



**WELCOME to**

**Introduction to Special Education**

Special Education Services  
Plano ISD

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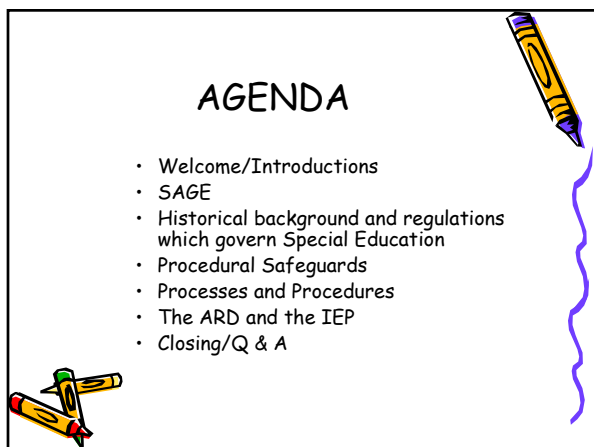
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**AGENDA**

- Welcome/Introductions
- SAGE
- Historical background and regulations which govern Special Education
- Procedural Safeguards
- Processes and Procedures
- The ARD and the IEP
- Closing/Q & A

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**Specially Designed Instruction..**

- at no cost to parents, to meet the unique needs of a child with a disability
- FAPE = Free Appropriate Public Education

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## Historical Background

- In 1975, PL 94-142 the Education for all Handicapped Children Act (EHA) mandated that children with disabilities be identified, located, and served through development of Individual Education Programs (IEPs)
- In 1990, PL 94-142 was revised, reauthorized, and renamed Individuals with Disabilities Education Act (IDEA)
- IDEA 2004 is most current revision.



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## NEW IDEA 2004

- IDEA was revised effective July 1, 2005. It maintains core principals and better aligns special ed. requirements with NCLB.
- Major changes affect discipline, assessment for eligibility, IEP meetings (and goals and objectives), accountability for student achievement, and parental involvement.



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## Other Legislation to know about...

- In addition to IDEA, important federal legislation providing support to individuals with disabilities (including students with disabilities) includes:
  - The Rehabilitation Act of 1973, Section 504
  - The Americans with Disabilities Act (ADA)



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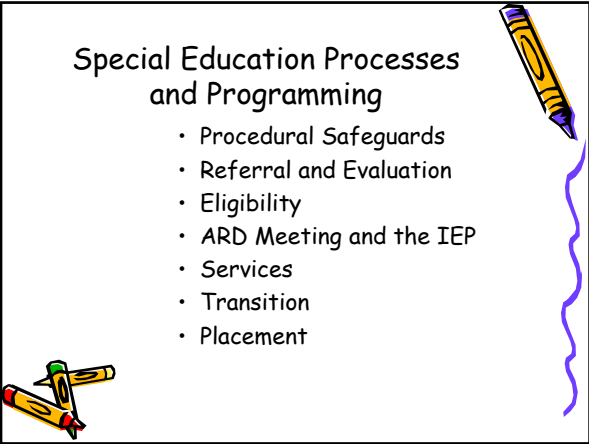
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**Special Education Processes and Programming**

- Procedural Safeguards
- Referral and Evaluation
- Eligibility
- ARD Meeting and the IEP
- Services
- Transition
- Placement



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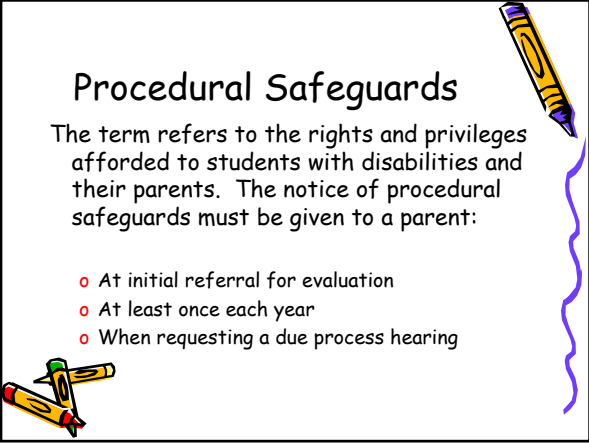
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**Procedural Safeguards**

The term refers to the rights and privileges afforded to students with disabilities and their parents. The notice of procedural safeguards must be given to a parent:

- At initial referral for evaluation
- At least once each year
- When requesting a due process hearing



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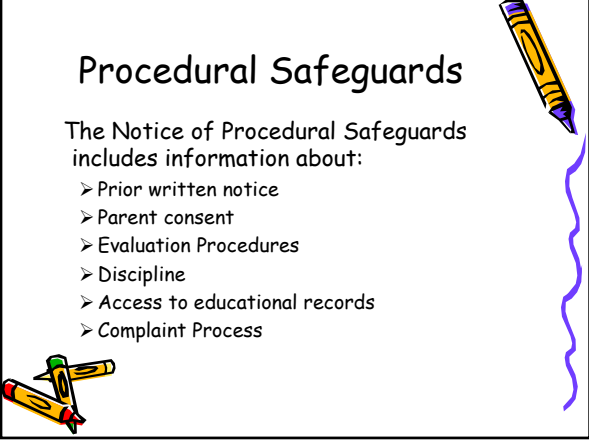
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**Procedural Safeguards**

The Notice of Procedural Safeguards includes information about:

- Prior written notice
- Parent consent
- Evaluation Procedures
- Discipline
- Access to educational records
- Complaint Process



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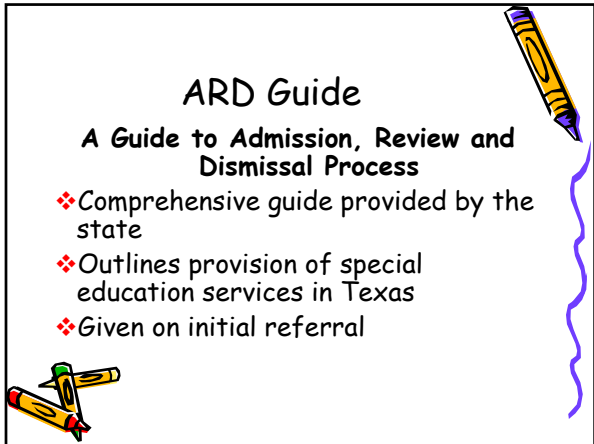
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**ARD Guide**  
**A Guide to Admission, Review and Dismissal Process**

- ❖ Comprehensive guide provided by the state
- ❖ Outlines provision of special education services in Texas
- ❖ Given on initial referral



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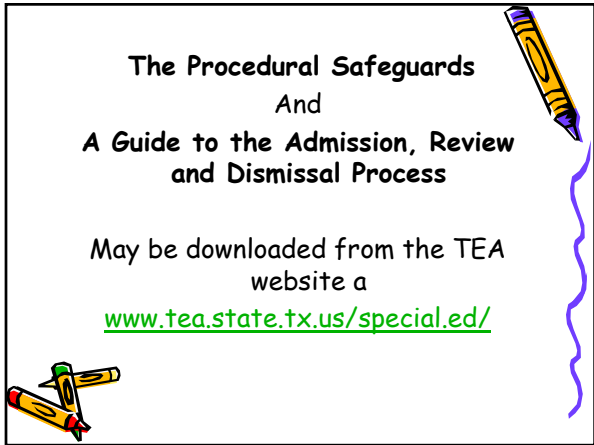
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**The Procedural Safeguards  
And  
A Guide to the Admission, Review  
and Dismissal Process**

May be downloaded from the TEA  
website at  
[www.tea.state.tx.us/special.ed/](http://www.tea.state.tx.us/special.ed/)



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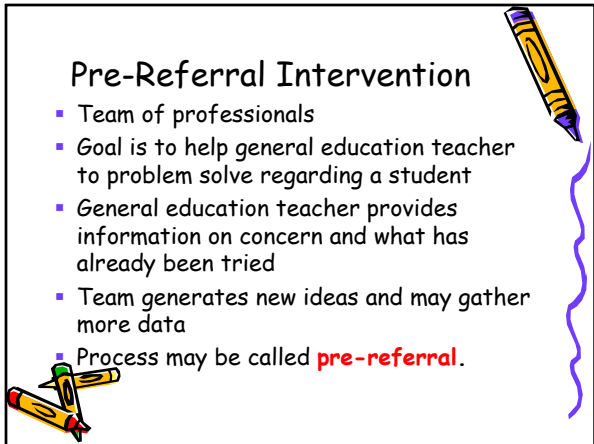
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**Pre-Referral Intervention**

- Team of professionals
- Goal is to help general education teacher to problem solve regarding a student
- General education teacher provides information on concern and what has already been tried
- Team generates new ideas and may gather more data
- Process may be called **pre-referral**.



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## Referral Process

- Multidisciplinary team convenes
- Student progress and response to interventions reviewed
- Committee determines a need for a full individual evaluation
- Parents informed of their rights
- Parents must give written consent for initial individual assessment



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## Full Individual Evaluation (FIE)

The evaluation must assess the child in all areas related to the child's suspected disability and may include:

- Tests of intelligence
- Tests of achievement level
- Tests of speech/language abilities
- Medical tests
- Work samples
- Information from parents, teachers and others



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## Determining Eligibility

- Does student have a **disability**?
- Does the disability **adversely affect** educational performance?
- Is the student eligible for **special education and related services**?



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### 13 categories of disabilities

Autism	Deaf-blindness
Deaf/Hearing Impaired	Emotional disturbance
Visual impairment	Mental retardation
Multiple disabilities	Orthopedic impairment
Speech or language impairment	Learning disability
Other health impairments	Traumatic brain injury
	Non-Categorical Early Childhood ** Texas Only

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### Students not Served Under IDEA

- Gifted and talented
- Attention deficit hyperactivity disorder (may be served under other health impaired)
- At risk for school failure

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### When Student is Eligible for Special Education

- ARD (Admission, Review and Dismissal) committee meeting is scheduled
- Individualized education program (IEP) is developed




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**ARD Committee  
Members**

- A parent or surrogate parent
- A general education teacher
- A special education teacher
- A person knowledgeable about evaluation and the implications for instruction if discussing evaluation



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**ARD Committee  
Members**  
(continued)

- An administrator or other designated school representative knowledgeable about the general education curriculum and resources in the district
- Others who may be helpful to the committee
- The student when appropriate



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**ARD Committee  
Responsibilities**

In scheduling the ARD Committee meeting, school staff must:

- Contact parents 5 school days prior to the meeting;
- Schedule meeting at a mutually agreeable time and place;
- Notify the parents in writing of the purpose, time and location of the meeting;



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## ARD Committee Responsibilities

(continued)

- Notify the parents who will be attending (by position, not necessarily by name); and
- Notify the parents that they may invite people to the meeting who have knowledge or special expertise about the child. (Let the school know of others who may attend prior to the meeting.)



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## Parental Responsibilities in the ARD Committee Process

- Collect information, documents and reports to present
- Be clear about who is in attendance
- Bring relevant participants (but let the school know in advance)
- Represent student's interests



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## Parental Responsibilities

(continued)

- Ask questions at any point in the process about things you don't understand
- Advocate objectively and seek consensus
- Be sure you understand the plan



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## Required Elements of the IEP

- Present levels of academic and functional performance
- Annual goals and short term objectives
- Special education instruction and related services
- Supplementary aids and services



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## Instructional Services

- Special education core academic instruction
- Speech/Language Therapy
- Adapted Physical Education
- Specialized instruction for students who have auditory and/or visual impairments.



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## Related Services

Services required for the student to benefit from instructional services

- Physical and Occupational therapy
- Assistive Technology
- Transportation
- Health
- In Home Training
- Parent Training
- Music Therapy
- Counseling



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## Supplementary Aids and Services

- Aids, services, and other supports provided in regular education or other settings
- Allow children with disabilities to be educated with their nondisabled peers to the maximum extent appropriate



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## Required Elements of the IEP (continued)

- Accommodations and modifications needed
- Extent of participation with non-disabled students
- State and district testing considerations
- Start and end dates; and frequency, duration and location of services
- How progress will be measured and reported



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## Transition Services

Transition refers to activities meant to prepare students with disabilities for adult life. This can include:

- ❖ Developing post secondary education and career goals
- ❖ Getting work experience while still in school
- ❖ Linking to post secondary services and agencies



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## Transition Planning

- ❖ Must begin for students at age 14
- ❖ Involves helping the student plan courses of study so that the classes the student takes will lead to post-school goals.




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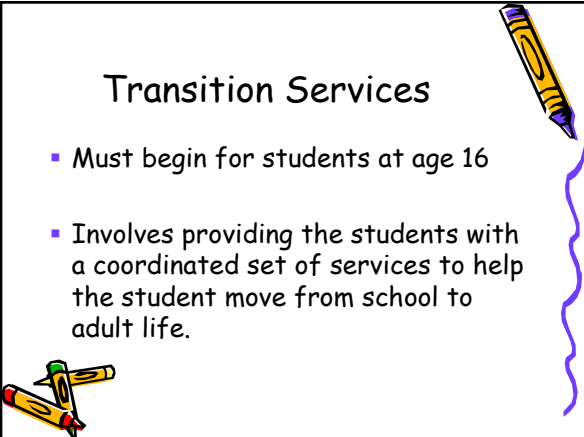
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## Transition Services

- Must begin for students at age 16
- Involves providing the students with a coordinated set of services to help the student move from school to adult life.




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## Least Restrictive Environment

- "...to the maximum extent appropriate, children with disabilities... are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be attained satisfactorily."
- Least Restrictive Environment = LRE




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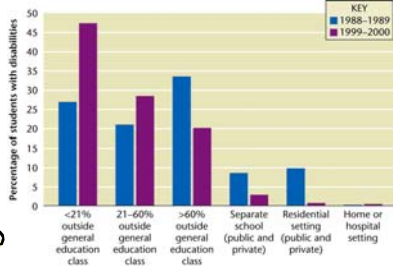
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## Continuum of Placement Options




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## Wrapping up

- At the end of the meeting, you will be asked to sign and check whether you "agree" or "disagree"
- If you disagree, explain why
- If consensus is still not reached consider accepting the 10-day recess you will be offered

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## How are Disagreements Resolved?

- Mediation
  - Impartial professional meets with each party to try to resolve the dispute
- Due process hearing
  - Formal procedure
  - Impartial hearing officer makes decision
  - Decision may be appealed




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## What to do after the IEP meeting

- Keep a complete copy of the IEP where it can be referenced
- Stay involved with your child's education
- Talk to teachers
- Monitor progress
- Ask questions as they occur



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## Where to Get Help

- Plano ISD Special Education Services
  - (469) 752-8240
- Region 10 Education Service Center
  - (972) 348-1700



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