



The IEP/504 PROCESS

PASE Presentation
November 14, 2023

State and Federal Law

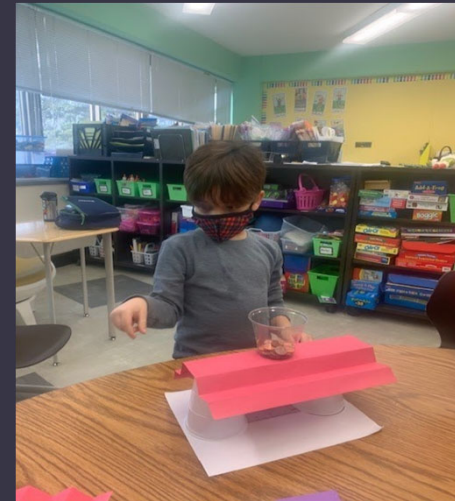
- Federal Law
 - Individuals with Disability Education Act (IDEA)
- State Law
 - Part 200 NYS Education Department



Committee on Preschool Special Education (CPSE)

Ages 3 through 5

- Transition from Early Intervention (Birth – Age 2; County)
- Parental Referral Only
 - Need to register with district
- Evaluations
 - Psychological
 - Classroom Observation
 - Social History
 - Area of concern (Speech, OT, PT, Counseling, etc.)
- CPSE Meeting
 - District chairperson, providers
- Classification
 - Preschooler with a disability
- Levels of Service
 - Related Services Only
 - Special Education Itinerant Services (SEIS)
 - Integrated Class
 - Program Classes



Committee on Special Education (CSE)

Ages 5 through 21

Ways to Refer

- CPSE to CSE
- Instructional Support Team/ Building Principal Referral
- Parent/Guardian Referral
- Student



CPSE to CSE Recommendation

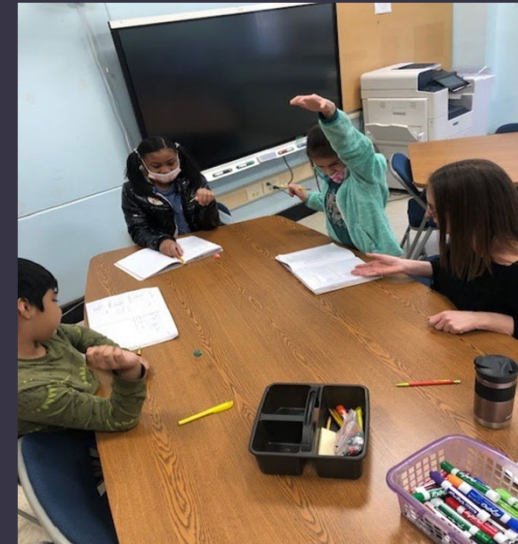
- Discuss at last annual review in pre-school
- Must determine if they will refer to CSE if 5th birthday is on or before December 1st.
- Additional Testing
- Must qualify under one of the 13 categories



Principal Referral

Instructional Support Team

- Student is brought to the IST to review data
- Leveled interventions put into place and monitored
- Multidisciplinary team (inclusive of the principal) determines they would like to make a referral
- The school psychologist calls the parent to explain the process
- Consent sent to the parent



Parent/ Guardian Referral

- Parent writes a letter to the special education department
 - Specific area of concern
 - Requesting an evaluation through special education
- Meeting with parent, principal and school psychologist within 10 days of written request for evaluation
 - Review of current functioning
 - Possible building level supports first
 - Determination to move forward
- Email response initiating the referral
- Special Education packet sent to parent



Standardized Measures and Assessments

All Initial will include:

- Psychological/Cognitive
- Academic/Educational
- Classroom Observation
- Social History
- Medical (hearing/vision)

Potential Additional Assessments:

- Speech and Language
- Occupational Therapy
- Physical Therapy



All Evaluation Should be Reviewed with the Parent Prior to the CSE Meeting

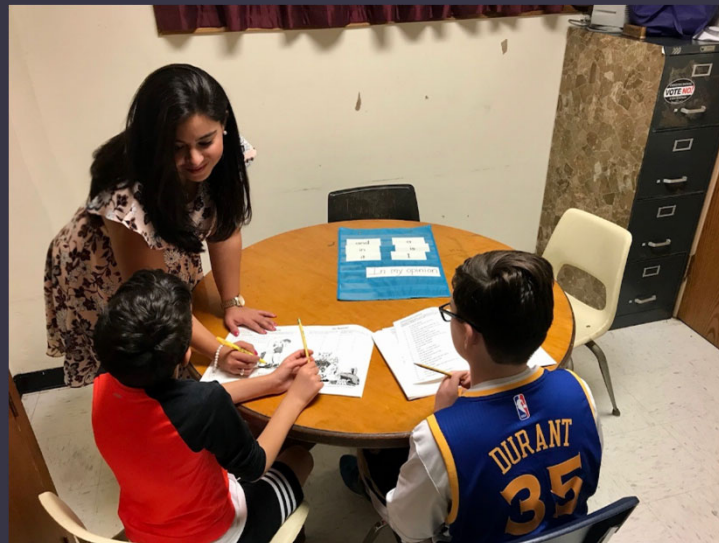
Initial CSE Meeting

- Discussion of the referral reason
- Review of all evaluation reports
- Review of classroom functioning
- Determine eligibility (must qualify under one of 13 classifications –next slide)
- If determined eligible
 - Discuss goals that address areas of deficit
 - What services and/or supports needed to meet the goals
 - Modifications and accommodations for class and tests
 - Any additional needs



Thirteen Classifications

- Autism (ASD)
- Deafness
- Deaf-Blindness
- Emotional Disability
- Hearing Impairment
- Learning Disability (LD)
- Intellectual Disability (ID)
- Multiple Disabilities (MD)
- Orthopedic Impairment
- Other Health Impaired (OHI)
- Speech Language Impairment (SLI)
- Traumatic Brain Injury
- Visual Impairment



Services

- Develop Individual Education Program (IEP)
- Need signed parental/guardian consent to start services
- Board of Education approves
- Annual Review Meeting
- Three-year Reevaluation Testing
- If ineligible can refer back to IST or Section 504



Section 504

- Part of Rehabilitation Act of 1973
- Outlines instructional services and accommodations for students in general education settings whose disabilities interfere with their education
- Disability in **physical or mental impairment** which **substantially limits** one or more **major life activities**
- Transitory impairment (actual or expected duration of 6 months or less) does not meet eligibility standards
- Lists appropriate services and reasonable accommodations that level the playing field and to provide access to or eliminate barriers for participation in education or education-related activities



Section 504 - Physical or Mental impairment

“any physical 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
- endocrine
- any mental or psychological disorder
 - mental retardation
 - organic brain syndrome
 - emotional or mental illness
 - specific learning disabilities
















Section 504 - Substantial Limitation

“significantly restriction as to the conduction, manner, or duration under which the student can perform a particular major life activity as compared to the conduction, manner, or duration under which the average student of the same age/grade level in the general population can perform the same major life activity.”

An impairment in and of itself is not a disability.

A medical diagnosis does not automatically mean eligibility criteria

Section 504 - Major Life Activities

	Caring for oneself		Learning
	Seeing		Breathing
	Hearing		Reading
	Eating		Thinking
	Walking		Concentrating
	Standing		Communicating
	Lifting		Working
	Speaking		

504 Team

- Persons who have knowledge of the students, the meaning of evaluations, and available programs and services
 - The parents
 - A District representative
 - Teacher(s) who work with the child in the environment impacted by the disability
 - a school nurse and/or District physician if the disability involved a health plan or other health considerations



504 Evaluations

- Draw upon information from a variety of sources including, aptitude and achievement tests, teacher recommendations, physical conditions, social or cultural background, adaptive behavior
- Evaluations should consider the areas where the disability is suspected to have an impact:
 - academics for students with ADHD
 - physical therapy evaluations for a student with a physical disability
- Procedures for evaluation and periodic re-evaluations

