

Parent Guide for Special Education

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April is Autism Awareness

➔ **Doctors look at me and say I am autistic but my Mommy holds me and says I am perfect.**





Aragon High School Special Education Office

- ➔ Notice of Procedural Safeguards
- ➔ Parent Resources
- ➔ Request for Assistance
- ➔ Referral
- ➔ Contacts
- ➔ Additional Resources




Parent Resources

- ➔ Alternative Dispute Resolution
- ➔ Child Find
- ➔ IEP Resources
- ➔ Parent Help Line
- ➔ Parents Rights
- ➔ Resource Parent Council
- ➔ Special Education Web Sites
- ➔ Special Olympics - Northern California
- ➔ New Resource for Parents of Children with Special Needs




Request for Assistance

- ➔ ***What should I do if my child is having difficulty learning in school?***
- ➔ You may:
- ➔ Contact the teacher to discuss your concerns and provide information that might be helpful. Ask for assistance. Attend a meeting to help determine if your child is suspected of having a disability.



What if the teacher reports that my child is having difficulty learning in school?

- ➔ The school district may:
- ➔ Contact you for information. Attempt different strategies for teaching your child and document the results. Use an intervention assistance team to generate additional ideas for teaching your child and make a record of the results; and/or Contact you to participate in a meeting to determine if your child is suspected of having a disability.



Referral – Who can make a referral (request for evaluation)?

- ➔ If you or someone else thinks your child may have a disability and may need special education and related services, a referral for evaluation may be made by:
 - ➔ You, the parent
 - ➔ School staff
 - ➔ The San Mateo County Office of Education or another public agency.



If you, the parent, make the referral:

- ➔ You may request that your child be evaluated for a suspected disability either verbally or in writing. It is recommended that your request for an evaluation be in writing so that there is documentation of when the timelines for the school district response began. *If school staff, the San Mateo County Office of Education or another public agency make the referral:*
- ➔ Someone from the school district will contact you.



After a referral is made and before the evaluation begins

- ➔ You must be given prior written notice within 30 days of the date of referral. Prior written notice tells you that the school district is either proposing to take some action related to the question of your child qualifying for or receiving special education services, or that the school district is refusing to take any action related to this question, and in both cases explain the districts decision. If the school district suspects your child may have a disability and needs an evaluation, the district must get your consent in writing to evaluate your child.



If you refuse to give your consent:

- ➔ If you refuse to give your consent for your child to be evaluated, the school district may use mediation or due process procedures to receive approval to evaluate your child. (See explanations of these terms in the definitions section.) Requirements for a child to be eligible for special education and related services have been established for each of the disabilities recognized in federal and state law. The disabilities are defined in the section of this document titled, definitions of Disability Terms.



What does consent mean?

- ➔ You have been fully informed of **all** information necessary to make a decision about a proposed activity. This information must be provided in your native language or other mode of communication you use. You understand and agree in writing to the proposed activity. The consent you sign must describe the proposed activity and list any records on your child that will be released. It must also list who will receive these records. You understand that giving your consent is voluntary and that you may revoke your consent at any time. You understand that if you revoke your consent, that revocation does not overturn an action that occurred after you gave consent but before you withdrew consent.




What is an IEP?

- ➔ An IEP is a written statement for a child with a disability that outlines the educational goals and objectives your child will work on in the coming year. It also outlines the supports and services your child needs to meet the goals stated in the IEP. Federal and state regulations require that the IEP be developed, reviewed and revised in a meeting of qualified individuals that include you, the parent.
- ➔ IEP = Individual Educational Plan



When must the IEP meeting take place?

- ➔ A meeting to develop an IEP must be conducted within 30 days of a decision that the child needs special education and related services. The IEP must be put into action as soon as possible following the IEP meeting.



When must the IEP be completed and in effect?

- ➔ The initial (first or original) IEP must be developed within whichever of these time periods is the shortest:
- ➔ 30 calendar days of the decision that the child needs special education and related services
- ➔ 90 calendar days of receiving the parents consent for an evaluation
- ➔ 120 calendar days of when a parent or school district makes a request for evaluation
- ➔ The IEP must be in effect by the child's third birthday and at the beginning of each school year following that.



What does the IEP include?

- ➔ The IEP includes:
- ➔ Information about your child's future.
- ➔ Information about how your child is currently learning and functioning.
- ➔ A statement of goals that can be measured annually, including goals for how much your child learns and how well your child functions.
- ➔ The information also should include benchmarks or short-term objectives related to learning and functioning that are designed to meet your child's needs.



What must the IEP team consider in developing an IEP?

- ➔ The IEP team must consider:
- ➔ Your child's strengths.
- ➔ Your concerns for improving your child's education.
- ➔ The results of the first or most recent evaluation of your child.
- ➔ The results of your child's performance on any state-wide or district-wide assessments.
- ➔ What your child needs to learn, develop and function properly.



Results of IEP

- ➔ Your child has an Individualized Educational Plan and annual goals
- ➔ Once a year you will have a meeting with an IEP Team regarding your child's educational accommodations
- ➔ Every three years you will have a triennial to determine eligibility and testing
- ➔ You can keep in contact with your case manager to follow-up with your child



Additional Special Education Community Resources (cont'd)

➔ **Community Alliance for Special Education –
CASE**

1550 Bryant Street, Suite 835

San Francisco, CA 94103

415-431-2285 phone

415-431-2289 fax

Infor@caseadvocacy.org

➔ **Hollyrod Foundation**

www.hollyrod.org



Additional Special Education Community Resources (cont'd)

➔ **Parents Association for Retarded Children of San Mateo County - PARCA**

Parca Main Office

800 Airport Blvd., Suite 320

Burlingame, CA 94010-3210

Phone: (650) 312-0730

Fax: (650) 312-0737

email: parca@parca.org



Community Resources (cont'd)

➔ **Parent Helping Parents - PHP**

Sobrato Center For Nonprofits - San Jose
1400 Parkmoor Avenue Suite 100
San Jose, CA 95126

➔ Phone: (408) 727-5775

➔ Toll Free in CA (855) 727-5775

➔ Fax Numbers: General (408) 286-1116,
Education Dept: (408) 286-1117



Community Resources (cont'd)

➔ Regional Center

3130 La Selva Street, Suite 202

San Mateo, CA 94403

Phone: (650) 574-9232

Fax: (650) 345-2361



Community Resources (cont'd)

- ➔ **Special Education Local Plan Area – SELPA**
- ➔ 101 Twin Dolphin Drive
- ➔ Redwood City, CA 94065
- ➔ Phone: 650-802-5464
- ➔ Fax: 650-802-5474