

Who's Who in Special Education?

You, the Parent, are a key member of your child's IEP team. Your Participation and knowledge of your child plays a vital role in the IEP process. Your signed consent is required for an assessment, service or change in service to begin.

The Case Manager is usually the special education teacher, or Speech/Language Pathologist who works directly with your child. They are responsible for overseeing the implementation of the IEP, and monitoring progress.

The Program Specialist oversees the Special Education programs at their assigned sites. Their roles include the facilitation of IEP meetings and placement of students in special day classes. They have district level knowledge of programs and placements and can help answer district questions.

The School Psychologist assigned to each school has many responsibilities including assessing a child's eligibility for special education.

Service Providers are assigned to work with your child based on areas of specific need determined in the IEP. Examples of some service providers are speech therapists and occupational therapists. They are responsible for performing assessments, providing the service as agreed upon in the IEP, and monitoring progress.

The Individual Education Plan (IEP)

Each student found eligible for special education receives an Individualized Education Plan, prepared annually by a team that includes the parent or guardian, the special education teacher, administrator and any specialists who work with the child. The information in the IEP is determined by present levels of performance as determined by assessing each student.

How Often are IEP Meetings Held?

IEP must be held at least annually to review progress. Triennial IEP meetings must be held every 3 years to review eligibility for special education. You may request a meeting at any time. The team has 30 days to convene a parent requested IEP meeting.

A Little More About Timelines:

When you request an assessment the district has 15 calendar days to respond. From the date they receive your signed assessment plan, the district has 60 calendar days to complete assessments and hold an IEP meeting. This timeline does not include school breaks in excess of 5 days.

Please Put Requests in Writing. You can verbally request assessments, meetings, etc. However, writing your request will ensure it is received. If you need assistance, a school employee can help you write your request.

Who Should Attend the IEP Meeting?

Your child's IEP should include you, a special education teacher/case manager, administrator, service providers including therapists, a psychologist or others who have knowledge of your child, and general education teacher and

student when appropriate. You can also invite other people such as a friend, advocate or outside service provider.

What's Included in the IEP?

The IEP documents your child's present levels of performance, (PLOPS) including academic and functional abilities, strengths and challenges. SMART goals: Specific, measurable, achievable, relevant and time based.

Progress on these goals is monitored. You are provided with progress reports for each goal. The IEP also includes; Parent concerns, any necessary accommodations or modifications, special factors that may impede learning, supplementary aids and services, types and duration of any related services, (Speech, OT, etc.), amount of time spent outside of the general education classroom, transition plan for students turning 16 and more.

The Following Disabilities are Recognized Under the IDEA:

Deaf
Hard of Hearing
Specific Learning Disability
Intellectual Disability
Deaf Blind
Autism Spectrum Disorder
Orthopedically Impaired
Traumatic Brain Injury
Emotional Disability
Speech Impaired
Other Health Impaired
Multiple Disabilities

You may audio record your child's IEP meeting.

You must give the school 24 hours notice prior to the meeting.

What are Procedural Safeguards?

Individuals with disabilities and their parents have certain protections provided by the Individuals with Disabilities Education Act. These protections include rights related to the assessment process and development of the Individualized Education Plan as well as procedures and timelines that must be followed. A copy of the Procedural Safeguards will be presented at your child's initial IEP and each annual IEP thereafter.

What is Least Restrictive Environment(LRE)?

The school district must ensure that, to the maximum extent appropriate, children with disabilities are educated in general education with non-disabled peers.

Placement in General Education with RSP Services

Every school in WCCUSD provides special education support from a Resource Specialist. If your child is found eligible for RSP services they can attend their school of residence to receive that support, without placement by a Program Specialist. You can request changes of placement through the district's Transfer Office.

Services for Children and Adults until age 22.

Students with IEPs who are working toward a high school diploma may be eligible for special education services until graduation. Students whose disabilities require that they work toward a certificate of completion instead of diploma may be eligible for special education services until age 22.

Community Advisory Committee for

Special Education: Advisory group mandated by the state whose purpose is to advise the district on special education. For more information, (510) 307-4669

Special Education Parent Liaison: The Parent Liaison can provide assistance when you have questions or concerns. (510) 307-4669

Resource Parent Program: Mentor parents with extensive experience are available to support you. (510) 307-4634

**Elementary Director of Special Education
& Program Specialists:** (510) 307-4640

**Secondary Director of Special Education
& Program Specialists:** (510) 307-4641

**Special Education Local Plan Area
(SELPA) Director:** (510) 307-4630

Records Request: To request a copy of your child's special education records, (510) 307- 4632

Transportation Specialist: (510)307-4645
First Student Dispatch (510) 237-6677

CAC Compilation of Resources & Information:



West Contra Costa Unified School District

Special Education Local Plan Area

Navigating Your Child's Special Education Services



A Quick Guide for Families



We know you may have many questions regarding the special education process.

For more information please contact the Special Education Department.



3000 Parker Road,
Richmond, CA 94806
(510) 307-4630

My Case Manager is: _____

My Program Specialist is: _____

My School Psychologist is: _____

My Speech and Language Pathologist is:

My Occupational Therapist/Other Service Providers are:_____

My Principal(s) is/are:_____

The Primary Director of Special Education is:_____

The Secondary Director of Special Education is:_____

The SELPA Director is:_____

My Case Manager is: _____

My Program Specialist is: _____

My School Psychologist is: _____

My Speech and Language Pathologist is:

My Occupational Therapist/Other Service Providers are:_____

My Principal(s) is/are:_____

The Primary Director of Special Education is:_____

The Secondary Director of Special Education is:_____

The SELPA Director is:_____

My Case Manager is: _____

My Program Specialist is: _____

My School Psychologist is: _____

My Speech and Language Pathologist is:

My Occupational Therapist/Other Service Providers are:_____

My Principal(s) is/are:_____

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The Secondary Director of Special Education is:_____

The SELPA Director is:_____
