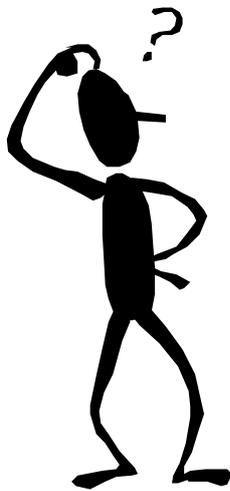


Special Education Parent Handbook



EAGLE RIDGE
ACADEMY



Prepared by the
Special Education Advisory Council (SEAC)

Revised January 2016

Special Education Advisory Council

SEAC

- The all volunteer council represents Special Education.
- Makes positive changes for our youth.
- Works in coordination with the schools to make a difference.
- SEAC meets 4x/year, see website for meeting dates.



Parents Are The Key!



If you are interested in being a member of SEAC, please visit our website www.eagleridgeacademy.org under **Current Families - Special Services**. Or contact the Director of Special Services via e-mail or phone 952-746-7760



What is Special Education?

“Special education” is instruction, specific to the child, at no cost to parents, to meet the unique needs of a child with a disability. **It is important to note:** Students with disabilities are general education students first. They receive special education support services *in conjunction with* the general education curriculum. Special education is an instructional service, **not** a place. Special education services must be reasonably calculated to allow the student to benefit from instruction. If the student is receiving benefit from the special education services, the student will progress at his/her own individual rate. A student who has a disability will always have the disability and would not be expected to progress in all areas at the same rate as his/her regular education peers.

Eagle Ridge Academy Special Education Mission Statement

. . . provides services and supports for the classical education model in a unique, collaborative, flexible, inclusive setting in order to meet individual student needs.

Special Education Goal Statements

<i>Learner Goals</i>	<i>Program Goals</i>
The goal of the special education program is to promote independence and personal responsibility so the learner will:	The goal of the special education program is to provide the framework for effective program planning and service delivery so that:
1. demonstrate interpersonal skills necessary for healthy relationships and functioning in home, school, and community.	1. effective collaborations and transitions are planned and communicated within and between buildings, programs and community agencies.
2. demonstrate healthy physical and emotional awareness and the skills needed to be a self-advocate.	2. all learners have access to a full continuum of service delivery options that are consistent and appropriate.
3. demonstrate measurable, continuous progress in development of skills and strategies that generalize to academic and non-academic settings.	3. staff development practices are available, effective, and encouraged.

What Special Education *Is Not* ...

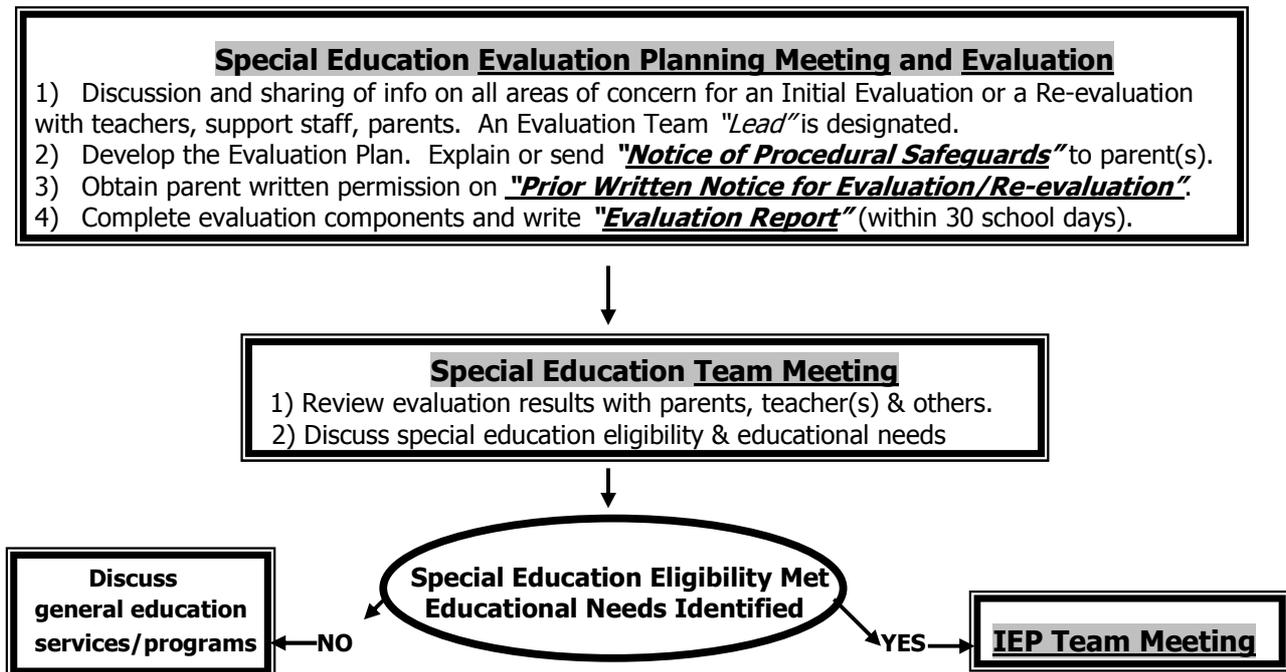
- tutoring in regular education courses;
- an assurance that students will pass regular classes;
- a cure ... it assists in removing barriers caused by the disability but doesn't remove the disability;
- for below average academic performance alone;
- rehabilitation for a physical disability.

The ABC's and XYZ's of Special Education

Many times professionals in the field of special education will use abbreviations or acronyms during conversations and meetings. This can be very confusing. Below is a list of common "shortcuts" you may hear.

ADD	Attention Deficit Disorder
AD/HD	Attention Deficit/Hyperactivity Disorder
ASD	Autism Spectrum Disorder
AT	Assistive Technology
BIP	Behavioral Intervention Plan
CD	Conduct Disorder
COTA	Certified Occupational Therapy Assistant
CSPD	Comprehensive System of Personnel Development
DAPE	Developmental Adapted Physical Education
DB	Deaf-Blindness
DCD-MM	Developmental Cognitive Disability -Mild to Moderate
DCD-SP	Developmental Cognitive Disability - Severe/Profound
DD	Developmental Delay
DHH	Deaf/Hard of Hearing
EBD	Emotional or Behavioral Disorders
ECSE	Early Childhood Special Education
EI	Early Intervention
ELL	English Language Learner
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FAS/FAE	Fetal Alcohol Syndrome/Fetal Alcohol Effect
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Educational Plan
IFSP	Individualized Family Service Plan
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OHD	Other Health Disabilities
OT	Occupational Therapy
PDD	Pervasive Developmental Disability
PI	Physically Impaired
PT	Physical Therapy
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SMI	Severely Multiply Impaired
TBI	Traumatic Brain Injury
VI	Visually Impaired

How Does a Child Qualify to Receive Special Education?



Evaluation Planning Meeting

For Whom:

- When a student has not met with the level of success consistent with peers after levels of intervention, then the **Intervention Team (I-team)** may recommend a special education evaluation.
- A parent may make a referral for a special education evaluation. The special services facilitator will take the parent referral to the **Intervention Team (I-team)** to consider the documentation on the educational concern and determine the direction needed for the student.

Purpose:

- To discuss documentation collected on the student for an initial evaluation or on the need for a re-evaluation relating to academic, social/emotional, behavioral, health, communication, and/or intellectual areas, and
- To develop a special education comprehensive evaluation plan including tools, methods, and persons involved.

Attendees:

- Typically includes the building special services facilitator/school social worker, the parent(s)/guardian(s), the school psychologist, the classroom teacher, and special education staff as needed.
- Others may include the principal, other teachers, licensed school nurse, ELL teacher(s), American Indian Coordinator, Special Services Coordinator, Cultural Liaison, Chemical Health Specialist, etc.

Evaluation/Re-evaluation

Purpose:

- Review existing data on the student's current level of functioning.
- Document the existence of a disability.

Timeline: Must be completed within 30 school days of the parental consent.

Outcome Options: After the evaluation or re-evaluation is completed, a Team Meeting is scheduled.

- It might be found that the student does not have a disability.
- If a disability is found, an IEP will be developed.
- If parents disagree with the school's evaluation results, they can stop the process or request an independent educational evaluation.

Individualized Educational Program (IEP) Team Meeting or Individual Family Service Plan (IFSP) Team Meeting

Purpose: Develop the initial or annual IEP/IFSP. An IEP/IFSP addresses areas of need identified during the evaluation process. Components consist of:

- Present Level Statement(s)
- Measurable goals and objectives. A goal is a broad statement that targets identified educational needs. An objective describes more specific skills or steps that will be addressed to meet the goal. For students ages 3 to grade 8, the goals and objectives will address needs in the areas of: *Intellectual/cognitive functioning; Academic performance; Cognitive development; Adaptive development; Functional skills; Communication; Emotional, social, behavioral development; Motor ability; Sensory; Health/physical*. For students grade 9 and beyond, the goals and objectives will address needs in the transition areas of: *Post-secondary education; Employment; Independent Living*.
- Adaptations
- Special Education Services

Timeline: The IEP must be developed within 30 calendar days from the day special education eligibility was determined, and it must be completed and signed by parent(s) or student (if age 18 or older) before special services can begin.

IEP Services

Special Education Services means specially designed instruction by licensed staff, at no cost to the parents, to meet unique needs of a child who meets State eligibility criteria through an educational evaluation in one or more of the following areas:

- **Speech or Language Impairment (SLI)**
- **Developmental Cognitive Disability: Mild Moderate (DCD-MM)**
- **Developmental Cognitive Disability: Severe-Profound (DCD-SP)**
- **Physical Impairment (PI)**
- **Deaf/Hard of Hearing (DHH)**
- **Visual Impairment (VI)**
- **Specific Learning Disability (SLD)**
- **Emotional or Behavioral Disorder (EBD)**
- **Deaf-Blindness (DB)**
- **Other Health Disability (OHD)**
- **Autism Spectrum Disorders (ASD)**
- **Developmental Delay (DD) Birth to Age 7**
- **Traumatic Brain Injury (TBI)**
- **Severe Multiple Impairments (SMI)**

Related Services are **only** provided if it is determined the child would not be able to meet their instructional goals or make progress without this service. Related services cannot be provided unless the student is already receiving a special education service in a disability area, such as a learning disability. Related services may include one or more of the following:

- **Audiology Services**
- **Counseling Services**
- **Occupational Therapy**
- **Orientation & Mobility**
- **Physical Therapy**
- **Psychological Services**
- **Recreation**
- **School Nurse Services**
- **Special Transportation**
- **Speech - Language Pathology**
- **Social Work Services**

Other Services may include:

- **Assistive Technology** (tools/devices/equipment to support learning)
- **Transition Services** (beginning during grade 9 and beyond)

Individualized Education Program (IEP)

Meeting Guidelines

IEP Team Members: Parent(s), Student (if 14 yrs. or older), Special Education Teacher(s), General Education Teacher(s), Representative of the District, and others as needed.

All IEP meetings take place within the hours of 7:00 am - 4:00 pm.

Notes are taken at the meeting and included in the Prior Written Notice / Parent Consent form that is sent home for review and signature, no longer than 10 school days after the meeting.

Parents are given a copy of the "Notice of Procedural Safeguards: Parental Rights for Public School Special Education Students"

- A. INTRODUCTIONS.** Those in attendance introduce themselves with NAME – TITLE – ROLE/Relationship (connection to the student).
- B. PURPOSE.** Meeting purpose stated (annual/initial/interim, significant change, etc.).
- C. IEP.** The last IEP or a WORKING COPY of the new IEP may be used as a guide. Take note of how much detail the parent(s) and other team members would like/need.
- Review to assure that student/family information is current.
 - GOALS. Discuss student's present level in relation to the need(s)/goal(s). Teachers and parents give input. Goals may be presented in general terms. (i.e. X will have a reading goal that will focus on reading comprehension, --- etc). May not need to read every objective if summarized goal is sufficient for parent understanding.
 - Discuss Adaptations needed for the student to be successful in the classroom(s). Discuss Accommodations/Modifications needed for state and district assessments.
 - Discuss services, location of services, service providers, and start/end date. Review Least Restrictive Setting (LRE) and Extended School Year (ESY).
- D. SUMMARY.**
- Other ... Medical Assistance (MA) ... Concerns ... Questions?
 - Timeline and procedure for sending the IEP and the signature page home (through mail or with student?) and returning it.



You Have the Right to attend the Meeting

All Due Process meetings take place within the hours of 7:00 am – 4:00 pm. Minnesota State Statute requires an employer to allow parents to attend school-related meetings during the work day.

MINNESOTA STATUTES 2014 181.9412

181.9412 SCHOOL CONFERENCE AND ACTIVITIES LEAVE.

Subdivision 1. **Definition.** For purposes of this section, "employee" does not include the requirement of section 181.940, subdivision 2, clause (1).

Subdivision 1a. **Foster child.** For the purpose of this section, "child" includes a foster child.

Subdivision 2. **Leave of 16 hours.** An employer must grant an employee leave of up to a total of 16 hours during any 12-month period to attend school conferences or school-related activities related to the employee's child, provided the conferences or school-related activities cannot be scheduled during non-work hours. If the employee's child receives child care services as defined in section 119B.011, subdivision 7, or attends a prekindergarten regular or special education program, the employee may use the leave time provided in this section to attend a conference or activity related to the employee's child, or to observe and monitor the services or program, provided the conference, activity, or observation cannot be scheduled during non-work hours. When the leave cannot be scheduled during non-work hours and the need for the leave is foreseeable, the employee must provide reasonable prior notice of the leave and make a reasonable effort to schedule the leave so as not to disrupt unduly the operations of the employer.

Subdivision 3. **No pay required; substitute of paid leave.** Nothing in this section requires that the leave be paid; except that an employee may substitute any accrued paid vacation leave or other appropriate paid leave for any part of the leave under this section.