

Implications for Education of E²

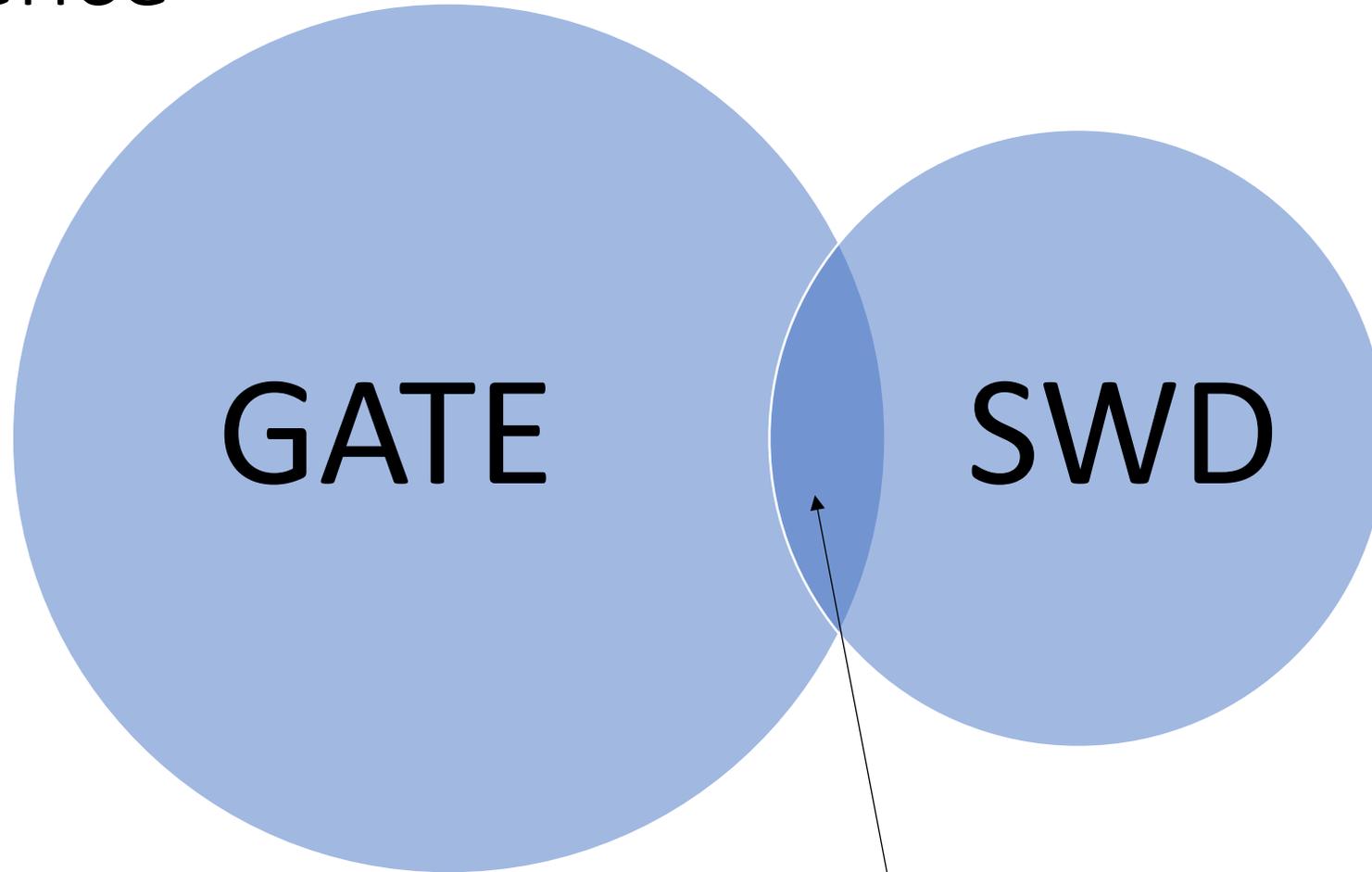
Community Advisory Committee for Special Education

Presentation to GATE DAC

April 10, 2017

- Prevalence of “twice-exceptional” students in SDUSD
- Assessment & Eligibility
- 504 Plans vs. Individualized Education Plans (IEPs)
- Accommodations
- Parent Rights
- Labels vs. Services: Considerations
- Recommended Sources for More Information

Prevalence



Approximately 1,110 students (out of 106,356) are “twice exceptional” in our district.

Assessment

- Student Study Team (Also termed “Response to Intervention Team”)
- Consideration for a 504 Plan
- Formal Assessment for Special Education

504 vs. IEP

- Sect. 504 of Rehab Act
 - Emphasis on Accommodations
 - Lower bar on determination of disability; lower threshold on proof.
- Individuals w/ Disabilities Ed Act
 - Goals, Services & Supports
 - Need to be found eligible under one of 13 educational definitions of federal disability categories
 - Other Health Impairment
 - Autism
 - Emotional Disturbance
 - Deafness
 - Visual Impairment
 - Specific Learning Disability
 - Orthopedic Impairment

Important Note:

Make sure that you read and understand the Notice of Procedural Safeguards – especially during the initial eligibility determination for special education.

Considerations

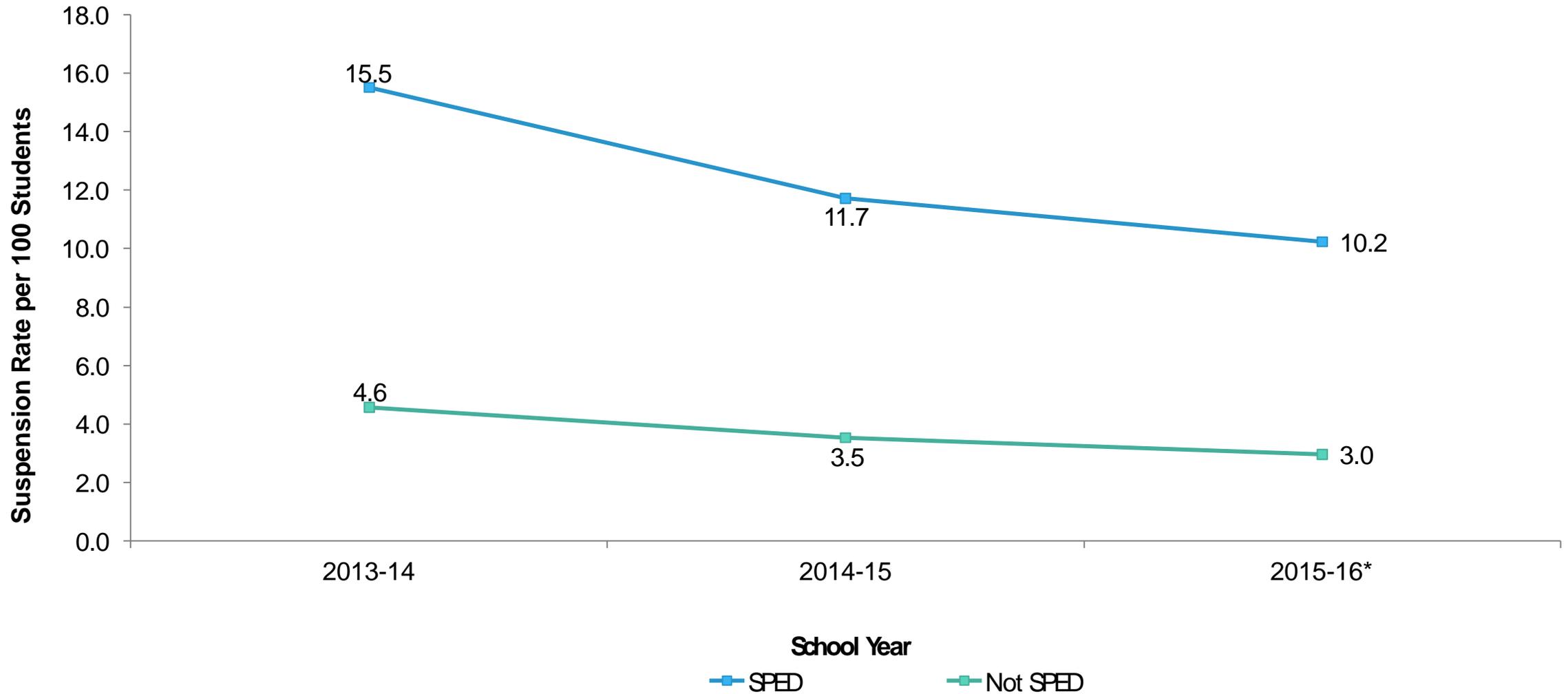
- Labels & Biases

- Associated with the Student
- Associated with the Adult

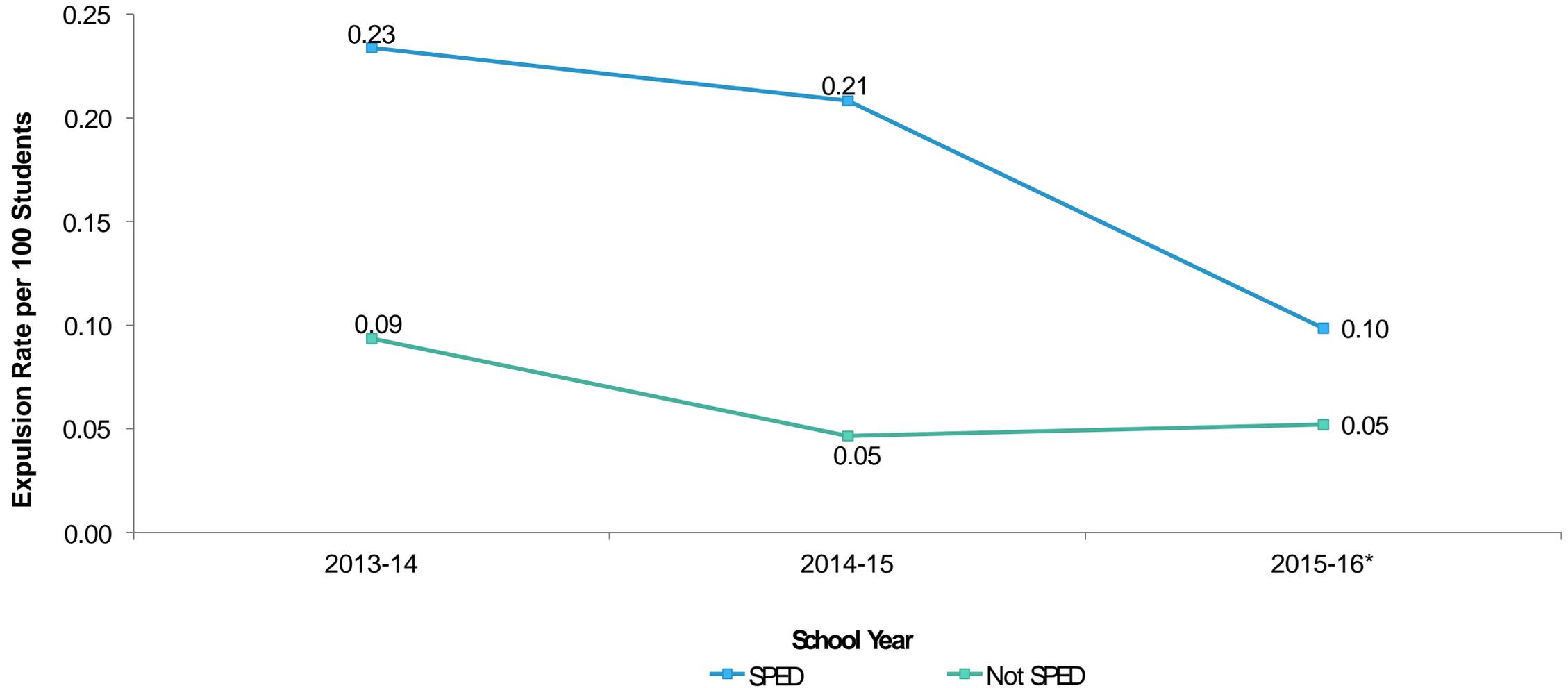
- Services & Protections

- Accessing assistance
- Partnership
- Discipline issues

SUSPENSION RATE



EXPULSION RATE



Accommodations (not modifications)

- Less common
 - Paper-based testing
 - Specific behavioral strategies
 - Support for organization/focus of materials & writing
- Common
 - Preferential seating
 - Extended time
 - Testing conditions
 - Assistive technology
 - Breaks/use of “fidgets”

“Myth-Busting”

- Your child need not fail to have a qualifying disability. The discrepancy model should be considered as part of eligibility determination for students who have superior intellectual functioning.
- 504 Plans are not accommodations-only. Related aids and services may be provided (but the verbiage is not “shall” be provided).
- Colleges do accept students with disabilities; many colleges have disability support offices to ensure appropriate accommodations are available to college students.
- Students with disabilities can absolutely be suspended or expelled for certain infractions; however, behavior plans and Manifestation Determinations may mitigate.
- It is discriminatory practice for a public school to bar a student from AP, Seminar, IB or other advanced coursework because of an IEP or 504 Plan.
- People will know about my child’s disability. 504 Plans and IEPs are confidential documents and protected by FERPA (Family Education Records Privacy Act).

Additional Resources

- College Board Accommodations for SWD:

<https://www.collegeboard.org/students-with-disabilities>

- Administrative Procedure for 504 in SDUSD:

https://www.sandiegounified.org/sites/default/files_link/district/files/section504/pp6025.pdf

- Parent Rights (associated with Sect. 504 of Rehabilitation Act)

<https://www.sandiegounified.org/parent-rights-concerning-ada504>

More Additional Resources

- Self Advocacy – important for any child

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-advocacy/the-importance-of-self-advocacy>

- Metacognition & Social Skills

<https://www.socialthinking.com/>

- Universal Design for Learning (UDL)

<https://prezi.com/zvehbf95tho8/universal-design-for-learning/>

Check out the CAC at sandiegounified.org

or

Email CAC@sandi.net