

Special Education 101

Agenda

- Special Education vs. 504 Plans
- Interventions, Referrals and Problem Solving
- Evaluations
- Individual Education Plans
- Inclusionary Practices and Continuum of Services
- District Programs and Services
- Resources
- Answering Questions

Lake Washington Special Services







Definitions and Acronyms



- 1973 Americans with Disabilities Act (Section 504)
- 1975 Individuals with Disabilities Education Act (IDEA) – formerly known as the Education for All Handicapped Act, reauthorized in 1986, 1990, 1997, 2004
- [Washington Office of State Superintendent of Public Instruction \(OSPI\)](#)
- Lake Washington District Administrative Policies 2161 and 2162

Identification and Services

Special Education

Section 504

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

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

Different Teams

Intervention

Referral

Evaluation

IEP or 504

- Problem Solving Team
- Multiple Student Issues/Needs
- Focus: General Education

- Special Education Consideration
- Section 504 Consideration
- Focus: Students with Disabilities

- Assessment Team
- Share Results of Initial Evaluations or Re-Evaluations

- Service Providers or Monitors
- Initial Meeting, Annual Review
- Discipline

Process and Procedures

Special Education

Section 504

- 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

- 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

Referral and Assessment

Section 504

- Anyone can make a referral for a 504 plan
- Assessment required, less documentation and testing
- Eligibility is determined if the student (1) has a disability that substantially limits one or more major life activities and (2) requires accommodation to prevent discriminatory treatment

Special Education

- Anyone can make a referral for special education
- Assessment required, more documentation and testing
- Eligibility is determined if the student (1) has a disability that meets the IDEA definition, (2) causes an adverse educational impact and (3) requires specially designed instruction

Plans and Services

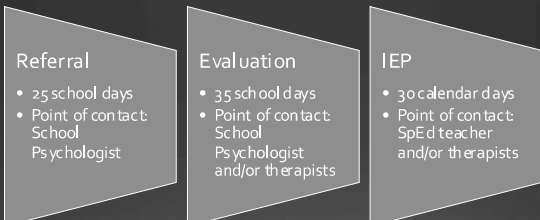
Section 504

- Written by school team in partnership with parent
- Plan is monitored annually or more frequently as needed.
- 504 monitor may be any member of school staff
- Accommodations provided in general education courses
- Special considerations related to discipline

Special Education

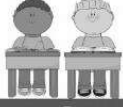
- IEP developed with evaluation team and service providers; parent and student are team members
- IEP is developed annually and amended more often if needed
- Services provided as outlined in the IEP
- Special considerations related to discipline, HIB and attendance

Special Education Timelines and Contacts




ACCOMMODATIONS vs MODIFICATIONS

ACCOMMODATIONS change **HOW** a student accesses instruction and demonstrates proficiency. They do **NOT** change learning expectations.



HOW


MODIFICATIONS change **WHAT** the student is expected to learn. Course or activity expectations **ARE** modified to meet the needs of the student.




WHAT

High-Leverage Accommodations

- Assistive Technology
- Visuals: Schedules, Directions, Models
- Universal Design for Learning
- Test Accommodations
- Support in Breaking Down Assignments
- Flexible Seating





Disability is diversity.

We recognize that belonging is a human need.

Every child is valued because of their strengths, gifts and challenges.

We do not have to "fix" disability – we value children as they come to us.

Everyone benefits from learning within a diverse environment designed to meet the instructional needs of all kinds of learners.

Least Restrictive Environment

Special education services should be delivered in general education classes, not in special classes or separate schooling.

....unless the nature of severity of the child's disability means that education in general education, even with supplementary aids and services, cannot be achieved successfully.

District Programs and Services

Early Childhood Programs	Head Start Inclusive Preschool Collaboration with Community Preschools Therapy Services
Elementary Services	Inclusionary Practices Intervention Centers Therapy Services
Secondary Services	Inclusionary Practices Intervention Centers Therapy Services Case Managers (Transition and Resource) Transition Academies (ages 18-22)

Ladder of Support

The diagram shows a staircase with six steps ascending from left to right. Each step is labeled with a role or level of support:

- Gen Ed Teacher
- SpEd Teacher or Therapist / IEP Team
- Building Principal
- Special Services Director or Level Director
- Executive Director
- Cabinet Members

Resources

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