

INDIANA  
TEACHERS  
—*of Tomorrow*—

**Special Education Content Seminar**

# Key Message

- “People first” language puts the person before the disability and describes what a person has, not what a person is
- Special education is a service that students receive, not who they are or a special place for them to go
- Read “People First Language” and jot down key takeaways
- What challenges might you encounter when a disability dominates a situation?

# Norms

- High Engagement, No Tech – Please turn off cell phones and save calls/e-mails.
- Be a Learner and a Leader – Everyone has something to learn and each person has an opportunity and responsibility to enhance their peer’s learning
- Maximize Our Time Together – Use this time to collaborate, troubleshoot, brainstorm, and ask questions
- Participate, Don’t Dominate – Share the floor to give everyone the chance to express thoughts and share practices or ideas that will increase performance and student achievement

# Objectives

- Recognize the 13 Federal Disability Categories
- Identify mandatory members of the Case Conference Committee (CCC) and their responsibilities
- Understand components of an Individualized Education Plan (IEP)
- Describe what a Case Conference (CC) consists of
- Identify Least Restrictive Environment (LRE) placement options
- Interpret legal responsibilities of Teacher Of Record (TOR) versus Teacher Of Service (TOS)

# Categories of Disability

- Take 3 minutes to pair with a partner of your choice and brainstorm the 13 federal disability categories
- Be prepared to share out
- Individuals with Disabilities Act (IDEA) requires participating states to ensure that a free appropriate public education (FAPE) is made available to eligible children with disabilities in mandatory age ranges residing in the state. To be eligible, a child must be evaluated as having one or more of the disabilities listed in IDEA and determined to be in need of special education and related services.

# IDEA Disability Categories

- Autism Spectrum Disorder (ASD)
- Deaf-Blindness
- Developmental Delay (DD)
- Emotional Disturbance (ED)
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment (OHI with ADHD focus)
- Specific Learning Disability (SLD)
- Speech or Language Impairment (SI or LI)
- Traumatic Brain Injury
- Visual Impairment

# Understanding Disability

## Take 4 minutes to read the Overview of Disability Categories

- The 13 categories are a broad representation of possible disabilities
- Student's IEP will identify the disability category for each student
- Multidisciplinary Evaluation Team (MET) is a written report developed by the school that includes strengths, weaknesses, and priority educational needs to access general education curriculum used by the Case Conference Committee to potentially develop the student's IEP

# Case Conference Committee (CCC)

The case conference committee (CCC) is the group of people including the parent(s) and school personnel, who share the responsibility of making educational decisions for a student with a suspected or identified disability



# Mandatory CCC Participants

- Attendance:
  - Public Agency Representative (PAR)
  - Student's Teacher of Record (TOR)
  - General Education Teacher
  - Instructional Strategist
  - Parent (if student is less than 18)
- School personnel may fulfill more than 1 role in the CCC meeting
- In some circumstances, a required member may be excused from the meeting

# Responsibilities of CCC

- Eligibility for special education and related services (for initial evaluations and any subsequent reevaluation of the student)
- Reviewing the student's present levels of educational performance and progress monitoring
- Developing, reviewing, and revising a student's IEP
- Determining appropriate special education and related services
- Determining where, when, and how long the services will be provided
- Addressing other matters that relate to providing the student with a free and appropriate public education (FAPE)

# CCC Meetings must occur:

- Within the stated timeline for an initial evaluation or reevaluation
- At least annually
- When requested by the parent(s) or school personnel
- Within 10 school days of the date a student with a disability enrolls from another school district or state
- Within 10 school days of a disciplinary change of placement
- To determine an interim alternative educational setting (IAES)
- Every 60 school days when a student with a disability has been placed on full time homebound services

# Individualized Education Plan

- Compliance Checklist and Blank Form Activity
- IEP Required Components – Article 7
- The IEP
- IEP True/False Quiz

# What is an IEP?

- Individualized Education Plan
- Serves as a legal document that details the SPED student's education program
- Outlines learning goals and accommodations and modifications a teacher will use to reach those goals
- An effective IEP:
  - Recognizes a student's unique needs, and establishes appropriate individually designed instruction
  - Follows the child if the child moves
  - Instructional Design and Delivery
  - Classroom Management

# Before the Case Conference (CC)

- SPED Teachers gather information for the IEPS
- Main Purposes:
  - Set measurable learning goals for the student
  - State the services the school will provide to support the student in reaching those goals

# Preparing for the CC

- Schedule the meeting with all parties
  - Meeting Purpose
  - Create CCC Team
  - Schedule CCC Meeting – Invite individuals – Family, translator (if needed), service providers, public agency rep (Admin or teacher with sped license)
  - Send form home to be signed by guardian

# Preparing for the CC

- Make sure you have data
  - Existing data, eligibility information in IIEP
  - Input from all teachers on strengths, opportunities for growth, what has been tried, what has worked, relevant work samples, additional comments
  - Progress monitoring on grades, behavior, assessment data, absences
  - Parent concerns (fill in at ACR)



# Day of the CC

- Introduce all guests and their roles
- Review draft IEP document in order:
- Explain that draft has been put together, but edits will be made accordingly after everyone's input is provided and decisions are agreed upon
- Review draft IEP in order, unless a member of the team is only available for a limited time
- Allow guests to provide input in their section rather than present for them
- Encourage guardians to interject questions and allow space for their feedback after each section

# After a CC

- Finalize revisions in IIEP
- Print Final Draft and send home to guardians
- Once returned, record response in IIEP – Create IEP section
  - If not returned within 10 days, automatically “accepted”
- Update service providers on relevant changes
- Continue to collaborate with service providers and collect data for Progress on Goals

# LRE: Least Restrictive Environment

## According to Article 7

1. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated **with nondisabled students**.
2. Special classes, separate schooling, or other removal of students from the general education environment occurs **only if** the nature and severity of the disability is such that education in general education classes using supplementary aids and services **cannot** be satisfactorily achieved.
3. The **CCC determines the placement** in which a student will receive services.

## The Student's Placement is

- a) based upon the student's IEP
- b) reviewed at least annually; and
- c) in the school that the student would attend if not disabled, unless the IEP requires some other arrangement.

# LRE: Least Restrictive Environment

## LRE Codes and Descriptions

In Indiana, school age LRE codes range from 50 (80% or more in general education) to 57 (homebound services). Codes for early childhood students are also included.

### LRE School Age Codes

<b>50</b>	80% or more instruction in general education
<b>51</b>	40%-79% instruction in general education
<b>52</b>	Less than 40% instruction in general education
<b>53</b>	Separate Day School Facility (+50%)
<b>54</b>	Residential Facility
<b>55</b>	Correctional Facility
<b>56</b>	Parentally Placed in Private School
<b>57</b>	Student disability requires home services as determined by case conference committee

# LRE: Least Restrictive Environment

## Continuum of Services



- Full time Home Bound Instruction
- Full time Residential Placement
- Full time day special school
- Part time special school & part time regular school
- Full time special class in regular school
- Part time special class/part time regular class
- Full time regular class with some out of class support and some in-class support
- Full time regular class with in-class support
- Full time in regular class

**Districts are required to offer a full continuum of services.**

**Services may or may not be geographically located within the district!**

# Student Placement

## Guidelines for Student Placement

### **Student placement is based on:**

- Present Levels of Performance
- Relevant Data
- Educational Needs
- Annual Goals
- Progress Monitoring Data
- CCC Discussion and Decision
- Services/Supports Needed to Meet Educational Goals

### **Student placement is NOT based on:**

- Eligibility Area
- Classroom Type
  - (Resource, Pull-out, etc.)
- Teacher Schedule
- Master Schedule
- Existing Services
- Funding

# TOR: Teacher of Record

- Each student with a disability must have a teacher of record (TOR) identified and assigned to him/her. The TOR must be appropriately licensed in the area of the student's disability
- Example:
  - A SLP (Speech Language Pathologist) can NOT be TOR for a student whose primary category of eligibility is Autism Spectrum Disorder
  - A Special Education teacher can NOT be TOR for a student whose primary category of eligibility is Language Impairment

# TOS: Teacher of Service

- A teacher of service (TOS) is any teacher who provides services to a student with a disability.
  - TOS can be a general education teacher
  - TOS can be special education teacher who provides instruction to the student
  - TOR may also be TOS



# So...the difference is?

- “Teacher of Service” VS “Teacher of Record”
- The difference comes down to responsibilities in the way of:
  - Legal aspects
  - Daily aspects

# TOR: Teacher of Record – legal side of things

- Provides direct or indirect services to the student according to the student's IEP
- Participate in the CCC meeting as the student's teacher to assist in developing measurable goals, benchmarks, and objectives to meet the student's needs
- Regularly monitor the implementation of the student's IEP and provide progress reports to the student's parents
- Ensure the student's IEP is accessible to each of the following:
  - Student's teachers
  - Related service providers
  - Other service providers who are responsible for implementation of the IEP
- Inform each teacher and provider of his or her specific responsibilities related to implement the student's IEP

# TOR – legal side of things, cont

- Ensure each of the following are provided in accordance with each IEP:
  - Supplementary aids and services
  - Program modifications
  - Supports for school personnel
- Serve as a consultant and resource person to all other personnel providing services to the student
- Ensure any accommodations on statewide or district assessments are implemented according to the student's IEP
- Participate in reevaluations of the student
- Ensure the CCC is informed of any modifications made to the student's IEP

# TOS: Teacher of Service

- “Teacher of service” means any teacher providing services to a student with a disability
- Example:
  - A student is eligible for special education as a student with a specific learning disability and is placed in the LRE of 50, the gen ed room, the TOS can be the gen ed teacher
  - The TOR for this student would still ensure every aspect of the IEP is carried out, would support the TOS, etc.

# TOS: Teacher of Service

## Items the TOS carries out in daily life:

- Provide direct services to the student as stated in the IEP
- Attend the ACR
- Contribute updates and data for progress reports
- Collaborate with other team members for the benefit of the student
- Work side by side with TOR

This concludes our presentation

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