

Special Education Services Area of Need	What is it?	Procedures that may have caused delays or denials of services during the 2016-17 and 2017-18 school years.
Transportation	<p>A related service provided to eligible students (based on specific criteria) when needed to assist a child with a disability to benefit from special education supports and services.</p>	<p>If the school was a magnet, magnet cluster, selective enrollment, charter, contract, or options school, the ODLSS District Representative needed to be part of the IEP team discussion before a student could be deemed eligible for transportation as a related service.</p> <p>If the school was the student's neighborhood school, the ODLSS District representative needed to be part of the IEP team discussion if the reason for transportation was that the student was a threat to self or others or was unable to navigate travel to school safely.</p> <p>The ODLSS District Representative had to either be physically present at the IEP meeting or delegate their role to the school through completion of the ODLSS DR Review Form.</p>
Extended School Year (ESY)	<p>These are special education and related services that are provided to a student with an IEP beyond the normal school year, are stated in the student's IEP, and are provided at no cost to the parents of the student.</p> <p>The decision about what services will be provided should be individually based on the needs of the student. Loss of knowledge/skills or an extraordinarily long time in relearning skills (regression/recoupment) can be part of, but not the only reason for, determining ESY. No single factor can determine ESY, and ESY services may not be limited to particular categories of disability.</p> <p>ESY services might not look the same as services provided during the regular school year. The IEP team determines what services are provided during the ESY term. ESY services can be provided in school, at home, or in the community.</p>	<p>The ESY section of the IEP did not open for the regression/recoupment discussion until after January 17th during the 2016-17 school year or after November 15th during the 2017-18 school year, and it closed May 10th. The ESY Data Collection - Fall Regression/Recoupment form, which required ten weeks of data, also had to be finalized in order for the ESY section to open for the IEP team.</p> <p>If the school was considering ESY for critical skills, the ESY section of the IEP did not open until after spring break. The ESY Data Collection - Critical Skills/Special Circumstances form had to be finalized; ODLSS District Representative authorization was required for eligibility under special circumstances; principal sign off was required for critical skills.</p>

Paraprofessional (SECA)	<p>Trained staff member who supports one or more students, as provided for by the student's IEP and directed by the teacher. Responsibilities may include (but are not limited to) collecting data; implementing accommodations, modifications, and behavioral strategies; and assisting with students' personal care needs.</p>	<p>The Paraprofessional Justification Form, which required five unique days of data in the relevant academic or behavior support areas across settings and principal signoff, had to be finalized in order for the paraprofessional question in Section 10-A to open.</p>
Specific Learning Disability (SLD)	<p>Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p> <p>Specific learning disability does not include: learning problems that are primarily the result of visual, hearing, or motor disabilities; intellectual disability; emotional disability; or environmental, cultural, or economic disadvantage.</p>	<p>Prior to determining a student's eligibility with an SLD, the IEP team needed to gather at least ten weeks (two five-week interventions that were not concurrent) of data regarding tiered supports and interventions (i.e., MTSS) and enter the data into the Learning Environment Intervention (LEI) form.</p>
Therapeutic Day School (TDS)	<p>The student receives specially designed instruction in a special school. The student may be included in those parts of general education curriculum that are appropriate.</p> <p>Student requires services and modifications that are more intensive than provided within a self-contained class within a regular school.</p>	<p>Prior to consideration of placement in a therapeutic school, the team was required to implement function-based interventions and monitor progress with data collection for a minimum of five weeks. The school team was supposed to review progress monitoring data and make any necessary changes/additions to the interventions, which had to be implemented for at least five additional weeks.</p> <p>ODLSS District Representative authorization was required for placement in a therapeutic school.</p>
Budget	<p>NA</p>	<p>CPS's special education position funding and budget appeals processes during the 2016-17 and 2017-18 school years may have caused the paraprofessional support or special education teacher support required by the student's IEP to be delayed or denied while the school requested additional funds for a special education position needed to implement the service or because such a request was denied.</p>