Understanding Special Education

GAEL: Aspiring Leaders
Winter GAEL January 28, 2017
True or False

- A psychological evaluation is the only evaluation necessary to determine eligibility for special education.
False
Comprehensive Evaluation

- Provides sufficient data to determine whether the student is a student with a disability
- Documents how the disability affects the student’s academic or behavioral performance in school
- Provides appropriate information for the development of an IEP, if eligible
- Conducted by a multidisciplinary evaluation team
True or False

- IDEA requires school staff to consider the results of independent evaluations presented by parents only if the information is comparable to the district’s evaluation.
False
Consideration of Independent Evaluation Information

- IDEA requires consideration of independent evaluations presented by parents
- IDEA does not require that evaluator’s recommendations be written into student’s IEP or programming for child
- Must show through documentation that IEP team considered the results
True or False

- IDEA requires districts to share all evaluation data with parents prior to an eligibility and/or IEP meeting.
False
Evaluation Reports

- IDEA does NOT require that parents be provided with all evaluation reports prior to an Eligibility and/or IEP meeting.
- Parents may be more knowledgeable if they have some evaluation information in advance.
True or False

- At a minimum, the following school personnel are mandatory members of an IEP team meeting:
  - Not less than 1 regular education teacher of the student
  - Not less than 1 special education teacher of the student or if appropriate, 1 special education service provider
  - LEA representative
True
IEP Mandatory Participants

- At a minimum, the following school personnel are mandatory members of an IEP team meeting:
  - Not less than 1 regular education teacher of the student
  - Not less than 1 special education teacher of the student or if appropriate, 1 special education service provider
  - LEA representative
Other Required Members Under Certain Circumstances

- Someone qualified to interpret test results (may be one of other persons already required)
- Others who have knowledge of student or special expertise (at discretion of parent or district)
- The child/student
- Representative of any agency that is likely to provide or pay for transition services (with parent or student consent)
True or False

- An LEA representative must be knowledgeable of specialized instruction and special education resources.
True
LEA Representative Requirements

- Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child
- Knows about the general education curriculum
- Know about the availability of resources in the district
True or False

- Excusal procedures are required when any member of the IEP cannot attend or must leave prior to the completion of the meeting.
False
Excusal Procedures

- Excusal procedures apply to required IEP team members only.
- Two circumstances may allow a required member to be excused if district and parent agree:
  - Members area of curriculum or related services is NOT being changed or discussed.
  - Members area of curriculum or related services is being discussed and relevant written input to the IEP team is provided prior to the meeting.
True or False

- Parents can only bring other individuals to an IEP meeting after district approval.
False
Parents Inviting Others to IEP Team Meeting

- Parents can invite other individuals who have knowledge of the child or special expertise
True or False

- School personnel can come to an IEP meeting with a draft IEP developed prior to the meeting.
True
Draft IEPs

- Draft IEPs are acceptable
- It must be clear to parents and all team members that the plan is a draft and all decisions will be made in the meeting
- Changes and additions should be made in the meeting
- Services should NOT be indicated on the draft
True or False

- The IEP is required to contain educational goals and objectives, identify specific teachers, school, curriculum and methodology.
False
IEP Content

- Present Level of Academic Achievement and Functional Performance
  - Initial or most recent evaluation
  - Results of district and/or statewide assessments
  - Strengths
  - Needs
  - Parental Concerns
  - Impact of disability on involvement and progress in general education curriculum
IEP Content

- Consideration of special considerations
  - Behavior
  - Limited English Proficiency
  - Visual Impairments
  - Communication Needs
  - Assistive Technology
  - Alternative Format Instructional Materials

If any needs identified in these areas, supports and/or services must be provided (BIP)
IEP Content

- Transition Service Plan
- Annual Goals
- Short Term Objectives/Benchmarks (If participating GAA)
- Student Supports
  - Instructional accommodations
  - Classroom testing accommodations
  - Supplemental aids and services
  - Supports for district personnel
IEP Contents

- Assessment (Define participation in grade level, modified or alternative assessments)
- Placement Options (Service not PLACE)
- Extended School Year
- Related Services
IEP Contents

- IDEA does NOT require specific information regarding
  - Teachers
  - Schools
  - Methodology
  - Curriculum
True or False

- Decision making in IEP meetings is not a “voting” process.
True
IEP Team Decision Making

- IEP Team must reach consensus on the development of the IEP
- IEP decisions are NOT based on a vote of team members
True or False

● When determining the placement (special education services) for students currently in a “separate class” (Access) the LRE discussion should begin with the current placement.
False
Placement/Continuum of Services

- IEP team begins by considering how the goals can be met in the general education environment
- Full Continuum of Placements
  - Support in General Education settings
    - Support Services
    - Direct Special Education Services
Placement/Continuum of Services

- Full Continuum of Services (continued)
  - Other Placement Options
    - Special education separate classes
    - Special schools
    - Private Schools
    - Home Instruction
    - Hospitals
    - Residential Services
True or False

- The determination of special education services is based on the amount of “help” the student needs.
False
Placement Services

- Determination of special education services is based on
  - Specially designed instructional needs, and time required to provide
True or False

- IEP recommendations can be made based upon the availability of services at the school.
IEP Recommendations

- Must be determined based on the unique needs of the student as defined in the present level of academic and functional performance
True or False

- The costs involved in the provision of programs and services should be considered in the IEP decision making process.
False
True or False

- Special education services can be specified as “as needed” on the IEP.
False
Services Specification

- Amount of services must be set forth in the IEP in a manner that is specific enough for parents to have a CLEAR understanding of the level of commitment of services on the part of the district.
True or False

- Extended School Year Services (ESY) must be considered twice a year and are provided during the summer.
False
Extended School Year Services

- Must be considered annually
- May be provided during summer, after school, during breaks, weekends, etc.
- Specific factors must be considered in making the determination for ESY
- Decision is connected to the IEP goals that need extended instruction
True or False

- Behavior intervention plans are required for any student with an IEP who exhibits behaviors that impede his/her learning or that of others.
True
Behavior Intervention Plans

- IDEA requires that IEP consider the following for any student exhibiting behaviors that impede his/her learning or the learning of others
  - Strategies including positive behavioral interventions and supports to address the behavior
  - ANY student with a disability, NOT just EBD students
True or False

● A manifestation review is required only when students are expelled.
Manifestation Review

- Suspensions beyond 10 days are considered a “change in placement” and require a Manifestation Review.
- Decision DOES NOT terminate the right of the student to receive FAPE.
- Manifestation Review must answer the following:
  - Was the behavior caused by or have a direct and substantial relationship to the student’s disability?
  - Was the behavior a direct result of the system’s failure to implement the IEP?
True or False

- Transition service plans for SWD must be developed and updated annually prior to entering 9th grade or reaching age 16.
True
Transition Service Plan

- Required component of the IEP for SWD
- Must be developed and updated annually prior to entering 9th grade or reaching age 16.
True or False

- There are no requirements related to transition for SWD prior to the graduation of the student.
False
Summary of Performance

- Upon termination of a student’s eligibility due to graduation a Summary of Performance (SOP) must be completed.
- Purpose of SOP: provide strategies for successful transition with needed supports.
- SOP must include summaries of:
  - Academic achievements
  - Functional performance
  - Recommendations on how to assist student in meeting post secondary goals.
True or False

- Providing effective special education services and complying to IDEA is an easy task.
False
Easy is overrated!

- Thank you for the following…
  - Your belief that all students can and will succeed with appropriate instruction and accommodations
  - Your willingness to be creative in meeting the unique needs of SWDs
  - Your willingness to lead staff and parents in thinking differently and having high expectations for ALL students
  - Your commitment to the success of ALL students
Contact me at any time

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