

Exceptional Times for Parents

Department of Exceptional Children
Rowan-Salisbury Schools



Extraordinary Education Everyday

October
2018

A Note from the EC Director

Happy October!! I want to reinforce the legal obligation of progress monitoring and data collection of IEP goals. **PROGRESS MONITORING IS ESSENTIAL TO EVALUATING THE APPROPRIATENESS OF A CHILD'S PROGRAM, YET THERE IS LESS COMPLIANCE WITH THIS REQUIRED COMPONENT OF THE IEP THAN ANY OTHER.** Current progress monitoring practices often fail to produce vital and meaningful data (Pemberton, 2003). Both the Individuals with Disabilities Education Act of 1997 (IDEA) and the 2004 Individuals with Disabilities Education Improvement Act (IDEIA) require that a student's individualized education program (IEP) include a statement of how the child's progress toward the annual goals will be measured (20 U.S.C. § 1414(d)(1)(A)). The progress monitoring provision also requires that the IEP specify how the child's parents will be regularly informed of the child's progress toward the goals, and the extent to which progress is considered sufficient (20 U.S.C. § 1414(d)(1)(A)(i)(III)). Progress monitoring helps IEP teams address any lack of expected progress toward the annual goals of the Code of Federal Regulations (1999) (34 C.F.R. § 300.324(b)(1)) and make decisions concerning the effectiveness of curriculum delivery. In reviewing case law, there are five major areas of concern related to progress monitoring which include:

- The IEP team fails to develop or implement progress monitoring plans;
- Responsibilities for progress monitoring are improperly delegated;

(Cont. on page 3)

Meet the Team:

Karen Sylvester, EC Coordinator
Josh Wells, EC Compliance
Amy Davis, Preschool Coordinator
Rebecca Graham, Finance Specialist
Elsa Landaverde, Interpreter
Jill Debose, Social Worker

Curriculum Specialists:

Angela Barbetto, General Curriculum
Sarah Brown, General Curriculum
Sara Kitchen, Adapted Curr./Autism

EC Program Specialists:

Sherry Crider, South
Lisa Ewers, East
Carlton Jackson, Homebound
Matthew Krome, North
Suzette Pritchard, West
Lorin Stubblefield, Southeast
Mandi Sweet, Salisbury
Claire Watts, Alternative Programs

Behavior Specialists:

Cath Bebbber, North and
Alan Hand, Salisbury and
Regina Clark-Parker, East and

EC Leads:

Susan Brady, Occupational Therapist
Kristen Eden, Physical Therapist
Betsy Pless, School Psychologist
Jennifer Ritchie, Speech

"Your child is capable of things NO ONE can predict."
--Natan Gendelman

Know Your Rights

Handbook of Parent's Rights

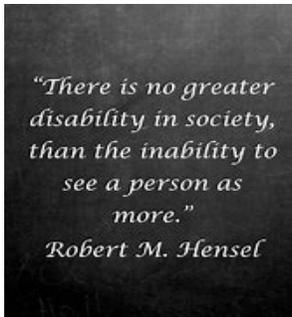
You are entitled to receive a Handbook of Parent's Rights at least once per year. However, there are other occasions when you are legally required to receive one. NC 1504-1.5 indicates that a copy should also be given

- (1) Upon initial referral or parent request for evaluation;
- (2) Upon receipt of the first State complaint under NC 1501-10.1 through NC 1501-10.3 and upon receipt of the first petition for due process hearing under NC 1504-1.8 in a

school year;

- (3) In accordance with the discipline procedures in NC 1504-2;
- (4) Upon request by a parent; and
- (5) Upon any revision to the content of the procedural safeguards notice.

Feel free to ask your child's case manager questions about the information in the Handbook. If you need additional clarification, contact the EC Program Specialist for your child's school.



Parent Resources

While we hope we can address your questions and concerns at the school or district level, we realize there may be occasions when you want to access resources outside of the school district for assistance. Below are just a few resources within the state that routinely help families navigate the exceptional children's process:

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|--|---|
| Autism Society Rowan Chapter | https://www.autismsociety-nc.org/ |
| The Arc of Rowan | http://www.thearcofrowan.org/ |
| Disability Rights | https://www.disabilityrightsnc.org/ |
| Exceptional Children's Assistance Center | https://www.ecac-parentcenter.org/ |
| Family Support Network of Central Carolina | http://www.fsncc.org/ |
| NCDPI EC Division | https://ec.ncpublicschools.gov/ |

IEP Meeting Red Flags: Phrases You should Never Hear

We don't do that here.	We don't have money for that.
We only serve children in the regular classroom.	We can't.....; We won't.....; We never....
You don't need copies of this paperwork.	We only have 30 minutes for this meeting.
You must come pick up your child from school when he/she misbehaves.	Your child can only come to school if he/she takes his medication.

The Rowan-Salisbury Exceptional Children's Department will work as a collaborative team to provide all students inspiring, engaging and innovative personalized educational experiences to promote positive student growth and post-school outcomes in a globally diverse society.

We value

- Actions and results for children that inspire community pride
- Meeting the needs of the whole child including: academic, social-emotional, behavioral, vocational, post-secondary
- The importance of community partnerships to promote equitable opportunities for children across the district (Pre K-12+)
- Each child's unique abilities and gifts

A Note from the EC Director (Cont. from page 1)

- The IEP team does not plan or implement progress monitoring for behavior intervention plans (BIPs);
- The team uses inappropriate measures to determine student progress towards graduation; or
- Progress monitoring is not frequent enough to meet the requirements of IDEA or to provide meaningful data to IEP teams.

IDEA 1997 clearly required that a student's IEP include a plan for progress monitoring, yet many IEPs have been deemed inadequate to the extent of denying students with disabilities an appropriate education because of a lack of such plans or a failure to implement them. At the time an IEP is developed, it must specify and document plans for progress monitoring, including what will be monitored, who will monitor, when and where the monitoring will be conducted, and how the data will be reported.

The 2004 reauthorization of IDEA ensured that progress monitoring remain a required component of an IEP; other provisions mandated greater accountability for student progress. The President's Commission on Excellence in Special Education highlighted the importance of adequate progress monitoring. "IDEA will only fulfill its intended purpose if it raises its expectations for students and becomes results-oriented . . . judged by the opportunities it provides and the outcomes achieved by each child" (President's Commission on Excellence in Special Education, 2002, p. 8).

In order to improve progress monitoring for students with disabilities in Rowan-Salisbury Schools, IEP teams should:

- Develop plans for progress monitoring that include multiple measures;
- Specify the who, where, and when of progress monitoring; and
- Monitor both academic and behavioral goals.

To assist with these requirements, the Exceptional Children's Department has partnered with various companies such as Unique, Teachtown, and Edulync to facilitate data collection for IEP goals.

As a parent, it is your legal right to request your child's progress monitoring data at any time. Not only should this data be readily available for your review but also **reported within IEP progress reports which are to be received quarterly with your child's report card.**

Candace Lindstrom

Meet Candace Lindstrom, EC Director for Rowan-Salisbury Schools, at one of the community meetings below at which time she will review the continuum of services for students with disabilities.

1. Salisbury: Oct 30; 3:30-4:30; Salisbury High School
2. North: Oct 31; 3:30-4:30; North Rowan High School
3. South: Nov 1; 3:30-4:30; South Rowan High School
4. Southeast: Nov 6; 3:30-4:30; Carson High School
5. East: Nov 7; 3:30-4:30; East Rowan High School
6. West: Nov 8; 3:30-4:30; West Rowan High School

Extended School Year (ESY) Services

Information to Keep in Mind at the IEP Meeting

When your child's IEP is initially developed and/or reviewed, the IEP team is responsible for discussing extended school year services.

What are Extended School Year (ESY) Services? According to NC 1501.2.4, the term extended school year services means special education and related services that-- (1) Are provided to a child with a disability-- (i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child.

Who is entitled to ESY Services? The IEP Team must determine that ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to an individual child by considering:

- (i) Whether the student regresses or may regress during extended breaks from instruction and cannot relearn the lost skills within a reasonable time; or
- (ii) Whether the benefits a student gains during the regular school year will be significantly jeopardized if he or she is not provided with an educational program during extended breaks from instruction; or
- (iii) Whether the student is demonstrating emerging critical skill acquisition ("window of opportunity") that will be lost without the provision of an educational program during extended breaks from instruction.

When should an IEP team determine whether a child is entitled to ESY Services? ***Typically, decisions regarding ESY should be made in the late spring.*** By waiting until the spring, the IEP team has adequate time to gather and review data to determine whether a child is truly in need of such services.

What should I do if my child's IEP team wants to make a determination regarding ESY services in the fall? As a member of the IEP team, ask to review the data being used to make the determination. It is unlikely in the fall that adequate data will be available to support making an ESY determination. As such, ask the team to note that the decision cannot be made at this time but will be reviewed on or prior to the end of the school year (June).

Is there anything else I need to know? Not all students with disabilities will be entitled to ESY services. Moreover, just because a student receives ESY services one year does not mean he/she will receive them another year. ***Data must be reviewed annually to determine whether a child requires such support.***

*Rowan-Salisbury Schools
Department of Exceptional Children
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