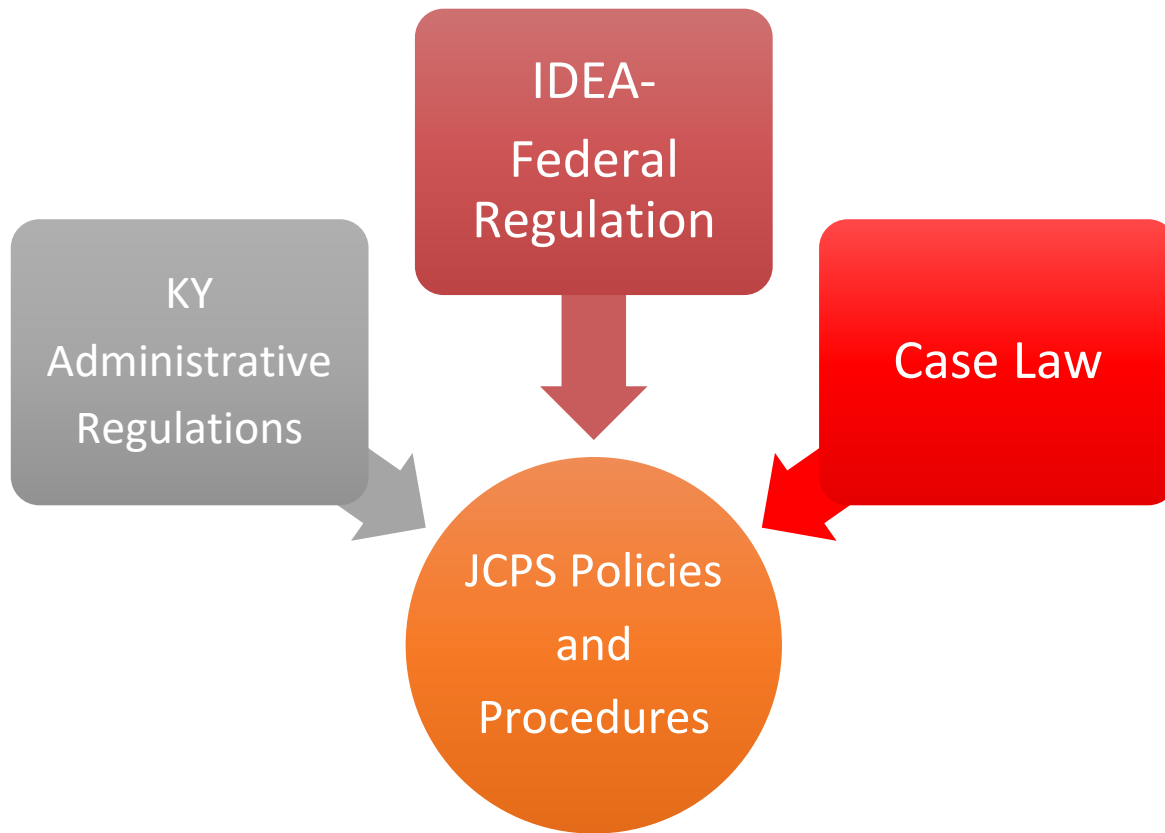




JCPS Exceptional Child Education (ECE) Programs



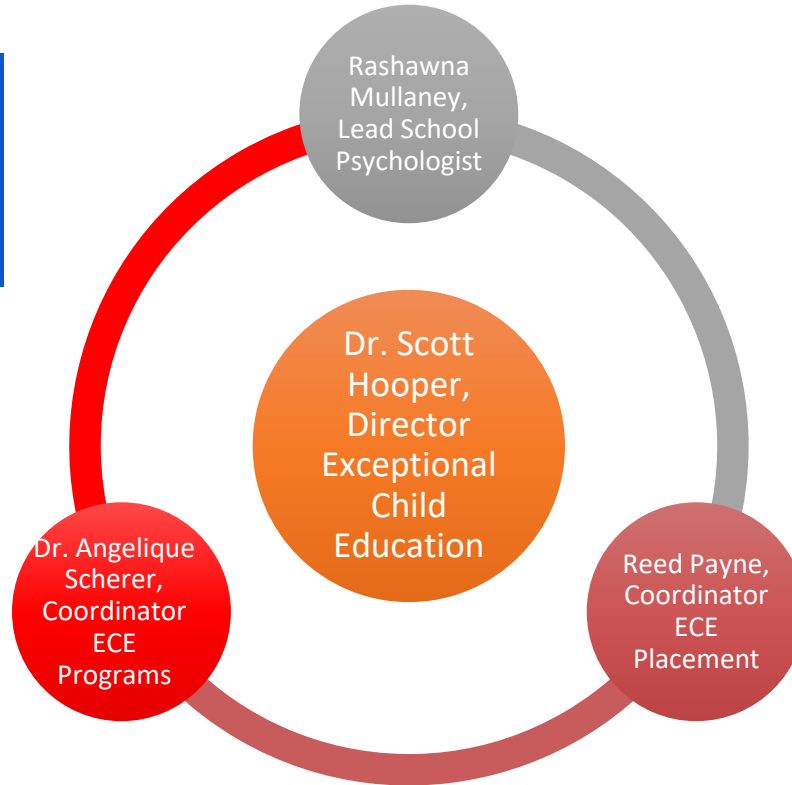
Exceptional Child Education



JCPS Exceptional Child Education Department

**Chief
Exceptional Child
Education**

Kim Chevalier



ECE Child Count 5-Year Trend Data



Dec 1 ECE Trends 2014-18

- ECE enrollment - approximately 12% of total population
- Autism & OHI - fastest growing categories

Child Find System



Activities to locate, identify and evaluate a child or youth:

- ages 3-21 years old
- resides in a home, facility or residence in Jefferson County
- attends a private school located in Jefferson County
- either in or out of school
- may need special education and related services

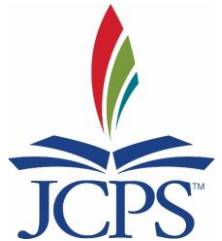


Child Find

Referrals for special education:

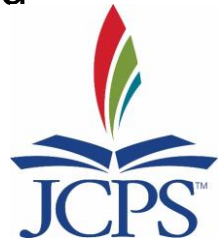
- Parent
- Teacher
- Other professionals
- Any concerned individual

An LEA must initiate a Referral if there is Basis of Knowledge
(707 KAR 1:300; KAR 1:340)

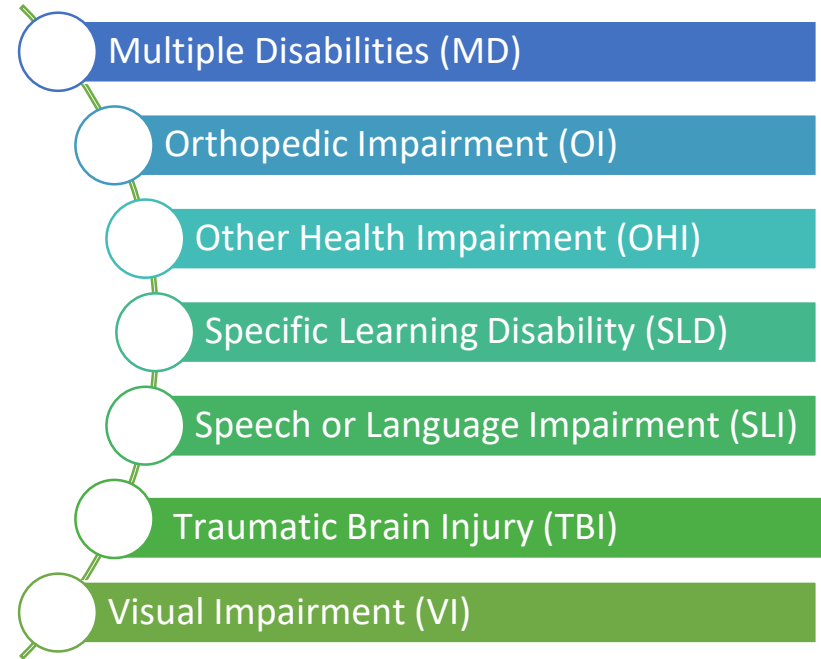
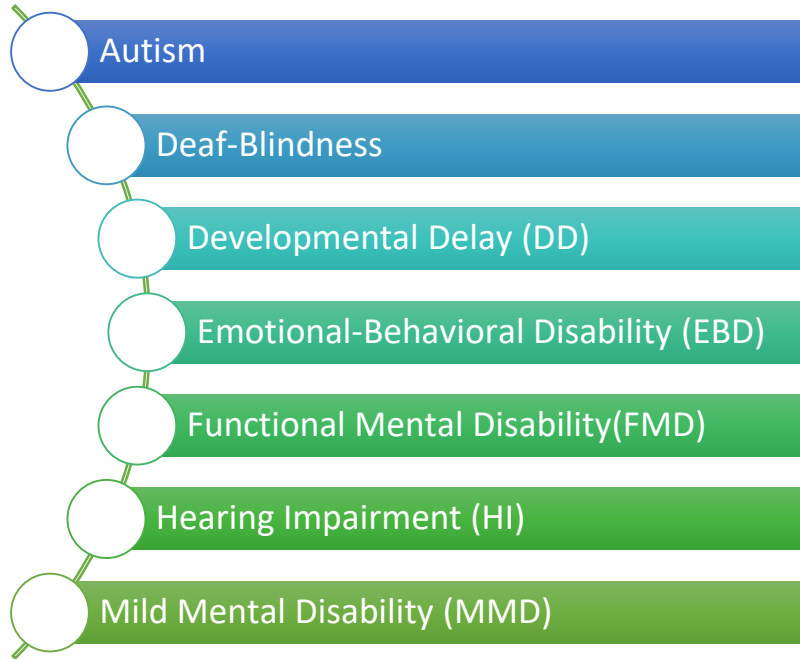


Educational Eligibility

- Educational eligibility for a disability is decided by a team based on specific criteria outlined by the Individuals with Disabilities Act (IDEA).
- IDEA criteria indicates a student must have one of the 14 disabilities and demonstrate the disability adversely impacts learning or access to core instruction provided to all students.
- Adverse impact is determine by a thorough review of the student's progress in academic, social, and functional performance. For a student to be eligible, the performance would be significantly and consistently below the level of similar age peers



IDEA Eligibility Categories



Educational Eligibility

If a student is assessed and found eligible under IDEA for special education services, an Individual Education Program (IEP) is developed to meet the student's academic, social, and/or functional needs.

Parent Consent

- The LEA shall obtain informed parental consent before conducting an initial evaluation or reevaluation and before the initial provision of specially designed instruction and related services.

707 KAR 1:340, Section 5(1)



Admissions and Release Committee (ARC)

An LEA shall ensure that the ARC for each child with a disability includes:

- The parents of the child;
- Not less than one (1) regular education teacher of the child (if the child is or may be participating in the regular education environment) to provide information about the general curriculum for same aged peers.
- Not less than one (1) special education teacher of the child or a special education teacher who is knowledgeable about the child's suspected disability or, if appropriate, at least one (1) special education provider of the child;
- A representative of the LEA who is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general curriculum, and the availability of the resources of the LEA;
- An individual who can interpret the instructional implications of evaluation results who may be a member of the team described in paragraphs (b) through (d) of this subsection;
- An individual who has knowledge or special expertise regarding the child at the discretion of the parent or the LEA;
- Related services personnel, as appropriate; and
- The child, if appropriate.
KAR 1:320, Section 3(1)

Continuum of Services

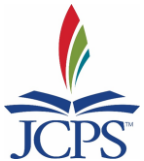
An LEA shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

The continuum shall include the alternative placements of:

- (a) Instruction in regular classes;
- (b) Special classes;
- (c) Special schools;
- (d) Home instruction; and
- (e) Instruction in hospitals and institutions.

Section 1(2-3)

707 KAR 1:350,



ECE Special Class Programs

- Deaf & Hard of Hearing
- Emotional-Behavioral Disability
- Learning Disability/Mild Mental Disability
- Moderate & Severe Disabilities
- Orthopedic Impairment & Other Health Impairment
- Social Communication Program
- Visually Impaired

Special Schools



School	Population Served	Levels
Binet	MSD Significant behavior	Elementary Middle High
Churchill Park	MSD Medically fragile Significant behavior	Elementary Middle High
Waller-Williams	Autism EBD Significant behavior	Elementary Middle

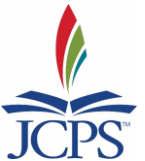
Discipline of Exceptional Child Education Students

An ARC shall, in the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive interventions, strategies, and supports to address that behavior.

707 KAR 1:320,

Section 5(2)(a)

- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Manifestation Determination



Parents

A copy of the procedural safeguards notice (including, parent's rights) shall be given to the parents of a child with a disability one (1) time a school year. A copy of the notice shall also be provided to the parent:

- a) Upon initial referral or parent request for evaluation;
- b) Upon the receipt of the first state written complaint;
- c) Upon the receipt of the first filing of a due process hearing in a school year;
- d) In accordance with the discipline procedures in which a decision is made to remove a student which constitutes a change in placement, because of a violation of the code of student conduct; and
- e) Upon request by a parent.

The procedural safeguards notice shall include a full explanation of all the procedural safeguards available under 707 KAR Chapter 1 and 34 CFR Section 300.504.

Section 4(1-2)

707 KAR 1:340,



Accomplishments- Transition Programs

- Community Based Instruction (CBI)
- Community Work Transition Program (CWTP)
- Vocational Opportunities in Community Environments (VOICE)
- Ahrens Work Transition Program
- UL Providing Access to Community Transitions (PACT)

