

# ADMINISTRATION OF PROGRAMS FOR STUDENTS WITH DISABILITIES

## PRE-TEST

### **SECTION A: SPECIAL EDUCATION**

1. What are the original and current names of the federal legislation that govern special education?
2. Why was this legislation necessary, and what was its basic intent and purpose?
3. At what ages are public schools required to provide services to disabled students under this law?
4. Identify these six basic principles of special education, and briefly state why they are important for administrators to understand.
  1. Zero Reject
  2. Nondiscriminatory Evaluation
  3. Free and Appropriate Public Education
  4. Least Restrictive Environment
  5. Parent and Student Participation
  6. Procedural Due Process
5. Name at least eight rights that are guaranteed through procedural due process.
6. What are the three cases in which written parent consent is required?
7. What is an ARD meeting, and what is the role of the administrator in that meeting?
8. What should occur when the school and parent disagree on the student's educational program?
9. Name at least six strategies an administrator could use to help successfully facilitate a difficult ARD meeting.

10. Name at least four recommendations for an administrator that can promote a successful and effective special education programs on his/her campus.

### **SECTION B: SECTION 504-ONLY STUDENTS**

1. To what statute does the term "Section 504" refer?
2. How and why does it apply to public schools?
3. What governmental body oversees compliance with Section 504?
4. Who is eligible for protection under Section 504?
5. What is the definition of a "major life activity"?
6. How do Section 504 and IDEA overlap?
7. Does Section 504 require committee meetings similar to ARD meetings?
8. Name at least eight basic responsibilities that school districts have toward students who are identified under Section 504.
9. Name at least three recommendations for administrators regarding the education of Section 504-only students.

### **SECTION C: DISCIPLINE OF STUDENTS WITH DISABILITIES**

1. When it comes to discipline, are the protections for a Section 504-only student different than those for a student identified under IDEA?
2. Can disabled students be disciplined in the same way as non-disabled students?
3. What is the first step to ensure that a disabled student's rights are protected in discipline cases?

4. What are the rules that govern restraint and time-out for disabled students?
5. Can disabled students be removed from their classroom for disciplinary reasons?
6. What does "change of placement" mean as it applies to the discipline of disabled students?
7. What does a school have to do if a disciplinary action will result in a change of placement?
8. What is the purpose of a manifestation determination review meeting?
9. What happens if it is determined that the child's behavior was a manifestation of his/her disability?
10. What happens if it is determined that the child's behavior was not caused by his/her disability?
11. Name at least five recommendations for an administrator in regard to the discipline of students with disabilities.