

AMPHITHEATER

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Review of Special Education Programs

Governing Board Meeting

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Individuals with Disabilities Education Act 2004 (IDEA)

The Individuals with Disabilities Education Act of 2004 (IDEA) is a federal law that requires schools to service the educational needs of eligible students with disabilities.



Purpose of IDEA

The purpose of IDEA is to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.....and to ensure that the rights of children with disabilities and parents of such children are protected....



Americans with Disabilities Act (ADA)

In 1990, the Americans with Disabilities Act (ADA) was established to ensure inclusive and equal opportunity for persons with disabilities in all aspects of American life. The ADA prohibits discrimination on the basis of disability and provides for equal access to programs, services and activities.



Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 of the Rehabilitation Act ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications.



Arizona Revised Statutes (ARS)

The Arizona Revised Statutes (ARS) is the name given to the statutory laws in the state of Arizona. ARS has been updated to include the revised sections from the 53rd Legislature, 1st Regular Session. There are currently 49 title chapters in ARS. Title 15, Chapter 7, Article 4 is entitled Special Education for Exceptional Children.

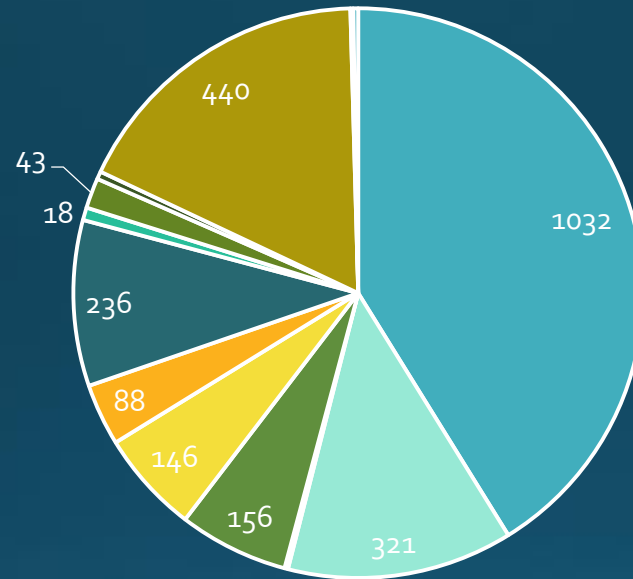


Eligibility to receive special education services

- Specific Learning Disability
- Developmental Delay
- Preschool Severe Delay
- Autism
- Emotional Disability
- Intellectual Disability
- Other Health Impairment
- Hearing Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment



Current primary eligibility data



- | | | |
|------------------------------|----------------------------|-------------------------|
| Specific Learning Disability | Developmental Delay | Preschool Severe Delay |
| Autism | Emotional Disability | Intellectual Disability |
| Other Health Impairment | Hearing Impairment | Multiple Disabilities |
| Orthopedic Impairment | Speech Language Impairment | Traumatic Brain Injury |
| Visual Impairment | | |



Individualized Education Program (IEP)

The IEP documents a student's educational program. The IEP team which includes students, parents and school staff work together to develop the IEP.

Key considerations from the IEP team include:

- Present level of educational and functional performance
- Measurable annual goals
- Special education services to be provided
- Accommodations and modifications
- Appropriate placement in the least restrictive environment (LRE) / continuum of services



Programs

Amphitheater Public Schools provides a continuum of Special Education and related services to meet the educational needs of eligible students in the Least Restrictive Environment. Special Education services can be provided in a variety of ways and many of the services are available at all schools within the District.



Programs cont.

Most students will be able to receive the Special Education and related services they need at their home school. However, there are specialized classroom programs for those students who cannot benefit from the Special Education Services provided at their home school and require a more intensive level of services. These specialized programs are located in certain schools across the District.



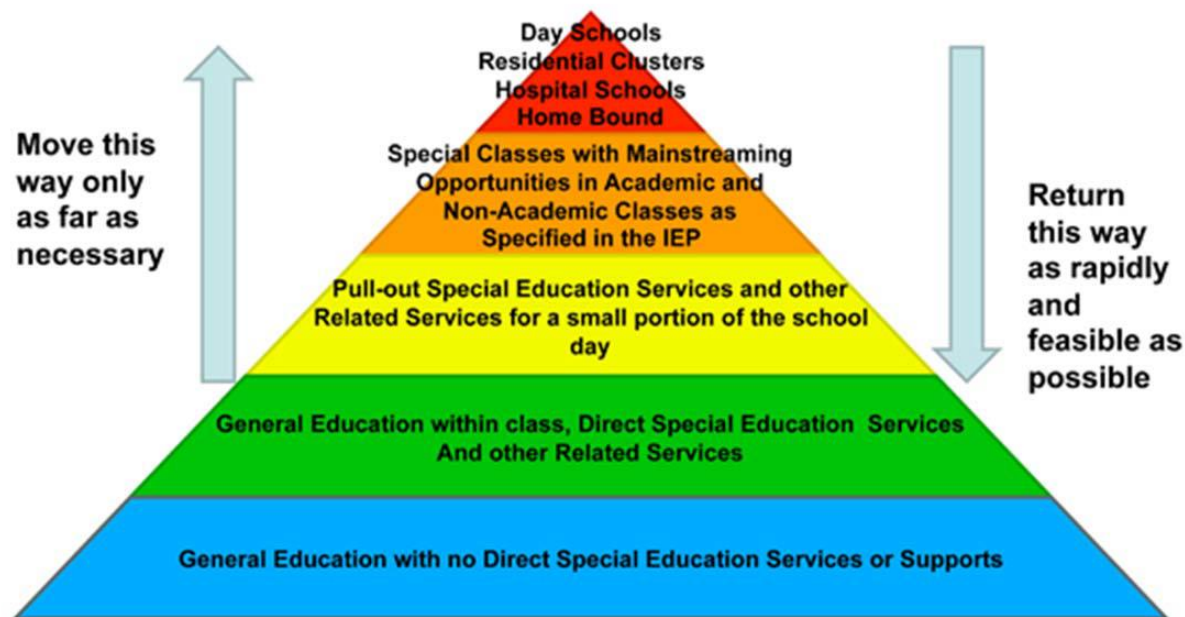
Continuum of services

- A. Inside the regular class 80% or more of the day
- B. Inside the regular classroom less than 79% to 40% of the day
- C. Inside the regular class less than 40% of the day
- D. Served in public or private separate schools, residential placements, or homebound or hospital placements



Continuum of services

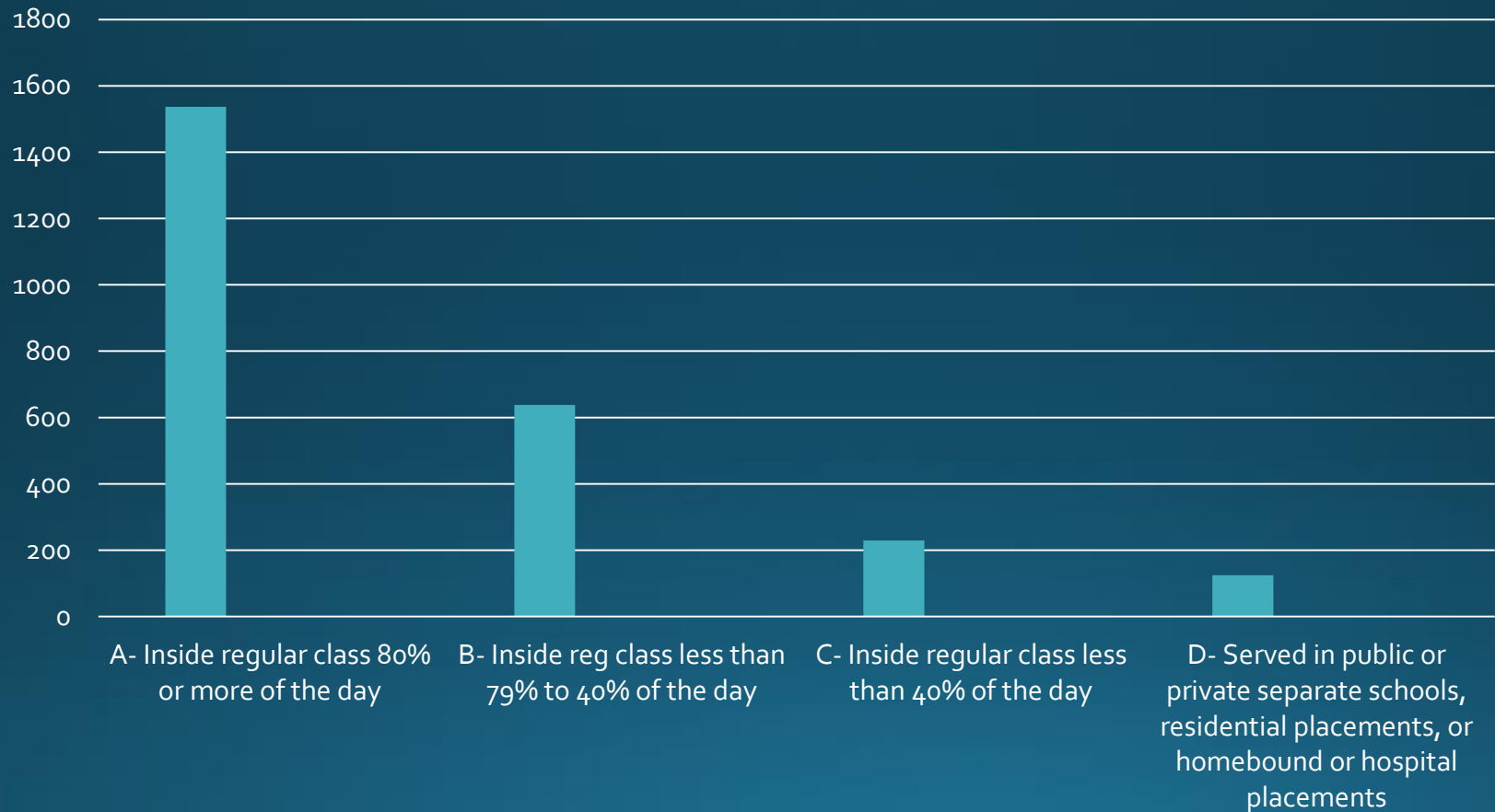
Least Restrictive Placement in the Continuum of Services



Revised 09/29/2011



Current continuum of services data



What is inclusive education?

Inclusive education is educating ALL students in age-appropriate general education classes in their neighborhood schools, with high quality instruction, interventions and supports so all students can be successful in the core curriculum. Inclusive schools have a collaborative and respectful school culture where students with disabilities are presumed to be competent, develop positive social relationships with peers, and are fully participating members of the school community.

Maryland Coalition for Inclusive Practices



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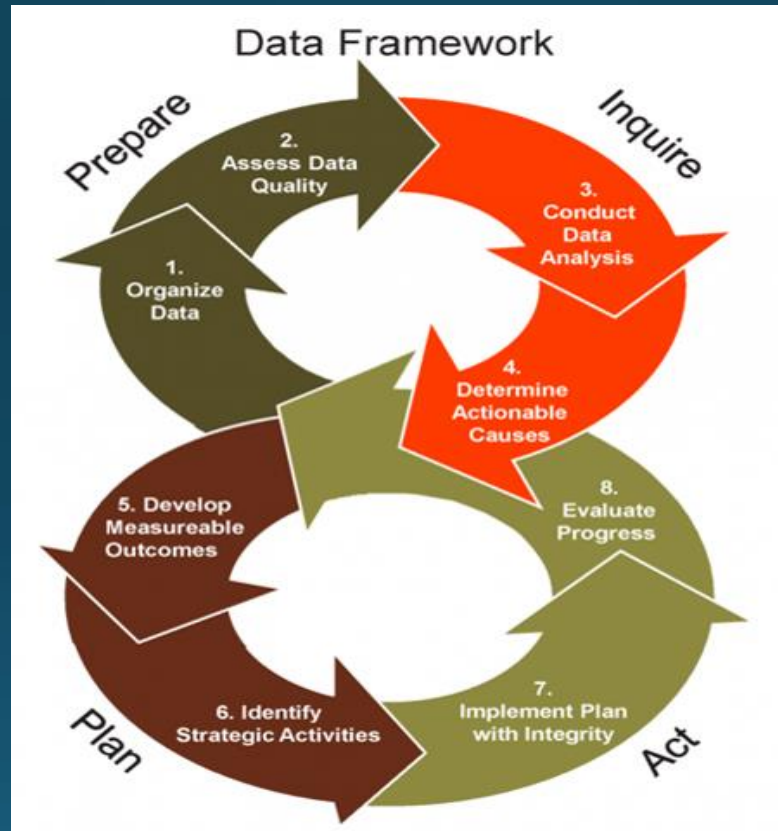


Arizona Department of Education (ADE)

- Annual monitoring compliance of IEP's and special education programs
- Examining Data to Improve Student Achievement (EDISA) at Donaldson
- Professional Development



EDISA Data Framework



Student Services Continuous Improvement Plan (CIP)

PROVIDE INSTRUCTION FOR LEARNERS WITH SPECIAL NEEDS IN THE LEAST RESTRICTIVE ENVIRONMENT

Goal 1: Expand and support program offerings.

Goal 2: Develop support services that promote student success.

TRAIN HIGHLY SKILLED AND QUALIFIED STAFF

Goal 1: Recruit and retain highly qualified and appropriately certified professional staff.

Goal 2: Develop the skill levels of staff.



CIP cont.

ENSURE FEDERAL, STATE AND DISTRICT COMPLIANCE

Goal 1: Align school-based practices with requirements of Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Goal 2: Monitor systems in place to record and report compliance with federal and state laws and regulations.



It is about all of our students!



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