HCS Special Education Guidance Document
Preparing Scholars for the Transition from Middle to High School

SPECIAL EDUCATION PROGRAM ADVISOR CONTACT INFORMATION

Contact information for the Special Education Program Advisor at each of the HCS high schools is listed below. Middle School PAs/ILs and 8th grade SpEd teachers should contact these individuals if you have student/school specific questions.

SCHOOL	PROGRAM ADVISOR'S NAME	EMAIL	SCHOOL PHONE NUMBER	PERSONAL CELL FOR PA/IL/ADMIN USE ONLY (**DO NOT GIVE THIS NUMBER TO TEACHERS**)
Bethel	Janet Covington-Sykes	jcovingtonsykes	7673	
Hampton	Fermina Teal	fteal	7767	
Kecoughtan	Lisa Westlund	lwestlund	5184	
Phoebus	LaQuesha Williams	lwilliams5	1005	

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FRESHMAN SCHOLARS WHO ARE PURSUING A STANDARD/ADVANCED STUDIES DIPLOMA:

- **LEVEL 1 CLASSES with Co-Teacher in GEN Setting for Freshman Scholars:**
  - **Math**
    - Algebra 1 - 90-minute class held every other day (5 times biweekly)
      - KHS does not have single-block Algebra I
    - Double Block Algebra I - 90-minute class held daily (ten times biweekly)
    - Geometry - 90-minute class held every other day (5 times biweekly)
  - **Language Arts:**
    - English 9 - 90 minute class held every other day (ten times biweekly)
  - **Science**- 90-minute class held every other day (five times biweekly) A Co-Teacher or an Instructional Assistant are in the following science classes at the following schools;
    - BHS (Biology, Environmental, Earth Science)
    - HHS (IA-Biology, Environmental, Earth Science)
    - KHS (Biology, Environmental, Earth Science)
    - PHS (Biology, Earth Science)
  - **Social Studies**- 90 minute class held every other day (five times biweekly) A Co-Teacher or an Instructional Assistant are in the following social studies classes at the following schools;
    - BHS (World History I)
    - HHS (I.A. - World History I)
    - KHS (I.A. - World History I, Government)
    - PHS (World History I)

- **RESOURCE CLASSES - Resource classes are taught by a Special Educator in the SPEC Setting for Freshman Scholars:**
    - **Bethel High School:**
      The following resource classes offered at BHS meet 90 min 5 times biweekly = 450 min biweekly in SPEC setting
        - Algebra I Content Enhancement
        - English 9 Enhancement
        - Study/Social Skills
        - Voyager Reading (Academic Self-Contained)
        - Voyager Math (Academic Self-Contained)
    - **Hampton High School:**
      The following resource classes offered at HHS meet 90 min 5 times biweekly = 450 min biweekly in SPEC setting
        - Algebra I Content Enhancement
        - English 9 Enhancement
        - Study/Social Skills
        - Voyager Reading
    - **Kecoughtan High School:**
      The following resource classes offered at KHS meet 90 min 5 times biweekly = 450 min biweekly in SPEC setting
        - Voyager I (9th graders only - RI score of 750 or less)
        - Social Skills
        - English 9 Enhancement (English/Language Arts)- RI score above 750
    - **Phoebus High School:**
      The following resource classes offered at PHS meet 90 min 5 times biweekly = 450 min biweekly in SPEC setting
        - Voyager I
        - Study / Social Skills

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FRESHMAN SCHOLARS WHO ARE PURSUING AN APPLIED STUDIES DIPLOMA:

- **Functional ID Self-Contained** (at all high schools)
    - Service Minutes (Total 3600 minutes in SPEC setting as all classes including electives are Level 2):
        - Math Instruction = 900 min/every two weeks in SPEC setting
        - English/Language Arts Instruction = 900 min/every two weeks in SPEC setting
        - Transition Services = 900 min/every two weeks in SPEC setting
        - Remaining 900 minutes can be allocated based on scholar needs among:
            - Social Skills Instruction
            - Life Skills Instruction
            - Behavior Management
            - Etc.

- **Academic ID Self-Contained** (at all high schools)
    - This is **not equivalent to Academic Self-Contained in middle schools** as scholars enrolled in this class are **not on the standard diploma track** and are instructed via an Adapted Curriculum.

- Scholars who do not have cognitive deficits that will prevent them from earning a standard diploma should not be enrolled in this class.
    - If you have scholars who are in the academic self-contained setting whose eligibility categories may not impact them cognitively/academically, it is imperative that the team ensures their **disability-based needs justify placement in this setting**. This may include, but is not limited to scholars who are eligible due to ED, OHI, SLD, SLI, etc.
- Service Minutes (Total minutes vary depending on scholar's individualized schedules and needs, as some may be self contained for all core classes but Gen for electives)
    - Math Instruction - 450 min/every two weeks in SPEC setting
    - English/Language Arts Instruction = 450 min/every two weeks in SPEC setting
    - Other service areas may include, but are not limited to:
        - Study and Organizational Skills Instruction

- **Multiple Disabilities Self-Contained** (**only at Phoebus High School**)
    - This is a **district-wide program**; therefore, placement in this class **warrants approval**.
    - Service Minutes (Total 3600 minutes/every two weeks in SPEC setting as all classes including electives are Level 2):
        - Math Instruction = 900 min/every two weeks in SPEC setting
        - English/Language Arts Instruction = 900 min/every two weeks in SPEC setting
        - Functional Academics =
        - Vocational Skills =

- If a scholar is served in a self-contained setting all day and does not receive any instruction with their non-disabled peers, service minutes must total 3600 minutes every two weeks.

- **VERY IMPORTANT:** Oftentimes, high schools receive IEPs which simply state "self-contained"**.** To ensure scholars are placed in their appropriate LRE, it is imperative that a scholars' instructional setting for the Level 2 services is explicitly documented on the LRE page (i.e., Functional, Academic, Voyager Reading, Algebra I content enhancement, etc.).

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GUIDELINES FOR IEP MEETINGS AND DOCUMENTATION:

- **MEETINGS FOR RISING 9TH GRADERS:**
    - As discussed at the PA meeting in September, it is imperative that middle school PAs and ILs contact and **collaborate with the high school PAs** for insight and guidance during development of all annual IEPs for your 8th grade scholars. Most high school PAs have offered to participate in meetings virtually to ensure programming, services, etc. are aligned. Contact them to coordinate availability.

    - All **IEP addendums** that are warranted, must be completed **prior** to the end of the current school year.

    - Ensure that all **IEP documentation** from all events are:
        - included in the student cumulative record **with parent signatures**.
        - finalized in VA IEP with **all signatures attached** to the event in VA IEP via 'Upload External Attachment'
        - **All** documents in VA must match all documents in VA IEP and vice versa.

- **PROGRAMMING (SERVICES, ACCOMMODATIONS, LRE):**
    - IEP services are written biweekly for high school scholars (i.e. 60 minute(s) every two weeks); The 'times per week' column should be blank . . . do not enter a number.

    - All **accommodations must be justified** in the frequency column (i.e., the disability-based need for the accommodation, when the accommodation is warranted, etc.). No accommodation should be provided simply because the scholar has always received it or could benefit from it.

    - **Transportation:**
        - On the services page, transportation should indicate 'N/A' or 'Special Transportation'.
        - **If 'Regular Bus Transportation' is selected**, it is imperative that the support the scholar is receiving on the regular bus is explicitly documented on the accommodations page . . . what support is the scholar receiving on the regular bus;, why it is needed on the regular bus; who is providing it on the regular bus, etc. If a scholar does not warrant services on the 'regular bus', **an amendment is warranted**, **prior to transitioning to high school**, to ensure the IEP is compliant and aligned with the services the scholar is receiving.

    - A special education coordinator must be present if the IEP team is proposing a program change to a **more restrictive environment**.
        - *Note, it is <u>not appropriate</u> to change a scholar's LRE or to increase their level or frequency of services solely because the scholar is transitioning to high school and the parent and/or teacher are "fearful" of the unknown or of the transition.*

    - Please do not tell parents that a scholar will attend a specific school based upon their current program needs. All high schools have Functional and Academic Self-Contained classes; therefore, **all scholars will attend their zone high school**. If placement in the Multiple Disabilities class is warranted, contact your coordinator.