

Special Education

**SEPAC Presentation
September 20, 2018**

Special Education Laws

- ❖ **The Individuals with Disabilities Education Act- also known as IDEA**
- ❖ **603 CMR Section 28.00 (Code of Massachusetts Regulations) Also known as Chapter 766**
- ❖ **The Massachusetts Education Reform Act**
- ❖ **Section 504 of the Rehabilitation Act**
- ❖ **Chapter 688 of the Acts of 1983**
- ❖ **The Americans with Disabilities Act, also known as “ADA”**

Basic Principles of the Laws

- ❖ **Parent and Student Participation**
- ❖ **Appropriate Evaluation**
- ❖ **Individualized Education Program – IEP**
- ❖ **Free Appropriate Public Education – FAPE**
- ❖ **Least Restrictive Environment – LRE**
 - **Inclusive Practice**
- ❖ **Procedural Safeguards**

What is Special Education?

Special Education is...

- ❖ **Specially designed instruction to meet the unique needs of an eligible student, and/or**
- ❖ **Related services necessary to access and make progress within the general curriculum**
- ❖ **Special education services are a significant modification of content, instructional approach, instructional level or performance criteria**

When is a Student Eligible?

A student is eligible for special education when the Team determines:

- ❖ **A student has one or more educational disabilities as defined by state and federal law**
- ❖ **The student is not making effective school progress**
- ❖ **The lack of progress is caused by the disability**
- ❖ **The student requires specialized instruction in order to make effective progress**

Disability Categories

Autism 155

Developmental Delay 85

Intellectual 19

Sensory – Hearing 9

Sensory - Vision 3

Sensory - Deaf-Blind 1

Emotional 128

Communication 144

Physical 3

Health 179

Specific Learning 227

Multiple Disabilities 3

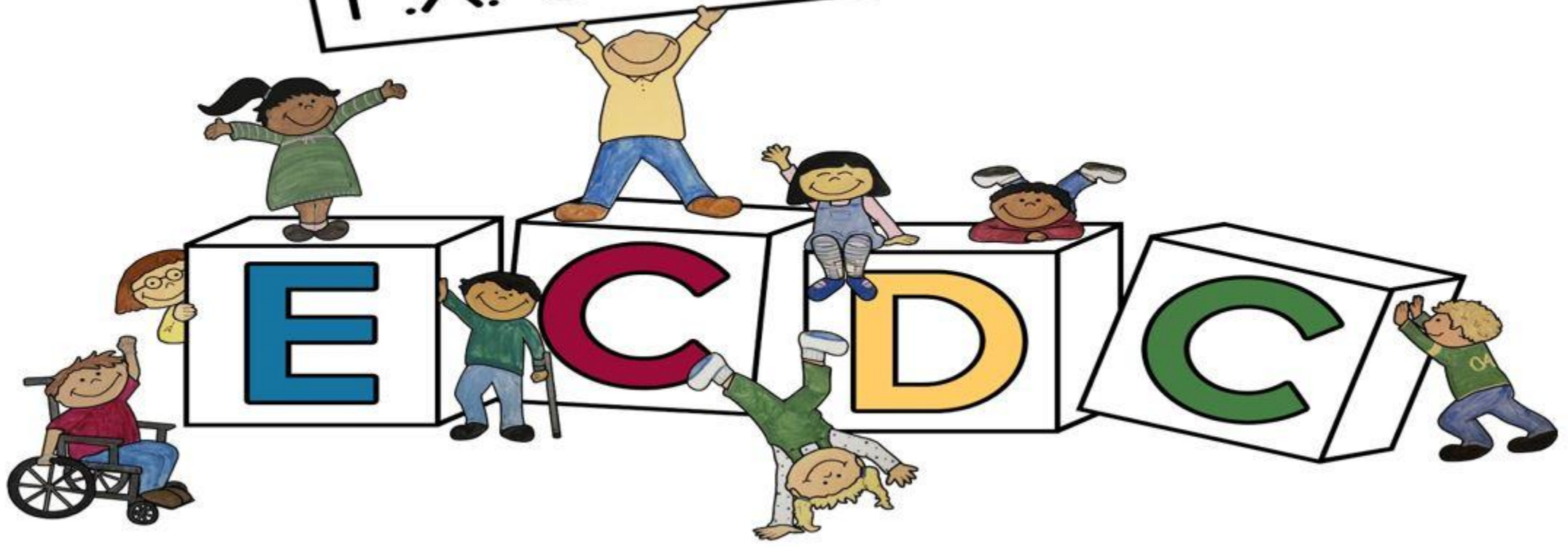
Neurological 46

Based on 6/30/18 SIMS data

Some Resources

- ❖ **Instructional Support Team**
- ❖ **Building Curriculum Accommodation Plan (BCAP)**
- ❖ **Team Chairperson**
- ❖ **Special Educator**
- ❖ **School Psychologist**
- ❖ **Speech Pathologist**
- ❖ **Occupational and Physical Therapist**
- ❖ **Board Certified Behavior Analyst**
- ❖ **Workshops and Training Programs**
- ❖ **Consultants**
- ❖ **Colleagues**
- ❖ **Administrators**

F.X. O'Regan



Middle School Continuum of Services

Horace Mann	Remington	Annie Sullivan
Co-teaching, Inclusion Support and Specialized Instruction 6-8	Co-teaching, Inclusion Support and Specialized Instruction 6-8	Co-teaching, Inclusion Support and Specialized Instruction 6-8
REACH 6-8	IDEAS 6-8	STRIVE 6-8
Related Services	Related Services	Related Services

High School Continuum of Services

Franklin High School				
Co-teaching, Inclusion Support and Specialized Instruction 9-12	STRIVE 9-12	REACH 9-12	Small Group and Replacement Classes	Related Services
	STRIVE Transition Post grad			

Out of District Placements

Ages 6-21	69
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Based on 6/30/18 SIMS data

Our Goal...

- ❖ **Maintain high standards and expectations ensuring access to and progress within the general education curriculum**
- ❖ **Teach skills that are impacted by disability through specialized instruction**
 - **Research-based interventions**
 - **High quality staff**
 - **State of the art strategies and techniques**
- ❖ **Teach strategies to assist a child in compensating for his/her disability in all learning environments**
 - **Universal Design**
 - **Accessible materials**
 - **Meaningful and appropriate accommodations and modifications in the least restrictive environment**
- ❖ **Maintain full compliance with the laws, regulations, process and procedures governing special education**

UDL

Universal Design of Learning

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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UDL

Universal Design of Learning

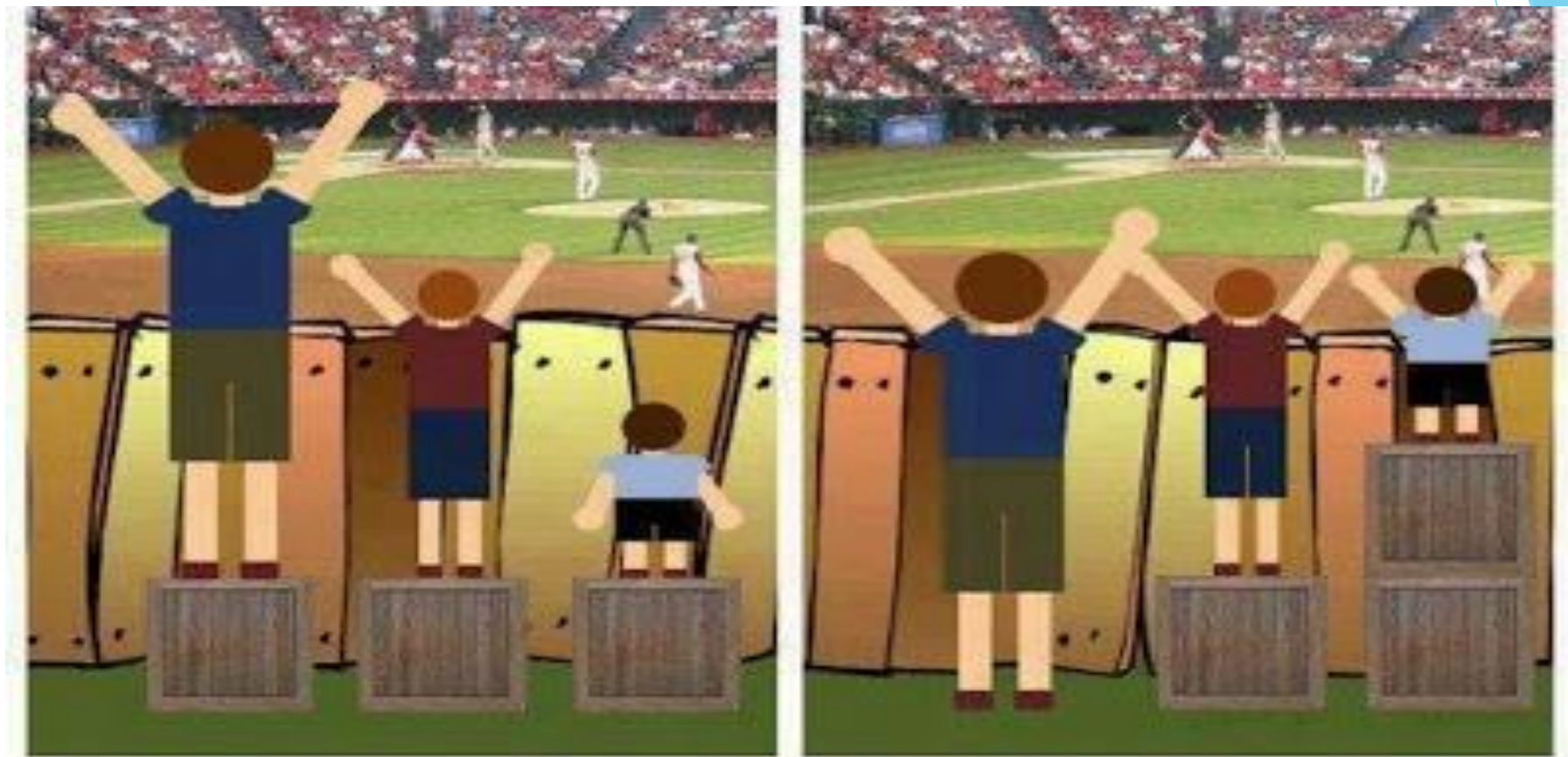
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CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

What is fair is not always equal



Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Tom Hehir on Inclusion

Offering the same opportunities for people with & without disabilities

Welcoming everyone

Building a community where everyone feels respected and valued

Emphasizing cooperation

Seeking to understand, celebrate and support everyone's differences

Tom Hehir on Inclusion

Presuming everyone's competence

Ensuring a safe and socially comfortable environment for all

Teaching that all people deserve respect, understanding and dignity

Reaching out to people who are excluded and marginalized

Honoring the intrinsic value of each person's life

Providing training and support so that everyone can feel successful

Inclusivity Beyond Children with Disabilities

- ❖ **Children of Color**
- ❖ **Second Language Learners**
- ❖ **Low SES**
- ❖ **Gender Identity**
- ❖ **Medical/Health**
- ❖ **Adverse Childhood Experiences**
- ❖ **Trauma**
- ❖ **Homelessness**
- ❖ **All Levels of Learners**





ability
friendly
confidence
challenging
participation
everyone
capabilities
belief
expectations
shared
subjects
flow
achievement
value
community
resources
process
education for all
real world
accommodations
rethinking
self esteem
variations
neighborhood school
same standards
transparency
co ownership
academic
borderless
fairness
always

ability
education
practice
siblings
growth
communication
freedom
independence
same curriculum
equal opportunity
shared responsibility
knowledge

responsibility of all
engagement
belonging
openness
different lens

respect
collaboration

trust
partnership
best practices
differentiation
peer advocacy
responsibility

physical worth
equality
inclusion

neurodiversity
opportunity
civil rights
buy in

dignity
equal
diversity
innovation
all the time
involvement
overarching belief system
challenge

preparation for future value in society
adequate supports
beliefs

learning
team
access
preparing for the future
specials
team work
skills
equity
choice
much more than instruction

In the End...

- ❖ **Teach students with disabilities to become self-sufficient, self-reliant, independent learners who can advocate for themselves.**
- ❖ **Provide a safe and inclusive environment which is accepting of all students and allows all students to reach their potential.**
- ❖ **Foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.**

“This Is Me”

<https://youtu.be/lpUtyppXUZE>

Thank you!