

# Special Education Requires Special TRUST





“Not every child has an equal talent or an equal ability or equal motivation, But all children have the equal right to develop their talent, their ability, and their motivation”.

John F. Kennedy

## Today's Topics

- Acronyms
- TRUST
- Introduction to Special Education Regulations
- The Purpose & Structure of the IEP/504
- Procedural Safeguards & Due Process

# ACRONYMS



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504:	Section 504 of the Rehabilitation Act
AAC:	Alternative Augmentative Communication ABA: Applied Behavioral Analysis
ABA:	Applied Behavioral Analysis
ABC:	Antecedent, Behavior, Consequence
ABLLS:	Assessment of Basic Language and Learning Skills
ADA:	Americans with Disabilities Act
ADD:	Attention Deficit/Attention-Deficit Hyperactivity Disorder
ADHD:	Attention-Deficit Hyperactivity Disorder
ADLs:	Activities of Daily Living
AFLS:	Assessment of Functional Living Skills
ALJ:	Administrative Law Judge
APA:	Alternate Proficiency Assessments
APE:	Adaptive Physical Education
ASD:	Autism Spectrum Disorders
ASL:	American Sign Language
AT:	Assistive Technology
AYP:	Adequate Yearly Progress
BD:	Behavioral Disorder, now referred to as ERI (Emotional Regulation Impairment)
BIP:	Behavioral Intervention Plan
BOE:	Board of Education
CAPD:	Central Auditory Processing Disorder
CBI:	Community Based Instruction
CSPD:	Comprehensive System of Personnel Development
CD:	Cognitive Delay
CF:	Cystic Fibrosis
CP:	Cerebral Palsy
CPRC:	Community Parent Resource Center
CST:	Child Study Team
DB:	Deaf-Blind
DCF:	Department of Child and Families
DD:	Developmental Delay
DDD:	Division of Developmental Disabilities
DEC:	Division for Early Childhood

# TEACHING TO RECOMMEND UNIFIED STUDENT SUPPORT TOGETHER (TRUST)

## What is TRUST ?

- a firm belief in the reliability, truth, ability, or strength of someone or something.

"relations have to be built on TRUST"

# TEACHING TO RECOMMEND UNIFIED STUDENT SUPPORT TOGETHER (TRUST)

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How Do We Build TRUST ?

# Is TRUST Regulated?

The Federal and State Departments of Education provide Free Appropriate Public Education (FAPE)



**Federal Level**



## The Individuals with Disabilities Education Act (IDEA)

This law provides federal financial assistance to State and local education agencies to ensure a **FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)** via special education programs and related services to **ELIGIBLE CHILDREN WITH DISABILITIES.**



# Examples of Services

- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Consultation from Specialists
- Counseling Services
- Extended School Year (ESY)

## Examples of Modifications

- Extra time for all schoolwork, including standardized tests
- Planned motor breaks throughout the day
- Preferential or flexible seating
- Taking tests verbally rather than written
- Para-professional support

# SPECIAL EDUCATION (SPED) can also include instructions for



Positive Behavioral Interventions & Supports (PBIS)



Behavior Plans



Social/Emotional Skills



Independent Living Skills



Transition Plans for Adulthood



Vocational Rehabilitation (VR)

# TEACHING TO RECOMMEND UNIFIED STUDENT SUPPORT TOGETHER (TRUST)

## How the TRUST Process Begins

### **IDENTIFY A CHILD WITH SPECIAL NEEDS**

Parents or guardians, medical personnel, and early childhood educators are often the first to notice that a child's learning, behavior, or development may be a cause for concern.

# TEACHING TO RECOMMEND UNIFIED STUDENT SUPPORT TOGETHER (TRUST)

## How the TRUST Process Begins

### **CHILD FIND**

Public schools are legally obligated to find any child in the district who may have a disability and be entitled to special education and related services. The school district must have a set of written procedures to identify and evaluate any such child.

# TEACHING TO RECOMMEND UNIFIED STUDENT SUPPORT TOGETHER (TRUST)

## How the TRUST Process Begins

### INITIAL EVALUATION

The school **MUST** ask permission from the parent(s) or legal guardians to evaluate the child and recommend their written permission before the evaluation may be conducted.

MUST vs MAY and SHALL vs SHOULD

Does it make sense not to **TRUST**?

# TEACHING TO RECOMMEND UNIFIED STUDENT SUPPORT TOGETHER (TRUST)

## How the TRUST Process Begins

### **DETERMINATION**

Once the evaluations and assessments are completed, the CST will conduct an Eligibility Determination meeting to ascertain whether or not your child has one or more specific learning disabilities

Does it make sense not to TRUST the assessment?

# TEACHING TO RECOMMEND UNIFIED STUDENT SUPPORT TOGETHER (TRUST)

How does the **TRUST** process continue?

## THE INDIVIDUAL EDUCATION PLAN (IEP)

Your child requires a well-thought-out plan to meet his or her specific needs. That plan is called the IEP. It is the foundation of a special needs child's education. The IEP should list the special services and accommodations your child will recommend based on his or her specific special needs.

This is why, as stated above, **the parent/guardian helps develop the IEP**. Usually, no one knows more about your child than you.

Without your input, can you TRUST the IEP?



# The Purpose of the IEP Meeting

The team must meet annually at a minimum to revise and update the student's IEP:

- To review evaluations/determine the present level of performance (PLOP)
- To measure the progress towards the student's goals and adapt goals accordingly
- To allow **PARENTS & TEACHERS** the opportunity to provide updates on the student
- To consider changes to services and accommodations

**Build Collaborative TRUST**

# The Purpose of the IEP Meeting

*Did you know... parents may request a meeting to review the plan at any time throughout the year.*

## Determine Goals:

- Academic (i.e., reading, writing, math)
- Social/emotional
- Functional/developmental
- Behavioral
- Therapeutic (i.e. OT, PT, Speech)

## Determine accommodations:

- Sensory items to avoid or seek out
- Preferred seating
- Breaks
- Assistive technology
- Additional time to complete. work/tests
- Advanced warning of emergency Drills/headphones

# Planning for the IEP Meeting

Familiarize yourself with the IEP team and each of their roles

- Administrator (who can authorize funding)
- Special Education Teacher
- Mainstream Education Teacher
- Therapists (OT, PT, Speech)

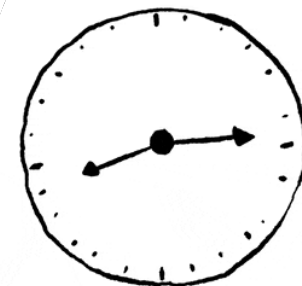
Reflect on any **Information You Would Like To Share** with the school that could help to shape your child's plan

# Planning for the IEP Meeting

Come Prepared With Written Questions.

Help to Understand and Build

**TRUST TOGETHER**



# Planning for the IEP Meeting

Determine your list of prioritized concerns to discuss at the meeting

**THINK ABOUT POSSIBLE SOLUTION PATHS/OUTCOMES TO DISCUSS WITH THE SCHOOL**

Bring **DATA TO ASSIST IN REQUESTS** you are making, such as outside therapist, counselor, and provider evaluations and progress reports.

**You should SUPPORT YOUR TRUST**

# The Initial IEP Meeting

- Strengths and concerns are discussed which help to determine which evaluations need to be completed
- Review of student's current present level of performance (PLOP) academically, socially, & emotionally



## After the IEP Meeting

The school must send a Prior Written Notice before the school plans to take (or refuses to take) actions related to your child's identification, evaluation, or educational placement.

### Examples:

- Before an initial evaluation
- Before changing your child's educational placement or special ed services
- When a school refuses a parent's request for evaluation

# 504 Plans

Section 504 is part of a Federal civil rights statute that prohibits discrimination based on disability. It ensures that schools address and meet the needs of students with disabilities.

A 504 is intended to help a student access the general curriculum by building in support and accommodations



# 504 Plans

- Section 504 of the Rehabilitation Act allows for the provision of these plans based on civil rights law
- **A disability should not inhibit a person from receiving FAPE**

504 Plans allow for changes to the environment that will remove barriers for a student to access their education.

# 504 Plans

Section 504 defines a student individual with one or more handicaps as any student between the ages of 3 and 22 in schools that recommend Federal funding as having

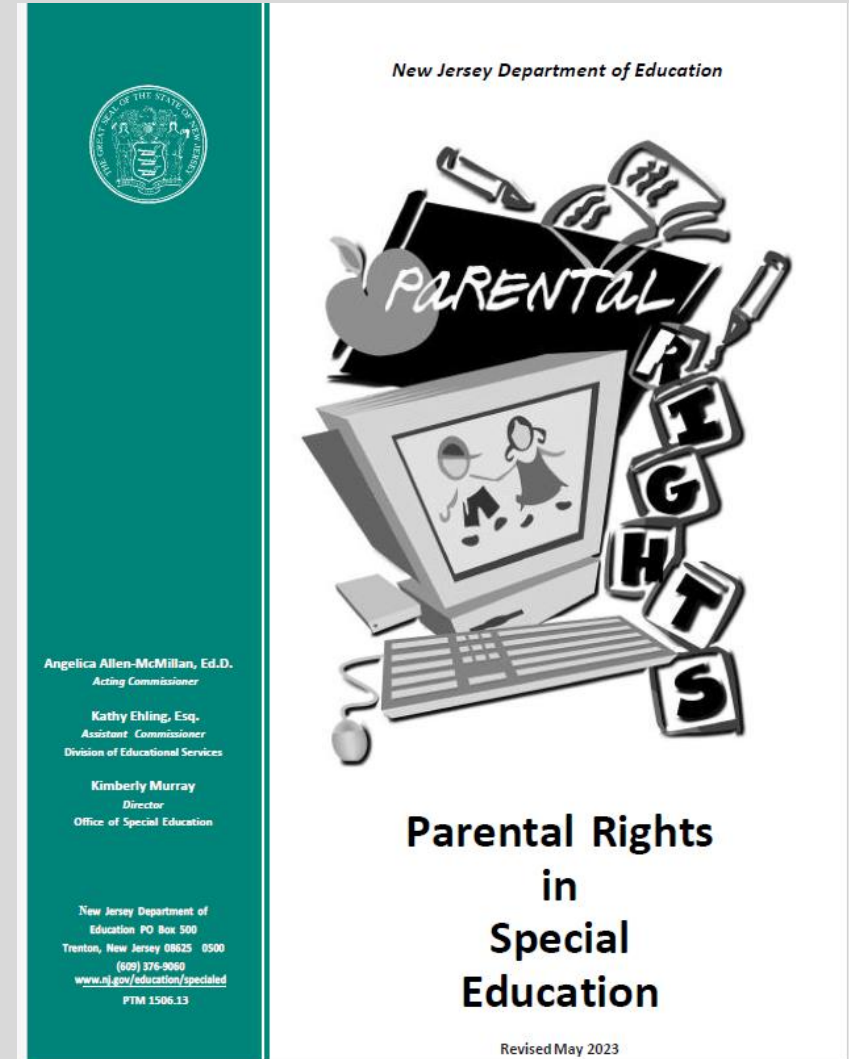
- (1) has a physical or mental impairment which substantially limits one or more major life activities,
- (2) has a record of such an impairment, or
- (3) is regarded as having such an impairment. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on a case-by-case basis.

Major life activities include certain acts a person does and a person's bodily functions.

# Procedural Safeguards and Due Process

If the school and parents cannot agree upon appropriate outcomes, there are effective ways to resolve the disputes.

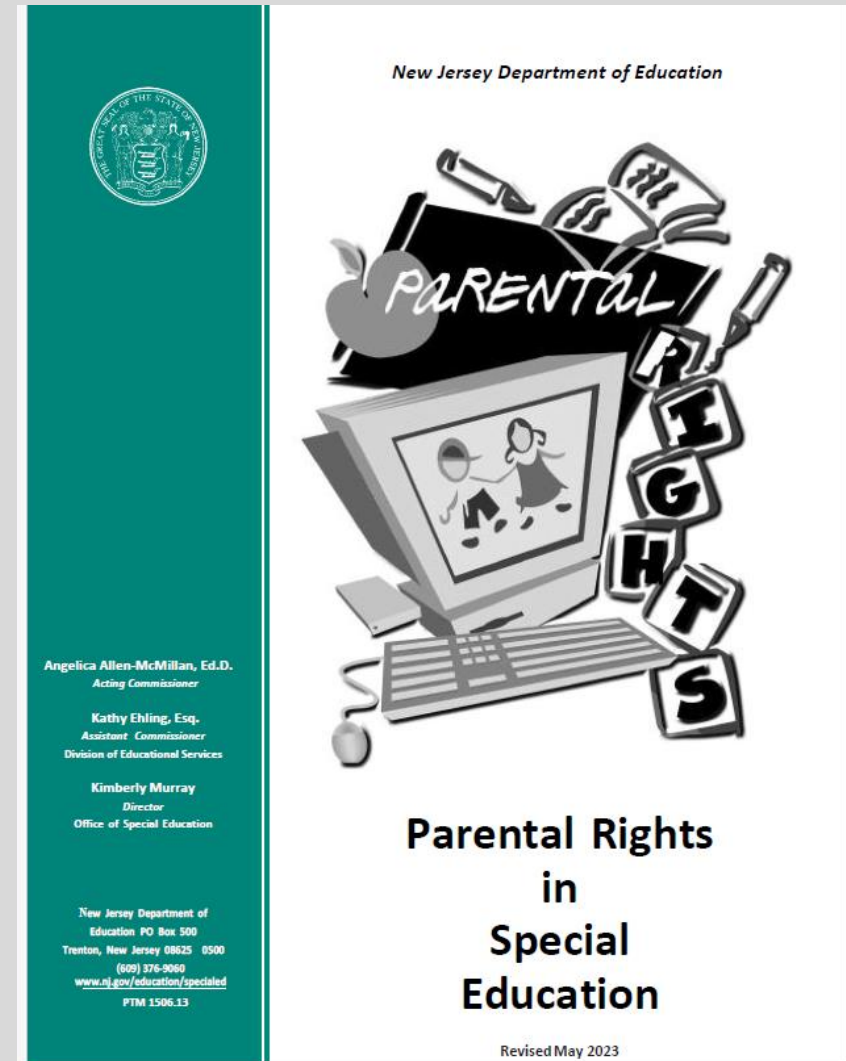
Please Do Not Violate My  
TRUST



# Procedural Safeguards and Due Process

Hopefully, we have built a foundation of TRUST to avoid litigation.

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## Wrapping Up

Every student is entitled to a Free and Appropriate Public Education (FAPE)

An IEP is written to meet the needs of *each* individual student.

If the school and parents cannot agree upon appropriate outcomes, there are effective ways to resolve the disputes.

SEPAG is here to help! Please get in touch with us with any questions or concerns.