

IDEA
Ⓢ Ⓞ
 I Wish I Knew Then
 What I Know Now!

Welcome!

- ☞ Take a marker from the table, and find the chart paper on the walls

- ☞ For each speech or language disorder, write an educational impact and an educational need

Welcome

- ☞ Introductions

- ☞ Disclaimers

- ☞ Brief History of IDEA

Compliance

- 820 ADE Monitoring System

- 820 Focus for today:
 - o Educational impact of the disability
 - o Educational needs to access the general curriculum
 - o Present levels of academic achievement and functional performance
 - o SMART goals
 - o Services
 - o Placement

The Evaluation

- 820 **§300.305. Additional requirements for evaluations and reevaluations.**
- 820 (c) **Review of existing evaluation data.** As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must--
- 820 (1) Review existing evaluation data on the child, including--
- 820 (i) Evaluations and information provided by the parents of the child;
- 820 (ii) Current classroom-based, local, or State assessments, and classroom-based observations; and
- 820 (iii) Observations by teachers and related services providers

Evaluation

- 820 On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine--(i)(A) Whether the child is a child with a disability, as defined in Sec. 300.8, and the educational needs of the child; or

- 820 (B) In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;

- 820 (ii) The present levels of academic achievement and related developmental needs of the child;(iii)(A) Whether the child needs special education and related services; or

Evaluation

- 80 (B) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
- 80 (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

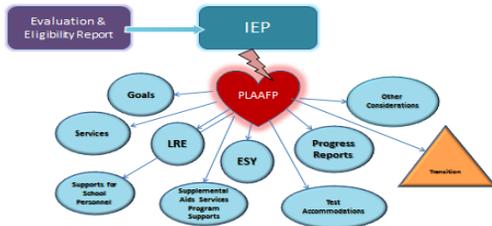
Evaluation

80 Educational Impact

80 Educational Needs

The IEP

Individualized Education Program (IEP)



The IEP

- §20 Must be reviewed and revised annually
- §20 Required participants must be in attendance or excused per Section 300.321(e)(2)

PLAAPF

- §20 **The heart of the IEP**
- §20 Must contain:
 - The strengths of the child;
 - The concerns of the parents for enhancing the education of their child;
 - The results of the initial or most recent evaluation of the child; and
 - The academic, developmental, and functional needs of the child.

Special Factors

- §20 The IEP Team must consider--
- §20 If a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- §20 a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- §20 a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, that instruction in Braille or the use of Braille is not appropriate for the child;

Special Factors

- ↳ the communication needs of the child,
 - a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode;

- ↳ whether the child needs assistive technology devices and services.

Accommodations/ Modifications

- ↳ Accommodations that are necessary for assessments

- ↳ Accommodations and modifications to access the general curriculum

- ↳ Every need does not require a goal

- ↳ <http://www.nclld.org/students-disabilities/accommodations-education/common-modifications-accommodations>

- ↳ <http://www.nclld.org/students-disabilities/accommodations-education/accommodations-vs-modifications-whats-difference>

Best Practice

- ↳ Well written PLAAPPs contain all the information you would need to know about a student to provide specially designed instruction

- ↳ Activity: With your shoulder partner consider some additional information that would be helpful to you.

Goals

- ☞ A statement of measurable annual goals, including academic and functional goals designed to--
- ☞ (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
- ☞ (B) Meet each of the child's other educational needs that result from the child's disability;
- ☞ Sec. 300.320(a)(2)(i)

SMART Goals

- ☞ Are **Specific** goals
- ☞ Skill can be counted or observed.
- ☞ Skill is clearly defined
- ☞ Skill is related to the student's needs resulting from the disability, in order to participate in the general curriculum, as aligned to the AZCCRS

SMART Goals

- ☞ Are **Measurable** goals
- ☞ Demonstrate achievement of skill with progress monitoring
- ☞ How will you measure the skill?

SMART Goals

- ☞ Are **Achievable** goals

- ☞ Goals must be realistic

- ☞ The level of achievement must be defined
 - 60% of trials
 - 8 out of 10 attempts
 - Avoid using accuracy (with 80% accuracy)

SMART Goals

- ☞ Are **Relevant** goals

- ☞ Meaningful to accessing the general curriculum

- ☞ Functional life skills

SMART Goals

- ☞ Are **Timed** goals

- ☞ Team should consider what may be achieved during the IEP year

- ☞ Can occur over time
 - Weekly
 - Monthly
 - Quarterly

Goals

- § 302 Goals should be developed by the team
- § 302 Cannot be repeated year after year- violation of FAPE
- § 302 Goals provide meaningful data
 - When revising the IEP annually
 - When re-evaluating

Services

- § 302 Describe the specially designed instruction
- § 302 Keep focus on supporting the student's access to the general curriculum
- § 302 Describe the related services, if any, that are required to support the curriculum
- § 302 Describe the supports for school personnel that are required
- § 302 Clarify what the services are and why they are required relative to the student's disability

Specially Designed Instruction

- § 302 Adapting, as appropriate to the needs of a child; content, methodology, or delivery of instruction
- § 302 Address the unique needs of the child that result from the child's disability
- § 302 Ensure access of the child to the general curriculum, so that the child can meet the standards that apply to all children
- § 302 Assist students to learn the same things that students in the general education classroom are learning.

Services

- §20 The projected date for the beginning of the services and modifications described in paragraph (a)(4) of this section, and the anticipated frequency, location, and duration of those services and modifications. Sec. 300.320(D)(7)
- §20 Service must be individualized and not determined based upon schedule constraints
- §20 All students receiving articulation therapy should not be seen a uniform amount of time.

Placement

- §20 Discuss the required time outside of the classroom
- §20 Discuss any options for collaborative efforts of the team to reduce time outside of the classroom
- §20 Discuss how the teachers will coordinate planning efforts
- §20 Include an explanation of the extent to which the student will not be involved with nondisabled students

Least Restrictive Environment

- §20 To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily

Why do we go to Due Process?

- ↳ Elementary Level- evaluation

- ↳ Middle School Level- suspension and expulsion

- ↳ High School Level- placement

Who is most likely to file Due Process?

- ↳ Parents who do not understand the process

- ↳ Parents must know why they are meeting

- ↳ Parents who have not received information in a way they can understand it

The Foundations of Conflict: FAPE and LRE

- ↳ FAPE violations:
 - Performance of services

 - Procedural

Performance Violation Case Scenario

Scenario Jim transfers to your district without any school records. Jim's parents were silent as to his special education status. You later learn that Jim's IEP called for 40 minutes per week of speech services. Jim's parents now demand you make up the time missed, in spite of the fact that they never let you know of the IEP services.

Question **Are you denying FAPE if you do not make up the time?**

LRE: Case Scenario

Scenario Your district is in a tough financial crisis. To cut down on the number of 1:1 aides that you employ, students who were previously given an aide for inclusion opportunities are now expected to either go alone or stay in the special education classroom. You have heard rumblings of a class action complaint by the parents.

Question **Is this a violation of LRE?**

LRE: Case Scenario

Scenario Jane's parents want her fully mainstreamed with her 5th grade classmates, despite the fact that she is functioning and cognitively at a pre-K level. The district believes that she is appropriately placed in the life skills class with peers who are at her ability level. This case will definitely go to Due Process if not resolved.

Question **What is the LRE?**

Communicate!

- ↳ Active listening
- ↳ Active participation
- ↳ Ask the hard questions
- ↳ Introduce the difficult topic
- ↳ Make connections
- ↳ Always be student centered

Thank you!

- ↳ Contact information:
- ↳ Crystal Brooks
 - crystal.brooks@azed.gov
