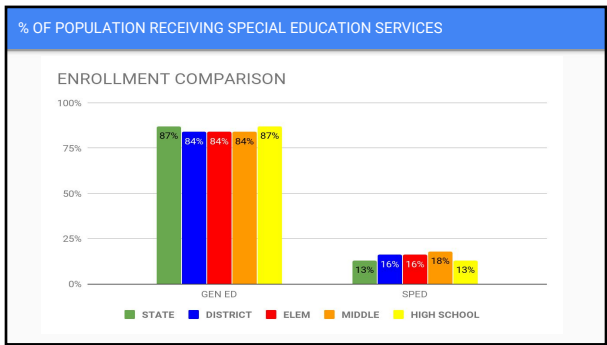
K-12

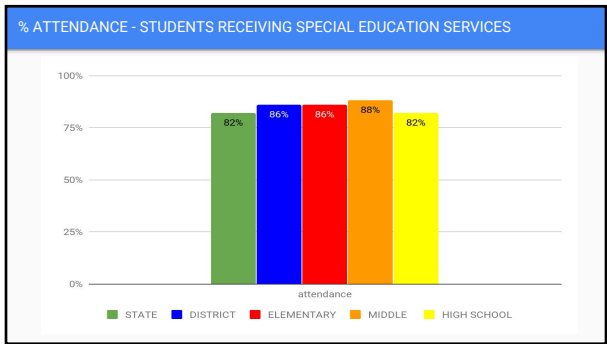
- ☐ Inside Regular class at least 80% of time
- ☐ Inside Regular class 40% to 79% of time
- ☐ Inside Regular class less than 40% of time
- ☐ Public Separate School (Day) Facility
- ☐ Private Separate School (Day) Facility
- ☐ Public Residential Facility
- ☐ Private Residential Facility
- ☐ Home/hospital
- ☐ Correctional Facility
- ☐ Parentally placed private school

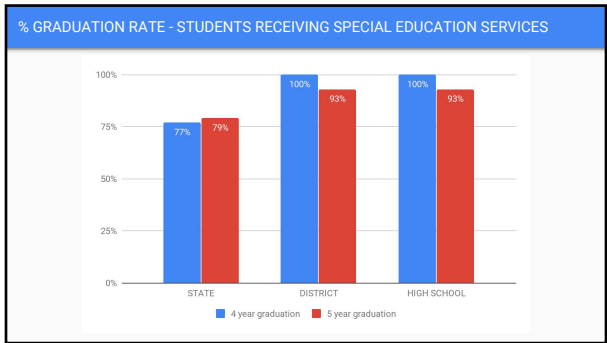
DISTRICT K-12 PLACEMENTS

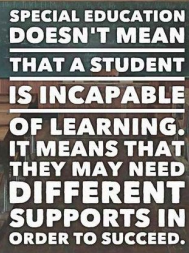


Placement	Percentage
at least 80%	75%
40%-79%	16%
Less than 40%	8%
Public/Private Separate School	3%









SPECIAL EDUCATION
DOESN'T MEAN
THAT A STUDENT
IS INCAPABLE
OF LEARNING.
IT MEANS THAT
THEY MAY NEED
DIFFERENT
SUPPORTS IN
ORDER TO SUCCEED.
