

Age 6 to 14

Child Find, School Districts, Special Education, Individualized Education Plan (IEP), Special Olympics/Sports,



Ready, Set, Know

RESOURCES

Ages Six to Fourteen

NAVIGATING YOUR WAY

The following resources are described in *Navigating Your Way, Ages Six to Fourteen* is the third in a series of videos that provides a bird's eye view of services, supports and resources for every stage of life. Visit informingfamilies.org/6-14 to watch the video.

SERVICES

Developmental Disabilities Administration (DDA)
Case management and supportive services for children and adults with Intellectual/Developmental Disabilities in Washington State. dshs.wa.gov/dda

HEALTH CARE

Apple Health
Medicaid health care coverage for children and adults. Visit wahealthplanfinder.org to learn more.

Early Periodic Screening, Diagnosis, and Treatment (EPSDT)

EPSDT provides children who receive Medicaid regular check up and treatment for medical issues found during an exam up to age 21. Call 1-800-562-3022 and ask about EPSDT services.

WithinReach

Helps families connect with the resources they need to be healthy and safe. Call the Help Me Grow Washington Hotline at 1-800-322-2588 or visit parenthelp123.org.

FINANCIAL

Supplemental Security Income

A cash benefit administered by the Social Security Administration for individuals with low income who are aged, blind or disabled.. 1-800-772-1213; ssa.gov

ABLE Savings Accounts

A way for individuals with disabilities to save money without losing financial eligibility for government benefits such as SSI. washingtonstateable.com

DD Endowment Trust Fund

A public-private partnership special needs trust that shelters and protects assets that would otherwise disqualify someone for government benefits, such as SSI and Medicaid. ddetf.wa.gov

SUPPORT & ADVOCACY

Office of Education Omuds (OEO) resolves complaints, disputes, and problems between families and public schools. 1-866-297-2597; oeo.wa.gov

Parent to Parent (P2P) provides emotional support and information to families of children with special health care needs or other disabilities. arcwa.org/parent-to-parent.

Partnerships for Action, Voices for Empowerment (PAVE) provides information, training and support to families. wapave.org

Sibshops provide peer support from other siblings in a recreational setting. siblingsupport.org

HELPFUL IDEAS AND PLANNING

The Family Community Connections Guidebook

Tips and worksheets to create community connections. Download a free copy in English or Spanish: informingfamilies.org/publications.

My Life Plan

Free online planning tool for every stage of life. Visit mylifeplan.guide to get started.

Star Form

Worksheet for identifying sources of support to reach any goal: informingfamilies.org/star

SCHOOL DISTRICTS & CHILD FIND SPECIAL EDUCATION AGES 3-21

Each Island County School District provides evaluation and services for children beginning at **age three**. If a delay is suspected in any of the five areas:

- Cognition,
- Communication
- Fine Motor Skills
- Gross Motor Skills and/or
- Social Emotional

The school district will provide an interdisciplinary evaluation. Eligible children will be provided a program with an Individualized Education Plan (IEP).

[Oak Harbor School District \(360\)279-5073](#)

[Coupeville School District \(360\)678-2420](#)

[South Whidbey School District \(360\)221-6808 xt 2206](#)

[Stanwood/Camano Island School District \(360\)629-1236](#)

[South Whidbey School District Resource: Readiness to Learn Foundation \(360\)221-6198 xt 4602](#)

To qualify for an IEP under the IDEA, a student meets criteria in one of 14 disability categories

Autism

Deaf-blindness

Deafness

Emotional Disturbance

Hearing Impairment

Intellectual Disability

Multiple Disabilities

Orthopedic Impairment

Other Health Impairment

Specific Learning Disability

Speech / Language Impairment

Traumatic Brain Injury

Visual Impairment/Blindness

Developmental Delay (ages 0-8)

INDIVIDUAL EDUCATION PROGRAM (IEP) SPECIAL EDUCATION

AGES 3-21 YEARS OLD

An IEP lays out the special education instruction, supports, and services a student needs to thrive in school. IEPs are part of PreK–12 public education. An IEP is a legal document and students are entitled to receive all of the services outlined in the IEP. An IEP should be tailored to a child and his or her educational needs, and it can include creative strategies for delivering services. Approximately 143,000 eligible students in Washington State receive special education and related services. The Office of Superintendent of Public Instruction (OSPI) fulfills the requirements of the federal Individuals with Disabilities Education Act (IDEA), which ensures all children with disabilities have access to a free appropriate public education. Check our section on Child Find to find your local school district contact information. <https://www.k12.wa.us/student-success/special-education>

Category of developmental delay can qualify a child for free, family-focused services to age 3 and school-based, IEP services through age 8.

Eligibility for Special Education

How Your Student Qualifies for Special Education Services

Students determined eligible for special education services must meet all three of the following criteria:

- The student must have a disability or disabilities.
- The student's disability/disabilities adversely affect educational performance.
- The student's unique needs cannot be addressed through education in general education classes alone – with or without individual accommodations and requires specially designed instruction (SDI).

Eligibility is based on a comprehensive initial evaluation. A comprehensive initial evaluation includes all of the existing data gathered about the student through the referral process and any additional assessments needed to determine whether a student is eligible for special education. The initial evaluation report is used to determine what special education and related services the student needs.

What is the difference between Section 504 and Special Education?

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law which prohibits discrimination against students based on disability. Section 504 ensures that students with disabilities have equal access to educational programs, services, and activities. Special education is governed by the IDEA. Accommodations and/or related aids and services provided under Section 504 are included in a Section 504 Plan. Special Education is different from Section 504 because special education requires school districts to provide eligible students with specially designed instruction in accordance with an IEP. Students eligible for special education, however, are still protected from discrimination under Section 504 and have appropriate accommodations and/or related aides and services included as part of their IEP.

Once your child is established in elementary school, it's important to start planning for the changes and challenges that lie ahead as your child transitions to middle school, high school and beyond. Understanding the educational and service systems will be important, but equally important is getting connected to other families and broader local community supports.

Although services may always be a part of your child's life, it's relationships with people—not systems—that form the building blocks for your child's future. As you and your child move through this stage of life together, never give up thinking about ways to ensure that they are included at school and in your local community. Inclusion is key to your child's ability to live a full life and pursue their dreams.

To learn more, watch *Navigating Your Way: Ages Six to Fourteen* for a bird's eye view of services, supports and resources to help guide you through this stage of life. https://youtu.be/_3g5papWuYM

The Short & Sweet of an IEP

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. That's why the process of developing this vital document is of great interest and importance to educators, administrators, and families alike. Here's a crash course on the IEP.

What's the IEP's purpose?

The IEP has two general purposes:

- to set reasonable learning goals for a child, and
- to state the services that the school district will provide for the child.

When is the IEP developed?

An IEP meeting must be held **within 30 calendar days** after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and needs special education and related services. A child's IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate.

What's in an IEP?

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

- the child's **present levels of academic achievement and functional performance**, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum
- annual **goals** for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year
- the **special education and related services** to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or supports for school personnel
- how much of the school day the child will be educated separately from nondisabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs
- how (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs
- when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last
- how school personnel will measure the child's progress toward the annual goals.

The Big Picture

Before diving into the specifics of what must be included in an IEP, it's important to consider the "Big Picture" of the IEP—its purposes, how it serves as a blueprint for the child's special education and related services under IDEA, and the scope of activities and settings it covers.

The IEP has two general purposes: (1) to establish measurable annual goals for the child; and (2) to state the special education and related services and supplementary aids and services that the public agency will provide to, or on behalf of, the child. When constructing an appropriate educational program for a child with a disability, the IEP team broadly considers the child's involvement and participation in three main areas of school life:

- the general education curriculum,
- extracurricular activities, and
- nonacademic activities.

By **general education curriculum**, we mean the subject matter provided to children without disabilities and the associated skills they are expected to develop and apply. Examples include math, science, history, and language arts.

When we talk about **extracurricular activities and nonacademic activities**, we're referring to school activities that fall outside the realm of the general curriculum. These are usually voluntary and tend to be more social than academic. They typically involve others of the same age and may be organized and guided by teachers or other school personnel. Examples: yearbook, school newspaper, school sports, school clubs, lunch, recess, band, pep rallies, assemblies, field trips, after-school programs, recreational clubs.

The IEP can be understood as the blueprint, or plan, for the special education experience of a child with a disability across these school environments.

Who Develops the IEP?

The IEP is developed by a team of school personnel and the child's parents. This team meets at least once a year and more often, if necessary.

Team members work together to craft an education that will address the child's individual needs and enable the child to participate in general education and school activities, learning alongside his or her nondisabled peers to the maximum extent appropriate. The IEP team then puts its crafted plan down in writing—resulting in the IEP that will guide the delivery of the child's special education and related services.

If you'd like to read more in depth about the IEP team, please visit our pages on the subject, beginning at:
<https://www.parentcenterhub.org/iep-team/>

RESOURCES/ADVOCACY/SUPPORT

Office of Education Ombuds (OEO)

Resolves complaints, disputes, and problems between families and public schools **(866)297-2597**

WA PAVE (800)5PARENT

Provides information, training and support to families. www.wapave.org

DEVELOPMENTAL DISABILITY ADMINISTRATION (DDA)

(Formally DDD)

A division of DSHS. Assists individuals with developmental disabilities and their families to obtain services and supports based on individual preference, capabilities and needs. Services are based on DDA guidelines and available funding. DSHS Statewide Disability Support **(800)491-5266** www.dshs.wa.gov/disability-support

Island County - Region 2

Oak Harbor (360)544-6543 www.dshs.wa.gov/dda

Island County Region 2: Eligibility and Intake: (425)977-6520

General Questions for Region 2 (360)544-6539

To request a DDA Application Packet in English or Spanish, contact Island County Parent to Parent **(360)632-7539** call/text t.wheeler-thompson@islandcountywa.gov

ISLAND COUNTY DEVELOPMENTAL DISABILITY

Coordinates, funds, and manages local services for children from birth to three and for adults 21 and over who have developmental disabilities. We work actively with families, schools, the business community, as well as local, state, and federal governments to facilitate full contribution for all citizens who experience developmental disabilities. Our underlying belief is that all individuals with developmental disabilities have the skills, interests, and talents to enhance their community and have a responsibility to do so. We also know that employment is a powerful way to contribute both to the larger community as well as to continue to grow and learn. To contact the coordinator for Island County Developmental Disabilities please call or e-mail Mike Etzell at (360) 678-7883 or MikeEt@islandcountywa.gov

SUPPLEMENTAL SECURITY INCOME (SSI)

<https://www.ssa.gov/benefits/ssi/> **(800)722-1213**

The program provides monthly payments to adults and children with a disability or blindness who have income and resources below specific financial limits. SSI payments are also made to people age 65 and older without disabilities who meet the financial qualifications. You may be eligible to receive SSI monthly payments even if you are already receiving Social Security Disability Insurance or retirement benefits.

FAMILY SUPPORT & RESOURCES

**Island County Parent to Parent: Tiffany Wheeler-Thompson, Coordinator
call/text (360)632-7539 Email: t.wheeler-thompson@islandcountywa.gov**



Island County Parent to Parent provides support and resources to families that care for a child/adult with disabilities and/or special healthcare needs.

<https://www.islandcountywa.gov/198/Parent-to-Parent>

Parent to Parent Services No Cost Services:

- Resources
- Newsletters
- Support Meetings
- Educational Workshops
- Social/Recreational Events
- Presentations in our Community

You are not alone. Reach out anytime. Parent to Parent is here to help you. All events are All Ages, All Abilities unless otherwise stated. Events and activities are subject to cancellation/rescheduling. Always check our Facebook Page for up-to-date info, especially if an event is outdoors

CHECK OUR WEBSITE FOR ISLAND COUNTY DISABILITY RESOURCE GUIDES

Resources at your fingertips. Check out Island County Parent to Parent website.

<https://www.islandcountywa.gov/198/Parent-to-Parent>

Our Facebook Page has tips, tools, information, resources, up to date details on events, etc.

<https://www.facebook.com/islandcountyparent2parent>

- Island County Disability Resource Guide English & Spanish
- Island County Autism Spectrum Disorder Resource Guide English & Spanish
Island County Autism Resources for Families website in English and Spanish www.pilotace.org
- Island County Behavioral Health Resource Guide
- Island County Transition School Age to Adulthood Guide

NAS Whidbey Island: Exceptional Family Member Program EFMP (360)527-5266

Resource, information and support group for military families

Padre Apoyando Motivando Informando PAMI (787)529-6788

Spanish Support Group. Childcare offered with RSVP when not virtual. pamiespanol@gmail.com

RECREATION/SPORTS

Special Olympics of Washington

<http://specialolympicswashington.org/>

Special Olympics programs for children and adults ages 8 and up through adulthood with intellectual disabilities who love sports and want the challenge of competing with their peers. The programs run year round offering competition in several sports. The goal is to provide a physical fitness with an emphasis on sportsmanship, friendships, and FUN!

South Whidbey Coordinator –Dave Lenox lenoxhouse@verizon.net (Bocce, Basketball Skills, etc)

Mike Etzell (360)678-7883 mikeet@islandcountywa.gov (Basketball)

North Whidbey Coordinator – Chris Becker (360)320-2549 wispecialolympics@gmail.com (Bowling, Basketball, Track, Cycling, Bocce Ball, Soccer Skills)

Challenger Division Baseball Phone: (360) 679-1522 <https://www.northwhidbeylittleleague.org/>

The challenger division little league's adaptive baseball program for individuals with physical and intellectual challenges.