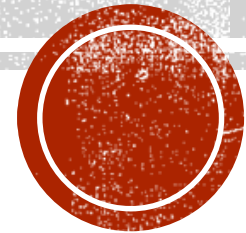
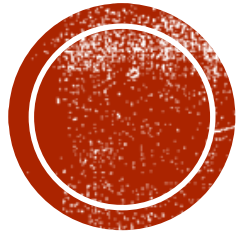


PARENTS, STUDENTS AND SCHOOLS AS PARTNERS HCSS

Rights and Responsibilities in Special Education



GOAL OF PRESENTATION



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

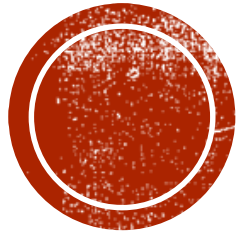
Parents will understand their rights regarding special education; and

Collaboration between family and school personnel will be enhanced; and

Parents and school personnel will participate in special education matters as knowledgeable partners.

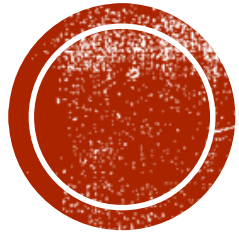
SPECIAL EDUCATION LAWS

The Individuals with Disabilities Education Act--also known as IDEA. Sometimes referred to as IDEA-97.



- Chapter 766 -- Massachusetts' special education law. In Mass. General Laws at Chapter 718. In Regulations at 603 CMR (Code of Massachusetts Regulations) Section 28.00.
- 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"

GOAL OF PRESENTATION



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

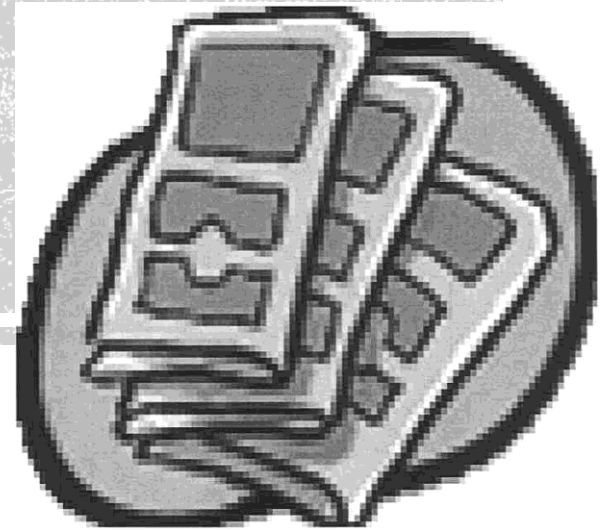
HCSS parents will understand their rights regarding special education; and

Collaboration between family and school personnel will be enhanced; and

Parents and school personnel will participate in special education matters as knowledgeable partners.

ONE SOURCE OF INFORMATION

The Parent Rights Brochure



When is a student eligible for Special Education?

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.



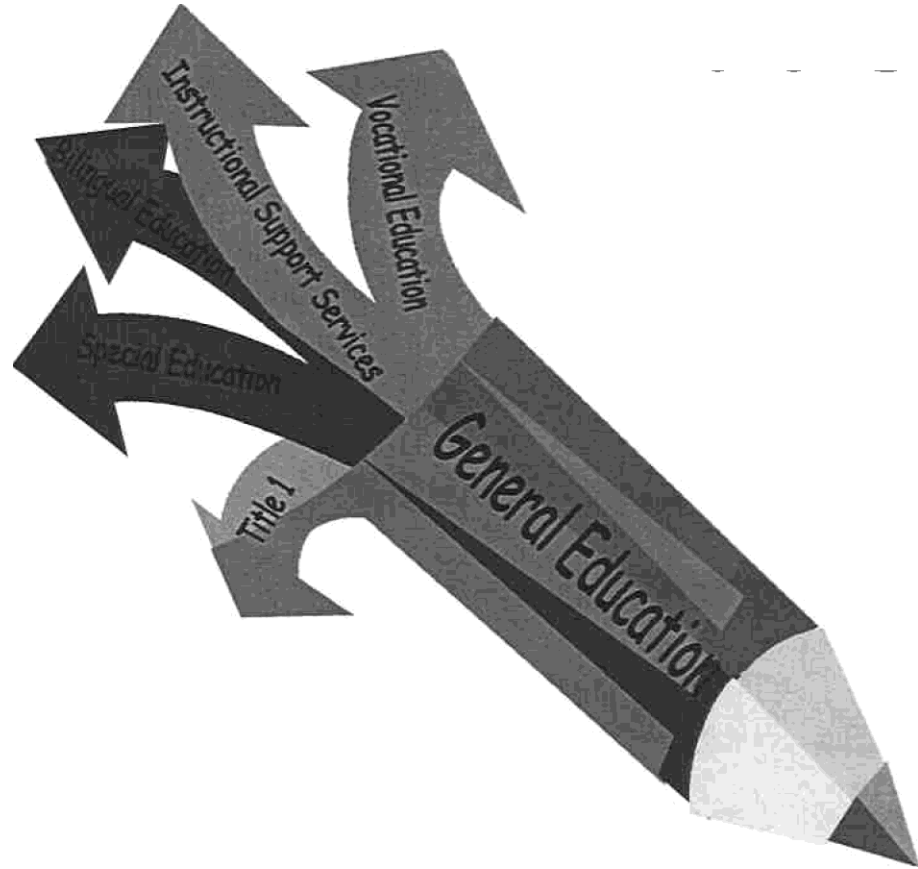
TYPES OF DISABILITIES THAT MAY ADVERSELY AFFECT EDUCATIONAL PROGRESS

13 Different Types of Disabilities are defined in state and federal regulations

- Autism
- Developmental Delay
- Intellectual Impairment
- Sensory Impairment- Hearing Loss or Deafness
- Sensory Impairment – Vision Loss or Blindness
- Sensory Impairment – Deafblindness
- Neurological Impairment
- Intellectual Impairment
- Emotional Impairment
- Communication Impairment
- Physical Impairment
- Health Impairment
- Specific Learning Disability



SPECIAL EDUCATION

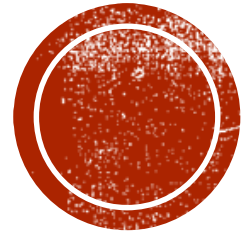


Special Education is

- 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?

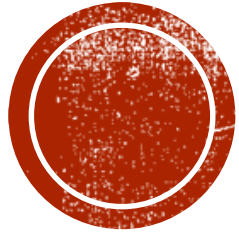


Maximum 45 days

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.

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.

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.



PAC 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)

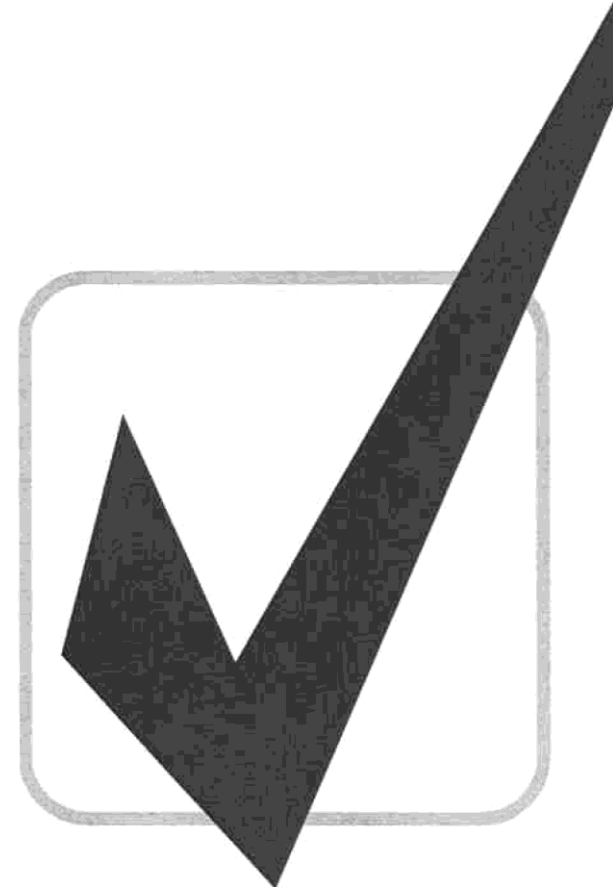
The PAC is entitled to receive assistance from the district without charge, upon reasonable notice, and subject to the availability of staff and resources.

District Parent Advisory Council



AREAS OF EDUCATION WHERE PARENT AND STUDENT PARTICIPATION IS GUARANTEED

- Referral
- Evaluation
- Eligibility
- Determination
- IEP Development
- MCAS
- Placement Decisions
- Disciplinary Actions



PRINCIPLE #2- FAPE

FREE 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.
- 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



- 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.



PRINCIPAL 4 – INDIVIDUAL 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.**



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 Placement Types

- 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
- I For young children (aged 3-5): a home based or center-based early childhood program



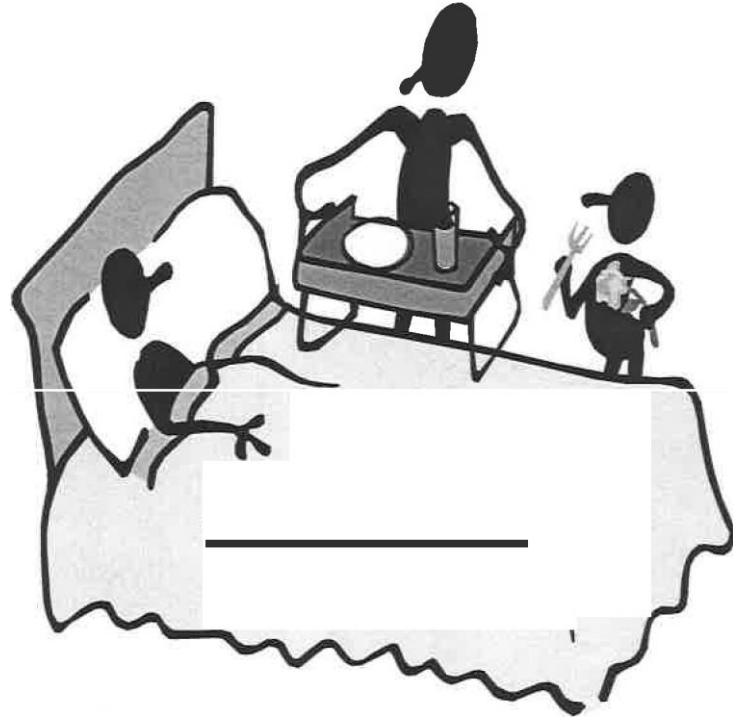
The IEP's purpose is to outline:

- 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.

IEP



STUDENTS HAVE THE RIGHT TO HAVE SPECIAL EDUCATION SERVICES EVEN WHEN THEY ARE UNABLE TO ATTEND SCHOOL



Home/Hospitalization
Institutional Setting



PRINCIPLE #6 - PROCEDURAL SAFEGUARDS

- Write to written notices
- Right to consent/refuse I 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.
- File a complaint with the Department of Education Problem Resolution System.
- Seek resolution through the Bureau of Special
- Education Appeals (BSEA).
- Seek knowledgeable assistance elsewhere.



RESOURCES

- HCSS Special Education Department
- The state Department of 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



THANK YOU!

