



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

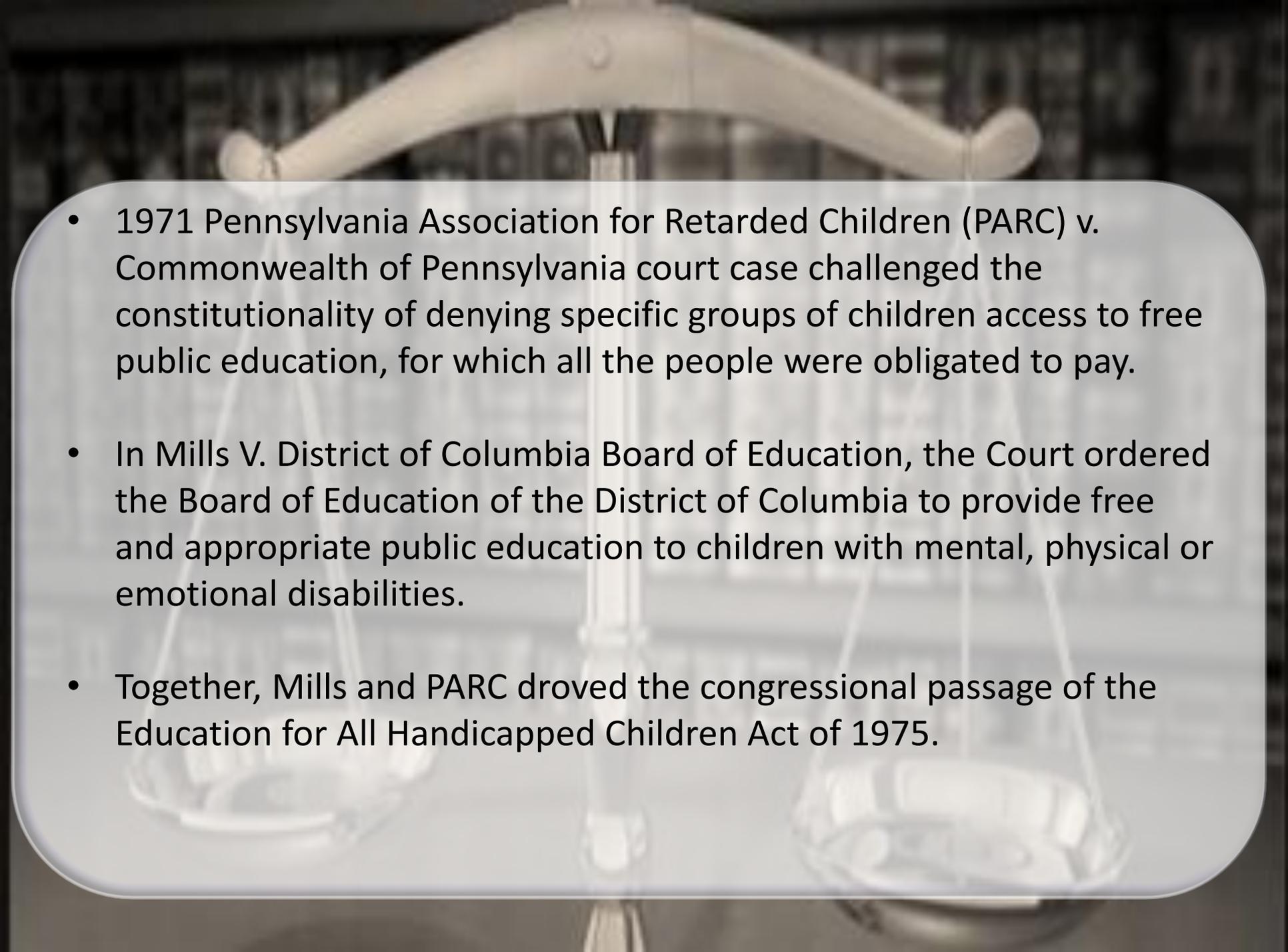
- Session 1: Informing you to access local resources
- Session 2: Empowering you to advocate effectively for your child
- Session 3: Supporting you to understand key terms and issues

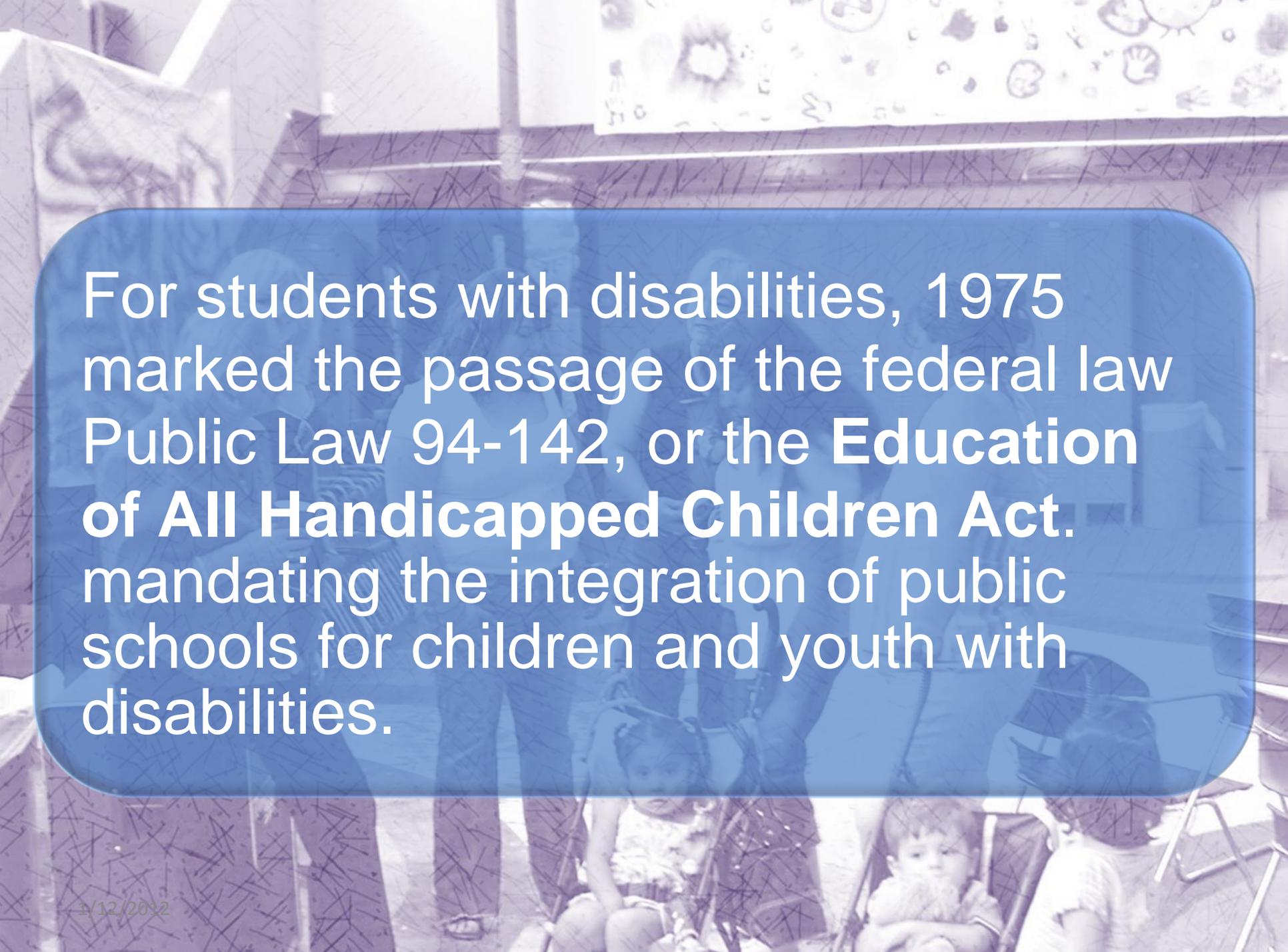
Wrap Up



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.

- 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

- 
- 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.

The History of Special Education

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



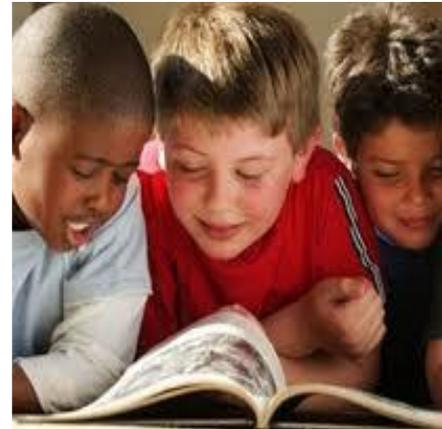
Procedural Safe Guards

Percentage of the student population identified as students with disabilities

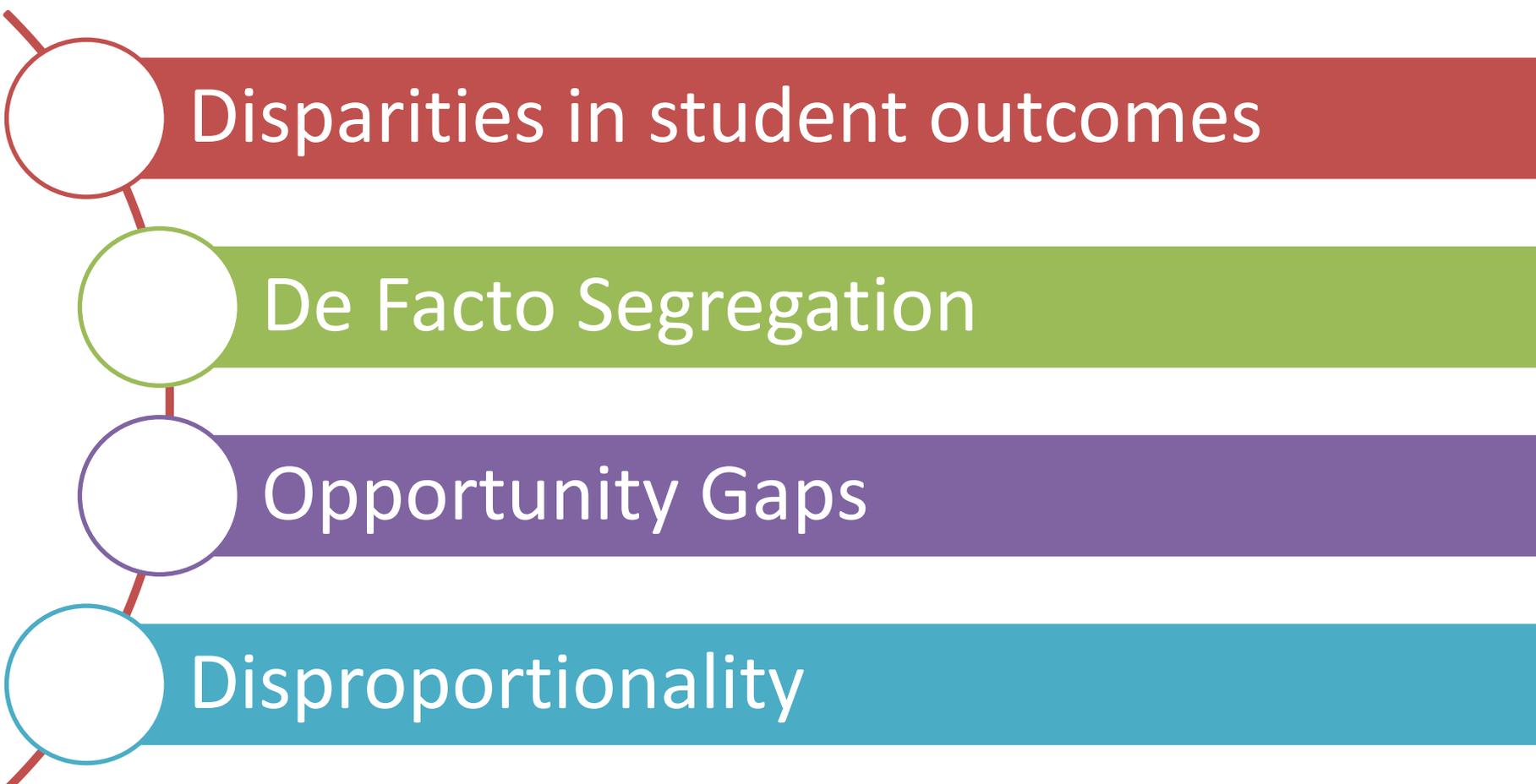


13% National

18% Indiana



Persisting Concerns Related to the Implementation of Special Education



Disparities in student outcomes

De Facto Segregation

Opportunity Gaps

Disproportionality

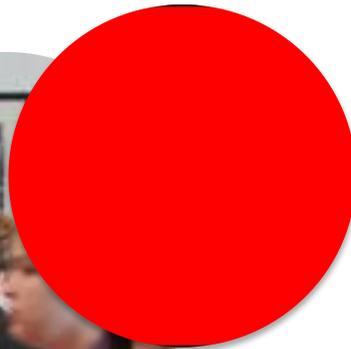
What are
your
questions



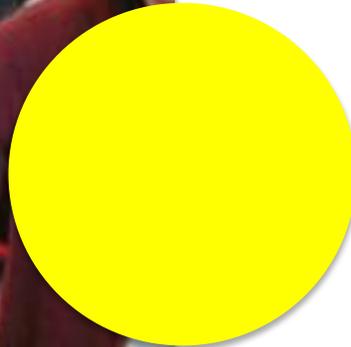
about Special Education?



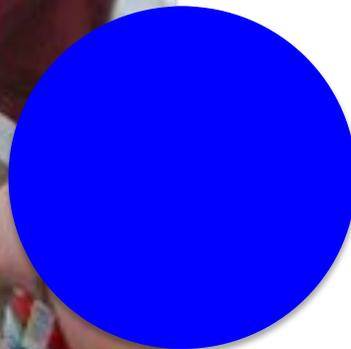
Breakout Sessions



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

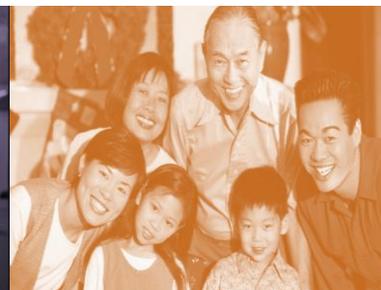
From “Community, the Structure of Belonging”

“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

WoodbridgeFamilyServices
GreatLakesEquityCenter
IndianaDepartmentofEducation
IndianapolisPublicSchools
IndianaUniversityPurdueUniversityIndianapolis
TheConcernedClergyofIndianapolis
EdPowerMartinUniversity





Wrap Up

Next Steps

Exit Ticket

Drawing

