1. **POTENTIAL CLOSED SESSION** - *4:00 - 5:30 pm*
   1.A.   **Character and Competence of Individuals (Personnel)**
   1.B.   **Property**
   1.C.   **Potential Litigation**
   1.D.   **Negotiations**
   1.E. **Security**
2. **STUDY SESSION – OPEN MEETING** - *5:30 p.m.*
   The Board may engage in discussion, provide administrative direction, or take other action on any of the study session agenda items listed below.

   2.A.   **Summer Events Calendaring**
   2.B.   **Procedural Safeguards and Organization of Special Education**
   2.C.   **Summer Schedule for Employees**
   2.D.   **Discussion on Friday Schedule for 2022-23**
   2.E. **School Start and End Times for 2022-23**
   2.F. **Update from School Closure Policy Committee**
   2.G.   **Discussion on Potential District School Community Council Proposal**
   2.H.   **Review of National School Board Association (NSBA) Conference**
   2.I. Board and Superintendent Reports and Comments
   2.J. **Board and Superintendent Reports and Comments**
3. **Motion to go into Closed Session**
4. **POTENTIAL CLOSED SESSION**
   4.A.   Character and Competence of Individuals (Personnel)
   4.B.   Property
   4.C.   Potential Litigation
   4.D.   Negotiations
   4.E. Security

Organization of Special Education and Procedural Safeguards

Parent Focus Group Demographic Question

Response from Esperanza Reyes:

"The current process does not involve collecting this level of detail in an effort to make the focus group participation really accessible to families and young adults wishing to participate. Due to this, unfortunately, I am not able to give any accurate information related to breakdown of respective race/ethnicity."

Individuals with Disabilities Education Act (IDEA)

An Overview of IDEA, State Rules and Implementation Procedures

- **Understanding Key Principles of IDEA**

- **Examine Implementation of Procedures**

- **Culture of Support for IDEA Implementation in Jordan School District**

What is Special Education?

▷ IDEA is a federal law that began in 1975 as Public Law 94-142
  ▸ IDEA is primarily a Civil Rights Law - and originally argued using Brown vs. The Board of Education
  ▸ It came into law based on case law that was being heard in the Supreme Court and as well as proceedings that were being played out in other due process proceedings.

▷ In 2004 P.L. 94-142 was reauthorized as Individuals with Disabilities Education Act (IDEA), a federal law.

What is Special Education?

▷ IDEA is under the direction of the Office of Special Education and Rehabilitation (OSEP). OSEP falls under the Secretary of Education.
  ▸ Federal funds are awarded with IDEA to states
▷ The Office of Special Education, at Utah State Board of Education (USBE) falls under Leah Voorhies, and reports to OSEP.
  ▸ USBE distributes federal funds to districts
  ▸ State funds are also awarded to districts
▷ Each district and charter schools reports to The Office of Special Education at USBE.

What is Special Education?

▷ Special Education is a set of services and supports, designed to meet the needs of individual students with a disability, so they can progress in the general education curriculum.

  ▸ IDEA ensures a Free and Appropriate Public Education (FAPE), as defined by the student's Individualized Education Plan (IEP), in the Least Restrictive Environment (LRE)

Key Ideas of Special Education Services

▷ Child Find

▷ Eligibility

▷ Individual Education Program (IEP)

▸ Free Appropriate Public Education (FAPE)

▷ Least Restrictive Environment (LRE)

▷ Parent Rights and Procedural Safeguards

▷ Hiring and New Special Education Teacher Supports

Key Idea #1

Child Find

▷ "Child find" is the <u>affirmative</u>, ongoing obligation of states and local districts to identify, locate, and evaluate all children with disabilities residing within the jurisdiction who are in need of special education and related services.

▷ Affirmative: requires a district to provide outreach and evaluate a child when it suspects or has reason to suspect that the child has a disability. It does not mean just wait for the parent to request an evaluation.

Key Idea #1

Child Find Practices

- Intervention activities at multiple levels
  - RTI - Tiered Interventions
- Parent Involvement in problem solving
- Evaluation of student's needs in areas of concern
  - Academic
  - Communication
  - Social/Emotional/Behavioral
  - Related Services such as OT/PT/AT
- Meeting as an eligibility team to review evaluation data
  - 504 eligibility,
  - IDEA, special education eligibility, or
  - Other school, district, or agency resources

Key Idea #2

Eligibility - Assessment

- Requires written parent consent
- Parent involvement in the process
- RTI/Intervention data, standardized/formal evaluations, observations, checklists, parent interviews
- Completed by appropriately trained staff in their areas of licensing
- IDEA imposes timelines for completion of assessments as a procedural safeguard

Key Idea #2

Eligibility - Team Discussion

IDEA requires a team, including the parent, to review the assessment data using a 3-Prong discussion for determining eligibility

1. Does the student have the characteristics of a disability in one or more of the 13 categories of disability recognized by State and Federal law?
2. Does the student's disability significantly impact their ability to access and/or make progress in the general education curriculum?
3. Does that impact of the student's disability require specially designed instruction?

Key Idea #2 Areas of Eligibility

Areas Of Eligibilty
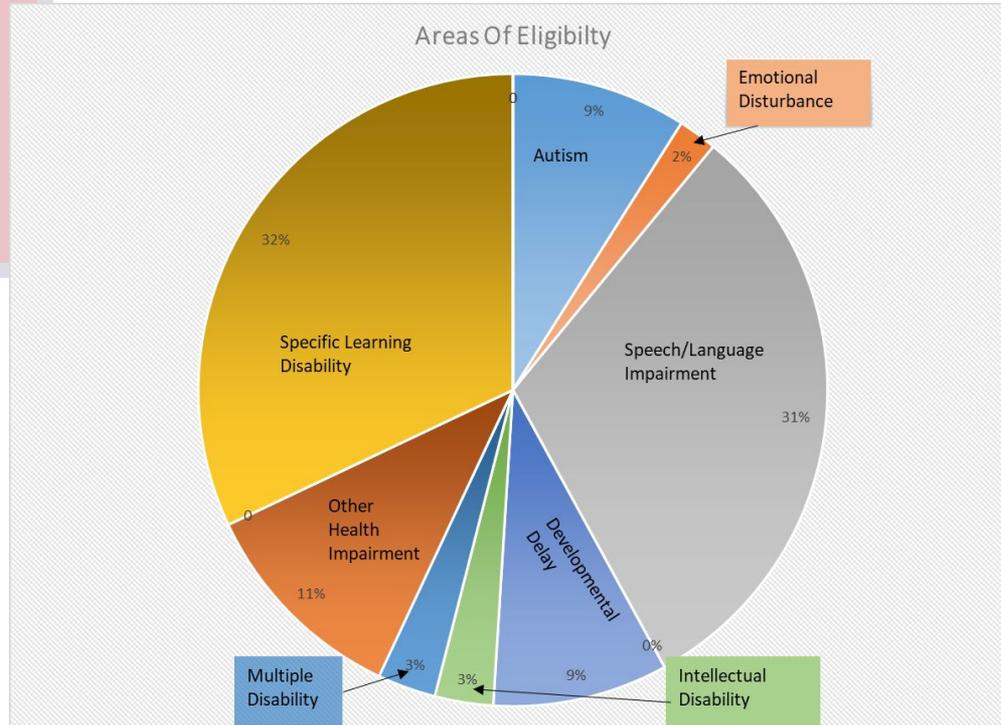
Areas Of Eligibility
- Autism 9%
- Emotional Disturbance 2%
- Speech/Language Impairment 31%
- Deaf/Blind <1%
- Developmental Delay 9%
- Intellectual Disability 3%
- Multiple Disability
- Other Health Impaired 11%
- Orthopedically Impaired <1%
- Specific Learning Disability 32%
- Traumatic Brain Injury <1%
- Visually Impaired <1%

Key Idea #3

Individual Education Program (IEP)

Special Education is not a separate program or place – it is a system of supports and services in a school, designed to help each student make progress in the general education curriculum.

Key Idea #3

Individual Education Program (IEP)

- Based on individual student's needs
- Aligned to the general education curriculum (as much as possible)
- Requires an IEP Team decision making process
- Required Members of the IEP team
  - Parents
  - Local Education Agency (LEA)
  - Special Education Teacher
  - General Education Teacher
  - Someone who can explain any formal evaluations
  - Any Related Services
- Services outlined in the electronic IEP document:

Key Idea #3

Individual Education Program (IEP)

- Services outlined in the electronic IEP document:
  - Annual Goals - SMART -Specific, measurable, relevant, and time specific
    - Direct Services - time needed to meet goals
    - Related services - support needed to access
    - Accommodations, supplementary support services
    - Access to general education including state/federal assessments
    - Transition to post high school activities
    - Placement in the Least Restrictive Environment (LRE)

Key Idea #3

Individual Education Program (IEP)

- GoalView - Online IEP organization system and data storage
- IEPs must be reviewed and updated annually
- Progress on goals must be reported to parents at the same time as peers (Grading periods)
- An evaluation and intervention data collected for the initial eligibility and must be re-evaluated every three years

Key Idea #3

Individual Education Program (IEP)

- Self-Contained Resource Attendance Management (SCRAM) Data reflects the student's services needs
  - Collects data about services each student will have on their IEP
  - Used to determine FTE, program needs and funding
  - Special Educators submit data that is entered into Skyward

Key Idea #4

Least Restrictive Environment (LRE)

Students with Disabilities must be educated, to the greatest extent possible, with non-disabled peers and have access to general education curriculum.
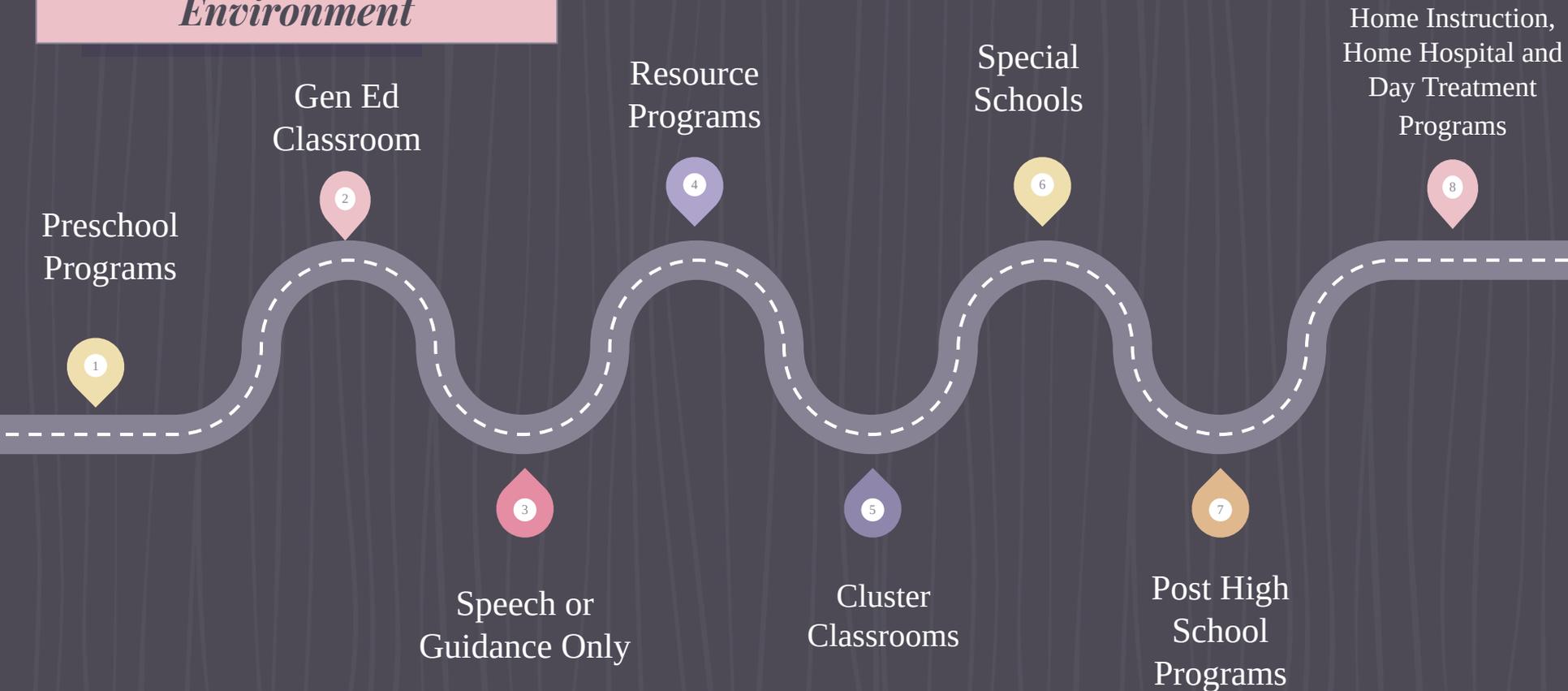
Key Idea #4

Least Restrictive Environment (LRE)

- All students are general education students first
- Core instruction is provided by general education teachers first, whenever possible, based on LRE
- General education teachers play a vital role in providing instruction and access to core instruction
    - Instruction, assessment of learning, interventions, identifying needed supports, tracking student progress, communicating with parents, etc…
- Special educators provide supplementary supports and services to increase access to core curriculum
- The IEP is based on the assumption that all other general education activities are provided to the student other than those outlined in the IEP

Key Idea #4
Least Restrictive Environment

Home Instruction, Home Hospital and Day Treatment Programs

Special Schools

Resource Programs

Gen Ed Classroom

Preschool Programs

8

6

4

2

1

5

7

3

Speech or Guidance Only

Cluster Classrooms

Post High School Programs

Key Idea #4

Least Restrictive Environment

- LEA's must provide a continuum of services to educate students in their LRE
  - General Education Class
  - Regular Class and Part-Time Special Education or Supports
  - Special/Cluster Class
  - Special School & Post High
  - Home Instruction
  - Hospital/Institution

Key Idea #5 - **Parent Rights and Procedural Safeguards explain the rights of parents and students under IDEA**

- Parents Rights are outlined:
    - FERPA
    - Carson-Smith Scholarships
    - Medicaid Notification
    - Destruction of Records
    - Utah Autism Registry and Development Disabilities (URADD)
    - Prior Written Notice
    - Notice in Understandable Language
    - Parental Consent
    - Independent Education Evaluation (IEE)
    - Surrogate Parents
    - Transfer of Rights

- Grievance Procedures
    - State Complaint Procedures and Process
    - Mediation
    - Facilitation
    - Due Process Procedures
- FAPE
    - Legal Responsibilities of the LEA are explained - Provide FAPE (Free Appropriate Public Education)
    - IEP
    - How student progress toward IEP goals will be reported

Procedural Safeguards Link:
https://www.schools.utah.gov/file/307861f2-9aec-403d-9671-d958deec88c7

Special Education Mission

Jordan School District educators are committed to the challenge of providing an appropriate education for every student. To meet this challenge, a wide range of services, program options, and curriculum alternatives are available to students whose education needs cannot be met in the regular classroom without specialized instruction.

JSD Special Education Website Link:
https://specialed.jordandistrict.org/?_ga=2.98887582.142468388.1646706719-614676112.15
33772103

Culture of Support for IDEA Implementation

The Special Education Department and The Classroom

We are all here to ensure students gain access to their education

District Expectations:

- Coach teachers
- Mentor teachers
- Assist in areas specified by the teacher in which they want assistance
- Do all that we can to ensure all students have access to curriculum, peers, activities…
- Step in to help with hard conversations
- Assist with compliance issues
- Provide professional development - individualized or group

Teacher Expectations:

- Teach students at their individual levels and abilities
- Write IEPs with individual goals based on student data
- Communicate with parents
- Work to create a positive relationship with parents and school
- Ensure that students are re-evaluated every three years
- Ensure Due Process for each and every child with disabilities

Hiring Faculty and Staff

Key Idea #6: Hiring & New Special Education Teacher Supports

Hired by Schools with HR Support

- Paraprofessionals

Hired with Special Education Support

- Resource Teachers
- Support Classroom/Cluster Teachers
- Cluster/Team Leaders

Hired by the Special Education Department

- Speech and Language Pathologists
  - Speech and Language Technicians
- Teachers of the Hearing Impaired
  - Paraprofessionals and interpreters
- Teachers of the Visually Impaired
- Orientation and Mobility Teacher
  - Brailling paraprofessionals
- Occupational Therapist
  - Motor Paras and COTAs
- Physical Therapy
- Motor Paraprofessionals and PTAs
- Assistive Technology
- Preschool Teachers
  - Paraprofessionals

- School Psychologists
- All Teacher Specialist Positions
  - Transition
  - Elementary
  - Secondary
  - Professional Development
  - New Teacher Programs
  - Behavior Specialists
    - Behavior Technicians
    - Behavior Paraprofessionals
  - GoalView/Technology
  - Location/LRE Specialist
- All Administrative Assistants in the Special Education Department and preschool

Key Idea #6: Hiring & New Special Education Teacher Supports

Support for New Special Education Teachers

New Teacher Specialists Provide a 3 Year Program of Support

- Professional Development
- Coaching
- Mentoring
- Visits to new special education teachers in their schools
- New special education teachers are paid for the time they attend the New Teacher Trainings

New Teacher Professional Development

- Year 1 & Year 2
  - JSD Induction
  - SLD Eligibility
  - IEP Paperwork
  - Transition
  - Testing & Assessments
  - Assessment Analysis
  - Positive Behavior Management
  - Data Collection & Progress Monitoring
  - LRE

Link to New Teacher Induction PD Schedule 21-22
https://drive.google.com/file/d/1SJRB3L12s2FNeSOdC93audAaRstbQ8-F/view?usp=sharing