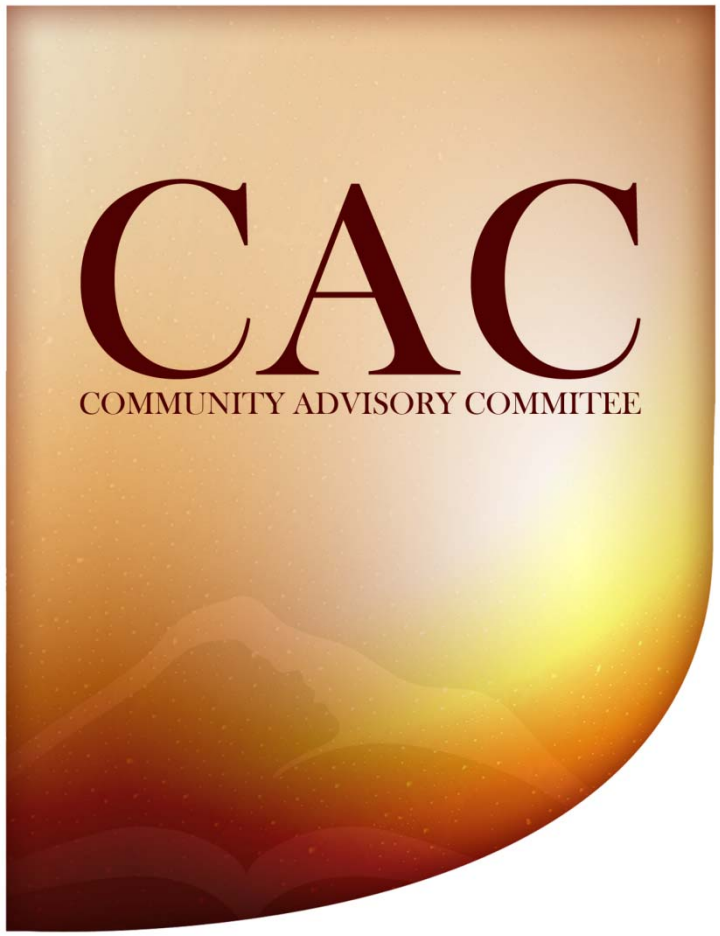
CAC Contact:

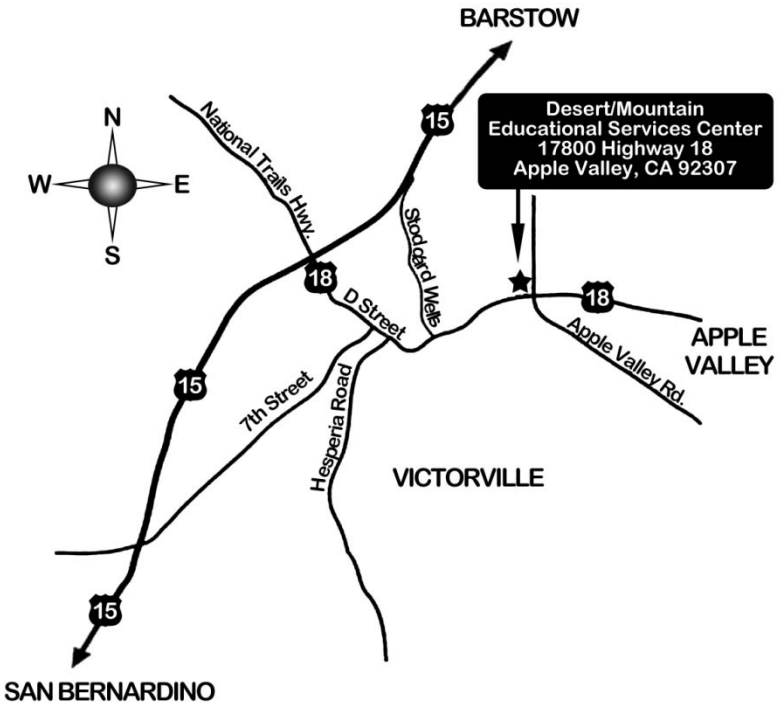
D/M SELPA Program Manager, Due Process

-



PARENT HANDBOOK

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
17800 Highway 18 • Apple Valley, CA 92307 • 760-552-6700 / 760-242-5363 Fax



DIRECTIONS TO THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER

From highway 15 north, exit D Street. Turn onto D Street, which is also Highway 18. Following Highway 18 for approximately two miles to Apple Valley Road. Turn left on Apple Valley Road and then turn left into the second driveway. The Desert Mountain Educational Service Center will be straight ahead on the right hand side.

Resources

LEGAL SERVICES

San Bernardino County Bar Association and Lawyer Referral Services
555 N. Arrowhead • San Bernardino, CA
909-885-1986 • 909-889-0400 Fax
http://www.sbcba.org/

United States Department of Education Office for Civil Rights
Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue • SW Washington, DC
800-421-3481 Toll Free • 877-521-2172 TDD • 202-453-6012 Fax
http://www2.ed.gov/about/offices/list/ocr/index.html

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DMSELPA
Desert / Mountain Special Education Local Plan Area

The Community Advisory Committee (CAC) Resource Handbook is a book for you...as a community representative or a parent of a child with special learning needs. Participants of the Advisory Committee work cooperatively with educators in the community to help individuals receive an education that really meets their exceptional needs. Individuals "with exceptional needs" are those who require special education and related services. The purpose of this handbook is to share in the Desert/Mountain Special Education Local Plan Area (SELPA) philosophy that individuals with exceptional needs, regardless of the nature or severity of their disabilities, have the right to a publicly supported educational program that meets their unique needs. Furthermore, parents and community members can and should be actively involved in ensuring this right for all individuals with exceptional needs. This handbook is to assist committee members in becoming better informed about the responsibilities of the Community Advisory Committee.

Resources

LEGAL SERVICES

Community Alliance for Special Education (CASE) and Disability Rights CA.
1550 Bryant Street, Suite 835 • San Francisco, CA
415-431-2285 • 415-431-2289 Fax
E-mail: info@caseadvocacy.org
www.caseadvocacy.org/

Desert/Mountain Special Education Local Plan Area (SELPA)
17800 Highway 18, Apple Valley • CA 92307
760-552-6700 • 760-242-5363 Fax
www.dmselpa.org

Developmental Disabilities Area Board #12
13800 Heacock Street, Suite C130 • Moreno Valley, CA
951-656-1878 • 800-962-8073 Toll Free
http://riverside.networkofcare.org/aging/index.aspx

Dignity Group
1055 N. Euclid Avenue • Ontario, CA
909-986-2420
www.dignitygroup.org/

Disability Rights California (DRC)
350 South Bixel Street, Suite 290 • Los Angeles, CA 90017
213-213-8000 • 213-213-8001 Fax
www.disabilityrightsca.org/

Disability Rights Legal Center
800 South Figueroa Street, Suite 1120 • Los Angeles, CA 90017
213-736-1334 • 866-999-DRLC (3752) Toll Free
213-736-8310 TTY • 866-912-8193 Video Feed
E-mail: DRLC@lls.edu
www.disabilityrightslegalcenter.org/

Inland Counties Legal Services
14196 Amargosa Road, Suite K • Victorville, CA
760-241-7073 • 888-805-6455 Toll Free
www.inlandlegal.org

Inland Fair Housing and Mediation Board for Landlords and Tenants
15428 Civic Drive, #225 •Victorville, CA
760-243-2412 • 760-243-3312 Fax
http://ifhmb.accountsupport.com/cms/

Legal Aid Society of San Bernardino
588 W 6th Street • San Bernardino, CA
909-889-7328 • 866-889-7328 Toll Free • 909-889-6338 Fax
www.legalaidofsb.org/

Resources

HOUSING INFORMATION	
Community Action Partnership	909-723-1500
Equal Rights Center	202-234-3062
Habitat for Humanity (San Bernardino)	909-799-6738
Hesperia Economic Development	760-947-1114
H.U.D. / Section 8	760-243-1043

DENTAL INFORMATION	
California Kid's Dental	909-798-2755
Dental Care of San Bernardino	909-888-1301
Desert Dental Children's Center	760-242-0796
Desert Valley Dental Group	760-244-2324
Golden Dental Group	760-244-1212
Just for Kids Dentistry	909-798-0604
Ko, Samuel H. DDS (Private Practice)	760-952-3756
Lee, Sungho DDS (Private Practice)	760-255-1010
Liberty Village Dental	760-955-2273
Loma Linda Specialty Care Dentistry	909-558-4689
Medi-Cal Dentist Beneficiaries Group	800-322-6384 Toll Free
Redlands Dental Surgery Clinic	909-335-0474
Richards, Karen DDS (Private Practice)	760-256-2402
Victorville Family Dentistry	760-245-7800
Victor Valley Community Dental	760-951-9181

About the Community Advisory Committee

What is the CAC?

The Community Advisory Committee (CAC) is made up of members representing the community. Members include parents, special and general education teachers, psychologists, consultants, students with disabilities, and various representatives from public and private agencies. These members are nominated and appointed by the school boards of participating local education agencies within the Desert/Mountain Special Education Local Plan Area (SELPA).

The CAC holds periodic meetings during the school year to review and discuss all aspects of special education. Guest speakers are provided for parent education. Public concerns are welcomed. The CAC is a place where problems and concerns can be shared, discussed, and resolved. The meetings are open to the public and attendance is welcomed.

The goal of the CAC is to involve interested parents, students, teachers, education specialists/consultants, and community members in advising the SELPA and district school boards of the educational needs of special education students and to help secure appropriate services for each individual. The CAC

- Advises the policy and administrative entity of the district, the SELPA or county office regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the CAC.
- Recommends annual priorities to be addressed by the plan.
- Assists in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- Encourages community involvement in the development and review of the Local Plan.
- Supports activities on behalf of students with disabilities.
- Assists in parent awareness of the importance of regular school attendance.

CAC members are selected by their peers and must also be formally appointed by their local school boards. Control over the CAC membership composition allows for the outreach and recruitment necessary to ensure the proper balance of parents, staff, and community representatives. Most of the CAC members must be parents and members should represent not only parents concerned with the quality of special education but the entire special education community. As such, the CAC must act responsibly to ensure fair representation and thorough evaluation of the issues and interests handled in the attainment of its goals.

Participating Local Education Agencies

DESERT/MOUNTAIN SELPA

Academy for Academic Excellence
17500 Mana Road • Apple Valley, CA 92307 • 760-946-5414

Adelanto School District
11824 Air Expressway • Adelanto, CA • 760-246-8691

Apple Valley Unified School District
12555 Navajo Road • Apple Valley, CA 92308 •760-247-8001

Baker Valley Unified School District
72100 Schoolhouse Lane • Baker, CA 92309 • 760-733-4567

Barstow Unified School District
551 S Avenue H •Barstow, CA 92311 • 760-255-6006

Bear Valley Unified School District
42271 Moonridge Road • Big Bear Lake, CA 92315 • 909-866-4631

Excelsior Charter Schools
18422 Bear Valley Road • Victorville, CA 92395 • 760-245-4262

Health Sciences High & Middle College
3910 University Avenue • San Diego, CA 92105 • 619-528-9070

Helendale School District
15350 Riverview Road • Helendale, CA 92342 • 760-952-1180

Hesperia Unified School District
15576 Main Street • Hesperia, CA 92345 • 760-244-4411

High Tech High
2861 Womble Road • San Diego, CA 92106 • 619-243-5011

Lucerne Valley Unified School District
8560 Aliento Road • Lucerne Valley, CA 92356 • 760-248-6108

Needles Unified School District
1900 Erin Drive • Needles, CA 92363 • 760-326-3891

Norton Space & Aeronautics Academy
503 E Central Avenue •San Bernardino, CA 92408 • 760-946-5414

Oro Grande School District
19121 3rd Street • Oro Grande, CA 92368 • 760-243-5884

Silver Valley Unified School District
35320 Daggett-Yermo • Yermo, CA 92398 • 760-254-2916

Snowline Joint Unified School District
4075 Nielson Road • Phelan, CA 92371 • 760-868-5817

Trona Joint Unified School District
83600 Trona Road • Trona, CA 93562 • 760-372-2803

Victor Elementary School District
15579 8th Street • Victorville, CA 92395 • 760-245-1691

Victor Valley Union High School District
16350 Mojave Drive • Victorville, CA 92395 • 760-955-3201

Resources

GRANDPARENT SUPPORT GROUPS

AARP's Grandparent Information Center
200 S. Los Robles Avenue, Suite 400 • Pasadena, CA 91101-2422
866-448-3614 Toll Free • 626-583-8500 Fax
http://www.aarp.org/relationships/friends-family/

High Desert Relative Caregiver Project
A unique program in the Victor Valley that offers support group meetings with age appropriate activities for the children (all staff & volunteers are fingerprinted with background checks). Trained facilitators, instructors, and other relative caregivers help participants find support in providing the emotional security and caring discipline that is needed in a warm and loving atmosphere at home. Meetings held in Adelanto, Apple Valley, and Victorville (please call to inquire for location of meeting). For further information, contact:

15150 La Paz Drive • Victorville, CA 92395
760-881-7364 • 760-508-9871
http://highdesertrelativecaregivers.webs.com/

HEALTH INFORMATION

California Healthy Families	800-880-5305 Toll Free
Child Health and Disability Program	800-722-3777 Toll Free
Department of Public Health	760-956-4400
First 5 Dental Program	909-876-0984 • 800-722-4597 Toll Free
Healthy Beginnings (St. Mary Hospital)	760-242-2311
Healthy Kids Program (First 5)	213-482-5902
HIV Testing (Free) (Hesperia)	760-956-4400
Inland Empire Health Plan (IEHP)	909-89-2003
Inland Regional Center (IRC)	909-890-3000 / 3053
Medically Indigent Adult Program	916-649-2602
Social Action Community Health Clinic	909-382-7120
Shields Health Care	800-372-6205 Toll Free
St. Mary Mobile Health Van	760-242-2311
Su Familia Family Health Line	866-783-2645 Toll Free
Women, Infant, and Children (WIC)	800-472-2321 Toll Free
Young Adult Clinic (YAC)	800-722-4777 Toll Free

Resources

DOMESTIC VIOLENCE PROGRAMS

National Domestic Violence Hotline

The National Domestic Violence Hotline Celebrity Board was created in 2008 to help change public attitudes that allow domestic violence to exist. This group of acclaimed artists has made personal commitments to promoting healthy, respectful relationships, and as spokespersons for the National Domestic Violence Hotline, they publicize *The Hotline* (800-799-SAFE) as a source of help for people experiencing abuse. For further information, contact:

800-799-SAFE (7233) Hotline • 800-787-3224 TTY

www.thehotline.org

Victor Valley Domestic Violence Program "A Better Way"

Advocates for and assists those victimized by domestic violence by providing shelter, programs, opportunity and education to contribute to social change through intervention, prevention, education and community awareness. All classes are free and child care is provided for children ages 12 and under. For further information, contact:

Mailing Address: P.O. Box 2825 • Victorville, CA 92393-2825

888-949-5770 Toll Free • 866-228-2059 Toll Free • 760-955-8010

www.abetterwaydomesticviolence.org/

FOOD, CLOTHING AND SHELTER

Adelanto Tool Box	760-246-7874
Catholic Charities (Apple Valley)	760-242-2311
Church of the Valley (Apple Valley)	760-247-6494
Hotlines for Food	800-643-6630 Toll Free
King Ranch Market (Victorville)	760-843-7730
Our Lady of the Desert (Apple Valley)	760-242-4427
The Lord's Table (Apple Valley)	760-241-2043
Salvation Army (Victorville)	760-245-2545
Samaritan Helping Hand (Victorville)	760-243-5933
Community Action Food Bank	909-723-1580
American Red Cross (Victorville)	760-245-6511
High Desert Homeless Services 24-Hours	760-245-5991

Participating Local Education Agencies

DESERT/MOUNTAIN CHARTER SELPA

Desert Trails Preparatory Academy
14350 Bellflower Street • Adelanto, CA 92301 • 760-530-7680

Encore Junior/Senior High School
16955 Lemon Street • Hesperia, CA 92345 • 760-956-2632

LaVerne Elementary Preparatory Academy
7280 Oxford Avenue • Hesperia, CA 92345 •760-948-4333

Taylion High Desert Academy
17738 Nevada Avenue • Victorville, CA 92395 • 760-46-3344

CAC Bylaws

Californa State Law

ARTICLE I - NAME AND LOCATION

SECTION 1.01 The name of the organization shall be the Desert/Mountain SELPA Community Advisory Committee henceforth referred to as the CAC

SECTION 1.02 The location shall be within the Desert/Mountain Special Education Local Plan Area, henceforth referred to as the SELPA

ARTICLE II - PURPOSE

SECTION 2.01 The purpose of the CAC shall be to represent broad community interests in providing the most appropriate education for individuals with exceptional needs. The committee shall serve in an advisory capacity as defined in the comprehensive plan for special education

ARTICLE III - DUTIES

SECTION 3.01 The duties of the CAC shall be as follows:

1. Assist the policy and administrative entity of the Desert/Mountain SELPA regarding the development, amendment, and evaluation of the Local Plan for special education.
2. Establish lines of communication to raise community consciousness and increase community acceptance of the differences in learning abilities in children and the need for educational and vocational provisions to accommodate these differences as well as promote and elicit support for special education programs and services.
3. Provide a forum where needs can be assessed, issues can be raised, suggestions for changes and/or improvements can be discussed and recommendations for action can be made with respect to planning and provision of special education programs and services identified in the Local Plan.
4. Establish programs for parents to be informed members of the IEP team and supportive classroom volunteers.

Using evaluation data provided by the Desert/Mountain SELPA, CAC representatives will formulate suggestions for new and needed programs; become familiar with the laws pertaining to special education and their implications for children with exceptional needs; and encourage the establishment of procedures to ensure public access to all written documentation related to the Local Plan development and implementation.

Resources

DOMESTIC VIOLENCE PROGRAMS

Domestic Violence Education and Services (DOVES)

DOVES, a non-profit organization that provides a 17-bed long-term therapeutically and educationally intensive shelter program "Lorries House" for women and children. The only shelter of its kind in the San Bernardino mountains. For further information, contact:

DOVES (Main Office)
41943 Big Bear Blvd. • Big Bear Lake, CA 92315
909-866-1546

Twin Peaks Outreach Office
26696 Hwy 189 • Twin Peaks, CA
909-337-1900
www.doves-stop-violence.org/

High Desert Domestic Violence Program

Provides assistance with restraining orders, advocacy, homelessness, utility assistance, homeless prevention, rapid re-housing, preventive services through teen violence classes, family/group/individual counseling, supervised visitation, and the distribution of household commodities. For further information, contact:

760-843-0701 Outreach Office • 760-949-4357 Hotline
www.hddvp.org/

House of Ruth

Provides life-saving domestic violence services for residents of eastern Los Angeles and western San Bernardino counties. Participation is open to all battered women and children. Many services are available in both Spanish and English and are free of charge. Services are divided into the following programs: residential programs (Emergency and Transition Shelter); children's programs; counseling; community services; and prevention and outreach. House of Ruth also provides comprehensive case management, ongoing education for minor children, and assistance with access to healthcare. For further information, contact:

Outreach and Administrative Services
Mailing Address: P.O. Box 459 • Claremont, CA 91711
909-623-4364 • 909-629-9581 Fax • 877-988-5559 Hotline
http://houseofruthinc.org/home

Lucerne Valley Domestic Violence Outreach

Mailing Address: P.O. Box 2003 • Lucerne Valley, CA 92356
760-248-2064 Hotline
www.lucernevalley.net/orgs/domestic/

Resources

PARENTING CLASSES

Project CUIDAR

Offers FREE 8-week "Child Enrichment Group" class for children under the age of 5. While children are participating in the Child Enrichment Group, caregivers are able to attend the "Developmental Parenting" course. These educational classes are for caregivers of young children so they can learn about positive child guidance techniques and discipline. Free structured childcare is also offered for children ages 6-12 while parents attend the class. For further information, contact:

Project CUIDAR
5500 University Parkway
c/o Psychology Department • San Bernardino, CA 92407
909-537-5945 • 909-537-3266 • 909-537-5947 • 909-537-7759 Fax
http://sanbernardino.networkofcare.org/mh/services

Victor Valley Community College

Partner with Moses House Ministries

Offers an extensive 27-week interactive evidence-based program for parents and their infants, toddlers, and preschoolers, providing opportunities for them to learn and practice identifiable competencies and develop a nurturing family to prevent the occurrence of child abuse and neglect. This course is primarily for Moses House clients; yet, when space is available, open to both parents and the public (Court or CFS). For further information, contact:

Moses House Ministries
15180 Anacapa Road • Victorville, CA 92392
760-955-1895
www.vvc.edu/fkce/ or http://moseshouse.org/services-education

Victor Community Support Services

VCSS Victorville currently serves the high desert county region with two site locations and 15 unique programs. VCSS serves high desert children and families from birth to 65 years in age, and offers an array of programs including Intensive in-home and school based mental health services as well as prevention and early intervention programs. One site location offers a Transitional Age Youth Center and Family Resource Center; Another site offers Therapeutic Behavioral Services, Wraparound, military families program, infant/toddler parent education, life skills, vocational rehabilitation for young adults, housing support services, and psychiatric services. For further information, contact:

15095 Amargosa Road, Suite 201 • Victorville, CA 92395
760-245-4695 • 760-513-4696 Fax

14360 Saint Andrews Drive, Suite 11 • Victorville, CA 92395
760-243-5417 • 760-245-5896 Fax

CAC Bylaws

California State Law

ARTICLE IV - REPRESENTATIVE MEMBERSHIP

SECTION 4.01 Representatives may include the following:

1. Parents of students enrolled in school districts who shall be appointed by the Board of Education in their resident school district or by the San Bernardino County Superintendent of Schools (SBCSS) if they have students enrolled in special education programs operated by the SBCSS.
2. School personnel who shall be appointed by their school district's Board of Education or by the SBCSS special education programs.
3. A representative/liaison from the SELPA office who shall be appointed by the SELPA Administrator.
4. Representatives of private or public community agencies.
5. An individual with exceptional needs.

Other persons concerned with individuals with exceptional needs who shall be appointed by the SELPA Steering Committee.

SECTION 4.02 At least fifty-one percent (51%) of the representatives shall be parents and at least fifty-one percent (51%) of those parents shall be parents of students with disabilities.

SECTION 4.03 CAC representatives shall consist of at least one parent and one LEA representative comprised from the following:

- Combined large LEAs (student population above 9,000)
- Combined medium LEAs (student population of 2,000 to 9,000)
- Combined small LEAs (student population below 2,000)

SECTION 4.04 The term of appointment shall be two years and this will be annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

SECTION 4.05 The Desert/Mountain SELPA Administrator shall serve as an ex officio member of the CAC.

SECTION 4.06 Any representative may resign by filing a written resignation to the CAC Chairperson and to their respective school board. The school board will then be responsible for appointing a new representative for the remainder of the term.

CAC Bylaws

Californa State Law

ARTICLE IV - REPRESENTATIVE MEMBERSHIP (CONT.)

SECTION 4.07 CAC representatives shall refrain from using their positions for purposes that are, or give the appearance of being motivated by a desire for private gain for themselves or others such as those with whom they have family, business or other ties. In the event that the LEA determines that a conflict of interest exists, the LEA board may take action to terminate the appointment of the CAC representative and appoint another individual as a representative of the LEA to the CAC.

ARTICLE V - MEETINGS

SECTION 5.01 The CAC shall meet as frequently as deemed necessary, but no less than four times a year.

SECTION 5.02 All meetings shall have five days prior public notice and be open to the public.

SECTION 5.03 Unless the CAC decides otherwise, all meetings shall be held at the Desert/Mountain Educational Service Center (DMESC).

SECTION 5.04 All CAC representatives shall receive written or electronic notification at least ten working days in advance of all regular CAC meetings.

SECTION 5.05 The last regular CAC meeting before the end of the fiscal school year shall be designated the annual meeting.

SECTION 5.06 A quorum shall consist of those representatives who attend the CAC meeting.

SECTION 5.07 The Chairperson shall not commit the CAC or its representatives to any action without a vote of the CAC. Any representative may call for a roll call or ballot vote by motion, if seconded.

SECTION 5.08 Emergency CAC representative meetings may be called provided each committee member is personally contacted at least 24 hours in advance.

SECTION 5.09 Every act or decision done or made by a majority of the CAC representatives present at a meeting at which a quorum exists is the act of the Committee.

SECTION 5.10 CAC officers shall be elected at the first regularly scheduled meeting of the CAC at the beginning of the fiscal school year.

Resources

PARENTING CLASSES

Caritas Counseling, LLC

The mission of Caritas Counseling, LLC is to support and enhance personal growth and development of clients. Counseling services are tailored to assist clients in meeting personal, social and career goals.

High Desert Locations:
MHS-VV Drug Court
15770 Mojave Drive, Suite L • Victorville CA
760-242-2311 • 760-843-7809

Apple Valley Location
16051 Kasota Road, Suite 700 • Apple Valley, CA

Department of Behavioral Health (DBH)
Parent Partner Program

The Parent Partner Program works to promote self-reliance empowerment, to develop and provide effective services and respect the unique culture and history of each family and youth. To promote partnership between the families, mental health providers, health care providers and other agency/school personnel. To provide advocacy, support and help with IEP's (Individual Education Plan), community resources and referrals.

760-955-1777 • 760-946-2070 Bilingual

High Desert Relative Caregiver Project

A unique program in the Victor Valley that offers support group meetings with age appropriate activities for the children (all staff and volunteers are fingerprinted with background checks). Trained facilitators, instructors, and other relative caregivers help participants find support in providing the emotional security and caring discipline that's needed in a warm and loving atmosphere at home. Meetings held in Adelanto, Apple Valley, and Victorville (please call to inquire for location of meeting).

15150 La Paz Drive • Victorville, CA 92395
760-881-7364 • 760-508-9871
http://highdesertrelativecaregivers.webs.com/

Project Focus

Project Focus educates, inspires, and empowers local communities in the United States.

16950 Jasmine Street • Victorville, CA 92395
760-243-8189 • 760-243-8247

Resources

PARENTING CLASSES

Bridges for Families (Bilingual)

Bridges for Families, sponsored by St. Mary Medical Center's Community Health Department and First 5 San Bernardino, is a program designed to help parents develop the necessary skills for raising healthy children. The program provides resources for emergency housing, food and family counseling. Bilingual staff, speaking English and Spanish, provide services including information and referrals, family assessments, parent education, family visits, parent support and counseling, interpretation assistance and non-emergency transportation. For further information, contact:

Community Health Center, St. Mary Medical Center
18077 Highway 18, Suite 100 • Apple Valley, CA
760-242-2311

Children and Adults with Attention Deficit Disorder (CHADD)

A national nonprofit organization providing education, advocacy, and support for individuals with ADHD. CHADD publishes a variety of printed materials to keep members and professionals current on research advances, medications, and treatments affecting individuals with ADHD.

CHADD National Office
8181 Professional Place, Suite 150 • Landover, MD 20785
301-306-7070 • 301-306-7090 Fax
www.chadd.org

LOCATIONS:

Southern CA San Dimas/La Verne CHADD Satellite
1629 Holly Oak Street • La Verne, CA 91750
E-mail: la-verne@chadd.net

Southern CA San Fernando Valley CHADD Satellite
162737 Ventura Blvd. • Encino, CA 91436

Southern CA Greater Orange County CHADD Satellite
901 E. Heim Avenue • Orange, CA 92865
714-490-7022

Southern CA West L.A. CHADD Satellite
5901 Green Valley Circle, #320 • Culver City, CA 90230
E-mail: miriamstein@earthlink.net

CAC Bylaws

California State Law

ARTICLE VI - OFFICERS

SECTION 6.01 The CAC shall meet as frequently as deemed necessary but no less than four times a year.

SECTION 6.02 The term of office shall be two years. No person shall serve more than three consecutive terms in one office.

SECTION 6.03 The major duties of the officers are as follows:

Chairperson: Preside at all CAC meetings. Appoint convener chairperson of the sub committees. Serve as CAC spokeperson to the school districts. Serve as ex officio member of all CAC sub committees.

Vice Chairperson: Assist the chairperson and in his or her absence serve as chairperson. Serve as ex officio member of all sub committees.

Secretary: Record minutes of all CAC meetings. Receive and transmit CAC correspondence and materials designated by the representatives, including public notification and notification of representatives prior to the meetings. The secretary may designate these tasks to SELPA staff.

ARTICLE VII

SECTION 7.01 There shall be three types of sub committees: standing committees, ad hoc committees, and an executive committee. The following standing sub committees may exist and may be chaired in combination with another subcommittee, should this be necessary: Public Information Committee, Parent Education Committee, and Local Plan Evaluation Committee.

SECTION 7.02 The location shall be within the Desert/Mountain Special Education Local Plan Area, henceforth referred to as the SELPA.

Roles and Responsibilities

Community Advisory Committee

SECTION 56001(F): LOCAL PLAN DEVELOPMENT

"Education programs are provided under an approved local plan for special education that sets forth the elements of the programs in accordance with this part. This plan for special education shall be developed cooperatively with input from the community advisory committee and appropriate representation from special and regular teachers and administrators selected by the groups they represent to ensure effective participation and communications."

SECTION 56190: ADVISORY CAPACITY

"Each plan submitted under Section 56195.1 (Local Plan Options) shall establish a community advisory committee. Such committee shall serve only in an advisory capacity."

SECTION 56191: CAC APPOINTMENTS

"The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the local plan. Where appropriate, this procedure shall provide for a selection of representatives of groups specified in Section 56192 by their peers. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year."

SECTION 56192: CAC COMPOSITION

"The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs."

SECTION 56193: PARENT MAJORITY

"At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs."

Resources

TRANSPORTATION INFORMATION

City Dial-a-Ride

City Dial-a-Ride Paratransit serves elderly person (age 60 and older) and persons with a disability in the City of Barstow. Service operates six days a week. Average response time is 40 minutes. Persons with a disability may be required to provide verification, such as a Barstow Area Transit ADA card, if their condition is not readily visible. Barstow Area Transit ADA certification information is available at MV Transportation, 1612 State Street, Barstow CA 92311 (760-255-3330).

220 East Mountain View • Barstow, CA
760-256-0311
www.barstowca.org

Meals-On-Wheels

Through application process only. Transportation for the disabled is provided for medical appointments only. You must have a letter from a doctor on file at the office. A $2.00 donation is requested for local trips. Although they do not transport J.O. clients to and from work, and to bowling on Thursday afternoons, they are funded primarily for senior citizens. A doctor's referral slip is required for a trip "down the hill." Fee for roundtrip is $15.00.

Barstow Senior Citizens Center
555 Melissa Avenue • Barstow, CA 92311
760-256-5023 • 760-256-5004 Fax
www.barstowseniorcenter.com

15075 Hesperia Road • Victorville, CA 92395
760-245-7047

Victor Valley Transit Authority

Provides local bus service for the communities of Adelanto, Apple Valley, Hesperia, Victorville, and San Bernardino.

Operations and Maintenance Facility
17150 Smoketree Street • Hesperia, CA 92345
760-948-4021 • 760-948-3990 TDD
877-ADA-RIDE (232-7433) Direct Access • 760-948-1380 Fax

Resources

Team of Advocates for Special Kids (TASK)

A nonprofit charitable organization whose mission is to enable individuals with disabilities to reach their maximum potential by providing them, their families and the professionals who serve them with training, support, information, resources and referrals, and by providing community awareness programs. TASK serves families of children aged birth through 26 years of age under IDEA and other systems mandated to provide services to individuals with disabilities.

100 W. Cerritos Avenue • Anaheim, CA 92805
866-828-8275 Toll Free • 714-533-8275 • 714-533-2533 Fax
www.taskca.org/

United Cerebral Palsy Association of the Inland Empire

Provides services to people with various developmental disabilities including Intellectual Disabilities, Cerebral Palsy, Autism, Down Syndrome, along with other special needs. UCP provides in-home respite and after school programs to children with all developmental disabilities and their families. UCP works with hundreds of people a month throughout Riverside and San Bernardino counties, empowering families who – without support – would be isolated from community.

35-325 Date Palm Drive, Suite 139 • Cathedral City, CA 92234
760-321-8184 • 877-512-2224 Fax
www.ucpie.org

Roles and Responsibilities

Community Advisory Committee

SECTION 56240: PARTICIPANTS

"Staff development programs shall be provided for regular and special education teachers, administrators, certificated and classified employees, volunteers, community advisory committee members, and, as appropriate, members of the district and county governing boards. The programs shall be coordinated with other staff development programs in the special education local plan area, including school level staff development programs authorized by state and federal law."

What do all these mean?

Special Education Acronyms & Terms - SELPA Alphabet Soup

AAC	AUGMENTATIVE AND ALTERNATIVE COMMUNICATION
ADA	AMERICANS WITH DISABILITIES
ADD	ATTENTION DEFICIT DISORDER
ADHD	ATTENTION DEFICIT HYPERACTIVITY DISORDER
APE	ADAPTED PHYSICAL EDUCATION
AT	ASSISTIVE TECHNOLOGY
AUT	AUTISTIC
BICM	BEHAVIOR INTERVENTION CASE MANAGER
BIP	BEHAVIOR INTERVENTION PLAN
BSP	BEHAVIOR SUPPORT PLAN
CAC	COMMUNITY ADVISORY COMMITTEE
CAHSEE	CALIFORNIA HIGH SCHOOL EXIT EXAM
CAPA	CALIFORNIA ALTERNATE PERFORMANCE ASSESSMENT
CCR	CALIFORNIA CODE OF REGULATIONS
CCS	CALIFORNIA CHILDREN'S SERVICES
CDE	CALIFORNIA DEPARTMENT OF EDUCATION
CH	COMMUNICATIVELY HANDICAPPED
CMA	CALIFORNIA MODIFIED ASSESSMENT
DD	DEVELOPMENTALLY DISABLED
DR	DEPARTMENT OF REHABILITATION
ECE	EARLY CHILDHOOD EDUCATION
ED	EMOTIONALLY DISTURBED
EO	ENGLISH ONLY
ESL	ENGLISH AS A SECOND LANGUAGE
ESY	EXTENDED SCHOOL YEAR
FAA	FUNCTIONAL ANALYSIS ASSESSMENT
FAPE	FREE APPROPRIATE PUBLIC EDUCATION
FI	FAMILY INFANT
HOH	HARD OF HEARING
ID	INTELLECTUAL DISABILITY
IDEA	INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IEP	INDIVIDUALIZED EDUCATION PROGRAM
IFSP	INDIVIDUAL FAMILY SERVICE PLAN
IQ	INTELLIGENCE QUOTIENT
IWEN	INDIVIDUAL WITH EXCEPTIONAL NEEDS

Resources

National Down Syndrome Society (NDSS)
The NDSS provides information/literature and resources. Their mission is to be the national advocate for the value, acceptance and inclusion of people with Down Syndrome.
666 Broadway, 8th Floor • New York, New York 10012
800-221-4602 Toll Free • info@ndss.org
www.ndss.org

National Information Center for Handicapped Children and Youth (NICHY)
NICHY offers referrals, state resource sheets, newsletters and fact sheets about various disabilities.
1825 Connecticut Avenue • NW Washington, DC 20009
800-695-0285 Toll Free • 202-884-8200 TTY • 202-884-8441 Fax
http://nichy.org

National Organization for Rare Disorders (NORD)
A unique federation of voluntary health organizations dedicated to helping people with rare "orphan" diseases and assisting the organizations that serve them. NORD is committed to the identification, treatment, and cure of rare disorders through programs of education, advocacy, research, and service.
55 Kenosia Avenue • Danbury, CT 06810
800-999-6673 Toll Free • 203-744-0100 • 203-797-9590 TDD • 203-798-2291 Fax
http://www.rarediseases.org

Office of Special Education and Rehabilitation Services, U.S. Dept. of Education
OSERS is committed to improving results and outcomes for people with disabilities of all ages. OSERS provides a wide array of supports to parents and individuals, school districts, and states in three main areas: special education, vocational rehabilitation, and research.
400 Maryland Avenue, SW. • Washington, DC 20202-7100
202-245-7468
http://www2.ed.gov/about/offices/list/osers/index.html?src=mr

Regional Occupational Program (ROP)
Locations: (see Participating LEAs for contact information)
Apple Valley Unified School District • Hesperia Unified School District
Victor Valley High School District

Spina Bifida Association (SBA) of California
An organization dedicated to promoting the prevention of Spina Bifida and to enhancing the lives of all affected. The organization serves individuals with Spina Bifida and their families throughout California and provides resources, education, networking, advocacy and public awareness of Spina Bifida and folic acid's role in reducing the risk.
3250 Wilshire Blvd., Suite 500 • Los Angeles, CA 90010
310-359-9611
www.sbaofca.org

Resources

Employment Development Department (EDD)
The EDD provides information on local job openings, job seeking skills training, and unemployment insurance payments. Check your local telephone directory for the address and phone number nearest.
17310 Bear Valley Road, #109 • Victorville, CA 92395
760-552-6552 • 760-552-6548 Fax
www.edd.ca.gov

Good Shepherd Lutheran Home of the West
A residential mental health and substance abuse facilities company located within the Apple Valley, CA area.
13991 Falling Leaf Road • Apple Valley, CA 92307
760-247-7334

Goodwill Industries of Southern California
Goodwill provides work adjustment, work experience, sheltered employment, job readiness, and placement services for individuals with any disabling condition, ages 16 and older. There are no fees.
16970 Bear Valley Road • Victorville, CA 92392
888-4-GOODWILL (446-6394) Toll Free •760-780-4674

14580 7th Street • Victorville, CA 92395
888-4-GOODWILL (446-6394) Toll Free • 760-241-3079
www.goodwillsocal.org

Inland Regional Center (IRC)
A nonprofit, private community-based agency that helps to obtain services and support for its constituents.
Auxiliary Office for High Desert
17191 Jasmine Street • Victorville, CA 92392
760-243-1400
www.inlandrc.org/

Muscular Dystrophy Association, Southern California Region
Provides assistance in medical services to establish diagnosis, examination, medical advice for special problems, physical therapy and acquisition and repair of orthopedic appliances.
Loma Linda University Location
2195 Club Center Drive, Suite A Pediatric Neuroscience Center
• San Bernardino, CA 92408
800-572-1717 Toll Free (National Office) • 909-835-1810
http://mda.org

What do all these mean?

Special Education Acronyms & Terms - SELPA Alphabet Soup

LEA	LOCAL EDUCATION AGENCY
LRE	LEAST RESTRICTIVE ENVIRONMENT
LSH	LANGUAGE-SPEECH AND HEARING
MH	MULTIHANDICAPPED
MIS	MANAGEMENT INFORMATION SYSTEM
MTU	MEDICAL THERAPY UNIT
NEP	NON-ENGLISH PROFICIENT
NPA	NONPUBLIC AGENCY
NPS	NONPUBLIC SCHOOL
O&M	ORIENTATION AND MOBILITY
OCR	OFFICE FOR CIVIL RIGHTS
OHI	OTHER HEALTH IMPAIRED
OI	ORTHOPEDICALLY IMPAIRED
OSEP	OFFICE OF SPECIAL EDUCATION PROGRAMS
OT	OCCUPATIONAL THERAPY
PDD	PERVASIVE DEVELOPMENTAL DISORDER
PE	PARAEDUCATOR
PH	PHYSICAL HANDICAP
PS	PROGRAM SPECIALIST
PT	PHYSICAL THERAPY
RLA	RESPONSIBLE LOCAL AGENCY
RTI	RESPONSE TO INTERVENTION
SAI	SPECIAL ACADEMIC INSTRUCTION
SCC	SPECIAL CLASSES AND CENTERS
SELPA	SPECIAL EDUCATION LOCAL PLAN AREA
SH	SEVERE HANDICAPPED
SI	SPEECH IMPAIRED
SIM	STRATEGIES INTERVENTION MODEL
SLD	SPECIFIC LEARNING DISABILITY
SLP	SPEECH-LANGUAGE PATHOLOGIST
TBI	TRAUMATIC BRAIN INJURY
TPP	TRANSITION PARTNERSHIP PROGRAM
VI	VISUALLY IMPAIRED
VNA	VISITING NURSE ASSOCIATION
WAI	WORKABILITY I PROGRAM

What is a SELPA ?

The Desert/Mountain Special Education Local Plan Area (SELPA) is a consortium of twenty-six Local Education Agencies (LEAs) and the San Bernardino County Superintendent of Schools. The Desert/Mountain SELPA covers the 20,627 square mile region within the area that extends from the mountains to the border of Arizona within San Bernardino County. The purpose of the SELPA is to ensure that quality special education programs and services are available throughout the region to meet the individual needs of special education students.

The SELPA is governed by a Board of Directors, which is made up of the Superintendent/CEO of each participating LEA within the SELPA region, and is chaired by the San Bernardino County Superintendent of Schools.

The SELPA is a support service office. It is the goal of the Desert/Mountain SELPA to facilitate growth and promote success for all learners by providing quality service and support in a timely manner.

What is a Local Plan ?

Each SELPA is required to have an approved Local Plan for special education. The plan shall include, through joint powers agreements or other contractual agreements, all the following:

1. Provision of a governance structure and any necessary administrative support to implement the plan.
2. Establishment of a system for determining the responsibility of participating agencies for the education of each individual with exceptional needs residing in the special education local plan area.
3. Designation of a responsible local agency or alternative administrative entity to perform functions such as the receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the plan. Any participating agency may perform any of these services required by the plan.

Resources

Disability Rights California (DRC)

DRC advocates, educates, investigates and litigates to advance and protect the rights of Californians with disabilities.

350 South Bixel Street, Suite 290 • Los Angeles, CA 90017
213-213-8000 • 213-213-8001 Fax
www.disabilityrightsca.org/

Disability Rights Legal Center (DRLC)

A national organization whose mission is to advance the rights of people with disabilities through education, advocacy, and litigation.

800 South Figueroa Street, Suite 1120 • Los Angeles, CA 90017
866-999-DRLC (3752) Toll Free •213-736-1334
213-736-8310 TTY • 866-912-8193 Video Feed
E-mail: DRLC@lls.edu
www.disabilityrightslegalcenter.org/

Early Start Family Resource Network (ESFRN)

A free service for families of infants and toddlers with special needs (birth to 36 months) living in Riverside and San Bernardino Counties of California. ESFRN provides support services which include education, resources, and training to families with children at risk for or are experiencing delays or disabilities; promote parent awareness; parent and professional collaboration; and provides a coordinated network of parent to parent support throughout Riverside and San Bernardino counties.

P.O. Box 6127/1425 S. Waterman Avenue • San Bernardino, CA 92412-6127
800-974-5553 Toll Free • 909-890-4788 • 909-382-4619 Fax
www.esfrn.org

Easter Seal Society

The Easter Seal Society provides a variety of services to help people with disabilities address life's challenges and achieve person goals.

241 East 9th Street • San Bernardino, CA 92410
909-888-4125 • 909-884-5741
www.easterseals.com/

Epilepsy Foundation of Los Angeles

Offers a range of services and programs to help, support, advocate for, and empower those who are affected by epilepsy and their caregivers. The Epilepsy Foundation strives to improve the quality of life of people affected by epilepsy through information, referral, education, advocacy, support services, and research.

5777 W. Century Blvd., Suite 820 • Los Angeles, CA 90045
800-564-0445 Toll Free • 310-670-2870 • 310-670-6124 Fax
www.end.epilepsy.org

Resources

Centers for Disease Control and Prevention (CDC)

The CDC is one of the major operating components of the Department of Health and Human Services. CDC's mission is to collaborate to create the expertise, information, and tools that people and communities need to protect their health – through health promotion, prevention of disease, injury and disability, and preparedness for new health threats

1600 Clifton Road • Atlanta, CA 30333
800-CDC-INFO (232-4636) Toll Free • 888-232-6348 TTY
www.cdc.gov/

Coachella Valley Autism Society of America (CVASA)

The CVASA exists to provide support for families of individuals with autism in the Coachella Valley and surrounding desert areas.

77564 Country Club Drive • Building B Suite 363 • Palm Desert, CA 92255
760-772-1000
www.cvasa.org/

Council for Exceptional Children (CEC)

International professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professionals standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

2900 Crystal Drive, Suite 1000 • Arlington, VA 22202
888-232-7733 Toll Free • service@cec.sped.org
http://sped.org/

Department of Public Social Services (DPSS)

Provides array of services for children and families. Services: Adoption; Child Day Care Services; Employment Related Services; Family Planning; Health Related Services; In-Home Support Services; Licensing Day Care, Foster Care and Adult Homes; Out-of-Home Care Services for Children and Adults; and Protective Services for Children and Adults

888-818-8988 Toll Free • 909-388-5500
www.hss/sbcounty.gov/

Department of Rehabilitation (DR)

The DR works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities. A referral to DR can be made during the student's last year of high school by a parent/guardian, teacher, or student who is 18 years or older.

464 W. 4th Street, Suite 152 • San Bernardino, CA 92401-1419
909-383-4401 • 909-885-0028 TTY
15415 W. Sand Street, Second Floor • Victorville, CA 92392-2313
760-243-6024 • 760-245-4127 TTY
www.rehab.cahwnet.gov/

DMSELPA

The Desert/Mountain SELPA has 26 local education agencies (LEA). The LEAs provide direct services to students with disabilities while the SELPA has more administrative functions. The San Bernardino County Superintendent of Schools serves as the administrative unit for the SELPA. The Local Plan defines the organizational structure of the Desert/Mountain SELPA as follows:

Governing Board Responsibilities

Each participating LEA governing board accepts responsibility in the policy-making process as demonstrated by approval of the Local Plan. The procedures for carrying out that responsibility are locally defined but typically fulfilled by regular communication with the respective superintendent and the administrator responsible for special education.

SELPA Steering Committee

Each participating LEA shall appoint an appropriate administrator of special education programs to membership on the SELPA Steering Committee. The SELPA Steering Committee may be requested by the SELPA Board to provide advice or assistance in other areas as needs are identified within the SELPA. The SELPA Administrator serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide for informed decision making.

SELPA Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and/or an administrator who is knowledgeable in the area of special education finance to the SELPA Finance Committee. The SELPA Administrator serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide for informed decision making.

Laws Affecting Special Education

Rights Under IDEA:

- **Free Appropriate Public Education (FAPE)**: Children with disabilities (3-21 years) are entitled to a public education, appropriate to their needs, at no cost to their families.
- **Least Restrictive Environment (LRE)**: Children with disabilities must be educated with students who do not have disabilities as much as possible and as close to the home as possible with appropriate supports and services.
- **Supplementary Aids and Services (Related Services)**: Children with disabilities must be provided the services they need in order to benefit from their educational program. Some examples are: physical therapy, occupational therapy, speech therapy, counseling, classroom aide, sign language interpreter, etc.
- **Assessment**: An assessment must be completed to determine the needs of the child in all areas related to his or her suspected disabilities. This may be done only with the parent/guardian's informed consent.

Protections Under IDEA:

- **Due Process**: Due process rights ensure that no changes can be made in a child's program without prior notice to the parent/guardian or if the parent/guardian disagree. Further, due process provides a mechanism for the resolution of disagreements.
- **Individualized Education Program (IEP)**: The IEP must be prepared at least annually for all children with disabilities. It is developed by a team comprised of one or both of the student's parents/guardians, special education teacher or provider, a general education teacher, and those people knowledgeable about general curriculum and the availability of resources. Whenever appropriate, the student is encouraged to attend. Other persons who have knowledge or special expertise regarding the student may also attend at the discretion of the district or parent/guardian. If more than one general education teacher is providing instructional services to the student, one general education teacher may be designated to represent the others.

Part C of IDEA (Amended in 1997 as PL 10517)

Part C authorizes assistance to address the needs of infants and toddlers with disabilities and their families. These grants support coordination across agencies and disciplines to ensure that comprehensive, multidisciplinary, and family-focused early intervention services are available on a statewide basis. These services are designed for children below the age of three who meet the state's eligibility criteria.

On October 7, 1991, Part C was amended as PL 102-119 to promote a coordinated system of early intervention services for children with disabilities and their families. Also, Section 619 of Part B was amended to provide services to children 3-5 years. Changes include:

- Individual Family Service Plans (IFSPs) for birth to three years old
- Transition process at age two years and nine months
- Usage of IFSPs in preschool settings

Resources

American Diabetes Association (ADA)

The ADA provides information on the fight against the deadly consequences of diabetes. Its mission is to prevent and cure diabetes and to improve the lives of all people affected by diabetes.

Attn: National Call Center
1701 N. Beuregard Street • Alexandria, VA 22311
800-342-2383 Toll Free
www.diabetes.org

Autism Society of America (ASA)

The ASA exists to improve the lives of all affected by autism. ASA provides increased public awareness about the day-to-day issues faced by people on the spectrum, advocating for appropriate services for individuals across the lifespan, and providing the latest information regarding treatment, education, research, and advocacy.

7910 Woodmont Avenue, Suite 300 • Bethesda, Maryland 20814-3067
800-3AUTISM (328-8476) Toll Free • 301-657-0881
www.autism-society.org

Braille Institute

A nonprofit organization that offers a variety of free programs, classes and services, at five centers and 220 community outreach locations throughout Southern California.

741 North Vermont Avenue • Los Angeles, CA 90029
800-BRAILLE (272-4553) Toll Free • 323-663-1111 • 323-663-0867 Fax
www.brailleinstitute.org

California Children's Services (CCS)

CCS is a state program for children with certain diseases or health problems. Children up to 21 years old can get the health care and services they need. CCS connects you with doctors and trained health care people who know how to care for your child with special health care needs.

150 Carousel Mall • San Bernardino, CA 92415-0062
909-387-8400 • 909-387-8401 Fax
www.dhcs.ca.gov/services/ccs/

California Department of Education (CDE)

The CDE is an agency within the Government of California that oversees public education. CDE oversees funding and testing, and holds local education agencies accountable for student achievement.

California Department of Education
1430 N Street • Sacramento, CA 95814
916-319-0800
www.cde.ca.gov

The Due Process "Process"

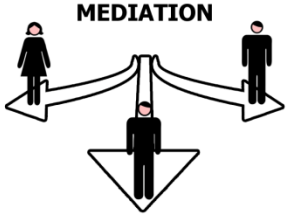
DUE PROCESS WRITTEN FILING

Only for evaluation, identification, educational placement, free and appropriate public education (FAPE)
Must be filed within two years of date of basis for hearing
45 days to resolve
Students stays in current placement

RESOLUTION MEETING WITHIN 15 DAYS

Members of the IEP team, parent, district representative, no attorney unless parent has attorney
Neutral facilitator
Agreement is binding
Three business days to void agreement
If no agrement, then mediation

MEDIATION



Voluntary meeting
State mediator facilitates
Agreement is binding
If no agreement then case goes to due process hearing

DUE PROCESS HEARING

Court may award attorney fees
Law now provides provisions for "frivolous, unreasonable, without foundation, harassment" claims regarding attorney fees

Laws Affecting Special Education

Section 504 of the Rehabilitation Act (PL 93-112)

Section 504 guarantees that people with disabilities may not be discriminated against because of their disability. While IDEA protects children in the area of education, Section 504 protects those with disabilities for life and encompasses the right to vote, accessibility, and employment, in addition to education.

Americans with Disabilities Act (ADA) of 1990

The ADA guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications.

Corresponding state laws regarding special education can be found in California Education Code, Part 30, and California Code of Regulations - Title 5. Under California law, as required by IDEA (Part B), children with disabilities are eligible for education from ages 3-21.

Special Education Eligibility

Children who exhibit learning difficulties and meet specific eligibility criteria may qualify for special education under one of the following areas:

- Autism
- Deaf/Blind
- Hard of Hearing
- Intellectual Disability
- Multiple Disability
- Other Health Impairment
- Serious Emotional Disturbance
- Severe Orthopedic Impairment
- Specific Learning Disability
- Speech or Language Impaired
- Traumatic Brain Injury
- Visual Impairment

Eligible children may exhibit a variety of learning difficulties. For a complete description of the eligibility criteria, contact your local school district special education office.

If a student does not meet the special education eligibility requirement (i.e., the student's disability did not significantly affect the student's ability to learn), a student may qualify for services or accommodations under Section 504. Students who qualify under Section 504 are not required to have a written IEP document; however, there may be a written 504 Plan. A written 504 Plan requires periodic review/revision and requires a reevaluation before a significant change in placement can occur.

Identification & Referral

Special Education and Related Services

STEP 1: **Child is identified as possibly needing special education and related services**

"Child Find." The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "Child Find" activities. A child may be identified by "Child Find," and parents may be asked if the "Child Find" system can evaluate their child. Parents can also call the "Child Find" system and ask that their child be evaluated or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.

STEP 2: **Child is evaluated**

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). The parents can ask that the school system pay for this IEE.

STEP 3: **Eligibility is decided**

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA. Parents may ask for a hearing to challenge the eligibility decision.

STEP 4: **Child is found eligible for services**

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child.

STEP 5: **IEP meeting is scheduled**

The school system schedules and conducts the IEP meeting. School staff must:

- contact the participants, including the parents;
- notify parents early enough to make sure they have an opportunity to attend;
- schedule the meeting at a time and place agreeable to parents and the school;
- tell the parents the purpose, time, and location of the meeting;
- tell the parents who will be attending; and
- tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

Due Process Flow Chart

Resolution Meeting: The resolution meeting is a requirement of IDEA 2004 within 15 days of district receipt of a filing for due process. This meeting, in which attorneys are not intended to be involved, provides the opportunity for discussion and clarification of issues with both the school and parent including a neutral facilitator trained to help the parties come to resolution. The team collaboratively determines solutions to the issues, creates a written agreement and in turn maintains a positive rapport between both parties.

Mediation: Mediation is a way of settling a disagreement through facilitated discussion. At mediation the parties have the help of a trained mediator, who is unbiased and independent. The mediator will help the parties try to find a solution that will satisfy both parties. The parties decide whether or not the dispute is settled. If the parties try mediation but cannot reach an agreement, they still have the right to continue to a due process hearing.

Due Process: Both parents and the district have the right to request an impartial due process hearing regarding the identification, evaluation, educational placement, or the provision of a free appropriate public education for a child. ADR is in place to alleviate this option and to encourage parents and districts to come to agreement before the issues escalate to this level.

Alternative Dispute Resolution (ADR)

Alternative Dispute Resolution (ADR) is any method of resolving disputes other than by litigation. ADR usually includes negotiation, mediation, and arbitration.

ADR is a term for the different ways that parties can settle disputes, with (or without) the help of a third party. ADR utilizes a neutral facilitator to various options such as:

- affirming the feelings of the parties involved
- direct active listening and serve as a sounding board
- provide and explain information
- receive important information
- reframe issues
- help to develop and/or evaluate new issues
- offer referrals to other resources
- help collect and analyze key information
- serve as a coach to help parties think through proposals
- facilitate discussions
- identify and communicate pattern of issues

Three types include:

Negotiation: participation is voluntary where a facilitator leads the process to resolution or settlement outcome.

Mediation: participation is voluntary where a third party facilitates back and forth between the parties to reach a resolution or settlement outcome.

Arbitration: participation is voluntary and the third party is usually a private judge who can impose a resolution or decision which is binding to the parties.

Identification & Referral

Special Education and Related Services

STEP 6: IEP meeting is held and the IEP is written

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well. Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting.

If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

STEP 7: Services are provided

The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

STEP 8: Progress is measured

The child's progress toward the annual goals is measured, as stated in the IEP. Parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress.

STEP 9: IEP is reviewed

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

Identification & Referral

Special Education and Related Services

Step 10: Child is reevaluated

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.

It is essential that each public school child who receives special education and related services have an Individualized Education Program (IEP). The student's IEP must be designed and unique to each child identified as a child with a disability. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child.

Resolving Differences

Parents and School Districts Working Together

During the course of the special education process, you and the school district might disagree about some aspect of your child's education. Listed below are some things you can do:

- **Reevaluation:** If you think that your child's educational program is inappropriate due to outdated information in his or her records, you can request a reevaluation before its scheduled time. Best practice does not support a reevaluation in the same areas within 12 months of a previous assessment. It may be appropriate to reassess if additional areas of suspected disability arise, which impacts educational success.

- **Independent Educational Evaluation (IEE):** The parent/guardian has the right to obtain an IEE at public expense when the parent disagrees with the assessment obtained by the district. However, the district may initiate a due process hearing to show that its evaluation is appropriate. If the district initiates a hearing and the final decision is that the district's assessment is appropriate, the parent has the right to an IEE, but not at public expense.

  The district is not responsible for providing or reimbursing an IEE when parents merely feel the need for additional information about their child, and which is not based on a disagreement with district assessment results or IEP team findings. Further, when multiple IEE reports are obtained by the parents in the same assessment areas, the district will not reimburse the cost of more than one IEE in any one area assessed, when the parent disagrees with an assessment previously conducted by the district.

- **IEP Review:** If you think that the IEP is no longer appropriate for your child, at any time, you can request in writing, another IEP meeting. The district has 30 days in which to schedule an IEP meeting.

- **Information Meeting/Conference:** If you have a concern with the school, make an appointment with the person most closely connected with the area of concern. For example, if you are concerned about a situation in a classroom, meet with the teacher and if appropriate, the school principal.

- **Complaint Procedure:** If you suspect a school is in non-compliance with state laws or regulations, and the matter cannot be resolved informally, you can file a complaint in writing with the school district's superintendent using the district's uniform complaint procedures.

D/M Children's Center

Making a Difference in the Life of a Child

DMCC

The Desert/Mountain Children's Center (DMCC) provides individual, group, and family counseling. The DMCC accepts Medi-cal, IEHP, Tri-Care, Pacific Care, Molina, and cash on a sliding scale for services provided.

The goal of the DMCC is to assist clients in developing skills to reach their full potential. Referrals may be made through the child's school, parents, physicians, and/or guardians.

The DMCC offers comprehensive assessments to children 0-6 years old. This program is referred to as SART (Screening, Assessment, Referral, and Treatment).

The assessment may include cognitive functioning, motor skills, speech and language, and social-emotional skills.

The SART Program may include individual psychotherapy, family therapy, parent child interactive therapy, occupational therapy, and/or speech and language treatment.

Services available through the DMCC vary depending on the needs of the child.

All children referred to the DMCC will receive an assessment consisting of an interview with the parent and/or guardian and the child. The assessment will determine the level or treatment the child will need.

All children meeting medical necessity will have a treatment plan developed by their therapist. The treatment plan will include specific goals and will work towards alleviating the symptoms which necessitated counseling services.

Various types of interventions may be used in working towards a child's treatment plan. Some services may be collateral working with the parent, guardian, and/or teacher in relation to the interventions used with the child.

The collateral interventions on behalf of the child will develop a support network for the child to ensure success.

The child may receive individual counseling, group counseling, family counseling, and/or case management.

The therapeutic interventions will directly address the treatment goals developed by the therapist, caregiver, and child. Specific types of treatment that may be used are Play Therapy; Theraplay; Cognitive Therapy; and/or Behavioral Therapy.

Assessment and IEP Timelines

(Education Code - California Code of Regulations (CCR) Title 5)

CCR § 3021. Referral. *All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of the school district, special education local plan area, or county office shall offer assistance to the individual making a request in writing, and shall assist the individual if the individual requests such assistance.*

REFERRAL	Verbal or Written Referral from Parent, School Staff, or Community	
ASSESSMENT PLAN	Within 15 Days	From District
INFORMED CONSENT	At least 15 Days	From Parent
COMPLETE ASSESSMENT	Within 60 Days of District Receiving the Signed Assessment Plan	By District
HOLD IEP MEETING	Hold IEP Meeting (not including days between regular school sessions or vacation in excessive of five school days)	By District
DEVELOPMENT AND/OR IMPLEMENT IEP	As soon as possible	By District
IEP REVIEW	Annually	By District

Individual Family Service Plan (IFSP)

What is an IFSP?

An IFSP is a written plan for providing early intervention services to infants and toddlers. The IFSP is a family-focused plan that documents the following:

- Child's eligibility
- Parent concerns and priorities
- Health history
- Present levels of functioning
- Goals and outcomes appropriate to the needs of the child and the family
- Services to be provided
- Any other relevant information that is required to meet the needs of the child and his/her family.

Who qualifies?

According to Title 17 California Code of Regulation (CCR) § 52100, an Individual Family Service Plan (IFSP) is written for infants/toddlers, between the ages of birth and 36 months who have disabilities and their families. The child is assessed and if he/she meets eligibility criteria, an IFSP is developed.

What is a transition IFSP and timeline for developing an IEP?

A transition IFSP is held during the period when the child's age is two years, six months to two years, nine months. The purpose is to develop a plan for initiating the referral to the Local Education Agency (LEA)/district of residence.

Prior to the child's third birthday, the IFSP team must meet to discuss eligibility. If the child is eligible for special education and related services under Part B of the IDEA, then an Individualized Education Program (IEP) is written for the child at this meeting.

Who participates in the development of the IFSP during transition?

The IFSP Service Coordinator will contact the parent and the LEA to coordinate the meeting within 30 days following notifications that transition planning will occur.

Participants to the Transition IFSP:

- *Parents*
- *Service Coordinator*
- *Service providers, as needed*
- *LEA representative*
- *Other family members, advocates, persons familiar with the child who are invited by the parent*

Questions & Answers About Special Education

Question: **Who participates in developing the IEP?**

Answer: The IEP team may be comprised of special and general education teachers, support staff, local education agency (LEA) representative, and parents. The team meets to determine the services best suited to the needs of the student. The student will also be invited to attend, if appropriate. In particular, students 16 years of age and older must be invited to participate in their IEP team meetings whenever transition services will be discussed.

Question: **What rights do the parents/guardians have in the decisions that are made about the student?**

Answer: The parents/guardians have the right to participate in the decisions made by the IEP team and to give informed written consent before the IEP is implemented.

Question: **Where and how will the educational services be provided?**

Answer: It is the policy of the Desert/Mountain SELPA that, to the maximum extent possible, students with exceptional needs will be educated with students who do not have exceptional needs. Special schools and classes are available within the Desert/Mountain SELPA region in the event that it is not possible to provide specialized educational services at the student's school of residence. The location of services is determined at the IEP meeting.

Question: **How can parents participate in the review and/or development of special education programs?**

Answer: The Desert/Mountain SELPA Community Advisory Committee (CAC) is comprised of parents, students, teachers, paraeducators, education specialists, agencies, and individuals with exceptional needs who are working toward the most appropriate education for special needs individuals. CAC meetings are held four times per school year. For more information on CAC, please visit the Desert/Mountain SELPA website at www.dmselpa.org

Question: **What is a SELPA?**

Answer: The acronym SELPA refers to the Special Education Local Plan Area. SELPAs are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

Questions & Answers About Special Education

Question: **What programs and services are provided through special education?**

Answer: Special education support services may be provided in the general education classroom or in a separate class and may include related services. Related services include: speech and language therapy, audiology, adapted physical education, physical and occupational therapy, counseling services, specially designed vocational education, and other services that may be identified by the IEP team as necessary for the student to benefit educationally from his or her instructional program.

Question: **How do you get help when an "exceptional need" is suspected?**

Answer: Contact your local school or school district office by mail or telephone. A student study team meeting or district meeting will be scheduled to discuss your student's educational needs.

Question: **What education must be provided for the individual with exceptional needs?**

Answer: Federal and state laws require that all students be provided with an appropriate education in the least restrictive environment.

Question: **What is involved in the evaluation/assessment process?**

Answer: Assessments are conducted in the areas of suspected disabilities. Qualified professionals observe, interview, and use testing procedures appropriate for each student. Parental approval is required prior to assessment, and parents will be provided a copy of the assessment results.

Question: **Is every individual who is evaluated placed in a special education program?**

Answer: Individuals identified as having exceptional needs are provided with special education services only after the IEP team has determined eligibility and parental consent for special education services has been obtained.

Question: **What is an IEP?**

Answer: An IEP is an "Individualized Education Program." It is a written document that establishes the following for the individual educational needs: present levels of performance, annual goals, placement, support services needed to implement program goals, individuals responsible for support services, supplementary aids and services needed to complete the prescribed course of study, including physical education as appropriate. For students 16 years of age and older, the IEP also contains transition goals and services.

Individual Service Plan (ISP)

A child enrolled in a private school has an individual right to be assessed for a suspected disability and to receive some special education services if the student continues to attend the private school.

Pursuant to federal and state law regulations, the District shall spend a proportionate share of federal funds to provide special education and related services to private school children with disabilities ages three to 22 eligible for special education services. Decisions about the services that shall be provided to private school children with disabilities are made after consulting with representatives of private school children with disabilities in order to determine:

- Which disabling conditions shall be considered;
- What services shall be provided;
- How and where services shall be provided; and
- How services shall be evaluated

After consulting with representatives of private school children with disabilities, the District determines the services that shall be provided to private school children with disabilities ages three to 22 who are determined to be eligible for special education services.

Any private school child with a disability who has been designated to receive services under this procedural statement shall have an Individual Service Plan (ISP) that describes a specific special education and related services that District shall provide to the child as determined by the District in this policy. The District shall encourage a representative of the private school to attend each meeting involving an individual child's ISP. If the private school representative cannot attend, the District shall use other methods to ensure participation by the private school. The eligibility offered in this procedural statement may be reviewed by the District at least every three years or more often as the District finds appropriate.

IEP Meeting Process

Checklist to Assist Parents through the IEP Process

SIMPLE CHECKLIST TO HELP PARENTS/GUARDIANS THROUGH THE IEP MEETING PROCESS

- ✓ Be sure to respond to the IEP notification sent to you. You are invited and encouraged to attend as a member of the team to develop, review, and/or revise your child's IEP. You may reschedule the meeting or ask to attend via phone conference. If you need to reschedule, notify the school as soon as possible. Have a couple alternative dates ready when you call.
- ✓ Be clear on the purpose of the IEP meeting (example - initial, annual, triennial, or addendum). This will help you prepare for the meeting.
- ✓ Sit down with your child and others involved in his or her education, brainstorm strengths, needs, and challenge areas. List some of the areas you would like to share with the IEP team.
- ✓ Write down your questions and concerns. This will help the IEP meeting move smoothly as well as address your concerns.
- ✓ Review copies of your child's previous IEP prior to the meeting. If you cannot find it, you may make a written request for a copy from the school district. (Remember, it may take up to five business days to get a copy.)
- ✓ If you have specific areas or goals in mind, contact the case carrier to discuss your ideas so they may be included.
- ✓ If the meeting plans to address a change in program or transition to a new school, you may want to find out more information prior to the IEP. If you would like to visit that program, contact your child's special education teacher for help to set up a visitation date and time.
- ✓ If you wish to tape record the IEP team meeting, notify the IEP team at least 24 hours before the meeting. You may indicate this on the IEP conference notice if returned within the timeline above and/or via fax or email.

YOUR ROLE DURING THE IEP MEETING

- Be introduced to everyone at the meeting and if their title is not determined, ask them in what capacity they serve your child
- Actively listen
- Share your child's needs, strengths, what motivates him or her
- Give input and feedback
- Ask questions, especially if the team is referring to terms with which you are not familiar
- Take notes
- Be an equal partner in the decision making process

Section 504

Congress passed Section 504 of the Rehabilitation Act in 1973. It is a civil rights statute designed to prevent discrimination against individuals with disabilities.

WHO QUALIFIES?

- All students with disabilities who are entitled to attend school under state law
- Parents with a disability
- An employee with a disability who can, with or without reasonable accommodations, meet the essential requirements of a job
- Under the Americans with Disabilities Act (ADA), persons who are discriminated against because of their association with individuals with disabilities

WHO IS AN INDIVIDUAL WITH A DISABILITY? A PERSON WHO:

- has a physical or mental impairment that substantially limits a major life activity;
- has a record or history of having such an impairment; or
- is regarded has having such impairment.

WHAT ARE CONSIDERED MAJOR LIFE ACTIVITIES?

- Major life activities include seeing, hearing, speaking, writing, breathing, learning, working, caring for oneself, and performing manual tasks

WHAT ARE SOME EXAMPLES OF DISABLING CONDITIONS?

- Some conditions that entitle a student for a 504 Plan may include: intellectual disability, learning disabilities, emotional disturbance, AIDS, cancer, alcohol addiction, attention deficit disorder, diabetes, asthma, physical disabilities, behavior disorders, etc., so long as they substantially limit a major life activity

Samples of services and accommodations that are considered reasonable under Section 504:

- Adaptations in general education programs
- Repeating and simplifying instructions for in-class and homework assignments
- Supplementing verbal instructions with visual instructions
- Using behavioral management techniques
- Adjusting class schedules
- Modifying test delivery
- Using computer aided instruction or other audio-visual equipment and/or technology
- Selecting modified textbooks or workbooks
- Use of NCR paper or photocopying for note taking
- Regular administration of medication or non-certified nursing procedures
- Arrangements for consultation and special resources such as reducing class size and use of one-on-one tutorials

WHAT ARE PROCEDURAL SAFEGUARDS UNDER SECTION 504?

Parents of students who have a disability must be provided with notice of their rights prior to conducting an evaluation, making identification, or making a significant change in the student's placement. Parents and employees have a right to file a grievance with the local district. Every district must have a Section 504 compliance officer. Parents are also entitled to file a request for a due process hearing.

Procedural Safeguards Parents' Rights

As a parent, YOU have a right to:

- Receive prior written notice before a district proposes or refuses to initiate or change the identification, assessment, or educational placement of your child, or the provision of a free appropriate public education.
- Be informed of the purpose of an IEP meeting together with an explanation of the assessment, recommendations, and rationale for the recommendations, and to be informed of all program options, both public and nonpublic.
- Participate in each meeting to develop, review, or revise an IEP, to give consent prior to special education services and placement, and to permit student participation in the IEP meeting, when appropriate, and to electronically record on an audio recorder the proceedings of an IEP meeting upon 24-hour notification to the IEP team.
- Examine all educational records within five days of either a written or oral request and prior to an IEP meeting or administrative hearing, and to obtain copies, including copies of the IEP, the findings of the assessment, recommended educational decisions and the reasons for those decisions.
- Have your child educated in an environment that will permit the interaction appropriate with nondisabled peers.
- An immediate interim placement of your child when transferring from a district in which the last enrollment was in a special education program and to receive final recommendation, within 30 days, regarding the continuation of the special education services.
- Request an IEP team meeting to be held within 30 days of the district receipt of a written request to review, or revise the IEP of your child.
- Appeal the decision of a due process hearing by filing a civil action in state or federal court within 90 days of the decision.
- Petition the court for award of reasonable attorney's fees and related costs if you are the prevailing party in a due process hearing or subsequent court action.

The local education agency (district) has the primary responsibility for ensuring that a free appropriate public education (FAPE) is available to students in the district who are eligible for special education. For a list of participating local education agencies in the Desert/Mountain SELPA, contact the SELPA at (760) 242-6333 or visit our website at www.dmselpa.org. A detailed copy of the Notice of Procedural Safeguards/Parent's Rights can also be obtained from our website or by contacting our office.

IEP Meeting Process

Checklist to Assist Parents through the IEP Process

TIPS ON COMMUNICATING IN AN IEP MEETING

- Have a positive attitude
- Give and expect treatment with respect; everyone on the team has feelings
- Keep your child as the focus of the IEP process
- Involve your child whenever possible
- Have goals in mind and let the team know what they are, in advance if possible
- Remember that the team is there to make your child successful
- Remember, you share a common goal
- Keep the lines of communication open
- Be fair and be willing to compromise

PARTIAL IMPLEMENTATION OF THE IEP

- If you do not agree with all the parts of the IEP, you may sign consent only for those portions of the program with which you agree. Those portions agreed upon will be implemented without delay.
- If you consent with the IEP and later decide you disagree with any part of it, you may request, in writing, an IEP meeting to discuss this concern.
- If you consent to the IEP and later decide you disagree, you may revoke consent, in writing, and this action is not retroactive. The student will exit from special education. If, in the future, you seek re-enrollment in special education, the request will be treated as an initial assessment.

AFTER THE IEP MEETING

- Review the results of the meeting with your child, if appropriate
- Maintain communication with your child's teacher
- Check that new services or resources were put in place
- Confirm that the related service providers have seen the current IEP
- Visit your child's program on a regular basis
- Periodically check the IEP against school work for consistency
- Monitor homework
- Evaluate progress
- Are you receiving periodic reports from the school on progress or problems?
- How is your child progressing?
- Do you think the program is working?
- Are there some changes you would like to make? If so, can they be done informally, or do you think they require a more formal agreement or new IEP?
- How does your child feel he or she is doing? Is your child happy at school?

IEP Meeting Process

Checklist to Assist Parents through the IEP Process

KEEP ACCURATE RECORDS

As the parent/guardian of a child with a disability, you 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.

Procedural Safeguards Parents' Rights

As a parent, YOU have a right to:

- A free appropriate public education for an individual with exceptional needs.
- Refer your child (birth through age 21) for an assessment to determine eligibility for special education instruction and services.
- Receive all information in clear, concise language, and when feasible, in the native language or other mode of communication of the home.
- Receive written notice explaining the types of assessments to be conducted, the necessity and objectives for the proposed assessment, and be given 15 days to arrive at a decision to give consent for the assessment. The assessment may begin immediately upon receipt of the consent by the LEA and must be completed and an IEP developed within 60 days of the date the district receives your consent. The school district must also provide reasonable prior written notice that your child will be aging out (reaching age 22) or graduating from high school with a regular high school diploma because graduation from high school and/or reaching age 22 means that your child will no longer be eligible for special education services under IDEA 2004.
- Revoke your consent to initial provision of services. Your revocation must be in writing and cannot be retroactive. Once you revoke consent to the initial provision of services, the district will provide written notice before ceasing the services for your child. If in the future you seek re-enrollment in special education services for your child, the assessment will be treated as an initial evaluation.
- Present information, including the results of a private evaluation(s), to the IEP team in person or through a representative.
- Provide prior consent to the implementation of an individualized education program resulting from an assessment, and to have your child's psychological assessment conducted and interpreted by a person trained to evaluate cultural and ethnic factors.
- Obtain, at public expense, one Independent Educational Evaluation (IEE) from a qualified specialist, as defined by SELPA/District criteria, if you disagree with an assessment obtained by the local education agency within the past two years. You also have the right to have such assessment made part of the record and considered with respect to the provision of a free appropriate public education and as evidence in a due process hearing. However, the local education agency may choose to initiate due process to show that its assessment is appropriate. Information about where an IEE may be obtained is available from your local school district or SELPA office.

Transition Services

Preparing for Adulthood

TRANSITION CHECKLIST FOR PARENTS AND STUDENTS: (CONT.)

- ☑ Investigate money management and identify necessary skills
- ☑ Acquire an identification card and practice your skills in communicating personal information
- ☑ Identify and begin learning skills necessary for independent living
- ☑ Learn and practice personal health care

Two to three years before leaving the school district:

- ☑ Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.)
- ☑ Invite adult service providers, peers, and others to IEP meetings
- ☑ Match career interests and skills with vocational course work and community work experiences. Gather more information on post-secondary programs and the support services offered
- ☑ Make arrangements for accommodations to take college entrance exams, if appropriate
- ☑ Identify health care providers and become informed about sexuality and family planning issues
- ☑ Determine the need for financial support (Supplemental Security Income, State Financial Supplemental Programs, Medicare, etc.)
- ☑ Explore legal status with regard to decision making prior to age of majority
- ☑ Begin a résumé and update it as needed
- ☑ Practice independent living skills (budgeting, shopping, cooking, housekeeping, etc.)
- ☑ Pursue and use local transportation options outside of the family
- ☑ Learn about money management and identify necessary skills
- ☑ Identify needed personal assistant services; and, if appropriate, learn to direct and manage these services
- ☑ Learn and understand the laws that impact post-secondary opportunities, and develop and practice self-advocacy skills
- ☑ Participate in work experience

One year before leaving the school district:

- ☑ Apply for financial support programs (Supplemental Security Income, independent living services, vocational rehabilitation, and personal assistant services)
- ☑ Identify the post-secondary school you plan to attend and arrange for accommodations
- ☑ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary educational and work environments

Transition Services

Preparing for Adulthood

Transition services planning is a required part of the IEP that is put in place prior to the student turning 16 years of age, or sooner if necessary. If the student will turn 16 during the year ahead, this may be included in the annual IEP. Transition planning is a long-range plan to support the student's movement into the adult world.

TRANSITION PLANNING INCLUDES:

- ✓ Student participation and input
- ✓ Family involvement
- ✓ Transition plan based on current transition assessment
- ✓ Measureable post-secondary goals in the areas of education or training, employment, independent living, and community experiences
- ✓ Appropriate annual goals that are developed based on the transition assessment and reviewed annually, to support the long-range planning that addresses identified areas of need
- ✓ Transition activities that address areas of need based on transition assessment and post-secondary goals
- ✓ Review of high school course of study to ensure alignment of appropriate instruction to support student's post-secondary goals
- ✓ Appropriate transition services and other related services, as appropriate, to support transition activities that enable the student to meet transition goals
- ✓ Identify the person/agency responsible to assist with meeting their transition goals
- ✓ Notification to the family that educational rights transfer to the student at age 18

GRADE 9 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

- Encourage as much independence as possible
- Discuss interests by asking, "What do you like to do?"
- Discuss career plans, options, and goals with your child
- Develop a systematic, four-to-six-year plan of study
- Review with your child the necessary requirements for high school graduation
- Become aware of the career training opportunities in school and in the community

Transition Services

Preparing for Adulthood

GRADE 9 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION: (CONT.)

- Understand education and training requirements in career areas of interest
- Help your child become familiar with student organizations or clubs in school or in the community and encourage their participation
- Stress the importance of staying in school and earning a diploma
- Understand the difference between high school and the post-secondary world; explore the supports available at college or work

GRADE 10 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

- Encourage as much independence as possible
- Review your son or daughter's academic performance and progress toward the four-to-six-year plan of study
- Check on financial aid and scholarship opportunities
- Encourage your son or daughter to attend career fairs or attend them with your son or daughter
- Encourage your son or daughter to talk with people who work in positions related to careers of interest to him or her
- Assist your son or daughter in exploring degree or vocational programs available at your local community college
- Continue to stress the importance of staying in school, earning a diploma, and pursuing post-school options
- Review the eleventh and twelfth grade plan of study with your son or daughter and include in it as many general education classes as appropriate.

GRADE 11 ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

- Encourage as much independence as possible
- Help your son or daughter check on college entrance exam dates and registration procedures
- Review your son or daughter's academic performance and progress toward the four-to-six-year plan of study
- Assist your son or daughter in identifying entrance requirements of various post-secondary career training options in the community
- Review graduation requirements and your child's progress toward earning a diploma
- Assist your son or daughter in checking on financial aid and scholarships
- Review the twelfth grade plan of study for your son or daughter and include in it as many general education classes as appropriate

Transition Services

Preparing for Adulthood

GRADE 11 ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION: (CONT.)

- Help him or her learn about the salary and benefits in his or her career area of interest
- Assist him or her in identifying education/training requirements for his or her area of interest
- Encourage volunteer or service learning experiences
- Encourage work experiences

GRADE 12 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

By the twelfth grade your son or daughter should do as much as possible by himself or herself. Your son or daughter should:

- Check due dates for financial aid and scholarships
- Recheck graduation requirements and your child's progress toward graduation
- Complete and check applications to post-secondary education or career training options
- Learn about available support services in college or career training options (e.g., Disabled Student Services)
- Learn about costs associated with post-school training and/or living arrangements
- Learn about their disability-related needs that may impact post-secondary success, and develop a plan to address those needs

TRANSITION CHECKLIST FOR PARENTS AND STUDENTS:

Four to five years before leaving the school district:

- ☑ Identify personal learning styles and the accommodations necessary to becoming a successful learner and worker
- ☑ Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements
- ☑ Explore options for post-secondary education and admission criteria
- ☑ Identify interests and options for future living arrangements, including supports
- ☑ Learn to communicate your interests, preferences, and needs effectively
- ☑ Be able to explain your disability and the accommodations you need
- ☑ Learn and practice informed decision-making skills
- ☑ Investigate assistive technology tools that can increase your community involvement and employment opportunities
- ☑ Broaden your experiences with community activities and expand your friendships
- ☑ Pursue and use local transportation options outside of the family