Special Education

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Individuals with Disabilities Education Act 2004

...a federal law that requires schools to service the educational needs of eligible students with disabilities.

- All children with disabilities have available to them a free appropriate public education (FAPE)
- Each student receives specially designed instruction to meet individual needs
- Prepare for further education, employment and independent living
- Ensure that the rights of children with disabilities and parents of such children are protected

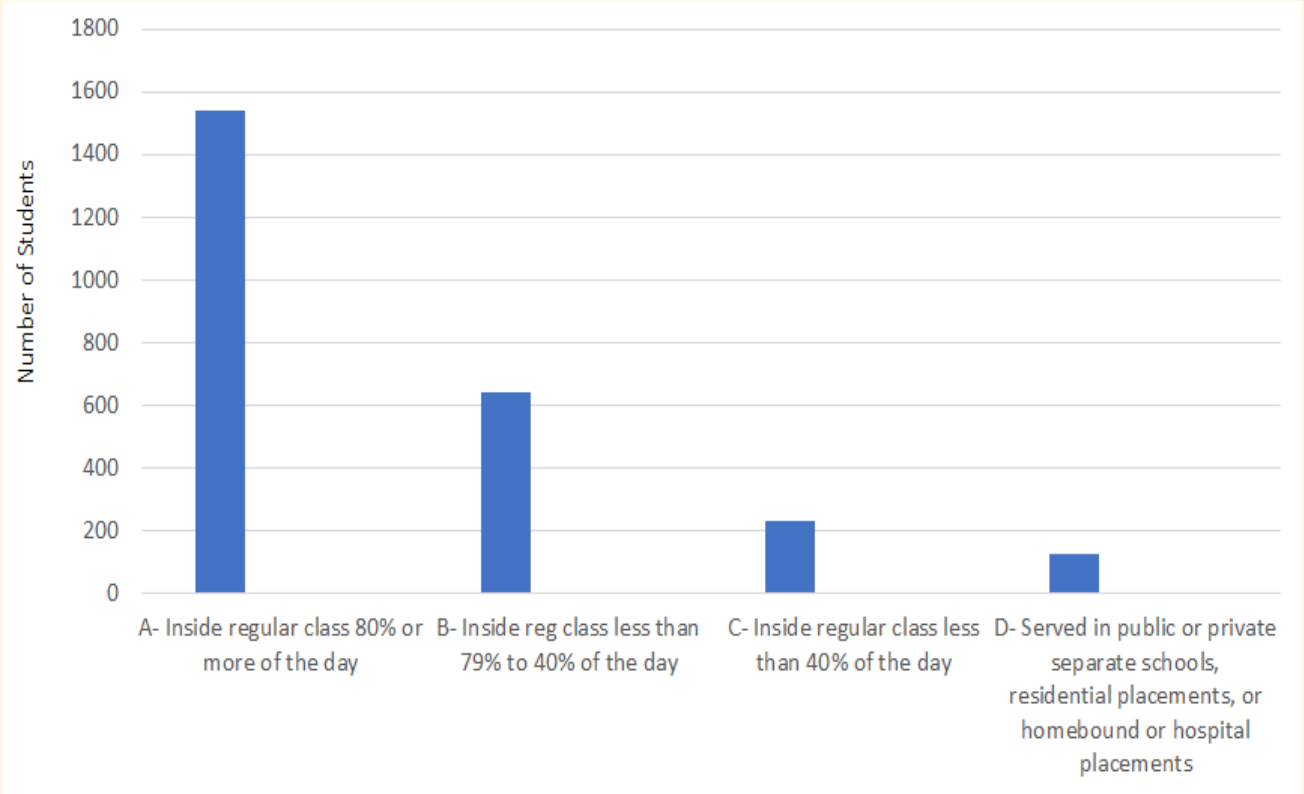
AMPHITHEATER
Public Schools

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.

Eligibility to Receive Special Education Services

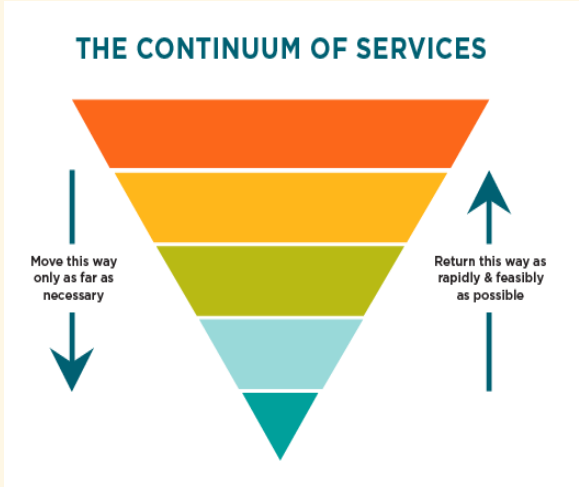
- Specific Learning Disability
- Developmental Delay
- Preschool Severe Delay
- Autism
- Emotional Disability
- Intellectual Disability
- Other Health Impairment
- Hearing Impairment
- Multiple Disabilities
- Orthopedic Impairment
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Special Education Data



How Do We Provide FAPE?

Through the continuum of services!



Examples of services available at all schools are:

- Inclusive, resource academic and social/emotional supports
- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Vision and Auditory Accommodations and Modifications

Programs

Specialized programs support students that do not consistently show growth through the specially designed instruction at their homeschool.

Examples of specialized programs located at certain sites are:

- Behavior Support Programs (G.R.O.W & EDP)
- Cross Categorical Programming
- Rillito Center

Additional Services

Homebound – Up to 4 hours of instruction time weekly.

Services to Private School – Schools in the boundaries of the private school provide services.

Extended School Year – Provided at Rillito Center every summer for students who meet the criteria.

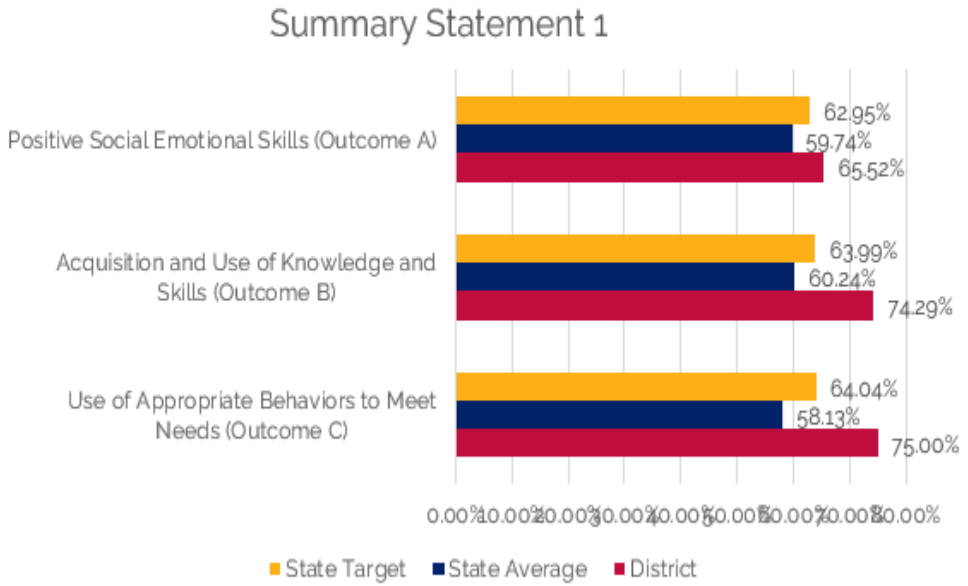
Preschool Data

SUMMARY STATEMENT 1

Summary Statement 1-Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Percent of children who changed growth trajectories.

Percent of the children who entered the program below age expectations made greater than expected gains, made substantial increases in their rates of growth i.e. changed their growth trajectories.

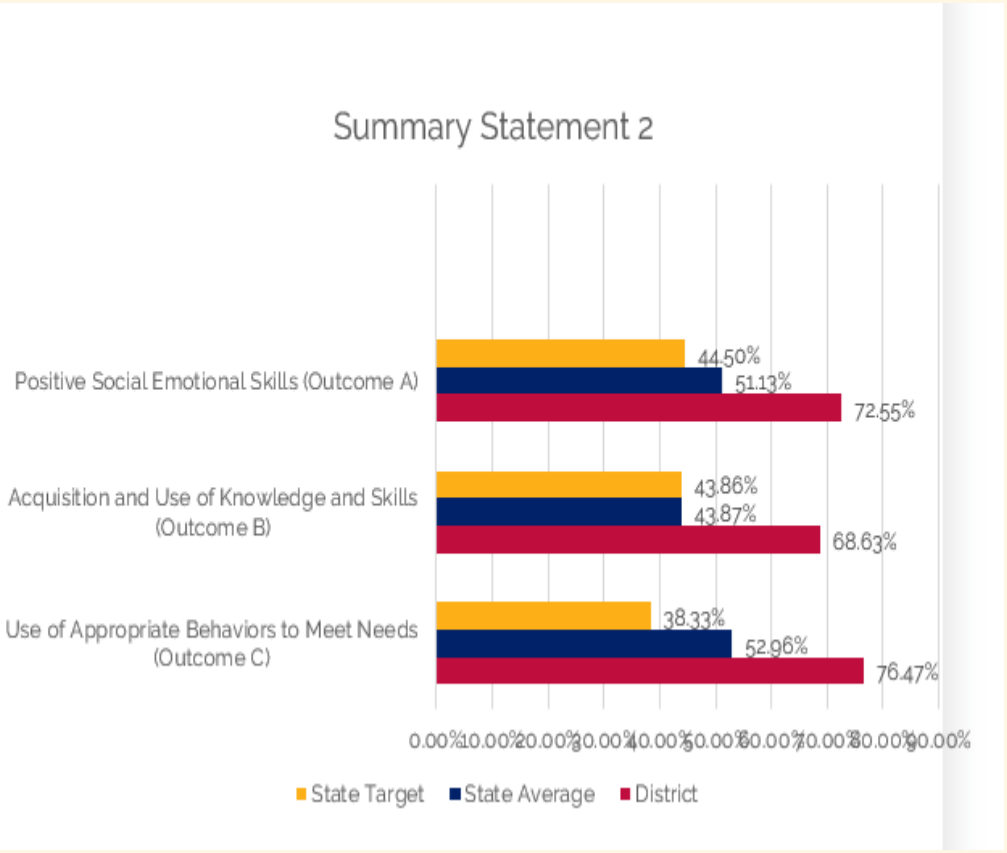


Preschool Data

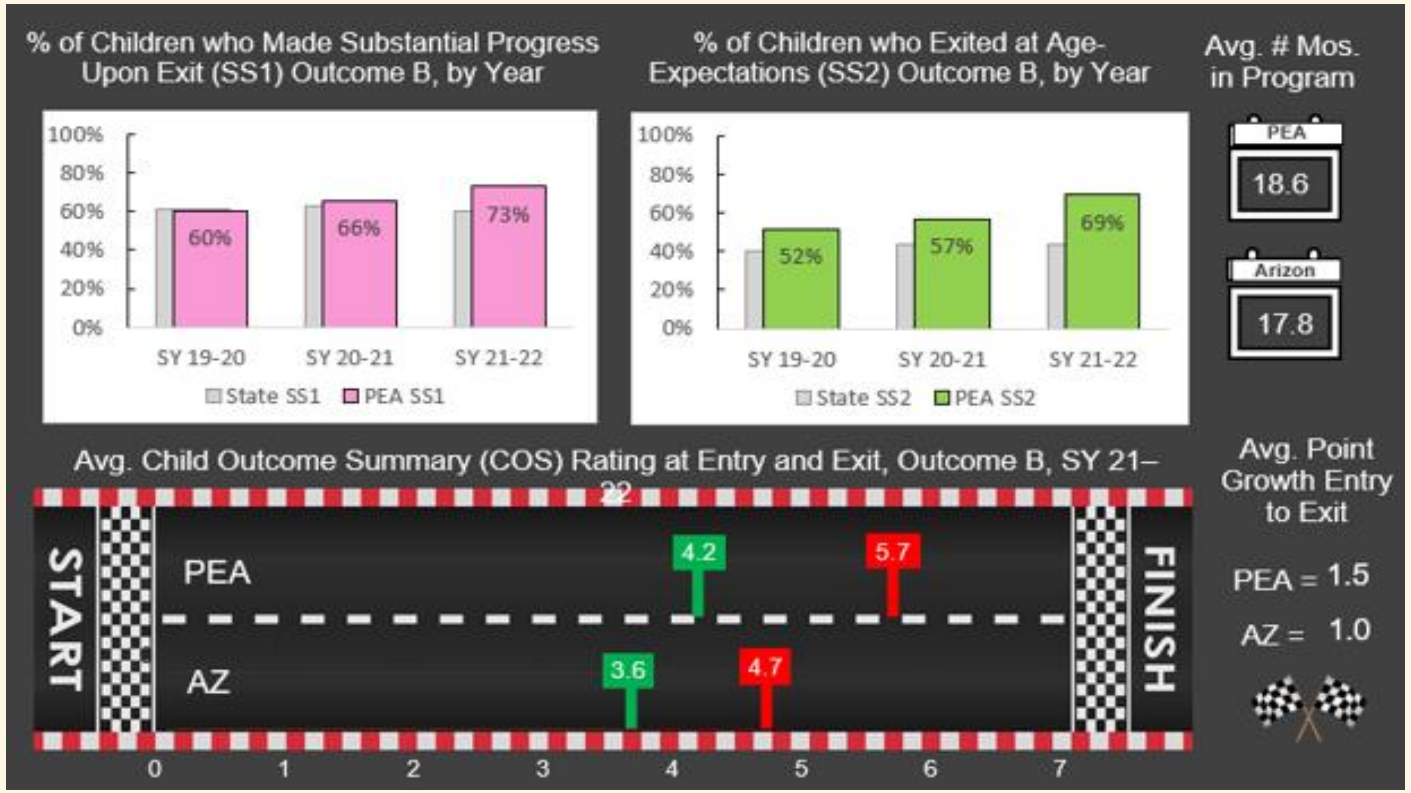
SUMMARY STATEMENT 2

Summary Statement 2-The percent of children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program.

Percent of children functioning like same aged peers when they left the program. Includes those who started behind and caught up and entered and exited at age level.



Preschool Data



Preschool Data

INDICATOR 6: DISTRICT LRE DATA

Definitions

Regular Early Childhood Program: more that 50% of children non-disabled

Separate Program: Majority of children have a disability

Services Only: child is not in an LEA program or any other EC program but receives a service from the school district.

Data

LEA	State
0.00%	30.6%
100%	60.5%
0.00%	4.6%

Preschool

Transformative changes:

Increase of preschool programming and services for students with special needs

Addition of inclusive opportunities for students

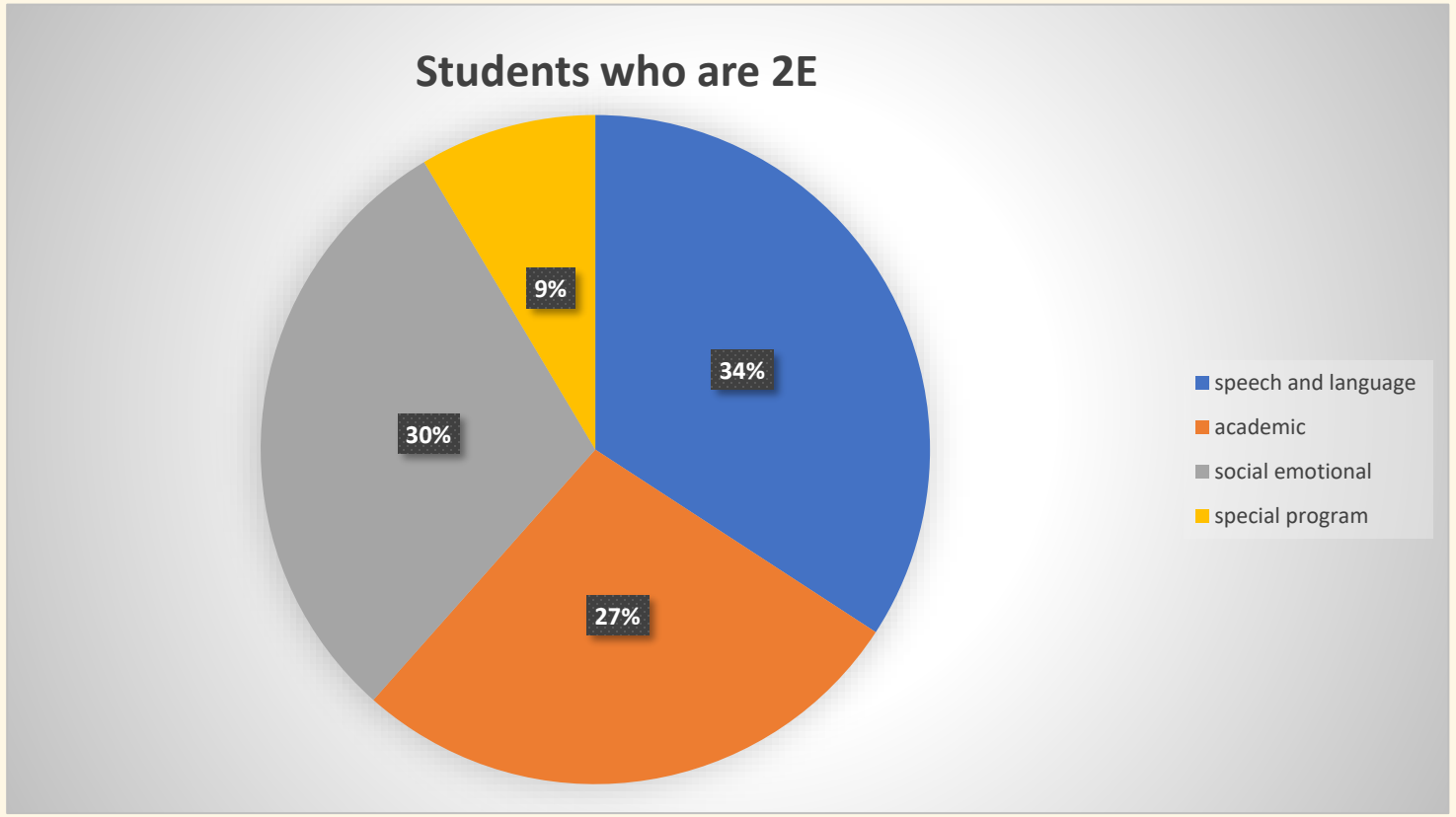
Licensing

Collaboration and Communication with Imagine Preschool, Inclusive Preschool and Child Find

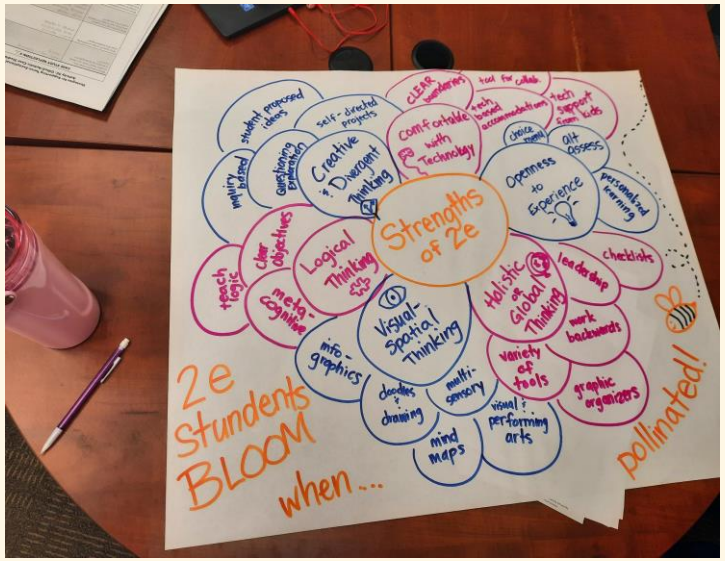
Additional Professional Development

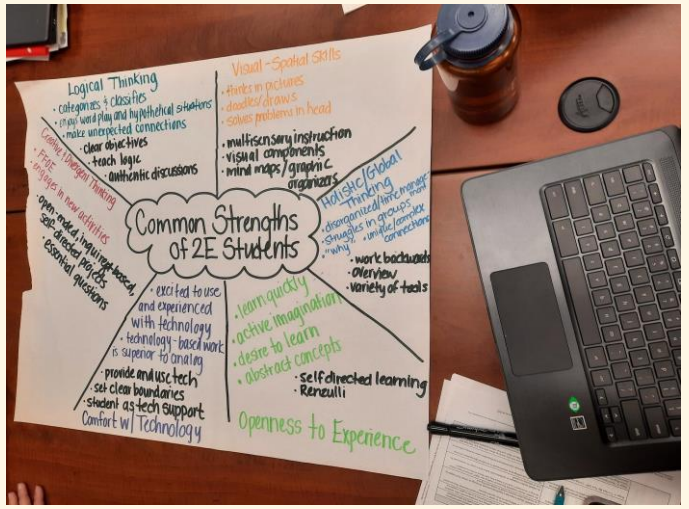
Streamline systems to serve students and families

Twice Exceptional (2E) Data



Twice Exceptional





It is about all of our students!

Scholarship
Communication
Caring
Citizenship
Problem Solving
Creative Thinking
Collaboration
Critical Thinking
Amphitheater Public Schools
PORTRAIT OF A GRADUATE

Thank you! What questions do you have?