

# Special Education '101'

September 20, 2022



# Who We Are



- Denise Hildebrand - Executive Director
- Antonia (Toni) Galan - Director
- Dan Stockhausen - Associate Director
- Cara Chase - Assistant Director
- Program Administrators (at each school)
- Principals (East View Academy & Pathways)

# What We Will Learn



- Parents will be able to identify the process for special education eligibility determination.
- Parents will be able to identify the different eligibility classifications and special education programs/services in the District.
- Parents will be able to identify key terms in Special Education.
- Parents will understand the different types of meetings that are part of the IEP process.

# 'Child Find'

- Districts are responsible for identifying students who may demonstrate characteristics of a disability.
- Process for identifying students in need of an evaluation is supported through the Multi-tiered System of Support (MTSS).

# What is MTSS?

(Multi-Tiered System of Support)

- Tiered System of Supports
  - Academic, Behavioral, Social Emotional
  - Tier 1 - All Students
  - Tier 2 - Some Students
  - **Tier 3 - Few Students**



RTI (Response To Intervention)  
**3 Tiers of Support**

# Initial Eligibility Step by Step

**Request for  
Evaluation** is  
made

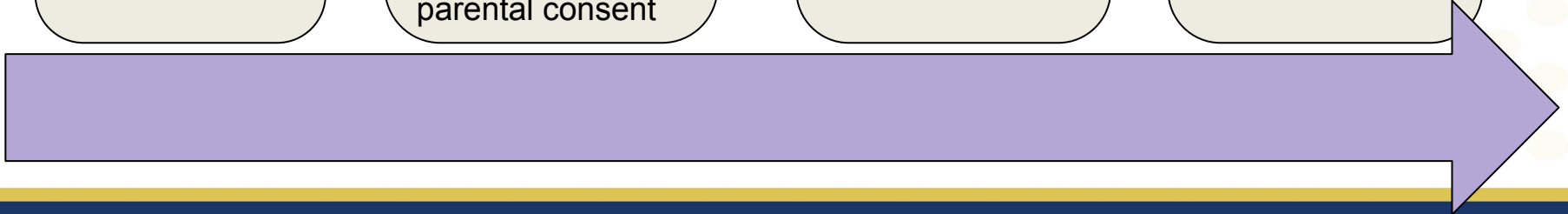
**Respond to  
request:**

- 14 school days
- Decision in writing to parents
- Domains completed by school staff (list of assessments they will complete)
- Must get signed parental consent

**Evaluation**  
60 school days  
based on LEA's  
calendar

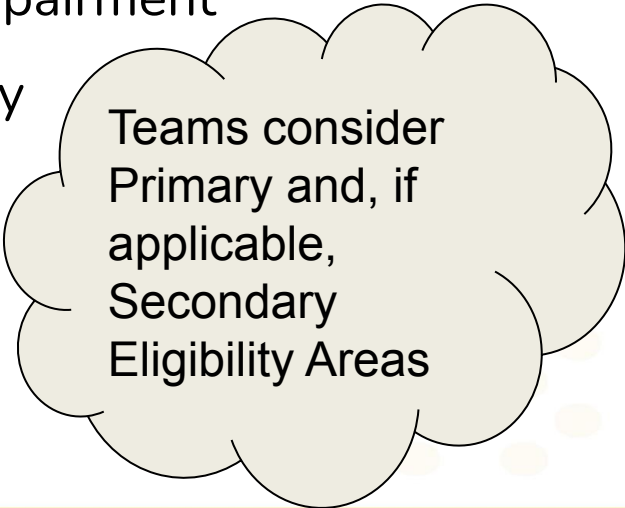
**Eligibility  
Conference**

By day 60 the eligibility meeting must occur, and if eligible, an IEP written



# Eligibility Categories

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual impairments



Teams consider  
Primary and, if  
applicable,  
Secondary  
Eligibility Areas

# Key Terms

- Procedural Safeguards
  - Informs Parents of their Rights and their Student's Rights under Individuals with Disabilities Education Act (IDEA)
  - Provided to parents at each meeting
  - Parents need to initial they received it



# Eligibility Conference

## Eligibility Meeting

- Parent
- LEA (Local Education Agency Representative)
- Staff that completed Testing
- Special Education Teacher
- General Education Teacher

Student is eligible-eligibility category identified

**Individualized Education Plan (IEP)** is written by the IEP team, which includes parent

Student is not eligible

Student may continue with interventions. Sometimes a 504 plan is considered.

# Key Terms

## IDEA - Individuals with Disabilities Education Act (2004)

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

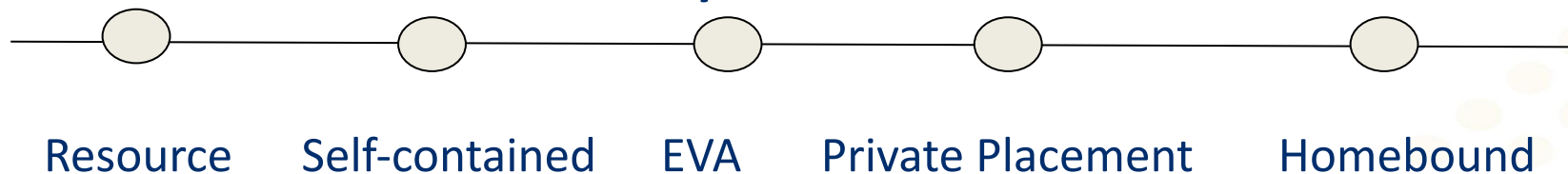
# Key Terms

- **Free and Appropriate Public Education (FAPE)**
  - Responsibility of District to provide an educational program for students that is designed to meet the child's unique needs and from which the child receives educational benefit, and prepares them for further education, employment, and independent living.
- **Least Restrictive Environment (LRE)**
  - Learning environment that is appropriate for students to the maximum extent possible with nondisabled peers.

# District Programs & Services



- Variety of programs along LRE continuum
- Early Childhood (age 3) to Transition (age 22)
- Resource and Co-taught
- Self-contained (Cross-Cat, STARS, SKILLS, ISP, LSP, DHH)
- East View Academy



# Self-Contained Programs



- **Cross-Cat**- Cross Categorical
- **STARS**- Skills Training and Autism Related Services
- **SKILLS**- Supporting Kids in Lifelong Learning of Socialization, Self-Control, and Self-Advocacy
- **ISP**- Instructional Skills Program
- **LSP**- Life Skills Program
- **DHH**- Deaf and Hard of Hearing
- **EVA** - East View Academy
- **REACH** - Resiliency, Expression, Awareness, Connection, Hope

# Related Services

- These are services a child needs to benefit from special education
- Examples (not exhaustive):
  - Speech/Language
  - Physical Therapy
  - Counseling
  - Hearing Impairment
  - Social Work
  - Occupational Therapy
  - Transportation

# Other Services

- Board Certified Behavior Analyst - behavior intervention support for select special education programs in the district (STARS, SKILLS, EVA)
- Parents are notified in advance if they are part of individual intervention or assessment.

# Meeting Types

- Domains - Request for an Evaluation
- Initial Eligibility
- Initial IEP
- Annual Review (yearly)
- Re-evaluation (every 3 years)



# Who Is Required to Attend

- Domains - Parents, Teacher, Evaluators
- All Other Meetings:
  - Parent
  - General Education Teacher(s)
  - LEA (Local Education Agency) Representative
  - Special Education Teacher(s)
  - Student (as appropriate)
  - Related Service Staff (as appropriate)

# Before the IEP Meeting



- Parent/Guardian receives a draft copy 3 school days prior to the meeting
- If you have questions or concerns, let the school know ahead of time
- Bring your questions written down so you remember to ask

# At the IEP Meeting

- Introductions
- Statement of purpose
- Present levels - All staff who work with your child will discuss current programming
- New goals are proposed, discussed and accepted
- Accommodations are discussed

# At the IEP Meeting

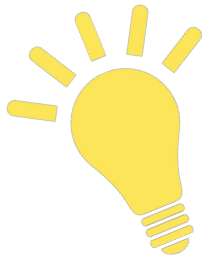


- Services are proposed and discussed
- Extended School Year is discussed and a recommendation made as to whether or not it is needed
- Wrap-up and identify any follow up tasks that may be needed

# After the IEP Meeting



- Review the IEP provided
- Read the additional notes
- Direct any questions you may have to your child's case manager



Organizational tip: Keep the documents from each meeting in a file folder labeled with the date of the meeting. Keep them in a safe place in your home.

# Facts To Know About IEPs



- If you move, the IEP transfers to any school district in the United States
- You will get an update on progress of goals with each report card
- Every 3 years a re-evaluation is done to determine continued eligibility

# IEP vs 504 Plan

- IEPs are developed for students with disabilities whose needs are such that specialized instruction is required to address their needs.
- 504 plans are developed for students with disabilities whose needs can be met through classroom accommodations and supports.