



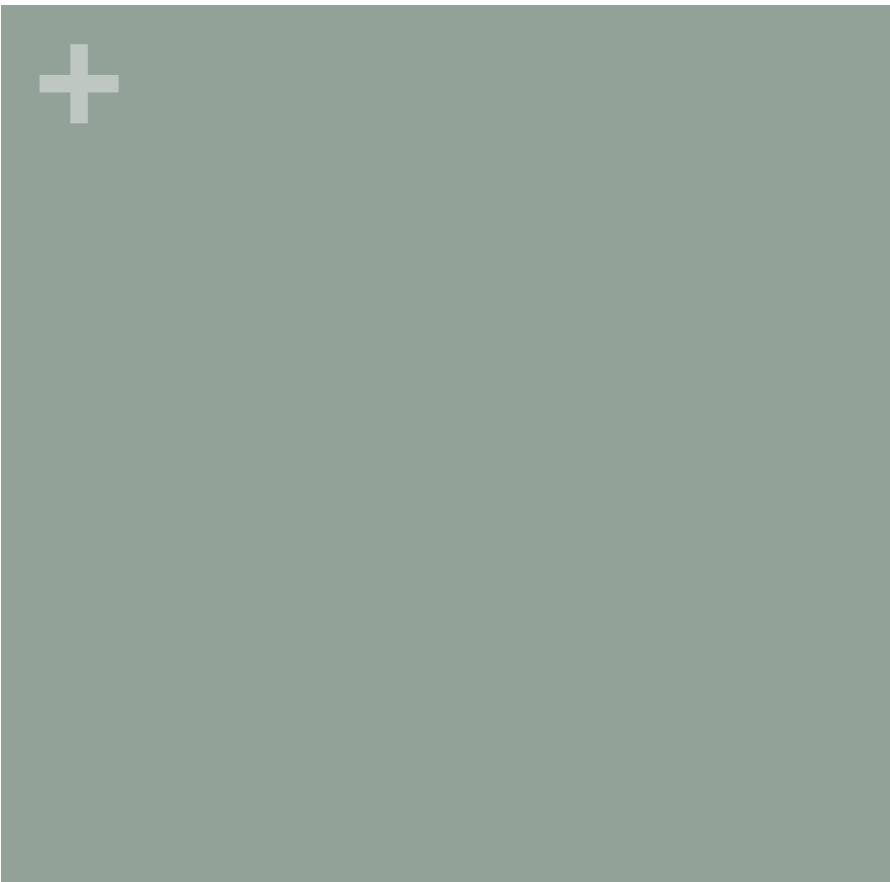
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# Education for All

## Society's greatest Investment



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# Preamble to the U.S. Constitution

- We the people, in order to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty, for ourselves and our posterity. Do ordain and establish this constitution, for the United States of America.



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# Establishing Access for All

- All children between the ages of 5-21 have access to public education without tuition collected. (0-21 for children with special needs)
- Schools must be within a reasonable distance from the child's home.
- Transportation to and from school will be provided.
- All children regardless of race, religion, gender, location or disability have access to education.
- Professionally trained licensed educators will implement standard curriculum.



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# Targeting the Resources

- Well-trained professional educators and school leaders.
  - Increasing numbers of schools requiring masters level degrees for teachers.
- Ongoing professional development and continuing education.
- Fair compensation for Educators
- Efforts and resources focused on closing the gap and minimizing disparity.
- Keeping standards and curriculum objectives relevant to an increasing global society.



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# Legislation

## ■ Individuals with Disabilities Education Act (IDEA), 1975

- Free appropriate education to all children in a least restrictive environment
- Individualized Education Programs (IEP) are required for each child
- IEP must be monitored and implemented by a team of knowledgeable qualified personnel.

## ■ Public Law 99-457, 1986

- Appropriate education for all children ages 3-5 identified with a disability
- Provide developmental services to Infants and Toddlers identified with delays or disabilities.
- Each state implements 0-3 uniquely
- Individualized Family Service Plan (IFSP)



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# The Team

- Parent
- Special Educator
- General Educator
- Therapist/ Speech, OT, PT
- Psychologist
- School/District Leadership



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# Individual Education Plan

- Annual- with updates if needed
- Prior notification and permission obtained
- Identification of strengths- needs
- Disability code
- Goals and Objectives –SMART Outcomes
- Percentage of time in specific settings/classrooms and therapy
- Behavior/Sensory/Motivation/Communication plan if appropriate
- Transportation plan
- **Placement-** mandate is **Least Restrictive Environment**



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# The Definitions

- The **Least Restrictive Environment** mandate ensures that schools educate students with disabilities in integrated settings, alongside students without disabilities to the maximum extent appropriate. LRE *is not* a placement. The less a placement resembles a general education setting the greater the restriction.
- **Inclusion** refers to placement of students with disabilities in the general education classroom (mainstream)
- IDEA favors integration but recognizes that in very rare cases more restrictive environments are required in order to ensure educational progress.





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# Continuum of Options

- General Education Classroom
- Accommodation/supplementary aids
- In-class supplementary service
- Resource class/partial day
- Self-contained classroom in neighborhood school
- Private/specialized school-increasingly rare
- Hospital/Home



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# Next Steps

- Decision of final goal
  - High school diploma
  - Transition to community college/University
  - Community based/Functional life certificate
  - Vocational training
  - Transition to young adulthood/employment



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# Why?

- Integrated schools lead to integrated society.



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Fair isn't everybody getting the  
+ same thing. Fair is everybody  
getting what they need to be  
successful.

Thank You,  
Jane Krill Thompson, MS Ed