



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 9/30/2020

School/Department: Strategic Planning & Support Services

Action Step #

Action Step 3.1 - Individuals with Disabilities Education Act - SPSS

and Description:

(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Action Step: Increase knowledge and skills of school-based Local Educational Agency (LEA) representatives in monitoring and implementing compliance and accountability standards as related to Individuals with Disabilities Education Act (IDEA) eligibility determinations, through intensive professional development sessions and ongoing technical assistance.

Explanation of Evidence:

Evidence of Progress Monitoring: Professional development, rosters, pre/post assessment, use of shared documents, Use of RS TEAM site

Results of Action Taken:

Please see attached

Reflection:

Click or tap here to enter text.

Action Step 3.1 - Individuals with Disabilities Education Act - SPSS

1. On-going professional development is provided to our LEA's
 - a. LEA Professional Development is offered monthly.
 - b. LEA technical Assistance is provided Weekly.
 - c. Pre and post assessment data are collected at each of our monthly LEA meeting beginning 9/23/20.
 - d. RS TEAM site provides all correspondence, presentations, technical assistance, scheduling, pertinent topics for ongoing support to our LEA's

Annual LEA compliance agendas will be provided within the next few weeks. Additionally, monthly powerpoints and pre/post assessments will be uploaded.

At this time, I am uploading the one session of ESE law PD that was provided to our RS's.

Additional uploads are forth coming..

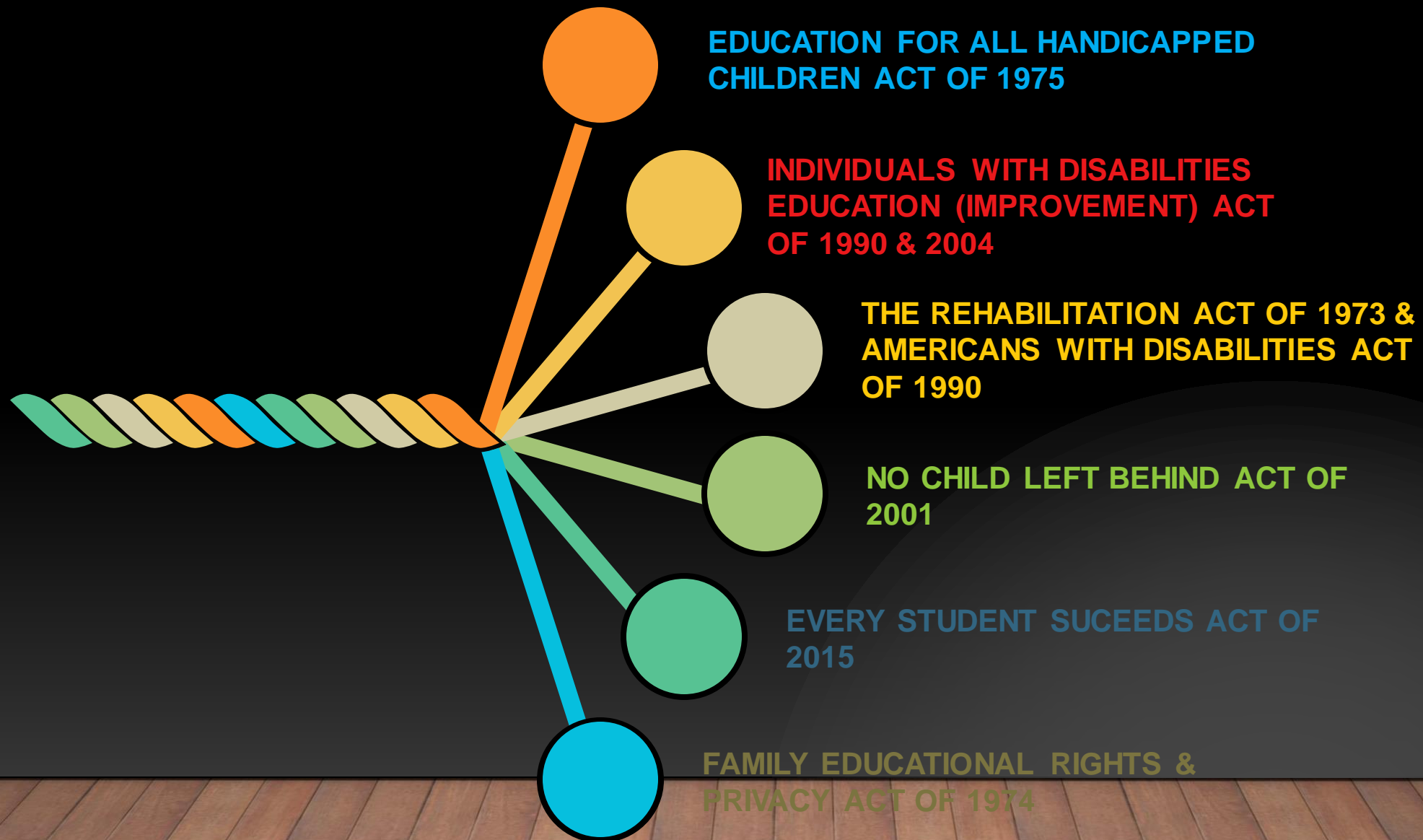
AGENDA

- Disability Law Overview
- Free and Appropriate Public Education
- Least Restrictive Environment
- Case Law
- Resources
- Q & A

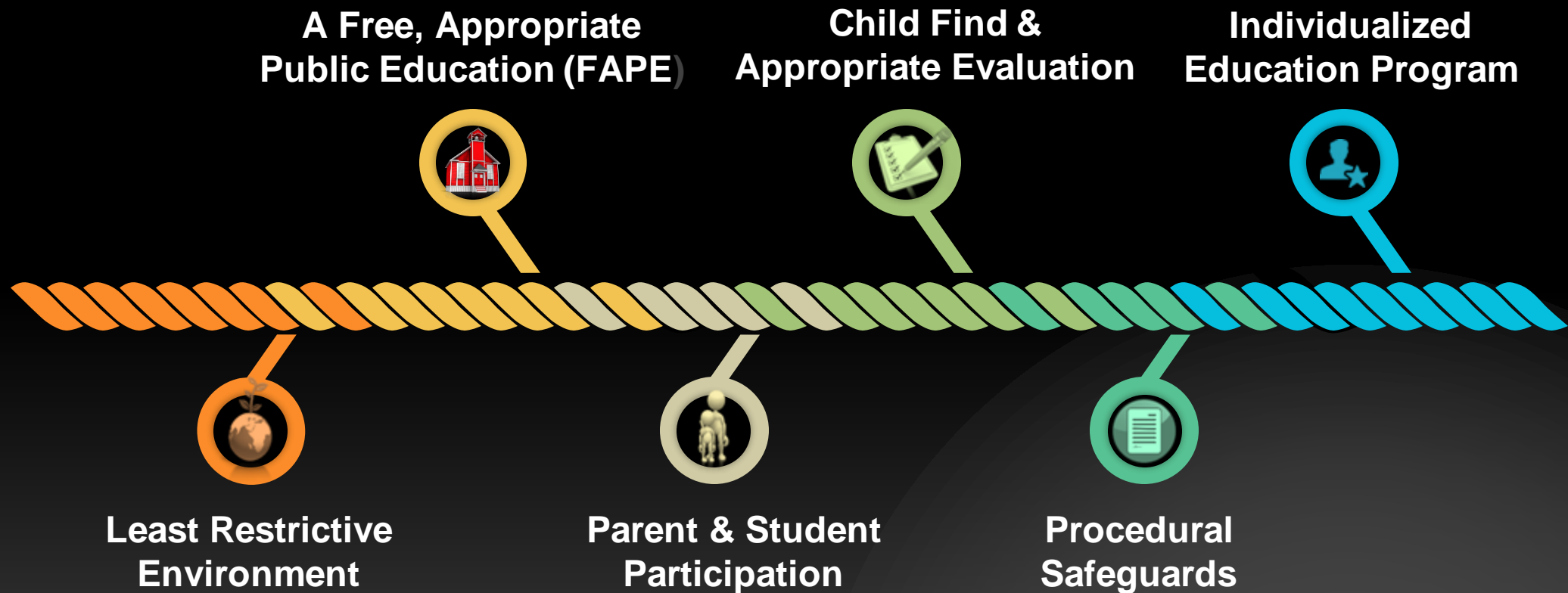
HOW SPECIAL EDUCATION LAW IMPACTS PRACTICES



KEY FEDERAL LAWS RELATED TO THE EDUCATION OF STUDENTS WITH DISABILITIES



INDIVIDUALS WITH DISABILITIES EDUCATION (IMPROVEMENT) ACT OF 1990 & 2004: MAJOR PRINCIPLES/PROVISIONS



FREE APPROPRIATE PUBLIC EDUCATION

- Services provided at no cost to family.
- Student needs clearly identified, as well as services/supports to enable progress with the general education curriculum.
 - “Appropriate” services are those which ensure **adequate** progress in the general education curriculum.
- Responsibility to educate students within a district’s boundaries.



CHILD FIND & APPROPRIATE EVALUATION



- District's must seek out and identify all eligible students with disabilities within their jurisdiction.
- Student's must receive an appropriate and non-discriminatory assessment prior to eligibility.
- Major components of appropriate, non-discriminatory assessment must include:
 - All areas of suspected disability assessed
 - Eligibility decisions made by a team
 - Students demonstrate evidence of specific criteria to be found eligible
 - Appropriately trained individuals provide the assessments
 - Assessments appropriate with regard to linguistic and cultural background, age, and suspected disability

INDIVIDUALIZED EDUCATION PROGRAM/PLAN

A student's IEP is a legal document - essentially a contract between the student's parent(s)/guardian(s) and the district

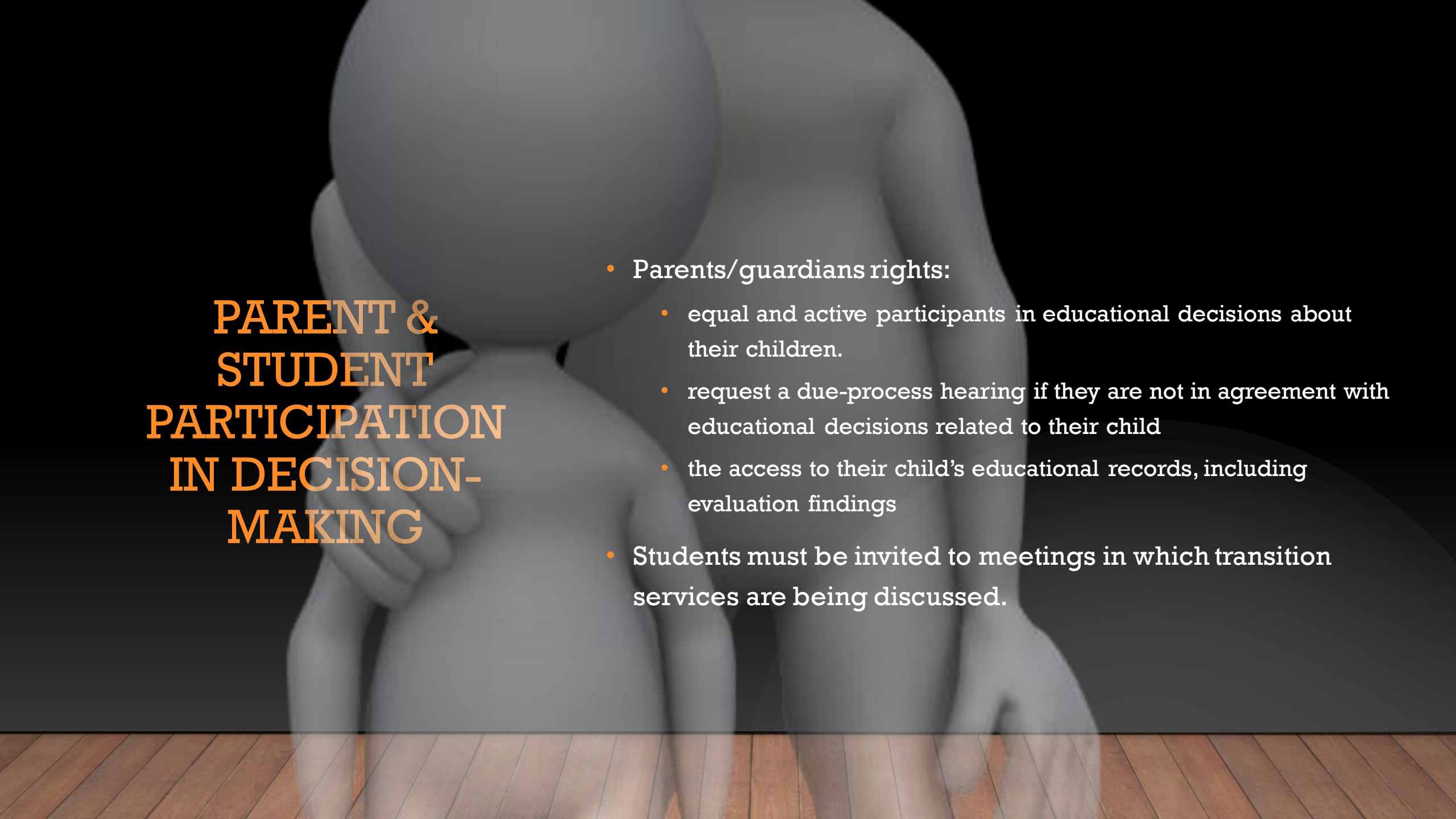
A student's IEP clearly specifies types of specially designed instruction and supports the student will be provided

A student's IEP clearly specifies the amount of services to be provided to the student



LEAST RESTRICTIVE ENVIRONMENT

- Students with disabilities educated with same-age peers to the greatest extent as possible
- Full-time placement in general education setting is reference point
- Services, supports, and differentiated instruction designed to support progress in general education setting
- More restrictive settings considered only after all approaches and supports in less restrictive settings have been considered and attempted



PARENT & STUDENT PARTICIPATION IN DECISION- MAKING

- Parents/guardians rights:
 - equal and active participants in educational decisions about their children.
 - request a due-process hearing if they are not in agreement with educational decisions related to their child
 - the access to their child's educational records, including evaluation findings
- Students must be invited to meetings in which transition services are being discussed.

PROCEDURAL SAFEGUARDS



Districts must provide parents with an explanation of rights under federal and state laws. Procedural safeguards address:

- Parents participation
- Educational record
- Confidentiality
- Informed consent
- Prior written notice; language
- IEE
- “Stay put”
- Dispute resolution

FAPE ACTIVITY

In your breakout room, reflect on the definition of FAPE.

Answer the following questions:

- If a transfer student is enrolling at your school and parent reports that the student was receiving ESE support in a separate class setting, but you have no copy of the IEP, what are your school's obligations?
- An ESE teacher on your campus reports that a student on her caseload would benefit from ESY. What must the IEP consider in determining if ESY is necessary in order to provide FAPE?
- Why is a manifestation determination required if a student with a disability is going to be suspended for greater than 10 days?

CASE LAW



The law as established by previous court rulings

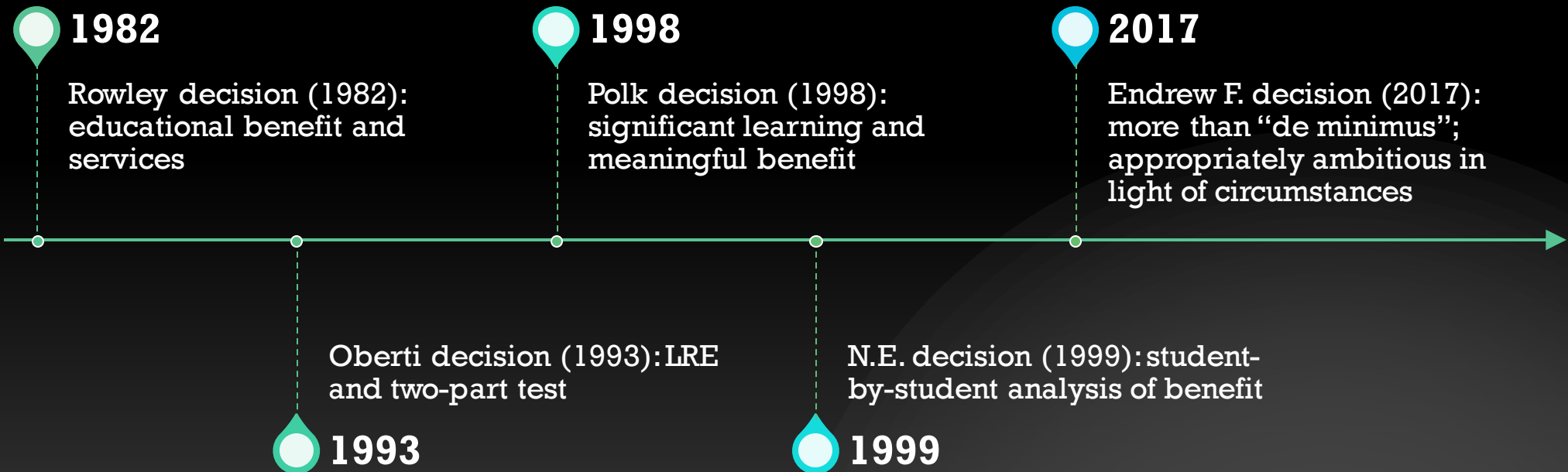


Court rulings establish precedent



Policies and procedures may change based on case law

LANDMARK CASES



IDEA WEBSITE

- Office of Special Education and Rehabilitative Services (OSERS)& Office of Special Education Programs (OSEP)
 - Information, guidance, and clarification re: IDEA
 - Policy Support Documents
 - Policy (Dear Colleague) Letters



FLORIDA STATUTES

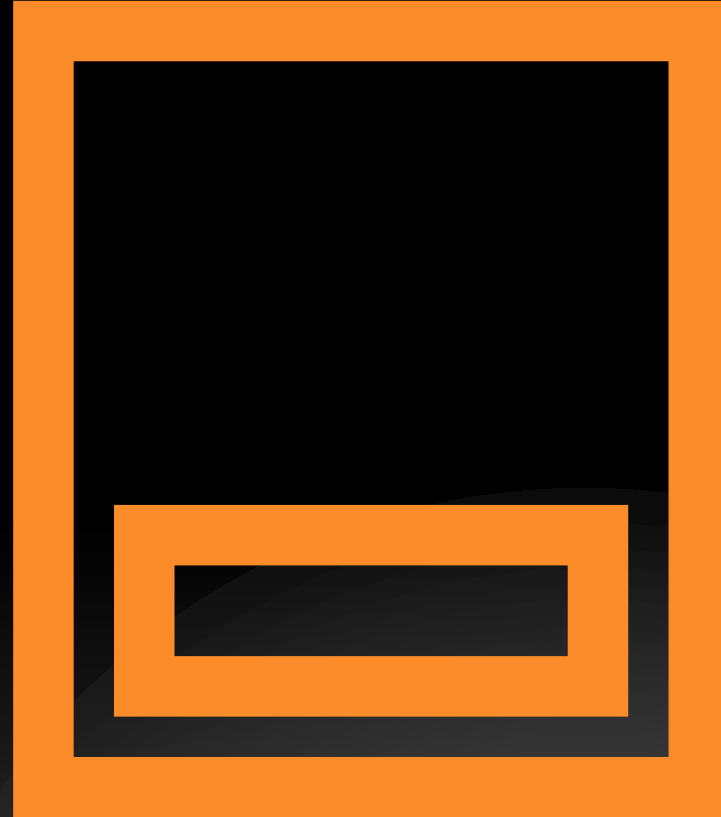
- Florida Law clearly specifies the state's expectations related to the organization, operation and requirements of the state education system.

FLORIDA STATUTES

- FL DOE BEESS
 - Technical Assistance Papers
 - Quality IEP
 - Compliance Manual

SDIRC BOARD POLICY

- Highlights
 - PO2460 – General
 - PO2623 – Assessment
 - ap2260.01A – Section 504
 - PO2412 – Homebound Instruction
 - ap2260E – ADD/ADHD
 - ap5605 – Discipline of SWDs



RESOURCES & LINKS



IDEA:

<https://sites.ed.gov/idea/final-regulations/>



FL DOE BEESS:

<http://www.fl DOE.org/academics/exceptional-student-edu/>



Florida Law/Rule:

<http://www.fl DOE.org/policy/state-board-of-edu/law-rule.shtml>



Technical Assistance
Papers (TAPS):

<http://www.fl DOE.org/academics/exceptional-student-edu/beess-resources/technical-assistance-papers-memos-note.shtml>



OSERS/OSEP:

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/index.html>



SDIRC Board Policy:

<https://go.boarddocs.com/fl/ircs/Board.nsf/vpublic?open>

SCAVENGER HUNT

- Where would you look to find a technical assistance paper about least restrictive environment?
- Which website is the best resource for federal law regarding the education of students with disabilities?
- If a parent wants to record an IEP meeting in our district, where could you look for policies to respond to that request?

Q & A

