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Presented by
Community
Advisory
Committee

PARENT HANDBOOK



EL DORADO COUNTY
CHARTERSELPA
Special Education Local Plan Area

This handbook was created by the El Dorado SELPA Community Advisory Committee (CAC) with the hope that it will serve as an informative resource for parents.

Parent Handbook

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Individuals with Disabilities Education Act (IDEA)

As the nation's special education law, The Individuals with Disabilities Act (IDEA) provides rights and protections to children with disabilities and to their parents. The Individuals with Disabilities Act (IDEA) is a federal law that mandates and affirms the right of all children with disabilities to a Free Appropriate Public Education (FAPE). The purposes of IDEA are to do the following:

- Ensure that all children with disabilities have available to them a Free Appropriate Public Education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living;
- Ensure that the rights of children with disabilities and parents of such children are protected;
- Assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities; and
- Assess and ensure the effectiveness of efforts to educate children with disabilities.

Pre-Referral Process

Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Concerns may be addressed in a Student Study Team (SST) Meeting. This meeting may be initiated by school staff or parents/guardians/adult student. During the meeting, the Student Study Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning. Areas that are important to discuss and document during the SST meeting are:

- Developmental/medical history
- Attendance/school enrollment history
- Review of vision, hearing, speech and language screenings
- Behavior
- Academics: Performance and results of interventions

Although a referral for special education assessment may be initiated by a Student Study Team (SST), parent, teacher, student or other person with knowledge of the student, current law requires that all options in the general program be implemented before referral to special education. These options may include, but are not limited to, the following:

- Accommodations within the general education program
- Research-based instructional strategies and interventions, including universal screening, "tiered" interventions, progress monitoring and problem-solving teams within the general education program
- Consultation with appropriate staff
- Referral to alternative programs within the Charter LEA
- Referral to professionals and/or agencies outside of the Charter LEA (at cost to the Charter LEA)

All options are to be explored and documented by the general education staff prior to a referral for special education. The procedure to be followed when a student is first seen as having difficulty will be the responsibility of the general education staff.

When all of the resources of general education have been exhausted, the student may be referred for special education consideration.

Assessment Plans

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the individual(s) responsible for the collection/review of data. Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data.

An assessment plan can be initiated for several reasons. Some examples may include:

- Upon parent request
- To initiate an assessment for an initial evaluation
- To initiate an assessment for a triennial evaluation
- If a student is identified as having a new possible area of need, such as behavior or speech and language

PLEASE NOTE:

Formal assessment cannot be conducted without the parent's written consent. It may also be appropriate to conduct formal assessment while the student is receiving interventions suggested through the SST process. Parental consent is not required before reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parents of all the students.

Parent Request for Assessment

If a parent is requesting an assessment, the Charter LEA must respond within 15 days of the written request. A parent has a right to request an evaluation at any time.

The Charter LEA may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that the student is receiving a Free Appropriate Public Education (FAPE) in the Charter LEA's Least Restrictive Environment (LRE). The Charter LEA shall include data in the PWN to ensure that the student does not require assessment.

If a parent would like to refer their student to the Student Study Team, the parent should write a specific request to the attention of the child's principal, teacher or the Charter Special Education Administrator, asking for a Student Study Team meeting (see sample letter on page 8). Or, if a parent suspects a disability, they may write a letter requesting that a referral to assess for eligibility for special education services be initiated, including the reasons why the parent suspects that the child may have a disability. Parents should keep a copy of the request for the child's records (see the sample request for referral for assessment on page 9).

Assessment Timelines

Any time a referral to assess a student is proposed, an Assessment Plan (AP) will be developed and sent to the parent for review within 15 calendar days of receipt of the referral. The parent shall have up to 15 calendar days from the receipt of the proposed AP to either grant or decline the proposed assessment.

Areas of Assessment

The Assessment Plan must be comprehensive and allow for assessing the student in all areas related to the suspected disability, including, if appropriate:

1. Health and developmental history
2. Vision, including low vision, and hearing (must be completed within the past year and before conducting assessments)
3. Motor abilities
4. Speech and language functioning
5. General intelligence or cognitive abilities
6. Processing skills
7. Academic achievement
8. Adaptive skills
9. Orientation and mobility skills
10. Career and vocational interests (transition planning)
11. Social, emotional and/or behavioral functioning
12. Any other area of suspected disability

In order to be eligible under IDEA, a student must meet criteria and be identified under one of the following categories:

1. Autism (AUT)
2. Deafness (DEAF)
3. Deaf-Blindness (DB)
4. Emotional Disturbance (ED)
5. Visual Impairment (VI)
6. Hard of Hearing (HH)
7. Speech or Language Impairment (SLI)
8. Intellectual Disability (ID)
9. Multiple Disabilities (MD)
10. Orthopedic Impairment (OI)
11. Other Health Impairment (OHI)
12. Specific Learning Disability (SLD)
13. Traumatic Brain Injury (TBI)

In addition to being identified under one of the above categories, the team must determine that the student requires special education services in order to receive educational benefit. The term “educational benefit” refers to a student making meaningful progress from instruction with supports and services in place through an individualized education program (IEP).

Educational Benefit and the IEP

| <u>Assessment</u> | <u>Present Performance</u> | <u>Identified Needs</u> | <u>Goals</u> | <u>Services</u> | <u>Progress</u> |
|--|--|---|--|--|--|
| Results used to determine present levels, identify needs and develop goals. | Present Level of Performance (PLOP) addresses each area assessed and identifies needs. | Special Factors identifies further needs from assessment data and Present levels of performance. | Goal/Objective developed in each area of identified need. | Services and supports that would provide progress towards goals and receive educational benefit. | Need to measure progress as defined in IEP. |
| <ul style="list-style-type: none"> ● All assessments are completed in each area of suspected disability. ● Student’s educational needs are identified. ● Student’s strengths are identified. ● Can baseline data be established? ● To determine whether a child is a child with a disability. | <ul style="list-style-type: none"> ● Areas not assessed or not a concern documented as such. Include what the student can do. ● Educational concerns of parent documented. ● The following are areas to be included: <ul style="list-style-type: none"> — Academic, Communications, Gross/Fine Motor, Social/Emotional/Behavioral, Health, Vocational Self- help. | <ul style="list-style-type: none"> ● Identified needs may also include areas such as low incidence, blind/visually impaired, deaf/hard of hearing, assistive technology, EL needs related to IEP planning. ● A goal/objective must be written for every identified need or the need must be addressed through accommodations. | <ul style="list-style-type: none"> ● Baseline: quantifiable description of present performance on the skill or task identified in the goal. ● Goal/obj. contain: <ul style="list-style-type: none"> — Who: — Does what: — When: — Given what: — How much: — Measured: ● Progress monitored and reported to parents as identified in the IEP. ● Goals/objectives are “linguistically appropriate” if a student is an EL Student. | <ul style="list-style-type: none"> ● Services determined after goal/obj. have been finalized. ● Decisions must be made considering least restrictive environment (LRE). ● Allows student, to the maximum extent appropriate, to be educated with typically developing peers and access the core curriculum. | <ul style="list-style-type: none"> ● Determine if you need an IEP meeting to adjust any of the goals/services. ● Measurements will vary depending on goals. ● May include informal and formal assessment results, classroom progress in academics and behavior, grades, progress on goals. ● If no progress or insufficient progress is noted, how were goals/obj. or supports & services changed. Changes can only be made within an IEP meeting. |

Response to Intervention (RTI)

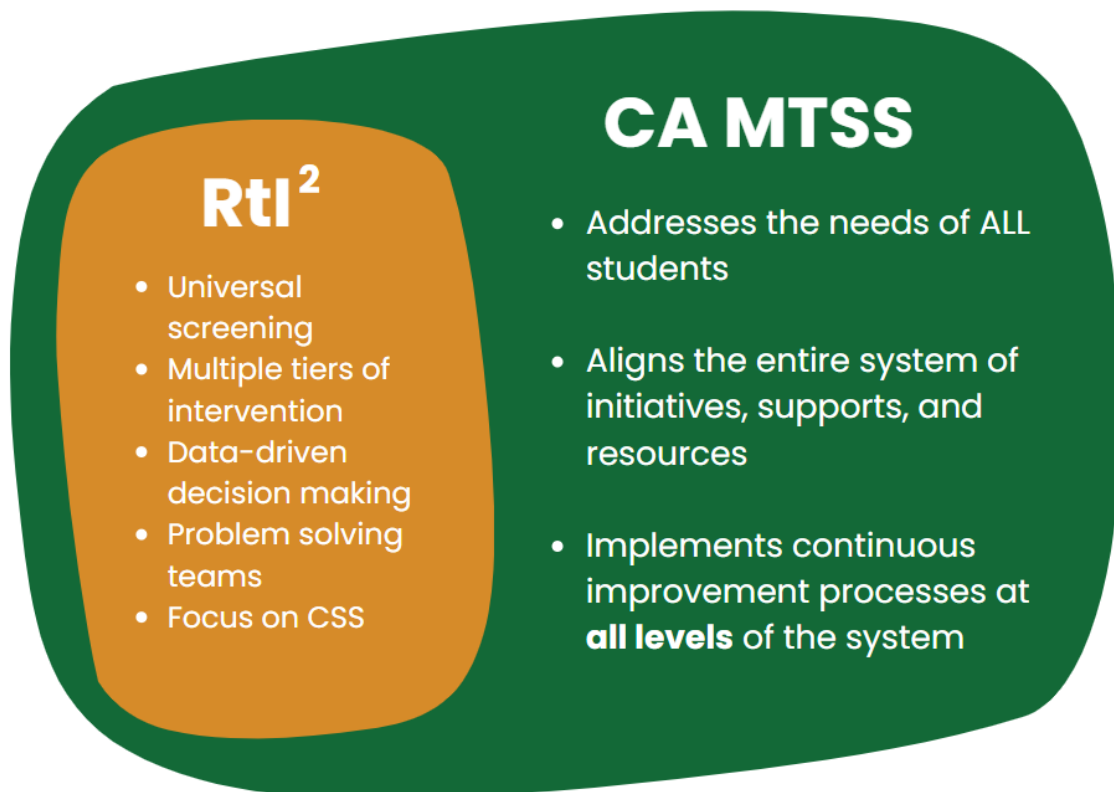
Response to Intervention (RTI) is a multi-tiered approach to the early identification and support of students with learning and behavioral needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison, with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- *Tiered instruction.* A multi-tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- *Parent involvement.* Schools implementing RTI provide parents with information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) is a term used to describe a model of schooling that uses problem-solving based on data. This model combines academic and behavioral instruction, and delivers intervention to ALL students in varying levels of intensities. The interventions are provided to students in different tiers, determined by student need. Students who need minimal academic and behavioral support will receive the support they need, while those with a higher level of academic and behavioral needs will get a higher level of intervention. “Need-driven” decision-making seeks to ensure that Charter LEA resources reach the appropriate students at the appropriate levels, and to accelerate the performance of ALL students to achieve and/or exceed proficiency.



Sample Letter – Requesting a Student Study Team (SST) Meeting

PLEASE NOTE: Before using a letter such as this, please be sure you have had the opportunity to communicate with your child's teacher or SST Team.

Mr./Ms. Parent
Address
City, State, Zip Code
Telephone Number

Date

Mr./Ms. Principal
Charter LEA
Address
City, State, Zip Code

Dear Mr./Ms. Principal:

I am the parent of (Student name), who is currently enrolled at the (School Name) in the (XX) grade. (Student name) is not doing well in school and I am concerned about his academic performance.

I am therefore requesting a Student Study Team meeting to develop educational strategies and interventions for (Student name).

Sincerely,

Parent

Sample Letter – Referral for Special Education

PLEASE NOTE: Before using a letter such as this, please be sure you have had the opportunity to communicate with your child's teacher or SST Team

Mr. /Ms. Parent
Address
City, State, Zip Code
Telephone Number

Date

Mr. /Ms. Principal
Charter LEA
Address
City, State, Zip Code

Dear Mr./Ms. Principal:

I am the parent of (Student name), who is currently enrolled at the (School Name) in the (XX) grade. We have had a Student Success Team (SST) meeting and the recommendations of that team have been implemented. (Student name) is still not doing well in school: (define here what those concerns are):_____.

I am writing to make a referral for assessment to determine eligibility for special education services for (Student name). I am requesting that the school Charter LEA give (Student name) a comprehensive assessment in the following area(s) of suspected disability(ies): _____ to determine if s/he is eligible for special education and/or related services under IDEA and/or Section 504. I am requesting all written reports be provided to me prior to the meeting for my review.

I look forward to receiving an assessment plan within 15 days. If you have any questions, please feel free to contact me. Thank you for your cooperation and assistance.

Sincerely,

Parent

cc: Director of Special Education

Assessment Plan Development

After a student is referred for special education assessment, a representative of the Charter LEA will contact the parent to develop or review an assessment plan. The Charter LEA representative will:

1. Review the reason(s) for referral;
2. Explain the evaluation process and the methods or tests which will be used to obtain more information about the student. Testing will be done in the student's native language or other means of communication, unless other provisions are necessary. Areas of assessment will be specified in the assessment plan and decided upon collaboratively with both Charter LEA and parent input. All areas of suspected disability should be assessed as part of this assessment.
3. Explain the rights of the parents to:
 - review all relevant information;
 - obtain an independent education evaluation, if the parent(s) disagrees with the assessment;
 - have an impartial due process hearing if they are not satisfied with the assessment results (including Alternative Dispute Resolution); (See page 29)
4. Ask the parents to provide written consent for an assessment to be conducted. This would be in the form of an Assessment Plan.

The evaluation process, parent rights and the assessment plan may be offered at an SST meeting in which the initial referral has been made. However, this process may happen afterward.

The assessment process has two major purposes:

1. To gather all information possible about the student and assess his/her needs through observation, testing, and gathering information from those who have worked with the student, including the parent, teachers, nurses, therapists and psychologists, and any other pertinent information written or otherwise; and
2. To determine if the student is eligible for special education programs and services.

The school has 60 calendar days (excluding days during school breaks of more than 5 school days) from the time of the receipt of the signed parent consent for assessment to complete all assessments, prepare assessment results, schedule and hold the initial IEP team meeting.

In order to gather as much pertinent information about the student as possible, the school may ask the parent to sign an Exchange of Information form. This form would allow the appropriate school personnel to contact outside service providers working with the student.

**EL DORADO COUNTY TRAINING SELPA
ASSESSMENT PLAN**

Student Name StudentA, Training Date of Birth 1/1/2001 Date: _____

Initial Annual Triennial Transition Interim Other _____

To parent/guardian of: Training StudentA

District Training #1

School GOLDEN CENTER ELM

Grade Tenth Grade

Date of Birth 1/1/2001

Native language English

English proficiency/CELDT Level _____

The student has been referred and/or recommended for an assessment by the following individual(s):

 Parent Nurse Teacher Special Ed Teacher Other

This notice is to inform the parent(s) regarding the school district's proposal to initiate or change the

Identification Evaluation of the above named student:

This prior written notice includes a description of the proposed evaluation, an explanation of why the district proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant in this proposal. Your written permission must be given before we assess your child to determine initial or continued eligibility for special education services. You have the right to be familiar with the assessment procedures and type of tests that may be given to your child. After the assessment is completed, you will be notified in writing of a meeting to discuss the results of the evaluation. If your child is found eligible for special education services, a full range of program options will be discussed.

Description of the proposed assessment:

The assessment will be conducted by qualified staff, and when appropriate, interpreters of the individual's primary language may be used. Tests conducted pursuant to these assessments may include, but are not limited to classroom observations, rating scales, one-on-one testing or some other types or combination of tests. No single procedure may be used as the sole criterion for determining appropriate educational program. Following the completion of the assessment, at the IEP meeting; you will receive a copy of the assessment findings. The results of this assessment may be a recommendation for special education services or maintenance or change of the current special education service(s). A student will not be placed in special education without consent of the parent or guardian. All information and assessment results are confidential.

Reason(s) for proposed assessment:

Description of other options considered and reasons for rejecting them:

Other factors relevant to the proposal:

Description of evaluation procedures, tests, records, or reports used in deciding to propose this assessment:

The district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement. Your child will be assessed in all areas of suspected disability as needed.* To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the local educational agency (LEA)/district. *Tests conducted pursuant to these assessments may include, but are not limited to classroom observations, rating scales, one-on-one testing or some other types or combination of tests.

Evaluation Area

Examiner Title

- Academic Achievement** - These tests measure reading, spelling, arithmetic, oral and written language skills, and/or general knowledge.
- Health** - Health information and testing is gathered to determine how your child's health affects school performance
- Intellectual Development** - These tests measure how well your child thinks, remembers, and solves problems.
- Language/Speech Communication Development** - These tests measure your child's ability to understand and use language and speak clearly and appropriately.
- Motor Development** - These tests measure how well your child coordinates body movements in small and large muscle activities. Perceptual skills may also be measured.
- Social/Emotional** - These scales will indicate how your child feels about him/herself, gets along with others, takes care of personal needs at home, school and in the community.
- Adaptive/Behavior** - These scales indicate how your child takes care of personal needs at home, school and in the community.
- Post-Secondary Transition** - Age appropriate transition assessments related to training, education, employment and where appropriate independent living skills.
- Other**
- Alternative Means of Assessment** - (Describe alternative methods of assessing the child, if applicable)

Parents/Guardians have protections under state and federal procedural safeguard provisions. Please refer to the enclosed NOTICE OF PROCEDURAL SAFEGUARDS for an explanation of these rights. If you would like further information about your rights or the proposed action and/or referral please contact:

_____ Print Name of _____ Position _____ Phone _____ E-mail
 District Contact _____ Address _____

- I consent to the assessment. I understand that the results will be kept confidential and that I will be invited to attend the IEP team meeting to discuss the results. I also understand that no special education services will be provided to my child without my written consent.
- I do not consent to the proposed assessment described above.
- I would like the following assessment information to be considered by the IEP team:

Signature _____ Date _____
 Parent Guardian Surrogate Adult Student

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/District to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.
 Yes No

Signature _____ Date _____
 Parent Guardian Surrogate Adult Student

Parent/Guardian/Student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits

Address _____ Phone Number _____

Comments _____

Date Received by District/LEA: _____

IEP Team Meeting

Once assessments are completed, a meeting will be held within the 60-day timeline, to review the results and determine special education eligibility. If the student is found eligible, the team will develop an Individualized Education Program (IEP) which is designed to identify what areas will be targeted for intervention and how such an intervention will be carried out. Before the student receives any special education services, this program must be developed at the IEP team meeting, and parents must provide written consent. Parents have the right and are encouraged to present information during the IEP team meeting, or prior to, for use in developing the most appropriate IEP for the student. Parents may request, in writing, the assessment results and draft IEP forms to become familiar with the documents, as well as other information pertinent to the IEP, such as drafted reports or drafted goals prior to the IEP team meeting. As a reminder, the parent may invite someone to attend the meeting with them, such as a CAC representative or other support person of the parent's choosing.

A number of items make up the Individualized Education Program (IEP). They include:

- Statements of the student's level of educational performance and needs provided by parents and staff;
- Statements of yearly goals;
- Lists the individuals responsible for helping the student make progress on the goals;
- Criteria and evaluation procedures for measuring the achievement of the educational goals;
- A statement of the specific special education program, the related services needed by the student, and the degree of participation anticipated in the general education program;
- The date that special education service(s) will begin and how long the service(s) should continue; and
- Determination of participation in state and Charter LEA-wide assessments.

The parent(s) or guardian will be asked to give written approval of the newly developed IEP at the IEP team meeting. Parents are not required to sign the IEP at this time. The parent(s) or guardian must give permission before a change in educational placement or program of the student is implemented.

The student's program is a cooperative effort between the school, the family, and the student. Communication between home and school should be continued after the IEP team meeting takes place. Requests for informal conferences with the student's teachers, requests to visit the student's classroom, and notes or phone calls are all ways of learning more about the student's program and performance.

It is the team's right and responsibility to request an IEP team meeting or review at any time. If a parent requests an IEP meeting, the school has 30 days (excluding days during school breaks of more than 5 school days) to hold the requested IEP meeting. An IEP meeting will be held at least annually to review the IEP and the student's educational progress. In addition, the student will be re-evaluated no less than every three years to determine continued eligibility for special education services.

If the student does not qualify for special education services, the student may still be eligible for services under Section 504 of the Rehabilitation Act of 1973. For additional information regarding Section 504, please contact your Charter LEA.

IEP Team Membership

The following individuals are required members of an IEP team for purposes of developing, revising, or reviewing the IEP, determining eligibility, and/or recommending placement for a student:

1. An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
2. Not less than one general education teacher. It is recommended that the student's current general education teacher attend the meeting. If the student does not have a general education teacher, the teacher with the most recent and complete knowledge of the student and who is qualified to teach a student of his or her age should attend.
3. The student's special education teacher(s).
4. The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.

When appropriate, the IEP team may also include:

- The student.
- Other persons who possess expertise or knowledge necessary for the development of the IEP.
- Any assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor.

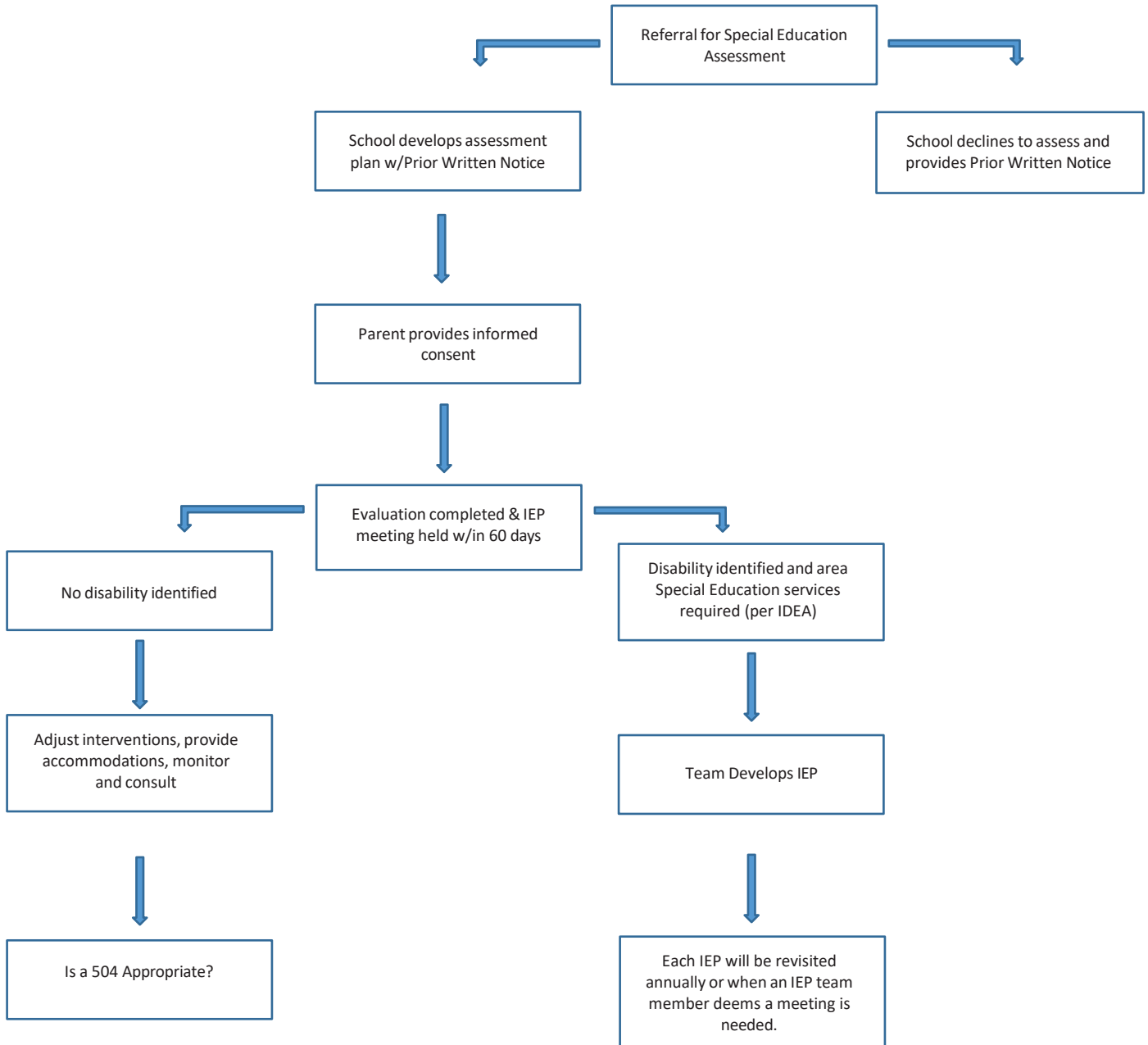
For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general education teacher, shall be a person who has observed the student's educational performance in an appropriate setting.

Sample IEP Agenda

Agenda for (student's name) Annual (or triennial) IEP on (date)

- 1. Welcome/Start Up**
 - Introductions Purpose/Expected Outcomes Agenda Overview Child/Parent Rights
 - Establish Time Parameters
- 2. Present Levels of Performance/Eligibility and Transition for Students 16 Years and Older**
 - Complete Transition Paperwork in conjunction with Present Levels, Goals and Services
 - Student Strengths/Preferences/Interests
 - Parent Concerns
 - Review of Reports (General Education, Specialists, and other agencies, if applicable)
 - Review of Progress on Current Goals/Objectives
 - Statement of Eligibility/Non-eligibility (if appropriate to this meeting)
- 3. Special Factors**
 - Assistive Technology? Low Incidence?
 - Blindness or Visual Impairment?
 - Deaf or Hard of Hearing? English Learner? Behavior? Areas of Need
 - Participation in State/Charter LEA -wide Assessments
- 4. New Goals/Objectives Based on Current Needs**
- 5. Offer of Program/Services Based on Goals/Objectives**
 - Service Delivery Options
 - Supplementary Aids, Services and Other Supports for School Personnel, or for the Student, or On Behalf of the Student
 - Accommodations/Modifications Special Education and Related Services Extended School Year?
- 6. Offer of Educational Setting**
 - % of time in/out of general education classes/rationale for time out of general education Other Agencies including County Mental Health involved? Promotion Criteria
 - Progress Monitoring/Progress Reporting Special Education Transportation?
 - Graduation Plan (if appropriate)
- 7. Ending**
 - Confirm Agreements Signatures
 - Follow-up

Parent Request for Special Education



Available Special Education Programs and Services

The Charter LEA provides a range of special education programs and services for eligible students in grades TK (transitional kindergarten) through twelfth grade. Please note: Eligible students can continue to receive special education and related services documented in the IEP until they receive a high school diploma -OR- they reach the age of 22.

Students receiving special education and related services will be educated with general education peers to the maximum extent appropriate. These students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team.

Special education and related services will be provided on behalf of the student, without cost, except for those fees that are charged to general education students. Transportation may be considered as part of the IEP services.

Least Restrictive Environment

“Least Restrictive Environment (LRE)” is the placement or program which can best meet an individual student’s needs and does so with a minimum loss of contact with general education curriculum, programs and typically developing peers.

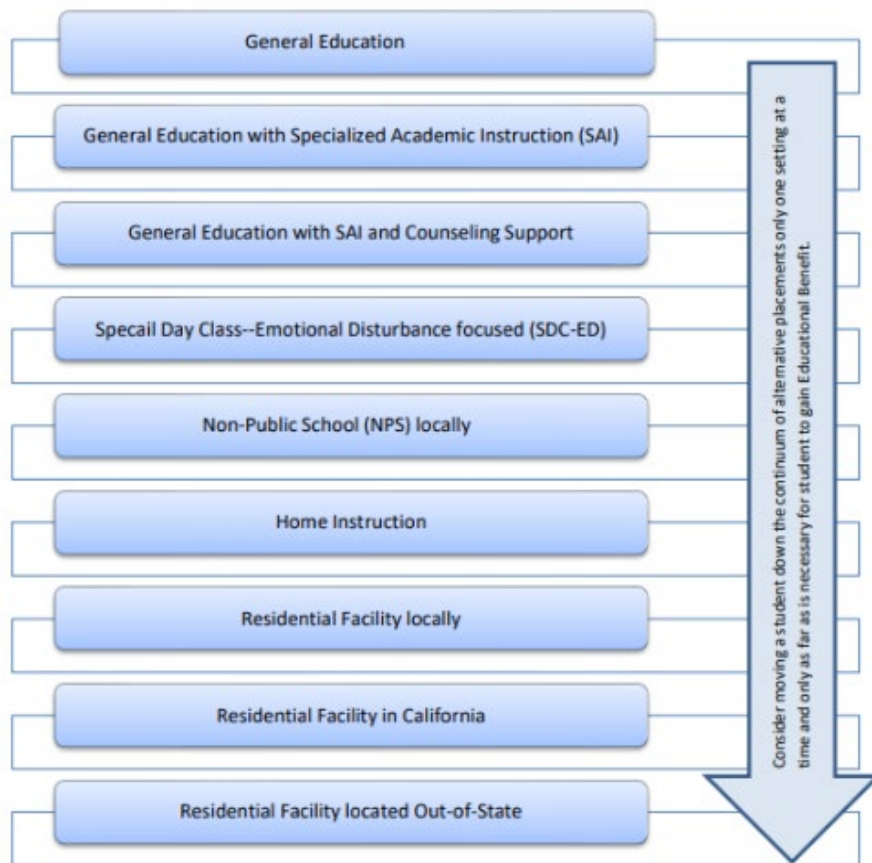
Below lists suggested considerations for an IEP team when determining a student’s least restrictive environment:

Please note: Placement in the general education classroom is the first option the IEP team must consider for all students. If the IEP team decides that the student can be educated satisfactorily in the general education classroom, then the general education classroom placement is the LRE for that student.

- The Individuals with Disabilities Education Act (IDEA) has a strong preference for educating students with disabilities in the general education classroom with appropriate aids and services.
- What supplementary aids and services would ensure that the student’s IEP can be appropriately implemented in the general education classroom?
- The IEP team may decide that the student cannot be educated satisfactorily in the general education classroom, even when aids and services are provided. The IEP team must then consider other placements and/or services.
- A full continuum of program options must be available within the Charter LEA to the extent necessary to ensure the student receives a Free Appropriate Public Education (FAPE). These might include: specialized academic instruction within general education classes, push-in/pull out service models, special day class, special schools, home instruction, and instruction in hospitals and institutions.
- The IEP team decides which services and programs are necessary for the student, given the student’s individual needs as identified through assessment and the importance of being educated to the maximum extent appropriate with students who do not have disabilities.

Educational Setting

Charter LEA members offer a range of special education programs to meet the instructional needs of students with disabilities. The Continuum of Placements graphic below demonstrates an overview of educational setting options for IEP team consideration. For additional information regarding the special education programs that are offered at your Charter LEA, please contact the site directly.



Education Specialist/Resource Specialist Program

The Education Specialist/Resource Specialist program provides a range of services to students with disabilities. The Education Specialist/Resource Specialist program focuses on assisting students in accessing the grade level academic curriculum. Each student receives specially designed instruction and support services in areas of specific need as indicated on his or her Individualized Education Program (IEP). These services may be provided through a push-in/pull out model.

Special Day Class (SDC)

The Special Day Class program provides services to students who require a higher level of individualized support(s) and service(s) than can be provided in the general education and /or Educational Specialist/Resource Specialist program. The SDC program allows a student to receive core content instruction at a more individualized level.

State Special Schools

State Special Schools and services are operated by the State of California for students who are deaf, blind, or have neurological impairments. The schools are available for complete diagnostic workups and may be considered as placement for certain individuals with extraordinary needs. For additional information, please visit the following website: [State Special Schools and Services Division \(CDE\)](#)

Non-Public, Non-Sectarian Schools Services

A Non-Public School (NPS) means a private, nonsectarian school that enrolls individuals with exceptional needs as identified in an individualized education program and is certified by the California Department of Education.

Any member of an Individualized Education Program (IEP) team, including the parent/guardian, may recommend that the IEP team consider placement in a residential or non-public day school.

Home and Hospital Services

The purpose of home and hospital instruction is to provide instruction to a student with a temporary disability in the student's home, in a hospital, or other residential health facility, excluding state hospitals. For additional information, please visit the following website: [Home and Hospital Instruction \(CDE\)](#)

Independent Study

The purpose of independent study is to provide an alternative education program that is available to all students across all grade levels. Independent study programs are voluntary and use alternative instructional strategies that respond to individual student needs and learning styles. Instruction may be provided in the home, on a school site, or virtually. While a student is participating in independent study, the Charter LEA is responsible for the provision of general education as well as special education and related services as deemed appropriate by the IEP team.

Related Services

Related services support students in benefiting from their special education program and accessing the general education curriculum. Based on a student's individual assessed need(s), the following services may be specified in a student's Individual Education Program (IEP):

- Instruction and services in language and speech development and remediation
- Audiological services
- Interpreters for the deaf
- Instruction and services in mobility and orientation
- Adaptive Physical Education (APE)
- Physical therapy (PT) or occupational therapy (OT)
- Low vision services and therapy
- Counseling and guidance services
- Psychological services
- Parent counseling and training
- Health and nursing services

- School social work services
- Specially designed vocational education and career development
- Transportation
- Specialized services for low-incidence disabilities

Transition

Parents play an important role in their student's transition from the school setting to the world of adult living and working. Although the formal process of transition planning is not required of a school until after the student turns 15, prior to the student's 16th birthday, it is helpful for parents to begin exploring the topic much sooner.

Transition, in reference to individuals receiving special education services, is defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities. These would include postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual student's needs, considering the student's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

As a student with disabilities moves into the teen years, the Individualized Education Program (IEP) focuses more on the interests of the student and what the student hopes for the future. According to the Individuals with Disabilities Education Act (IDEA), it is the responsibility of the IEP team, including the parent, to create a Transition Individualized Education Program (Transition IEP) to support those interests. IDEA requires that parents and students be involved in all aspects of transition planning and decision-making.

The Transition IEP must:

- State the student's postsecondary goals (what the student hopes to achieve after leaving high school);
- Be broken down into annual IEP goals that represent the steps along the way that the student needs to take while still in high school to get ready for achieving the postsecondary goals after high school; and
- Detail the transition services that the student will receive to support the student in achieving the IEP goals.

The areas listed below may be explored by the IEP team to determine what types of transition-related supports and services a student with a disability needs. Planning ahead in each of these areas, and developing annual goals and corresponding services for the student, can greatly assist that student in preparing for life after high school.

The Domains of Adulthood to Consider

- Postsecondary education
- Vocational education
- Integrated employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living
- Community participation

Types of Activities to Consider

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

Part of the IEP team’s responsibility is to determine the agencies from which a student may receive support or services as an adult. The team may request their attendance at the IEP meeting. An agency may or may not choose to attend:

- Community College or University Representative
- County Mental Health Services
- Department of Rehabilitation
- Employment Development Department
- Medicare
- Regional Disability Support Centers
- Regional Occupational Programs
- Social Security Administration
- Community or State Department of Intellectual/Developmental Disabilities
- Disability Support Organizations (e.g., CHADD, The Arc, UCP)
- Community Home Based Service agencies (group home agencies, transportation services)

The Transition IEP must:

- Actively involve the student, the family and representatives from whatever post-school services, supports or programs will be necessary in order for the student to be successful when exiting high school.
- Include an Individual Transition Plan (ITP) that is a “coordinated” effort between the student, family, school, and the necessary post school services and supports, adult agencies, or programs.

Remember the transition plan:

- Is a long-range plan for your student’s adult life
- Is person-centered with direct input by the student
- Is not to be completed in one year
- Is not completed only by school staff
- Includes all the activities that will prepare the student to make his or her dreams for the future a reality

Transition Resources

There are many other resources available within the community that will enhance the life of a student moving into adulthood. The student’s school and the transition team will assist with referrals and resources. The California Transition Alliance has a plethora of resources designed to support parents and IEP teams in developing a robust Individual Transition Plan. For more transition information, visit the CA Transition Alliance resource database at the following link <https://catransitionalliance.org/resources/>

Excerpts from: Heath Resource Center at the National Youth Transition Center

Notice of Procedural Safeguards

Special Education Rights of Parents and Children

Under the Individuals with Disabilities Education Act, Part B, and the California Education Code

Revised October 2022

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child’s special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary at the end of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from 3 years of age through age 21 and students who have reached age 18, the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement (20 *United States Code* [USC] 1415[d]; 34 *Code of Federal Regulations* [CFR] Section 300.504; *California Education Code* [EC] Section 56301[d] [2], EC Section 56321, and 56341.1[g] [1])

What is the IDEA?

IDEA is a federal law that requires school districts to provide a “free appropriate public education” (FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child's education?

You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 USC Section 1414[d] [1]B–[d][1][D]; 34 CFR Section 300.321; EC Section 56341[b], and EC Section 56343[c])

The parent or guardian, and the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC sections 1401[3], 1412[a][3]; 34 CFR Section 300.111; EC sections 56301, 56341.1[g][1], and 56506)

Where can I get more help?

When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations such as the Family Empowerment Centers on Disability (FECs) or the Parent Training and Information Centers (PTICs) located across the state. These organizations were established to increase collaboration between parents and educators to improve the educational system and provide information, training, and additional resources for families of students and young adults with disabilities. Contact information for these organizations is found on the California Department of Education (CDE) Special Education California Parent Organizations Web page at <http://www.cde.ca.gov/sp/se/ga/caprntorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

Notice, Consent, Assessment,

Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 *USC* sections 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 *CFR* Section 300.503; *EC* sections 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within 15 days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication unless it is clearly not feasible to do so. (34 *CFR* Section 300.304; *EC* Section 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused. (20 *USC* sections 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 *CFR* Section 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within 60 days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a FAPE to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 USC sections 1414[a][1][D] and 1414[c]; 34 CFR Section 300.300; EC sections 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

- May not continue to provide special education and related services to the child but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing such services
- May not use the procedures in subpart E of Part 300 34 *CFR* (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
- Will not be considered to be in violation of the requirement to make a FAPE available to the child because of the failure to provide the child with further special education and related services
- Is not required to convene an IEP team meeting or develop an IEP under 34 *CFR* Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 *CFR* Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 *USC* Section 1415[b] [2] ; 34 *CFR* Section 300.519; *EC* Section 56050; *Government Code* Section 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC sections 1414[b] [1]–[3], 1412[a][6][B]; 34 CFR Section 300.304; EC sections 56001[j] and 56320)

Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the

right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 *USC* sections 1415[b][1] and [d][2][A]; 34 *CFR* Section 300.502; *EC* Section 56329[b] and [c])

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five **business** days after the request has been made orally or in writing. (*EC* sections 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 *USC* Section 1415[b][6]; 34 *CFR* Section 300.507; *EC* sections 56501 and 56505[!])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a Non adversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by Non attorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent of the Office of Administrative Hearings (OAH). The party initiating a prehearing mediation conference by filing a written request with the Superintendent of the OAH shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within 15 days of receipt by the Superintendent of the request for mediation and shall be completed within 30 days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (*EC* sections 56500.3 and 56503)

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 *USC* sections 1415[f][1][A], 1415[f][3][A]-[D]; 34 *CFR* Section 300.511; *EC* Section 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (*EC* Section 56505 [e][1])

3. Present evidence, written arguments, and oral arguments (*EC Section 56505[e][2]*)
4. Confront, cross-examine, and require witnesses to be present (*EC Section 56505[e][3]*)
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (*EC Section 56505[e][4]*)
6. Have your child present at the hearing (*EC Section 56501[c][1]*)
7. Have the hearing be open or closed to the public (*EC Section 56501[c][2]*)
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (*EC Section 56505[e][7]* and *56043[v]*)
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (*EC Section 56505[e][6]*)
10. Have an interpreter provided (*California Code of Regulations, Title 5 (5 CCR) Section 3082[d]*)
11. Request an extension of the hearing timeline (*EC Section 56505[f][3]*)
12. Have a mediation conference at any point during the due process hearing (*EC Section 56501[b][2]*), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (*EC Section 56507[a]*). (20 *USC* Section 1415[e]; 34 *CFR* sections 300.506, 300.508, 300.512 and 300.515)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 *USC* sections 1415[b][7], 1415[c][2]; 34 *CFR* Section 300.508; *EC* Section 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 *USC* Section 1415[f][1][B]; 34 *CFR* Section 300.510)

What does a resolution session include?

Resolution sessions shall be convened within 15 days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within 30 days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 *USC* Section 1415[f][1][B]; 34 *CFR* Section 300.510)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement.

If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 *USC* Section 1415[j]; 34 *CFR* Section 300.518; *EC* Section 56505[d])

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 *USC* sections 1415[i][2] and [3][A], 1415[l]; 34 *CFR* sections 300.516; *EC* sections 56505[h] and [k], *EC* Section 56043[w])

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 USC sections 1415[i][3][B]– [G]; 34 CFR Section 300.517; EC Section 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 USC Section 1415[i][3][B]-[G]; 34 CFR Section 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency 10 days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 USC Section 1415[i][3][B]–[G]; 34 CFR Section 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

Office of Administrative Hearings Attention: Special Education Division 2349 Gateway Oaks Drive, Suite 200

Sacramento, CA 95833-4231

(916) 263-0880

FAX (916) 263-0890

The OAH can also be contacted by email using the Secure e-File Transmission (SFT) system. The SFT may be found on OAH's website at <https://www.applications.dgs.ca.gov/OAH/oahSFTWeb>

School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than 10 consecutive school days, and
- Additional removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than 10 days?

After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds 10 days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within 10 days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC Section 1415[k][1] and [7]; 34 CFR Section 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within 20 school days of the date on which you requested the hearing. (20 USC Section 1415[k][2]; 34 CFR Section 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR Section 300.530; EC Section 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students.

Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 USC Section 1415[a][10][A]; 34 CFR sections 300.137 and 300.138; EC Section 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and

that the private placement is appropriate. (20 *USC* Section 1412[a][10][C]; 34 *CFR* Section 300.148; *EC* Section 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
- In writing to the school district at least 10 business days (including holidays) before removing your child from the public school. (20 *USC* Section 1412[a][10][C]; 34 *CFR* Section 300.148; *EC* Section 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
- Providing notice would likely have resulted in physical harm to your child
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child (20 *USC*

Section 1412[a] [10] [C]; 34 *CFR* Section 300.148; *EC* Section 56177)

State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the CDE. When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 *CFR* Section 300.151–153; 5 *CCR* Section 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education Special Education Division Complaint Support Unit
1430 N Street, Suite 2401
Sacramento, CA 95814

You may also email your complaint to speducation@cde.ca.gov

For complaints involving issues not covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Complaint Support Unit, by telephone at (800) 926-0648; by fax at 916- 327-3704; or by visiting the CDE Web site at page at <https://www.cde.ca.gov/sp/se/index.asp>.

Senate Bill 511, Family Empowerment Centers

Background

The Family Empowerment Centers (FECs) were established in 2001 by enactment of Chapter 690 of the Statutes of 2001 (Senate Bill 511, Alpert), enacted as Education Code (EC) 56400-56415. The FECs provide services to families with children with disabilities ages three to twenty-two. The intent of the legislature is to ensure that parents, guardians, and families of children and young adults with disabilities have access to accurate information, specialized training, and peer-to-peer support.

FEC Contact and Service Information

| Organization | Counties Served | Website |
|---|--|---|
| Ability Path's Family Resource Center of San Mateo County | San Mateo | https://www.smcfrc.org/ |
| Alpha Family Resource Center | Santa Barbara | https://alphasb.org/ |
| Exceptional Family Resource Center (EFRC) | Imperial, San Diego | https://efrconline.org/ |
| Exceptional Parents Unlimited (EPU) | Fresno, Kings | https://www.epuchildren.org/ |
| Exceptional Parents Unlimited (EPU) | Madera | https://www.epuchildren.org/ |
| Family Focus Resource and Empowerment Center | North Los Angeles (San Fernando, Santa Clarita, Antelope Valley) | https://csun.edu/family-focus-resource-center |
| Family Resource Navigators | Alameda | https://familyresourcenavigators.org/ |
| Family SOUP | Colusa, Sutter, Yuba | http://www.familysoup.org/ |
| H.E.A.R.T.S. Connection Family Resource Center and Empowerment Center | Kern | http://www.heartsfrc.org/ |
| Heluna Health/Eastern Los Angeles Family Resource Center | Los Angeles (Alhambra, Arcadia, Boyle Heights, City Terrace, Commerce, East Los Angeles, East Pasadena, El Sereno, Eagle Rock/Highland Park, La Habra Heights, La Mirada, Lincoln Heights, Montebello, Monterey Park, Mount Washington, Pico Rivera, Rosemead, San Gabriel, San Marino, South Pasadena, Santa Fe Springs, Temple City, Whittier) | https://www.helunahealth.org/partners/eastern-los-angeles-regional-family-resource-center/ |
| Matrix Parent Network & Resource Center | Napa, Solano, Sonoma | https://www.matrixparents.org/ |
| Matrix Parent Network | Marin | https://www.matrixparents.org/ |

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|---|--|---|
| Parents Helping Parents, Inc. | Santa Clara | https://www.php.com/ |
| Parents Helping Parents San Luis Obispo | San Luis Obispo | http://www.phpslo.org/ |
| The Parents' Place Family Resource Center | Los Angeles (San Gabriel Valley, Pomona) | http://www.parentsplacefrc.com/ |
| Plumas Rural Services, Inc. | Lassen, Modoc, Plumas, Sierra | https://www.plumasruralservices.org/ |
| Rowell Family Empowerment of Northern California (RFENC) | Butte, Glenn, Shasta, Siskiyou, Tehama, Trinity | https://rfenc.org/Home/ |
| South Central Los Angeles Regional Center (McClaney Family Resource Center) | Los Angeles (South Los Angeles including: Watts, Leimert Park, Florence/Firestone, West Adams, Bell, Bell Gardens, Compton, Cudahy, Downey, Huntington Park, Lynwood, Maywood, Vernon, South Gate, North Carson, Gardena, Paramount) | https://sclarc.org/ |
| Special Kids Connect | Monterey | https://specialkidsconnect.org/ |
| Special Parents Information Network (SPIN) | San Benito, Santa Cruz | https://www.spinsc.org/ |
| Support for Families of Children with Disabilities | San Francisco | https://www.supportforfamilies.org/ |
| Team of Advocates for Special Kids, Inc. (TASK) | Orange | https://taskca.org/ |
| Team of Advocates for Special Kids, Inc. (TASK) | Los Angeles (Artesia, Avalon, Bellflower, Carson, Cerritos, Harbor City, Harbor Gateway, Hawaiian Gardens, Hermosa Beach, Lakewood, Lomita, Long Beach, Manhattan Beach, Norwalk, Palos Verdes Estates, Rancho, Palos Verdes, | https://taskca.org/ |

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|--|---|---|
| | Rolling Hills, San Pedro, Signal Hill, Torrance, Wilmington) | |
| Team of Advocates for Special Kids, Inc. (TASK) | Los Angeles (Signal Hill, Long Beach, Catalina Island) | https://taskca.org/ |
| Team of Advocates for Special Kids, Inc. (TASK) | Los Angeles (Lakewood, East Lakewood, Hawaiian Gardens, Bellflower, Norwalk/Little Lake, Artesia, Cerritos) | https://taskca.org/ |
| Warmline Family Resource Center | Alpine, El Dorado, Nevada, Placer, Sacramento, Yolo | http://www.warmlinefrc.org/ |
| Westside Family Resource Center | West Los Angeles | http://wfrec.org/ |

Glossary of Abbreviations Used in This Notification

ADR: Alternative Dispute Resolution

CFR: Code of Federal Regulations

EC: California Education Code

FAPE: Free Appropriate Public Education

FEC: Family Empowerment Center on Disability

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

PTIC: Parent Training and Information Center

OAH: Office of Administrative Hearings

SELPA: Special Education Local Plan Area

USC: United States Code

Revised October 2022

Parents' Record Keeping

The parent of a child with special needs will gather a tremendous amount of information about the child from various professionals and service agencies. Record keeping is not mandatory for parents of children with disabilities, but good records prove to be helpful for keeping track of student progress and if the child changes schools.

It may be helpful to have information on the following categories:

Family History: May include child's birth date, place of birth, parent(s) name(s), address, phone number and family history.

Developmental History of the Child: May include mother's health during pregnancy and any unusual circumstances at the birth of the child. May also include milestones and at what age the child reached them.

Medical History and Reports: May include information on the child and family health history, nature of serious illnesses and operations, record of the child's immunization, and medications taken.

Educational History: May include names and dates of schools attended, copies of IEPs, test results and progress reports.

Services Received from Other Agencies: This may include copies of records from any other agencies that may have had contact with the child.

Correspondence: Keep copies of all correspondence written by parent and received by parent.

Section 504

Section 504 is the section of the Rehabilitation Act of 1973, which applies to persons with physical or mental impairments. It is a civil rights act, which protects the civil and constitutional rights of persons with disabilities. It states that no person with a disability can be excluded from or denied benefits of any program receiving or benefiting from federal financial assistance.

Definition of Disability

A person is considered to have a disability within the definition of Section 504 if the student:

- has a mental or physical impairment which substantially limits one or more of such person's major life activities
- has a history of such impairments; or
- is regarded as having such an impairment

School staff should consider the potential existence of a disability and possible Section 504 protection if the student has been diagnosed, for example, with:

- HIV
- ADHD
- Communicable diseases
- Blood/sugar disorders
- Heart malfunctions

Definition of Major Life Activity

"Major life activities" include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition does not substantially limit a major life activity, the individual does not qualify for a Section 504 plan.

Charter LEA Responsibility

If a Charter LEA has reason to believe that, because of an impairment as defined under Section 504, a student needs special accommodations or services in the general education setting in order to participate in the school program, the Charter LEA must evaluate the student. If it is determined that a student has a disability under Section 504, the Charter LEA must develop and implement the delivery of all needed services and/or accommodations. Section 504 falls under the responsibility of the general education program.

Reasonable Accommodations

Section 504 requires a written plan describing placement and services. Placement decisions must be based upon information drawn from a variety of sources and all information must be considered. The placement decisions must be made by a group of people knowledgeable about the student, about the meaning of the evaluation data, and about placement options. All members of the group or assistance team, including parents, must sign the "educational accommodation plan." Some examples of reasonable accommodations are (but not limited to):

- Untimed or extended time for assessment and/or assignments;
- Provision of readers;
- Provision of audio textbooks,
- Changes in the way tests are given; and/or
- Allow for verbal response

What Is the Role of the CAC?

The purpose of the Community Advisory Committee (CAC) is to act in support of individuals with disabilities by representing broad interests in the community and promoting maximum interaction of parents and community members with the Department of Special Education and the LEA Charter Schools in accordance with the Education Code and the El Dorado Charter SELPA Local Plan.

Parents comprise a majority of the membership of the Community Advisory Committee, and of these members, the majority must be parents of children receiving special education services.

Members of local parent/teacher groups (PTAs), special education teachers, general education classroom teachers and other school personnel, students with disabilities, and/or representatives of related public and private agencies may also be represented.

The Community Advisory Committee is advisory to the Special Education Local Plan Area (SELPA). The primary responsibilities and activities of the CAC include, but need not be limited to:

- Advising the administration of the Special Education Local Plan Area (SELPA) and the Director/Superintendent of the Charter LEA regarding the development and review of programs and services;
- Informing and advising Special Education Local Plan Area (SELPA) staff regarding community conditions, aspirations, and goals for individuals with special needs;
- Making recommendations and suggestions for annual priorities to be addressed;
- Assisting in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan;
- Encouraging community awareness and involvement in the development and review of the Local Plan;
- Supporting activities on behalf of individuals with special needs; and
- Facilitating communication between schools, parents and the community.

Participation in the CAC meetings helps keep members well informed about current programs and legislation, as well as facilitates closer communication and better understanding of the mutual goals of school administrators, faculty, parents, and the community.

The El Dorado Charter Special Education Local Plan Area (SELPA) office hosts the Community Advisory Committee meetings online using the web-based ZOOM platform. If you would like to request meeting log-in information, please contact the El Dorado Charter SELPA office at 530.295.2462.

CAC meetings are open to anyone and we encourage your participation.

Meeting Times and Locations

Regular meeting times and locations shall be established by the CAC, with all meetings open to the public. The CAC shall meet as frequently as necessary, though not less than three times between September and June. Special meetings of the CAC may be scheduled when necessary. A notice and agenda of all regularly scheduled meetings shall be posted for review prior to the meeting.

Voting

A quorum shall exist when the majority of the Charter LEAs who have appointed members have representatives present. A quorum is defined as a minimum number of members in an assembly, society, board of directors, etc., required to be present before any valid business can be transacted.

A simple majority of a quorum is necessary to conduct usual business.

Implementation of CAC Responsibilities

Members of the Community Advisory Committee have the responsibility to assist in the development and implementation of the Local Plan and to set priorities for special education programs by:

- Actively participating and providing input at regularly scheduled CAC meetings;
- Maintaining contact with the Charter LEA special education staff regarding special education programs provided by the Charter LEA to gain insight regarding local needs;
- Periodically reporting CAC activities to Charter LEA Governing Boards; and
- Serving on standing and special committees of the CAC.

Community Advisory Committee members assist with parent education by:

- Organizing and participating in parent support groups;
- Developing and distributing informational materials of interest to parents (e.g. CAC Parent Handbook);
- Organizing, attending and participating in local, regional and state CAC workshops and conferences.

Community Advisory Committee members promote community involvement activities by organizing and participating in community events and participating in public relations efforts.

CAC Representatives

For information regarding the El Dorado Charter SELPA Community Advisory Committee (CAC), please call the El Dorado Charter SELPA office at 530.295.2462 or contact your Charter LEA.

| Support Area | Agency | Expertise | Website | Contact |
|----------------------------------|--|--|---|--|
| Foster/Adoptive | Lilliput Children Services | Therapy services created to meet the unique needs of adoptive children, kinship. | https://www.lilliput.org/ | (916) 941-8799 8391 Auburn Blvd Citrus Heights, CA 95610 |
| Medical | California Children's Services <i>(Department within Public Health)</i> | A statewide program that pays for medical care, equipment, and rehabilitation. | https://www.edcgov.us/Government/PublicHealth/community%20nursing#3 | (530) 621-6128 or (530) 573-3157 941 Spring St, Ste #3 Placerville, CA 95667 |
| Parent Support | Warmline Family Resource | Resources, support, training and consultation to families with special needs children. | http://www.warmlinefrc.org/ | (916) 455-9500 2424 Castro Way Sacramento, CA 95818 |
| Preschool | First 5 El Dorado | Community Hubs assist children, families and individuals to connect to supports and services. | https://www.first5eldorado.com/community-hubs | (530) 295-4559 (800) 325-5359 6767 Green Valley Rd Placerville, CA 95667 |
| Preschool | Infant Parent Center (IPC) | Therapeutic services from preconception to 5 years old. | https://www.infantparentcenter.org/ | (530) 676-2899 3420 Robin Lane, Ste #4 Cameron Park, CA 95682 |
| Significant Support Needs | Alta California Regional Center | Serves families/individuals with developmental disabilities. | https://www.altaregional.org/post/placerville | (530) 626-1353 573 Main St Placerville, CA 95667 |
| Social/Emotional | Big Brothers Big Sisters - Northern Sierra | Mentors for at-risk and disadvantaged children. | https://www.bbbsns.org/ | (530) 626-1222 535 Main St Placerville, CA 95667 |
| Social/Emotional | El Dorado County Behavioral Health | Mental health support for children and families. | https://www.edcgov.us/Government/MentalHealth | (530) 621-6290 Suicide Hotline: (530) 622-3345 768 Pleasant Valley Rd Ste #201 Diamond Springs, CA 95619 |
| Social/Emotional | Child Protective Services | Help identify, treat, and reduce child abuse and neglect. | https://www.edcgov.us/Government/HumanServices/Protective%20Services/Pages/child_protective_services.aspx | (530) 642-7100 24-hour hotline: (844) 756-3699 |
| Social/Emotional | New Morning Youth Shelter | Open 24 hours a day, offers temporary housing, hot meals, clothing, and individual and family counseling services for children aged 6-to 17. | https://www.newmornin gyfs.org/24-hour-shelter | (530) 626-4190 211 New Morning Ct Placerville, CA 95667 |

| Support Area | Agency | Expertise | Website | Contact |
|--------------|--|--|---|--|
| Transition | California Department of Rehabilitation | Provides services for employment, independent living and equality for individuals with disabilities. | https://www.dor.ca.gov/ | (530) 626-0900 1699 Broadway Ste S Placerville, CA 95667 |
| Transition | Mother Lode Rehabilitation Enterprises, INC (MORE) | Provides life-changing experiences and opportunities for adults of all skill levels and abilities. Provides creative arts, life skills behavior support, supported employment, and living options for adults within our community. | https://www.more rehab.org/ | (530) 622-4848 399 Placerville Dr Placerville, CA 95667 |

| Support Area | Agency | Expertise | Website | Contact |
|---|--|--|---|--|
| Augmentative and Alternative Communication (AAC) | Communication Technology and Education Center (CTEC) | Provides services in Augmentative and Alternative Communication (AAC) using personalized methods and devices to increase a person's communication ability. | https://www.ctecaac.org/ | (212) 417-9700 |
| Attention Deficit Hyperactivity Disorder (ADHD) | Parents Helping Parents (PHP) | Lecture series, parent support group, and resources. | https://www.php.com/adhd-support-and-information-workshop/ | (855) 727-5775 |
| Autism | California Professional Training & Information Network (CAPTAIN) | Cross agency network was developed to support the understanding & use of evidence-based practices (EBP) for individuals designated as Autistic. | https://captain.ca.gov/ | autismebp@gmail.com |
| Behavior/Mental Health | Positive Environments Network of Trainers (PENT) | Supporting positive educational environments which use evidence-based, positive strategies to achieve high outcomes for all students by disseminating resources and materials for educators throughout the state. | https://www.pent.ca.gov/ | pent@dcs-cde.ca.gov |
| Behavior/Mental Health | California Department of Mental Health | Administers mental health programs for children, youth, adults, and older adults. | https://www.dhcs.ca.gov/services/Pages/MentalHealthPrograms-Svcs.aspx | (888) 452-8609 |
| Blind | California Council of the Blind | Increases the independence, security, equality of opportunity, and quality of life for all blind and visually impaired people. | https://ccbnet.org/drupa17/ | (212) 417-9700 |
| Blind | Wayfinder Family | Provides individualized support and services for children, youth, and adults, for those who have vision loss or profound special needs to foster youth with serious medical conditions or trauma and their families. | https://www.wayfinderfamily.org/ | (916) 654-1987 |
| Blind | Clearinghouse for Specialized Media and Technology | Produces accessible versions of textbooks, workbooks, and literature adopted by the State Board of Education products and services. | https://www.cde.ca.gov/re/pn/sm/ | (916) 319-0881 |
| Deaf | Center for Early Intervention on Deafness | Maximizing communication potential through early education, family support, and community audiology services for children & adults who are deaf and hard of hearing. | https://ceid.org | (510) 848-4800 info@ceid.org |
| Deaf | Clearinghouse for Specialized Media and Technology | Produces accessible versions of textbooks, workbooks, and literature books adopted by the State Board of Education products and services. | https://www.cde.ca.gov/re/pn/sm/ | (916) 319-0881 |
| Down Syndrome | Global Down Syndrome Foundation | Dedicated to significantly improving the lives of people with Down Syndrome through research, medical, care, education, and advocacy. | https://www.globaldownsyndrome.org/about-down-syndrome/resources/local-organizations/california-down-syndrome-organizations/ | (303) 321-6277 |
| Executive Functioning | Children's Health Council (CHC) | Specialize in working with families living with ADHD, Learning Differences, Anxiety & Depression, and Autism and has an online resource library. | https://www.chconline.org/ | (650) 688-3625 careteam@chconline.org |
| Learning Disabilities | Learning Disabilities Association of America | Create opportunities for success for all individuals affected by learning disabilities through support, education, and advocacy. | https://ldcalifornia.org/ | contactldaca@gmail.com |

| Support Area | Agency | Expertise | Website | Contact |
|----------------|---|---|---|--|
| Parent Support | California Department of Education California Parent Organization | List of California agencies providing resources for families of children with disabilities. | https://www.cde.ca.gov/sp/se/qa/caprntorg.asp | (916) 322-5101 pgarciasmith@cde.ca.gov |
| Parent Support | California Department of Education Family Involvement and Partnerships | Provides information, resources, and support to parents, guardians, and families of children with disabilities. | https://www.cde.ca.gov/sp/se/fp/ | (800) 926-0648 |
| Parent Support | California Department of Education The Edge Newsletter | Newsletter published three times a year discussing prevalent and emerging topics in special education. | https://www.cde.ca.gov/sp/se/sr/edgenewsletter/home.asp | (916) 327-0878 |
| Parent Support | Center for Excellence in Developmental Disabilities (part of UC Davis MIND Institute) | Comprehensive resources for neurodevelopmental disorders. | https://health.ucdavis.edu/mindinstitute/centers/cedd.html | (916) 703-0300 |
| Parent Support | Disability Rights California | Defends, advances, and strengthens the rights and opportunities of people with disabilities. | https://www.disabilityrightsca.org/ | (800) 776-5746 |
| Parent Support | Family Resource Center Network of California | A coalition of Early Start Resource Centers that train together, set standards together, and advocate for families of children with disabilities. | https://frcnca.org | (916) 993-7781 |
| Parent Support | Family Voices of California | Statewide collaborative of parent-run centers working to ensure quality health care for children and youth with special health care needs. | https://www.familyvoicesofca.org/ | (415) 282-7494 pipmarks@familyvoicesofca.org |
| Parent Support | UC Davis MIND Institute | Collaborative, international research center focused on conducting innovative research, providing expert care and developing programs in areas including autism spectrum disorder, fragile X syndrome, Down syndrome, attention deficit hyperactivity disorder, 22q11.2 deletion syndrome, and other neurodevelopmental disabilities. | https://health.ucdavis.edu/mindinstitute/ | (916) 703-0280 2825 50 th Street Sacramento, CA 95817 |
| Preschool | California Early Start Program (part of Department of Developmental Services) | Early intervention services for infants and toddlers with disabilities and their families. | https://www.dds.ca.gov/services/early-start | (833) 421-0061 |
| Preschool | First 5 California | Improving the lives of children and families throughout California. | https://www.cfcf.ca.gov/ | (916) 263-1050 |
| Preschool | Head Start | Advocates at the federal, state and local county levels to ensure that members speak with a unified voice about the challenges facing California's most vulnerable families. | https://headstartca.org/ | (916) 444-7760 |
| Preschool | Supporting Early Education Delivery Systems (SEEDS of partnership) | Support the direction, initiatives, and activities that are a part of the State Performance Plan (SPP) related to the Individuals with Disabilities Education Act (IDEA) Indicators. | https://seedsofpartnership.org/ | (916) 228-2388 rryan@scoe.net |

| Support Area | Agency | Expertise | Website | Contact |
|----------------------------|--|---|---|---|
| Speech and Language | California Department of Consumer Affairs Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board | Regulates the practices of speech pathology, audiology, and hearing aid dispensing in California. | https://www.speechandhearing.ca.gov/ | (916) 287-7915 speechandhearing@dca.ca.gov |
| Speech and Language | California Speech-Language-Hearing Association | Advancing the profession of speech-language pathology. | https://www.csha.org | (916) 921-1568 (916) 921-1568 csha@csha.org |

| Support Area | Agency | Expertise | Website | Contact |
|----------------------------------|---|---|---|--|
| ADD/ADHD | ADDitude Magazine | Online magazine with ADHD/LD strategies and support. | https://www.additudemag.com/ | (212) 417-9700 |
| ADD/ADHD | Children and Adults with ADHD (CHADD) | Clearinghouse for evidence-based information on ADHD. | https://chadd.org/ | (301) 306-7070 |
| Arthritis/Musculoskeletal | National Institute of Arthritis and Musculoskeletal and Skin Diseases | Supports research into the causes, treatment and prevention of arthritis and musculoskeletal and skin diseases and disseminates information and research progress in these diseases. | https://www.niams.nih.gov/ | (877) 226-4267 |
| Autism | Autism Focused Intervention Resources and Modules (AFIRM) | National Clearinghouse on evidence-based practices on Autism Spectrum Disorder. | https://afirm.fpg.unc.edu/ | |
| Autism | Autism Society | Creates connections, empowers everyone in the Autism community with the resources needed to live fully. | https://autismsociety.org/ | (800) 328-8476 |
| Autism | Autism Speaks | Promoting solutions across the spectrum and throughout the lifespan for the needs of individuals with Autism and their families. | https://www.autismspeaks.org/ | (888) 288-4762 English (888) 772-9050 Español |
| Autism | National Autism Association | Advocate for federal policy & resources, conduct & promote research, provides education & training to families, first responders, & service professionals. | https://nationalautismassociation.org/ | (877) 622-2884 |
| Blind | American Council for the Blind | Increase independence, security, equality or opportunity and quality of life for individuals that are blind or visually impaired. | https://acb.org | (800) 424-8666 |
| Blind | American Foundation for the Blind | Advocate for children who are blind or visually impaired, to make sure that every student has an equal opportunity to succeed. | https://afb.org | (212) 502-7600 |
| Blind | Foundation for Fighting Blindness | Drives the research that will provide preventions, treatments, and services for people affected by blinding retinal degenerative diseases. | https://www.fightingblindness.org/ | (800) 683-5555 |
| Deaf | Alexander Graham Bell Association for the Deaf and Hard of Hearing | Helps families acquire hearing technology, secure financial aid, and scholarships, and gives them access to resources they need to succeed. | https://www.agbell.org/ | (202) 337-5220 |
| Deaf | Beginnings | For parents of children who are deaf or hard of hearing to understand hearing loss and their child's diverse needs. | https://ncbegin.org/ | (800) 541-4327 |
| Deaf | National Institute on Deafness and Other Communication Disorders | Conduct and support biomedical and behavioral research and research training in the normal and disordered processes of hearing, balance, smell, taste, voice, speech, and language. | https://www.nidcd.nih.gov/ | (800) 241-1044 |
| Down Syndrome | National Association for Down Syndrome (NADS) | Provides families who have a child with Down Syndrome with information and resources to be accepted by their families and communities to develop their capabilities & to work towards independence. | https://www.nads.org | (630) 325-9112 |

| Support Area | Agency | Expertise | Website | Contact |
|-----------------------|--|---|---|-------------------|
| Down Syndrome | National Down Syndrome Congress | National resource of support and information for anyone touched by or seeking to learn about Down Syndrome. | https://www.ndscenter.org/ | (800) 232-6372 |
| Down Syndrome | National Down Syndrome Society | A leading human rights organization for all individuals with Down Syndrome. | https://www.ndss.org | (800) 221-4602 |
| General | Administration on Developmental Disabilities | Works with states, communities, and partners in the disability networks to increase the independence, productivity, and community integration of individuals with disabilities. | https://acl.gov/about-acl/administration-disabilities | (202) 401-4634 |
| General | Center for Parent Information and Resources (CPIR) | Family-friendly information and research-based materials for parents of children with disabilities. | https://www.parentcenterhub.org/ | (973) 642-8100 |
| General | Individuals with Disability Education Act (IDEA) | Information and resources on infants, toddlers, children, and youth with disabilities. | https://sites.ed.gov/idea/ | (202) 245-6114 |
| General | Office of Special Education & Rehabilitation Services (<i>part of Department of Education</i>) | Provides a wide array of supports to parents and individuals, school districts and states in special education and vocational areas. | https://www2.ed.gov/about/offices/list/osers/index.html | (202) 245-7468 |
| General | Parenting Special Needs Magazine | Information and inspiration for parents of children with special needs. | https://www.parentingspecialneeds.org/ | (772) 532-4423 |
| General | Understood | To help those who learn and think differently discover their potential, take control, find community, and stay on positive paths along each stage of life's journey. | https://www.understood.org/ | |
| Learning Disabilities | LD Online | Supports children and adults to reach their full potential by providing accurate and up-to-date information and advice about learning disabilities and ADHD. | https://www.ldonline.org/ | ldonline@weta.org |
| Learning Disabilities | ADDitude Magazine | Online magazine with ADHD/LD strategies and support. | https://www.additudemag.com/ | (212) 417-9700 |
| Medical | Shriners Children's | Provides high-quality specialty medical care to children to change and improve their life, conduct research and gain knowledge and develop new treatments and educational opportunities for physicians and healthcare professionals regardless a family's ability to pay or insurance status. | https://www.shrinerschildrens.org/ | (800) 237-5055 |
| Post-secondary | National Organization on Disability (NOD) | Increases employment opportunities for Americans with disabilities. | https://www.nod.org | info@nod.org |
| Preschool | Center for Early Literacy Learning (CELL) | Promotes the adoption and sustained use of evidence-based early literacy learning practices. | http://www.earlyliteracylearning.org/ | |
| Preschool | Division of Early Childhood (DEC) | Support for families to enhance the optimal development of developmentally delayed, disabled and at-risk children. | https://www.dec-sped.org/ | (888) 232-7733 |
| Preschool | Early Childhood Technical Assistance Center (ECTA) | Focus on building state and local system capacity to improve outcomes for children with disabilities and their families. | https://ectacenter.org/ | |
| Rare | National Organization for Rare Disorders (NORD) | Advocates for policy changes to improve the lives of Americans impacted by rare diseases at the federal and state levels. Also houses a database of rare diseases. | https://rarediseases.org | (800) 999-6673 |

| Support Area | Agency | Expertise | Website | Contact |
|---------------------------|---|--|---|----------------|
| Significant Support Needs | The ARC | Promotes and protects the human rights of people with intellectual and developmental disabilities and actively supports their full inclusion and participation in the community. | https://thearc.org | (800) 433-5255 |
| Significant Support Needs | The Association of Severely Handicapped (TASH) | Advocates for human rights and inclusion for people with significant disabilities and support needs. | https://tash.org/ | (202) 817-3264 |
| Social/Emotional | Center on the Social & Emotional Foundations for Early Learning | National resource center for disseminating research and evidence-based practices to early childhood programs across the country. | http://csefel.vanderbilt.edu/about.html | (615) 322-8150 |
| Social/Emotional | Positive Behavioral Intervention and Support (PBIS) | Implements positive behavioral intervention on the social, emotional and academic outcomes for students with disabilities. | https://www.pbis.org/ | |
| Speech/Language | American Academy of Audiology | Promotes quality hearing and balanced care by advancing the profession of audiology. | https://www.audiology.org/ | (800) 222-2336 |
| Speech/Language | American Speech-Language-Hearing Association (ASHA) | Resources to help understand communication disorders. | https://asha.org | (800) 638-8255 |

For more information, contact the El Dorado County Office of Education Charter SELPA Program at: (530) 295-2462 / (800) 524-8100 • charterselpa.org