



Special Education 101

Nicklaus Khan
Atlanta Public Schools
Office of Innovation
twitter: @KhanNicklaus
#GCSC2019
#GCSCSpecEd101

Share a word(s) that comes to mind when you hear SPECIAL EDUCATION LEADERSHIP?



Nicklaus Khan, Ed.S.

Special Education Coordinator • Atlanta Public Schools
Office of Innovation • 130 Trinity Avenue • Atlanta, GA 30303
404.802.2829 (Office) • 404.802.1807 (Fax)

nekhan@atlantapublicschools.us

www.atlantapublicschools.us

Strengths: •Belief •Deliberative •Context •Harmony •Relator

OFFICE OF
Innovation 

FLEXIBILITY, PERFORMANCE MANAGEMENT & SUPPORT

Three Primary Duties of the Special Education Coordinator for the Office of Innovation

District Representative

- Attends IEP meetings to bring the District's perspective
- Can speak to resources available in district
- Member of the IEP team
- Best Practices for IEP creation and Implementation

Support and Guidance

- Available to discuss potential issues, concerns, with IEP implementation via Phone
- Provides information in monthly lead teacher meetings
- May provide trainings in the future

Monitoring for Compliance

- Perform observations to ensure school is providing special education services with fidelity and quality
- Serves as link between school's special education services and Office of Innovation
- Monitor timelines for IEPs/evaluations to ensure federal compliance

Charter Schools

- Charter schools are public schools, required and expected to serve all families who seek them out. Students with disabilities are protected by the same federal laws and regulations guaranteeing a free and public education (FAPE) delivered in the least restrictive environment (LRE) regardless if they are enrolled in a traditional public school or a public charter school.

Special Education Law

- Child Find
- IDEA
- FAPE

Leadership Roles

- Structure
 - Personal
 - Roles and Duties
- Oversight
 - Federal and State Mandates
 - Instructional Implementation

Administrative Responsibilities (Structural)

- Special education services must be delivered by a certified special education professional.
- Are **all** teachers who provide instruction students with disabilities cognizant of their specific responsibilities related to carrying out what is mandated in the student's IEP?
- Are all instructional and functional accommodations being implemented?

Administrative Responsibilities (Oversight)

Administrative process for monitoring the following:

- Class schedules match the services in the IEP
- Special education teachers maintain data that display that all instructional and functional accommodations are being implemented
- Special education teachers maintain data on student progress in toward IEP goals
- Process to record whether services were provided in accordance with the IEP

Federal Compliance

- Evaluations conducted appropriately and on a timely basis in accordance to federal guidelines.
- Initial Evaluations
 - SST
 - Parent Request
 - **60 Day Timeline**
- Reevaluation
 - Must occur at least every three years
 - Can occur earlier of parent request or school initiated
- Discipline
 - Manifestation Meetings



Staffing

Data Collection

Instructional
Implementation

**What structures and process do you currently have in place to support the following:
Staffing, Data Collection, and Instructional Implementation?**

Examples of structures and process to support the following:

Staffing

- Big Picture
- Projections

Data Collection

- Data Notebooks

Instructional Implementation

- Co-Teaching Observation Checklist
- Lesson Plans

Due Process

- Due process is protected under IDEA and provides parents with the right to resolve disputes with their school district. Disputes can be resolved through mediation or a due process hearing in which a parent and the school district present written evidence about the disputed issue and have witnesses testify before a hearing officer.
- Keep in mind
 - Legal Fees
 - Compensatory Services

Scenario 1

- Student Nick Khan has recently been selected via lottery for enrollment in the Fall 2019-2020 school year. The parent has indicated that they are accepting the seat and has completed the enrollment packet. They have also provided the student's IEP to the school during enrollment.
- Nick's IEP reflects that he is served in the co-taught setting for ELA, MATH, SCI, and Social Studies.
- The registrar provided the IEP to the special education administrator during pre-planning.
- The school currently did not have a special education teacher to provide support for the co-taught math segment. However there was a paraprofessional that was providing support to two other students during that segment. The special education teacher convened an IEP meeting to amend the student's IEP to change the setting from co-teaching to supportive instruction for math until the school can hire a special education teacher.

Scenario 2

- Student Nick Khan is struggling in ELA evident by his grades in the 1st, 2nd, and 3rd quarter.
- Ms. Marks is his ELA teacher this year and was his Social Studies teacher last year. She stated to another teacher that Nick's grades were not a surprise because he struggled in her class last year.
- Nick's mom emailed the teacher to set up a conference. During the conference Nick's mother ask for her child to be tested so that he can receive special education services. She stated that she asked his homeroom teacher last year about getting tested. Ms. Marks stated that she will look into it.
- Nick received a 70 in ELA for the school year. Nick continued to struggle in ELA the following school year.
- Nick's mom called the principal and shared her concerns. She detailed the events from the last two years regarding her request for support. Nick was referred to a evaluation, evaluated, and found eligible under the criteria SLD.

Questions

Nicklaus Khan
Atlanta Public Schools
Office of Innovation
twitter: @KhanNicklaus
#GCSC2019
#GCSCSpecEd101



References

- Georgia Department of Education
- IEP Implementation and Progress Monitoring: Administrative Considerations Copyright © 2018 Education Service Center, Region 20 and Texas Education Agency