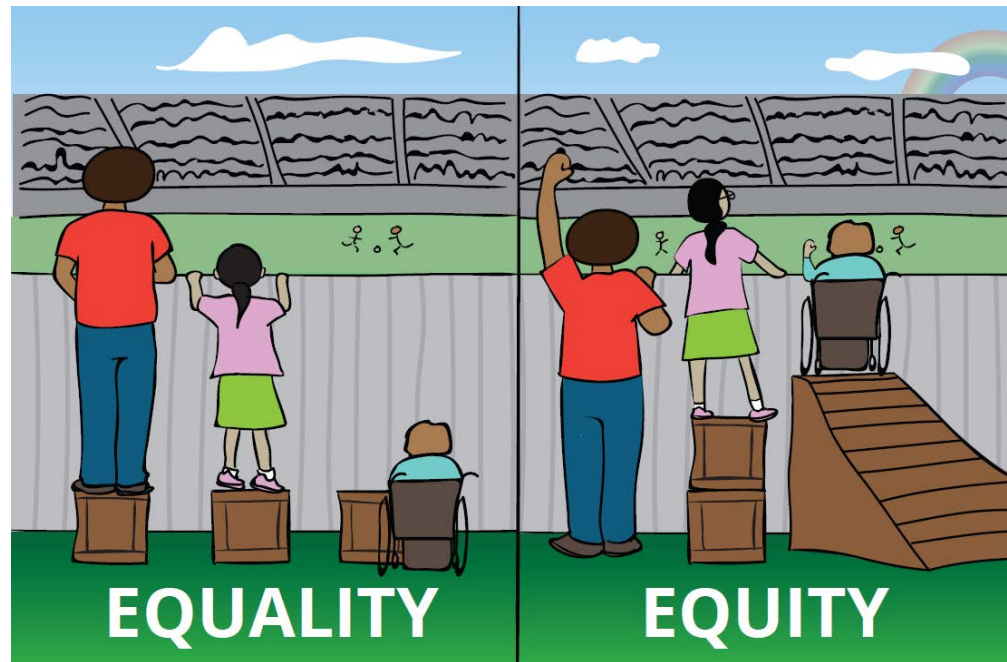


Understanding Special Education

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.

False



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.

False



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 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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