

SPECIAL EDUCATION UPDATES

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Estacada School District does not discriminate against an individual's race, color, religion, gender, sexual orientation, national origin, marital status, age or disability.

CONSENT REVOKED: HOW IT IS DONE AND WHAT IT MEANS.

Under the reauthorization of IDEA, a parent of a child can revoke consent for the continued provision of special education and related services.

So how is it done?

The revocation should be made in writing on a form provided by our special education department. This form indicates that the parent revokes consent for the provision of special education and related services

So what does this mean for the parent?

Understand that once consent is revoked, the student will be treated as a general education student, and that all of the IDEA rights with respect to special education will end.

District's are required to obtain permission from parents for consent for initial evaluations, initial services, reevaluation, and other school business. The term most often quoted is to make "reasonable" or "best" efforts.

So what is the difference.? In a most simplistic view "best" effort requires more effort than

Understand that, when it comes to disciplining a student for misconduct or misbehavior, the student won't receive the special education protections available only to students with a disability. That is, the student will be treated and disciplined in the same way as any other non-disabled student.

Understand that after consent is revoked, the school doesn't have to amend the student records to remove any references to his/her receipt of special education and other services.

Understand that, after revoking consent, again parents have the right to ask for an evaluation to determine if the student has a disability covered by the IDEA and needs special education and related service. Thus, we start over from the begin-

ning. And other things to think about. If a child is 18 years old or older, he/she may revoke the consent to special education and other services, unless you have a court order declaring him/her to be "incompetent," that is, unable to care for and make decisions for himself. Before the school may act on the students' revocation, the school must tell the family in advance that the services will be discontinued and when .

Parents can't revoke consent for some services and not others; it's all or nothing. For example, you can't revoke your consent for your child to get one-on-one instruction from a special education teacher but not revoke consent for transportation services to and from school

"REASONABLE" VS "BEST EFFORTS"

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| <p>"reasonable" effort and would be more open to interpretation.</p> <p>For Special Education, "reasonable" effort is required.</p> <p>So how does the Estacada School District define effort?</p> <p>"Reasonable":</p> <ul style="list-style-type: none"> • Request that parents sign | <p>document at school and/or</p> <ul style="list-style-type: none"> • Mail document : Letters or meeting notices. • Follow-up with phone call. • See Special Ed. Director <p>"Best":</p> <ul style="list-style-type: none"> • All of the above • Home or office visit • Legal interventions |
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In this complex world, it takes more than a good school to educate children. And it takes more than a good home. It takes these two major educational institutions working together.



STAFF, STUDENT, AND PARENTAL RELATIONS

POLICY JECAC

The Board believes that it is appropriate to assure that students have frequent and continuing contact with and support from both parents. In concert with that belief, the Board directs the administration to make all reasonable attempts to encourage parents to share in the rights and responsibilities of raising their students.

Further, the Board encourages both parents to be involved in their student's school affairs, and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of access to the student's education records.

In addition, the non-custodial parent has the following authority:

1. To receive and inspect education records and to consult with school staff concerning the student's welfare and education, to

the same extent as those rights the parent having sole custody enjoys.

2. To inspect and receive governmental agency and law enforcement records concerning the student to the same extent as is provided the custodial parent;
3. To consult with any person who may provide care and treatment for the student and to inspect and receive the student's medical, dental, and psychological records to the same extent as provided the custodial parent;
4. To authorize emergency medical, dental, psychological, psychiatric or other health care for the child if the custodial parent is, for practical reasons, unavailable; or
5. To apply to be the child's conservator, guardian ad litem, or both.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the non-

custodial parent at the time of enrollment or any other time a court order is issued.

A parent with sole custody shall be requested to provide the district with written instructions regarding particular rights or privileges granted to the non-custodial parent.

Non-custodial parents will not be granted visitation or telephone access to the student during the school day.

The student will not be released to the non-custodial parent without written permission of the parent with sole custody.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

How to Tell a Parent Their Child Has a Disability.

It can be very difficult to tell parents that their child has a disability. No one wants to have to say that and no parent wants to hear it. Therefore, as professionals it is important to approach parents with compassion and caring. There are positive ways to make sure that parents leave the meeting knowledgeable and informed and prepared to help their child.

Always have a written report to provide when you tell a parent their child has a disability. Make sure that it is clear, concise, and informative. Reports can be

brief but they should be complete.

Refrain from using professional jargon. Too many acronyms, abbreviations, or statistics can be confusing. Those things should be included in a professional report (along with relevant descriptions) but the meeting to review the report should not contain them. Make sure that you make everything meaningful in clear, descriptive terms.

Describe all of the strengths and weaknesses, or difficulties, of the child first. Always start with the positive. Let parents know what their child's abilities are. Then follow with a good description of their child struggles.

After describing the child's strengths and weaknesses, let the parent know what that profile of strengths and weaknesses is called. A parent should always know their child's profile before they are given a label. That gives meaning to the label.

Always describe the child first and disability second. For example, the children are never autistic or learning disabled. They are children with autism or a learning disability. The disability is only one aspect of who the child is and it is secondary to him/her as a person.

Give parents time to talk and ask questions. A parent may be full of questions or may have examples of their child that are relevant. Be patient and listen.

Focus on the reason for evaluating the child and identifying the disability. The reason is to help the child. Therefore, the focus should be on how knowledge of the disability will feed into recommendations. What can be done now that we know what is happening with the child? What resources can the parent expect? How can the child make improvements? How can the child be set up for the most independent living situation possible? There is a ton of possibilities depending on the diagnosis. However, no diagnosis is complete without recommendations that are meaningful and helpful to the parent and the child.

LEARNING STYLES AND PARENT COMMUNICATION

Learning is reflected in the way we respond to environmental, social, emotional and physical stimuli, to understand new information. Learning style is defined as the way that information is processed. It focuses on strengths, not weaknesses. There is no right or wrong learning style.

Most children show a preference for one of the following basic learning styles: visual, auditory, kinesthetic/manipulative. It is not uncommon to combine the primary and secondary learning styles.

Parents also show a preference for one of these learning styles. It is not unusual for parents to prefer a different style of learning than their child. It is important to communicate with parents about strategies that work effectively with students in order to understand their learning style.

Visual learners learn by watching. They call up images from the past when trying to remember. They picture the way things look in their heads. Forty percent of secondary students fall into this category.

Auditory learners tend to spell phonetically. They can sometimes have trouble reading, because they don't visualize well. These students learn by listening and remember facts when they are presented in the form of a poem, song, or melody.

Kinesthetic learners learn best through movement and manipulation. They like to find out how things work and are often successful in the arts, such as carpentry, or design. These students make up fifty percent of secondary students. They often have difficulty learning in a traditional setting.

Knowing a child's preferred learning style can help interest a child in new learning material. With this information, educators can also learn which style a child needs to learn best. Only 10 percent of secondary students learn best by listening, but 80 percent of instructional delivery is auditory.

You may have found that you use different learning styles in different situations. A student does the same. If a child is having difficulty in school, the teachers will want to explore the best ways for the child to learn in school. So discuss this with his/her parents. And use the same learning style at home.

Another consideration is the environment in which people learn best. While tradition tells us to have a quiet room, well lit with a straight back chair, some children learn best in a more chaotic environment. Loud music, laying on the bed, and a dimly-lit environment may be the best study situation for others.

Trying different methods of learning may prevent children from feeling frustrated and inadequate when they are not able to work up to their potential. Experimenting with different learning styles and environments may improve the child's accomplishments and feelings of achievement.

*Like all parents,
my husband and
I just do the best
we can, hold our
breath and hope
we've set aside
enough money
for our kid's
therapy!*

*Actress
Michelle Pfeiffer*

Early Intervention and Early Childhood Special Education Services

Clackamas Education Service District (CESD), in partnership with Estacada School District, Largest programs are Early Intervention and Early Childhood Special Education classes

Services encompass any number of combinations of home visits, learning groups, or consultations, which are outlined in the family's Individual Family Service Plan (IFSP). Children can be found eligible for the EI program in a number of different areas includ-

ing, Developmental Delay, Hearing Impairment, Vision Impairment, Communication Delay, Orthopedic Impairment, etc.

Anyone who has concerns about a child can contact our program to express concerns about a child, though a parent is the only one who can initiate the evaluation process.

To find general developmental stages for ages 0-3, go to <http://www.clackesd.k12.or.us/ece/eiece.html> and review their Developmental Checklist.

The Early Childhood Special Education program includes children from 3 years old to school age. (A child needs to turn 5 before September 1 of that school year to be considered "school age.")

If a children are already enrolled in our EI program, then they are re-evaluated according to different guidelines to determine eligibility for ECSE. The eligibilities differ slightly and are more in line with school-age special education eligibilities.

A new child in this program goes through an evaluation process similar to that of EI and the families of these children are served according to the outline in the service plan generated when the child is found eligible.

ECSE children receive similar services to the EI program.

You may contact us directly at Estacada School District Special Services Department at 503-630-6871 #2904 or contact the Clackamas Education Service District Early Intervention Programs at 503-675-4097.

Estacada School District

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We are on the web
www.esd108.org

*“A student friendly
learning environment”*

Compulsory Attendance Notices and Citations** JEA-AR

Compulsory attendance citations may be issued by the superintendent or designee as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:

1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine that the parent or guardian has either failed to enroll his/her student or to maintain the student in regular attendance. Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period in which school is in session;
- b. Verify the compulsory attendance violation through such means as match the attendance supervisor's records with the classroom teacher's records;
- c. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours of verification of the violation. If the student is a youth offender on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the absence;
- d. Serve the notification personally or by certified mail. The notification will be written in the native language of the parent or guardian;
- e. Ensure that notification includes a statement requiring the student to appear on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- f. Provide a copy of the notice and pertinent attendance records to the superintendent or designee at the time notice is given to the parent or guardian;
- g. Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.

Homeless Students ** JECBD

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law. The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless.

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend his/her school of origin, located out of district. The request will be considered based on the best interests of the student. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students.

For more information or questions about this policy or to refer a student for homeless services, contact Terri Lloyd at 503-630-6871 # 2904 or e-mail: lloyd@estacada.k12.or.us.

** Complete policy can be viewed at www.esd108.org