Education Forum for Concerned Adults of Special Education Students

Presented by the Concerned Clergy of Indianapolis, Inc.
April 20, 2013
Martin University
The Purpose of Today’s Forum

- Empower
- Inform
- Support
Conference Objective

To empower parents of special education students with tools that will assist them in advocating for their children.
Agenda

Welcome and Overview

The History of Special Education

Breakout Sessions
- Session 1: Informing you to access local resources
- Session 2: Empowering you to advocate effectively for your child
- Session 3: Supporting you to understand key terms and issues

Wrap Up
More than 1 million students were refused access to public schools.

3.5 million received little or no effective instruction.

Many states had laws that excluded children in these categories.

Until the passage of the Education for All Handicapped Children Act in 1975, only 1 out of 5 children with disabilities were being educated in American schools.
• 1971 Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania court case challenged the constitutionality of denying specific groups of children access to free public education, for which all the people were obligated to pay.

• In Mills V. District of Columbia Board of Education, the Court ordered the Board of Education of the District of Columbia to provide free and appropriate public education to children with mental, physical or emotional disabilities.

• Together, Mills and PARC drove the congressional passage of the Education for All Handicapped Children Act of 1975.
For students with disabilities, 1975 marked the passage of the federal law Public Law 94-142, or the Education of All Handicapped Children Act, mandating the integration of public schools for children and youth with disabilities.
Children with disabilities often excluded from public education

1950’s Parents organize and advocate for children with disabilities

Brown vs. Board of Education mandates integration

Foundational court cases informs the Education of all Handicapped Children Act

IDEA
The Big Ideas of IDEA

Free and Appropriate Public Education

Individual Education Plan

Appropriate Evaluation

Least Restrictive Environment

Parent and student participation in decision-making

Procedural Safe Guards
Percentage of the student population identified as students with disabilities

13% National

18% Indiana
Persisting Concerns Related to the Implementation of Special Education

- Disparities in student outcomes
- De Facto Segregation
- Opportunity Gaps
- Disproportionality
What are your questions about Special Education?
Breakout Sessions

Session 1: Informing you to access local resources
Session 2: Empowering you to advocate effectively for your child
Session 3: Supporting you to understand key terms and issues
TRANSITION BACK TO WHOLE GROUP SESSION
Our Gifts Rather Than Our Disabilities
From “Community, the Structure of Belonging”

“My deepest desire is to .... create a world where no one is known, is labeled, or takes their identity from their disabilities, only from their gifts. This is no way a denial of our limitations, just a recognition that they are not who we are. I am not what I am not able to do. I am what I am able to do- my gifts and capacity.”

~ Judith Snow
Special Acknowledgements
Wrap Up

Next Steps

Exit Ticket

Drawing
Thank you!