

Special Education Requirements



**CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT**

603 CMR 28.00: Special Education



The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

School Facilities



- **Facilities.** The school district shall provide facilities and classrooms for eligible students to maximize the inclusion of such students into the life of the school.
- **Facilities and classrooms serving only students with disabilities** shall be at least equal in all physical respects to the average standards of general education facilities and classrooms.
- **Resource rooms and separate classrooms for students with disabilities** shall be given the same priority as general education programs for access to and use of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students.

Instructional support



- The District shall implement the plan developed and adopted by the district to ensure that efforts have been made or will be made to meet the needs of diverse learners in the general education program. The District shall promote instructional practices responsive to student needs and shall ensure that adequate instructional support is available for students and teachers.
- Instructional support shall include remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c. 71B, § 2.

Instructional Support



- The principal may consult with the Administrator of Special Education regarding accommodations and interventions for students. Such efforts and their results shall be documented and placed in the student record.
- Additionally, if an individual student is referred for an evaluation to determine eligibility for special education, the principal shall ensure that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility.

Referrals and Assessments



- When a student is referred for an evaluation to determine eligibility for special education, the school district shall send written notice to the student's parent(s) within five school days of receipt of the referral.
 - The student may be referred by the parent or the district
- The district must complete an assessment in all areas related to the suspected disability.
 - Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impression, and shall define in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them
 - Summaries of assessments shall be completed prior to discussion by the Team and, upon request, shall be made available to the parents at least two days in advance of the Team discussion at the meeting occurring pursuant to 603 CMR 28.05(1).

Annual reviews and three-year reevaluations.

- The school district shall review the IEPs and the progress of each eligible student at least annually. Additionally, every three years, or sooner if necessary, the school district shall, with parental consent, conduct a full three-year reevaluation consistent with the requirements of federal law.

Convening the TEAM



Within 45 school working days after receipt of a parent's written consent to an initial evaluation or reevaluation, the school district shall:

Provide an evaluation; convene a Team meeting to review the evaluation data, determine whether the student requires special education and, if required, develop an IEP in accordance with state and federal laws;

And provide the parents with two copies of the proposed IEP and proposed placement, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e); or, if the Team determines that the student is not eligible for special education, the school district shall send a written explanation of the finding that the student is not eligible.

Convening the TEAM



The evaluation assessments shall be completed within 30 school working days after receipt of parental consent for evaluation. Summaries of such assessments shall be completed so as to ensure their availability to parents at least two days prior to the Team meeting.

If consent is received within 30 to 45 school working days before the end of the school year, the school district shall ensure that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than 14 days after the end of the school year.

Contents of the IEP



- Upon determining that the student requires special education and based upon the evaluative data, the Team shall write an IEP for the student and decide the student's placement. The IEP shall describe the special education and related services that the student requires and shall include all elements required under federal and state law.
- (a) The IEP shall include specially designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or may consist solely of related services that are necessary to allow the student to access the general curriculum, consistent with federal and state requirements.
- (b) The Team shall carefully consider the general curriculum, the learning standards of the Massachusetts Curriculum Frameworks, the curriculum of the district, and shall include specially designed instruction or related services in the IEP designed to enable the student to progress effectively in the content areas of the general curriculum.

Accommodations and Modifications



**ACCOMMODATIONS AND MODIFICATIONS....
ARE THEY THE SAME?**

**MODIFICATION: THE WHAT....
ACCOMMODATION: THE HOW....**

Accommodations vs Modifications



TEA Division of IDEA Coordination

Content Modifications vs. Instructional Accommodations A CHART TO FACILITATE COMMUNICATION

	Instructional Accommodation	Instructional Modification
EXPLANATION	<p>Changes <u>how</u> the content is</p> <ul style="list-style-type: none">• taught,• made accessible, and/or• assessed. <p>Accommodations <u>DO NOT</u> change what the student is expected to master. The objectives of the course/activity remain intact.</p>	<p>Also changes <u>how</u> the content is</p> <ul style="list-style-type: none">• taught,• made accessible, and/or• assessed. <p>Modifications <u>DO</u> change <u>what</u> the student is expected to master. Course/activity objectives are modified to meet the needs of the learner.</p>

Accommodations vs. Modifications



TEA Division of IDEA Coordination

Content Modifications vs. Instructional Accommodations

A CHART TO FACILITATE COMMUNICATION

	Instructional Accommodation	Instructional Modification
EXAMPLES	<ul style="list-style-type: none">• One-on-one or small group instruction• Extended time on assignments and/or assessments• Braille or large print materials• Shortened assignments and/or assessments• Slant boards or study carrels <p>Oral administration of subject-area tasks that do not assess decoding/reading comprehension</p>	<ul style="list-style-type: none">• Instruction that focuses on selected grade-level standards instead of all of the standards for the grade-level course• Changes in the scoring rubrics or grading scale• Reducing the complexity of the activity (e.g., only one step as opposed to multiple steps to solve a problem) <p>Cueing or prompting the student during a grade-level activity</p>

MODIFICATION = What
ACCOMMODATION = How

adapted from: Texas Project FIRST
<http://texasprojectfirst.org/ModificationAccommodations>

Following the IEP



What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

☐

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

☐ Content: ☐

☐ Methodology/Delivery of Instruction: ☐

☐ Performance Criteria: ☐

Use multiple copies of this form as needed.

IEP 2

Massachusetts DESE/Individualized Education Program

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It's the law- The signed IEP is a legal contract

Inclusion and Collaboration



- **AS A DISTRICT WE MUST MEET THE DIVERSE LEARNING STYLES OF ALL STUDENTS IN ORDER TO ACHIEVE THE OBJECTIVE OF INCLUSION IN THE GENERAL EDUCATION CLASSROOM**
- **WE MUST COLLABORATE AND COMMUNICATE TO ACCOMMODATE DIVERSE LEARNING STYLES OF ALL STUDENTS IN THE GENERAL EDUCATION CLASSROOM**
 - Email
 - In house clinics
 - Common planning time
 - Coordination meetings/ supervision meetings with paraprofessionals.

The Special Education Regulations in full can be found at:
<http://www.doe.mass.edu/lawsregs/603cmr28.html>

End of Presentation