



Spring 2018

Special Education Quarterly Newsletter

WHAT WE BELIEVE! *Each child matters is at the heart of our efforts in the Department of Special Education. We are dedicated to creating all-inclusive schools with programs and services that promote the success of all students. We encourage and support collaboration between students, families and school staff. Students with disabilities are educated with their non-disabled peers, receiving the instructional programs and services available to our general education population.*

Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives.



The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick.



Important Characteristic of Children with Learning Challenges

Do your students have “GRIT”? Grit is a personal attribute that can help predict student success. So what is grit? Grit is “the quality that enables individuals to work hard and stick to their long-term passions and goals” (Perkins-Gough 14). To be gritty is “to be resilient in the face of failure or adversity” (Angela Duckworth, qtd. in Perkins-Gough 14). Perseverance, stick with-it-ness, and moving on beyond failure are the core components of grit.

Intelligence is thought to be the best predictor of success, research shows that grit is actually a much better predictor of success.

Grit can be taught— Grit means giving students opportunities to turn failure into success and letting them know that we learn valuable lessons through failure.

Example of Grit!

Did you know?

- ⇒ Albert Einstein Did not speak fluently until age 6
- ⇒ Had behavior issues that got him expelled from school
- ⇒ Failed his college entrance exams several times

Yet, he did not let those things stop him from reaching his goal of being a Physicist

Another Example of Grit!

Did You Know: Thomas Edison failed 10,000 ways before he invented the light bulb? His response when asked “I just found 10,000 ways that won’t work.”

“Every student can learn, just not on the same day, or in the same way.”



Learning Knows No Bounds



Brief Review of Special Education Law

Special Education Law & the IEP

An overview of special education laws, IEP, and your child's special education rights.

Special education laws give children with disabilities and their parents important rights. Individuals with Disabilities Education Act (IDEA) gives families of special education children the right to:

- have their child assessed or tested to determine special education eligibility and needs
- inspect and review school records relating to their child
- attend an annual "individualized education program" (IEP) meeting and develop a written IEP plan with representatives of the local school district, and resolve disputes with the school district through an impartial administrative and legal process.

Eligibility Under IDEA

Every school district is legally required to identify, locate, and evaluate children with disabilities (20 U.S.C. §1412(a)(3)). After the evaluation, the district may provide the child with specific programs and services to address special needs.

IDEA defines "children with disabilities" as individuals between the ages of three and 22 with one or more of the following conditions:

- intellectual disabilities
- hearing impairment (including deafness)
- speech or language impairment
- visual impairment (including blindness)
- emotional behavioral disorder
- orthopedic impairment
- autism
- traumatic brain injury
- specific learning disability, or
- other health impairment (20 U.S.C. §1401(3); 34 C.F.R. §300.8).
- Multiple Disabilities

For your child to qualify for special education under IDEA, it is not enough to have one of these disabilities. There must also be evidence that the disability adversely affects your child's educational performance.

Once a child is found eligible for special education, subsequent evaluations take place at least every three years. If you are not satisfied with the initial evaluation or you feel your child's disability or special education needs have changed, your child is entitled to more frequent assessments, and even outside or independent assessments (20 U.S.C. §1414; 34 C.F.R. § §300.301-306).



Common reasons a child might be found ineligible for special education services

- **Your child does not meet criteria for one of the disabilities recognized within special education.** The school is required to follow federal guidelines in determining eligibility for special education. Each disability has a federal definition and a strict set of guidelines for determining if a student meets that definition. Some school districts are more flexible with those guidelines, some follow them strictly. If a student does not meet the criteria for a disability, he or she will not be eligible to receive special education services.
- **Your child has a disability, but there is not a documented educational impact.** If a student is has a diagnosed disability, it does not automatically mean a child will receive special education services. The disability must be creating an adverse effect on education. The way a school measures this adverse effect on education will vary. Some schools compare educational testing to cognitive testing to see if the child is learning to his or her ability level. Other schools will use grades or more qualitative information.
- **Your child learns more slowly than other children, but does not qualify for Specific Learning Disability.** Testing revealed that your child has difficulty learning, struggles to learn new concepts, and it has greatly impacted educational performance. Despite these difficulties, special education services cannot be obtained because this is not considered a “disability.” These are the students who will need the most support within the regular education environment.

Good Things Are Happening in SJISD Special Education Services

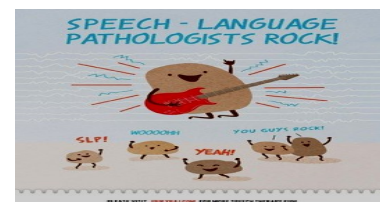
Students are learning through business partnerships

- * Participating in the Parkinson Canine Detection Project
- * Mentoring with local Mechanics and learning transferrable skills
- * Mentoring in Culinary Arts
- * UW Labs for students in Grounds Keeping and Hospitality
- * In class they are learning emotional regulation
- * General education students sharing experiences and offering emotional support

PARAPROFESSIONAL:
The heartfelt hero. Using their talents to help students discover their own. Dedicating their time and energy each day to the students in their care, and doing it all while meeting the individual needs of many.



#schoolheroes
Teresa Kwant



Primary Language Development : Parent tips

Theme: “Model good sentences”

Say 5 things you do to celebrate a holiday

List 5 things in your toy box

Name 5 things in a category at a grocery store

Tell one thing you did today

Color a picture than describe it

Word of the day! Pick a word and use it throughout the day

Highlights of our Students Talents



Nadia



Ashlynn

Paper Friends

By: Zach Crichton 03/15/2018

*Deep books take me places I can never go
Cities with names that I do not know
Unlikely friends, with strange names
Find us in South Pole cold, tropical heat,
Cyclones, earthquakes with people I've yet to meet.
I climb steep mountains, raft down raging rivers,
Ride wild horses...
They don't know I'm with them, racing just behind
But I keep up, if only in my mind.
All I do is listen, that is how I read, That is how I travel, this is
what I need.*