



Englewood Schools

Belong and Thrive

Englewood Schools Special Education Handbook for Parents 2019-2020



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Englewood Schools

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Englewood Schools

Mission:

Preparing all students for future success through learning, leading, engagement and action.

Vision:

Graduating the leaders, thinkers and explorers of tomorrow.

Core Values:

- High Expectations
- Accountability
- Integrity
- Respect
- Community

Englewood Schools non-Discrimination Policy: The Englewood School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, or age in its educational programs, activities, or employment practices. There is a grievance procedure for discrimination concerns. Inquiries concerning any of the above or Title IX, the Rehabilitation Act Regulations (504) and the Americans With Disabilities Act should be directed to Callan Clark Executive Director of Student Services, 4101 South Bannock Street, Englewood, Colorado 80110; phone (303) 761-7050.

School District Information

BOARD OF EDUCATION

Mr. Tena Prange, President
Mr. Kevin Ebert, First Vice President
Ms. Jen Hubbard, Second Vice President
Ms. Caty Husbands, Secretary
Mr. Sharon Scheminske, Treasurer

CENTRAL ADMINISTRATION

Ms. Wendy Rubin, Superintendent of Schools
Ms. Joanna Polzin, Chief Academic Officer
Ms. Callan Ware, Executive Director of Student Services
Ms. Sosan Schaller, Chief Financial Officer
Mr. Phillip Bedford, Chief Human Resources and Operations Officer
Ms. Mandy Braun, Director of Safety and Security
Ms. Julie McMorris, Communications Coordinator

<u>PRINCIPAL</u>	<u>SCHOOL</u>	<u>PHONE (303)</u>
Ms. Leigh Pytlinski	Maddox ECE	781-7585
Ms. Shanna Martin	Bishop Elementary	761-1496
Ms. Becca Orsund	Cherrellyn Elementary	761-2102
Ms. Jenny Buster	Clayton Elementary	781-7831
Mr. Ryan Cowell	Charles Hay Elementary	761-2433
Mr. Ryan West	Englewood Middle School	781-7817
Ms. Annessa Hart	Englewood Leadership Academy	806-7150
Ms. Annessa Hart	Englewood High School	806-2266
Ms. Bobbie Skaggs	Colorado's Finest High School of Choice	934-5786
Ms. Amy Ebeling	Child Find Coordinator (Parochial Schools)	806- 6910

BELIEFS

We believe that:

1. One purpose of public education is to help each individual develop to the limit of his/her own capacity in order that he/she may have a useful life lived in dignity and freedom.
2. Public schools are responsible for promoting the intellectual, physical, and emotional development of each child in a way that emphasizes the values of a free, democratic society. Heterogeneous grouping of students with varied backgrounds and abilities is the best vehicle for emphasizing these values and emulating the society in which students will live.
3. All children can learn if given enough time and opportunity. All children should have equal access to learning.
4. Students with disabilities are more normal than different and most will live and work in the same settings as the non-disabled. In most cases, the child's best educational placement is in the regular classroom with his/her peers.
5. Disabled students who can attain at least a minimum level of academic success and who can interact emotionally and socially with non-disabled peers are best educated in a regular class setting in which they are exposed to the same information as these peers and through which they can learn the skills, behaviors and values necessary for successful, productive living in our society.
6. Students without disabilities learn to appreciate and accept individual differences and to appreciate the abilities and strengths of their classmates with disabilities. They gain values that contribute to our society-acceptance of individual differences; knowledge about disabilities; tolerance; the worth of all individuals.
7. The education of students with disabilities is the joint responsibility of parents, regular and special education staff.

8. Teachers can and do make a difference in the educational growth and achievement of students. Teachers can teach in a way that most students will learn well, including students with disabilities.
9. Teachers have varying levels of skills and confidence to teach disabled students. Instructional support to assist teachers in attaining these skills and confidence is extremely important. This support can be provided by special education and related services personnel through collaboration with teachers, modeling and inservice education.
10. The integration of disabled children into regular class setting requires detailed planning and collaboration on the part of teachers and instructional support personnel in order to maximize the benefit of placing students with disabilities in regular class settings.

Handbook Purpose

The purpose of this booklet is to provide parents, guardians, and school personnel with information, and to help them as they continue to work together in developing the best education for children.

The information will familiarize you with the following:

1. Terminology you will encounter.
2. Definitions of parent and student rights and responsibilities within special education and related services procedures.
3. An overview of special education and related services process.
4. Programs and services available in this district.

Support for Parents



Special Education Director Designees

These individuals understand the special education process and are a resource for parents and professionals. They can help by answering questions, addressing concerns, and by providing information and support to parents and professionals around Special Education issues.

Representatives from this team and the schools they represent are as follows:

PPP Member

Kelly Simpson
303-806-2490

Clayton Elementary

Melissa Bachmann
(303) 806-2454

Cherrelyn Elementary

Elly Baker
(303) 806-2431

Charles Hay Elementary

Kim Nordberg-Fickas
(303) 806-2493

Bishop Elementary

Lori Lauer
303-806-6853

Englewood Middle School

Patrick Maschka
(303) 781-5573

Englewood High School

Carie Anderson
(303) 806-2510

Early Childhood Education



Parental rights and responsibilities come from three laws:

1. Section 504 of the Rehabilitation Act

The Rehabilitation Act makes it illegal for any agency or organization that receives federal funds to discriminate against a handicapped person solely on the basis of his or her handicap.

11. Individuals with Disabilities Education Improvement Act (IDEA)

- A free and appropriate public education
- In the least restrictive environment
- Development of an individual educational program
- Due process procedures

3. Colorado School Laws (C.R.S. 22-20-102) – Legislative Declaration

“(2) It is the intent of the general assembly, in keeping with accepted educational principles, that children from three to twenty-one years of age with disabilities shall be educated in the least restrictive environment to the maximum extent appropriate. To this end, the services of special education personnel shall be utilized within the general school programs to the maximum extent permitted by good educational practices, both in rendering services directly to children and in providing consultative services to general classroom teachers.”



Overview of Special Education Process

Referral – Any person, association or agency suspecting a disability may refer a child.

The first step is to contact your child's teacher if your child is in school.

Child Find screenings for children 0-5 years of age are held on a monthly basis. Contact the Child Find Coordinator at (303) 781-7585 for further information.

PARENTS MUST BE INFORMED AND GIVE WRITTEN CONSENT before the individual assessment or evaluation process can begin.

Assessment – Testing to determine the individual student's current level of functioning.

Steps:

- 1) Counseling of parents; notification of referral; parent consent for assessment, parent receives procedural safeguards notice.
- 2) Background information obtained; vision/hearing screen.
- 3) Summary of educational functioning.
- 4) Psychological and speech/language assessments as appropriate.
- 5) Specialized assessments as required.

Staffing – A meeting is held to determine individual student's eligibility for special education and/or related services, to determine the child's specific educational needs in the least restrictive environment.

Individual Educational Program (I.E.P.) – A written Program is developed for each child determined to qualify as a student with a disability and is rewritten at least annually. The I.E.P. takes into account the child's skill levels and identified needs, establishes Annual Goals and Short Term objectives, determines who will provide services, when and where the services will be provided and identifies any Special Provisions required.

Placement – Before Special Education placement can occur, parents must sign Consent for Initial Provision of Special Education and Related Services. Once written consent is received the services will then be decided upon by the I.E.P. team.

Annual Review – Review of Annual Goals and progress toward those goals.

Review Staffing – A review staffing is held to verify the child’s eligibility for continued Special Education and related services. Review staffings occur every three years at a minimum and are held to determine:

- continuing eligibility
- disability determination
- placement

Parent consent for re-evaluation must be obtained, unless the district can demonstrate that it has taken reasonable measures to obtain such consent and the parent has failed to respond.



Students with Disabilities

Students with disabilities shall mean those persons between the ages of three and twenty-one who are unable to receive reasonable benefit from regular education without additional supports in the public schools because of specific disabling conditions. Beginning in the fall of the 2013 school year, students who are going through the identification process, either initially or as a review, will be identified as having one of the following disabilities, as defined by Exceptional Children's Educational Act (ECEA).

- **Autism:**

A child with an Autism Spectrum Disorder (ASD) is a child with a developmental disability significantly affecting verbal and non-verbal social communication and social interaction, generally evidenced by the age of three. Other characteristics often associated with ASD are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or changes in daily routines, and unusual responses to sensory experiences.

- **Deaf Blindness:**

A child with deaf-blindness has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that he or she cannot be accommodated in special education programs solely for children with deafness or children with blindness.

- **Hearing Impairment, including Deafness:**

A child with a hearing impairment, including deafness shall have a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where even with the help of amplification, the student is prevented from receiving reasonable educational benefit from general education.

- **Infant/Toddler with a disability:**

An Infant/Toddler with a Disability shall be a child from birth through two years of age meeting the definition and criteria described in 2 CCR 503-1, 16.920 D.

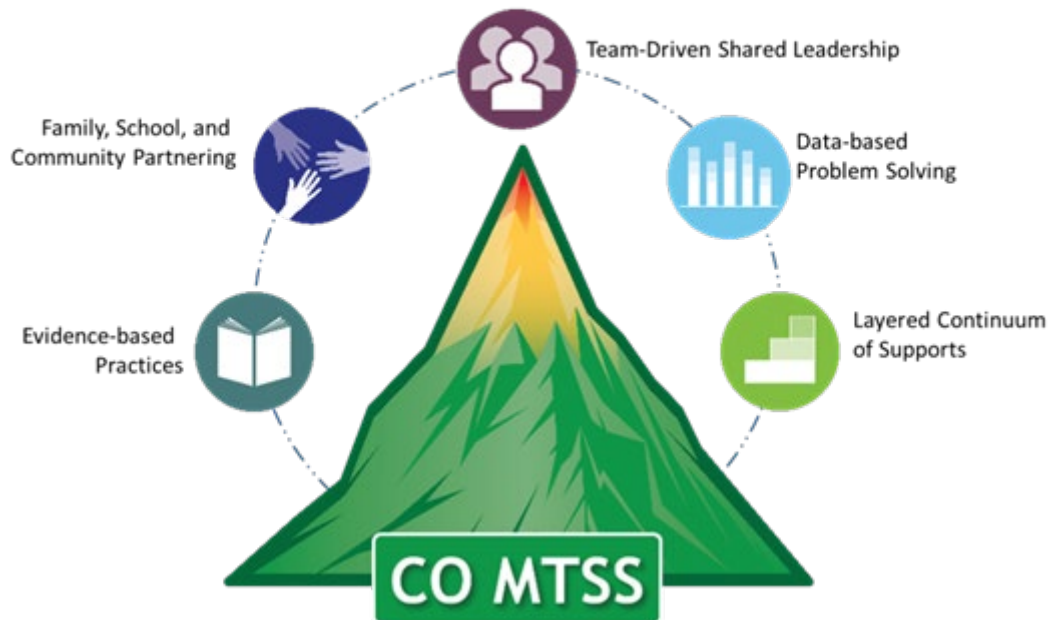
- An infant or toddler, birth through two (2) years of age, shall be eligible for Early Intervention Services if he or she has a developmental delay as defined in Section 16.920, D, 1, or, an established diagnosed physical or mental condition as defined in Section 16.920, D, 2, or lives with a parent who has a developmental disability as defined in Section 16.920, D, 3.

- **Intellectual Disability:**
A child with an Intellectual Disability shall have reduced general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which prevents the child from receiving reasonable educational benefit from general education.
- **Multiple Disability:**
A child with Multiple Disabilities shall have two or more areas of significant impairment, one of which shall be an intellectual disability. The other areas of impairment include: Orthopedic Impairment, Visual Impairment including Blindness, Hearing Impairment including Deafness, Speech or Language Impairment, Serious Emotional Disability, Autism Spectrum Disorders, Traumatic Brain Injury, or Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of severe educational needs which prevent the child from receiving reasonable educational benefit from general education.
- **Orthopedic Impairment**
A child with an Orthopedic Impairment has a severe neurological/muscular/skeletal abnormality that impedes mobility, which prevent the child from receiving reasonable educational benefit from general education.
- **Other Health Impairment:**
Other Health Impaired (OHI) means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment due to a chronic or acute health problem, including but not limited to asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, leukemia, kidney disease, sickle cell anemia or Tourette syndrome.
- **Developmental Delay:**
A child with a Developmental Delay shall be three through eight years of age and who is experiencing developmental delays in *one or more* of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development and as a result is unable to receive reasonable educational benefit from general education and requires special education and related services.
- **Serious Emotional Disability:**
A child with a Serious Emotional Disability shall have emotional or social functioning which prevents the child from receiving reasonable educational benefit from general education.
- **Specific Learning Disability:**
Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

- **Speech or Language Disability:**
A child with a Speech or Language Impairment shall have a communicative disorder which prevents the child from receiving reasonable educational benefit from general education.
- **Traumatic Brain Injury:**
A child with Traumatic Brain Injury (TBI) is a child with an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, which impairment adversely affects the child's ability to receive reasonable educational benefit from general education.
- **Visual Impairment, including Blindness:**
A child with a Visual Impairment, including Blindness shall have a deficiency in visual acuity and/or visual field and/or visual functioning where, even with the use of lenses or corrective devices, he/she is prevented from receiving reasonable educational benefit from general education.

Multi-Tiered System of Supports (MTSS)

MTSS and Essential Components



About MTSS

- In Colorado, a Multi-Tiered System of Supports (MTSS) is defined as: a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.
- The mission of the Office of Learning Supports (OLS) is to shape, develop, and increase the collective capacity of schools and districts to implement and sustain a multi-tiered system of supports, through a problem-solving culture that integrates data, practices, and systems which improve educational outcomes for every student.

Multi-Tiered System of Supports (MTSS):

Essential Components:

Team-Driven Shared Leadership



Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

Data-Based Problem Solving and Decision-Making



A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.

Family, School, and Community Partnering



The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.

Layered Continuum of Supports



Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).

Evidence-Based Practices



Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.



Description of District Services

Individuals who have been identified as having a disability that require specialized instruction and potentially related services, require support along a continuum from consultative services to full-time support. An Individualized Education Plan (IEP) is written for each student to address the specific needs of that student. Englewood provides a range of services based on a student's needs and each team works to provide as much support within the general education setting as possible. The following are the programs provided within Englewood Schools:

Early Childhood Education:

The Englewood Early Childhood Program is licensed for both preschool and child care services. The caring and professional staff is sensitive to the individual needs of students with disabilities. Each classroom has children of varying ages and abilities. The program offers developmentally appropriate activities that emphasize school readiness skills and the process of learning. Students with disabilities are fully integrated into these classrooms with appropriate supports as written in the IEP.

Learning Support Program:

This program will serve students with disabilities that have mild to moderate academic delays (generally 1-2 years below grade level). Typically these students in this program are able to be independent in a school setting and their academic support can be provided in class, via a team taught class, or in skills-based pullout group. Students in the Learning Support Program will participate in district and state assessments with or without accommodations, based on the individual's IEP. Students in this program typically have adequate adaptive and life skills.

Moderate Academic Support Program:

This program will support students who display moderate/severe academic delays (generally 3-4 years below grade level). Students in this program may need support in some school settings and a modified curriculum or significant accommodations to access the general education curriculum. Often the student's IEP indicates that academic needs can be met in and outside of general education setting. Students in the Moderate Academic Support Program will participate in district and state assessments with or without accommodations, based on the individual's IEP. Students in this program typically have some adaptive skill building needs.

Significant Support Program:

The Significant Support Program will serve students with disabilities that display significant academic delays (generally more than 5 years below grade level). Students in this program are typically unable to be independent in one or more life skills (including but not limited to: completing a task, toileting, feeding, accessing the school setting). These students require modified curriculum with accommodations and their core academics are typically taught using a modified curriculum outside of the general education classroom. Students in the Significant

Support Program typically qualify for the alternative state and district assessments. Students in this program typically have very impacted adaptive skills.

Speech and Language Program:

When a student with a Speech and Language Impairment (SLI) does not display skill deficits significant enough to qualify for the Moderate Academic Support or Significant Support programs, they may receive the majority of their supports from the Speech and Language Program. Typically these students in this program are able to be independent in a school setting and their specialized supports can be provided in class, or in a skills-based pullout group. These students may qualify in Language, Articulation, Voice, or Fluency alone. Students in the Speech and Language Program will participate in district and state assessments with or without accommodations, based on the individual's IEP.

Affective Needs Program:

Student who access the Affective Needs Program typically display behavioral and/or emotional characteristics that seriously interfere with their learning or the learning of others. These students demonstrate one or more of the following characteristic to a marked degree: lack of emotional regulation, an inability to utilize coping strategies, difficulty with interpersonal skills, aggression, an inability to identify feelings/emotions (in self and/or others), a lack of stress tolerance, and/or extreme difficulty attending to task. Many of the students in this program have been identified as having a Serious Emotional Disability (SED) or a mental health disorder, but they are not student whose sole diagnosis is Social Maladjustment Disorder. Students in this program may need to access individualized support, small group pullout or academic instruction in a separate environment in order to learn. Students in the Affective Needs Program typically participate in district and state assessments with or without accommodations, based on the individual's IEP.

Autism Program:

Students on the Autism Spectrum who require more support than offered within the general education classroom, often display learning and behavioral characteristics that interfere with their learning. These students may have marked difficulties in verbal and nonverbal social communication skills. Markedly odd, restricted repetitive behaviors, and/or noticeable difficulties changing activities or focus. Students in this program may require focused, specialized and specific intervention and teaching. Students in this program benefit for a highly structured and scheduled day and often need adult support and/or supervision throughout the school day.

Itinerant Services:

Services provided by staff members who move from school to school are available for students with special vision, hearing, motor and health needs.

Additional Supports:

SWAAAC: Statewide Assistive Technology Augmentative and Alternative Communication: Provides consultation and access to assistive technologies.

Related Services



If you have a child with special needs, you are likely to be using the services of specialists in education and related services. Besides your child's classroom teacher, school counselor, school principal, and special educators, you and your child may have contact with some of the following persons, depending on your child's needs and how their disability impacts his/her ability within the educational setting.

School Psychologist:

The school psychologist is skilled in observing and measuring how a child learns. This person is a specialist in supporting students' social and emotional needs as they relate to education.

Speech/Language Specialist:

The speech/language specialist is a specialist in identifying and serving children with speech and language difficulties.

Occupational Therapist:

The occupational therapist is skilled in helping a disabled child develop skills for daily living activities. This specialist facilitates skill development in areas of self-care, vocational interests, leisure, environmental management/adaptation

Vision/Orientation Mobility Specialist:

The vision specialist provides assistance to visually disabled students including pre-Braille and Braille as appropriate.

Hearing Specialist:

The hearing specialist provides assistance to hearing disabled students through direct service to the student, consultation to the teacher and assessment as required.

Nurse:

The nurse specializes in identifying health problems in children. This person is skilled in planning health education activities and in the development of Health Care Action Plans as needed.

Parent Resources Provided by:



<http://www.p2p-co.org>