

# **SPECIAL EDUCATION SUPPORTS STUDENTS WITH DISABILITIES**

**PRESENTED BY:  
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# WHAT IS SPECIAL EDUCATION?

Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. Special Education services can be available from birth through the individual's 22<sup>nd</sup> birthday.

Special Education is a service, not a place



# THE GOALS OF THE SELPA

Deliver high quality special education programs and services to the students with disabilities in the most effective, efficient and cost effective manner practicable.

Foster cooperation within the local districts for coordination between regular and special education



SELPA = Special Education Local Plan Area

## Continuum of services

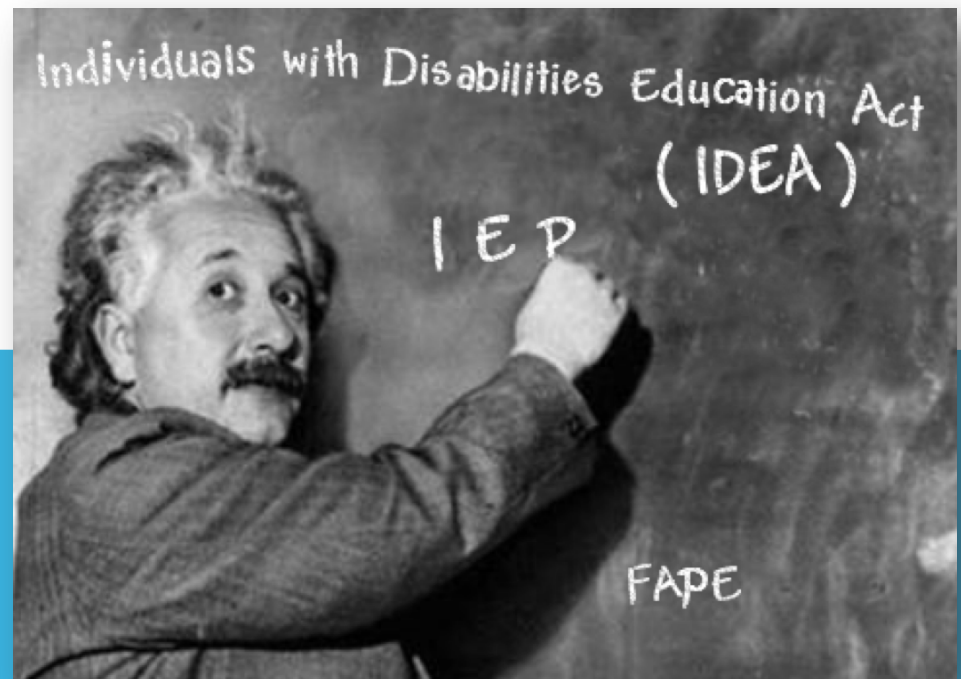
Maintain programs and service that promote opportunities for individuals with disabilities to achieve at a level commensurate with their ability

Assure inclusion

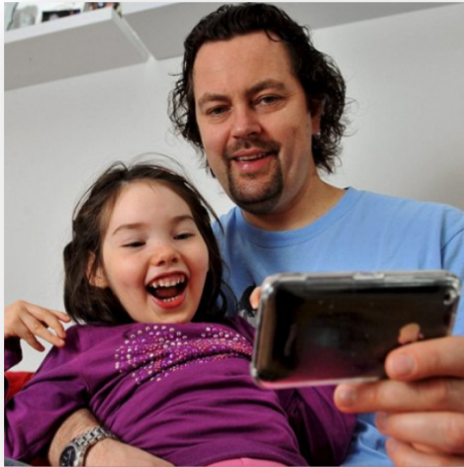
Assure the availability of due process rights

Encourage parent participation and provide parent education

Assure certificated and classified professional development (Teachers and Instructional Aides)

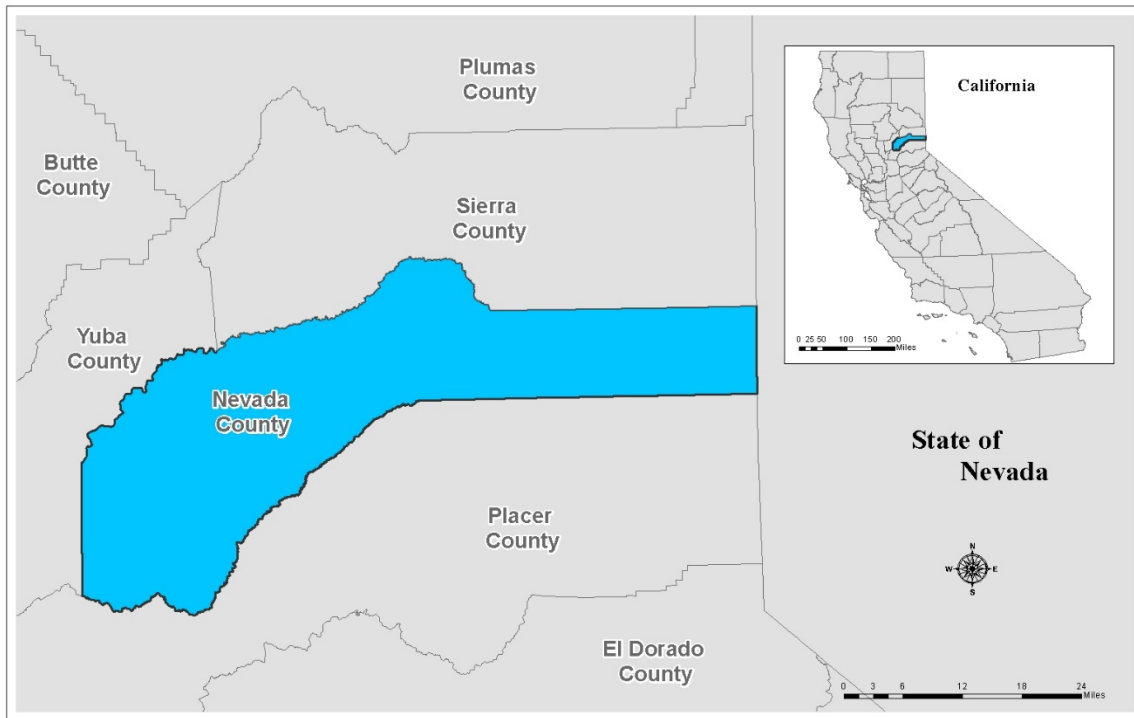


# WHO DO WE SERVE?



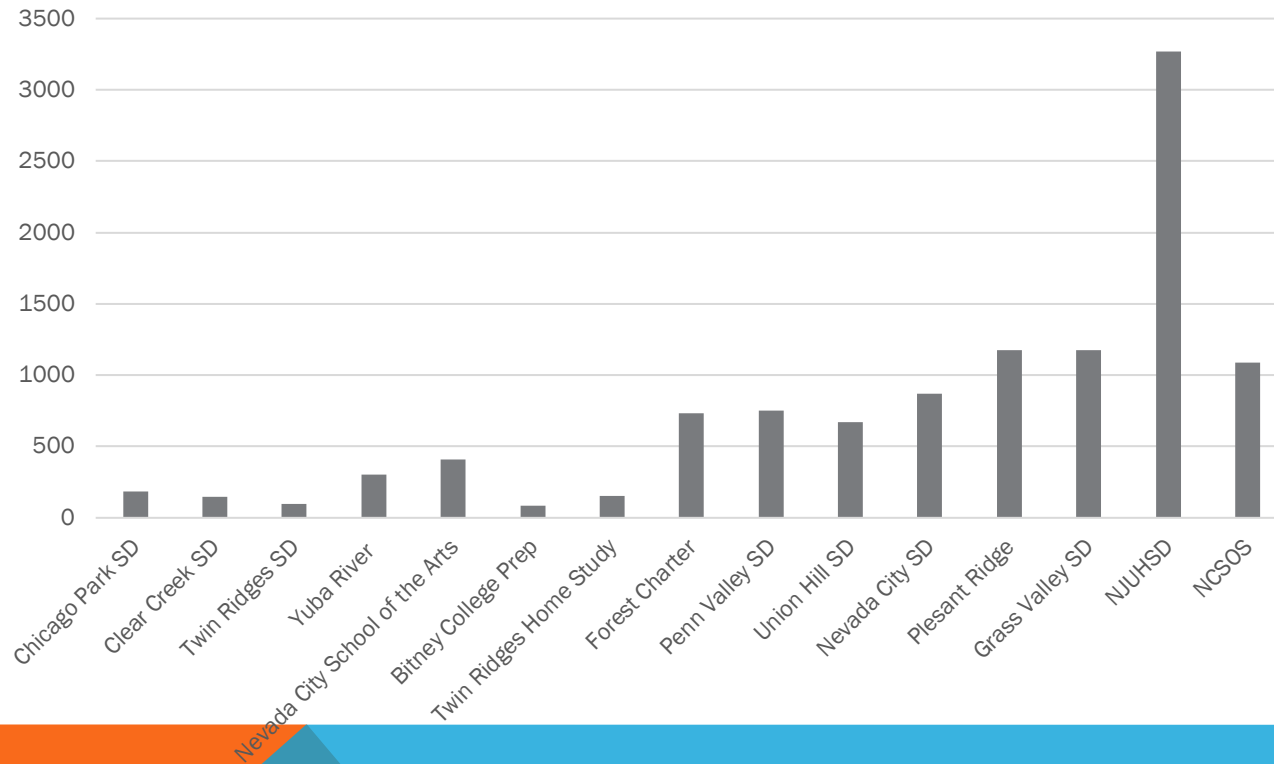
# NEVADA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

## Participating Local Education Agencies



Grass Valley School District (SD)  
Nevada Joint Union High SD  
Nevada City SD  
Union Hill SD  
Chicago Park SD  
Clear Creek SD  
Twin Ridges SD  
Penn Valley SD  
Pleasant Ridge SD  
Yuba River Charter School  
Nevada City School of the Arts  
Bitney College Prep  
Twin Ridges Home Study School  
Forest Charter School  
NCSOS

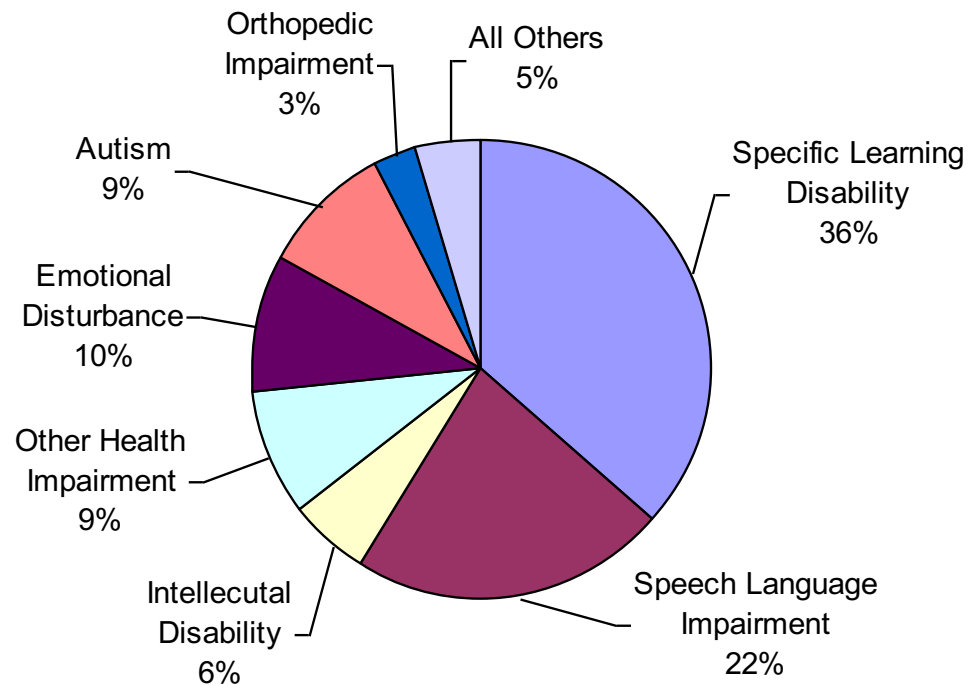
## 2016-17 CBEDS, (California Basic Educational Data Systems) by LEA



Chicago Park SD	182
Clear Creek SD	145
Twin Ridges SD	95
Yuba River	305
Nevada City School of the Arts	408
Bitney College Prep	86
Twin Ridges Home Study	151
Forest Charter	731
Penn Valley SD	754
Union Hill SD	669
Nevada City SD	868
Pleasant Ridge	1178
Grass Valley SD	1176
NJUHSD	3272
NCSOS	1,091
Total	11111



# NEVADA COUNTY SPECIAL EDUCATION BY DISABILITY





# STUDENT DATA



Decline in special education count

- Speech & Language Impaired
- Specific Learning Disabilities

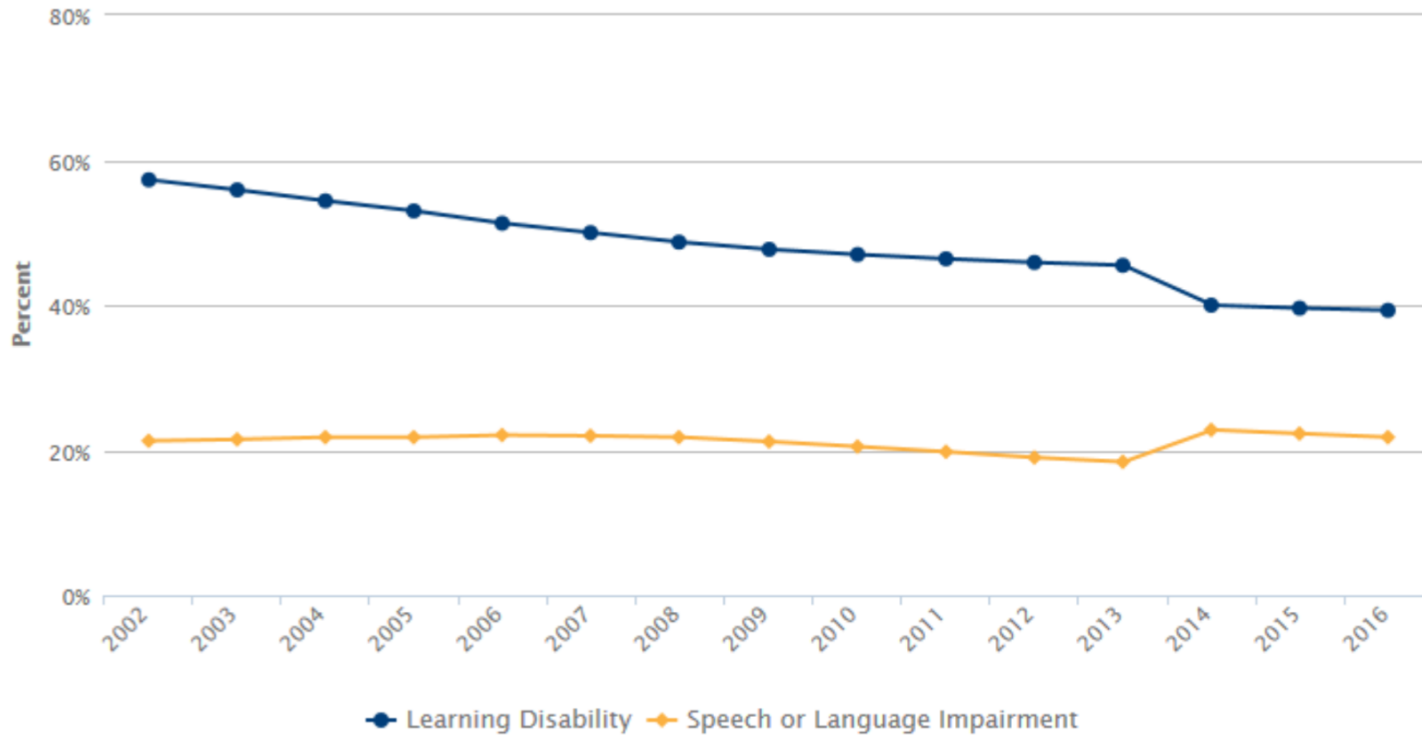
Increase in Severely Handicapped  
Disabilities

- Autism
- Hard of Hearing
- Emotional Disturbance

# Special Education Enrollment, by Disability: 2002 to 2016

(Disability: Learning Disability, Speech or Language Impairment)

## California



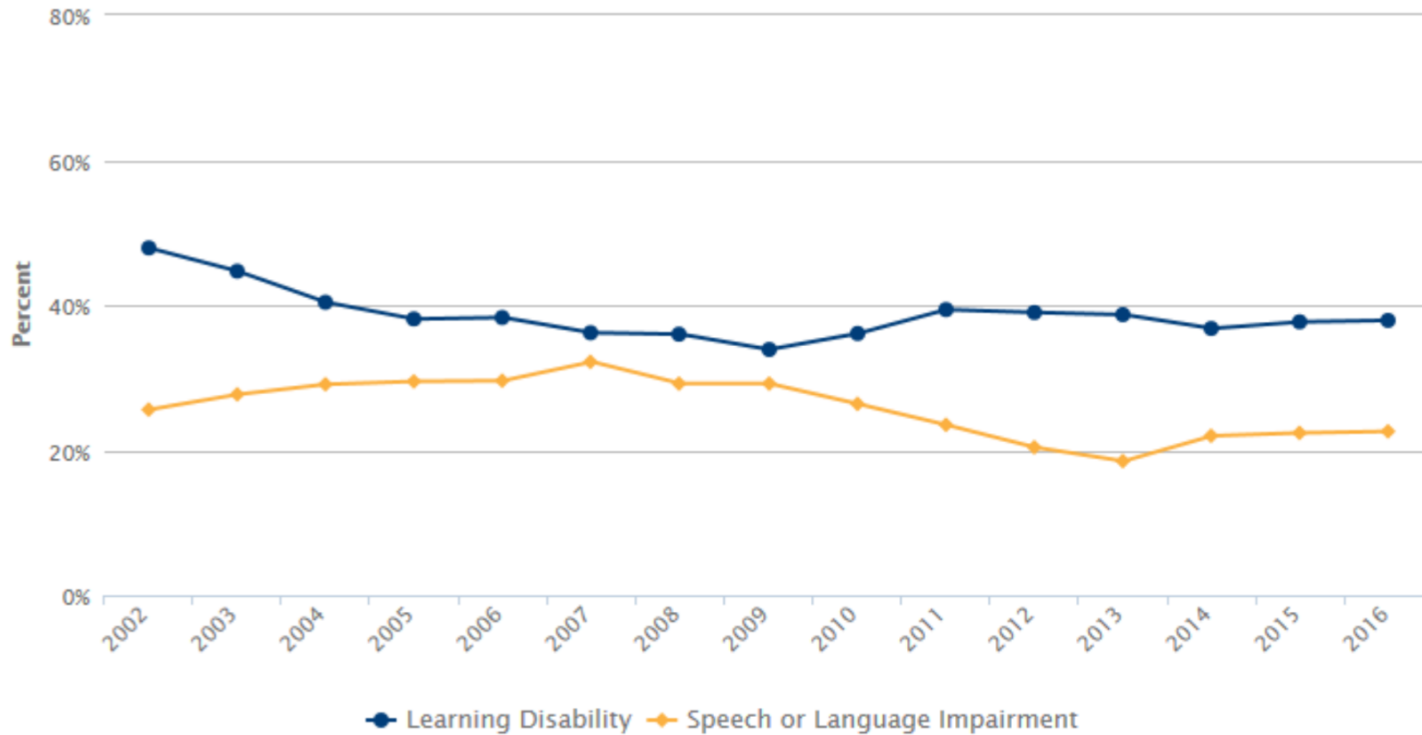
Definition: Percentage of public school students receiving special education services in grades K through 12, by disability type (e.g., among California students enrolled in special education in 2016, 13.2% were enrolled for autism).

Data Source: [As cited on kidsdata.org](http://kidsdata.org), California Dept. of Education, Special Education Division custom tabulation (Dec. 2016).

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## Nevada County



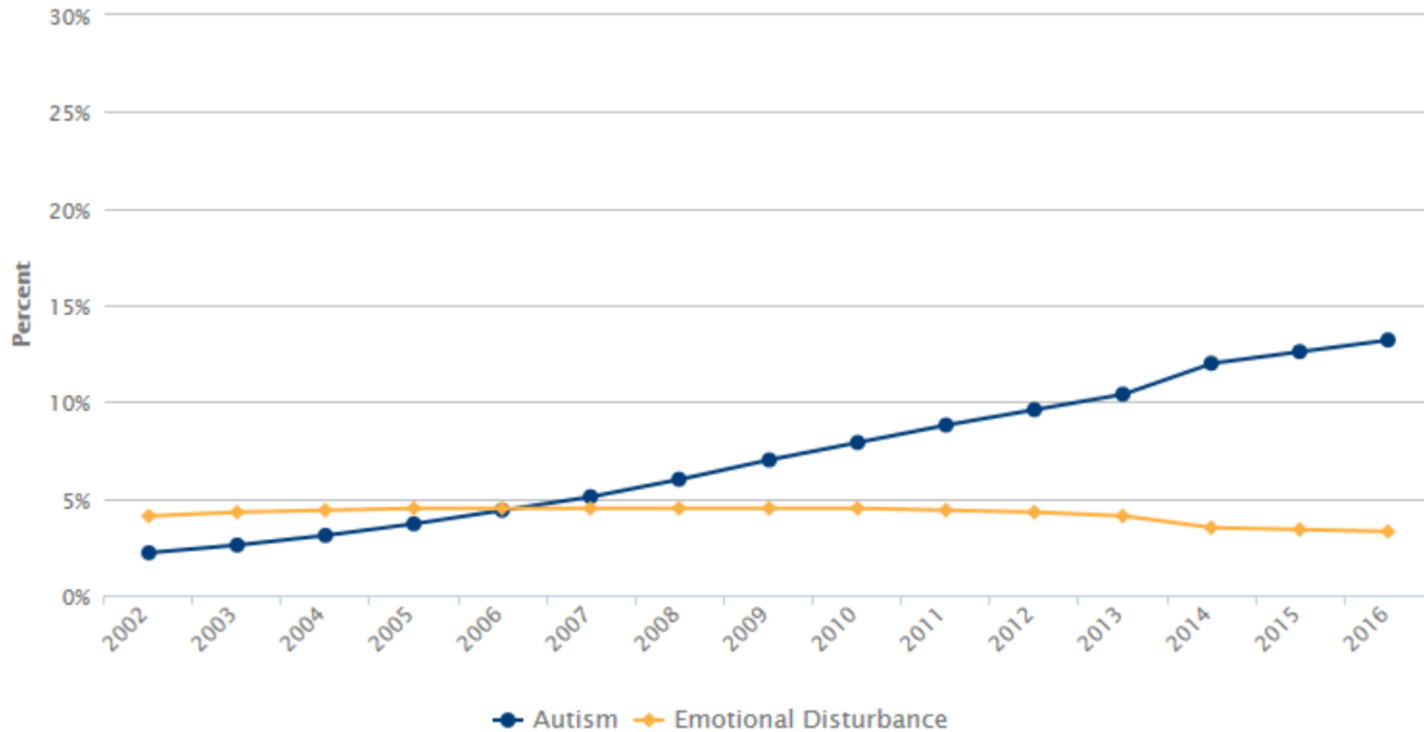
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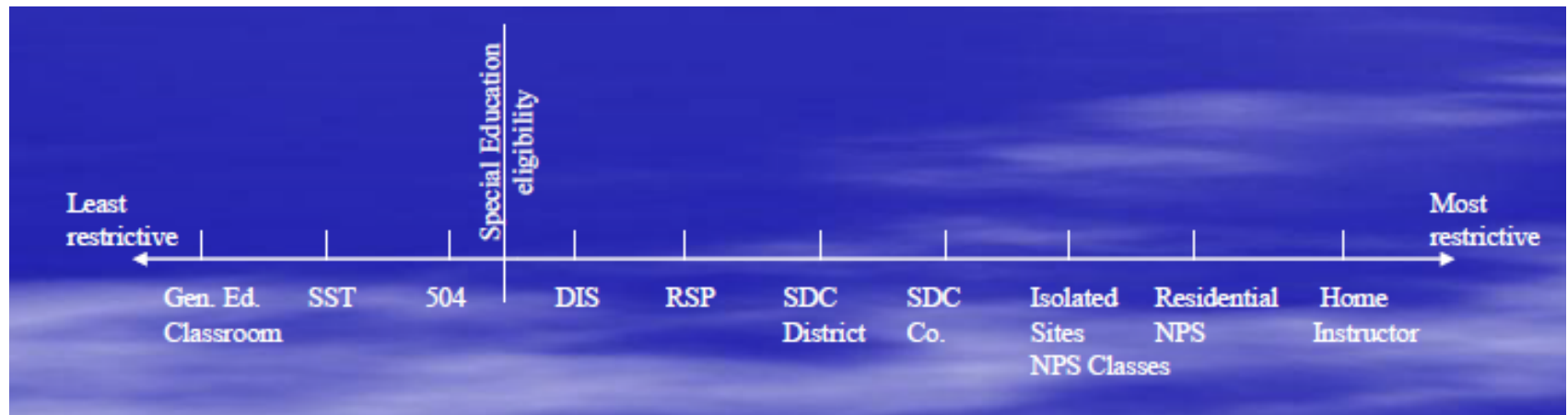


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# EDUCATIONAL CONTINUUM

IDEA Section 300.114(a)(2)(i) and Section 300-115(a) tell us: To the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Each public agency shall ensure that a continuum of alternative services placement is available.



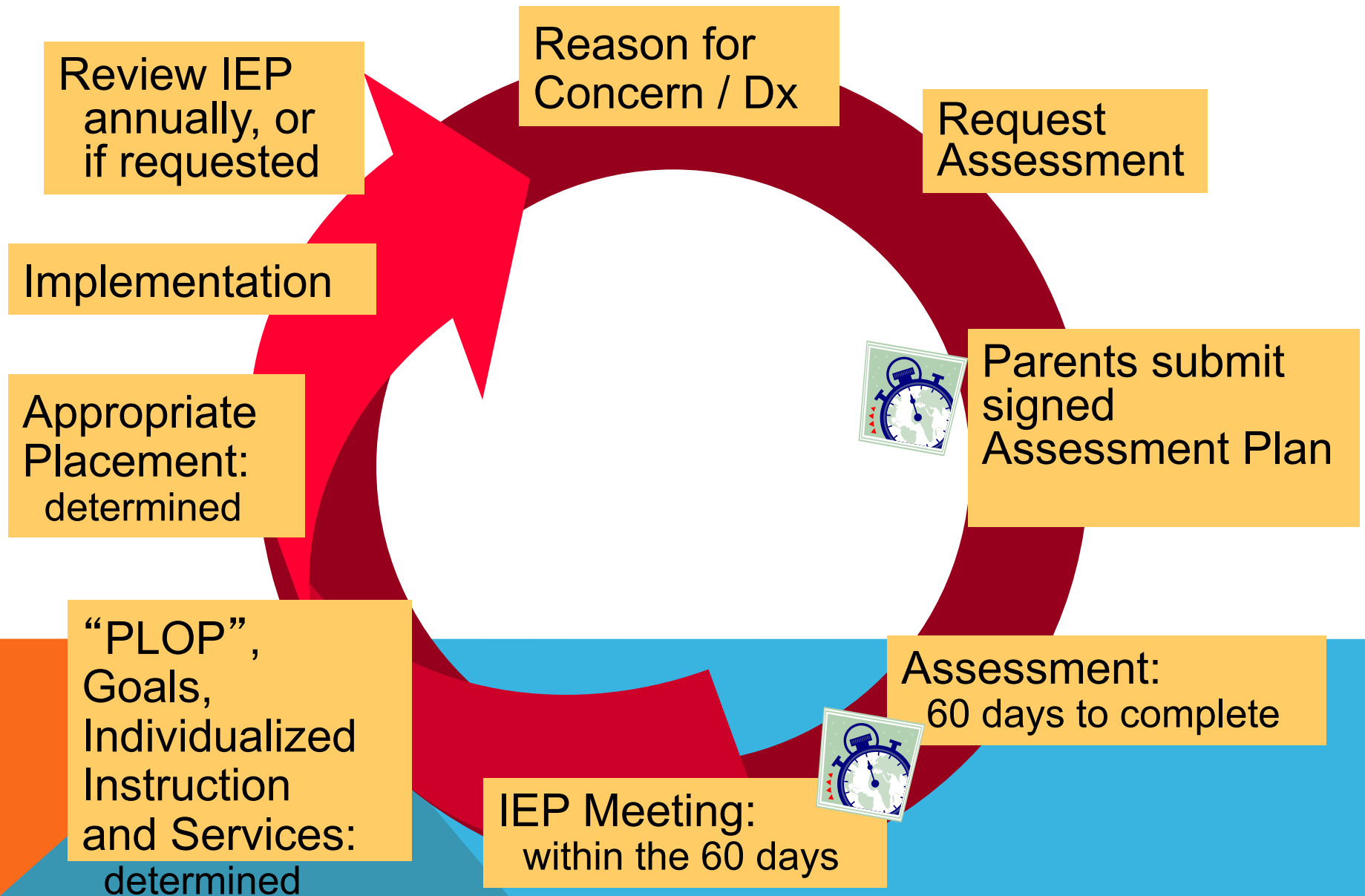
# INDIVIDUALS WITH DISABILITIES ACT (IDEA) 2004

Students with disabilities have a right to a Free Appropriate Public Education (FAPE)....

- In the Least Restrictive Environment (LRE)
- As described in the IEP designed to provide “educational benefit”



# CYCLE OF SPECIAL EDUCATION



# WHO IS ELIGIBLE?

Between the ages of 3 –22

Two Pronged Test:

1. Meets the definition of an individual with a disability
2. Disability must:
  - adversely affect educational performance
  - require special education



# SPECIAL EDUCATION CATEGORIES

Autism

Deaf

Deaf Blind

Emotionally Disturbed

Hard of Hearing

Mental Retardation

Multi-handicapped

Visually Handicapped

Orthopedically Handicapped

Other Health Impaired

Specific Learning Disability

Speech Impaired

Traumatic Brain Injury

# THE IEP INCLUDES:

Present level of functioning

Measurable annual goals and short term objectives

Statement of specific modifications, accommodations, special education services, related services, supplementary aids and services to be provided

Explanation of the extent to which the student will participate in general education

Statement regarding participation in State and District wide assessments

Projected date for beginning services

Evaluation procedures for measuring progress on goals and objectives.



# IEP COMPONENTS CONTINUED:

Statement of how child's parents will be regularly informed of progress

Prevocational/employment/ career education goals, if appropriate

Alternative criteria for promotion

Graduation, if appropriate

A plan for transition into general education

Specialized services and equipment, if appropriate

Transportation needs

Goals for learning English, for students identified as English Language Learners

Extended school year, if appropriate

(Education Code 56345)



# A FINAL THOUGHT...

Students with special needs are general education students who require specialized instruction

As a team, we can work together for each student's success

