

IDEA and Section 504 for your student

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ABOUT ME:

- Wife and mother to 6
- Taught special education for 15 years
- Consultant for the county for 2 years
- Started Advocacy about 10 years ago
- Very passionate about helping students get services
- Not a public speaker
- NOT GOOD at technology, such as power point

ABOUT TODAY

- BASIC COURSE
- FOCUS ON KLS
- ALLOW TIME FOR QUESTIONS
- MY NUMBER IS 678-858-5098
- WEB SITE IS WWW.IEP911.COM

- “Not motivated”
- “Lazy”
- “Chooses not to....”
- “Very capable, if he would just apply himself”
- “Must make her come to school...”
- “All children struggle with this, (sleep, behavior, etc), she just has to push through it...”

DEFINITIONS

- Disability: Any condition, physical or emotional/behaviorally, that impairs one or more activities of daily living. Learning is one of these
- Education: Not just academics (Reading, Writing, Arithmetic)
Education also includes social, emotional, behavioral, sensory, etc
- F.A.P.E: Free **Appropriate** Public Education
- Section 504: Rehabilitation Act 1973. In Education, a “504 Plan” removes barriers to learning and opportunities.
- IDEA: Individuals with Disabilities Education Act, 1975
 - Federal Education Law
 - For students with at least one of 13 qualifying categories of disability
 - Who ALSO need specialized instruction to benefit from education
 - Provides a “special education” plan: IEP

DEFINITIONS

- Other Health Impaired (OHI)
 - Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:
 - Is due to chronic or acute health problems *such as* asthma, adhd, add, diabetes, epilepsy, and heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
 - Adversely affects a child's educational performance

ONE MORE

- HOSPITAL/HOMEBOUND SERVICES:
 - Designed to provide continuity of educational services for students whose illness or injury prevents them from regular attendance at school.
 - Typically 3 hours a week
 - Meant to be temporary
 - Can be used for students with or without IEP/504 plans
 - However, there is more flexibility if you have an IEP

Step One:

- Remember, YOU are the expert on YOUR child. If you think something is off, it probably is
- You have the right to request an evaluation from the school to determine if your child meets eligibility criteria for help either through an IEP (special education) or a Section 504 plan.
- **PUT THE REQUEST IN WRITING!** This starts the timeline that the school must have the evaluation completed.
 - A request for special education evaluation legally supersedes SST, RTI, meeting
 - 60 day timeline starts the day you sign consent
 - Consent to eligibility meeting

EVALUATIONS

- HEARING AND VISION
- COGNITIVE
- ACHIEVMENT
- ADAPTIVE
- SOCIAL/EMOTIONAL
- OBSERVATIONS

Step Two: 504 meeting

- Designed to accommodate the student's condition so that his/her needs are met as adequately as the needs of students without disabilities.
- Questions
 - Does the child have a disability?
 - Does it substantially limit his/her ability to learn and participate in gen education?
- Evaluation usually consist of doctor's diagnosis, teacher input, parent input, grades, observation.
 - Not nearly as comprehensive as an IEP evaluation

504 Accommodations:

- Extended time for tests, projects, homework, class assignments, etc (be careful of the 50% or double)
- Reduced assignments
- Modified day or schedule
- Online classes
- Ability to make up work with no penalty
- Small group
- Frequent breaks

Step three: THE ELIGIBILITY MEETING

- Review all evaluations....cognitive, achievement scores, adaptive, emotional, behavioral, social, etc
- Review all doctor notes, diagnosis'
- Teacher input, grades, attendance, etc
- Parental input **REMEMBER, YOU ARE THE EXPERT ON YOUR CHILD**

THE ELIGIBILITY MEETING

- TWO QUESTIONS:
 - Does the student have a disability
 - Is the disability adversely impacting the student's education?
 - Remember education isn't just academics
 - AND BY REASON OF.... REQUIRE SPECIALIZED INSTRUCTION OR RELATED SERVICES?
 - If yes...the team will look at which of the 13 categories of special education the student would meet eligibility criteria.

OHI

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Individuals with Disabilities Education Act/1975

- A federal Education Law
- For students with at least one of 13 qualifying categories of disability
- Who ALSO need specialized support and instruction to benefit from education
- Provides a “special education” plan: “IEP”
 - Specialized instruction
 - Related supportive services
 - “IEP” must be **individualized** to meet a student’s **unique** needs.

DEVELOPING THE IEP

- REMEMBER: INDIVIDUALIZED for the UNIQUE needs of the student.
- BIG QUESTIONS:
 - Where are we now? Present levels of Academic Achievement and Functional Performance (PLAAFP) fka PLOP
 - Where are we going? Goals and Objectives
 - Goals must be S.M.A.R.T
 - Specific
 - Measurable
 - Use ACTION words
 - Realistic and relevant
 - Time-limited

DEVELOPING THE IEP

- How are we going to get there? **Services & Instruction**
 - Where (co taught/resource/home/etc)
 - How long/frequency
 - Student Supports
 - Accommodations, supplemental aids and services
- How do we know when we have succeeded?
 - Measurement: What objective DATA will tell us if we have?
- How and when will progress be reported to the parents?
 - ACCOUNTABILITY
 - STAYING ON TRACK
 - Progress reports are typically sent home every 9 weeks or grading period, but don't be afraid to ask for more or even different reporting in addition to the progress reports.

RESOURCES:

- GADOE (or your state dept of education)
- Advocacy Groups
 - SouthSide Education Advocates
 - www.iep.com
 - Donna Reynolds....678-858-5098
- Wrightslaw