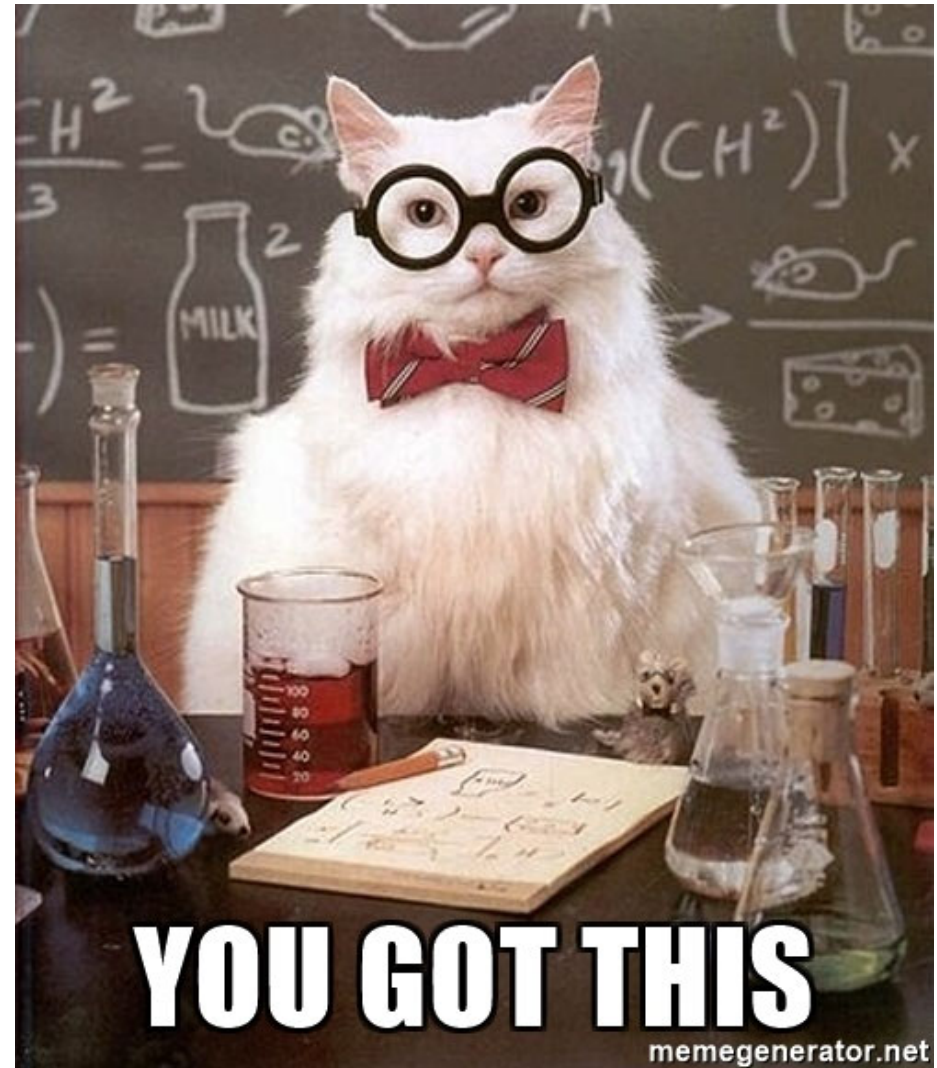


# IEP and 504 Roles and Responsibilities

Joanne Boucher  
Special Education Coordinator

August 2021

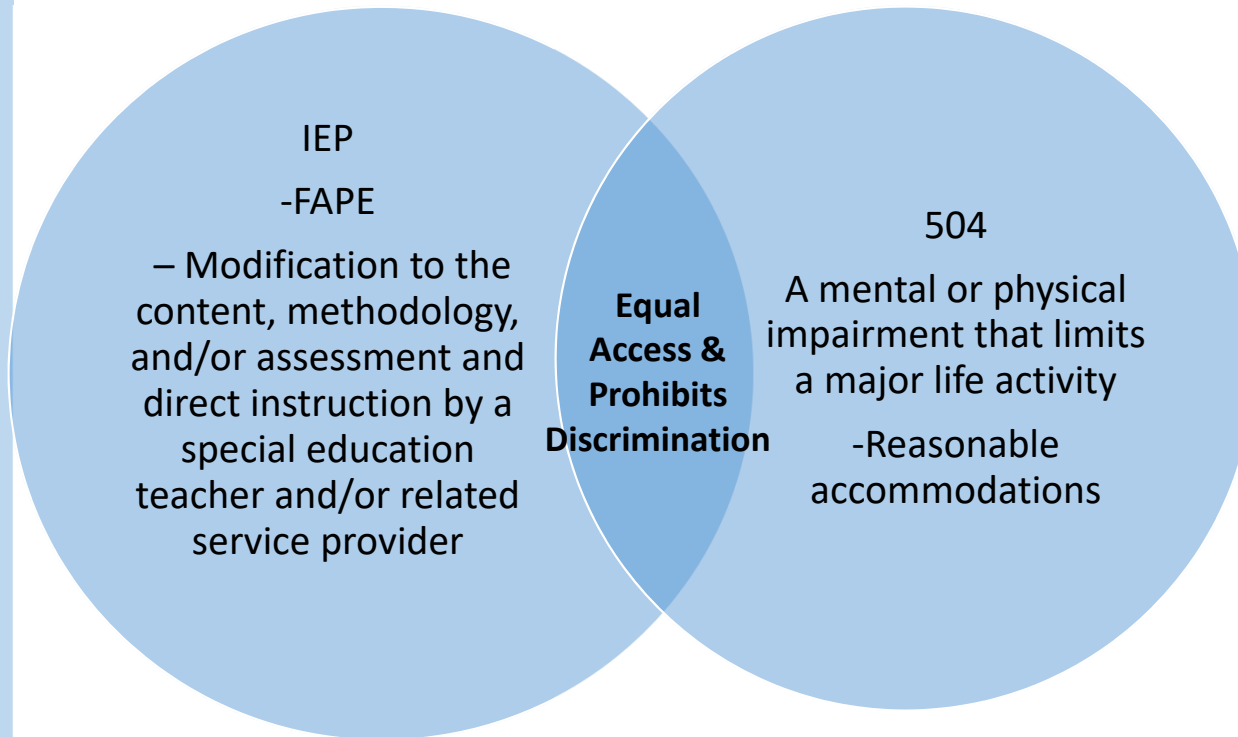


# Agenda

- Laws governing IEPs and 504s – differences between IEP and 504.
- Types of IEP and 504 Meetings.
- Attendance at Meetings – Who is required to attend?
- Role – Why is my attendance required? What does each member contribute to the meeting?
- Agenda
  - Roles and Expectations at meetings.
- Required paperwork for IEPs/504s:
  - Teachers
  - Special Education Teachers/Related Service Providers
  - Guidance Counselors /SACs
- IEP paperwork
  - Ed Assessment B Paperwork - process and requirements.

# IEPs and 504s

- Individuals with Disabilities Education Act (IDEA)
- American Disabilities Act (ADA) – Prohibits discrimination based on disability by public entities.
- Section 504 - Prohibits discrimination based on disability in any program receiving federal funds.



- Section 504 of Rehabilitation Act – Prohibits discrimination based on disability in any program receiving federal funds.
- Title II ADA – Prohibits discrimination based on disability by public entities regardless of whether they receive federal financial assistance.

# IEPs and 504s

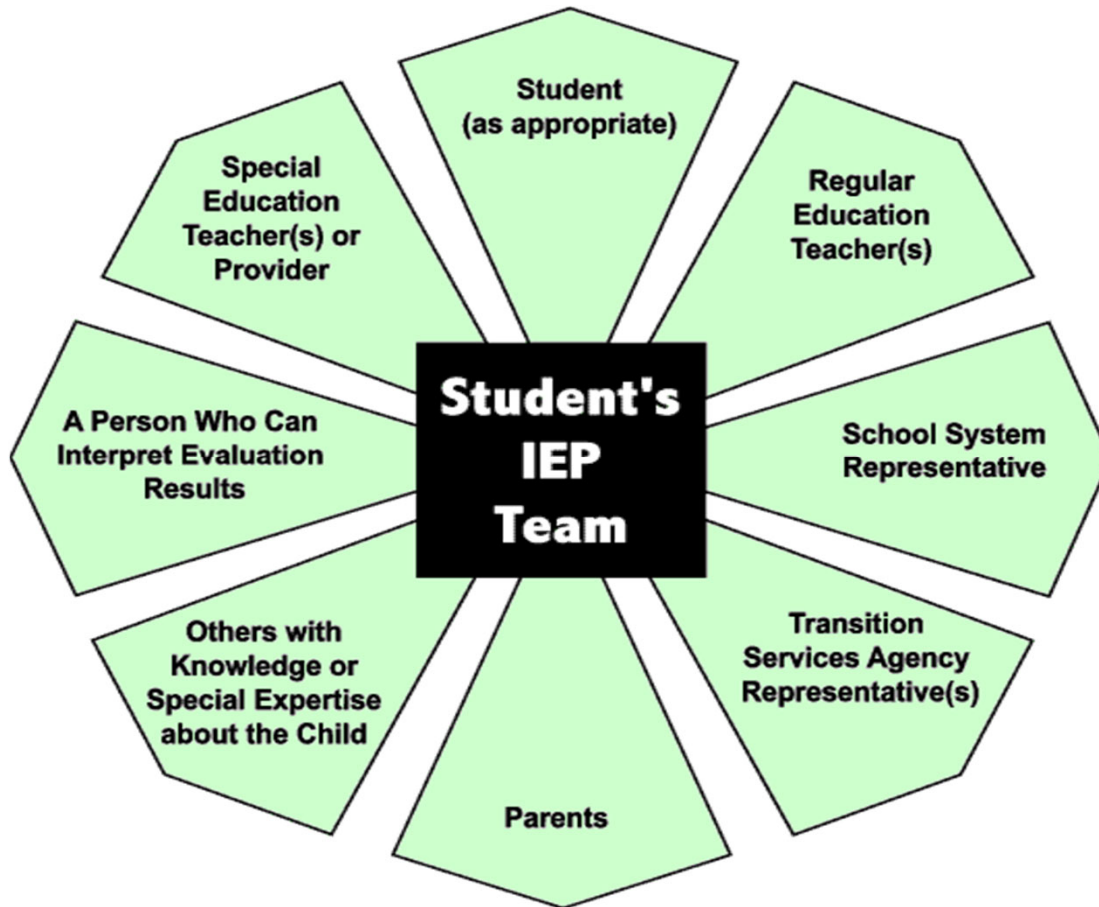
## IEPs –

- IEP Meeting Types:
  - Evaluation Meetings – Initial, re-evaluation, extended evaluation, outside evaluation;
  - Annual Review Meetings;
  - Other (reconvene meetings – school or parent initiated; rejected IEP meetings).
- Paperwork
  - **Teachers'** Educational Assessments, work samples;
  - **Special Education Teachers/Related Service Providers:** updated data on goals; progress reports; IEP paperwork; evaluation reports;
  - **Guidance Counselors:** Student Success Plans, data on attendance, grades, behavior, MCAS scores, any relevant information to student.

## 504s –

- 504 Meeting Types:
  - Initial 504 eligibility meetings;
  - Re-evaluations (typically every 3 years);
  - Reviews (annual, bi-annual);
  - Reconvene (parent or school initiated; concerns or a rejection).
- Paperwork
  - **Teachers** – Work samples, grades, input on overall performance, based on work and observations;
  - **Related Services Providers** – Input on overall performance based on observations and areas of expertise;
  - **Guidance Counselor/SAC** – 504 paperwork.

# IDEA - Sec. 300.321 - IEP Team



## Who Needs to Attend?

- Parent/Students over the age of 14.
- Not less than one regular education teacher of the child.
- Not less than one special education teacher of the child.
- Related services providers on the IEP.
- Individuals who are able to interpret evaluation findings.
- State Agencies.

## Special Education Liaisons

9<sup>th</sup> and 10<sup>th</sup> grade:

- Stephen Callahan – ELA
- Li Zhang – Math
- Nicole MacLaughlin – Science
- Robin Doucette – ELA
- Steven Moran – Math
- Meaghan Fortini – Science
- Michael Rose – Social Studies

11<sup>th</sup> and 12<sup>th</sup> grade:

- Nicole Conroy – ELA
- Greg Greco – Math
- Michael McKinnon – ELA
- Marguerite Morrissey – Math, Science, & History
- Jessica Couto – Science & History

## 504 Team Meetings



- The team should be made up of members who know the child, have knowledge of the disability, and work directly with the child.
  - classroom teacher
  - guidance counselor
  - school adjustment counselor
  - nurse
  - parent
  - student
  - anyone the parent invites

### Designated 504 Coordinators for 2021-2022:

- Dan Erickson (SAC) 9-10
- Erica Sasville (SAC) 9-10
- Melanie Altrich (GC) 11-12
- Matt Coleman (GC) 11-12
- Gwen Nauls (GC) 11-12

# Team Meeting – Team Process

- ALL members have input at the team meeting.
- Evaluations are completed as part of the evaluation process.
- Teachers/guidance counselors complete the educational assessments – input to the team.
- One general education teacher attends the meeting as the representative for general education.
- All members are considered experts in their area.
- Members should speak to their area of expertise and relate all recommendations to their area of expertise.





# IEP Development:

## Annual Review or Evaluation Meeting

- **General Education Teachers –**
  - Complete Educational Assessments.
  - Report at team meetings.
  - Bring work samples/observations/data input into skill areas that need to be addressed in the IEP.
  - Identify skill areas for goals and objectives and accommodations updates or changes (MCAS/Classroom).
- **Special Education Teachers/Related Service Providers –**
  - Update on progress towards IEP goals and objectives.
  - Identify skills areas and recommendations for goals and objectives.
  - Report on any accommodation updates or changes.
- **Guidance Counselors –**
  - Transcript review.
  - Discuss course recommendations based on interests, college and career goals, and academic performance/IEP needs.
  - Identify activities related to college and career goals that the students will participate in for the IEP period.

# Educational Assessments

- Complete an educational assessment for each meeting invitation by the Google calendar invite due date.
- Located on [www.sersd.org](http://www.sersd.org) website under teacher links and internal forms.

# Educational Assessment – Skills Focus

- Academics – reading, writing, math, speaking, and listening - related to standards.
  - Vocational Skills – academic, trade related, and employment related to standards.
  - Executive Functioning – organization, memory, work initiation & completion, and attention.
  - Social Skills – Use of appropriate verbal and nonverbal communication skills to engage in conversations (maintaining topic, turn taking, following social expectations, appropriate peer interactions).
- Communication – ability to use language (oral, written, nonverbal) to express ideas).
  - Self-Regulation – ability to manage emotions, frustrations, challenges, perseverance, and remains in class.
  - Coping skills – ability to use strategies effectively to manage emotions.
  - Interpersonal – the ability to interact appropriately with others (co-operative learning groups, adult-student, student-student).

# Effective Progress is a Team Decision

- Is the student able to make progress academically in relation to the content in the areas of reading, writing, and/or math; their ability to comprehend and apply concepts across the curriculum?
- Is the student able to make effective progress in the school as it relates to their social and/or emotional needs?
- Is the student able to make effective progress academically and vocationally as it relates to their executive functioning /organization skills?

**Grades should not be the sole factor of effective progress – as a team, we need to consider the whole child and all aspects that affect learning.**

# Educational Assessments for Re-evaluation & Review Meetings

## Process for completion:

1. Ms. Griggs, Special Education administrative assistant, schedules re-evaluation meetings on Google Calendar – only the general education teacher who is invited and other required members will be included on the meeting invitation.
2. She will also send a Google Calendar invite for the educational assessment to be completed by ALL general education teachers. The Google Calendar invite tells you when that educational assessment is due.
3. Submit your educational assessment to Ms. Griggs and the Liaisons by the due date.

## Reason:

### For evaluations,

- Parents sign a consent to test form that includes educational assessments.
- The educational assessments teachers complete their part of the evaluation and it must be completed within state mandated timelines.



### For all meetings,

- We do not have to invite all teachers to the meeting when we have written input from them.
- In the event a required member of the team must be excused, the parent must receive written input from the team members prior to the IEP team meeting.
- Educational Assessments are part of the student temporary special education file.

# How to Read an IEP or 504

- Sign into School Brains through Teacher Links

<https://sersd.schoolbrains.com/login.aspx>

- Look for IEP or 504 icon at the top of the student's profile
  - IEP – 
  - 504 – 
- Click on icon –
  - IEP – Download summary
  - 504 – should open to document

# Staff Sign-Off for Review of IEP or 504

Within the first month of school, you will receive a Google Form that you must complete indicating that you:

- have reviewed all students' IEPs and 504s,
- understand the contents of the document,
- know who to contact in the event you have a question or concern.

# Difference Between Special Education Teacher and Paraprofessional

## **Special Education Teacher**

- Licensed as a teacher of students with moderate disabilities.
- May be licensed in another content area.
- Provides modifications to content, instruction, and assessments on IEPs.
- Consults with team members to support students in the classroom and school setting.

## **Paraprofessional**

- Completed the Parapro assessment or holds an Associate's Degree or higher.
- May be certified as a teacher.
- Works under the direction of a certified teacher.
- Provides instructional, behavioral, and other supports in and outside of the classroom.
- Assists with the implementation of IEP goals and support plans.



## How do I access Educational Assessments?



**There are new forms!!!!!!! Please delete all previous forms from your computer and use available forms through teacher links.**

1. Go to <https://www.sersd.org/>
2. At the top of the page, select the quick links dropdown menu.
3. Then select teacher links.
4. On the teacher links page, find and select the SERSD Internal forms icon.
5. Scroll down and select the appropriate document under Special Education.
6. Download the form to your computer. Do NOT open in Google Forms. Save as a Word document.

