

Case Study: Special Education

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### **Summary of The Case**

Over ten percent of the K-8 student body uses 504 plans, IEPs, or Ell services, as detailed in the "Special Education" case study. The testing room coordinator job, which helped these pupils, was eliminated after the previous school year. It has also disrupted the regular activities and social support that pupils have become used to. Teachers who have to deal with a wide range of student's abilities and who rely on the testing room to ensure that their students have access to the necessary legal accommodations for testing are understandably frustrated by the situation, as are the Special Education Staff who put in much effort to help both students and teachers but are now unable to do so.

### **Problems that Need Fixing**

Questions must be answered, including whether or not school administrators will step in to provide the kind of assistance that so many people in the school community have come to expect or whether they will leave this responsibility to the teachers. The school has to evaluate whether this role is critical enough to find alternate methods to reallocate other personnel or if instructors will be asked to find solutions inside their classrooms.

### **Involved Parties**

District and local authorities, who decide on allotments and meet demands, are engaged. Exceptional education instructors keep a close eye on the pupils and ensure they get the help and resources they need as outlined in their individualized education programs (IEPs). Those who teach in mainstream classrooms are tasked with accommodating pupils with disabilities on standardized tests. Students who have come to rely on the testing center as a comfortable and supportive environment to take their exams and get individualized attention when needed.

Moreover, the parents who are interested in ensuring their student's needs are being taken care of and the IEP modifications are being given.

### **Existing Laws & District Policies**

The primary concern is whether or not the court will sustain the IEP and 504 plan's provisions for modifying school requirements. If the institution needs to make more effort to meet the requirements of its students, it may be subject to legal action.

### **What Can Be Done About It**

One option is finding a means to fill that job with the current resources available at the school. One option is to compensate instructors for their time preparing for tests, while another is to assign more students to each special education teacher so that one of them may operate the testing center. Tests are only given in the morning, and counselors, deans, and other support personnel are responsible for supervising and coordinating them. School administrators should let the district know how the cutbacks in funding have affected their constituents and request that the issue be revisited for the next fiscal year's spending plan.

### **Directions for Taken Action**

The school has to start by addressing the situation with the leadership team, department heads, and ultimately the entire staff, and ask for opinions and innovative solutions to the problem. The leaders will discuss the potential solutions and see who is prepared to pitch in. The school will need to know whether additional duty compensation is available or if reassigning responsibilities is possible to keep the testing center operational. The school should also make the district aware of the detrimental effects of this budget reduction and express the hope that the post may be restored at some point.

### **Possible Ethical and Legal Repercussions**

Having parents who are dissatisfied at school because they believe their children's special needs are not being met may have moral and legal repercussions. They might protest, even go as far as launching a lawsuit if accommodations are not appropriately given. Teachers who believe they need more administrative assistance may become overwhelmed and dissatisfied, eventually resigning. Students who feel ignored and abandoned may stop making academic progress and lose faith in their school.

### **Rationale**

This case study illustrates why it is crucial to provide testing accommodations for kids with 504 plans, IEPs, and English language learners so that they may achieve academic achievement. The principal is responsible for ensuring that all students have access to the resources they need to succeed in school according to the school's stated objective. The principal has to work with the staff to develop alternate methods to fill this gap and suit the requirements of these pupils.

It will be the role of the administrator to work with the leadership team, listen to the instructors' input, and become creative with how and when the testing center is conducted and who can manage it. It is possible to utilize budget money to buy out teacher preps or employ a full-time sub that can handle the testing center. Volunteers or other support personnel may be able to alter their tasks to help with the testing center in shifts.