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SPECIAL EDUCATION

TRAINING OBJECTIVE

Parents will understand:

- **Interventions prior to Special Education referral**
- **Eligibility for special education**
- **Referrals for Special Education**
- **What is special education?**
- **The parents' role in IEP Process**
- **What are the components of an IEP?**

INTERVENTIONS

Coordinated early intervening services (CEIS):

- Services to help children who need additional academic or behavioral support to be successful in school.
- CEIS may be provided to children without a disability in grades K–12, with a particular emphasis on students in kindergarten through grade three



REFERRED TO SPECIAL EDUCATION

A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

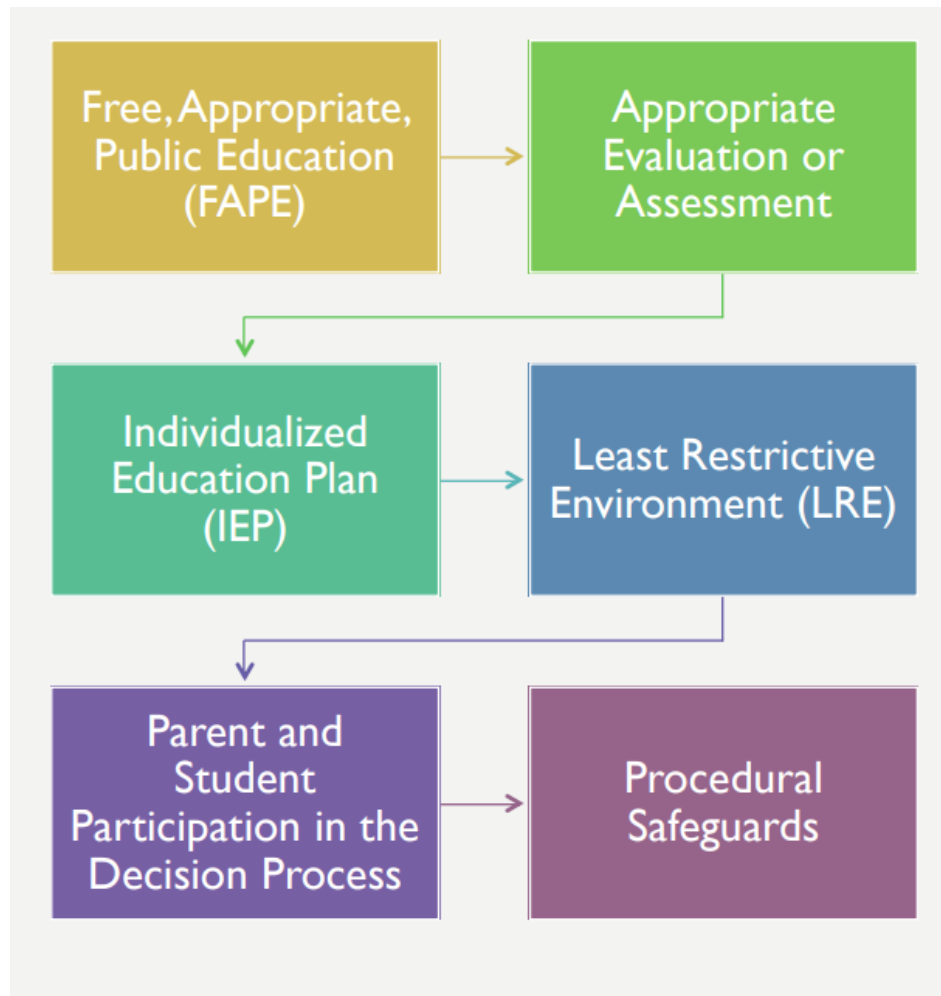
(Ed. Code 56303; 5 C.C.R. 3021.)

WHAT IS SPECIAL EDUCATION?



THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.



THE 6 MAIN PRINCIPLES OF IDEA

ELIGIBILITY

In order to qualify as a “student with a disability” under the IDEA, the student must:

- Meet the definition of one or more of the categories of disabilities; and
- Need special education and related services as a result of his disability or disabilities.



Only one category needs to be present in order to be found eligible for the special education program



The eligibility category does not limit the student to any specific placement, service or therapy

SPECIAL EDUCATION SERVICES : DISABILITY CATEGORIES (CALIFORNIA)

13 Disabilities/Impairment:

- Autism
- Intellectual Disability
- Deafness
- Deaf/Blindness
- Emotional Disturbance
- Hard of Hearing
- Speech/Language Impaired
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Visually Impaired

REFERRALS FOR A SPECIAL EDUCATION EVALUATION

Parents are encouraged to discuss concerns with their child's education with and referrals are commonly made by:

- Teacher
- Counselor
- Parents
- Doctors
- Community Agencies (Ex. Tri-Counties Regional Center)

TYPES OF ASSESSMENTS:

- Academic Achievement
- Health
- Intellectual Development
- Language/Speech Communication Development
- Perceptual Motor Development
- Social/Emotional
- Adaptive/Behavior
- Post-Secondary Transition

ASSESSMENT TIMELINE

From the date the written assessment request is received by the school:

- ☐ The school has 15-calendar days to forward a written response with Assessment Plan
- ☐ Parent/Guardian has 10-calendar days to review, sign and return the Assessment Plan to the school
- ☐ The school has 60-calendar days to complete the assessments and convene the Initial IEP

Notice of Procedural Safeguards
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Page 1 of 14



**Derechos a la Educación Especial de
Padres e Hijos**
En virtud de la Ley de la Educación de Individuos con Discapacidades,
Parte B

Aviso de Garantías Procesales

Revisado: Octubre de 2016

Nota: El término *distrito escolar* se utiliza a lo largo de este documento para describir cualquier agencia de educación pública responsable de impartir a su hijo(a) el programa de educación especial. El término *evaluación* se utiliza para referirse a una prueba o examen. En este aviso, las leyes federales y estatales se citan con sus abreviaturas en inglés, las cuales se explican en un glosario en la última página del presente.

¿Qué es el Aviso de Garantías Procesales?

Esta información proporciona una descripción general de los derechos educativos o las garantías procesales de los padres, tutores legales y padres sustitutos de niños con discapacidades desde los 3 (tres) hasta los 21 (veintiún) años de edad y de estudiantes que han cumplido 18 (dieciocho) años (la mayoría de edad).

Notice of Procedural Safeguards
CDE, T07-037, English, Arial font

**Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B, and the
California Education Code
Notice of Procedural Safeguards
Revised October 2016**

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement

NOTICE OF PARENTS RIGHTS AND SAFEGUARDS

TYPES OF IEPS

- **Initial**—Determines eligibility for special education.
- **Annual**—An IEP must be held at least once a year.
- **Triennial**—Every 3 years, schools conduct new assessments to determine a student's progress and discuss those assessments at an IEP meeting.

BEFORE THE IEP MEETING YOU SHOULD:



**Educate
yourself about
Special
Education**



**Understand
your rights**



**Prepare for
meeting,
attend
meeting and
follow up
after meeting**



**Bring a list of
questions and
concerns to
the IEP
meeting**

Examples:

- What additional services or supports are needed so my child achieves their annual goals?
 - What additional services or supports are needed so my child and makes progress in general education curriculum?
- * We provided a document with examples of clarifying questions for parents/Guardians might ask**

INDIVIDUALIZED EDUCATION PLAN MEETING (IEP MEETING)

What is the purpose of the IEP meeting?



- Review the assessment findings
- Determine eligibility for special education
- If eligible and in need of special education services, develop the Individualized Education Program (IEP).

WHO ATTENDS IEP MEETINGS



Required Members

Parent/Guardian

**General Education
Teacher**

**Special Education
Teacher**

**Administrative
Designee**

Student

**Any person who
has assessed the
child or who
provides services**

IEP COMPONENTS WE ARE HIGHLIGHTING:

- 1. Present Level's of Performance**
- 2. Annual Goal's and Objectives**
- 3. Individual Transition Plan**
- 4. Statement of Services**
- 5. Statement of Placement**

PRESENT LEVELS OF PERFORMANCE

Present Levels of Performance :

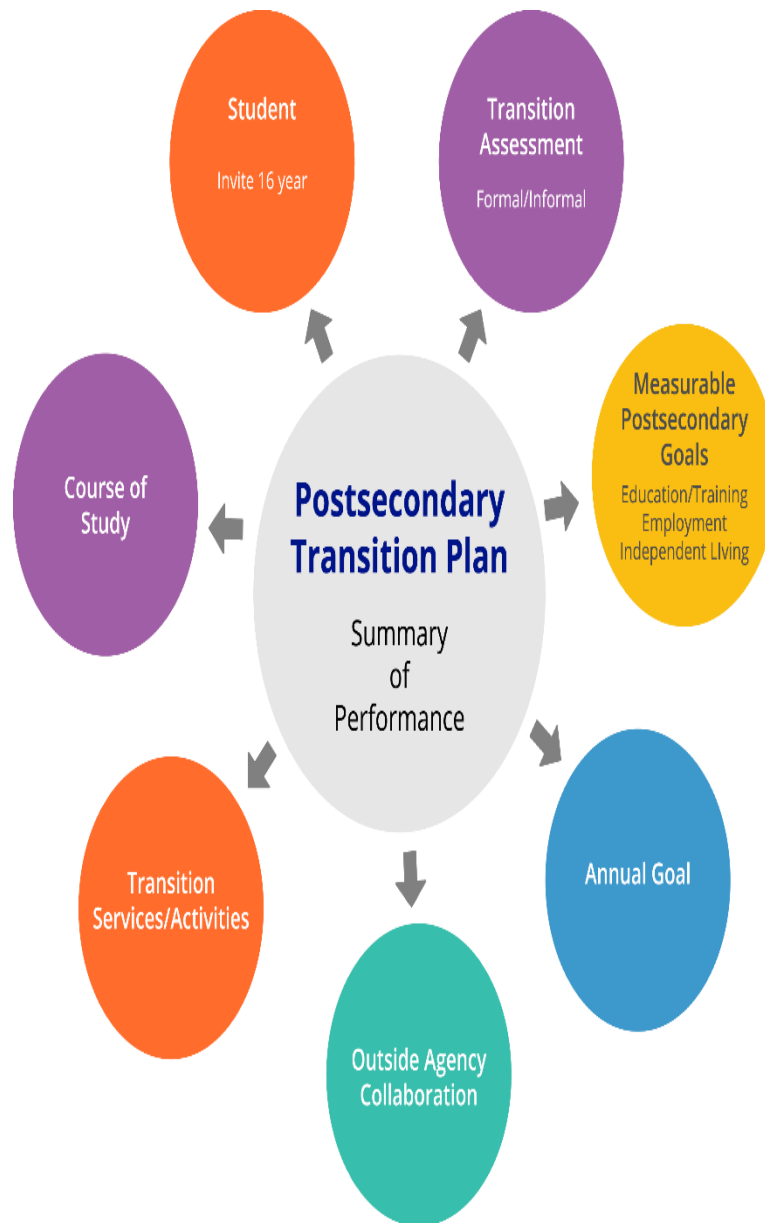
- **Updates on Academics, Social Emotional, Communication, Adaptive Living Skills, Behavior, and Health at school.**
- **Indicates how the child is currently doing in all areas**
- **Identifies what the child needs to improve on.**

ANNUAL GOALS

Goals & Objectives : Indicates what the IEP team will work on for the next year to help the child perform better in school.

*Goals & Objectives must be Understandable, Measurable, Specific and Comprehensive

INDIVIDUAL TRANSITION SERVICES



At a glance...

- Transition planning helps students with IEPs prepare for life after high school.
- IEP transition planning must start by the time a student turns 16.
- Planning is about more than just college — it covers jobs and daily life skills too.

SERVICES

• When your student qualifies for special education, services will be determined to support your child.

• These services can be provided in different ways

• The continuum of services identifies different service delivery models to provide specially designed instruction to a student with a disability.

Related Services

partial list of developmental, corrective, or supportive services required for the child to benefit from special education, including:

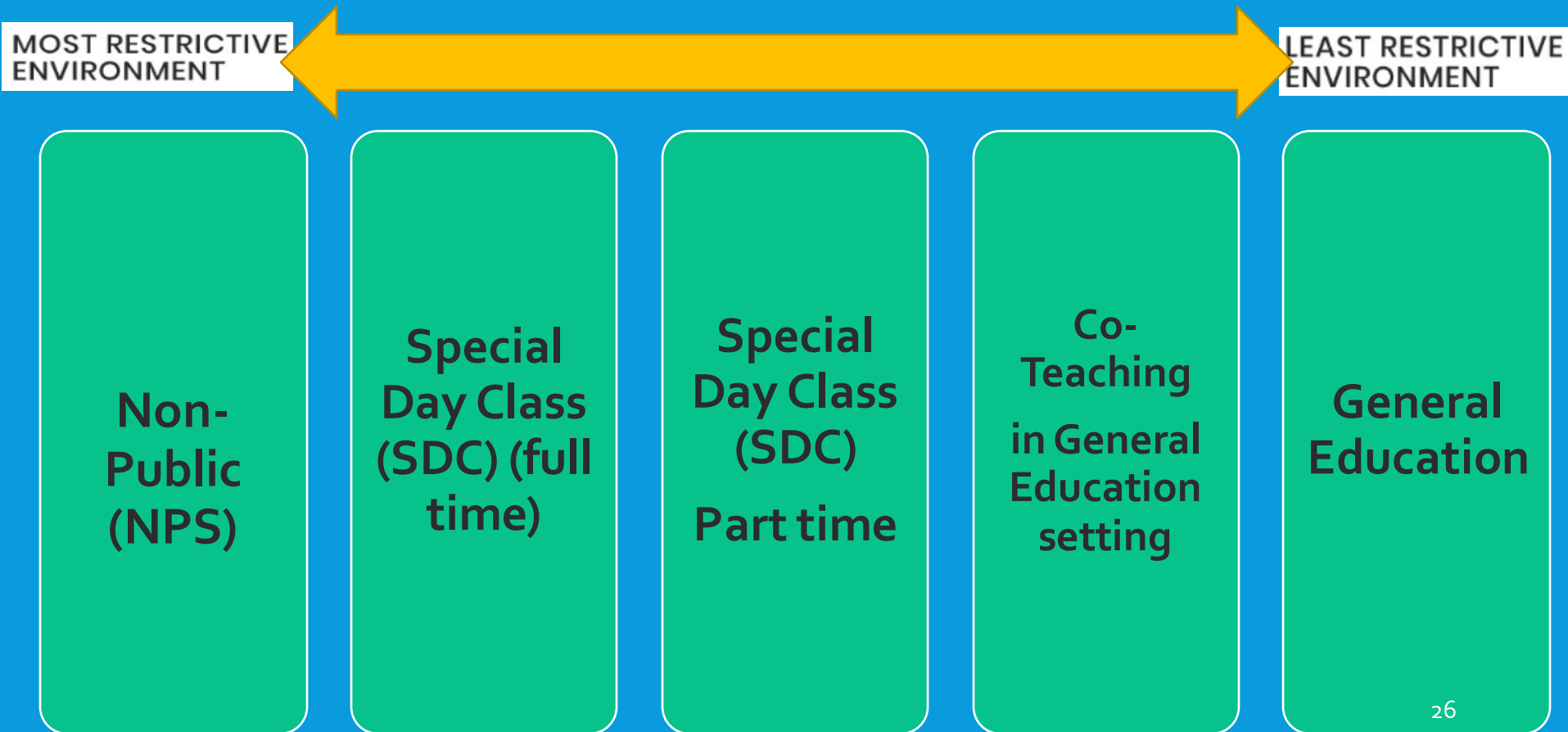
- Occupational therapy
- Physical therapy
- Transportation
- Counseling
- Speech and language therapy
- Audiology services
- Interpreting services
- Early identification
- School health/nurse services
- Social work services
- Crisis Intervention
- Assistive technology
- Non-academic services
- Extra curricular activities
- Orientation/mobility training
- Rehabilitation counseling
- Psychological services



CONTINUUM OF SERVICES FOR CHILDREN WITH AN IEP

CONTINUUM OF SERVICES

Children with disabilities should be placed in the Least Restrictive Environment ("LRE"). *Cal. Educ. Code § 56040.1*



IEP CONSENT

- The Educational Rights Holder can agree with none, all, or certain portions of the document.
- If the Educational Rights Holder does not sign an IEP, the prior IEP remains in place.
- Make sure any disagreement is noted in writing on the IEP document.



TAKEAWAYS

1. **Be actively involved in your child's education**
2. **Be active in the entire process**
3. **Know your rights and those of your child**
4. **Ask questions**
5. **Learn about your child's exceptional needs**
6. **Ask for help if you need it**
7. **Be a confident advocate for your child**

Special Education Site Leadership Teams



Ernest Righetti HS

Coordinator: Julie Solis
Department Chair: Jennifer Flaa
Department Chair: Rolando Grijalva



Pioneer Valley HS

Coordinator: Benjamin Alberry
Department Chair: Eric Jeffres
Department Chair: John Ruiz



Santa Maria HS

Coordinator: Erin Davis
Coordinator: Jennifer Ryan
Department Chair: Kristie VanHorn

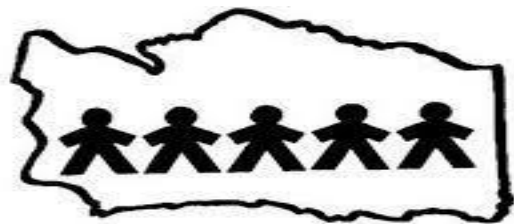


Delta HS

Teacher: Catherine Carpenter

DEPARTMENT CONTACTS

| Contact Name | Job Title | Phone Number |
|------------------------|--------------------------------------|------------------------|
| ✉ Alberry, Benjamin | Special Education Coordinator - PVHS | 805-922-1305 x5746 |
| ✉ Bowen, Bradly | CCEIS Implementation Lead | (805) 922-4573 x4306 |
| ✉ Carpenter, Catherine | Teacher | 805-937-6356 x1201 |
| ✉ Davis, Erin | Special Education Coordinator - SMHS | 805-925-2567 ext. 3727 |
| ✉ Evans, Frances | Director, Special Education | 805-922-4573 x4221 |
| ✉ Flaa, Jennifer | Teacher/Department Chair | 805-937-2051 x2303 |
| ✉ Grijalva, Rolando | Teacher/Department Chair | 805-937-2051 x2622 |
| ✉ Hernandez, Sandra | Administrative Assistant | 805-922-4573 x4311 |
| ✉ Jeffres, Eric | Teacher/Department Chair | 805-922-1305 x5363 |
| ✉ Ruiz, John | Teacher/Department Chair | 805-922-1305 x5629 |
| ✉ Ryan, Jennifer | Special Education Coordinator - SMHS | 805-925-2567 |
| ✉ Solis, Julie | Special Education Coordinator - RHS | 805-937-2051 x2712 |
| ✉ VanHorn, Kristie | Teacher/Department Chair | 805-925-2567 ext. 3105 |



Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

SBCSELPA

5385 Hollister Ave., Bldg. 7
Mail: 5385 Hollister Ave., Box 107
Santa Barbara, CA 93111

 Phone: (805) 683-1424

 Email: selpa@sbcselfpa.org

Handbook available on
SBCSELPA website
www.sbcselfpa.org

Community & Family Resources



SPANISH



English





Questions?

Areas to focus on in future informational parent sessions:

Check any that apply:

- ☐ Parents rights and procedural safeguards
- ☐ Information on specific disabilities
- ☐ Evaluation Process
- ☐ Assessments
- ☐ The IEP Meeting
- ☐ Eligibility
- ☐ Programs and services
- ☐ Other: _____
