PARENTS, STUDENTS AND SCHOOLS AS PARTNERS

BASIC RIGHTS AND RESPONSIBILITIES IN SPECIAL EDUCATION

MARCH 2024
The goal of this presentation is to provide information so that:

- Parents will understand their rights regarding special education process under special education law;
- Collaboration between family and school will be enhanced;
- Parents and school personnel will participate in special education matters as knowledgeable partners;
- Parents understand district/state trends in special education.
Role of the Special Education Department

- The Office of Special Education Role:
  - Respond to federal and state initiatives
  - Respond to changing population of students
    - i.e. Accessing curriculum, SEL needs, creative problem solving
  - Develop and coordinates the services provided to students who require specialized instruction and/or support.
    - Programs
    - Specially designed instruction
    - Related services such as
      - Speech language, OT, Vision, DHH, counseling, transportation etc.
Department Administrative Structure

- Director of Pupil Personnel Services
- Assistant Director of Pupil Personnel Services (April 2024)
- Special Education Administrators
- Preschool Director
- Special Education Liaisons and related services providers (teachers)

Special Education (in/out district, private), 504, Homeless Foster Care, Home/Hospital, DCF/DYS/DMH/DDS
Addressing disproportionality and access

- Over-identification Rates of special education higher in districts with more low income students
- High incident categories: SLD, Communication, Health

Educational Setting: MCAS/Graduation

- SWD with Full inclusion outperformed similar students not included in general education classroom with non-disabled peers
- Graduation rates higher in full inclusion than sub-separate/OOD for student with high incident disabilities
**Identification**

The identification of children ages 3 through 21, as children with:

1. A disability
2. An intellectual disability
3. A specific learning disability
4. Emotional disturbance
5. Speech or language impairments
6. Other health impairments
7. Autism

**Placement**

Placements of children with disabilities ages 6 through 21:

8. Inside a regular class less than 40% of the day
9. Inside separate schools and residential facilities

** Discipline**

Discipline incidents, including, for children with disabilities ages 3 through 21:

10. Out-of-school suspensions and expulsions of 10 days or fewer
11. Out-of-school suspensions and expulsions of more than 10 days
12. In-school suspensions of 10 days or fewer
13. In-school suspensions of more than 10 days
14. Disciplinary removals in total
Gardner’s Findings Dec 2023

- **NO** significant disproportionality by race or ethnicity in special education identification, placement, or discipline
Full Inclusion 72.0% 73.4% 75.0% 73.2% 73.4%
Partial Inclusion 10% 10.5% 9% 11% 11%
Sub Separate 14.0% 12% 12% 12% 11%
ODD 4.3% 3.8% 3% 3.8% 4.4%

Placement Trends 2019-2023
Disability Types (ages 6-21) by Percentage
### Most Common Disability Types in GPS

<table>
<thead>
<tr>
<th>Most Common</th>
<th>Second Most Common</th>
<th>Third Most Common</th>
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<td>24% LD</td>
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District Overview

- Special education has been central theme in the district’s professional development:
  Disproportionality, Equity, Cultural Competency
- Gains in evidence based inclusionary practices and structures:
  Social Emotional Learning, Universal design for Learning, and Positive Behavior Interventions and Supports
- Despite high needs population and financial support, the special education department has made exceptional gains with inclusionary practices and student support (FY 19 Gardner was ranked 13 lowest in state for per pupil expenditure out of 406 districts)
Special Education Laws

- The Individuals with Disabilities Education Act -- also known as IDEA. (Federal)
Related Laws

- Every Student Succeeds Act 2015 (Federal)
- The Massachusetts Education Reform Act, also known as “Ed. Reform”
- Section 504 of the Rehabilitation Act, also known as “Section 504”
- Chapter 688 of the Acts of 1983
- The Americans with Disabilities Act, also known as the “ADA”
One Source of Information

Parent’s Notice of Procedural Safeguards
A student is eligible if **all three** of the following are true:

- The student has one or more disabilities.
- The student is **not** making effective progress in school as a result of the disability(ies).
- The student requires special education in order to make effective progress.
Referring a student for an evaluation to determine eligibility

- Parents, or other adults involved with the student can make a referral for an evaluation.
- A referral can be made at any time.
- A district may not refuse a referral in order to try other supportive services.
Types of Disabilities that may adversely affect educational progress

Different Types of Disabilities are defined in state and federal regulations

<table>
<thead>
<tr>
<th>Autism</th>
<th>Neurological Impairment</th>
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<tr>
<td>Developmental Delay</td>
<td>Emotional Impairment</td>
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<tr>
<td>Intellectual Impairment</td>
<td>Communication Impairment</td>
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<tr>
<td>Sensory Impairment -</td>
<td>Physical Impairment</td>
</tr>
<tr>
<td>Hearing Loss Deafness</td>
<td>Health Impairment</td>
</tr>
<tr>
<td>Sensory Impairment -</td>
<td>Specific Learning Disability</td>
</tr>
<tr>
<td>Vision Loss or Blindness</td>
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Sensory Impairment – Deaf blindness
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 in the general curriculum.
How quickly can I get services?

- Consent to Evaluate: 30 School Working Days to Evaluate.
- Team meeting to determine eligibility no later than 15 School Working Days later. If eligible, development of IEP and determination of placement at that Team meeting.
- Proposed IEP & Placement to parent.
- Services upon parental consent.

45 School Working Days
Six Basic Principles

The federal and state special education laws and the rights of parents and students in special education are grounded upon six basic principles.
The Six Principles

1. Parent and Student Participation
2. Free and Appropriate Public Education (FAPE)
3. Appropriate Evaluation
4. Individualized Education Program (IEP)
5. Least Restrictive Environment (LRE)
6. Procedural Safeguards
Principle #1 - Parent and Student Participation

- Parents have the right to participate in all special education planning and decision-making activities.
- Students are the focus of special education and, as they grow older, students are expected to participate in planning for their own future as much as possible.
- It is the obligation of the school district to make strong efforts, in multiple ways, to ensure parental and student participation.
Specific participation rights:

- School districts must make multiple efforts to facilitate parental attendance at Team meetings. If parents cannot attend, schools must seek parent input through other means.
- Students at age 14, or younger if appropriate, are entitled to participate in all Team meetings.
- Students at age 18 are adults under Massachusetts’ law and assume all the rights formerly held by their parents for participation and decision-making.
SEPAC duties include but are not limited to:

- Advising the district on matters pertaining to the education and safety of students with disabilities.
- Meeting regularly with school officials to participate in the planning, development, and evaluation of the school district’s special education programs.
- Conducting, with the district, the annual workshop on the rights of students and parents under special education law. (This workshop)

The SEPAC is entitled to receive assistance from the district without charge, upon reasonable notice, and subject to the availability of staff and resources.
Areas of Education Where Parent and Student Participation is Guaranteed

- Referral
- Evaluation
- Eligibility Determination
- IEP Development
- MCAS Participation
- Placement Decisions
- Disciplinary Actions
Principle #2 - FAPE

Free and Appropriate Public Education.

- **Free** = At no cost to the parent.
- **Appropriate** = Services sufficient to enable the student to appropriately progress in education and advance toward achieving the IEP goals.
- **Public** = Provided by the public school district or under the direction of the public school district.
- **Education** = Preschool, elementary and secondary education, including extra-curricular and non-academic school activities.
Principle #2 - FAPE (continued)

What is the General Curriculum?

- The same curriculum as students without disabilities receive.
- Including all Massachusetts Curriculum Frameworks - in particular, English Language Arts, Math, Science & Technology, and History and Social Science.
Principle #3 – Appropriate Evaluation

- Initial evaluation
- 3 year re-evaluation
- Individualized assessments
- Non-discriminatory assessments
- Includes a variety of tools and strategies, including information provided by the parent
Some specific evaluation rights:

- Right to discuss both the proposed evaluations and evaluators prior to the evaluation.
- Right to an evaluation in the student’s native language or mode of communication.
- If appropriate, right to an evaluation of need for Braille instruction.
- Right of parents to consent or refuse evaluation.
- Right to independent educational evaluation when parents disagree with the results of the evaluation done by the school district.
- Right to appeal a finding of “No Eligibility.”
Independent Educational Evaluation (IEE)

- Anytime you are dissatisfied with the district’s evaluation.
- Parents’ option to participate in a sliding fee scale to share the cost of the IEE with the district.
- School district is obligated to consider information from IEE.
Principle #4 - Individualized Education Program (IEP)

- Written information on the parent’s concerns and the student’s skills.
- A written explanation of how the disability affects the student’s ability to learn and to demonstrate his or her learning.
- An identification of specific, measurable goals which can be reached in a year’s time.
- A listing of the services to be provided to the student.
The IEP’s purpose is to outline:

- What will be done to assist the student to make effective progress in the general curriculum and in the life of the school.
- How the student will participate in state and local assessment. State assessment in Massachusetts means the MCAS.
- The goals the student is expected to reach by the end of the IEP period.
Before the school can begin IEP services, the school must obtain the parent’s consent.

The parent has the right to accept or reject the proposed IEP in part or in full.

The completed IEP is signed by both the school district and the parent and serves as a contract between the school and the parent.

The parents can withdraw their consent at any time in relation to any service or program.
Principle #5 - Least Restrictive Environment (LRE)

LRE means that to the maximum extent appropriate, students with disabilities have the right to be educated in the general education environment & in the classroom they would have attended if they did not have disabilities.

LRE means the student cannot be removed from the general education classroom solely because of needed curriculum modifications.

LRE means that removal 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 satisfactorily achieved.
Some Types of Educational Placements

- **In the public school building**: the general education classroom, a resource room, or a substantially separate classroom
- **Outside of the public school building**: a separate day school or a separate residential school
- **For young children (aged 3-5)**: a home-based or center-based early childhood program
Students have the right to receive special education services even when they are unable to attend school.

Sometimes students are unable to attend public schools for non-educational reasons. Students may be:

- In a hospital,
- At home
- Or in an institutional setting run by a state agency.
Principle #6 - Procedural Safeguards

- Right to written notice
- Right to consent/refuse
- Right to “stay put”
- Problem Resolution System
- Mediation and Due Process
- Timelines
- Confidential records
- Right to receive evaluations 2 days in advance of Team meeting, if requested
How the law can help with disputes

If you believe your rights or the rights of your child are not being appropriately provided you can:

- Discuss resolution with your school district.
- Meeting assistance Facilitated IEP Meeting BSEA
- File a complaint with the Problem Resolution System (PRS)
- Seek resolution through the Bureau of Special Education Appeals (BSEA).
  - Mediation
  - Hearing request
- Seek knowledgeable assistance elsewhere.
Resources

- Teachers and other staff at the local school district
- Members of your Parent Advisory Council
- The state Department of Elementary and Secondary Education
- The Federation for Children with Special Needs (1-800-331-0688) www.fcsn.org
- Disability rights organizations and other disability-related agencies and organizations such as PPAL (Parent/Professional Advocacy League)
Thank you for your attention.