

Special Education & 504 Plans

Open Doors Youth Reengagement

Purpose

This document supports adherence to the special education services and Section 504 requirements as outlined in the dropout reengagement WAC.

For Open Doors Youth Reengagement, provision of special education, Section 504 of the Rehabilitation Act of 1973 accommodations, and transitional bilingual instructional program are outlined in [WAC 392-700-147](#).

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Supporting the needs of all students

Students who enroll in an Open Doors Youth Reengagement program who are eligible for special education services and have either an outdated or current IEP, are still entitled to receive special educational services.

- Special education services are determined by an IEP team and must include post-high school transition services.
- The provision of special education services by the resident district must be consistent with state and federal law pursuant to [WAC Chapter 392-172A](#).

Students who come to the program with a [504 plan](#), as determined in accordance with Section 504 of the Rehabilitation Act of 1973, must have those plans followed in the provision of your instructional services.

In addition, services must be provided for students who are eligible for transitional bilingual services and are qualified for Open Doors.



IEP & 504 Awareness

What are your processes for identifying if a student has had, currently has, or needs an IEP or 504 plan? Is the student not successful because of specific educational needs, or due to lack of access (e.g., due to non-attendance)?

If you identify that a student might be in need of special education services, what is your district's process for initiating that evaluation? Have you checked for documentation referencing prior attempts at an evaluation? Be sure to remember special education initial evaluation and reevaluation timelines under WACs [392-172A-03005](#) and [392-172A-03015](#).

For students on a 504 plan, how current is the plan? What has been done to revise the plan over the years if the student has not been successful in previous educational facilities? How might the 504 plan need to be revised and updated to meet student needs in light of the structure of your program and the individualized nature of education services provided?

Transition services

For all students in Open Doors Youth Reengagement programs, the IEP must include appropriate measurable post-secondary goals and the transition services, including courses of study, needed to assist the student in reaching those goals. Transition services are defined as follows:

WAC 392-172A-01190

(1) Transition services means a coordinated set of activities for a student eligible for special education that:

(a) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate his or her movement from school to post-school activities, including postsecondary education, vocational education, integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation;

(b) Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and includes:

- (i) Instruction;
- (ii) Related services;
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(2) Transition services for students eligible for special education services may be special education services, if provided as specially designed instruction, or a related service, if required to assist a student eligible for special education services to benefit from special education services.

A Note on Implementation

You may be already providing many of these services inherently through your reengagement program and/or through the High School & Beyond Plan. Be sure to document them in the student's IEP; these services can also support weekly status checks and IAPs if the services are provided directly through your Open Doors program.

Arranging for special education services and receiving funding

How is the district providing special education services to your students?

- Are the services provided onsite, or will students need to go to another site for services?
- Is the specially designed instruction aligned to the student's post-secondary goals and transition services? Their High School & Beyond Plan?
- What opportunities will the student have access to that offer "hands on" or practical learning experiences?
- What must be put into place for the student to develop and/or improve their independent living skills?

Students who are actively receiving specially designed instruction can be added to the special education headcount for enhanced funding and FTE may be shared up to an AAFTE of 1.0 to provide that specially designed instruction.

For non-district programs (ESD, college) that have a consortium or cooperative agreement with the school district, work with the district IEP team and the district registrar to best determine location of services and FTE split based upon minutes for providing those services:

- District: $\frac{\#SpEd \text{ minutes}}{1665 \text{ total weekly minutes}} = \% \text{ of FTE}$;
balance of FTE to the Open Doors program.

Best Practices for students with special needs

Have a clear communication system between the district-designated special education staff and your program so that: (1) you have all the information available about the student's academic needs; and (2) that special education staff are informed about how your program operates.

Affirm that your program will have the support (staffing, equipment, etc.) necessary for the student to access your instructional program.

Coordinate the student's specialized instruction so that the student's IEP goals and daily and weekly schedule align with their time spent in the reengagement program.

Open Doors WAC 392-700-147 requirements

For Open Doors Youth Reengagement, provision of special education, Section 504 of the Rehabilitation Act of 1973 accommodations, and transitional bilingual instructional program are outlined in [WAC 392-700-147](#).

WAC 392-700-147

(1) The resident district is responsible for the provision of special education services in a properly formulated individualized education program (IEP) for students aged sixteen and older who have been determined eligible for special educational services, and are otherwise qualified for participation in the program. The provision of special education services by the resident district must be consistent with state and federal law pursuant to WAC [392-172A-01190](#), and includes the identification, evaluation, education, and placement of eligible students consistent with chapter [392-172A](#) WAC.

(2) The resident district is responsible for the provision of accommodations in a properly formulated 504 plan for students who have been determined eligible for services related to Section 504 of the Rehabilitation Act of 1973, and are otherwise qualified for participation in the program.

(3) The resident district is responsible for the provision of services to students who are eligible for transitional bilingual services, and are otherwise qualified for participation in the program.

Alignment to Program Application

All Open Doors Youth Reengagement programs must adhere to WAC 392-700-147 and the application process emphasizes this requirement. Program application documents reference to the provision of special education services and Section 504. Specifically, all programs and partners are prompted to clarify and attest to their understanding in the following documents:

1. Application Narrative Template
2. Letter of Intent, section H

3. Scope of Work, section H or J

Visit the [Open Doors Youth Reengagement Getting Started Toolkit](#) to access the documents referenced, above.

Learn more

Visit OSPI's [Special Education Program Improvement](#) webpage to learn more, or to request assistance with planning and implementing special education services.

Additional resources on Open Doors Youth Reengagement and special education and 504 are located on the [Open Doors Youth Reengagement Resources](#) page. Look for the "Special Education Resources" expandable menu.

The screenshot shows the Washington Office of Superintendent of Public Instruction website. The main navigation bar includes Home, Student Success, Certification, Educator Support, Policy & Funding, Data & Reporting, and About OSPI. The breadcrumb trail is: Home » Student Success » Support Programs » Building Bridges » Open Doors Youth Reengagement » Open Doors Youth Reengagement Resources.

Open Doors Youth Reengagement Resources

On this page, you will find important documents and resources related to Open Doors Youth Reengagement: reporting information and instructions, eligibility documentation, enrollment reporting, and more.

STUDENT SUCCESS

Resources by Subject Area ▶

- Learning Standards & Instructional Materials ▶
- Graduation ▶
 - Graduation Requirements ▶
 - Waivers and CIA
 - Career Guidance Washington Lessons
 - High School Transcripts
 - Student Learning Plan
- Testing ▶
- Career & Technical Education ▶
- Special Education ▶
- Support Programs ▶
 - Attendance, Chronic Absenteeism, and Truancy ▶
 - Building Bridges ▶
 - Building Bridges Grant Program
 - GATE Equity Webinar Series
 - Open Doors Youth Reengagement ▶
 - Getting Started Toolkit
 - Resources
 - Open Doors Reports
 - Open Doors Steering Committee

Center for the Improvement of

Locate an Open Doors Program

Review the [Regional List of Open Doors Programs](#) by ESD Region. You can use the [Map of ESD Regions](#) to locate your county, school district, or service area.

Guidance & Reference Materials

- [Logic Model & Theory of Action \(PDF\)](#)
- [ALE and Open Doors Comparison Chart 2021 \(PDF\)](#)
- [Common Resources in Youth Reengagement \(PDF\)](#)
- [Finding Unenrolled Youth Using Data Systems \(PDF\)](#)
- [GED and Open Doors \(PDF\)](#)
- [Pathway Descriptions for Open Doors 1418 \(PDF\)](#)
- [R-Type School Code \(PDF\)](#)
- [Transitional Bilingual Instruction Program Guidance \(TBIP\) \(PDF\)](#)

Video Resources

Do you have questions about open doors, end of year reporting, and more? Watch our collection of [Open Doors Youth Reengagement videos](#) (YouTube) on the OSPI YouTube channel.

Contact Information

Reengagement/Open Doors

Mandy Paradise ☎
360-789-3949

Jenna Millett ☎
Attendance & Reengagement Program Specialist
564-200-4464

End of Year (EOY) Annual Reporting	+
Enrollment Reporting Instructions	+
Eligibility Documentation	+
Face-to-Face Attendance Period Requirements	+
Graduation Requirements and Open Doors	+
School Improvement Planning	+
Special Education Resources	+
Open Doors Newsletter Archive	+