

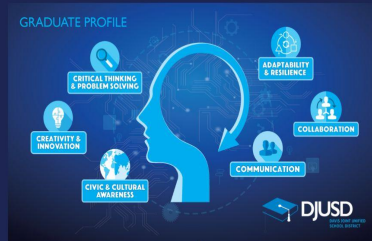
SPECIAL EDUCATION  
Davis Joint Unified School District

# Special Education Basics for Parents

Brought to you by: Sarah Dhah, Director of Special Education

# DJUSD Instructional Coherence Map

Ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive in the 21st century.



**1** 21st Century Teaching and Learning



**2** Close the Opportunity Gap



**3** Inclusive and Safe Environment



Multi-Tiered System of Support

**GOAL 1:** STUDENT WELLBEING AND BELONGING

**GOAL 2:** EQUITABLE ACCESS AND OPPORTUNITY

**GOAL 3:** STUDENT ENGAGEMENT AND CONTINUOUS ACADEMIC GROWTH

**GOAL 4:** CONFIDENT GRADUATES PREPARED FOR LIFE

# Multi-Tiered System of Supports (MTSS)

MTSS is a framework for supporting all students academically, socially, and behaviorally grounded in data, evidence based practice, and engagement in a continual cycle of improvement.



# Child is identified as possibly needing special education and related services.

**Child Find Activities** help identify, locate, and evaluate all children with disabilities in the state who need special education and related services.

- **Referral or request for evaluation.**
  - A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask their child be evaluated. This request may be verbal, but it's best to put it in writing.
- **Parental consent is needed before a child may be evaluated.**
  - The evaluation needs to be completed within 60 days after the parent gives consent.

# Child is evaluated

**Evaluation** is an essential early step in the special education process for a child. It is intended to answer these questions.

- Does the child have a disability that requires the provision of special education and related services?
- What are the child's specific educational needs?
- What special education services and related services, then, are appropriate for addressing those needs?

# Child is evaluated (continued)

The evaluation must assess the child in all areas related to the child's suspected disability.

- The results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

If the parents/guardians disagree with the valuation, they have the right to take their child for an Independent Educational Evaluation (IEE) and can ask the school system to pay for this IEE.

Learn more about special education evaluation here:

<https://www.parentcenterhub.org/evaluation/>

# Scheduling the IEP Meeting

When the school system schedules and conducts an IEP meeting, School staff must:

- Contact the participants, including the parents
- Notify the parents early enough to make sure they have an opportunity to attend;
- Scheduled the meeting at a time and place agreeable to parents and the school;
- Tell the parents the purpose, time, and location of the meeting;
- Tell the parents who will be attending; and
- Tell the parents they may invite people to the meeting who have knowledge or special expertise about the child.

# Eligibility is decided

A group of qualified professionals and the parents look at the child's evaluation results. Together they decide if the child is a "child with a disability" as defined by IDEA.

- In order to fully meet eligibility for special education and related services, the child's educational performance must be adversely affected due to the disability.
- If the parents do not agree with the eligibility decision, they may ask for a hearing to challenge the decision.

Lear more about special education eligibility areas here:

<https://www.parentcenterhub.org/categories/>



# Child is found eligible for services.

When a child is found eligible to receive special education and related services, a team of school professionals and the parent must meet to write an **Individualized Education Program (IEP)** for the child.

Click here for “**The Short-And-Sweet IEP Overview**”:  
<https://www.parentcenterhub.org/iep-overview/>

This page contains highly-rated resources for parents.



# Parent Consent to the IEP

Before the school system may provide special education and related services to the child for the first time, the parent/educational rights holder must give consent.

- Parents are given a copy of the IEP from the meeting they attended for their review and signature.
- The child begins to receive services as soon as possible after the IEP is written and this consent (electronic or wet-ink signature) is given.



# What if a parent does not consent to the IEP?

**Procedural Safeguards** are in place to protect the rights of parents and children under the **Individuals with Disabilities Education Act (IDEA)**.

If the parents do not agree with the IEP and placement, they may **discuss their concerns** with other members of the IEP team and try to **work out an agreement** with their school site team.

- If they still disagree, parents may ask for **Alternative Dispute Resolution (ADR)** with the Special Education Director.
- Parents may file a **state complaint** with the California Department of Education (CDE), request **mediation** or file a **due process complaint** with the Office of Administrative Hearings (OAH).

Click here for a copy of the Procedural Safeguards:

[https://www.diusd.net/services/special\\_education/resources](https://www.diusd.net/services/special_education/resources)

# After consent is received, services are provided.

Each of the child's teachers and service providers has access to the IEP and knows their specific responsibilities for carrying out the IEP.

- This includes accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

The school makes sure that the child's IEP is carried out as it was written.



# Progress is measured and reported to parents.

- The child's progress toward the annual goals is measured, as stated in the IEP.
- The child's parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year.
- In DJUSD, these progress reports are typically shared at the regularly scheduled reporting periods for each school site.

Learn more about progress reports here:

<https://www.parentcenterhub.org/iep-progress/>



# Individualized Education Plan (IEP) is reviewed.

- The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review.
  - This is called a "Plan Review" and was previously referred to as an "Annual".
- IEP meetings to address a concern or amend the IEP must be scheduled within 30 days of a parent request.
- Parents can make suggestions for changes, can agree or disagree with the IEP, and agree or disagree with the placement.
- In the event a disagreement or dispute cannot be resolved locally at the school site with the assistance of your child's case manager and site administrator, please refer to the Procedural Safeguards and revisit Slide 11 of this presentation.

# Child is reevaluated.

- At least every three years the child must be reevaluated; this is called an Eligibility Review and historically was referred to as a “triennial.”
- The purpose of the Eligibility Review is to find out if the child continues to be a child with a disability, as defined by IDEA, and what the child’s educational needs are.
- The child may be reevaluated more often if conditions warrant or if the child’s parent or teacher asks for a new evaluation.



# Questions?

- **Email:** Sarah Dhah at [Sdhah@djud.net](mailto:Sdhah@djud.net) or call 530-757-5300 ext. 113 to speak directly with special education office staff who will assist you.
- **Superintendent's Advisory Committee for Special Education (SACSE):**  
[https://www.djud.net/services/special\\_education/s\\_a\\_c\\_s\\_e](https://www.djud.net/services/special_education/s_a_c_s_e)





**THANK YOU!**

