

WHAT IS SPECIAL EDUCATION?

- A service; NOT a place
- Instruction that is designed to meet the needs of students.
- Students who are eligible for special education have an Individualized Education program or IEP.
- Receives Specially Designed Instruction (Listed on the SDI page in the IEP).
- The SDI page lists the adaptations to the instructional content, method of instruction and/or the delivery of instruction, that will help the student be more successful in his/her classes.
- Ex's- Extended time to complete quizzes and tests, Seating close to the teacher to reduce distractions, limited multiple choices on tests and/or include a word bank when provided with fill-ins.

<https://www.greatschools.org/gk/videos/special-education-programs-and-interventions/>



WHAT ARE THE ELIGIBILITY REQUIREMENTS?

TO BE ELIGIBLE FOR SPECIAL EDUCATION SERVICES, A PARENT OR TEACHER, OR SOMEONE WHO WORKS CLOSELY WITH THE STUDENT MUST SEE A NEED. THE DISTRICT CONDUCTS IDENTIFICATION ACTIVITIES. THE STUDENT MUST BE FOUND ELIGIBLE FOR 1 OR MORE OF THE FOLLOWING CONDITIONS:

- Individualized services and programs are available for children who are determined to need specially designed instruction due to 1 of the following conditions:

Autism/Pervasive Development Disorder

Blindness or Visual Impairment

Deafness

Developmental Delay

Mentally Gifted

Intellectual Disability (Mental Retardation)

Multi-handicapped

Neurological Impairment

Other Health Impairments

Physical Disability

Serious Emotional Disturbance

Specific Learning Disability

Speech and Language Impairment

Traumatic Brain Injury



WHAT IS AN IEP?

- Individualized Education Program (IEP)
- A legal document
- Occurs Annually (to ensure school districts are adhering to the federal law known as IDEA)
- Is developed with the help of the student, parent(s), teachers and related service providers (if applicable)
- Lays out the program of specialized instruction, supports, services, students need to make progress in school
- Designed to meet the student's unique needs
- Includes information and data obtained from the evaluation report, teacher input, assessments, parent input
- Provides legal protections (called Procedural Safeguards)

What is an IEP

- A written LEGAL document
- It describes special education services for a child with special needs
- It details how the child is currently performing
- It acts as a way to measure goals and progress
- It is valid for one year
- Each year a new meeting is held to discuss issues and progresses

WHO ARE THE MEMBERS OF IEP TEAM?

- Student
- Parent(s) or legal guardian
- The **L**ocal **E**ducation **A**gent (LEA) (most times the Special Ed. Director, Principal)
- CTE Representative/Special Education Facilitator
- Special Education Teacher (Case Manager)
- One (or more) Regular Education Teacher(s) (CTE Instructor; academic area teacher)
- Related Service Provider (if applicable- Ex- Speech Therapist)

THE PARENT'S ROLE AS A TEAM MEMBER

- Provide information and input regarding your child's strengths and areas of need.
- Communicate with teachers.
- Participate in meetings. Listen and share suggestions.
- Review special education documents and ask questions/provide feedback.
- Report whether skills learned in school is being used at home.

YOU ARE A VALUABLE MEMBER OF THE IEP TEAM!!!



WHAT ARE THE **MOST IMPORTANT PARTS** OF THE IEP?

- Demographics (Cover page)
- Special Considerations Page
- Present Levels of Academic and Functional Performance “The Heart of the IEP”
- Transition Section
- Annual Goals/Objectives
- SDIs
- Placement

WHAT ARE THE RESPONSIBILITIES OF A CASE MANAGER?

- Have an understanding of Special Ed. laws. (IDEA, FERPA, Section 504, ADA, ESEA)
- Communicate with parents regularly.
- Communicate and collaborate with teachers re: the student's progress, performance, accommodations, goals
- Write the IEP
- Monitor IEP goal progress (or regression) & Report progress Quarterly
- Keep the IEP in compliance by adhering to timelines
- Schedule, Prepare for, Facilitate IEP meetings)
- Ensure teachers have a copy of SDI page (s) and are providing accommodations

MAIN SPECIAL EDUCATION LAWS TO KNOW

- Education for All Handicapped Children Act
- IDEA
- FERPA
- Section 504 of the Rehabilitation Act of 1973
- ADA of 1990
- Elementary and Secondary Education Act (known as NCLB), 2001

<https://www.youtube.com/watch?v=dj2dBLi7zvQ>

IDEA

- Stands for Individuals with Disabilities Education Act
 - Guarantees basic rights for students with disabilities:
 - **F**ree **A**ppropriate **P**ublic **E**ducation (FAPE) at no cost to parents
 - The **L**east **R**estrictive **E**nvironment (LRE) for children with disabilities
 - Supplemental support from special education teachers when needed
 - An assessment (with parent's consent) to determine the student's needs (Initial Evaluation & a Reevaluation every 3 years)
 - Parents must be provided a copy of their Procedural Safeguards at least once/year.
- *To ensure that districts adhere to IDEA requirements, schools develop Individualized Education Programs (IEPs) for each child with special education needs.**

Watch <https://www.youtube.com/watch?v=4On6QVnW6wc>

FERPA

- Family Educational Rights and Privacy Act
- Ensures students (and families') information is kept confidential.
- Only individuals who directly work with the student can have access to the student's record (demographics, grades, behavior, academic evaluation reports), but are prohibited from disclosing information.
- Parents can look at, amend and control the information in their child's cumulative folder while their student is in school (after putting their request in writing).
- Violating FERPA could lead to disciplinary actions.

SECTION 504 OF THE REHABILITATION ACT OF 1973

- The first disability civil rights **law** to be enacted in the United States.
- It prohibits discrimination against people with disabilities in programs that receive federal financial assistance, and set the stage for enactment of the **Americans with Disabilities Act**.
- Students who have a 504 Plan are protected under this law.
- Students who: have a physical or mental impairment that substantially limits one or more major life activities, has a history or record of such an impairment, or is perceived by others as having such an impairment.

ADA

- Americans with Disabilities Act of 1990
- A Civil Rights Law
- An “Equal Opportunity” law for students with disabilities
- Prohibits discrimination & guarantees that people with disabilities have the same opportunities as everyone else
- To be protected by the ADA, one must have a disability, which is defined by the ADA as a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

ESEA (1965) EVERY STUDENT SUCCEEDS ACT

- Congress has reauthorized the Elementary and Secondary Education Act (ESEA), the statute formerly known as No Child Left Behind.

The goal of NCLB was to "close the achievement gap" between minority and low-income students and their more affluent white peers; students would be taught by highly qualified teachers,

- The new statute, [Every Student Succeeds Act](#), was signed into law by President Obama on December 10, 2015.
- ESSA holds schools accountable for how **students** learn and achieve. **ESSA** aims to provide an equal opportunity for **students** who get special education services.

LRE- WHAT DOES IT MEAN?

- **Least Restrictive Environment**
- The LRE is an environment with non-disabled students
- IDEA requires students be instructed in the LRE that is **APPROPRIATE** to meet the student's needs.
- The key word is **APPROPRIATE**
- Appropriate takes on different meanings for each student. This is why we **INDIVIDUALIZE** each student's programming (IEP).
- Watch- <https://www.youtube.com/watch?v=sc5pgXhyLoQ>
- Our goal for each child is to ensure individualized education program (IEP) teams begin with the general education setting with the use of accommodations and services before considering a more restrictive environment.

PROCEDURAL SAFEGUARDS

- IDEA includes a set of **procedural safeguards** designed to protect the rights of children with disabilities and their families, and to ensure that all special-needs students receive a FAPE.
- The safeguards include the opportunity for parents to:
 - Participate in meetings related to identification (Initial Evaluation), Annual Reviews (IEP meetings), need for additional services (ex-speech and language therapy, Occupational therapy, etc.), review their child's full educational records, the right of parents to request an independent educational evaluation (IEE) and how to file a complaint (due process) if they do not agree with their child's programming.

Watch- <https://www.youtube.com/watch?v=ppq37WCJeAk>