



El Dorado County Charter SELPA



COMMUNITY ADVISORY COMMITTEE

El Dorado County Charter Special Education Local Plan Area (SELPA)
www.edcocharterselpa.org

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EL DORADO COUNTY CHARTER SELPA MISSION STATEMENT

The mission of the El Dorado County Charter SELPA is to provide quality leadership and support to El Dorado County Charter SELPA members, parents, and students by promoting and insuring delivery of services to maximize educational opportunities for children with special needs.

Welcome

This handbook was originally created by the El Dorado County SELPA Community Advisory Committee (CAC). Our hope is that this handbook will serve as an informative resource for you. The goal of the CAC is to empower parents of special education students to become effective team members in their child's education through flexibility, collaboration, knowledge, and effective communication. Our goal is also to help parents of students with special needs serve as resources to others.

CAC primarily includes parents of special education students and community representatives from our local agencies. We provide training in law and issues surrounding special education. Members have been through many of the same emotions and circumstances that you, as a parent of a special education student, may face. Each local education agency (LEA) CAC representative volunteers his/her time and makes every effort to be available to parents. You may obtain your representative's name and phone number by contacting your charter school or the El Dorado County Charter SELPA at (530) 295-2462.

Distribution Plan

It is the desire of the CAC to have this handbook available to parents. It is available to download on the Charter SELPA website. Charters may keep print copies available as well as copies on flash drives, if parents request this format. Flyers will be distributed at IEP meetings to inform parents of the handbook. The CAC is committed to evaluate and update this handbook as federal, state and local laws change.

Advocacy

You may want support in your role as an IEP team member in planning your child's education. In addition to the Charter SELPA Director and Charter SELPA program specialists, parent members of the CAC may be able to offer advice and suggestions throughout the special education process. Parent members of the Charter SELPA's CAC are volunteers who have expressed an eagerness to assist you in finding answers to your questions and who support other parents who are new to the special education system.

Table of Contents

Individuals with Disabilities Education Act	5
Special Education Placement Process at a Glance.....	6
Response to Intervention (RtI).....	7
Referral for SST or Assessment to Determine Eligibility	8
Section 504.....	9
Sample Letter – Requesting a Student Study Team (SST) Meeting.....	11
Sample Letter – Referral for Special Education	112
Assessment Plan Development	13
Sample Assessment Plan.....	14
Sample IEP Agenda	17
Individualized Education Plan (IEP) Process or Timeline	18
Available Special Education Programs/Services	20
Educational Setting	21
Transition	23
Procedural Safeguards	24
Due Process and Parents’ Rights	26
Alternatives to Due Process	28
Complaint.....	28
Confidentiality of Information.....	29
Parents’ Record Keeping	30
What Is the Role of the CAC?	31
Glossary of Terms.....	41

Individuals with Disabilities Education Act (IDEA)

You, the parent, and your child have certain legal rights. IDEA is a federal law which mandates and affirms the right of all disabled children 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;
- Assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- Ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic-change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- Assess and ensure the effectiveness of efforts to educate children with disabilities.

Special Education Placement Process at a Glance

Special education services begin when an Individualized Education Program (IEP) team, including the parent(s), determines that a child is a “child with a disability” who “requires special education and services”. This team meeting is the result of multiple steps that precede it: (See sample letter that follows this section.)

- First, a teacher or a parent identifies that a student is experiencing difficulty in school.
- Second, a problem-solving team, including the parent, will convene to discuss the concern(s) and ways to address the student’s needs. This team may be called a Student Success Team (SST), a Student Study Team, a Child Study Team or an Intervention Team. The “SST” process is recommended in order to begin and document interventions and accommodations.
- One of the many options of a team like this is to gather further information, from recommending eye exams, to academic assessments, to a referral for an assessment to determine eligibility for special education services.

The team or a parent may submit a written referral for assessment to determine eligibility for special education program and services. The school has fifteen (15) calendar days from the date the school receives this written referral to present an assessment plan.

- If, in the future, a student is assessed for eligibility for special education, the IEP team must be able to document that interventions and accommodations have been attempted and are not adequate for the child’s success, as a condition of eligibility for special education.
- *Please note:* The Charter LEA does have the right to decline to assess, with valid reasons; but, in those rare circumstances, the Charter LEA must provide you with written notice of the decline and the reasons why.

A representative of the Charter LEA will contact you to review the proposed assessment plan and secure your signature. The school has sixty (60) calendar days (excluding school breaks of more than five (5) school days) from the time of signed parent consent for assessment, to complete assessments, prepare assessment reports, schedule and hold the next IEP team meeting.

IEP team membership must include: parent, administrator, special education teacher, and a general education teacher. When appropriate, the IEP team will include the student, additional specialists, teachers, or people with knowledge of the student.

An IEP team meeting will be held. The IEP team will determine if the student is eligible for special education programs and services. If the student is eligible, the IEP team will develop goals and objectives and determine appropriate services and placement.

Prior to the IEP meeting, the Charter SELPA suggests that parents make a written request for the assessment results and other information pertinent to the IEP. This will give you the opportunity to read all the documents carefully and prepare questions you may have. Services will begin on the date designated in the IEP but only after the IEP is signed by you.

Response to Intervention (RtI)

The special education category of “**specific learning disability**” appeared in law in 1975 with the passage of PL 94-142, the Education for all Handicapped Children Act, after years of debate by special education advocacy groups, researchers, parents and federal and state level governmental agencies. Although the eligibility category was added to the law, the requirements for eligibility under this category have differed markedly from state to state. Because a severe discrepancy between ability and achievement had to be demonstrated in order to qualify, struggling students very often had to “wait to fail” before being given assistance with learning problems.

As a result of decades of research and collaboration amongst all interested educators, legislators and parents, the most recent reauthorization of the Individuals with Disabilities Education Improvement Act has changed the eligibility requirements to allow for a method of providing services early to students who need help as an intervention before special education is considered, and to making “Response to Intervention” one of the tools for evaluating and qualifying students for special education services.

IDEIA, 2004, does not specifically use the words, “Response to Intervention” in its reference to eligibility assessments for Specific Learning Disability. It refers instead to response to “scientific, research-based interventions” in its explanation of the process. A comprehensive, yet succinct definition of RtI is taken from the National Association of State Directors of Special Education (NASDE) publication of 2005 as quoted below:

“Response to Intervention (RtI) is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.” **

It should be stressed that the focus of the new law is on the *general education program*; it was designed to circumvent the “wait to fail” model of getting help to students. Each school site’s RtI model will be different, depending on the resources and personnel that are available at each charter. Please contact your charter LEA for additional information on RtI.

** Batsche, G., Elliott, J., Graden, J.L., Grimes, J., Kovaleski, J.F., Prasse, D., et al. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

Referral for SST or Assessment to Determine Eligibility

“Referral” is a term used broadly for many purposes. Parents, teachers, counselors, principals, school nurses, or other persons who have an interest in the child’s welfare can make referrals to a Student Success/Study Team. Written notice of referral by school personnel will be sent to parents.

An SST team consists of the parents and school staff familiar with the child. As a reminder, you may invite someone to attend the meeting with you, such as CAC representative or other support person. A referral to a Student Study Team is usually the first step when a teacher or parent has concerns about a child’s learning needs. This allows a team to develop accommodations, interventions, supports and resources to support the student in the general education classroom. Parents have the right and are encouraged to make referrals to their Charter LEA staff for assessment of their child’s possible needs, when a disability is suspected. Please note: Formal assessment cannot be conducted without the parent’s written permission.

If you would like to refer your child to the Student Study Team, please write a specific request to the attention of your child’s principal, teacher or the Charter Special Education Administrator, asking for a Student Study Team meeting (see sample letter on page 11). Or, if you suspect a disability, you may write a letter requesting that a referral to assess for eligibility for special education services be initiated, including your reasons why you suspect that your child may have a disability. Keep a copy of the request for your child’s records (see the sample request for referral for assessment on page 12).

Once a written request for assessment for eligibility of special education has been provided to the Charter LEA, the school has 15 (fifteen) calendar days to present an Assessment Plan for parent’s approval and signature.

In order to be eligible under IDEA, a student must be identified and meet criteria as:

- a. Autistic
- b. Deaf
- c. Deaf/Blind
- d. Emotional Disturbance
- e. Visual Impairment
- f. Hearing Impaired
- g. Language/Speech Impairment
- h. Intellectual Disability
- i. Multiple Disabilities
- j. Orthopedic Impairment
- k. Other Health Impaired
- l. Specific Learning Disability
- m. Traumatic Brain Injury

In addition, the team must determine that the student requires special education services in order to receive educational benefit.

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 disabled within the definition of Section 504 if he or she:

- 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 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 one's self, 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 district must evaluate the student. If it is determined that a student is disabled 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 persons knowledgeable about the child, 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:

- 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.

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

Ms. Bev Blue
Address
City, State, Zip Code
Telephone Number

Date

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

Dear Mr. Green:

I am the parent of John Blue, who is currently enrolled at the General Elementary Charter School in the fifth grade. John 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 John.

Sincerely,

Bev Blue

***PLEASE NOTE:** Before using a letter like this, please be sure you have had the opportunity to communicate with your child's teacher.*

Sample Letter – Referral for Special Education

Ms. Bev Blue
Address
City, State, Zip Code
Telephone Number

Date

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

Dear Mr. Green:

I am the parent of John Blue, who is currently enrolled at the General Elementary Charter School in the fifth grade. We have had a Student Success Team (SST) meeting and the recommendations of that team have been implemented. John 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 John. I am requesting that the school district give John a comprehensive assessment in the following area(s) of suspected disability(ies): _____
_____ to determine if 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,

Bev Blue

cc: Director of Special Education

***PLEASE NOTE:** Before using a letter like this, please be sure you have had the opportunity to communicate with your child's teacher or other staff.*

Assessment Plan Development

After a child is referred for special education assessment, a representative of the Charter LEA will contact you to develop/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 child. Testing will be done in the child's native language or other means of communication, unless other provisions are necessary. Areas of assessment will be specified in the assessment plan (Evaluation Area section) and decided upon collaboratively with both 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) disagree with the assessment;
 - have an impartial due process hearing if they are not satisfied with the assessment results (including Alternative Dispute Resolution);
4. Ask the parents to provide written permission for an assessment to be conducted;

This may occur at the same meeting where determination to make a referral is made.

The assessment process has two major purposes:

- I. 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 child, including the parent, teachers, nurses, therapists and psychologists and any other pertinent information written or otherwise; and
- II. To determine if the student is eligible for special education programs and services.

The school has 60 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 next IEP team meeting.

Sample Assessment Plan

(Updated October 2010)

Page ____ of ____

El Dorado County CHARTER SELPA ASSESSMENT PLAN

Initial Annual Triennial Transition Interim Other _____

To Parent or Guardian of _____ Date ____ / ____ / ____

District _____ School _____ Grade _____ Birthdate ____ / ____ / ____

Primary language _____ English proficiency/CELD Level _____

Referred by:

 Parent (Signature)

 Nurse (Signature)

 Teacher (Signature)

 Sp Ed Teacher (Signature)

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).

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

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: _____

Parent/Guardian Signature _____ Date ____ / ____ / ____

Address: _____

Phone Number: (_____) _____

Comments: _____

NOTE: Prior Written Notice is attached if this is an initial evaluation.

IEP Team Meeting

Upon completion of the assessment, a meeting will be held to review the results and determine special education eligibility. If the student is found eligible, the team will develop an IEP (Individualized Education Program) which is designed to plan what areas will be targeted for intervention and how such an intervention will actually be carried out. Before your child receives any special education services, this program must be developed at the IEP team meeting. You have the right and are encouraged to present information during the IEP team meeting for use in developing the most appropriate (individualized) IEP for your child. You are encouraged to request in writing the assessment results, blank IEP forms to familiarize yourself with the documents, and other information pertinent to the IEP prior to the IEP team meeting. As a reminder, you may invite someone to attend the meeting with you, such as CAC representative or other support person.

A number of items make up the IEP. They include:

- Statements of the child's level of educational performance/needs provided by parents and staff;
- Statements of yearly goals and short-term educational objectives;
- List those individuals responsible for helping to accomplish the objectives;
- Criteria and evaluation procedures for measuring the achievement of the educational objectives;
- A statement of the specific special education programs, 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 district-wide assessments.

The parent(s) or guardian will be asked to give written approval of the newly developed IEP at the IEP meeting. You are not required to sign the IEP at this time. A system to measure progress for the student will be developed and reviewed at least yearly. 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 home, 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, notes or phone calls are all ways of learning about the child's program and performance.

It is the team's right and responsibility to request an IEP team meeting or review at any time.

If your child does not qualify for special education services, he or she 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.

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/District-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

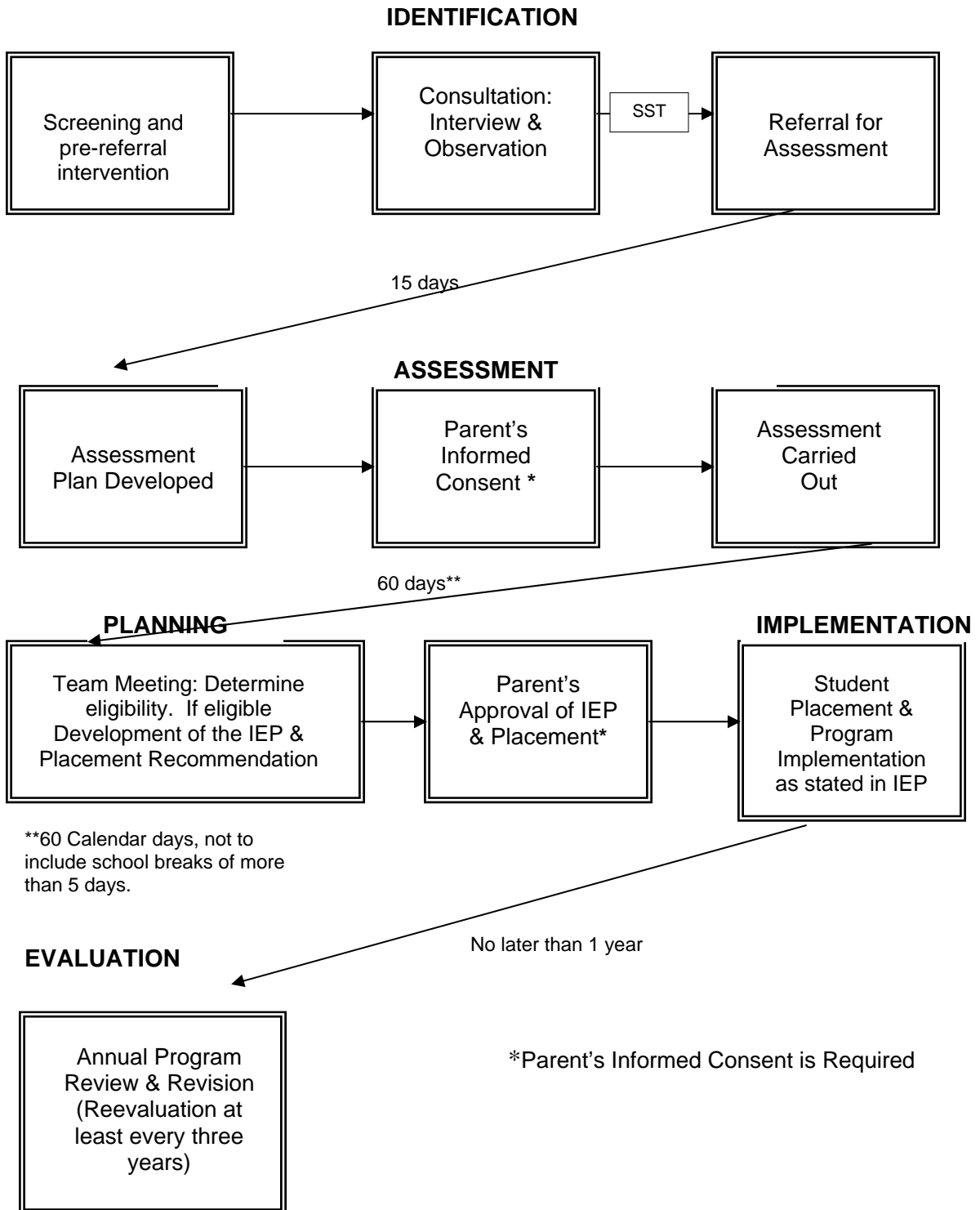
% of time in/out of general education classes/*rationale for time out of general education*
Other Agencies including County Mental Health involved?
Promotion Criteria
Progress Monitoring/Progress Reporting
Special Education Transportation?
Graduation Plan (if appropriate)

7. Ending

Confirm Agreements
Signatures
Follow-up

Individualized Education Plan (IEP) Process or Timeline

This flow chart is intended to be used as a brief overview of the IEP process. For more detailed information, consult the individual sections in this parent handbook.



Available Special Education Programs/Services

The Charter LEA Special Education Department provides a range of special education programs and services for eligible students in grades kindergarten through twelfth grade. Please note: Eligible students are able to continue to receive special education and related services in their IEP until they receive their high school diploma -OR- they reach the age of 22.

Students receiving special education and DIS related services will be educated with general education students to the maximum extent appropriate. They will be integrated as much as possible in school activities and general classroom activities as determined by the IEP team. If separate facilities and services for your child are necessary, they will be comparable to those provided for general education students.

Special education and DIS related services will be provided on behalf of your child, without cost, except for those fees that are charged to general education students. Services will be provided in an appropriate setting as close to their homes/home school as feasible. When transportation to a more distant school, class or center is necessary, such transportation is to be provided without cost to the student.

LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENT

“Least restrictive environment” 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 students.

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

- 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?

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 IEP team may decide that the student cannot be educated satisfactorily in the general education classroom; even when appropriate 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 FAPE. These might include: specialized academic instruction within general education classes, resource specialist program, special day class, special schools, home instruction, and instruction in hospitals and institutions.

- The IEP team decides which of these other services is best for the student, given the student's individual needs 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 which are described below. For additional information regarding the special education programs which are offered at your Charter LEA, please contact the site directly (see contact information on the back page of this document).

Response to Instruction and Intervention (RtI2)

The Response to Instruction and Intervention (RtI2) model supports tiered intervention used to identify students who are experiencing academic difficulty early on. *Please note:* RtI2 is a general education responsibility.

In addition, the data collected during the RtI2 process may be used, in part, by local education agencies to determine if a student may be eligible for special education services.

Education Specialist/Resource Specialist Program

The education specialist/resource specialist program provides a range of services to students with mild to moderate 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 Individual Education Program (IEP).

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.

State Special Schools

State Special Schools and services are operated by the State of California for the deaf, blind, and neurologically impaired. 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

Nonpublic, nonsectarian school services are available to individuals who are identified as emotionally disturbed (ED) through the local education agency's assessment procedures and the IEP team recommends placement in a residential non-public 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 \(CDE\)](#)

Designated Instruction Services (DIS)

Designated Instruction Services (DIS), also known as related services, support students in benefiting from his/her special education program and accessing the general education curriculum. Based on your child's individual assessed need(s), the following services may be specified in 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 instruction
- Instruction and services in home and/or hospital
- Adaptive Physical Education (APE)
- Physical or occupational therapy
- Low vision services and therapy; orientation and mobility services; Braille
- Specialized driver training instruction
- Counseling and guidance services
- Psychological services other than assessment and development of the IEP
- Parent counseling and training
- Health and nursing services
- School social work services
- Specially designed vocational education and career development
- Supplemental instruction and services including individual and small group instruction
- Recreation services
- Transportation
- Specialized services for low-incidence disabilities, e.g., reader, transcribers, and/or vision and hearing services.

Transition

The definition of transition has evolved over the past few years. Nationally, it has been perceived as a period of time which includes high school, graduation, post-secondary education/training options, adult services, and the initial years of employment. The Individuals with Disabilities Education Act (IDEA, 2004), offers the following definition:

The term “transition services” means a coordinated set of activities for a student with a disability that—

(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to *facilitate the child’s movement from school to post-school activities*, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation (Section 602, emphasis added);

(B) is based upon the individual child’s needs, taking into account the student’s preferences and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and a functional vocational evaluation.”

Individual Transition Plan (ITP)

The ITP is an articulated, interagency educational plan designed to facilitate a student’s move from school to employment and quality adult life. The Individualized Education Plan/Individualized Transition Plan (IEP/ITP) addresses critical aspects of a student’s transition, including employment goals, residential placement, guardianship, transportation, independent living, and income support. The essential steps for developing transition plans in the IEP are:

1. Identify the student’s post-school goals or interests;
2. Describe the student’s strengths and present levels of academic achievement and functional performance;
3. Develop measurable postsecondary goals;
4. Describe the transition services needed; and
5. Update the transition plan annually at a minimum.

An ITP shall be done in conjunction with an IEP meeting prior to when the student is 16 years old and support the development of appropriate goals for the student.

[Transition to Adult Living, An Information and Resource Guide](#), contains comprehensive information regarding legal requirements, best practices, preparatory experiences, family involvement and recommendations for preparing students for related to transitions.

Procedural Safeguards (Parent's Rights)

The law requires that local education agencies establish procedures to protect the rights of special education students and their parents or guardians; these procedures are called Procedural Safeguards.** Procedural Safeguards also pertain to those serving as surrogate parents and students between the ages of 18-22 who are receiving special education services. Procedural Safeguards are described throughout this handbook as they relate to the different topics discussed; however, these rights are summarized below:

- Parents have the right to give or refuse consent before their child is initially evaluated or placed in a special education program for the first time;
- Parents have the right to inspect and review all of their child's educational records;
- Parents have the right to obtain an independent educational evaluation (IEE) of their child (per SELPA policy);
- Parents have the right to receive prior written notice on matters regarding the identification, evaluation, educational placement, or the provision of FAPE for their child;
- Parents have the right to request a due process hearing on these matters, which must be conducted by an impartial hearing officer;
- Parents shall notify the State Educational Agency (SEA) or the Local Educational Agency (LEA), as the case may be, when they intend to file a due process complaint.
- Parents have the right to appeal the initial hearing decision to the State Educational Agency (SEA) if the SEA did not conduct the hearing;
- Parents have the right to have their child remain in his or her current educational placement, unless the parent and the agency agree otherwise, while administrative or judicial proceedings are pending (this provision has come to be known as the "stay-put" provision);
- Parents have the right to bring civil action in an appropriate State or Federal court to appeal a final hearing decision;
- Parents have the right to request reasonable attorney's fees from a court for actions or proceedings brought under IDEA (under certain circumstances);
- Parents shall notify the Charter LEA when they intend to remove their child from the public school and place the child in a private school at public expense (10-day notice rule).
- States must now have a voluntary mediation or resolution session process in place, as a means of resolving dispute between LEAs and parents of children with disabilities.
- Specific requirements have been added to the law regarding the disciplining of children with disabilities. Under certain circumstances, such as the child bringing a weapon to school or a school function, the child may be removed from his or her current educational placement and placed in an interim alternative educational setting or suspended or expelled from school.
- **Please refer to the El Dorado County Charter SELPA's "Notice of Procedural Safeguards and Parents' Rights" at the end of this handbook.

Procedural Safeguards Cont.

Parent Revocation of Consent for Special Education and Related Services

The Individuals with Disabilities Act gives parents (or the adult student) the right to revoke their consent for the student to receive special education and related services. Consent can be revoked without any recourse from the district. A written statement of revocation shall be provided to the Charter LEA; however, the parent/adult student is not required to state a reason. The Charter LEA may inquire as to the reason but, by law, the parent/adult student is not obligated to respond. Revocation may not be effective retroactively.

Upon receipt of your written request revoking consent for special education and related services, the Charter LEA is required to provide you with Prior Written Notice (PWN) acknowledging your revocation of special education and related services. The PWN must also include the date on which all related services will cease. This date must be within a reasonable time and the Charter LEA may not postpone ceasing services.

Additionally, the Charter LEA may not require the parent/adult student to attend a meeting to discuss the revocation. The Charter LEA may not file for due process or dispute resolution to delay your request. Upon the cessation of services, your child will be considered a general education student for all purposes, including discipline, graduation and state testing requirements. However, under the regulations, the Charter LEA will not be considered in violation of providing the student with a free, appropriate public education (FAPE) by this revocation.

Please note: Procedural safeguards (with the exception of Child Find requirements provided under IDEA) will no longer be available to your child. Accommodations and modifications provided to your child under the IEP process will also be discontinued. The Charter LEA is not required to amend your child's records to remove any references to your child's prior receipt of special education and related services.

You may not choose to reinstate the consent for your child to receive special education and related services. However, you or the Charter LEA may re-refer your child for special education at any time. In this case, the referral will be treated as an initial request for an evaluation, including timeline and assessment requirements.

Due Process and Parents' Rights

Due process is a right guaranteed by the Constitution of the United States and federal and state laws and regulations. In regard to special education, "due process" assures that both school agencies and parents have the right to request a hearing to resolve disagreements relative to the appropriateness of the special education program and service(s) offered or being provided to an individual child.

A due process hearing ensures that specific procedures and timelines are followed whenever there is a significant proposed change in a child's individual education program and the change is challenged. Issues which may be included for consideration under the due process hearing concept are limited to:

- Identification of your child for special education eligibility;
- Assessment of your child;
- Educational placement of your child; and/or
- The provision of a free appropriate public education (FAPE) for your child.

It is the intent of the Legislature that parties involved in special education disputes be encouraged to seek resolution through mediation *prior* to filing a request for a due process hearing. It is also the intent of the Legislature that these "voluntary prehearing request mediation conferences" be an informal process conducted in a non-adversarial atmosphere to resolve issues relating to the identification, assessment, or educational placement of the child, or the provision of a free, appropriate public education to the child, to the satisfaction of both parties. Therefore, attorneys or other independent contractors used to provide legal advocacy services shall not attend, or otherwise participate in any alternatives to the hearing, or in the "prehearing request mediation conferences". Participating in a mediation conference is not, however, a prerequisite to requesting a due process hearing. Willingness to do so may be indicated to the Special Education Hearing Office at the Office of Administrative Hearings by requesting a "Mediation Only" conference.

Due process procedures include a resolution session, a mediation conference, and an administrative hearing at the state level. Parents are assured specific rights in connection with the due process procedures, including the right to waive the mediation conference. Either the parent or school district may submit a written request for a due process hearing to the:

Office of Administrative Hearings
Attn: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231

Phone: (916) 263-0880; Fax: (916) 376-6319

The following information must be provided by you or your representative as a part of your request:

1. Name of the child;
2. Address of the residence of the child;
3. Name of the school the child is attending; and
4. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s).

State law requires that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[h]; EC 56505[d] and [j]).

Opportunity for the LEA to Resolve the Complaint

Once the written request is received, the Office of Administrative Hearings (OAH) will then schedule a hearing date, within thirty (30) days of the date the due process hearing request is filed. A mediation conference, however, is encouraged, and the parties involved in the prehearing mediation conference must agree to extend the time for completing the hearing.

Please note: This is different from the “voluntary prehearing request mediation conference”, even though it is also called “mediation”. In this situation, attorneys or other advocates are allowed to attend and participate. The due process hearing must be completed within forty-five (45) days; or for good cause, the OAH may extend the forty-five (45) day time limit, but only if the party who requested the hearing is agreeable to the extension.

Parents Rights, in relation to the due process hearing, are:

- Parents have the right to examine and receive copies of any documents contained in your child’s file;
- Parents have the right to be accompanied at the hearing by a representative(s) of your choosing;
- Parents have the right to give or withhold permission for placement of the child; and
- Parents have the right to be advised and represented by counsel and/or by individuals with special knowledge or training related to problems of disabled children.

In accordance with the “Handicapped Children’s Protection Act of 1986”, attorney fees may be recoverable under certain circumstances (P.L. 99-372).

If either party disagrees with the decision of the Hearing Officer, they may appeal to a court of competent jurisdiction.

For more detailed information, consult your Charter LEA or the El Dorado County Charter Special Education Local Plan Area (SELPA) office at 530.295.2462.

Alternatives to Due Process

At times, there may be disagreement between parents and the Charter LEA regarding the special education program and/or services for students with disabilities. The El Dorado County Charter SELPA believes very strongly in positive, effective communication that is student-focused. In situations where parents are concerned about potential disagreements, they have several dispute resolution options to use for support. If a solution cannot be reached in communication with the Charter LEA, please proceed with one or more of the following suggested actions:

- Call your district's parent CAC representative. You can obtain the name and telephone number from your child's special education teacher or the El Dorado County Charter SELPA office at 530.295.2462.
- Contact the Charter LEA Special Education Director and/or Program Specialist. Please see the list of contact on the last page of this form.
- Contact an El Dorado County Charter SELPA Program Specialist at 530.295.2463. The El Dorado County Program Specialist can provide information regarding procedural laws and options for alternative methods for solving problems at the child's school and/or district.
- Request a facilitated IEP meeting. A facilitated IEP meeting is one with a clear agenda and special focus which identifies the area(s) of concern. The meeting is facilitated by a trained, neutral person, usually from outside the Charter LEA.
- Request an Alternative Dispute Resolution (ADR) meeting. An ADR meeting provides the opportunity to support enhanced communication between the parties by hearing the concerns, which are "in dispute". Both parties participate in crafting a mutually satisfying resolution.

Complaint

Call the Procedural Safeguards and Referral Service at 800.926.0648, if you have a complaint. The complaint procedure is used to allege a matter which, if true, would constitute a violation of federal or state law or regulation governing special education and related services, including allegations of unlawful discrimination. A parent may allege a violation by the Charter LEA of federal or state law or regulation by filing a written complaint with the Charter's Director. If relief is not found, a complaint may be filed with the Superintendent of Public Instruction by calling the Complaint Management Unit of the California Department of Education at the number referred to above.

Confidentiality of Information

Each local educational agency has an obligation to protect the confidentiality of personally identifiable information regarding special education students. “Personally identifiable information” includes:

- The name of the child, the child’s parents, or other family members
- The address of the child
- The child’s student number
- A list of personal characteristics
- Any other information that would make it possible to identify the child with reasonable certainty

Access to Records

As parent(s) or guardian(s), you have the right to inspect and review any education records relating to your child. A child who is eighteen (18) years of age or older has the same right to review records. With your approval, your representative may also look at the records.

If you want to look at your child’s records, please make a verbal or written request to the Charter LEA. Access to the records must be granted within five (5) business days of your request. The agency may charge a small and reasonable fee if you ask for a copy of the records. If you are financially unable to pay this fee, it may be waived. You may also make reasonable requests for explanations and interpretations of the records.

Amendment of Records

If you believe that the information contained within the education record is inaccurate or misleading or that it violates the privacy or other rights of your child, you may request that the educational agency amend the information in the student’s record.

All such requests are referred to the Director/Superintendent who will meet with the parent and the employee who wrote the material or will designate a representative to do so. Following the meeting, the Director/Superintendent or designee may direct that all, part, or none of the challenged material be removed.

If the parent is dissatisfied with this decision, you may, within thirty (30) days, appeal the decision in writing to the Governing Board of the Charter LEA.

The Board, within thirty (30) days, is required to meet in closed session with the parent, the employee who wrote the material, and the Director/Superintendent to review the actions taken.

The Board may sustain the actions of the Director/Superintendent or modify them completely or partially, and order the Director/Superintendent to take corrective action. *Please note:* The actions of the Governing Board are final and all records of the proceedings are kept in a confidential manner.

If the Governing Board's decision is unfavorable to the parent, the parent may submit a written statement of their objections to the material. The statement will be included in the pupil's record.

Destruction of Records

Mandatory permanent records are not destroyed but are kept on file permanently for all students. Personally identifiable information about students may be retained permanently unless the parents request it be destroyed.

Parents' Record Keeping

As the parent of a child with special needs, you will gather a tremendous amount of information about your 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 in day-to-day contacts.

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, 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 your child. May also include milestones and at what age your 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: May include copies of records from any other agencies with which you have had contact.
- Correspondence: Keep copies of all correspondence written by you and received by you.

What Is the Role of the CAC?

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

Members of local PTCs or PTAs, special education teachers, general education classroom teachers and other school personnel, disabled students, and/or representatives of related public and private agencies may also be represented.

The Special Education 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, and facilitates closer communication and better understanding of the mutual goals of school administrators, faculty, parents, and the community.

The El Dorado County Charter Special Education Local Plan Area (SELPA) office hosts the Special Education Community Advisory Committee meetings online using the web-based Blackboard Collaborate program. If you would like to request meeting log-in information, please contact the Patti Mercer @ 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. CAC shall meet as frequently as necessary, but not less than three times between September and June. Special meetings of the CAC or subcommittees may be scheduled by the chairperson 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 operations by:

- Actively participating and providing input at regularly scheduled CAC meetings;
- Maintaining contact with the LEA special education staff regarding special education programs, provided by the LEA, to gain insight of local needs;
- Periodically reporting CAC activities to 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. SELPA Parent Handbook);
- Organizing, attending and participating in local, regional and state CAC workshops and conferences; and
- Emphasizing the importance of regular school attendance in public relation activities supported by the CAC.

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 County Charter Community Advisory Committee (CAC), please call the El Dorado County Charter SELPA office at 530.295.2462 or contact your Charter LEA Special Education Director at the number listed below:

El Dorado County Charter SELPA Members 2012-2013

Charter School Name	Special Education Contact	Telephone Number
Academy of Personalized Learning	Jean Hatch	(530) 247-6933
ACE Charter Schools	Sam Duell, Assistant Principal	(408) 295-6008
ACE Charter		
ACE Charter High		
Alpha: Blanca Alvarado Middle	Paige Abramson Hirsch	(408) 455-9242
Alliance College Ready Public Schools	Rebecca Boss, Program Specialist	(626) 390-6318
Christine O'Donovan Middle Academy		
College-Ready Academy High School #16		
College-Ready Academy High School #11		
College-Ready Middle Academy #7		
College-Ready Middle Academy #4		
College-Ready Middle Academy #5		
Dr. Olga Mohan High		
Environmental Science & Technology High		
Gertz-Ressler High School		
Health Services High School		
Heritage College-Ready Academy High School		
Huntington Park College-Ready Academy High School		
Marc and Eva Stern Math and Science		
Media Arts and Entertainment HS		
Richard Merkin Middle School		
William and Carol Ouchi High School		
ASPIRE Public Schools	Sue Shalvey, SpEd Director	(510) 434-5034
SBC-ASPIRE Alexander Twilight		
SBC-ASPIRE Alexander Twilight Secondary Academy		
SBC-ASPIRE Alexander Twilight College Preparatory Academy		

ASPIRE Antonio Maria Lugo Academy		
ASPIRE Benjamin Holt College Prep Academy		
ASPIRE Berkley Maynard Academy		
ASPIRE California College Preparatory Academy		
ASPIRE Capitol Heights Academy		
ASPIRE Centennial College Prep Academy		
SBC-ASPIRE Junior Collegiate Academy		
ASPIRE College Academy		
SBC-ASPIRE APEX Academy		
ASPIRE East Palo Alto Charter School		
ASPIRE East Palo Alto Phoenix Academy		
ASPIRE Eres Academy		
ASPIRE Huntington Park		
ASPIRE Langston Hughes Academy		
ASPIRE Lionel Wilson College Prep Academy		
ASPIRE Millsmont Elementary		
ASPIRE Golden State College Preparatory Academy		
ASPIRE Monarch Academy		
SBC-ASPIRE Port City Academy		
ASPIRE River Oaks Academy		
ASPIRE Rosa Parks Academy		
ASPIRE Summit		
SBC-ASPIRE Titan Academy		
ASPIRE University Charter School		
ASPIRE Vincent Shalvey Academy		
ASPIRE Vanguard College Preparatory Academy		
Bayshore Preparatory Charter School	Dana Lenahan, SpEd Coordinator	(760) 471-0847
California Virtual Academies	Laura Terrazas, Dean of Students	(831) 479-1723
CAVA @ Kern		
CAVA @ Kings		
CAVA @ San Mateo		
Clayton Valley Charter High School	Pat Middendorf, SpEd Director	(925) 682-3800
Coastal Academy	Cori Coffey, SpEd Director	(760) 631-4027
Community Learning Center Schools, Inc.		
Alameda Community Learning Center	Carrie Blanche, SpEd Director	(510) 521-7542 x109
Nea Community Learning Center	Nancy Welt, SpEd Director	(510) 748-4008 x123

Community School for Creative Education		(415) 378-2743
SBE-Dixon Montessori Charter		(707) 451-3881
SBE- Doris Topsy-Elvord Academy	Marvin Smith, Executive Director	(562) 630-6096
SBE-Edison Charter Academy	Shawn Whitney, Coordinator	(510) 205-9461
Education for Change	Lihi Rosenthal	(510) 326-3844
Achieve Academy		
ASCEND		
Cox Academy		
Lazear Elementary		
Learning Without Limits		
World Academy		
Eleanor Roosevelt Community Learning Center	Angela Mills, Edu. Specialist	(559) 592-9160
Envision Schools	Sabrina Yacoub, SpEd Director	(510) 451-2415
Envision Academy for Arts & Technology		
Envision City Arts & Technology High School		
Envision Metropolitan Arts & Technology High School		
Envision Impact Academy of Arts & Technology		
FAME Charter	Cerrene Cervantes	(510) 687-9111
Fathers Heart Charter School	Edwin Colon, Director	(760) 835-1308
Five Keys Charter Schools, Inc.	Jennifer Zamora	(415) 734-3310
Five Keys Adult School (SF Sheriffs)		
Five Keys Charter (SF Sheriffs)		
Five Keys Independence High School (SF Sheriffs)		
Flex Charter Schools		
SBE-San Francisco Flex Academy	Royce Conner, Principal	(415) 762-8800
Silicon Valley Flex	Jean Southland, Principal	(415) 710-6759
Fortune School	Susan Nisonger, Co-Principal	(916) 924-8633
Hardy Brown College Prep	Howanda Lundy, Principal	(916) 924-8633
William Lee College Prep	Susan Nisonger, Co-Principal	(916) 924-8633
Gilroy Prep	Sharon Waller	(831) 235-0484

Golden Lakes Charter	Pete Fogarty, Principal	(209) 852-9563
Howard Gardner Community Charter	Shannon Richardson, Executive Director	(619) 395-3214
Ingenium Schools		
SBE-Barack Obama Charter School	Chaleese Norman, Principal	(424) 203-0890
SBE-Ingenium Charter	Sharon Soeller, Coordinator	(818) 746-3522
iLead Lancaster Charter School	Gris Ibarra	(661) 609-1489
Inland Leaders Charter School	Corey Loomis, SpEd Director	(909) 446-1100
John Adams Academy	Eli Johnson, Principal	(916) 267-8999
KIPP Bay Area Schools	Julie Mattoon, SpEd Director	(510) 465-5477
KIPP Bayview Academy		
KIPP Bridge Charter School		
KIPP Heartwood Academy		
KIPP King Collegiate		
KIPP San Francisco Bay Academy		
KIPP San Jose Collegiate		
KIPP Summit Academy		
Leadership Public Schools	Joe Pacheco, Director of Student Services and Special Education	(408) 937-2723
LPS College Park (Oakland)		
LPS Hayward		
LPS Oakland		
LPS Richmond		
LPS San Jose		
Learn 4 Life Concept Schools	Dr. Pat Hill, SpEd Director	(661) 456-0598
Alta Vista Public Charter		
Ambassador Phillip V. Sanchez Public Charter		
Antelope Valley Learning Academy		
Crescent Valley Public Charter		
Crescent View South Charter School		
Crescent View West Charter High School		
Desert Sands Charter High School		
Diego Hills Charter High School		
Diego Valley Charter High School		
Mission View Public School		
Vista Real Charter High School		

SBE-Lifeline Education Charter School	Jeanette Andrews, Director	(310) 605-2510
SBE-Mission Preparatory	Jane Henzerling	(650) 452-4244
North Woods	Jean Hatch	(530) 247-6933
North Woods Discovery II		
Oakland Military Institute College Preparatory Academy	Dara Northcroft, Director of Instruction	(510) 594-3924
Oakland School for the Arts	Sarah Notch	(510) 873-8800
one.Charter	Gabriel Perez	(213) 709-5404
Pacific Technology Schools (Magnolia Foundation)	Kelly Hourigan	
SBC-Pacific Technology School Orangevale		(916) 293-8611
SBC-Pacific Technology School Santa Ana		(714) 557-7002
Paragon Collegiate Academy	Lisa Reese, Principal	(530) 742-2505
Redding School of the Arts II	Jean Hatch	(530) 247-6933
SBE-River Montessori Elementary Charter	Kelly Mannion, Executive Director	(707) 364-8254
Rocketship Public Schools	Genevieve Thomas, Regional Director	(310) 279-6676
Rocketship Discovery Prep		
Rocketship Los Suenos		
Rocketship Mateo Sheedy		
Rocketship Mosaic		
Rocketship Seven Elementary		
Rocketship Si Se Puede		
Rocketship Six Elementary		
Rocklin Academies		(916) 632-6580
Rocklin Academy Meyers		
Rocklin Academy Turnstone		
SBE-Western Sierra Collegiate Academy		

San Diego Charter Schools Special Education Consortium	Cindy Atlas, Executive Director	(619) 564-0209
Einstein Academy		
Albert Einstein Academy Charter Middle		
Arroyo Paseo Charter High School		
Darnall Charter School		
Gompers Preparatory Academy		
Harriet Tubman Village Charter		
Keiller Leadership Academy		
King Chavez Preparatory Academy		
King Chavez Community High School		
King Chavez Academy of Excellence		
King Chavez Primary Academy		
King Chavez Athletics Academy		
King Chavez Arts Academy		
KIPP Adelante		
Learning Choice Academy		
Magnolia Science Academy San Diego		
Magnolia Science Academy San Diego 3		
McGill School of Success		
Preuss School UCSD		
Urban Discovery Academy Charter		
San Joaquin Building Futures	Sheila Goulart, Director	
Santa Clarita Valley International Charter School	Gris Ibarra	(661) 609-1489
St Hope Public Schools	Jaclyn Moreno, Director SpEd	
Oak Park Preparatory Academy		(916) 275-5800
PS7		(916) 649-7850
Sacramento Charter High School		
Stockton Collegiate International	Katherine Luu, Admin. Special Education	(209) 390-9861
Stockton Collegiate International Elem.		
Stockton Collegiate International Secondary		
Summit Public Schools	Linda Odde	(650) 773-2438
Summit Public School: Rainier		
Summit Public School: Tahoma		
Sunrise Middle School	Teresa Robinson, Director	(408) 206-4779

SBE-Synergy	Cheryl Townsend, Director	(707) 315-1309
Tri Valley Learning Corporation		
SBE-Livermore Valley Charter School	Stephanie Pavlenko, Resource Specialist	(650) 867-5052
SBE-Livermore Valley Charter Preparatory High	Lauren Kelly, Principal	(925) 456-9000
Urban Montessori Charter	Amanda Klein	(415) 637-2785
Yu Ming Charter	Laura Ross, Principal	(415) 999-7180

If you need additional assistance beyond your local charter or would like to request general information regarding special education program(s) and service(s) within the El Dorado County Charter Special Education Local Plan Area (SELPA); you may contact the SELPA at 530.295.2462 or visit the SELPA website at www.edcocharterselpa.org

El Dorado County Charter SELPA

Contact Information:

Office Phone: 530.295.2462
Office Fax: 530.676.4337
Mailing Address: 6767 Green Valley Road, Placerville, CA 95667
Physical Address: 3932 Ponderosa Road, Suite 200, Shingle Springs, CA 95682

Staff Members:

David Toston, SELPA Executive Director.....dtoston@edcoe.org
Amy Andersen, Charter SELPA Director.....aandersen@edcoe.org
Dubravka Tomazin, Program Specialist.....dtomazin@edcoe.org
Tamara Clay, Program Specialist.....tclay@edcoe.org
Steve Pedego, Program Specialist.....spedego@edcoe.org
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Pamela Garcia, Administrative Support.....pgarcia@edcoe.org
Patti Mercer, Administrative Support.....pmercerc@edcoe.org
Dani Aposhian, Administrative Support.....daposhian@edcoe.org

Glossary of Terms

Adapted Physical Education: An individual program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.

Advocate: Anyone who supports the cause of a person with disabilities or group of people with disabilities, especially in legal or administrative proceedings or public forums.

Attention Deficit Hyperactivity Disorder (ADHD): Diagnostic category of the American Psychiatric Association for a condition in which a child exhibits developmentally inappropriate inattention, impulsivity, and hyperactivity.

Auditory Processing: The ability to understand and use information that is heard, both words as well as other non-verbal sounds.

Autistic: A term applied to children who exhibit the characteristics of autism, a severe disorder characterized by the inability to communicate through meaningful speech and the inability to develop relationships with other persons due to withdrawal.

Behavior Disorder: A disability characterized by behavior that differs markedly and chronically from current social or cultural norms and adversely affects educational performance.

Behavior Intervention Plan: Effective May 20, 1993, any student with an Individualized Education Program (IEP) who exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives on the student's IEP must have a behavioral intervention plan (BIP) developed by an IEP team with a behavioral intervention case manager. The behavioral intervention plan must now become a part of the IEP under Sections 3001 and 3052 in Title 5, California Code of Regulations. These sections mandate that attempts to change serious and pervasive behavior problems result in lasting positive changes; provide greater access to community, social and public events; that the behavioral interventions do not cause pain or trauma, and that the interventions respect the dignity and privacy of the individual. In the event of a behavioral emergency, procedures are now defined which govern the range of responses to that emergency.

Behavior Modification: The systematic application of procedures derived from the principles of behavior (e.g., reinforcement) in order to achieve desired changes in behavior.

Behavioral Objectives: A precise measurable statement of what the pupil is expected to achieve, including the conditions under which the pupil will achieve and the criteria for measuring the achievement.

Glossary (*continued*)

Behavioral Support Plan: IDEA requires the IEP team to address “behavior that impedes his or her learning or that of others” (IDEA Section 614(d)(2)(B)), and the Federal Regulations further point out that “positive behavior interventions, strategies and supports” are to be considered supplementary aids and supports if needed. A Positive Behavior Support Plan is recommended for a student who is experiencing difficulty with behavioral issues even after positive supports are put into place in the least restrictive environment. It is designed to be an earlier, intervention than a Behavior Intervention Plan (BIP) in California Education Code. (Hughes Bill)

Case Management: A service that assists student/clients to obtain and coordinate community resources such as income assistance, education, housing, medical care, treatment, vocational preparation, and recreation.

Cerebral Palsy: Motor impairment caused by brain damage, which is usually inflicted during the prenatal period or during the birth process. Can involve a wide variety of symptoms and range from mild to severe. It is neither curable, nor progressive.

Department of Rehabilitation: A state agency that purchases services, through the Vocational Rehabilitation and Habilitation Services programs, which address work-related aspects of a person’s development.

Designated Instruction and Services (DIS): DIS services, also known as related services, are specialized instruction and/or support services identified through an assessment and written on an IEP as necessary for a child to benefit from special education (e.g., speech/language therapy, low vision services, vocational specialist, etc.)

Disability: Technically, refers to the reduced function or loss of a particular body part or organ. In practice, disability is often used to describe a mental or physical impairment that restricts one’s ability to function.

Down Syndrome: A chromosomal anomaly that often causes moderate to severe intellectual disability along with certain physical characteristics such as large tongue, heart problems, poor muscle tone, and a broad flat bridge of the nose.

Due Process: Set of legal steps and proceedings carried out according to established rules and principles; designed to protect an individual’s constitutional and legal rights.

Dyslexia: An impairment in reading ability or partial ability to read; often associated with cerebral dysfunction or minimal brain dysfunction. An individual with this condition does not understand clearly what he/she reads. A more generic term for learning problems including dyslexia is learning disability.

GLOSSARY (*continued*)

Emotional Disturbance (ED): One or more of a set of characteristics which adversely affect educational performance; characteristics include an inability to learn which cannot be otherwise explained; an inability to build or maintain interpersonal relationships; inappropriate behaviors or feelings; depression; or school phobia.

Free Appropriate Public Education (FAPE): A free appropriate public education is one provided by the public elementary or secondary school, which includes general or special education and related aids and services that are 1) designed to meet the individual educational needs of persons with a disability as adequately as the needs of a non disabled person are met, and 2) based upon adherence to evaluation, placement and procedural safeguard requirements

Fetal Alcohol Syndrome (FAS): A condition sometimes found in the infants of alcoholic mothers; can involve low birth weight, developmental delay, cardiac, and/or limb, and other physical defects.

Habilitation: The process through which individuals are assisted in acquiring and maintaining skills which enable them to cope more effectively with their personal needs and circumstances of their environments, and to strive to reach their full physical, mental, and social potential.

Hearing Impaired: Describes anyone who has a hearing loss significant enough to require special education training, and /or adaptations; includes both deaf and hard of hearing conditions.

Inclusion: Full inclusion refers to the inclusion of a student with special needs in an age appropriate general education classroom at the student's neighborhood school. The student moves with peers to subsequent grades. All related services are provided in the general education classroom through a collaborative approach, except where privacy is an issue. Curriculum may be district core curriculum as for the other students or modified core curriculum to provide physical assistance, adapted content and /or material, multi-level curriculum, curriculum overlapping (same activity, same goals) or substitute curriculum.

Individualized Educational Plan (IEP): A written educational program developed by the local education agency for each child with a disability. An IEP must contain:

- the child's present levels of educational performance
- annual and short-term educational goals
- the specific education program and related services that will be provided to the child
- the extent to which the child will participate in general education program with non-disabled children

GLOSSARY (*continued*)

Individualized Family Services Plan (IFSP): A requirement of PL 99-457, Education of the Handicapped Act Amendments of 1986, for the coordination of early intervention services for infants and toddlers with disabilities. Similar to the IEP in that it is required for all school-age children with disabilities whose families wish to receive Early Start (special education) services in California.

Individualized Program Plan (IPP): An annually reviewed record of program and service needs provided by Regional Centers (e.g., respite care, behavior management training, etc.).

Individualized Services Plan (ISP): A plan offered to parents whose children qualify for special education services under IDEA, but who decline special education services in the public schools. Speech and language and vision services are offered in an ISP for those students who qualify within the El Dorado County SELPA.

Individualized Transition Plan (ITP): An articulated, interagency educational plan designed to facilitate a student's move from school to employment and a quality adult life. The IEP/ITP addresses critical aspects of a student's transition, including employment goals, residential placement, guardianship, transportation, independent living, and income support. An ITP must be done in conjunction with an IEP for all students who are 16 years of age and above.

Integration: Integration refers to the inclusion and interaction of students with special needs in an age appropriate general education program and/or classroom from which they are able to derive educational benefit in a variety of areas including social skills and interactions, communication and language skills, classroom skills, independent living/vocational skills, and academic skills. Integration is an on-going process related to the individual needs of students.

Intellectual Disability: Federal law defines intellectual disability as "...significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance."

Learning Disability (LD): A lack of achievement compared to ability in a specific learning area(s) within the range of achievement of individuals with comparable mental ability. Most definitions emphasize a basic disorder in psychological processes involved in understanding and using spoken or written language. (See *Specific Learning Disability*.)

Least Restrictive Environment (LRE): A concept expressed by the courts in the 1970's, mandating that each person with a disability should be educated or served in the most "normal" setting and atmosphere. This led to the concept and practice of mainstreaming.

GLOSSARY (*continued*)

Legally Blind: Visual acuity of 20/200 or less in the better eye after the best possible correction with glasses or contact lenses, or vision restricted to a field of 20 degrees or less. Acuity of 20/200 means the eye can see clearly at 20 feet what the normal eye can see at 200.

Mainstreaming: A term referring to the predefined period of time during which a special education student participates in general education activities, either academic or non academic (e.g., math, reading, lunch, recess, and art).

Mental Illness: A condition that results in deviant thinking, feeling and behavior to a degree that causes difficulty in adjusting to life.

Occupational Therapist: A professional who plans and/or delivers instructional activities and materials to help children and adults receive educational benefit from special education goals.

On-the-Job Training: A method of teaching students with disabilities specific work skills by assigning them to employment on competitive jobs for part of a day or sometimes a full day.

Orthopedic Impairment: Any disability caused by disorders of the musculoskeletal system.

Physical Therapist: A professional trained to help people with disabilities develop and maintain muscular and orthopedic capability.

Program Specialist: A Program Specialist is a specialist who holds a valid special education credential, health services credential, or a school psychologist authorization, and who has advanced training and related experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge of special education services.

Regional Occupational Center/Program (ROC/P): The concept of ROC/Ps originated with Senate Bill 1379 and was enacted into law by the California Legislature in 1963. These centers and programs are intended to provide vocational and occupational instruction related to the attainment of skills for the upgrading of existing skills so that trainees are prepared for gainful employment.

Rehabilitation: A social service program designed to teach a newly disabled person basic skills needed for independence.

Rehabilitation Department: Department of Rehabilitation is a state agency that purchases services through the Vocational Rehabilitation and Habilitation Service programs, which address work-related aspects of a person’s development.

GLOSSARY (*continued*)

Resource Specialist Program (RSP): Students placed in this program may be “pulled out” of the general classroom for special assistance during specific periods of the day or week and are taught by credentialed special education Resource Specialists or Instructional Assistants, or they may be given assistance (push-in) within the General Education classroom.

Section 504: Under the Rehabilitation Act of 1973, this section prohibits discrimination against persons with disabilities in employment and other fields. A set of regulations (Federal Register, May 4, 1977) was established in an effort to assure their civil rights.

Special Day Class (SDC): A self-contained classroom in which only students who require special education instruction for more than 50% of the school day are enrolled.

Special Education: The individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

Special Education Local Plan Area (SELPA): The service area covered by the local plan developed under subdivision (a) (b) or (c) of Section 56170 of the Education Code. It may be comprised of one or more school districts or county offices which may choose to join together in planning and delivering special education services for children within their boundaries.

Special Education Community Advisory Committee (CAC): A committee of parents and guardians, including parents and guardians of individuals with exceptional needs, and representatives from schools and community agencies established to advise the SELPA regarding the development and review of programs under the local comprehensive plan.

Specific Learning Disability (SLD): A disability which involves a severe discrepancy between intellectual ability and academic achievement due to a disorder in one or more of the basic psychological processes and is not primarily the result of visual, hearing or motor disabilities, intellectual disability, or of environmental, cultural, or economic disadvantage.

Student Study Team (SST): A general education process designed to make preliminary modifications within the general education program of a student not succeeding in class (sometimes referred to as a “Child Study Team” or “Student Success Team”).

Transition: Transition is a purposeful, organized, and outcome-oriented process designed to help special education students' move from school to employment and a quality adult life. Expected student outcomes include meaningful employment, a further education, and/or participation in the community.

GLOSSARY (*continued*)

Traumatic Brain Injury: Term used in professional practice; applies only to person with acquired brain injuries caused by an external physical force. Does not apply to injuries caused by internal occurrences such as infections, tumors, fever, exposure to toxic substances, or near drowning. Educational performance may meet the criteria of one of the other disability categories, such as "other health impaired", "specific learning disabilities", or "multiple disabilities".

WorkAbility: Program which promotes independent living and provides comprehensive pre-employment worksite training, employment and follow-up services for youth in special education who are making the transition from school to work, post-secondary education, or training.