



LAWRENCE

Public Schools

PARENT HANDBOOK

Special Education Services in Lawrence Public Schools

Lawrence Public Schools provides special education services for eligible students with giftedness or disabilities. This handbook provides information about Lawrence Public Schools' procedures, answers to frequently asked questions, and links to other resources.

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WELCOME FROM LAWRENCE PUBLIC SCHOOLS

Welcome to USD 497! Lawrence Public Schools wants parents and guardians to have the information they need to be active participants in the special education process. We know that students make the most progress when families and schools work together as partners.



When a student is eligible for special education services, parents or guardians may feel overwhelmed by the amount of information and new terminology. Even if your child has been receiving services for several years, parents and guardians frequently have questions about services, programs, or what to do or where to go if they have concerns. Developed in collaboration with the Lawrence Special Education Advisory Committee this handbook will provide you with guidance and answers to many questions that may arise as you navigate through your child's educational career.

Please let us know if you have questions or suggestions about how we can best support you and your student.

Sincerely,

Lawrence Public Schools' Special Education Department

WELCOME FROM L-SEAC



The Lawrence Special Education Advisory Committee (L-SEAC) welcomes you and your family to USD 497. As parents of children with exceptionalities, we know how important it is to have the right tools and support to meet your children's needs. Whether this is your child's first year with an IEP in Lawrence Public Schools or you have had several meetings throughout the years, the L-SEAC would like to take this opportunity to introduce our purpose and mission to you, as well as provide a community you can turn to throughout the school year.

The L-SEAC is made up of USD 497 parents and staff members. Our committee meetings function as a forum for open communication and advocacy. The role of our committee is to encourage and facilitate communication and mutual support among families, school, and the community. Our mission is to represent the needs and interests of students with exceptionalities. In addition, the L-SEAC will advise the Special Education Department on program needs; review parental concerns of a programmatic nature; and serve as a conduit and advocate for educating consumers about what constitutes Special Education.

We hope you find this handbook helpful. Please visit the [L-SEAC page](#) on the district website to find a list of resources and to learn more about our group.

Sincerely,

The Lawrence Special Education Advisory Committee

HOW SPECIAL EDUCATION WORKS IN KANSAS

The information in this section (pages 1 – 9) is from the Kansas [Parent Guide to Special Education](#) and the Kansas [Special Education Process Handbook](#). Click on the links to access the complete guides.

REFERRAL FOR INITIAL EVALUATION

Referrals for initial evaluation may come from a variety of sources. These include:

- Early Childhood Screening
- Part C Infant-Toddler Program
- General Education Intervention Team
- Parents
- Self-referral by adult student

A referral for an initial evaluation is made whenever it is suspected that a child may be a child with an exceptionality*. For a preschool child, the referral may be a result of screening described in 91-40-7(b), or from a Part C Infant-Toddler program. A school age child would participate in general education interventions (GEI) prior to the referral. As a result of GEI, the school would have data-based documentation of repeated assessments of achievement at reasonable intervals, that indicate the instruction and educational interventions and strategies presented to the child in the general education setting were not adequate and indicated an evaluation for special education is appropriate (K.A.R. 91-40-7(b)(c); 34 C.F.R. 300.309(c)(1)). Additionally, **a parent or adult student may request an evaluation at any time.** **

Upon referral for an initial evaluation, regardless of the source, the first action the school must take is to provide the parents, or the adult student, with a copy of the [Parent Rights Notice](#) (Procedural Safeguards) (K.S.A. 72-988(e); 34 C.F.R. 300.503).

Special education and related services are support services for students with exceptionalities. In order for a student to be eligible for special education and related services, the student must first be determined to have an exceptionality and need specialized instruction. Once eligibility is determined, an IEP is developed and special education and related services can begin. This section gives a brief overview of the steps in the process. More information about each step can be found in the complete Guide and the [Kansas Special Education Process Handbook](#).

** The term “exceptionality” is used in Kansas to refer to a disability or giftedness.*

***In Lawrence, contact your child’s classroom teacher, building principal, or school psychologist to request an evaluation for special education.*

CHILD FIND

Child Find is an ongoing process that school staff use in public and private schools to locate and identify students who may need special education services. In Kansas, “Child Find” for young children ages birth through age 5 is called “screening.” Schools should provide screenings for children within 30 days of the request for a screening. Screenings may consist of observations, interviews, and assessments that would identify a disability or developmental delay in the areas of communication, thinking/reasoning development, social-emotional development, self-help/adaptive behavior, and/or physical development.

For children in kindergarten through 12th grade, Child Find usually begins with the General Education Intervention process (GEI). In most cases, when a child is determined to need support in addition to what the classroom teacher has provided, a team meeting is held and an intervention plan is developed based on that student’s individual needs. The team is sometimes called a GEI team, a student support team, or a student improvement team.

The purpose of this team is to determine:

- which skills need further intervention,
- what interventions will be provided,
- how and by whom the intervention will be carried out,
- what data will be collected to determine if the intervention is working, and
- how often the team will meet to review the progress of the child.

If the general education interventions are significant, beyond what could be provided by the general education teachers and requires specially designed instruction, the team would refer the student for an initial evaluation.



INITIAL EVALUATION AND ELIGIBILITY

Initial evaluation means the process of collecting information about a student for the following purposes:

1. To decide if the student has an exceptionality, based on eligibility criteria set by the Kansas State Department of Education;
2. To decide if special education services are needed for the student to benefit from an educational program; and
3. To identify the student's individual educational strengths and needs and to provide a basis for appropriate intervention.



The evaluation must assess the student's needs in all areas related to the suspected area of concern. The evaluation results will be used to decide the student's eligibility for special education and related services and to make decisions about an appropriate educational program for the student.

Parents will be provided prior written notice and be asked to provide written consent to allow the school to conduct the initial evaluation.

Parents are specifically named as members of the team that determines if a student is eligible for services. Eligibility has two components:

- the student must have an exceptionality; and
- the student must have a need for special education and related services.

The team must be sure that the concerns are not the result of a lack of instruction in reading or math, or because the student has limited English ability. Parents are to be given a copy of an evaluation report that documents the team's decision regarding eligibility and the reasons for that decision. If it is determined that the student is not eligible for special education services, the GEI team meets again to consider other services that might be appropriate (like migrant, bilingual, special reading, or math enrichment programs) or, a student may be eligible for services under Section 504.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The IEP is a written plan for each eligible student with an exceptionality. The IEP is important to ensure the provision of a Free Appropriate Public Education (FAPE) and better results for all students with exceptionalities. To create an effective IEP, parents, teachers, other school staff, and often the student, must come together to look closely at the student's unique needs. These individuals pool knowledge, experience, and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student. Without a doubt, writing and implementing an effective IEP requires teamwork. (See [Kansas Special Education Process Handbook, Chapter 4, Individualized Education Program.](#))

IEP TEAM

The members of the IEP team include:

- the parent(s) (or education decision-maker);
- at least one special education teacher of the child;
- at least one general education teacher, if the child is, or may be, participating in the general education environment;
- representatives of the school with knowledge of available resources, curriculum, and special instruction;
- a person who can interpret what evaluation results mean for the student;
- other persons who are invited by the school or the parent because they know the child or have special expertise that would be helpful to the team; and
- the student at age 14 or earlier, if appropriate.
- IEP team members can serve in more than one role and can be excused by mutual agreement.

DEFINING THE IEP

- The IEP is both a process and a document.
- An IEP is required for students ages 3 through 21 with exceptionalities who need special education services.
- As a process, the IEP meeting brings together people who work with a student. The meeting is for the parents, the student, and the school staff to talk about the student's strengths and needs. They also set goals, identify resources, and develop a plan for the student's education.
- As a document, the IEP serves as a blueprint that guides the student's day-to-day instruction, support, and related services.
- The IEP must be reviewed every year, or more often, if needed, to make sure the student is making progress in meeting goals.

Once the student is age 14, the IEP team, including the parent and student, will begin planning for the student's life after leaving the public schools. (See [Kansas Special Education Process Handbook, Chapter 4, Secondary Transition, Page 80](#))

DEVELOPING THE IEP

The school must schedule the IEP meeting at least annually and at a time and place agreeable to the parents and the school. Schools must notify parents in writing regarding the IEP meeting, and who will be attending. They must also be informed that they may invite people to the meeting who have knowledge or special information about the student. If the parents agree, IEP team meetings may be conducted with the use of conference calls, video conferencing, or other alternative means.

The IEP team must discuss any significant behavior concerns they might have about the student. They must also consider any specific communication needs including receptive and expressive language delays, limited English proficiency, deaf or hard-of-hearing, or Braille for students who may be blind or visually impaired.

PLACEMENT RECOMMENDATIONS

After the IEP is written, the team considers where the most appropriate setting might be for the student to receive services and make progress on the goals in the IEP. Services for the student are to be in general education classes with students without disabilities unless the IEP team believes a different setting is necessary in order for the student to be successful. If the team thinks the student should be taught in a different setting, they must write their reasons in the IEP.

Parents must be provided prior written notice and asked to give written consent before the student's initial placement in special education or related services. If a parent refuses to give this consent, the school cannot begin the initial placement. ([See Kansas Special Education Process Handbook, Chapter 6, Least Restrictive Environment.](#))

REVIEWING AND REVISING THE IEP

The IEP must be reviewed, and if necessary, revised at least annually or more often if the parent or school asks for a review. If reviewed annually, this review must be on or before the anniversary date of the IEP (this is the date the IEP was written by the IEP team.) Parents, as a member of the IEP team, must be invited to attend these meetings.

The IEP team:

- determines if the student is making progress toward the measurable annual goals on the IEP;
- revises the IEP, if needed, to help the student progress in the general curriculum and achieve annual goals;
- reviews the results of any reevaluation;
- reviews any new information about the student;
- reviews the student's anticipated needs; and
- may change the IEP, after the annual review, without a meeting, if both parents and the school agree in writing.

REEVALUATION

A reevaluation of the student's needs is to be conducted at least every three years unless the parent and the school agree that a reevaluation is unnecessary. A reevaluation may be conducted more frequently, if the student's parent or teacher requests a reevaluation. However, no more than one reevaluation may occur in one year, unless the parent and the school agree to more than one during a year. Parents must be provided prior written notice and asked to give their written consent before any reevaluation.

During a reevaluation, the IEP team must review the existing evaluation information about the student, including information provided by the parents. The team determines if more information is needed to decide if the student continues to have an exceptionality and determines the student's present levels of academic achievement and functional performance.

Additionally, the IEP team is to consider whether any additions or modifications to the special education and related services are needed to be sure the student can meet the measurable annual goals set out in the IEP and allow for participation, as appropriate, in the general education curriculum.

(See [Kansas Special Education Process Handbook, Chapter 7, Reevaluation.](#))

LAWRENCE PUBLIC SCHOOLS DELIVERY MODEL & PROGRAM DESCRIPTIONS

**For a description of the gifted program, see the Gifted Education section of this handbook.*

The settings for students who receive special education services are determined by the student's IEP team to meet the student's unique learning needs. Lawrence Public Schools provides a continuum of special education services for students from preschool through post-secondary transition. **Each K-12 building provides interrelated resource services (IRR) and gifted services. IRR services meet the needs of most students with mild to moderate learning needs.** Center-based classrooms are available for students whose needs cannot be met through interrelated resource services. They are not located in every building at every level. When students are served in center-based programs, they are included in general education classes for as much time as is appropriate for them. The descriptions of the center-based programs are general guidance and should not be viewed as strict criteria for consideration of a particular program.

Students may be placed in a **center-based program** outside of their attendance area due to availability, class size or other factors. We strive to place students in their home school, but it is not always possible. The district provides transportation when services outlined in the IEP are not available in the home school.

EARLY CHILDHOOD SPECIAL EDUCATION: TINY-K

- Program serves young children ages birth to 3 who are eligible for an IFSP.
- Children and families are served in their Least Restrictive Environment such as in the home or in community settings.

EARLY CHILDHOOD SPECIAL EDUCATION: PRE-KINDERGARTEN (PREK)

- Program serves young children ages 3 to 5 who are eligible for an IEP.
- Students are served in their Least Restrictive Environment in district classrooms, community settings, and "by appointment," according to identified needs.
- Classrooms are offered for a half-day, 2 to 4 days per week.
- Classrooms enroll peers who have completed a developmental screening and who pay a fee.
- Early Childhood Special Education team members collaborate with district PreK Readiness general education classrooms.



MEDICALLY FRAGILE CLASSROOM — AVAILABLE AT THE ELEMENTARY LEVEL

- Students may have multiple disabilities and/or use augmentative communication.
- Students have significant medical needs and have an intellectual disability.
- Students need intensive support for basic learning and life activities.
- Students are included in general education activities whenever possible with accommodations and/or modifications to meet their unique needs.

ED CLASSROOMS — AVAILABLE AT THE ELEMENTARY AND SECONDARY LEVEL

- Serves students with an emotional disturbance exhibited through externalizing behaviors that interfere with learning.
- Behavior may manifest as aggressive and unsafe behaviors.
- Students need an environment that is highly structured.
- Students are included in general education activities whenever possible with accommodations and/or modifications to meet their unique needs.

SECONDARY THERAPEUTIC CLASSROOM (STC) — AVAILABLE AT THE SECONDARY LEVEL

- Serves students with an emotional disturbance exhibited through internalizing behaviors.
- Behavior may manifest as unsafe and/or self-injurious behaviors.
- Students need an environment that is highly structured.
- Students are included in general education activities whenever possible with accommodations and/or modifications to meet their unique needs.

AUTISM CLASSROOMS — AVAILABLE AT THE ELEMENTARY AND SECONDARY LEVEL

- Students have significant needs due to autism.
- Many students are nonverbal or have minimal communication skills.
- Students need intensive support for basic learning and life activities.
- Students exhibit behaviors that interfere with learning.
- Students are included in general education activities whenever possible with accommodations and/or modifications to meet their unique needs.

FUNCTIONAL CLASSROOMS — AVAILABLE AT THE SECONDARY LEVEL

- Students have significant needs due to an intellectual disability.
- Many of the students are non-verbal or have minimal communication skills.
- Students need intensive support for basic learning and life activities.
- Students are included in general education activities whenever possible with accommodations and/or modifications to meet their unique needs.



PROJECT SEARCH (18-21 YEAR PROGRAM)

Project SEARCH is a special education program structured to allow young adults to participate in employment skills and social skills curriculum, community-based instruction, and three non-paid internships in areas of interest over a period of one school year. Interns split their day learning in a classroom setting and developing employment skills through a structured work environment. While gaining necessary employability skills, students also learn appropriate social and communication skills, problem-solving and leadership techniques. The desired outcome for each intern is community employment, which is defined as 16 or more hours

weekly in a competitive, integrated setting, earning a prevailing wage or higher. Interns are supported with instruction and job coaching through USD 497 for successful learning and job performance.

COMMUNITY TRANSITION PROGRAM (C TRAN) (18-21 YEAR PROGRAM)

C Tran is a community-based special education learning program designed to assist young adults with the transition to adult life so they will be more independent, better able to obtain employment, and participate in their community. The program is one option provided for eligible young adults with established needs in the areas of Independent and Daily Living Skills and Employment Skills. We support students and families to access adult service agencies and understand the benefits and limitations of those services. Special education services include teaching skills, providing opportunities for exploration, application and connections, and creating supports/accommodations to increase or improve:

- Self-care awareness and skills
- Connections to others and a sense of belonging in the community
- Pre-vocational and vocational attitude and skills for working
- Making informed choices/decisions and being responsible and responsive to the results of those choices
- Use of functional academics
- Practicing safety in the community
- Communication and social skills

GIFTED EDUCATION IN LAWRENCE PUBLIC SCHOOLS

WHAT IS GIFTEDNESS?

Students who are intellectually gifted perform, or have the capability to perform, at significantly higher levels compared to others of the same age, experience, and environment in one or more academic domains. They require specially designed instruction to meet their needs. Students who are intellectually gifted:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Can have learning and processing disorders that require specialized intervention and accommodation.

GIFTED EDUCATION IN KANSAS

Kansas is one of only eight states that include gifted education as part of special education. Special education services are regulated by both federal and state laws; Kansas chooses to apply nearly all of these laws to students who need gifted education services. The state differentiates between laws that do and do not apply to students who are gifted by using these terms:

Students with an Exceptionality—applies to students who have a disability or giftedness.

Students with a Disability—applies only to students who have an IEP for a disability.

Gifted KAR 91-40-1 (bb) "Gifted" means performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields due to intellectual ability, when compared to others of similar age, experience and environment.

To qualify for gifted services, data must be gathered in order to answer the same two questions that are asked when determining eligibility for a student with a disability:

1. Does the child have an exceptionality?
2. Because of the exceptionality, does the student need special education services to benefit from the educational program?

STUDENTS WITH TWICE EXCEPTIONAL NEEDS

Occasionally, students who are identified as gifted may also be identified with a disability and receive special education services for the disability and giftedness. A gifted education IEP is focused on intellectual giftedness and does not typically include services or accommodations for potential disability needs. When teams suspect that a student identified as gifted may have a potential disability, they must seek parent consent for an evaluation to determine eligibility and the need for services as a student with a disability. These students are considered to have twice-exceptional needs. The need of a twice-exceptional student can be complex, so teams work collaboratively to meet often divergent needs.

The district expects staff members with certified expertise to provide needed services; gifted education teachers typically do not provide services in disability areas for students.

STUDENTS WITH A GIFTED EDUCATION IEP & A SECTION 504 PLAN

Some students who have a gifted IEP and a disability may qualify for a 504 Accommodation Plan under Section 504 law. This is an antidiscrimination law that when applied to students in schools is intended to “level the playing field” to allow students with disabilities to access the general education curriculum. Students participate in a specific evaluation process in order to determine qualification for a 504 Accommodation Plan, and if the student qualifies, the school and family determine needed accommodations based on the student’s disability, performance, and other factors. The gifted education IEP and 504 Accommodation Plan remain separate documents and processes; however, one meeting may follow the other meeting on the same day led by different case managers (gifted education teacher for the gifted IEP and a general education staff member for the 504 Accommodation Plan).

GIFTED EDUCATION SERVICES IN LAWRENCE PUBLIC SCHOOLS

Lawrence Public Schools provides students identified as gifted with an array of services and experiences to meet their needs as intellectually advanced children and teens. The IEP team determines the content of the IEP individually for each student, including services and placement options for each student.

Services for students focus upon individual needs as identified in the IEP and may include:

- Critical Thinking
- Creative Thinking
- Problem Solving
- Research
- Leadership
- Technology
- Social & Emotional Learning

Gifted education teachers develop activities and learning experiences through content that is needed and of interest to the students in their school in order to develop these skill sets. Since each student is different, their interests and needs will also be different; these differences will be reflected in the specific content chosen for implementation. While the topics may be different from school to school and student to student, the skills emphasized remain consistent.

MOVING TO LAWRENCE PUBLIC SCHOOLS & GIFTED EDUCATION SERVICES

Moving to Lawrence Public Schools from another state may or may not allow students to continue to receive gifted education services if they have been receiving services in their previous state. When students move to Lawrence Public Schools from another state with an IEP for gifted special education, the school will need to seek consent for the initiation of services in Kansas. This may include adopting the IEP, revising the incoming IEP, or first seeking consent for an evaluation if necessary to determine eligibility and need. Currently there are eight states that include gifted education as part of special education :

Alabama	Louisiana	Tennessee
Florida	New Mexico	West Virginia
Pennsylvania	Kansas	

This list is subject to changes based on change to state approaches to gifted education.

When students move to Lawrence Public Schools from states that do not have IEPs for gifted education, the school's problem-solving team will determine whether to initiate the gifted education eligibility process for the student; services will not be started at that time. If the team starts the process, the student would have to participate in Lawrence Public Schools' gifted education eligibility process to determine eligibility; the school team can refuse to evaluate a student based on the data they have collected on the student's performance and ability. Lawrence Public Schools cannot automatically include students in gifted education services who move into the district with gifted education experiences in a district that does not include gifted education as part of special education and/or does not have an IEP for gifted education services because Kansas includes gifted education as part of special education.

When students move to Lawrence Public Schools from another district in Kansas with a gifted education IEP, Lawrence Public Schools will begin implementing the IEP with comparable services upon receipt of the most recent IEP from the other Kansas district.

TERMS & ACRONYMS IN LAWRENCE PUBLIC SCHOOLS

COMMONLY USED TERMS

- **Behavior Intervention Plan (BIP)** - A “Behavior Intervention Plan” and “BIP” mean a formal plan that aims to stop inappropriate behavior and establishes appropriate alternative behavior to replace inappropriate behavior.
- **Exceptionality** - “Exceptional children” or children with exceptionalities means children with disabilities or children who are gifted.
- **Free Appropriate Public Education (FAPE)** - “Free appropriate public education” and “FAPE” mean special education and related services that are:
 - Paid for by the public, under public supervision and direction, and without charge to the parent;
 - Meet the standards of the state board;
 - Include preschool, elementary, or secondary school education; and
 - Are provided according to an individualized education program (IEP).
- **Functional Behavior Assessment (FBA)** - A “Functional Behavior Assessment” and “FBA” mean an approach to figuring out why a student acts a certain way. It uses different methods to understand the purpose the behavior is serving. An FBA is often completed prior to the development of a Behavior Intervention Plan (BIP) for a child.
- **Individualized Education Program (IEP)** - “Individualized Education Program” and “IEP” mean a written program for each child with an exceptionality that:
 - Describes the unique educational needs of the child and how those needs will be met; and
 - Is developed, reviewed, and revised as required.
- **Least Restrictive Environment (LRE)** - By law, children with disabilities must be educated in the Least Restrictive Environment. Congress has defined the Least Restrictive Environment as the placement closest to a regular education environment yet still capable of meeting the needs of a child with disabilities. This means that the LRE varies according to the needs of the child. A child must be educated in the regular classroom with supplemental aids and services unless the child cannot be appropriately educated there.
- **Related Services** - “Related services” are developmental, corrective, and supportive services. These are services needed to assist a child with an exceptionality to benefit from special education.
- **Special Education** - “Special education” is specially designed instruction, at no cost to the parents, to meet the unique needs of a child with an exceptionality.
- **Specially Designed Instruction (SDI)** - “Specially designed instruction” and “SDI” is adapting the content, methodology, or delivery of instruction:
 - To address the unique needs of the child that result from the child’s exceptionality; and
 - To ensure access of any child with a disability to the general education curriculum, so that the child can meet the educational standards within the jurisdiction of the agency that apply to all children.

TITLES FOR SPECIAL EDUCATION PERSONNEL

This is a short list of special education service providers and a brief description of the services they provide. Please note that special educators work collaboratively with teams that may include other special educators, general education teachers, and paraprofessionals. The descriptions below give an overview only, not a complete description of the services.

- **Adapted Physical Education (APE)** - APE teachers provide adapted physical education services to students who have a limited ability to participate in general education physical education activities.
- **Assistive Technology (AT)** - AT specialists support students and staff in the use of low- and high-tech devices that promote access to the curriculum. This includes items such as pencil grips, adapted computers/keyboards, and electronic communication devices.
- **Board Certified Behavior Analyst (BCBA)** - BCBA's have advanced training in understanding the functions of behavior and interventions to promote positive behavior.
- **Case Manager** - Each child with an IEP has a service provider assigned as the case manager. Typically, the case manager is the special educator who provides the most direct service.
- **Certified Orientation and Mobility Specialist (COMS)** - These specialists provide services to students with visual impairments to assist them in navigating their environments, both at school and in the community.
- **Consultant** - Lawrence Public Schools has a team of special educators with expertise in positive behavior supports and Autism that serve as consultants to staff.
- **Facilitator** - Special Education Facilitators provide districtwide support and training in a variety of areas, including but not limited to instructional programming, specialized classrooms, and IEP development.
- **Music Therapist** - Music therapists provide services to students through the use of music to support learning.
- **Occupational Therapist (OT)** - OTs provide services to students with delays in fine motor, sensory, or self-help skills. OTs may be assisted by a Certified Occupational Therapy Assistant (COTA).
- **Paraeducator/Paraprofessional/Para** - A special education employee who typically is not licensed to teach. They perform many instructional duties with students in a variety of settings under the supervision of a licensed special educator.
- **Physical Therapist (PT)** - Physical therapists provide support to students who require services due to gross motor needs, and may be assisted by a Certified Physical Therapy Assistant (CPTA).
- **Special Education Teacher** - Special education teachers have special licensure to teach students who have been identified as eligible for special education. They also provide support to general education teachers to assist with structuring classrooms to support the needs of students.
- **Speech Language Pathologist (SLP)** - SLPs provide speech and/or language therapy. They may also support social skills and other areas related to speech and language.
- **School Psychologist** - School psychologists receive extensive training in the educational evaluation of students. They often lead eligibility and IEP meetings. School psychologists have expertise in analyzing data and assisting teams when they develop interventions for students.

- **Social Worker (SW)** - Social workers enhance the social/emotional well-being and growth of students to support academic and personal success.
- **Teacher of the Visually Impaired (TVI)** - TVIs are licensed to provide support for students with visual impairments, such as Braille instruction, enlarged print, and other means to access the curriculum. They also work with other staff members such as general education teachers to assist in structuring classroom environments for students with visual impairments.
- **Teacher of the Deaf and Hard of Hearing (DHH)** - DHH teachers are licensed to provide support for students with hearing impairments in order to develop communication, language acquisition, and social skills. They also work with other staff members such as general education teachers to assist in structuring classroom environments for students with hearing impairments.
- **Transition Specialist** – A special educator with expertise and training to assist students 14 and older in preparing for work, community participation, and post-secondary education.



ACRONYMS USED IN LAWRENCE PUBLIC SCHOOLS

- AAC** | Alternative Augmentative Communication
- ABA** | Applied Behavioral Analysis
- ADA** | Americans with Disabilities Act
- ADD/ADHD** | Attention Deficit/Attention-Deficit Hyperactivity Disorder
- APE** | Adaptive Physical Education
- ASD** | Autism Spectrum Disorders
- ASL** | American Sign Language
- AT** | Assistive Technology
- BCBA** | Board Certified Behavior Analyst
- BD** | Behavioral Disorder
- BIP** | Behavioral Intervention Plan
- CBA** | Curriculum Based Assessment
- CF** | Cystic Fibrosis
- CP** | Cerebral Palsy
- DB** | Deaf-Blind
- DD** | Developmental Delay
- DLM** | Dynamic Learning Maps
- DOE** | Department of Education
- DS** | Down Syndrome
- ECSE** | Early Childhood Special Education
- ED** | Emotionally Disturbed
- ELL** | English Language Learner
- ESL** | English as a Second Language
- ESOL** | English as a Second or Other Language
- ESY** | Extended School Year
- FAPE** | Free and Appropriate Public Education
- FBA** | Functional Behavioral Assessment
- GE** | General Education
- GEI** | General Education Intervention
- HI** | Hearing Impaired

ID | Intellectual Disability

IDEA | Individuals with Disabilities Education Act

IEP | Individualized Education Program

IFSP | Individualized Family Service Plan

LD | Learning Disability

LEA | Local Education Agency

LEP | Limited English Proficiency

LRE | Least Restrictive Environment

MD | Muscular Dystrophy

NCLB | No Child Left Behind Act

OCD | Obsessive-Compulsive Disorder

OHI | Other Health Impairment

OI | Orthopedic Impairment

O & M | Orientation and Mobility Services

Part B | Special Education – School-Aged Children

PBIS | Positive Behavior Interventions and Supports

PBS | Positive Behavioral Supports

PD | Physical Disability

PDD | Pervasive Developmental Disorder

PLAAFP | Present Level of Academic Achievement and Functional Performance

PT | Physical Therapist

PWN | Prior Written Notice

RS | Related Services

SAS | Supplementary Aids and Services

SB | Spina Bifida

SDI | Specially Designed Instruction

SE | Special Education

Section 504 | Section 504 of the Rehabilitation Act

SLD | Specific Learning Disability

SLP | Speech/Language Pathologist

SPED | Special Education

TBI | Traumatic Brain Injury

VI | Visual Impairment

FREQUENTLY ASKED QUESTIONS

You can find more questions and answers in the [Kansas Special Education Process Handbook](#) and the [Parents' Guide to Special Education in Kansas](#). You are encouraged to look through these documents for answers to additional frequently asked questions.

EVALUATION & ELIGIBILITY

HOW LONG DOES IT TAKE TO DO THE INITIAL EVALUATION?

In Kansas, the initial evaluation must be completed within 60 school days. This timeline starts when the school gets the parent's written consent for the initial evaluation. If the child qualifies for special education, the timeline ends when the special education services start. If the child does not qualify, the 60-school day timeline ends when the evaluation report is completed.

Important Note: The timeline is 60 **school days**. This means that weekends and days that students aren't in school, like winter break or summer break, are not counted.

IF MY CHILD HAS A DIAGNOSIS FROM AN AGENCY OUTSIDE OF THE SCHOOL DISTRICT, DOES THAT MEAN THEY WILL QUALIFY FOR SPECIAL EDUCATION SERVICES?

A diagnosis from an outside agency does not guarantee that a child will qualify for special education services, however information from an outside agency could be included as part of the record review during an evaluation. The team must ensure that the child meets the definition of one of the categories of exceptionality as defined in federal and state laws and regulations and, as a result of that exceptionality, needs special education and related services.

THE IEP & SPECIAL EDUCATION AND RELATED SERVICES

HOW CAN I PREPARE FOR THE IEP MEETING AND WHAT IS MY ROLE?

Parents are members of the IEP team. They bring vital information to the IEP meeting because they know their children in a way no one else does. It is important for you to be an informed participant and advocate for your child. The following items are things to consider in preparation for an upcoming IEP meeting:

Things to do before the meeting:

- Respond to the meeting invitation as soon as possible.
- Invite additional people to the IEP meeting if you want them there and think they can contribute. Let the school know additional people will be attending the meeting.
- Review your child's last IEP and know what goals were worked on.



- Review draft documents provided by your child’s school prior to the meeting. Write down questions or concerns you would like to discuss during the IEP meeting.
- Consider and write down other information you wish to share at the IEP meeting (e.g. things that motivate your child, if you feel your child is working to their ability, what you can do as a parent to help your child learn at home and support the school program).

Things to do during the meeting:

- Be an active team member.
- Share relevant information about your child, including information the school may not have (e.g. medical information).
- Present questions you have and ask questions when things are not clear.
- Focus on your child’s needs.

WHY ARE THE GOALS ALREADY WRITTEN WHEN I WALK INTO THE IEP MEETING?

Your child’s school may come to the IEP meeting with their recommendations in the form of a draft IEP and may even send you the draft to review prior to the IEP meeting. It should be made clear that these are only suggestions and that there must be a discussion with the IEP team, including the parents, before the child’s IEP is finalized. Parents have the right to bring questions, concerns, and recommendations to an IEP meeting for discussion. In some instances, your child’s case manager and/or other providers may reach out to you for your input prior to the IEP meeting or developing a draft IEP.

HOW ARE IEP GOALS DETERMINED AND HOW CAN I PROVIDE MEANINGFUL INPUT?

An IEP should be based on evaluation information that identifies the child’s educational needs that result from their exceptionality and is required to include a statement(s) of the child’s present levels of academic achievement and functional performance (PLAAFP). The PLAAFPs identify and prioritize the specific needs of the child and establish a baseline from which to develop meaningful goals. Parents’ input is valuable throughout the IEP process and is often shared at IEP meetings or prior to the development of a draft IEP. Communicate with your child’s case manager to determine how you can ensure that your input is considered.

HOW WILL I KNOW WHAT SERVICES MY CHILD IS RECEIVING?

The *Service Delivery Statement* section of the IEP lists the services your child will receive.

WHAT IS THE DIFFERENCE BETWEEN DIRECT AND INDIRECT SERVICES?

Direct services are those that are provided directly to the student such as reading instruction, speech therapy, or braille instruction. Indirect services are those that are provided to other professionals who work with the student. For example, a child with a visual impairment may need braille instruction (direct service) but the student’s classroom teacher may need assistance in understanding how to adapt the child’s environment and instructional activities (indirect service) to meet the needs of the student. In other words, a direct service is provided directly to the child; an indirect service is provided to others in order to support the student.

WHAT IS ADAPTED PHYSICAL EDUCATION?

Adapted Physical Education is physical education that has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. Sometimes APE may include instruction in the community such as at a swimming pool or bowling alley.

WHAT IS AN “ALTERNATE,” “MODIFIED,” OR “PARALLEL” CURRICULUM?

All students must have access to the general education curriculum; however, for students with learning needs, the curriculum may require accommodations and/or modifications. An alternate or parallel curriculum goes a step beyond typical adaptations for instruction. Classroom teachers and special education teachers collaborate to identify the most important learning concepts for the students and work to reduce the complexity for students with more significant learning needs. For example, when students are required to write a story, a student with a significant disability may be asked to identify the characters in an existing story, or to sequence the events in a story. In math, while other students are working on long division, a student with a disability may work on basic math facts. When teachers alter the curriculum in these ways, it may be referred to by various names, such as alternate, parallel, modified, or differentiated. Teachers sometimes use these terms interchangeably.

HOW OFTEN WILL MY CHILD PARTICIPATE WITH PEERS IN THE GENERAL EDUCATION SETTING?

The *Service Delivery Statement* section of your child’s IEP will list all of the services they will receive. This section specifically identifies those times that your child will not participate with peers in the general education setting.

HOW ARE SERVICE TIMES DETERMINED?

Once the IEP team has agreed upon the IEP goals, they need to agree upon the amount of service time that they feel will be needed for the student to meet their goals. Parents are a part of the IEP team and are encouraged to provide input on all IEP matters, including the amount of service time needed.

WILL MY CHILD RECEIVE 1:1 SERVICES?

Under state and federal laws, schools are required to provide services in the Least Restrictive Environment (LRE). A 1:1 setting is typically more restrictive than most students need and may prevent students from interacting with and learning from their peers. In most cases, students will be served in groups with other students.

HOW DO CHILDREN QUALIFY FOR SPECIAL EDUCATION TRANSPORTATION?

Transportation is a related service, which means a service that is required for students to benefit from their special education service. If a student cannot get to and from school in the same manner that other students do, the IEP team must discuss if the student qualifies for special education transportation. A few students may qualify for an attendant as well, particularly if there are significant medical needs or other reasons that a student would need that level of support.

HOW DOES A STUDENT QUALIFY FOR EXTENDED SCHOOL YEAR (ESY)?

Students between the ages of 3 and 21 with disability-based IEPs may be eligible for Extended School Year (ESY) services through the Special Education Department. The IEP team makes the decision to extend services into the summer or other lengthy school breaks.

The majority of students who attend ESY work on maintaining skills that they have attained during the school year. For these students, the team must consider data that indicates the student would lose skills over the break and that those skills could not be regained within a reasonable time upon returning to school unless extended services were provided. Students may also be considered for ESY based on other factors, such as the severity of the disability or if the student is in the process of attaining a critical skill, such as toileting or self-feeding, and an interruption in their instruction would delay the acquisition of the skill. [Please see the Kansas Special Education Process Handbook, Chapter 5](#), for more information.

DO I HAVE TO SIGN ANY DOCUMENTS AT THE IEP MEETING OR CAN I TAKE THEM HOME FOR REVIEW?

Parents are not required to sign documents at the time of the IEP meeting. If you wish to take the IEP home after the meeting to review it further, simply communicate this to the team. However, if parent consent is required for any action taken at the meeting, that action will not go into effect until your consent is received.

WHY DO WE ASK PARENTS/GUARDIANS TO SIGN A MEDICAID WAIVER?

School districts can claim Medicaid reimbursement for a limited number of services on the IEP for students who are Medicaid eligible. Some reimbursable services are speech therapy and nursing services. Students can become Medicaid eligible for various reasons such as socio-economic status and/or significant medical needs.

DO PARENTS/GUARDIANS HAVE TO SIGN THE IEP? IS PARENT CONSENT REQUIRED FOR ANY ACTION BY THE SCHOOL?

Parent/guardian signatures are not required on the IEP. Some districts ask parents to sign to indicate attendance at the IEP meeting; Lawrence Public Schools lists those in attendance through the use of the *IEP Team Meeting Participants* page of the IEP. Once the IEP team agrees on the contents of the IEP, the parent or guardian must sign a Prior Written Notice giving their consent for the initial provision of special education services, or for any change of 25% or more of the current level of services or placement.

Parent consent is required for some, but not all special education actions. Please see the [Kansas Special Education Process Handbook, page 7](#), for more information.

CAN THE IEP BE AMENDED OR REVOKED?

The IEP can be **amended** in several ways:

- If the school or the parent feel that the IEP should be amended, either party can request a meeting to discuss the proposed action.

- Some changes can be made without a meeting, but some actions require parental consent even if a meeting is not required.
- Keep in mind that some changes can be made to the IEP without parent consent, but parents must be notified in advance of any changes, and the change cannot be 25% or more of a service or placement without consent.

Parents may **revoke** their consent for the entire IEP, or for particular services contained in the IEP, under certain conditions.

- If a parent wishes to revoke consent for the entire IEP, they may do so; however, the student is then considered a general education student and loses any protection as a student with a disability under state and federal laws. When a parent revokes consent for services and subsequently requests services to resume, the school must conduct an initial evaluation for special education before re-enrolling the child in special education.
- At times, parents may wish to revoke consent for a particular service. The school may refuse if they believe the service is necessary for the student to receive a Free Appropriate Public Education (FAPE). If the parents still wish to revoke consent, they can pursue dispute resolution options.
- Please see the [Kansas Special Education Process Handbook, Chapter 8](#), for more information.

WHAT IS THE DIFFERENCE BETWEEN AN ANNUAL IEP AND A THREE-YEAR REEVALUATION?

According to State and Federal laws, it is required that an IEP be reviewed at least annually. Additionally, we are required to reevaluate students at least every three years to determine if the student continues to qualify for special education services. In some cases, the IEP team may agree to waive the 3-year reevaluation requirement, but parents must provide their consent to do so.

GIFTED EDUCATION

WHAT HAPPENS IF MY STUDENT WAS IN A GIFTED PROGRAM IN ANOTHER STATE THAT DOES NOT HAVE GIFTED EDUCATION IEPs?

Participation in a gifted or enrichment program in another state does not guarantee that a student will receive gifted education services in Kansas or Lawrence Public Schools. If the state does not have IEPs for students identified as gifted, the school's problem-solving team would determine whether to evaluate the student for potential gifted education services. If the team does initiate the evaluation, the full gifted education eligibility process would be completed.

IF MY CHILD DID NOT QUALIFY FOR GIFTED EDUCATION SERVICES, WHAT HAPPENS IF I WANT MY CHILD REEVALUATED LATER?

Subsequent evaluations are possible to consider gifted education eligibility; however, parents and staff members should carefully consider the potential negative impact of students being evaluated multiple times. The question that should be considered is, "What am I seeing now that makes me believe the outcome will be different this time?" Because the process can be stressful for students, the impact should be carefully considered before moving forward.

OTHER QUESTIONS

IS SPECIAL EDUCATION THE ONLY OPTION FOR MY CHILD TO RECEIVE EXTRA SUPPORT IN SCHOOL?

No. Lawrence Public Schools offers a variety of supports through a CI3T (Comprehensive Integrated 3-Tiered) Model of Prevention that has at its base a primary prevention plan for all students that addresses three areas: academic, behavioral, and social. When a student's needs are not being met through the primary plan, additional levels of support are implemented. For example, some students may benefit from small focus groups (secondary support) whereas others may need individualized supports (tertiary supports). In most cases, when a child is determined to need support in addition to what the classroom teacher has provided, a team meeting is held and an intervention plan is developed based on that student's individual needs. The team is sometimes called a GEI (General Education Intervention) team, a student support team, or a student improvement team.

Another way that some students receive support is through a 504 Plan. They are formal plans that schools develop to give kids with disabilities the support they need in order to remove barriers and give them equal access in school. A 504 plan is not part of special education so it is different from an IEP.

WHAT IS INCLUSION AND HOW DOES IT WORK? DOES FEDERAL LAW REQUIRE INCLUSION?

Inclusion is a term that expresses commitment to educate each child, to the maximum extent possible, in the school and classroom they would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). Two federal laws govern education of children with disabilities (IDEA & Section 504 of the Rehabilitation Act of 1973). Neither requires inclusion, but both require that a significant effort be made to find an inclusive placement; this is known as the Least Restrictive Environment (LRE). By law, children with disabilities must be educated in the Least Restrictive Environment. Congress has defined the Least Restrictive Environment as the placement closest to a regular education environment yet still capable of meeting the needs of a child with disabilities. This means that the LRE varies according to the needs of the child. A child must be educated in the regular classroom with supplemental aids and services unless the child cannot be appropriately educated there.

HOW CAN I ENSURE THAT MY CHILD'S TEACHER(S) KNOWS ABOUT MY CHILD'S IEP BEFORE SCHOOL STARTS?

Special education teachers and related service providers (Speech-Language Pathologist, Occupational Therapists, etc.) should have knowledge of your child's IEP from the previous year's providers or from the previous school district if your child is coming from outside of the Lawrence school district. IDEA requires that your child's IEP be accessible to anyone responsible for implementing your child's IEP. Each teacher or provider must be informed of their role in carrying out the IEP and of the individualized accommodations, modifications, and supports identified on your child's IEP. In Lawrence Public Schools, case managers are responsible for communicating with general education teachers regarding your child's IEP. Parents may choose to communicate with their child's teacher(s) directly and/or talk with their child's case manager to ensure that all necessary staff members are aware of their child's IEP.

CAN I MEET MY CHILD'S NEW TEACHER(S) OR TOUR THE BUILDING/CLASSROOM?

Requests to meet your child's new teacher(s) and/or tour the building/classroom should be communicated to your child's building principal.

WHAT IS A RESOURCE TEACHER?

Teachers in the interrelated resource special education programs are often referred to as resource teachers.

WHAT IS A PARA AND WHAT DO THEY DO?

A para (also known as a paraeducator or paraprofessional) is a special education employee who typically is not licensed to teach. They perform many instructional duties with students in a variety of settings under the supervision of a licensed special educator.



WHAT TRAINING WILL MY CHILD'S TEACHERS AND PARAS HAVE?

Lawrence Public Schools provides induction training for new employees as well as ongoing professional development for all teachers, related service providers, and paraeducators. In addition to this, the following requirements are outlined by Kansas State Department of Education:

- Each teacher employed by a public school as a special education teacher must meet KSDE qualifications.
- Related service personnel must meet the qualifications of the Kansas licensing agency that apply to the professional discipline in which they are providing special education or related services.
- Paraeducators must be a high school graduate (or obtained GED certificate) and must complete an orientation session addressing confidentiality, the services to be provided, and the policies and procedures of the local education agency concerning special education.

WHAT IS THE DIFFERENCE BETWEEN AN IEP AND A SECTION 504 PLAN?

Section 504 plans are not part of special education. These plans and IEPs are covered under different laws and work in different ways, but the end goal is the same: to help students thrive in school. Section 504 plans are covered under Section 504 of the Rehabilitation Act and are developed for students with disabilities that require accommodations or other supports. IEPs are covered under the Individuals with Disabilities Education Act (IDEA) and are developed for students with disabilities that require specially designed instruction to address educational needs.

Example: two students have a diagnosis of ADHD. Student A needs quiet settings for tests and preferential seating, but is on grade level academically and requires no specially designed instruction. Student B has been unable to keep up academically because of his inattention and requires specially designed instruction to close the gap. He also requires a quiet setting for tests and preferential seating. It is likely that Student A would be served through a Section 504 Plan and Student B would be eligible for special education services through an IEP. Please note: This is a simplified explanation. If you have further questions, please contact your child's school psychologist.

WHAT IS AN EDUCATIONAL ADVOCATE?

There are two types of educational advocates.

- An education advocate (referred to as "surrogate parents" in Federal law) is appointed to act on behalf of the child when parents are unknown, unavailable, or parental rights have been severed. The State Special Education for Exceptional Children Act gives the Kansas State Board of Education (KSBE) the authority to appoint education advocates to act on behalf of the child, if parents are unknown, unavailable, or parental rights are severed.
- Parents may hire a private educational advocate for various reasons. At times, a parent may feel that they need more help to understand their child's educational needs or the special education process. Sometimes, parents and the school do not agree on the needed services and parents may want to hire an advocate to assist them. Lawrence Public Schools welcomes educational advocates to attend IEP meetings and encourages parents to keep the following points in mind:
 - When parents hire an advocate, they may bring the advocate to the IEP meeting at their expense.
 - Advocates are not team members, but they may give input to the team.
 - The IEP meeting is organized and run by the school, not by the advocate

WHAT SERVICES DOES LAWRENCE PUBLIC SCHOOLS PROVIDE FOR STUDENTS WITH DYSLEXIA? WHAT RESOURCES ARE AVAILABLE FOR TEACHERS TO WORK WITH STUDENTS WITH DYSLEXIA?

In November 2019, the Kansas State Board of Education unanimously approved recommendations on dyslexia. Kansas school districts have been working through the [Dyslexia Timeline](#) provided by the Kansas State Department of Education. Lawrence Public Schools is dedicated to addressing the needs of students with dyslexia and students with characteristics of dyslexia through the implementation of the state reading initiatives, including evidence-based reading instruction and structured literacy instruction. Research- and evidence-based materials are available for use with students who demonstrate the need for interventions beyond core instruction.

WHAT IS TRANSITION?

Transition has several meanings in the context of special education. Transition can mean a child moving from one level to another, such as Early Childhood to Kindergarten, elementary to middle school, or from middle school to high school.

In a more formal sense, Transition services are a coordinated set of activities that:

- Improve the academic and functional skills of the student in order to ease the student's movement from school to post-school activities such as postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation
- Are based on the individual student's needs, taking into account the student's strengths, preferences and interests
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the

acquisition of daily living skills. Transition services often include a functional vocational evaluation.

WHAT SHOULD PARENTS DO IF A CONFLICT OR CONCERN ARISES?

We strongly believe that students make the most progress when parents and the school work as partners. From time to time, a disagreement may occur and we are committed to working to find solutions. Suggested procedures for resolving a school concern can be found on the complaint form & procedures page of the [district website](#). You can also find these procedures in the Additional Resources section at the end of this handbook.

- In most cases, contacting your student’s case manager is the first step. Share the concern with the case manager and ask for assistance in resolving the issue.
- If that does not result in a solution, contact the building principal.
- Other contacts are the director and assistant directors for elementary and secondary special education and the executive director of student support & special education. Contact information can be found on the special education page of the [district website](#).

Parents also have more formal dispute resolution options. For more information, see the [Kansas Special Education Process Handbook in chapters 10, 11, and 12](#).

WHAT ARE WAYS THAT PARENTS CAN GET MORE INFORMATION ABOUT SPECIAL EDUCATION IN LAWRENCE PUBLIC SCHOOLS?

For questions about individual students, parents and guardians may contact the principal, school psychologist, or special education teacher at their child’s school. Other contacts are the director and assistant directors for elementary and secondary special education and the executive director of student support & special education.

Visit the special education page of the [district website](#) for contact information.

WHAT IS THE LAWRENCE SPECIAL EDUCATION ADVISORY COMMITTEE?

The Lawrence Special Education Advisory Committee (L-SEAC) is made up of USD 497 parents who have students with exceptionalities. Committee meetings function as a forum for open communication and advocacy. The role of this committee is to encourage and facilitate communication and mutual support among families, schools, and the community. More information is available on the special education page of the [district website](#).

ADDITIONAL RESOURCES

We used the following resources to develop this handbook. **They provide much more information** in their entirety and **we encourage you to review the documents** when you have questions about special education.

[The Kansas Special Education Process Handbook](#)

[Parents' Guide to Special Education in Kansas](#)

[Parents Rights Document](#)

Lawrence Public Schools Executive Director, Student Services and Special Education

Kevin Harrell

kharrell@usd497.org

785-832-5000 x2221

Other Important Resources

- [Families Together, Inc.](#) is the Kansas [Parent Training and Information \(PTI\)](#) & [Family-to-Family \(F2F\)](#) Center serving families of children, youth, and young adults with disabilities and/or special health care needs from birth through 26 years old.
topeka@famiestogetherinc.org
1-800-264-6343
- Kansas State Department of Education, [Special Education Services](#)
1-800-203-9462
- [Disability Rights Center](#) of Kansas
1-877-776-1541
- [The Arc of Douglas County](#)
785-749-0121
- [Cottonwood CDDO](#)
785-840-1632
- [Lawrence Public Schools Special Education Website](#)
785-832-5000

THE LAWRENCE SPECIAL EDUCATION ADVISORY COMMITTEE (L-SEAC)

At times, parents may want to speak with other Lawrence parents who have students with exceptionalities. The Lawrence Special Education Advisory Committee (L-SEAC) is made up of USD 497 parents who have students with exceptionalities.. The role of this committee is to encourage and facilitate communication and mutual support among families, schools, and the community. Parents may contact Ivonne Rivera if they wish to inquire about contacting a parent on the L-SEAC or they may visit the [L-SEAC webpage](#).

Ivonne Rivera – Special Education Administrative Assistant

Ivonne.rivera@usd497.org, 785-832-5000 x1719

Addressing School Concerns



Lawrence Public Schools find that the quickest and most effective way to resolve a school concern is by addressing it at the most direct level. The following are suggested procedures:

