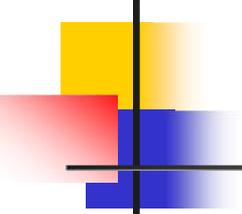


Annual Mandated Training Special Education





How Did We Get Here?

- June 1993 Education Reform Act
- June 1997 IDEA Reauthorization
- March 1999 IDEA '97 Regulations
- January 2001 Massachusetts final Special Education Regulations
- December 2004 Reauthorization of IDEA
- July 2005 Implementation of new IDEA and revision of Massachusetts Special Education Regulations

District Curriculum Accommodation Plan DCAP

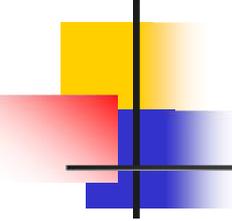


- DCAP, an educational activity for the general education program
- A systemic plan rather than an individualized student plan
- To assist Principals in ensuring that all efforts have been made to meet students' needs in general education

Building Based Support Team



could be a DCAP component!



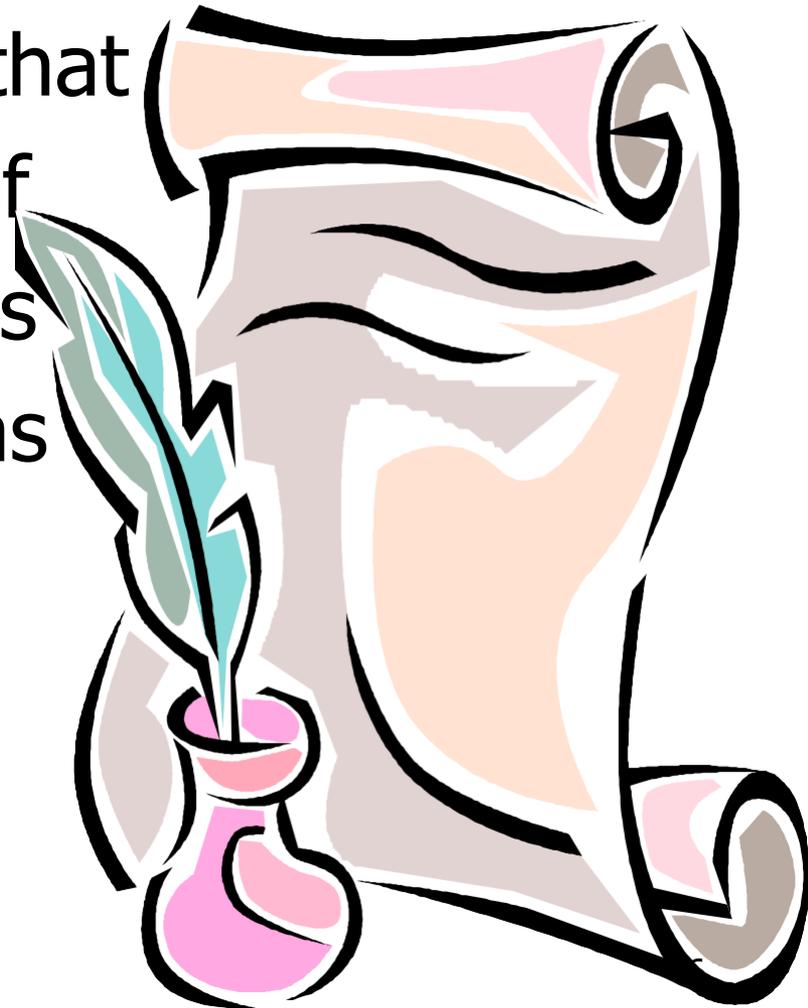
Massachusetts Special Education Regulations on Instructional Support

28.03(3)(a) Instructional support. The principal shall implement the curriculum accommodation plan adopted by the district and required under MGL c.71, §38Q. Such plan shall detail efforts that have been made or will be made to meet the needs of diverse learners in the general education program. As part of his/her responsibilities, the principal shall promote instructional practices responsive to student needs and shall ensure that adequate instructional support is available for students and teachers. Instructional support shall include remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of MGL c. 71B, § 2.

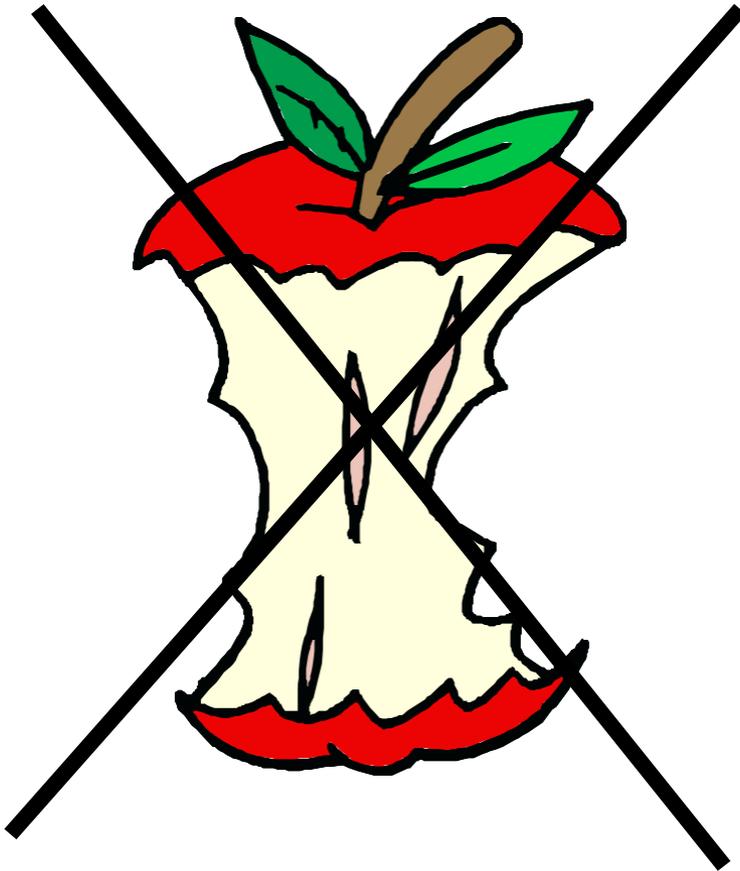
When a student is referred for Special Education

603 CMR 28.03(3)(a)

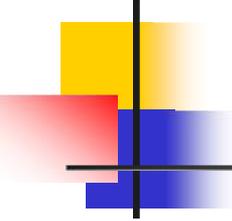
...the principal shall ensure that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility.



An Apple may be a symbol of education,
but:

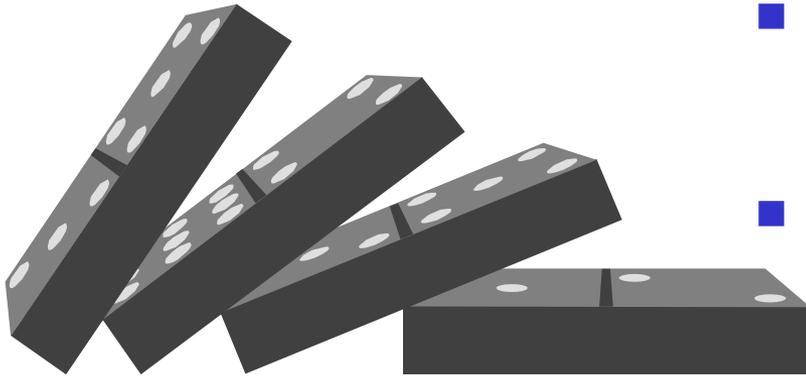


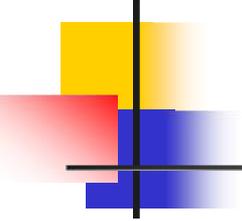
**An apple CORE
is not a good
symbol of
special
education.**



Remember the three steps:

- **Presence of a disability**
- **Lack of progress caused by disability**
- **Need for specially designed instruction**





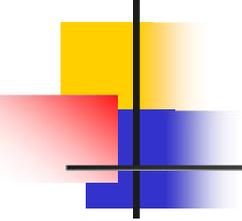
Disabilities:

- **Autism**
- **Developmental Delay**
- **Intellectual Impairment**
- **Sensory Impairment**
 - **Hearing**
 - **Vision**
 - **Deaf-Blind**
- **Neurological Impairment**
- **Emotional Impairment**
- **Communication Impairment**
- **Physical Impairment**
- **Health Impairment**
- **Specific Learning Disability**

Eligibility Cautions

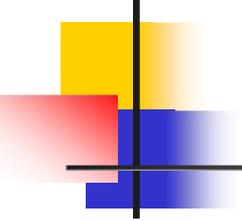
- **Not LEP**
- **Not inability to meet discipline code**
- **Not social maladjustment**
- **Not lack of instruction in reading or math**
- **Special requirements for LD determination**





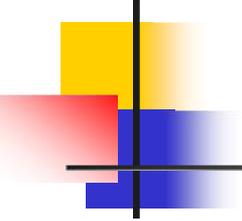
IEP Team Membership

- Parents/guardians
- At least one regular education teacher
- At least one special education teacher
- An individual who can interpret the instructional implications of the evaluation results
- A representative of the LEA who is qualified to provide or supervise specially designed instruction; is knowledgeable about general curriculum; and is knowledgeable about the availability of the resources of the LEA.
- The child (over 14 years of age)
- At the discretion of the parent or agency, other individuals who have knowledge or special expertise regarding the child.



THE I.E.P.

- **A description of how the student learns and demonstrates learning.**
- **A description of how the school staff will help the student learn better**
- **NOT a daily, weekly or monthly lesson plan**



Present Levels of Educational Performance

A: General Curriculum

- **English Language Arts**
- **History and Social Sciences**
- **Science and Technology**
- **Mathematics**

General Ed. Curriculum

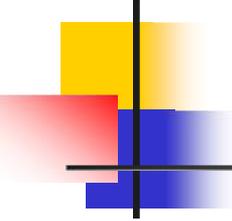
- **How does the disability(ies) affect progress in the curriculum area(s)?**
- **Written Statement**



Accommodations

- What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

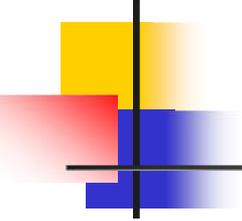




Modifications

- **Modified content?**
- **Modified methodology or delivery of instruction?**
- **Modified performance criteria?**





Present Levels of Educational Performance

B: Other Areas of Educational Need

- Adapted physical education
- Braille needs (blind/visually impaired)
- Extra curriculum activities
- Social/emotional needs
- Assistive tech devices/services
- Communication (all students)
- Language needs (LEP students)
- Travel training
- Behavior
- Communication (deaf/hard of hearing students)
- Nonacademic activities Skill development related to vocational preparation or experience
- Other

Other areas of educational need

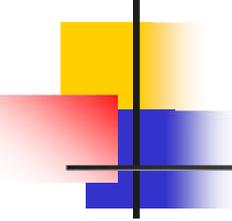
- **How does the disability(ies) affect progress in the identified area(s)?**
- **Written Statement**



Accommodations

- What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?





Modifications

- **Modified content?**
- **Modified methodology or delivery of instruction?**
- **Modified performance criteria?**



Least Restrictive Environment (LRE)

603 CMR Section 28.06 (2)(c)

The school district shall ensure that, to the maximum extent appropriate, children with disabilities are educated with children who do not have disabilities, and that special classes, separate schooling, or other removal of children with special needs 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 achieved satisfactorily.



Things NOT to Say in an IEP Meeting

DO NOT SAY: Let's get started! We have only 30 minutes for each of these IEP meetings and we've already lost 5 minutes getting coffee. We'll have parents stacked up and down the halls if we fall behind schedule.

DO NOT SAY: No, we didn't indicate occupational therapy as a related service. We have only one OT in the entire district and he's booked solid. Maybe next year - or if an OT student moves away.

DO NOT SAY: No, I don't recommend that Kim attend the IEP meeting. She's only twelve years old.

DO NOT SAY: Welcome Mr. and Mrs. Jones. This won't take much time. We have already written the IEP - all you have to do is sign it.

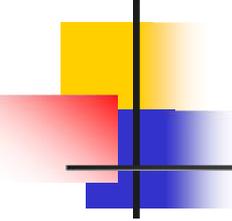
DO NOT SAY: No Mrs. Brown, Bob's teachers aren't here. They are too tired from yesterday's meetings and we rotate teachers through these meetings anyway. It's not their day to participate in IEP meetings.

DO NOT SAY: Well, since we've established what Kim's disability is - that automatically means she'll be in Mr. Peter's room at least three hours each day. See, scheduling isn't so difficult once you get the hang of it.

DO NOT SAY: I can't say for certain that we can provide that service. It's a big commitment. I'll have to check with the Special Education Director and get back to you.

DO NOT SAY: Thank you for suggesting these modifications for Paul's instruction. We can implement them in his special education classes, but it's really too much to expect his general education teachers to accommodate his needs in their classes.





Newburyport Public School District

- I have viewed slides 2 – 23 and understand the Special Education Training information.
- I know that if I have further questions or concerns regarding Special Education, I should consult with my building principal, Team Facilitation Leader, Department Head or the Director of Special Education.

Date

Building

Print Name

Signature

Role/Title

Please print, sign and return to your building principal.