

# An Overview of the Special Education Process

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Link to Slides:



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# Good Morning!



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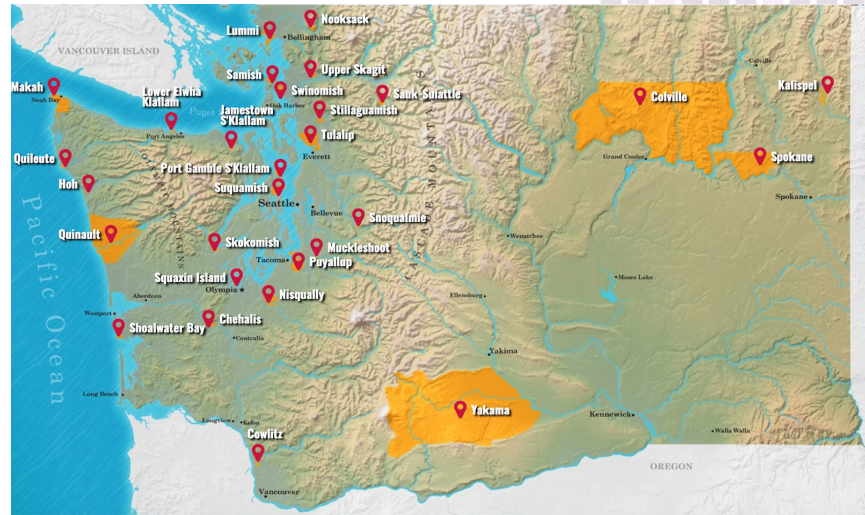
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# Land Acknowledgement

<https://www.washingtontribes.org/tribes-map>

NWESD stands on the ancestral homelands of the Coast Salish Peoples, who have lived in the Salish Sea basin since time immemorial. I join you from the Swinomish Tribal Community. Please take a moment to express respect for our indigenous neighbours -- for their enduring care and protection of our shared lands, for a culture of strength, family and community.



For generations, Indigenous communities across the Americas have demonstrated resilience and resistance in the face of violent efforts to separate them from their land, culture, and each other.

# Session Objectives



1. Review basic IDEA and 504 definitions and abbreviations;
2. Describe the child find process;
3. Review parent's procedural rights;
4. Understand the evaluation and eligibility basics;
5. Describe Early Intervention;
6. Understand IEP basics; and
7. Provide resources and contacts.

Set a goal:

What do you want to get out of today's session?

# Welcome



# Case Study

10yo boy presents to the pediatric office for initial visit with caregiver concerns about behavior

Social: Recently moved from Mexico to live with grandparents who are Spanish-speaking. Parents still living Mexico

PMH: Speech delay

School: Is enrolled in public school and they have expressed concerns to caregivers about behaviors at school.

# Definitions and Abbreviations

# Child Find Process



# Child Find



The School Division must refer a student for an evaluation if the student, because of a disability, needs or is believed to need such service.

# Child Find: Identification

This process includes children who are:

- In typical living arrangements;
- Highly mobile;
- Home schooled/attending a private/religious school;
- Advancing from grade to grade;
- Wards of the state; and
- Under 18, incarcerated in a regional/local jail for ten or more days.



# Child Find: Identification

For parentally placed private school students attending schools located within the School district:

The school district must guarantee:

- Equitable participation
- An accurate count
- Activities similar to those undertaken for public school students



# Child Find: Public Awareness

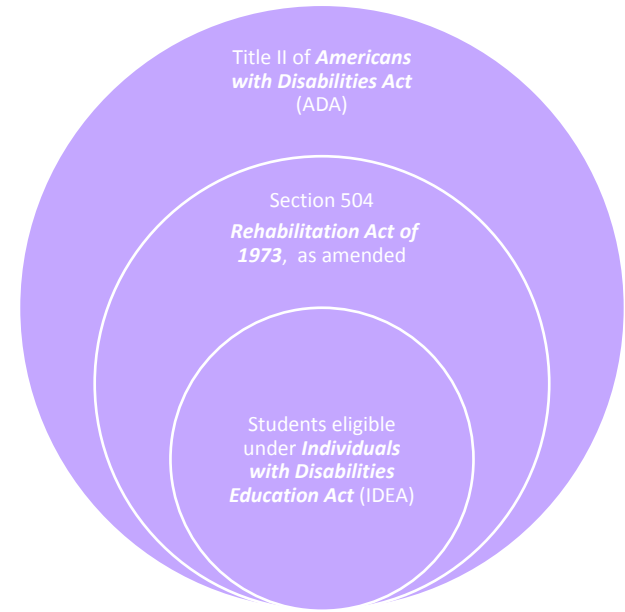
On an annual basis, the school district sends letters to:

- Pediatricians and medical facilities
- Parents of parentally placed private school students
- Preschools
- Childcare centers
- Private and religious schools
- Mass media outlets in the school division



# Section 504

- Section 504 is part of the **Rehabilitation Act of 1973, as amended** to protect the civil rights of individuals with disabilities.
- Federal Regulations implementing the Rehabilitation Act, include § 504 - Part 104 (education section).
- **Title II** of the **Americans with Disabilities Act of 1990** extends this prohibition against discrimination to the full range of state and local government services, programs, and activities (including public schools) regardless of whether they receive any Federal financial assistance.



**Nondiscrimination rights protecting individuals with disabilities**

# Who Qualifies as a “Disabled” Individual?

## Section 504:

- Has a broad definition.
- No specific categories with strict eligibility criteria.
- Specific physical or mental impairments are not listed in Section 504 regulations.
- States an impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability.

# Parent Procedural Rights

# Procedural Safeguards

- Independent Educational Evaluations
- Parental Involvement
- Informed Consent
- Confidentiality & Student Records
- Prior Written Notice
- Audio Recordings
- Dispute Resolution





# Dispute Resolution

- Facilitated IEP
- Mediation
- Community Complaint
- Due Process



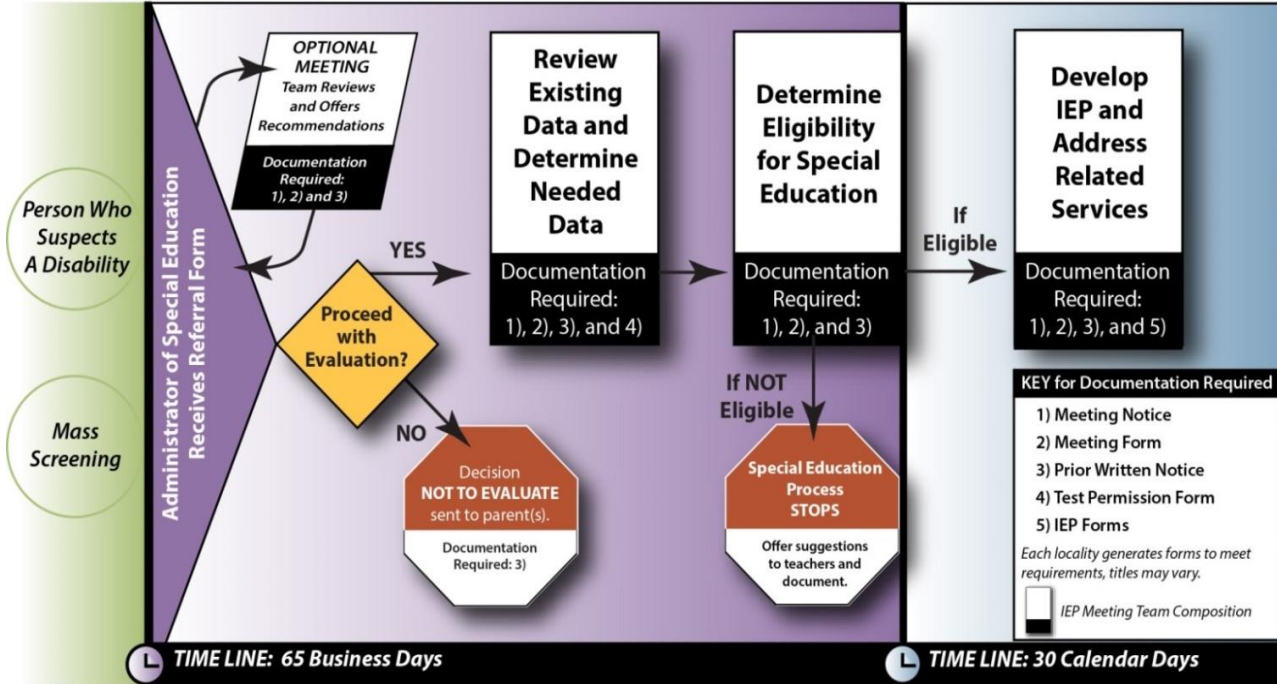
# Ombudsman and Parent Liaison

- <https://ospi.k12.wa.us/sites/default/files/2022-12/oeo2012presentation-asimmons.pdf>
- <https://ospi.k12.wa.us/student-success/special-education/family-engagement-and-guidance/need-assistance>



# Evaluation and Eligibility

# When There is Suspicion of Disability

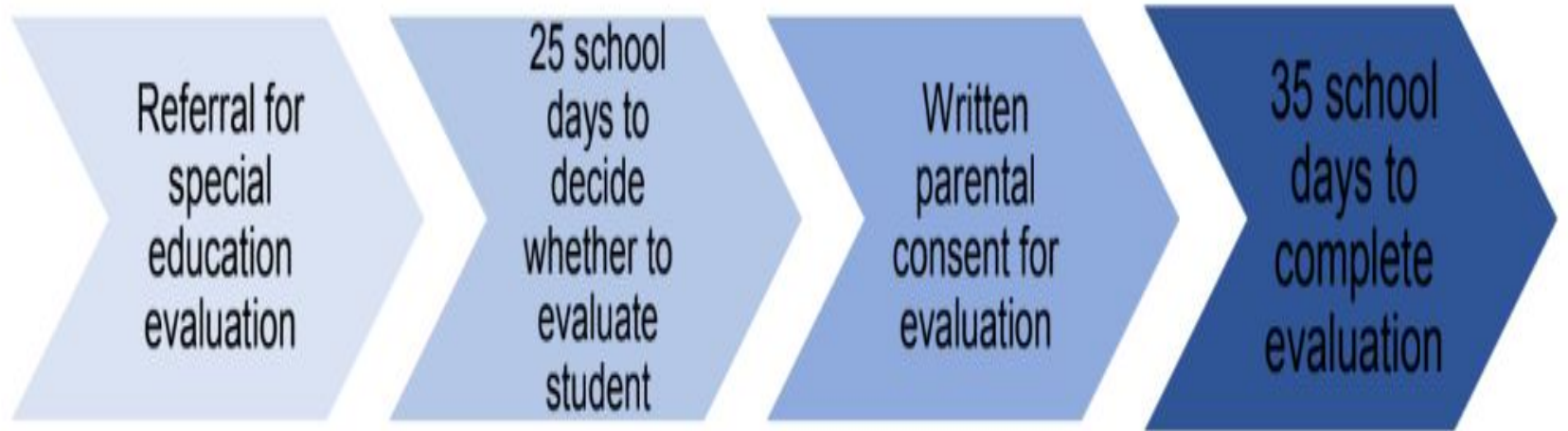


# Referral For Evaluation

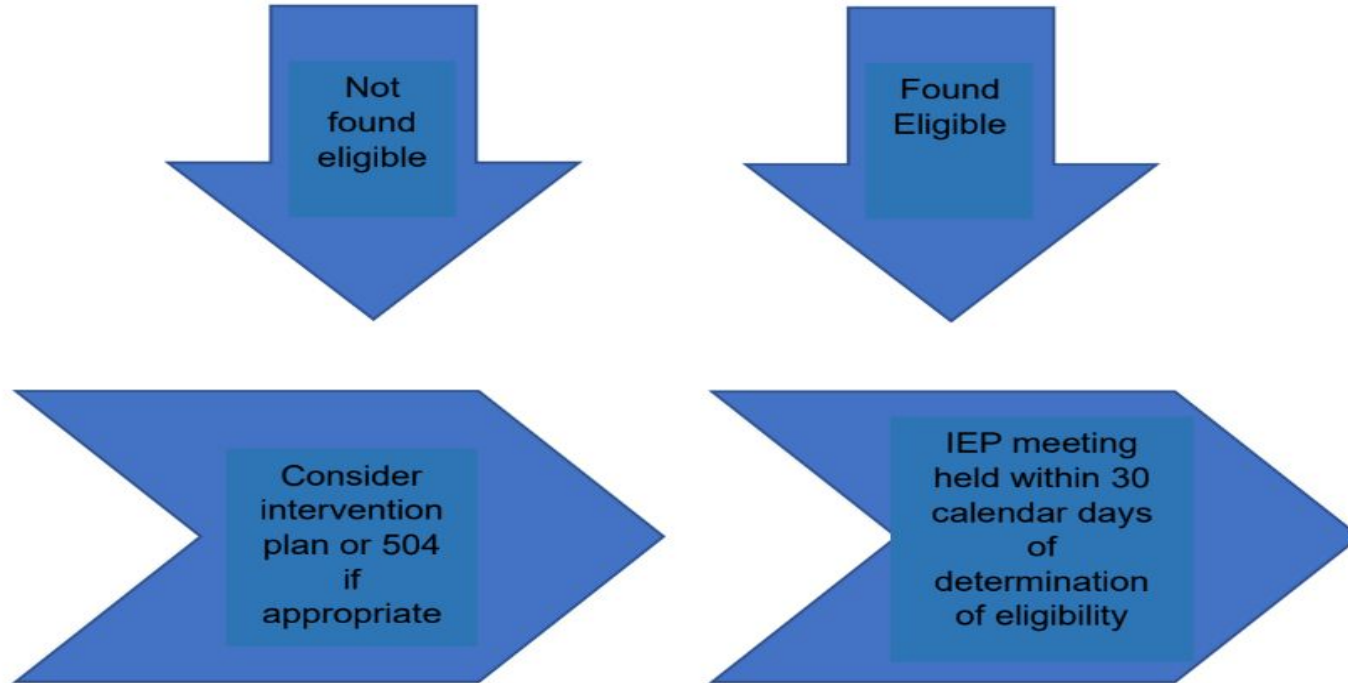


Referrals should be made in writing and can come from any source or individual

# Referral For Evaluation



# Referral For Evaluation



# Federal Disability Areas

- Autism
- Deafness
- Developmental Delay
- Emotional Disability
- Hearing Impairment (including Deafness)
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)





# Important to Note

Do I need to get a medical diagnosis for my student's disability before the district can find my student eligible for special education?

You are not required to obtain and provide the school district with a medical diagnosis for your student in order for a district to evaluate your student for special education. A medical diagnosis is also not required in order to be found eligible for special education services. The school district, however, may request that you provide any medical information you may have as part of the [referral](#) process and may, if necessary, seek your consent to obtain a medical statement or assessment indicating whether there are any other factors that may be affecting your student's educational performance as part of any district evaluation.

# Who to Contact



# Early Intervention

# Early Support for Infants and Toddlers (ESIT)

- Washington's Early Intervention Program, providing Part C of the Federal IDEA Law
- Eligibility is based on: 25% or greater delays in developmental milestones, the informed clinical opinion of an evaluation team, and/or medical conditions or other risk factors
- Evaluations address seven areas of child development: cognitive, social-emotional, adaptive/self-care, fine and gross motor, expressive and receptive language
- The child's medical and birth history must also be obtained and considered during the intake process, many medical conditions qualify for automatic eligibility
- Evaluation teams should consist of at least two professional disciplines as well as parents/caregivers, noting their developmental concerns for their child
- For children with automatically qualifying medical conditions, a medical professional's referral and input, with a documented diagnostic condition, can be one of the two required disciplines for evaluation and eligibility

# Potential Services and Therapies:

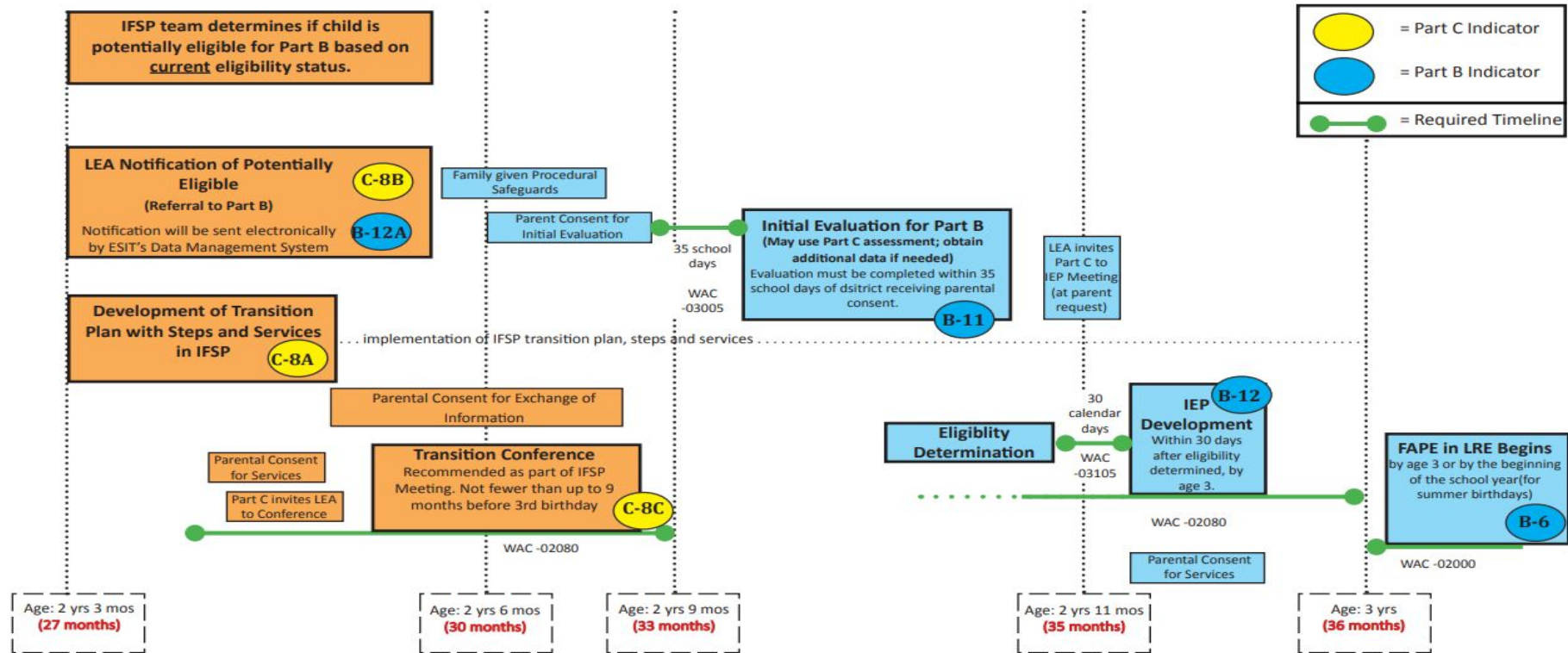
- All families in early intervention programs are assigned a Family Resource Coordinator (FRC) for service coordination
- FRCs assist families with case management, paperwork, and the transition process for Part B/Preschool services at their local school district prior to the child's 3rd birthday
- IFSP therapies in early intervention programs (SLP, OT, PT) are required to be billed to Medicaid and private insurances; families may have co-pays, deductibles, or limits on visits due to this; programs have some ability to work with families who cannot pay or who have maxed out visits
- Service Coordination and Educator/Developmental Specialist services are non-billable services offered by early intervention programs; this includes vision & hearing educators

# Service Models and Supports:

- Services are done in "natural environments", primarily as home visits, but also in daycares, schools, Early Head Start/ECEAP, and other community settings
- Many WA programs utilize a parent coaching model when doing services, empowering parents to take the lead on their child's skill acquisition and progress
- A developmental assessment must be updated annually; IFSP progress and outcomes are updated and reviewed with the family every 6-months
- Initial eligibility can endure up to the child's third birthday, with team agreement around eligibility and a continued need for services. Formal re-evaluations can be requested anytime; families can choose to decline or exit at anytime

# Early Childhood Transition from Part C to Part B Timeline Requirements

*adapted for Washington State*



Developed by the National Early Childhood Technical Assistance Center

**nectac** in collaboration with WRRC for the Early Childhood Transition Initiative, Updated Apr 2011

# Regional Part C Providers and Statewide Directory

- [ESIT Statewide Directory](#) Agencies and contacts per county; ESIT is a DCYF agency
- Whatcom: SEAS line intakes for Opportunity Council and Whatcom Center for Early Learning; Lummi Nation for Tribal Part C services
- Skagit County: SPARC, and STEPS (in Anacortes area)
- Island/San Juan: STEPS (serving Island County and the San Juan Islands)
- Snohomish: County Lead Agency does intakes for multiple Snohomish agencies (based on child's address); Stanwood-Camano area served by STEPS



# What happens at age three?

- The Individuals with Disabilities Education Act (IDEA) requires that at least 90 days before a child's 3<sup>rd</sup> birthday, the FRC conducts a written *Transition Planning Meeting* to discuss future services that may benefit your child
- This meeting will most likely involve your FRC, current services provider(s) and a local school district liaison
- Transition meetings should gather current information from your family and key providers in your child's life to discuss/identify areas of possible of evaluation. This meeting should also discuss possible program options for when your child turns 3
- Program options may consist of school district provided services and/or community-based programs

# Individualized Education Program (IEP)

# IEP Timeline

An IEP must be proposed:

- By the first day of each school year;
- By the 30th calendar day following an eligibility meeting;
- IEP meeting following receipt of notification of withdrawal for reasons of FAPE; and
- Other meetings, as directed.



# IEP Team

- The parents or legal guardians of the student
- General education teacher
- Special education teacher (and/ or one special education provider i.e. SLP, OT, PT)
- School district representative who:
  - Is qualified to provide or supervise the provision of SDI
  - Is knowledgeable about the general education curriculum, and
  - Is knowledgeable about the availability of resources
- An individual who can interpret the instructional implication of an evaluation
- At the discretion of the parent or district, other individuals who have special knowledge or expertise regarding the student, including related services personnel as appropriate
- The student (when appropriate)

# Free Appropriate Public Education (FAPE)

- A **Free Appropriate Public Education** must be provided to all students eligible under Section 504 and IDEA
- Instruction must be individually designed to meet the needs of the student.
- Students must be provided with aids, benefits, or services that are as effective as those provided to non-disabled students.



# Parent Involvement in the IEP Process

- When provided an IEP draft in advance of the meeting, parents are encouraged to review it and note any questions or concerns.
- Provide the school with any updated medical information or new diagnoses in advance of the IEP meeting. This includes updated school health care plans (e.g., Asthma Action Plan, Diabetes Medical Management Plan (DMMP), Health Treatment Plan).
- If applicable, bring copies of any private assessments that may assist the IEP team.
- Please notify the IEP team of any recent changes in the student's environment that may impact them academically or behaviorally.
- Be prepared to discuss any concerns related to your child's IEP.



# Student Involvement in the IEP Process

Involve students, as appropriate by:

- Discussing the process with the student prior to the meeting to ensure understanding.
- Seeking his or her input during the meeting.
- Encouraging the student to talk about strengths and needs, learning preferences, progress in classes, and toward IEP goals.
- Asking for the student's input regarding accommodations and modifications and the proposed goals.
- Inviting the student to talk about participation in vocational assessment(s) and vocational training.
- Inviting the student to talk about his or her post-school vision and transition plan.



# It is the Student's IEP



***I'M DETERMINED***



***I'M DETERMINED***



# All About Me One Page Profile

- ★ Family Vision Statement
- ★ Strengths
- ★ What Works
- ★ What Doesn't Work
- ★ What I'm Working On
- ★ Favorites
- ★ Team Communication

**TROY**  
**AGE 5**

*Teach Me To Soar and I Will!*

**VISION STATEMENT**  
We envision Troy living a life of interdependence. We want him to be a respected and included community member. Troy will be included in general education throughout his life in school. Troy will graduate high school with a regular diploma, prepared for college or work. We envision him living a happy, fulfilled life surrounded by love and support.

**STRENGTHS**

- Polite and Congenial
- visual learner
- socially motivated
- Receptive language
- Memorization
- Letter sounds
- Counting
- Helping teacher
- Following routines

**WHAT WORKS FOR**

- Visual cues and supports
- Lots of repetition
- Appropriate accommodations
- Peer help
- Giving Troy a job

**WHAT DOESN'T WORK**

- Negative Commands
- Tests/assignments without accommodations
- Taking his behavior personally

**WHAT I'M WORKING ON**  
Academically, Troy is working on writing his name, learning new sight words, and one-to-one correspondence. Socially, Troy is working on asking friends to play, transitioning from task to task and verbalizing wants and needs.

**TROY LOVES:** Music, Reading, Rhythmic Books, Sports, Pirates, Chips



# COMPREHENSIVE INCLUSIVE EDUCATION IN WASHINGTON

Connecting General Education and Individualized Education Programs (IEPs)

2024



**Inclusionary Practices**  
Technical Assistance Network



## Principles of Comprehensive Inclusive Education

The IEP is not the student's sole educational program or curriculum.

For each student eligible for special education services, their educational program has **three** parts:

- The general education curriculum
- The school's routines & activities
- The IEP

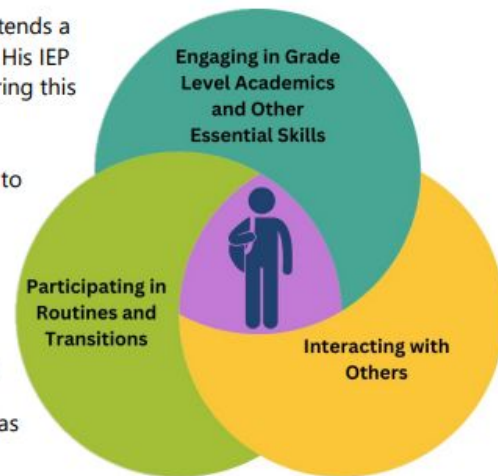
Every student is a general education student.

Students learn and thrive when they are valued, visible members of their classroom and school communities.

## 2.1: Three Major Learning Components in Inclusive IEPs

Learning opportunities are abundant in a typical school day. Teams that develop inclusive IEPs intentionally use these naturally occurring teaching opportunities to prioritize and maximize student learning. For example:

- Steven has a literacy goal in his IEP and attends a social studies class with a reading activity. His IEP team plans to address his literacy goal during this class and the regular reading block.
- River has an IEP goal about improving organization skills. Their IEP team decides to focus on this at the start and end of each class period and the beginning and end of each school day.
- Mayah is a multilingual learner with an IEP. Her team ensures that instructional strategies for teaching English vocabulary and concept development are incorporated across all content areas and as part of school routines.



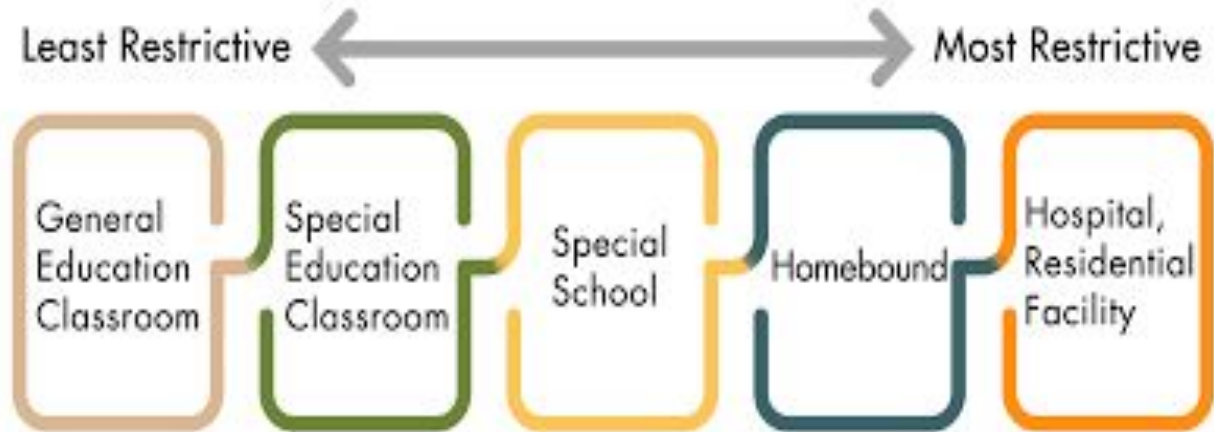
[Link](#)



**Northwest Educational  
Service District 189**

*Together We Can*

# Continuum of Placements



# Resources and Contacts

# Parent-to-Parent Can Help

## [Parent-to-Parent WA map of counties](#) [Parent-to-Parent and The Arc](#)

- Services Offered:
- Emotional support for parents of children with special needs.
- Information and referrals to community resources.
- Trained Helping Parents whose parenting experience match yours as closely as possible.
- Social and recreational events.
- Current information on disabilities, medical conditions and community resources.
- Training for parents who would like to become Volunteer Helping Parents.
- Public awareness and outreach to the community regarding individuals with special needs and/or disabilities.

# Resources for Parents

- <https://dcyf.wa.gov/ada/resources>
- <https://ospi.k12.wa.us/student-success/special-education/family-engagement-and-guidance>
- <https://www.washington.edu/doit/washington-state-resources-parents-children-and-youth-disabilities>
- <https://www.dol.gov/agencies/odep/program-areas/cie/hub/families>
- <https://www.ada.gov/topics/parental-rights/>

# Before you go!

Please complete the survey prior to leaving today. We will use this information to tailor the following sessions to your needs.

