

### **SEARCH AND SERVE/CHILD FIND**

The SELPA ensures that all eligible students with disabilities have the opportunity to access their general education curriculum and peers through the support of special education services and supports.

Beginning from birth through age 21, children with suspected disabilities may be referred for assessment, and programs and services are available through their local school district and the El Dorado County Office of Education.

### **REFERRAL AND IDENTIFICATION**

Referrals for identification of a student (birth through 21 years of age) with possible special needs typically come from:

- Parents and Guardians, or Educational Rights holder
- School Personnel such as Teachers and Principals
- School Teams such as the Student Success Team
- The Student
- Doctors
- Community Agency Personnel

Parent/Guardian permission is required before assessment for students' birth through 17 years. Student permission is needed before assessment for non-conserved students 18 through 21 years of age. When an Assessment Plan is created, a copy of Procedural Safeguards will be given to the parent or adult student. Once written consent is received, the assessment can begin. If the student has been assessed by a medical professional, the parent/guardian may choose to share those reports with the school team for consideration. A medical diagnosis does not automatically ensure eligibility for special education services.

### **ASSESSMENT**

A multi-disciplinary team will assess a student in all areas of suspected disability as described on the signed assessment plan. These assessments may be completed and compiled by teachers, psychologists, therapists, counselors, nurses, and others. The assessments must be completed, and an IEP meeting held to review the assessment results within 60 days of receipt of the signed assessment plan.

### **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

If the completed assessment indicates eligibility for disability and a need for special education services to access the general education setting, an Individualized Education Program (IEP) will be developed at an IEP meeting to address the student's identified needs concerning access to the general education setting.

### **PARTICIPATION**

At the IEP meeting, the parent/guardian will meet with the appropriate district and personnel. The parent/guardian is welcome to bring anyone they would like to the meeting. The participation of the parent/guardian in the IEP meeting is essential to the development of the IEP document. Here are some ideas to help facilitate participation:

COME PREPARED with questions, concerns, or suggestions. The parent/guardian knows the child best and can share important information to help the team better understand the child's strengths and needs.

ASK QUESTIONS when terms are unclear or unfamiliar. There will be a volume of information presented, and having members explain or give examples allows for greater understanding. Ask for details on whom to contact after the meeting in case other questions arise.

### **PROCEDURAL SAFEGUARDS**

The parents/guardians and/or Educational Rights holders of children enrolled in special education services have additional rights. These rights are explained in the Procedural Safeguards document. This document is provided to you at various stages in the special education process, including annually, any time an assessment plan is developed, and any time you request them. If there are any questions, district or SELPA personnel can assist.

### **THE IEP DOCUMENT**

The Individualized Education Program (IEP) will include a summary of the assessment findings, including your child's strengths and needs. Eligibility for special education services will be determined based on federal and state criteria. If a child is found eligible for special education services, the IEP document will include:

- Goal(s) that address the child's identified needs
- A list of specific services that will be provided
- The starting date and frequency of services
- Accommodations, modifications, or other supports as needed for the child to access their education
- Recommendation for placement

### **CONSENT**

Consent from the individual with educational rights is required before the IEP can be implemented. The parents/ guardians and/or Educational Rights holders can sign the IEP at the meeting or take it home to review and decide whether they want the plan to go into effect. If there are further questions before signing, a team member, district representative, or SELPA representative should be notified so a meeting can be scheduled to discuss the questions. If all parties agree with parts, but not all of the IEP, the parents/ guardians and/or Educational Rights holders can indicate this by signing "with exception" and writing down the areas in which they are not in agreement. Only the parts of the IEP to which all are in agreement will be implemented. The parents/ guardians and/or Educational Rights holders have other rights if they disagree with

## SPECIAL EDUCATION KEY TERMS

the IEP document. Any questions about the parents/ guardians and/or Educational Rights holder's rights can be answered by district or SELPA personnel.

### REVOCATION OF CONSENT

Consent from the individual with educational rights for the child is required. Parents/ guardians and/or Educational Rights holders have the right to revoke their consent for the student to receive special education and related services. They can revoke their consent without any recourse from the district. The parents/ guardians and/or Educational Rights holders must submit this statement of revocation in writing and are not required to state a reason.

### REVIEW OF THE IEP

At least once a year, there will be a meeting to review the IEP document. You may also request, in writing, a review at any time.

### SERVICE DELIVERY LOCATION

Special education services may be delivered in a continuum of locations, based on the "least restrictive environment" necessary for the student to be successful.