

Your quality neighborhood school can help put all the pieces together.

Glenn County SELPA is committed to providing eligible students with disabilities a free appropriate public education (FAPE) consistent with federal and state laws, including those students enrolled in private schools, wards of the state, and/or those who are highly mobile, i.e., military families.

Students with suspected disabilities that adversely impact educational performances are evaluated by a team of educational professionals. If the student meets eligibility criteria, the team, including the parent(s), develop an Individual Education Plan (IEP). Special education services and supports are provided in accordance with the Individuals with Disabilities Education Act (IDEA 2004)



District Office:

530-934-6600

Murdock Elementary School:

530-934-6640

Willows Intermediate School:

530-934-6633

Willows High School:

530-934-6611

Willows Community High School:

530-934-6605



Glenn County SELPA

676 E. Walker St.

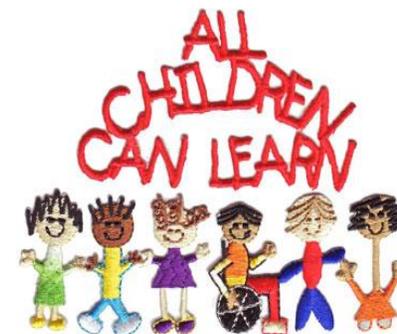
Orland, CA 95963

(530) 865-1267

Website: <http://www.glenncoe.org/Departments/Student-Services/SELPA/index.html>

**Glenn County
SELPA**

Special Education Local Plan Area



The Glenn County SELPA is dedicated to locating, identifying, and evaluating all students, from birth to 22 years of age, who may have a disability and live within the district and/or attend a school within the district. An educational evaluation shall guide teams in determining the need for specialized academic instruction including related and specialized services.

How do I know if my child needs Special Education Services

Does your child or someone you know have difficulties in one or more of the following areas that may interfere with his/her ability to learn?

- ✓ Speech and Language Development
- ✓ Vision Difficulties
- ✓ Hearing Difficulties
- ✓ Physical Development
- ✓ Other Health Conditions
- ✓ Academic Development
- ✓ Thinking/Memory Concerns
- ✓ Attention/Perception Concerns
- ✓ Social/Emotional Development
- ✓ Independent Living Skills

What should I do if I believe my child is having educational and/or physical difficulties?

Parents who feel their child is having problems learning in school and suspect a disability should contact their neighborhood school and bring their specific concerns to the attention of the child's teacher or principal. The neighborhood school will be able to assist the family with appropriate next step. If your child is attending a private school, please contact the SELPA Office.

What is involved in an evaluation for Special Education?

If your child is having educational or physical difficulties it should be brought to the attention of the school site's Student Study Team/Problem Solving Team. The parent/guardian is invited to attend this meeting, where concerns about the student's progress are reviewed. If, after a time period, limited or no progress is noted, the student may be referred for a special education evaluation.

Once a child has been referred, the parent receives a packet of materials including a, "Consent for Assessment" form, indicating areas of assessment to be completed based on the suspected disability. Once signed and returned by the parent, a case manager ensures that an evaluation is conducted in 60 days. An evaluation typically includes a review of school records and other developmental or medical reports, observation of the student at school, portfolios, and completion of formal and/or informal assessment tools.

Within **60 days** of receiving written parental consent for an assessment, an Individualized Education Program (IEP) meeting is convened to share the results of the evaluation, determine eligibility and develop an IEP if appropriate.

What is an Individualized Education Program (IEP)?

The IEP is a legal document that describes the child's, skills, needs, and the services to be provided by the school district that will best meet those needs. The IEP is an educational plan that:

- Describes the child's present levels including skills and areas of need.
- Identifies educational goals for the year
- Lists the services and supports for instruction
- Determines the most appropriate educational placement.

Who attends the Individualized Education Program (IEP) meeting?

The IEP team must include all of the following:

- Parent(s): The student's parent(s), legal guardian, parent surrogate or parent designee.
- Special Education Teacher
- District Administrator (or designee)
- General Education Teacher
- Assessor: Any district staff member who assessed or evaluated the student.
- Student: Age 14 and older, when transition services are discussed.
- Others who have knowledge of the student such as an agency representatives or individuals invited by the parent or district.

If a student meets the eligibility criteria of any of the 13 disability areas (as defined by federal and state regulations), and requires special education in order to benefit from the educational program, he/she is found eligible for special education services.