

Special Education

Methuen Public Schools

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Inclusion



Inclusion means that all students in a school become part of the ***school community***. They are included in the feeling of ***belonging*** among other students, teachers, and support staff. The federal Individuals with Disabilities Education Act (IDEA) amendments make it clear that schools have a duty to educate children with disabilities in **general education classrooms**.



Special Education is no longer a place but a set of services which enable every student to experience success and participate to the greatest extent possible.

Inclusion: 450 Strategies for Success



Legal Requirements

1997 Amendments to the Individual With Disabilities Education Act (IDEA) states: “Each State must establish procedures to assure that, to the maximum extent appropriate, children with disabilities...are educated with children who are not disabled, and that special education, separate schooling, or other removal of children with disabilities from the regular educational 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 achieved satisfactorily.” 20 U.S.C. 1412(5)(B). It also mandates states to collect data on the percentage of time that disabled students spend in regular classroom versus other settings.

NCLB

One of the most difficult issues facing States and school districts today is the inclusion of students with disabilities in the State assessment and accountability systems. All students are held to the same challenging content and achievement standards and schools are responsible for seeing that no child be left behind including children with disabilities.

IDEA 2004 (Section 1400(c)(5)(A)

Congress found that “30” years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children, “educating them in the regular classroom so they can meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children and be prepared to lead productive and independent adult lives, to the maximum extent possible.”

Aspects of Special Education Processes Involving the General Education Teacher.....

CHILD FIND

**REFERRAL/
SCREENING**

EVALUATIONS

IEP

The Charge of the Evaluation Team

The evaluation TEAM must determine if the child is eligible for special education by answering the following questions:

1. Does the child have a disability by definition?
2. Is the child making effective progress in school?
3. Is the lack of progress a result of the student's disability?
4. Does the student require specially designed instruction or related services in order to access the general curriculum?

Purpose of an IEP Meeting

The primary purpose of an IEP TEAM meeting is to design an IEP that will meet the individual needs of an eligible student. The IEP TEAM plans the special education and related services designed to provide access and progress in the general curriculum. The IEP TEAM members should come prepared to participate in an open discussion regarding the student's individual needs and how those needs affect the student's mastery of the content standards and objectives.

IEP TEAM GOAL

The goal of **EVERY** IEP TEAM is to develop an IEP that meets each student's **INDIVIDUAL** needs!



IEP TEAM Membership

The District must ensure that the IEP Team for each child with a disability includes:

- The parents of the child;
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- A representative of the District (who has certain specific knowledge and qualifications);
- An individual who can interpret the instructional implications of evaluation results and who may also be one of the other listed members;
- At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

Roles of IEP Team Members

- General Education Teacher
 - Required to participate in developing the IEP of a student who is, or may be, participating in the general education environment.
 - Knows the skills--academic and social--required for the grade level

Come prepared to discuss at IEP Meetings

1. What is the key performance indicators associated with your grade, course or subject matter? (E.g. level of reading, level of independence, etc.)
2. How is this student currently performing in these areas compared to other students in the class? (include both strengths and needs)
3. What have you tried to address the needs you identified in #2?
4. What are the most important things this student's teacher(s) need to know about when starting the next school year?

Roles of IEP Team Members

- Special Education Teacher
 - Can make suggestions as to supports/modifications/accommodations needed in the General Education classroom
 - Can explain why the supports/modifications/accommodations are necessary
 - Can provide input as to placement

Roles of IEP Team Members

- Other Special Education Personnel or Related Service Personnel
 - Speech language pathologist, Occupational Therapist, Physical Therapist, Teacher of the Deaf, School Nurse
 - Provide input as to why the student needs the service or why they do not need the service
 - Discuss goals and activities that they will provide
 - Discuss progress on the goals and activities
 - Suggest other evaluations, as necessary
 - Provide activities for the parents to do at home to support their services

Roles of IEP Team Members

- Someone who can interpret the instructional implications of evaluation results
 - This person may be one of the other IEP TEAM members
 - Examples:
 - Special Education Teacher
 - School Psychologist
 - Related Service Provider

Roles of IEP Team Members

- The Student (if appropriate)
 - Required beginning when the student is turning 14 during the upcoming IEP year

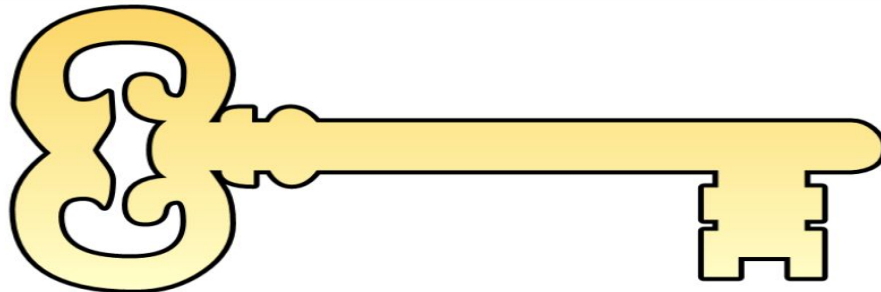
Roles of IEP Team Members

- Parent(s)
 - Natural, adoptive or foster parent, guardian, an individual acting in the place of a natural or adoptive parent with whom the child lives or an individual assigned to be a surrogate
 - Knows the student's history
 - Knows the student's strengths and needs
 - *Can* be the only stability in a student's life

Accommodations

A change in the course/standard/test and/or other attribute which is **necessary** to provide **access** for a student with a disability to participate in a course/standard/etc. and demonstrate what he/she knows and can do, and **which does not fundamentally alter or lower the standard or expectations of the course/standard/etc.**

It is leveling the playing field.



Examples



- Listen to audio recordings instead of reading text.
- Work with fewer items per page.
- Take more time to complete a task or test.
- Record a lesson, instead of taking notes.
- Dictate answers to a scribe.

Modifications

It is a change in the course/standard/test, and/or other attribute which is **necessary** to provide **access** for a student with a disability to participate in a course/standard/etc. and demonstrate what he/she knows and can do, **but which does fundamentally alter or lower the standard or expectations of the course/standard/etc.**



It changes the game.

Examples

- Include student in same activity but individualize the expectations and materials.
- Student is involved in same theme/unit but provide different task and expectations.
- Provide alternative projects or assignments.

If you have questions....

Comprehensive Grammar School

Meredith Butterworth, Special Education Administrator

Marsh Grammar School

Erin Upton, Special Education Administrator

Methuen High School

Chelsea Keating, Special Education Administrator

Tenney Grammar School

Athanasia Bousios, Special Education Administrator

Timony Grammar School

Danielle Abdallah, Special Education Administrator

Preschool

Elizabeth Thomas, Special Education Administrator

Out of District

Danielle Dillman, Special Education Administrator