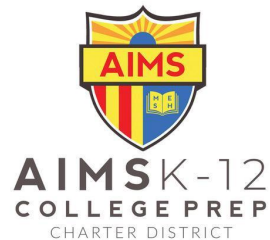


Understanding Special Education at AIMS

September 2023

Deborah Woods



Overview of Special Education Students

THIS YEAR

Sept 2023	IEPs	504	SST Review
AIPCS II	23	1	2
Middle	13	9	4
High	17	7	1
TOTALS	53	17	7

*COMPARED
TO*

LAST YEAR

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

Demographics

Students w/ Disabilities	ES	MS	HS
Autism	7	1	0
Speech (SLI)	9	3	1
Specific Learning Disability (SLD)	4	7	8
Intellectual Disability (ID)	1	0	0
Emotional Disturbance (ED)	0	1	3
Other Health Impairment (OHI)	1	0	3
Hard of Hearing		1	0
Concomitant Disabilities	7 (SLI:6)	5 (SDL-2, SLI-3)	3 (OHI)
To Be Determined (TBD)	1		2
TOTAL STUDENTS	23	13	17

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.

Successes



**New room
increasing service
delivery options.**



**Visual supports
offered increasing
time on task.**



**New IEP Team
increasing student
participation!**

Macbeth Act 3 Quiz Name, Period, Date _____

1. When Act 3 begins, ___ is king of Scotland.

A. Duncan
B. Malcolm
C. Macduff
D. Macbeth
E. Donalbain

2. Macbeth convinces the two murderers to _____ quo by telling them that _____.
A. he will kill them if they don't do it
_____ previously harmed them

10/10

Questions or Clarifications?

THANK YOU!