

# SECTION 18G

## G. ADVOCACY FOR SPECIAL EDUCATION AND STUDENTS WITH DISABILITIES

See [Fair Futures Program Manual Section 27](#) for a detailed overview on how to provide educational advocacy for special education students and students with disabilities, and [Appendix F1\\_K-12 Educational Advocacy Manual, Section V](#).

Students who require accommodations to make sure their educational needs are met may have an Individualized Educational Plan (IEP) or a 504 plan. For these students, an additional required goal is "[Ensure receipt of appropriate accommodations or special education services](#)." This is important because sometimes students can fall through the cracks and not receive the services they need to succeed academically.

The **Required Steps** that ensure students are receiving appropriate services include:

- ☐ Obtain copy of most recent IEP/504 Plan and ensure it is current within the last year. If it's not, contact the school to see if a more recent version exists; if needed, work with the school and family to schedule a new meeting as soon as possible
- ☐ Participate in annual IEP meeting and/or 504 meeting; try to ensure the student and student's parent participates
- ☐ Confirm student is receiving all accommodations and services mandated by 504 or IEP, and is in the right classroom setting

Some **Potential Steps** include (depending on the course of action needed):

- ☐ Renew 504 Plan;
- ☐ Obtain copy of most recent psycho-educational evaluation and ensure it is current within the last 3 years (required for students with IEPs but not 504s);
- ☐ Request new accommodation(s), if needed (requires parent's consent);
- ☐ Request that the school conduct a new IEP or 504 evaluation, if needed (requires parent's consent);
- ☐ Request an independent educational evaluation if student is not demonstrating progress and the school evaluation is not comprehensive (requires parental consent);
- ☐ Request that the school make changes to IEP, if needed (requires parent's consent);
- ☐ If needed, work with educational decision-maker to exercise due process rights on behalf of student (e.g., request mediation or an impartial hearing).  
*This should only happen after talking with the student's teachers, principal, IEP team, and case planning team (and, when needed, the District Superintendent).*
- ☐ Work with school [to apply to ACCES-VR](#); proceed to Career Development Goals using the Career Development Goals Roadmap or in the Online Platform.

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