

**PAUSD**

**SPECIAL EDUCATION  
&  
STUDENT SUPPORTS**

**PARENT UNIVERSITY**

# AGENDA

- **Introductions**
- **Multi-Tier System of Support (MTSS)**
- **Student Success Team Meetings (SST)**
- **504 Service Plans**
- **Individualized Education Plans (IEPs)**
- **Differences between 504s & IEPs**
- **Challenges & Questions**
- **Resources**



# INTRODUCTION



**DIRECTOR  
STUDENT SERVICES**

**AMANDA  
BOYCE**



**DIRECTOR  
SPECIAL EDUCATION**

**TERI  
LEE**



**STUDENT & FAMILY  
ENGAGEMENT SPECIALIST**

**EDWARD  
TONGA**



**STUDENT & FAMILY  
ENGAGEMENT SPECIALIST**

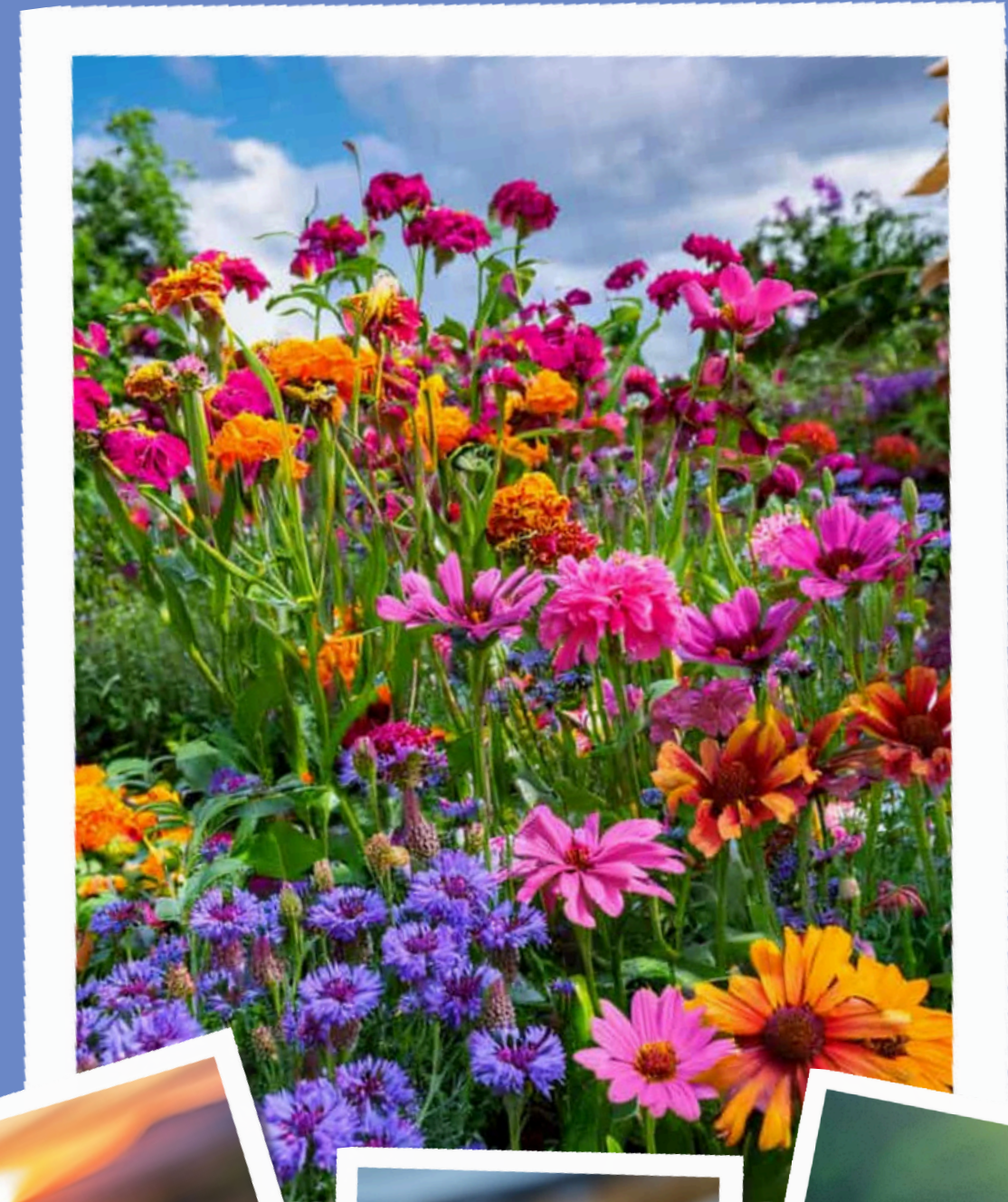
**CHRISTIAN  
MUÑOZ**

# THE LEARNING GARDEN

**STUDENTS ARE LIKE FLOWERS**  
**EACH IS UNIQUE & GROWS DIFFERENTLY.**

**EACH ONE HAS DIFFERENT NEEDS**  
**MORE SUN, WATER, SHADE, OR ATTENTION.**

**FAMILIES & STAFF WORK TOGETHER**  
**SUPPORT SERVICES HELPS**  
**EVERYONE BLOOM.**



# RTI: RESPONSE TO INTERVENTION

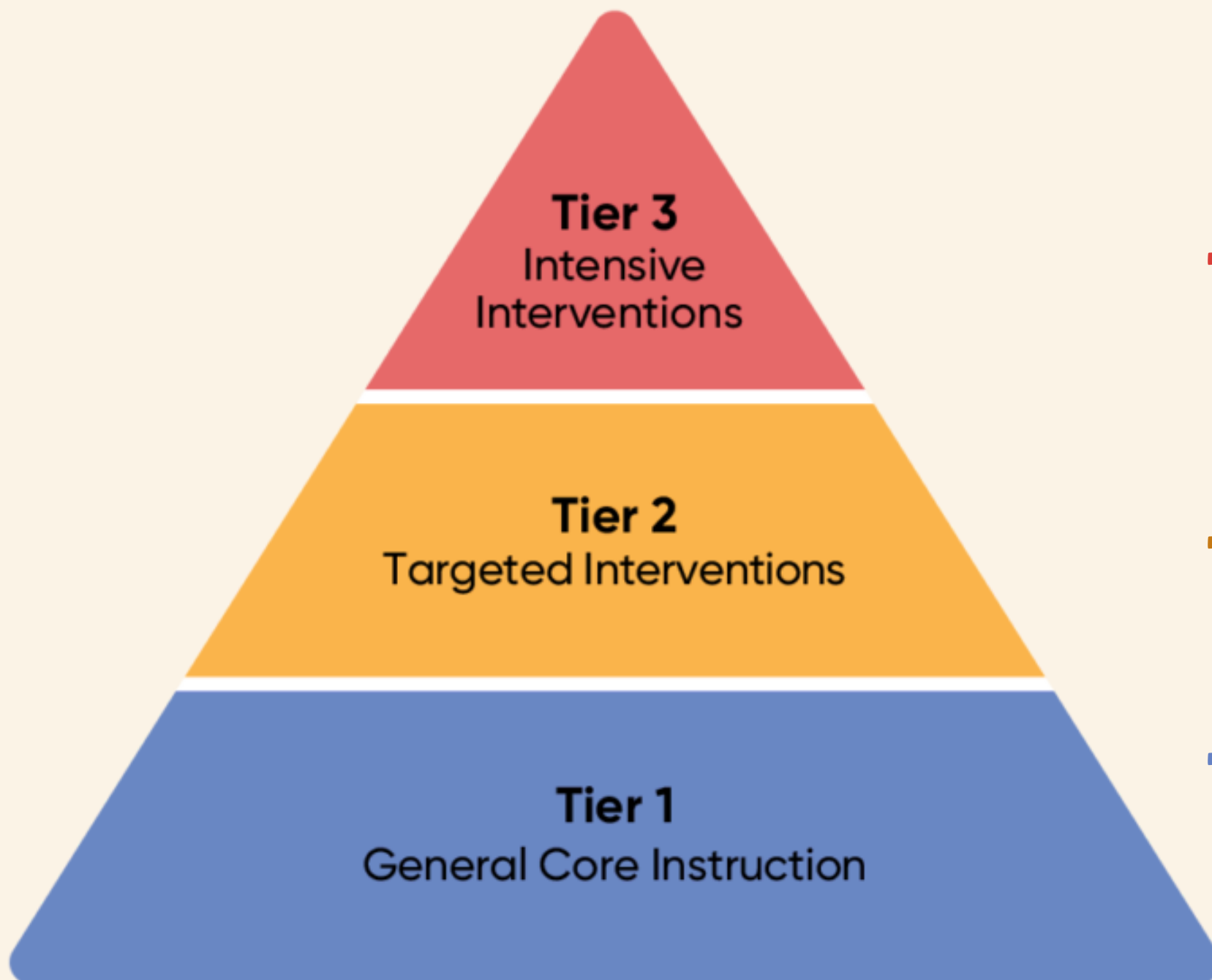
- **RTI: What do we do when a student struggles:**
  - Academically, socially, or behaviorally.
- **A school-wide process, not a program.**
  - Proactive, not reactive, approach.
- **The Goal: Ensure every student learns & succeeds.**
  - Target instruction, monitor progress, data.
  - **The right support at the right time.**
  - Adjust as needed.
- **Part of MTSS: Multi-Tiered System of Support**



*Reminders, Visuals, Classroom Tools, Check-Ins...*

# MTSS: MULTI-TIER SYSTEM OF SUPPORT

TIERED LEVELS OF ACADEMIC, BEHAVIOR, SOCIAL-EMOTIONAL SUPPORT.



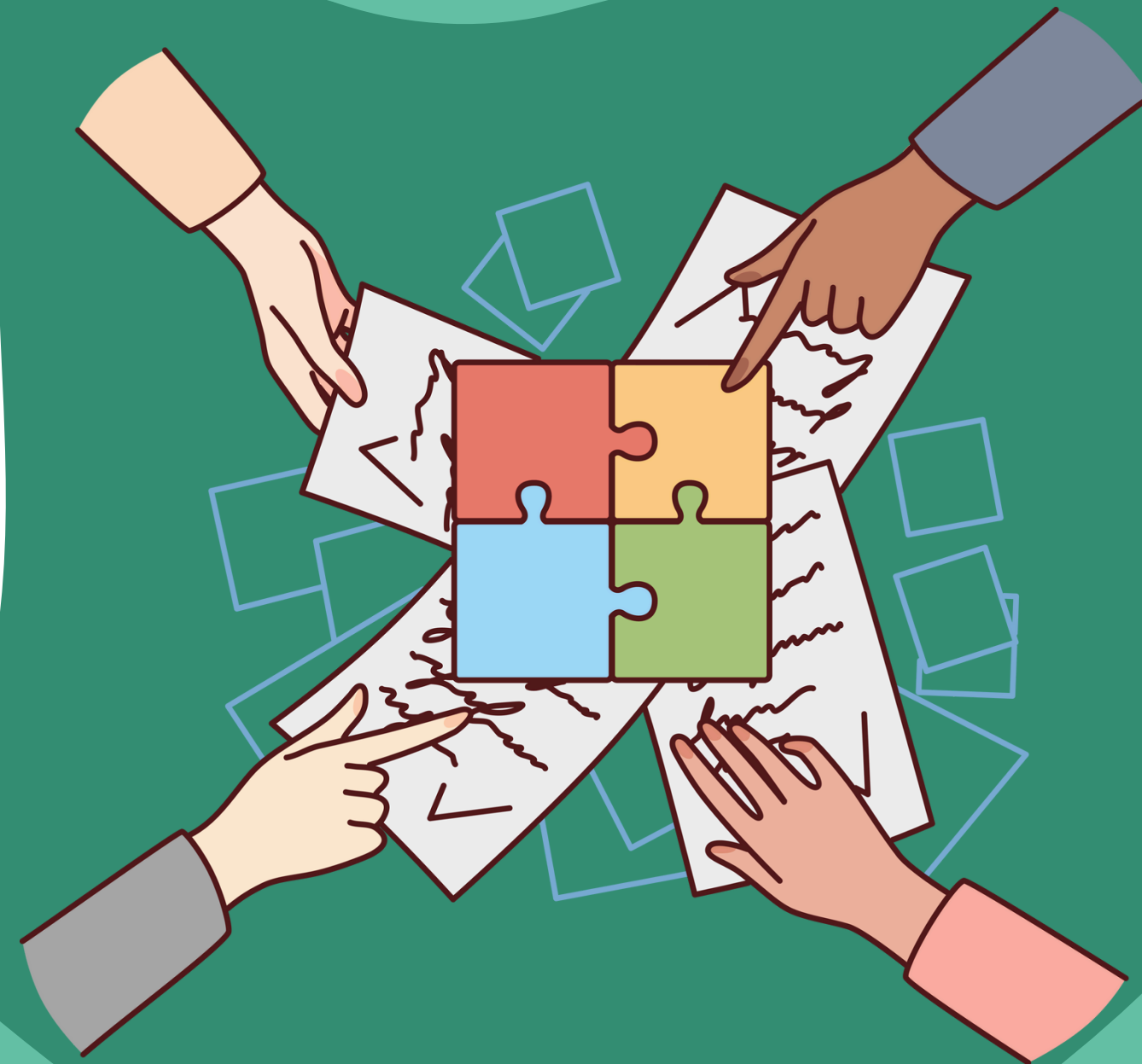
**TIER 3: INDIVIDUAL INTERVENTION (5 - 10%)**

**TIER 2: SMALL / GROUP INTERVENTION (15%)**

**TIER 1: UNIVERSAL SUPPORTS (75%)**

# STUDENT STUDY TEAM & PRE REFERRALS

Parents and school teams are encouraged to hold a Student Study Team (SST) meeting.



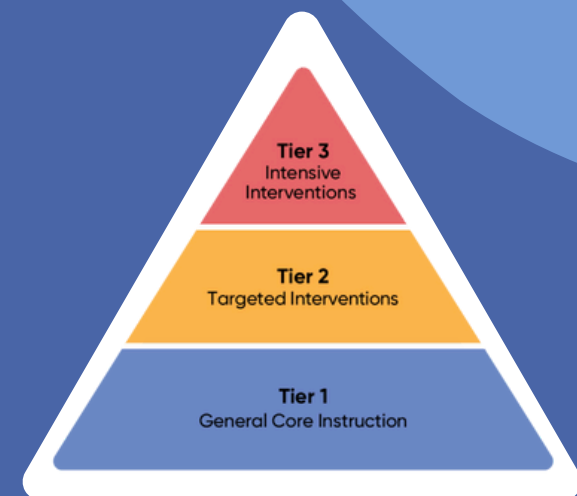
An SST helps identify students' needs and possible supports before referring them to special education.

# TIER 1: SUPPORT FOR ALL STUDENTS



- LESSONS AT GRADE LEVEL STANDARD
- CHECK FOR UNDERSTANDING & ADJUST
- SCHOOLWIDE BEHAVIOR RULES & EXPECTATIONS
- REWARDS & PRAISE FOR POSITIVE BEHAVIOR
- SOCIAL EMOTIONAL LESSONS

**GOAL: PREVENTION & HIGH QUALITY INSTRUCTION FOR ALL STUDENTS**

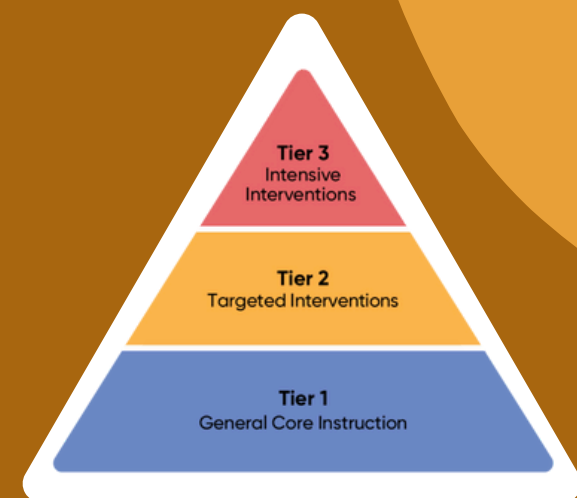


# TIER 2: ACCOMMODATIONS & INTERVENTIONS



**GOAL: CLOSE LEARNING & BEHAVIOR GAPS**

- **TARGET SMALL GROUPS:**
  - **READING, MATH, SOCIAL-EMOTIONAL**
- **INCREASE HOME-SCHOOL COMMUNICATION**
  - **BEHAVIOR OR GOAL CHARTS**
- **SHORT TERM TUTORING/ EXTRA PRACTICE**
  - **BOOST BEFORE OR AFTER SCHOOL**
- **DAILY CHECK-IN/ CHECK-OUT**
  - **TRUSTED ADULT**
  -
- **504S**



# TIER 3: INTENSIVE INTERVENTION



**GOAL: HIGHLY SPECIFIC HELP THAT  
MAY LEAD TO SPECIAL ED REFERRAL**

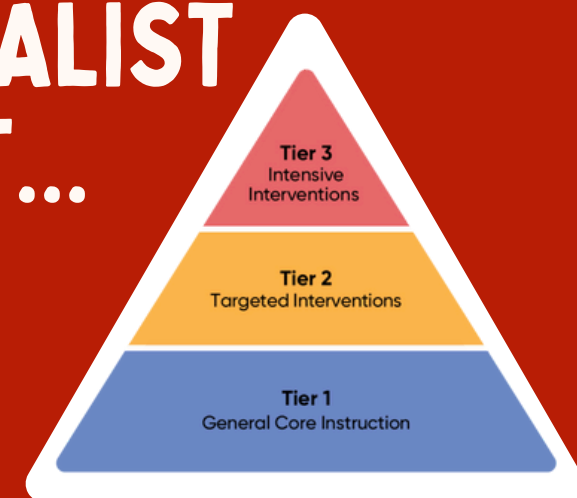
**SUPPORTS ARE MORE FREQUENT & LONGER**

- **1:1 READING**
- **MODIFIED CURRICULUM OR PACING**
- **BEHAVIOR INTERVENTION PLAN (BIP)**

**DATA TEAMS MEET REGULARLY TO REVIEW  
PROGRESS & ADJUST INTERVENTIONS**

- **COLLABORATION WITH SPECIALIST**
- **SPEECH, READING, MATH, OT...**

**IEPS (INDIVIDUALIZED)**



# PARENT RIGHTS & SAFEGUARDS

## RIGHT TO...

- BE INFORMED ABOUT YOUR CHILD'S EVALUATIONS, SERVICES & PROGRESS
- JOIN MEETINGS & DECISIONS
- GIVE OR REVOKE CONSENT FOR SERVICES
- ACCESS & REQUEST EDUCATIONAL RECORDS
- DISPUTE DECISIONS VIA MEDIATION, DUE PROCESS, OR COMPLAINTS
- RECEIVE WRITTEN NOTICE FOR PROPOSED OR REFUSED CHANGES



# WHAT IS SECTION 504?

- **SECTION 504 OF THE REHABILITATION ACT OF 1973**
- **FEDERAL CIVIL RIGHTS STATUTE PROHIBITING DISCRIMINATION & EXCLUSION BASED ON DISABILITY**
- **GUARANTEES EQUAL & "MEANINGFUL ACCESS" TO STATE-PROVIDED EDUCATIONAL PROGRAMS & ACTIVITIES (FAPE)**
- **PROHIBITS EXCLUSION FROM PARTICIPATING IN, DENIAL OF BENEFITS OF, OR DISCRIMINATION UNDER, ANY PROGRAM OR ACTIVITY BASED SOLELY UPON ONE'S DISABILITY.**



# WHO DOES SECTION 504 PROTECT?

ANY STUDENT WITH PHYSICAL OR MENTAL IMPAIRMENT WHICH SUBSTANTIALLY LIMITS ONE OR MORE MAJOR LIFE ACTIVITY.



## PHYSICAL OR MENTAL IMPAIRMENT:

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss; or any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, & specific learning disabilities.

## SUBSTANTIALLY LIMITS:

Without accommodation and/or intervention, the student would not be able to equally access educational programs and activities.



# 504 TIMELINE

- Section 504 **does not specify an exact timeline** for completing an initial evaluation.
- A **“reasonable” standard timeline of 60-days** from IDEA evaluations is generally defensible and appropriate.
- Section 504 requires districts to have procedures for **“periodic” reevaluations** of eligible students.
- A **reevaluation schedule consistent with IDEA** (every 3 years, or sooner if needed) meets this requirement.

# APPROPRIATE 504 ASSESSMENT SUMMARY

- **BASED ON INFORMATION FROM VARIETY OF SOURCES.**
- **DOCUMENT & CONSIDER ALL AVAILABLE PERTINENT INFORMATION.**
- **CONDUCTED BY GROUP OF PEOPLE KNOWLEDGABLE ABOUT CHILD, SUSPECTED DISABLING CONDITION, EVALUATIVE PROCEDURES, MEANING OF DATA, & ACCOMMODATION/PLACEMENT OPTIONS.**
- **USE MATERIALS, TESTS, AND PROCEDURES TAILORED TO ASSESS SPECIFIC AREAS AS NEEDED.**



# THE SPECIAL EDUCATION PROCESS

## 7 KEY STEPS TO SUPPORT YOUR CHILD

1

### ASSESSMENT REFERRAL

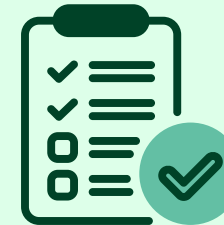
Parent, teacher, or professional identifies concerns about learning, development, or behavior



2

### ASSESSMENT

School conducts evaluations with parental consent to gather comprehensive information



3

### ELIGIBILITY DETERMINATION

IEP team reviews results to determine qualification for services



4

### IEP DEVELOPMENT

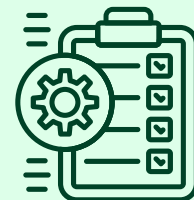
Team creates personalized plan with goals, services, & accommodations.



5

### IMPLEMENTATION

Services and supports are delivered to help child meet the educational goals.



6

### PROGRESS MONITORING

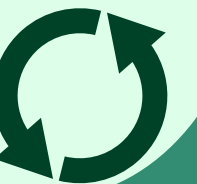
Team tracks progress & reviews IEP annually or as needed.



7

### REEVALUATION

Child is reassessed every 3 years to ensure continued eligibility & appropriate services



# IMPORTANT TIMELINES TO REMEMBER

**15 DAYS**

**AFTER RECEIVING A WRITTEN REQUEST FOR ASSESSMENT, THE DISTRICT MUST PROVIDE FAMILY WITH A SPECIAL EDUCATION ASSESSMENT PLAN.**

**EVERY 3 YEARS**

**COMPREHENSIVE RE-EVALUATION TO DETERMINE CONTINUED ELIGIBILITY AND EVOLVING NEEDS.**



**THE DISTRICT MAY DENY AN ASSESSMENT IF DATA SHOWS THE STUDENT IS PROGRESSING OR ISSUES ARE DUE TO FACTORS OTHER THAN A SUSPECTED DISABILITY. PARENTS/GUARDIANS MAY CHALLENGE THIS DECISION.**

**ASSESSMENT MUST BE COMPLETED & ELIGIBILITY DETERMINED WITHIN 60 DAYS OF RECEIVING PARENTAL CONSENT**

**60 DAYS**

**IEP MUST BE REVIEWED AT LEAST ONCE PER YEAR, BUT MEETINGS CAN BE REQUESTED ANYTIME.**

**ANNUAL REVIEW**

# IDEA (2004) INDIVIDUALS WITH DISABILITIES ACT

TO ENSURE THAT CHILDREN (0-22) WITH DISABILITIES HAVE ACCESS TO THE SAME EDUCATIONAL OPPORTUNITIES AS ALL OTHER CHILDREN — WITH INDIVIDUALIZED SUPPORTS AND SERVICES.



## KEY FEATURES

- FREE APPROPRIATE PUBLIC EDUCATION (FAPE)
- INDIVIDUALIZED EDUCATION PLAN (IEP)
- LEAST RESTRICTIVE ENVIRONMENT (LRE)
- PARENTAL RIGHTS & PARTICIPATION
- EARLY INTERVENTION (0-3)

# SPECIAL EDUCATION ELIGIBILITY



- **A DISTRICT MUST EVALUATE A STUDENT IF A SUSPECTED DISABILITY MAY REQUIRE SPECIAL EDUCATION OR RELATED SERVICES TO ACCESS AND BENEFIT FROM THE DISTRICT'S PROGRAMS.**
- **EVALUATION ALSO CONSIDERS WHETHER DISABILITY-RELATED BEHAVIORS INTERFERE WITH PARTICIPATION IN GENERAL EDUCATION.**
- **STUDENTS NOT ELIGIBLE UNDER IDEA MAY STILL BE CONSIDERED FOR SECTION 504 SERVICES.**

# 13 CATEGORIES OF ELIGIBILITY

- Deaf
- Hard of Hearing
- Deaf-Blind
- Visually Impaired
- Speech or Language Impairment
- Specific Learning Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Intellectual Disability
- Emotional Disability
- Autism
- Traumatic Brain Injury



# **NOT ELIGIBLE FOR SPECIAL EDUCATION**

**PER THE IDEA & CA CODE:  
A CHILD SHALL NOT BE  
DETERMINED TO BE A CHILD WITH  
A DISABILITY IF THE CHILD'S  
EDUCATIONAL NEEDS ARE DUE  
PRIMARILY TO:**

- **LACK OF APPROPRIATE INSTRUCTION IN READING OR MATH**
- **LIMITED ENGLISH PROFICIENCY**
- **TEMPORARY DISABILITIES**
- **SOCIAL MALADJUSTMENT**
- **ENVIRONMENTAL, CULTURAL, OR ECONOMIC FACTORS**
- **LIMITED SCHOOL ATTENDANCE OR POOR ATTENDANCE**



# UNDERSTANDING AN IEP DOCUMENT

## WHAT THE IEP IS...

- A LEGALLY BINDING AGREEMENT FOR SERVICES
- A COMMUNICATION TOOL FOR COLLABORATIVE DECISION-MAKING
- A COMPLIANCE DOCUMENT ENSURING FAPE
- A STUDENT-CENTERED MANAGEMENT TOOL
- A COMMITMENT OF NECESSARY RESOURCES

## What the IEP is NOT...

- A GUARANTEE OF SPECIFIC ACADEMIC OUTCOMES
- A PRESCRIPTION FOR TEACHING METHODS
- A ONE-SIZE-FITS-ALL SOLUTION



THE IEP DOCUMENTS YOUR CHILD'S PRESENT LEVELS OF PERFORMANCE, MEASURABLE GOALS, NEEDED SERVICES & ACCOMMODATIONS, APPROPRIATE PLACEMENT, AND HOW PROGRESS WILL BE MEASURED AND REPORTED.

# LEAST RESTRICTIVE ENVIRONMENT (LRE)

To the greatest extent appropriate, students with disabilities should be educated alongside their peers (Ie- Push In/ Pull Out)

- 1. FIRST CONSIDER...  
GENERAL EDUCATION WITH SUPPORTS & SERVICES.**
- 2. THEN EXPLORE...  
IF NEEDS CANNOT BE MET IN GENERAL EDUCATION  
CLASSROOM, SPECIALIZED SETTINGS ARE EXPLORED.**
- 3. ALWAYS REVIEW...  
PLACEMENT APPROPRIATENESS REGULARLY**



# FAMILY FEARS

**SEPARATE  
ROOM OR SCHOOL = BULLYING**

**DISABILITIES  
PHYSICAL VS NON-PHYSICAL (LEARNING)**

**LANGUAGE  
SPECIALIST, THERAPIST & EVALUATIONS...**

**"BROKEN"  
SHAME & REFLECTION ON FAMILY**



# MYTHS VS REALITY

<b>My child will be in a separate room..</b>	<b>Most students receive support in their general classroom.</b>
<b>My child is not smart.</b>	<b>Many students are bright, creative, and capable - they just learn differently.</b>
<b>This label will follow them forever.</b>	<b>Supports are reviewed regularly. Students can move in or out of service as their needs change.</b>
<b>My child will be treated differently.</b>	<b>Inclusion is the goal. Making sure every child participates and belongs. (FAPE)</b>



# CONSENT TO SERVICE

Before a school provides special education services, families must give informed consent for an evaluation – **to understand, not label, your child.**

- **Notice a concern**

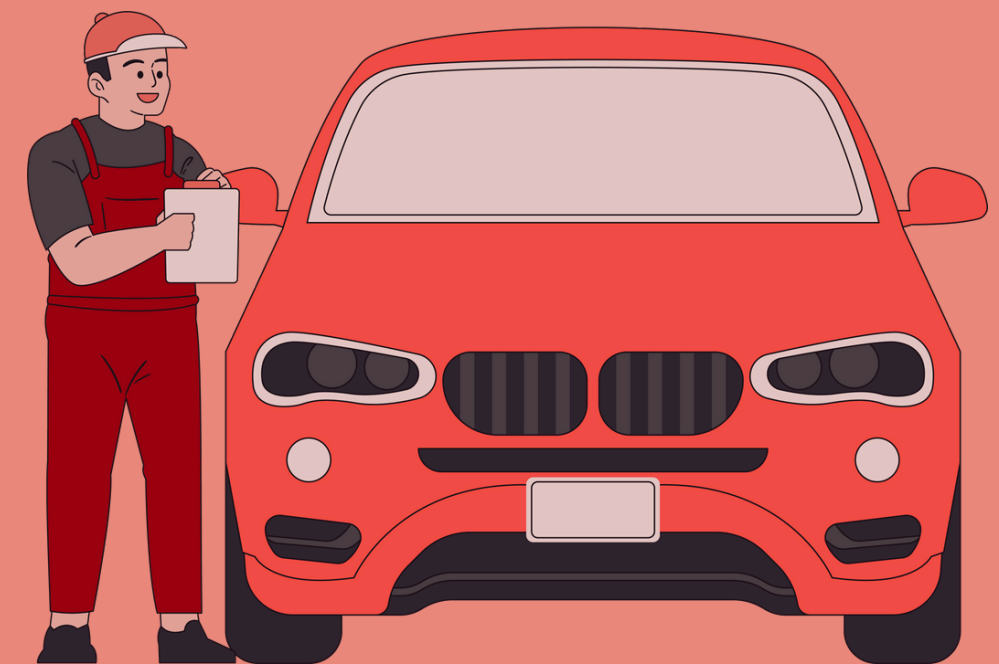
- *Schedule a SST Meeting and/ or collaborate with pediatrician*

- **Diagnostic = Testing & Surveys**

- *Staff help identify learning strengths & needs*
- *Schools do not give medical diagnosis*

- **Consent to Service**

- *No work begins without your approval*
- *Your consent is the green light*



# SCHOOL & FAMILY PARTNERSHIP



- PARENTS/GUARDIANS
- SCHOOL ADMINISTRATOR
- SCHOOL PSYCHOLOGIST
- EDUCATION SPECIALIST
- CLASSROOM TEACHER
  
- OTHERS:
  - SPEECH SPECIALIST
  - OT SPECIALIST
  - READING SPECIALIST
  - MATH SPECIALIST
  - ENGLISH SPECIALIST
  - SAFE SPECIALIST
  - PRIMARY LANGUAGE TUTORS

# Resources



# THANK YOU!

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