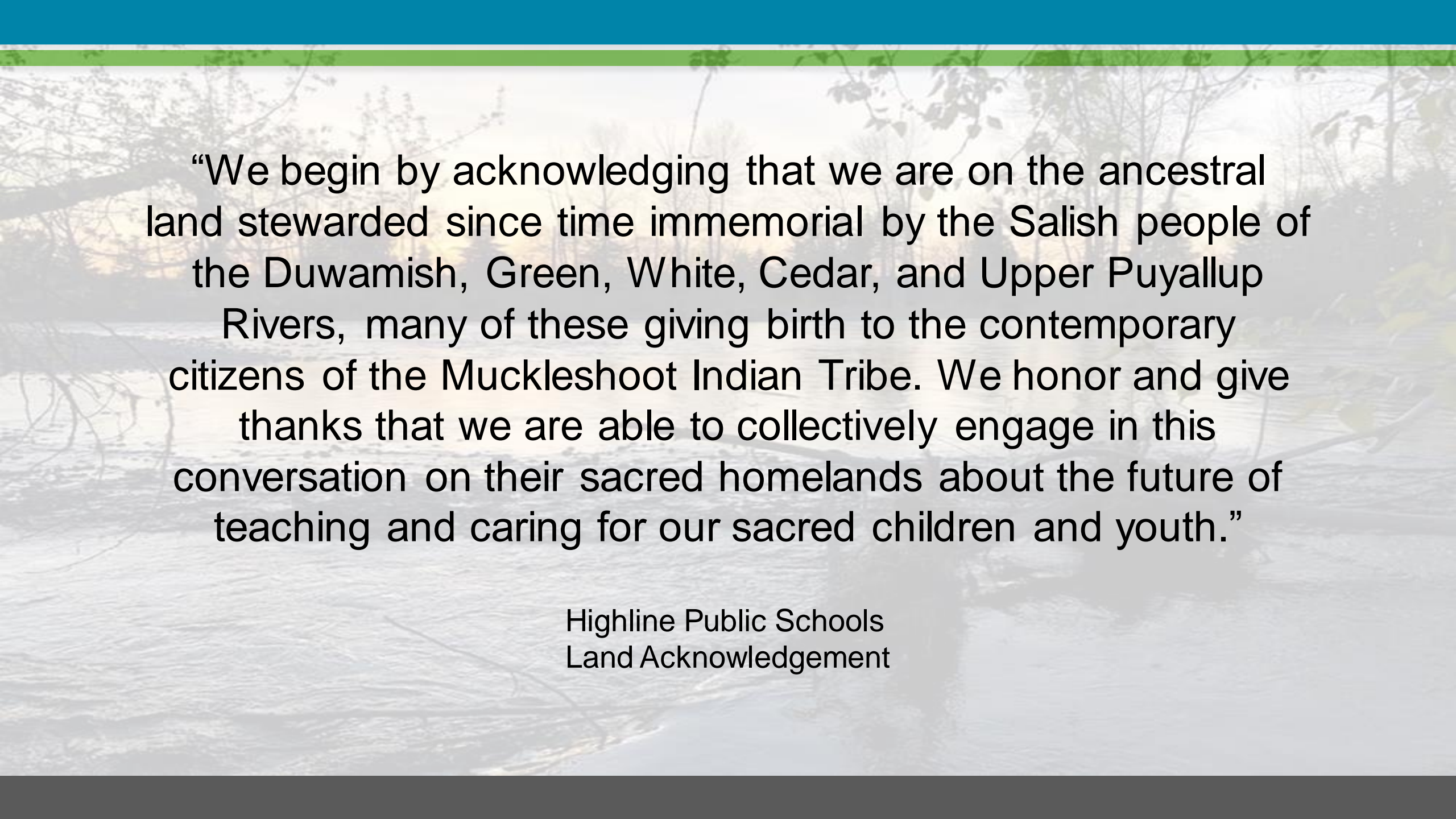


An Overview of Special Education Services



HIGHLINE
PUBLIC SCHOOLS



“We begin by acknowledging that we are on the ancestral land stewarded since time immemorial by the Salish people of the Duwamish, Green, White, Cedar, and Upper Puyallup Rivers, many of these giving birth to the contemporary citizens of the Muckleshoot Indian Tribe. We honor and give thanks that we are able to collectively engage in this conversation on their sacred homelands about the future of teaching and caring for our sacred children and youth.”

Highline Public Schools
Land Acknowledgement



OUR PROMISE

Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.



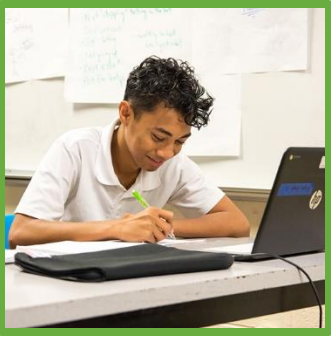
Meeting Norms and Expectations

- Stay engaged and present
- Expect and accept that all questions will not be answered today (*but we will try to find the answers for you*)
- Presume positive intentions



Disability Rights in Education

Section 504 of the Rehabilitation Act, 1973, then
the Americans with Disabilities Act, 1990



Education for all Handicapped Children Act (EHA), 1975

Changed to:

Individuals with Disabilities Education Act (IDEA), 1990





Key Concepts in Education Access

Free and Appropriate Public Education (FAPE)

Individualized for each student's needs with accommodations and modifications as required.

Least Restrictive Environment (LRE)

The opportunity to be educated with non-disabled peers to the greatest extent appropriate.

Terminology
Moment....



Modifications and Accommodations

- **Accommodations** are changes to how the general curriculum is taught. They provide access.
- **Modifications** are changes to what is taught.
- **Both** can be provided by the general education teacher, but modifications are designed by the special education specialists.
- **Both** are individually designed for the student.

Some examples....

Accommodations

- Listening to audio recordings instead of reading text
- Capture responses on an audio recorder
- Typing notes
- Taking tests in a different environment
- Preferential (for the student) seating

Modifications

- Completing different homework than peers
- Answering different test questions
- Learning different material
- Alternate assessment model (e.g. WA-AIM, see OSPI)

General Education Delivery and Special Education Delivery

General Education	Special Education
504 Plans/Individualized Health Plans/Multi-Tiered Systems of Support (MTSS)	Individualized Education Program (IEP)
Teaching methods to enable free and appropriate public education (FAPE) access to the general education curriculum	Specially designed instruction (SDI) for individual needs of the student with a disability that impacts their ability to access some, or all, of the general education curriculum
Delivered in general education classrooms by general education teacher (potentially with accommodations)	Delivered in general education and special education classrooms by both types of teachers + educational staff associates (ESA)
Monitoring of progress	Monitoring of progress

Inclusion (everyone is a general education student first and foremost...)

- Students who are typically developing provide appropriate modeling for social skills and behavior.
- Enriches diversity and experience of all students.
- Highline is committed to moving towards inclusion with the input and support of our families.

Life Is Not Self-Contained!

Section 504 Plan

- Rights of disabled students are protected under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
- To be eligible for a 504 plan, the student will have a disability that limits access to the general education curriculum or classroom.
- 504 plans provide **accommodations that enable equitable access** to classroom or curriculum.
- Students on a 504 plan **do not require modifications** to the curriculum.

Individualized Education Program

- Rights of disabled students are protected under the Individuals with Disabilities Education Act (IDEA).
- IEPs can deliver **accommodations but also modifications to the general education curriculum.**
- These modifications are designed by a special education **specialist**, although they can be delivered by a general education teacher.
- This is called **Specially Designed Instruction (SDI)**.
- Special education specialists can also include educational support associates (ESA) such as Occupational Therapy, Physical Therapy and Speech/Language Support.

Individualized Education Program (IEP) Eligibility: Three Questions

- Does the student have a disability?
- Is that disability impacting their access to the general education curriculum?
- To achieve equitable access to the education (FAPE) does this student need specially designed instruction (SDI)?

If YES to all three, eligible for an IEP.

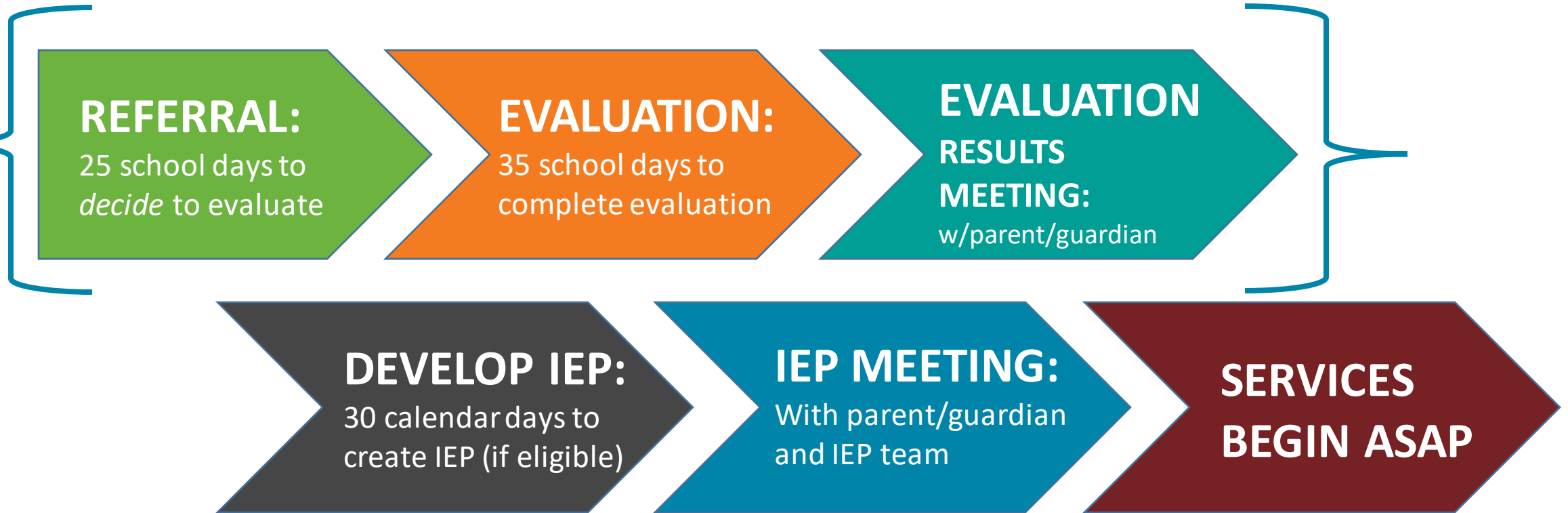
If NO, they are better served without an IEP.

Eligibility Categories for IEP or 504 Plan

- Developmental Delay
- Specific Learning Disability (SLD)
- Other Health Impairment (OHI)
- Emotional Behavior Disability (EBD)
- Communication Disorder (CD)
- Intellectual Disability (ID)
- Autism Spectrum Disorder
- Hearing Impairment
- Deafness
- Visual Impairment
- Deaf-Blindness
- Orthopedic Impairment
- Traumatic Brain Injury (TBI)
- Multiple Disabilities

Does not have to be diagnosed by medical provider and IEP does not have to be shared with medical provider.

Expected Special Education Process



- Repeat REVIEW IEP & IEP MEETING once a year
- Repeat EVALUATION & RESULTS MEETING every 3 years

Referral for Initial Evaluation

- A referral (in writing/email) can be made by the student's family/teachers, or other caregivers, if they feel the student requires additional support.
 - Child Find...screening...
- Referral does not = an evaluation! 25 school days to make that decision.
- The school will likely plan a school-based 'intervention' and see what the response is to that (called an RTI – response to intervention) before deciding on an evaluation.
- **Or**, they will move straight to an evaluation.

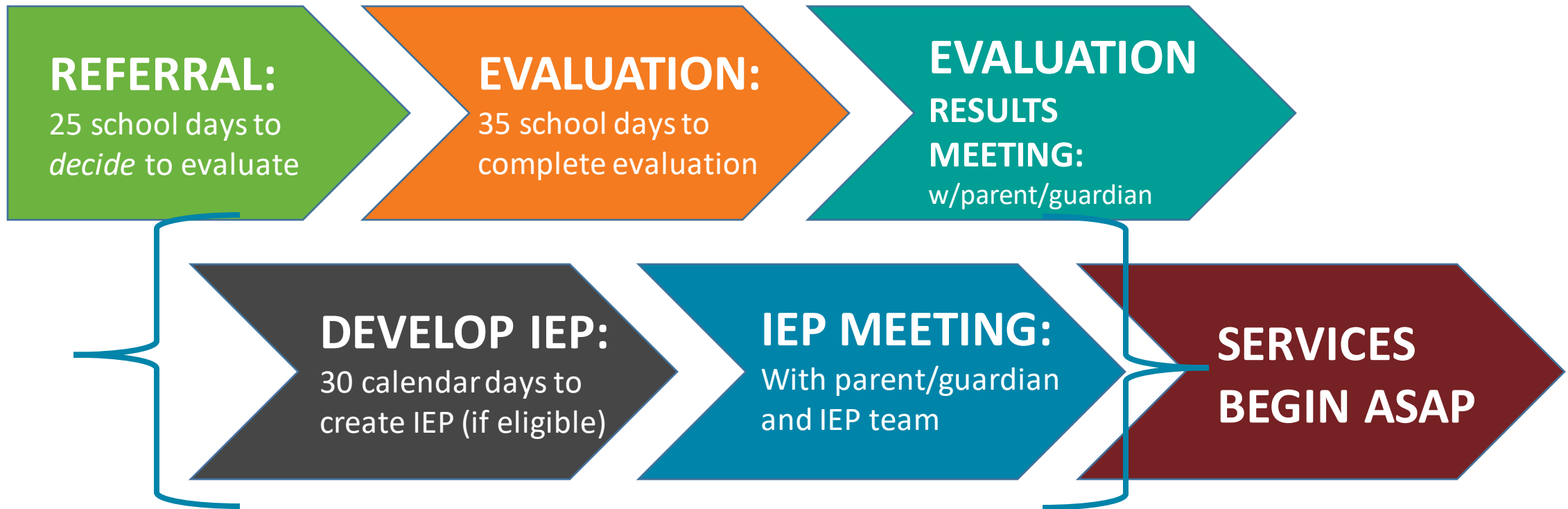
Evaluation

- Is there is a need for specially designed instruction (SDI)?
- Assessments in multiple areas of suspected disability as well as general education, health, and age-appropriate transition.
 - Or not.....it is individualized.
- Conducted by a team consisting family, teacher, and may also include:
 - school psychologist; special education teacher; administrator, nurse; speech language pathologist; occupational therapist; physical therapist; and student. **OH MY!**
- Evaluations = every three years.

Evaluation Results Meeting

- The evaluation team meets with the family to discuss the results & whether your child is eligible
 - Answering the 3 questions of IEP eligibility
- If eligible, team has **30 calendar days** to develop IEP
 - If not eligible, student is better served by other interventions
- It is your right to ask for appropriate interpretation and translation

Expected Special Education Process



- Repeat REVIEW IEP & IEP MEETING once a year
- Repeat EVALUATION & RESULTS MEETING every 3 years

IEPs are Confusing!

Present Levels of Academic Achievement and Functional Performance + Goals + Services + Minutes + Accommodations and Modifications + Related Services + Paraprofessional Support + Assessments + Planning Documents (BIP/ERP)

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Placement + Least Restrictive Environment

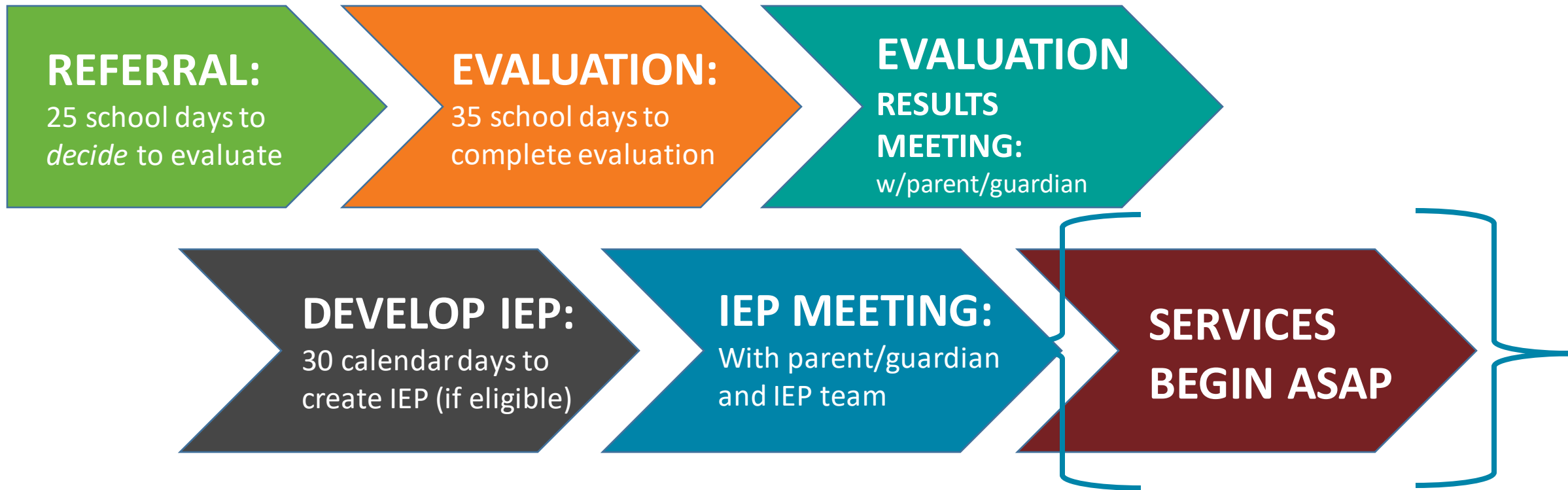
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Individualized Education Program

The Individualized Education Program

- Ask your student's school team to explain anything you do not understand. **Do not hesitate to ask questions.**
- The IEP team (including families) **meets at least yearly.**
- The IEP is an agreement to provide specific services with documented goals.
- Families can request an IEP team meeting at any time.

Expected Special Education Process



- Repeat REVIEW IEP & IEP MEETING once a year
- Repeat EVALUATION & RESULTS MEETING every 3 years

Terminology
Moment....



Service and Placement

- Service refers to the **delivery of special education services and related services** (paraprofessional support/occupational therapy/physical therapy/speech language support).
- Service is delivered through a **placement** within a **program** at a school.
- Programs are distributed throughout the district; **individual schools do not have all programs. A change of school may sometimes be required.**
- Highline Public Schools provides a variety of services and placements:
 - More information here: www.highlineschools.org/departments/special-education
- Services can also be delivered at either end of the school timeline – **Early Childhood and Highline Transition Academy.**

Special Education Programs at HPS

Highline Public Schools provides a variety of services and placements:

- More information here: www.highlineschools.org/departments/special-education

ECSE: Early Childhood Special Education - *SDI for children ages 3-5 with developmental delays*

IK: Integrated Kindergarten - *inclusion program for kindergarteners; goal is to transition to gen-ed 1st grade*

IAC: Intensive Academic Center - *need for intensive SDI (academic, social, functional skills)*

ILC: Integrated Learning Center - *focus on functional life skills for those with intellectual or multiple disabilities*

EBC: Emotional Behavioral Center - *for students with significant social-emotional & behavioral needs*

LRC: Learning Resource Center - *majority of time spent in general education settings, SDI developed per IEP*

DHH: Deaf/Hard of Hearing Program - *all ages programs for students with hearing impairment in the LRE*

18-21

CBS: Community Based Services - *intensive level of instruction for post-secondary students*

RTP: Realistic Transition Program - *half-day program focusing on employment, finances, independence, etc.*

Consent and Prior Written Notice

- Parental consent must be obtained for their child to **have an evaluation and the delivery of special education services.**
- Prior Written Notice
 - A document sent to the student's family that outlines important decisions regarding the student's special education services, including when they **want to conduct an initial evaluation; reject a request for evaluation; change substantive parts of the IEP; change placement/program.**

If you disagree with any changes to your student's special education services, communicate that to your IEP case manager or the special education department. This will halt any changes until a resolution has been reached.

Discipline and Behavior

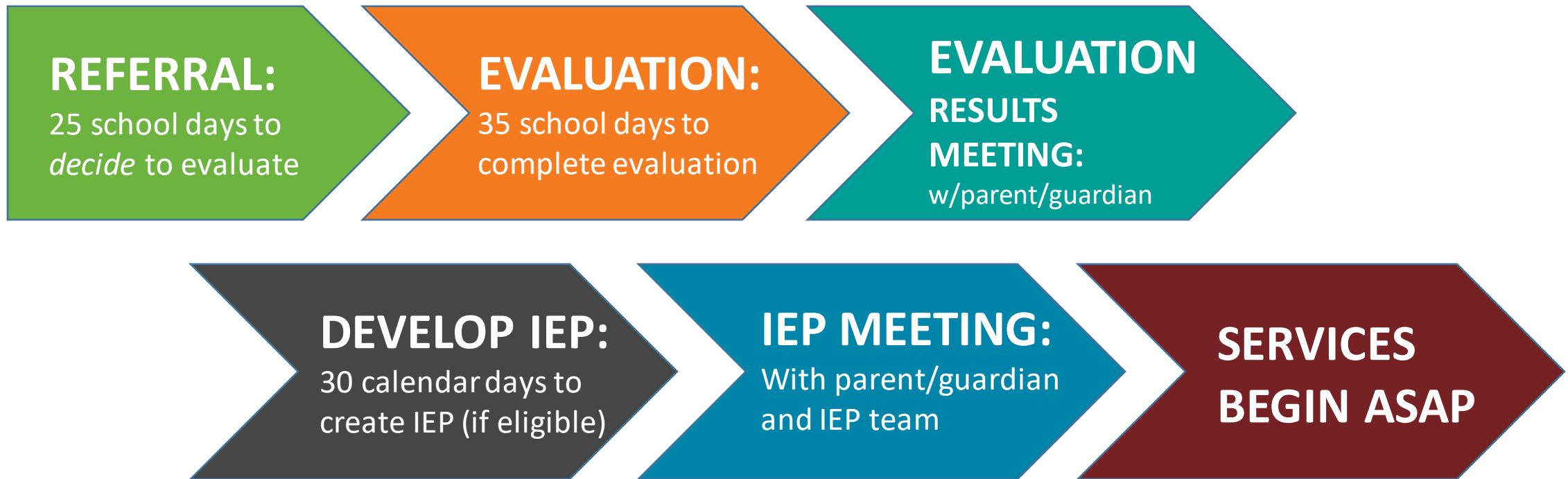
Schools have the right to discipline students who break school rules.

All students have the right to **know the rules of the school; challenge accusations and prove their innocence.**

Schools must document expulsions and suspensions. When a student with an IEP or 504 plan is removed from school for more than 10 days, it is considered a **change of placement**. In this case:

- The school must immediately **notify the parents of this change.**
- The school **must inform them of their legal rights.**
- The school must conduct a **manifestation determination meeting** to ascertain whether the behavior is a manifestation of the disability. If that is found to be the case, they must review and assess the IEP/504 plan.

Expected Special Education Process



- Repeat REVIEW IEP & IEP MEETING once a year
- Repeat EVALUATION & RESULTS MEETING every 3 years

Further Questions?

Highline Special Education Department: (206) 631-3009