



A Guide to
Special Education
for Parents and Caregivers
of Children with Disabilities

MultiCare 

Mary Bridge Children's 

marybridge.org

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INTRODUCTION

Special education is beneficial to children with disabilities and critical to their development and learning. However, families navigating special education often find the process unfamiliar and complex.

This guide was developed to help families access and navigate special education. A team of health care providers in Mary Bridge Children’s Neurobehavioral Medicine as well as parents of children who have received special education contributed to this guide.

Additional information about special education is available through your child’s school district, your state’s department of education, the federal education department, and advocacy agencies who support individuals with disabilities. We encourage you to explore and utilize these resources as well.

Please note that while special education is based on education law, and accessing special education is considered a legal process, this guide is not intended to provide you with legal advice and should not be viewed as such. Legal resources can be found in the “Resources” section at the end of this guide.



IMPORTANT TERMS

(Listed in alphabetical order)

Accommodations

Accommodations are available to students who receive services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. Accommodations are adjustments to the environment, instruction, or materials that allow a student with a disability to access the content of the curriculum and complete assigned tasks. Accommodations do not change the content of what is being taught. Examples of accommodations include large-print books, devices that are not typically used, speech-to-text programs, extended time for assignments and/or tests, and testing in a quiet room.

Behavior Intervention Plan (BIP)

A Behavior Intervention Plan (BIP) is a formal, written plan used to teach new behaviors to a student whose behaviors interfere with their own learning or the learning of others. It is developed from the findings of the functional behavior assessment (FBA). A BIP may be written by a teacher, a school psychologist, or a behavior specialist. It lists the problem behavior(s), describes why the behavior is thought to happen, and puts in place strategies and support aimed to lessen or diminish challenging behaviors. The strategies are referred to as “positive behavioral interventions” and are designed to help the student learn to manage her or his own behaviors. The strategies are intended to provide alternatives to the challenging behaviors, reinforce desired behaviors, and ultimately reduce or eliminate the frequency and severity of challenging behaviors.

Child Find Mandate

Child Find is a part of the Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate, and evaluate all children between birth and 21 years of age who may need early intervention or special education services because of a disability. Child Find services are provided by public school districts.

Developmental Preschool

Developmental preschool, under the Individuals with Disabilities Education Act (IDEA), is a public-school program that provides special education to preschool children with a disability or delay in development. The condition may be physical, mental, social/emotional, sensory, or other and must be identified through diagnostic testing and formally documented. Developmental preschool services are directed by an Individualized Education Plan (IEP), begin at age 3 or later, and continue until the child reaches readiness for elementary school (generally at age 5).

Early Intervention, or “Birth to Three”

Early Intervention, also referred to as Birth to Three, is required under the Individuals with Disabilities Education Act (IDEA) and, in Washington state, is managed by the Department of Children, Youth and Families (DCYF). Early Intervention serves children between birth and 36 months of age who are not meeting developmental milestones.

Family Resource Coordinator (FRC)

A Family Resource Coordinator (FRC) leads and coordinates Birth to Three services for a child who has met eligibility for early intervention services. The FRC develops the Individualized Family Service Plan (IFSP) as explained below. The FRC also assists with the transition to Developmental Preschool, which is the phase of education that follows Birth to Three and begins on the child’s third birthday.

Free Appropriate Public Education (FAPE)

The Individuals with Disabilities Education Act (IDEA) entitles every child in the United States to a Free Appropriate Public Education (FAPE), including all students between the ages of 3 and 21 with disabilities who qualify for special education.

Functional Behavioral Analysis (FBA)

A Functional Behavioral Analysis (FBA) is a type of evaluation used to determine the cause or “function” of a certain behavior. The basic idea is that behaviors serve a purpose and if the purpose of the behavior can be determined, ways to change the behavior can be found as well. A school conducts an FBA to identify and understand a student’s behaviors when the behaviors interfere with or prevent participation in the classroom and learning. The FBA uses a variety of techniques and strategies to identify what triggers or leads to challenging behaviors and is considered part of a problem-solving process. The findings of the FBA are used to help to identify possible solutions to challenging behaviors and guide the IEP team in selecting positive behavioral interventions to directly address and support a student’s behavioral needs.

Individualized Education Plan (IEP)

The Individualized Education Plan (IEP) is a detailed description of the instruction and support services a student with disabilities needs to receive a meaningful education. The IEP defines specific educational goals and objectives tailored to meet the student’s skills and abilities. It describes specific teaching methods that will be used and defines additional support services needed by the student to perform and succeed. An IEP is developed from information gathered during the school’s evaluation of the student’s educational abilities and performance.

Individualized Family Service Plan (IFSP)

The Individualized Family Service Plan (IFSP) is the document that describes the supports and services needed by the child receiving early intervention and their family. Services may include support of physical, cognitive, or social-emotional or communication skills.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a federal law that entitles access to special education for those students whose disabilities impact their ability to learn. This includes specially designed instruction (SDI) in the least restrictive environment (LRE) to children from birth through high school graduation or up to age 21. Federal funding is distributed to individual states and local school districts and is used to ensure that special education is available to all eligible students.

Least Restrictive Environment (LRE)

The Individuals with Disabilities Education Act (IDEA) states that students with disabilities should be included in the general education program with nondisabled peers to the maximum extent possible. The least restrictive environment (LRE) is the setting that best meets the special education needs of the individual student without limiting inclusion with nondisabled peers.

Related services

Related services are services that help a student with a disability benefit from special education. These services provide extra help and support, such as helping a child communicate or move more easily within the school. These services are typically a part of a student's IEP. The following is a list of some, but not all, of the related services a student with special education may receive.

- Speech/language therapy
- Occupational therapy
- Physical therapy
- Hearing/ Audiology
- Assistive and augmentative technology
- Orientation and mobility (orientation to school environment and mobility throughout school premises)
- Interpreting services (for example, foreign language, sign language)
- School health/school nurse
- Counseling
- Social work
- Parent training and counseling

Section 504 of the Rehabilitation Act prohibits discrimination (unequal treatment) based on disability by agencies and programs who receive federal funding, including schools. Section 504 provides individuals who have a disability or condition that impacts one or more major life activities with equal opportunity to access public places and programs. A 504 Accommodation Plan at school ensures a Free and Appropriate Public Education (FAPE) for students who meet the definition of a disability and whose access to education would not be possible without additional accommodations, regardless of the nature or severity of the condition. See the section titled "504 ACCOMMODATION PLAN" for additional important information regarding a 504 Plan.

Special Education

Special education, which is guaranteed by the Individuals with Disabilities Education Act (IDEA), refers to educational services designed to meet the individual's unique educational needs and to prepare the student for further education, future employment, and eventual independent living.

Specially Designed Instruction (SDI)

Specially designed instruction (SDI) refers to instructional activities that adapt the content, methods, or delivery of instruction to address the unique educational needs that result from a student's disability.

Transition Planning

Transition Planning refers to planning for students with disabilities as they move or transition from high school to adult life. Transition planning must begin by 16 years of age for all students receiving special education. Some students with an IEP may be eligible to attend school and receive special education, including vocational planning, until age 21.

SPECIAL EDUCATION LAW

There are two primary laws that help to support students with disabilities to ensure that they can access a free and appropriate public education (FAPE): **Individuals with Disability Education Improvement Act (IDEA; 2004)** and **Section 504 of the Rehabilitation Act of 1973**. The following chart attempts to define the differences between these two laws. (Please note that much of the content is modified from resources provided by the National Center for Learning Disabilities, *A Parent's Guide to Special Education* by Linda Wilmshurst and Alan Brue (pp. 35-39), and the Washington Office of the Superintendent of Public Instruction (OSPI).

	Individuals with Disabilities Education Act (IDEA)	Section 504 of the Rehabilitation Act
Legal Intent	Federally funded statute to provide financial assistance to states to ensure a free and appropriate education for children whose disabilities adversely affect their educational performance and whose needs are not able to be addressed through general education, with or without accommodations	Civil rights law designed to protect from discrimination those individuals with disabilities who are served in programs that receive financial assistance from the federal government (including schools)
Eligibility	Students ages 3 to 21 with a disability that impacts education who meet criteria for eligibility in one or more of the 13 disability categories, as defined by IDEA	Any person of any age (including, but not limited to students) with a disability, a physical, or a mental impairment that substantially limits one or more major life activities
Appropriate Education	Specially designed instruction (SDI) that is individualized to the student, intended to provide educational benefit, and provided in the least restrictive environment (LRE)	Reasonable accommodations to eliminate barriers and allow full participation in general education
Documentation	Individualized education plan (IEP) <i>Note: IEP may include accommodations</i>	504 Accommodation Plan
Services	Examples of special education services <ul style="list-style-type: none"> • Specially designed instruction (SDI) in academics (reading, writing, and or math) • Behavioral support/intervention • Related services (speech therapy, occupational therapy, physical therapy, counseling, transportation) • Modified P.E. • Post high-school transition and vocational planning for students ages 16 and older 	Examples of accommodations <ul style="list-style-type: none"> • Repeated and/or simplified instructions • Modified/reduced assignments and homework • Testing in quiet setting, extended time, oral administration • Access to audio books, speech to text, calculator • Second set of textbooks • Rest period in school nurse's office



Funding	School districts receive funding for all students eligible for special education under IDEA	No additional federal funds are received for students eligible only under Section 504
Initial Evaluation	<p>An initial evaluation involves</p> <ul style="list-style-type: none"> • Gathering information from a variety of sources, including parents, private evaluations, and other outside sources • Assessment of functioning in all areas of suspected disability, which may include cognitive, behavioral, academic, or social-emotional development • A report summarizing the information gathered in the referral process and the assessment results • A group meeting with parents to review results and determine eligibility 	<p>No specifically defined evaluation process</p> <ul style="list-style-type: none"> • Information is gathered from multiple sources • Decisions regarding accommodations are made as a group
Consent	Written notice and parental consent required prior to identification, evaluation, and placement	Requires notifying parent but does not require written consent
Yearly Review/ Re-Evaluation	<p>Yearly review of IEP Re-evaluation to confirm continued eligibility</p> <ul style="list-style-type: none"> • At least once every 3 years, unless the parent and the district agree that a re-evaluation is unnecessary • Not more than once a year, unless the parent and district agree that a re-evaluation should occur sooner 	Yearly or periodic review

The following guidelines apply only to IDEA/ special education, but not to Section 504.

Procedural Safeguards	Written notice must be provided to parents prior to identification, evaluation, initial placement, and/or change in placement or services.
Due Process	The student's school district must provide resolution sessions and due process hearings when parents disagree with the identification, evaluation, or implementation of the IEP or placement.
Placement Decisions	<ul style="list-style-type: none"> • Placement decisions are made based on evaluation results and eligibility. • Placement must be in the least restrictive environment (LRE). • A continuum of placement options is available. • An IEP meeting is required before a change in placement or services, but re-evaluation is not required.
Independent Educational Evaluation	<p>If parents disagree with results of the evaluation completed by the school district, they may request an independent educational evaluation (IEE). A written request is encouraged but not required.</p> <ul style="list-style-type: none"> • The school district must respond to a request for an IEE within 15 calendar days. The district may either (1) grant request for an IEE or (2) file for a due process hearing to show that its evaluation is appropriate. • If the request for an IEE is granted, the school district must provide a list of qualified examiners, who meet the same criteria as school district evaluators, and must provide the evaluation at public expense. • The school district must consider the results of an IEE that meets district criteria but is not required to adopt the recommendations. • Prior written notice must be provided to parents regarding decisions made about the recommendations in an IEE.



SPECIAL EDUCATION SERVICES BY AGE

Early Intervention or “Birth to Three”

Children from birth to three years of age

Early Intervention services are based on the results of an infant’s or toddler’s developmental screenings and may include:

- Specialized instruction with an early childhood educator
- Developmental therapies (speech/language, physical, and/or occupational therapy)
- Other services: behavior support, nursing, nutrition, audiology (hearing), vision services, social work support, transportation, etc.
- Supported access to community resources

Early Intervention is:

- Family-focused
- Based in “naturalistic environments,” usually in the family home or at the child’s daycare center

Referrals can be made:

- By the child’s health care providers (for example, physician, therapist, or NICU team) OR the child’s parent
- By the child’s parent at any time from birth to three years of age
- When there are development delays (child is not meeting developmental milestones on time)
- When a medical or physical disability delays typical development

To make a referral, call 1-800-322-2588 OR the number listed on the County website where the child lives. (Some counties have online forms.)



Developmental Preschool**Children from age 3 to 5 years**

Children who qualify for developmental preschool

- Receive specialized preschool services tailored to their individual needs
- May be served in one or more of the following areas: cognitive, communication, fine/gross motor, social-emotional, adaptive
- Are educated by qualified professionals, for example, early childhood special education teachers, physical, occupational, and speech/language therapists, and other related service educators

Preschool children with developmental delays/disabilities may benefit from a special education setting for

- Learning social skills and the “give and take” of play
- Spending time in a language-rich environment with same-aged peers
- Learning pre-academic skills and classroom routine

Developmental Preschool Services are

- Of no cost to families
- Include transportation to and from school
- Do not require a child to be toilet trained to attend

Referral process to developmental preschool for children enrolled in Early Intervention/Birth to Three who have an Individualized Family Services Plan (IFSP)

- Transition planning typically begins about 6 months before the child's third birthday.
- The Family Resource Coordinator arranges a Transition Planning Conference with the school the child is expected to attend. A review of the child's development and ability is done to determine eligibility for the preschool program.
- A child may or may not qualify for an IEP depending on their progress and developmental needs at the time of transition planning.

Referrals for children who are not already served under an IFSP

- Can be made by anyone involved in the care of the child who has a concern about the child's development, such as parents, teachers, health care providers, or others. The school district must respond to the request for an evaluation within 25 school days.

To make a referral, call the “Child Find” number on the school district's website or contact the Director of Special Education.



School-Aged Children

Children ages 5 years and older

Special education is available to children over the age of five who are enrolled in the school district and have a disability that adversely affects their education and requires specially designed instruction (SDI).

Referral Process

“Making a referral” means informing a school district that a student may have a need for specially designed instruction (SDI). A referral can be made by the child’s parent, a health care provider (for example, a physician or therapist), a teacher or school administrator, or another concerned adult.

Note: If a non-parent such as a teacher requests a referral, parents can request a written explanation of why the request was made. School districts must obtain the consent of a parent or legal guardian to pursue an evaluation.

Referrals should be made in writing. A referral letter should include:

- The student’s full name and date of birth
- Specific concerns about the child’s health condition or educational performance
- Specific examples that explain or support the concern
- A list of all concerns if more than one is present. For example, if you are concerned about math skills and social-emotional skills, list and include examples of both.
- A request that the school evaluate for both IDEA and Section 504 eligibility
- A statement that you will sign consent to begin the evaluation process
- Your complete contact information and availability

Note: Sample letters can be found at SEALK-12 and PAVE websites. Please see the Resources section for web addresses.

Be prepared to provide additional documents, such as records of previously conducted evaluations, letters from your child’s doctors or specialty health care providers, mental health therapists or others, with the request. Be sure to keep a copy of the referral letter and any accompanying documentation for your personal records.

Note: Additional information about a district’s special education services and related processes is generally posted on the district’s website.

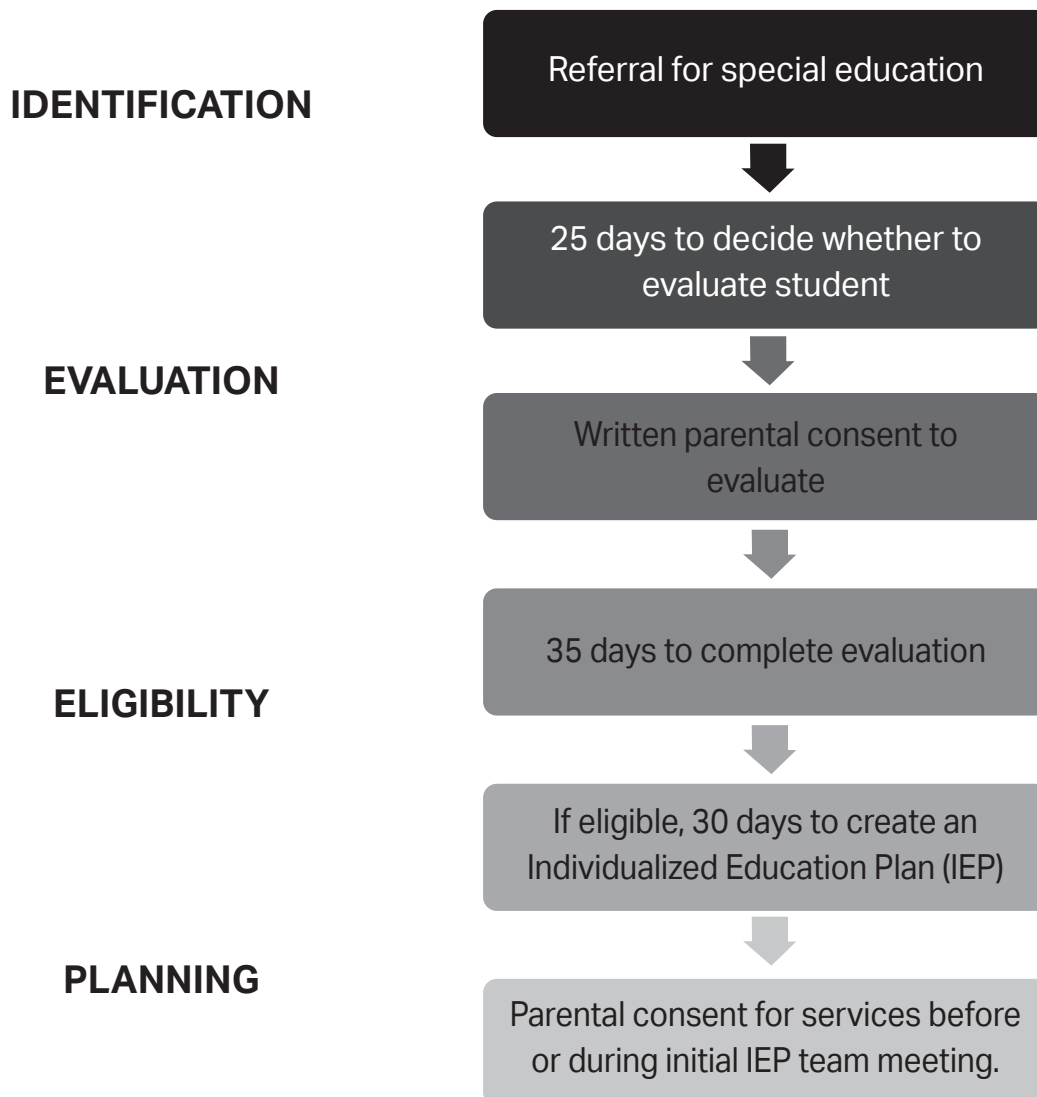
Note: Schools cannot refuse a request to evaluate based on district budget constraints or staffing issues.



SPECIAL EDUCATION EVALUATION AND ELIGIBILITY

The following table summarizes the steps of the special education qualification process. Detailed information regarding the evaluation process follows this table.

TIMELINE FOR SPECIAL EDUCATION QUALIFICATION PROCESS



SPECIAL EDUCATION EVALUATION

After a referral has been made, the school district has 25 school days to decide whether to evaluate a student. Once the school district decides to evaluate and has parental consent, a multi-disciplinary team (MDT) of professionals from the school district is formed and determines what the evaluation for special education may include.

The evaluation should assess the following information:

- The student's developmental level
- The way the student functions
- How the student performs academically

The evaluation team includes professionals who are qualified to evaluate areas in which a disability may impact learning, such as developmental skills, learning patterns, speech and language skills, physical and motor abilities, hearing and vision, social-emotional development, and health. Team members may include one or more of the following professionals:

- School psychologist
- Special educator
- Physical therapist
- Occupational therapist
- Speech/language therapist
- Vision specialist
- Audiologist
- School nurse

The evaluation should also include input from others involved in the care of the student, including

- Parents and guardians
- Caregivers
- Teachers
- Health care professionals, for example, primary care providers, medical specialists, and therapists
- Other individuals who know the child well

Note: Medical information is often included as part of a comprehensive special education evaluation.

Information may be gathered through any of the following

- Direct assessment and testing of the child
- Interviews or questionnaires completed by parents, care providers, and health care providers
- Observation of the student within the school setting
- Evaluations conducted previously

Note: A school district may request or require evaluations outside of the school setting to support the special education evaluation process.

ELIGIBILITY DETERMINATION

To determine if a student is eligible for special education, the answers to all of the following questions must be “YES.”

1. Does the student have a disability?
2. Does the disability adversely impact education?
3. Does the student need specially designed instruction (SDI)?

Note: A student may have a disability but may not qualify for an IEP if the disability is not found to impede their learning or their ability to access a free and appropriate education.

A determination regarding a student’s eligibility for special education must occur within 35 school days after the parent has signed consent for an evaluation.

The IEP team meets to review the results of the evaluation and determine if the student qualifies for special education. The team will also discuss how to build a program or plan to meet the specific educational needs that were identified during the evaluation. The team includes the parent/guardian and the student (depending on the age of the student) as well as the professionals who were involved in the evaluation.

Note: Parents should ask for draft copies of evaluations before this meeting. If parents find the information presented in the meeting difficult to understand, they can ask questions and/or for visual aids to help better explain the results.

Students who are eligible for special education are served under one of 13 “disability categories” as listed below. Another resource explaining the special education categories, which is also available in Spanish, can be found at www.parentcenterhub.org/categories/.

- AUTISM
- DEAFNESS
- DEAF-BLINDNESS
- VISUAL IMPAIRMENT
- HEARING IMPAIRMENT
- EMOTIONAL DISTURBANCE
- INTELLECTUAL DISABILITY
- ORTHOPEDIC IMPAIRMENT
- TRAUMATIC BRAIN INJURY
- SPEECH AND LANGUAGE IMPAIRMENT
- SPECIFIC LEARNING DISABILITY
- MULTIPLE DISABILITIES
- OTHER HEALTH IMPAIRMENT
- DEVELOPMENTAL DELAY
(MAY ONLY BE USED UP TO AGE 9)



SPECIAL EDUCATION ELIGIBILITY CATEGORIES

Several Special Education categories are named the same as, or similar to, many medical conditions. A few examples are “autism” or “hearing impairment”. It is important to be aware that a medical condition diagnosed by a health care provider, does not automatically qualify a student for special education services in the category of the same name. Further discussion regarding this can be found in the “MEDICAL DIAGNOSIS AND SPECIAL EDUCATION” section of this booklet.

AUTISM means a developmental disability that affects communication and social interaction and that adversely affects a student’s educational performance. Other associated characteristics may include differences in reacting to sensory experiences, difficulty with changes in routine or environment, and repetitive actions and movements.

DEAF-BLINDNESS means a combination of deafness and visual impairments that together impact a student’s development and educational performance. These students would require support beyond a program that is designed for children with deafness or designed for children with blindness.

DEAFNESS means a hearing impairment that is so severe that the student has difficulty hearing spoken language, with or without amplification, and affects their educational performance.

DEVELOPMENTAL DELAY means a student who is 3 years to 8 years old who has delays in development that is impacting their educational performance. This can be in one or more of the following developmental areas: physical (gross and/or fine motor), cognitive, communication, social/emotional, or adaptive (self-help skills) development. There are specific criteria based on developmental assessment (2 standard deviations below the mean in at least one developmental area or 1.5 standard deviations below the mean in two or more areas).

Note: A school district is not required to use the category “developmentally delayed” for students 3-8 years of age and may use any other eligibility category. Students who qualify under the developmental delay eligibility category must be re-evaluated before age nine to determine eligibility under one of the other special education categories.

EMOTIONAL/BEHAVIORAL DISABILITY may include an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, significant disruptive behavior, mood disturbance, including depression and anxiety, more severe mental health disorders, such as schizophrenia, and/or physical symptoms associated with emotional issues. These impairments must be observed over a long period of time and adversely affect a student’s educational performance.

HEARING IMPAIRMENT means an impairment in hearing, whether permanent or fluctuating, that adversely affects a student’s educational performance but that is not included under the definition of deafness in this section.

INTELLECTUAL DISABILITY refers to a condition of well below average intellectual functioning AND significant deficits in adaptive functioning (ability to independently complete activities of daily living at age level) that adversely affects a student’s educational performance.

MULTIPLE DISABILITIES means that more than one impairment that, together with other impairments, impacts the student’s educational performance to the extent that a program based on a single impairment does not adequately serve the individual and their needs.

ORTHOPEDIC IMPAIRMENT means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

OTHER HEALTH IMPAIRMENT refers to acute or chronic health problems, including but not limited to asthma, cardiac conditions, diabetes, epilepsy, leukemia and other cancers, and sickle cell disease, that adversely affect a student's educational performance.

SPECIFIC LEARNING DISABILITY refers to a disorder in the learning of core academic skills, including reading, writing, and/or math, that adversely affects a student's educational performance. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

SPEECH OR LANGUAGE IMPAIRMENT means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance.

TRAUMATIC BRAIN INJURY applies to an acquired injury to the brain caused by an external physical force, including open and closed head injuries. It does not apply to brain injuries that are congenital, degenerative, or caused by birth trauma. Impairments resulting from traumatic brain injury that adversely affect educational performance may include, but are not limited to general intellectual functioning, speech/language skills, fine and gross motor coordination, attention/concentration, memory/learning, executive functioning, social-emotional functioning, behavior, and daily living skills.

VISUAL IMPAIRMENT including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.



THE INDIVIDUALIZED EDUCATION PLAN (IEP)

If a student is found to be eligible for special education, an **Individualized Education Plan (IEP)** will be developed. The IEP is a written plan of **Specially Designed Instruction (SDI)** and lists the specific services expected to support the student's unique educational needs and result in the student's educational progress.

An IEP may include the following:

- Classroom accommodations, such as preferential seating, extra time to complete tests, or medical care required during school hours
- Related services that support the student's ability to access and engage in their education such as 1:1 para-educator support, speech and language therapy, occupational therapy, or physical therapy
- Assistive technology to support communication or motor delays
- Assistance and support from school staff when the student is outside of the classroom such as during arrival, dismissal, recess, assemblies, traveling to and from classrooms, safety drills, and so on

Placement

The IEP will identify the placement or setting where the student will receive special education. It will also specify the number of minutes of specially designed instruction (SDI) the student will receive weekly in each academic area or support service.

Note: it is important to remember that "special education is a service, not a place."

The placement represents the least restrictive environment (LRE): the setting that best meets the special education needs of the individual student without limiting inclusion with nondisabled peers. The student is served in their "home" or neighborhood school unless the school cannot provide the needed service at that location. A student may need placement outside of the general education classroom to a more restrictive setting if their needs cannot be met in the general education classroom, even with the use of supplementary aides and services. The IEP team must document the reasons for any decision that results in the student's services being delivered outside of the general education classroom.

Examples of educational learning environments arranged in order from the least to most restrictive

- General education classes (least restrictive)
- General education classes with additional support and/or modifications, such as 1:1 paraeducator support
- "Pull-out" from the general education classroom to a special education classroom or "resource room"
- Self-contained special education classroom
- Settings outside of a school district, residential care, or treatment facilities (most restrictive)

Note: School districts are not required to provide each type of placement in every school building. It is important to understand where your child will receive special education and if this will involve a change from the home school building to a different location.

SECTIONS OF AN IEP

The IEP is a structured document and should include the following:

Present Levels of Achievement and Functional Performance

- Includes information from the evaluation that comes from parents, the school team and outside sources
- Explains why the student needs services
- May include a general description of the teaching strategy

Goals

- Should describe what the specially designed instruction (SDI) is expected to achieve
- Are developed for each area of instruction or support service
- May be documented in the Present Levels of Achievement and Functional Performance section as well as in a separate Goals section
- Should be in the “SMART” format: Specific, Measurable, Achievable, Relevant and Time-Bound
- Should include a goal for each area of specially designed instruction (SDI)

Note: For more information, Understood.org has a table with explanations and examples of SMART IEP goals: www.understood.org/articles/en/how-to-tell-if-your-childs-iep-goals-are-smart.

Service Matrix

- Looks like a chart/grid located mid-way through the IEP document
- Lists special education services, including how a student will receive specially designed instruction (SDI) in each area of eligibility
- States the number of minutes to support learning in each area and the total minutes of specially designed instruction (SDI) per school week
- Includes the location for each service, for example, if the student will be pulled out of the general education classroom or receive services within the general education classroom (“push-in”)
- Summarizes decisions made about the least restrictive environment (LRE), including the setting options that were considered, the setting(s) ultimately selected, and the amount of time a student spends in each education setting
- Includes related/ancillary services (for example, speech/language therapy, physical therapy, occupational therapy, and/or mental health counseling) and whether these services will be provided directly to the student or as consultation to the student’s teacher

Accommodations

- Are provided so that a student with disabilities has equitable access to education (the same access as their typically developing peers)
- May include access to devices, such as headphones or use of a calculator, that would not otherwise be part of usual instruction
- May include modifications to the curriculum, such as shortened assignments or frequent breaks
- May include accommodations to support health, such as a toileting plan or a visit to the school nurse for medications
- May include specific items from a checklist of common accommodations

In reviewing accommodations, it may be helpful to discuss

- **How** accommodations will be supported. For example, if a student requires “frequent teacher check-in for understanding of directions,” it is important to include how and how often the teacher will do this check-in.

- **Who** in the school needs to know about these accommodations and how will the team communicate to ensure that the student receives those accommodations? For instance, if a student needs headphones to limit noise, do the cafeteria staff, school bus driver, and music teacher need to know about this, and how will they be notified?

OTHER SERVICES

Transportation

Some (not all) students with disabilities may be eligible to receive specialized transportation services, for instance:

- When general school bus transportation is not able to provide adequate support and safety because of the child's disability, such as in a complex health condition
- When the school places a student in a school other than the home or neighborhood school in order to receive special education, the district generally also provides transportation to and from that school

Note: If a parent chooses to have their child attend a school that is not their home or neighborhood school, it is often the parent's responsibility to provide transportation.

Extended School Year (ESY)

Extended School Year services are special education and related services that are provided to students with disabilities and extend beyond the usual school year, including winter or spring breaks. ESY is considered when it is likely that a student's skills will be lost during school closures and also when the student's ability to regain lost skills will be prolonged. A school must develop criteria that helps determine if a student is eligible. The student's eligibility for ESY is determined by the IEP team. ESY is not "summer school" or "enrichment", but rather, is part of the student's IEP services for that particular school year. ESY services are determined annually and on an individual basis. If a district does not have ESY services available, it must locate a program in another district and transport the child to and from at district expense. ESY services cannot be denied to a certain special education eligibility category, nor because of lack of district resources or funding.

Helpful tips regarding ESY for your student:

- Obtain and review a copy of your school district's ESY guidelines
- Request in writing a meeting to discuss the possibility of ESY services
- Be sure to list all factors you feel should be considered when determining your child's ESY eligibility

ADDITIONAL CONSIDERATIONS

Annual Review of IEP

Once an IEP is in place, IEP meetings are held yearly. At that time, the team can gather, review, revise and/or update the IEP. The team will review the present level of performance, progress made towards the previously set goals, and whether the individualized supports and services remain appropriate.

Re-Evaluation

A re-evaluation (new evaluation) is required every 3 years but can happen earlier if new concerns or new information arise that may affect the IEP. Special education will be ongoing unless a parent signs a document to officially revoke special education, or if a new evaluation shows that the student is no longer eligible.

Communication between the school staff and parents/guardians

There are many different possible methods of communication between school and parents/guardians, for example, email, telephone call, text, letters to home, or a note in the student's backpack.

IF YOUR CHILD DOES NOT QUALIFY FOR SPECIAL EDUCATION

If your child does not qualify for special education but you believe that additional support at school is needed despite the findings of the special education evaluation, consider some of the following options:

- Request consideration for a Section 504 Accommodation Plan
- Request additional information regarding an independent educational evaluation (IEE). An IEE is conducted by a specialist provider practicing outside of the school district. IEEs are funded either by the school district or privately
- Seek dispute resolution such as meeting with a mediator
- File a due process complaint
- Consult with an attorney or educational/disability advocate

Additional information related to processes and rights under IDEA and section 504 can be found at:

- www.copaa.org or www.ndrn.org
- Parent Training and Information Center: <https://www.parentcenterhub.org/>;
- Office of the Educational Ombudsman for Washington State: <https://www.oeo.wa.gov/en>
- PAVE: <https://wapave.org/>
- SEAL: <https://www.sealk12.org/>



504 ACCOMMODATION PLAN

A 504 Accommodation Plan is a plan which is developed to address and support a student's individual physical or mental health needs during the school day. A 504 Accommodation Plan is not a "special education" plan.

Section 504 of the Rehabilitation Act defines a physical or mental impairment in the following way:

"Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine. The Section 504 definition of physical and mental impairment also includes any mental or psychological disorder. The definition does not include all specific diseases and conditions that may be physical or mental impairments because of the difficulty of ensuring the completeness of the list".

A major life activity includes the things we do to function such as breathing, seeing, hearing, eating, taking care of ourselves, thinking, paying attention, moving about, and so on. An impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities to be considered a disability under Section 504.

A 504 Plan is individualized to the student's needs. It may address, for instance, a student's impaired mobility or personal care requirements, but may also address, for instance, a student's need for additional time and support related to the condition or disability. A 504 Accommodation may include a means for a student to take medications necessary during a usual school day, a means to safely travel through the school premises, or provide additional technology needed to complete usual school assignments. A 504 Accommodation Plan will not include directives for specially designed instruction (SDI), as found in an IEP.

Section 504 provides legal rights to students and parents, as well as the right to be informed by the school district of these rights. A child has the right to an evaluation before the school determines if he or she is eligible for Section 504 Accommodations.

Additional information is available at:

www.k12.wa.us/policy-funding/equity-and-civil-rights/resources-school-districts-civil-rights-washingtonschools/504-plans-and-students-disabilities

MEDICAL DIAGNOSIS AND SPECIAL EDUCATION

Many students with medical conditions require special education services to access a free and appropriate public education (FAPE). This occurs when the condition impacts a student's ability to learn or make appropriate educational progress.

A medical diagnosis is not required for a student to be evaluated or to be found eligible for special education. However, a school district will require formal documentation of the student's condition if that condition is to be considered in the special education evaluation. This documentation can be provided in the form of official medical records or a medical statement from the health care provider. In almost all cases, a health care provider cannot release medical information to a school without the written consent of the parent or legal guardian and/or the student when the student has reached legal age of consent.

Furthermore, a medical diagnosis is not sufficient to qualify a student for special education. Public schools are required by law to conduct a school-based evaluation even if a student's special education eligibility is related to a medical condition that has been diagnosed outside of the school setting.

Specialty health care providers, including (but not limited to) developmental pediatricians, neurologists, neuropsychologists, physical and occupational therapists, and speech/language pathologists may make recommendations for specific educational services, including the type of classroom placement or least restrictive environment (LRE), specific areas in which the student needs specially designed instruction (SDI), the need for related services such as physical, occupational, or speech/language therapy, and whether the student requires extra staff support in school. A school must consider the findings and recommendations from these specialists but is not required to adopt or incorporate the specialists' recommendations into the student's educational program.

A school team in a Washington State school cannot and does not "diagnose" or "rule out" a medical condition, such as Autism Spectrum Disorder or Attention-Deficit/Hyperactivity Disorder (ADHD). These and other medical conditions must be diagnosed by a licensed health care provider outside of the school setting. The role of the school team is to evaluate a student and, if eligible, to qualify the student for special education services under the **eligibility category** that best fits the student. Please see the section on Special Education Eligibility Categories for details.

Additionally, some students need medicines or other medical treatment during the school day to safely attend school. When this is the case, their medical provider will prescribe or order these treatments. Washington State law mandates and describes how schools are to follow these types of medical orders.

MEDICAL DIAGNOSIS AND SPECIAL EDUCATION ELIGIBILITY

	Medical Diagnosis	Special Education Eligibility
Purpose	<ul style="list-style-type: none"> • A medical diagnosis is based on a specific set of symptoms that meet criteria for a medical condition. • A medical diagnosis does not necessarily affect school performance. • A medical diagnosis does not mean a child is eligible for special education. The condition may not be covered by IDEA but may be covered under Section 504. 	<p>Eligibility is based on academic need.</p> <ul style="list-style-type: none"> • The student's disability must adversely affect educational performance. • The student requires specially designed instruction (SDI) in order to access a free and appropriate public education (FAPE). • The student meets criteria for a specific special education eligibility category.
Professionals Involved	Evaluation and diagnosis are completed by a health care provider, for example, neurologist, developmental pediatrician, primary care provider, neuropsychologist, occupational therapist, etc.	Evaluation and eligibility are determined by a school team, for example, a school psychologist, special educator, speech/language therapist, vision specialist, etc., depending on areas of need.
Evaluation Process	Both medical and school-based evaluations may include review of records, developmental and educational history, parent and child interviews, standardized testing, behavior observations, and parent, teacher, and self-report rating scales. <i>Evaluations by health care providers may also include a physical exam and additional medical tests.</i>	
Classification Systems	<p>2 primary systems used to classify conditions</p> <ul style="list-style-type: none"> • International Classification of Diseases (ICD) • Diagnostic and Statistical Manual of Mental Disorders (DSM) 	13 special education eligibility categories defined by the Individuals with Disabilities Education Act (IDEA) and state regulations
Evaluation Results	Evaluation results are used to make recommendations for treatment (including medication), interventions (such as behavior support), and educational planning.	Evaluation results are used to determine eligibility for special education, type of support needed, areas of specially designed instruction (SDI), and minutes of special education service within a school week.
Cost	Medical evaluation is paid for by health insurance or parent.	Evaluation in the public school system is free of charge.
Re-evaluation	Conditions are considered ongoing unless symptoms change, and the diagnosis is revised.	IEP's must be reviewed yearly. Re-evaluations must be completed at least every three years.

MYTHS AND FACTS ABOUT MEDICAL DIAGNOSES AND SPECIAL EDUCATION

NOT TRUE

A medical diagnosis automatically qualifies and/or entitles a child for special education.

A medical diagnosis is required for school-based evaluations or interventions.

A health care provider can prescribe special education services and therapies.

As part of a special education evaluation or an IEP eligibility determination, a teacher or member of the special education team may “diagnose” a disability.

A school psychologist may “diagnose” a student with a disability or medical condition.

A teacher or a school evaluation team can disagree with or “rule out” a diagnosis or medical condition.

TRUE

A medical diagnosis does not automatically qualify or entitle a student to special education.

A medical diagnosis is **not** required for school-based evaluations or interventions.

Special education and therapies (or related services) are not “prescribed.”

Schools do not “diagnose” students. They determine eligibility for special education based on the 13 special education disability categories.

Even if a school psychologist practices as a licensed provider in the community (such as in private practice), they may not diagnose a child’s condition when the evaluation occurs in the public school setting.

A teacher or a school team may have a different impression of a child’s condition, but cannot “rule out”, dismiss, or disregard a diagnosed condition when providing IEP or 504 Accommodation Plan services.



RECOMMENDATIONS AFTER YOUR CHILD RECEIVES A NEW DIAGNOSIS

- Share the medical diagnosis with your child’s school and request a meeting to share how the diagnosis affects your child’s ability to make educational progress. Gather examples and include difficulties that occur while helping the child with their schoolwork at home.
- Medical providers cannot “prescribe” educational services. However, some providers, who are familiar with special education services, may be able to provide specific recommendations for classroom size and placement, teacher-to-student ratio, and specific services and/or accommodations.
- If your child does not already receive special education services, request an evaluation to determine eligibility for special education services in light of the condition.
- If your child already receives special education, ask the school to review the IEP to be sure it appropriately meets the student’s needs in relation to the new medical diagnosis, and is updated to include additional and necessary accommodations.
- Invite the health care provider to participate in the IEP evaluation or review / revision meetings if able.
- Remember (and remind your provider) that the public schools are not required to provide “best,” “ideal,” or “optimal” education but rather an “appropriate” education that allows for effective “educational progress.”
- It may be helpful to share the emotional impact of the disability on the child.
- Remember that health care providers and educators work within different but complementary systems, and that the best outcome for the child is based in effective teamwork between parents, educators, health care providers, and others.



DISCIPLINE AND SPECIAL EDUCATION

The discipline of students at schools in Washington State is governed by laws and regulations that have been passed by the Washington State Legislature. The Washington State Office of Superintendent of Public Instruction (OSPI) develops rules regarding discipline that apply to schools across the state. The rules regarding discipline at school pertain to all K – 12 students and apply to any location considered part of school such as the individual classroom, the school premises such as the playground, at various locations in the district, or school transportation services. Schools must make policies regarding discipline available to students and families. Examples of discipline a school might use could include loss of a student's privileges, increased supervision, monitoring of behavior or development of a behavior contract, or detention. Other disciplinary measures might include suspension or expulsion.

Washington State allows individual school districts to decide what kinds of behavior might lead to discipline, what kind of consequences or strategies a school might use to respond to minor misbehavior, and what process the district will use to hear concerns about discipline. Any rule that applies to discipline at school, however, must follow existing state and federal laws. Specific information and details about the laws and rules that govern discipline at Washington State schools are described in the Revised Code of Washington (RCWs) and the Washington Administrative Code (WACs) pertaining to discipline at school. It is important to reference the most current versions of rules and regulations as these may change or be amended over time.

The general rules of discipline that apply to all students also apply to students with disabilities. Additional rules that ensure students with disabilities are not punished for behaviors that are caused by, or are the result of a disability, are also in place. Exceptions to these rules may apply in certain special circumstances that involve weapons, illegal drugs, or serious bodily injury for instance.

Schools must follow specific processes when providing discipline to students who receive special education services. Specific rules apply when a disabled student is removed from their usual classroom or faces suspension. For example, a process called "manifestation determination" must be followed to determine whether the student's behavior was a "manifestation" (or result) of her or his disability. The process of manifestation determination is separate from general education disciplinary hearings or procedures. The school should provide notice whenever a student's behavior causes the student's removal from their usual classroom placement.

The school may conduct a "functional behavioral assessment" or FBA to help identify the cause or triggers of challenging behaviors. The FBA process includes observation of the student as well as conversations with both the student and the family. Testing might be recommended. Past reports or incidents might be reviewed and considered as well.

Questions that may be considered during the FBA process:

- When and where is this behavior happening?
- Where is it not happening?
- How often is the behavior occurring?
- Who is around when it occurs?
- What tends to happen right before and right after the behavior?

The school may also develop a Behavior Intervention Plan (BIP) to manage on-going challenging behaviors. A behavioral intervention plan is incorporated into the student's IEP if determined necessary by the IEP team for the student to receive free and appropriate public education (FAPE). The BIP is a legal document when it is a part of an individualized education program (IEP). A behavioral intervention plan at minimum, must describe:

- The pattern of behavior(s) that impedes the student's learning or the learning of others
- The instructional and / or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed
- The positive behavioral interventions and supports expected to reduce the pattern of behavior(s) that interfere with the student's learning or the learning of others
- How it ensures the implementation of behavior interventions across all of the student's school-sponsored instruction or activities
- The behavioral skills that will be taught to the student and monitored by school staff

Helpful Tips

Parents may request a comprehensive special education evaluation if a disability, such as a learning disability, a developmental disability, or an emotional or behavioral disability appears to cause frequent occurrences of discipline at school.

You may be asked to explain how your child's disability is causing behavior difficulties or how the disability results in challenging behaviors at school. If this occurs, and you are not sure how to explain your child's behavior or disabilities, you may request assistance and guidance from your child's medical or behavior provider.

Consider these suggestions to possibly avoid situations that could result in disciplinary actions:

- Share information about your child's disability and particular needs with teachers and relevant school staff
- Review the school's rules regarding discipline with your child
- Check your child's IEP or 504 Accommodation Plan for information about additional protections that apply to your student
- Request interpreter services to assist you if you are not able to speak or read the language used in the discipline materials you have been given

Consider the following if you receive a notice of discipline:

- Read all notices carefully and look for information regarding your rights, your child's rights, and future meetings or hearings planned by the school to address disciplinary measures
- Look for information regarding the timeframe or end-dates for the suspension or expulsion
- Respond to the notice as soon as possible to begin plans for the student's return to school
- If the behavior results in criminal charges, consider consulting a lawyer or legal services as soon as possible
- Request a meeting with your child's teacher and principal if you feel you are not receiving proper notices

There are 3 key things to know about the discipline of any student in Washington State:

- Students and their families have a right to due process when a student faces discipline
- Long-term suspensions (longer than 45 days) and expulsions can only be used for certain serious behaviors
- All students have the right to continue receiving educational services during suspension lasting longer than 10 days or expulsion

Use of restraint and isolation in school:

Use of restraint and isolation in Washington State are only permitted as emergency measures to keep a student or others safe from harm. Restraint or isolation are not permitted as forms of discipline or punishment, or as a way to try to correct a child's behavior. Please see the Office of Education Ombuds website or Pacer resource located in the RESOURCES section of this document for further information and details.

Where to access additional information:

- Consult your school district's policies regarding discipline
- Washington State Office of Superintendent of Public Instruction (OSPI):
www.k12.wa.us/student-success/support-programs/student-discipline
- Washington State Office of Education Ombuds:
www.oeo.wa.gov/en/education-issues/supports-students-disabilities



SPECIAL CIRCUMSTANCES

Students who Attend Private School or Participate in Homeschooling

The following information applies to students who are enrolled in private schools or are being homeschooled by their parents/caregivers because of a family preference.

Public school districts must identify, locate, and evaluate all students between the ages of birth to 21 who have a disability that may impact their access to education. This includes students who are enrolled in private schools or are homeschooled.

According to the Child Find Mandate in the Individuals with Disabilities Education Act (IDEA), public schools are responsible for completing a comprehensive evaluation to determine whether a student is eligible for special education and requires specially designed instruction (SDI). A re-evaluation is required at least every 3 years for a private school or homeschool student who was previously found to be eligible for special education.

The special education services received by students enrolled in private school are the responsibility of the public school district where the student's private school is located (not necessarily where the student lives). The special education plan for a private school student is developed by representatives from the private school, the public school district where the school is located, and the student's family. This plan may include services at the private school, a public school, or somewhere else. The U.S. Department of Education advises public school districts to serve students at their private schools as much as possible so as not to "unduly disrupt" the students' educational experience.

Federal law requires consultation by the public school district to the private school and the student's parents to ensure equitable participation of private school students in special education and related services.

Federal law requires that public school districts set aside funds to serve students with disabilities who are enrolled in private schools. The amount of those funds is determined through a calculation called the proportionate share.

All students with disabilities have the right to accommodations under Section 504 of the Rehabilitation Act of 1973 and are eligible for a 504 Accommodation Plan.

Note: There are special circumstances under which a student who receives special education in the public school is placed in a private school in order to access a Free Appropriate Public Education (FAPE). This type of private school placement is based on a decision of the student's Individualized Education Program (IEP) team in collaboration with the student's parents. Students who attend private school in order to be able to access a Free Appropriate Public Education (FAPE) retain all of the rights of a public education student under special education law.

Homelessness

A student who meets the definition of "homeless" under the McKinney Vento Act may be able to receive transportation to their usual school from another location within the home district or from outside of the school district, in order to continue at the usual school. More information can be found at schoolhouseconnection.org/mckinney-vento-act/

Family Move

If the family of a student with an individualized education plan (IEP) moves:

To a **different neighborhood within the same school district** but resulting in a change of the home (or neighborhood) school, the student's IEP should be transferred to the new school and kept as it is written.

To a **different school district in the same state**: the new district may adopt the IEP as it is written OR develop a new IEP. Delivery of services and support must be as similar to the current IEP as possible until the new IEP is ready.

To a **different state**: The school district in the new state must decide if it will accept the evaluation from the previous school district or do their own evaluation. Delivery of services and support must be as similar to the current IEP as possible until the new IEP is ready.

Public Health Crisis

COVID-19 or a similar public health crisis does not prevent a student from receiving the supports and services under their IEP. More information can be found at the Office of the Superintendent of Public Schools: www.k12.wa.us/



COMMUNICATING WITH SCHOOL STAFF

“My Child 101”

At the beginning of the school year, it's very helpful to open the lines of communication with your child's teacher or school staff. Writing a letter is a great way to communicate and will help your child's teacher better understand how they can manage and support your child's education throughout the school year. Introduce your child and explain specific information including medical diagnoses, your child's unique or special needs, and any special circumstances that will impact your child's learning. Be sure to include your contact information and the best way for your child's teacher to reach you. The more parents and teachers share relevant information about a student, the better equipped both will be to help the student achieve.

Collaboration

Problems at school can be very emotional for both parents and teachers. Try to establish positive communication before a problem occurs. Realize that the best interventions or solutions will involve input from both the parent and the school. When a problem at school develops, work to create a problem-solving partnership. Organize your thoughts and gather examples of the concerns you wish to address. Request a meeting with the teacher and plan to brainstorm and collaborate on possible ways to help your child.

Respectful Communication

Respectful communication, active listening, and straightforward responses about a situation go a long way towards creating good relationships. Until you have concrete reasons to believe otherwise, assume that the teachers and administrators are operating with the best of intentions.

Preparing for an IEP meeting

IEP meetings at school are guided by rules, regulations, and laws. There are many terms, phrases, and abbreviations that, at times, seem part of an unfamiliar language. With preparation, you will be able to participate in meetings and advocate for your child's educational plan. It's helpful to become familiar with special education processes as you are able. Information and helpful hints can be found in many resources. See the Resources section at the end of this booklet for a few suggestions.

At a meeting:

- Arrive at, or slightly before your scheduled appointment
- Introduce yourself and anyone with you to the team
- Ask for an introduction of each person attending and their role
- Be sure you understand the purpose of the meeting and ask for clarification if you're unclear
- Invite a friend or relative to attend the meeting with you and ask them to take notes on your behalf
- Ask for clarification or explanation of any term that is not clear to you
- Request and obtain copies of any documents that are created as part of the special education process and keep them for your personal reference
- Request interpreter services in your preferred language for all meetings
- Request accommodations if you have vision, hearing, or other communication impairments

Educational Advocates

Educational Advocates are paid professionals hired by parents or caregivers to support a student and their family during the special education process. Families hire an advocate when the special education process feels overwhelming and complex. Most advocates have a professional background in education, are experienced in the special education process, and can work collaboratively with school staff towards developing a fair and appropriate education plan. See the “Resources” section at the end of this booklet for local resources.

RESOURCES

Many community agencies provide a variety of publications, workshops, resources, and support related to special education processes. Some are listed here. Most often, there is no cost to users.

COMMUNITY AGENCIES

THE ARC OF WASHINGTON

www.arcwa.org

INFORMING FAMILIES BUILDING TRUST

www.informingfamiliesbuildingtrust.org

OFFICE OF CIVIL RIGHTS

www.state.gov/bureaus-offices/secretary-of-state/office-of-civil-rights

OFFICE OF THE EDUCATION OMBUDS

3815 Fremont Ave N. Suite 349 • Seattle WA 98103

Phone: 866-297-2597 (toll free)

www.oeo.wa.gov • Facebook: WA Education Ombuds

PAVE, PARTNERSHIP FOR ACTION VOICES FOR EMPOWERMENT

Pierce County Office: 6316 South 12th St. Tacoma, WA 98465-1900

Ph: 253-565-2266 or 1-800-5 PARENT

www.wapave.org

SPECIAL EDUCATION ADVOCACY LEAGUE K-12 (SEAL)

Phone: 253-260-2066

Email: sealk12@outlook.com • www.sealk12.org

TACOMA SPECIAL NEEDS PTA

Email: tsnpta@yahoo.com • www.tsnpta.org

US DEPARTMENT OF EDUCATION

www.ed.gov

WASHINGTON AUTISM ADVOCACY & ALLIANCE: "BLUEPRINTS FOR SPECIAL EDUCATION" WORKSHOPS

16225 NE 87th St. Suite A-2 • Redmond, WA 98052

Phone: 425-894-7231

www.washingtonautismadvocacy.org

WASHINGTON OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

www.k12.wa.us

WRIGHT'S LAW

www.wrightslaw.com

RESOURCES RELATED TO THE SPECIAL EDUCATION PROCESS

10-STEP GUIDE TO SPECIAL EDUCATION PROCESS:

www.k12.wa.us/student-success/special-education/guidance-families-special-education-washington-state/how-special-education-works

Evaluation: WHAT DOES IT MEAN FOR YOUR CHILD?

www.pacer.org/parent/php/PHP-c2.pdf

HELP FOR PARENTS: HOW TO PREPARE FOR A SPECIAL EDUCATION EVALUATION MEETING

www.pacer.org/parent/php/PHP-c249.pdf

RECEIVING THE RESULTS OF A SPECIAL EDUCATION EVALUATION

www.pacer.org/parent/php/PHP-c273.pdf

ANATOMY OF A SPECIAL NEEDS CHILD

www.masters-in-special-education.com/special-needs/

ASSISTIVE TECHNOLOGY FOR SPECIAL EDUCATION STUDENTS

www.masters-in-special-education.com/technology/

RESOURCES ON FACILITATION/MEDIATION/DUE PROCESS/DISPUTE RESOLUTION

FACILITATION

Special Education IEP Facilitation Process

www.k12.wa.us/sites/default/files/public/specialed/disputeresolution/pubdocs/SpEd-IEP-Facilitation.pdf

SPECIAL EDUCATION MEDIATION FLOWCHART

www.k12.wa.us/sites/default/files/public/specialed/disputeresolution/pubdocs/SpEd-Mediation-Flow-chart.pdf

MEDIATION IN SPECIAL EDUCATION FLYER

sometg.com/site/wp-content/uploads/2012/01/SPED-TRIFOLD-REV.pdf

DUE PROCESS

Overview of Special Education Citizen Complaint Process (SECC)

www.k12.wa.us/sites/default/files/public/specialed/disputeresolution/pubdocs/overviewofseccprocess.pdf

Legal Assistance for Special Education Due Process Disputes

oah.wa.gov/Portals/0/Content%20Area%20Documents/legal%20referral%20list.pdf

COMMUNICATION/CONFLICT RESOLUTION

Working Together and Through Conflict Resources

www.cadreworks.org/sites/default/files/Working%20Together%20%26%20Through%20Conflict%20Resources%20Infographic_CADRE.pdf

This booklet was created by professional staff members of Mary Bridge Children's Neurobehavioral Medicine Department. It also includes input from many parents and caregivers of our patients. It is our hope that this resource will assist our families as they navigate and secure Special Education services for their children. We extend sincere thanks to the patients and families who have asked us to participate in the care of their children, have shared their special education journey, and greatly educated us about special educational needs.

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