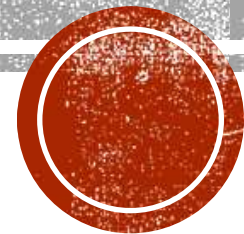


SPECIAL EDUCATION

AND SECTION 504

WHAT EVERY SCHOOL LEADER NEEDS TO KNOW



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Hillsboro School District

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TODAY'S OBJECTIVES

- Learners will be able to.....
- Define Special Education – What it is, what it is not
- Understand IDEA and 504 Basics
- What is a principal's role in the SPED/504 Process?
- Principal Role in the IEP?
- What is LRE? Inclusion? Understanding the SPED Continuum
- Understanding of Modifications/Accommodations
- Understanding of some key SPED Disciplinary rules
- Understanding of Parent Engagement
- A Principal's Thoughts on Special Education



ACTIVITY

- Labels:
- Handicapped, SPEDS, Disabled, Mental Retardation, Autistic, Disturbed, Crazy, Bad Kid, Baby Talk, High Flyer, Loser, Dumb

Directions:

*Look at the labels above and ask yourself the following questions.

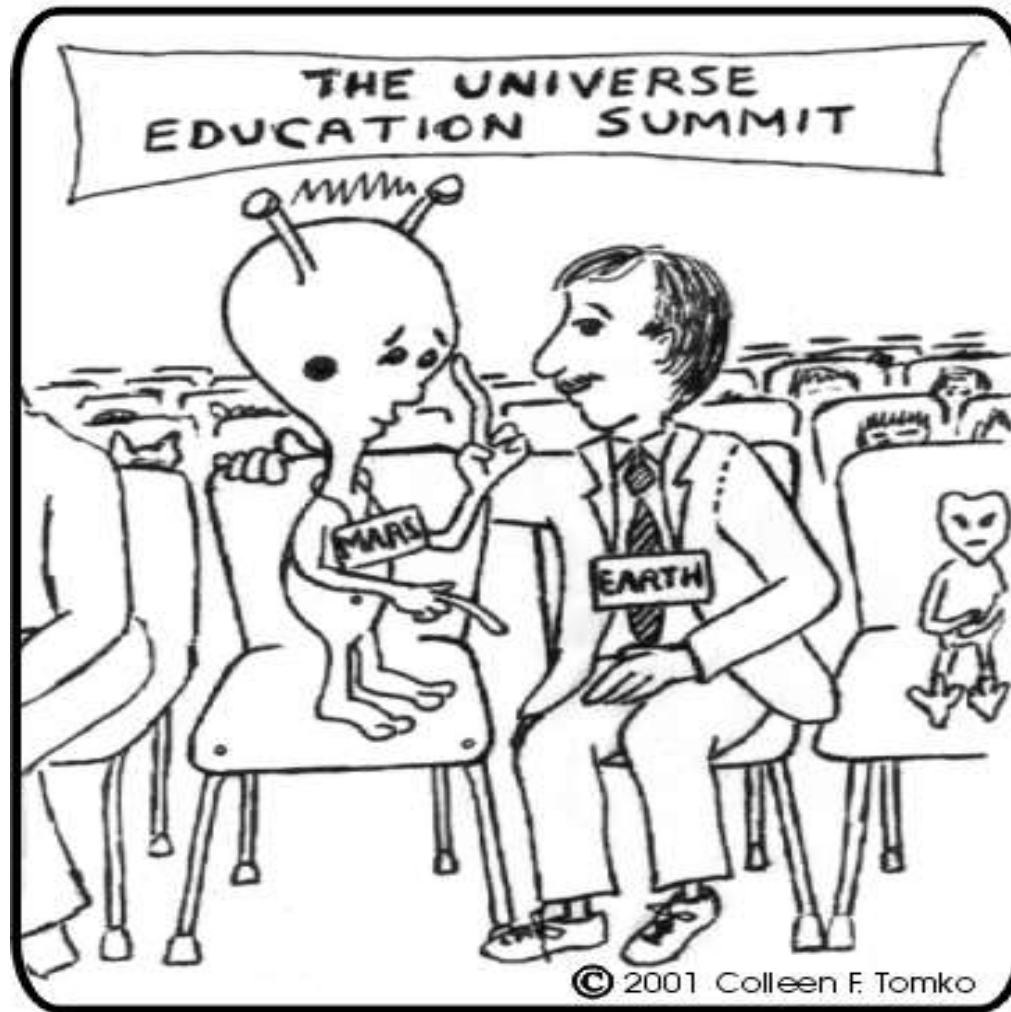
1. How does this label impact the student?
2. Where does this label come from?
3. How is this label connected to the labels the adults see in the school system?
4. Visualize a student that you know that may have experienced this label.

How do you help this student?

*Turn to the person next to you and tell them how you answered these questions.



THE PARENT SIDE^{©™}



Let me get this straight... You label certain kids and take them away from the rest of the kids and call that special? Then you group those kids in the separate placements by their labels and call that individualized? What planet are you from?



WHAT EXACTLY IS AN IEP?

- An IEP IS a communication tool
- An IEP is NOT a lesson plan and is NOT a "fix" to every struggling student
- An IEP IS an annual document with strict timelines and processes
- An IEP IS a legal document to which you will be held accountable
- An IEP is NOT in and of itself useful. It needs to be IMPLEMENTED
- An IEP IS a way to document specially designed instruction and related services a student needs
- An IEP is NOT a tool to use to have an "easier path" to a diploma



IDEA VS 504

- Students must have a disability that qualifies
- Some conditions require a doctor certification
- The student's disability must adversely affect educational performance
- Comprehensive educational evaluation is required
- Parent consent required
- Strict Timelines
- Comes with Federal dollars IF applies to 11% or less of total school population



IDEA VS. 504

- Student must have a physical or mental impairment
- Doctor's certification not required
- The student's disability must prevent equal access to educational and related opportunities
- Evaluation using relevant information from multiple sources.
- Decisions made by a knowledgeable group of people
- Parental Consent required
- Reasonable timelines
- No federal \$\$



IDEA: LEAST RESTRICTIVE ENVIRONMENT

- Students will be educated in their home school unless the IEP requires **some** other arrangement.
- Students will be educated with non-disabled students to the **maximum extent appropriate**.
- Students will be removed from general education settings only when it is documented that education in general education classes using supplemental aids and services can not be **satisfactorily achieved**.
- All students will receive **access** to the general education curriculum.



WHAT IS AN INCLUSIVE ENVIRONMENT?

- Disability expert Norman Kunc defines an inclusive environment as an environment embraces ...”the valuing of diversity within the human community. When inclusive education is fully embraced, we abandon the idea that children have to become “normal” in order to contribute to the world. We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goals of providing all children with an authentic sense of belonging” (Kunc, 1992, p. 38-39)



FACT: A CRITICAL RESOURCE

FAMILY AND COMMUNITY TOGETHER

- Each state has a [Parent Training and Information Center \(PTI\)](#)
- Oregon's PTI is FACT www.factoregon.org or 1 (888) 988-3228
- FACT is a [great school district partner](#)
- FACT is a [great parent partner](#)
- Fact is willing to come speak at your parent events!



PARENT ENGAGEMENT IS LEGALLY REQUIRED!

- The term *parent involvement* appears 1,299 times in IDEIA
- Requires states to *report how parents feel* districts facilitate their involvement
- Requires *meaningful parent involvement* (IEP and more)
- Mandates *shared responsibility for* equitable educational access for students
- Parents and districts must collaborate to design a program that includes *meaningful access to opportunities*



TOP 10 KEYS TO DISCIPLINE UNDER IDEA/504

1. Students have **special procedural safeguards** under IDEA/504 Regulations
1. Remember the **10 day Rule for Suspensions!** FAPE after 10 days! In school suspension counts! Have an 11th day plan
1. From consent to eligibility meeting a district as **60 school days** for evaluation
1. **Behavior Support Plans** are crucial – (FBA, HB 3318, Manifestations, 45 days, consent, training, tweaking)
1. Know your districts **de-escalation and restraint system**, and TRAIN your staff to manage kids with behavior – it's not just for special education teachers!



TOP 10 KEYS TO DISCIPLINE UNDER IDEA/504 (CONTINUED)

6. **Manifestation Determination** process – Know it and use it
7. Drugs, Weapons and Serious bodily harm – the **45 day interim option**
8. **Communicate, communicate and communicate** more with students, parents, etc.
9. **Know your students** backgrounds. ACES, trauma, TBI, neglect, poverty, culture, language, etc
10. **Deep Breaths:** A dysregulated adult will never be able to regulate a dysregulated child!



Break

Take a 5 minute stretch break!!!

Grab some coffee or a snack!!



ADVICE FROM A PRINCIPAL....

- What does your school say to students with disabilities?
- Does it say this?



OR DOES IT SAY THIS?



UNDERSTAND DISABILITIES

- Autism
- Specific Learning Disability (SLD)
- Communication disorder (articulation and language) (CD)
- OHI (Other Health Impaired)
- Intellectual Disability (ID)
- TBI (Traumatic Brain Injury)
- Orthopedic impairment (OHI)
- Developmentally Delayed (DD)
- Emotional Behavior Disorder (EBD)
- Hearing Impaired (HI)
- Visually Impaired (VI)
- Deaf/Blind



WHAT DOES YOUR STUDENT STUDY TEAM (SST) DO?

- Student Study Team is NOT a direct path to special education
- Student Study Team should NOT be run by special education
- Student Study Team should be for intervention and student focus

Poynter Middle School SST Process:

Teams:
Student
Discussion
Develop
ACTION PLAN
Gather Data



SST meets:
Reviews Data
Reviews Intervention
Make decision to
continue
interventions or
proceed to special
education referral



Special
Education
evaluation
planning,
assessment,
eligibility, IEP
development



PROFESSIONAL DEVELOPMENT

- How is special education incorporated in your professional development plan?
- Accommodation/Modification
- Disability Awareness
- Equity focus on adult explicit and implicit bias
- Person First Language
- Standards Based IEPs
- Trauma Informed Care/ACES



KNOW THE DIFFERENCE BETWEEN AN ACCOMMODATION AND MODIFICATION

- **Accommodations** change **how, where, and when** a student accesses information.
- **Modifications** change **what** the student is expected to learn and what rubric/criteria will be used to evaluate performance.
- The purpose of the assignment determines whether an accommodation is actually a modification.



ACCOMMODATIONS

- Peer/partner support
- Small/cooperative grouping
- Create specific vocabulary lists
- Model directions
- Permit phonetic spelling or expressions
- Allow extra time to complete work
- Prioritize essential concepts and shorten assignments and assessments
- Highlight important concepts
- CDL Accommodations:
- <https://www.understood.org/en/school-learning/for-educators/learning-and-thinking-differences-basics/iep-accommodations-during-distance-learning>



MORE ACCOMMODATIONS...

- Incorporate graphic organizers
- Allow access to learning tools (ABC chart, number line, word bank)
- Provide open book/note tests
- Provide an audio tape
- Reduce the number of items per page or line
- Provide a designated reader
- Present directions orally
- Allow for verbal responses



AND EVEN MORE ACCOMMODATIONS...

- Allow for answers to be dictated to a scribe
- Allow the use of a tape recorder to capture responses
- Permit responses to be given via computer
- Provide reading material at a lower level
- Extend allotted time for a test
- Provide preferential seating
- Provide a space with minimal distractions
- Administer a test in a small group setting



If you see this...

Try this...

Classroom Setup	
Easily distracted by classroom activity or by activity visible through door or windows	Seat student front and center, away from distractions
Acts out in class to gain negative attention	Seat student near good role model
Is unaware of personal space; reaches across desks to talk to or touch other students	Increase distance between desks
Assignments	
Is unable to complete work within given time	Allow extra time to complete assigned work
Does well at the beginning of an assignment but quality of work decreases toward the end	Break long assignments into smaller parts; shorten assignments or work periods
Has difficulty following instructions	Pair written instructions with oral instructions
Distractibility	
Is unable to keep up during classroom discussions and/or note taking	Provide peer assistance in note taking and ask student questions to encourage participation in discussions
Complains that lessons are "boring"	Seek to involve student in lesson presentation
Is easily distracted	Cue student to stay on task with a private signal
Turns in work with careless mistakes	Schedule five-minute period to check over work before turning in homework or tests
Behavior	
Constantly engaging in attention-getting behavior	Ignore minor inappropriate behavior
Fails to "see the point" of a lesson or activity	Increase immediacy of rewards and consequences
Blurts out answers or interrupts others	Acknowledge correct answers only when hand is raised and student is called upon
Needs reinforcement	Send daily/weekly progress reports home
Needs long-term help with improving behavior	Set up behavior contract
Organization/Planning	
Can't keep track of papers	Recommend binders with dividers and folders
Has trouble remembering homework assignments	Provide student with assignment book; supervise writing down of assignments
Loses books	Allow student to keep set of books at home
Restlessness	
Needs to move around	Allow student to run errands or to stand at times while working
Has difficulty focusing for long periods of time	Provide short breaks between assignments
Moods/Socialization	
Is unclear as to appropriate social behaviors	Set up social-behavior goals with student and implement a reward program
Does not work well with others	Encourage cooperative learning tasks
Is not respected by peers	Assign special responsibilities in presence of peer group
Has low self-confidence	Compliment positive behavior and work; give student opportunity to act in leadership role
Appears lonely or withdrawn	Encourage social interactions with classmates; plan teacher-directed group activities
Is easily frustrated	Acknowledge appropriate behavior and good work frequently
Is easily angered	Encourage student to walk away from angering situations; spend time talking to student

<https://www.additudemag.com/download/classroom-accommodations-for-school-children-with-adhd/>



ROLES AND RESPONSIBILITIES OF YOUR SPECIAL EDUCATION TEACHERS/TEAMS: ELEMENTARY

- Be *aware of* diploma options
- Clearly articulate to parents their student's present level of performance in relation to academic standards
- Become experts in accommodations vs. modifications
- Students and parents are notified of diploma options starting in 5th grade



ROLES AND RESPONSIBILITIES OF YOUR SPECIAL EDUCATION TEACHERS/TEAMS: MIDDLE SCHOOL

- Be ***knowledgeable of*** diploma options and be prepared to discuss at IEP meetings
- Clearly articulate to parents their student's present level of performance in relation to academic standards
- Become experts in accommodations vs. modifications
- Decision to work towards a Modified Diploma ***may be*** made during middle school



ROLES AND RESPONSIBILITIES OF YOUR SPECIAL EDUCATION TEACHERS/TEAMS: HIGH SCHOOL

- Become ***experts with*** diploma options and implications, paperwork and process for reversing decision
- Discuss options at IEP meetings
- Clearly articulate present level of performance in relation to academic standards
- Become experts in accommodations vs. modifications
- Assist student/parents in making decision no later than 2 years prior to anticipated exit date



PARENT ENGAGEMENT SUPPORTS STUDENTS!

- Achieve **higher grades** and enroll in **higher level programs**
- Earn **higher test scores** and have **higher graduation rates**
- Have **regular attendance** and show **improved behavior**
- Have **better social and communication skills**
- Smoother **Transitions to new environments**
- Bridge the gap between **the culture/language at home and at school**



QUESTIONS???

- Really it's ok to ask questions, this stuff is super complicated!



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