

Parent/Guardian Rights Night

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Agenda

1. Review purpose of the presentation
2. Define Special Education Acronyms
3. Review components of an IEP and 504 Accommodation Plan
4. Explain Special Education Process and Parent/Guardian Rights
5. Explain Carver's Special Education Programs
6. Share out Carver's role in the state's IEP Improvement Project as an Early Adopter School
7. Resources and Update on SEPAC
8. Questions, Comments, Concerns

Purpose of Presentation

The goal of this presentation is to provide information to families with students in special education so that participants understand their rights and the special education process in order to enhance collaboration between families and the school district.

State special education law requires that at least once per year each school district conducts a workshop on the rights of students and their parents or guardians under the special education law of Massachusetts and under the federal special education law.

Special Education Acronyms

- IEP - Individualized Educational Program which enables students identified with educational disabilities to make effective progress with proper modifications and accommodations through their participation in specially designed instruction or related services
- Specially Designed Instruction - modifications to content, methodology, or performance criteria
- Related Services - counseling, speech and language, occupational therapy, physical therapy, orientation and mobility, adaptive physical education
- 504 - 504 Accommodation Plan which provides students with accommodations to support their disabilities in order for them to access their education
- ICAP - Individualized Curriculum Accommodation Plan which provides recommendations as far as how to best support a student's learning style
- FAPE - Free and Appropriate Education
- LRE - Least Restrictive Environment
- FBA - Functional Behavioral Assessment
- BIP - Behavior Intervention Plan
- SEPAC - Special Education Parent Advisory Council

Special Education Acronyms

Components of an IEP:

- Parent/Guardian Concerns
- Student Strengths and Identified Disability Type/s
- Team Vision
- PLEP A (present level of educational performance) to address academic accommodations and modifications
- PLEP B (present level of educational performance) to address other areas (social-emotional, speech, motor to name a few) accommodations and modifications
- Goals
- Specialized Services
- Explanation as to why students are removed from the regular education setting, consideration for extended school year/summer school, and consideration of specialized transportation
- Standardized Testing Accommodations
- Additional Information
- Transition Planning Form (for students 14 and up)

Components of a 504 Accommodation Plan:

- Identified Disability that substantially or extremely impacts the student's ability to access their education
- Accommodations to ensure access to learning and address identified disability

Special Education Process and Parent/Guardian Rights

-Special Education Laws

- The Individuals with Disabilities Education Act – also known as IDEA and sometimes referred to as IDEA-97
 - Previously known as the Education for All Handicapped Children Act was signed into law by President Gerald Ford in 1975
 - Makes available a free appropriate public education to eligible children with disabilities and ensures special education and related services to those children
- Chapter 766 – Massachusetts’ special education law
- The Rehabilitation Act of 1973 – Section 504 which addresses protections for students with disabilities
 - Federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the department

Special Education Process and Parent/Guardian Rights

-Referral Process

- If a student experiences academic struggles, the school may initiate **a referral for an Initial Evaluation** (testing) to determine if the student has an educational disability that is contributing to their ability to make effective progress in school.
 - Parents/Guardians or other adults involved with the student (doctors, counselors, school team) can make a referral
 - A referral can be made at any time
 - A district may not refuse a referral in order to try other supportive services, but there can be benefits to using RTI (response to intervention) and collecting data prior to a referral or in order to determine the need for a referral
- When a student is referred for testing an Evaluation Consent to test package is sent for signature. Included within the packet is the **Evaluation Consent Form**, a Parent/Guardian Questionnaire, Rating Scales if applicable, as well as the Parents Rights Brochure [Link to Parent's Notice of Procedural Safeguards](#)

Special Education Process and Parent/Guardian Rights

-Evaluation Process

- Through testing if an **educational disability** is identified and the team determines it is impacting the student's ability to make **effective progress**, they may be found eligible for an **IEP (Individualized Educational Program)**.
- An IEP provides the student with **specially designed instruction or related services** to meet their needs.
- IEPs are reviewed annually at **Annual Reviews**
- **Eligibility is reviewed every 3-years through 3-year Re-Evaluations**
- Progress on goal acquisition is reported at the same frequency as report cards are distributed through **IEP Progress Reports**

Special Education Process and Parent/Guardian Rights

-Types of Testing

There are many types of testing that may be used as part of the student's evaluation.

- Cognitive (IQ/learning style assessment)
- Psychological (behavioral, social-emotional, executive functioning)
- Academic/Achievement testing (reading, writing, math skills)
- Speech and Language (expressive/receptive language, social communication, augmentative communication, auditory processing)
- Motor (physical therapy, occupational therapy, orientation and mobility)

Special Education Process and Parent/Guardian Rights

-Educational Disability Types

- Autism
- Developmental Delay
- Intellectual Impairment
- Sensory Impairment (Hearing, Vision, Deaf/Hard of Hearing, Blind)
- Neurological Impairment
- Emotional Impairment
- Communication Impairment
- Physical Impairment
- Health Impairment
- Specific Learning Disability

Special Education Process and Parent/Guardian Rights

-Autism

Brief Description:

- A developmental disability significantly affecting verbal and nonverbal communication and social interaction
- Characteristics can include repetitive activities and stereotyped movements, resistance to environmental change or change in routines, or unusual response to sensory experiences

Impact In School:

- May struggle socially in perspective taking, turn taking, initiating, and maintaining conversations.

Strategies:

- Benefit from routine based practices and approaches for consistency
- Direct instruction in social skills

Special Education Process and Parent/Guardian Rights

-Developmental Delay

Brief Description:

- Learning capacity is significantly limited, impaired, or delayed
- Difficulties in one or more of the following areas: receptive and/or expressive language, cognitive abilities, physical functioning, social/emotional/or adaptive functioning, and/or self-help skills
- Can only be diagnosed between the ages of 3-9 years

Impact In School:

- Delays contribute to students presenting behind same age peers

Strategies:

- Require frequent repetition of instruction, multi-modal learning, direct instruction of skills at their ability level

Special Education Process and Parent/Guardian Rights

-Intellectual Impairment

Brief Description:

- The permanent capacity for performing cognitive tasks, functions or problem solving is significantly limited or impaired
- Difficulties in one or more of the following areas: a significantly slower rate of learning, disorganized patterns of learning, difficulty with adaptive behavior, and/or understanding abstract concepts

Impact in School:

- Students struggle to learn abstract tasks

Strategies:

- Present information in small chunks that are concrete and clear
- Provide multiple exposures of the information in meaningful context with frequent reinforcement and practice
- Provide direct instruction of adaptive daily living skills

Special Education Process and Parent/Guardian Rights

-Sensory Impairment

Brief Description:

- Hearing–the capacity to hear, with amplification is limited, impaired, or absent; reduced hearing acuity; difficulty with oral communication and understanding auditorally presented information
- Vision– the capacity to see, after correction is limited, impaired, or absent; reduced visual acuity, difficulty with written communication, and difficulty with understanding information presented visually
- Deaf-Blind– both hearing and vision impairments

Impact in School:

- Difficulties accessing auditory information (Hearing)
- Difficulties accessing visual information (Vision)
- Difficulties accessing auditory and visual information (Deaf-Blind)

Strategies:

- Instruction via sign language and with visual supplements (Hearing)
- Providing access to materials through enlarged print or Braille (Vision)

Special Education Process and Parent/Guardian Rights

-Neurological Impairment

Brief Description:

- The capacity of the nervous system is limited or impaired in the following areas: use of memory, the control and use of cognitive functioning, sensory and motor skills, speech, language, organizational skills, information processing, affect, social skills, and life skills

Impact in School:

- Difficulties keeping up with the pace of the classroom
- Difficulties organizing materials and knowing how to get started

Strategies:

- Presenting instruction at a slower pace
- Providing direct instruction in executive functioning skills (organizational skills and strategies)

Special Education Process and Parent/Guardian Rights

-Emotional Impairment

Brief Description:

- Exhibits one or more of the following over a long period of time (at least 6 months) and to a marked degree which adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems

Impact in School:

- Apathetic toward learning
- Easily frustrated when faced with setbacks

Strategies:

- Access to the School Adjustment Counselor as needed
- Ability to take breaks when feelings of frustration arise

Special Education Process and Parent/Guardian Rights

-Communication Impairment

Brief Description:

- The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed
- Difficulties in one or more of the following areas: speech, articulation, voice, conveying understanding, or using spoken, written or symbolic language
- Other areas impacted may be articulation, stuttering, language or voice impairment, and central auditory processing disorders

Impact in School:

- Difficulties communicating needs effectively
- Difficulties taking in and processing lengthy language

Strategies:

- Speech and Language Therapy
- Access to communication devices
- Providing supplemental visual materials paired with oral explanations

Special Education Process and Parent/Guardian Rights

-Physical Impairment

Brief Description:

- The physical capacity to move, coordinate actions, or perform physical activities is significantly limited, impaired, or delayed
- Difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing basic life functions
- Can include severe orthopedic impairments caused by congenital anomaly, cerebral palsy, amputations, and fractures

Impact in School:

- Difficulties moving around school or classroom environments without supports
- Inability to participate in physical activities like peers

Strategies:

- Physical Therapy and/or Occupational Therapy or both
- Adapted physical education

Special Education Process and Parent/Guardian Rights

-Health Impairment

Brief Description:

- Chronic or acute health problem
- Limited strength or limited vitality or alertness including a heightened alertness to environmental stimuli resulting in limited alertness with respect to the educational environment
- Can include asthma, ADHD, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia...

Impact in School:

- Attendance issues
- Difficulties on tasks requiring sustained attention

Strategies:

- Provide copies of classroom notes, access to materials if missed class
- Provide repeated exposure of information, cues to pay attention and focus, breaking down larger tasks into smaller steps

Special Education Process and Parent/Guardian Rights

-Specific Learning Disability

Brief Description:

- Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written that manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations

Impact in School:

- Difficulties reading grade level text
- Inability to solve math problems without support
- Difficulties writing sentences or paragraphs in an organized manner

Strategies

- Specialized reading instruction or intervention
- Use of calculator
- Graphic organizers

Special Education Process and Parent/Guardian Rights

-Timelines

- In order to complete an evaluation the district is required to secure parental/guardian consent.
- Upon receipt of the signed Evaluation Consent Form, the district is required to conduct the testing within 30 school days
- A Team Meeting to review the testing, make appropriate recommendations, and determine the student's eligibility for an IEP is required to occur within 45 school days after receipt of the signed Evaluation Consent Form
- If the student is found eligible for an IEP, the IEP will be developed and placement will be determined at the Team Meeting
- The proposed IEP and Placement Page/s should be provided to the family within two weeks following the team meeting
- Special education services begin once the IEP is signed by the parent/guardian

Special Education Process and Parent/Guardian Rights

-The Six Principles of Special Education Law

1. Parent/Guardian and Student Participation
2. Free and Appropriate Public Education (FAPE)
3. Appropriate Evaluation
4. Individualized Educational Program (IEP)
5. Least Restrictive Environment (LRE)
6. Procedural Safeguards

Special Education Process and Parent/Guardian Rights

-Principle 1: Parent/Guardian and Student Participation

- Provide a range of meeting options
- Provide information in family's native language
- The school district's goal is to ensure a collaborative partnership between the school and family with regard to developing the student's IEP remembering that ultimate decision-making authority on most of the student's school program relies on the parent/guardian
- Ensure student participation in IEP meetings beginning at age 14 to develop transition plans through opportunities to ensure the team keeps the student's voice in mind at all times
- Upon the student turning 18 support the student in determining decision making rights (independent or shared with parent/guardian)
- SEPAC - Special Education Parent Advisory Committee
- Parent/Guardian observations
 - Families have the right to observe their student's program
 - If you want to observe your student's program contact the Director of Special Education, the Building Principal at CES or CMHS, and/or the Special Education Department Chair (MHS) who will coordinate the observation

Special Education Process and Parent/Guardian Rights

-Principle 2: Free and Appropriate Education

- Free - at no cost to the parent/guardian
- Appropriate - sufficient services to enable the student to appropriately progress in education and advance toward achieving IEP goals
- Public - provided by the public school district or under the direction of the public school district
- Education - preschool, elementary, and secondary education; can include extracurricular and nonacademic school activities

Special Education Process and Parent/Guardian Rights

-Principle 3: Appropriate Evaluation

- Initial Evaluation
- 3-year Re-Evaluation
 - Can be waived or postponed
- Assessments
 - Individualized
 - Nondiscriminatory assessments
 - Include a variety of assessment tools and strategies to secure information regarding the student to ensure a comprehensive and whole picture is achieved through the evaluation process
- Evaluation Rights - Parent/Guardians have the right to:
 - Discuss both the proposed evaluations and evaluators prior to the evaluation upon request
 - Consent or refuse the evaluation
 - Request an independent evaluation when the parent/guardian disagrees with the results of the evaluation done by the school district
 - Appeal a finding of No Eligibility (for an IEP)

Special Education Process and Parent/Guardian Rights

-Principle 4: Individualized Educational Program

- Includes documented:
 - Parent/guardian concerns and student's skills/strengths
 - Explanation of how the educational disability affects the student's ability to learn and demonstrate their learning
 - Identified specific and measurable goals which can be reached within a year's time
 - List of special education services to be provided to the student
 - Team determination if the student's disability puts them at risk to be vulnerable to bullying, harassment, or teasing because of the student's disability; and if it does then the IEP shall address the skills and proficiencies needed to avoid and respond to such situations (with social skills instruction embedded within the IEP)
 - If the identified disability is Autism, the IEP must address social skills development
- Parental/guardian rights associated with an IEP
 - IEP services cannot begin without parental/guardian consent
 - Can accept or reject the proposed IEP in part or in full
 - Can withdraw consent at any time in relation to any service or program

Special Education Process and Parent/Guardian Rights

-Principle 5: Least Restrictive Environment (LRE)

LRE the Basics:

- Definition – to the maximum extent appropriate, students with disabilities have the right to be educated in the general education environment and in the classroom they would have attended if they did not disabilities.
- Students have the right to be educated in the Least Restrictive Environment (LRE).
- To ensure the Least Restrictive Environment (LRE) removal from the general education program occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be satisfactorily achieved.
- IEP Teams determine the placement where the student will receive their IEP services.
- A student need not fail in one environment before being moved to another environment.

Special Education Process and Parent/Guardian Rights

-Principle 5: Least Restrictive Environment (LRE)

- Education Placement Options
 - Public School Building – general education classroom , small group special education classroom, and/or substantially separate program/classroom
 - Out-of-District Placement – separate public day school (collaborative), private day school, or residential placement
 - Home-Based Center or Early Childhood Program for students aged 3 to 5
- Right to receive special education services even when student is unable to attend school
 - If student is in a hospital
 - If student is at home
 - If student is in an institutional setting run by a state agency

Special Education Process and Parent/Guardian Rights

-Principle 6: Procedural Safeguards

- [Link to Parent's Notice of Procedural Safeguards](#)
- Right to written notice (about evaluation process)
- Right to consent/refuse (evaluation process or proposed IEP)
- Right to receive evaluations two days in advance of the IEP Team Meeting (upon request)
- Right to “stay put” (if not in agreement with newly proposed IEP or if rejected newly proposed IEP; services currently in place continue as stay put)
- Adherence to timelines
- Confidential Records

Special Education Process and Parent/Guardian Rights

-Principle 6: Procedural Safeguards

If there are disputes or disagreements you can:

- Discuss your concerns with the district and work toward a resolution with the support of building administration and/or the Director of Special Education
- Utilize SEPAC as method to facilitate communication with the school district while ensuring advocacy and collaboration
- PRS - Problem Resolution System - if not satisfied with supports you can file a PRS Complaint that results in the district and potentially the DESE (Department of Elementary and Secondary Education) conducting a Local Investigation
- Mediation and Due Process - seek resolution by filing with the Bureau of Special Education Appeals (BSEA)
- Seek knowledge assistance elsewhere

Carver's Special Education Programs

CES

- Integrated and Substantially Separate Preschool Classrooms
- Inclusion Classrooms (Regular Education Teacher and Special Education Liaison or Educational Support Professional)
- SPI K-2 and 3-5 - Supporting Progress and Independence
- ALP K-2 and 3-5 - Alternative Learners Program

CMHS

- Inclusion Classrooms (Regular Education Teacher and Special Education Liaison or Educational Support Professional)
- Step Up formerly known as Pathways Program
- MAP - Middle School Assistance Program
- ACE/GAP -Achieving Crusader Excellence and Graduation Assistance Program
- TAP - Transitional Assistance Program
- CAP - Carver Alternative Program
- Language Based Program (MS and HS)
- DELTAS Program
- POST Program - Preparing Our Students for Transitions

IEP Improvement Project and Early Adopter School

- The Carver IEP Improvement Project Early Adopter Team has been in existence for the past two years as part of the statewide IEP Improvement Project Initiative.
- As part of the three year initiative Early Adopter Schools were required to evaluate current special education practices and determine target areas for focus. Instructional Equity including Universal Design for Learning as well as Family Outreach were the two identified target areas determined by Carver's Early Adopter Team.
- Vision - Teacher, Student, and Family Empowerment
 - Teacher - provide the power and tools to meet the needs of all students
 - Student - provide a learning environment that fosters learning and the ability to self advocate
 - Family - create an inclusive and informative community that fosters open communication with families
- Carver's Building Based Teams have focused a majority of their work on promoting UDL - Universal Design for Learning - to ensure all students have equal access to their learning through environments that promote student choice, allow for learning to be taught through multiple modalities, and enable students to demonstrate their learning through a variety of ways.
- This year's focus will be on trialing the new IEP Forms and providing feedback on their usability with the ultimate goal to increase student and family engagement and put more emphasis on students' transitions into the future through assurance of their development of appropriate compensatory strategies.

Resources

-School Contacts

District

- Melissa Leary, Director of Special Education
- Lisa Dishaw, Special Education Department Administrative Assistant

MHS Special Education Department

- Angela Townsend, CMHS Special Education Department Chair and IEP Improvement Project Team Lead
- Jesse Aleixo, CMHS School Psychologist/Team Chair

CES Special Education Department

- Lisa Hines, CES School Psychologist/Team Chair
- Nicole McNeil, CES IEP Improvement Project Team Lead

Resources

-SEPAC Update

SEPAC Officers have been elected and are working on developing By-Laws for the group. Monthly meetings will begin moving forward for the 2022-2023 School Year.

SEPAC Officers

President - Susan Thatcher

Vice President - Diana Wiley

Secretary - Karen Davidson

Treasurer - Sarah Baker

Preschool Officer - Rachel Seifert-Roach

ES Officer- Kerrin Place

MS Officer - Sarah Baker

HS Officer - Lauren Smith

Transition Officer - OPEN

Out-Of-District Officer - OPEN

Resources -Outside

- Massachusetts Department of Elementary and Secondary Education
- The Federation for Children with Special Needs
 - 1-800-331-0688
 - www.fcsn.org
- Disability Rights Organizations and Other Disability-Related Organizations

Questions, Comments, Concerns

