

Parents, Students and Schools as Partners

Rights and Responsibilities in Special Education

WESTPORT COMMUNITY SCHOOLS

Goal of Presentation



The goal of this presentation is to provide information so that:

- ⌘ parents will understand their rights regarding special education; and
- ⌘ collaboration between family and school personnel will be enhanced; and
- ⌘ parents and school personnel will participate in special education matters as knowledgeable partners.

Special Education Laws



- ⌘ The Individuals with Disabilities Education Act -- also known as IDEA. Sometimes referred to as IDEA-97.
- ⌘ Chapter 766 -- Massachusetts' special education law. In Mass. General Laws at Chapter 71B. In Regulations at 603 CMR (Code of Massachusetts Regulations) Section 28.00.

When is a student eligible for Special Education?

A student is eligible if all three of the following are true:

- ⌘ The student has one or more disabilities.
- ⌘ The student is not making effective progress in school as a result of the disability(ies).
- ⌘ The student requires special education in order to make effective progress.



Referring a student for an evaluation to determine eligibility



- ⌘ Parents, or other adults involved with the student can make a referral for an evaluation.
- ⌘ A referral can be made at any time.
- ⌘ A district may not refuse a referral in order to try other supportive services.

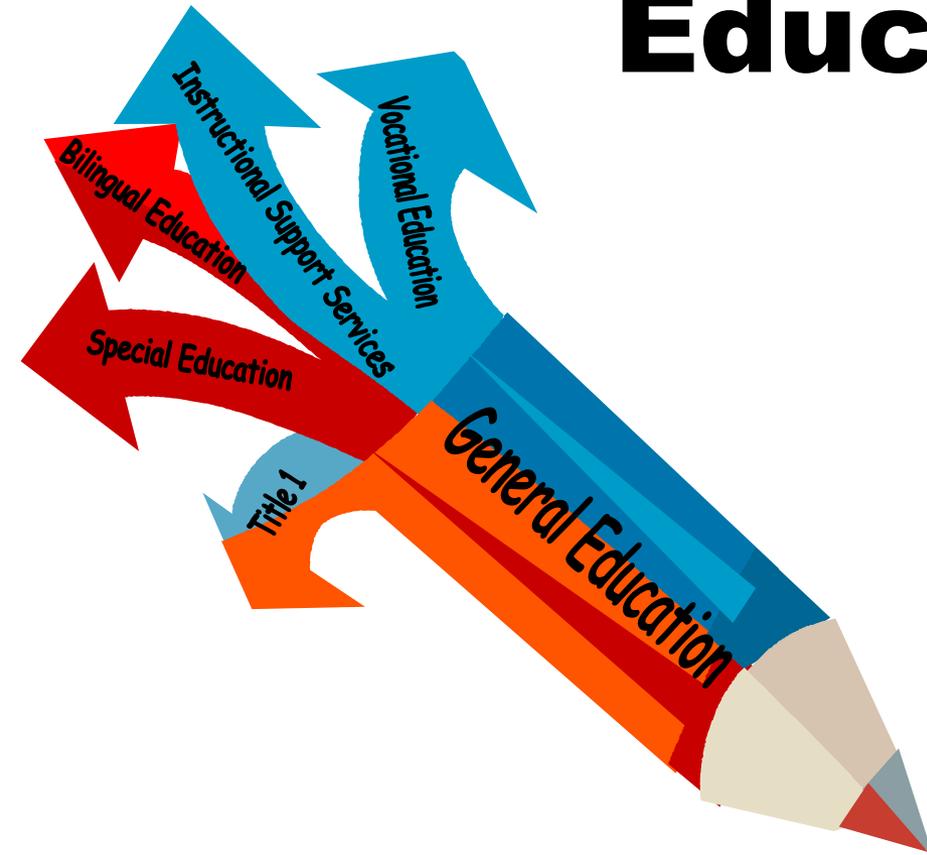
Types of Disabilities that may adversely affect educational progress



12 Different Types of Disabilities are defined in state and federal regulations

- 1. Autism**
- 2. Developmental Delay**
- 3. Intellectual Impairment**
- 4. Sensory Impairment -
Hearing Loss or Deafness**
- 5. Sensory Impairment -
Vision Loss or Blindness**
- 6. Sensory Impairment -
Deafblindness**
- 7. Neurological
Impairment**
- 8. Emotional Impairment**
- 9. Communication
Impairment**
- 10. Physical Impairment**
- 11. Health Impairment**
- 12. Specific Learning
Disability**

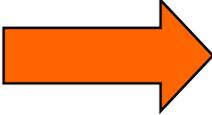
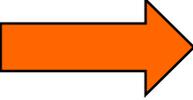
Special Education

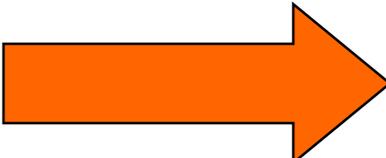


Special Education - is

- ⌘ specially designed instruction to meet the unique needs of an eligible student, and/or
- ⌘ related services necessary to access and make progress in the general curriculum.

How quickly can I get services?

- ⌘ Consent to Evaluate  30 School Working Days (SWD) to Evaluate.
- ⌘ Team meeting to determine eligibility no later than 15 SWDs later.  If eligible, development of IEP and determination of placement at that Team meeting.
- ⌘ Proposed IEP & Placement to parent.
- ⌘ Services upon parental consent.

 **45 School Working Days**

The Basis of Special Education Law: The Six Principles

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

Principle #1 - Parent and Student Participation



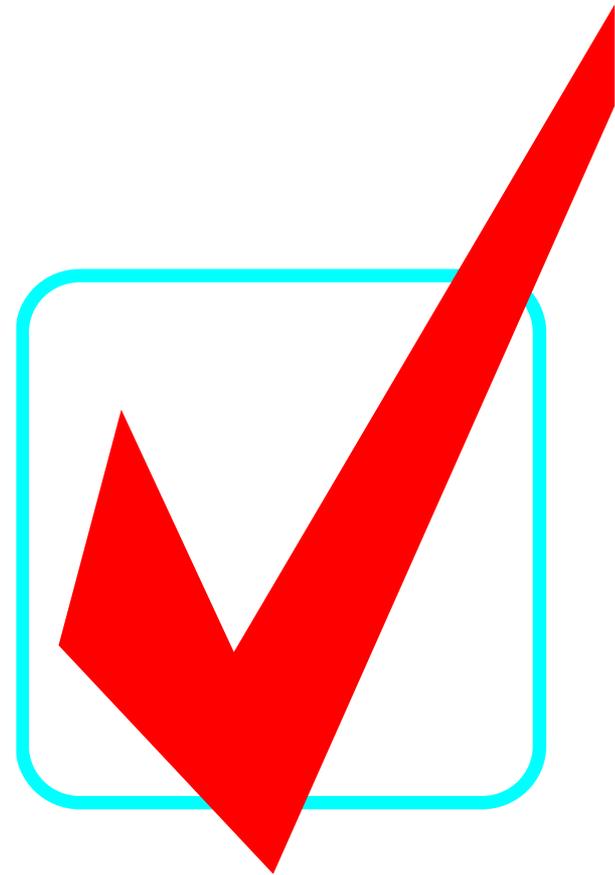
- ⌘ Parents have the right to participate in all special education planning and decision-making activities.
- ⌘ Students are the focus of special education and, as they grow older, students are expected to participate in planning for their own future as much as possible.
- ⌘ It is the obligation of the school district to make strong efforts, in multiple ways, to ensure parental and student participation.

Specific participation rights:

- ⌘ School districts must make multiple efforts to facilitate parental attendance at Team meetings. If parents cannot attend, schools must seek parent input through other means.
- ⌘ Students at age 14, or younger if appropriate, are entitled to participate in all Team meetings.
- ⌘ Students at age 18 are adults under Massachusetts' law and assume all the rights formerly held by their parents for participation and decision-making.

Areas of Education Where Parent and Student Participation is Guaranteed

- ⌘ Referral
- ⌘ Evaluation
- ⌘ Eligibility
Determination
- ⌘ IEP Development
- ⌘ MCAS Participation
- ⌘ Placement Decisions
- ⌘ Disciplinary Actions



Principle #2 - FAPE

Free and Appropriate Public Education.

- ⌘ Free = At no cost to the parent.
- ⌘ Appropriate = Services sufficient to enable the student to appropriately progress in education and advance toward achieving the IEP goals.
- ⌘ Public = Provided by the public school district or under the direction of the public school district.
- ⌘ Education = Preschool, elementary and secondary education, including extra-curricular and non-academic school activities.

Principle #2 - FAPE (continued)

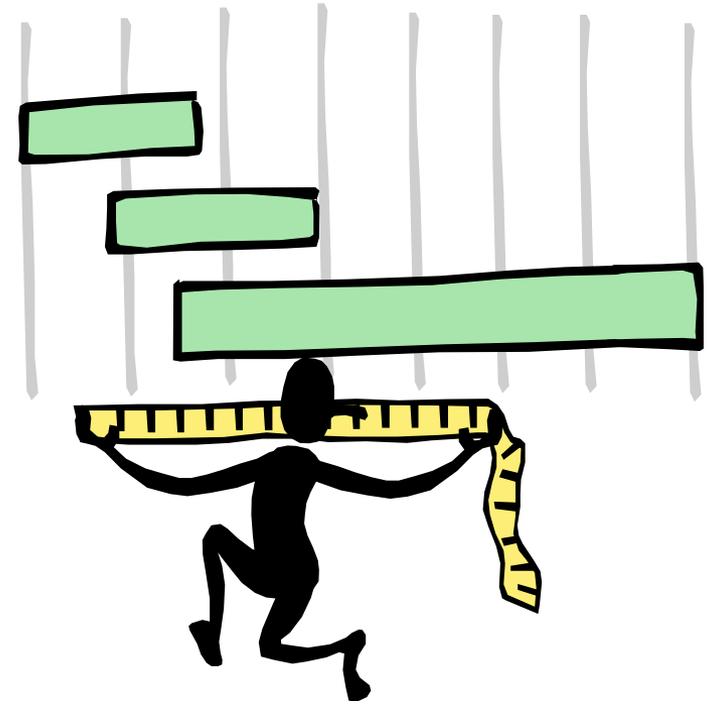
What is the General Curriculum?

- ⌘ The same curriculum as students without disabilities receive.
- ⌘ Including all Massachusetts Curriculum Frameworks - in particular, English Language Arts, Math, Science & Technology, and History and Social Science



Principle #3 - Appropriate Evaluation

- ⌘ Initial evaluation
- ⌘ 3 year re-evaluation
- ⌘ Individualized assessments
- ⌘ Non-discriminatory assessments
- ⌘ Includes a variety of tools and strategies, including information provided by the parent



Some specific evaluation rights:

- ⌘ **Right to discuss both the proposed evaluations and evaluators prior to the evaluation.**
- ⌘ **Right to an evaluation in the student's native language or mode of communication.**
- ⌘ **If appropriate, right to an evaluation of need for Braille instruction.**
- ⌘ **Right of parents to consent or refuse evaluation.**
- ⌘ **Right to independent educational evaluation when parents disagree with the results of the evaluation done by the school district.**
- ⌘ **Right to appeal a finding of "No Eligibility."**

Independent Educational Evaluation (IEE)



- ⌘ Anytime you are dissatisfied with the district's evaluation.
- ⌘ Parents' option to participate in a sliding fee scale to share the cost of the IEE with the district.
- ⌘ School district is obligated to consider information from IEE.

Principle #4 - Individualized Education Program (IEP)

- ⌘ Written information on the parent's concerns and the student's skills.
- ⌘ A written explanation of how the disability affects the student's ability to learn and to demonstrate his or her learning.
- ⌘ An identification of specific, measurable goals which can be reached in a year's time.
- ⌘ A listing of the services to be provided to the student.

Purpose of the IEP

The IEP's purpose is to outline:

- ⌘ What will be done to assist the student to make effective progress in the general curriculum and in the life of the school.
- ⌘ How the student will participate in state and local assessment. State assessment in Massachusetts means the MCAS.
- ⌘ The goals the student is expected to reach by the end of the IEP period.

Rights Associated with the IEP

- ⌘ Before the school can begin IEP services, the school must obtain the parent's consent.
- ⌘ The parent has the right to accept or reject the proposed IEP in part or in full.
- ⌘ The completed IEP is signed by both the school district and the parent and serves as a contract between the school and the parent.
- ⌘ The parents can withdraw their consent at any time in relation to any service or program.

Principle #5 - Least Restrictive Environment (LRE)



LRE means that to the maximum extent appropriate, students with disabilities have the right to be educated in the general education environment & in the classroom they would have attended if they did not have disabilities.

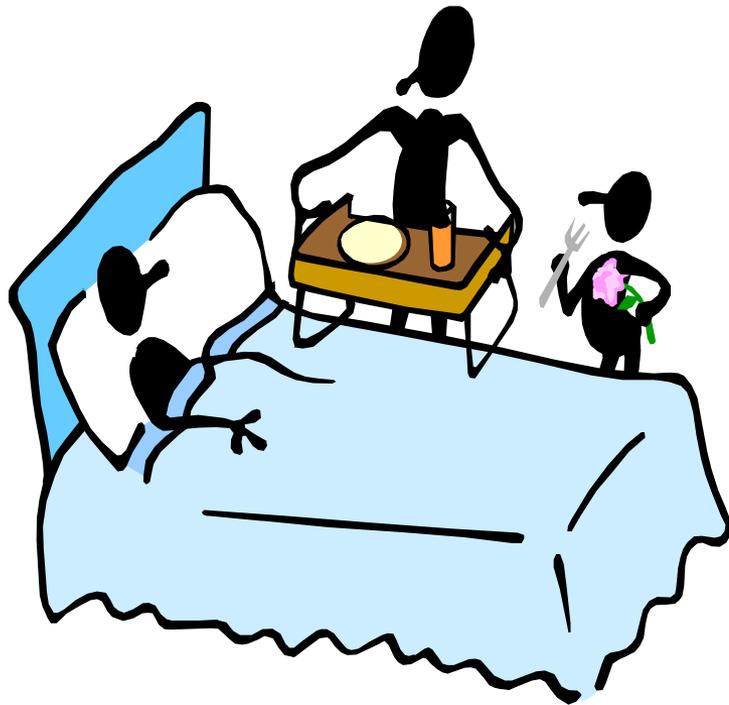
LRE means the student cannot be removed from the general education classroom solely because of needed curriculum modifications.

LRE means that 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.

Some Types of Educational Placements

- ⌘ In the public school building: the general education classroom, a resource room, or a substantially separate classroom
- ⌘ Outside of the public school building: a separate day school or a separate residential school
- ⌘ For young children (aged 3-5): a home-based or center-based early childhood program

Students have the right to receive special education services even when they are unable to attend school.



Sometimes students are unable to attend public schools for non-educational reasons. Students may be:

- ⌘ In a hospital,
- ⌘ At home
- ⌘ Or in an institutional setting run by a state agency.

Principle #6 - Procedural Safeguards

- ⌘ Right to written notice
- ⌘ Right to consent/refuse
- ⌘ Right to “stay put”
- ⌘ Problem Resolution System
- ⌘ Mediation and Due Process
- ⌘ Timelines
- ⌘ Confidential records
- ⌘ Right to receive evaluations 2 days in advance of Team meeting, if requested



How the law can help with disputes

If you believe your rights or the rights of your child are not being appropriately provided you can:

- ⌘ Discuss resolution with your school district.
- ⌘ File a complaint with the Department of Education Problem Resolution System.
- ⌘ Seek resolution through the Bureau of Special Education Appeals (BSEA).
- ⌘ Seek knowledgeable assistance elsewhere.

Resources



- ⌘ Teachers and other staff at the local school district
- ⌘ Members of your Parent Advisory Council
- ⌘ The state Department of Education
- ⌘ The Federation for Children with Special Needs (1-800-331-0688) www.fcsn.org
- ⌘ Disability rights organizations and other disability-related agencies and organizations

District Parent Advisory Council



PAC duties include but are not limited to:

- ◆ Advising the district on matters pertaining to the education and safety of students with disabilities.
- ◆ Meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs.
- ◆ Conducting, with the district, the annual workshop on the rights of students and parents under special education law. (This workshop)

The PAC is entitled to receive assistance from the district without charge, upon reasonable notice, and subject to the availability of staff and resources.