



ALPHABET SOUP

PUTTING IT ALL TOGETHER

SPECIAL EDUCATION AND PRIVATE SCHOOLS

TODAY'S AGENDA

- Presenter background
- What is special education?
- Why is it important?
- Alphabet Soup
- Evaluation Process
- Eligibility
- Individualized Service Plans
- Responsibilities
- 504 Plans
- Staffing

WHO AM I?

- Academic Support Coordinator at St. Louis de Montfort Catholic School - Fishers, IN
- 20th year in Special Education
- Have taught in public, private and charter schools

- Bachelor's Degree - Special Education and Elementary Education
- Master's Degree - Special Education with an emphasis in Autism

- Hold a K-12 Special Ed License in addition to 1-6, 7-8 non departmentalized Elementary Ed License

WHAT IS SPECIAL EDUCATION?

Special Education is specifically designed instruction that addresses the unique needs of a student eligible for special education services.

- IDEA
- Article 7

WHY IS IT IMPORTANT?

The purpose of special education is to enable students to successfully develop their fullest potential by providing a free and appropriate public education in compliance with the Individuals with Disabilities Education Act or IDEA

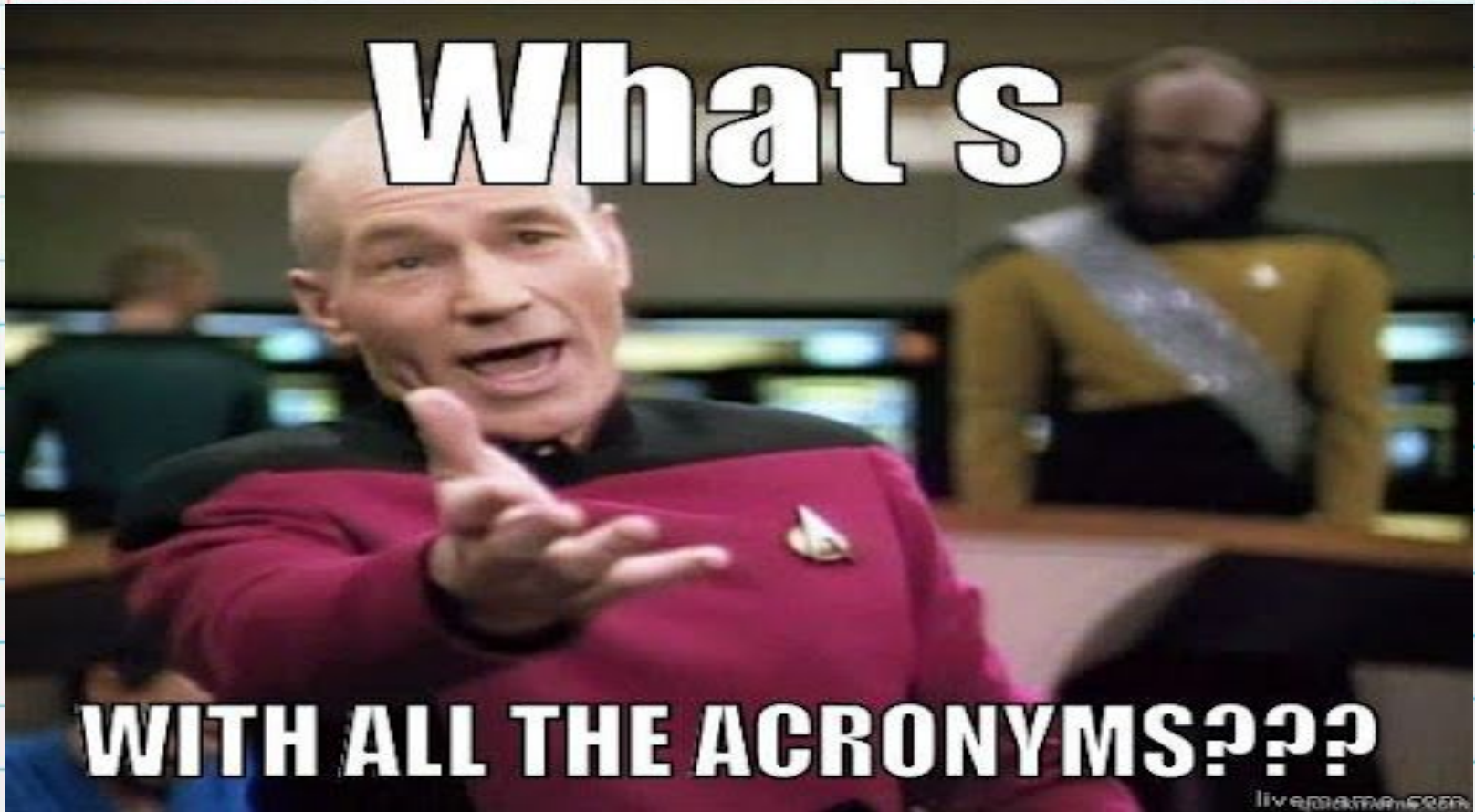
**** Private schools are exempt from the free and appropriate public education piece.

WHY IS IT IMPORTANT?

“Recognizing that individuals with disabilities have a claim to our respect because they are persons, because they share in the one redemption of Christ, and because they contribute to our society by their activity within it, the Church must become an advocate for and with them” (USCCB, 1978, p. 11)

Many often ask....

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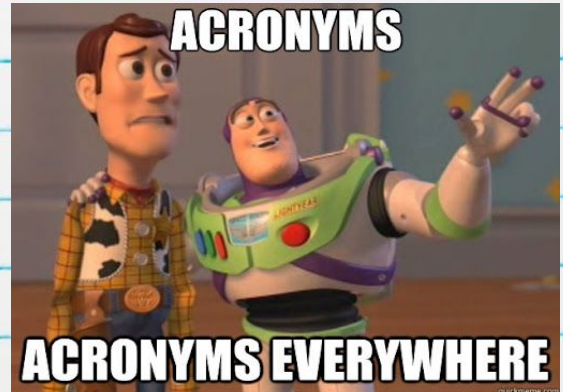


ALPHABET SOUP

- ABA - Applied Behavior Analysis
- AT - Assistive Technology
- BIP - Behavior Intervention Plan
- BASC - Behavior Assessment System for Children
- ESY - Extended School Year
- FAPE - Free and Appropriate Public Education
- FBA - Functional Behavior Assessment
- LEA - Local Education Agency
- LRE - Least Restrictive Environment
- PLOP - Present Levels of Performance
- ER - Evaluation Report
- RR - Re-evaluation Report
- ELL/ESL - English Language Learner/ Second Language
- IFSP - Individualized Family Service Plan
- IEP - Individualized Education Plan
- ISP - Individualized Service Plan

ALPHABET SOUP

- TOR - Teacher of Record
- TOS - Teacher of Service
- SLP - Speech Language Pathologist
- OT - Occupational Therapist
- PT - Physical Therapist
- SLD - Specific Learning Disability
- ED - Emotional Disability
- OHI - Other Health Impairment
- OI - Orthopedic Impairment
- LI - Language Impairment
- ASD - Autism Spectrum Disorder
- VI - Visually Impaired
- RTI/MTSS - Response To Intervention Multi Disciplinary Supports Services,
 - RTI is not Special Education



INDIVIDUALIZED SERVICE PLAN (ISP)

- Private school version of an Individualized Education Plan (IEP)
- Plan of what student with a disability will receive
- Biggest differences between IEP and ISP?
 - FAPE (Free and Appropriate Public Education)
 - Intensity and availability of services
- Written by public school with input from private school and parents
- Contents of ISP
 - Statement of present levels
 - Goals
 - Accommodations
 - Statement of participation in statewide testing
 - Statement of services
 - Statement of progress on goals

EVALUATION PROCESS

- Collect data
 - Document where student is struggling
- General Education Intervention Team
 - Teachers come together to offer suggestions as to help student struggling
 - Provides interventions
 - Document Interventions - progress monitoring
- When progress is not being made
 - Parent contacts local school district for educational evaluation

EVALUATION PROCESS

- *Evaluation*
 - *School district (often "home school") meets to discuss evaluation with parent and decides if evaluation is warranted*
 - *Public schools have the option to refuse an evaluation*
 - *Once consent is given - Public school has 50 school days to complete evaluation*
 - *When evaluation is complete*
 - *School psychologist, parent, private school, "home school" come together to review evaluation results and determine if student is eligible for services.*

EVALUATION PROCESS

- If child is determined to be found eligible
 - School will write an IEP (Individualized Education Plan) based on what services and accommodations they would offer based on FAPE
 - Parents will be asked if they reject FAPE (Free and Appropriate Public Education). Yes - sending child to private school
 - Once parent rejects FAPE - school writes ISP - Individualized Service Plan
 - Includes what services will be offered to the student
 - Private schools are NOT required to provide the same level or intensity of services as public schools

ELIGIBILITY AREAS

- Developmental Delay
 - Through age 9
- Learning Disability
- Emotional Disability
- Cognitive Disability
(Mild, Moderate, Severe)
- Other Health Impairment
- Visual Impairment
- Hearing Impairment
- Autism Spectrum
- Speech
- Language
- Traumatic Brain Injury
- Deaf/ Blind
- Orthopedic Impairment
- Multiple Disabilities

Doctors
provide a
diagnosis.

Educators
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determine
eligibility.



WHAT MUST BE IN AN ISP?

Present Levels of performance (PLOW)

Measurable Annual Goals

Services receiving

Including related services (Provided by local school)

Speech

Occupational Therapy

Physical Therapy

Participation in statewide assessments

What accommodations will be provided

WHAT MUST BE IN AN ISP?

When the services start

Length frequency and duration of those services

Statement of progress towards annual goals

ISP QUESTIONS

Do private schools have to follow service plans?

YES! They are legal documents

Private schools are not required to offer the same level of services and supports as public schools.

What is a "home school"?

The public school in which the child would attend if they were not enrolled in the private school

LEA - Local Education Agency

How long are ISP's good for?

One year, but can be revised more often if needed

ISP QUESTIONS

Who is responsible for the ISP?

At the private school - Resource teacher

Within school district - Special Education teacher (Teacher of record)
either at the "home school" or at the corporation level depending on
size and needs

These two staff members will coordinate the student's ISP and needs
throughout the school year

Who writes the ISP?

The Teacher of Record (TOR) at "home school" or local corporation does
all of the paperwork. Private school staff and parent provide input

WHO'S RESPONSIBLE?

General Education Teacher

- Content
- Small group instruction
- Accommodations
- Collaborating with resource staff
- Interventions
- Attending student conferences

Resource Staff

- Supporting students/ teachers
- Accommodations
- Making sure ISP is implemented
- Communicating with TOR on progress of students
- Collaborating with general education teachers
- Communicating with parents

WHO'S RESPONSIBLE?

Resource Staff

- Interventions/ Progress Monitoring
- Collaboration with related service staff
- Attending student conference with "home school"
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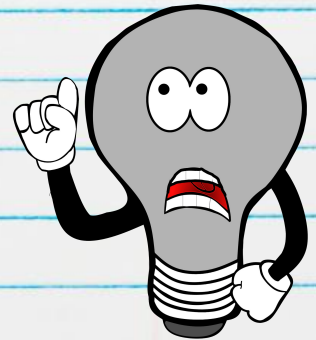
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An accommodation
changes **how** the student
learns the material.

A modification changes
what the student is taught
@theintentionaliep
or expected to learn.

WHAT IF A CHILD NEEDS SUPPORTS BUT DOESN'T QUALIFY FOR SPECIAL EDUCATION?

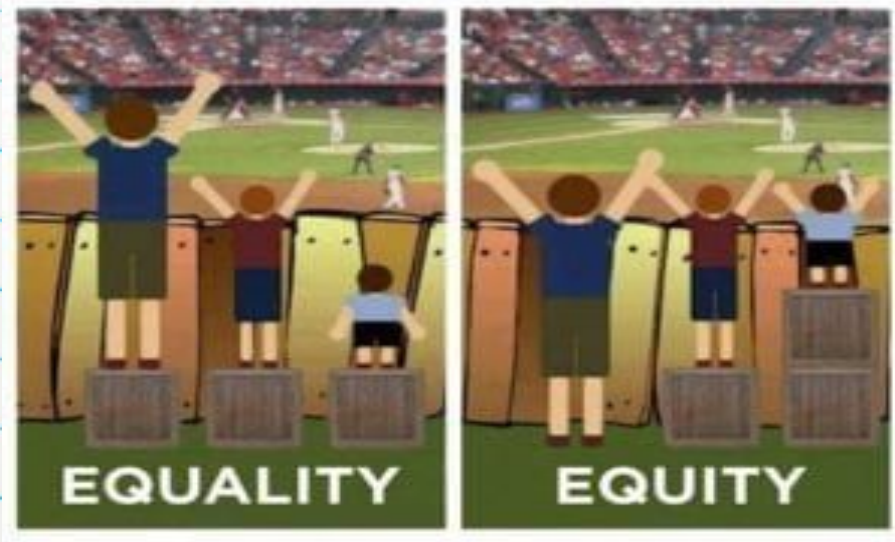
504 Plan

- Part of the ADA
- Allows students to have accommodations with a documented medical condition
- Implemented by classroom teachers and resource staff.
- Often written by resource staff.



GOLDEN RULE

What is fair is not always equal, and what is equal is not always fair.



REMEMBER

SOME DISABILITIES LOOK LIKE THIS



SOME LOOK LIKE THIS



WHAT ARE WAYS THAT SPECIAL EDUCATION CAN LOOK IN MY BUILDING?

Ways to provide services



WAYS TO PROVIDE SERVICES

- *Within private School*
 - *Pull out services for content areas*
 - *Inclusion services for content areas*
 - *Combination of pull out and inclusion*
- *Related Services*
 - *Varies by private school and district*
 - *May come to private school*
 - *May have students come to "home school"*

HOW DO I STAFF MY BUILDING?

- *Needs to consider*
 - *How big is your student population?*
 - *What are the academic needs of your building?*
 - *How many students with service plans do you have?*

HOW DO I STAFF MY BUILDING?

Collaboration with local school district

- Special Education Teacher from the local school district is assigned to your building
- They come to your building typically one time a week for a specified amount of time
- Consult with your teachers
- Hold conferences at your building

School District Staff - in your building

- Local school district provides Special Education Teacher for your staff
- Provides services - push in and pull out
- Hold conferences in your building
- Paid by local district

HOW DO I STAFF MY BUILDING?

Private School Staffed

- You as the private school hire the special education staff
 - Paid by school/ parish
 - Part of your staff
- This staff member
 - Provides services to students
 - Works with local school district to coordinate related services
 - Works with local "homeschool" to coordinate ISP, progress on goals and any other needs
- Conferences often held at local public school

Every child needs a champion...

Are you one for each of your students?





Any questions?

Contact Information

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