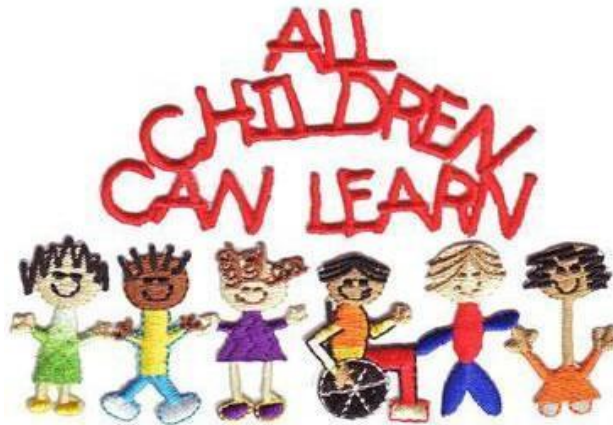


Everything you ever wanted to know about special education

Irvington Public Schools
Department of Special Services

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“SPECIAL EDUCATION IS A SERVICE NOT A PLACE.”

“The essence of our effort to see that every child has a chance must be to assure each an equal opportunity, not to become equal, but to become different—to realize whatever unique potential of body, mind and spirit he or she possesses.”

John Fischer, Author

Special Education Law

This manual is designed to help you better understand Special Education rules and regulations and your role in providing services to students with disabilities.

Law

1975

In 1975 the United States Congress passed a landmark bill PL 94-142. This bill afforded all children in the United States of America the right to a free and appropriate public education. Prior to this law many students were not allowed to attend school because they had special needs. The effect of this law was that many students who prior to the law did not receive an education now were entitled to one. The thinking at that time was that Special Education students needed Special Education and so most students were taken out of the General Education setting and placed in Special Education settings. Students who were experiencing difficulties in the General Education program were classified and placed in Special Education programs. This created the expectation that students who were referred and classified were going to be removed from the class and given special instruction in a separate setting. We know, through years of research, that this method was not successful.

1997

The Congress reauthorized and amended PL 94-142 in 1997 and changed the title to IDEA (Individual with Disabilities Education Act). The Congress reviewed research and expert testimony prior to making changes in the law. Research and expert testimony showed that students who were placed in separate programs tended to achieve at a lower level than comparable students who were placed in a General Education program with support. **It was this reauthorization which required interventions in the General Education setting prior to referral for Special Education and stated that the placement of choice for Special Education students is the General Education setting and added in class resource programs. This law also stated that the curriculum for Special Education students was to be the same as for General Education students.**

2004

IDEA was again reauthorized in 2004. This time Congress made it very clear that before placing a student in a Special Education program it must be shown that the student is incapable of obtaining educational benefit in a General Education program, even with the provision of support, modifications and accommodations. This reauthorization was based on recent **research that showed services provided within the General Education setting lead to greater gains for students than services provided in a pull-out program.** The federal government made **placement in General Education programs a priority** and stepped up monitoring of the states' progress. New Jersey has one of the highest rates of students who are educated in separate special schools as well as in separate classes.

New Jersey has set benchmarks for the expected percentage of time special education students spend in General Education (48%) and for the expected percentage of students educated in separate environments (7%).

The 2004 reauthorization strengthened the language regarding pre-referral intervention. It made it clear that prior to a referral, a program must be implemented which directly impacts the student with pre and post data being kept and that part of the referral process is to review the data and program that was designed to address the identified problem. If there is no data or the problem was not identified sufficiently then prior to an actual referral another intervention program needs to be implemented.

N.J.A.C.6A: 14-3.3 states (b) “interventions in the General Education setting shall be provided to students exhibiting academic difficulties and shall be utilized as appropriate, prior to referring a student for an evaluation of eligibility for Special Education and related services.” (c) “the staff of the General Education program shall maintain written documentation, including data setting forth the type of interventions utilized, the frequency and duration of each intervention, and the effectiveness of each intervention.”

“When it is determined through analysis of relevant documentation and data concerning each intervention utilized that interventions in the General Education program have not adequately addressed the educational difficulties, and it is believed the student may have a disability, the student shall be referred for evaluation to determine eligibility for Special Education programs and services.”

The 2004 reauthorization also clarified the definition of specific learning disability and districts were given an option of using one of two models to determine eligibility.

The result of the reauthorization of 2004 is that **placement of choice for Special Education students is the General Education program**, and they are only removed from this program when they cannot benefit from such education. This change has been occurring slowly since 1997 however it has accelerated since 2006.

By law you are responsible for knowing and implementing the contents of the IEP for every Special Education student that you teach. Failure to implement the IEP can lead to a parent filing Due Process. You may be required to compensate the parents as well as receive disciplinary action from the Board of Education for insubordination— failure to willingly implement an IEP. Every teacher receives the attached “Letter of Responsibility”.



TO: All Teachers of Special Education Students

FROM: Lystrea Crooks
Director of Special Services

RE: Notification of Teacher Responsibility

DATE: September, 2022

The Irvington Board of Education, in adherence to N.J.A.C 6A:14-3.7 expects that “Every student’s Individual Education Program (IEP) shall be accessible to each regular education teacher, special education teacher, related services provider, and other services provider who are responsible for its implementation.” Only teachers who have a special education student on their roster are permitted to view the IEP.

Furthermore, it is the responsibility of the teacher and/or provider of services to be knowledgeable of a student’s IEP and responsible to implement the specific accommodations, modifications, and supports to be provided for the student in accordance with the IEP.

All teachers with special education students in their class will be allowed access to the Present Level of Academic Achievement and Functional Performance (PLAAFP), accommodations, modifications, behavior intervention plans, and Goals and Objectives through the Easy IEP website at <https://go3.pcgeducation.com/njirvington>. In transfer students, with IEPs not currently archived in Easy IEP, will have their previous IEP scanned into the Easy IEP system as a PDF document. Easy IEP will electronically validate that you have reviewed electronic versions of the IEP with specific dates and times recorded.

All IEPs should be reviewed by Friday, September 23, 2022. New special education student’s enrolled midyear must have their IEP reviewed within a two week period from enrollment, evidenced by electronic validation through Easy IEP.

Information pertaining to the school records and classification of disabled students is confidential and should not be discussed with persons who do not have a need to know. This would include the evaluation results, student’s classification status, the IEP, and any other personally identifiable information pertaining to the student. Questions regarding the implementation of the IEP can be addressed with the student’s Case Manager. Please contact your Child Study Team for questions or concerns. Thank you for your anticipated cooperation.

C: Owen Buchanan, NJOSEP
Dr. April Vauss, Superintendent
Dr. Matin Adegboyega, Assistant Superintendent
Dr. Latee McCleod, Assistant to the Assistant Superintendent
Principals
Supervisors

Prior to Referring a Student to the Child Study Team:

Prior to a referral to the Child Study Team, interventions have to be implemented in the General Education program. The Irvington Public Schools has an Intervention and Referral Service (I & RS) Team in each school, as well as a 504 Team, to help students who are having difficulties.

Intervention and Referral Services (I&RS):

I &RS is a state adopted model for problem solving. The state presumes that a student's academic needs can be met by the general education program. I &RS is the process whereby individuals knowledgeable of the student, come together to brainstorm strategies and/or interventions that will address identified weaknesses in the general education classroom.

The Intervention and Referral Services (I&RS) process is designed to *assist students* who are experiencing learning, behavior, health, or social-emotional difficulties and to *assist staff* who have difficulties in addressing the student's learning, behavior, health, or social-emotional needs.

I&RS programs exist primarily to focus on particular student problems using available resources within the general education environment.

The team or committee collects and evaluates relevant data in order to determine or identify specific barriers to student performance. Once these barriers have been identified, individualized interventions are determined and implemented through an action plan in order to alleviate the concerns by focusing on one area of difficulty at a time. Student monitoring continues throughout this process by the individuals identified in the action plan. This process is ongoing, in that, it continues to identify and evaluate problems, solutions and progress within the student's academic setting.

The end result of I&RS activities should be student improvement through direct assistance to the student or support to staff that play a role in the student's school day. Success builds on success, and the I&RS Team is dedicated to the success of everyone involved. For additional information contact your school Guidance counselor.

504Team:

Any student who needs or is believed to need special accommodations, related services or programs under Section 504 of the Rehabilitation Act of 1973, may be referred to the school's 504 Evaluation Committee for determination of eligibility under Section 504. Parents, guardians or school personnel who know the child may present the written referral to the 504 Evaluation Committee for determination of eligibility. For additional information contact your school Guidance counselor.

The Referral Process:

Referrals to the Child Study Team/Speech Therapists are directed to the Guidance Counselor in each building. They immediately send the referral to the Director of Special Services. Once received in Special Services this will be logged in and sent to the respective Child Study Team/Speech Therapist.

Once a referral is received the team member/speech therapist has **20 DAYS TO MEET WITH THE PARENT** from the date it was stamped. The 20 day timeline begins once a District employee receives the referral; it is not the date the speech therapist receives it. A request for an evaluation triggers an ID meeting.

The ID meeting is conducted with the parent in attendance, there are two options. The CST/Speech therapist does not accept the referral as an evaluation or the CST/Speech therapist accepts the referral and decides to evaluate. In this case the CST/speech therapist must receive consent to evaluate

Once consent is obtained we have 90 days (from the date of consent), to evaluate, complete the IEP, and implement services.

If the student is eligible, the CST/Speech therapist begins the development of the IEP and discusses placement. The IEP is completed. Please, remember that services must be implemented within 90 days of the consent date.

Teacher's Role in IEP Meetings:

You have a very important role at these meetings. The IEP meeting is a meeting to determine the program and specialized instruction the student will receive. IEPs are developed to be in effect for one year. Participants in the meeting include the CST case manager, parent, General Education teacher, Special Education teacher, student, and when appropriate others.

If you are a special education teacher you will be asked to develop the student's Present Level of Academic Achievement and Functional Performance (PLAAFP, refer to PLAAFP Manual on website). Teachers play a key role in this part of the document. The PLAAFP sets the stage for the rest of the IEP. The PLAAFP creates a picture of the students functioning in school academically, socially and emotionally. Emphasis is placed on describing the students actual functioning based on data accumulated by the teacher and the CST. Strengths and weaknesses are analyzed as well as what works and does not work for the student. The teacher's input is critical for this part of the IEP to be accurate and objective. The rest of the IEP is based on what is in the PLAAFP.

For example, if in the PLAAFP behaviors are identified that are interfering with the student's achievement, a behavior intervention plan will be developed in a later section of the IEP. If a student is exhibiting academic weaknesses, goals and objectives will be developed to help overcome these weaknesses. If a student is exhibiting work habit issues, goals and objectives will be developed to address these issues.

Once the PLAAFP is completed, the next step is to develop a behavioral intervention plan if one is needed. If it is not needed, the IEP team will develop the goals and objectives for the student. Goals are written in a format that is measurable with objectives/benchmarks for the end of each marking period to check on progress toward goal achievement.

Once the goals and objectives are developed, program development begins. The program of choice is a General Education program. During this part of the IEP meeting, the IEP team will discuss the academic subjects, courses of study and instructional areas provided in the General Education program. This discussion will focus on the learning activities, instructional methods, materials and assessment strategies used in General Education classes as well as how diverse learners' are accommodated.

Your role is to discuss the student's strengths and weaknesses based on the student's day to day functioning. Your input at this meeting is key to understanding how the student functions in the class, what supports are effective, as well as comments on behavioral, emotional, and social issues.

The general education teacher's role in the meeting is to be the person who knows the General Education curriculum and how it is implemented for your subject or grade level so that the IEP that is written is one that can be implemented.

It is imperative that you understand that this is a legally binding meeting and your role here is informational. At no time should you make recommendations for placement.

The PLAAFP:

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Writing the PLAAFP statement is the initial step in IEP development because the team needs to know a student's current levels of academic achievement and functional performance. The more accurate and relevant the PLAAFP statement the more likely the team is to set relevant and appropriate goals. The PLAAFP statement serves as a baseline of student performance; it allows the team to measure student progress.

A PLAAFP statement is a brief and detailed description of a student's academic achievement and/or functional performance at the time that the IEP is developed. It is individualized information about a student's academic and functional needs using instruments such as: Recent formal and informal assessment results; parent, teacher, and student interviews; and behavioral observations. The purpose of this section is to plan the child's educational program.

Elements included in the PLAAFP statement:

- A statement of how the disability affects a student's involvement and progress in the general education curriculum in academic and/or functional areas.
- A description of a student's performance levels in the academic and/or functional areas affected by his or her disability.
- A statement of the student's education disabilities noting specific areas of need.
- A statement pertaining to how the disability affects performance in academic/developmental areas (reading, math, writing, spelling, etc.) as well as non-academic areas (daily life activities, mobility, communication, etc.)
- A description of the student's learning style.
- A description of how the student will access the general education curriculum.
- A statement how the child's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school).

Sample PLAAFP:

<p>Jose is in the tenth grade and participates in general education with Inclusion. The general education teacher noted that with Inclusion support and accommodations the student is successful and is passing all his current classes. The special education teacher stated that Jose struggles with on grade level reading assignments. Content Mastery provides smaller group settings, less distractions, and opportunities to pace his responses to questions without disrupting others in the general education setting. According to the parent, Jose likes school and is progressing but struggles with homework from the reading teacher. He plays football and the parent is glad that he burns off some energy during practice.</p>
<p>During structured times he stays on task and is able to complete assignments successfully. However, during unstructured times, he often is inattentive and disruptive.</p>
<p>Jose's strengths are in decoding, vocabulary, and reading fluency. His weakness is in reading comprehension. He can comprehend short/simple paragraphs. Based on criterion referenced tests and classroom tests administered at high school, Jose's reading comprehension is below grade level. He received a Partially Proficient score on his ELA assessment. His Reading scores on Benchmark Assessments indicate that Jose demonstrates strengths in all the student expectations except analyzing isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction he scored 2/5 and making complex inferences about text and use textual evidence to support understanding he scored 5/10. Jose is performing on grade level as reported by his general education math teacher and his grades in class. He scored proficient in the NJ ASK in math last year. Jose needs the following Accommodations/Modifications to be successful: Preferential seating (sitting in back of class to reduce distractions-Jose will not have to worry about what is happening behind him-he can focus forward towards teacher.) Color coded assignment notebook to help with organization. Blank graphic organizers will help Jose organize information to assist with comprehension of material. Small Group Settings (Content Mastery) "Chunking" information – breaking down lengthy reading passages into smaller selections Study Sheets/review/summaries</p>

What happens after the IEP meeting?

The IEP is now available for access through Easy IEP. You will be responsible for implementing the IEP in your class. You need to make sure you are familiar with the PLAAFP, Goals and Objectives, accommodations/modifications and testing accommodations and objectives are grade level appropriate.

Log in for Special Education Teachers:

<https://go3.pcgeducation.com/njirvington>

Special education teachers, after initial assignment, create their own password (your password is case sensitive and must contain at least one capital letter, a number, and a special character)

Log in for General Education Teachers:

<https://go3.pcgeducation.com/njirvington>

Name: First Last

Password: Welcome#1

If you are unable to access please contact Special Services at 973-399-6800 extension 1920 or email aallen@irvington.k12.nj.us

The student's case manager is responsible for ensuring the IEP is implemented as written. If they see you are not implementing the IEP as written, they will discuss this with you and help you with its implementation. If you refuse to implement or ignore the IEP, they will report this to your Building Administrator and the Director of Special Services. The IEP is a legally binding contract between the school and the home and gives the parents legal rights.

Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and actively participate with other students in the general education classroom.

Accommodations are services or supports used to enable a student to fully access the subject matter and instruction. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do.

Accommodations can include changes in the following:

- presentation of a lesson
- instructional strategies
- student response format and procedures
- time/scheduling
- environment
- equipment
- assignment structure-paper/pencil work

Accommodations should be specified in a student's IEP or 504 Plan.

Examples of accommodations include:

- books on tape
- content enhancements
- allowing additional time

Modifications are changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in the classroom.

Modifications include changes in the following:

- instructional level
- content/curriculum
- performance criteria
- assignment structure-paper/pencil work

Modifications should be specified in a student's IEP or 504 Plan.

Examples of modifications include:

- omitting assignments that require timed situations
- restriction of certain types of assignments
- adapting or simplifying texts for lower level of understanding
- modifying content areas by simplifying vocabulary, concepts and principles
- modifying weights of examinations and assignments
- picture supports
- lowering reading level of assignments and tests
- adapting worksheets with simplified vocabulary

What happens if I feel the IEP needs to be changed?

As a teacher of a classified student if you see that the IEP is not meeting the student's needs you should notify the student's case manager. They will discuss your concerns with you and if need be call for a meeting to review the IEP.

What is an annual review, and what is my role prior to the annual review?

At least once a year every student's IEP is reviewed and revised. You may or may not be the teacher that receives an invitation to attend the IEP meeting; however, your input is very important to the development of the new IEP. Prior to the IEP meeting you will

receive a request for information for the IEP. In particular, they need to have a description

of how the student functioned in your class academically, socially and emotionally. They need to know his/her, accomplishments as well as areas where he/she struggled. They also need to know the following:

- What teaching techniques were successful?
- What techniques were not?
- What was the student's goal achievement?
- What modifications worked?
- What modifications did not work?
- What modifications would you suggest for next year?
- Were there behavioral issues?
 - How did you resolve them?
 - Do some still remain?
- Were there work habits issues?
 - How did you resolve them?
 - Do some still remain?
- What class would you recommend for the student for next year?

This information will be inserted into the PLAAFP by the Special Education teacher (see Irvington PLAAFP Guide on website for sample PLAAFP).

As mentioned in a previous section, the PLAAP is the blueprint for developing the IEP. The IEP is designed to insure that the student obtains educational benefit from instruction and your input is very important to achieving this goal. Based on the information you provide the goals and objectives in the IEP will be developed and the needed modifications to insure success and the program will be developed.

Irvington Special Education Programs

The goal of the Department of Special Services is to educate children with disabilities in their home schools alongside their more typically developing peers whenever possible. We believe that each student, regardless of exceptionality, is entitled to this opportunity in the least restrictive environment. Therefore, the IEP team first considers if the child's needs can be met in a general education class.

In order to meet the unique needs of identified students, our special education services have been reviewed and revised to:

- Provide strategic and targeted services
- Offer a continuum of special education services

- Increase student contact with teachers during instruction in the general education setting
- Increased utilization of special education staff

2020-2021 Special education programs include:

- self contained
- resource pull out
- in class resource - Inclusion
- in class support – Inclusion
- CBI Transition Program

Inclusion (ICR - In Class Resource, ICS - In Class Support)

80% or more in the general education setting

- Students are provided specialized instruction to access the general education curriculum, in accordance with the IEP, in the general education classroom.
- **Shared instructional responsibility** between the regular class and the special education teacher is geared to enabling the pupil to succeed in the general education class. **Special Education teachers implement the modifications/accommodations** that are specified in the students' IEPs.
- Special education teachers **collaborate** with general education teachers **on grading of students' work and tracking their progress.**

ICR is provided for the full period identified by content area in the IEP:

Elementary for 42 minutes

High School for 84 minutes

- Students are with their general education peers for **more than 80% of the instructional day.**
- The Irvington Public Schools model offers in class resources at the **elementary and high school levels only in 2017-2018.**

ICS is for a portion of the instructional period, in ELA and/or Math only, as identified by the IEP.

- ICS is **25 minutes at the middle and high school levels and 20 minutes at the elementary level**

Inclusion does not reflect a place where special education is provided, but in a larger sense, a way of life and a way of thinking about the future of our students. By providing our students with opportunities to have meaningful relationships and experiences within their school and community lives, we are enabling them to reach their fullest potential as adults.

- Least Restrictive Environment – interacting with all peers
- Special education teacher provides modifications/accommodations or specialized instruction in the general education classroom

- Special education teacher provides support to enable the student to participate in the general education curriculum by using specialized strategies to meet the student's individual needs
- Provides the opportunity to experience rigorous instruction in the general education class while having the support the student needs
- Enables the student to become more independent

Pull Out Resource Room

40%-79% in the general education setting

- Offers instruction aligned with the NJ Common Core Standards, and may be a ***modified curriculum with accommodations and/or instructional strategies*** based on the student's IEP in a special education setting.
- The resource teacher has primary responsibility for all instruction and grading, but consults with general education teachers as needed.
- The special education teacher is responsible for lesson plans, grading and entering the grades into Power Teacher.
- The Irvington Public Schools model offers pull-out resource at the ***middle and high school levels only***.

The resource teacher has primary responsibility for all instruction and grading, but consults with general education teachers regularly

- services are provided in a special education setting for specified content areas identified in the IEP
- special education teacher provides content with accommodation and modifications

Self Contained (Special Class Program)

Less than 40% in the general education setting (most restrictive)

The self-contained program is for students in need of ***more intensive and specialized instruction***.

- ***Instructional strategies*** are aligned with the NJ Student Learning Standards (NJSLA) but, may be ***modified*** based on the student's Individual Education Program (IEP).
- Students placed in a special class program typically remain in this class for a major portion of the day, but may also participate in general education classes and programs appropriate to their needs.
- The Irvington Public School model offers self-contained at the ***preschool, elementary, middle school, and one class at the high school level only*** in 2019-2020.

Collaborative Approach

- All students belong to both teachers.
- Both teachers are actively involved in instruction.
- Defined Roles and Responsibilities of each teacher are clearly established.
- Progress monitoring of students progress towards IEP goals.
- Implementation of accommodations and modifications as per the IEP.
- Varied instructional approaches (i.e. teaching modalities, differentiation, co-teaching models).
- Ongoing communication with parents, CSTs and administrators.
- Shared lesson planning: general education teacher plans for content (due every Friday); special education teacher provides varied strategies and adaptations (due every Monday).
- Formative and Summative Assessments (grading) are discussed, adapted and graded.

Research on Inclusion

Research indicates that students with disabilities educated in inclusive settings:

- Had higher levels of engagement in learning
- Earned higher grades
- Earned higher scores on standardized tests
- Improved math and reading performance
- Better attitudes towards school
- Lower rates of school dropout

Rea et al (2002); Waldon & Mcleskey, (1998)



Specialized Staff

Behaviorist The behaviorist works specifically with teachers and CST members to offer strategies for students who have behavioral challenges. The behaviorist is trained in de-escalation strategies and problem solving techniques.

The behaviorist works with students to develop prosocial approaches and solutions when difficult issues arise that could hinder social and/or academic achievement

Learning Disability Consultant Teacher (LDTC): The LDTC is a member of the CST and works directly with students with disabilities in general and special education classes to provide support so that they may achieve success. The LDTC is responsible for holding IEP meetings, creating compliant IEPs, and for ensuring that all staff who works with students on their case load understand the contents of each child's IEP and implement it. They maintain regular and consistent communication with parents.

Occupational Therapist: The OT assesses students to determine whether there is a significant delay in visual motor, fine motor, sensory motor, perceptual skills, or sensory processing skills that are limiting the student's performance in his/her role as a learner. Services are provided to the student as per the IEP.

Physical Therapist: A PT is a professional who works to improve a child's physical abilities through activities designed to strengthen muscular control and motor coordination. PT is provided for students who have difficulty with gross motor skills and mobility in the school environment. Evaluations look at the child's overall strength, muscle tone, range of motion, balance, gait, endurance, and skill levels general physical coordination. Services are provided to the student as per the IEP.

Play Therapist: A Play Therapist, a certified therapist, uses a variety of play and creative arts techniques to alleviate psychological and emotional conditions in young children that is preventing them from realizing their potential.

Psychologist: A school psychologist is trained to give standardized tests in order to evaluate students suspected of having a disability. They counsel students in development of learning strategies, self-awareness and management of learning needs, and social skills. School psychologists are an important part of the CST and are responsible for holding IEP meetings, creating compliant IEPs, and for ensuring that all staff who work with students on their caseload understand the contents of each child's IEP and implement it. They maintain regular and consistent communication with parents.

Social Worker: The Social Worker is a member of the CST and works directly with students with disabilities in general and special education classes to provide support so that they may achieve success and conduct counseling sessions. Social Workers are responsible for holding IEP meetings, creating compliant IEPs, and for ensuring that all staff who work with students on their caseload understand the contents of each child's IEP and implement it. They maintain regular and consistent communication with parents.

Speech/Language Pathologist/Therapist: SLPs help prevent, identify, evaluate, treat, and diagnose communication disorders. SLPs assist students with communication disorders in achieving academic and social success by improving communication skills (thinking, listening, speaking, reading, & writing) and Pragmatic language. They may also provide support and early remediation help for students who have articulation difficulties but do not demonstrate language delay.

Consultants: Irvington contracts with outside vendors to assist in specialized training and support for teachers. During the 2020-2021 school year we have:

- NJCIE Behaviorists – offer support at secondary level with best practices with behavioral concerns
- Brett DiNovi Behaviorists- support elementary teachers with behavioral concerns
- Douglas Developmental, Rutgers- offer support in ABA best practices
- Advanced Opportunities- offer support regarding assistive technology
- Teacher of Deaf – consultation and support for students with hearing impairments

SPECIAL EDUCATION RESOURCES

Parental Rights in Special Education

<http://www.state.nj.us/education/specialed/pands.shtml>

LD Online. (*“The world’s leading website on learning disabilities and ADHD.”*)
www.ldonline.org

www.specialed.about.com

[New Jersey Administrative Code and Statutes](http://www.state.nj.us/education/code/current/#6)

<http://www.state.nj.us/education/code/current/#6>

NJCIE <http://njcie.org/>

National Center on Response to Intervention. www.rti4success.org

SPECIAL EDUCATION TERMS

ABA: Applied Behavioral Analysis – One research-based method for supporting/teaching children with certain disabilities, most commonly with children with autism or autism spectrum disorders.

Accommodations: changes in how material is taught or a test is administered but does not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing

Annual Goals: a required component of an IEP. Measurable annual goals are goals that are written for an individual student, to identify what the IEP team has determined the student can reasonably be expected to accomplish within a one year period of time.

ASD: Autism Spectrum Disorders, including Autism, Asperger's Syndrome, and Pervasive Developmental Disorders

BIP: (Behavior Intervention Plan): a plan of positive behavioral interventions in the IEP of a child whose behaviors interfere with his/her learning or that of others; based on data gathered through a functional behavioral assessment.

CST: Child Study Team this team is made up of a school psychologist, social worker and learning disabilities teacher consultant (LDTC).

EI: Early Intervention: see Family-centered Early Supports and Services

ESY: (Extended School Year): A provision for special education students to receive instruction during ordinary school "vacation" periods, or at any time when school is not typically in session. ESY services or programming may focus on all, or only some, of a child's needs that are addressed during the regular school year, depending on the needs of the child. The IEP team determines whether a child needs ESY services as part of the IEP process.

FAPE: (Free and Appropriate Public Education): The education to which every student is entitled under IDEA. Every student is entitled to an education that is appropriate for his or her unique needs and that is provided free of charge.

FBA: (Functional behavioral assessment): an assessment of a student's behavior. An FBA is used when developing positive behavioral interventions for a child with a disability.

IDEA: Individuals with Disabilities Education Improvement Act (IDEIA), which is Public Law 108-446 (generally referred to as the Individuals with Disabilities Education Act. IDEA is the Federal special education law that provides a free

appropriate public education in the least restrictive environment to all eligible children with disabilities

IEP: Individualized Educational Program. The document, developed at an IEP meeting that describes the child's special education program. It sets the standard by which special education services are determined appropriate for a child with a disability.

IEP Team: develops the IEP. By law, the team should include parent(s), regular teacher, special education teacher, special services providers, school district representative, person knowledgeable about evaluating the child's disability, others invited by the parent or school district, and in some cases, the student.

Inclusion or Inclusive Education: Providing accommodations and supports to enable all students to receive an appropriate and meaningful education in the same setting, including participation in extracurricular and nonacademic activities; full participation in the general education curriculum.

Manifestation Determination Review: a meeting of the IEP team, held within 10 days after a child with a disability violates a school rule and is suspended for 10 or more days. It is an investigation of whether or not the behavior is caused by his/her disability (manifestation of the disability) or is the result of the IEP not being implemented.

Modifications: Substantial changes in what the student is expected to demonstrate: includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternative assignments.

Multiple disabilities: simultaneous impairments, the combination of which causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments.

Occupational Therapy: A special education related service which is usually focused upon the development of a student's fine motor skills and/or the identification of adapted ways of accomplishing activities of daily living when a student's disabilities preclude doing those tasks in typical ways.

PLAAFP (Present level of academic achievement and functional performance): A statement on the IEP that describes what the child knows and can do at this time. It includes how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

Procedural Safeguards Notice: are the rights provided to parents and school districts in the special education process. Include: written prior notice, mediation, written parental consent, and due process.

Referral: notice to a school district that a child may be in need of special education. A referral sets certain timelines into place, and may be made by a parent, school personnel or others.

Related Services: a special education term meaning transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

SLP: Speech and Language Pathologist

Transition Plans: must be included in the IEP beginning by the first IEP when the student turns 14. Transition plans describe how the school will help students prepare for life after high school, in college, employment and/or independent living.

Triennial Review or Reevaluation: An IEP review meeting that takes place every three years. During this meeting, the IEP team meets to discuss a student's continuing eligibility for special education services. It is often combined with the IEP annual review.

