



CAC

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

COMMUNITY ADVISORY COMMITTEE
FOR SPECIAL EDUCATION

Special Education

Parent

Handbook

2009



Sacramento City Unified School District

Board of Education

Roy Grimes, President
Ellyne Bell, First Vice President
Patrick Kennedy, Second Vice President
Jerry Houseman, Ed.D
Donald Terry
Gustavo Arroyo
Diana Rodriguez

Administration

Jonathan P. Raymond, Superintendent
Tom Berentson, Deputy Superintendent/CFO Administrative Services
Mary Shelton, Associate Superintendent
Susan Miller, Associate Superintendent
Mary Hardin Young, Associate Superintendent
Carol Mignone Stephen, Associate Superintendent
Melissa Truitt, Associate Superintendent

Special Education Department

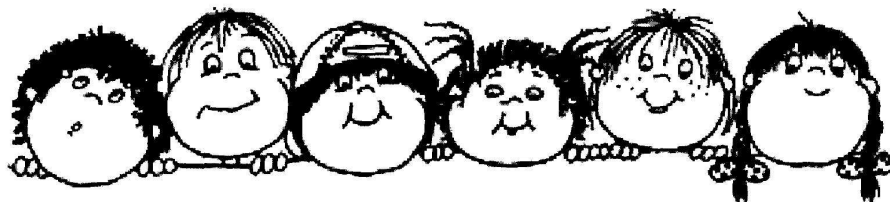
Shelton Yip, Administrator
Becky Bryant, Director
Linda Kawahara-Matsuo, Supervisor
Vivian Miller, Supervisor
Cyndi Swindle, Supervisor

The Sacramento City Unified School District is committed in all of its activities, policies, programs and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of age, ancestry, sex, sexual orientation, religion, color, national origin, physical handicap, disability or marital status.



Table of Contents

Introduction.....	1
Special Education Department Mission Statement	1
Community Advisory Committee (CAC)	1
Your Child's Education and the Law	3
Response to Intervention (RtI)	4
Section 504	6
Special Education Procedures.....	6
Special Education Timelines	8
Assessment.....	9
Handicapping Conditions	10
Individualized Education Plan (IEP).....	11
What is the Team Approach?	12
Participants of the IEP	13
Placement Options.....	13
Students Enrolled in Private Schools by Their Parents	15
Designated Instructional Services (DIS).....	15
Extended School Year (ESY)	16
Questions to Ask When Planning Placement and Services	16
Special Education Questions and Answers	18
Keeping Records at Home	19
Working With The School Program	20
Elements of a Quality Program	21
IEP Checklist for Parents	22
Guide to Setting Educational Goals	23
Strategies for Successful Communication	26
Procedural Safeguards	27
Due Process Rights.....	29
State Complaint Procedures	31
Agencies and Groups Helpful for Parents of Children with Special Needs	32
Special Education Acronyms	36
Frequently Called Numbers	39



Introduction

This handbook was written to provide information to parents about Special Education services and how they work. It is our hope that you can use this resource to help you through the process.

SPECIAL EDUCATION DEPARTMENT MISSION STATEMENT

It is the intention of the Special Education Department to support the Sacramento City Unified School District's mission and goals for all children in general and on behalf of those who are individuals with exceptional needs in particular. We believe that individuals with exceptional needs should be educated to the maximum extent possible in accordance with their individual capabilities and in a manner that enables them to strive to their fullest potential. This can best be accomplished when:

- ✧ Individuals with exceptional needs are treated with dignity, respect, caring, and consideration for their special needs,*
- ✧ Individuals with exceptional needs learn through inclusive settings with their peers in general education,*
- ✧ Standards and expectations for each individual's achievements are maintained at the highest levels with accommodations for the student's unique abilities and physical limitations,*
- ✧ Individuals with exceptional needs participate regularly in the social and extracurricular activities available on school sites and within the community,*
- ✧ Individuals with exceptional needs are challenged to use their natural abilities to the maximum extent possible to become educated, productive, and independent.*

Community Advisory Committee (CAC)

Under the California State Education Code, the Special Education Local Plan Area (SELPA) is required to include a Community Advisory Committee (CAC), which acts in an advisory capacity to the SELPA in the development, amendment, and review of the Local Plan for Special Education.

The CAC brings together and supports parents and professionals, regular and special educators, representatives of different agencies, and concerned citizens. The CAC enhances the potential for effective school and community partnership. As an informed group, the CAC helps to provide an opportunity for community understanding of special education programs, support of those services, and effectiveness in the delivery of services to students with disabilities.



Parents of children with special needs make up a majority of the membership of the CAC. Other members may include special education teachers, general education teachers, other school personnel, representatives of related public and private agencies, and school administrators.

The CAC is an advisory committee to the SELPA. The primary responsibilities and activities of the CAC include, but need not be limited to:

- Meeting regularly throughout the school year,
- Advising the administration of the SELPA regarding the development and review of program and services,
- Informing and advising SELPA staff regarding community conditions, aspirations and goals for individuals with exceptional 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 exceptional needs,
- Facilitating communication between schools, parents, and community.

Benefits Of Being Involved In The CAC

Parent benefits:

- Receive information about programs, services and resources, including legislative updates,
- Receive training and skill building,
- Have the opportunity to raise questions and share common concerns with staff,
- Find support and connect with other parents,
- Find opportunity for personal growth and leadership development.

District benefits:

- A collaborative atmosphere with families through trust building and sharing of information,
- Parents become more aware of constraints on the system, including funding issues,
- It provides a method for assessing parental needs, concerns and opinions,
- Teachers and staff can come to better understand the parents' perspective,
- Students' programs are more effective when parents work collaboratively with teachers toward individual student progress.

If you are interested in attending the meetings, becoming a member, or if you would like to receive copies of the agendas and minutes of the meetings, please call 916-643-9163.

Your Child's Education and the Law

The Individuals with Disabilities Education Improvement Act (IDEIA) (most commonly referred to as IDEA), which was reauthorized by Congress in 2004, guarantees basic rights to each child with disabilities who qualifies. For each eligible child, the Local Education Agency (LEA) or school district must provide: (All of these points will be covered in more detail later in this booklet.)

- *Free Appropriate Public Education (FAPE)*

This is the most fundamental and important right. Your child must receive a free education program especially designed to meet his/her unique learning needs. If there is no appropriate public program available and the school district is unable to design one, a non-public school program must be provided at public expense.

- *Education in "Least Restrictive Environment" (LRE)*

Children with disabilities are to be educated, as much as possible, with same age peers who do not have disabilities. Placement in the general education classroom, with support, is the first option that the IEP team must consider. Children should be removed to segregated settings only when education in the regular classroom with the use of supplementary aids and services cannot be satisfactorily achieved. When a child is in a special day class, he or she should be integrated or mainstreamed for part of the day if possible.

- *Related Services and Supplementary Aids*

Instructional and supportive services that assist your child to benefit from special education must be provided as indicated in the Individualized Education Program (IEP). Examples of these possible services are transportation, speech therapy, Adapted physical education, counseling, etc.

(Some services such as physical therapy and occupational therapy may be provided by different agencies in the community, such as California Children's Services (CCS) if the child qualifies.)

- *Fair Assessment Procedures*

Assessments (or evaluations) are conducted to identify your child's learning needs and to determine whether your child requires special education. These assessments must be conducted before your child is placed in special education and at least every three years following your child's placement. However, you or your child's teacher(s) may request assessment at more frequent intervals if needed. (All requests for assessments should be made to the Special Education Department in writing in order to assure prompt attention to the request.)

Assessments for possible special education placement may be conducted only with your permission **and only when all interventions have been exhausted through general education.** You must receive a written Assessment Plan when the school plans to conduct an assessment.

• *Parent Involvement in Educational Decisions*

You must receive notice in writing whenever the school:

- Plans to assess your child,
- Wants to change your child's classification or educational placement.

You must be notified in writing if the school refuses your request to initiate or change the classification or educational placement of your child. You must be informed by the school of your right to examine school records. You must receive a written notice from your school of all procedural safeguards provided by the law.



• *Due Process*

The law requires that the rights of children and their parents are protected; that students with disabilities and their parents are provided with information they need and that there are ways for disputes to be resolved. Parents must give informed consent during the entire special education process. Parents and schools have the right to request a due process hearing if they cannot agree or if the rights of the child seem to have been violated.

Response To Intervention



Before referring a child for special education services, the school district is required to make the best use of the resources in its regular education program. The school has a team, called a Student Study Team (SST), usually consisting of the child's teacher, the parent, a school administrator and possibly other professionals such as the school nurse, psychologist, special education teacher, etc. The SST will work to identify intervention(s), which will assist the child in his or her current classroom placement, rather than immediately referring the child for special education assessment(s).

One advantage of requesting an SST prior to requesting formal special education assessments is that the SST provides a team approach to solutions when the student is having difficulties. It is likely that a student who is struggling (either behaviorally or academically) can be helped with interventions from the general education professionals who are already on campus and providing the student support on a regular basis.

Students experiencing academic and/or behavioral problems in the general education program may be referred to the Student Study Team by anyone having knowledge of the student including: teachers, physicians, nurses, psychologists, social workers and parents.

The SST is a *regular education* committee composed of personnel with varying specialties and experience and is chaired by the principal (or someone appointed by the principal) of the school site. The goal of the SST is to act as a resource when intervention assistance is sought. The SST may suggest regular program interventions within the classroom and/or support services available to all students.

The Student Study Team (SST) may include the following people):

Principal (or someone appointed by the principal)

School psychologist

School counselor

Community liaison

Resource specialist teacher

Reading specialist

General education teacher

Parent(s)

You are encouraged to attend the SST meeting, share information about your child's school performance and talk about your concerns. The team may decide that additional support (or interventions) within the general education program are appropriate to address your child's needs. If so, these interventions will be written and monitored.

If the interventions are not successful, the SST may recommend additional assessment(s) for special education services. Should this be necessary, you will be contacted in order to obtain your written permission before those assessment(s) can be conducted.

At any time, instead of or in addition to the Student Study Team, you may make a request in writing to the Special Education Department that your child be assessed for special education services. However, keep in mind that the SST can be convened very soon after your request, that interventions can be started immediately, and the student's "response to intervention" (RtI) may be documented within 8-12 weeks. If you do make a referral for special education assessment(s), due to the legal timelines, the process may take more than 75 days before additional supports are provided to the student.



Typically, the SST team will recommend interventions, which are scientific, and research based for the student that shows signs of learning difficulties. The process is called "Response to Intervention" or RtI. In the RtI process students are provided with a series of increasingly intensive, individualized instructional or behavioral interventions which are designed and delivered by the general education staff with support, as necessary, from special education staff. RtI includes monitoring of the student's progress.

For more information on RtI, go to: www.nichcy.org/resources/rti.asp

Section 504 Accommodation Plans

Section 504 of the Rehabilitation Act has been in existence since 1973. Students who have physical or mental conditions that limit their ability to access and participate in their education program are entitled to rights under Section 504 even though they may not fall into special education eligibility categories. Section 504 is not an aspect of special education. Rather, it is a responsibility of the general education system. If a student is eligible for special education services then they automatically qualify for the Section 504 protections.

The determination of what services are needed must be made by a group of two or more persons knowledgeable about the child. The group should review the nature of the handicap, how it affects the child's education, and what, if any accommodations and services are needed. The decisions about Section 504 eligibility and services must be documented in the student's file and reviewed periodically.

Examples of students who might benefit from a 504 Plan are students with ADHD, cystic fibrosis, diabetes, Aspergers Syndrome.

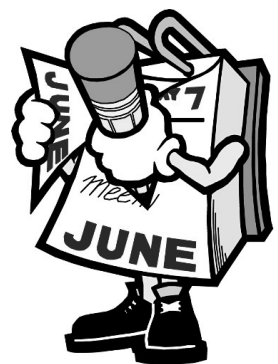
Examples of 504 accommodations are:

- ✓ Access to a wheelchair during recess and on field trips for a student with muscular dystrophy,
- ✓ Blood sugar testing for a student with diabetes,
- ✓ Preferential seating for a student with a hearing loss,
- ✓ Longer time to complete school work, including tests for a student with a learning disability.

Special Education Procedures

Referral

Parents of children attending school are encouraged to talk with the school staff when it appears their child is not making progress. A meeting of the school's Student Study Team (SST) may be scheduled to consider what increased support in the general education program which may be appropriate and assist in meeting the child's educational needs. After the resources of the general education program have been considered and appropriately utilized without success, a referral may be appropriate for special education assessment. Referrals should always be in writing.* Children who have been medically diagnosed as having a chronic illness or acute health problem may be referred for an assessment to determine the need for special education. For children attending other than a public school or for children not of school age, parents should contact the special education department in the school district in which the child lives.

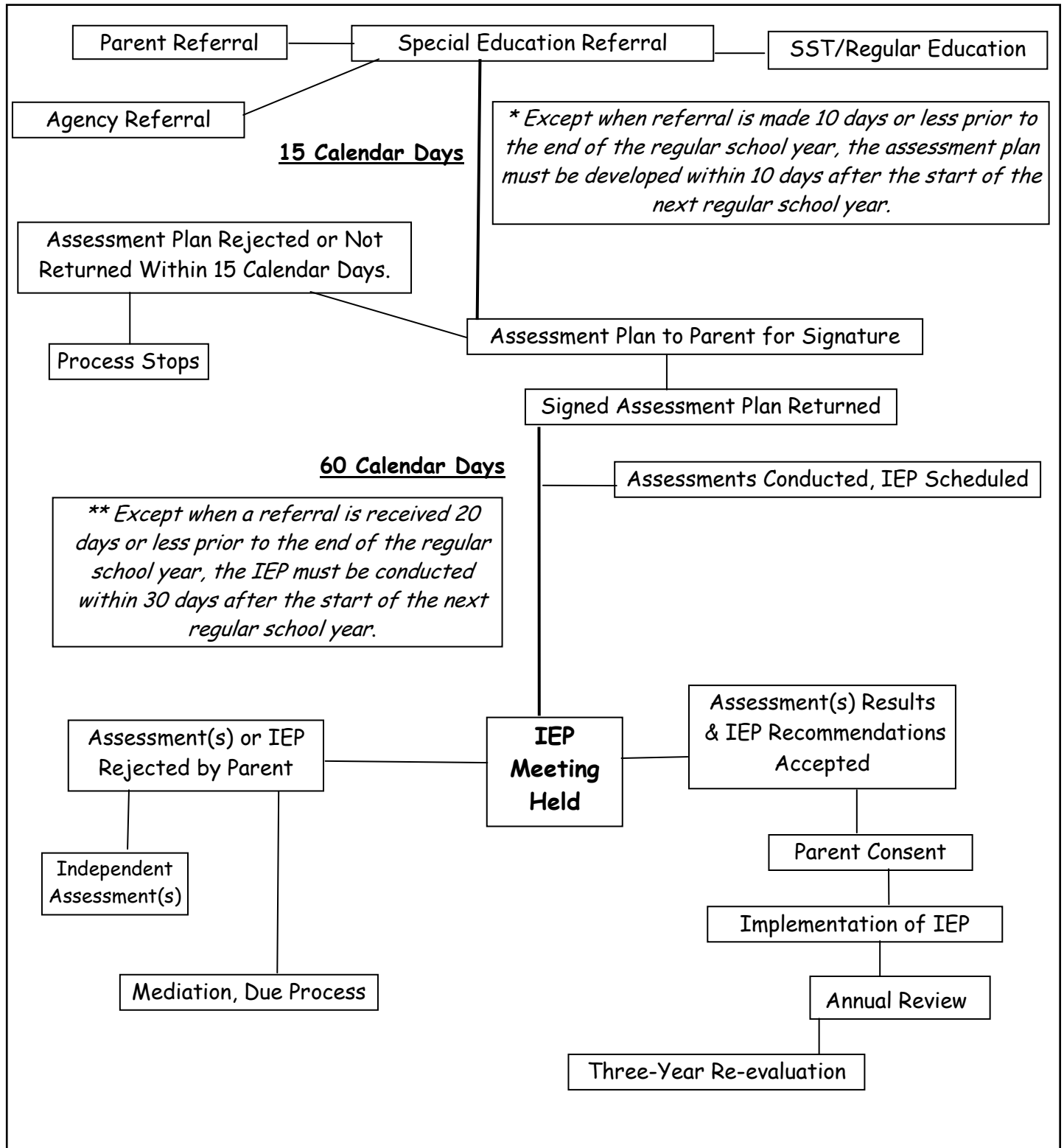


*Referral for Special Education assessments should be made in writing because there are legal timelines, which are in effect as soon as the school district receives the referral (request). Parents should keep a copy of their request and follow up with the Special Education Department if there has been no response within 15 calendar days of the request. (See "Special Education Timelines")

The letter requesting assessments does not have to be formal, but should include:

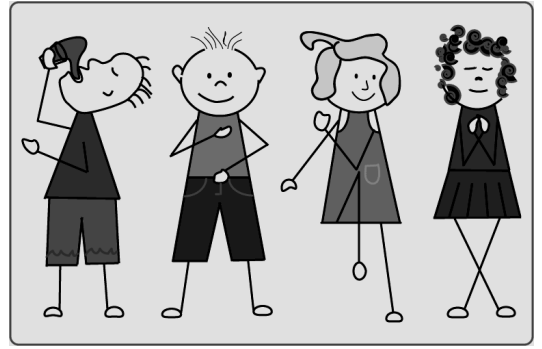
- Your child's name, age and (if applicable) what school is currently being attended,
- You are requesting assessments for special education services,
- Your reasons for requesting the assessments such as "he is 5 years old and his speech is not understandable", "she was recently diagnosed with ADHD by her physician", "he is repeating 4th grade, is still unable to understand the classroom work and fails every test". (Asking for "comprehensive assessments" without being specific about your concerns can be misleading and slow the assessment process. The school district is only required to assess the child for needs related to his/her suspected disability. Your input here is vital!
- Request that if your child is found to have a disability, but not qualify for special education, that the 504 Coordinator be present to discuss possible recommendations and accommodations.
- Request that copies of the assessments be sent to you at least 5 days prior to the IEP meeting so you may review them and be better prepared for the meeting.

SPECIAL EDUCATION TIMELINES



Assessment

The terms "evaluation" and "assessment" may be used interchangeably to refer to testing that the school district is conducting to determine if a student qualifies for special education services. Before students are assessed however, the parent is given an "Assessment Plan" and the parent must give permission.



The Assessment Plan states:

- The purpose for the assessments,
- Which areas are to be assessed,
- The types of tests and other assessment procedures to be used,
- Who will be doing the assessments?

(It is important that you fully understand the proposed assessments before giving written permission. If you don't understand what is written on the Assessment Plan, or if what is written on the Assessment Plan does not seem to address your concerns, ask questions! The assessment process, may take up to 60 days - you don't want to get to the IEP only to discover that the concerns you had were never addressed due to a misunderstanding.)

Tests and other evaluation materials must be:

- Provided and administered in the native language or other mode of communication of your child, unless it is clearly not feasible to do so,
- Validated for the specific purpose for which the tests are used,
- Administered by trained personnel,
- Tailored to assess specific areas of educational need and not just for the purpose of obtaining a single general intelligence quotient,
- Selected and administered so that the results reflect the child's aptitude or achievement levels, or whatever other factors the tests measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors that the test is measuring),
- Rely upon multiple test results to ~~for~~ determine an appropriate educational program,
- Measure all areas of suspected disability including, where appropriate, health, vision, hearing, social and emotional status, general ability, academic performance, language function, motor abilities, self-help, orientation and mobility skills, career and vocational abilities and interests,
- Conducted by a multi-disciplinary team which includes at least one teacher or other specialist with knowledge in the area of suspected disability,
- Selected and administered so as not to be racially, culturally or sexually discriminatory.

A report of all evaluations will be explained at the IEP meeting by the specialist who has conducted the evaluation or another representative who is qualified to provide an interpretation of the information as it relates to the program proposed for your child. In the case of students with specific learning disabilities, the assessment report must be completed by a multidisciplinary team. Parents are encouraged to ask questions about the evaluation results and will be given a copy of the written report that has been prepared. (Parents may also request copies of assessments and reports prior to the IEP meeting. This can be very helpful because it gives parents the opportunity to read the reports carefully and come to the IEP meeting prepared with questions.) An independent educational evaluation (IEE), if one has been provided to the IEP team, will be part of the documentation considered.



(An independent assessment may be obtained at the district's expense if you disagree with the school's assessment. However, the school also has the right to request a hearing to show that its assessment is appropriate. If the school prevails in the hearing, you still have the right to an independent assessment at your own expense. Independent assessment results must be considered by the school when planning your child's program and placement.)

A re-evaluation will be performed at least every three years or by teacher or parent request. Parent permission is required before conducting any re-evaluation. The IEP team will review the current evaluation information to determine if additional evaluation is needed. If the IEP team determines that additional evaluation is *not* needed, the parents will be notified in writing, along with the reasons for the decision and the right of the parent to request evaluations.

An evaluation must be conducted before it is determined that the student no longer qualifies for special education services.

Handicapping Conditions

A student shall qualify as a person with exceptional needs if the results of the assessment demonstrate that the extent of the student's impairment requires special education in one or more of the fourteen handicapping conditions that include:

- Autism
- Deaf-Blind
- Deaf
- Emotional Disturbance
- Established medical disability (a disabling medical condition or congenital syndrome that the IEP team determines has a high predictability of requiring special education services)
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment (includes ADD, ADHD and Tourette's syndrome)

- Specific Learning Impairments
- Speech/Language Impairment (in one or more areas of voice, fluency, language and articulation)
- Traumatic Brain Injury
- Visual Impairment

Individualized Education Program (IEP)

What is the IEP?

Every child who receives special education must have an Individualized Education Plan (IEP). The IEP is a written statement describing the program that is appropriate to meet the needs of the individual student. Parents and the child have the right to participate in the development of the IEP.



What Must the IEP Contain?

When your child receives special education services, a written IEP must be developed and reviewed each year or as the need for changes in program or placement arise. The IEP serves as the management tool that links your child to an individually designed education program.

The IEP must contain:

1. Your child's present levels of education performance:

Statements are made about what your child can and cannot do. Based on the assessment information, these may include academic, social, language, psychomotor, self-help, career/vocational and other areas. The statements should not be merely reports of test scores. Your input is important here!

2. Your child's annual short and long-term goals:

Goals are the broad description or desired outcome for the year and will be developed based upon the identified strengths and needs of your child. Short-term objectives/benchmarks are the specific skills or behaviors your child will be expected to master in order to achieve the long-term goals.

3. Special education program and related services:

Specific services are provided to meet your child's learning needs. These services include special instruction in general education classes, resource specialist programs or in special day classes. Transportation, speech therapy, counseling, specially designed PE or any service found to be necessary for your child to benefit from special education may also be provided. These services are called "Designated Instructional Services" or "Related Services". The IEP should include the date services should start, how frequently the service should be provided, the duration of each session and the location of the services.

4. Placement:

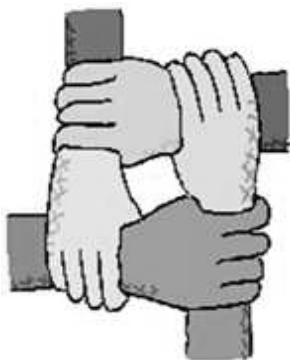
The final determination of an IEP team is the "Instructional Placement" for the student, meaning the type of special education services the student needs. These include Designated Instructional Services (DIS) such as speech and language, a Resource Specialist Program, for example for math; or a Special Day Class. By law, placement in the Least Restrictive Environment (LRE) for a student is required.

The Least Restrictive Environment (LRE) is that placement which can best meet the individual student's needs and which does so with a minimal loss of contact with general education programs. Assignment to special classes, special schooling, or other removal of the student from the general education environment shall occur only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services cannot be achieved satisfactorily.

Placement is to be in the most appropriate setting in which instruction is provided. Students with disabilities must be served within the educational mainstream to the maximum extent possible.

Developing the Individualized Education Program

What is the Team Approach?



The team approach is a collaborative effort between you, your child's teacher(s) and other professional personnel, for example, school nurse, school psychologist, therapists, teacher(s) from the class in which your child will be included. These people will be brought together to design a program to meet your child's individual needs. You may also want to include other members of your child's team such as his or her Alta California Regional Center services coordinator, if applicable.

The teacher(s) and other individuals who work with your child are responsible for creating a program that will enable your child to accomplish the goals and objectives written in the IEP. They are responsible for informing you of your child's progress at least as often as parents of non-disabled children.

You, as the parent, are an important part of the team and should take an active part in helping to create your child's school program. You can help to do so by requesting copies of assessments and reports before the meeting is held and familiarizing yourself with their contents. If you do not understand what is written in the reports, make notes about what you need to have explained and make sure that you ask your questions at the IEP meeting. It is also very helpful if, prior to the meeting, you make notes about what concerns you have about your child's current school program and what expectations you have for your child's program over the next year. The team should consider your concerns and address them in the IEP meeting and when writing goals.

Participants of the IEP

Participating in the meeting will be:

- The student's parents,
- A support person selected by the parent(s). (Try not to attend the meeting alone. If a spouse cannot attend, have a friend or neighbor attend with you. Some school districts or support groups may have a list of other parents of students with special needs who are interested in providing this kind of support.),
- Administrator or administrative designee,
- Pupil's present teacher, (If the student currently does not have a teacher, a general education classroom teacher knowledgeable of the general curriculum at your school will attend.)
- A special education teacher qualified to teach the student of his or her age,
- Any other party who will contribute to the enhancement of the child's IEP. You may invite anyone you think can help in the process such as your child's Alta service coordinator or any other professionals who have been working with your child.



Ideally, both parents and teacher should supply each other with all information pertinent to the IEP at least one week prior to the meeting. As the parent, you have the right to receive assessments and/or reports prior to the meeting. Be sure to ask professionals for copies in time to receive them and have time to read them thoroughly before the meeting. A pre-meeting can be helpful if difficult decisions need to be made and can make the IEP meeting itself go much more smoothly.

Placement Options:

General Education Class/ Full Inclusion:



Students are placed in general education classes for the school day with special education supports provided within the classroom. These students must be capable of benefiting educationally and/or socially from the placement while not posing a disruption to the learning environment. In order for students with disabilities to be appropriately educated in general education classes it may be necessary for their teacher to consult with special education personnel to receive guidance and support.

Resource Specialist Program (RSP)

This program is available at all school sites. Resource students are individuals with less intensive needs who are assigned to general education classroom teachers for the majority of the school day. The Resource Specialist Program (RSP) provides instructional planning, special instruction, tutorial assistance, and other services to individuals with disabilities in general education classrooms and/or special programs in each school as specified in the IEP. The resource specialist provides information, assistance, consultation, resource information and materials regarding individuals with exceptional needs to parents and staff. An instructional assistant may be assigned to help the resource specialist provide necessary instruction.

Special Day Class (SDC) or Self Contained Classroom (SCC)

Special Day Classes and centers provide services to students with more intensive needs whose IEP requires attendance in special education for the majority of the school day. The students are grouped according to similar instructional needs in or as close to the school of residence as possible. Classes and centers are maintained on school sites with general education programs wherever possible to ensure participation with non-disabled pupils as much as possible and appropriate. Pupils with low incidence disabilities (Low incidence disabilities are deafness, blindness, severe orthopedic impairment or a combination of the three.) may receive all or a portion of their instruction in a general education class and may be enrolled in a special day class to receive specialized instruction.

Non-Public School/Agency (NPS)

Non-public, non-sectarian school services may be provided when no appropriate public education program is available. The district is required to seek an appropriate special education placement in a program operated by another public education agency prior to non-public school placement.

Home or Hospital

Students with medical or emotional conditions that prevent them from attending school may receive services on a temporary basis in the home or in a hospital.

18 to 22 Year-Old Transition

Students are provided transitional services to assist in preparation for post-secondary experiences that could include vocational and living skill development.

Community Based Instruction (CBI)

Students are provided opportunities to interact in social and pre-vocational ways within their local community under special education supervision.

State Schools

Residential schools operated by the State of California are available for complete diagnostic workups and may be considered for the placement of certain individuals with disabilities. Placement is made only upon the recommendation of the IEP Team when no appropriate placement is available in the local area. A referral for further assessment is not considered state school placement. Prior to referring a pupil to a state school, the district must first conduct assessments that are within the capacity of the district. The State Schools for the Blind and the Deaf are located in Fremont, California. A State School for the Neurologically Handicapped is in San Francisco.

Students Enrolled in Private Schools by Their Parents

The district undertakes "child find" activities for students who have been enrolled in private schools by their parent(s). The district accepts referrals for assessment to determine eligibility for special education services for children suspected of having disabilities who attend private schools. If eligible, the special education services offered by an IEP are made available if the student is enrolled in a district's school. If the parent chooses not to enroll the student in a district school, an Individual Service Plan will be developed if the student meets the current scope of service provided by the district.



Designated Instructional Services (Also Called Related Services)

These services are available at all school sites and provided as supportive services necessary for the student to benefit educationally from the instructional program. These services are provided by the regular classroom teacher, special class teacher, or resource specialist teacher when they are competent to provide it and it is feasible. If not, an appropriate DIS specialist provides the service which may include the following:

- Language and Speech Development and Remediation
- Audiology Services
- Orientation and Mobility Instruction
- Instruction in the Home and Hospital
- Adapted Physical Education
- Physical and Occupational Therapy
- Vision Services
- Specialized Driver Training Instruction

- Counseling and Guidance
- Psychological Services
- Parent Counseling and Training
- Health and Nursing Services
- Social Services
- Specially Designed Vocational Education and Career Development
- Recreation Services
- Specialized Services for low incidence disabilities such as readers, transcribers, and vision and hearing services. (Low incidence disabilities are deafness, blindness, severe orthopedic impairment or a combination of the three.)
- Transportation
- Assistive Technology/Services

Extended School Year (ESY) ("Summer School")

Students who have disabilities which are likely to continue indefinitely or for a prolonged period, or when the interruption of the student's educational program may cause regression which would make it impossible or unlikely that the student would recover academically, may be eligible for special education beyond the regular academic year. Such students are those placed in special day classes. All other special education students have access to the summer school programs offered by the school district. The IEP team makes the determination whether extended school year is required and includes it in the student's IEP.



Questions to Ask When Planning Your Child's Educational Placement & Services

1. Where will my child be throughout the day including recess and special services? Is all of that area physically accessible to my child?
2. Has the teacher who will implement the IEP ever worked with a child like mine? If not, who will educate the teacher about students with special needs in general and mine in particular?
3. Will an aide be available to increase individual attention and/or assist with toileting, etc.?
4. Does the proposed program for placement actually exist? Can the program be implemented now or will additional staff need to be hired?
5. How many students will be in my child's class at any one time?

6. What is the range of ages and disabilities of those students?
7. How does the proposed program differ from the one my child has been in before?
8. Is the academic program being offered comparable with the school's regular academic program? What makes it different?
9. How is the instruction designed to meet my child's unique needs?
10. What related services will be offered? Describe their frequency and duration and whether they will be offered in a group or individually. (If offered in a group setting, is that preferable to an individual setting and why?)
11. Will provisions be made for class time material that is missed while my child is receiving a related service? Can those services be provided at times so that class time will not be missed?
12. What existing program opportunities were considered but not chosen for my child and why?
13. Is a part of the program to be carried out in my home? Is there a provision for consistency between the school and my home? What are my responsibilities in carrying this out?
14. What opportunities exist for my child to interact with students who are not disabled?
15. How will teacher and therapist absences be handled?
16. Do summer services need to be planned?
17. What disciplinary actions are appropriate or inappropriate?
18. Is the school counting on us (the parents) to perform certain services in order to reach planned goals?
19. When and how often can I expect to receive a report of my child's progress? What form will that report take?
20. Are there other parents of disabled students in the school who would be available to speak with me about the school's program?



Special Education Questions & Answers

Q: How long will my child receive special education?

A: Annual IEP meetings will be conducted to determine your child's need for special education. If necessary, a child can receive special education services from age 3 to 22.

Q: What if my child's physical or health problems cause him/her to miss school regularly?

A: Your child's teacher, the principal and a school nurse working with special education programs will work with you to plan an appropriate program. If there is an extended absence, home instructors are available.

Q: Under what circumstances will my child receive transportation?

A: Special arrangements will be made if the IEP team determines that age, disability or distance prevents your child from walking, using the regular school bus or public transportation.

Q: What if my child needs to be given medication at school?

A: Medication can be given by the school office personnel with written medical authorization from a physician and you. A medication authorization form must be on file in the school office.

Q: What kind of vocational training can my child receive?

A: Special education vocational training classes are held at the high school level and may include career exploration, practical experience and on-the-job training.

Q: Must parents pay for any special education services?

A: All special education and related services are provided at public expense and without charge to the parents.

Q: What do I do if I suspect that my child needs occupational or physical therapy?

A: If your child has a disability and you believe that he/she needs physical or occupational therapy (PT/OT) as part of the education program, you may request that the district assess your child in the areas of gross motor, fine motor, balance and coordination. If the IEP team determines that your child is eligible for services based on the assessment, the district will provide the needed support service. Under state law, the district may refer you to California Children's Services (CCS) for the assessment and delivery of OT/PT services.

Q: Will the district ever provide an OT/PT assessment of services directly?

A: California Children Services (CCS) is the primary provider of OT/PT services for children who have eligible diagnoses. The district may provide PT/OT services if CCS finds that the student is not medically eligible for CCS or if CCS terminates or suspends services for more than a brief period of time AND the IEP team determines that the student needs the services to benefit from his/her educational program. For more information on CCS Services in Sacramento County, call 916-875-9900.

Q: What do I do if CCS terminates services to my child or interrupts them for more than a brief period?

A: You should immediately notify the Special Education Office (916-643-9163) and you may request an IEP meeting to determine whether the OT/PT services are educationally necessary.

Q: If I want to visit my child's school program or classes, or want a conference, what procedure do I follow?

A: Call your school's principal to arrange a convenient time for both you and the teacher.

Q: Will my child receive a report card?

A: Either your child will receive a pupil progress report or you will be invited to a parent/teacher conference.

Q: Whom do I contact if I want to do volunteer work for the special education classes?

A: Get in touch with the principal or special education teacher at your local school.

Q: Are students who reside outside of the Sacramento City Unified School District boundaries eligible for special education services in the Sacramento City Unified School District?

A: Students who reside in another district outside Sacramento City Unified School District boundaries are guaranteed special education programs in their district of residence. Special education is guaranteed only to students in the district who live within the boundaries of that district. There are occasions when students from other districts receive service in the Sacramento City Unified School District, but that decision involves a special agreement between districts when a specific program does not exist within a district.

Keeping Records at Home

Most parents of children with special needs find that keeping good records at home makes them more confident and empowered to be part of their children's educational services. As the parent of a child with special needs, you will have gathered a tremendous amount of information about your child from various professionals and service agencies. Each time you seek services for your child you will be asked to supply this information. As the primary decision maker, observer and advocate for your child, it is to your benefit to keep accurate, up-to-date records. One way to keep your information organized is to keep it in a loose-leaf binder with tabbed dividers.



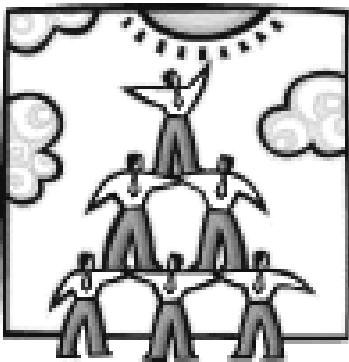
Suggested sections for your notebook are:

- Background information,
- Developmental history,
- Your child's medical history & medical reports and current medical condition,
- Family health history,

- Educational history,
- Education, psychological and therapy reports,
- Copies of your child's IEP and school progress,
- Samples of your child's past and present work (artwork, photos, comments on accomplishments),
- Copies of records from outside agencies (such as Alta California Regional Center),
- Copies of letters you have written and received
- A record of your contacts with school agencies (personal visits, phone calls. etc.),
- Your long-term goals and short-term objectives.

Remember to keep your notebook up to date and take it with you when you go to your child's school, for an IEP meeting or when you visit a new agency or service provider.

Working With The School Program



Remember that the most well developed educational program still needs your participation in order to be complete. It is important that you stay aware of what is going on. Continue to discuss your child's progress and problems with your child's teacher(s). Find ways that your home and school can work together. Listen to your child's reactions and input about school, and stay alert to changing needs.

If, because of the IEP team meeting, your child is recommended for placement in a special program, you may wish to visit that program prior to the placement and/or signing the IEP. It sometimes takes more than a single visit to make a decision about a placement, so start exploring options early.

Please keep in mind that the district and school staff cares about your child and is trying very hard to provide a high quality, effective program. Your cooperation, understanding and support are important.

Elements Of A Quality Program/What To Look For When You Visit

- Is the classroom atmosphere cheerful and relaxed?
- Is there a classroom routine and structure that is familiar to both teacher and students
- Is there purposeful activity going on?
- Does the teaching staff give you a feeling of interest and enthusiasm for the children?
- Is there a variety of instructional arrangements?
- How large are the classes?
- Are activities such as music, art, drama and group discussions integrated into the routine just as they would be in a school day for students without disabilities?
- Does the curriculum include learning critical skills for daily living (i.e., handling money, cooking, shopping, and using public transportation)? (Teenagers may require vocational education coordinated with job placement.)
- Do opportunities exist to build satisfying social relationships to gain confidence and move toward self-reliance and independence?
- Does the school offer ways for pupils with disabilities to learn along side of children without disabilities?



IEP Checklist for Parents

Present Levels of Educational Performance	<ul style="list-style-type: none"> ✓ What areas are covered (reading, writing, speech, language, social, self-help, vocational, psychomotor skills)? ✓ What assessments were done in the skill areas? ✓ When? ✓ Were the assessments thorough? ✓ Do the results correspond to your knowledge of your child's ability?
Annual Goals	<ul style="list-style-type: none"> ✓ Are they based on assessment(s) of your child's present performance? ✓ What changes are expected in your child's learning? ✓ Given <i>your</i> knowledge of your child, are they appropriate? ✓ How will data be collected to ensure that progress is being made toward the goal?
Long-Term and Short-Term Instructional Objectives	<ul style="list-style-type: none"> ✓ Will they help your child reach the annual goals? ✓ Can your child's progress on each objective be measured? ✓ Could <i>you</i> tell if your child has mastered the objectives?
Evaluation & Review	<ul style="list-style-type: none"> ✓ How will your child's progress be measured? ✓ When will the team meet to review/revise the IEP?
Placement Recommendation	<ul style="list-style-type: none"> ✓ What makes this placement appropriate to your child's needs? ✓ Will your child be in contact with children who do not have disabilities? ✓ How often?
Special Education and Related Services	<ul style="list-style-type: none"> ✓ What services does your child need (speech therapy, auditory training, etc.)? ✓ Will they be provided? ✓ How often? ✓ How long will each session last? ✓ When will the services begin and end? ✓ How will you find out about your child's progress with related services? ✓ If sessions are missed due to school holidays or therapist absence, can I expect them to be made up?
Plan for Transition to Adulthood by Age 16	<ul style="list-style-type: none"> ✓ What are your child's (and your) goals after high school (college, work, independent living, supported living)? ✓ What skills and supports are necessary to work toward those goals?

Guide to Setting Educational Goals for Your Child

One of the most, if not **the** most, important things that you as a parent can do to help school and other professionals do a good job is to assist in the identification of goals for your child. When teachers and other professionals have some idea of what you would like to see happen for your child, they will be more able to provide services and programs that help meet your expectations. You know your child better than anyone else does and you are legally in charge of his or her life. It is more than reasonable that you suggest goals for your child.

The information that follows will help you identify appropriate goals for your child.

What are GOALS?

Goals are statements about things we want to do or become. Setting goals for ourselves and systematically working toward them is a way of turning an ambition or desire into a reality. If you know what you want, you are more likely to achieve it.



Setting educational goals for pupils is an important part of planning appropriate instructional programs. Educational goals are statements that tell what skills or behaviors the teacher and pupil are working toward. Annual goals that represent a specific set of skills that the student will work to master over the school year such as "will be able to dress himself" may be steps along the way to life goals like "will be independent".

Setting Goals

You can make a real contribution to the design of your child's educational program when you take some time to think about goals that you would like to see your child reach. These goals can then be discussed at meetings with school personnel. The following exercise is designed to give you practice in identifying essential, realistic and reachable goals for your child:

A Step-By-Step Guide To Educational Goal Setting

An educational goal describes a skill or behavior we would like to see a child learn or do better. Since educational goals on the IEP are usually written for one year, they are sometimes called annual goals. Many different kinds of goals can be set, but most of the educational goals you will want to aim toward with your child will fall into one of the following five areas:



- ☐ Academic skills (e.g., reading, writing/spelling, math)
- ☐ Self-Help skills (e.g., eating, dressing, bathing, shopping)
- ☐ Motor skills (e.g. riding a bike, climbing stairs)
- ☐ Social/Emotional skills (e.g., sharing, making friends)
- ☐ Vocational/Prevocational skills (e.g. following directions, completing jobs, using tools)

Think of one thing you would like your child to be able to do within the next school year and write it here: _____

Did you write goal like one of these?

- Improve sight vocabulary
- Spell name and address without error
- Bring belongings home from school
- Be able to play baseball
- Be able to make change.

If you wrote something like the example above, you have written a goal for your child!

Look at the goal you wrote. Next, look back and check the skill area that is most like the goal you wrote. For example, if you wrote, "Jamie will have better coordination" you would check motor skills. If you wrote, "Mary will be able to pick out her clothes and put them on" you would check Self-Help skills. If you wrote something like "John will do his homework", mark the skill area of Academic skills.

Below are a few more examples of goals in each of the five areas. Notice that some goals seem a fit into more than one area. Learning to type could be seen as a vocational skill and as a motor skill. Knowing which area the goal should fit into is not that important. The skill areas merely help you to think of all the kinds of things you would like your child to learn, improve in, or do more often.

(Keep in mind the chronological and developmental age of your child when thinking about goals.)

Notice these things about the sample goals below:

- They are stated positively
- They tell what skill the child will have (Learn to type).

Sample Goals (There should be a mix of functional and standards based goals)

<u>Academic</u> ★ <u>Reading</u>	<ul style="list-style-type: none"> ▪ Read traffic safety signs ▪ Read at grade level ▪ Read a book 	<ul style="list-style-type: none"> ▪ Improve sight vocabulary ▪ Understand what is read (comprehension)
<u>Academic</u> ★ <u>Writing/</u> <u>Spelling</u>	<ul style="list-style-type: none"> ▪ Print name and address ▪ Write a book report ▪ Print more neatly 	<ul style="list-style-type: none"> ▪ Spell name and address ▪ Make fewer spelling mistakes
<u>Academic</u> ★ <u>Math</u>	<ul style="list-style-type: none"> ▪ Get a passing grade for algebra ▪ Make change ▪ Learn the multiplication tables 	<ul style="list-style-type: none"> ▪ Count by 10s ▪ Tell time
<u>Self-Help Skills</u>	<ul style="list-style-type: none"> ▪ Toilet independently ▪ Ride the bus ▪ Cross a street with traffic signals ▪ Go to the store on errands 	<ul style="list-style-type: none"> ▪ Use the stove safely ▪ Use the telephone ▪ Eat with a knife and fork ▪ Bring belongings home from school
<u>Fine or Gross</u> <u>Motor Skills</u>	<ul style="list-style-type: none"> ▪ Swim ▪ Drive a car 	<ul style="list-style-type: none"> ▪ Play on a basketball team ▪ Cut with scissors
<u>Social /</u> <u>Emotional Skills</u>	<ul style="list-style-type: none"> ▪ Have age appropriate manners ▪ Play table games with the family 	<ul style="list-style-type: none"> ▪ Enjoy playing with peers ▪ Participate in group activities
<u>Prevocational/</u> <u>Vocational</u> <u>Skills</u>	<ul style="list-style-type: none"> ▪ Be on time for school, etc. ▪ Listen to and follow instructions ▪ Fill out a job application 	<ul style="list-style-type: none"> ▪ Learn to type ▪ Do chores around the house ▪ Work independently

Strategies for Successful Communication

It might be helpful if you think of the IEP as an opportunity for you to help the school to help your child more effectively. The IEP is the school's way of designing a program specifically tailored to your child's needs and abilities (according to IDEA). An IEP meeting is your opportunity to share the special knowledge that you have about your child and to work creatively with your child's teachers and support staff.

However, sometimes conflicts occur during the process for a variety of reasons. It is important to remember that conflict does not have to be adversarial and that, with open communication between yourself and the school district staff, conflicts can be solved productively.

"Conflict" Does Not Have To Mean "Adversarial"!

While there are several ways to deal with conflict, some responses are more productive and appropriate than others.

Some of the responses to dealing with conflict are:

- Avoidance
- Confrontation
- Problem Solving

For example, a parent might feel that when the teacher sends his/her child to the school principal for not paying attention to a lesson, it sends the message that not paying attention in class is a good way of avoiding classroom work. The parent might deal with this conflict in different ways:

- *Avoidance:* The parent might choose not to address his/her concerns with the teacher. He or she might think, "Oh, it's almost the end of the semester and then he'll be out of Mr. Smith's class and it won't matter." or "Mr. Smith is the teacher, he must know best."

- *Confrontation:* Confrontation may mean the direct approach of "Mr. Smith, may I speak with you regarding you sending my son to the principal when he does not pay attention in class?" or it might be "I don't know what you're thinking when you send my son to the principal for not paying attention. I'm going to call the principal and put a stop to that right now." It's easy to see that one approach opens up discussion and the other is a verbal attack. Not many people would respond positively to the latter.

- *Problem Solving:* Problem solving provides the opportunity to define the problem and its effects. It allows the participants to talk and think about possible ways of solving the problem after examining it in a collaborative way. In the example above, the parent might say, "Mr. Smith, may I speak with you regarding you sending my son to the principal when he does not pay attention in class? I'm concerned that when that happens he learns that not paying attention is a good way to escape the whole lesson. I'd like to suggest some alternative consequences that don't involve removing him from the classroom."



Informal Channels

It is always best to begin problem solving as close to the source of the issue as possible. For instance, if you are concerned about the amount of homework that your student is bringing home each day, it makes sense to start with the teacher to discuss your concern and a possible solution. If the two of you are not able to reach an acceptable compromise, then you might go to the principal or the program manager...then to the Director of Special Education, etc. Generally, everyone benefits from concerns being aired and settled in this informal manner. Is this always possible? No. Is it preferable to start problems solving in this manner? Yes!

Procedural Safeguards

From "Special Education Rights of Parents and Children under the Individuals with Disabilities Education Act, Part B"

• Notice of Procedural Safeguards • Revised January 2007

From California Department of Education website, <http://www.cde.ca.gov/sp/se/qa/documents/pseng.doc>

This document has been edited due to space limitations. Please visit CDE's website or ask your child's Program Specialist for a complete copy.

What is the Notice of Procedural Safeguards?

This information provides you as parents ... of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18) ... with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act ... 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.

How Disputes Are Resolved

Due Process Hearing

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.

Mediation and Alternative Dispute Resolution

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 pre-hearing 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 pre-hearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a pre-hearing mediation conference shall be filed with the Superintendent. The party initiating a pre-hearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The pre-hearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (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 pre-hearing 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.

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
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities
3. Present evidence, written arguments, and oral arguments
4. Confront, cross-examine, and require witnesses to be present
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions
6. Have your child present at the hearing
7. Have the hearing be open or closed to the public
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
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
10. Have an interpreter provided
11. Request an extension of the hearing timeline (EC 56505[f][3]) ;
12. Have a mediation conference at any point during the due process hearing, 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

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.

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.

What does a resolution session include?

Resolution sessions shall be convened within fifteen (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 thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement.

Does my child's placement change during the proceedings?

The child ... 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.

May the decision be appealed?

The hearing decision is final and binding to 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.

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court ... may award reasonable attorneys' fees as part of the costs to you as parent of a child ... 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.

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 ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement.

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

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 California Department of Education (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.

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

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814
800-926-0648

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, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.

Agencies & Groups Helpful For Parents of Children with Special Needs

Advocacy/Family Support/General Information			
<u>Agency</u>	<u>Function</u>	<u>Website (Sp. = website also in Spanish)</u>	<u>Phone Number</u>
<i>The ARC</i>	Nat'l organization of and for people w/ cognitive & related disabilities	www.thearc.org	800-433-5255
<i>California Department of Rehabilitation</i>	State agency that provides help with vocational training	www.rehab.cahwnet.gov	<u>916-558-5300</u>
<i>Circle of Inclusion</i>	Supports inclusion of children with special needs	www.circleofinclusion.org (Sp.)	
<i>Disability Rights California (Formerly Protection and Advocacy)</i>	Advocating and advancing the rights of Californians with disabilities	www.pai-ca.org	916-488-9950
<i>Developmental Disabilities Area Board 3</i>	Advocates on behalf of people w/ developmental disabilities in California	www.Areaboard3.org	916-324-7426
<i>Family Village</i>	For children & adults w/ disabilities & their families, friends & allies	www.familyvillage.wisc.edu	
<i>National Information Center For Children & Youth w/ Disabilities (NICHCY)</i>	Info. on disabilities in infants, toddlers, children & youth, IDEA, No Child Left Behind (as it relates to children w/ disabilities) & more.	www.nichcy.org (Sp.)	800-695-0285
<i>Protection and Advocacy (Now Disability Rights California)</i>	Advocating & advancing the rights of Californians w/ disabilities.	www.pai-ca.org	916-488-9950
<i>Resources for Independent Living</i>	Support for people with disabilities living in the community	www.ril-sacramento.org	916-446-3074
<i>Sacramento County Mental Health Child Access Team</i>	Mental health services		916-875-9980
<i>Sibling Support Project</i>	Supports siblings of people w/ special needs.	www.siblingsupport.org	206-297-6368

<u>Agency</u>	<u>Function</u>	<u>Website (Sp. = website also in Spanish)</u>	<u>Phone Number</u>
<i>Social Security Income</i>	Financial support for qualifying individuals with disabilities		800-772-1213
<i>WarmLine Family Resource Center</i>	Support, resources for families of children w/ special needs)	www.warmlinefrc.org	Sacramento: 916-922-9276 800-660-7995 Spanish: 916-922-1490 Roseville: 916-782-7147
<u>Health Services</u>			
<i>California Children's Services (CCS)</i>	Health care for children who qualify & who have an eligible diagnosis	www.dhs.ca.gov/org/pcfh/cms/ccs	916-875-9900
<i>Health Rights Hotline</i>	Provides free assistance and information about rights in health care	www.hrh.org (Sp.)	916-551-2100
<i>My Friends Pediatric Day Healthcare Center</i>	Respite care for medically fragile children up to age 21	www.myfriendsonline.org	916-987-8632
<i>Shriners Hospitals</i>	Free medical care for children up to 18 who have orthopedic diagnoses, spinal cord injuries, limb deficiencies, burns or who require plastic surgery	www.shrinershq.org/shc/northerncalifornia/	916-453-2000
<u>Developmental Disabilities</u>			
<i>Alta California Regional Center (ACRC)</i>	Serves people w/ developmental disabilities and their families.	www.altaregional.org	916-978-6400
<i>California Department of Developmental Services (DDS)</i>	State agency serving people w/ developmental disabilities	www.dds.cahwnet.gov	916-654-1690 / 800-515-2229
<i>Easter Seals</i>	Developmental services, employment training, adult day programs & warm water therapy	www.superiorca.easter-seals.org	916-485-6711

<u>Education / Special Education</u>			
<u>Agency</u>	<u>Function</u>	<u>Website (Sp. = website also in Spanish)</u>	<u>Phone Number</u>
<i>California Depart. of Education, Special Ed. Division</i>	State agency overseeing general & special education programs)	www.dds.ca.gov/spbranch/sed/	916-319-0800 (Procedural Safeguards: 800-926-0648)
<i>Disability Rights California (Formerly Protection and Advocacy (PAI)</i>	Advocacy services for people w/ disabilities. Excellent publications & resources, including " <i>Special Education Rights and Responsibilities</i> ".	www.pai-ca.org	916-488-9955 / 800-776-5746
<i>Developmental Disabilities Area Board 3</i>	Advocates on behalf of people w/ developmental disabilities in California.	www.Areaboard3.org	916-324-7426
<i>Great Schools (Formerly Schwab Learning at schwablearning.org.)</i>	Info. for parents of children w/ learning difficulties. Incl. link to Calif. State Learning Standards- describes what students should learn at each grade in a particular subject. State standards are created by the state's department of education.	www.greatschools.net	
<i>Head Start / Early Head Start</i>	Early Head Start provides services to toddlers; Head Start provides services to children 3-5 years old.		916-263-5664 / 916-263-3056
<i>National Information Center For Children & Youth w/ Disabilities (NICHCY)</i>	Info. on disabilities in infants, toddlers, children & youth, IDEA, No Child Left Behind (as it relates to children w/ disabilities) & more.	www.nichcy.org (Sp)	800-695-0285
<i>Sacramento County Office of Education Infant Development Program</i>	Provides developmental services to children with disabilities 0-3 years		916-227-5900
<i>Wright's Law</i>	Info. about special education law and advocacy for children with disabilities.)	www.wrightslaw.com	

<u>Diagnosis/Disability Specific (Alphabetical by Diagnosis/Disease)</u>			
<u>Agency</u>	<u>Function</u>	<u>Website (Sp. = website also in Spanish)</u>	<u>Phone Number</u>
<i>Family Village</i>	Links to sites that address many specific diagnoses.	www.familyvillage.wisc.edu	
<i>Mothers United for Moral Support (MUMS)</i>	Nat'l parent match organization. Helpful for rare diagnoses.	www.netnet.net/mums/	877-336-5333
<i>Mothers of Asthmatics</i>	asthma	www.aanma.org (Sp)	800-878-4403
<i>Families for Early Autism Treatment (FEAT)</i>	autism	www.feat.org	916-463-5323
<i>C.H.A.D.D.</i>	ADD/ADHD	www.chaddnorcal.org	800-759-9758
<i>Association of Birth Defect Children</i>	birth defects	www.birthdefects.org	407-566-8304
<i>American Cancer Society</i>	cancer	www.cancer.org (Sp)	916-446-7933
<i>NorCal Center for Deafness</i>	deaf	www.norcalcenter.org	916-349-7500
<i>National Down Syndrome Society</i>	Down syndrome	www.ndss.org	800-221-4602
<i>United Cerebral Palsy, Sacramento</i>	developmental disabilities, cerebral palsy	www.ucpsacto.org	916-565-7700
<i>Genetic Alliance</i>	genetic disorders	www.geneticalliance.org (Sp)	202-966-5557
<i>Kids with Heart</i>	heart disorders & disease	www.kidswithheart.org	800-538-5890
<i>Juvenile Diabetes Research Foundation</i>	juvenile diabetes	www.jdrf.org/norcal	916-920-0790
<i>March of Dimes</i>	prematurity, birth defects	www.marchofdimes.com	916-922-1913
<i>National Alliance for the Mentally Ill</i>	mental illness	www.namicalifornia.org (Sp.)	916-567-0163
<i>MIND Institute (UC Davis)</i>	neurodevelopmental disorders (research, diagnosis)	www.mindinstitute.org	888-883-0961/ 916-703-0280
<i>National Institute of Neurological Disorders and Stroke</i>	<i>neurological diseases</i>	www.ninds.nih.gov	800-352-9424
<i>National Organization for Rare Disorders (NORD)</i>	<i>rare disorders</i>	www.rarediseases.org	800-999-6673

Special Education Acronyms

Acronyms are used frequently in both general and special education. Listed below are most of the commonly used.

ABA	Applied Behavior Analysis
ADA	Americans with Disabilities Act
ADHD	Attention Deficit-Hyperactivity Disorder
APE	Adapted Physical Education
API	Academic Performance Index
AYP	Adequate Yearly Progress
AUT	Autism
BIP	Behavioral Intervention Plan
CAC	Community Advisory Committee
CATS	Career and Transition Services
CBI	Community-Based Instruction
CCS	California Children's Services
CDE	California Department of Education
CH	Communicatively Handicapped
CMH	County Mental Health
CP	Cerebral Palsy
D/B	Deaf/Blind
DD	Developmental Disability
DDS	California Department of Developmental Services
DHH	Deaf and Hard of Hearing
DI	Direct Instruction
DIS	Designated Instruction and Services
DOR	Department of Rehabilitation
EC	California Education Code
ECE	Early Childhood Education
ED	Emotionally Disturbed (Previously SED)
ESL	English as a Second Language
ESY	Extended School Year (Summer School)
FAPE	Free Appropriate Public Education
FC	Facilitated Communication
HH	Hard of Hearing
HHI	Home Hospital Instruction
HI	Hearing Impaired
IA	Instructional Assistant
IBT	Instructional/Behavioral Technician

IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
ISGI	Individual and Small Group Instruction
ITP	Individual Transition Program
LC	Learning Center
LD	Learning Disabled
LEA	Local Education Agency
LEP	Limited-English Proficient
LH	Learning Handicapped
LRE	Least Restrictive Environment
LSH	Language, Speech and Hearing (specialists)
MH	Multi-handicapped
MM	Mild/Moderate
MR	Mentally Retarded
NPS/NPA	Nonpublic School/Nonpublic Agency
O&M	Orientation and Mobility
OCR	Office of Civil Rights
OH/OI	Orthopedically Handicapped/Impaired
OHI	Other Health Impaired
OSEP	Office of Special Education Programs
OT	Occupational Therapy/Therapist
PEC	Picture Exchange Communication
PH/PD	Physically Handicapped/Disabled
PIAT	Peabody Individual Achievement Test
PS	Program Specialist
PT	Physical Therapy/Therapist
ROP	Regional Occupational Program
RS	Related Services
RS	Resource Specialist
RSP	Resource Specialist Program
RST	Resource Specialist Teacher
SCC	Self Contained Classroom
SD	Severely Disabled
SDC	Special Day Class
SDL	Severe Disorders of Language
SED	Seriously Emotionally Disturbed (Now called ED)
SELPA	Special Education Local Plan Area
SET	Special Education Technician

SH	Severely Handicapped
SLD	Specific Learning Disability
SLI	Speech and Language Impaired
SLP	Speech and Language Pathologist
SST	Student Study Term
TBI	Traumatic Brain Injury
TDD	Telecommunications Device for the Deaf
VH	Visually Handicapped
VI	Visually Impaired
VR	Vocational Rehabilitation
WA	Work Ability
WISC	Weschler Intelligence Scale for Children
WRAT	Wide Range Achievement Test
WJ-R	Woodcock-Johnson Test

Special Terms used at the SELPA

Appropriate Placement	A school placement in which a student's Individualized Education Program (IEP) can be implemented.
C-Beds Count	A count required by the State of California each October of all school children and staff – provides a basis for determining the percentage of special education students to be served.
Complaint	This may be filed with the State Department of Education any time anyone feels that a law or rule is being violated; an investigation will ensue.
Due Process	All procedural safeguards of IDEA and related laws and regulations from the federal and state governments.
Local Plans	A plan developed by the SELPA & participating districts for delivery of programs & services to meet the educational needs of all eligible individuals with exceptional needs in that area.
Low Incidence	The conditions are hearing impairments, vision impairments, severe orthopedic impairments, or any combination thereof.
Nonpublic schools	School which meets standards to allow private placement of students for whom there is no appropriate public school placement available.
Related Services	Education services which are necessary to meet the needs of a handicapped individual and which are identified in the IEP.
Title 5 Regulations	The administrative regulations that amplify and interpret the Education Code sections dealing with special education.

Frequently Called Numbers

Name/Title	Phone/Fax	Email