Stockton Unified Special Education Deaprtment presents

SPECIAL EDUCATION 101

An Overview of Special Education Services in SUSD

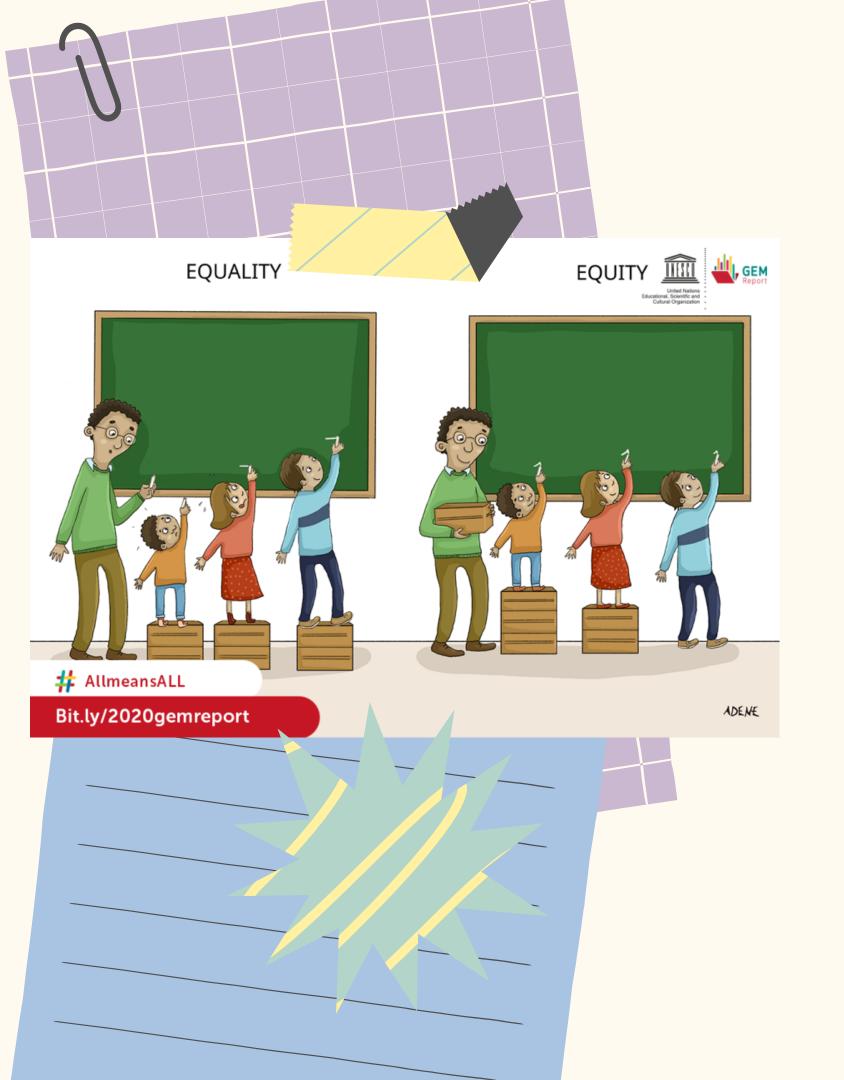


TODAY'S AGENDA





- What is Special Education?
- Referral Process
- Assessment
- IEP
- Programs & Services
- ParentRights/ProceduralSafeguards
- Questions



WHAT IS SPECIAL EDUCATION?

SPECIAL EDUCATION IS A SERVICE, NOT A PLACE....

- The way instruction and support is provided so that all students can meet educational standards
- Special education refers to a range of services that can be provided in different ways and in different settings
- Not a one size fits all
 - The services and supports for one student may be very different from those of another student.
 - It's about the individual child and giving them the resources they need to make **progress** in school.

RANGE OF SERVICES

- Focuses on helping students with disabilities learn.
 - Does not mean placing kids in a special classroom all day long.
- Services can range from consult services to placement in a non-public school
- Meeting students where they are







HISTORY OF SPED

- Special Education was nearly non-existent 50 years ago
- Prior to 1970s, students with disabilities were denied adequate educational opportunities
- Rehabilitation Act of 1973 guarenteed civil rights for individuals with disabilities - including access to school
- In 1975, the Education for All Handicapped Children Act (EHA) guaranteed the right of children with disabilities to receive a free, appropriate education (FAPE)
- IDEA (1997) individual education plans, or IEPs, for all special education students.

SPECIAL EDUCATION REFERRAL PROCESS

Referral

- Parent/Guardian
- School Professional
- Outside Provider (doctor/daycare)



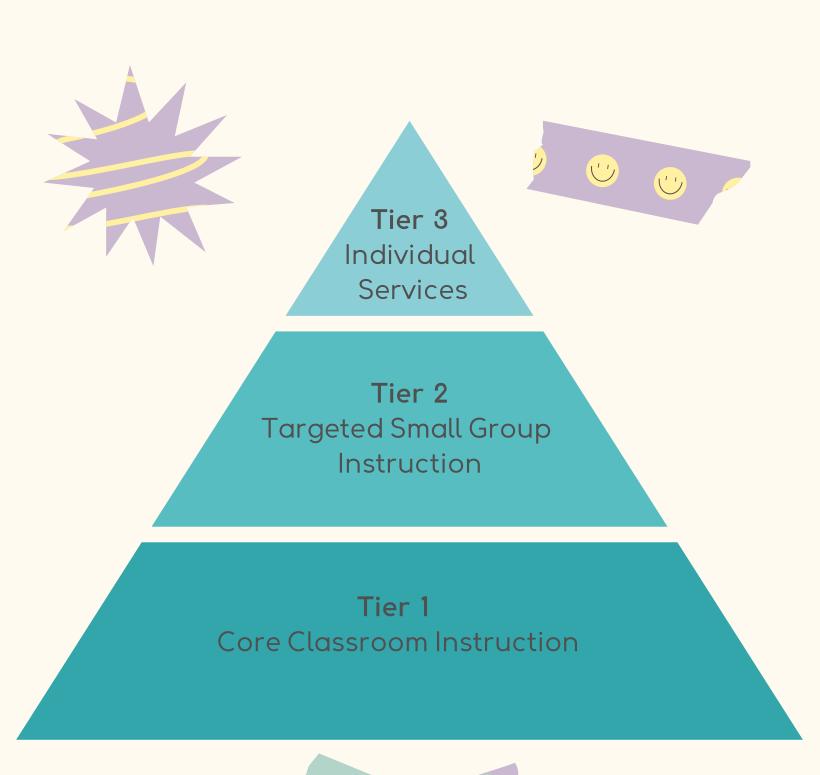
Student Study Team (SST)

- Gather more information regarding concern
 Discuss what has been tried, what works
- Action Plan (Tier 2 Supports; referral for Tier 3)



Assessment Plan

- Parent Request 15 days
 Once AP is signed and <u>returned</u>, 60 days
 Complete an IEP meeting is scheduled



ASSESSMENT

ASSESSORS

Students will be assessed in all areas of suspected disability

Assessment Team typically consists of:
School Psychologist
Special Education Teacher

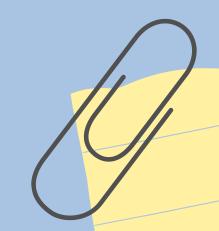
Can Also Include Specialists:
Speech and Language Pathologist
Others as needed

ASSESSMENT

60 days to conduct assessments and hold an IEP meeting.

Determine if student meets eligibility.

SPECIAL EDUCATION ELIGIBILITY CATEGORIES



How Students Meet Eligibility for Special Education

Autism	Deaf	Deaf-Blind	Emotional Disturbance
Hard of Hearing	Intellectual Disability	Multiple Disabilities	Visual Impairment
Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech and Language Impairment
Traumatic Brain Injury			

IEP OVERVIEW

IEP meeting will be held with parent/guardian, educational team, and assessors

Discuss assessments, areas of functioning, and present levels

Determine eligibility

If student meets eligibility for special education, goals are written based off of present levels

Goals drive services and placement.

IEP team will consider what services the student will require in order to meet the goals developed in the IEP.

Annual IEP meeting is held once a year. Triennial IEP is held once every three years.



Special Education Programs in SUSD

Early Infant Center
Pre-School Assessment Team and Autism Center (PAAC)
Resource Program

Mild Moderate (M/M) Special Day Class

Moderate Severe (M/S) Programs

Autism Program (M/S)

TISS (Therapeutic Intervention for School Success)

Workability

Young Adult Program

Walton Special Center

Related Services

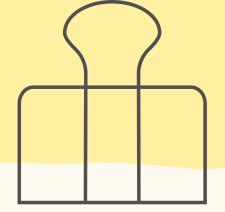
Early Intervention & Preschool Programs

The Early Intervention Center (EIC) is part of Walton Special Center. EIC serves infants and toddlers ages birth to 3 years old who are eligible for services. Services are provided in natural environments.

Special Day Class – Autism (SDC-AUT)
Special Day Class – Moderate/Severe (SDC-MS)
Related Services (RS) for Speech and Language
Special Day Class – Orthopedic Handicap (SDC-OH)
Special Day Class – Deaf and Hard of Hearing (SDC-DHH)
Special Day Class – Communication Disorders (SDC -CD)

Special Day Classes (SDC)

Theraputic Intervention for School Success	Serving students with social, emotional & behavioral problems associated with mental health issues
Mild/Moderate Program	Designed for students who need a mild/moderate amount of support to participate in general education curriculum. Smaller environment. Working on core curriculum with many accomodations and/or modifications.
Moderate/Severe Program	Designed for students who need a moderate to severe amount of support to engage in their education. Accessing a curriculum designed for students with disabilities. Focuses on functional academics and basic life/independent living skills. Heavy emphasis on visual supports and applied behavior analysis.
Autism Program	Serves students who are able to access core curriculum, but also require a substantial amount of support in communication and social skills in order to participate. Heavy emphasis on autism interventions, visuals supports and applied behavior analysis.
Young Adult Program	The Young Adult Programs are a continuum of services for students 18-22 years. YAP provides classes for both M/S and M/M students. The program provides vocational training, assessment, and on-going functional academic skills and training for students transitioning to adult life.



Instruction and services for students who are assigned to general education classroom teachers for more than 50% of a school day.

Monitoring of progress on a regular basis in a collaboration with general education

Resource Programs

Speech Therapy

- Provided by Speech-Language Pathologists (SLPs) or Speech-Language Therapy Assistants (SLPAs)
- Speech therapy techniques are used to improve communication.
 - Direct or Consult

Related Services

DHH -Deaf and Hard of Hearing
VI- Visual Impairment
O&M - Orientation and Mobility
PT- Physical Therapy
OT - Occupational Therapy
APE - Adaptive Physical Education
RMHS - Educationally Related Mental Health Services
Counseling

PARENT RIGHTS/ PROCEDURAL SAFEGUARDS

- Parents of children with disabilities have specific educational rights under the Individuals with Disabilities Education Act (IDEA).
- These rights are called procedural safeguards.
- Should be provided to you at least once a year, along with your child's IEP.

A Brief Summary of Procedural Safeguards for Students with Disabilities Receiving Special Education Services Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals serving Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals serving special education services, are also entitled to these

Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals servir rights. A number of staff in the child's district and special education local plan area (SELPA) may answer questions about the child's education and the parents' rights and responsibilities. When the parent has a concern, it is important that A number of staff in the child's district and special education local plan area (SELPA) may answer questions about they contact their child's teachers or administrators to talk about their child and any problems they see. This

the child's education and the parents' rights and responsibilities. When the parent has a concern, it is important conversation often solves the problem and helps maintain open communication. Parents must be given opportunities to participate in any decision-making meeting regarding their child's special education program. Parents have the right to participate in individualized education program (IEP) meetings above Parents must be given opportunities to participate in any decision-making meeting regarding their child's special the special education elicibility, assessment, educational placement of their child and other matters relating to their education program. Parents have the right to participate in individualized education program (IEP) meetings about child's free appropriate public education (FAPE).

When a parent cannot be identified or located, a district may appoint a surrogate parent to represent a child with a

What Are Parents' Rights in California Special Education?

Parents and students over age eighteen have the right

To Participate

Parents have the right to refer their child for special education services, to participate in the development of the IEP and to be informed of all program options and alternatives, both public and nonoublic. Parents have the right to reter their child for special education services, to participate in the device and to be informed of all program options and alternatives, both public and nonpublic. To Receive Prior Written Notice To Receive Prior Written Notice

Parents have a right to receive prior written notice, in their native language, when the school district initiates or refuses their request to initiate a change in their child's identification, assessment, or educational Parents have a right to receive prior written notice, in their native language, when the school district in or refuses their request to initiate a change in their child's identification, assessment, or educational

To Consent

Parents must provide informed, written consent before their child is assessed or provided with any special education and related services. Parental consent must also be provided before any change in special Parents must provide informed, written consent before their child is assessed or provided with any special education and related services. Parental consent must also be provided before any change in special education services may occur. The district must ensure that parents understand proceedings of the IEI education and related services. Parental consent must also be provided before any change in special education services may occur. The district must ensure that parents understand proceedings of the IEP than the parents with deafness or those whose native education services may occur. The district must ensure that parents understand proceedings of the lif-team meeting including arranging for an interpreter for parents with deafness or those whose native To Refuse to Consent

To Refuse to Consent

Parents may refuse to consent to an assessment or the placement of their child in special education.

To Revoke Consent

At any time subsequent to the initial provision of special education and related services, the parent may revoke consent in writing for the continued provision of special education and related services. The distri-At any time subsequent to the initial provision of special education and related services, the parent may revoke consent in writing for the continued provision of special education and related services, the parent may must provide prior written notice before ceasing special education and related services. The district To Be Given a Nondiscriminatory Assessment To Be Given a Nondiscriminatory Assessment
Children must be assessed for special education through the use of methods that are not culturally biased or

To Receive Independent Educational Assessments

To Receive Independent Educational Assessments

If parents disagree with the results of the assessment conducted by the school district, they have the right to ask for and obtain an independent educational evaluation (IEE) at public expense. ask for and obtain an independent educational evaluation (IEE) at public expense.

The parent is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent disagrees. When a parent requests an IEE at public expense, the school district must. The parent is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent disagrees. When a parent requests an IEE at public expense, the school district must, without unnecessary delay, either ensure that an IEE is provided at public expense, or request a due which the parent disagrees. When a parent requests an IEE at public expense, the school district must without unnecessary delay, either ensure that an IEE is provided at public expense, or request a due to district believes their assessment was appropriate and disagrees that an IEE is without unnecessary delay, either ensure that an IEE is provided at public expense, or request a due process hearing if the district believes their assessment was appropriate and disagrees that an IEE is necessary. The school district also has the right to establish the standards or criteria (including cost any process hearing if the district believes their assessment was appropriate and disagrees that an IEE is location) for IEEs at public expense.

The school district also has the right to establish the standards or criteria (including cost and line). To Access Educational Records

Parents have a right to inspect, review, and obtain copies of their child's educational records.

To Access Educational Records

THANK YOU FOR LISTENING!