• 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
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
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:

• 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

- 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