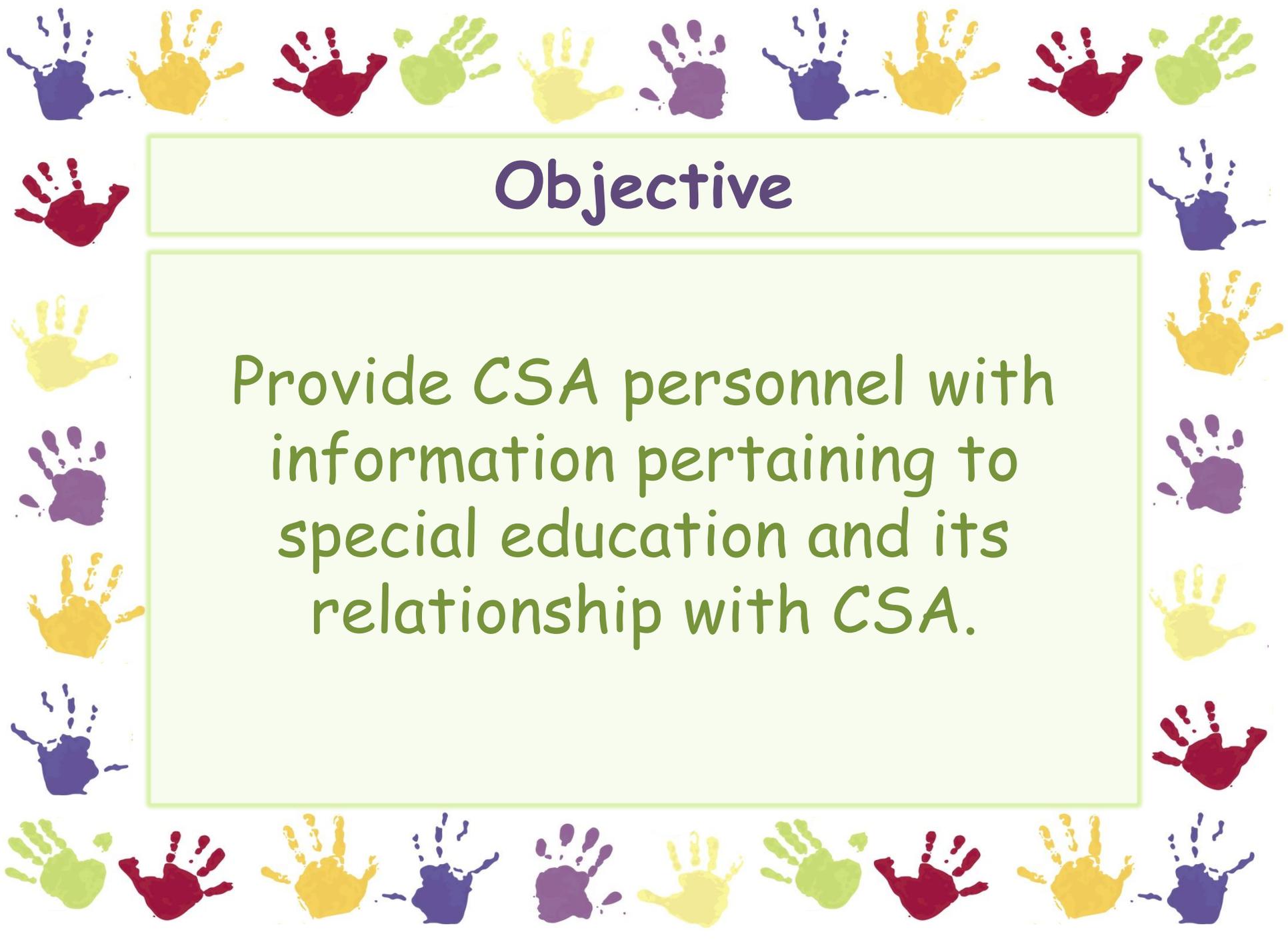




What CSA Personnel Need to Know About Special Education

March 9, 2016

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Objective

Provide *CSA* personnel with information pertaining to special education and its relationship with *CSA*.

Pretest

Let's see what you already know
about Special Education...





Federal and State Regulations

- Individuals with Disabilities Education Improvement Act (IDEA)
- Regulations Governing Special Education Programs for Children with Disabilities in Virginia, January 25, 2010 (Virginia Regulations)



What is Special Education?

- Specially designed instruction,
- No cost to the parent,
- Meets the unique needs of a child with a disability in all settings (classroom, home, hospitals, institutions, etc.)

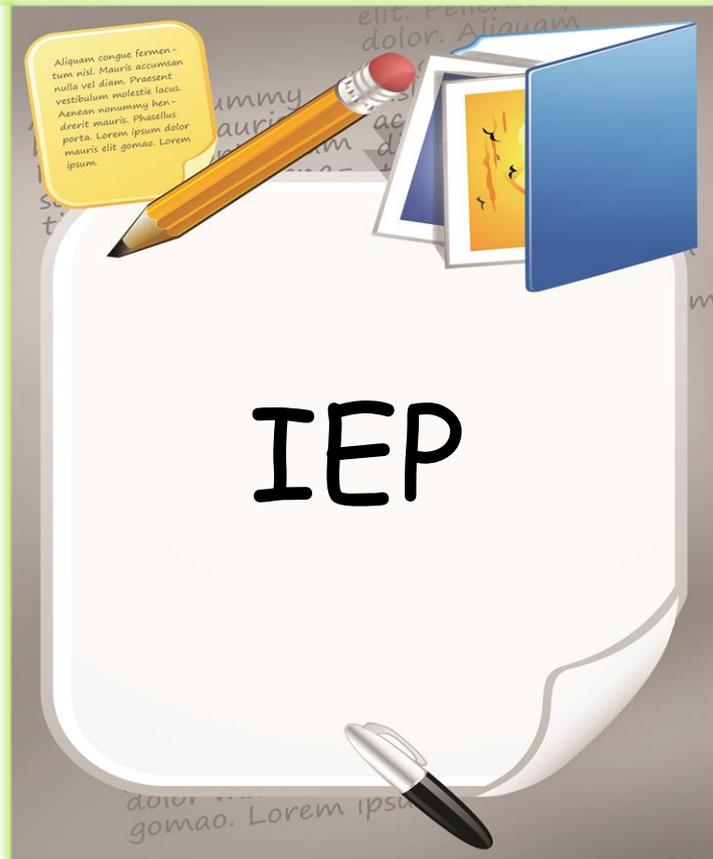
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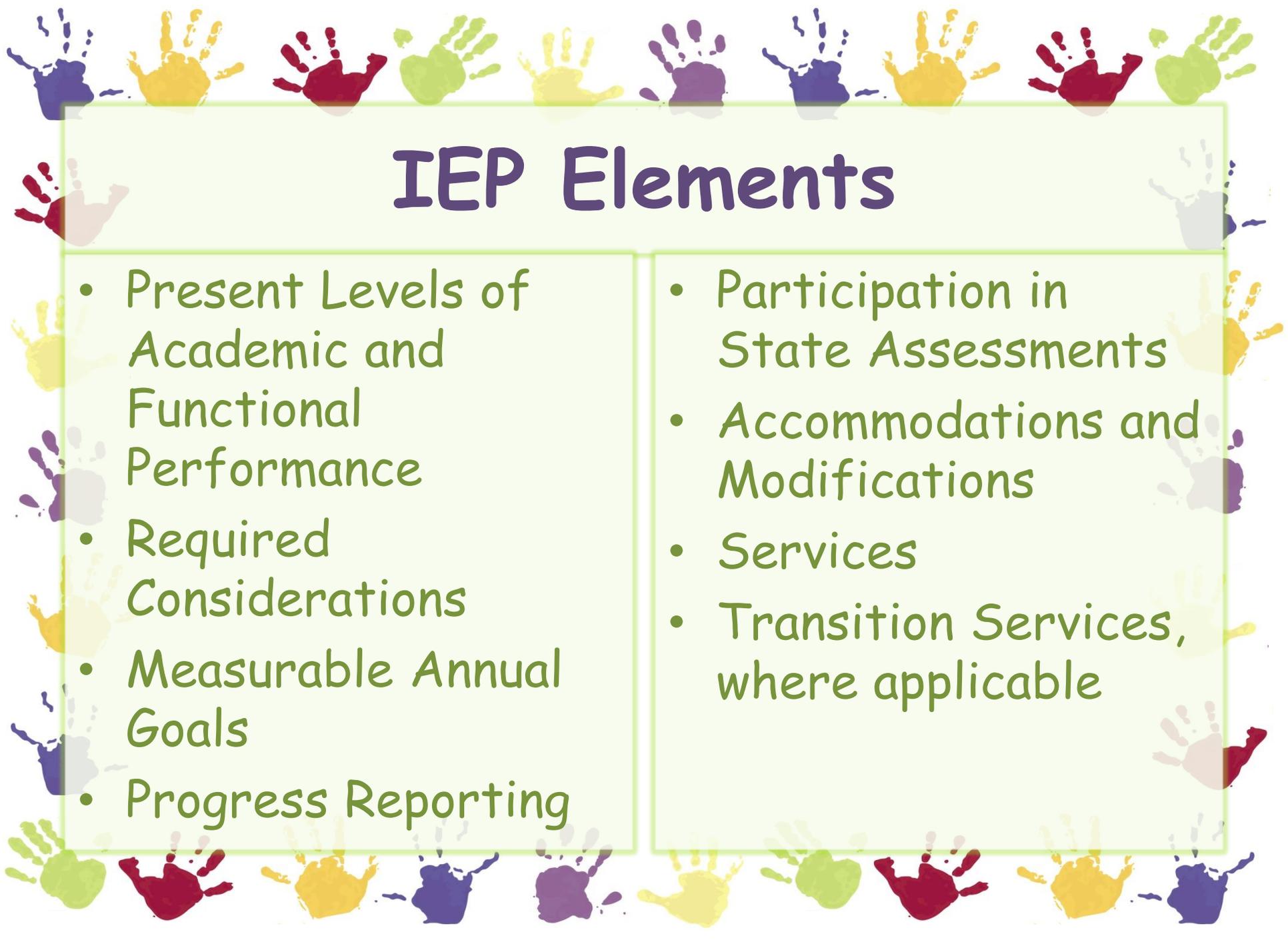
Key Components of Special Education

- IEP - Individualized Education Program
- LRE - Least Restrictive Environment
- FAPE - Free Appropriate Public Education

IEP

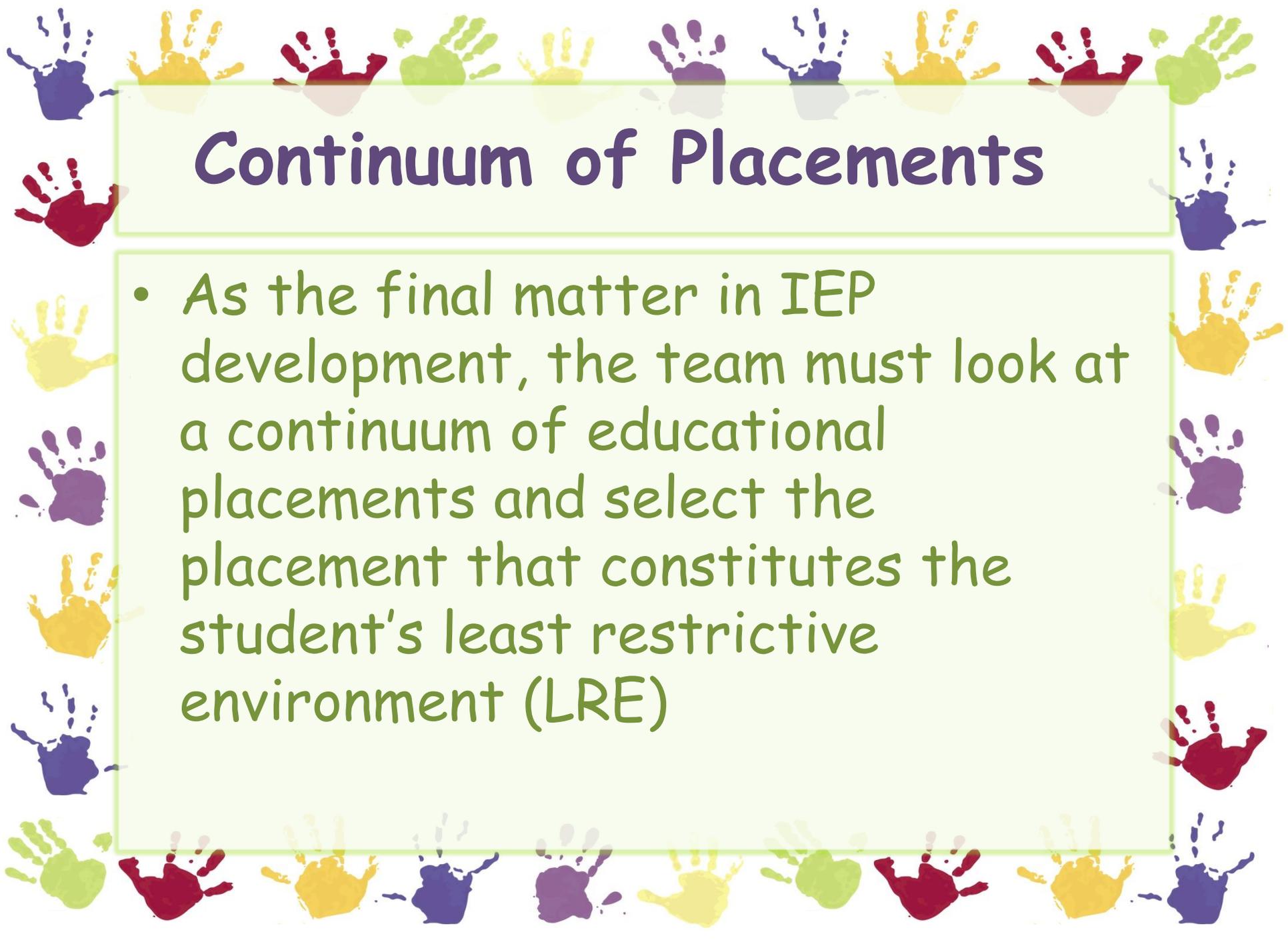
- Written statement for a child with a disability
- Developed, reviewed, revised in a team meeting
- Specifies needs
- Specifies special ed and related services
- Requires parent consent





IEP Elements

- Present Levels of Academic and Functional Performance
 - Required Considerations
 - Measurable Annual Goals
 - Progress Reporting
- Participation in State Assessments
 - Accommodations and Modifications
 - Services
 - Transition Services, where applicable



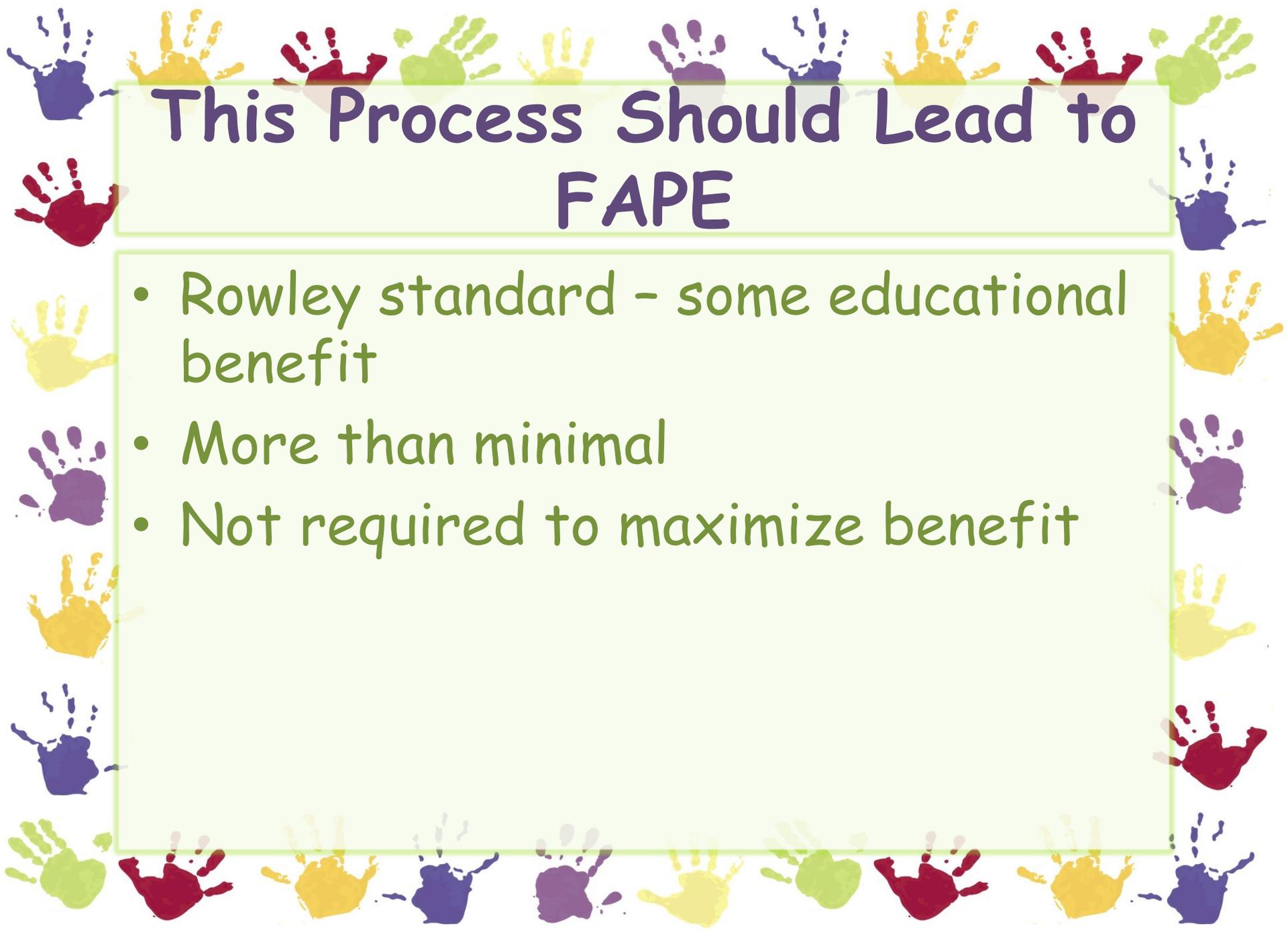
Continuum of Placements

- As the final matter in IEP development, the team must look at a continuum of educational placements and select the placement that constitutes the student's least restrictive environment (LRE)

LRE

- Removed only from public school when nature or severity of disability cannot be achieved satisfactorily in public school.



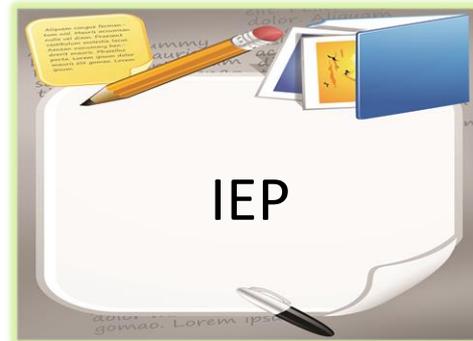
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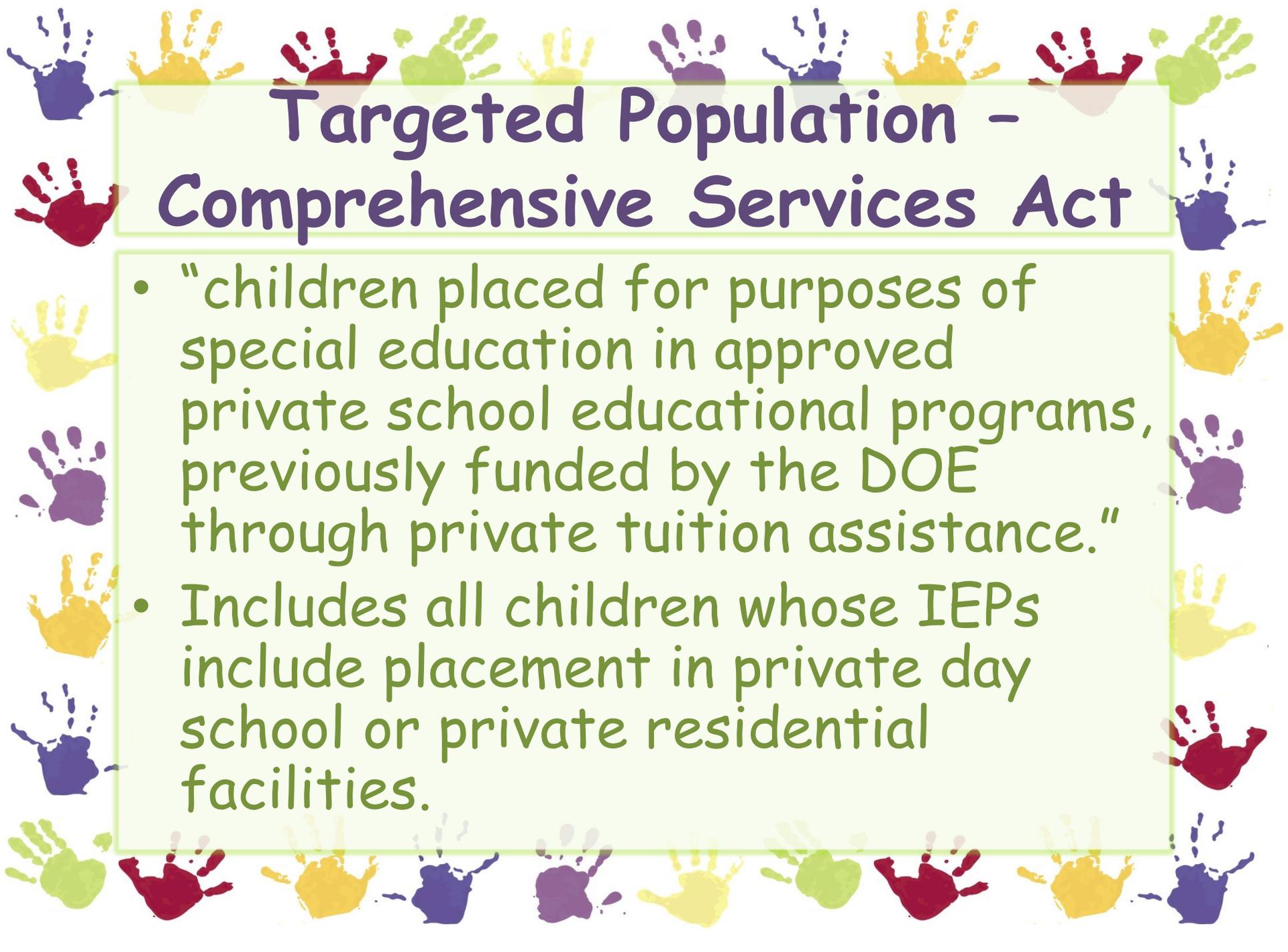
This Process Should Lead to FAPE

- Rowley standard - some educational benefit
- More than minimal
- Not required to maximize benefit

FAPE

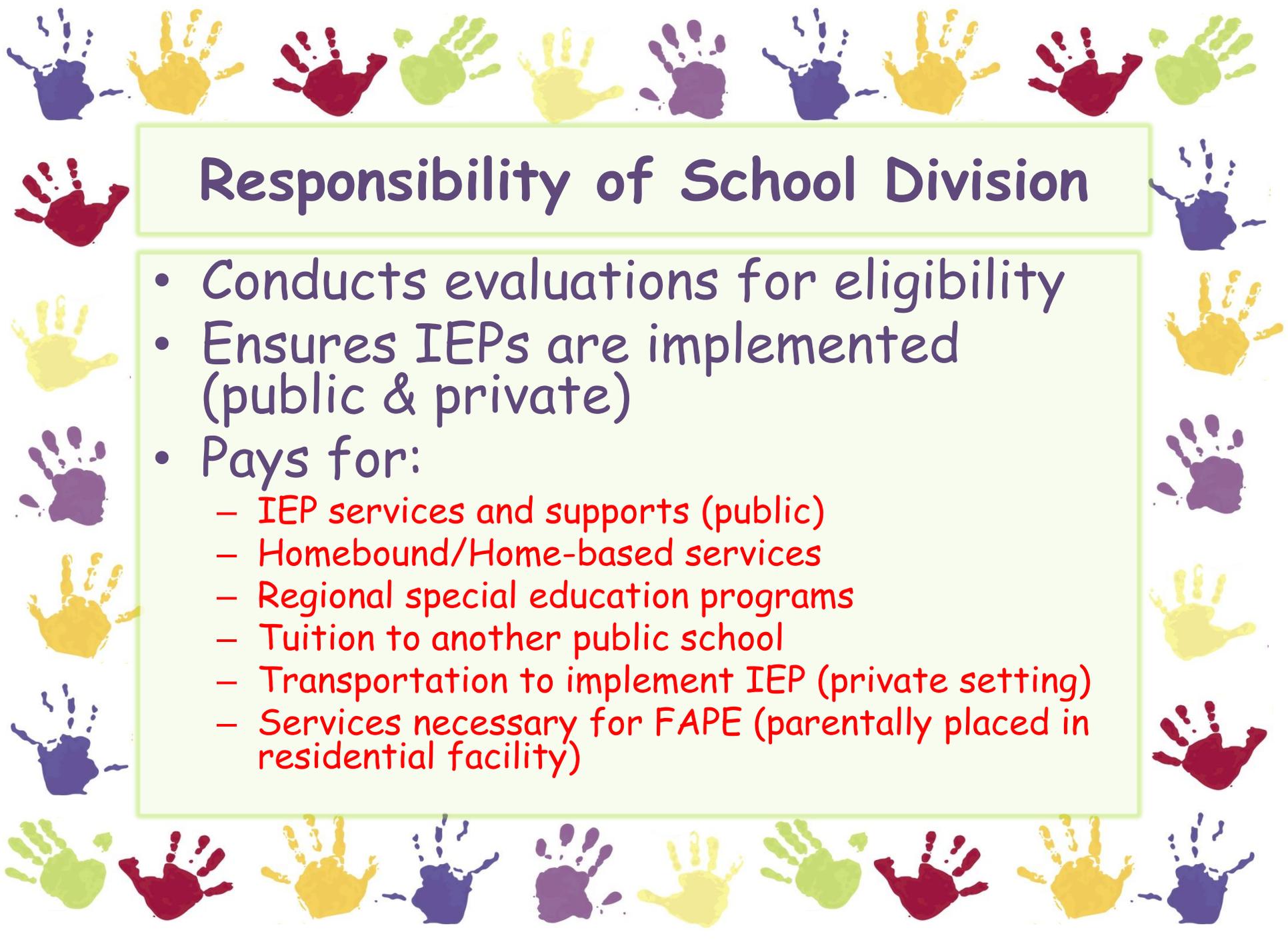
- Provided at public expense, public supervision and direction, without cost to parent;
- Meets the standards of the Virginia Board of Education;
- Appropriate preschool, elementary, middle or secondary school
- Provided in conformity with an IEP





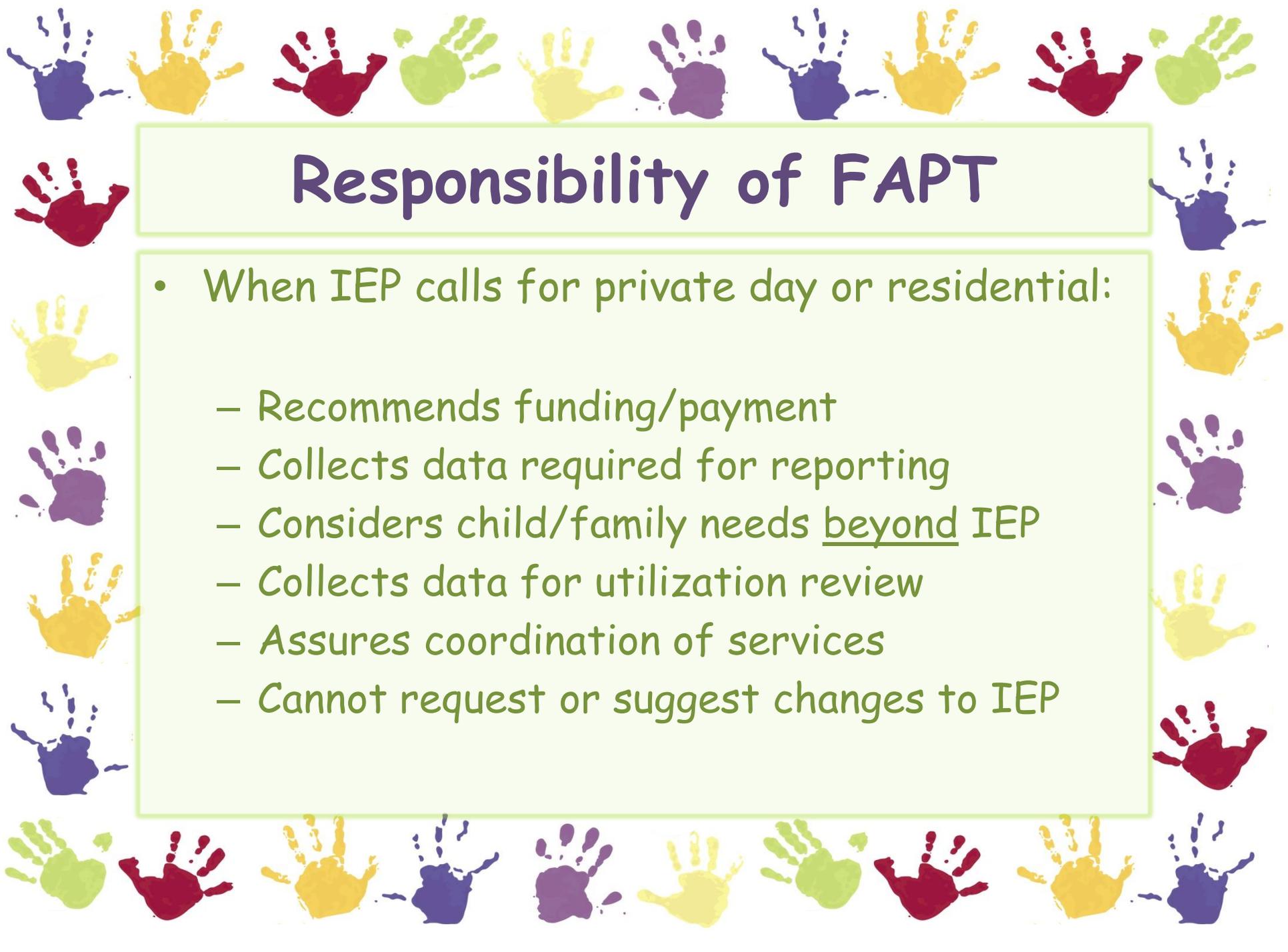
Targeted Population - Comprehensive Services Act

- "children placed for purposes of special education in approved private school educational programs, previously funded by the DOE through private tuition assistance."
- Includes all children whose IEPs include placement in private day school or private residential facilities.



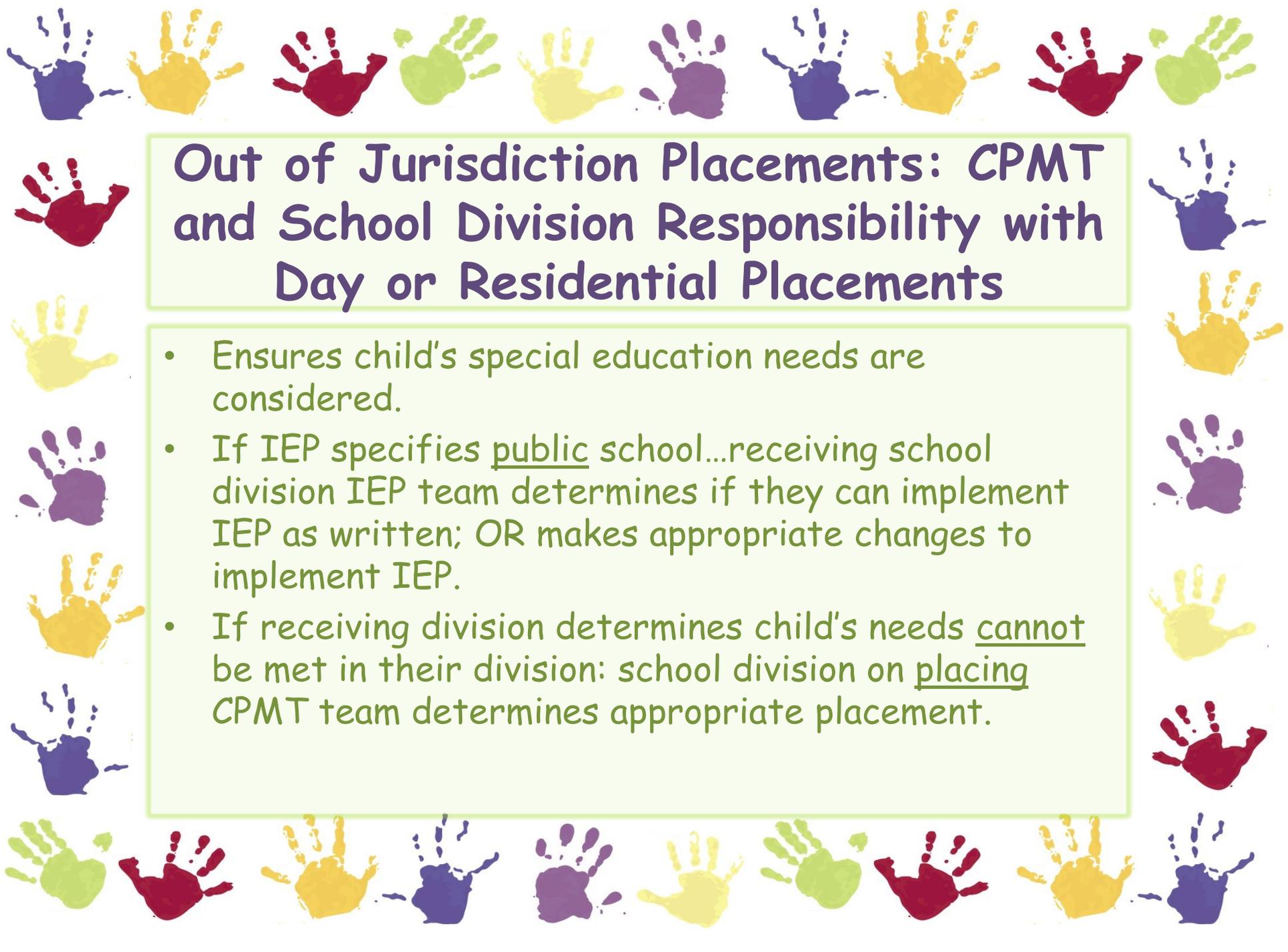
Responsibility of School Division

- Conducts evaluations for eligibility
- Ensures IEPs are implemented (public & private)
- Pays for:
 - IEP services and supports (public)
 - Homebound/Home-based services
 - Regional special education programs
 - Tuition to another public school
 - Transportation to implement IEP (private setting)
 - Services necessary for FAPE (parentally placed in residential facility)



Responsibility of FAPT

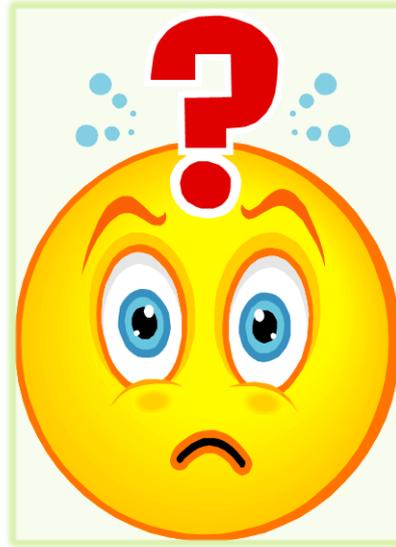
- When IEP calls for private day or residential:
 - Recommends funding/payment
 - Collects data required for reporting
 - Considers child/family needs beyond IEP
 - Collects data for utilization review
 - Assures coordination of services
 - Cannot request or suggest changes to IEP



Out of Jurisdiction Placements: CPMT and School Division Responsibility with Day or Residential Placements

- Ensures child's special education needs are considered.
- If IEP specifies public school...receiving school division IEP team determines if they can implement IEP as written; OR makes appropriate changes to implement IEP.
- If receiving division determines child's needs cannot be met in their division: school division on placing CPMT team determines appropriate placement.

QUESTIONS





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