

EDUCATION TEAM FY 2018

I. Priority:

Education – Children, ages 3-21, with disabilities who are receiving or are in need of special education services will receive a free appropriate public education in the least restrictive environment.

II. Programs: PADD, PAIMI, PAIR, PAAT, PATBI, PABSS, PAVA

III. Focus Areas/Objectives:

- A. Meaningful educational benefit in the least restrictive environment (FAPE in the LRE) – The rights of students with disabilities to an appropriate education in the least restrictive environment with appropriate services and supports will be protected and advanced (PADD, PAIMI, PAIR, PAAT, PATBI).
- B. Discipline – The rights of students with disabilities to appropriate services, supports, practices, procedures and policies with respect to discipline and youth court referrals will be protected and advanced (PADD, PAIMI, PAIR, PAAT, PATBI).
- C. Testing/evaluation - The rights of students with disabilities to appropriate testing/evaluations will be protected and advanced (PADD, PAIMI, PAIR, PAAT, PATBI).
- D. Transition - The rights of students with disabilities to effective school and community-based transition services will be protected and advanced (PADD, PAIMI, PAIR, PAAT, PATBI, PABSS, PAVA).
- E. Accessibility - The rights of students with disabilities to school buildings and programs that are physically accessible will be protected and advanced (PADD, PAIR, PATBI, PAAT).

IV. Projects:

- A. Systemic Advocacy Projects:
 - 1. Houston School District Monitoring 2018: DRMS will monitor the Houston School District's compliance with MDE's findings and decision to DRMS's systemic state administrative complaint (PAIMI).
 - 2. Lumberton School District Accessibility 2018: DRMS will file a Systemic OCR Complaint against the Lumberton School District for its accessibility violations under the ADA (PADD).

(This project should be closed during FY 2017 with the filing of the Systemic OCR Complaint. Subsequent to the filing, a project to follow-up on this complaint will be opened up for FY 2018.)

3. MSD Systemic DOJ Complaint 2018: DRMS will file a Systemic OCR Complaint against the Mississippi School for the Deaf (MSD) and the Mississippi School for the Blind (MSB). The objective is to change MSD's/MSB's admissions policies so as to enable students with intellectual disabilities, students with mental illness, and students with physical disabilities the opportunity to attend MSD/MSB (PADD, PAIMI).

(This project should be closed during FY 2017 with the filing of the Systemic OCR Complaint. Subsequent to the filing, a project to follow-up on this complaint will be opened up for FY 2018.)

4. SPP/APR Monitoring 2018: DRMS will gather information to determine MDE's compliance with the SPP/APR and State Systemic Improvement Plan (PADD, PAIMI).

C. Outreach

1. Dyslexia and the IDEA 2018: DRMS will conduct presentations, state-wide, to parent groups who have children with dyslexia in order to inform them of how the IDEA can be enforced as it pertains to services for their children.

2. Transition Issues 2018: DRMS will conduct outreach activities and provide information related to transition issues for students and their parents. This project will provide information regarding our services to students and parents which will enable them to access, not only our information but provide an outlet to other agencies as well. This project will address the rights of students with disabilities to effective school and community-based transition services.

D. Advocacy on Behalf of Groups:

1. WF Two Generations 2018: DRMS will provide in depth services to adult members of families of children that DRMS is already representing. The goal of the one year program is to improve education and employment outcomes across two generations.

2. Education Intake Review 2018: DRMS will provide legal supervision of all education intakes (PADD, PAIMI, PAIR).

3. FASD 2018: DRMS will participate with CASA and William J. Edwards, Deputy Public Defender, Mental Health Branch (1150 N. San Fernando Road, 2nd Floor, Los Angeles, California 90065) to put on a training that will focus on FASD and the importance of a proper diagnoses and why individuals with FASD are born with a developmental disability. The training will address the IDEA and the services that may be available, under the IDEA, for children with FASD (PADD, PAIMI).

V. Case Selection Criteria:

For eligibility as an education case, in addition to meeting the criteria for one of the given programs PADD, PAIR, PAIMI, PAAT, PABSS, PATBI, or PAVA, **the education team client must a) be enrolled in a Mississippi Public School or in the process of enrolling or re-enrolling in one and b) meet the following criteria:**

For students not yet eligible for special education services:

Discipline-

Child must

1) Have been suspended out of school for at least 20 days (partial-day removals of the child by the school district count as .5 days) the current school year, or have been referred for expulsion, or have been referred to the District's Alternative School for more than 45 days the current school year, or have been referred to Youth Court by the District for an alleged incident that allegedly occurred in its entirety while at school during school hours

AND

2) The school district must have been made aware the child has a diagnosis and/or medication that indicates a diagnosis of some disability that would likely qualify him/her for special education services or the school district is deemed to have knowledge the student is a child with a disability

AND/OR

Academic-

1) The child's parent has evidence that she/he has requested in writing the school district conduct a comprehensive evaluation of the child for special education or the child's

parent has sent a DRMS form letter to the school district (with a copy to DRMS) requesting a comprehensive evaluation of the child for special education and the school district has refused to conduct a comprehensive evaluation of the child for special education

AND

2) The child must have failed a core subject (English/language arts, reading or math) for two consecutive grading periods and have been retained at least one time in the past

AND

3) The school district must have been made aware the child has a diagnosis and/or medication that indicates a diagnosis of some disability that would likely qualify him/her for special education services or the school district is deemed to have knowledge the student is a child with a disability

For students who already have a special education ruling:

1) Have been suspended out of school for at least 20 days (partial-day removals of the child by the school district count as .5 days) the current school year, or have been referred for expulsion, or have been referred to the District's Alternative School for more than 45 days the current school year, or have been referred to Youth Court by the District for an alleged incident that allegedly occurred in its entirety while at school during school hours

OR

2) Have failed a core subject (English/language arts, reading or math) for two consecutive grading periods and have been retained at least one time in the past or other documentation shows the child has not made academic or functional progress for one school year or if the child takes a modified curriculum, he/she has failed to make progress for two consecutive grading periods on a goal or objective on his/her IEP or other documentation shows the child has not made academic or functional progress for one school year

OR

3) Information indicates the child is being kept in a more restrictive placement than is necessary and has the ability to function at a higher level in a less restrictive placement