

# Back 2 Basics

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An Introduction to the Virginia Department of Education's  
Back 2 Basics Training Program

# Barriers to FAPE

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- The goal of the Office of Special Education and Student Services is to provide children with disabilities with the knowledge and skills they need to live, learn, work and participate in communities of their choice with the maximum amount of independence as possible.
- In order to do this we must, baseline, identify barriers to a free appropriate public education (FAPE).

# Review of Data

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- John Eisenberg, the Assistant Superintendent of Special Education and Student Services, reported in his 2017 State of the State address at the spring 2017 VCASE conference that the following indicators were not met:
- Graduation
- English/Reading proficiency (3c)
- LRE-Regular class 80% or more (5a)
- LRE-Separate facility (5c)
- Preschool LRE-Regular program(6a)

# Review of Data

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- Preschool LRE-Separate program (6b)
- Preschool outcomes (7b)
- Disproportionality (4, 10) discrepancy by race and disability categories
- Eligibility timelines (11)
- Part C to Part B transition (12)
- Secondary IEP goals and transition (13)

# Compliance Training is Needed

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- Thus our division identified that there was slippage in special education compliance and training was needed.
- In addition, a small work group determined that a general understanding of basic special education rules would be beneficial to private providers, parents, and our partner agencies.

# Barriers Identified by Work Group

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- Gaps in education
  - For children in foster care whom may be moving out of their school zone, a Best Interest Determination is needed. The BID determines whether the student should move to another school or if it is in their best interest to stay at the remaining school. A BID must be done within 3 days.
  - It is best to have the BID meeting as promptly as possible to avoid a gap in where the student should be going to school. Please be advised that the student is to stay at the current school until the BID is completed.

# Barriers Identified by Work Group

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- Identify point of contacts
  - Build relationships with the school division foster care liaison so you know who you are contacting, if they are not available, be sure that there is a designee present.
  - For students who are in special education, reach out to the special education director, if necessary, to facilitate forward movement in convening an IEP team meeting. Once a foster student is placed in a foster home, the school division where the foster home is located immediately becomes responsible for FAPE irrespective of school enrollment.

# Barriers Identified by Work Group

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- Private Day/Residential Placements
  - The LEA's responsibility to identify a placement is not contingent upon CSA's approval of the funding. Clearly communicate start dates for students in private days to avoid lag services. If need be, put homebased services in the IEP pending a start date for private day school.
  - Plan for discharge so students are not in the most restrictive environment longer than necessary.
- Another barrier to enrollment is lack of information regarding a student's schedule, therefore have transcripts ready. Know who to contact at the school division to get transcript information.

# School Division Feedback

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- A Back 2 Basics questionnaire was issued to all of the special education directors, with the request that they further distribute the survey to special education administrators and teachers in their divisions. Below are the survey results:
- We received the majority of the survey responses from special education lead teachers (44%).
- Virginia has about 134 school divisions.

# Who We Surveyed

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<b>Local Special Education Administrators</b>	<b>106 responded, which was 27% of the responses</b>
<b>Local Special Education Directors</b>	<b>88 responded, which was 23% of the responses</b>
<b>VDOE specialists/coordinators</b>	<b>21 responded, which was 5% of the responses</b>
<b>VDOE directors</b>	<b>4 responded, which was 1 % of the responses</b>

# Training Topics Requested

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- We asked survey participants to suggest 3 topics for the Back 2 Basics compliance training.
- The top 10 most requested trainings were:
  - Developing IEP Goals; behavioral, annual, and standards based.
  - Progress monitoring
  - Transition: This includes transition goals, assisting students with decision making, connecting students with resources, and connecting the transition plan with the rest of the IEP

# Training Topics Requested

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- Writing a Present Level of Performance
- Collecting, analyzing, and applying data
- Conducting IEP and eligibility meetings including building relationships with parents and handling contentious meetings
- General training on drafting an IEP
- Effective co-teaching, inclusion, and planning with general education teachers
- FBAs/BIPs
- Least Restrictive Environment

# Training on IEP Development and Tracking

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- We asked survey participants about how much training new and provisionally licensed special education teachers receive on the following topics:
- **IEP Development and Tracking**

<8 hours	53%
8-16 hours	28%
16-24 hours	9%
24<	10%

# Training on Regulations

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- Special Education Regulations

<8 hours	68%
8-16 hours	21%
16-24 hours	7%
24<	4%

# VDOE Training Techniques

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- The target audience for our VDOE trainings has been:

Special Education administrators	47%
Experienced special education teachers (3-5 years of experience)	27%
Seasoned special education teachers (+ 5 years of experience and lead teachers)	20%
Beginning teachers	7%

# Preferred Method of Training

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- Survey participants expressed that they prefer regional trainings as indicated below:

<b>Regional trainings</b>	<b>36%</b>
<b>T-TAC trainings</b>	<b>23%</b>
<b>Online modules</b>	<b>18%</b>
<b>Online videos</b>	<b>9%</b>
<b>Large conferences</b>	<b>6%</b>
<b>Teleconferences</b>	<b>2%</b>

# Top 10 Skills to Develop

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- Based on the survey requests and the information collected, the initial training topics will include:
- General training on special education regulations including the parts of the IEP and FAPE; include information for the PWN
- How to write a PLOP
- How to develop measurable and achievable IEP goals and objectives and drafting Standards based IEPs

# Top 10 skills

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- Understanding eligibility and creating compliant practices and procedures
- How to write transition goals and plans in IEPs
- How to write and implement a Behavior Intervention Plan
- Least restrictive environment
- How to conduct IEP and eligibility meetings
- Collecting and analyzing data to draft IEPs and substantiate student needs

# Getting Started

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- The Back 2 Basics training program will include modules on topics identified above
- A quiz at the end to assess your understanding
- Guiding questions to be used as discussion tools and/or handouts
- Guidance on how to conduct IEP meetings

# Introduction to Special education

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## **Back 2 Basics**

**What is Special Education?  
2018**



VIRGINIA DEPARTMENT OF EDUCATION

# Quiz

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Back to Basics Introduction to Special Education Quiz

# Office of Dispute Resolution and Administrative Services

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**Patricia V. Haymes, J.D., Director**

(804) 225-2013 Toll free: (800) 292-3820

Toll Free TDD: (800) 422-1098 Fax (804) 786-8520

<http://www.doe.virginia.gov/VDOE/dueproc/>