

the Hot Stepper:



Special Education is a Stepping Stone
not a Stigma on the Road to Success

Dr. Jaclyn Walker



Hello! I'm...

Dr. Jaclyn Walker

21 years in education from Teacher,
Special Education Coordinator, Evaluation
Coordinator, Special Education
Supervisor, Reading Supervisor, Re-entry
Specialist and Director of Curriculum,
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Table of contents.

01 | Icebreaker

SpEd BINGO

02 | Diagnosis

Medical vs.
Educational

03 | Mandates/Laws

State & Federal Laws

04 | Evaluation

People & Process

05 | IEP

Individualized
Education Program

06 | Instruction

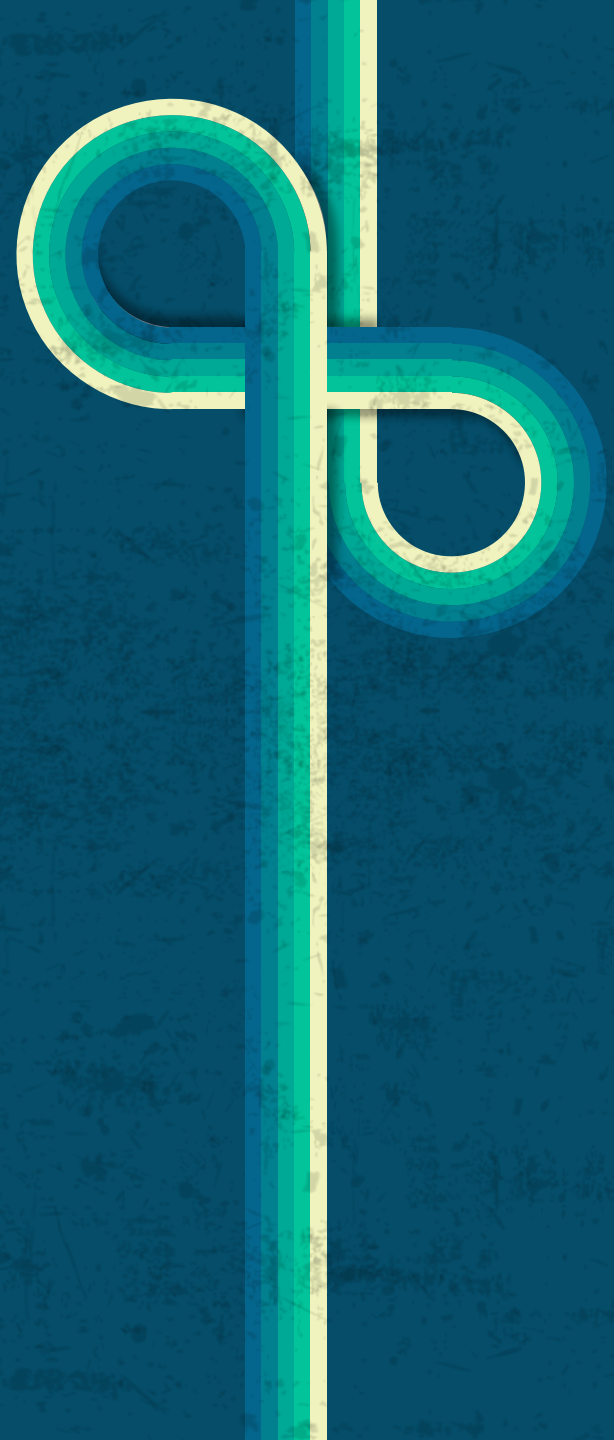
Strategies &
Resources



01

Icebreaker

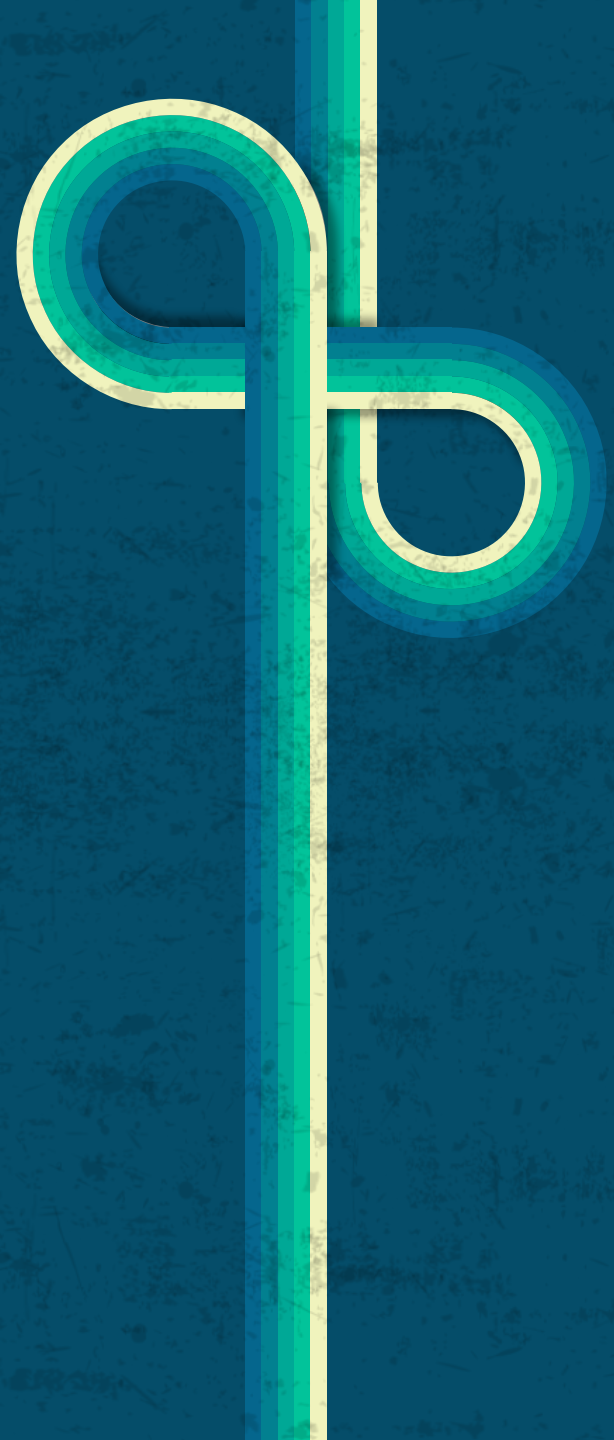
Participants will fill out a BINGO card with statements related to special education. As you meet other participants, then they will mark off statements that they have executed until someone gets BINGO.



02

Diagnosis

Medical vs. Educational



Did you know?

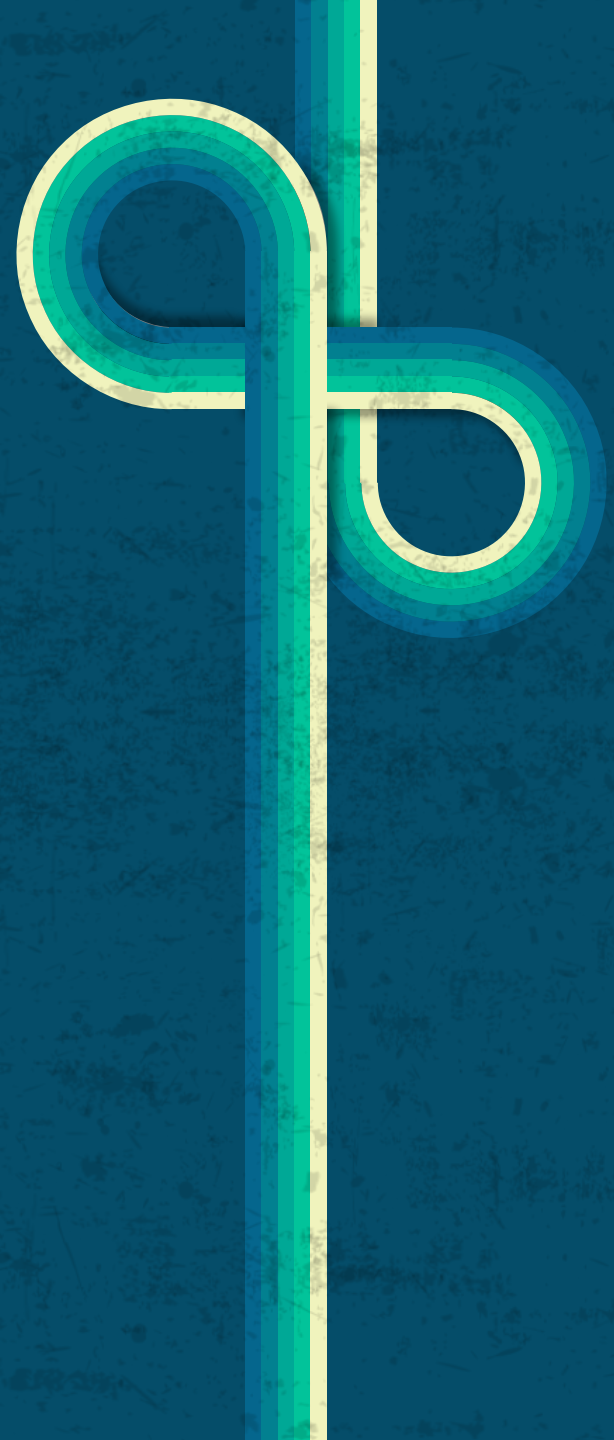
- **Medical:** It is the process of determining which disease or condition explains a person's symptoms and signs.
- **Educational:** It is the educational assessment of students in order to establish possible cognitive, emotional, health, perceptual, social and other factors that might be impacting on their academic achievement and school adjustment.
- In order to qualify for Special Education, then the regulations state that the impact of the disability has to cause an effect in the involvement and progress in the general education curriculum. A medical diagnosis of a disability does not mean a student is eligible for special education and related services. The student **MUST** meet specific rules. These are included in Virginia's State regulations for special education.

Which lens are you viewing through?

03

Mandates/Laws

State & Federal Laws





THINK.PAIR.SHARE.

Activity Time

- **Think:** Take about 30 seconds and think to yourself what laws/mandates govern the Special Education process
- **Pair:** Once the 30 seconds is over, then turn to your shoulder partner and compare your answers
- **Share:** Now, share your ideas with the entire group

Mandates/Laws

IDEA (Individuals with Disabilities Education Act)

This is the primary federal law governing special education. It ensures that children with disabilities receive a free appropriate public education (FAPE) tailored to their individual needs. IDEA outlines the requirements for individualized education programs (IEPs), procedural safeguards, and the provision of related services.

Section 504 of the Rehabilitation Act

This law prohibits discrimination against individuals with disabilities in programs receiving federal financial assistance. Section 504 mandates that schools provide equal access and reasonable accommodations to students with disabilities to ensure they can participate fully in educational activities.

ADA (Americans with Disabilities Act)

ADA prohibits discrimination against individuals with disabilities in all areas of public life, including education, employment, and access to public services. It ensures that students with disabilities have equal opportunities and access to educational programs and services.

ESSA

ESSA replaced NCLB in 2015 and continues to govern various aspects of education policy, including special education. ESSA provides states with more flexibility in designing their education systems, emphasizing accountability, state-driven improvement plans, and support for struggling schools, including those serving students with disabilities.

THE INDIVIDUALS WITH DISABILITIES ACT

ORIGINALLY CALLED THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975

FREE AND APPROPRIATE EDUCATION (FAPE)



STUDENTS GET A UNIQUE AND INDIVIDUALIZED EDUCATION AT THE EXPENSE OF THE PUBLIC



INCLUDES RELATED SERVICES

WORKS IN ACCORDANCE WITH THE I.E.P.



PARENT INVOLVEMENT



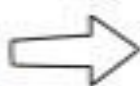
PARENTS MADE TO TAKE PART IN ELIGIBILITY DECISIONS FOR SPECIAL SERVICES.

PARENTS ARE ABLE TO CHALLENGE DECISIONS



LEAST RESTRICTIVE ENVIRONMENT (LRE)

LAW INTENDS FOR STUDENTS WITH DISABILITIES TO BE EDUCATED, TO THE GREATEST EXTENT POSSIBLE, WITH STUDENTS THAT DO NOT HAVE A DISABILITY



GOAL TO MOVE THE CHILDREN INTO REGULAR CLASSROOMS

CONFIDENTIALITY PROTECTION

SPECIFIC EYES ONLY



THE SCHOOL HAS THE RESPONSIBILITY TO PROTECT THE CONFIDENTIALITY OF THE STUDENT

RELEVANT SCHOOL STAFF HAVE THE RIGHT TO REVIEW THE DOCUMENT

INDIVIDUALIZED EDUCATION PLAN (I.E.P.)



MODIFICATIONS
ACCOMMODATIONS
RELATED SERVICES
DURATION OF SERVICES
PLEP

MANIFESTATION



A CHILD SHOULD NOT BE PUNISHED FOR A BEHAVIOR IF THE BEHAVIOR IS A DIRECT RESULT OF THE STUDENT'S DISABILITY

TRANSITION SERVICES



DESIGNED TO HELP STUDENTS TRANSITION FROM FROM SCHOOL TO A WORK ENVIRONMENT.

INCLUDES VOCATIONAL TRAINING



PROCEDURES FOR PROTECTION OF RIGHTS



PARENTS MUST CONSENT TO AN EVALUATION IN WRITING

IF BOTH PARENTS AND THE SCHOOLS CANNOT COME TO AN AGREEMENT, MEDIATION WILL TAKE PLACE



PARENTAL ACCESS TO STUDENT RECORDS



TRANSLATORS REQUIRED WHEN NEEDED



APPROPRIATE EVALUATIONS

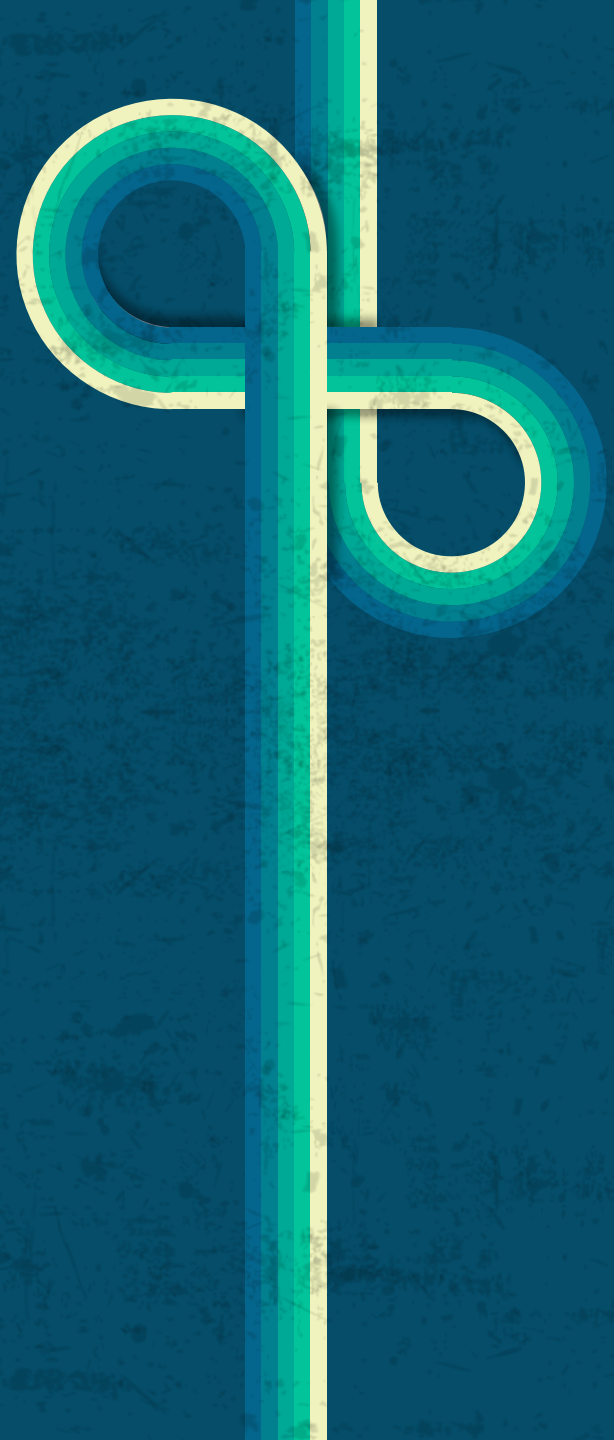


SCHOOLS SHOULD USE A VARIETY OF ASSESSMENT METHODS IN THEIR EVALUATIONS

04

Evaluation

People & Process



| REGULATION | ACTION | TIMELINE | |
|--|---|--|--|
| | | Calendar Days | Business Days |
| 8VAC20-81-50 (D) Referral | Referral to Administrator for Special Education Evaluation (SPED). SPED Administrator must: | | |
| | Initiate Eligibility Evaluation Process, or require that School Based Team review and respond, or deny the request. | | Within 3 days from receipt of referral |
| | School Based Team must meet to review the referral from SPED administrator. | | Within 10 days from receipt of referral |
| | School-based team must refer to SPED administrator for evaluation for special education if determined appropriate. | | Within 3 days from receipt of referral |
| 8VAC20-81-60 (B) Initial Evaluation | Evaluation must be completed and decision on eligibility made.* Unless child is not made available, enrolls in school after the beginning of 65-day timeline, or more information is needed, and the parents agree to extend. | | Within 65 days of receipt of referral by SPED Administrator/ designee.* |
| 8VAC20-81-70(D) Evaluation/ Reevaluation | Evaluation reports must be available to parents to review before a meeting to determine eligibility. | | No later than 2 days before the meeting |
| | Copies of evaluation reports to be provided to parents at the eligibility meeting or immediately following but: | No later than 10 days after the meeting | |

| REGULATION | ACTION | TIMELINE | |
|---|--|---|--|
| | | Calendar Days | Business Days |
| 8VAC20-81-70(E) Evaluation/ Reevaluation | Reevaluation shall be conducted at least once every 3 years or, if the school, parent or teacher requests a reevaluation. It must be completed within: | | 65 days of receipt of referral by SPED administrator or designee; same exceptions as for initial eligibility-8VAC20-81-60 |
| 8VAC20-81-110(A) Individualized Education Program | IEPs must be in effect at the beginning of each school year except for children parentally placed in private school. | | |
| 8VAC20-81-110(B) IEP | IEPs must be developed as a result of initial or redetermination of eligibility , if the IEP team decides changes are needed or if the parent request changes. | Within 30 days | |
| | IEP must be implemented as soon as possible following parent consent. | | |
| | A copy of the IEP must be provided to parents at the IEP meeting or: | Within 10 days | |
| 8VAC20-81-120 Children who Transfer | IEP meeting must be held after the new school completes its evaluation and determines eligibility. | Within 30 days | |
| 8VAC20-81-170 (G) Access to Records | School must comply without delay , especially when needed for any IEP or dispute resolution proceeding and: | In no case than 45 days from request | |
| 8VA20-81-180(A) Transfer of Rights | Student and Parent to be notified of transfer of rights to the student at least one year before he reaches the age of majority (18). | | |

Evaluation n Role-Play



Members of the Evaluation Team

- Parent
- Local Education Authority (LEA)
- School Psychologist
- School Social Worker
- General/Special Education Teacher
- Related Services: Speech Language Pathologist, Occupational Therapist, Physical Therapist, Assistive Technology, Adaptive Physical Education, etc. (specialists vary based on the need of the student)

Disagree or Agree

If a parent doesn't agree with the findings, then they have the right to request an I.E.E. (Independent Educational Evaluation).

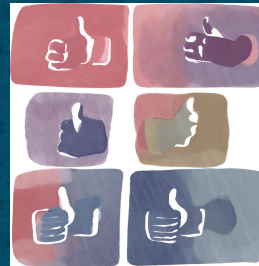
Straight from the regs: Sec. 300.502 Independent educational evaluation

(1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section.

(2) Each public agency must provide to parents, upon request for an independent educational evaluation, information about

where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations.

If a parent agrees and their child is eligible for special education services, then the district must ensure a free appropriate public education is being provided to all eligible students. Then, the school district has 30 calendar days to write the IEP.

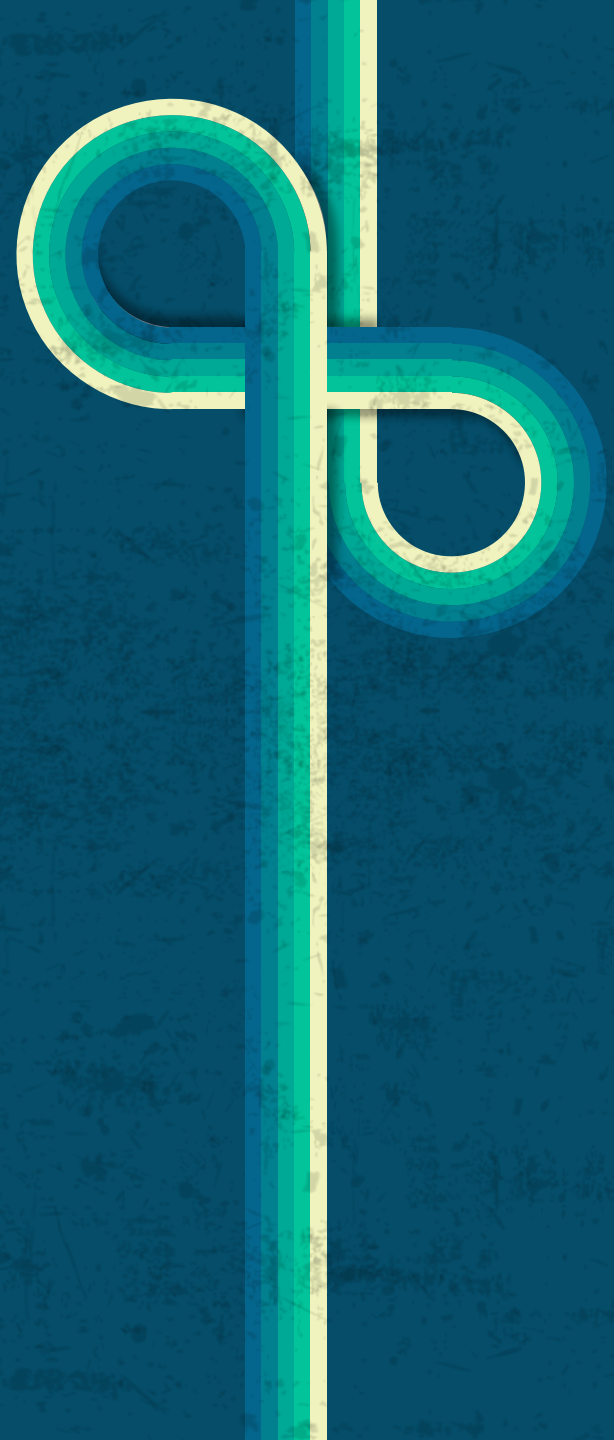


The IEP, Individualized Education Program, is a written document that's developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year.

05

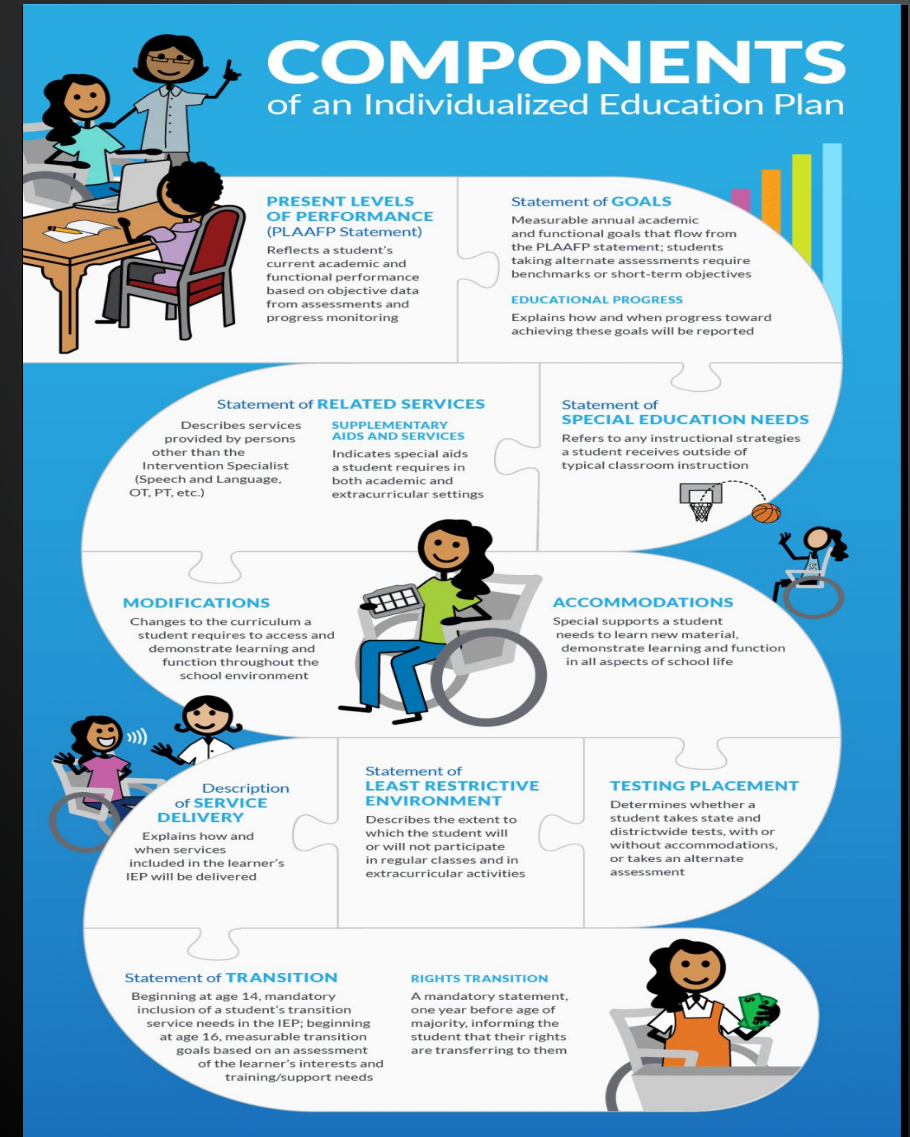
I.E.P.

Individualized Education Program



IEP Components

An Individualized Education Program (IEP) typically consists of several key components, designed to outline the specific educational needs and goals of a student with a disability. The parts of an IEP generally includes about 11 or more different areas that address the student's needs.



LRE (Least Restrictive Environment)

The LRE is the educational placement that provides the student with disabilities the maximum appropriate opportunity to participate in the general education curriculum alongside their non-disabled peers, to the greatest extent possible. It outlines the rationale for the chosen placement and any supports or accommodations needed to facilitate the student's successful inclusion in the general education setting. The LRE ensures that the student is placed in the least restrictive environment that meets their individual needs, while still allowing access to the general education curriculum and providing opportunities for interaction with non-disabled peers.

Least Restrictive Environment (LRE)-

1 GENERAL EDUCATION CLASSES

NO SUPPORTS

← GOAL!

2 INCLUSION

SPECIAL ED TEACHER SUPPORTS WITHIN THE GENERAL ED CLASSROOM

3 RESOURCE ROOM

STUDENTS ARE PULLED OUT OF THEIR REGULAR CLASSES TO MEET WITH RESOURCE TEACHER.

4 SELF-CONTAINED

STUDENTS ARE TAUGHT BY SPECIAL EDUCATION TEACHERS WITH OTHER SPECIAL EDUCATION STUDENTS ONLY.

5 SEPERATE SCHOOLS

STUDENTS ATTEND SCHOOLS SPECIFICALLY FOR STUDENTS WITH DISABILITIES

6 RESIDENTIAL

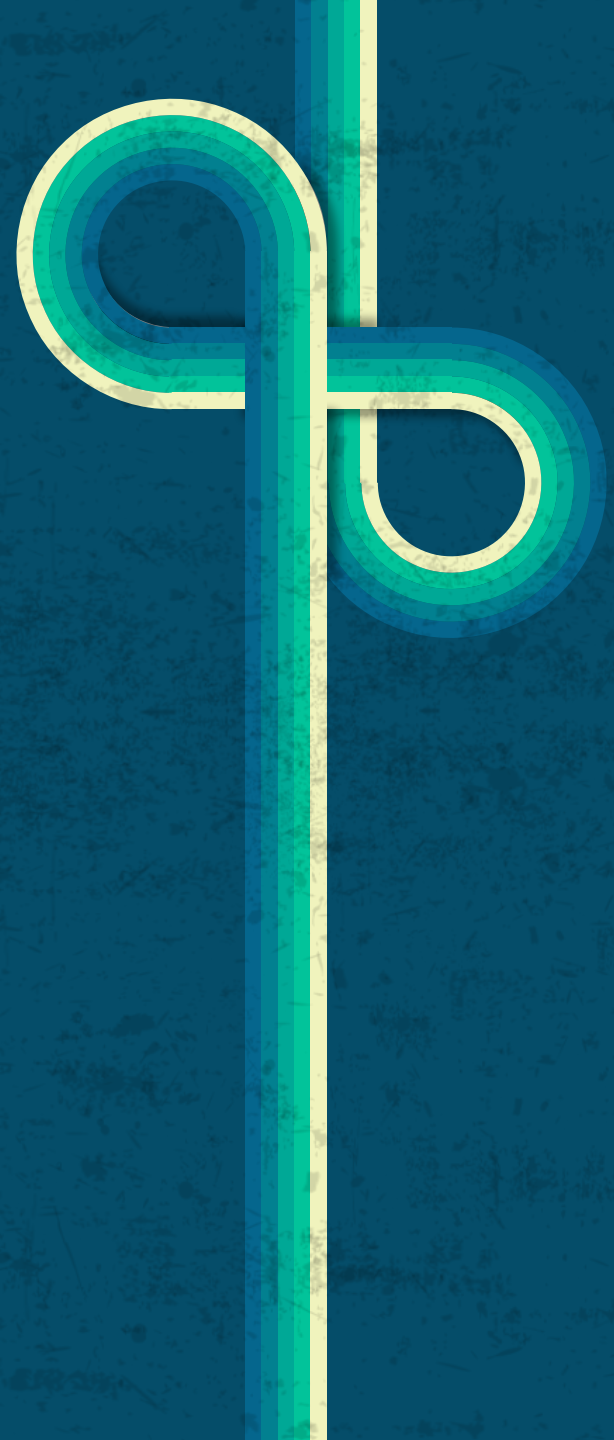
STUDENTS PERMANENTLY RESIDE AT THEIR SCHOOL FOR SPECIAL NEEDS



06

Instruction

Strategies & Resources



Strategies



Structured Learning Environment

Create a classroom environment that is predictable and organized. Use visual schedules, clear routines, and defined classroom areas (e.g., a reading corner, a quiet area) to help students feel secure and understand what is expected of them.



Scaffold Instruction

Break down learning into smaller, manageable steps, providing support at each stage until students can perform a task independently. Scaffolding can include modeling, prompts, and cues, gradually reduced as the student gains mastery.



Differentiated Instruction

Adapt teaching methods and materials to meet the varied learning styles and abilities of students. This might include offering different ways for students to complete an assignment or understand a concept, such as through hands-on activities, interactive digital tools, or group discussions.



Multi-Sensory Learning

Use teaching methods that involve multiple senses (sight, sound, touch, movement) to help students process and retain information. For example, using manipulatives for math lessons or acting out scenes from a story can enhance learning for students with diverse needs.



Frequent Feedback & Assessment

Provide regular feedback to students about their progress. Use assessments that are appropriate for the students' abilities and learning goals, and use the results to inform instruction and make necessary adjustments.



Positive Behavior Supports

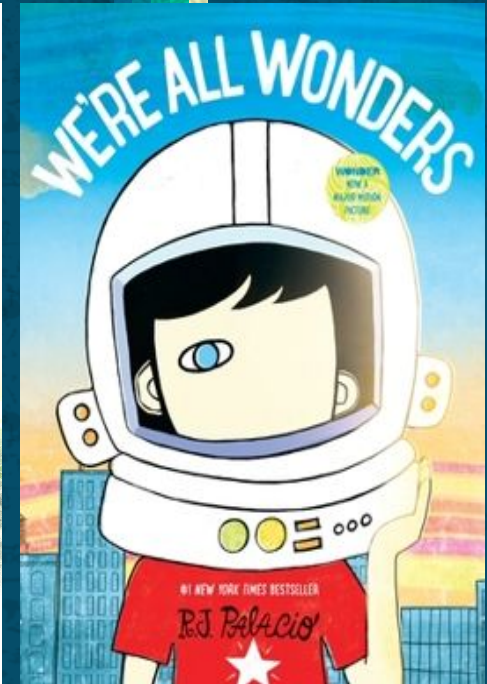
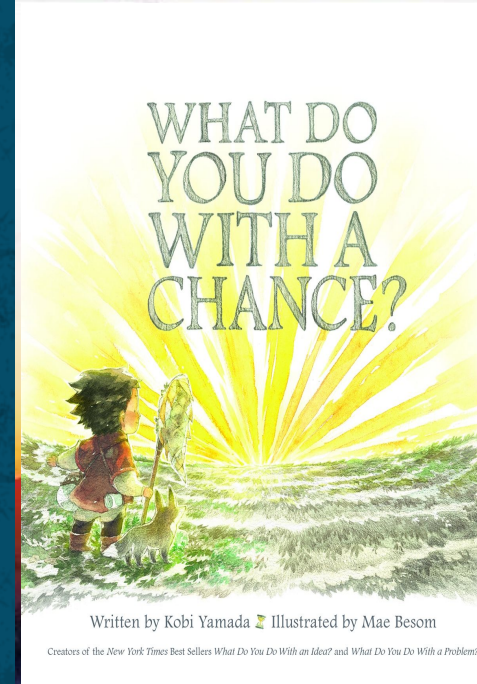
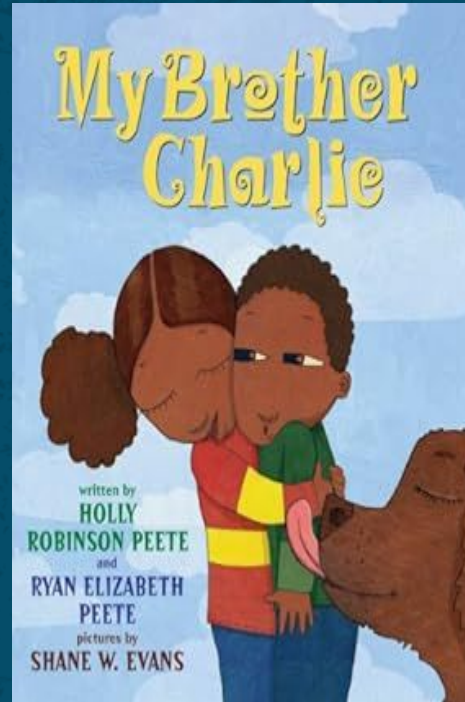
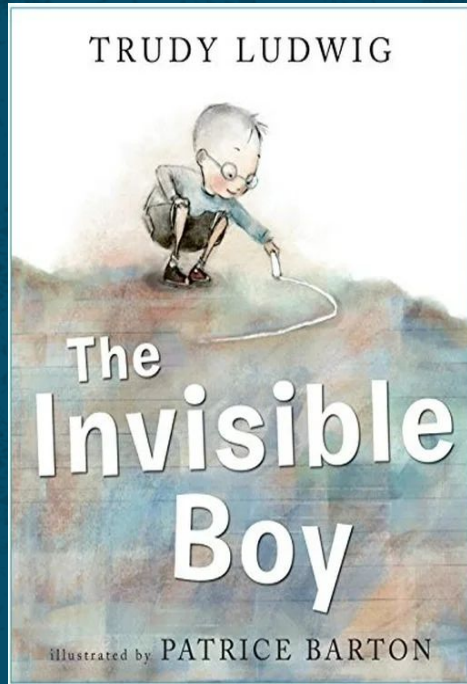
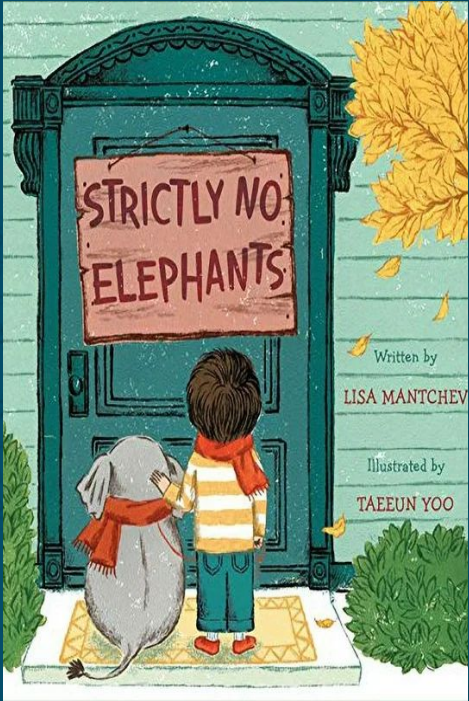
Implement strategies that promote positive behavior, such as clear expectations, rewards for positive behavior, and consistent consequences for inappropriate behavior. A focus on reinforcing good behaviors can improve the classroom atmosphere for all students.

Tangible Resources



- Reading List Bookmark
- Finger Pointer/Focuser
- Telephone/Fluency
- Reading Highlighter
- Reading Response Journal
- Emotion Checker Pin

Culturally Relevant Books for Students with Disabilities



Culturally relevant books for students with disabilities are essential for promoting literacy and empathy, and they play a critical role in helping all students understand and appreciate diversity in abilities and backgrounds. By incorporating these books into the curriculum, educators can support the development of more inclusive, understanding, and empathetic individuals and communities.

Remember.....



“Books are mirrors when readers see their own lives reflected in the pages, windows when they allow readers a view of lives and stories that are different from their own, and sliding glass doors when readers feel transported into the world of the story and when they feel empathy for the characters.” (Dr. Rudine

Sims-Bishop)

Reflection (Positive Word Stone)

Step 1

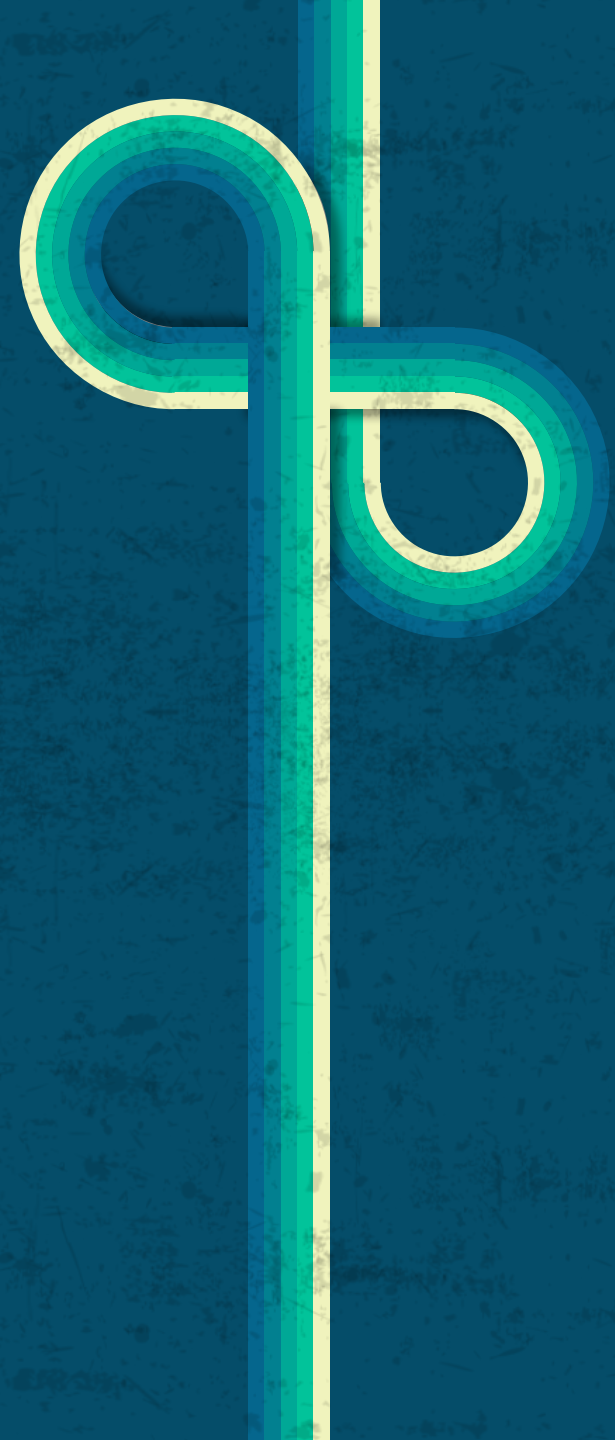
Flip your stone over!
What word is inscribed
on your Positive Word
Stone?

Step 2

Reflect on how this
word represents a
guiding principle or
source of strength in
your journey to
becoming an
educator.

Step 3

How do you plan to
integrate the values
represented by your
Positive Word Stone
into your teaching
practices and
classroom
environment?



Thank

Do you have any questions?
you!

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