PART I
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ALASKA CENTER FOR RESOURCE FAMILIES

Special Education Learning Lunch

“Every student can learn, just not on the same day, or the same way.”

Terminology
The Ten Steps to Special Education
Procedural Safeguards

IDEA – Individuals with Disabilities Education Act
FAPE – Free Appropriate Public Education
IEP – Individual Education Plan
IFSP – Individualized Family Service Plan
ESER – Evaluation Summary and Eligibility Report
LRE – Least Restrictive Environment

Section 1400(d)
“To ensure that all children with disabilities have available a free and appropriate public education that emphasizes special education and related services to meet their unique needs and prepare them for further education, employment and independent living.”
The 10 Steps to Special Education

1. Child is identified as possibly needing special education and related services.
2. Child is evaluated.
3. Eligibility is decided.
4. Child is found eligible for services.
5. IEP meeting scheduled.
6. IEP meeting is held and the IEP is written.
7. Services are provided.
8. Progress is measured.
9. IEP is reviewed.
10. Child is re-evaluated.

Child Find

Each state is required to locate, evaluate and identify all children with disabilities who might need special education.

Annual Public Notice
Screenings
Referrals
Referrals and requests

- Infant Learning Programs should refer eligible kids within 90 days of their 3rd birthday.
- Referrals can be made by anyone; parents, family, friends, private schools or community agencies.
- Requests by parents should be submitted in writing and appropriate documentation or information provided.
- There may be pre-referral interventions tried and documented.

2. Child is Evaluated

- A pre-evaluation meeting is held.
- Parent signs a Consent for Evaluation.
- If no current need is seen or parents refuse, the parents must be provided a written notice no later than 10 days.
- Evaluation begins.

The Consent for Evaluation must be signed by a parent.

PARENT:
(1) A NATURAL PARENT,
(2) AN ADOPTIVE PARENT,
(3) FOSTER PARENT,
(4) LEGAL GUARDIAN,
(5) AN INDIVIDUAL ACTING AS A PARENT IN THE ABSENCE OF A PARENT OR GUARDIAN, OR
(6) IN THE CASE OF A STUDENT RECEIVING SPECIAL EDUCATION, A PERSON ACTING AS THE PARENT OF A CHILD OR A SURROGATE PARENT APPOINTED IN ACCORDANCE WITH STATE REGULATIONS.
Affirmation for Foster Parent

Directions:
A student currently in state custody (OCS or DJJ) who is receiving special education or 504 services or is being considered for special education or 504 must have an "affirmed" foster parent or surrogate parent.
A person who is the student's natural family member is automatically eligible to be affirmed.
A foster parent who is not a natural family member is eligible if he/she meets all the following:
1. The child has been placed with them for at least six weeks
2. The child is willing to make special education decisions
3. He/she has received a copy of the Alaska Notice of Procedural Safeguards
4. He/she has no plans to move the child within the foreseeable future

I am serving as the foster parent for __________________________, with a birth date of __________, who has been living in my home since ________________.
The student is currently assigned to the following OCS social worker, or DJJ Probation Officer:
__________________________, contact #______________.

It is reasonable to assume that ______________________ will not be moving to a different foster situation in the foreseeable future.

If for any reason his/her foster placement should change, I will notify the Surrogate Parent Program at 742-4272 immediately.

3. Eligibility is Decided

Evaluations

Must be done by trained and knowledgeable personnel.
Are administered so as to not reflect language, racial or cultural factors.
Gather comprehensive information to help determine the child’s strengths and needs.
Guide decision making about appropriate interventions, accommodations and programs (IEPs).

ESER

- In Alaska, the school districts have 45 school days to complete an evaluation, once the Consent for Evaluation is signed.
- Evaluation Summary and Eligibility Report (ESER)
- Eligibility is determined by the IEP team.
Your IEP Team

- Parents!
- A general education teacher
- A special education teacher
- A representative of the school district who is qualified to supervise or provide specialized instruction (principal)
- Someone qualified to interpret evaluation results (psychologist, SLP, OT, PT)
- Other people who share expertise or special knowledge of the child
- The student
- Parent support (Stone Soup Group, LINKS, friend)

Eligibility Categories

- Autism
- Deafness
- Dual Sensory Impairment (Deaf-Blindness)
- Early Childhood Developmental Delay (3-8)
- Emotional Disturbance (ED)
- Hearing Impairment
- Multiple Disabilities
- Cognitive Impairment (formerly MR)
- Other Health Impairments (OHI)
- Orthopedic Impairment
- Speech or Language Impairment
- Traumatic Brain Injury (TBI)
- Visual Impairment
- Specific Learning Disability (LD)

4. Child is Found Eligible for Services

First, the team determines whether the child has a disability under IDEA and then decides:

<table>
<thead>
<tr>
<th>IEP</th>
<th>504 Plan</th>
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<tbody>
<tr>
<td>What are the child’s specific educational needs?</td>
<td>What accommodations does the child need to access the regular curriculum?</td>
</tr>
<tr>
<td>What special education services and related services are appropriate for addressing these needs?</td>
<td>What supports are needed for health and safety?</td>
</tr>
<tr>
<td>IEPs are under IDEA, US Dept of Ed Special Ed laws.</td>
<td>504s are under ADA, the Americans With Disabilities Act</td>
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</tbody>
</table>
5. IEP Meeting is Scheduled

- Must be held within 30 school days.
- Parents must be given enough notice to attend.
- Must be at a time and place agreeable to all.
- School must say who will be attending.
- Parents can bring others.
- An interpreter, including sign language, is provided, if the parents need one.

6. IEP meeting is held and the IEP is Written

IEP Basics

- Individualized
- Written plan for a child’s education
- Written by parents and school staff together
- Lists the special education the child will receive, and more
- Is both a document and a process
- Specific
- Measurable
- Relevant
- Time-Sensitive
Building an IEP

- Present Levels of Educational Performance (PLEP)
- Goals: Annual Goals and Short-term Objectives
- Progress Measurement
- Related Services
- Supports, Accommodations and Instruction
- Frequency and Duration
- Participation and Placement

Let’s Do This!

ASAP! No more than 10 days!

Students with disabilities should, to the maximum extent possible, be educated with non-disabled students (LRE).

Schools cannot use a lack of personnel, resources or challenges in coordinating services as an excuse.

7. Services are Provided

Transition Services

- Beginning no later than the 16th birthday
- Can be earlier
- The student should participate
- Includes appropriate postsecondary goals and the skills and training needed to reach them
- A year before the student is 18, they need to be informed of the Transfer of Rights
8. Progress is Measured

How to measure the progress and how often it will be reported to parents is stated in the IEP. The same schedule as non-disabled students.

9. IEP is Reviewed

The law says at least annually. There is no limit to how many times an IEP meeting can be held. Can be called at any team member’s request. Only the parents can excuse team members from attending. After a parent makes a request for an IEP meeting, the school has 10 days to respond.
10. Child is Re-Evaluated

The Triennial

At least every three years
Can be more often at a team member’s request or if there is a change in the child’s diagnosis
Always share new info with the school

If You Can’t Agree
(Procedural Safeguards)

1. Right to all records
2. Independent Educational Evaluation (IEE)
3. Prior Written Notice (PWN) whenever there is a proposal to initiate or refuse a change or an action
4. Mediation
5. Due Process Hearings
6. State Complaint to Dept of Education

Where can I find more information?

Stone Soup Group
http://www.stonesoupgroup.org/

Links Mat-Su Parent Resource
http://www.lmrpr.org/

Alaska Special Education
Mediation Services
http://www.eed.state.ak.us/ths/sps/mediation.html

Disability Law Center
http://www.dlcak.org/

Wrightslaw website
http://www.wrightslaw.com/

Alaska Dept of Education & Early Childhood
http://www.eed.state.ak.us/

State of Alaska Special Education website
http://www.eed.state.ak.us/ths/EDℍ/

Governor’s Council on Disabilities and Special Education
http://www.hss.state.ak.us/gcds/default.htm

Alaska Standards and Grade Level Performance Expectations
http://www.eed.state.ak.us/stand
dards/pdf/standards.pdf
Questions?