



SPECIAL EDUCATION

2019-2020



IEP Routing

- IEP's will be routed through school mailboxes
 - *Beginning of school year*
 - *Updates throughout the school year*
 - *Please sign and send to the next person on the routing form. The last person will put it in the case manager's mailbox (will be indicated on routing form).*

Accommodations

- Accommodations are changes made to instruction and/or assessments intended to help the student fully access the general education curriculum without changing the instructional content. Accommodations provide an equitable instruction and assessment for students by reducing or eliminating the effects of a student's disability but do not reduce the learning expectations.

Modifications

- Modifications are alterations that change, lower, or reduce learning or assessment expectations. Modifications change the curricular or behavioral expectations and/or standards and provide an opportunity to demonstrate what they have learned or know. The resulting product is not equal to the product produced without modifications.

Accommodations and Modifications in the Regular Education Classroom

- It is your responsibility as the regular education teacher to read the IEP and understand your student's accommodations and modifications.
 - *Meet individually based on need*
- Classroom vs District Tests vs State Tests accommodations and modifications
- Scheduling testing, in advance, with Special Education teachers
- Engaging students in the regular education classroom
 - *"Big picture"*
 - *Replacing instruction with technology*
- Technology support
 - *Read&Write*
 - *Bookshare*
 - *Chat Editor*
 - *Moby Max*
- Asking special education teachers for help
 - *We are here for you!*

Behavior Related to Learning

- Purpose of BRL
- BRL specific academic areas vs nonspecific
 - *Curriculum based*
- Sending students at scheduled BRL times vs any time to complete classwork
 - *Communication with Special Education teacher for BRL work*
- What if my student has no work to bring?

Grades and Progress

- The classroom teacher is the teacher of record.
- Running Records are given by the classroom teacher.
 - *Updating the Special Education teacher*
- Special Education does not provide grades.
 - *We do not have comparable grading systems*
- Report card form
 - *Beginning of school year*
 - *Updates*

Student Behaviors

- Students that Special Education teachers assist with for behaviors.
- Defining behaviors
 - *Disruption*
 - *Inappropriate behaviors*
 - *Safety concerns*
- What steps should I take in responding to inappropriate behaviors before contacting Special Education?
 - *Safe spot*
 - *Buddy room*
 - *Recovery room*
 - *Administration*
 - *Safety plan*
 - *BIP*

Confidentiality

- FERPA

The Family Educational Rights and Privacy Act of 1974 is a federal law designed to protect the privacy of educational records; to establish the rights of students to inspect and review their education records; and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. The law applies to any individual who is or has been in attendance at an institution and regarding whom the institution maintains educational records.

- IDEA

IDEA protects the privacy of students who are receiving special education services

In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) provides additional privacy protections for students who are receiving special education and related services. The privacy protections under Part B of the IDEA are found at 34 CFR 300.560–300.577.

Part B of the IDEA incorporates and cross-references FERPA. For example, under Part B, the term “education records” means the type of records covered by FERPA as implemented by its regulations in 34 CFR Part 99. Under § 99.3 of FERPA, “education records” is broadly defined to mean those records that are related to a student and are maintained by an education agency or institution. Part C (34 CFR 303.460) permits states to adopt or develop policies that the states will follow to ensure the confidentiality of personally identifiable information. However, these policies and procedures under Part C must meet the Part B requirements of 34 CFR 300.560–300.576.

In addition to the FERPA provisions and IDEA-specific provisions that restate the FERPA requirements, the IDEA regulations also include some additional protections tailored to special confidentiality concerns for children with disabilities and their families. Public agencies must inform parents of children with disabilities when information is no longer needed and, except for certain permanent record information, that information must be destroyed at the request of the parents (34 CFR 300.573). If a state transfers the IDEA rights of parents to children at the age of majority, the parents' rights under the IDEA regarding educational records also transfer, but the public agency must provide any notice required under the due process procedures of the IDEA to both the student and the parent (34 CFR 300.574). The state education agency must give public notice about the collection of personally identifiable information in the state and a summary of the policies and procedures that public agencies must follow regarding storage, disclosure to third parties, and retention and destruction of personally identifiable information (34 CFR 300.561). Each public agency must have one official who is responsible for ensuring the confidentiality of any personally identifiable information, must train all persons who are collecting or using personally identifiable information regarding the state's policies about confidentiality and FERPA, and must maintain for public inspection a current listing of the names and positions of individuals within the agency who have access to personally identifiable information (34 CFR 300.572).

When in doubt, it's always OK to say, “ I'm sorry but I can't discuss that with you”.

Questions?

Class Within a Class (Push-In)

- Those teaching Push-in, please stay to discuss.