

The Special Education Process

Referral

A referral is a formal request for testing to determine eligibility for special education services. Parents and school professionals are able to make a referral if they suspect a child's ability to perform in school is being affected by a disability. Referrals typically are made after a variety of interventions have been used through the Multi-Tiered Systems and Supports (MTSS) process.

Evaluation/Assessment/Testing

Parents must give written consent, usually on an assessment plan, before the school can conduct the testing for special education eligibility. Once parent gives consent, the school has 60 days to complete the testing and hold a meeting to review the findings. The evaluation will include gathering information from the parents, teachers, and health providers as necessary.

Eligibility Meeting/Initial IEP

A meeting will be scheduled to review the assessment results and to determine eligibility. This first meeting is called the "Initial IEP." People at the meeting should be the student's teacher, the special education teacher, the school principal, and the person or persons that did the testing, such as the school psychologist or the speech and language pathologist.

Individualized Education Program (IEP)

If the IEP team and parent agree the student is eligible for special education services, then an IEP will be developed. The team will compile information to help create specific goals and objectives to target areas identified in the assessments. Services and placement will be determined to best meet the student's needs.

Annual Review

The student's IEP must be reviewed every year for progress on goals and to develop new goals. Parents or the IEP team can request an IEP at any time to discuss progress, goals, or concerns.

Triennial Review

Every 3 years, an assessment will occur to review eligibility for special education. Often the IEP team will attempt to hold the Annual IEP together with the Triennial Review.

Special Education Local Plan Area (SELPA)

Mission

Our mission at MUSD, where students always come first, is to ensure that all students have a rigorous, high-quality education which empowers them with twenty-first century skills, enabling them to be successful in college, career, and society.

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MORONGO

Unified School District

A Parent's Guide to Special Education



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Individualized Education Program

It is important to remember that eligibility categories are not the same as a medical diagnosis.

Eligibility categories as defined in CCR3030 include:

- Autistic-like Behaviors
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech and/or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Preparing for the IEP

- Write down a list of questions ahead of time
- Bring any medical documents that may help the team develop an appropriate IEP.
- Talk with the teacher or case manager to know what will be discussed at the meeting.
- Let the IEP team know if you will be bringing anyone with you.
- During the meeting, be sure to ask questions if you don't understand.

Early Childhood

MUSD works closely with Inland Regional Center in providing services to eligible children aged birth to 3. At age 3, MUSD will conduct assessments to determine if the child is eligible for special education services through the Early Childhood Program. Children that are eligible for speech services typically receive those services at their local school.

Communication

Feeling comfortable to contact the IEP team is critical in advocating for your child and ensuring the success of the program. Email can be used to request IEP meetings, or to get answers to questions, or share information.

Community Advisory Committee

This special education committee is mandated by the California Education Code. Concerned persons, including parents, educators, and community members, actively promote the well-being of students with disabilities within the community through participation in communication, advocacy, education, and support services. The CAC provides educational programs for parents and advises the Board of Education on issues of concern. Contact the Special Education office for more information.



Educational Placements

Any change in placement requires parent's consent and will be determined during an IEP. All students are to be educated within the Least Restrictive Environment (LRE) to meet the student's needs. LRE refers to limiting or restricting a student from interacting with non-disabled peers. The following list is from least restrictive to most restrictive.

General Education

Regular program taught by regular education teacher, but may also be co-taught by a special education teacher, or have instructional assistants.

Mild/Moderate Needs

Specialized academic instruction may be provided in a general education class known as push-in, or as a pull-out program. Pull-out program means the student leaves the general education class for special education services.

Extensive Needs

Classes are offered for students that need special education services for more than half of the school day, and specialize in one of the following areas:

- Learning Disability
- Emotional Disturbance
- Autism
- Severe Disability
- Positive Learning Using Social Skills (PLUS)

Non-Public Schools (NPS)

NPS's are schools contracted with MUSD to provide special education services at a higher level of supervision.

Residential Placement

Students requiring 24/7 educational and residential services outside of their home.

Home/Hospital

Home/Hospital teaching is intended as a short term placement for medical reasons. The student has no contact with peers making this highly restrictive.

Special Circumstances Instructional Assistants

SCIAs work 1:1 with a student, under the direction of a credentialed teacher. Often these students will rely on the adult for communicating with their peers making this a highly restrictive service.