

Special Education Department Meeting Agenda
Anthony Area Complex Conference Room
September 21, 2017

Inter- and Intra-State Transfers

- Refer to *SEPH 4.6 Transfers Into District, Temporary IEPs, and Diagnostic Placements*

Review of Existing Evaluation Data (REED) Process

1. As part of an initial evaluation (if appropriate) and prior to all re-evaluations, the Eligibility Determination Team (EDT), must review existing evaluation data (REED).
 2. On the bases of that review with input from the child's parents, the EDT documents what evaluation standardized, formal assessments are needed, if any, to determine:
 - a) whether a child has a disability;
 - b) the educational needs of the child;
 - c) the present levels of academic achievement, functional performance, and related developmental needs of the child;
 - d) whether the child needs special education and related services; and
 - e) whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.
- GISD REED Procedures will be developed based on procedures from TEAM 2017.
 - Handout included: *2017 New Mexico Technical Evaluation and Assessment Manual*, pages 43-46

Service Page – Year 2

- There are many reasons why an IEP may only have Schedule of Services and not Schedule of Services-Year 2.
- PWN should include statement that Schedule of Services-Year 2 will be completed prior to the end of the school year.
- Data entry clerks will accept IEPs with only Schedule of Services and not Schedule of Services-Year 2.

Extended School Year (ESY) Services

- Dates for students: Monday, June 4, 2018, through Thursday, June 28, 2018
- ESY Schedule of Services (in the IEP) must be completed at Annual Review
- Do not use the ESY Addendum
- Transportation Form for ESY must also be completed at the Annual Review

Misconceptions Regarding Special Education Instruction

- Although instruction in special education classrooms should be aligned to CCSS to the maximum extent possible, special education instruction will not mirror instruction in general education classroom.
- There is no requirement that special education students receive instruction on ALL special education programs (i.e., SONDAY, Lexia, Reading Plus).
- Computer based instruction is not meant replace direct teacher to student instruction.
- Special education teachers must determine which special education programs are most appropriate for each student based on their unique needs (i.e., PLP, evaluation data).

District Compliance Monitoring Documents

- Appropriate Online Behavior - Requirement: Per District Policy IJNDB, Use of Technology Resources in Instruction, each district user of electronic information services (EIS) shall receive instruction about appropriate online behavior and will be required to sign an EIS User Agreement prior to using District EIS.
- Bully Prevention Training - Requirement: 6.12.7.8(E) NMAC requires that every public school implement an ongoing bullying and cyberbullying prevention program.
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SPED Coordinator Role and Responsibilities

- Coordinate and facilitate professional development in the area of instruction (reading, writing, and mathematics) for Special Education Department personnel, special education and general education teachers, and campus administrators.
- Ensure fidelity and efficacy of instructional services provided to special education students within district.

Presentation by Special Education Instructional Specialist on Role and Responsibilities