

SPECIAL EDUCATION STRATEGIC PLANNING TEAM
Reflections /Take-Aways

TOPIC: Special Education Program Model - Part 1

1	<p>Historical Perspective:</p> <ul style="list-style-type: none"> ● Students with disabilities have been segregated and excluded from learning opportunities since special education has begun. ● Research has been done to show the significant benefits of inclusion for students with and without disabilities. ● Law came into effect in 1975 with the requirement for students to receive FAPE (Free and Appropriate Public Education) ● Stressed Least Restrictive Environment (LRE) ● Special Education as a formal program has really only been around for about 40 years ● Inclusion became part of the conversations in the 1990; adequate supports needs to come with inclusion to ensure student success ● Response to Intervention (RTI) was formalized with IDEA in 2004 ● Parent voice became strengthened as part of the IEP process ● Since inception, many improvements have been made, but there is still along way to go, in California and across the nation
2	<p>Defining Special Education:</p> <ul style="list-style-type: none"> ● Special Education is a service not a place ● Law enforced through the IEP which is a legal document ● Pre-referral process includes: Student Study team (SST), systematic Interventions, goals and data collection ● Don't jump right to Special Education assessment and eligibility; pre-referral process needs to take place ● Components of IEPs include: among other things, present levels of performance, assessment results, student goals, and services to be provided, appropriate placement to deliver the student's educational program ● Must determine if: student meets the eligibility criteria ● Effective programs include strong collaboration between general education and special education staff ● Goal is to assist students in accessing learning in the general education setting as much as possible ● Thirteen disability categories ● Related services must be considered
	<p>Least Restrictive Environment (LRE):</p> <ul style="list-style-type: none"> ● LRE is dynamic and not fixed ● LRE is not necessarily a place, but a service delivering specialized for access to academic and non-academic benefits ● Need clarification on spectrum of delivery for all members of the IEP team ● Cost benefit analysis: <ul style="list-style-type: none"> ○ Cost = funds, services, teachers, other students, cost to Special Ed. Students ○ Benefits: Long term and need for support ● LRE does not always equate to a brick and mortar placement

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- An IRE much like placement, can be due to or alleviated by 1:1 support
- LRE is not one place for the student, it depends on the student
- As a teacher, this is confusing: I need tools to help to determine whether student is meeting their goals
- As a teacher I need help modifying instruction for the needs of all my students
- As a parent, I've been pressured to exit my daughter because of services offered not batching need, so is that out?
- As parent my child still needs accommodations and modifications and has a learning disability
- The district should define priorities for determining LRE and develop a unified approach to engaging parents in the discussion
- Staff and administration need counseling on their obligation to adhere to LRE, it is the law
- LRE - General Education
- Too many students are still being placed in Special day Class/self-contained learning environments. Why is this? Disability? Resources?
- How does this data change our outcomes and practices?
- Environment with most access to peers that provides educational benefit (progress on goals)