



Special Education 101

School Governance Night
October 29, 2018
Davis Joint Unified School
District

Special Education Leadership Team

- Director of Special Education - Patrick McGrew
- Program Specialists - Jennifer Galas & Riley Chessman



A word cloud centered around the word "Leadership". The word "Leadership" is the largest and most prominent, written in black. Surrounding it are various other words in different colors and orientations, including: Appreciation (purple), Strategy (orange), Humility (blue), Commitment (green), Responsibility (red), Listening (blue), Integrity (red), Honest (blue), Communication (blue), Values (blue), Purpose (green), Determination (red), Passion (orange), and Principles (purple).

DJUSD

Special Education Mission Statement

Support all students with disabilities in achieving their highest potential in the areas of academics, communication, social skills, and life skills to become included, productive members of the community.



Purpose of Special Education

- Access to education
- Appropriately support students
- Ensure educational benefit
- Build independence



The IEP Process

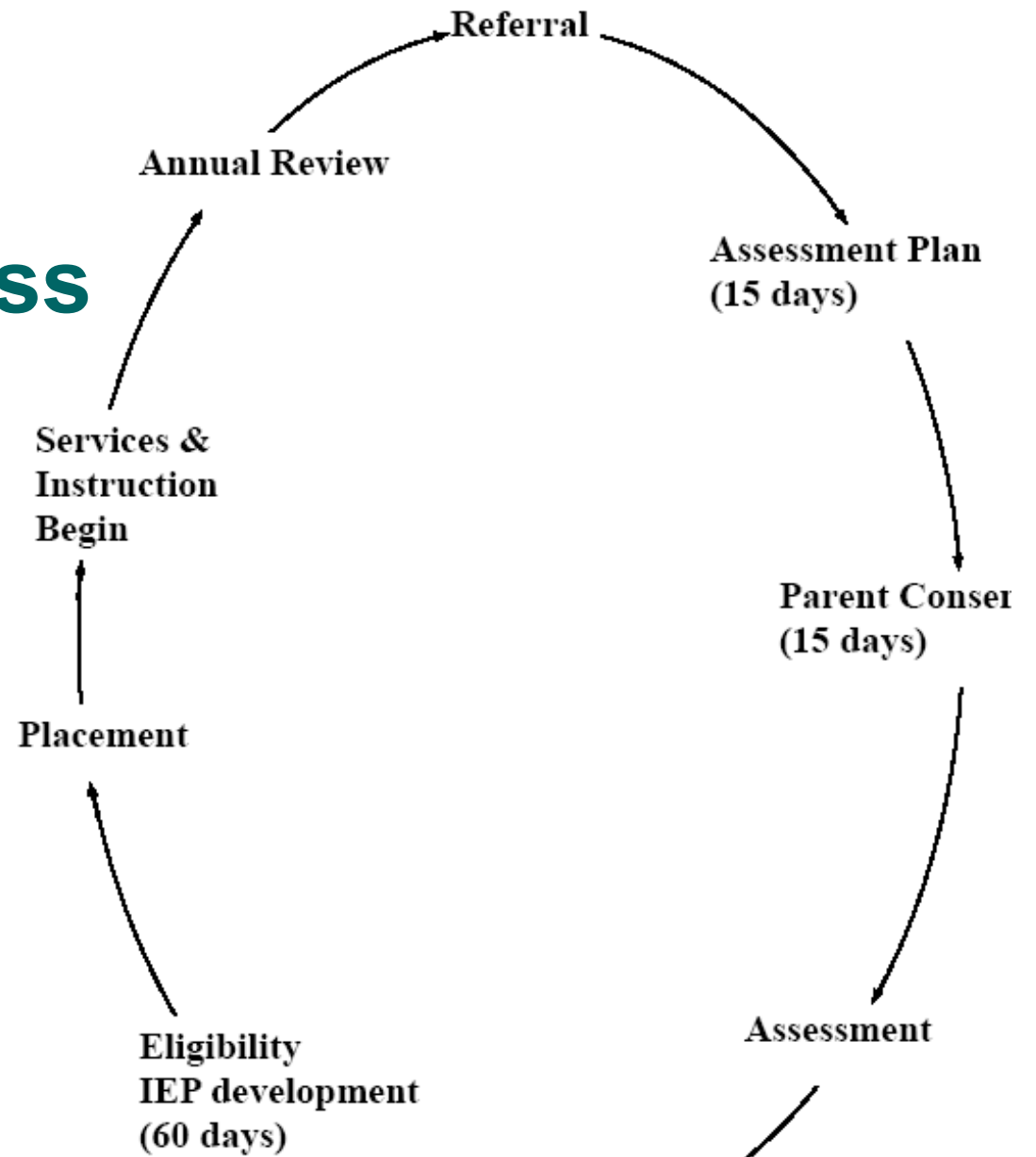


Fig. 1

Referral Process

- Parents/Guardians
- School staff
- Private school staff
- SST meeting – general education function and helps identify accommodations and interventions

REFERRALS



Referral Considerations

- Only after resources of the general education program have been considered and, where appropriate, utilized.
- Can follow Student Study Team process in which interventions are attempted within the general education program.



Assessment: Disability Categories



- **Autism**
- **Deaf-blindness**
- **Deafness**
- **Hard of Hearing**
- **Intellectual disability**
- **Multiple disabilities**
- **Orthopedic impairment**
- **Other health impairment (i.e., having limited strength, vitality, or alertness that affects a child's educational performance)**
- **Emotional disturbance**
- **Specific learning disability**
- **Speech or language impairment**
- **Traumatic brain injury**
- **Visual impairment, including blindness**
- **Established medical disability (Preschool Only)**

Two Prong Test

- Student must qualify under one of the categories,
- (AND)
- Student must require special education services to access their education.



The IEP Process Overview



- Team Members
- Review the assessment reports and other evaluation documentation
- Identify present levels of performance
- Discuss the child's needs
- Write goals to address needs
- Determine placement and supports

Guiding Principles



- Free Appropriate Public Education (FAPE)
 - Designed to meet the child's unique needs
 - Provides access to the general curriculum
 - Reasonably calculated to provide educational benefit
- Least Restrictive Environment (LRE)
 - To the maximum extent appropriate, students with disabilities are educated in general education classes with supplementary aids and services

Special Education Program Continuum

- General education with related services
- Resource program
- Inclusion program
- District special day classes
- County special day classes
- Non-public schools



Special Education in DJUSD

- Preschool program
- Resource Specialist Program – mild/moderate
- Inclusion program – moderate/severe
- Special day class program
 - Educational Foundations – Holmes and DSHS
 - Behavior Learning Class – Patwin and Emerson
 - Primary SDC – Birch Lane



