



Special Education Services in Schools

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Agenda

How Does Special Education Services Work in Schools

General overview of special education

Referral process for special services

Positions and rolls

Legal Basis for Special Education

- Americans With Disabilities Act
- Individuals With Disabilities Education Improvement Act
- Washington Administrative Code (Chapter 392-172A): Rules for the Provision of Special Education to Special Education Students

A service not a place...

- Special education is not a classroom, it is a **continuum** of services
- Special education is defined by the **type of instruction** the student gets, not where the instruction occurs
- Special education is **specially designed instruction** which is defined as:



a change in the teaching strategies and methods used in order to differentiate material for students

Terms you should know

- **Free and Appropriate Public Education (FAPE)**

A program designed to meet the individual needs of the student at no cost to the family.

- **Specially Designed Instruction (SDI)**

Organized and planned instructional activities, which adapt, as appropriate, the content, methodology, or delivery of instruction, in order to address the unique needs that result from a student's disability.



504 Plan

Explanation & Eligibility

A 504 plan is an **accommodation** plan that allows a student access to his/her educational program to the same extent as non-disabled peers.

To be eligible, a student must have an identified disability that:

- *Adversely impacts* educational progress
- *Requires accommodations* to mitigate the inequity in their to access to their educational program

What is an IEP?

Individualized Education Program

- Defines the student's present levels of performance in areas of eligibility
- Outlines measurable goals and objectives in all areas of eligibility
- Describes the accommodations and modifications the student requires
- Identifies the least restrictive environment (LRE), how much time student will spend in special ed and general ed settings, and who is responsible for implementation of services and tracking of progress
- Defines a transition plan and course of study after age 16

Qualification for Services

What Does it Take?

A student eligible for special education must:

Have an identified disability (in one of 14 categories) that...

1. Adversely impacts their education progress and
2. Requires specially designed instruction (SDI)

A student can have a disability and not meet the other 2 tiers, therefore, not be eligible for special education services under IDEA.

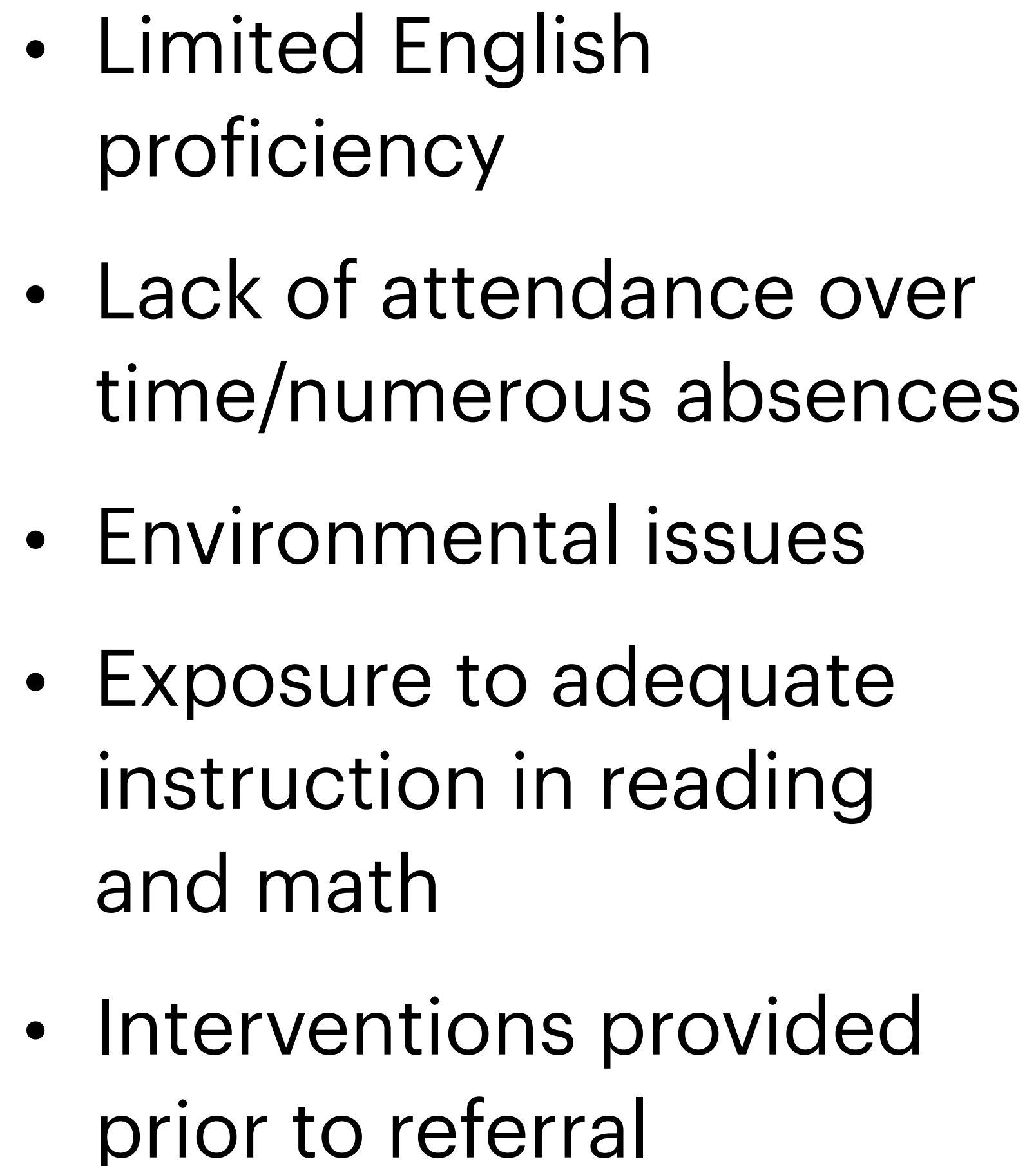
Typical Referral Concerns

Frequent Needs of Students

- Academic delays of ~2 or more years despite average capabilities/ cognitive skills and multiple interventions over time
- Lack of progress within an intervention when peers are making consistent progress
- Attention or behavior results in significant academic delays or lack of access to instruction
- Social skill or behavior delays result in underperformance or inability to benefit adequately from instruction

Considerations

What Do Schools Look At?

- 
- Limited English proficiency
 - Lack of attendance over time/numerous absences
 - Environmental issues
 - Exposure to adequate instruction in reading and math
 - Interventions provided prior to referral

The Road To Referrals

Who Makes Them

Anyone can make a referral for special education services if they believe the student would benefit from a more specialized instructional program than can be provided in the general education setting

The Road To Referrals

What is the Process

Anyone can make a referral for special education services if they believe the student would benefit from a more specialized instructional program than can be provided in the general education setting



A referral must be submitted in writing to the building or district level

The best person to send the referral to is the building administrator and/or the school psychologist



At The Referral Team Meeting

The teacher presents the data they have collected on:

- Interventions that have been attempted,
- How long they were attempted, and
- Results of the interventions

Based on this information the referral team makes a determination as to whether to proceed with a special education evaluation or if more information is needed.

Other data shared includes:

- absence profile
- assessment information from student track
- primary language
- discipline history
- health
- academic history

Timeline

What Are the Requirements after a Official Request

25 school days


- The amount of time the team has to meet to decide if an evaluation is going to occur and inform parents of the decision and obtain consent to evaluate

35 school days

- The number of days from the data of consent that a team has to complete an evaluation if one is recommended.

30 calendar days

- The number of days a team has to develop an initial IEP if the student is found to be eligible for special education services.



So...
an evaluation
is not a quick
process

Eligibility Categories & Programs

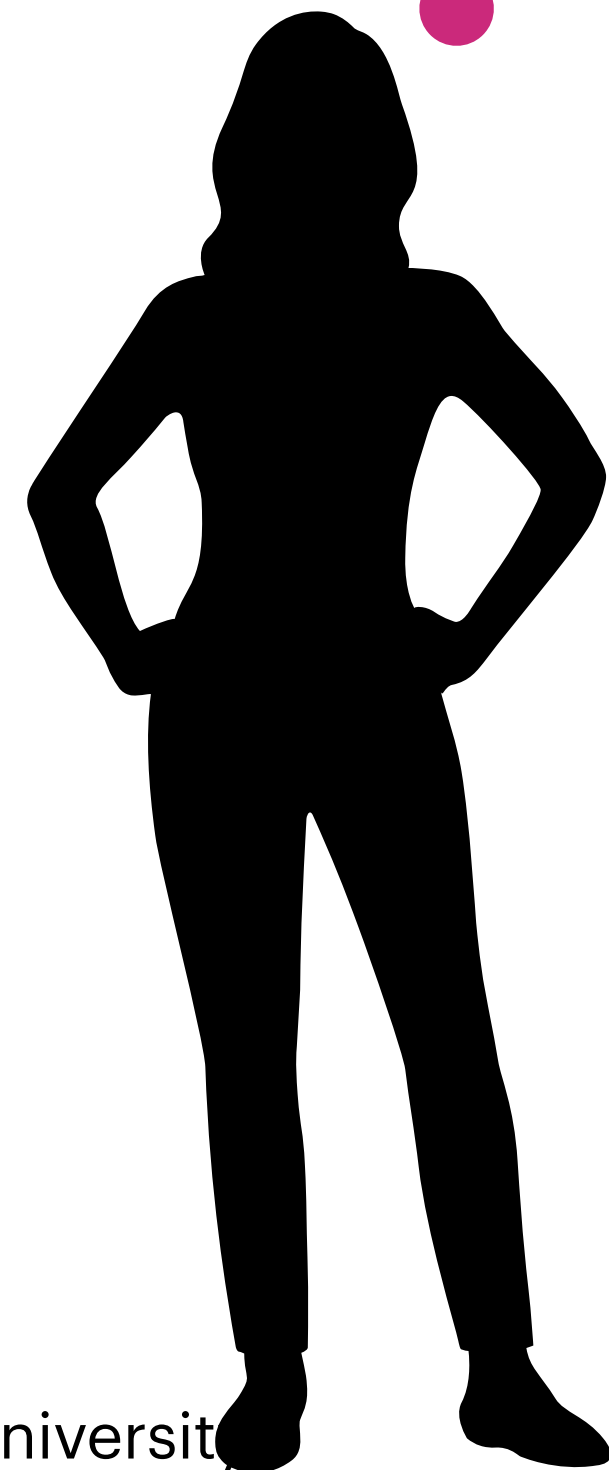
14 Eligibility Categories

- Health Impairment
- Emotional/ Behavioral Disability

13 Special Service Programs

- Behavior Programs (BRIDGES)

Coordinating Services



Requesting records
Connecting with case manager
Seeing programs first hand
Participating in meetings
Sharing recommendations

Positions and Rolls



Positions and Roles

- Student
- Parent
- Teachers
- School Counselor
- School Psychologist
- Education Specialists
- School Administrators or Principals
- Special Services Administrators
- Speech Language Pathologist
- Occupational Therapist
- Physical Therapist
- School Nurse
- School Social Workers