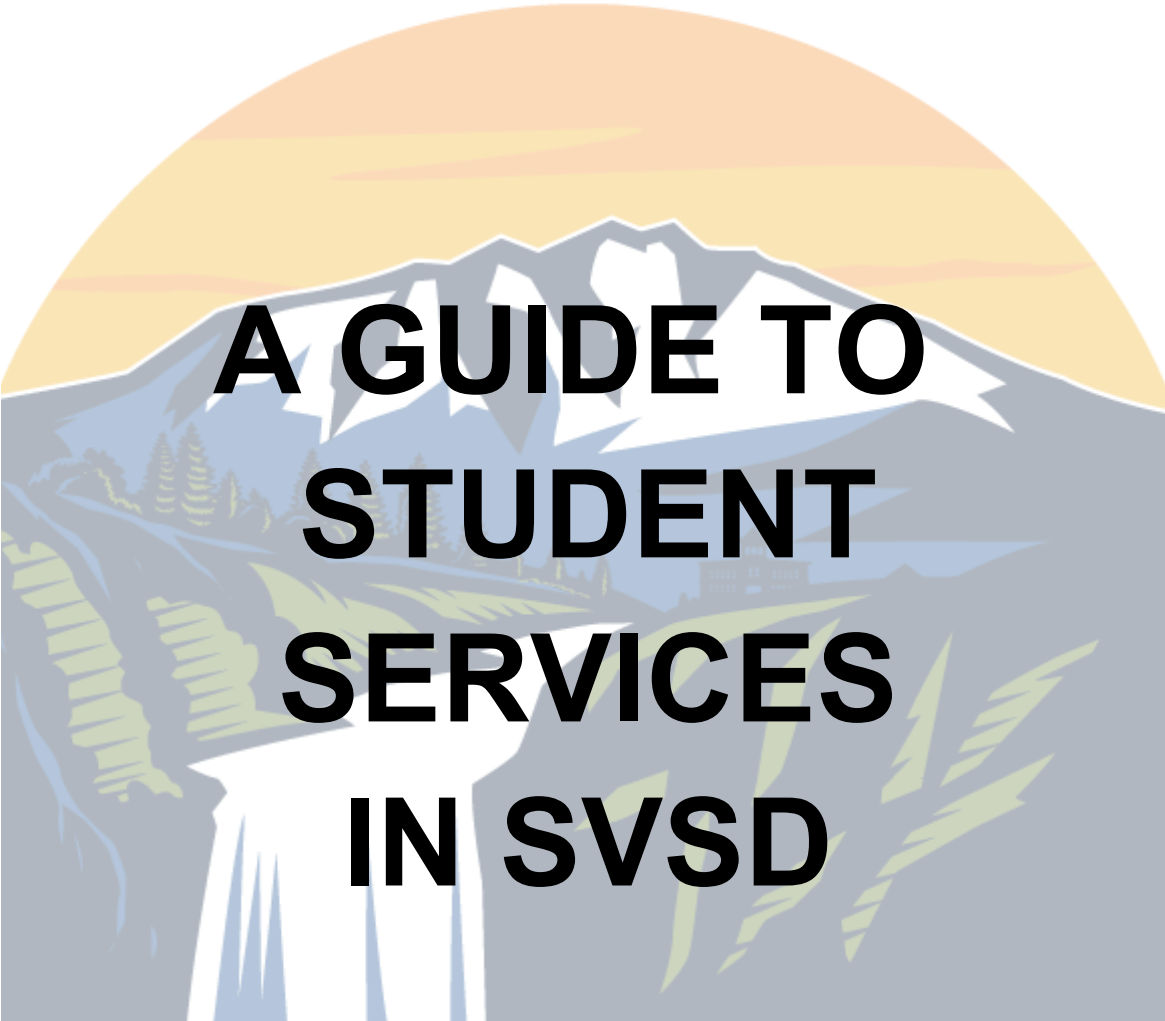




Snoqualmie Valley PTSA's  
Special Education and Disability Committee  
Advocate, Connect and Educate

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# A GUIDE TO STUDENT SERVICES IN SVSD

In partnership with Snoqualmie Valley School District  
&  
Inspired by Seattle Special Education PTSA

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*This guide is for informational purposes only and is not professional advice.  
SVPTSA does not provide legal or professional services through this material. Seek  
professional help for legal or expert assistance.*



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*When you see this icon, a hyperlink is provided for directed access to the resource. Click on the underlined phrase!*



# SVPTSA Special Education and Disability Committee

## WHO WE ARE



We are family and community members who value the diversity that individuals with disabilities bring to our community. We strive to realize the achievable goal of providing ALL children with an authentic sense of belonging in the Snoqualmie Valley School District.



## CONTACT INFO

**Sarah Lichtenberger, SEDC Chair**

[Email me!](#)

[Find us on Facebook](#)

## CONNECT



Connect staff, administrators, & families to promote the best education solutions and services for ALL our community's students including those receiving special education services and 504 accommodations.

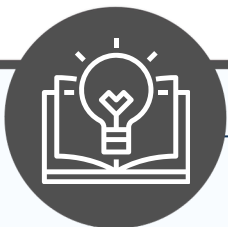
## ADVOCATE



- Promote system-wide improvements benefiting ALL students in Snoqualmie Valley.
- Assure protection of the civil rights of students with disabilities, those receiving special education services and 504 accommodations, to a free & appropriate public education in the least restrictive environment.

## EDUCATE

- Educate families & community members to advocate for equity and inclusion for all students, including those with special education and 504 accommodations.
- Educate parents about their children's legal rights afforded to them in the ADA, IDEA and Section 504.





## IMPORTANT DEFINITIONS

### IDEA

#### **Individuals with Disabilities Education Act**

A U.S. federal law that ensures students with disabilities are provided with a free appropriate public education that meets their individual needs, in the least restrictive environment.

### OSPI

#### **Office of Superintendent of Public Instruction**

The primary agency in WA overseeing public education, administering state and federal programs, including special education, to ensure all students receive equitable, quality education.

### 504

#### **Section 504 Plan**

A formal plan that ensures your child receives accommodations that enable their academic success and access to the learning environment.

### IEP

#### **Individual Education Program**

A formal plan that details your child's educational goals, services they'll receive, and legally required accommodations or modifications to support their learning.

### FAPE

#### **Free Appropriate Public Education**

Free Appropriate Public Education (FAPE) means that your child has the right to receive an education that meets their unique needs at no cost to you, ensuring they have the same opportunities to learn and succeed as other students.

### LRE

#### **Least Restrictive Environment**

A legal requirement under IDEA ensures that students learn alongside their peers without disabilities as much as possible. It's a guiding principle focused on inclusion, not just a specific place.



## IMPORTANT DEFINITIONS

### PWN

#### **Prior Written Notice**

A formal notice and summary of decisions about your child's education, given before any changes are made to the IEP. You will get this notice for each decision or change, including if a proposal is rejected.

### ESY

#### **Extended School Year**

Services during extended breaks to help students maintain skills. Eligibility is based on documented skill loss, development, recovery time, and IEP team input on the student's needs and progress.

### FBA

#### **Functional Behavior Assessment**

An evaluation tool used to identify the reasons behind a student's behavior, serving as the foundation for creating positive intervention supports.

### BIP

#### **Behavior Intervention Plan**

A plan created after an FBA that focuses on positive strategies for staff to employ to reduce targeted behavior and teach alternatives.

### IEE

#### **Independent Educational Evaluation**

An evaluation conducted by an independent, qualified examiner who is not employed by the school district. You can request this if you disagree with the evaluation done by the district.

### DP

#### **Due Process**

A formal process for resolving special education disputes with your child's school, including an impartial hearing officer and the chance to present evidence and witnesses.



## IMPORTANT CONSIDERATIONS



### YOU ARE AN EXPERT

You, the parent/guardian, are the expert on your child. Your voice needs to be woven throughout the IEP, not just summarized in one statement. Your input helps the team assess your child's skills and develop IEP goals.



### JOIN THE TEAM

You, the parent/guardian, are by law an equal member of your child's IEP team.



### KNOW YOUR RIGHTS

Read and always reference the rights you and your child have.

[Section 504 Students' Rights](#)  | [Special Education Procedural Safeguards](#) 



### SERVICES NOT PLACES

Special education under IDEA is not a place, placement, or pre-packaged program. Special education is a "service for children rather than a place where such children are sent." Special education is not the resource room, the classroom in the trailer, or the special school across town.



### INDIVIDUALIZED PLANS

IEPs are *individualized* education programs that provide individualized supports & services to meet your child's unique and specific needs. There's no "standard" sets of supports for certain disabilities. Make sure it is designed with *your* child in mind.



### BRING A FRIEND

IEP and evaluation meetings can be overwhelming and confusing. Bringing a friend or an advocate (some organizations offer this support) can help ensure you and your child are getting the support you need.



### ASK QUESTIONS

Don't hesitate to ask teachers and administrators questions or voice concerns about your child's education. Reach out to external organizations for support, many of which offer services in different languages. Connect with other families to help navigate the system.

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## IMPORTANT CONSIDERATIONS



### REVIEW DATA & PROGRESS

When a team is proposing a decision, ask to see and review the data with the team before making conclusions. Stay informed about your child's progress. You can request a mutually agreed upon communication plan be added to the IEP.



### OBSERVE

In-school observations can be requested by parents/guardians in addition to private providers. Request must be made in writing and in advance. District staff will be present during observations.



### SHARE YOUR CULTURE

Sharing your culture, values, and traditions with your child's class and school can help increase understanding and respect for one another.



### CLARIFY YOUR UNDERSTANDING

It's okay to ask for clarification, like 'I didn't understand' or 'Can you give me an example?' Ensure you understand what's happening in your child's classroom and how the school addresses your culture and disability awareness.



### BUILD PARTNERSHIPS

Partnering with teachers benefits your child's progress. You can request meetings anytime, and many communicate via email or ParentSquare. Discuss and adjust a communication plan with the teacher at the start of the year.



### LANGUAGE ACCESS

You have the right to request translations and interpretation services to schools if needed, even if you speak the language, to help provide clarity, to understand what is being communicated and decided, and to help you share about your student.



### FOLLOW UP

Always follow up any conversation, formal or informal, with an email to document the discussion and any decisions made. Request a Prior Written Notice (PWN) any time a proposed change is made regarding your student's IEP.



## LANGUAGE ACCESS & FAMILY ACCOMMODATIONS

Schools must make all efforts to ensure for full parent/guardian and student participation.



### **What can I do if I need accommodations?**

ADA ensures no discrimination based on disability in public services. Let staff know in advance if you need any accommodations to fully participate, such as remote meetings, interpretation, accessible documents, or extra time to review information.



### **What can I do if documents are not given to me in my home language?**

The law requires the district to provide materials in your preferred language. Request these materials from the case manager and include the principal before the IEP meeting. If the documents aren't provided in your preferred language, you can ask to reschedule the meeting. Put your concerns in writing.



### **What can I do if the documents are poorly translated?**

The law says that parents or guardians must receive *all* information about their child's education in their preferred language and must give their consent before services are provided. If your documents are not readable, ask the principal or case manager to ensure documents are translated by a professional translation service.



### **How are my student's language needs considered during the IEP process?**

Language access is part of the special considerations that are a required part of the discussion during the development of the IEP. Any supporting documents are included in the IEP.



### **What can I do if I need an interpreter to fully participate in a meeting?**

The law requires the district to provide translators or interpreters at no cost to you. Put your request for interpretation and translation in writing to the principal and case manager prior to the meeting.



### **Is my student required to be tested or evaluated in English?**

No, all tests and evaluations must be administered in the student's native language including American Sign Language.



### **Who do I contact for language support?**

Contact the District's [Categorical & Compliance Coordinator](#). 





## ROAD MAP FOR SUPPORT

### STEP 1

Learn about the differences between a 504 Plan and an IEP. (pg. 3)

1

2

### STEP 2

Document challenges your child is having at school.

### STEP 3

Reach out to the teacher or principal with your concerns; put them in writing.

3

4

### STEP 4

Ask for a meeting with staff to discuss your concerns and options available.

### STEP 5

Document the discussion & decisions; send the email summary to the team.

5

6

### STEP 6

A referral meeting is scheduled if you are initiating a referral for a 504 or IEP.

### STEP 7

Review the decision & explanation on whether or not to evaluate (PWN).

7

8

### STEP 6

Attend the Feedback Meeting to discuss eligibility for a 504 Plan or IEP.

### STEP 9

Process the evaluation & ask questions. If needed, request another meeting.

9

10

### STEP 10

A 504 or IEP is scheduled to determine the details of the plan, with a PWN

### STEP 11

Process the plan & ask questions. If needed, request a another meeting.

11

12

### STEP 12

Give or deny your consent to start the 504 or IEP Plan.

### STEP 13

Progress toward goals will be reported each semester. Review & ask questions.

13

14

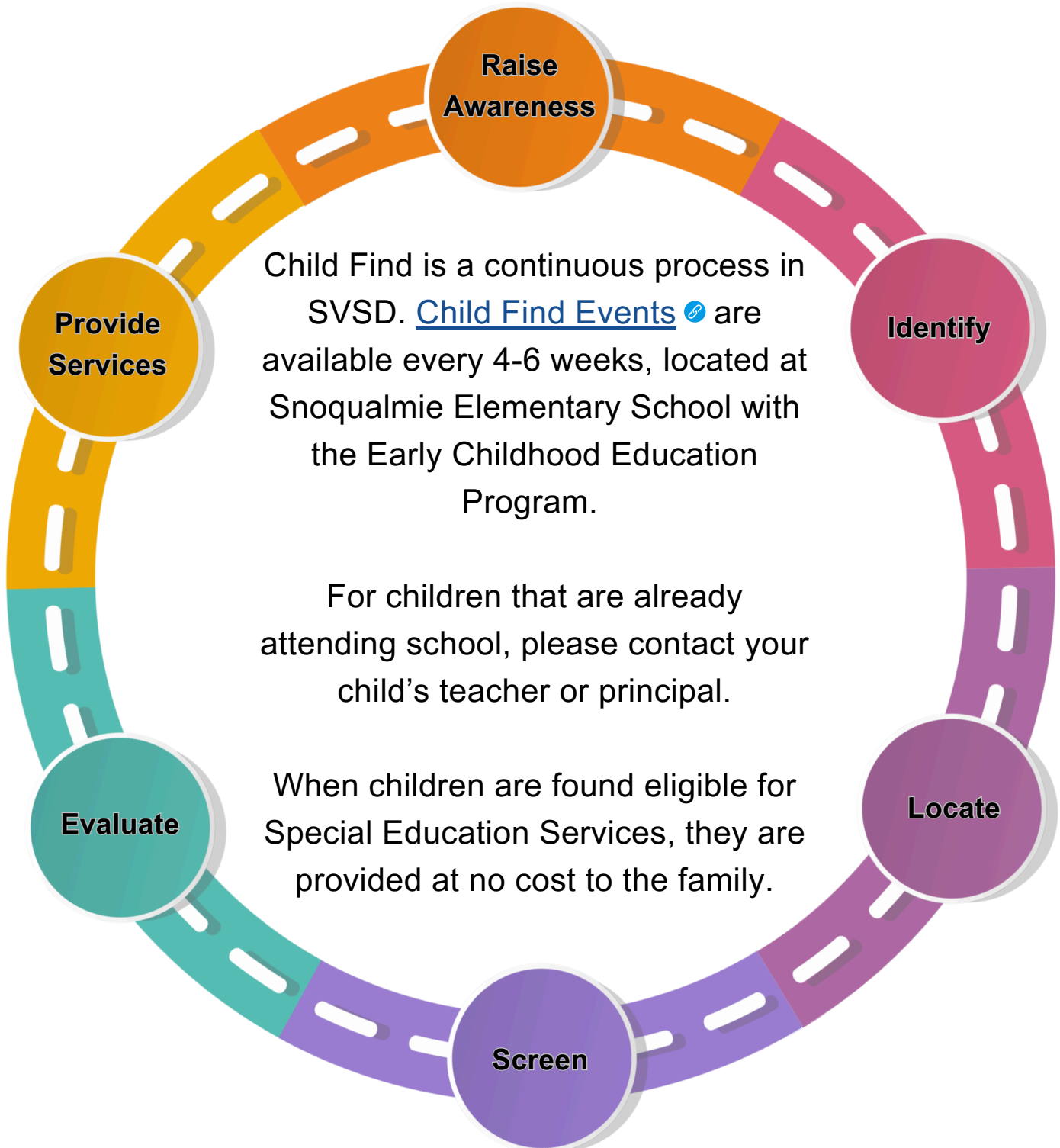
### STEP 14

Meet annually to review & update the plan.



## CHILD FIND

Child Find is a legal requirement that mandates schools to identify, locate, and evaluate children (birth through 21) who may have disabilities and need special education services. This applies to children who are homeschooled, in private schools, or not yet enrolled in school.





## IMPORTANT TIMELINES

Understanding when timelines begin in the 504 and special education process is crucial. 'School days' refer to days when staff are required to work, while 'calendar days' include all consecutive days, including weekends and holidays.

<b>REFERRAL DECISION</b>	<b>25 SCHOOL DAYS</b> given to make a decision about evaluating when a referral is made
--------------------------	--

<b>EVALUATION</b>	<b>35 SCHOOL DAYS</b> given to complete the evaluation after your written consent is given
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<b>INITIAL PLAN</b>	<b>30 CALENDAR DAYS</b> given to complete the Initial 504 or IEP after eligibility has been confirmed
---------------------	--

<b>PLAN REVIEW</b>	<b>ONCE PER YEAR</b> 504 Plans & IEPs are reviewed every 12 months from the start date. The team, including parents/guardians, can request one sooner.
--------------------	---

<b>REEVALUATE</b>	<b>ONCE EVERY THREE YEARS</b> 504 and Special Education Reevaluations occur at least every 3 years from the start date. The team, including parents/guardians can request an evaluation sooner, but no more than once per year.
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<b>IEE DECISION</b>	<b>15 CALENDAR DAYS</b> given for the Executive Director to make a decision: grant the request or the District files for due process.
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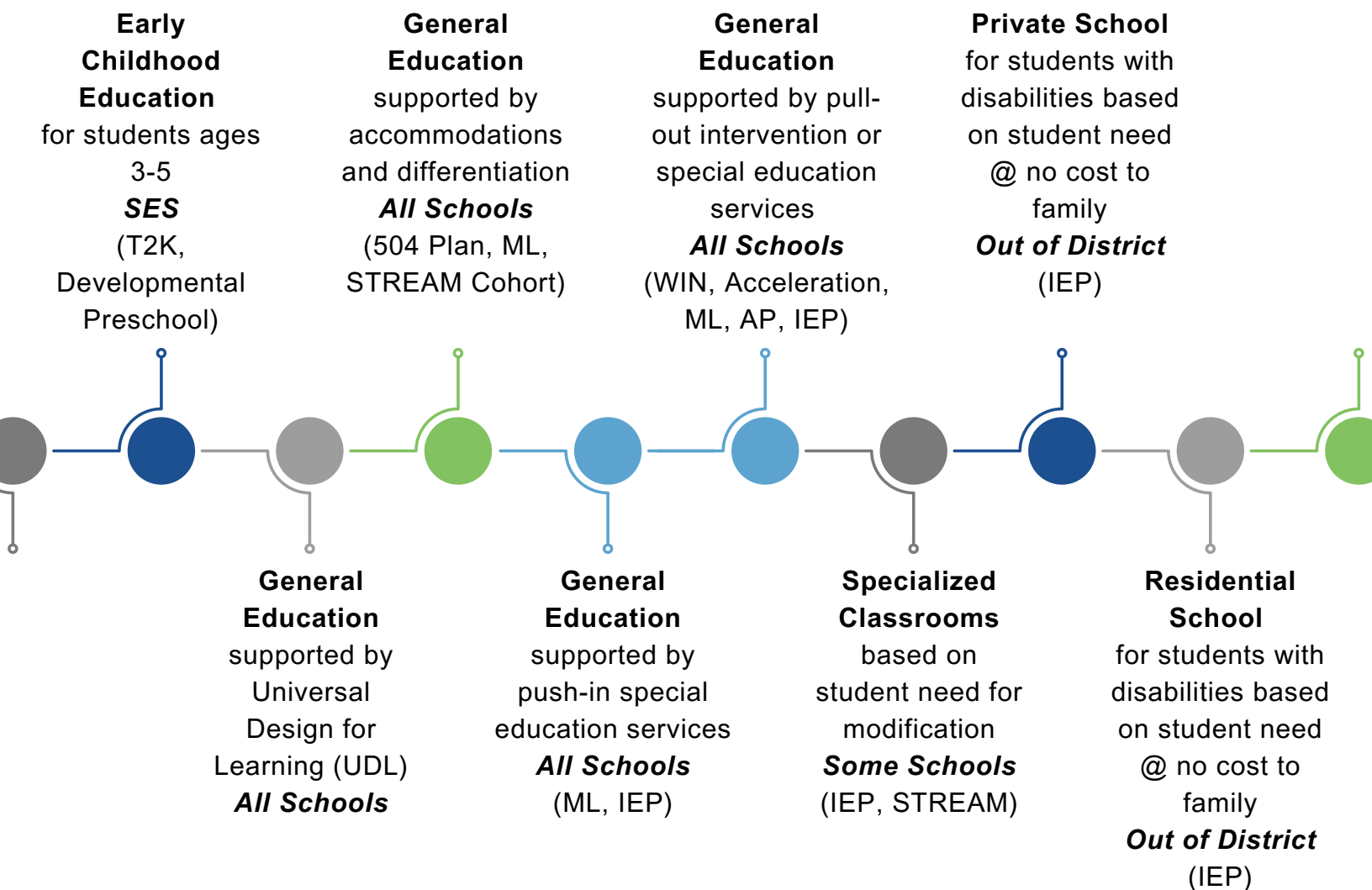
<b>SECC COMPLAINTS</b>	<b>1 YEAR</b> given for Special Education Community Complaints to be submitted & received by OSPI from the date of the concern. OSPI is allowed <b>60 calendar days</b> to make a decision.
------------------------	--

<b>DUE PROCESS</b>	<b>2 YEARS</b> given for a request for Due Process to be submitted & received by OSPI from the date of the concern. <ul style="list-style-type: none"><li>• <b>15 calendar days</b> are given for the District to hold a resolution session.</li><li>• <b>30 calendar days</b> are given to reach resolution.</li><li>• <b>45 calendar days</b> are given for WA Department of Ed to make a due process hearing decision if resolution is not achieved.</li></ul>
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## SVSD CONTINUUM OF SUPPORTS

SVSD offers a range of supports and services to meet the diverse needs of all students. The goal is to provide individualized support in the least restrictive environment, ensuring that students can learn alongside their peers as much as possible while still receiving the services they need. The continuum allows flexibility so that each student's services match their unique learning needs.

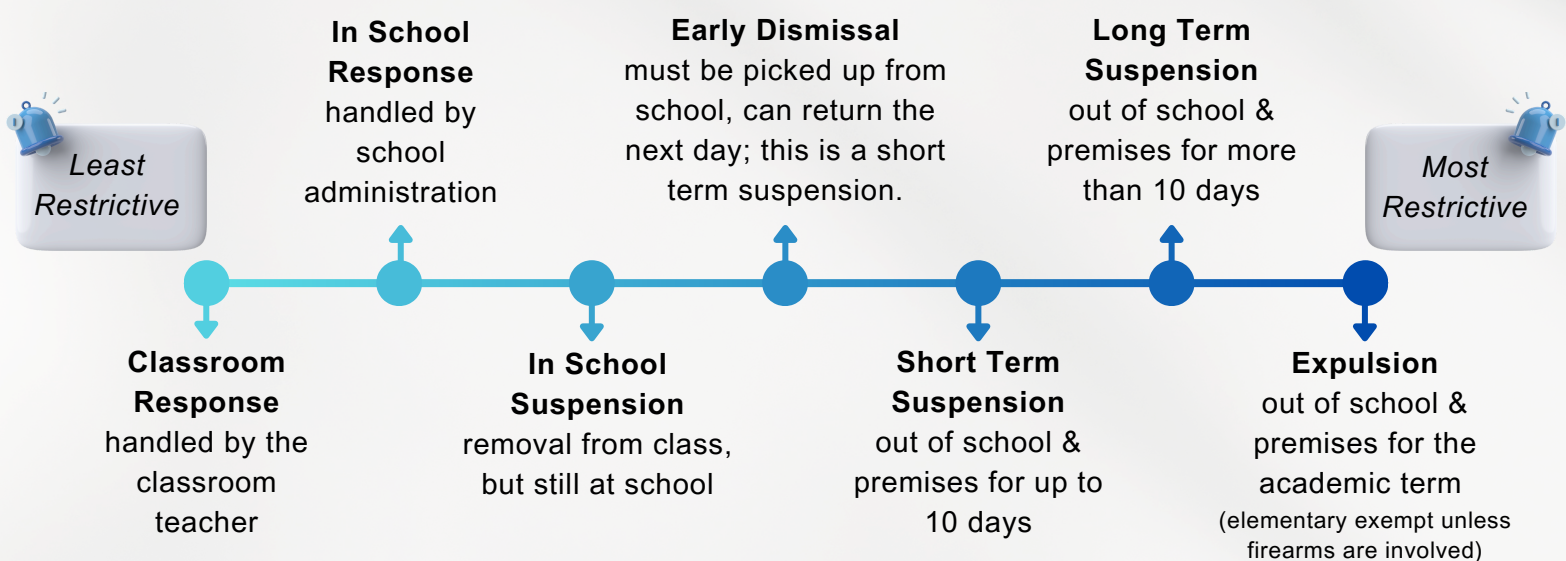




# SCHOOL DISCIPLINE

Effective discipline is preventive, proactive, and involves students in addressing the root causes of behavioral challenges. Students thrive when they feel safe, supported, engaged in learning, and surrounded by positive relationships, following the principle that "kids do well if they can" (Dr. Ross Greene). A Discipline Matrix guides administrators in selecting appropriate responses to student misconduct.

## DISCIPLINE IN SVSD



## EDUCATIONAL SERVICES & DISCIPLINE

During a suspension or expulsion, your child must still receive educational services - including services outlined in an IEP, no matter how long the suspension lasts. These services should help your child stay on track with the general curriculum and continue making progress toward their IEP goals.

## DISCIPLINE FOR STUDENTS WITH DISABILITIES

Students with disabilities have special protections in discipline, even without a 504 Plan or IEP. These include Functional Behavior Assessments, Behavior Intervention Plans, Manifestation Determination Reviews, and Interim Alternative Educational Settings for cases involving weapons, drugs, or serious injuries. Districts can prevent misconduct and avoid punitive discipline through school-wide positive behavior systems, trauma-informed practices, restorative justice, support models, and crisis prevention training.





# SCHOOL DISCIPLINE

What to expect when an alleged incident occurs.

## STEP 1

### Initial Hearing & Initial Notice

1. Students have the right for parent/guardian participation in the process.
2. *They must be allowed to contact their parent/guardian when given short-term or in-school suspension.*
3. Notice must be provided no later than the date the disciplinary action was determined.

## STEP 2

### Written Notice

- Before suspension or expulsion, the student will have the opportunity to give their explanation. Staff will schedule an informal hearing to discuss:
1. The alleged violation
  2. Evidence of the violation
  3. The imposed disciplinary action

## STEP 3

### Manifestation Determination Review (MDR)

- If a student with a disability is given or has accumulated a suspension or expulsion lasting more than 10 days, an MDR is required. The following must be determined:
1. Is the misconduct in question related to the disability or suspected disability?
  2. Did the school implement the 504 Plan or IEP incorrectly?
- The meeting must take place within **10 school days**.

YES

NO

## STEP 4

**Yes, the misconduct is related and/or the plan was implemented incorrectly**  
No disciplinary action can be taken and the student returns to their regular schedule.

## STEP 4

**No, the misconduct is not related and the plan was implemented correctly**  
The disciplinary action is carried out. The student still receives educational services during the removal.

## STEP 5

### Functional Behavior Assessment (FBA)

An FBA must be conducted. If necessary, a Behavior Intervention Plan (BIP) is implemented.



# STEPS TO ESCALATE

Need more support?

01

## Home Documentation

Document the challenges your child is having at home or school.

02

## Teacher, Case Manager, or Principal

Contact your child's teacher, case manager, or principal with your written concerns; include any data you've collected.

03

## Request a Meeting

Request a 504 or IEP Meeting with the teacher, case manager, or principal. Email your concerns to all team members ahead of time to inform the discussion.

04

## District Level Staff

Contact the program specialist, associate director, or executive director if your child's needs are still not met after the 504 or IEP Meeting.

05

## Request a Meeting

Request a 504 or IEP Meeting with the district staff to resolve your concerns. Reiterate your concerns through email ahead of time.

06

## Dispute Resolution

The dispute resolution process provides parents and schools with options to resolve disagreements about a student's educational services.

### Mediation

A voluntary, confidential process where parents and schools work with a neutral mediator to resolve disputes, and if an agreement is reached, it is documented in a signed, written statement that is legally binding.

### Facilitated Meeting

Contact Sound Options Group by calling (800) 692-2540 for a Facilitated 504 or IEP Meeting. This meeting takes place at no cost to you.

### Formal Complaint

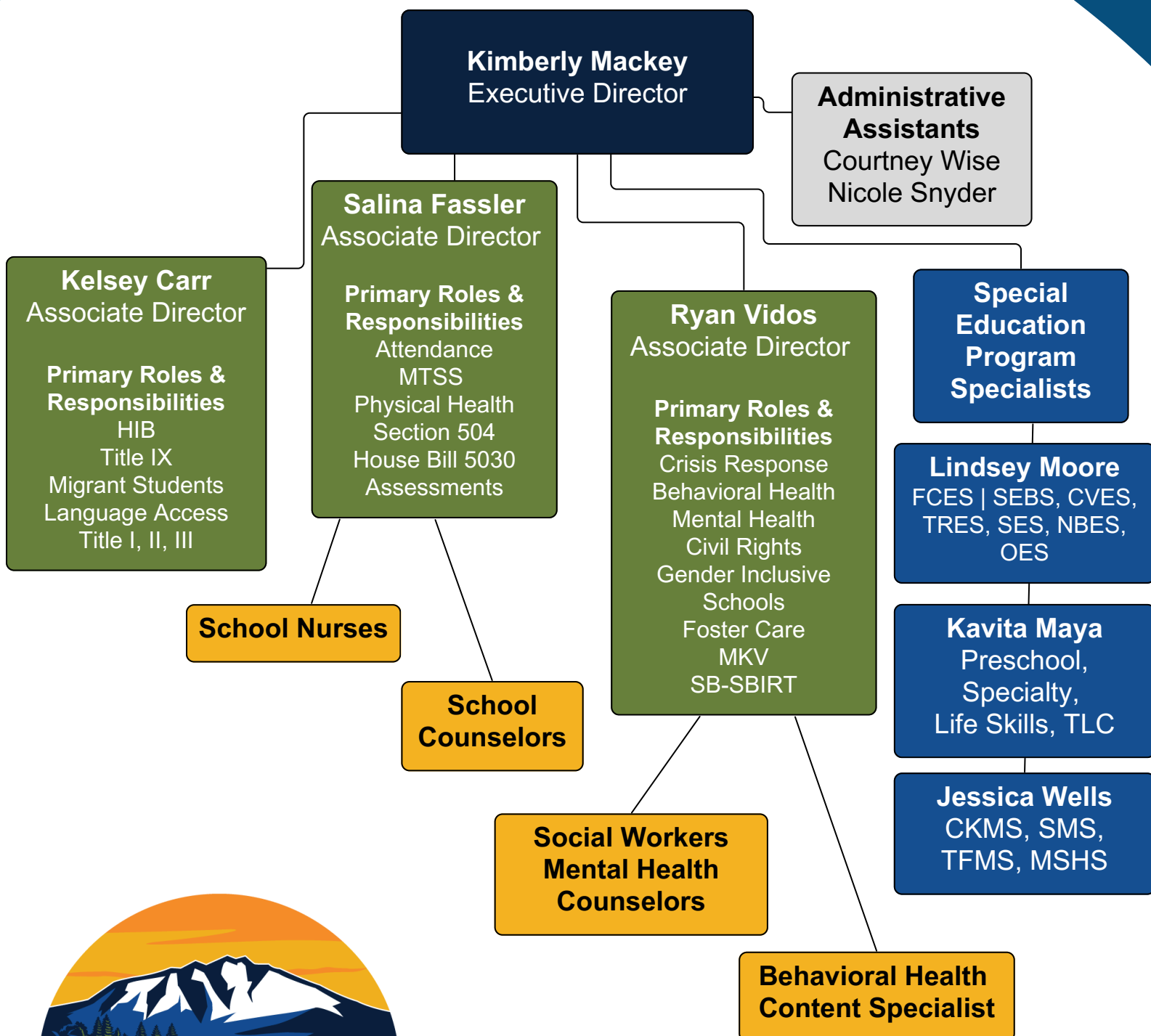
If your child continues to face challenges despite your efforts, you can file a formal complaint. For students with a 504 Plan, submit a Discrimination Complaint to OSPI or the US Office for Civil Rights. For students with an IEP, file a Special Education Community Complaint with OSPI.

### Due Process

A due process hearing can be requested. It is a formal, legal proceeding conducted by an administrative law judge. This process is complex; you may consider obtaining the assistance of attorney.



# STUDENT SERVICES ORGANIZATIONAL CHART





## FREQUENTLY ASKED QUESTIONS



### **What are Multi-Tiered Systems of Support (MTSS)?**

The Multi-Tiered System of Supports (MTSS) is a way schools help all students succeed by giving them the right level of support based on their individual needs. It starts with general help for everyone and adds more focused support for students who need extra assistance, whether in academics, behavior, or social skills. This approach ensures that students get the help they need as soon as possible to thrive in school.



### **What is the difference between a 504 Plan and an IEP?**

A 504 Plan and an IEP are both formal plans designed by your child's educational team to provide the necessary supports and prevent discrimination. However, they are distinct documents with different requirements and protections. A 504 Plan is not simply a lighter version of an IEP; each serves a unique purpose based on the student's needs. *(see page 3)*



### **Is a medical diagnosis required to be referred for a 504 Plan or IEP?**

No, medical diagnoses are not required.



### **What if the district says my child is not eligible for a 504 Plan or IEP?**

The district must provide a written explanation, in a Prior Written Notice (PWN), explaining why your child is not eligible. If you disagree with the evaluation results, submit a written statement to the evaluator that must be included in the evaluation documentation. You can request an IEE or submit a request for a Due Process Hearing with OSPI. *(see page 14)*



### **What if I disagree with evaluation results for a 504 or Special Education?**

Put your concerns in writing. You may also request an IEE or Independent Educational Evaluation from the Executive Director of Student Services. The district is responsible for providing information to help assist you in obtaining an IEE. If it is granted, you are not financially responsible for the IEE. *(see page 14)*



### **What does meaningful parent participation look like?**

It should include advance notice of meetings, access to educational records, recognition of parents as partners in their child's education, the ability to observe their child at school, and the requirement of parental consent. *(see pages 5-6)*



## FREQUENTLY ASKED QUESTIONS



**What can I do if the meeting materials are not provided to me in advance, or not provided early enough so I can review them?**

Parents and guardians have the right to review their child's records at any time, especially before a 504, Evaluation, or IEP meeting. If your request to see the documents hasn't been fulfilled, contact the school principal. You can also ask to reschedule the meeting until after you've had a chance to review the documents.



**Can my child attend their 504 or IEP Meeting?**

Yes! Start early by engaging with your child about their goals, supports, and strengths. Encourage staff to seek input from your child regularly. It is mandatory for your child to attend their IEP meeting when post-secondary goals are discussed.



**What if we don't address all our concerns in the allotted meeting time?**

If there isn't enough time during the meeting, discussions can be postponed and scheduled for a later date. Make sure to set a date for the continuation of the IEP meeting before the current meeting ends. You are not obligated to skip components, rush, or diminish your concerns.



**Is a student only allowed one 504 or IEP Meeting per year?**

No. Parents/guardians can request a 504 or IEP meeting at any time by putting the request and reasons in writing.



**When can I expect meetings to be scheduled?**

Parents can expect 504 or IEP meetings to be scheduled at a mutually convenient time, typically during regular school hours. Schools are required to work with parents to find a time that allows them to participate, and parents should receive advance notice of the meeting date and time. If the proposed time doesn't work, parents can request rescheduling to ensure they can attend and be fully involved.



**My child is not showing improvement after implementing the 504 or IEP. What now?**

Contact your child's Case Manager to discuss your concerns and request a team meeting. During the meeting, share your concerns and suggest any necessary changes to the 504 Plan or IEP.



## FREQUENTLY ASKED QUESTIONS



### **When are reevaluations conducted in Section 504 and Special Education?**

Evaluations are required at least every three years. While any 504 or IEP team member can request an evaluation at any time, the school district is only obligated to conduct one if the team agrees there is a demonstrated need and no more than once per year. (see page 10)



### **What are accommodations?**

Accommodations are changes made to help students with disabilities learn and succeed in school. Adjustments might include extra time on tests, different ways to complete assignments, or special tools/technology. The goal is to make sure that all students have the same opportunities to do well and reach their full potential.



### **What are modifications?**

Modifications are changes made to what a student is expected to learn or how they complete their work. For example, shorter assignments or simpler tasks compared to their classmates. These adjustments help ensure that the student can learn and succeed based on their individual needs and abilities.



### **How do teachers get notified about my child's accommodations?**

It is the responsibility of your child's 504 or IEP Case Manager to notify all teachers of your child's plan and the accommodations that are required. Teachers are notified in writing and are provided a physical copy or are given digital access to the information.



### **What if my child's plan is not being followed or accommodations are not being given?**

If a parent finds that their child's plan or accommodations are not being followed, they should:

- *Document the Issue:* Keep detailed records of specific instances where the plan or accommodations were not implemented.
  - *Communicate with the School:* Contact your child's case manager or principal to discuss the problem and seek a resolution.
  - *Request a Meeting:* Schedule a meeting with the school team to review the plan and address any issues.
  - *Formal Complaint:* If the issue persists, consider filing a formal complaint with the [Executive Director of Student Services](#) or seeking mediation.
  - *Seek Advocacy:* If needed, consult with a special education advocate or attorney for additional support and guidance.
-



## FREQUENTLY ASKED QUESTIONS



### When is the school allowed to restrain or isolate my child?

Restraint or isolation of students can only be used if there's an immediate risk of serious harm to themselves or others. The district aims to use these measures only as a last resort and ensures staff are trained in de-escalation techniques to prevent their use. After such incidents, parents must be notified, and a meeting should be scheduled to review the event and plan for future prevention.



### How and when will I be notified that restraint or isolation has been used with my child?

- Parents will be informed **verbally within 24 hours** of the time that restraint or isolation was used.
- Parents will be informed **in writing within 5 business days** of the day that restraint or isolation was used.



### What is a Manifestation Determination Review (MDR)?

An MDR is a meeting that helps determine if a student's behavior is linked to their disability. If a student with an IEP or 504 Plan is facing disciplinary actions, this review looks at whether the behavior was a result of their disability or if the school's supports were being followed. This helps ensure that the student gets the right support and that any disciplinary actions are fair and appropriate.



### What is Transition 2 Kindergarten (T2K)?

T2K program helps prepare 4-year-olds for kindergarten, especially those who have had limited access to early learning experiences. The goal is to ensure a smooth transition into kindergarten by building foundational skills.

## SECTION 504



### Who develops a 504 Plan?

Your child's school counselor is the 504 Coordinator and Case Manager who develops the 504 Plan. At the time of the meeting, a team of individuals, including the parent/guardian, who know and understand your child work together to develop the 504 Plan.



### What is included in a 504 Plan?

A 504 Plan includes the accommodations and supports for the student as well as who will be providing and monitoring these supports.

---



## FREQUENTLY ASKED QUESTIONS

### SPECIAL EDUCATION & THE IEP



#### **Who attends an IEP Meeting?**

Parents/guardians, along with their child, attend an IEP meeting with the school team, which includes the case manager, special and general education teachers, related service providers (OT, PT, SLP), and a school or district administrator. You can also bring anyone who knows your child well, such as private therapists, and may request a note taker or bring your own. Parents are encouraged to bring a friend or family member for support, and they can invite anyone they wish to the meeting.



#### **Where will my child receive services from the IEP?**

Students receive services in their Least Restrictive Environment (LRE), tailored to their individual needs. This could mean support in the general education classroom or in a separate setting, either one-on-one or in a small group, depending on what best supports the student's learning. (see page 5)



#### **How should I prepare for an IEP Meeting?**

Review the previous IEP and progress reports and draft your questions and concerns in advance. Request a draft copy of the new IEP and provide input - consider your child's strengths, needs, goals, helpful strategies, necessary accommodations, and any concerns. (see pages 5-6)



#### **What is the difference between placement and assignment?**

In special education, "placement" covers all the services and resources needed for a student with disabilities, including the services, facilities, staff, and setting. A student's "assignment" is their school location, decided by the district based on their placement and needs. Ideally, students will attend their neighborhood school, but complex needs might require a different school better suited to provide the necessary services.



#### **What if my child's school doesn't have the placement my child needs?**

Students attend the school that offers the specific services and placement they need, which might not be their neighborhood school. Parents can propose for their child to be placed in their local school instead. If this request isn't granted, it will be documented in a PWN with an explanation. Parents can seek [dispute resolution](#) to address the placement decision. (see page 14)



## FREQUENTLY ASKED QUESTIONS



### **What is an IEP Amendment?**

An IEP amendment is a small adjustment or modification to the IEP. If everyone involved agrees, a full team meeting isn't necessary to make this change. However, the proposed amendment is recorded in a Prior Written Notice (PWN) before making any changes.



### **How do I request Extended School Year (ESY) for my child?**

ESY is discussed at each Annual IEP Meeting. If your child's meeting is scheduled early in the school year, a decision can be made later through an IEP Amendment or second meeting.



### **I have a great private aide. Can they come help at the school?**

No. However, if the IEP team determines your child needs the same support at school that the private aide provides, the district is responsible for providing that service to ensure your child can access their free and appropriate public education (FAPE). The discussion and resulting decision is documented on a PWN.



### **What is an Emergency Response Protocol (ERP)?**

An ERP is a formal plan for serious emergencies that could cause harm. If an ERP is developed, it will be added to the student's IEP and reviewed yearly; they are implemented with your consent. ERPs are not a replacement for a behavioral intervention plan but are part of planning to ensure the student receives FAPE.

## **DISABILITY HISTORY & AWARENESS**



### **What and when is Disability History and Awareness Month?**

October is Disability History and Awareness Month. This is a time dedicated to teaching students about the experiences, rights, and contributions of people with disabilities. It helps raise awareness, build understanding, and promote inclusion by educating everyone about the challenges people with disabilities face and how we can work together to create a more supportive and accepting community.



### **How does SVSD celebrate Disability History and Awareness Month?**

SVSD celebrates Disability History and Awareness Month by promoting inclusive practices and raising awareness about disabilities; including activities to educate students and staff about the history of disability rights and the importance of supporting all students in the learning environment. It emphasizes its commitment to equity and inclusion, in the Strategic Plan and throughout the year.



# RESOURCES



## Government Agencies

[Office of the Superintendent of Public Instruction](#)  
[Office of the Education Ombuds](#)



## Law

### [Federal Law: IDEA](#)

- [The Least Restrictive Environment](#)
- [Free, Appropriate Public Education](#)
- [Special Education is a Service, Not a Place](#)

### [State Law: RCWs & WACs](#)

- [Special Education \(RCW\)](#)
- [Provision of Special Education \(WAC\)](#)
- [Rules for the Provision of Special Education](#)

### [Case Law for Inclusion](#)

- [Oberti](#)
- [L.H. v. Hamilton County](#)

### [OSPI Decisions](#)

- [1:1 Paraprofessionals are not Placement](#)
- [Losing Time in General Education](#)

### [Disability History Month](#)



## Community Organizations

[Decoding Dyslexia Washington](#)

[International Dyslexia Association - WA Branch](#)

[Disability Rights Washington](#)

[Down Syndrome Community of Puget Sound](#)

[Investing in Student Potential](#)

[Open Doors For Multicultural Families Center](#)

[Rooted in Rights](#)

[Roots of Inclusion](#)

[The Arc of King County](#)

[Washington Autism and Advocacy Alliance](#)

[Hands and Voices](#)

[Washington Multicultural Services Link](#)

[Disabilities, Opportunities, Internetworking, and Technology \(DO-IT\)](#)

[Northwest Justice Project](#)

[Inclusive Education in Washington State](#)

[Inclusionary Practices Technical Assistance Network](#)

[Inclusionary Practices Handbook](#)

[Inclusionary Practices Project](#)



## RESOURCES



### Research

[Inclusionary Practices Project](#)  
[Evidence for Inclusive Education](#)  
[General Education Classrooms Boost Performance](#)  
[Context, Curriculum, and Student Learning](#)  
[Inclusive Education for K-8 Students with Cognitive Disabilities](#)  
[Supporting Students with Severe Disabilities in Inclusive Schools](#)  
[Misapplying the Least Restrictive Environment](#)  
[People with Down Syndrome in Inclusive Settings](#)  
[TIES Center](#)  
[Maryland Coalition for Inclusive Education](#)  
[SWIFT Schools Shelf](#)  
[National Catholic Board on Full Inclusion](#)  
[Inclusive Schooling: Causton & McLeod](#)  
[The Effects of Inclusion for Students with Intellectual Disabilities](#)  
[Outcomes for Students with Learning Disabilities](#)  
[NTACT](#)  
[Changing the Communication Learning Profile in Down Syndrome](#)  
[Cheryl M. Jorgensen: EdWeb Webinar](#)  
[Outcomes of Inclusive vs. Separate Placements](#)  
[For Whose Benefit?](#)  
[Problems with IQ and Psychometric Assessment](#)



### Universal Design for Learning (UDL)

[CAST - Universal Design for Learning](#)  
[The Difference Between UDL & Traditional Education](#)  
[Design for Each & Every Learner](#)  
[Loui Lord Nelson: The UDL Approach](#)  
[Katie Novak: Innovate Inside the Box | Moving from One Size Fits All](#)  
[| If Equity is a Priority, UDL is a Must](#)  
[Todd Rose: Jet Cockpits & the End of Average](#)  
[Thomas Hehir: Policy Foundations of UDL](#)  
[Kennedy Krieger: UDL Digital Resources](#)  
[District Spotlight from Columbus, IN](#)  
[UDL: Theory & Practice](#)  
[UDL: DIY Template](#)  
[National Center on Universal Design for Learning](#)  
[UDL Math for Elementary School](#)





## RESOURCES



### Strategies for the Classroom

[Shelley Moore's Inclusion Strategies](#)

[Unit-Based Approach to Adaptations](#)

[Classroom Modifications from the Inclusive Classroom](#)

[The Golden Rule of Paraprofessional Support](#)

[Implementing Paraprofessional Facilitation](#)

[Implementing Cooperative Learning](#)

[Creating Inclusive Classrooms that Work](#)

[Foundations for Divergent Minds Model](#)

[Accommodations in the Classrooms](#)

[Grading my Child with Significant Cognitive Disabilities](#)

[How to Teach Pragmatic Language Without Being Ableist](#)

[Learning For Justice](#)

[Presentations from Inclusion Conferences & Trainings](#)

[Paula Kluth: EdWeb Webinar](#)

[Preparing & Implementing Effective Inclusive Education](#)

[Rethinking "We Are All Special"](#)

[The Problem with Behaviorism](#)

[Beyond Treats & Timeouts](#)

[Ready...Set...Success: A Formula for Leading Schools with Love](#)

[Ross Greene: Lives in the Balance](#)

[Collaborative & Proactive Solutions](#)

[Collaborative Problem Solving by Think:Kids](#)

[Mona Delahooke: Beyond Behaviors](#)

[Lori Desautels: Revelations in Education](#)



### Strategies for Community

[Young Children's Attitudes Toward Peers with Intellectual Disabilities](#)

[Advocating for Better Treatment of Individuals with Autism](#)

[Rethinking Normalcy & Disrupting Ableism in Schools](#)

[Loose Parts](#)



### Trends & Statistics

[IDEA: Segregation of Students with Disabilities](#)

[40th Annual Report to Congress on IDEA, 2018](#)

[41st Annual Report to Congress on IDEA, 2019](#)

[42nd Annual Report to Congress on IDEA, 2020](#)

[43rd Annual Report to Congress on IDEA, 2021](#)

[45th Annual Report to Congress on IDEA, 2023](#)



## RESOURCES



### Advocacy

[When Special Education & Disabilities Studies Intertwine](#)  
[TIES Center: Systems Change](#)  
[Comprehensive Inclusive Education](#)  
[Myths & Facts about Inclusive Education in WA State](#)  
[What Every Parent Should Know About Inclusive Education](#)  
[Dispelling the Myths of Inclusive Education](#)  
[The Need for Reciprocity in Classrooms Between Students](#)  
[New Jersey Autism Center of Excellence](#)  
[Schools of Promise](#)  
[Myth: The High Cost of Inclusion](#)  
[Intelligent Lives Library](#)  
[Inclusion University](#)  
[Catalyst for Inclusive Education](#)  
[Answers to Questions Regarding District Getting It Right](#)  
[Self-Advocate](#)  
[MTSS for All](#)  
[Collaborative Special Education Advocacy](#)



### Parent Teacher Associations

[Resolution on High Expectations for Students with Disabilities](#)  
[Resolution 18.34: Universal Design for Learning](#)  
[Resolution 18.40: Improving Access & Outcomes in Special Education](#)



### Washington State Powerhouses

[Dr. Ilene Schwartz](#)  
[Dr. Cassie Martin](#)  
[Dr. Carly Roberts](#)  
[Office of the Education Ombuds: One Out of Five: Disability History & Pride](#)  
[OSPI: Inclusionary Practices PD Project](#)  
[UW Haring Center: Inclusionary Practices Demonstration Sites](#)  
[Investing in Student Potential](#)



### Podcasts

Julie Causton  
Five Moore Minutes  
SWIFT Unscripted  
Think Inclusive Podcast  
UDL for 15 Minutes



## SOURCES

**OSPI:**

<https://www.k12.wa.us>

**Office of Education Ombuds:**

<https://www.oeo.wa.gov/en>

**Washington Administrative Codes:**

<https://apps.leg.wa.gov/wac/default.aspx?cite=392-172a>

**Parent Center Hub:**

<https://www.parentcenterhub.org/>

**Special Education Procedural Safeguards:**

<https://www.k12.wa.us/sites/default/files/public/specialed/pubdocs/ProceduralSafeguards.pdf>

**Americans with Disabilities Act:**

<https://www.ada.gov/>

**Snoqualmie Valley School District:**

<https://www.svsd410.org/>

**Snoqualmie Valley School District Board Policies & Procedures:**

<https://go.boarddocs.com/wa/svsd410/Board.nsf/goto?open&id=BEFKMC528542>

**Lives in the Balance:**

<https://livesinthebalance.org/educators-schools/>

<https://livesinthebalance.org/our-solution/>

**Understood:**

<https://www.understood.org/articles/en/functional-assessment-what-it-is-and-how-it-works4>

<https://www.understood.org/articles/en/behavior-intervention-plans-what-you-need-to-know5>

**Wright's Law:**

<https://www.wrightslaw.com/info/discipl.mdr.strategy.htm6>

**Trauma Sensitive School:**

<https://traumasensitiveschools.org7>

**Northwest Justice Forum:**

<https://www.nwjusticeforum.com>