

MTSS, IEP & 504



*Lexington City Schools
Jacket Parent Academy*

The Importance of Support/Special Services Staff

Support/ Special services staff play a very important role in the lives of students.



- Ensure students are safe and have the maximum support available to learn and progress in their learning environment
- Promote positive and trusting relationships with students to improve the school atmosphere/conditions
- Ensure all students have the necessary interventions needed to thrive
- Encourage parent involvement for student success



Support & Special Services Staff Dr. Horton, District Director

EC Support Staff/EC Coordinators

SWEGA: Mr. Hughes, Mrs. Spratt

Pickett: Ms. Calope, Ms. Peracho

Charles England: Mrs. Gunter, Ms.
Randleman, Mrs. Teague

South Lexington: Mrs. Murray, Ms.
Anderson, Ms. Belverd

LMS: Mr. Cole , Mr. Palmer

LSHS: Mr. Chucci, Mr. Lee, Ms. Lehmkuhl,
Mrs. Shoaf

MTSS Specialists

Mrs. Loflin (District)

Mrs. McElveen (Pickett)

Mrs. Swink (SWEGA)

Mrs. Hower (South Lexington)

MTSS-What Is It?

Multi-tiered Support System

Help Schools Identify Struggling Students Early and Intervene Quickly

HOW ?

Screening Process



Integrated Plans



MTSS Screening Process

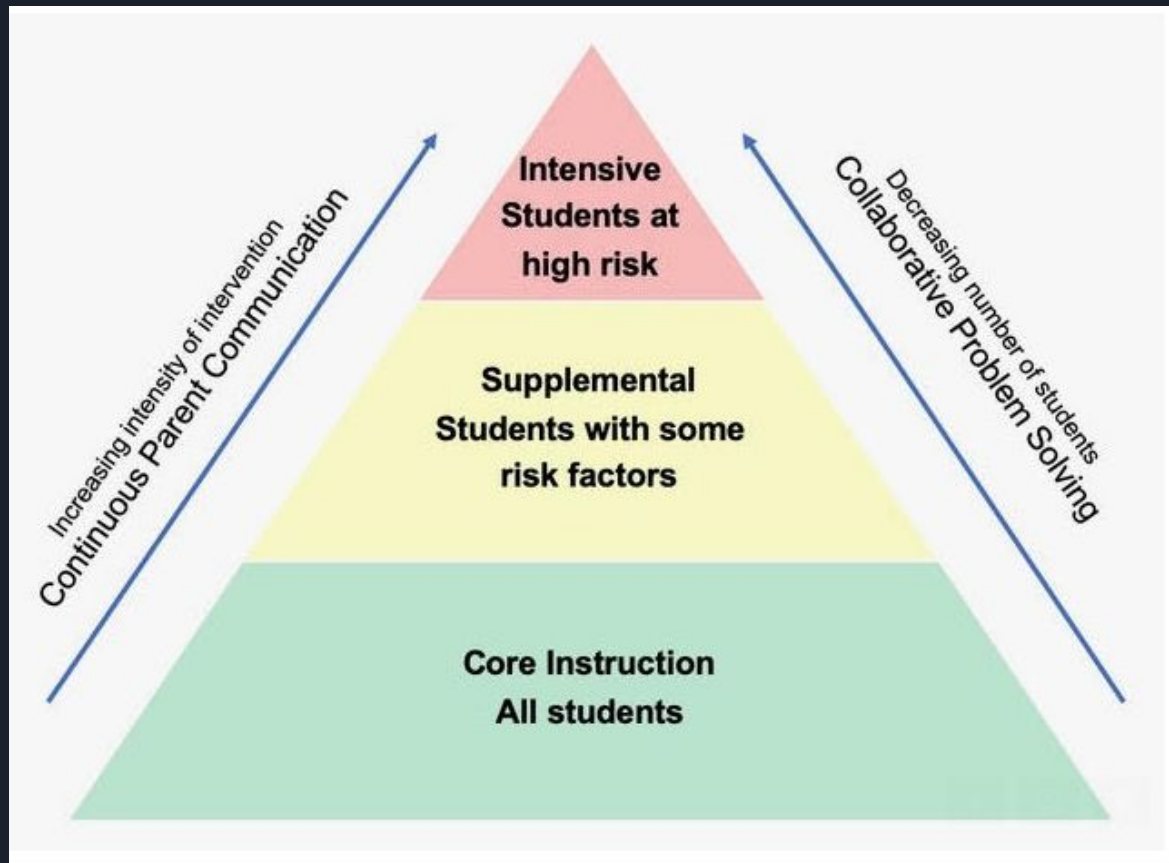
- Universal screening process takes place using appropriate measures to identify students with poor learning outcomes.
- Learning outcome elements include difficulty with academics, behaviors, social settings and emotions. School completion and college and career readiness are also assessed among the learning outcomes.
- Should reflect student needs and strengths relating to their cultural and linguistic (language) backgrounds
- Include TEAM support (teachers, counselors, psychologists and other specialties involved in student's learning). Include staff professional development so staff can provide interventions, monitor student progress effectively and determine if additional interventions are necessary.

Integrated Plans for Students

- Focuses on the “Whole Child”
- Addresses the student’s academic growth, behavior, emotional and social needs, absenteeism
- Includes family involvement so parents and caregivers can understand the interventions and provide support at home
- And again, includes all involved in the care of the student while in the academic setting (the TEAM)



Tier Diagram





Tier 1 & 2

Tier 1: Core Instruction

All students in general education classrooms are in this tier.

Teachers will use various types of instruction to determine the area of need.

Students may be placed in small groups based on student strengths or needs.

Students who continue to need support may then move to Tier 2.

Tier 2: Supplemental Instruction

Students still attend lessons in Tier 1 with the whole class

Students receive supplemental support through teacher-led small group lessons. Students can receive additional interventions as well.

Progress monitoring will occur to decide next steps.

Tier 3

Tier 3: Intensive Instruction

Can include small group work

Can include individual lessons

Student will spend the majority of the time in the general classroom setting; however, student may be pulled from the classroom for additional assistance.



Note: Parents, if you feel your child needs additional support, please talk to your child's classroom teacher.

MTSS & Special Education



- The MTSS process can help identify students who need additional support.
- A referral to special education is usually the next step if students aren't making enough progress while in Tier 3.
- Special education refers to a range of services that help kids with disabilities learn. These services can be provided in different ways and in different settings.
- Students who qualify for special education have an IEP.

What is an IEP? Individualized Education Plan

- Map that lays out the special education program, the support involved and the services kids need to make progress and thrive in school. Also gives students rights when involving discipline.
- Covered by the Special Education Law or the Individuals with Disabilities Education Act (IDEA)
- Begins with an evaluation that shows a student's strengths and challenges.
- Updated annually. Requires documentation of growth.
- Eligible kids ages 3 and up who attend public schools. Toddlers can receive services through early intervention.
- Have 1 or more of 13 conditions that are covered under IDEA (conditions can be located on resources slide)
- Needs services to thrive in school



IEP & Special Education Myths

Why Are Parents Sometimes Reluctant to Seek Support?

- Kids who receive special education services have to be in a separate classroom.
- Special education services are expensive, so other kids will lose out on activities.
- Special education is only for kids with severe physical and intellectual disabilities.
- Kids who have special education services have to ride the “special ed bus.”
- Getting services is always a battle.
- Kids who receive special education can’t participate in the same activities as other kids.
- Kids who receive special education will be labeled forever.
- Kids with receive special education services don't receive a good education.
- Kids who receive special education have to take ADHD medications.
- If you have never had special education services, you won't know how to support a child who does.



MYTH



What is a 504 Plan

- Another method in which students can receive additional support to progress in learning is through a 504 Plan.
- A blueprint or plan for how the school will provide support and remove barriers for a student with a disability.
- Students with 504 Plans do not require specialized instruction.
- Ensures a child who has a disability identified under law and attending an elementary or secondary educational institution receives accommodations that will ensure academic success and access to the learning environment.
- Helps students work alongside their peers.
- Includes accommodations such as changes to the environment (ex taking tests in a quiet space), changes in instruction (ex checking in frequently on key concepts), changes to how curriculum is presented (ex. Getting outlines of lessons)
- Accommodations don't change what students learn, just how they learn it.
- Can include modifications as well (modifications do change what a student is taught or is expected to learn) ex. Students may get fewer homework assignments/graded in a different way.
- Modifications can be used when a student has trouble keeping up (ex. If a student struggles with subtraction, modifications can be documented for the student to remain on subtraction while the class moves on to another math concept)

504 Plan Continued...



- Kids don't need a full evaluation for a 504 plan.
- If a child doesn't qualify for special education but needs extra support, schools may suggest a 504 plan.
- Schools look at different information in regards to 504 plans such as a student's medical diagnosis, student's grades, test scores, teacher recommendations, etc.
- Parents document child's needs and writes a formal request (ex. I would like a 504 plan for my child who needs frequent breaks throughout the day to be able to learn like his peers due to his ADHD.)
- Plans are covered by Section 504 of the Rehabilitation Act (FAPE-Free Appropriate Public Education)-more details on the resource page

Steps to Getting a 504 Plan for your Child

1. Document your child's needs.
2. Find out who the school's 504 coordinator is.
3. Write a formal request for a 504 plan.
4. Follow up on your request.
5. Go through the 504 plan evaluation process.
6. Meet with the school to see if your child qualifies.
7. Work together to create the 504 plan.





Questions, Questions, Questions



Resources

[IDEA Disability Categories \(understood.org\)](#) (The 13 Disability Categories Under IDEA)

[Parents' guide.pdf \(duke.edu\)](#) A Parent's' Guide to Special Education in North Carolina

[North Carolina Special Education Parent Guide - PREPPREP \(prepparents.org\)](#) (North Carolina Special Education Parent Guide)

[PowerPoint Presentation \(nc.gov\)](#) (Special Education Regulations & Law)

[Education Rights - DRNC \(disabilityrightsncc.org\)](#) (Education Rights)

[Individuals with Disabilities Education Act \(IDEA\)](#) (Individuals with Disabilities Education Act)

[What's Covered Under FAPE | Free Appropriate Public Education \(understood.org\)](#) (What is and isn't Covered under FAPE)

[IEP vs. 504 Plan: What's the Difference? \(understood.org\)](#) (Difference Between IEP vs. 504 Plans)



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[Evaluation Rights: What You Need to Know | IDEA | Evaluation Process \(understood.org\)](#)