

Special Education

WEBVTT

00:00:08.530 --> 00:00:11.390

Welcome to our Parent
Information video. I'm Moira.

00:00:11.390 --> 00:00:13.540

And I'm Joe. This video
is brought to you

00:00:13.540 --> 00:00:15.410

by East County SELPA
in collaboration

00:00:15.410 --> 00:00:17.420

with the Exceptional Family
Resource Center

00:00:17.420 --> 00:00:19.340

for Parents by Parents.

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Here are the five things you need
to know about special education.

00:00:23.010 --> 00:00:25.440

Number one,
a student with an IEP

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is a general education
student first.

00:00:28.750 --> 00:00:30.180

Every student belongs.

00:00:30.180 --> 00:00:32.100

Every student
should be an active

00:00:32.100 --> 00:00:35.360

valued member of their school

and classroom communities.

00:00:35.360 --> 00:00:38.130
Special education is an add on
to general education,

00:00:38.130 --> 00:00:40.140
curriculum and services.

00:00:40.140 --> 00:00:43.620
So, students should be accessing
the same opportunities

00:00:43.620 --> 00:00:46.960
and programs as their peers
who do not have IEPs.

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Keep in mind, though,
that you will often

00:00:49.830 --> 00:00:53.340
be interacting with general
education staff for attendance,

00:00:53.340 --> 00:00:56.010
grading, before
and after school care,

00:00:56.010 --> 00:00:58.250
discipline, athletics and so on.

00:00:58.920 --> 00:01:02.730
While you can bring all your
concerns to an IEP team meeting,

00:01:02.730 --> 00:01:06.450
not every problem can be
resolved by that same IEP team.

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The administrative designee
at the meeting

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should help you to find
the right school

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point of contact
to address your concerns.

00:01:14.980 --> 00:01:17.910
Number two. Special education
is a service, not a place.

00:01:18.470 --> 00:01:20.880
Special education is a
collection of supplemental aides

00:01:20.880 --> 00:01:23.440
and supports that are designed
to help a student

00:01:23.440 --> 00:01:25.320
meet their specific goals.

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Most students with IEPs
are served

00:01:26.840 --> 00:01:28.420
within the general
education classroom

00:01:28.420 --> 00:01:30.510
for at least
some of their school days.

00:01:31.120 --> 00:01:33.050
Special education
should be fluid.

00:01:33.050 --> 00:01:35.270
Students with disabilities
are getting different needs

00:01:35.270 --> 00:01:37.110

met in different environments

00:01:37.110 --> 00:01:39.310
with different services
throughout the day.

00:01:39.310 --> 00:01:40.890
Just because a student
is found eligible

00:01:40.890 --> 00:01:44.280
to have an IEP does not mean
that the student automatically

00:01:44.280 --> 00:01:46.710
goes to a different classroom
or a different school.

00:01:46.710 --> 00:01:49.560
The IEP is based
on the student's needs,

00:01:49.560 --> 00:01:51.370
not their disability category.

00:01:51.370 --> 00:01:54.950
Placement is decided by a team
with the family

00:01:54.950 --> 00:01:56.640
as a member of that team.

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As much
and as often as possible,

00:01:58.750 --> 00:02:01.980
the student should be learning
what same age peers are learning

00:02:01.980 --> 00:02:04.390
and learning alongside
those same age peers.

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Number three. Parents are
essential members of the IEP
team.

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Parents have special protected
rights and responsibilities.

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Parents can refer students
to special education.

00:02:16.590 --> 00:02:19.710
Parents bring a unique
perspective about the student,

00:02:19.710 --> 00:02:22.290
including the student's
background, strengths,

00:02:22.290 --> 00:02:25.450
interests, learning style
and long term goals.

00:02:26.400 --> 00:02:29.690
Parents approve assessment
and initial placement.

00:02:30.290 --> 00:02:33.420
Parents are valued participants
in IEP meetings.

00:02:34.020 --> 00:02:37.610
Parents can ask questions
before signing any documents.

00:02:38.390 --> 00:02:41.190
Parents are entitled
to view IEP documents

00:02:41.190 --> 00:02:43.790
and their notice
of procedural safeguards

00:02:43.790 --> 00:02:46.440
in their primary language
or mode of communication.

00:02:47.530 --> 00:02:50.280
Parents can request
and review pupil records.

00:02:50.910 --> 00:02:54.110
Parents can disagree with what the
school offers to the student.

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Parents can request
an IEP meeting at any time.

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And most of all, research shows
that strong collaboration

00:03:01.980 --> 00:03:04.020
between families and schools

00:03:04.020 --> 00:03:06.750
creates better educational
outcomes for students.

00:03:07.340 --> 00:03:10.970
Number four, Every student is
ready for life after an IEP.

00:03:12.030 --> 00:03:14.820
It's important to have high
expectations for all students,

00:03:14.820 --> 00:03:17.950
including students receiving
special education services.

00:03:17.950 --> 00:03:21.200
Having an IEP doesn't mean
that a student cannot take AP

00:03:21.200 --> 00:03:22.840
or honors coursework.

00:03:22.840 --> 00:03:25.550
Having an IEP does not mean
that a student cannot enroll

00:03:25.550 --> 00:03:27.610
in career
technical education courses.

00:03:28.210 --> 00:03:30.410
All students should be ready
to continue learning

00:03:30.410 --> 00:03:32.780
after high school
or a transition program.

00:03:33.470 --> 00:03:35.670
All students should exit
special education,

00:03:35.670 --> 00:03:38.330
prepared to pursue
a career of their choice.

00:03:38.880 --> 00:03:42.470
Special education should build
toward both employability

00:03:42.470 --> 00:03:44.130
and lifelong learning.

00:03:44.130 --> 00:03:47.620
Number five. The aim is to
maximize student independence.

00:03:48.160 --> 00:03:49.370
As they grow,

00:03:49.370 --> 00:03:51.969
we want students to learn
to advocate for themselves.

00:03:52.530 --> 00:03:55.460

As students participate
in classrooms and schools,

00:03:55.460 --> 00:03:57.980

they learn the skills
to become active members

00:03:57.980 --> 00:04:00.010

of their communities.

00:04:00.010 --> 00:04:02.400

No matter the person's
support needs,

00:04:02.400 --> 00:04:04.660

everyone should have
the opportunity

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to explore interests,
express preferences, set goals,

00:04:09.390 --> 00:04:13.320

take risks, solve problems,
and make decisions.

00:04:13.850 --> 00:04:15.670

When it comes
to special education,

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self-determination
and future independence

00:04:18.710 --> 00:04:22.910

are the ultimate goals.
We hope this video is helpful

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and makes a difference
for your child.

00:04:25.780 --> 00:04:27.420
Please check out the QR code

00:04:27.420 --> 00:04:29.840
for contact information
and more details.

00:04:29.840 --> 00:04:31.770
And don't forget,
like and follow us

00:04:31.770 --> 00:04:34.630
on social media. With ADR,

00:04:34.630 --> 00:04:36.740
Empowering Families to Empower
Students.