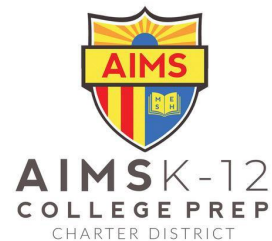


# Understanding Special Education at AIMS

August 2023

Deborah Woods



# Overview of Special Education Students

THIS YEAR

August 2023	IEPs	504	SST Review
AIPCS II	25	3	4
Middle	13	11	6
High	15	8	2
<b>TOTALS</b>	53	22	12

LAST YEAR

Sept 2022	IEPs	504	SST Review
AIPCS II	21	5	1
Middle	17	5	2
High	17	6	2
<b>TOTALS</b>	55	16	5

*COMPARED  
TO*

# Performance on State Testing

<b>Students w/ Disabilities</b>	<b>ELA Proficient</b>	<b>Math Proficient</b>	<b>General Ed</b>	<b>ELA Proficient</b>	<b>Math Proficient</b>
<b>AIPCS II</b>	33%	46%	<b>AIPCS II</b>	60.33%	58.83
<b>Middle</b>	14%	0%	<b>Middle</b>	38%	41.66%
<b>High</b>	0%	0%	<b>High</b>	66%	58%

# Professional Development at Boot Camp

**Topic: Implementation of the IEP**

Presented by SpEd Consultant Alison Rose

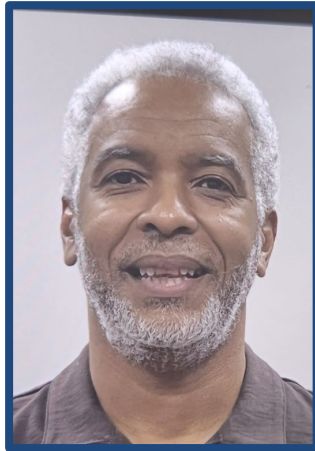
**Content Covered:**

- \*Review of the IEP at a Glance format**
- \*Curricular Adaptations**

# Introducing: Special Education Staff



**Ms. Jill Gregerson**  
K7 Education Specialist



**Mr. Jack Stanley Correia**  
Psychologist



**Mrs. Natasha Kennard**  
K12 Social Emotional Counselor



**Ms. Shannon Perez**  
Speech and Language  
Pathologist



**Ms. Julia Li**  
Special Education Compliance  
Manager



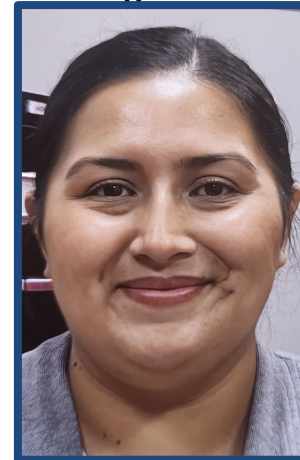
**Ms. Tanya Nelson**  
7-12 Education Specialist



**Ms. Taylor Noel**  
Special Education IA



**Mr. Anthony Castellano**  
K12 Social Emotional Counselor



**Ms. Cecelia Moreno**  
Speech IA



**Ms. Deborah Woods**  
Director of Special Education

# Individualized Education Plans (IEPs)

## What is an IEP?

A written document describing the educational program designed to meet a student with disabilities' unique needs that is developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year.

### IEP Process

#### 15 Days

##### Referral

- o By parents, guardians, teachers, doctors, agencies, or others who are familiar with the child

##### Problem Solving Team

- o Respond to reason for referral
- o Document response to pre-referral intervention
- o Continue intervention; If appropriate, refer to multi-disciplinary team member for next steps

#### 15 Days Minimum

##### Informed Consent

- o Meet or Call Parent to explain:
- o Notice of Parent Guardian Rights and Procedural Safeguards
- o Prior Written Notice (PWN) & proposed assessment plan

##### Assessment Plan

- o Describe reason for assessment
- o Identify areas to be assessed
- o Check type of tests or procedures to be used
- o Obtain parent guardian permission to assess
- o Note who will conduct assessments

#### 60 Days

##### Receipt of Parent Guardian Consent

- o Assessment begins when parent guardian permission is received

##### Multidisciplinary Assessment Begins

- o Assess in all areas of suspected disability, such as:
  - Academic or Pre-Academic Achievement
  - Social, Emotional, and/or Adaptive Behavior
  - Psychomotor Development ▪ Communication Development
  - Vision/Hearing
  - Intellectual Development
  - Vocational/Career Development
  - Other (e.g., audiological, health, independent evaluation, etc.)

##### IEP Team Meeting

- o Provide Notice of Meeting
- o Provide Notice of Parent Guardian Rights and Procedural Safeguards
- o Discuss present levels of performance
- o Determine eligibility for special education services
- o Identify impact of disability on educational performance



# Supporting Inclusion to the Fullest Extent Possible.

## Ability Awareness Campaign



**District:** Monthly newsletters to include information about different disabilities.

**Staff:** Professional Learning Community trainings and simulation activities.

**Students:** Grade Level assemblies and activities to promote acceptance.

# Questions or Clarifications?



**THANK YOU!**