

Charter Schools That Function As Their Own LEAs

Students With Disabilities...

Everything You Always Wanted To Know...

But Had No Idea You Were Supposed To Ask!



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Questions

- Please type in questions as they occur to you.
- We'll be monitoring the questions and I'll respond to those that can be adequately addressed during the webinar.
- Those questions that can't be adequately addressed during the webinar, will be used to develop a Question and Answer (Q & A) sheet that will be shared with all of the charter schools that function as their own LEA.



Charter Schools

Brick and Mortar Schools



Virtual Schools



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AGENDA

- **STUDENTS WITH DISABILITIES (SWD) TRANSFERRING TO CHARTER SCHOOLS**
 - FROM WITHIN GEORGIA**
 - FROM OUTSIDE GEORGIA**
- **STUDENT INFORMATION SYSTEM: NAVIGATION PATH**
- **DATA MANAGERS CONFERENCE**
- **A STUDENT WITH A DISABILITY HAS ENROLLED AT A CHARTER SCHOOL... NOW WHAT?**
 - SECURING THE IEP, ELIGIBILITY REPORT, AND RELATED INFORMATION**
 - SCHEDULING, DEVELOPING, AND IMPLEMENTING THE IEP**
 - REQUEST FOR RE-EVALUATION**
- **INITIAL TESTING FOR SPECIAL EDUCATION ELIGIBILITY**
- **OPTIONS FOR PLACEMENT**
- **REVOCATION OF CONSENT**
- **QUESTIONS AND/OR COMMENTS**



For All Students in the State Of Georgia Transferring to Charter Schools

It is highly recommended that charter schools use the Student Information System for two purposes regarding students with disabilities:

- to determine if students reported as students with disabilities actually received services in their previous schools
- to determine if there are students enrolled who are students with disabilities, but not reported as such



Student Information System Navigation Path

- Log in to the portal
- Sign in to the Student Record
- See “Student Record Main Menu” in the middle of the page
- Scroll down and click on...
“SPEDHIST-GTID Claimed Student Sp. Ed. History Report”
- Follow the prompts

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2012 Data Collections Conference

Quality Data – Getting it Right at the Source

Session Topics:

Special Education
FTE
Student Record
Title III/ESOL
Charter Schools
Alternative Education

GTID
McKinney - Vento
Curriculum
Title I
CPI
Facilities

Title III/ESOL &
Immigrant Students
Accountability
CTAE (MoWR)
IT Customer
Support

Safe & Drug Free
Schools
Security
LDS Updates
Gifted Education
.....and more!!

Register Now!
(Click link above)

DATE: AUGUST 17-19, 2011

TIME: 9:00 AM - 5:00 PM

**LOCATION: THE ATHENS CLASSIC CENTER
300 NORTH THOMAS STREET
ATHENS GA. 30601**

**WHO SHOULD ATTEND: SUPERINTENDENTS, DISTRICT AND
SCHOOL ADMINISTRATORS AND SUPPORT STAFF ACCOUNTABLE FOR
STATE AND FEDERAL REPORTING. THIS INCLUDES ANY INDIVIDUAL WITH
RESPONSIBILITY FOR COLLECTING, MAINTAINING, REPORTING OR
CERTIFYING STUDENT INFORMATION DATA.**



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Data Collections Conference

- Date: August 17-19, 2011
- Location: Athens, Georgia
Classic Center
- Time: 9:00 a.m. - 5:00p.m.

- Who Should Attend:

Superintendents, District and School Administrators as well as Support Staff accountable for state and federal reporting. This includes any individual with responsibility for collecting, maintaining, reporting, or certifying student information data.



Data Collections Conference Registration

- GaDOE Website
- Click on: Data Reporting
- Click on: Conference Information (in the middle of the page)
- Click on: FY 2012 Data Collections Conference Information
- Click on: Conference Flyer
- Click on: Register Now



A STUDENT WITH A DISABILITY IS ENROLLED AT A CHARTER SCHOOL...NOW WHAT?

Once the school has knowledge that a student was provided FAPE (parent report, school documents, etc.) in a previous school...it becomes imperative that an IEP be implemented in a timely manner comparable to implementation in the previous school.



A STUDENT WITH A DISABILITY IS ENROLLED AT A CHARTER SCHOOL...NOW WHAT?

- IDEA does not establish timelines for
 - adopting an IEP from a previous public agency
 - developing a new IEP comparable to the IEP from the previous school.
- However...the agency must adopt or develop a new IEP:
 - Within a reasonable time period
 - To avoid undue interruption of required:
 - Special education
 - Related Services



Request for Records

- The Receiving School Requests Records from the Previous School and the Parents:
 - Eligibility Report
 - IEP
 - Additional Records/Documentation
- If the parent has copies of the IEP and/or Eligibility Report,
 - The school must go ahead and schedule an IEP meeting
 - However, it is important to get a signed parental consent to release records from the previous school
 - The receiving school can then secure records from the previous school itself



Flexibility in Scheduling the IEP Meeting

- Brick and Mortar schools
 - Face to face meeting
 - Via phone call, video conferencing, etc
- Virtual Schools:
 - Typically via webinar
 - May be face to face in some situations



Request for Records

- If the parent doesn't have records and records from the previous school are not received within a reasonable time frame (many districts use a week to ten day time frame), the school contacts the parents and...
 - Schedules the IEP meeting at a mutually agreed upon date, time, and location
 - Provides the Parent Notification
 - Develops and implements an IEP comparable to the IEP from the previous school



What Happens When Complete Records Are Not Received?

At A Minimum:

There must be an Eligibility Report that meets all criteria in order to develop and implement an IEP.

- If the school does not have an acceptable Eligibility Report, some supports must be put in place in order for the student to participate in classroom instruction.



What is Used to Develop the IEP if Complete Records Are Not Received?

- The school and parent can meet and determine what kinds of support are appropriate based on:
 - A call to the sending school to get verbal information regarding the amount and type of services, goals, and objectives, etc.
 - The student's class schedule
 - Parent Self Report

If the parent reports more or less services than the sending school, the IEP team must consider all available information to make a determination of equitable services.

NOTE: Although not required, it is recommended that the school take minutes that document the meeting with parents and the kind of supports put in place.



What is Used to Develop the IEP if Complete Records Are Not Received?

- If an acceptable Eligibility Report and other records are not received within a week to ten days:
 - The school must get a signed parental consent to evaluate.
 - Schedule and complete the evaluation
 - The IEP team must meet to determine whether or not the student is eligible for services
 - If eligible for services, develop and implement an annual IEP
 - If not eligible for services refer SST/RTI team



The IEP Meeting

- School team receives information/ documentation from the previous school and reviews it to ensure that all:
 - Eligibility criteria are met
 - IEP components are addressed
 - Any IEP component not addressed is discussed during the IEP meeting
 - Any Eligibility Criteria not met are discussed during the IEP meeting



The IEP Meeting

- At the IEP Meeting, the IEP Team reviews the IEP to:
 - Ensure that all Eligibility Criteria are met
 - Ensure that all IEP components are included
 - Add any missing components
 - Revise components, if needed
 - Ensure that the annual IEP is ready to implement
 - Determine if additional testing is needed



The IEP

- The **Annual** IEP Is Implemented As Written:
 - Including all goals, objectives, and related services
 - Within a reasonable time frame
 - To avoid any undue disruption in the provision of :
 - Special education
 - Related services



Additional Testing

- Additional Testing Needed
 - **Re**-Evaluation consent is signed by the parent
 - **Re**-Evaluation is completed within a reasonable time period
 - To determine if the SWD remains eligible for services
 - To determine if any changes are needed in the IEP
 - To make and implement the changes that are needed

NOTE: During the re-evaluation period, the school must implement an IEP comparable to the IEP from the sending school.



Additional Testing

- For Students Moving to Georgia From Another State...

If an evaluation is needed it is considered an initial evaluation and all timelines for initial evaluations apply.

160-4-7.06 (15) Students transferring schools within Georgia

160-4-7.06 (16) Students moving to Georgia from another state

- Initial Evaluation Versus Re-Evaluation

Regardless of whether the evaluation is considered an initial evaluation or a re-evaluation, the school must implement an IEP (comparable to the IEP from the sending school) while the evaluation is being completed.



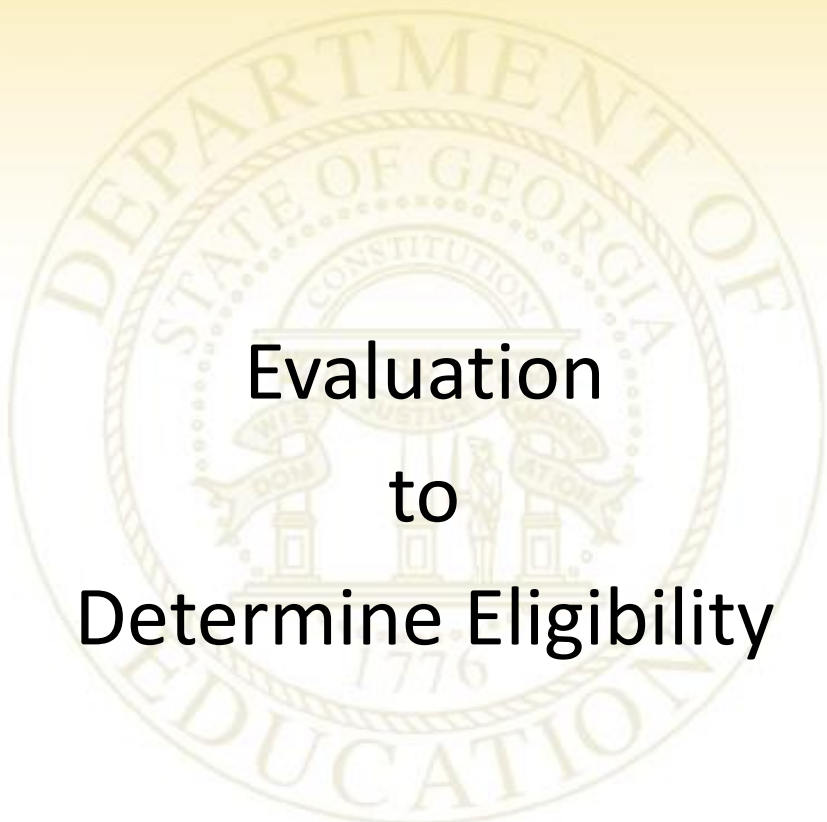
Records Received After the IEP is Developed

When/If records are received, :

- The school reviews the records
- Contacts the parents and schedules an IEP meeting to:
 - Determine if all eligibility criteria are met
 - Determine if any changes are needed to the IEP
 - Revise the IEP and/or Eligibility Report, if needed
 - Implement the revised IEP, if the student continues to meet criteria for services
 - If the student no longer meets criteria for services, refer to the RTI team



Initial Evaluations



Evaluation
to
Determine Eligibility



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Initial Evaluation

- Referral from SST or Parent Starts the Timeline Clock Ticking
- For our purposes here, we'll consider parent referral



Initial Evaluation

- Parent signs the initial evaluation consent
- The school has sixty (60) calendar days from the **date the signed consent is received by the school to:**
 - Complete the evaluation
 - Convene the eligibility team to determine whether or not the student is eligible for special education services
- If the student is eligible for services, the school has thirty (30) calendar days to :
 - Meet and develop an IEP
 - The IEP must be implemented as soon as possible following development of the IEP



Initial Evaluation

- NOTE:
 - When consent for evaluation is received thirty (30) days, or more, prior to the end of the school year...then...
 - The evaluation and eligibility decision must still be completed within the sixty (60) day evaluation timeline.



Initial Evaluation

- If the student is determined eligible for services...
- An **annual** IEP must be developed and implemented for either:
 - The remainder of the school year
 - Or, if the school year has ended, for the beginning of the next school year.



Initial Evaluation

- Days not counted toward the sixty (60) day evaluation timeline:
 - Holidays, including weekend days, before and after such holidays, and other circumstances when students are not in attendance for five consecutive school days



Initial Evaluation

- Days not counted toward the sixty (60) day evaluation timeline:
 - If consent for evaluation is received less than thirty (30) days before the end of the school year:
 - The timeline starts with the date the signed consent is received by the school and...
 - The number of days until the end of the school year is counted...counting stops on the last day of the school year...
 - Counting resumes the first day the teachers return for the following school year to determine the last day of the sixty (60) day timeline.



Initial Evaluation

- When the evaluation is completed and the IEP team meets to consider eligibility, one of two scenarios occurs. The team decides that the student:
 - Meets eligibility criteria for special education services, an IEP is developed, and implemented following the timeline identified previously.
 - Doesn't meet eligibility criteria for special education services and is referred to SST/RTI team.



Options for Placement

- It is extremely important that IEP teams are very clear about the consideration of placement options
- On the placement summary page of the IEP it is critical that all placement options considered, rejected, and accepted are clearly indicated
- And the rationale for rejecting or accepting each option is clearly stated, i.e. why the options accepted met the needs of the child and why the options rejected did not meet the needs of the child.

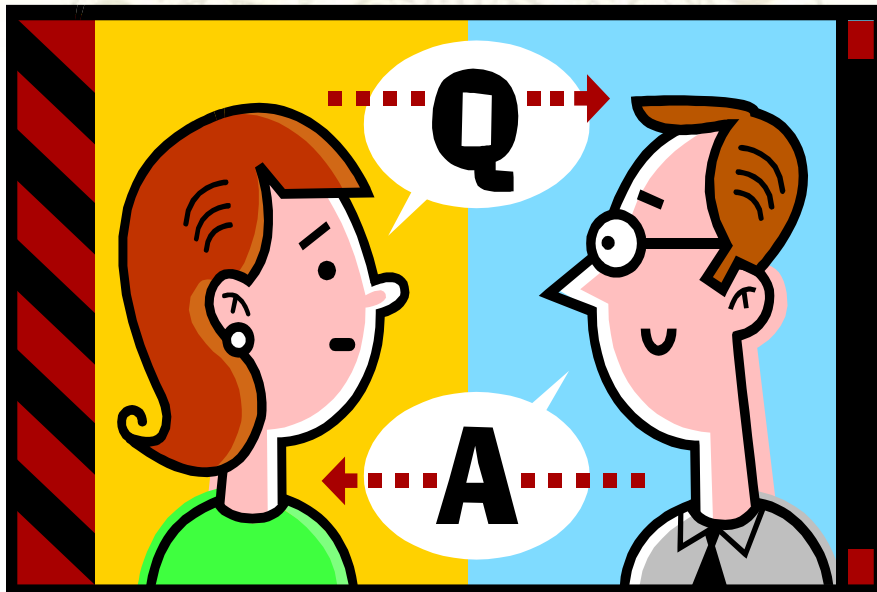


Revocation of Consent

- What happens if the student continues to meet eligibility criteria for services, but the parent no longer wants special education services?
- The parent must put that request in writing.
- The school then formally withdraws the student from special education services based on the written revocation consent from the parent.



QUESTIONS/COMMENTS



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Thank you for your time.



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