



# Special Education 101

Referral, Evaluation, 504 Plans, and IEPs

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## Agenda and Goals

- Introductions and Welcome
- Referrals for Special Education or 504 Plans
- Evaluations
- IEP Process and Components
- Handling Conflict
- Sharing Resources
- Answering Questions

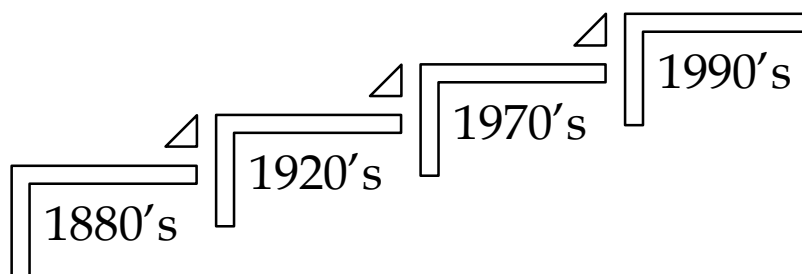
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## Definitions and Acronyms



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## History of Special Education



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## Special Ed vs Section 504

### Special Education

- Student must have a disability that:
  - Meets criteria under IDEA
  - Significantly impacts educational performance
  - Requires specialized services
- Student receives specialized instruction, accommodations and related services via an IEP offered through 12th grade (or age 22) at school

### Section 504

- Student must have a disability that significantly impacts a major life function
- Student receives accommodations via a 504 plan in school, college and/or workplace

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## Special Ed vs Section 504

### Special Education

- Requires parent permission for evaluation and services
- Protections afforded in discipline and attendance
- Requires annual meetings and triennial evaluations
- Classes can be modified and includes alternative graduation requirements

### Section 504

- Requires parent permission for evaluation
- Some protections afforded in discipline and attendance
- Requires annual review meeting
- Classes are not modified and does not include alternative graduation requirements

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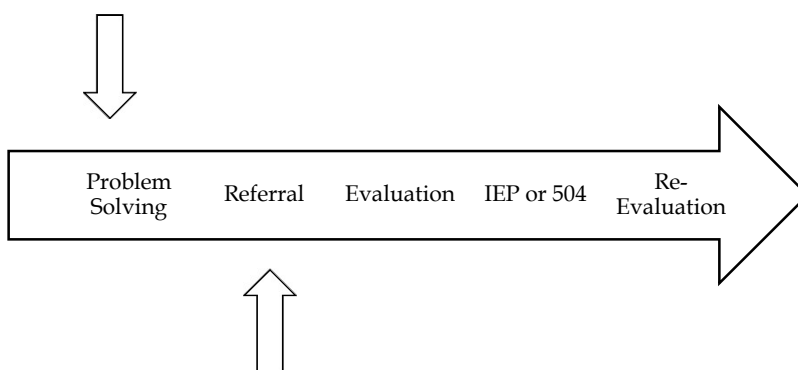


## Intervention and Referrals

What to do if you have concerns about your child's development....

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## Process



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## Different Teams

Intervention	Referral	Evaluation	IEP or 504
<ul style="list-style-type: none"> <li>• Problem Solving Team</li> <li>• Multiple Student Issues/Needs</li> <li>• Focus: General Education</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Consideration</li> <li>• Section 504 Consideration</li> <li>• Focus: Students with Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Team</li> <li>• Share Results of Initial Evaluations or Re-Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Service Providers or Monitors</li> <li>• Initial Meeting, Annual Review</li> <li>• Discipline</li> </ul>

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## Possible Team Members

- Parents & Guardians
- Student
- Principal
- SpEd Director
- General Education Teachers
- Special Education Teachers
- 504 Monitors
- Nurse
- School Psychologist
- School Counselor
- Speech Therapist
- Occupational Therapist
- Physical Therapist
- Vision or Hearing Services
- Assistive Technology Team
- Program Specialists
- Advocates and/or Attorneys
- BCBA (Behavior Specialist)
- Outside Therapists
- Interpreter

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## Making a Referral

- When information regarding a diagnosis or disability has been provided to staff by the parent(s) and/or other provider
- When someone (staff, parent, agency, student) suspects a disability
- When someone requests a referral or testing for special education or 504 plan.
- Timeline: 25 school days from notice of referral to team meeting

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## Referral Meeting

- Goal: to determine if a student requires assessment for special education services or a 504 plan.
- Possible outcomes:
  - Recommend testing for special education
  - Recommend testing or file review for 504 plan
  - Do not recommend testing

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## Initial Evaluation Process

- Parents are asked to sign permission to evaluate, and areas of assessment are determined.
- Various team members conduct assessments with your student during the school day
- You may be asked for permission to talk with private providers
- The process can take up to 35 school days
- You will be invited to a results meeting.

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## Evaluation Results

- At (or before) the results meeting, parents should receive a draft evaluation report.
- Team will review all evaluation results and determine eligibility.
- If eligible for Special Education, the team will invite you to an IEP meeting.
- If eligible for a 504 plan, you will be invited to a 504 meeting.
- If found ineligible, no services are recommended.

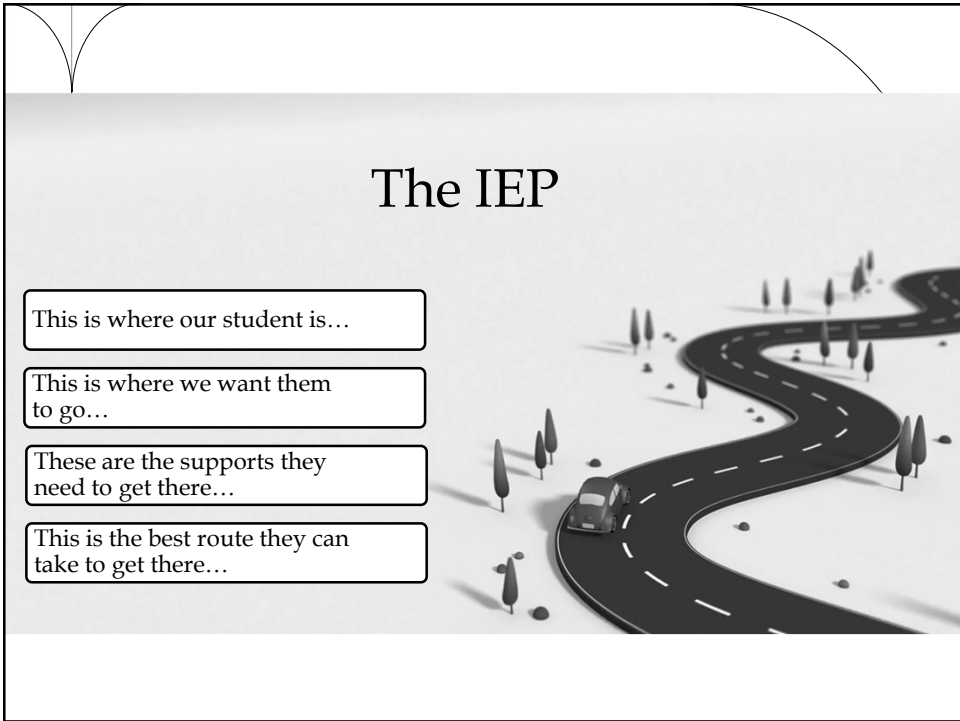
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# IEP

## Individual Educational Plan

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### The IEP



- This is where our student is...
- This is where we want them to go...
- These are the supports they need to get there...
- This is the best route they can take to get there...

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## The IEP

- IEP Meeting – when you and possibly your child work with the school team to decide on an educational program for your child.
- IEP Document – legal document which puts the decisions from that meeting in writing.

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## IEP: Notification



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## IEP: Where and When?

- Before, after or during school day
- Mutually agreeable time
- Within 30 days of evaluation meeting or by age 3
- Can include more than one meeting
- Held annually or when needed
- Prior to change in placement or program
- Discipline/Attendance concerns
- Does not have to be in person

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## IEP: Who?

- Special Education Teacher
- General Education Teacher
- Parent
- Student (as needed); majority rights
- Evaluation Personnel
- Transition Personnel
- Interpreter
- Administrator or Designee
- Related Services Staff (as needed) OT, SLP, PT, Vision, DHH, etc.
- Excusals

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# Preparing for the IEP

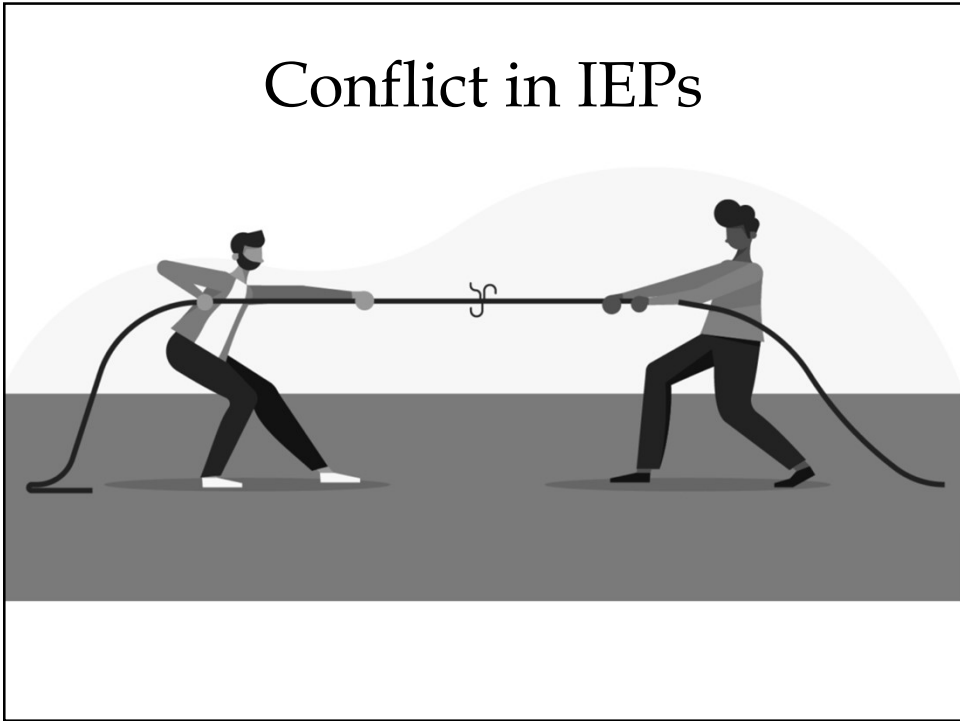


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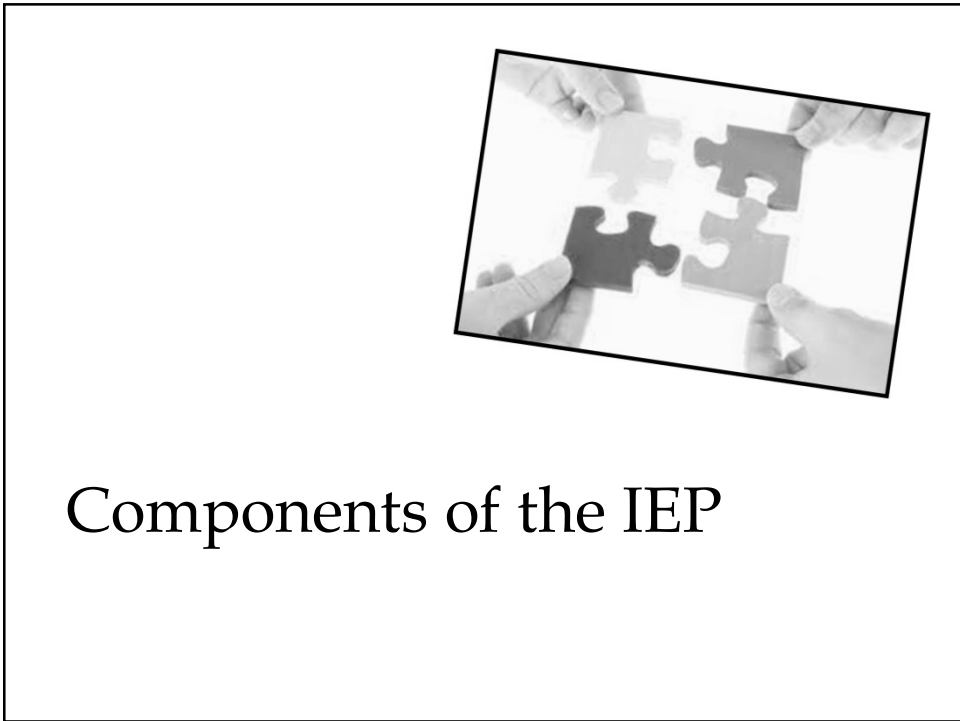
# In the Meeting



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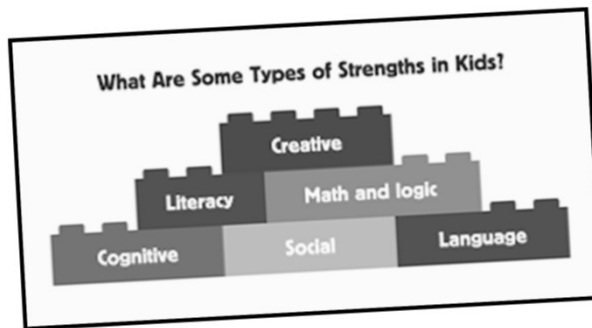


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# IEP Documents



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Performance: Present Levels

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# Transition

- Post Secondary Goals
- Course of Study Narrative
- Agency Linkage
- Other Transition Details
- Summary of Performance
- Age-Appropriate Transition Assessment
- Resources



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# Accommodations and Modifications



Classroom Accommodations



Classroom Modifications



Testing



Frequency

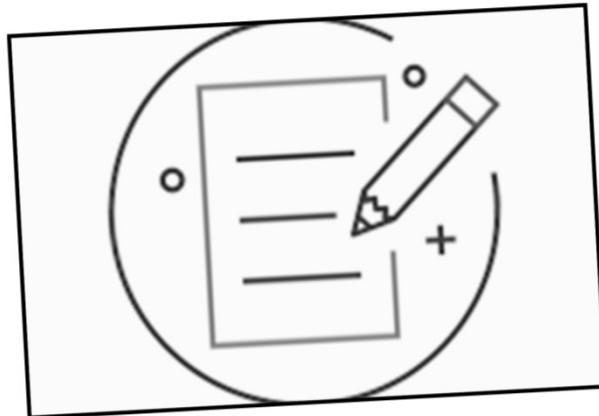


Location: Gen Ed or SpEd



Start and End Date

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## Testing

State and District Assessments (per current grade)  
Accommodations

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## Services

Related Services  
Special Education  
Supplementary Aides and Services

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## Time in Special Education



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## Placement Options: Least Restrictive Environment (LRE) and Considerations

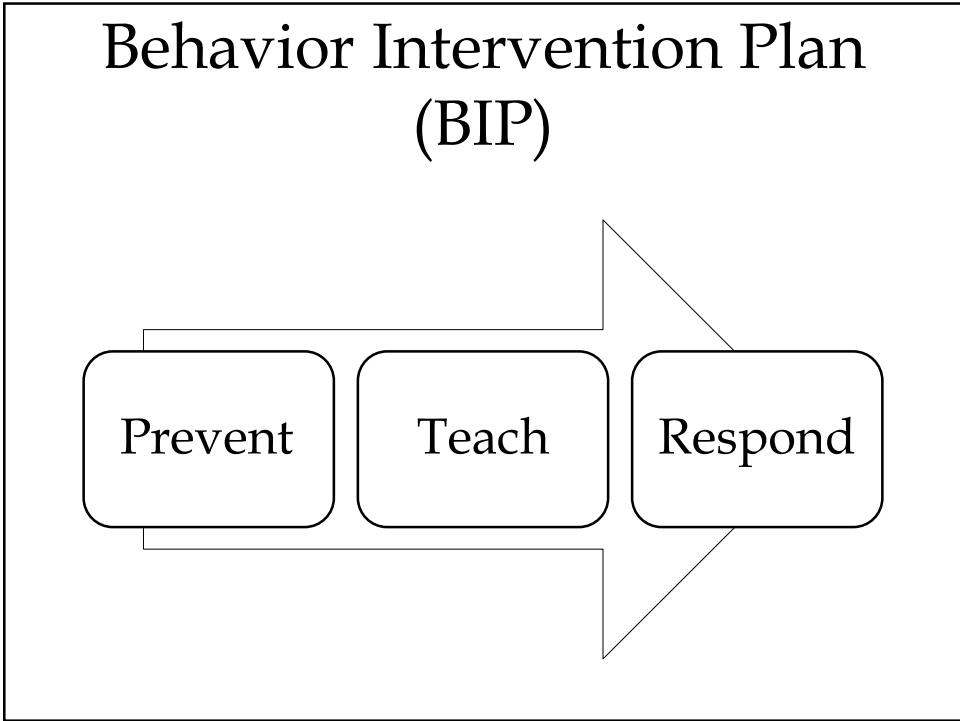


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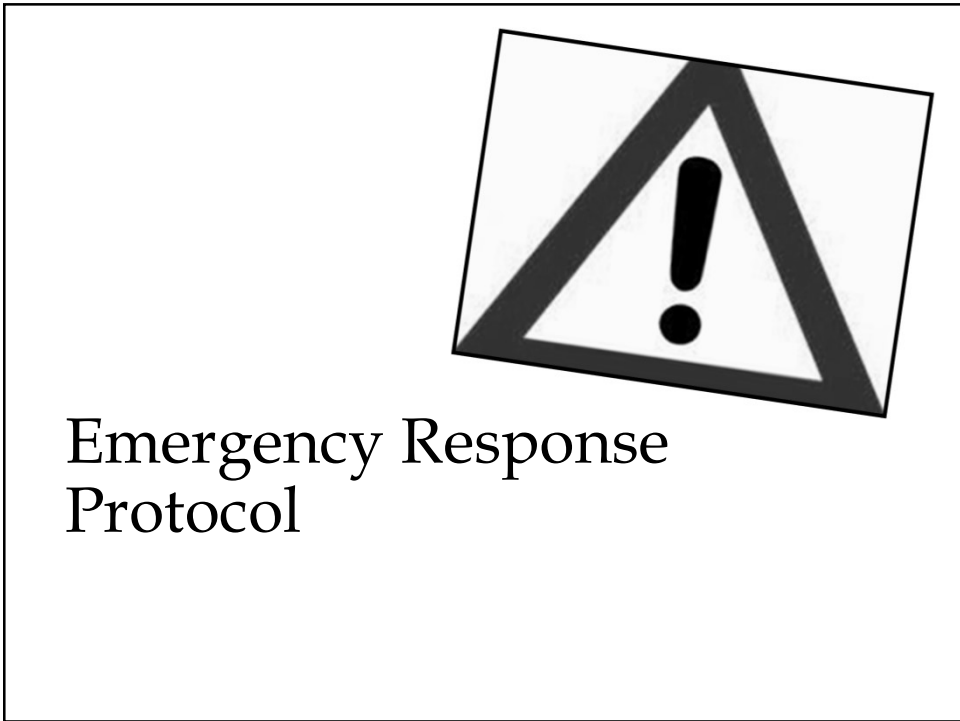
## Extended School Year (ESY)



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## Parent Consent

- Medicaid
- Initial Placement
- Emergency Response Protocol

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## Prior Written Notice

Description of proposed or refused action

The reason we are proposing/refusing action

Description of any other options considered and rejected

The reasons we rejected those options

Description of each procedure, test, record or report used or plan to use for taking this action

Any other factors relevant to the action

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## Resources

- Office of State Superintendent of Instruction (OSPI)
- LWSD Special Needs PTA
- OSPI Special Education Liaison
- Disability Rights Washington Ombudsman
- PAVE
- Website: Informing Families, Building Trust (the ARC)
- NAMI: National Alliance on Mental Illness

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