



**LAKESIDE JOINT SCHOOL  
DISTRICT**

**Presentation on Special Education**

**By**

**Dr. Beth Majchrzak, SELPA Director**

**June 18, 2015**

# LAKESIDE IS PART OF SELPA III

- ❖ SELPA stands for Special Education Local Plan Area.
- ❖ SELPAs were formed to assist geographically related districts to provide a continuum of services to students with disabilities.
- ❖ Other districts in SELPA III include:
  - Cambrian, Campbell Elementary, Campbell High School District, Loma Prieta, Los Gatos, Los Gatos/Saratoga High School District, Luther Burbank, Moreland, Saratoga, Union and the County Office of Education.



# WHAT IS IDEA?

Individuals with Disabilities Education Act.

- ❖ It is the federal law that mandates the provision of special education and related services to students with disabilities. (reauthorized in 2004)
- ❖ Individual states have their own special education laws. However, IDEA trumps State law unless the State law provides more protection to the student and his/her family.
- ❖ In California, nearly all of the regulations are now aligned with federal statutes.



# KEY ELEMENTS OF IDEA

From the Congressional Findings:

- ❖ High expectations for all children
- ❖ Ensure access to general education curriculum in the regular classroom to the maximum extent appropriate
- ❖ Prepare children with disabilities to lead productive and independent adult lives.
- ❖ Give parents and schools expanded opportunities to resolve their disagreements in positive and constructive ways.



## KEY ELEMENTS, CONT.

- ❖ To ensure all children with disabilities have available to them a free appropriate public education (FAPE).
- ❖ To ensure that the rights of children with disabilities and their parent are protected.



# 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 is a service, not a place.



# SPECIAL EDUCATION CATEGORIES

- ❖ Autism
- ❖ Deaf
- ❖ Deaf-Blind
- ❖ Emotionally Disturbed
- ❖ Hard of Hearing
- ❖ Intellectual Disability
- ❖ Multi-Handicapped
- ❖ Visually Handicapped
- ❖ Orthopedically Handicapped
- ❖ Other Health Impaired
- ❖ Specific Learning Disability
- ❖ Speech Impaired
- ❖ Traumatic Brain Injury



# ELIGIBILITY

- ❖ Each category has its own constraints for determining eligibility.
- ❖ To be eligible, a *student must require special education and related services* in order to access the general education curriculum in the least restrictive environment.





# FAPE

FAPE must be provided to all children with disabilities between the ages of 3 and 22.

The proposed program/services must be designed to address the student's unique needs.

- ❖ Comport with the IEP.
- ❖ Be provided in the least restrictive environment.
- ❖ School districts are required to provide a “floor of opportunity” to access the general education curriculum.
- ❖ Instruction should be reasonably calculated to enable the child to achieve passing marks and advance from grade to grade.
- ❖ Provide services to provide “some educational benefit”.



# LEAST RESTRICTIVE ENVIRONMENT (LRE)

- ❖ To the maximum extent appropriate, children with disabilities are educated with their typically developing peers.
- ❖ Separate classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



# KEY CONCEPTS OF LRE

- ❖ Must be individually determined and based on a student's individual needs.
- ❖ Applies to all children with disabilities.
- ❖ *The general education class is always the first choice considered.*
- ❖ Consideration and use of supplementary aides and services to make the general education class a first and viable choice is required.



# DUE PROCESS

If a family feels that a district has violated federal and/or state regulations with special education, they may file:

- ❖ A compliance complaint with the California Department of Education
- ❖ Open a due process procedure with the Office of Administrative Hearing.



# LAKESIDE'S RECORD IN DUE PROCESS

Compliance records go back to July 2011. No compliance complaints have been filed against the district.

OAH filings go back to 2004. One case filed against district in 2008 with a refiling of the same case in 2010. Judge ruled in favor of the district in both cases.



# LAKESIDE & CURRENT COMPLIANCE

## For 2013-14 performance indicators

- ❖ 9 students receiving services. 8 in general education at least 80% of the day.
- ❖ All parents gave positive responses to their level of involvement.
- ❖ 3 initial assessments in 13-14 and all completed in a timely manner.
- ❖ Of the 11 schools in SELPA 3, Lakeside was one of 3 found to be compliant in assessments.

## Current Data for 2014-15

- ❖ All assessments and IEPs have been completed in a timely and compliant manner.



# CONCLUSION

- ❖ Lakeside responds to parent requests in a timely and appropriate manner.
- ❖ Lakeside carefully considers the individual assessments of its children.
- ❖ Lakeside has a solid history of working collaboratively with families to meet the needs of children within the parameters of State and Federal regulations.



# FINAL THOUGHT

All of the students in Lakeside are general education students first. Some may need additional supports and services.





QUESTIONS?

