



Overview of Special Education



January 23, 2024



➤ Agenda

01

Referral Process

Discussion of steps needed if a disability is suspected

03

Continuum of Services

Review of IEP services

02

Eligibility for Special Education

Review of assessment process, timelines, 13 categories of disability, and IEP process

04

Questions?



01



Referral Process





➤ **Assessment Plan**

[Blank Assessment Plan \(English\)](#)

[Blank Assessment Plan \(Spanish\)](#)

02



Eligibility for Special Education



➤ Assessment Process

- Assessment Plan signed in agreement
- 60 days to complete assessments
 - Observations
 - Teacher and Parent/Guardian Input
 - Rating Scales and Interviews
 - Student Assessments
 - Based on all areas of suspected disability
- IEP Meeting to review results of assessments/ discuss eligibility for special education

Federal disability categories for special education

There are 13 categories of special education as defined by the Individuals with Disabilities Education Act (IDEA). In order to qualify for special education, the IEP team must determine that a child has one of the following:

- Autism
- Blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment



IEP Process

- Student is found eligible
- Individualized Education Plan (IEP) is developed
 - Student will have a case manager
 - Goals will be proposed
 - Accommodations will be proposed
 - The Least Restrictive Environment (LRE) will be proposed
- Data and team discussions will help to develop the IEP
 - Sent to parent/guardian for approval
 - Cannot be implemented until agreed upon

03



Continuum of Services

Overview of Programs in CVUSD

Special Education Department Website





Placement Options



Continuum of Educational Placements

Least Restrictive Environment

A regular classroom with a general education teacher

Regular classroom with accommodations/modifications

Co-taught, co-lab, instructional aide, behavioral aide, push-in related services, and/or assistive tech

Students with disabilities & non-disabled peers educated together

Regular classroom with pull-out services

Specialized academic instruction, intervention, or related services: speech, OT, PT, ABA

Students with disabilities spend most of their day with non-disabled peers

Separate classroom (all students have IEPs)

Can be called SAI, Mild-Mod, Mod-Severe, SDC, Life Skills, Functional Skills

Students with disabilities spend little or no learning time with non-disabled peers

Separate school (all students have disabilities)

Non-public school, SELPA regional program or county program

No non-disabled peers available

Home education options

Independent study, home hospital, homeschool charter

No peers available

Most restrictive environments

Residential or institutional care, hospital, incarceration



➤ Related Services



- Related services are services required to assist a child with a disability to meet their IEP goals and make educational progress
- They are determined by the needs, goals, and supports identified in an IEP



- They are documented in the IEP

04



Questions/ Discussion



↗ Resources



- [Special Education Webpage](#)
- [SEDAC Meetings](#)



- [Parent Guide to Special Education \(ENG\) / Parent Guide to Special Education \(SPANISH\)](#)
- [Ventura County SELPA website](#)

