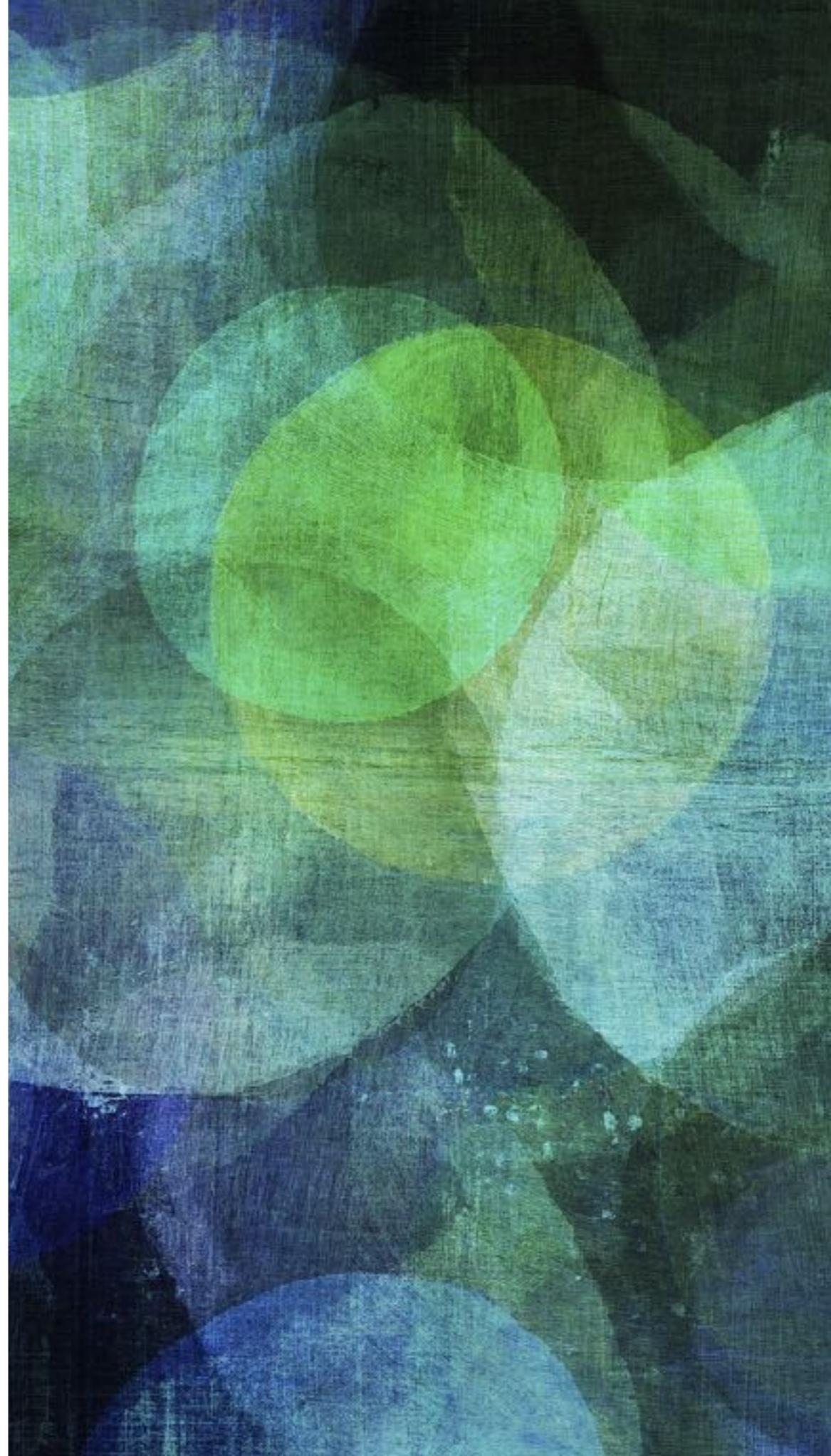


WHAT DO
EDUCATORS
NEED TO
KNOW
ABOUT
SPECIAL
EDUCATION?

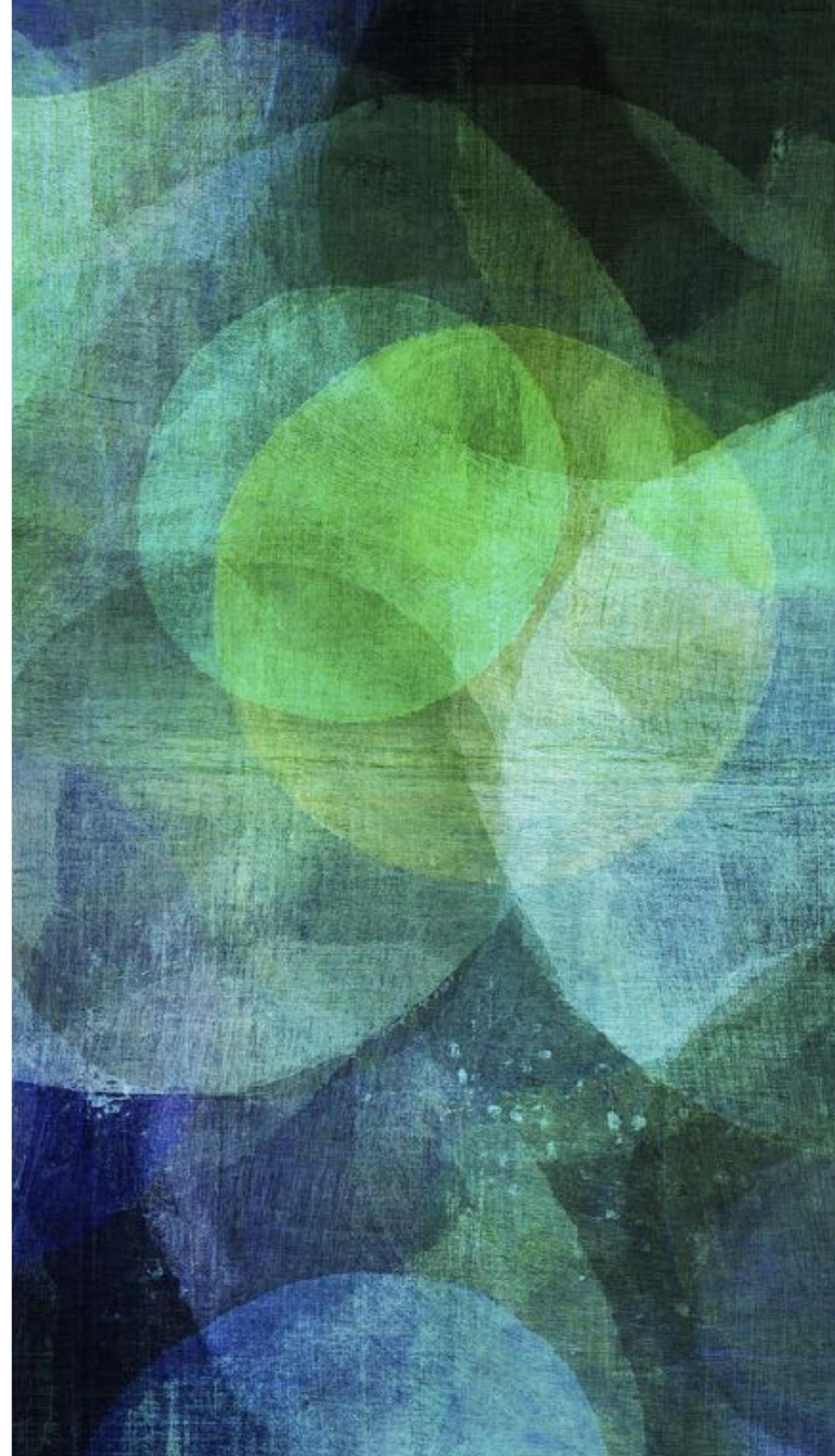
Hawthorn School District 73



The Individuals with Disabilities Education Improvement Act of 2004, known hereafter as IDEA, is a federal statute that describes the legally required procedures to educate students with disabilities in special education. Accordingly, all general educators are required to participate in the education of students with disabilities as described by IDEA.

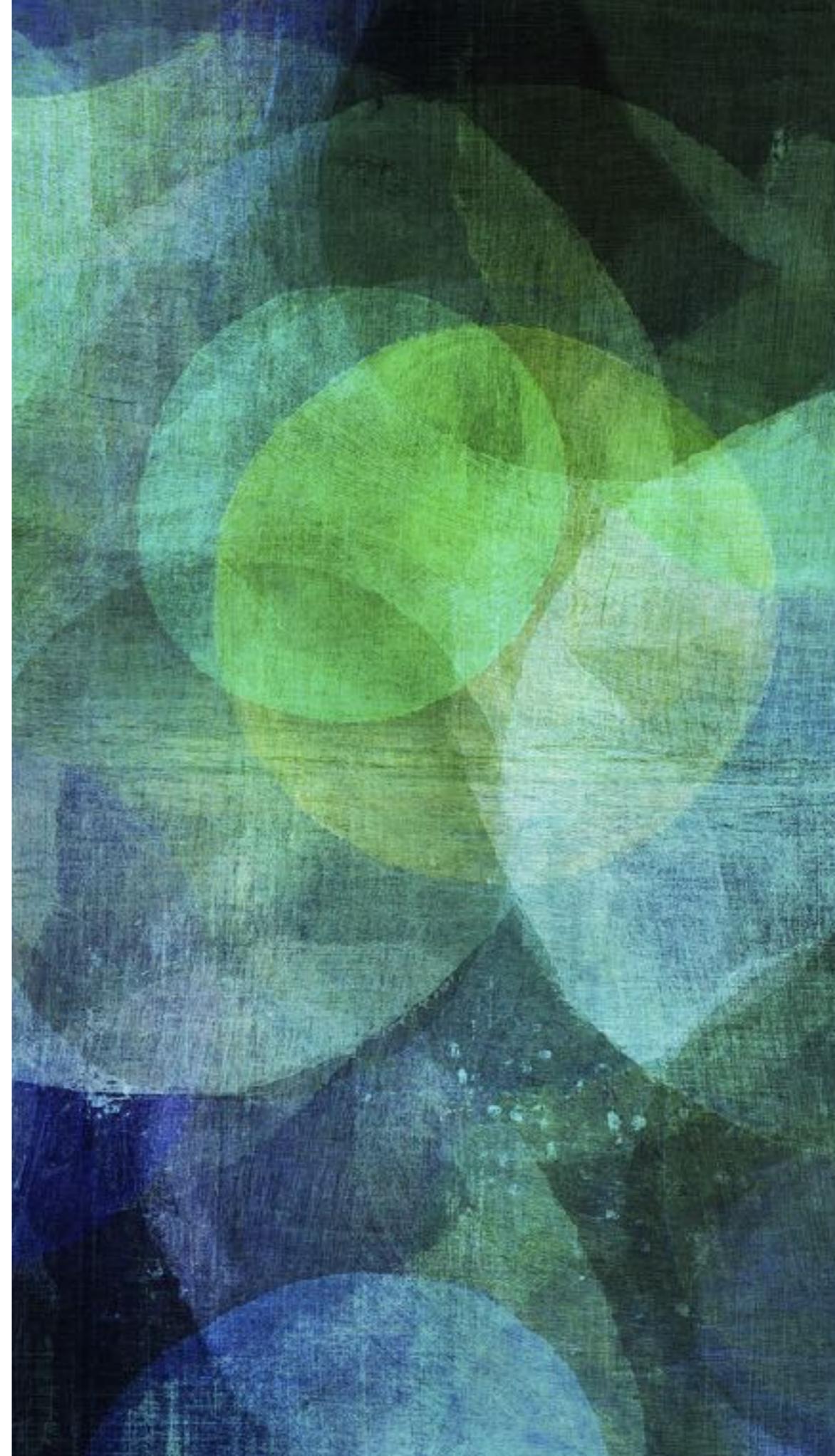
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THE LAW



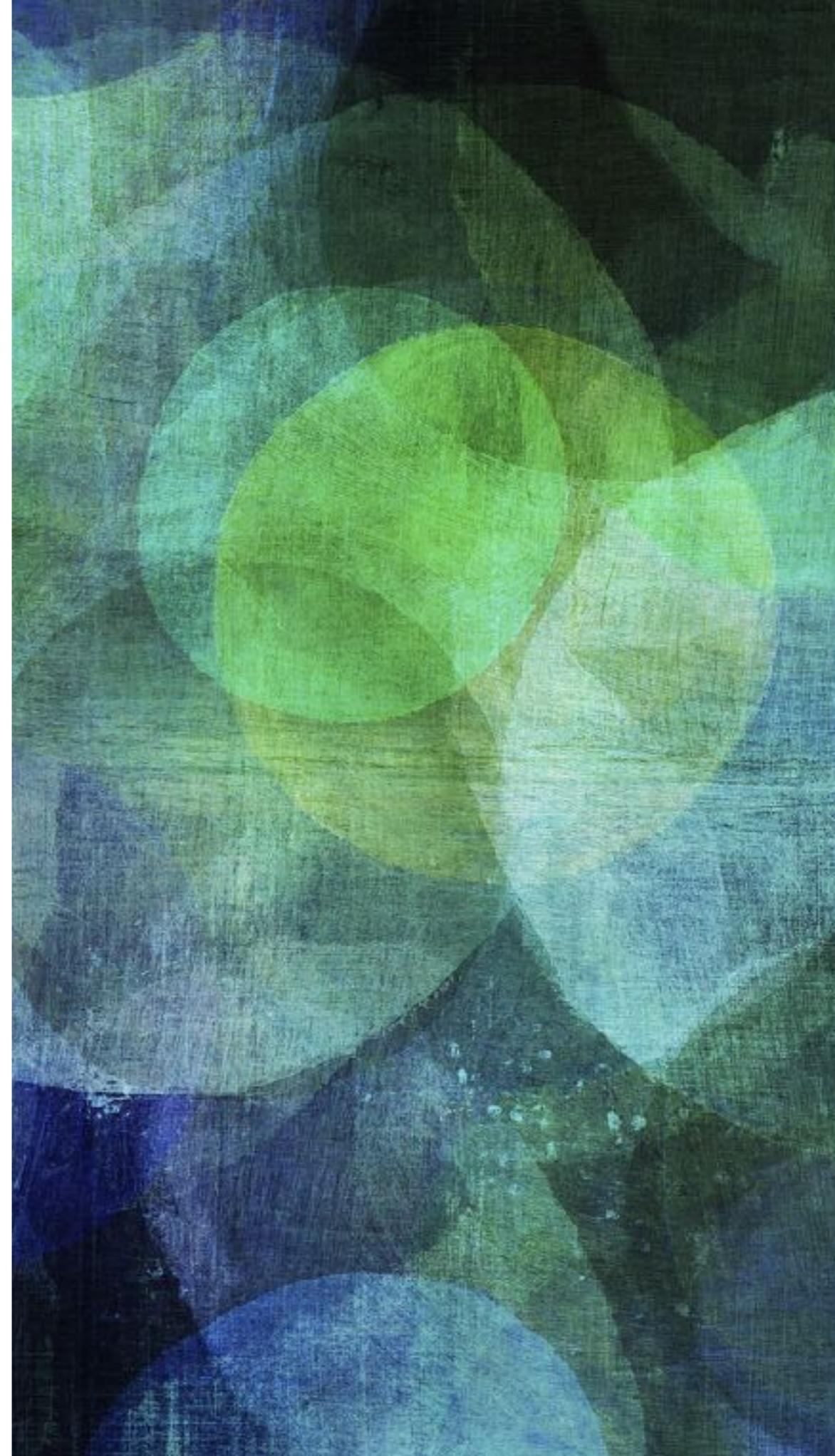
- ▶IDEA requires that students with disabilities should, to the maximum extent possible, participate in the general education curriculum, and be educated with children who are non-disabled; removal of children with disabilities from the general education classroom occurs only if the nature and severity of the disability is such that education in regular classes with the use of aids and services cannot be achieved satisfactorily
- ▶IDEA requires general education and special education teachers to be mandatory members of the individual education program (IEP) team for all special education students, including students being considered for special education who are participating in or may participate in their general education classes
- ▶IDEA requires a general education teacher at every IEP meeting to be involved in the development of the IEP, specifically to describe any supplementary aids or supports necessary for the student to participate and progress in the general curriculum

KEY COMPONENTS OF IDEA



- As a required member of the IEP team, general educators are expected to be knowledgeable regarding the contents of the IEP and responsible for implementing IEP components, such as class assessment accommodations and behavior intervention plans
- Under IDEA general educators share in the responsibility to locate students who may have suspected disabilities and may need special education programs and services (Child Find)
- Teachers have a legal responsibility to comply with the implementation of a student's IEP.

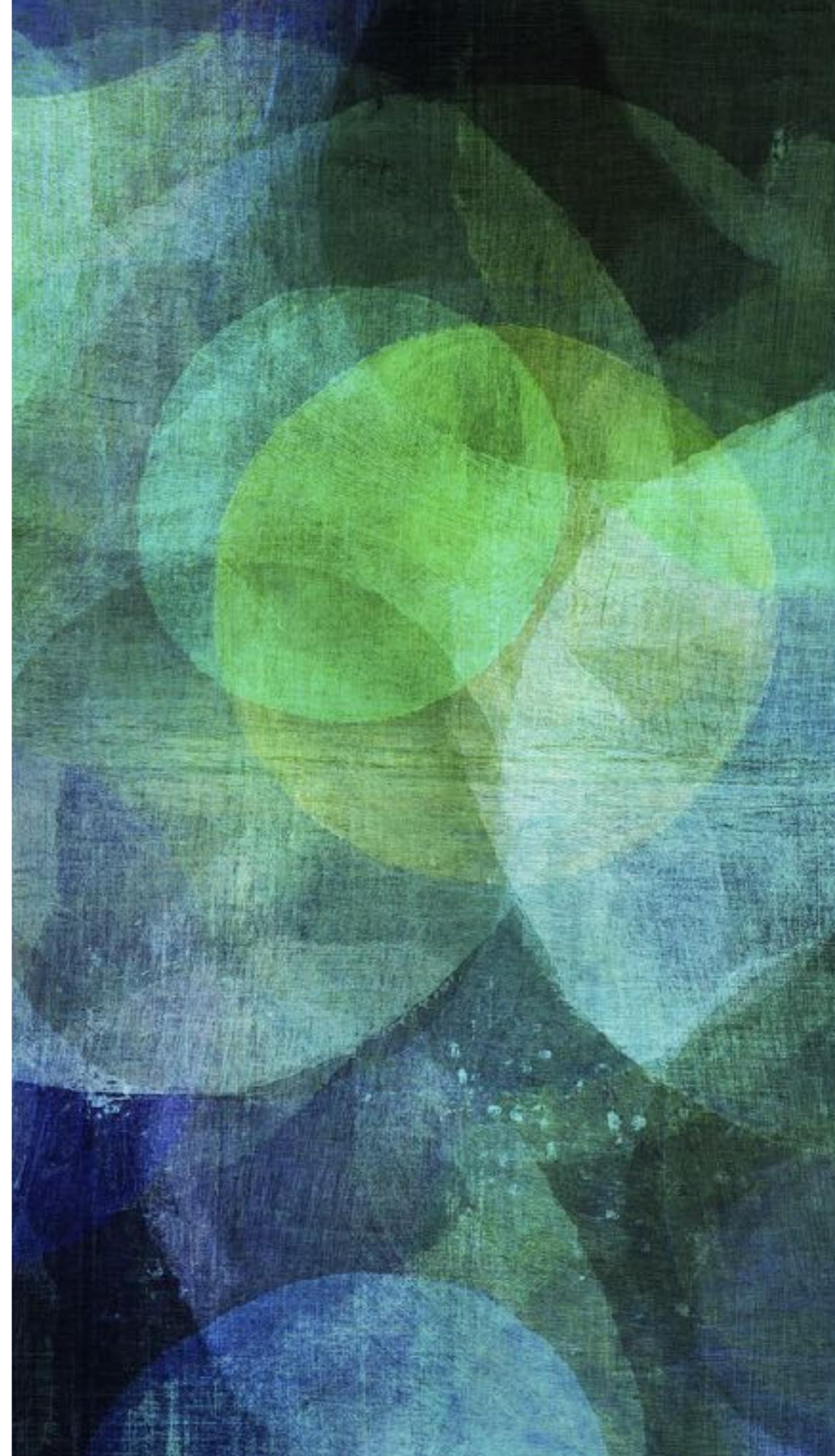
KEY COMPONENTS OF IDEA



- Students are eligible for special education based upon a designated category of disability that adversely affects educational performance.
- Educational criteria for disabilities often differ from the medical criteria for the same disabilities.
- To qualify for a category of disability, the reason for the student's poor academic or behavioral functioning can NOT be due to:
 1. Lack of instruction in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 2. Lack of instruction in math
 3. Limited English Proficiency

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DISABILITIES



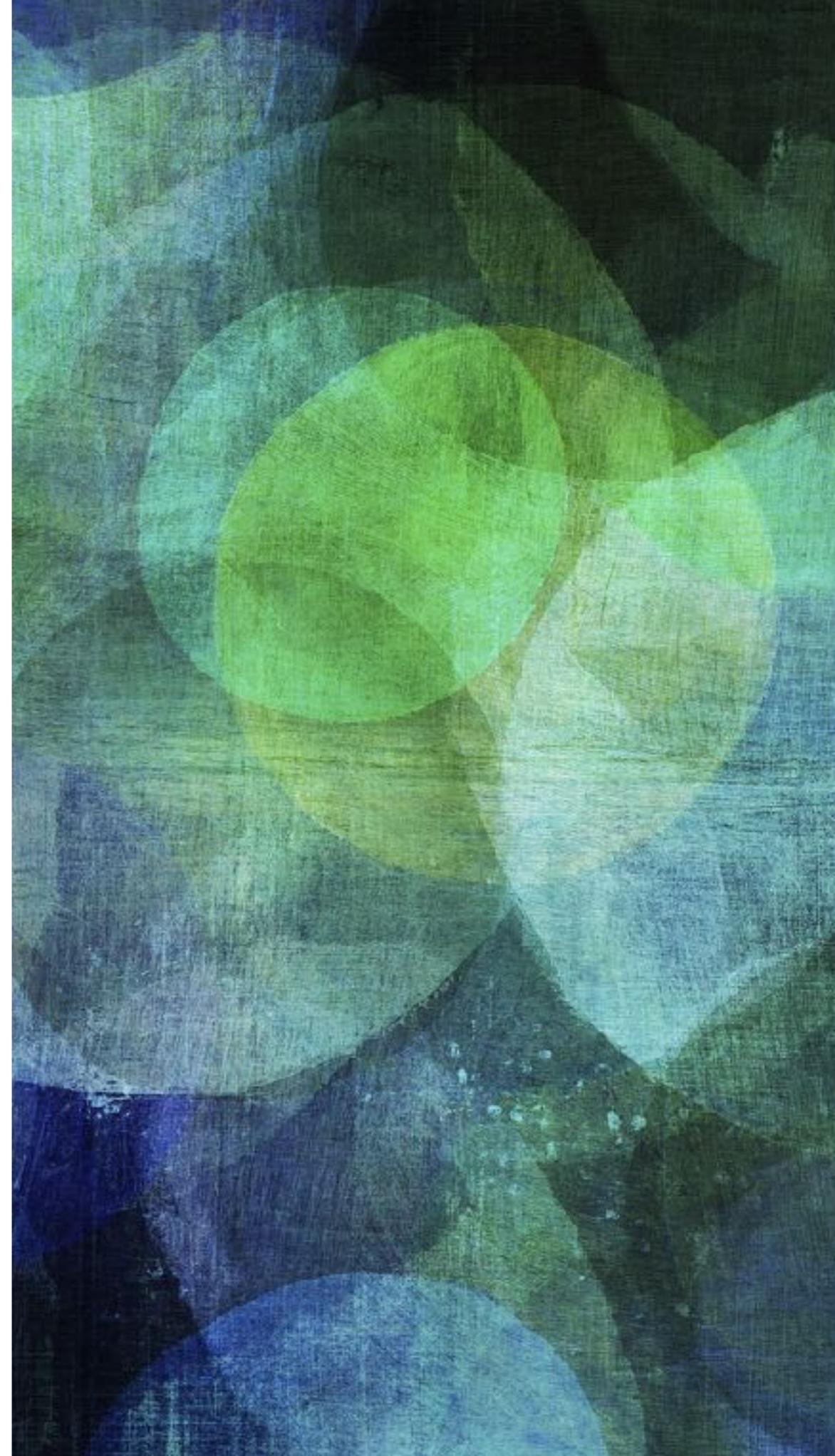
To meet educational criteria:

- 1) An evaluation is completed and the evaluation results must provide evidence that the disability exists,
- 2) The disability must adversely affect educational performance, and
- 3) The student must require specialized instruction= special education services.

There are 14 disability eligibility categories recognized by IDEA.

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DISABILITIES

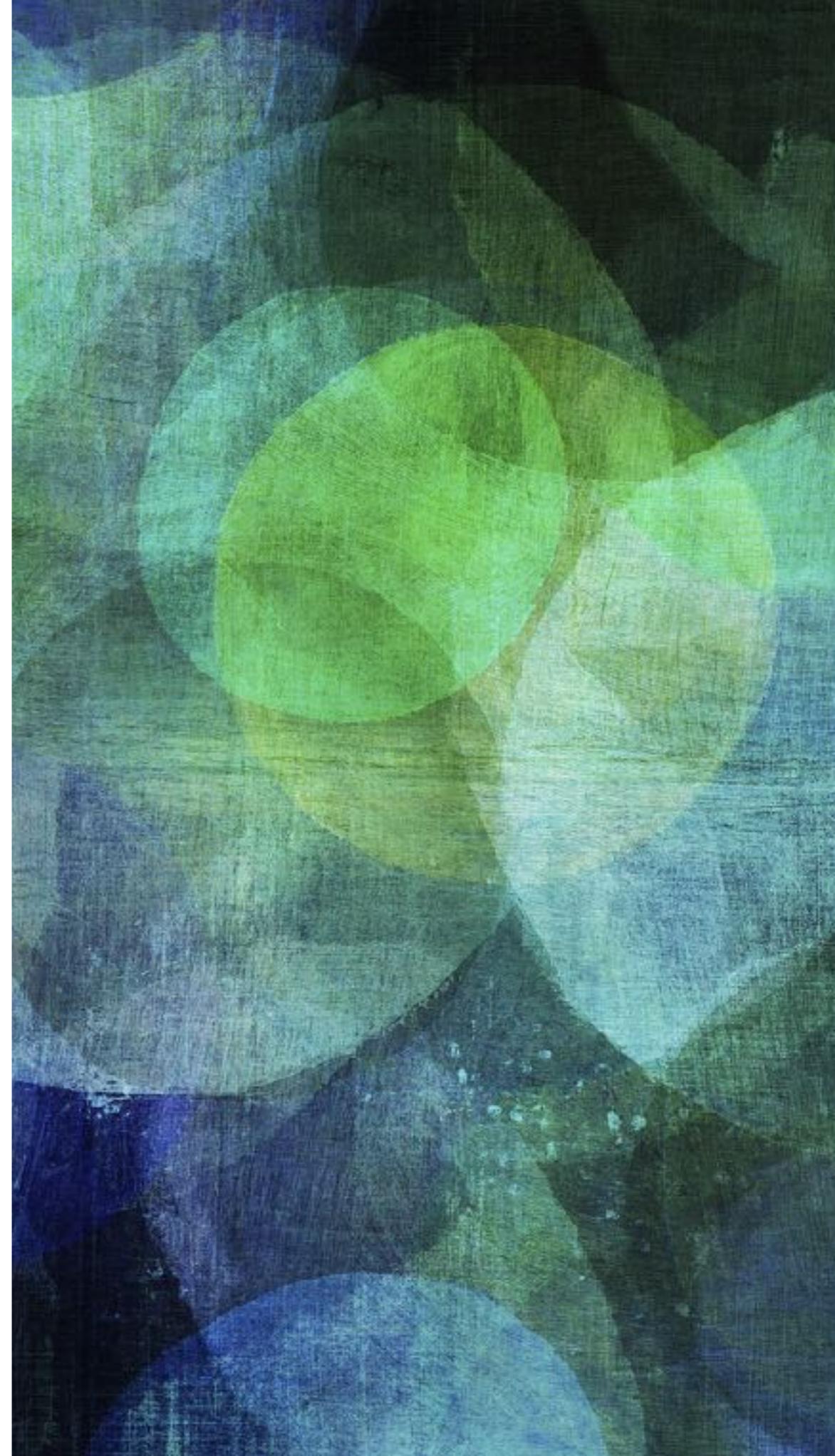


Every educator has a role in Child Find -

“Child Find” is the process for locating, identifying and evaluating all children with disabilities who are in need of special education and related services. All educators have the obligation of Child Find per IDEA.

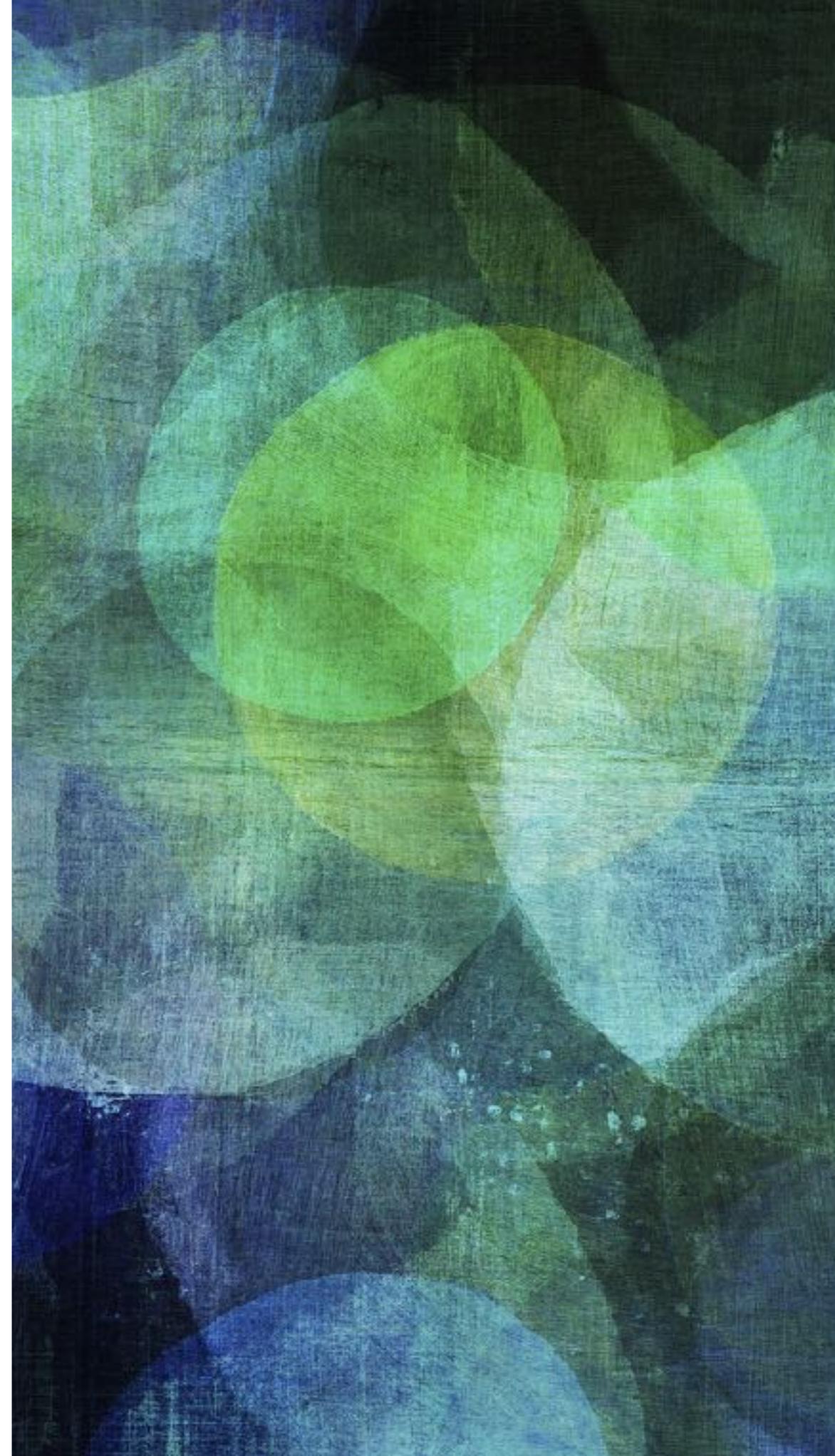
If you have concerns regarding a student’s performance, your first step is to bring the child up to your grade level team or problem solving team within your building.

CHILD FIND



- “Response to Intervention” (RtI)/ Multi-tier Systems of Support (MTSS) is a process for screening students at risk of academic or behavior difficulties, providing research-based interventions, and monitoring student progress to determine if the interventions are effective. The goal of RtI is to provide intensive interventions to students that are not progressing with core instruction alone. RtI also provides a bridge of services between regular education and special education, thus allowing students equal access to the highest expectations in the general education classroom. RtI also provides educators with a systematic process for assessing progress and making educational changes within the general education classroom.
- IDEA requires the RtI process for the identification of students suspected of specific learning disabilities. This process of providing interventions and progress monitoring performance allows the assessment team to rule out if a true learning disability may exist or if there was a lack of reading or math instruction. Failure to make progress after research-based interventions have been implemented with integrity and performance significantly below peers indicates that a specific learning disability may be present.

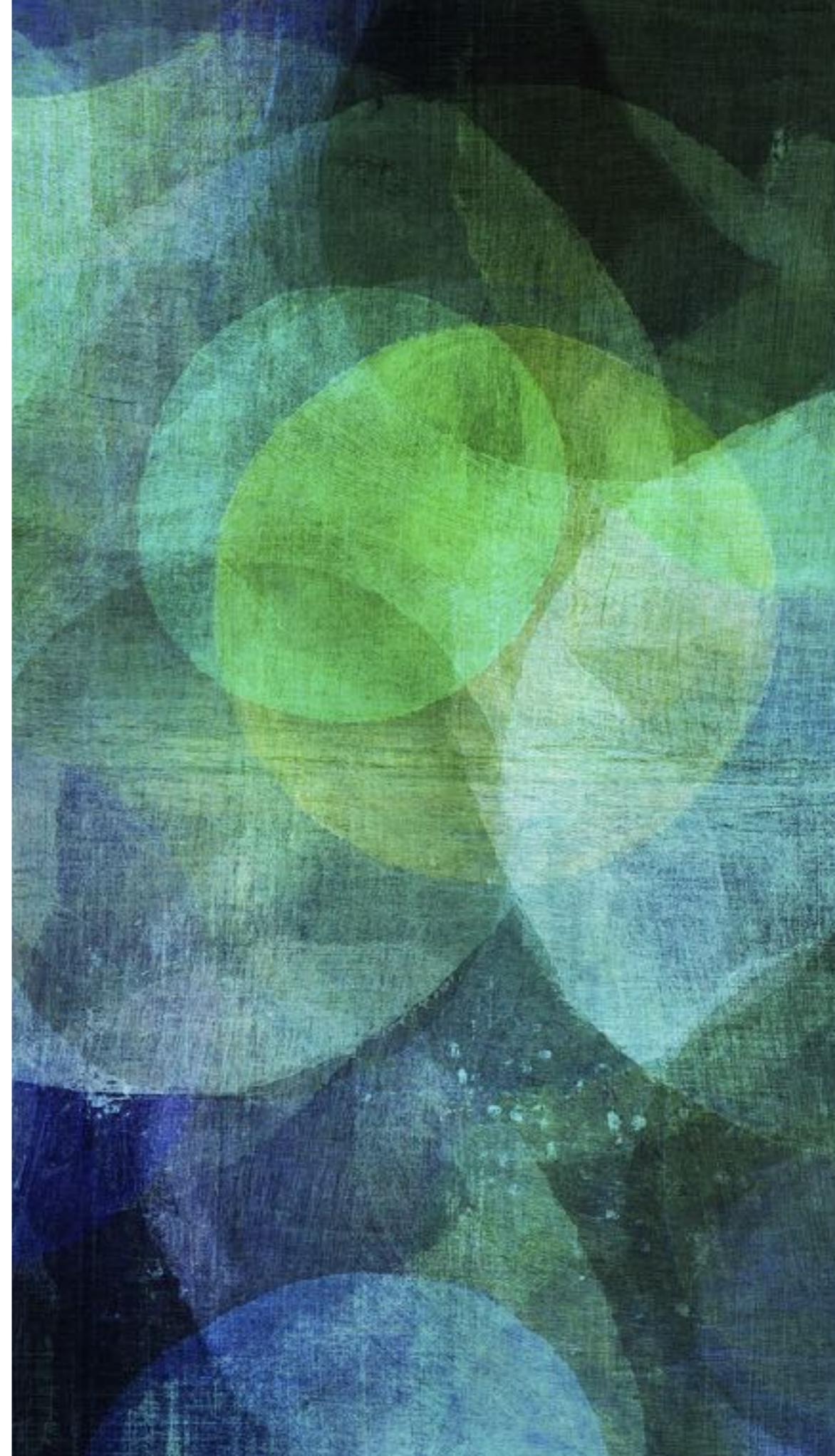
RtI/MTSS



- Who can refer? Just about anyone – A request can be made by a parent of a child or by an employee of a local educational agency (school), or a community service agency.
- Your Role – listen very carefully to parents concerns. Sometimes requests for an evaluation/testing are very clearly communicated and at other times, you need to read between the lines.
- Either way, **LET YOUR PRINCIPAL/COORDINATOR KNOW** as soon as possible. The District has a legal obligation to respond to requests for an evaluation within 14 school days.
- There is a *Request for Evaluation* form on the district website for parents to complete and submit to Principal or Special Services Department.

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REFERRAL FOR SPECIAL EDUCATION



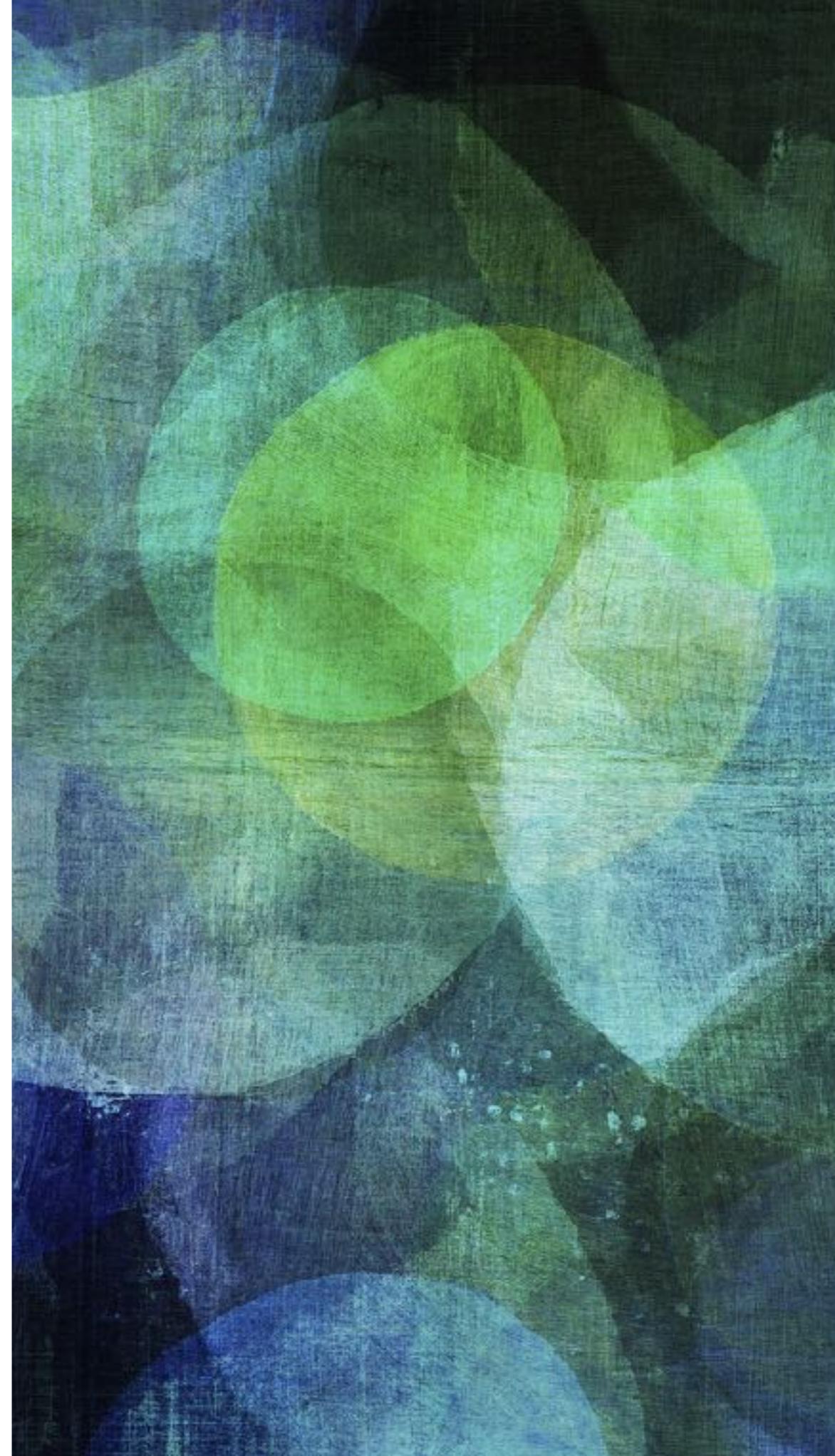
- Domain Meeting - team reviews existing data we have about a student and determines what additional data is needed to complete the evaluation. It also outlines who will gather any additional data that is needed.

- Consent for Evaluation – Parents must agree to the evaluation by signing consent for the evaluation (initial/reevaluation). Once that consent has been obtained, the school district has 60 school days to complete the evaluation and hold an IEP meeting.

- Educator Roles in the Evaluation Process – this is very dependent upon the role you function in the school and your role with the student being assessed.
 - General Education Teacher
 - Special Education Teacher
 - Social Worker
 - Occupational Therapist
 - Psychologist
 - Speech/Language Pathologist

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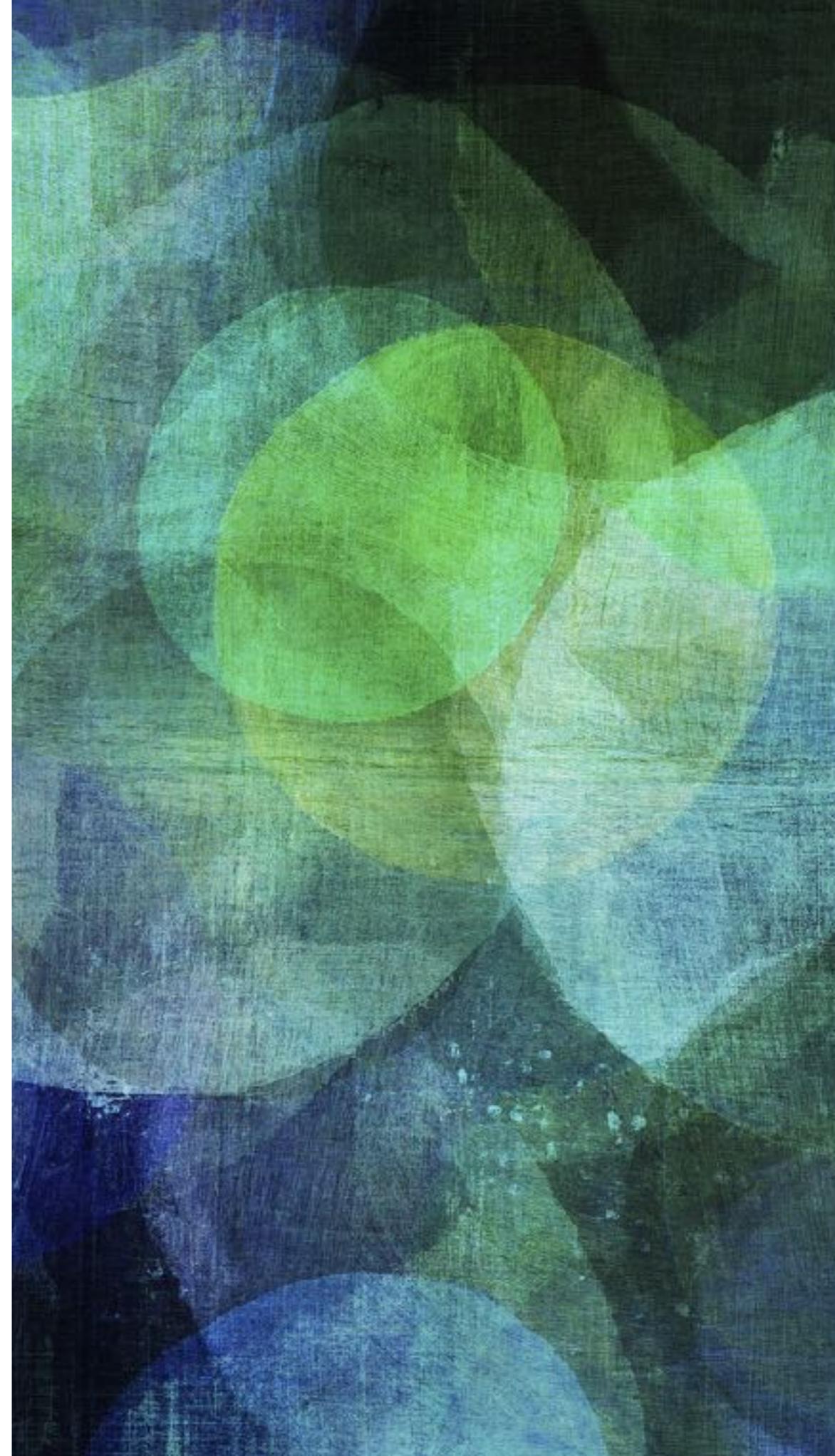
EVALUATION PROCESS



- The Eligibility IEP Meeting -
- Has to occur no later than 60 school days after parent consent was signed,
- If the student is eligible, then the team develops an Individualized Education Program (IEP).
- This meeting is a legally-mandated decision-making process for determining eligibility for special education services.
- Your role? You should expect to contribute your observations of the student's performance in your classroom/sessions. You are expected to contribute to the decision-making process by engaging in discussion regarding whether or not the student meets the designated criteria for a disability.
- Once a student is determined eligible for special education, that eligibility remains in effect for 3 years.
- The IEP that is developed is reviewed and redeveloped annually.

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EVALUATION PROCESS



If you any questions or need assistance,
please contact us!

North Campus:
Laura Delagrange, ext. 4515

South Campus
Erin Witt, ext. 4352

District Office
Renee Ullberg, ext. 4373

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QUESTIONS

