

Western Governors University (WGU) D754 Special Education Law, Policies, and Procedures Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. What does the law state regarding changes in placement and IEP services?**
 - A. Students may only transfer to a different educational facility between academic years.**
 - B. An environmental transition may only occur at the explicit request of a student's caregiver.**
 - C. Services do not need to be provided during student suspensions of 10 days or fewer.**
 - D. The IEP should specify the appropriate limit on the number of suspension days for a student.**

- 2. If a student is not making significant progress towards academic goals, what should the IEP team do first?**
 - A. Change the methods used to evaluate the student's ongoing performance**
 - B. Transfer the student to another special education classroom with a new instructor**
 - C. Review the IEP to determine if it has been implemented exactly as it was written**
 - D. Investigate the student's home environment to identify potential issues**

- 3. What is the significance of the "No Child Left Behind Act" in special education?**
 - A. It places importance on standardized testing for all students, including those with disabilities**
 - B. It requires all students to pass state exams to be eligible for special education**
 - C. It solely focuses on funding for special education programs**
 - D. It gives parents the right to refuse special education services**

- 4. What age range does IDEA cover for special education services?**
 - A. From birth to 21 years old**
 - B. From ages 2 to 18 years old**
 - C. From ages 5 to 25 years old**
 - D. From ages 3 to 22 years old**

- 5. What does FAPE stand for?**
- A. Free Accessible Public Education**
 - B. Free Appropriate Public Education**
 - C. Funded Academic Program for Everyone**
 - D. Fair Assistance for Public Education**
- 6. What does the term "participation in state assessments" refer to in special education?**
- A. The requirement for students to take all tests without accommodations**
 - B. The need for students with disabilities to participate in standardized testing with appropriate accommodations if necessary**
 - C. The annual review of students' IEPs**
 - D. The exemption of students from all assessments**
- 7. What is a critical requirement for the initial evaluation process under IDEA?**
- A. The current options for interventions have been exhausted**
 - B. The process is completed within 60 days of given parental consent**
 - C. In-home instruction is offered before placement in special education**
 - D. Results are reviewed by a qualified and independent third party**
- 8. What is the primary purpose of educational evaluation in special education?**
- A. To identify students with disabilities.**
 - B. To ensure compliance with legislation.**
 - C. To gauge teacher effectiveness.**
 - D. To determine curriculum standards.**

9. What occurs during Tier 3 of Response to Intervention (RTI)?

- A. Special education services are offered to those students who have a qualified disability**
- B. Targeted small-group interventions are given to students identified through assessments**
- C. Individual or small-group interventions are focused on targeted skills**
- D. Core classroom instruction with differentiation is being delivered to all students**

10. After obtaining parental consent, within what time frame must an initial evaluation for special education services be conducted according to IDEA?

- A. Within 45 days (about one and a half months) of receiving parental consent.**
- B. Within 60 days (about two months) of receiving parental consent.**
- C. Within 30 days (about four and a half weeks) of receiving parental consent.**
- D. Within 90 days (about three months) of receiving parental consent.**

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Answers

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1. C
2. C
3. A
4. A
5. B
6. B
7. B
8. A
9. C
10. B

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Explanations

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1. What does the law state regarding changes in placement and IEP services?
 - A. Students may only transfer to a different educational facility between academic years.
 - B. An environmental transition may only occur at the explicit request of a student's caregiver.
 - C. Services do not need to be provided during student suspensions of 10 days or fewer.**
 - D. The IEP should specify the appropriate limit on the number of suspension days for a student.

The rationale for why this choice is correct lies in the provisions outlined in the Individuals with Disabilities Education Act (IDEA). According to IDEA, when a student with a disability experiences a suspension of 10 days or fewer, the school does not have an obligation to provide educational services during that suspension period. This is important as it establishes a clear boundary regarding the expectations for schools when disciplining a student with special needs. In contrast, the other statements do not align with the legal requirements established by IDEA or best practices in special education. For instance, the notion that students may only transfer to different educational facilities between academic years is a misunderstanding of the flexibility allowed in educational placements. Additionally, it is not accurate that an environmental transition can only happen at the caregiver's explicit request, as changes can be made based on the student's needs as determined by the IEP team. Furthermore, while there are guidelines in place for determining the appropriateness of suspension days, there is no requirement for the IEP to specify an exact limit on suspension days, as it varies based on the context of each case and the overall IEP goals for the student.

2. If a student is not making significant progress towards academic goals, what should the IEP team do first?
 - A. Change the methods used to evaluate the student's ongoing performance
 - B. Transfer the student to another special education classroom with a new instructor
 - C. Review the IEP to determine if it has been implemented exactly as it was written**
 - D. Investigate the student's home environment to identify potential issues

The IEP team should first review the IEP to determine if it has been implemented exactly as it was written because this process is critical to ensuring that the educational plan designed for the student is being followed properly. If the IEP is not being implemented as intended, it can lead to a lack of progress, as the student is not receiving the full benefit of the specially designed instruction, accommodations, and supports outlined in the plan. By confirming that the IEP is being executed as specified, the team can identify any discrepancies or areas that need adjustment before considering other options. This step is essential because it allows the team to ensure fidelity to the educational strategies that are intended to support the student's learning. If the IEP has been implemented faithfully but the student is still not making progress, the team can then consider adjusting the instructional methods or supports based on the student's needs.

3. What is the significance of the "No Child Left Behind Act" in special education?

- A. It places importance on standardized testing for all students, including those with disabilities**
- B. It requires all students to pass state exams to be eligible for special education**
- C. It solely focuses on funding for special education programs**
- D. It gives parents the right to refuse special education services**

The significance of the "No Child Left Behind Act" in special education is primarily encapsulated in its emphasis on accountability and standardized testing for all students, including those with disabilities. This legislation was enacted in 2001 and set out to ensure that every child, regardless of their background or ability, receives a quality education that meets certain academic standards. Under this act, schools were required to assess the educational progress of students through standardized testing, which included students with disabilities. This requirement aimed to hold schools accountable for the performance of all students and to ensure that educational institutions made adequate progress in closing achievement gaps among different groups of students. By including students with disabilities in testing and assessment, the act increased visibility into their educational outcomes, thereby driving policy changes and improvements in educational practices. This push for accountability helped to highlight the need for effective teaching strategies and interventions to support the educational needs of these students, rather than segregating or diminishing their educational experiences. The other options present less accurate views of the act's intentions; for example, it does not require all students to pass state exams to be eligible for special education, nor does it focus solely on funding. It also does not give parents the right to refuse special education services as a defining characteristic of the legislation.

4. What age range does IDEA cover for special education services?

- A. From birth to 21 years old**
- B. From ages 2 to 18 years old**
- C. From ages 5 to 25 years old**
- D. From ages 3 to 22 years old**

The Individuals with Disabilities Education Act (IDEA) covers special education services for children and youth from birth to age 21. This comprehensive range is designed to ensure that students with disabilities receive appropriate educational services that cater to their unique needs throughout their developmental years. IDEA aims to support children from infancy through young adulthood, acknowledging that early intervention is critical for children's development. Services can begin as early as birth for infants and toddlers with disabilities, ensuring they receive the necessary support to thrive. The coverage continues through the entire length of an individual's schooling, allowing them access to services until they turn 21 years of age, or until they graduate from high school with a regular diploma, whichever comes first. This commitment to support creates a framework for educational continuity, focusing on the transition from early childhood education through to secondary education. By including this broad age range, IDEA also emphasizes the importance of preparing individuals for adulthood and promoting their independence and integration into society.

5. What does FAPE stand for?

- A. Free Accessible Public Education
- B. Free Appropriate Public Education**
- C. Funded Academic Program for Everyone
- D. Fair Assistance for Public Education

FAPE stands for Free Appropriate Public Education, which is a fundamental principle established by the Individuals with Disabilities Education Act (IDEA). This provision guarantees that students with disabilities have access to an education that is tailored to their individual needs at no cost to their families. The term "appropriate" underscores that the education provided must not only be free but also suitable to meet the unique requirements of each student, allowing them to benefit educationally within the public school system. This concept is pivotal in ensuring that children with disabilities receive the same opportunities for education as their peers, emphasizing the importance of inclusion and equal access to educational resources. The components of "free," "appropriate," and "public" highlight the expectations and obligations placed on educational institutions to provide these services comprehensively and fairly.

6. What does the term "participation in state assessments" refer to in special education?

- A. The requirement for students to take all tests without accommodations
- B. The need for students with disabilities to participate in standardized testing with appropriate accommodations if necessary**
- C. The annual review of students' IEPs
- D. The exemption of students from all assessments

The term "participation in state assessments" in the context of special education specifically refers to the inclusion of students with disabilities in standardized testing while ensuring they receive appropriate accommodations when necessary. This approach adheres to the principles of equity and access, recognizing that students with disabilities may require modifications in the assessment process to accurately measure their knowledge and skills. By allowing accommodations—such as extended time, alternative formats, or assistive technology—educators can ensure that these students have a fair opportunity to demonstrate their understanding and meet educational standards. This reflects both the intent of IDEA (Individuals with Disabilities Education Act) and the commitment to accountability in education systems, emphasizing that all students, regardless of their disabilities, should participate in assessments to the fullest extent possible. Participation with accommodations also serves to inform instruction and provides valuable data to help teachers and schools understand each student's progress and needs. This is an essential aspect of individualized education programs (IEPs) since it ties assessment outcomes back to the educational goals set for each student, influencing planning and instruction. In summary, the correct choice highlights the importance of inclusion in state assessments for students with disabilities through the provision of appropriate supports, thereby ensuring that every student has access to the assessment process in a manner that accommodates their unique needs.

7. What is a critical requirement for the initial evaluation process under IDEA?
- A. The current options for interventions have been exhausted
 - B. The process is completed within 60 days of given parental consent**
 - C. In-home instruction is offered before placement in special education
 - D. Results are reviewed by a qualified and independent third party

The initial evaluation process under the Individuals with Disabilities Education Act (IDEA) has several critical requirements, but one of the most essential is that the process must be completed within 60 days of obtaining parental consent. This 60-day timeline is designed to ensure that children suspected of having a disability receive timely assessments that can lead to appropriate educational services if needed. Timeliness is crucial in the evaluation process because delays can affect a child's educational progress and access to services that support their learning needs. When evaluations are completed promptly, schools can make informed decisions about the best educational placement and accommodations for the child. Other options present relevant aspects but do not meet the specified requirements for the evaluation process under IDEA. For instance, while exhausting current intervention options may be a good practice, it is not a formal requirement for evaluations. Similarly, in-home instruction is not obligatory before special education placement, and although having an independent review can benefit the evaluation process, it is not mandated by IDEA. Thus, the requirement for a 60-day completion is the most critical and clearly defined aspect of the initial evaluation process.

8. What is the primary purpose of educational evaluation in special education?
- A. To identify students with disabilities.**
 - B. To ensure compliance with legislation.
 - C. To gauge teacher effectiveness.
 - D. To determine curriculum standards.

The primary purpose of educational evaluation in special education is to identify students with disabilities. This process is essential because it allows educators and professionals to assess a student's individual needs and determine whether they qualify for special education services. Identification involves comprehensive assessments that examine various aspects of a student's cognitive, academic, and functional abilities. Once a student is identified as having a disability, appropriate interventions and support can be tailored to their specific needs, ensuring they receive the necessary resources and accommodations to succeed. This focus on identifying disabilities is foundational to the special education process, as it establishes the groundwork for individual education plans (IEPs) and the provision of specialized services designed to facilitate learning and development. Other aspects, such as ensuring compliance with legislation or gauging teacher effectiveness, while important, are not the primary focus of educational evaluations in the context of special education. Similarly, determining curriculum standards relates more to educational policy and framework rather than directly addressing the needs of students with disabilities through evaluation.

9. What occurs during Tier 3 of Response to Intervention (RTI)?

- A. Special education services are offered to those students who have a qualified disability
- B. Targeted small-group interventions are given to students identified through assessments
- C. Individual or small-group interventions are focused on targeted skills**
- D. Core classroom instruction with differentiation is being delivered to all students

During Tier 3 of Response to Intervention (RTI), the focus is on providing individualized or small-group interventions that are specifically designed to address targeted skills for students who are struggling significantly. This tier is characterized by a more intensive level of intervention, often based on detailed assessments that have identified the specific needs of each student. At Tier 3, interventions are tailored to the individual learner, ensuring that they receive the necessary support to overcome their unique challenges. This may include specialized teaching methods, one-on-one instruction, or highly specialized programming that is not typically available in the general classroom setting. This emphasis on individualized support is crucial, as it allows educators to implement strategies that are explicitly aligned with the learning goals of the student, leading to better outcomes. The goal of Tier 3 is to provide the intense support needed to either help the student succeed in a general education environment or to prepare them for further assessments regarding special education eligibility if progress is not achieved. This distinct focus on personalization distinguishes Tier 3 from the other tiers, which include more general approaches to intervention and support for groups of students rather than individualized instruction. In summary, Tier 3's specific focus on targeted individual or small-group skills interventions is essential for providing adequate support to students

10. After obtaining parental consent, within what time frame must an initial evaluation for special education services be conducted according to IDEA?

A. Within 45 days (about one and a half months) of receiving parental consent.

B. Within 60 days (about two months) of receiving parental consent.

C. Within 30 days (about four and a half weeks) of receiving parental consent.

D. Within 90 days (about three months) of receiving parental consent.

The requirement under the Individuals with Disabilities Education Act (IDEA) is that an initial evaluation for special education services must take place within 60 days of obtaining parental consent. This timeline is crucial as it ensures that children who may need special education services are evaluated promptly, allowing for the development of an appropriate educational plan in a timely manner. The 60-day window supports the principle of timely intervention, helping to facilitate necessary support and services for students in need without unnecessary delays. This timeframe reflects a balance between the need for thorough evaluations and the urgency to address the educational needs of students. The other time frames presented do not comply with the stipulations set forth by IDEA, as they fall short of or exceed this required period, thereby not meeting the established legal standard for the timeliness of evaluations.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://wgu-d754.examzify.com>

We wish you the very best on your exam journey. You've got this!

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