



Special Services Overview



Objectives:

- FERPA Confidentiality
- 504 vs. IEP
- Dyslexia Overview
- Documentation Charts
- Sped Accommodations vs. Modifications
- Reading an IEP
- RtI tiers and Referral Process
- Grading Dos and Don'ts
- IEP Meetings Requirements
- Report Cards and Progress Reports
- IEP, MDT, Sped Evaluations and Deadlines
- When ELL overlaps with Sped/504



FERPA

Confidentiality Requirements for Educational Agencies or Schools

- Free online course by the US Department of Education

Directions:

1. Click on the link:

<https://studentprivacy.ed.gov/training/ferpa-101-local-education-agencies>

2. Find this phrase on the page "Click [here](#) to access this course". Click on the word "here".

3. Click on "**register as a new user**"

4. Enter the information requested and submit

5. Select the "**FERPA 101: Local Educational Agency**" training module

6. You are ready to begin!

It takes 30-40 minutes, so make sure you have some time available before starting.



Special Education VS. Section 504

- **504 versus IEP**
- •A 504 plan, which falls under civil-rights law, is an attempt to remove barriers and allow students with disabilities to participate freely; it seeks to level the playing field so that students can safely pursue the same opportunities as everyone else.
- •An IEP, which falls under the Individuals with Disabilities Education Act (IDEA), is more concerned with providing specialized educational services.



Special Education VS. Section 504

- The "504" in "**504 plan**" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling.
- 504 plans are made when students have a major life activity that is limited by a "condition."
 - "condition" is loosely defined
 - a history of having a condition or a suspicion of having a condition is sometimes enough to qualify a student for a 504
- Think about the 504 plan being the "ramp" we build over a student's difficulty to allow access to the curriculum that all the other students are getting



Special Education VS. Section 504

- An Individualized Education Program (**IEP**) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. These students require significant remediation and assistance, and are more likely to work on their own level, or at their own pace, even in an inclusive classroom.
- Students qualify for an IEP if their "condition" (like 504) fits into one of 13 different defined and specific categories defined by the federal government.



Dyslexia Overview



[Link to a short summary of legal requirements and recommendations for teachers.](#)

https://drive.google.com/drive/folders/1tJ0VcWVq1h5_MuaGvH7M0xSEKirSg8Mx?usp=sharing

[AB 341 - the assembly bill for dyslexia](#)

<https://www.leg.state.nv.us/Session/78th2015/Bills/AB/AB341.pdf>

[Nevada Dyslexia Resource Guide](#)

www.doe.nv.gov/Special_Education/DyslexiaGuideCover/

Documentation Charts

Forms found in the link below help address concerns related to: **Implementation of Accommodations, ensuring push-in and pull-out services are occurring, and documentation/tracking:**

<https://drive.google.com/open?id=1OFbZoAcz4UDOCW6mGRSEbi7O2mvfl2Yh>

Schedule of Services Log - Used by Sped and/or Gen ed teachers to document push-in, pull-out, related services, speech therapy and accommodations a student with an IEP received for the week. Must be reviewed by administration at the end of each grading period and stored in a confidential location.

Weekly Skills Progress Monitoring - Used by Sped and/or Gen ed teachers to indicate progress/growth or lack thereof for each IEP goal. At the end of grading period, this is the 'data collection' utilized for completing progress reports.

Receipt of IEP Documents - All Gen ed teachers must receive copies of IEPs and 504 plans of students in their roster. Sped staff and 504 coordinator are responsible for sharing copies. Gen ed teachers sign this document to indicate they've received and reviewed the documents.



Accommodations and Modifications



- An accommodation is a **reasonable adjustment** to teaching practices so that the student learns the same material, but in a format that is more accessible to the student
 - <http://www.ldonline.org/article/8022/>
 - <https://ldaamerica.org/accommodations-techniques-and-aids-for-learning/>
 - <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/classroom-accommodations-to-help-students-with-learning-and-attention-issues>
- A modification **changes or adapts** the material to make it simpler. Modifications may change what is learned, how difficult the material is, and what level of mastery the student is expected to achieve.
 - <http://blog.brookespublishing.com/10-worst-classroom-modifications-for-students-with-disabilities-and-100-good-ones/>



Types of Accommodations

- Environmental
 - Sit near teacher
- Presentation
 - Larger font
- Assistive Technology
 - Type written assignments
- Reinforcement
 - Reminders to stay on task



Types of Modifications

- Lower curriculum
 - Lowering the reading level of a test
- Simplified materials
- Grading changed
- Lower expectations
- Testing measures lowered
- **Accommodations level the playing field; modifications change the field you're playing on.**



Reading an IEP

An IEP document provides a student's educational story. It provides the information below:

- Captures where the student was when the IEP was written
- Give a date of when the student was last evaluated
- Provides the eligibility category
- Tells us the goals student is to work on and how to meet them
- Lists accommodations or modifications needed
- Indicates related services (OT, PT, etc)
- Identifies professionals who will be working with student
- Shows support student receives on a daily/weekly/monthly basis
- If the student has behavior struggles, it will describe what they are and give the approach to work on them
- State assessment information



Referral Process 101

- Child Find
- **Purpose**
- The purpose of Child Find is to locate, identify and evaluate children from birth to 21 years of age with disabilities and their possible need for special education and related services.



Child Find Processes -

- Options for eligibility:
- Use the RtI process to determine a student's specific struggles, needs and the best way to support that student.
- Request records - current IEP, most recent FIE. Parents may provide a copy, or place a records request to previous school.
- Verify services with previous school - note date services were verified.



Evaluation and Eligibility



- General education student is referred for special education testing. The School Psychologist and/or Speech Therapist with the evaluation team evaluates the student to determine if he/she meets eligibility under IDEA.
- Referral information will be collected from campus staff and general education teachers as well.
- Not all children with “issues” will qualify for special education. Special Ed exists for only 13 categories of issues and sometimes kids struggle but don’t fit into the categories



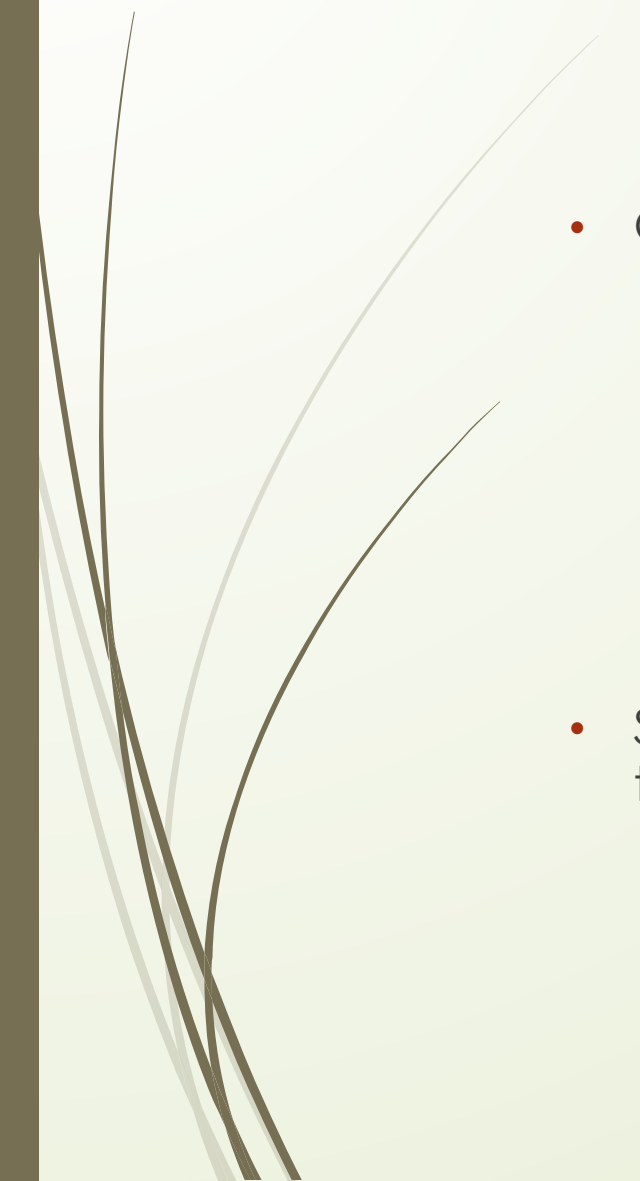
Grading Dos and Don'ts

ALL student follow the same grading guidelines or policy stipulated by CASLV.

- Level of adjustment to measuring a student's understanding of the content is on a continuum
- Students with a 504 plan receive accommodations on top of the regular curriculum.
- Students with an IEP may have accommodations and/or modifications to the curriculum.
- Grades are determined AFTER accommodations and/or modifications have been provided to the curriculum or lesson




IEP Compliance:

- General Education Teachers are;
 - Responsible for knowing which students in his/her roster has an IEP or 504 plan (Sped department and 504 coordinator will give you that information)
 - Responsible for reviewing the IEP or 504 plan
 - Responsible for implementing accommodations or modification listed in IEP or 504 plan
 - Sped department and 504 coordinator should be contacted at any point there are questions.
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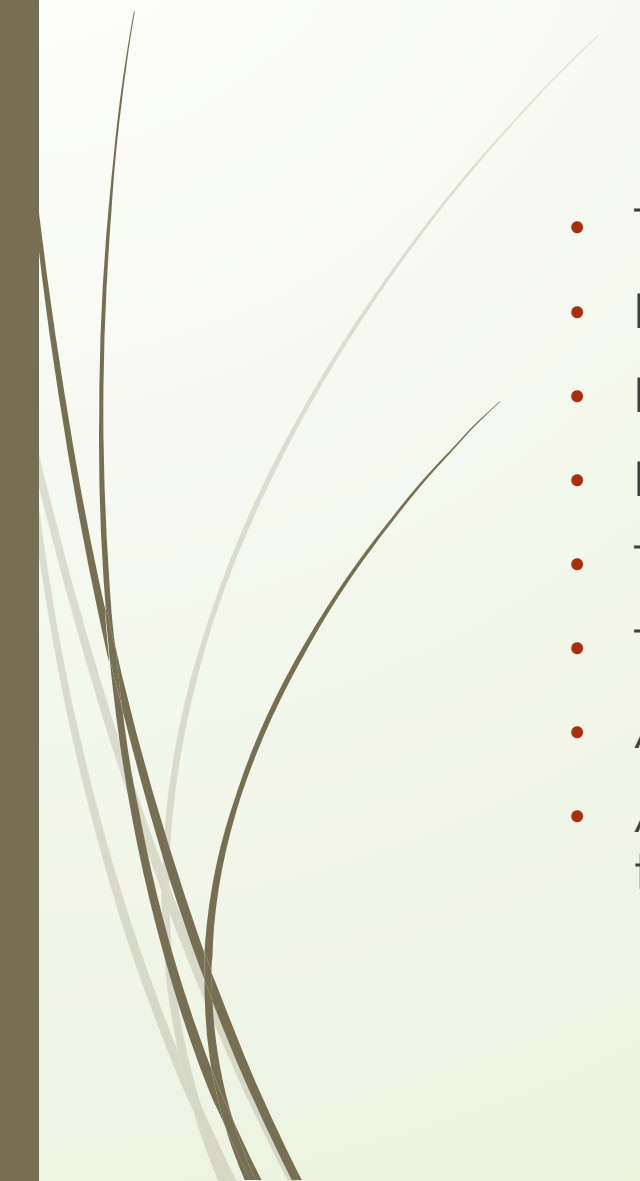


IEP Compliance:

- Special Education Teachers:
 - Read the CASLV Sped Manual carefully
 - The Manual has all information and documentation forms required by CASLV for compliance.
 - If you have questions or need support contact your principal or AIM.
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General Education Teacher Role:

- The general education setting context.
 - How the student with disabilities performs in a general education context.
 - Provide timely feedback to evaluators about student's performance
 - How the student interacts with his/her peers.
 - The pace of the class.
 - The dynamics of the class.
 - Approaches for teaching the class as a whole.
 - Accommodations/modifications suggested for the student to succeed in the class.
- 



Report Cards and Progress Reports

- ALL students (Gen Ed or Sped) receive a report card at the end of the grading period.
- Sped students should, in addition to the report card, have a IEP goals progress reports.
- Parents of students with an IEP should receive at the end of the grading period:
 - report card **AND**
 - IEP progress reports
- A copy of the IEP progress report will be stored in the student confidential Sped folder.



Dates and Timelines



- Most Special Ed and 504 documents have an “expiration” date
 - IEPs are good for one year
 - MDTs or eligibilities are good for 3 years
 - unless it's developmental delay because that expires when the child turns 6
 - 504 plans are good for one year
- Most Special Ed and 504 documents are transferable within the state
 - Within NV, IEPs and 504s are generally accepted by receiving districts with little to no changes needed
- Most Special Ed documents “expire” when they cross state borders
 - out of state (includes out of country) special education documents need to be redone on Nevada forms (including new NV testing)
- 504 documents can cross state borders
 - they're resilient :)



Dates and Timelines



- Sped Evaluation deadlines for in-state initial referrals
 - Consent is signed and the clock starts ticking
 - 45 school days until the report needs to be written and the MDT held
 - Students go on a testing list and most of the time the evaluator already has several kids in line, before them, so testing doesn't always start immediately
 - having all pertinent documents available BEFORE consent is signed GREATLY speeds up the process of testing and report writing
 - MDT meeting date drives IEP date
 - The IEP must be developed and met on, to review and approve it, within 30 calendar days of the date of the MDT
 - Many schools hold the MDT and IEP on the same day, Many hold the IEP meeting within a week or two after MDT date
 - The MDT determines what category of sped is used to access services and that eligibility is good for 3 years
 - The parent has the right to have 10 school days notice before an MDT or IEP is held



When the students who are ELL might also be...

- Often students who have more than one language **appear** to us as having delays
 - the processes at play that lead to having 2 languages in your brain can have the effect of delaying the acquisition of both languages
 - processing learning in your second language often makes a child appear on the outside to be inattentive or to have a poor memory
- Students who are ELLs may come from homes where there is no English model
 - this sets up barriers for home/school communication
 - might limit homework support
- Staff working with ELL students and staff involved with RtI and referral should have opportunities to collaborate and staff struggling learners
 - AIM evaluation staff are specially trained to understand how to apply standardized measures to kids who aren't necessarily standardized - just ask :)



QUESTIONS????