

Individuals with Disabilities Education Act (I.D.E.A.)

Federal Law that governs how states provide early intervention, Special education and related Services to children with disabilities

F.A.P.E

Free Appropriate Public Education

- Education for children with disabilities provided in the *L.R.E.*, and at public expense, under public supervision, and without charge, through an I.E.P.

L.R.E.

Least Restrictive Environment

- To the maximum extent appropriate, educating children with disabilities with children who are nondisabled

I.E.P.

Individualized Educational Program

- Document developed by a team that describes the child's special education program

Special Education: specially designed instruction that cannot be provided within the school's standard instructional conditions or educational support system

Specially Designed Instruction: adapting, as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction:

- (a) to address the unique needs child that result from the disability
- (b) To ensure access to the general curriculum

Special Education

Special Education Process:

- Referral
- Conduct Evaluation
- Review Evaluations & Determine Eligibility
 - Edu. Disability
 - Adverse Affect (15th %ile)
 - Require Spec. Ed.
- Develop (IEP) and determine placement
- Review IEP annually
- Re-evaluate every 3 years

Continuum of Learning Environments includes:

- General Education classes
- Special Classes
- Special Schools
- Independent Schools
- Home Instruction
- Instruction in Hospitals
- Residential Facilities

Special Education Disability Categories

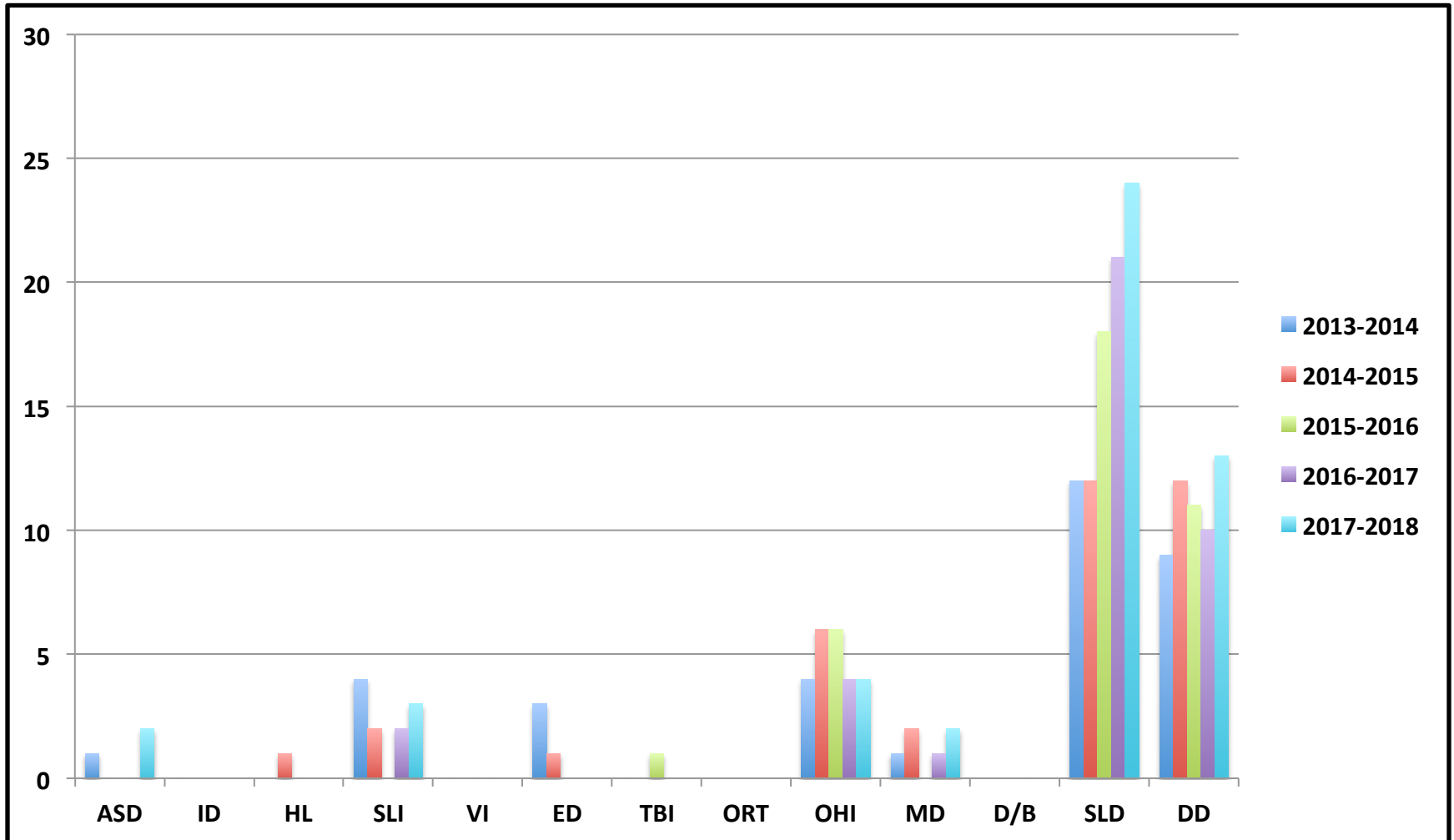
- **Intellectual Disability (ID)**
- **Hearing Impairment (HI)**
- **Speech or language Impairment (SP)**
- **Visual Impairment (VI)**
- **Emotional Disturbance (ED)**
- **Orthopedic Impairment(OI)**
- **Specific Learning Disabilities (LD)**

- **Autism Spectrum Disorder**
- **Traumatic Brain Injury (TBI)**
- **Other Health Impairment (OHI)**
- **Multiple Disabilities (MD)**
- **Deaf/Blindness (D/B)**
- **Developmental Delay**

Service Delivery Models

Name of Model	Location	Group Size	Focus of Instruction
Push In	Classroom	Small Group/ 1:1	<p><u>Backfill</u> - ‘in addition to’</p> <ul style="list-style-type: none"> • Direct specialized instruction from a special education teacher • Address skills that are well below grade level
Pull Out	Resource Room	Small Group/ 1:1	<p><u>Backfill</u> – ‘In addition to’</p> <ul style="list-style-type: none"> • Direct specialized instruction from a special ed. teacher • Address skills that are well below grade level
Co-teaching/ Collaboration/ Co-Planning	Classroom	Whole Class	<p><u>Bolster</u></p> <ul style="list-style-type: none"> • Insure access to grade-level curriculum through specialized instruction • Focus on working toward independence • Teaching of executive functioning skills, cognitive strategies, assistive technology, etc.
Academic Support	Classroom	Small Group/ 1:1	<p><u>Band-Aid</u></p> <ul style="list-style-type: none"> • Insure access to grade level curriculum through Academic support – not specialized instruction – • Supports student with managing classroom demands, behaviors • Assists with accommodations, modifications, etc. • Typically very little long-term benefit or increase in student independence

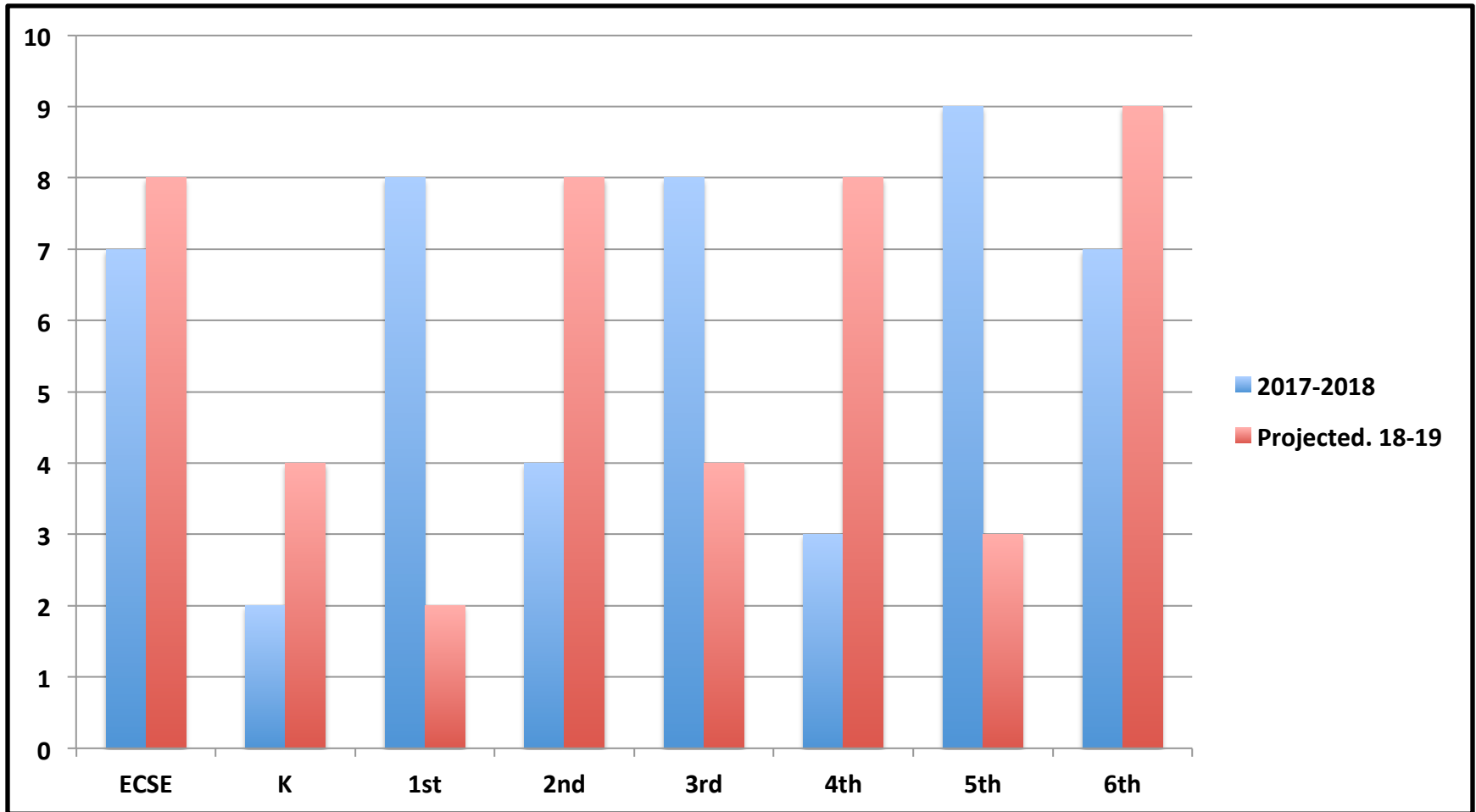
Number of Students with Disabilities by Primary Disability (5-Year Review)



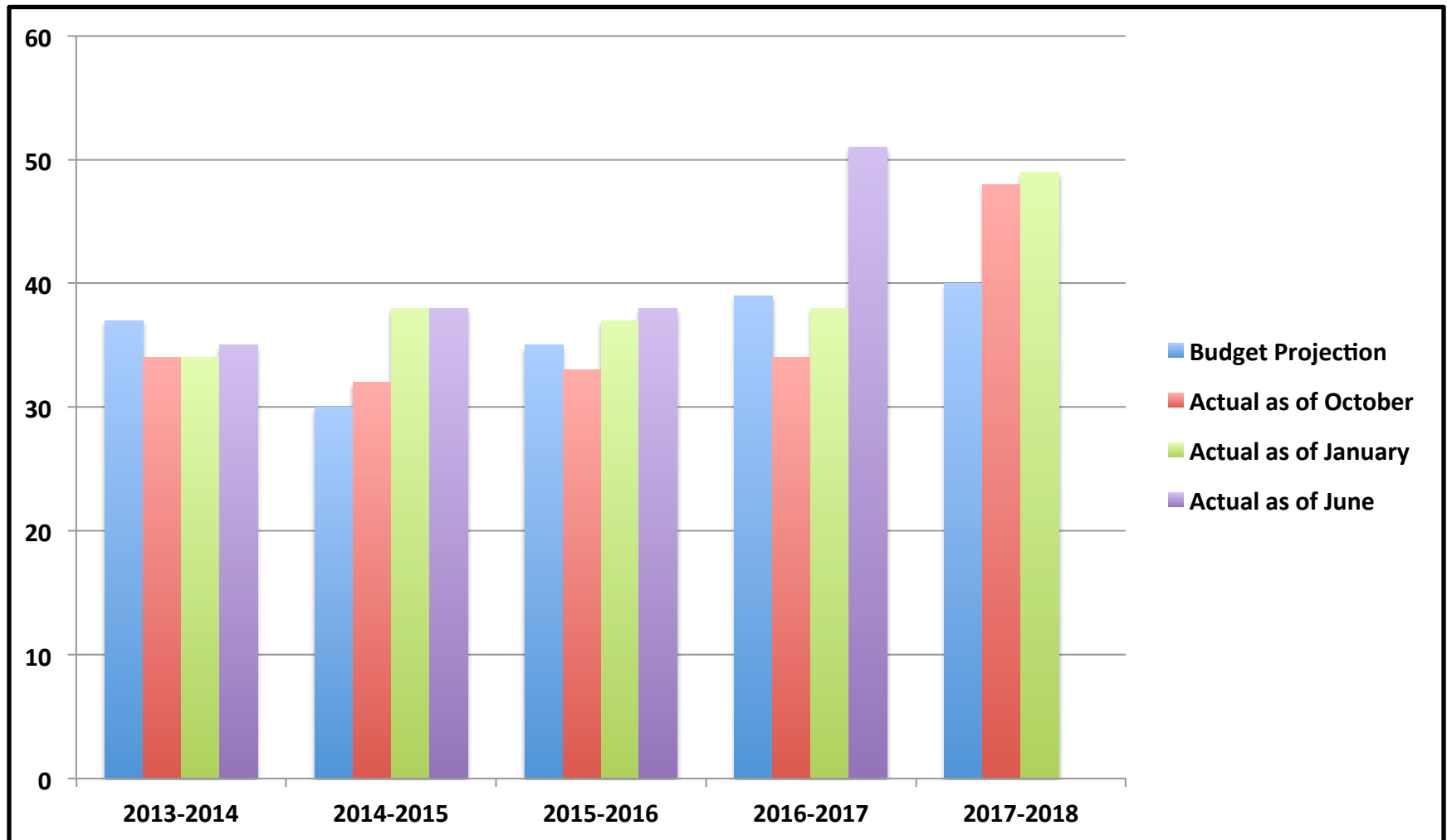
Number of Students with Disabilities by Grade

2017-2018 Total: 48

Projected 2018-2019 Total: 46

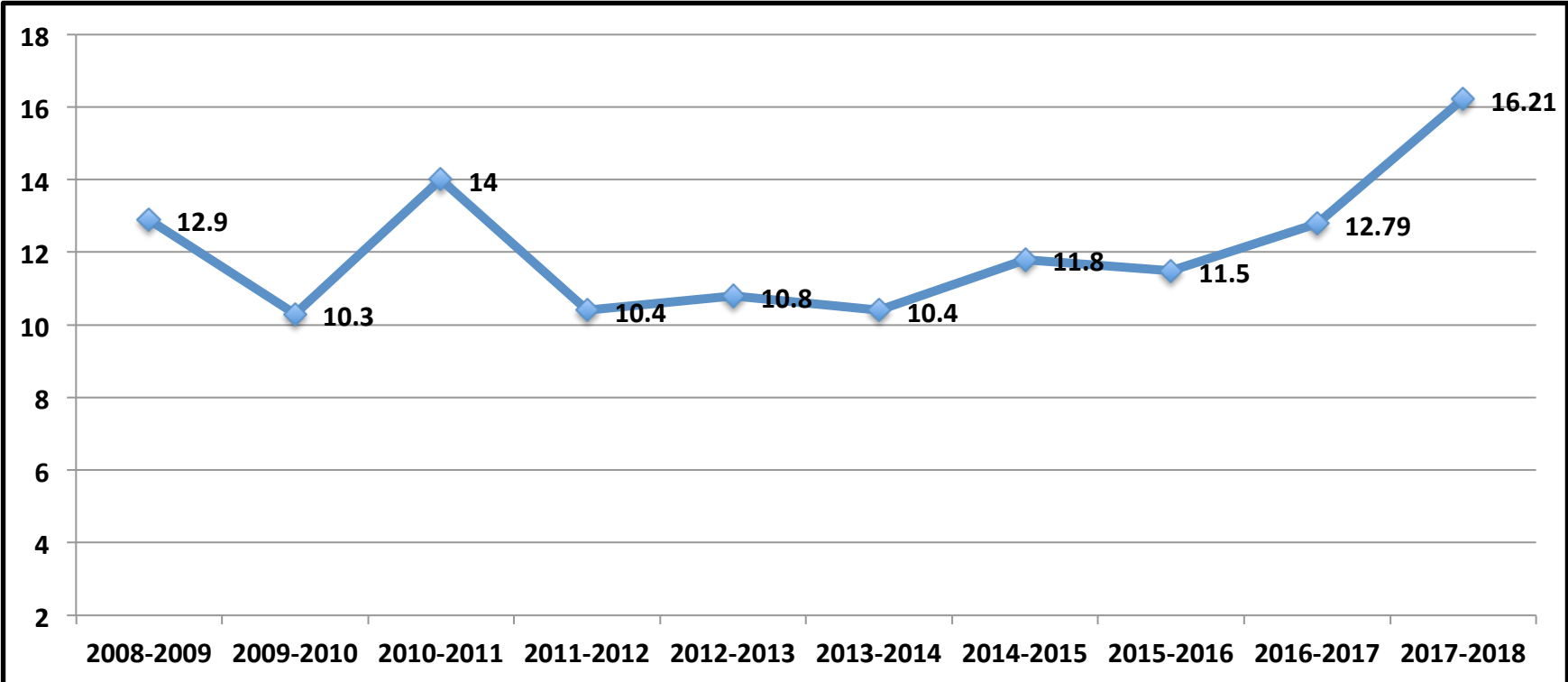


Variability in Number of Students with Disabilities across the School Year



Percent of Students with Disabilities from Total Enrollment

10 Year Average = 12.19



- Percentage of Students with Disabilities (2017-2018)

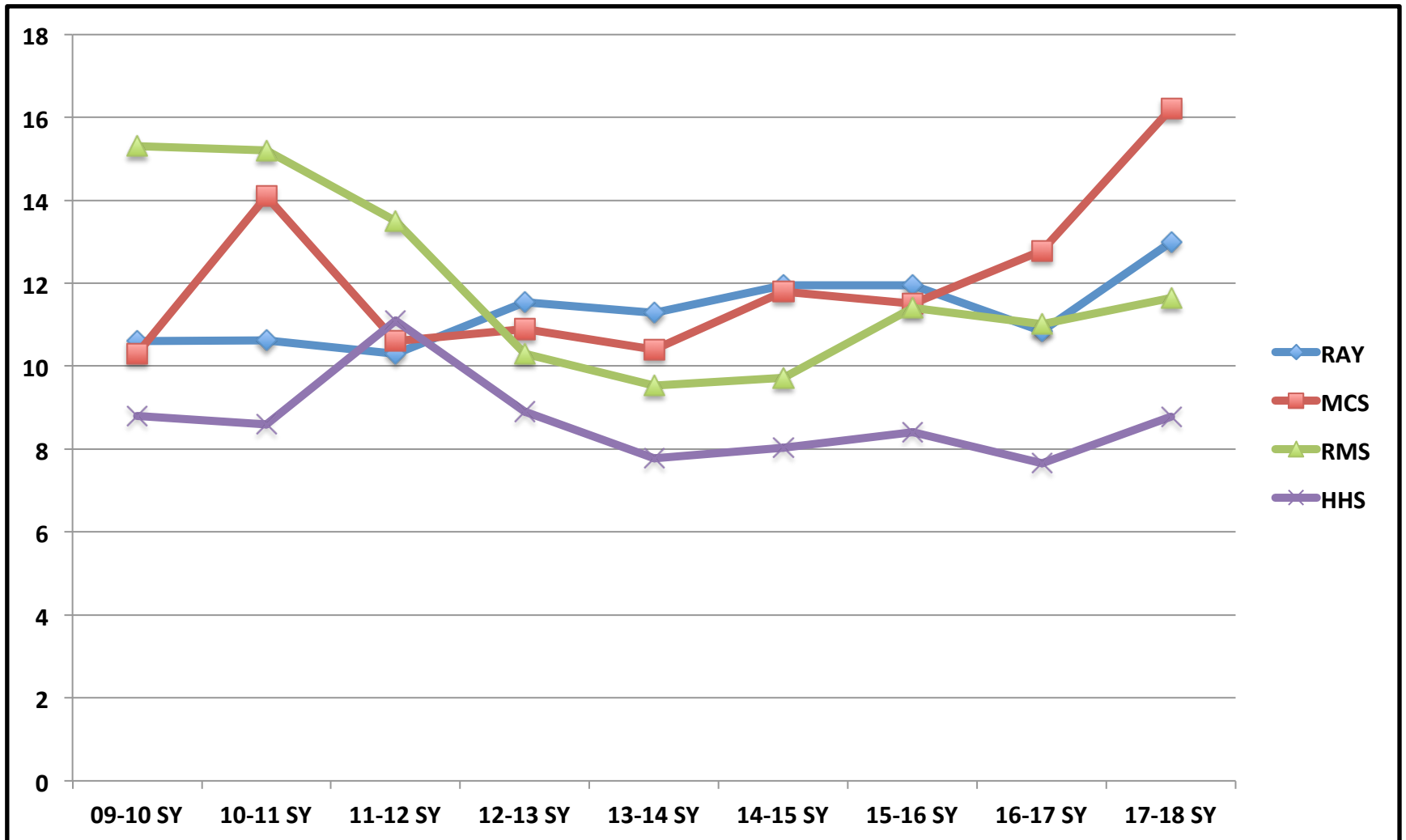
16.21 %

- VT Statewide Average (December 2015)

15.91%

Percent of Students with Disabilities

SAU 70 Schools



Percent of Students with Disabilities: Comparison by Supervisory Union

(Data from VT Dept. of Ed. FY 2015)

