

Ventura County Special Education Local Plan Area (SELPA)

Community Advisory Committee (CAC)

A PARENT GUIDE TO SPECIAL EDUCATION 2018



Mary E. Samples, Assistant Superintendent, msamples@vcoe.org

Regina Reed, Director of Personnel Development, rreed@vcoe.org

Joanna Della Gatta, Director of Technical Support and Transition, jdellagatta@vcoe.org

Ventura County SELPA
5100 Adolfo Road, Camarillo, CA 93012
(805) 437-1560 - Fax (805) 437-1599

Website: www.vcselpa.org

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Dear Parents:

As a parent of a child in Special Education, when I was asked to write the introduction for this handbook I thought it was an easy task until I sat down to put it in writing. I didn't know where to begin, what to say or how to make it interesting! Would someone really care? So, I decided to do a little research and see what other parents have to say. I realized that we are all the same. Our job or role as parents is difficult but vital during the years of our child's education. We don't only appreciate the help, support and advice from others in the same or similar situation; we want it and need it!

We have a great SELPA here in Ventura County that includes parents as equal partners to help the schools improve and provides support and training for all. However the truth is that Special Education is complicated; every day is a new beginning, and supports and aids that work today may not work tomorrow. Occasionally teachers and other professionals may say things to us that are disheartening. It is important to remember that we are all human, and we should try not to take it personally. Our job is to be proactive and find ways to positively influence the situation and educate people about our children.

Always keep in mind that:

- Knowledge is power- You need to know your child, his/her disability but also his/her strengths. You must be as informed as possible about your child, about the law, how to use it and how to be a good communicator.*
- You will wear many "hats." You will not only be a Parent, but also a Cheerleader, Advocate, Teacher, Detective, Tutor, Lawyer, Psychologist, Student, Counselor, Friend, Negotiator, Planner, Specialist, etc.*
- Be organized. Keep good records. Remember, if it's not written down it was never said!*
- You have to believe in yourself and in your child.*
- Use the tools, help and support available. Ask questions.*
- You have to be creative and patient. Be flexible.*
- You need to learn how to be part of a team. Be a good team member!*
- Take care of yourself.*

During your journey, there will be times that you will be frustrated. You may at first cry, feel overwhelmed, or alone, and you may feel like giving up, but you won't because you love your child too much and at the end you will make a choice to be part of the solution.

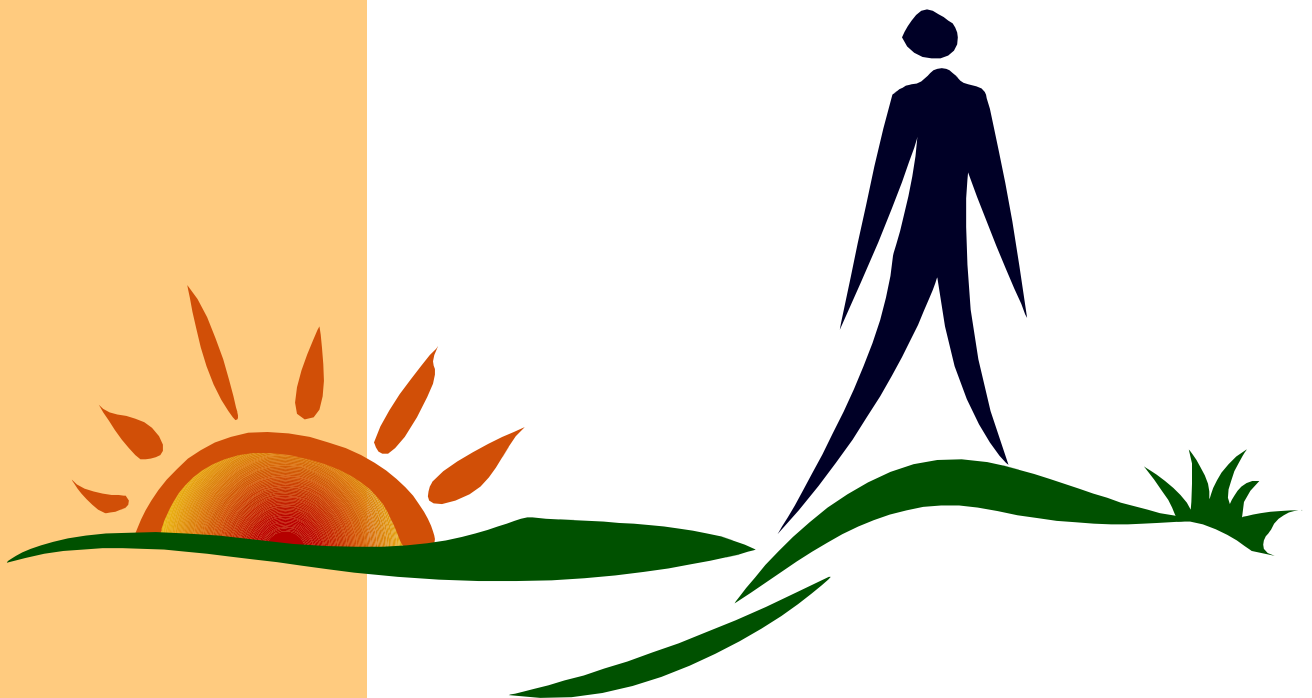
There will also be times that you will be the most happy and proud parent on earth. You will be so happy to see your child accomplish a goal or progress towards it that it will make all the situations worthwhile.

Never give up, take good care of yourself, and remember you are not alone. Trust your heart; you are your child's best advocate and the one who knows him/her the best. Our children will provide an opportunity for everyone to expand our visions and realize that they deserve a chance and we have to be creative and willing to try something new.

Sincerely,

Daysi Ortiz, Parent of a child with Special Needs

Introduction



Introduction

Under California's Master Plan for Special Education, all of the school districts in Ventura County and one from Los Angeles County (*the Las Virgenes Unified School District*) joined together to form the **Ventura County Special Education Local Plan Area (SELPA)**. It is the responsibility of the SELPA to see that all children found eligible for Special Education receive the services necessary for them to benefit from their educational program. This must be at **no cost** to the families.

The school districts in our SELPA are:

■ **ELEMENTARY SCHOOL DISTRICTS:**

- Briggs School District
- Hueneme School District
- Mesa Union School District
- Mupu School District
- Ocean View School District
- Oxnard School District
- Pleasant Valley School District
- Rio School District
- Santa Clara School District
- Somis Union School District

■ **COUNTY SCHOOLS**

- Ventura County Office of Education

■ **HIGH SCHOOL DISTRICTS:**

- Oxnard Union High School District

■ **UNIFIED SCHOOL DISTRICTS:**

- Conejo Valley Unified School District
- Fillmore Unified School District
- Las Virgenes Unified School District
- Moorpark Unified School District
- Oak Park Unified School District
- Ojai Unified School District
- Santa Paula Unified School District
- Simi Valley Unified School District
- Ventura Unified School District

Our SELPA office has three professional staff, an Assistant Superintendent, Director of Personnel Development, and Director of Technology Support and Transition. It is the responsibility of the SELPA staff to coordinate and facilitate Special Education issues and services for the 21 school districts in our SELPA. SELPA staff is also responsible for coordination of funding and reports to the California Department of Education, assistance with monitoring legal and compliance issues, personnel development (*for staff and families of students with disabilities*), and public awareness about Special Education.

The SELPA has a Community Advisory Committee (CAC). The purpose of the CAC is to:

- Flow information to the community from the Special Education administration and vice versa.
- Advise Special Education administration of issues and concerns.
- Promote activities on behalf of individuals with exceptional needs.
- Sponsor parent training.

The Community Advisory Committee is made up of:

- Parents of individuals with exceptional needs (*the majority*).
- Representatives of agencies serving individuals with exceptional needs.
- Special Education staff.
- Other personnel.

The CAC meetings are held throughout the year. Please call SELPA for meeting date and times. All meetings are open to the public. (More details about CAC is on Page 4 of this booklet.)

This handbook is designed to provide you with information about Special Education. We invite you to call your district's Special Education Office or the SELPA Office for any further information you may need, or visit our website.

For telephone numbers and contact people, please see Pages 5-6 of this booklet.

If you are unsure who to ask, please contact **VENTURA COUNTY SELPA, 5100 Adolfo Road, Camarillo, CA 93012**. Telephone Number: **(805) 437-1560**, Fax: **(805) 437-1599**, E-mail: reed@vcoe.org

Ventura County SELPA

Community Advisory Committee ~ "Closer Up"

The Community Advisory Committee (CAC) of the Ventura County Special Education Local Plan Area (SELPA) is comprised of parents of individuals with disabilities enrolled in public schools, parents of other pupils enrolled in school, pupils and adults with disabilities, general education teachers, Special Education teachers and other school personnel, representatives of public and private organizations and agencies, and persons concerned with the needs of individuals with disabilities.

The majority of the CAC is comprised of parents of pupils enrolled in Ventura County SELPA Schools. The majority of such parents are parents of individuals with disabilities. The CAC Bylaws note that each school district is to send one parent representative to the CAC. Additional representatives to the CAC are appointed by the SELPA, and agencies and organizations which provide services to individuals with disabilities appoint their representatives.

The CAC accepts as one of its main purposes the maintenance of open and free-flowing communication from the Special Education administration to the entire community, as well as directing information from the community to the administration.

Rotating members of the Operations Cabinet (*a committee of Directors of Special Education*) serve as liaison to the CAC. Recommendations of priorities and concerns are received and forwarded by these people. The SELPA Assistant Superintendent relays the CAC concerns and comments to the Superintendents' Policy Council; and Council reactions are reported to the CAC.

A major focus of the CAC is community education directed toward awareness and information about Special Education. As a group, and individually in their communities, CAC members encourage involvement in and knowledge of Special Education, as well as the general education of pupils with disabilities and their parents.

Selection of school district representative members of the CAC is the responsibility of each School District Administrator of Special Education, acting for the local School Board, and with its approval. Annually staggered two-year terms are established so that no more than half of the members serve the first year of a term in any one-year.

Your School District Representatives

The following list shows the names and phone numbers of the contact persons in each school district. These people should be contacted regarding any issues and concerns you may have regarding Special Education. Also noted are the CAC (Community Advisory Committee) representatives for each district. Most of these people are parents of students in Special Education programs and may be contacted for information and/or support. If your district does not have a CAC representative, please call the **Ventura County SELPA Office** at (805) 437-1560.

BRIGGS SCHOOL DISTRICT

14438 Telegraph Road
Santa Paula, CA 93060

Debbie Cuevas, Superintendent
(805) 933-2254

"VACANT", CAC Representative

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

1400 East Janss Road
Thousand Oaks, CA 91362

Lisa Miller, Director, Special Education
(805) 497-9511

"VACANT", CAC Representative

FILLMORE UNIFIED SCHOOL DISTRICT

Mailing Address: Post Office Box 697
Location: 627 Sespe Avenue
Fillmore, CA 93015

Mary Williams, Director of Special Education
(805) 524-6029

"VACANT", CAC Representative

HUENEME SCHOOL DISTRICT

205 North Ventura Road
Port Hueneme, CA 93041

Denise Hicklin, Senior Director of Pupil Services
(805) 488-3588 Ext. 300

Elvira Figueroa, CAC Representative

LAS VIRGENES UNIFIED SCHOOL DISTRICT

4111 North Las Virgenes Road
Calabasas, CA 91302

Derek Ihori, Coordinator of Special Education
(818) 880-4200 x218

"VACANT", CAC Representative

MESA UNION SCHOOL DISTRICT

3901 North Mesa School Road
Somis, CA 93066

Jeff Turner, Superintendent
(805) 485-1411

"VACANT", CAC Representative

MOORPARK UNIFIED SCHOOL DISTRICT

30 Flory Avenue
Moorpark, CA 93021

Diane Weis, Coordinator of Special Education
(805) 531-6418

"VACANT", CAC Representative

MUPU SCHOOL DISTRICT

4410 North Ojai Road
Santa Paula, CA 93060

Sheryl Barnd, Superintendent/Principal
(805) 525-2302

Patricia Magaña, CAC Representative

OAK PARK UNIFIED SCHOOL DISTRICT

5801 West Conifer Street
Oak Park, CA 91377

Susan Roberts, Director of Pupil Services
(818) 707-7913

"VACANT", CAC Representative

OCEAN VIEW SCHOOL DISTRICT

4200 Olds Road
Oxnard, CA 93033

Coordinator of Psychological Services (805) 488-4441

"VACANT", CAC Representatives

OJAI UNIFIED SCHOOL DISTRICT

Mailing Address: Post Office Box 878
Location: 414 East Ojai Avenue
Ojai, CA 93024

Rebecca Kirkland, Interim Director of Special Education
(805) 640-4300 x1054

Amber Christensen, CAC Representative

OXNARD ELEMENTARY SCHOOL DISTRICT

1051 South "A" Street
Oxnard, CA 93030

Amelia Sugden, Special Education Services Director
(805) 487-3918

Lorena Arroyo-Rodriguez, CAC Representative

OXNARD UNION HIGH SCHOOL DISTRICT

309 South "K" Street
Oxnard, CA 93030

Judy Greycloud, Director of Special Education
(805) 385-2500

Amy Differ, CAC Representative

PLEASANT VALLEY SCHOOL DISTRICT

600 Temple Avenue
Camarillo, CA 93010

Erin Smith, Director of Special Education
(805) 445-8675

"VACANT", CAC Representative

RIO SCHOOL DISTRICT

3300 Cortez Street
Oxnard (El Rio), CA 93030

Rebecca Rocha, Director of Pupil Personnel Services
(805) 485-3111

Kristin Looby, CAC Representative

SANTA CLARA SCHOOL DISTRICT

20030 East Telegraph Road
Santa Paula, CA 93060

Kari Skidmore, Superintendent
(805) 525-4573

"VACANT", CAC Representative

SANTA PAULA UNIFIED SCHOOL DISTRICT

Mailing Address: Post Office Box 710
Location: 144 North Davis Street
Santa Paula, CA 93060

Katherine Aguirre, Executive Director of Special Education and Student Services
(805) 933-5342

"VACANT", CAC Representative

SIMI VALLEY UNIFIED SCHOOL DISTRICT

875 East Cochran Street
Simi Valley, CA 93065

Sean Goldman, Executive Director of Student Support Services
(805) 520-6580

"VACANT", CAC Representative

SOMIS UNION SCHOOL DISTRICT

Mailing Address: Post Office Box 900
Location: 5268 North Street
Somis, CA 93066

Joseph Grooms, Resource Specialist
(805) 386-5711

"VACANT", CAC Representative

VENTURA COUNTY OFFICE OF EDUCATION

5189 Verdugo Way
Camarillo, CA 93012

Emily Mostovoy, Executive Director of Special Education Programs
(805) 383-1924

Socorro Eilar, CAC Representative

VENTURA UNIFIED SCHOOL DISTRICT

255 W. Stanley Ave.
Ventura, CA 93001

Robin Faigin, Director, Specialized Student Support Services - (805) 641-5000 xt. 1123

Eva Gehn, CAC Representative

Special Education Services ~ The Law ~



Special Education Services ~ The Law ~

FEDERAL LAW:

In 1974, the United States Congress passed Public Law 94-142, which mandated public schools to provide a free, appropriate public education to all children with disabilities from ages 0-21. Since that time, the title of the Federal Law has changed from P.L. 94-142, the "*Education of the Handicapped Act*" (EHA), to P.L. 108-446, "*Individuals with Disabilities Education Act*" (IDEA). Services to children 3-22 years old are mandated in "*Part B*" of the law and for 0-2, "*Part C*." For copies of the full texts of this law, you may contact your local U.S. Congressman or go to the Department of Education website at www.ed.gov/offices/osers/policy/idea/the_law.html.

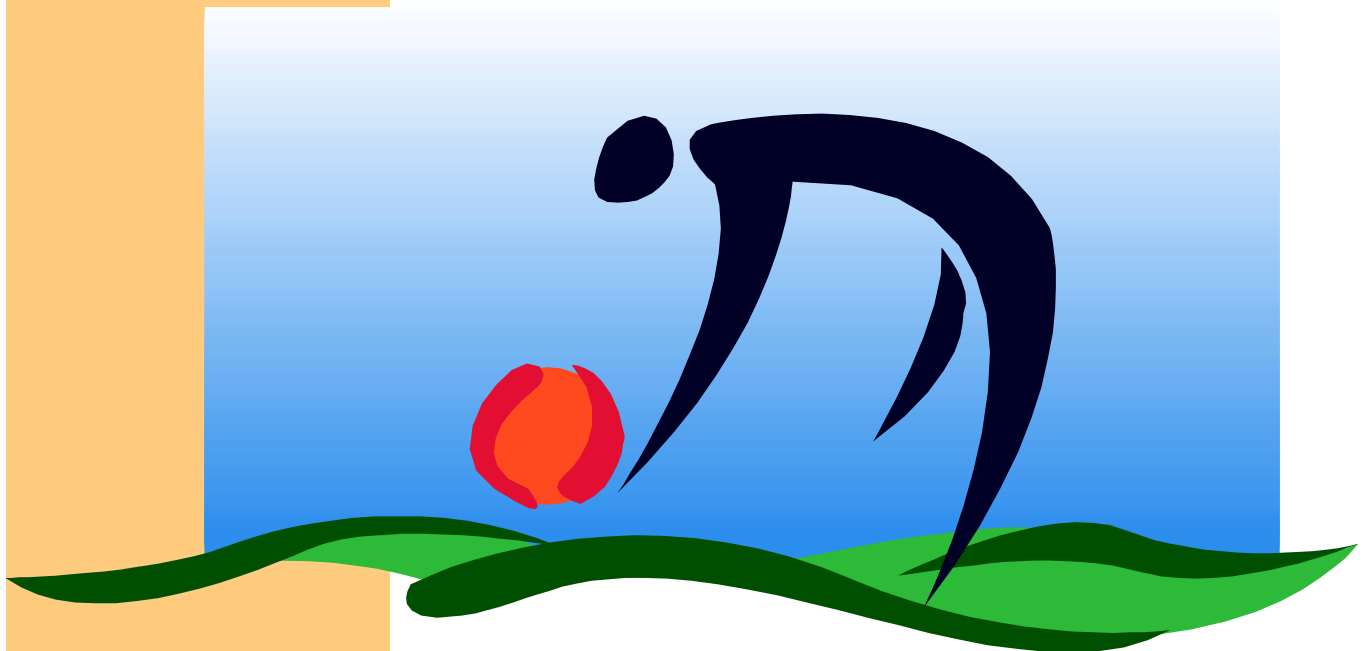
CALIFORNIA LAW:

In California, the legislature created the Master Plan for Special Education in response to the Federal Law. Most of the specific laws for our state are contained in Education Code or Title 5 California Code of Regulations. The laws, regulations and policies are available online at the California Department of Education's website at www.cde.ca.gov/sp/se or you may write to:

California Department of Education
Special Education Department
1430 N Street #2410
Sacramento, California 95814
Telephone: (916) 445-4613

For a comprehensive guide to your rights and responsibilities under IDEA, go to page 108 of this book.

*Disabilities Which
Might Make A
Student Eligible For
Special Education Services*



Disabilities Which Might Make A Student Eligible For Special Education Services

All children with any type of disability may or may not be eligible for “*Special Education*”. There are criteria for eligibility which must be met. These criteria are established after a complete assessment, in all areas of suspected disability, by a qualified team of professionals. The child must have one of the following disabilities. In addition, the IEP team must agree that the disability impacts the child’s educational performance to the extent that Special Education and related services are *needed*.

☒ AUTISM:

CCR, Title 5, Section 3030(g)

(b) The disability terms used in defining an individual with exceptional needs are as follows:

(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

☒ DEAF/BLINDNESS:

Concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational problems.

☒ DEAFNESS:

A hearing impairment which is so severe that the child is impaired in processing linguistic information for learning, with or without amplification, which adversely affects educational performance.

☒ EMOTIONAL DISTURBANCE:

A pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance:

- An inability to learn which cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

☒ **ESTABLISHED MEDICAL DISABILITY:**

Used for preschool children (3-5 years) only. Defined as a disabling medical condition or congenital syndrome that the IEP team determines has a high predictability of requiring Special Education services.

☒ **HARD OF HEARING:**

A hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "Deaf" in this section.

☒ **INTELLECTUAL DISABILITIES (10/8/10):**

Significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil's educational performance.

☒ **MULTIPLE DISABILITY:**

Concomitant impairments (*such as Intellectual Disability/Blind, Intellectual Disability /Orthopedically Impaired, etc.*) the combination of which causes such severe educational problems that they cannot be accommodated in Special Education programs solely for one of the impairments. The term does not include Deaf/Blind children.

☒ **ORTHOPEDIC IMPAIRMENT:**

A severe orthopedic impairment which adversely affects the pupil's educational performance. Such orthopedic impairments include impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.

☒ **OTHER HEALTH IMPAIRMENT:**

Other health impairment means having limited strength, vitality or alertness, including heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia.

☒ **SPECIFIC LEARNING DISABILITY:**

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, phonological processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

☒ **SPEECH AND LANGUAGE IMPAIRMENT:**

May include:

- Articulation Disorder
- Abnormal Voice
- Fluency Disorder
- Language Disorder

☒ **TRAUMATIC BRAIN INJURY:**

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment that adversely affects educational performance. The term does not include brain injuries that are congenital, degenerative or caused by birth trauma.

☒ **VISUAL IMPAIRMENT:**

A visual impairment which, even with correction, adversely affects a pupil's educational performance.

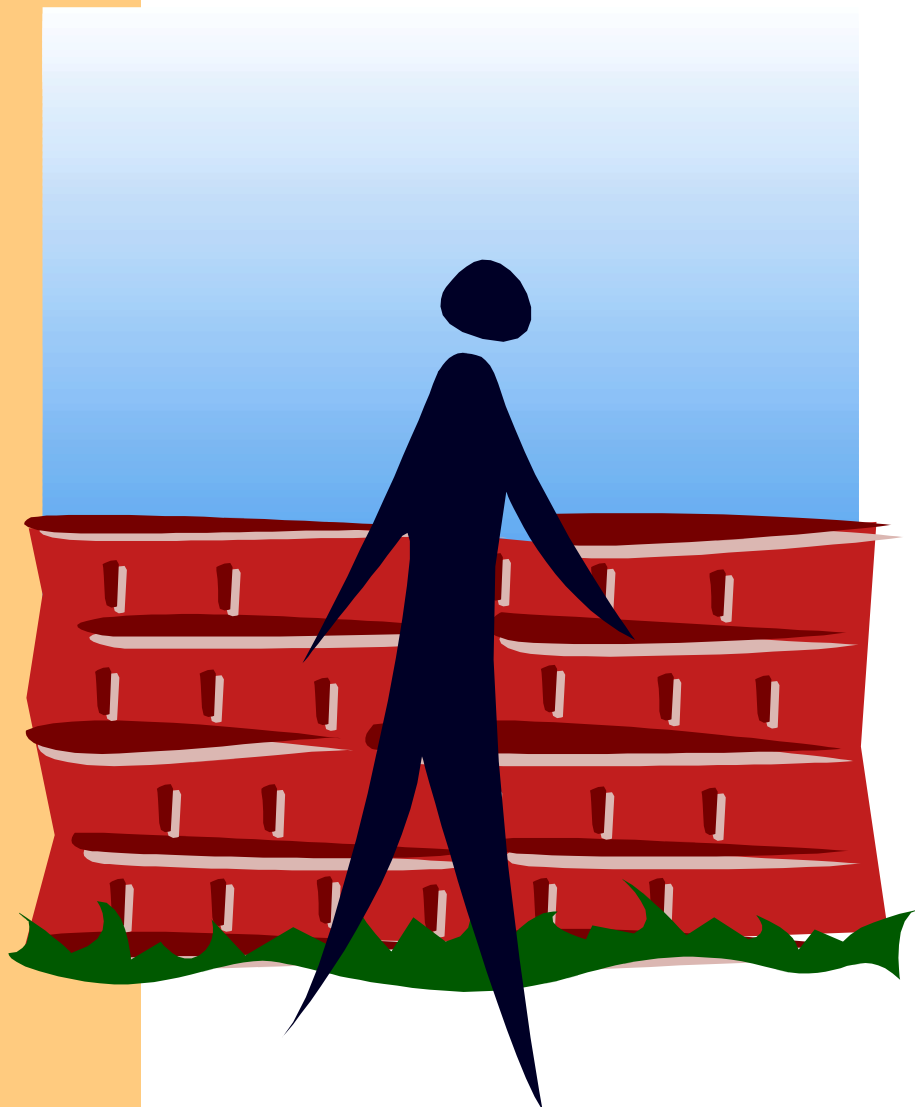
Disabilities Which Alone Do Not Make A Child Eligible For Special Education Services

☒ ATTENTION DEFICIT DISORDER:

A pupil whose educational performance is adversely affected by a suspected or diagnosed Attention Deficit Disorder and demonstrates a need for Special Education and related services must meet the criteria for *“Other Health Impairment”*, *“Emotional Disturbance”* or *“Specific Learning Disability”* as defined in order to qualify for Special Education.

For more information on Eligibility, you may order the Ventura County SELPA “Eligibility Guidelines” handbook. At www.vcselpa.org.

Special Education & Related Services



Least Restrictive Environment (LRE)

The Ventura County SELPA is committed to providing quality Special Education and related services in the least restrictive environment. To the greatest extent possible, the SELPA encourages participation in the general education program. Special Education and support services are thus provided in separate settings only when the regular program cannot be modified to meet the individual needs of a given student.

In response to the wide variety of individual educational needs, the SELPA offers a full continuum of Special Education and related services which range from minimal monitoring of progress to full-time enrollment in Special Education classes. The SELPA believes in not making Special Education students any more “different” than they need to be. The SELPA also makes every effort to reduce a Special Education student’s dependency upon supports and services. This is done by periodic review of pupil progress and gradually increasing the percentage of time in the regular program when appropriate.

The following pages give a description of Special Education and related services available in our SELPA.

Special Education and Related Services Definitions

Primary special education services – The primary service is the most necessary service to address the student’s needs related to the disability.

- **Specialized Academic Instruction** – Adapting the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum. **(This category is to be used for school-age services formerly categorized as RSP, SDC, Inclusion and NPS).** The IEP will specify the subjects, amount of time, and location(s) in which the student will receive Specialized Academic Instruction.
- **Intensive Individualized Services** – Student requires additional support for all or part of the day. **(Usually for additional paraprofessional support.)**
- **Individual and Small Group Instruction** – Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program. **(To be used for preschoolers only.)** (CCR Title 304/(a)(1))
- **Language and Speech** – Remedial intervention for eligible individuals with difficulty understanding or using spoken language. Services may include specialized instruction and services, monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant. May also be a “Related Service.”
- **Adapted Physical Education** – Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs and who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.
- **Travel Training** – Training a student in use of public transportation and community safety.
- **Vocational Training** – Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and many include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Related Services – Services which assist student in benefiting from his/her special education program.

- **Assistive Technology Services** – Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students.
- **Audiological Services** – Include measurements of acuity, monitoring amplification, and use of Frequency Modulations (FM) systems.
- **Behavior Intervention Services** – Systematic implementation of procedures designed to promote lasting, positive changes in the student’s behavior.

- **Braille Transcription** – Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.
- **Counseling and Guidance** – Counseling in a group setting, provided by a qualified individual pursuant to an IEP typically in social skills development. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP.
- **Individual Counseling Services** – One-to-one counseling, provided by a qualified individual pursuant to an IEP. Individual counseling is expected to supplement the regular guidance and counseling program.
- **Interpreter Services** – Sign language interpretation of spoken language to individuals whose communication is normally sign language, by a qualified sign language interpreter.
- **Music Therapy** – A service in which music interventions are used to address individualized goals to meet the physical, emotional, cognitive, and social needs of the student.
- **Note Taking Services** – Specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes.
- **Occupational Therapy (OT)** – Services to improve a student's educational performance including postural stability, self-help abilities, sensory processing and organization, environmental adaptations, use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis.
- **Orientation and Mobility Services** – Training for students with visual impairments to develop skills to enable them to travel safely and independently around the school and in the community.
- **Other Health and Nursing Services** – Services provided when a student has health problems which require nursing intervention beyond basic school health services.
- **Parent Counseling** - Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).
- **Parent Training** – Sometimes offered as a service for students on an ISP to pay for parents to attend SELPA trainings – should not be confused with Family Training (ages 0-2 only).
- **Physical Therapy (PT)** - Includes, but is not limited to therapy for motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually.

- ***Psychological Services*** - These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).
- ***Recreation Services*** - Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities.
- ***Residential Treatment Services*** - 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671)
- ***Social Work Services in Schools*** - Includes, but not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program.
- ***Specialized Deaf and Hard of Hearing Services*** - Services may include speech reading, auditory training and/or instruction in the student's mode of communication, provided by a qualified specialist. May include adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.
- ***Specialized Orthopedic Services*** - Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (CAC Title 5, §3030(e) & 3051.16)
- ***Specialized Physical Health Care Services*** - Health services prescribed by the child's licensed physician or surgeon, requiring medically related training of the individual who performs the services that are necessary during the school day to enable the child to attend school.
- ***Specialized Services for Low Incidence Disabilities*** - Low incidence services are defined as those provided to the population of students who are: orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by a qualified itinerant teacher/specialist.
- ***Specialized Vision Services*** - Includes assessment of functional vision and curriculum modifications including Braille, large type and aural media. Also includes instruction in areas of need such as concept development and academic skills, communication skills (including alternative modes of reading and writing), social, emotional, career, vocational, and independent living skills.
- ***Teacher Training*** - Frequently offered as a service for students on an ISP to allow private school staff to attend SELPA trainings and paid for by the district.
- ***Transcription Services*** - Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

Location of Special Education and Related Services

The IEP team will decide the location in which a student receives his or her Special Education services. Many services are provided in the general education classroom or other settings such as cafeteria and playground. The services may be provided by a Special Education specialist who comes in and works directly with the student or a group of students, or who consults with the general education teacher. Sometimes, the general education teacher will be the provider of the Special Education services.

Sometimes, the IEP team will decide that a student needs to be “pulled out” of general education in order to be worked with more directly by a Special Education professional. This might be because the student needs a more controlled environment, different pace of curriculum, or fewer students in the classroom. Some students will receive all of the services in a Special Education classroom, others will not.

For some students, the IEP team may decide that the student needs to be placed in a school other than the regular public school campus in order to get their needs met. **All of these services would be provided at no cost to the parents.** Options may include:

- Home/Hospital Instruction- For students with serious medical or behavioral needs, Special Education services may be provided in the home. A teacher would come in on average of five hours per week.
- Alternative School Campuses (Continuation School, Correctional Facility, Community School, etc.)
- For students who are low on credits, or who have disciplinary problems, all necessary Special Education services would be provided as per the IEP at that campus or another location.
- State Special Schools- There are state residential schools that are available for students with very specific disabilities (blindness, deafness) who cannot get their needs met on the public school campus.
- NonPublic Schools (NPSs)- NPSs are private schools that are certified by the California Department of Education to provide Special Education services to students who cannot get their needs met in public schools. NPSs are usually designed to meet the needs of students with specific disabilities that are hard to serve on public school campuses, such as emotional disturbance, autism spectrum disorders, etc. For students with such severe problems that they need to be placed in a residential setting with an NPS, the residential costs may be paid for by another public agency.

Referral and Assessment



Referral and Assessment

PARENT REFERRALS

Some referrals for Special Education assessment are made by parents. Parents are encouraged to work with their child's teacher and other specialists at the school to address concerns they may have. If they are concerned about their child's progress in areas such as academics, motor, social, language or daily living skills, they should make an appointment to discuss it with the teacher. If problems still remain, the teacher may be encouraged to refer the child to the Student Study Team/Child Success Team (described below). The Student Study Team is a group that helps the teacher to find solutions to help children in the class who may be struggling.

However, at some point the parent may be concerned that their child has a disability which results in the need for Special Education services. In this case, the parent is encouraged to discuss this with other professionals in the district, including the school psychologist or the Program Specialist for Special Education, who may help the parent decide on how to proceed.

Once the parent decides that they are ready to request Special Education assessment, they may do so at any time. The request needs to be in writing, and it should be signed and dated. The letter should be given to the principal or psychologist at the school. In the letter, the parent should indicate the area(s) in which there are concerns. (i.e., math, language) A sample letter is on page 23.

Once the parent requests assessment, the district has 15 calendar days to respond. The district will either develop an Assessment Plan which indicates the areas to be assessed and the persons who will be conducting the assessment, or it will inform you that the district declines to initiate assessment at this time. If the district declines to initiate assessment, they must give reasons why. On page 28 is the "Notice to Parent of Action" form that would be used if a district declined to begin assessment on a student.

If your district declines to initiate your request for assessment, and you disagree, you have the right to appeal the decision through Due Process (see Section on Due Process and Complaints page 114)

RESPONSE TO INSTRUCTION AND INTERVENTION (RtI²) (General Education Services)

By law, *"a pupil shall be referred for Special Education only after the resources of the regular education program have been considered and, where appropriate, utilized"*. This means that for many students, the first step is a referral to the school problem-solving team, which may be known as Student Study Team (SST), Intervention Progress Team (IPT) or Professional Learning Community (PLC). These teams are a function of general education and may be made up of a number of school professionals such as a school administrator, school psychologist, general education teacher, school nurse, counselor and others as necessary. The purpose of the SST/IPT/PLC is for general education teachers to identify the students' problems and to use all the resources available to the general education classroom to solve them. This may include providing increasing intensive interventions to help the student make appropriate progress.

Students should be referred to Special Education only after all other school resources have been considered and appropriately used in a general classroom experience. Parents are strongly urged to utilize the general education intervention process before referring to Special Education.

For more information on RtI², go to:

<http://www.vcoe.org/cici/ResponseToInstructionInterventionRtI2/tabid/1918/Default.aspx>

ASSESSMENT

After interventions have been attempted, the problem-solving team may recommend a student for assessment to determine Special Education eligibility. In this case, the parent would receive the "Notice of Special Education Referral," and an Assessment Plan noting the areas and professionals who will be assessing. The student must be assessed in all areas of suspected disability by a team of qualified professionals. Both formal and informal assessment procedures may be used to determine the presence of a disability and to define the educational needs of the student.

Initial assessment for Special Education cannot be done without prior written consent of the parent. This requirement does not apply to the generalized screening and routine testing given to all students in school, but it does apply to any individual test that will lead to decisions about eligibility or services in Special Education.

The parent has the right to have a description of the areas to be assessed and the proposed assessors. If you have any questions about the Assessment Plan for your child, do not hesitate to contact the appropriate professional for further explanation. If you have additional assessment information from another specialist (*i.e., doctor, therapist*), be sure to give it to a member of the Assessment Team to be considered.

After the assessment is completed the parent must be fully informed of assessment results, including a written copy of the findings. If you disagree with school district assessment results, you have the right to request an independent assessment at no cost. However, if the district disagrees that an additional assessment is necessary, it may request a Due Process Hearing to prove that its assessment is appropriate.

Date

Name of School Administrator

Their address

Dear _____:

I am requesting that my child, _____ be assessed for Special Education services. He is a ____ grade student, in _____ class.

I am concerned that my child may have a disability that is affecting these areas (*give areas and describe reasons why*).

Sincerely,

Your Name

Address

Phone

NOTICE OF SPECIAL EDUCATION REFERRAL
Ventura County Special Education Local Plan Area

Dear Parent/Adult Student:

This is to notify you that you/your child has been referred for assessment for special education services by _____ on (date) _____.

Reason for referral (if known) _____.

☐ Within 15 days of receipt of the referral, the district will send you a notice. The notice may indicate that the district declines to assess, and would specify the reason. If the district intends to assess, an Assessment Plan will be sent to you, indicating all areas of proposed assessment. If you have additional information to provide that will help us in making a decision, please arrange to have it forwarded to me as soon as possible. In either case, you will receive a copy of your rights under Special Education law.

☐ The district intends to assess. (See below)

Please feel free to call the person below with any concerns you may have.

School District: _____ **Date:** _____

School of Attendance: _____

Student's Name: _____

Birthdate: _____ **Age: Years:** _____ **Months:** _____ **Grade:** _____

Address: _____

Telephone Number: () _____

Native Language (according to Home Language Survey): _____

EL Status: ____ **If EL, overall level of English Language Development:** _____

Language Used to Communicate with Parent(s): _____

This portion to be filled out if district is proposing to assess at this time.

☐ Assessment to be initiated.

Reason for assessment: _____

Other options considered, and why rejected: _____

Evaluations, tests, reports used: _____

Other factors: _____

As a parent(s) of a child with a disability, or suspected of having a disability, you have protections under state and federal laws. If you need assistance in understanding these rights, you may call Ventura County SELPA at (805) 437-1560.

Additional resources for parents are available on the SELPA website: www.venturacountyselpa.com. If you have questions or need further assistance, please do not hesitate to call.

(Contact Person) _____

(Title) _____

Phone: () _____

OFFICE USE ONLY

Date forwarded to special education personnel: _____

Copy to: ☐ District Office ☐ Assessment Team Lead ☐ Parent/Adult Student

For Staff Only:

Date Received _____

ASSESSMENT PLAN

Ventura County Special Education Local Plan Area (SELPA)

- ☐ Initial Evaluation
☐ Triennial Review
☐ Other

Student Name _____ D.O.B. _____ Age _____ Grade _____ Date _____

Parent/Guardian/Surrogate Name _____ Address _____

Phone(s) Home _____ Cell _____ Work _____ Email _____

School _____ ID# _____ EL Status _____ Primary Language _____

REASON FOR ASSESSMENT/AREAS OF CONCERN _____

For Initial Evaluations only

Referral Source _____ Date Referred _____

School years interventions were provided in general education _____

The following assessments are proposed to assist in determining your child's educational needs. All assessments will be given by appropriately qualified personnel. The assessment will be in the areas checked below and may include pupil observation in a group setting, classroom work samples, district or statewide group assessments, individualized testing, teacher interview(s) and an interview with you. It also may include a review of reports you have authorized us to request or that already exist in current records. Assessments will be non-discriminatory, and alternative means of assessment may be used in situations when standardized assessments are inappropriate. Within 60 days of receipt of this signed assessment plan, an Individualized Education Program (IEP) team meeting will be held. You will be invited to attend and review assessment results and participate in determining your child's educational needs and eligibility for special education services.

☐ **PRE-ACADEMIC/ACADEMIC ACHIEVEMENT:** ☐ Special Education Teacher ☐ Early Childhood Specialist ☐ Other: _____

Purpose: To determine current reading, writing, and math skills or pre-academic skills such as matching or sorting.

☐ **SOCIAL/EMOTIONAL BEHAVIOR:** ☐ Psychologist ☐ Behavior Specialist ☐ Intensive School-Based Therapist

☐ Other: _____

Purpose: To evaluate how the student handles feelings and emotions and how he/she gets along with other people.

☐ **SELF HELP/ADAPTIVE SKILLS:** ☐ Psychologist ☐ Special Education Teacher ☐ Other: _____

Purpose: To evaluate how the student functions in daily life activities needed in the educational setting.

☐ **MOTOR SKILLS DEVELOPMENT:** ☐ Occupational Therapist ☐ Physical Therapist ☐ Adapted Physical Education Specialist

☐ Psychologist ☐ Early Childhood Specialist ☐ Other: _____

Purpose: To evaluate small and large motor functioning and/or psycho-motor skills related to access and performance in the educational environment.

☐ **LANGUAGE/SPEECH/COMMUNICATION DEVELOPMENT:** ☐ Speech-Language Pathologist ☐ Early Childhood Specialist

☐ Other: _____

Purpose: To determine an individual's ability to understand, relate to, and use language and speech clearly and appropriately.

☐ **INTELLECTUAL DEVELOPMENT:** ☐ Psychologist ☐ Early Childhood Specialist ☐ Other: _____

Purpose: To determine how well individuals remember what they have seen and heard, how well they can use that information to solve problems, and to assist in predicting the student's learning rate. Verbal and performance instruments may be used as appropriate.

☐ **HEALTH ASSESSMENT:** ☐ School Nurse ☐ Audiologist ☐ Other: _____

Purpose: To evaluate developmental patterns and current health status as they relate to school functioning.

☐ **VOCATIONAL/PREVOCACTIONAL:** ☐ Special Education Teacher ☐ Psychologist ☐ Other: _____

Purpose: To determine the individual's interests and aptitudes as related to future job and/or career.

OTHER: ☐ Deaf/Hard of Hearing ☐ Functional Behavior Analysis ☐ Assistive Technology ☐ Augmentative/Alternative Communication

☐ Functional Vision ☐ Orientation & Mobility ☐ Special Circumstances Paraprofessional ☐ Other: _____

Responsible Personnel: _____

If you have any questions contact: _____

Name/Title

Phone/Email

PARENTAL CONSENT FOR PUPIL ASSESSMENT

I understand the purpose of the proposed Assessment Plan and have received a copy of my Parent Rights. I authorize the use of a suitable interpreter or prerecorded tests in my child's primary language as appropriate. I further understand that no Individualized Education Program will result from this assessment without my consent. The box(es) checked below indicate my decision(s).

☐ **Yes,** I give my permission to conduct the assessment as described above and will make my child available for the assessment. I understand that assessment cannot begin until a copy of this form has been signed and returned.

If yes, check any that apply:

☐ I give permission to the school district to bill the LEA Medi-Cal Billing Option Program for this assessment, if applicable.

(Income from this program is used by the district to offset costs of providing special education services and will not affect the child's individual benefits.)

☐ Please consider the following Independent Educational Evaluation report(s) as part of the assessment process: _____

☐ **No,** permission is denied.

Please sign and return, keeping one copy for your records.

Parent/Legal Guardian/Adult Student/Person Acting as Parent (Specify) _____

Telephone Number _____

Date _____

For more information about special education and your rights contact your district special education office or visit the Ventura County SELPA website at www.venturacountyselpa.com

Copy to: ☐ District Office ☐ Cumulative File ☐ Case Manager ☐ Parent/Adult Student ☐ Related Services

**Ventura County Special Education Local Plan Area
Prior Written Notice to Parent of Action
Proposed or Refused by School District
(300.503 – Code of Federal Regulations)**

Date: [Click here to enter a date.](#)

District: [Click here to enter text.](#)

Student's Name: [Click here to enter text.](#)

Parent (s): [Click here to enter text.](#)

This notice is to inform the parent(s) of the above named student regarding the school district's:
Proposal to initiate or change the: Identification of Evaluation of Placement of Provision of a free
appropriate public education for

Refusal of your request to initiate or change the: Identification of Evaluation of Placement of Provision
of a free appropriate public education for your child.

1. Description of action proposed or refused by district: [Click here to enter text.](#)
2. Explanation of reason for proposal or refusal: [Click here to enter text.](#)
3. Description of any other options district considered and why they were rejected or selected:
[Click here to enter text.](#)
4. Evaluation procedure(s), test(s), record(s) or report(s) used as a basis for the
proposed/refused action: [Click here to enter text.](#)
5. Other relevant factors: [Click here to enter text.](#)

As a parent(s) of a child with a disability, or suspected of having a disability, you have protections
under state and federal laws. Please see attached "Parent Rights." If you need assistance in
understanding these rights, you may call Ventura County SELPA at (805) 437-1560.

Additional resources for parents are available on our website: www.venturacountyselpa.com.
If you have questions or need further assistance, please do not hesitate to call.

Signature

[Click here to enter text.](#)
Title

[Click here to enter text.](#)
Phone

Timelines for Assessment, IEP, and Review

WRITTEN REFERRAL

The school district has **15 days*** from the time it receives a written request for assessment from either the school problem-solving team or the parents to develop either an Assessment Plan or a notice that it will not be starting an assessment. A “Notice of Referral” is sent to the family immediately upon receiving the request. If a school district refuses to assess a student upon parent request, examples of reasons would be that there is no evidence of academic struggle, or the student was tested recently and found not to be eligible. Reasons for the denial **MUST** be put in writing (Example form on page 26) and given to the parent within 15 days.

ASSESSMENT PLAN

Signing the Assessment Plan provides the school district with the authority (*consent*) to proceed with the assessment. The parents or guardian have at least 15 days to sign and return the Assessment Plan. However, until the Assessment Plan is signed, the district may not proceed with assessment.

DEVELOPMENT OF THE IEP

After receiving the signed Assessment Plan, the school district has **60 days*** to complete the assessment and hold an IEP Meeting to go over the results of the assessment and to develop an IEP (if the child qualifies for services). If an Assessment Plan is signed within 30 days of the end of the school year, it must be completed within 30 days of the new school year.

IMPLEMENTATION OF THE IEP

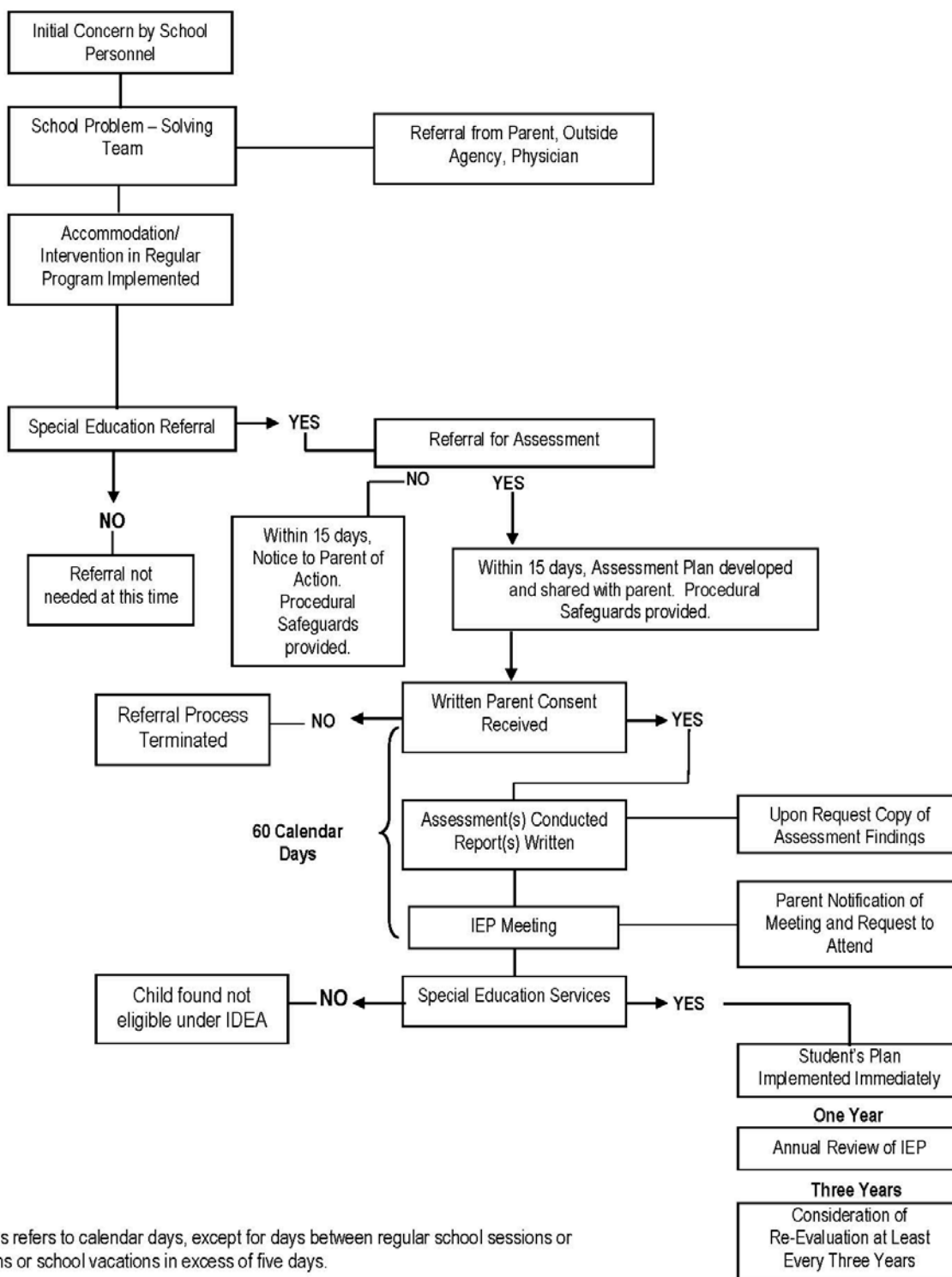
After the IEP has been developed, the school district must implement the IEP within a “*reasonable period of time*” as determined by the IEP Team, which includes the parents. Most often, the IEP is implemented right away.

REVIEW OF THE IEP

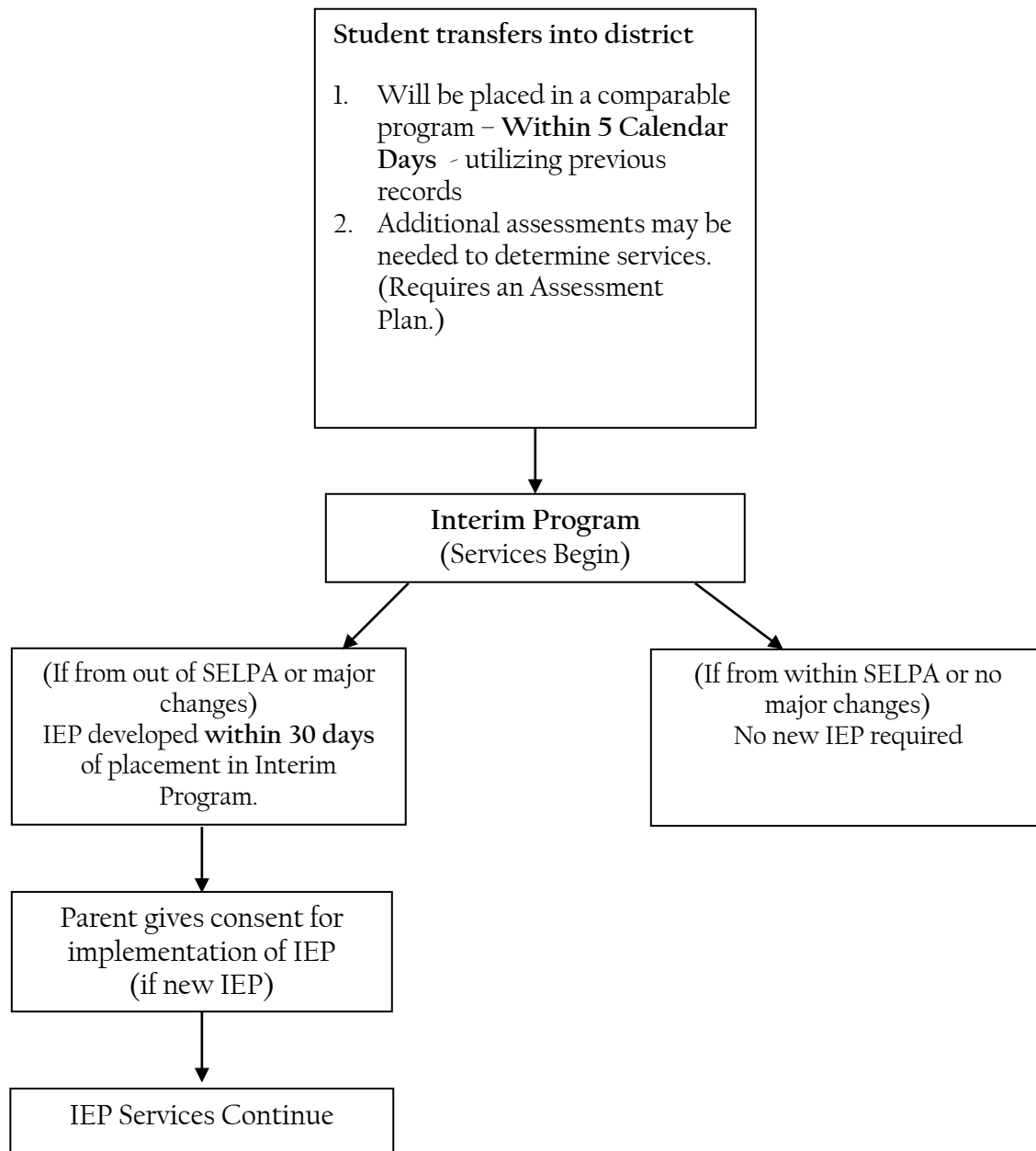
The IEP team must meet to review the IEP annually. However, the IEP may be reviewed at any time if such a review is requested by the parents, legal guardian, or any other member of the IEP Team. If the parents are requesting the review, it should be made in writing. The IEP Review Meeting must be held within **30 days*** of receipt of the request.

**“Days” refer to calendar days, except for days between regular school sessions or terms or school vacations in excess of five days.*

Special Education Referral Process



Special Education Timeline for Student Transferring into District



The Individual Education Program (IEP)



The Individualized Education Program (IEP) Process

THE IEP

☒ What it is:

- A written individualized statement
- Developed by a team which includes the parents
- Guarantees delivery of services stated
- For all children who meet eligibility requirements

See page 128 for terms and acronyms you might find in the IEP.

THE IEP TEAM

☒ Minimum Membership Shall Include, but not be Limited to:

- One or both of the student's parents, a representative selected by the parent, or both.
- The regular education teacher if the child is or may be participating in general education.
- Administrator or representative of the district.
- Special Education teacher or provider.
- The student, if they will be at least 16 years old by the next IEP.

☒ When Appropriate, the Team Shall Also Include:

- The student with exceptional needs (*if 15 or under*)
- Other individuals, at the discretion of the parent, school district, SELPA, or county office of education.
- Persons who have assessed the student.
- For students with suspected learning disabilities, a person who has observed the pupil's educational performance in an appropriate setting.
- Anyone else whose competence is needed.

☒ IEP Team Member Excusal:

- A required member of the IEP team may be excused from all or part of the meeting with permission of the members of the team including the parent, if the "Excusal of IEP Team Member" form is completed and placed in the file.
- If the person's attendance is not necessary because their area of curriculum or related service is not going to be discussed at the meeting, nothing further than completion of the form is required.
- If the meeting involves a modification to or discussion of the member's area of curriculum or related service, the member shall submit a written report to be shared at the IEP meeting. There is no deadline for this report, but it must be available in time for consideration at the meeting. See "Excusal of IEP Team member" form on page 34.

☒ Parent Attendance by Teleconference:

- If it is difficult for you to meet with the IEP team in person, you may participate by teleconference. The school members would use speakerphone to conduct the IEP with you.

THE MEETING

For an initial referral, the IEP Team will review all the assessments which have been done. This should be explained to the family members in terms that can be understood, avoiding jargon as much as possible. Written copies will be presented to the family.

If, based on the assessment results, the IEP Team agrees that the child is not eligible for Special Education services, an IEP will not be written.

A child who is **not eligible** for Special Education services may be monitored by the School Problem Solving Team for assistance with special needs and may be eligible for some accommodations under Section 504 of the Rehabilitation Act of 1973.

NOTICE OF INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING

Ventura County Special Education Local Plan Area (SELPA)

This notice is to be sent to parents of students under 18. If Transition to Adult is listed below, the student must also be invited using this form or the Student Notice. Students 18 and older must receive this notice for all meetings; their parents are sent a copy for informational purposes only.

Student Name _____ D.O.B. _____ Date _____
School District _____ School _____
Parents _____ Address _____
Phone(s) Home _____ Cell _____ Work _____ Email _____

An Individualized Education Program (IEP) Team meeting has been scheduled for:

Date: _____ Time: _____ Place: _____

Meeting purpose: _____

Additional Information: _____

The following staff are invited to the meeting (In addition to the parent, the IEP team must include LEA Representative, special education provider, and general education teacher unless an "IEP Team Member Excusal" form is completed and signed by the parent.):

- ☐ Case Manager: _____
- ☐ LEA (District) Representative: _____
- ☐ School Psychologist: _____
- ☐ Special Education Teacher: _____
- ☐ Other Special Education Teacher(s): _____
- ☐ General Education Teacher: _____
- ☐ Speech-Language Pathologist: _____
- ☐ School Nurse: _____
- ☐ Counselor: _____
- ☐ Representative from District of Residence (if student resides in another district): _____
- ☐ Other (Interpreter, OT, APE, etc.): _____
- ☐ Early Start Service Coordinator (incoming 3 year olds only) : _____
- ☐ Community agency representative(s): _____

If you object to the attendance of any community agency representative, let me know within the next five days. You may invite others who you wish to attend the meeting, but please let me know in advance.

Parents or adult students may decide to send another adult to represent them at the IEP meeting. (Adult students may designate their parents if they choose). Please ask for the Ventura County SELPA form "Designation of Educational Representative" if you would like someone to represent you on a long-term basis. If you would like someone to represent you for this meeting only, please check the box below.

Please check the appropriate box below to indicate your intentions and return one copy of this form in the enclosed self-addressed envelope by _____. The other copy is for your records. Call me if you have any questions/concerns.

Name: _____ Title: _____ Phone: _____

PARENT RESPONSE

- ☐ I will attend the meeting.
- ☐ I would like to participate as scheduled by phone call. I can be reached at this number: _____
- ☐ I am not able to attend and would like to reschedule the meeting. Please arrange a new date.
- ☐ I authorize this person to represent me at the meeting: _____
(Name and Title—may be parents if adult student designates)
- ☐ I will not be able to attend at all. Please hold the meeting, and send the paperwork to me for review/approval.
- ☐ I require interpretation services, and I will not be able to bring an interpreter to the meeting. Please provide an interpreter. (Specify: Spanish, Sign Language, etc.): _____

Parent/Legal Guardian/Adult Student/Person Acting as Parent (Specify) _____ Telephone _____ Date: _____

If you would like a copy of the Parent Guide to Special Education, please call the SELPA office at 805-437-1560. For more information about special education and your rights contact your district special education office or visit the Ventura County SELPA website at www.venturacountyselfa.com

Copy to: ☐ District Office ☐ Cumulative File ☐ Case Manager ☐ Parent ☐ Student

EXCUSAL OF IEP TEAM MEMBER

Ventura County Special Education Local Plan Area (SELPA)

(This form to be filled out prior to IEP)

Student Name _____ D.O.B. _____ Date _____

The _____ School District is proposing the excusal of a required team member from all or part of the following IEP meeting:

IEP meeting date: _____

Meeting purpose: _____

IEP team member being excused: _____
Name and/or Title

The school district and parent/adult student agree that (check one):

- ☐ The attendance of the IEP team member listed above is not necessary because the team member's area of the curriculum or related service is not being modified or discussed.
- ☐ Although the meeting involves a modification to or discussion of the member's area of curriculum or related service, the team member shall submit written input to the parent/adult student and team in lieu of attending.

Comments:

If you have questions regarding this form, or if you have questions that you would like addressed at the IEP regarding the area of curriculum of the excused IEP team member, please contact:

Name Title Phone Number

Please check and return by: _____

☐ I agree to excuse the IEP team member listed above. Please address the following concerns at the meeting:

☐ I do not agree to excuse the IEP team member listed above.

Parent/Guardian/Adult Student Signature Date

For more information about special education and your rights, please contact your district Special Education Office or visit the SELPA website at www.venturacountyselfpa.com

Copy to: ☐ District Office ☐ Cumulative File ☐ Case Manager ☐ Parent/Adult Student ☐ Related Services ☐ Agency ☐ Other _____

VENTURA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
AGENDA

The purpose of the IEP meeting is to exchange ideas and information about the student to develop a plan to meet his/her needs. All members of the team, parents and professionals, are equally important, and have a unique perspective to share about the student. The intent is for all members to work together in a collaborative way to support the student. If the student is in attendance at the meeting, he/she should be encouraged to be an active participant and decision-maker in this process.

To keep the meeting positive and productive all team members should follow acceptable meeting etiquette. The identified facilitator/leader is responsible for insuring that the agenda is followed, and that all members are treated respectfully and given an equal opportunity to participate. Decisions made at an IEP meeting are based on the consensus of all members of the team, who are encouraged to be open and creative in exploring options.

The development of an IEP is an ongoing process. The program that is developed at the meeting can be reviewed and modified at another IEP meeting if necessary.

Introductions - All members of the team introduce themselves, their role, and state how they would like to be addressed, if desired.

Meeting purpose - The Case Manager or meeting facilitator/leader reviews the purpose of the meeting.

Assessment - If assessment has been conducted, the written reports are shared by the assessor(s) and discussed by the team. For initial and triennial IEPs, or if eligibility is impacted by assessment results, the student's eligibility is established and noted. Additional documentation is required for "Specific Learning Disability."

Program Elements *(to facilitate discussion, team members may bring copies of proposed language for any IEP elements for review).*

- 1) Review of last year's goals (if any).
- 2) Present Levels of Academic Achievement and Functional Performance - Parent and student express concerns and comments. All areas are addressed, noting strengths as well as areas of concern. Health/Emergency Care plan developed, if appropriate. The impact of the student's disability on educational performance is discussed and noted.
- 3) Transition to Adult Life - If the student will be sixteen or older by the next IEP, his/her preferences for life after exiting school are identified. At least 2 annual goals are developed, and services identified.
- 4) Annual Goals - Based on areas of concern from the present levels of performance and transition needs, annual goals are developed. (If student takes an alternate statewide assessment, objectives are written for each goal.)
- 5) Accommodations and Modifications - Any needed accommodations or modifications for instruction or grading are noted.
- 6) Statewide Testing – Alternate assessment for statewide testing will be identified (if any). Any universal tools, designated supports or accommodations will be noted.
- 7) Positive Behavior Support Plan - If the student's behavior interferes with his/her learning or affects others, a plan is written.
- 8) English Language Development – for English Learners, any accommodations or modifications for English Language testing are specified, as well as ELD goals and services.
- 9) Least Restrictive Environment – Promotion and retention are addressed if appropriate. Special factors are reviewed. Alternatives for placement and services are discussed, and the best option selected. Extended School Year is discussed.
- 10) Student Information and Services – All special education and related services are summarized, as well as percentage of day in general education.
- 11) Agreement and Attendance –Parent initials applicable statements. All participants sign for attendance. Parent signs in full agreement, or specifies portions not in agreement. A plan for next steps is developed if needed.

How to Prepare for an Individualized Education Program Meeting – Suggestions –

HANDY HINTS FOR PARENTS AT IEP MEETINGS

Preparing for the IEP Meeting

- ☐ **Set Expectations**
 - Set high, but realistic expectations for your child
 - Focus on your child's strengths
 - Keep an open mind and make a commitment to collaboration
 - Be open to others' opinions
 - Have a positive mindset and willingness to try new things
 - Gather information about and with your child that you want to share with the team
 - Examine the long-range goals you have set for your child and rethink those if necessary
 - Consider annual goals that will have value for your child and your family, and which will help your child to accomplish his long range plans
- ☐ **Keep a notebook of your child's records**
 - Evaluations
 - Medical/Outside Reports
 - IEPs
 - Progress Reports
 - Samples of work
- ☐ **Review information on your child**
 - Progress reports
 - Samples of work
 - List your specific concerns or insights
- ☐ **Talk with your child**
 - What things are easy?
 - Favorite activities?
 - What things are hard?
- ☐ **Determine if your child should attend the IEP**
 - Prepare child for meeting
 - Help child know how they might share their feelings about what is proposed
 - If under 15, ask your child if s/he would like to attend. If over 15, they must be invited.
- ☐ **Do a positive profile as a way to prepare for the IEP meeting:**
 - (a) Who is _____? (Describe your child, including such information as place in the family, personality, likes and dislikes.)
 - (b) What are _____'s strengths? (Highlight all areas where your child does well, including school, home, community, and social settings.)
 - (c) What are _____'s successes? (List all successes, no matter how small.)
 - (d) What are _____'s greatest challenges? (List the areas where your child has the greatest difficulties.)
 - (e) What are _____'s needs? (List the skill your child needs to work on and the supports he or she needs.)
 - (f) What are our dreams for _____? (Describe your vision for your child's future, including short-term and long-term goals.)
 - (g) Other helpful information. (List all relevant information, including health care needs, that

has not already been described above.)

- ☐ **Write down things you feel must be included in the IEP**
 - What goals should be developed?
 - How will your child's special needs addressed in the class?
 - What type of support and/or service do you think is needed?
 - What accommodations or modifications (if any) are needed?
- ☐ **Ask teachers to share their ideas about your child's program ahead of time.**
 - Visit your child's classroom if you have not been there in a while.
- ☐ **As a courtesy inform the meeting contact person if you plan to bring another person to the meeting.**
 - Let the district know the role of the person will fill (friend, advocate, etc.) before the meeting
 - 24 hours notice is required if you plan to audio tape.

At the Meeting

- ☐ **Ask questions**
 - If you don't understand something ask for an explanation
 - If your child attends, encourage him/her to participate appropriately in discussion. Have them bring the "IEP Input Sheet" page 46.
 - If you disagree with a comment or have a question, ask for backup information that supports the person's statement
 - If you have different information be sure to share it
 - Ask for clarification if you don't understand the present levels of educational performance statement, or ask for the data that supports the statement. Be sure that your comments are noted
 - Ask where your child is in meeting core curriculum standards and how his/her goals support learning in this area
 - Stay with one area until you feel the goal(s) addresses your child's needs
 - If more data needs to be collected to write a functional level or goal ask to reconvene when that information is available
- ☐ **What if we don't agree?**
 - If the team cannot agree on a particular item, write it down and suggest coming back to it later
 - Avoid getting stuck or into debating
 - Communicate with the team in a reasonable and calm way
 - Keep emotions under control
 - Be respectful of each other even when you don't agree

After the IEP Meeting

- ☐
 - Review the IEP
 - Call IEP Meeting contact person if you have any questions or concerns
 - Give your child feedback
 - Tell him/her what they have accomplished
 - Tell him/her what you expect for the following year
 - Keep in contact with your child's Case Manager regarding progress toward and attainment of goals/objectives and transition activities
 - Work together as part of a team
 - Build relationships with each other
 - Be flexible

If I have a Problem that I can't Resolve, What do I do?

- ❑ **Check and organize your facts carefully**
 - Determine the solution you would like
 - Determine who can remedy the problem
 - Determine the process or procedure
 - Follow the process – Forms for filing Due Process requests are on the SELPA website: www.vcselpa.org under For Families/Resolving Disagreements
 - Focus on the solution – be creative – often there are more than one means to an end.
- ❑ **Solving Problems at the school site level**
 - Start with the special education Case Manager
 - Schedule a time to meet
 - Be specific about your concerns
 - Focus on student/program needs
 - Know what response you're seeking
 - Be flexible and open to creative solutions
 - Set a timeline for response
 - Give feedback
- ❑ **Who to go to about specific issues**
 - Site administrator:
 - Safety
 - Personnel
 - School-wide issues (i.e. field trips, assemblies, playground)
 - Psychologist:
 - Behavior
 - Assessment reports
 - Program Specialist (or Coordinator if your district has one):
 - Program Options
 - Special Services
 - Director of Special Education:
 - Special Education issues not resolved at the lower level
 - SELPA Director – System-wide issues

Determine appropriate resolution process

Remember: 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. If you need to do so, notify the school as soon as possible. Have a couple of alternative dates ready when you call.

Adapted from Puente Hills SELPA, Sandra L. Bridges, Director.

Ten Helpful Hints for Going to an IEP Meeting

1. Holding your breath and praying the meeting will end soon, doesn't work. If you pass out, they'll just reschedule the meeting!
2. Extra ears always help. Never go to a meeting alone. Bring someone with you to take notes, listen, and be your support.
3. Moms and Dads don't always agree, and kicking each other under the table can be distracting. Talk things out before the meeting. If issues arise that cause disagreement, develop that "*secret signal*" to tell the other one "*we need to talk.*"
4. If you have had any additional testing done, and want the Team to review it, it's a good idea to give copies to your district at least one week before the meeting.
5. This is not the time to "*spill your guts!*" Keep the meeting focused on your child!
6. Special Education jargon is confusing and terms and methods are constantly changing. Write a list of questions you want answered and points you want to share. This list will help you participate and can help prevent those accidental moments of tears!
7. Children with disabilities don't come with instructions! At times programs and methods may not be working. Focus on problem solving rather than blaming.
8. Labels don't explain programs. Don't be afraid to ask to see a program before final decision. Private doesn't mean better. Take a close look and ask questions.
9. If you are not sure you're in agreement, or if you just want to go home and review things before changes are made, sign that you were in attendance, ask for a copy of all of the meeting notes. Nothing will be initiated until you sign your agreement.
10. Remember: Titles and degrees are important, but you know your child better than anyone!

Adapted from **Designs for Change**, the Illinois Parent Training and Information Center, in its Early Spring 1994 newsletter, **Breaking Down Barriers**.

IEP CHECKLIST FOR FAMILIES

The following checklist has been designed to help you think of items that should be considered in preparing for your child's IEP.

YES	NO	TIME PERIOD
☐	☐	■ Should your child attend school for the standard school year?
☐	☐	■ An Extended School Year?
☐	☐	■ Regular Summer School?
YES	NO	INSTRUCTIONAL PROGRAM
☐	☐	■ Do the goals correspond to the areas of need mentioned in the assessments?
☐	☐	■ Are the goals and/or objectives specific enough to easily recognize whether or not they have been attained?
☐	☐	• Does your child require a structured setting? (if so) Which subjects should be taught in which setting? _____ _____
☐	☐	■ Does your child need Special Education Service(s)? (if so) which ones? _____ _____
☐	☐	■ What are appropriate supports to promote appropriate performance? _____ _____ _____
☐	☐	■ What modifications or accommodations in the classroom would provide a more successful school experience for your child (e.g., test taking, homework assignments, organizational skills, communication skills, etc.) _____ _____ _____
☐	☐	■ What might be appropriate methods of rewarding your child? _____ _____ _____
YES	NO	RELATED SERVICES
☐	☐	■ What related services may be needed to work on the goals & objectives? (i.e., Speech Therapy, Occupational Therapy, Adapted Physical Education, etc.)
☐	☐	■ How should they be provided (pull-out or in-class)?
☐	☐	■ Will any of them require additional transportation?
YES	NO	SPECIAL REQUIREMENTS/ACCESSIBILITY
☐	☐	■ Does your child need special equipment or materials?
☐	☐	• Books on tape?
☐	☐	• Materials in large print/Braille?
☐	☐	• Assistive technology?
☐	☐	■ Does your child need special classroom support?
☐	☐	• Peer tutors?

☐	☐	• Sign language interpreter? • Physical assistance (i.e., eating, toileting)? • Other:
☐	☐	■ Does your child have any special diet or medication requirements?
☐	☐	• Allergies?
☐	☐	■ If medication is needed during the school day, how will it be administered?
		Who: _____ When: _____
YES	NO	INTEGRATION/INCLUSION
☐	☐	■ What is the "least restrictive environment" for your child that addresses his/her special needs?
☐	☐	• With children who don't have disabilities?
☐	☐	• Separate from children who don't have disabilities?
☐	☐	• With opportunities for on-campus integration throughout the day?
YES	NO	EXTRA CURRICULAR ACTIVITIES
☐	☐	■ Does /should your child participate in:
☐	☐	• School Assemblies?
☐	☐	• Graduation Exercises?
☐	☐	• Clubs?
☐	☐	• Regular Art, Music and/or Physical Education?
☐	☐	• Homeroom?
☐	☐	• Study Hall?
☐	☐	• Field Trips with Other Students? (e.g., 6th grade outdoor education week, etc.)
YES	NO	TRANSPORTATION
☐	☐	■ What provisions for transportation are necessary, and have they been written into the IEP? _____
☐	☐	■ If your child will use a bus:
☐	☐	• Will an aide or special equipment be necessary for safety?
☐	☐	• Does the child need to be escorted to and picked up at the classroom?
YES	NO	SPECIAL CONSIDERATIONS FOR SECONDARY & POSTSECONDARY EDUCATION
☐	☐	■ Are appropriate transition goals included in your student's IEP? based on his/her goals for life after high school?
☐	☐	■ Is your student striving for a regular diploma or a certificate of achievement?
☐	☐	■ Have you discussed graduation and any special accommodations your student might need to meet requirements?
YES	NO	MONITORING
☐	☐	■ Who will be the Case Manager for the IEP? How to contact him/her: times, methods, etc. _____
☐	☐	■ Who will be working with your student? On what specific goals? _____
☐	☐	■ How will the general education teacher and the Special Education teacher coordinate together? _____
☐	☐	■ What date will the plan begin? _____

The Post IEP Blues

Many parents experience feelings of letdown or discouragement following their IEP planning meetings with school personnel. In some cases, these feelings are so strong that they might be described as the **Post-IEP Blues**. Why do parents experience such strong reactions to these school meetings? Is there a way to beat “the blues”?

FEELINGS:

It is not surprising that IEP Meetings stir up feelings in parents. After all, these meetings tend to focus on a child’s weaknesses and deficits. The child is compared to the norm and is found to be “*below grade level*,” suffering from “*severe discrepancies*,” or in the “*lowest percentile*.” Even if the child’s strengths are mentioned at the meeting, the planning generally centers around trying to work on or eliminate the weaknesses. Talking about these weaknesses is bound to bring up old feelings for parents - reminders of the child’s disabilities, the parent’s sense of loss, and concerns about the future.

The very setup of the IEP Meeting, with the parent being surrounded by a group of well-educated and knowledgeable professionals who use confusing terminology, can be intimidating, even for the most self-confident parents. Sometimes the meetings are on a lock-step schedule (*one per hour*), so parents feel pressured to hurry up, get the discussion over with and the papers signed because the next set of parents are waiting in the hallway. The combination of time, pressure and confusion about what is going on can leave parents feeling frustrated and lost. They may come away from the meeting with a sense that they have not been heard or understood by the professionals and that they have not done a good job of representing their child’s interests in the process.

Sometimes parents leave IEP Meetings feeling angry because services they think are vital to their child are being denied or because they feel they have not been treated with respect by the school personnel. These feelings of anger tend to fester and have no good outlet. Feeling angry with school personnel and not doing anything about it sometimes leads to parents being angry with themselves. “Why didn’t I speak up?” - they agonize.

SOLUTIONS:

1. **Set realistic expectations.** An IEP Meeting is only a meeting. You cannot hope to address all of your child’s needs on this one occasion. Therefore, it is important to set priorities and to come to the meeting with a short list of desirable outcomes that can be accomplished.

To come up with your list, take time prior to your next IEP Meeting to do some assessment yourself. Write down your child’s accomplishments since the previous IEP Meeting. Make a list of your child’s strengths. Promise yourself that you will bring up these good points at the meeting, especially if no one else does.

Think about what is most important to you to accomplish in the IEP Meeting. Dare to have high expectations for your child, write them down and put them aside for a day or two. Take another look at your expectations and eliminate any that you think are unrealistic. Make copies of your final list to share with your child’s IEP Team. Ask for feedback from Team members at the meeting about whether or not they think your expectations are realistic, and why or why not. You do not have to accept their opinions, but is sometimes helpful to know if your expectations match those of the others on the Team.

2. **Get some training.** If you stop to think about it, the IEP planning process is a complicated, demanding group task. The professional team members are likely to have a great deal of experience developing IEPs for a wide variety of children. For you, the process is probably new and foreign to your usual activities. It makes sense, then, to get some specific training in IEP planning. Some parents are resistant to training, saying they do not have time or they are not interested in technical information. The hard facts are, however, that technical information is really necessary for parents to become effective participants in IEP Meetings. Parents will continue to feel frustrated and like outsiders in the process until they become very familiar with the terminology and the “rules of the game”. Fortunately, parent training is available, and it is free.
3. **Know your rights.** The Individuals with Disabilities Education Act (IDEA) provides specific rights to parents. You need to become knowledgeable about what the law allows and does not allow. When you have your rights firmly in mind, you can feel confident that you are asking for what is appropriate for your child and not overstepping your bounds. Again, training in parents’ rights is available.
4. **Be prepared.** Never go into an IEP Meeting without some advanced planning and preparation. You need to get your thoughts about the last IEP, and your desires for future goals, down on paper. You should assemble any new information that needs to be shared with school personnel - medical records, accomplishments outside of school, family history and other items. Organize your thoughts and your information and make copies of documents you want to share with the Team. If possible, submit these to the members prior to the meeting so that meeting time is not consumed with reading the reports. Similarly, if Team Members have reports that will be discussed, request copies be given to you prior to the meeting if they are available. Assemble your materials in a folder or notebook so that you have a “professional” look when you come to the meeting. Be sure to bring a notepad with you so that you (or a friend who accompanies you) can take notes. You can also tape record the meeting if you wish, with 24 hours notice to the district.
5. **Establish ongoing relationships.** Don’t expect to solve every problem at one meeting. You need to have ongoing relationships and continuing communication with school personnel. Be sure to discuss avenues of communication at the IEP Meeting. How are you going to be informed about your child’s progress? How can you best communicate with the teacher? How is discipline going to be handled? What are some activities that can be going on at home to support the school program?
6. **Do something about “mistreatment”.** If, on reflection, you really feel that you were treated rudely at your last IEP Meeting, consider having a private discussion about your feelings with the administrator. “Private discussion” does not mean a shouting match; it means a calm review of the facts. If you do not think such a conversation would be possible, then promise yourself that you will not attend another IEP Meeting without bringing a friend along. Your friend can help you assess whether or not you are being treated rudely and whether or not your behavior has been appropriately assertive and not belligerent or unnecessarily aggressive.
7. **Deal with feelings.** If, after an IEP Meeting, you experience prolonged deep feelings of depression or sadness, you need to talk to someone - a friend in your support group, someone in the clergy or a counselor. Transient feelings of depression or sadness (*anger, too*) are probably to be expected. Promise yourself after the next meeting you will indulge yourself in something you enjoy. Lift your spirits with a chocolate sundae, a trashy novel, an afternoon of shopping or fishing - whatever makes you happy.
8. **If all else fails, ask for another meeting.** Remember that IEPs are not etched in stone. If you realize, on further reflection, that the IEP you signed is not going to do the job, ask for another meeting. The

IEP can always be reviewed and changed. The exciting thing about the IEP process when you understand it and can use it, is that Individualized Education Programs are dynamic documents; they can be used every day and changed when necessary. When you become knowledgeable and self-confident in this process, you can feel very good about your part in helping to direct your child's education.

(Excerpted from TASK Newsletter, adapted from an article, *"The Post-IEP Blues"*, in the September 1988 issue of the **PLUK NEWS**.)

What to do if You do Not Agree With The IEP

- Sign that you attended the meeting.
- Sign that you are not in agreement with the IEP in its entirety.
- Note your comments about the areas of disagreement on the IEP form. You may also indicate that you intend to add written comments and send them to be attached to the IEP.
- If you do not consent to all the components of the IEP, then those components to which you have consented may be implemented so as not to delay providing instruction and services to your child.
- Those components to which you do not agree will not be implemented. If agreement on the IEP contents cannot be reached after concentrated efforts to do so, a Due Process Hearing should be initiated. This could be done by either party. (Parents or school)
- Call the Office of Administrative Hearings at (916) 323-6876 for a list of free or low-cost legal and other relevant services or go to their website:
<http://www.documents.dgs.ca.gov/oah/SE/SE%20advocacy%20list.pdf>
- If the placement is the issue, the child must remain in the current placement during the due process proceedings, unless both parties agree otherwise.

Adapted from TASK Advocacy Training Course Manual.

Ventura County SELPA

Student Input Sheet for IEP

This form is to help you get ready to be a participating member of your IEP team! These are areas where it is **very important** for you to speak up and be heard. It's a good idea to jot in a few points on each one. You may want to talk to your teachers, parents and other students for ideas.

Present Levels of Performance Page



1. Your IEP will say “**Parent / student concerns**”: Note the things that you are most concerned about for the next plan / school year (*courses you want to take, things you want to learn, etc.*)

2. Be sure and jot down anything **you** want to say in any of the following areas (*you should note things you have learned, things you are proud of, and areas you are still concerned about . . .*)

Your IEP will say: “**Academics**” (*school work like math and English*)

Your IEP will say: “**Pre-vocational/vocational**” (*skills for work like being on time, having your materials, resolving conflicts*)

Your IEP will say: “**Motor**” (*getting around, playing sports, handwriting*)

Your IEP will say: “**Self-care**” (*taking care of your personal needs*)

Your IEP will say: “**Communication**” (*talking, speaking, and other ways of letting people know what you want and think*)

Your IEP will say: “**Health/medical**” (*wellness and your body*)

Your IEP will say: “**Social/emotional**” (*how well you make friends, get along with people, handle problems*)

3. On the IEP it will say “**Impact of disability on performance in core curriculum**” (*Put down the types of things that make learning and school hard for you, and ideas for making it easier . . .*)

Transition Services Language Page



It is important that you put down lots of ideas for this page. This is how **you** plan for the future!

1. Your IEP will say: “**After exiting high/postsecondary school, the student hopes to achieve the following outcomes.**” Think about what you would like to be doing in each of these areas **AFTER** you leave school:

- Living – (where will you live? What things will you be doing?) _____
- Education (will you go to college?) _____ In how many years? _____
- Training (will you attend Vocational Schools or the Military?) _____
In how many years? _____
- Employment (What area would you like to be employed in?) _____
In how many years? _____

2. **Goals** – What things do you need to work on this school year to help you achieve the outcomes above.

- _____
- _____
- _____

3. **Agencies:** *(Put down any adult organizations that you might want to find out more about, or sign up for . .)*

Least Restrictive Environment Page



Jot down the kind of program you would like to have- general education classes, Special Education classes and/or services . . .

Accommodations and Modification Page



Note any supports you feel would make it easier for you to learn and behave appropriately in your classes. You may include ideas that would help you with:

- ☐ Taking notes-

- ☐ Taking tests-

- ☐ Written assignments -

- ☐ Reading from the book-

- ☐ Being organized-

- ☐ Completing homework-

- ☐ Lab work-

- ☐ Other-

The IEP Section-By-Section



Student Information and Services Page

This page includes the “demographics” about your child, Case Manager name/number and meeting purpose. It also indicates eligibility (disability), and all the Special Education and related services the student will receive.

It notes how often and where services will be provided, as well as overall percentage of time to be spent in general education. Specialized transportation, health, and therapy services are noted here.

If parents are not living together, please note both parents’ addresses if they are both to receive IEP notices and progress reports.



STUDENT INFORMATION AND SERVICES

Ventura County Special Education Local Plan Area (SELPA) Individualized Education Program (IEP)

Student _____	D.O.B. _____ Age _____ Grade _____ Sex _____	Meeting Date _____
Parent/Guardian/Surrogate _____	Case Manager _____	Meeting Purpose _____
Address _____	Case Manager Phone _____	_____
Phone Home _____ Cell _____ Work _____	Case Manager Email _____	Teacher (Elem. only) _____
E-mail: _____	School Attending _____	Student ID # _____
Parent/Guardian _____	Home School _____	SSID# _____
Address _____	Residency _____	District of Service (DOS) _____
Phone Home _____ Cell _____ Work _____	Native Language _____	District of Responsibility _____
E-mail: _____	☐ EO ☐ IFEP ☐ EL (see ELD page) ☐ RFEP _____	☐ Eligible for Migrant Program

Dates Initial entry (0-22) _____ Next Review _____ Initial IEP _____ Next Triennial _____ Implementation (this plan)* _____ Exit Date _____ Exit Reason _____ * Contingent upon full IEP team approval of plan.		Agency Services (outside of IEP) ☐ None ☐ Regional Center (RC) ☐ CCS ☐ Mental Health (DMH) ☐ Social Services ☐ Rehabilitation (DR) ☐ Other Agency _____		Ethnicity/Race Hispanic/Latino _____ Race: _____ _____ _____		In General Education _____ Percent of the school day that the student is in the general education classroom/setting (ages 3-22). Physical Education ☐ General ☐ Adapted ☐ Modified General ☐ Exempt ☐ Specially Designed ☐ N/A			
Eligibility (Check Primary) ☐ Intellectual Disabilities ☐ Other Health Impairment ☐ Deafness (LI) ☐ Speech/Language Impairment ☐ Multiple Disability ☐ Visual Impairment (LI) ☐ Specific Learning Disability ☐ Traumatic Brain Injury ☐ Orthopedic Impairment (LI) ☐ Autism ☐ Established Medical Disability ☐ Hard of Hearing (LI) ☐ Emotional Disturbance (3-4 year olds) ☐ Deaf/Blindness (LI) LI = Low Incidence Secondary (if any) _____ ☐ Not Eligible (explanation/comments) _____			Health / Behavior ☐ N/A ☐ Specialized Physical Health Care Service(s) ☐ Health &/or Emergency Care Plan Date _____ ☐ Behavior Intervention Plan Date _____ Special Transportation ☐ Yes ☐ No If yes, specify level: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Special Requirements: _____ Emergency Drop off: _____			Out of District Transfer Transfer to: _____ Date: _____ Dismissed From Service: _____ Service: _____ Service: _____ Service: _____			
Special Education Services and/or Related Services All services on this IEP will continue until next review unless otherwise specified under End Date.				Begin Date (current yr)	End Date (optional)	Location	Frequency	Total Minutes	Provider
1. Primary _____				_____	_____	_____	_____	_____	_____
2. _____				_____	_____	_____	_____	_____	_____
3. _____				_____	_____	_____	_____	_____	_____
4. _____				_____	_____	_____	_____	_____	_____
5. _____				_____	_____	_____	_____	_____	_____
6. _____				_____	_____	_____	_____	_____	_____
7. _____				_____	_____	_____	_____	_____	_____
8. _____				_____	_____	_____	_____	_____	_____
9. _____				_____	_____	_____	_____	_____	_____
10. _____				_____	_____	_____	_____	_____	_____
11. _____				_____	_____	_____	_____	_____	_____
12. _____				_____	_____	_____	_____	_____	_____

Note: Services will only be provided on regular school days, per the student's school calendar, unless otherwise specified. For services with a frequency of "weekly," services may not be provided if school is not in session on the day(s) student is scheduled to receive services. For services with a frequency of "monthly" the total minutes will be prorated for months with less than 4 weeks of school. Services with "yearly" frequency include minutes provided during ESY.

Copy to: ☐ District Office ☐ General Education/Cumulative File ☐ Case Manager ☐ Parent/Adult Student ☐ Related Services ☐ Agency ☐ Other _____

STUDENT INFORMATION AND SERVICES

Ventura County Special Education Local Plan Area (SELPA) Individualized Education Program (IEP)

Student Salas, Redfern D.O.B. 1/24/1997 Age 15 yr. 7 mo. Grade 9th Sex M Meeting Date 9/13/2012
 Parent/Guardian/Surrogate _____ Case Manager Fran Arner-Costello Meeting Purpose Annual Review
 Address _____ Case Manager Phone _____
 Phone Home _____ Cell _____ Work _____ Case Manager Email farnerco@vcoe.org Teacher (Elem. only) _____
 E-mail: _____ School Attending Providence Student ID # SampleSESS
 Parent/Guardian _____ Home School Providence SSID# _____
 Address _____ Residency Parent or legal guardian District of Service (DOS) County Office of Education (VCOE)
 Phone Home _____ Cell _____ Work _____ Native Language English District of Residence County Office of Education (VCOE)
 E-mail: _____ ☒ EO ☐ IFEP ☐ EL (see ELD page) ☐ RFEP ☐ Eligible for Migrant Program

Dates Initial entry (0-22) <u>9/6/2005</u> Next Review <u>9/13/2013</u> Initial IEP _____ Next Triennial <u>9/28/2014</u> Implementation (this plan)* <u>9/14/2012</u> Exit Date _____ Exit Reason _____ * Contingent upon full IEP team approval of plan.		Agency Services (outside of IEP) ☐ None ☐ Regional Center (RC) ☐ CCS ☐ Mental Health (DMH) ☐ Social Services ☐ Rehabilitation (DR) ☐ Other Agency _____		Ethnicity/Race Hispanic/Latino <u>Yes</u> Race: <u>White</u>		In General Education <u>66</u> Percent of the school day that the student is in the general education classroom/setting (ages 3-22). Physical Education ☒ General ☐ Adapted ☐ Modified General ☐ Exempt ☐ Specially Designed ☐ N/A	
Eligibility (Check Primary) ☐ Intellectual Disabilities ☐ Other Health Impairment ☐ Deafness (LI) ☐ Speech/Language Impairment ☐ Multiple Disability ☐ Visual Impairment (LI) ☐ Specific Learning Disability ☐ Traumatic Brain Injury ☐ Orthopedic Impairment (LI) ☐ Autism ☐ Established Medical Disability ☐ Hard of Hearing (LI) ☒ Emotional Disturbance (3-4 year olds) ☐ Deaf/Blindness (LI) LI = Low Incidence Secondary (If any) <u>Specific Learning Disability</u> ☐ Not Eligible (explanation/comments) _____			Health / Behavior ☐ N/A ☐ Specialized Physical Health Care Service(s) ☐ Health &/or Emergency Care Plan Date _____ ☒ Positive Behavior Intervention Plan Date <u>9/13/2012</u>			Out of District Transfer Transfer to: _____ Date: _____	
			Special Transportation ☐ Yes ☒ No If yes, specify level: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Special Requirements: _____ Emergency Drop off: _____			Dismissed From Service: _____ Service: _____ Service: _____ Service: _____	

Special Education Services and/or Related Services All services on this IEP will continue until next review unless otherwise specified under End Date.	Begin Date (current yr)	End Date (optional)	Location	Frequency	Total Minutes	Provider
1. Primary Specialized Academic Instruction	9/14/2012		Special ed class	Daily	220	District of Service
2. Individual counseling	9/14/2012		Special ed class	Monthly	90	District of Service
3. Occupational therapy	9/14/2012		Special ed class	Monthly	120	District of Service
4. Behavior intervention services	9/14/2012		Special ed class	Monthly	60	District of Service
5. Counseling and guidance	10/1/2012	2/14/2013	Special ed class	Weekly	45	District of Service
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Note: Services will only be provided on regular school days, per the student's school calendar, unless otherwise specified. For services with a frequency of "weekly," services may not be provided if school is not in session on the day(s) student is scheduled to receive services. For services with a frequency of "monthly" the total minutes will be prorated for months with less than 4 weeks of school. Services with "yearly" frequency include minutes provided during ESY.

Copy to: ☐ District Office ☐ General Education/Cumulative File ☐ Case Manager ☐ Parent/Adult Student ☐ Related Services ☐ Agency ☐ Other _____

Present Levels of Academic Achievement and Functional Performance

This page gives a “snapshot” of your child’s functioning in all areas – both strengths and needs. This is the place where you and your son and daughter can and should express concerns or comments.

If comments are made about your son/daughter’s functioning that you disagree with, SPEAK UP and they should be noted.

It is critical that the “explanation of the disability and how it affects progress in general curriculum” be carefully filled in to reflect your son/daughter’s needs. This is the part that general education teachers need in order to understand the disability.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Ventura County SELPA IEP

Student Name _____

D.O.B. _____

Meeting Date _____

Describe present levels of performance in terms of general education expectations. Scores alone are not sufficient. Include specific strengths and weaknesses from the results of all evaluations including any state and/or district-wide assessments, as well as classroom performance. Areas of performance affected by the student's disability must be addressed in IEP; if not, provide rationale in the appropriate box below.

Parent/Student Educational Concerns and Comments:					
Academic: Reading		Cognitive Functioning		Vocational/Prevocational/Community Access	
☐ Annual Goal(s)				☐ Annual Goal(s)	
Academic: Written Language		Communication		Self-Care/Independent Living	
☐ Annual Goal(s)		☐ Annual Goal(s)		☐ Annual Goal(s)	
Academic: Mathematics		Motor Abilities and/or Recreation/Leisure		Health Status/Summary	
☐ Annual Goal(s)		☐ Annual Goal(s)		Hearing: Date _____ ☐ Passed ☐ Failed Vision: Date _____ ☐ Passed ☐ Failed Corrective Lenses: ☐ Yes ☐ No Medication: ☐ Yes ☐ No Describe:	
Statewide Assessment Results		Social Emotional/Behavioral Functioning		Impact of Disability <i>Describe how student's disability affects student's involvement and progress in the general education curriculum and/or participation in age appropriate activities:</i>	
Area	Test	Score	Level		Date
ELA	SBAC				
Math	SBAC				
Science	CST				
ELA	CAHSEE				
Math	CAHSEE				
Listening	CELDT				
Speaking	CELDT				
Reading	CELDT				
Writing	CELDT				
Overall	CELDT				
		Additional Information:			
		☐ Annual Goal(s)			

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Ventura County SELPA IEP

Student Name Sample, Mod SevD.O.B. 10/9/1997Meeting Date 10/2/2014

Describe present levels of performance in terms of general education expectations. Scores alone are not sufficient. Include specific strengths and weaknesses from the results of all evaluations including any state and/or district-wide assessments, as well as classroom performance. Areas of performance affected by the student's disability must be addressed in IEP; if not, provide rationale in the appropriate box below.

Parent/Student Educational Preparation for Mod to get a job.

Concerns and Comments:

Academic: Reading

Sept 2014: Mod is able to identify all letters in the alphabet, both lower and uppercase. She reads words by stating the letter of the alphabet rather than reading the word. She can read single, double, and triple letter words with ease but often guesses and uses context clues when reading other words.

☐ Annual Goal(s)

Cognitive Functioning

Previous testing done in September 2004 found Mod to demonstrate cognitive delays.

Vocational/Prevocational/Community Access

Mod states that she would like to work at McDonald's in the future. She says she has friends that work there. She knows the value of a penny, nickel and dime and says 25 cents for a quarter. Mod can tell time to the exact hour. In her vocational inventory, Mod demonstrated a liking for working with others and or helping other such as in a hospital or care-taking situation. She prefers to work in a busy environment and something that has a routine or same task.

☐ Annual Goal(s)

Academic: Written Language

Sept 2014: Mod is able to write her full name with prompting and tends to write only her first name. She is unable to write her complete address without prompting. She can not write independently words such as "cat", "see" or "dog". She can write the first letter and ending letter but has difficulty with the vowel. Mod's writing strength is that she has legible writing.

☐ Annual Goal(s)

Communication

Mod demonstrates oral language skills well below age and grade level expectations; however, these skills appear to be commensurate with estimated cognitive abilities. Mod demonstrates a moderate-severe articulation/phonological speech apraxia disorder. She speaks in short, one to two word utterances to maximize her ability to verbally communicate. Mod successfully participates in her functional skills program. She is able to modify her message if needed to assist the listener in understanding.

☐ Annual Goal(s)

Self-Care/Independent Living

Sept 2014: Mod takes care of all her personal needs (toileting, dressing, feeding, etc.) at school independently. Mod can do simple cooking procedures with some assistance such as cooking a grilled cheese sandwich or making a snack. Mod has good mealtime behaviors; uses utensils, chews with her mouth closed, and refrains from stuffing her mouth or talking chewing with her mouth opened. Mod cannot read food labels but is able to correctly identify foods based on what they are.

☐ Annual Goal(s)

Academic: Mathematics

Sept 2014: Mod is able to count to 20. She is able to count to 60 by 10's with the omission of 20. She is able to add one digit numbers by using her fingers. Mod can count to five using "ones" and recognizes different bills, one, five, ten and twenty. She can pay for items up to \$5.00 and \$10.00 using the exact amount. Mod is not able to name the different bills, ie. , one five, ten, twenty. She is unable to count to 25 using "fives", and cannot count to 10 or 20 using mixed bills. Continued.

☐ Annual Goal(s)

Motor Abilities and/or Recreation/Leisure

Mod enjoys playing games, sports, dancing, music and latchhook. Her printing is legible. Her gross and fine motor skills are commensurate with her ability. Mod is functioning below age expectancy in object control skills, gross motor skills and perceptual motor skills. She enjoys socializing with her peers in Adapted PE.

☐ Annual Goal(s)

Health Status/Summary

Hearing: Date 3/19/2014 ☒ Passed ☐ Failed
Vision: Date 10/2/2013 ☒ Passed ☐ Failed
Corrective Lenses: ☒ Yes ☐ No
Medication: ☐ Yes ☒ No Describe:
Mod wears glasses.

Statewide Assessment Results

Area	Test	Score	Level	Date
ELA	Alternate	123	Basic	4/1/14
Math	Alternate	100	Below Basic	4/1/14
Science	CAPA	n/a		
ELA	CAHSEE	n/a		
Math	CAHSEE	n/a		
Listening	VCCALPS		Advanced	10/1/11
Speaking	VCCALPS		Advanced	10/1/11
Reading	VCCALPS		Advanced	10/1/11
Writing	VCCALPS		Early Advanced	10/1/11
Overall	VCCALPS		Advanced	10/1/11

Social Emotional/Behavioral Functioning

Sept 2014: Mod is very cooperative and follows directions. Mod is very well liked by staff and peers alike. She participates in classroom discussions, pays attention and is a good student. She is becoming more social as the weeks progress. Mod is happy and polite and compliant with following through on the completion of classwork and homework with prompting.

☐ Annual Goal(s)

Additional Information:

Impact of Disability Describe how student's disability affects student's involvement and progress in the general education curriculum and/or participation in age appropriate activities: Due to Mod's cognitive and adaptive delays, she would continue to benefit from a functional skills program that would assist her in learning and living outside of the school environment.

Specific Learning Disability Eligibility Summary

This page must be filled out if the team is considering “Specific Learning Disability” as your son/daughter’s disability. It must be completed at the Initial IEP and each Triennial Review.

The process for identifying a child with a learning disability may also be determined in an analysis of a child’s response to increasingly intensive interventions or a “pattern of strengths and weaknesses.”

SPECIFIC LEARNING DISABILITY ELIGIBILITY SUMMARY

Using a Discrepancy Model

Ventura County SELPA IEP

Student Name _____

D.O.B. _____

Meeting Date: _____

Signatures on this IEP signify agreement with the findings with respect to eligibility under Specific Learning Disability, unless a minority opinion is attached.

Note multiple sources of information used to determine discrepancy: ☐ Academic testing ☐ Individual Cognitive Testing ☐ Observation ☐ Review of records ☐ Teacher reports
☐ Report cards ☐ Work Samples ☐ SST notes ☐ Other _____

A. ABILITY TEST(S):

 Scores: _____

 Scores: _____

B. ACHIEVEMENT TEST(S):

Test Name	Subtest	Standard Score	Discrepancy

C. PROCESSING DISORDER: ☐ Auditory Processing ☐ Visual Processing ☐ Cognitive Abilities (including association, conceptualization, expression and memory) ☐ Sensory-Motor Skills ☐ Attention

See the Ventura County SELPA Pattern of Strengths and Weaknesses Model for Specific Learning Disability Eligibility Procedural Manual for more information on processing disorders.

D. INFORMATION RELEVANT TO A SPECIFIC LEARNING DISABILITY:

1. Educationally relevant medical findings (if any):
2. Name of person (other than classroom teacher) who observed student in age-appropriate natural setting:
3. Behavior(s) of student during observation:
4. Relationship of behavior to student's academic functioning:

E. DISCREPANCY:

YES NO

1. Does the student have a severe discrepancy between the above measures of intellectual ability and achievement?
2. Do other data sources indicate a severe discrepancy?
 If student has a processing disorder and standardized tests do not indicate a severe discrepancy, complete Collective Team Report form.
☐ Collective Team Report attached as per Title 5 CCR 3030 (j)(4)(c)
3. If a discrepancy exists, is it due primarily to:
 - a. Limited school experience or poor attendance?
 - b. Environmental factors, cultural differences, or economic disadvantages?
 - c. Intellectual disabilities or emotional disturbance?
 - d. Visual, hearing, or motor handicap?
4. Can this discrepancy be corrected through other services or interventions in the regular program?
5. Is the discrepancy corroborated by other assessment data?

F. COLLECTIVE TEAM DECISION REGARDING ELIGIBILITY:

YES NO

Student demonstrates Specific Learning Disability and requires special education services.

SPECIFIC LEARNING DISABILITY ELIGIBILITY SUMMARY

Using a Pattern of Strengths and Weaknesses (PSW) Model

Ventura County SELPA IEP

Student Name _____

D.O.B. _____

Meeting Date: _____

A. ☐ Yes ☐ No The student has not achieved adequately to meet grade level standards in one or more of the following areas, when provided with differentiated instruction and intervention(s) appropriate for the student's age and/or grade level:

☐ Reading Comprehension

☐ Basic Reading Skills

☐ Reading Fluency

☐ Oral Expression

☐ Listening Comprehension

☐ Written Expression

☐ Mathematics Reasoning / Problem Solving

☐ Mathematics Calculation

1. Norm-referenced academic assessments indicating academic achievement deficit(s):

Academic Achievement Deficit Area	Test/ Subtest	Standard Score	Percentile Rank
If the standardized academic testing scores do not substantiate an achievement deficit, explain the evidence that supports the team's rationale that an academic deficit exists.			

2. The academic achievement deficit(s) found above are substantiated by a minimum of three of the following academic data sources:

☐ Grade level assessments

☐ Grades

☐ Work Samples

☐ Progress Monitoring

☐ Progress towards goals (triennials)

3. The academic deficit(s) found above are substantiated by observations of the student.

☐ Yes ☐ No

SLD SUMMARY FOR PSW MODEL Continued:

B. ☐ Yes ☐ No The student demonstrates a pattern of cognitive strengths and weakness(es) relative to the student's age or grade.

1. Psychological processing measures (including rating scales) indicating an otherwise normal cognitive ability profile (ONCAP):

Processing Area		Test/ Subtest	Standard Score/ T-score	Percentile Rank

2. Psychological processing measures (including rating scales) indicating processing weakness(es):

Processing Area		Test/ Subtest	Standard Score/ T-score	Percentile Rank

C. ☐ Yes ☐ No Research supports a link between the academic achievement deficit(s) and the processing weakness(es), according to the Ventura County Comprehensive Organizational Matrix of Processing-Achievement Relations, Evaluating Significance (COMPARES).

If the research within the COMPARES does not indicate a link between the academic achievement deficits and the processing weakness(es), but the team still believes the student is eligible under the classification of SLD, please explain the team's rationale for linking the processing weakness(es) and academic deficits.

D. If any of the following are checked "Yes", the student may not be identified as having a specific learning disability:

Lack of progress is due primarily to limited school experience or poor school attendance.

Lack of progress is due primarily to environmental or cultural differences or economic factors.

Lack of progress is due primarily to intellectual disabilities or emotional disturbance.

Lack of progress is due primarily to a visual, hearing, or motor disability.

Lack of progress is due primarily to limited English proficiency.

Lack of progress can be corrected through other regular or categorical services offered within the regular instructional program.

Lack of progress is due to a lack of appropriate instruction.

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No The IEP Team concludes that the student meets the eligibility requirements for Special Education under the classification of Specific Learning Disability.

Transition to Adult Life

These pages must be completed for every student who will be sixteen by the next review. The student should participate actively, expressing their dreams for adult life, and focusing on annual goals and services to achieve those outcomes.

Every 16 year old must have at least two annual goals related to transition, one for training or education, one for employment.

The “Transition Activities” portion must also be completed, designating activities and supports to assist the student in achieving his/her goals.

It is ok if the student’s goals change over time – this process is designed for them to explore and have experiences in high school and postsecondary school to help them shape their future!

For a free copy of the Transition Brochure, Description of Public Agencies, Adult Services Directory, Transition Portfolio, or “Are You Thinking About College?” please call SELPA at 437-1560 or visit our website at www.vcselpa.org For Families/Resources & Booklets.

TRANSITION TO ADULT LIFE
(This page must be completed no later than the student's 16th birthday and every year thereafter.)
Ventura County SELPA IEP

Student Name _____ D.O.B. _____ Meeting Date _____

☐ Student was invited to IEP meeting. *If student was not present at the IEP meeting, note how his/her input was obtained:*
☐ Conference ☐ Interview ☐ Other: _____

☐ **Age appropriate Transition Assessments** *(must be done prior to age 16 – update annually as appropriate):*

Career Interest tool: _____ Date: _____
Use results along with skills/aptitude tools below to assist in determining preferences and interests.

Skills/Aptitude tool: _____ Date: _____
Use results to determine needs related to transition goals.

Other: _____ Date: _____



Based on preferences and interests, the student has identified the following Outcomes for Adult Life (after leaving high school or postsecondary program): *There must be Outcomes in the first two areas with a related Annual Goal for each. If appropriate, address Independent Living and develop an Annual Goal.*

☐ **Training/Education** (i.e., technical school, college) Within _____ years of exiting school, will _____
☐ See Annual Goal # _____ to address needs related to the above Outcome.

☐ **Employment** (supported or independent) Within _____ years of exiting school, will be employed in _____
☐ See Annual Goal # _____ to address needs related to the above Outcome.

☐ **Independent Living** Within _____ years of exiting school, will _____
☐ See Annual Goal # _____ to address needs related to the above Outcome.

☐ Outcomes above were updated for this IEP based on new assessment and/or student interview.

☐ **Transition services that will reasonably enable student to meet the above Outcomes:** *There must be at least one service to address each of the Outcomes noted above. Services may include development of employment and other post-school adult living objectives, instruction, community experiences, related services, daily living skills, or functional vocational evaluation.*

Services	Activities	Location	Frequency	Minutes	Provider

☐ Additional Related Services to support attainment of the above Outcomes are on the Student Information and Services page.

Notice of Transfer of Rights

☐ Family/student were informed that all rights will be/were transferred to the student at age 18. *See Adult Student Rights.*

TRANSITION TO ADULT LIFE
(This page must be completed no later than the student's 16th birthday and every year thereafter.)

Ventura County SELPA IEP

Student Name Sample, Specific Learning D.O.B. 10/9/1996 Meeting Date 9/11/2014

☒ Student was invited to IEP meeting. *If student was not present at the IEP meeting, note how his/her input was obtained:*

☐ Conference ☐ Interview ☐ Other: _____

☒ Age appropriate Transition Assessments (*must be done prior to age 16 – update annually as appropriate*):

Career Interest tool: Colorwise Career Test Date: 9/10/14
Use results along with skills/aptitude tools below to assist in determining preferences and interests.

Skills/Aptitude tool: SCANS N Date: 9/10/14
Use results to determine needs related to transition goals.

Other: _____ Date: _____



Based on preferences and interests, the student has identified the following Outcomes for Adult Life (after leaving high school or postsecondary program): *There must be Outcomes in the first two areas with a related Annual Goal for each. If appropriate, address Independent Living and develop an Annual Goal.*

☒ **Training/Education** (i.e., technical school, college) Within 3 years of exiting school, will attend community college:
☒ See Annual Goal # 2 to address needs related to the above Outcome.

☒ **Employment** (supported or independent) Within 4 years of exiting school, will be employed in police officer:
☒ See Annual Goal # 3 to address needs related to the above Outcome.

☐ **Independent Living** Within _____ years of exiting school, will _____:
☐ See Annual Goal # _____ to address needs related to the above Outcome.

☒ Outcomes above were updated for this IEP based on new assessment and/or student interview.

☒ **Transition services that will reasonably enable student to meet the above Outcomes:** *There must be at least one service to address each of the Outcomes noted above. Services may include development of employment and other post-school adult living objectives, instruction, community experiences, related services, daily living skills, or functional vocational evaluation.*

Services	Activities	Location	Frequency	Minutes	Provider
College Awareness	Develop sample schedules	Special ed class	Monthly	15	District of Service
Career Awareness	Research job duties for jobs	Special ed class	Weekly	15	District of Service

☐ Additional Related Services to support attainment of the above Outcomes are on the Student Information and Services page.

Notice of Transfer of Rights

☒ Family/student were informed that all rights will be/were transferred to the student at age 18. *See Adult Student Rights.*

TRANSITIONING FROM PUBLIC SCHOOL TO ADULT AGENCIES
(This page must be completed no later than the student's 16th birthday and every year thereafter.)

Student Name _____ D.O.B. _____ Meeting Date _____

GRADUATION/EXIT CONSIDERATIONS

- ☐ Diploma ☐ Diploma with EC60852.3 Exemption (seniors only)
☐ Certificate of Achievement/Completion ☐ Other _____

Note: Graduation from high school with a regular diploma is a change of placement that ends the district's obligation to provide a Free Appropriate Public Education (CFR 300.102(a)(3)(1)).

Plans for continued participation in public school after gr. 12: _____ Anticipated date of exit from public school: _____

LINKING TO ADULT AGENCIES SERVING PEOPLE WITH DISABILITIES

Adult Agency currently serving: _____ **Contact name:** _____

Contact email: _____ **Contact phone:** _____

Adult Agency representative(s) invited to this IEP (Check one):

- ☐ N/A – Reason: ☐ Too early to determine or unlikely to need outside agency involvement for transition.
☐ Parent/Adult Student did not give permission to invite agency.
☐ No – Reason: A participating agency is likely to provide/pay for transition services & parent gave consent to invite them to the IEP, but an invitation was not sent.
☐ Yes – Enter agency information below:

For next IEP:

Agency	In attendance	If not in attendance, note how agency input was obtained:	Invite	Literature

Adult Agencies which may provide/assist with transition services in the future:

For next IEP:

Name	Service(s)	Invite	Literature

Referral(s) to be made to:	Person(s) responsible	By date

Note: Transition Fairs are offered annually by the Ventura County SELPA to provide information for students and families about services for young adults with disabilities.
For more information go to www.VenturaCountySELPA.com under Transition to Adult Life or contact your student's Case Manager

TRANSITIONING FROM PUBLIC SCHOOL TO ADULT AGENCIES
(This page must be completed no later than the student's 16th birthday and every year thereafter.)

Student Name _____ Sample, Specific Learning _____ D.O.B. _____ 10/9/1996 _____ Meeting Date _____ 9/11/2014 _____

GRADUATION/EXIT CONSIDERATIONS

- ☒ Diploma ☐ Diploma with EC60852.3 Exemption (seniors only)
☐ Certificate of Achievement/Completion ☐ Other _____

Note: Graduation from high school with a regular diploma is a change of placement that ends the district's obligation to provide a Free Appropriate Public Education (CFR 300.102(a)(3)(1)).

Plans for continued participation in public school after gr. 12: None- will graduate with diploma Anticipated date of exit from public school: 2015

LINKING TO ADULT AGENCIES SERVING PEOPLE WITH DISABILITIES

Adult Agency currently serving: None Contact name: _____

Contact email: _____ Contact phone: _____

Adult Agency representative(s) invited to this IEP (Check one):

- ☒ N/A – Reason: ☒ Too early to determine or unlikely to need outside agency involvement for transition.
☐ Parent/Adult Student did not give permission to invite agency.
☐ No – Reason: A participating agency is likely to provide/pay for transition services & parent gave consent to invite them to the IEP, but an invitation was not sent.
☐ Yes – Enter agency information below:

Agency	In attendance	If not in attendance, note how agency input was obtained:	For next IEP:	
			Invite	Literature
N/A				

Adult Agencies which may provide/assist with transition services in the future:

Name	Service(s)	For next IEP:	
		Invite	Literature
Department of Rehabilitation	Assistance with obtaining/retaining employment for people with disabilities	No	Yes
College Programs for Students with Disabilities	Assistance for people with disabilities to access college.	No	Yes

Referral(s) to be made to:	Person(s) responsible	By date
N/A		

Note: Transition Fairs are offered annually by the Ventura County SELPA to provide information for students and families about services for young adults with disabilities.
For more information go to www.VenturaCountySELPA.com under Transition to Adult Life or contact your student's Case Manager

Course of Study

Transition Services are to include courses of study to assist the student in receiving transition goals.

Course of study is a multi-year description of classes for students working toward a diploma or certificate of completion.

COURSE OF STUDY (STUDENTS EARNING CERTIFICATE OF ACHIEVEMENT/COMPLETION)
 (This page must be completed no later than the student's 16th birthday and every year thereafter.)

Student Name _____ D.O.B. _____ Meeting Date _____

Employment Goal: _____

Training/Educational Goal: _____

Independent Living Goal: _____

CRITERIA FOR CERTIFICATE OR DOCUMENT OF EDUCATIONAL ACHIEVEMENT OR COMPLETION OF PROGRAM

Check all that apply:

- ☐ Complete Board approved prescribed alternate course of study (see below)
- ☐ Meet IEP goals during high school (describe) _____)
- ☐ Have satisfactory attendance in high school and participate in instruction
- ☐ Certificate of Achievement or Completion awarded: _____

DATE

COURSE OF STUDY

The following projected course of study is based on current district graduation requirements, student's interests and preferences and is directly related to the above goals (may be an alternate course of study): *(The course of study may be revised if the student's goals for life after public school change.)*

Year:	Year:	Year:	Year:

Course of study beyond high school to meet the above goals: *(Complete if student may/will be participating in a district program for students 18-22):*

Year:	Year:	Year:	Year:

COURSE OF STUDY (STUDENTS EARNING CERTIFICATE OF ACHIEVEMENT/COMPLETION)
(This page must be completed no later than the student's 16th birthday and every year thereafter.)

Student Name Sample, Mod Sev D.O.B. 10/9/1997 Meeting Date 10/2/2014

Employment Goal: Mod will identify and state the value of a nickel with 100% accuracy for 2 consecutive trials as measured by work samples & observation record.

Training/Educational Goal: Tour a local college and identify 2 important locations on a campus map in each occurrence for 4 consecutive trials as measured by observation record.

Independent Living Goal: Independently utilize the "next dollar" strategy for amounts up to \$15.00 for 4 consecutive trials with 100% accuracy as measured by work samples.

CRITERIA FOR CERTIFICATE OR DOCUMENT OF EDUCATIONAL ACHIEVEMENT OR COMPLETION OF PROGRAM

Check all that apply:

- ☐ Complete Board approved prescribed alternate course of study (see below)
- ☐ Meet IEP goals during high school (describe) _____)
- ☒ Have satisfactory attendance in high school and participate in instruction

☐ Certificate of Achievement or Completion awarded: _____
DATE

COURSE OF STUDY

The following projected course of study is based on current district graduation requirements, student's interests and preferences and is directly related to the above goals (may be an alternate course of study): *(The course of study may be revised if the student's goals for life after public school change.)*

Year: 2014	Year: 2015	Year: 2016	Year:
Daily Living Skills	Vocational Education	Work Experience	
Work Experience	Work Experience	Vocational Education	
Adapted PE	Adapted PE	Social Skills	
Social Skills	Daily Living Skills		
	Social Skills		

Course of study beyond high school to meet the above goals: *(Complete if student may/will be participating in a district program for students 18-22):*

Year: 2017	Year: 2018	Year: 2019	Year: 2020
Functional Academics	Functional Academics	Independent Living Skills	Functional Academics
Independent Living Skills	Independent Living Skills	Independent Living Skills	Independent Living Skills
Social Skills	Social Skills	Social Skills	Social Skills

SCHOOL BASED VOCATIONAL SERVICES

AVAILABLE FOR STUDENTS WITH DISABILITIES WHILE STILL IN PUBLIC SCHOOL

(not all are available at all high school campuses)

CAREER EDUCATION CENTER (CEC)

(located at various locations around Ventura County)

- ♦ Specific occupational training courses in a variety of fields
- ♦ Field placements at community sites
- ♦ Diversified careers classes

Contact:

Dr. Tiffany Morse, (805) 437-1421

DISTRICT OR SITE-LEVEL WORK EXPERIENCE EDUCATION (WEE)/ CAREER CENTER

- ♦ Career/vocational exploration
- ♦ Assessment
- ♦ Job readiness
- ♦ Job Seeking

Contact:

Your high school Work Experience office/ Career Center

TRANSITION PARTNERSHIP PROGRAM (TPP)

- ♦ Specifically for special education students in partnership with Department of Rehabilitation
- ♦ Career/vocational exploration
- ♦ Assessment
- ♦ Job readiness
- ♦ Job seeking

Available in: Ventura, Las Virgenes, and Oxnard Union High School Districts only

WORKFORCE INVESTMENT ACT (WIA) FUNDED PROGRAMS

Youth Development Program

Boys and Girls Club of Greater Oxnard and Port Hueneme
(*Oxnard Union High School District students only*)

Contact:

Tim Blaylock, (805) 815-4959

Youth Ventures Program

PathPoint (*serves all Ventura County except Oxnard Union High School District*)

Contact:

Marielle deFazio, (805) 966-3310

WORKABILITY I

- ♦ Pre-employment skills
- ♦ On the job training and follow-ups
- ♦ Available in all districts in SELPA

Contact:

Las Virgenes Unified School District

Linda Lollie, (818) 889-7375

Conejo Valley Unified School District

Denice Welter, (805) 497-9511, ext. 355

Ventura County SELPA

Joanna Della Gatta, (805) 437-1560

- Oxnard Union High School District
(including ACE Charter School)
Noemi Tomasetti, (805) 696-3637
- Channel Islands High School Adult Transition
Angie Sandoval, (805) 385-5971
- Rio Mesa High School Adult Transition
Angie Sandoval, (805) 385-5971
- VCOE – Special Education Department
Stefanie Rodriguez, (805) 289-3388
Kristy Lim, (805) 457-5828
- Fillmore High School
Julie Mendez, (805) 524-8447
- VCOE – Court and Community Schools
Kristy Lim, (805) 457-5828
- Moorpark High School
Bobbie Buzzelli, (805) 907-8099
Tony Pappilli
- Ojai Unified School District
Jen Passwater, (805) 640-4343 ext.1808
- Oak Park Unified School District
Coreen Herzog, (805) 630-3633
- Santa Paula Unified School District
Coreen Herzog, (805) 630-3633
- Simi Valley Unified School District
Cyndi Page, (805) 577-1400 x 446
Erin Edwards, (805) 577-1400 x6868
- Ventura Unified School District
Sheree Smyle, (805) 641-5000 x 1133
- Non-Public Schools
Coreen Herzog, (805) 630-3633
Kristy Lim, (805) 457-5828

STUDENT/PARENT TRANSITION CHECKLIST

For Post-School Transition Planning

The following is a checklist of transition activities to consider when preparing for the transition section of the IEP. The students' skills and interests will determine which items on the checklist are relevant. Use this checklist as a guide for developing transition activities to be included in the IEP. It can help identify who should be part of the IEP team. Responsibility for carrying out the specific activities should be determined at the IEP meeting.

Three to Four Years Before Leaving the School District

- ☐ Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- ☐ Identify career interests and skills through the use of inventories.
- ☐ Identify education and training requirements for the interest areas.
- ☐ Explore options for postsecondary education, including admission and requirements.
- ☐ Learn to communicate your interests, preferences, and needs effectively.
- ☐ Be able to discuss your disability and the accommodations you need.
- ☐ Learn and practice informed decision-making skills.

Two Years Before Leaving the School District

- ☐ Gather more information on postsecondary programs and support services.
- ☐ Identify community support services and programs that could assist you with transition to adult life.
- ☐ Invite possible adult service providers to the IEP meeting.
- ☐ If appropriate, make arrangement to take college admission exams.
- ☐ Match career interests and skills with vocational coursework and community work experiences.
- ☐ Begin a resume and update it as needed.
- ☐ Determine the need for financial support and contact agencies that could provide you with this support.
- ☐ Explore legal status with regards to decision-making prior to age of majority (18 years old).
- ☐ If needed, identify needed personal assistant services.

One Year Before Leaving the School District

- ☐ Identify the postsecondary school or training program you plan to attend.
- ☐ Specify desired job and obtain paid employment with supports as needed.
- ☐ If you have not done so yet, apply for financial support programs.
- ☐ Pursue and use local transportation options.
- ☐ If you are 18, register to vote and if male, register for the selective service.

(Parent Brief, Winter 1996, National Transition Network)

VENTURA COUNTY SELPA – ADULT AGENCY CONTACT LIST

Agencies serving adults with disabilities student may want to contact for supports or services:

CALIFORNIA CHILDREN SERVICES – UP TO AGE 21

- ☐ Ventura Area- (805) 981-5281
www.portal.countyofventura.org/portal/page/portal/HCA/PUBLICHEALTH/FAMILYHEALTH/CMS/CCS
- ☐ Los Angeles Area- (800) 288-4584
www.lapublichealth.org/cms

DEPARTMENT OF MENTAL HEALTH/ BEHAVIORAL HEALTH

- ☐ Los Angeles County- Hotline Services- (800) 854-7771
www.dmh.lacounty.gov
- ☐ Ventura County STAR Process- (866) 998-2243
www.vchca.org/behavioral-health/

DEPARTMENT OF VOCATIONAL REHABILITATION www.rehab.cahwnet.gov/

- ☐ Oxnard/ Ventura Area- (805) 385-2400
- ☐ Canoga Park Area- (818) 596-4302
- ☐ Thousand Oaks Area- (805) 371-6279

EMPLOYMENT DEVELOPMENT DEPARTMENT- JOB AND CAREER CENTERS www.edd.ca.gov/

- ☐ Chatsworth Area- (818) 701-9800
- ☐ Oxnard College- (805) 986-7300
- ☐ Santa Paula Area- (805) 933-8300
- ☐ Simi Valley Area- (800) 955-2221
- ☐ Thousand Oaks Area- (805) 374-9006
- ☐ West Oxnard Area- (805) 382-6574
- ☐ Ventura Area- (805) 654-3435

INDEPENDENT LIVING RESOURCE CENTERS www.virtualcil.net/cils/query-iandr.php?state=ca

- ☐ Ventura Area- (805) 650-5993
- ☐ Van Nuys Area- (818) 988-9925

HOUSING AUTHORITY

- ☐ Ventura County- (805) 480-9991
www.ahacv.org/index.shtml
- ☐ Port Hueneme/Oxnard Area- (805) 986-6527
- ☐ Oxnard Area- (805) 385-8096
- ☐ Santa Paula Area- (805) 525-3339
- ☐ Ventura Area- (805) 648-5008
- ☐ Los Angeles County- (323) 890-7001
www.3.lacdc.org/CDCWebsite/Contact.aspx

IN-HOME SUPPORT SERVICES

- ☐ Ventura County- (805) 654-3246
www.portal.countyofventura.org/portal/page/portal/VCHSA/HealthCareIHSS
- ☐ Los Angeles County- 1(888) 944-4477 or (213) 744-4477
www.dpss.lacounty.gov/dpss/ihss/ihss_info4.cfm

MEDI CAL www.dhcs.ca.gov

- ☐ Ventura County- Gold Coast Health Plan- (888)301-1228
www.goldcoasthealthplan.org

TRANSPORTATION TRAINING

- ☐ R&D Transportation (800) 966-7114
www.rdti.com
- ☐ Mobility Management Partners (888)667-7001
www.mobilitymp.net

REGIONAL CENTERS FOR DEVELOPMENTAL DISABILITIES

- Ventura and Santa Barbara Counties-
www.tri-counties.org
- ☐ East Ventura County- (800) 517-2524, (805) 522-8030
- ☐ West Ventura County- (800) 664-3177, (805) 485-3177
- ☐ Santa Barbara- (800) 322-6994, (805) 962-7881
- ☐ North Los Angeles County- (818) 778-1900
www.nlacrc.org/

REGIONAL OCCUPATIONAL PROGRAM

- ☐ Ventura County- (805) 437-1420 www.vcoe.org/rop
- ☐ Los Angeles County- (562) 922-6850 www.nlacorop.org/

SOCIAL SECURITY www.ssa.gov/pqm/services.htm

General information and services
(800) 772-1213, (800) 325-0778 TTY

SUPPORT FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

- ☐ Area Board 9, State Council on Developmental Disabilities- (805) 648-0220, (805) 648-0224 www.SCDD.ca.gov
- ☐ Rainbow Connection Family Resource Center- (805) 485-9643, (805) 485-9892 (Spanish)
www.rainbowconnectionfrc.weebly.com

PUBLIC TRANSPORTATION www.goventura.org (-> travel ventura -> senior disabled)

- ☐ Ventura County Transportation Commission- (805) 642-1591

PUBLIC HEALTH CLINICS

- ☐ Ventura County-(888)285-5012
www.vcha.org/public_health/clinics
- ☐ LA County-
www.publichealth.lacounty.gov/locator

UNIVERSITY/COMMUNITY COLLEGES- DISABLED STUDENTS PROGRAMS AND SERVICES

- ☐ California State University, Northridge- Student Disabilities Resources- (818) 677-2684
- ☐ California State University, Channel Islands- Educational Access Center, (805) 437-3331
- ☐ Moorpark College- ACCESS, (805) 378-1461
- ☐ Oxnard College- (805) 986-5830
- ☐ Pierce College- (818) 719-6430
- ☐ Santa Barbara City College- Disabled Students Program- (805) 730-4164, (805) 962-4084 TTY
- ☐ Santa Monica College- (310) 434-4265
- ☐ Valley College- (818) 947-2681
- ☐ Ventura College- (805) 654-6300

For a complete booklet on agencies and organizations serving adults with disabilities, see our "Adult Services Resource Directory" located on our website at www.venturacountysepa.com, click on the "Transition to Adult Life" link.

REV. 9.13.13

Goals/Objectives

The student's needs are the cornerstone of the IEP. It is a good idea to come to the IEP meeting with a list of needs that you would like the plan to address. Goals should be developed to address the needs.

Students who participate in alternative assessments (such as California Alternate Performance Assessment) also must have objectives for each goal. Objectives are benchmarks which measure progress along the way.

You will receive reports on how your son/daughter is progressing toward the goals and objectives at regular report card times in your district, and they will be reviewed annually.

Talk with your child's teacher if you have concerns about your child's progress toward goals. If your son or daughter is able to speak up on their own behalf, ask them what they would like to see for their own goals.

ANNUAL GOALS
Ventura County SELPA IEP

Student Name _____

D.O.B. _____

Meeting Date _____

Area of Need: _____ Responsible Discipline(s): _____

Reason for goal (Describe current needs in this area. Summarize progress on last year's goal in this area, if applicable.):

Baseline (must include observable behavior or skill, current level of accuracy and consistency, & measurement instrument):

For EL students specify language of instruction: ☐ English ☐ Spanish ☐ Other: _____

Annual Goal By _____.

☐ Enables student to be involved/progress in general curriculum
Standard: _____
Category _____ Number _____

☐ Addresses other educational needs resulting from the disability
Domain: _____

Area of Need: _____ Responsible Discipline(s): _____

Reason for goal (Describe current needs in this area. Summarize progress on last year's goal in this area, if applicable.):

Baseline (must include observable behavior or skill, current level of accuracy and consistency, & measurement instrument):

For EL students specify language of instruction: ☐ English ☐ Spanish ☐ Other: _____

Annual Goal By _____.

☐ Enables student to be involved/progress in general curriculum
Standard: _____
Category _____ Number _____

☐ Addresses other educational needs resulting from the disability
Domain: _____

Parents will receive a report of progress on these goals at the intervals specified on the Agreement/Attendance page.

ANNUAL GOALS
Ventura County SELPA IEP

SAMPLE

Student Name Salas, Redfern

D.O.B. 1/24/1997

Meeting Date 9/13/2012

Area of Need: Social/ Emotional

Responsible Discipline(s): Special Education Teacher, SESS

Reason for goal (Describe current needs in this area. Summarize progress on last year's goal in this area, if applicable.):

Redfern has been receiving counseling services since the seventh grade in the area of anger management from a private therapist. She continues to express feelings of frustration to her parents and occasionally the classroom assistant. She will state that she feels "dumb" and that the other students make fun of her. She doesn't believe that the adults in the classroom want to help her. When frustrated with school work, she will scream and yell, throw materials, and run from the classroom.

Baseline (must include observable behavior or skill, current level of accuracy and consistency, & measurement instrument):

Currently, Redfern can utilize an appropriate coping strategy (e.g. take a deep breath, count to ten, ask for a break, etc.) to calm self down when feeling angry or frustrated for in 2 of 5 opportunities within two weeks, as measured by teacher recorded data.

For EL students specify language of instruction: ☐ English ☐ Spanish ☐ Other: _____

Annual Goal 1

By 7/25/2013, when frustrated, Redfern will utilize an appropriate coping strategy (e.g. take a deep breath, count to ten, ask for a break, etc.) to calm self down when feeling angry or frustrated in each occurrence within 2 weeks as measured by teacher recorded data.

☐ Enables student to be involved/progress in general curriculum and/or

☒ Addresses other educational needs resulting from the disability

Standard: Anger Management
Category Number

Domain: Social/Emotional Behavior

Area of Need: Social/ Emotional

Responsible Discipline(s): _____

Reason for goal (Describe current needs in this area. Summarize progress on last year's goal in this area, if applicable.):

This goal is added to reduce Redfern's escape behaviors. On average, Redfern leaves the classroom 5 times per week when presented with a math activity. She will run from the classroom and remain in the hallways or the office area until the transition to nutrition break. She refuses to return to the classroom during math and will curse at staff who verbally prompt her to return.

Baseline (must include observable behavior or skill, current level of accuracy and consistency, & measurement instrument):

Currently, Redfern engages in escape behaviors from undesired activities 5x per week over a period of 3 weeks as measured by observation record.

For EL students specify language of instruction: ☐ English ☐ Spanish ☐ Other: _____

Annual Goal 2

By 7/25/2013, when asked to perform a non preferred activity, Redfern will reduce escape behavior from undesired activities from baseline to 1x per week for 3 weeks as measured by observation record.

☐ Enables student to be involved/progress in general curriculum and/or

☐ Addresses other educational needs resulting from the disability

Standard: Self-Management Frustration Tolerance
Category Number

Domain: Social/Emotional Behavior

Parents will receive a report of progress on these goals at the intervals specified on the Agreement/Attendance page.

ANNUAL GOALS & OBJECTIVES

Ventura County SELPA IEP

Student Name _____

D.O.B. _____

Meeting Date _____

Area of Need: _____

Responsible Discipline(s): _____

Reason for goal (Describe current needs in this area. Summarize progress on last year's goal in this area, if applicable.):

Baseline (must include observable behavior or skill, current level of accuracy and consistency, & measurement instrument):

For EL students specify language of instruction: ☐ English ☐ Spanish ☐ Other: _____

Annual Goal By _____

☐ Enables student to be involved/progress in general curriculum
Standard: _____
Category _____ Number _____

and/or

☐ Addresses other educational needs resulting from the disability
Domain: _____

Objective: By _____

Objective: By _____

Objective: By _____

Parents will receive a report of progress on these goals and objectives at the intervals specified on the Agreement/Attendance page.

Least Restrictive Environment

On this page, the team addresses whether or not the student will meet regular promotion standards. The team must address promotion/retention if your child is moving between:

- 2nd – 3rd grades
- 3rd – 4th grades
- 4th – 5th grades
- Elementary – middle School
- Middle School – High School

The child will be held to the SAME district standards for promotion as all other children unless the IEP team establishes alternate standards. Alternate standards must be expressed in terms of the district's regular standards.

In addition, the team notes any “special factors” that must be addressed to meet your child's needs. The “special factors” are:

- Behavior Interferes with learning of self or others
- Language needs of English Learners (ELs)
- Need for Braille instruction (blind or visually impaired)
- Communication needs (including deaf and/or hard of hearing students)
- Need for assistive technology (such as adaptive devices, software, etc.)
- Need for purchase of equipment for students with vision, hearing, or orthopedic impairments.

Also, a discussion is made about overall program (also know as the “Offer of FAPE” – a Free, Appropriate Public Education). This should include the location of your child in school throughout the day, all the services s/he will receive and any extracurricular activities. The team should discuss the pros and cons of every placement considered, and then come to consensus as to the one which is best at this time.

If your child is placed in other than the general education program, rationale must be given.

If s/he needs extended school year in order to keep from regressing in their skills, it is specified.

LEAST RESTRICTIVE ENVIRONMENT

Ventura County SELPA IEP

Student Name _____ D.O.B. _____ Meeting Date _____

Promotion and Retention Standards (Grades 2-8) ☐ Regular district criteria ☐ Individualized criteria, specify (reading for gr. 2 & 3; English/language arts and math for all other grades): _____

Special Factors Affecting Learning and Placement Do any of the following special factors apply? If yes, describe interventions, strategies and/or supports.

- ☐ Yes ☐ No Behavior interferes with learning (of self or others): _____
- ☐ Yes ☐ No Language needs of English Learner (EL): _____
- ☐ Yes ☐ No Braille instruction for students with blindness or visual impairment: _____
- ☐ Yes ☐ No Communication needs, including students who are deaf or hard of hearing: _____
- ☐ Yes ☐ No Assistive technology devices and services: _____
- ☐ Yes ☐ No Low Incidence Equipment to be acquired: _____

Program Considerations

☐ The IEP Team considered the following factors to determine the least restrictive environment for the student:

- The level of his/her individual needs as reflected on this IEP
- Removal from general education only when the nature or severity of the educational needs are such that education in general classes with supplementary aids and services cannot be achieved satisfactorily
- Placement with age-appropriate peers and participation with students without disabilities to the maximum extent appropriate in non-academic and extracurricular activities
- Any potential harmful effect on the social and personal needs, the level of educational functioning, or the quality of services which s/he needs

Check each program option discussed:

- | | |
|---|--|
| ☐ General education class(es) with special education monitoring, consultation, collaboration, accommodations or modifications
☐ General education class(es) with special education services provided individually or in small groups in the classroom
☐ General education class(es) with special education services provided individually or in small groups outside the classroom
☐ Special education class(es) with part-time integration for academics in general education classroom | ☐ Special education class(es) with integration into non-academic and/or extracurricular activities in general education classrooms or settings.
☐ Full-time special education class(es) in a public school
☐ Full-time special education class(es) in a Nonpublic School (NPS)
☐ Home/hospital instruction
☐ (For preschoolers only) Related Services only
☐ Other: _____ |
|---|--|

Offer of Free Appropriate Public Education (FAPE) - Describe student's overall school program, including supports needed for extracurricular activities (if any):

If placement in other than general education, provide rationale: _____

If placement in other than home school, provide rationale: _____

Other placement rationale: _____

Additional supports for student: _____

Supports needed for school personnel (i.e. consultation, training, planning time): _____

Support needed for transition between programs (i.e. special education to general education; preschool to kindergarten; middle school to high school): _____

Extended School Year ☐ Yes ☐ No If yes, fill out the services box below. ☐ See Meeting Summary for additional/more specific information regarding the ESY program.

Special Education Services and/or Related Services	Frequency	Minutes		Frequency	Minutes
1. Primary _____	_____	_____	4. _____	_____	_____
2. _____	_____	_____	5. _____	_____	_____
3. _____	_____	_____	6. _____	_____	_____
			7. _____	_____	_____

LEAST RESTRICTIVE ENVIRONMENT

Ventura County SELPA IEP

Student Name Sample, Mod Sev D.O.B. 10/9/1997 Meeting Date 10/2/2014

Promotion and Retention Standards (Grades 2-8) ☐ Regular district criteria ☐ Individualized criteria, specify (reading for gr. 2 & 3; English/language arts and math for all other grades):

Special Factors Affecting Learning and Placement Do any of the following special factors apply? If yes, describe interventions, strategies and/or supports.

- ☐ Yes ☒ No Behavior interferes with learning (of self or others): _____
- ☐ Yes ☒ No Language needs of English Learner (EL): _____
- ☐ Yes ☒ No Braille instruction for students with blindness or visual impairment: _____
- ☒ Yes ☐ No Communication needs, including students who are deaf or hard of hearing: See speech/language goals and services
- ☐ Yes ☒ No Assistive technology devices and services: _____
- ☐ Yes ☒ No Low Incidence Equipment to be acquired: _____

Program Considerations

☒ The IEP Team considered the following factors to determine the least restrictive environment for the student:

- The level of his/her individual needs as reflected on this IEP
- Removal from general education only when the nature or severity of the educational needs are such that education in general classes with supplementary aids and services cannot be achieved satisfactorily
- Placement with age-appropriate peers and participation with students without disabilities to the maximum extent appropriate in non-academic and extracurricular activities
- Any potential harmful effect on the social and personal needs, the level of educational functioning, or the quality of services which s/he needs

Check each program option discussed:

- | | |
|--|---|
| ☐ General education class(es) with special education monitoring, consultation, collaboration, accommodations or modifications | ☒ Special education class(es) with integration into non-academic and/or extracurricular activities in general education classrooms or settings. |
| ☐ General education class(es) with special education services provided individually or in small groups in the classroom | ☒ Full-time special education class(es) in a public school |
| ☐ General education class(es) with special education services provided individually or in small groups outside the classroom | ☐ Full-time special education class(es) in a Nonpublic School (NPS) |
| ☒ Special education class(es) with part-time integration for academics in general education classroom | ☐ Home/hospital instruction |
| | ☐ (For preschoolers only) Related Services only |
| | ☐ Other: _____ |

Offer of Free Appropriate Public Education (FAPE) - Describe student's overall school program, including supports needed for extracurricular activities (if any):

Mod will attend all special education classes with integration with her general education peers for lunch, assemblies, and rallies. Mod will receive 700 minutes per year of Speech/Language Consultation. General education peers come into the classroom several periods throughout the day. Mod will receive work experience in the Viking Recycling program. Mod is integrated in the community for community-based instruction for shopping, eating in restaurants, bowling, field trips, etc.

If placement in other than general education, provide rationale: Due to significant cognitive delays, the student needs more individualized instruction.

If placement in other than home school, provide rationale: N/A

Other placement rationale: Based on assessments & goals needs can be met by a teacher authorized to provide services to students with intellectual disabilities

Additional supports for student: See classroom accommodations

Supports needed for school personnel (i.e. consultation, training, planning time): Instructional assistant(s) in special education classroom

Support needed for transition between programs (i.e. special education to general education; preschool to kindergarten; middle school to high school):

N/A

Extended School Year ☒ Yes ☐ No If yes, fill out the services box below. ☐ See Meeting Summary for additional/more specific information regarding the ESY program.

Special Education Services and/or Related Services		Frequency	Minutes		Frequency	Minutes
X1	Specialized Academic Instruction	Weekly	1200	4.		
X2	All subjects except P.E.			5.		
X3				6.		
				7.		

Preschool Page

This page is included in the IEP for 3-4-5 year olds not yet in kindergarten. It describes supports the child may need in the school environment, English language development needs (if applicable) and how the student will participate in the statewide testing program, the Desired Results Developmental Profile (DRDP) – access.

STRATEGIES and ADAPTATIONS for INSTRUCTION and ASSESSMENT
Preschool Level

Ventura County SELPA IEP

Student Name _____ D.O.B. _____ Meeting Date _____

CLASSROOM STRATEGIES / ADAPTATIONS

SETTING/EQUIPMENT	SCHEDULING	DIRECTIONS
SENSORY NEEDS	FEEDING NEEDS	TOILETING NEEDS

ASSESSMENT CONSIDERATIONS

Desired Results Developmental Profile (DRDP) access – mandatory for all special education preschoolers – administered in fall and spring each year (does not produce individual scores, but results are used for planning instruction) ☐ No adaptations needed ☐ With adaptations (if needed, specify below)

Preschool students are rated on their progress toward the following Desired Results:

1. Children are personally and socially competent (self-concept, social and interpersonal skills, self-regulation, and language skills).
2. Children are effective learners (curiosity & initiative, attention & persistence, memory, cause & effect, problem solving, pretend play, and beginning math & literacy skills).
3. Children show physical and motor competence (movement, balance, eye-hand coordination, grasp/release, and manipulation).
4. Children are safe and healthy (personal care routines, toileting & hygiene, dressing, feeding, personal safety, and understanding healthy lifestyle).

Preschool English Language Survey (PELS) – required for preschoolers with native language other than English on the Home Language Survey:

☐ Administered on _____ ☐ Not applicable (English only)

Results: ☐ EL _____ EL goal number _____ Birthplace _____ (optional)

Note: The EL levels indicated above are intended for preschool only. Student will be reassessed for English language proficiency upon entry into kindergarten.

Suggested Language Development Assessment for Kindergarten ☐ CELDT ☐ VCCALPS

STRATEGIES and ADAPTATIONS for INSTRUCTION and ASSESSMENT
Preschool Level

SAMPLE

Ventura County SELPA IEP

Student Name Sample, Melanie D.O.B. 5/13/2012 Meeting Date _____

CLASSROOM STRATEGIES / ADAPTATIONS

SETTING/EQUIPMENT	SCHEDULING	DIRECTIONS
Adapted tricycle	Picture schedule	Simple repetitive directions
Adapted scissors	Transition object	
	Warning before transitions	
SENSORY NEEDS	FEEDING NEEDS	TOILETING NEEDS
Low light	Assistance with feeding	Diapering
Limited food textures	Special spoon	
	Special cup	
	Special bowl	
	Special placemat	
	Pureed foods	

ASSESSMENT CONSIDERATIONS

Desired Results Developmental Profile (DRDP) access – mandatory for all special education preschoolers – administered in fall and spring each year (does not produce individual scores, but results are used for planning instruction) ☐ No adaptations needed ☒ With adaptations (if needed, specify below)

Visual support Functional positioning

Preschool students are rated on their progress toward the following Desired Results:

1. Children are personally and socially competent (self-concept, social and interpersonal skills, self-regulation, and language skills).
2. Children are effective learners (curiosity & initiative, attention & persistence, memory, cause & effect, problem solving, pretend play, and beginning math & literacy skills).
3. Children show physical and motor competence (movement, balance, eye-hand coordination, grasp/release, and manipulation)
4. Children are safe and healthy (personal care routines, toileting & hygiene, dressing, feeding, personal safety, and understanding healthy lifestyle).

Preschool English Language Survey (PELS) – required for preschoolers with native language other than English on the Home Language Survey:

☐ Administered on _____ ☒ Not applicable (English only)

Results: ☐ EL _____ EL goal number _____ Birthplace _____ (optional)

Note: The EL levels indicated above are intended for preschool only. Student will be reassessed for English language proficiency upon entry into kindergarten.

Suggested Language Development Assessment for Kindergarten CELDT ☐ VOCALPS ☒

Accommodations & Modifications

(Preschoolers will not have this page)

This page is one of the most important ones for the general education teacher. Make sure s/he gets a copy of it. The accommodations and modifications the student will need to be successful should be noted, in each subject, if necessary. Also, the team will note any special grading to be used. Call SELPA for a free copy of our brochure “A+ - Access, Accommodations, Acceptance a Winning Combination” or “90 Ways to Help Students with ADHD” or visit our website at www.vcselpa.org For Families/Resources & Booklets for ideas for accommodations.

ACCOMMODATIONS and MODIFICATIONS for CLASSROOM INSTRUCTION & ASSESSMENT

Ventura County SELPA IEP

Student Name _____ D.O.B. _____ Meeting Date _____

ACCOMMODATIONS needed for student to be involved and progress in the core curriculum (must be related to student's disability):

Note: Accommodations do NOT fundamentally alter or lower standards of course/test. Students receiving accommodations in the classroom shall be eligible to receive the same grade.

The accommodations listed below apply to all subjects and settings unless specified otherwise.

SETTING/ SCHEDULING	TEACHER DIRECTIONS	STUDENT RESPONSE
SENSORY NEEDS	ORGANIZATION / STUDY SKILLS	PERSONAL CARE / EQUIPMENT

MODIFICATIONS needed: *Note: modifications DO fundamentally alter or lower standards of course/test.*

SUBJECT	ASSIGNMENTS / TESTS		COURSES / SUBJECTS	
	MODIFICATIONS	GRADING	MODIFIED REQUIREMENTS	GRADING

ACCOMMODATIONS and MODIFICATIONS for CLASSROOM INSTRUCTION & ASSESSMENT
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Ventura County SELPA IEP

Student Name Salas, Redfern D.O.B. 1/24/1997 Meeting Date 9/13/2012

ACCOMMODATIONS needed for student to be involved and progress in the core curriculum (must be related to student's disability):

Note: Accommodations do NOT fundamentally alter or lower standards of course/test. Students receiving accommodations in the classroom shall be eligible to receive the same grade.

The accommodations listed below apply to all subjects and settings unless specified otherwise.

SETTING / SCHEDULING	TEACHER DIRECTIONS	STUDENT RESPONSE
Seat near teacher	Fewer items on a page	Reduced paper/pencil tasks
Warning before transitions	Ignore minor inappropriate behaviors	Use of calculator except for calculation tests
Frequent breaks	Allow extra classroom movement	None
	Warn student of environmental changes	
	Visual cues (models or pictures)	
	Task presented in small chunks	
	Use preferred activities for reinforcement	
SENSORY NEEDS	ORGANIZATION / STUDY SKILLS	PERSONAL CARE / EQUIPMENT
Use of self-monitoring strategies	None	None
Warn student of changes to schedule		
Frequent breaks		
Extra/immediate privileges/rewards		
None		

MODIFICATIONS needed: *Note: modifications DO fundamentally alter or lower standards of course/test.*

SUBJECT	ASSIGNMENTS / TESTS		COURSES / SUBJECTS	
	MODIFICATIONS	GRADING	MODIFIED REQUIREMENTS	GRADING
None				

Classroom Accommodations Menus

Setting/Scheduling	Teacher Directions	Student Response
None	None	None
Visual schedule	One word directions	Use of access switches
Warning before transitions	Directions given one at a time	Word processing software with tools turned off
Seat at front of room	Directions given in a variety of ways	Word processing software with spell check
Seat near teacher	Directions given through visual cues	Word processing software with grammar check
Seat away from distractions/noise	Simple repetitive directions	Dictate responses (oral or sign)
Designated seat at table	Questions or items presented orally	Use of pencil grip
Allow choice of two tasks	Answer choices read aloud	Specialized paper
Change in order of tasks	Fewer items on a page	Allow use of pen only
Visual barriers	Textbook on tape or CD	Allow use of pencil only
Choice in the order of tasks	Frequent checks for understanding	Increased verbal response time
Frequent breaks	Open book tests	Do very other problem on math
Low light	Short answer tests	Reduced paper/pencil tasks
Low noise	Mark correct answers, not mistakes	No penalty for spelling except on spelling task
Extended time to complete assignments	Ignore minor inappropriate behaviors	No penalty for grammar unless a grammar task
Extended time on tests	Allow extra classroom movement	Use of notes on tests or quizzes
Test at time most beneficial to student	Warn student of environmental changes	Use of calculator except for calculation tests
Test over more than one day	Praise for specific behavior	Use of manipulatives
Supervised breaks within a test period	Verbal encouragement	Alternative response mode (oral, or pointing)
Test individually	On-task reminders	Speech generating device
Test in small group	Secret signal	Oral or taped response to essay questions
Test in a quiet environment	Pages turned for student	No scantron answer sheets
Noise buffers or study carrel	Large print	Visual cues for student to wait
"Private office"	Braille transcription	Visual cues for student to wait for turn
Special lighting or acoustics	Sign language	Translation device
Adaptive furniture	Light physical prompts	Bilingual dictionary
Use of timer to cue task completion	Visual cues (models or pictures)	
Use of timer to signal end of break	Allow for increased verbal response time	
Use of visual countdown strip to signal end of task	Allow for alternative response mode	
Use visual countdown strip to signal end of activity	Demonstrate with manipulatives	
	Low voice volume	
	Use "First, Then" cards with pictures	
	Tasks presented in small chunks	
	Provide checklist of steps for tasks	
	Provide visuals of expectations	
	Use preferred activities for reinforcement	
	Allow student to select reinforcers	
	Provide reinforcement chart with visuals of choices	
	Primary language support in academics	
	Use of Hearing Assistive Technology (HAT)	

Sensory	Organization/Study Skills	Personal Care/Equipment
None	None	None
Low light	Visual schedule	Assistance with dressing for PE
Low noise	Extra set of books at home	Assistance with opening a lock
Use of self-monitoring strategies	Note-taking assistance	Special lock
Extra/immediate privileges/rewards	Assistance with recording assignments	Assistance with feeding
Warn student of changes to environment	Colored folders	Special spoon
Warn student of changes to schedule	Highlighters	Special cup
Frequent breaks	Use of place marker or colored markings	Special bowl
Fidget object	Late assignments accepted up to _____	Special placemat
Sensory diet at specific planned intervals	Alternative materials	Weighted utensils
Calming activities	Study guides or sheets	Pureed foods
Stimulating activities for alertness	Graphic organizer	Consideration of food allergies
Vestibular input (rocking/swinging)	Use of notes on tests or quizzes	Consideration of food texture
"Heavy work" before fine motor	No scantron answer sheets	Gavage feeding
Proprioceptive input (pressure)	Textbook on tape or CD	Assistance with toileting
Weighted vest	Reading pen	Adapted toilet seat
Weighted lap belt/pads		Changing table
Special seat (ball, cushion)		Diapering
Access to squeeze machine		Assistance with transferring to toilet
Access to Somatron pillow		Lift for transfers
Avoid light touch; firm touch only		Habit training
Use of i-pod or similar during non-instructional time		Product allergies or sensitivities
Use of MP3 player during non-instructional time		Adaptive furniture
Planned exposure to overstimulation to desensitize		Use of access switches
		Walker
		Stander
		Vestibulator
		Gait trainer
		Adapted bicycle or tricycle

Classroom Modifications Menus

Subjects	Modified Assignments	Grading on Assignments	Course Modifications	Report Card Grading
All subjects	Reduced number of standards	Grade on effort	Alternative curriculum	Credit-no credit
English	Increased assistance/support	Grade on content, not format	Essential standards only	Pass-fail
Language Arts	Eliminate evaluative questions	No penalty for spelling errors	Functional skills curriculum	Regular-note mod. assignments
Reading	Eliminate analytical questions	Pass-Fail	Reduced # of standards to master	Regular-note mod. curriculum
Writing	Focus on literal/factual questions	Grade on specific standards	Modified assignments/tests	Regular-note mod. requirements
Math	Different requirements for assignment	Indicate # of standards met	Course not modified	Credit-no credit
Science	Same assignment-different requirements	Grade on targeted skills		Pass-fail
History/SS	Backward mapped assignment			Alternate report card
Social Studies	Use of calculator			CAPA report card
P.E.	Formulas provided			
Elective	Participation only			
Lunch	Word prediction software for writing			
	Use of spell check for writing			
	Use of grammar check for writing			
	Use of notes on tests & quizzes			
	N/A – using modified curriculum			
	Test adapted for “comprehension”			
	Use of visuals, drawings, etc.			

California Assessment of Student Performance and Progress (CAASPP) Page

(Preschoolers will not have this page)

All students must participate in the **California Assessment of Student Performance and Progress (CAASPP)**, and the IEP specifies how they will participate. They may take tests with or without Universal Tools, Designated Supports, or Accommodations. For English language arts and math, students in grades 3-8 and 11 will participate in the Smarter Balanced Assessment Consortium (SBAC).

When the IEP specifies, students with significant cognitive disabilities participate in an alternate assessment for English language arts and math called the California Alternate Assessment (CAA or CalAlt). Students in grades 5, 8 and in high school will take the California Science Test (CAST) unless the IEP team has designated the student to take the CAA for science.

If you **DO NOT** want your child to participate in **ANY** form of Statewide Achievement testing, you may indicate so in a letter to your school principal. This should be done **OUTSIDE** of the IEP process.

PARTICIPATION IN CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

Ventura County SELPA

Student Name _____ SSID _____ D.O.B. _____ Meeting Date _____

The IEP team considered various options for participation in statewide academic assessments, including the criteria for modified or alternate assessment, and agreed that the student will participate as follows:

ENGLISH LANGUAGE ARTS (For students in grades 3-8 and 11)

UNIVERSAL TOOLS - available unless turned off		DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<i>EMBEDDED</i>		<i>EMBEDDED</i>	<i>EMBEDDED</i>
Digital Notepad	Keyboard Navigation		
English Dictionary	Mark for Review		
English Glossary	Spell Check		
Expandable Passages	Strikethrough		
Global Notes	Writing Tools		
Highlighter	Zoom (14 pt. font)		
<i>NON-EMBEDDED</i>		<i>NON-EMBEDDED</i>	<i>NON-EMBEDDED</i>

MATHEMATICS (For students in grades 3-8 and 11)

UNIVERSAL TOOLS - available unless turned off		DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<i>EMBEDDED</i>		<i>EMBEDDED</i>	<i>EMBEDDED</i>
Calculator	Mark for Review		
Digital Notepad	Math Tools		
English Glossary	Strikethrough		
Highlighter	Zoom (14 pt. font)		
Keyboard Navigation			
<i>NON-EMBEDDED</i>		<i>NON-EMBEDDED</i>	<i>NON-EMBEDDED</i>

SCIENCE ASSESSMENTS: (For students in grades 5, 8 and 10)

UNIVERSAL TOOLS (select those applicable)	DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<i>NON-EMBEDDED</i>	<i>NON-EMBEDDED</i>	<i>NON-EMBEDDED</i>

CONSIDERATIONS FOR USE OF NON STANDARD ASSESSMENTS (will result in student being assessed using modified or alternate achievement standards):

- ☐ The decision to participate in an alternate assessment rather than the standard assessment is based on the student's academic/cognitive ability and adaptive behavior that indicate a need for a functional skills curriculum.
- ☐ The decision to participate in the California Modified Assessment (CMA) rather than the California Standards Test (CST) for science is based on multiple measures (classroom assessment, eligibility, and other evaluations) that indicated student will not achieve grade-level proficiency within the year covered by the IEP.

Current Grade: 11th

PARTICIPATION IN CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

Student Name Samples, Mild Mod SSID 2211221122 D.O.B. 10/9/1999 Meeting Date 9/22/2014

The IEP team considered various options for participation in statewide academic assessments, including the criteria for modified or alternate assessment, and agreed that the student will participate as follows:

ENGLISH LANGUAGE ARTS (For students in grades 3-8 and 11) Smarter Balanced with Designated Supports

UNIVERSAL TOOLS - available unless turned off		DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<i>EMBEDDED</i>		<i>EMBEDDED</i>	<i>EMBEDDED</i>
Digital Notepad	Keyboard Navigation	Large Print (21 pt)- Zoom off	
English Dictionary	Mark for Review		
English Glossary	Spell Check		
Expandable Passages	Strikethrough		
Global Notes	Writing Tools		
Highlighter	Zoom (14 pt. font)		
<i>NON-EMBEDDED</i>		<i>NON-EMBEDDED</i>	<i>NON-EMBEDDED</i>
Breaks	Noise Buffers		

MATHEMATICS (For students in grades 3-8 and 11) Smarter Balanced with Designated Supports

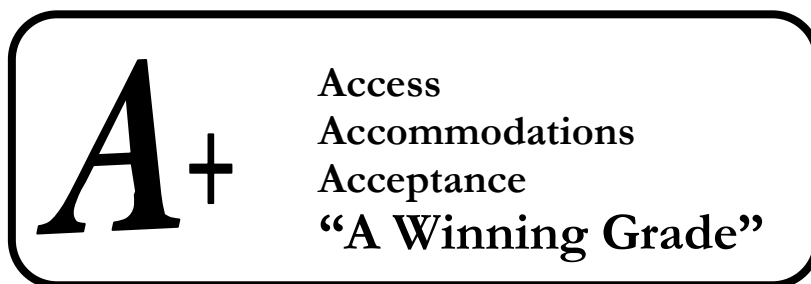
UNIVERSAL TOOLS - available unless turned off		DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<i>EMBEDDED</i>		<i>EMBEDDED</i>	<i>EMBEDDED</i>
Calculator Digital	Mark for Review	Large Print (21 pt)- Zoom off	
Notepad English	Math Tools		
Glossary	Strikethrough		
Highlighter	Zoom (14 pt. font)		
Keyboard Navigation			
<i>NON-EMBEDDED</i>		<i>NON-EMBEDDED</i>	<i>NON-EMBEDDED</i>
Breaks	Noise Buffers		
Scratch Paper			

SCIENCE ASSESSMENTS: (For students in grades 5, 8 and 10) Exempt-Outside of Required Grade Level

UNIVERSAL TOOLS (select those applicable)	DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<i>NON-EMBEDDED</i>	<i>NON-EMBEDDED</i>	<i>NON-EMBEDDED</i>

CONSIDERATIONS FOR USE OF NON STANDARD ASSESSMENTS (will result in student being assessed using modified or alternate achievement standards):

- X ☐ The decision to participate in an alternate assessment rather than the standard assessment is based on the student's academic/ cognitive ability and adaptive behavior that indicate a need for a functional skills curriculum.
- ☐ The decision to participate in the California Modified Assessment (CMA) rather than the California Standards Test (CST) for science is based on multiple measures (classroom assessment, eligibility, and other evaluations) that indicated student will not achieve grade-level proficiency within the year covered by the IEP.



A Guide to Modifications and Accommodations For Students Experiencing Difficulty in General Education Classrooms

- ◆ WHAT IS THE DIFFERENCE BETWEEN “MODIFICATIONS” AND “ACCOMMODATIONS”?
- ◆ WHICH STUDENTS REQUIRE MODIFICATIONS AND ACCOMMODATIONS?
- ◆ AS A GENERAL EDUCATION TEACHER, WHAT ARE MY RESPONSIBILITIES?

Background

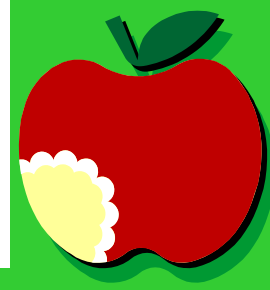
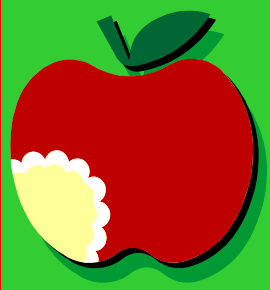
What is the difference between accommodations and modifications?

- ◆ **Accommodations** are changes to the course content, teaching strategies, standards, test preparation, location, timing, scheduling, expectations, student responses, environmental structuring and/or attributes which provide access for a student with a disability to participate in a course/standard/test which **DO NOT fundamentally alter or lower the standards or expectations of the course/standard/test.**
- ◆ **Modifications** are changes which **DO fundamentally alter or lower the standards or expectations of the course/standard/test.**

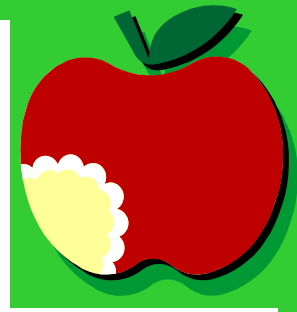
Source: Miriam Kurtzig Freedman, J.D. (1999) as quoted in “Guidelines For the Promotion and Retention of Special Education Students,” California Department of Education, Special Education Division

Ventura County Special Education Local Plan Area (SELPA)
Regina Reed, Director of Personnel Development
(805) 437-1560
rreed@vcoe.org

*Developed by the Access to the Core Committee
Richard Jenkins, Moorpark Unified School District Chairperson*



General Strategies for Accommodations/Modifications



Step 1 – Break failure pattern; reduce pressure:

- ◆ Shorten assignments (lengthen gradually as student begins to cope):
 - Assign every other problem or question
 - Require fewer words or pages
- ◆ Allow extra time (particularly on tests)
- ◆ Provide easier materials
- ◆ Simplify requirements

Step 2 – Build motivation and self-esteem:

- ◆ Use *frequent* positive reinforcement:
 - Verbal – “Super!” “I knew you could do it!”, “You got that right!”
 - Non-verbal – Pat or simply touch on shoulder, big smile
 - Find something the student does well and acknowledge publicly
 - Make phone call home during the day with the student listening
 - Send a quick note home to parent complimenting student
- ◆ Provide frequent feedback

Step 3 – Modify testing procedures:

- ◆ Provide a written outline or review sheet or study guide
- ◆ Give exam orally (individually or to entire class)
- ◆ Type all tests or print clearly
- ◆ Avoid separate answer sheets
- ◆ Avoid long essay exams
- ◆ Include some recognition questions: multiple choice, matching, true-false, etc.
- ◆ Give shorter, more frequent tests
- ◆ Provide extra testing time
- ◆ Allow student to dictate answers
- ◆ Provide opportunity for projects in lieu of tests or as extra credit
- ◆ Test major points only
- ◆ Use study carrels

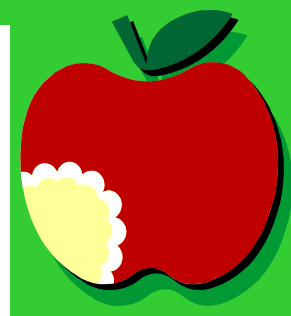
Step 4 – Adjust grading requirements:

- ◆ Mark items correct, not mistakes
- ◆ Notice and give credit for oral participation in class
- ◆ Grade content areas on the basis of ideas/knowledge rather than on spelling, grammar, punctuation, etc. (or give two grades: one content and one mechanics)
- ◆ Look for and comment on strengths and areas of improvement rather than faults and areas of weakness
- ◆ Provide an opportunity to correct errors without penalty
- ◆ Be specific regarding specific requirements for a particular grade

Step 5 – Individualize teaching strategies:

- ◆ Simplify or reduce complexity of directions; be specific
- ◆ Use student’s name or nonverbal signal to get his/her attention
- ◆ Provide reason for listening (tell student what to listen for)
- ◆ Present one concept at a time
- ◆ Break complex tasks into smaller steps
- ◆ Enhance verbal instructions by using lots of visual aids:
 - Direct eye contact
 - Key words on board
 - Notes on overhead projector
- ◆ Repeat directions when necessary; ask students to repeat
- ◆ Ask frequent questions during oral discussion to check for understanding
- ◆ Increase waiting time for response to questions
- ◆ Space repetition over a period of time
- ◆ Keep classroom quiet

- ◆ Provide structure; simplify student's environment
- ◆ Change seat and/or move desk if needed:
 - In front of room
 - Near you
 - Away from students most likely to distract
 - In a quiet, uncluttered corner
 - In a location of student's choice
- ◆ Consistent format for heading, margins, etc.
- ◆ Use of assignment sheet or notebook
- ◆ Post assignments on board
- ◆ Specify plan for communicating with parents:
 - Homework
 - Unfinished assignments
- ◆ Collect all work as soon as possible or as it is completed
- ◆ Post class rules/privileges and enforce consistently
- ◆ Reduce/simplify amount of material on a page:
 - Fold paper
 - Use index cards to cover part of the page
 - Larger print; fewer words or problems
- ◆ Alternate types of activities frequently during the day:
 - Group – individual
 - Sitting – moving
 - Verbal – quiet
 - Short – long
- ◆ Reward system for improved performance:
 - Notes home, privileges, stickers, graph of progress
 - Encourage self-competition rather than against others



Sample Strategies by Subject Area

READING

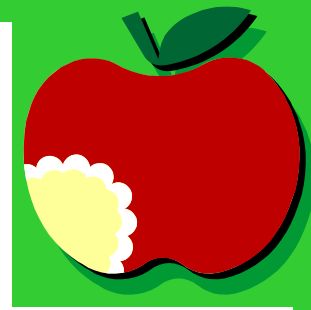
- _____ Lower level book
- _____ Skip non-relevant workbook pages
- _____ Assign fewer book reports
- _____ Provide opportunity for sharing books in a variety of ways
- _____ Paired reading practice
- _____ Individualized reading
- _____ Language experience approach
- _____ Peer or cross-age tutoring
- _____ Color code important word parts
- _____ Vocabulary cards and/or checklists
- _____ Circle words or word parts in newspaper
- _____ Games and centers for vocabulary/comprehension development

SPELLING

- _____ Reduce number of words from class list
- _____ Provide easier words, i.e., from reading book
- _____ Use spelling book from lower grade level
- _____ Teach regularities before irregularities
- _____ Highlight spelling demons (unpredictable words)
- _____ Underline difficult parts of words
- _____ Easier follow-up work for skills practice
- _____ Practice words on computer
- _____ Practice words with a partner
- _____ Practice words with a tape recorder
- _____ Weekly spelling contracts
- _____ Open-ended drill sheets
- _____ Individual dictionary for difficult words
- _____ Open-ended game boards for practice
- _____ Give test individually to allow more time
- _____ Teach use of reference books for poor spellers

Handwriting

- _____ Use of pencil grip
- _____ Use of paper with larger lines
- _____ Write on every other line
- _____ Accept homework typed by parent if student dictates
- _____ Allow student to take work home to finish
- _____ Encourage use of computer/word processor by student
- _____ Reduce standards for neatness
- _____ Photocopy some assignments rather than have student copy



Mathematics

- _____ Number line on desk
- _____ Use of multiplication facts chart
- _____ Put boxes around problems
- _____ Use of visual clues to steps in computation
- _____ Continued use of marks for carrying/borrowing
- _____ Open-ended drill sheets for number facts
- _____ Flash cards with another student or parents
- _____ Use of finger multiplication
- _____ Problems from book copied for student
- _____ Photocopy problems from book
- _____ Shorter assignments, i.e., odd or even only
- _____ Fold paper to reveal fewer problems at one time
- _____ Longer time limits on number facts drills
- _____ Easier materials, i.e., lower grade level book
- _____ Teach estimation and use of calculator
- _____ Circle/highlight sign so student knows operation

ENGLISH/WRITTEN LANGUAGE

- _____ Use textbook or workbook at student's reading level
- _____ Skip non relevant pages
- _____ Begin with the sentence as a unit of thought
- _____ Gradually lengthen writing assignments
- _____ Vary length of assignment by ability level
- _____ Allow student to dictate longer stories
- _____ Allow more time for writing
- _____ Underline incorrectly spelled words
- _____ Make individual spelling dictionary of frequently used words
- _____ Teach use of reference books for poor spellers
- _____ Peer or cross-age tutors

SCIENCE/SOCIAL STUDIES

- _____ Text or workbook at student's reading level
- _____ Provide course overview of what will be covered in what order
- _____ Teach SQ3R (Survey, Question, Read, Recite, Review)
- _____ Provide alternative activities to be used for grading (assignments/projects/reports/tests)
- _____ Vary requirements for lesson by ability level
- _____ Have consistent homework policy and time
- _____ Prepare study guide for each unit
- _____ Divide total project into series of short assignments
- _____ Teach mnemonic devices and tricks as aids to memorizing facts/lists
- _____ Use "hands on" experiences as often as possible
- _____ Provide photocopy of your notes or those of a good student
- _____ Emphasize major concepts with a few supporting facts and details in each chapter
- _____ Use visual aids as often as possible (films, overhead, etc.)
- _____ Preview or highlight important concepts in advance
- _____ Tell the student what he needs to know for exams
- _____ Provide opportunity for student to earn extra credit

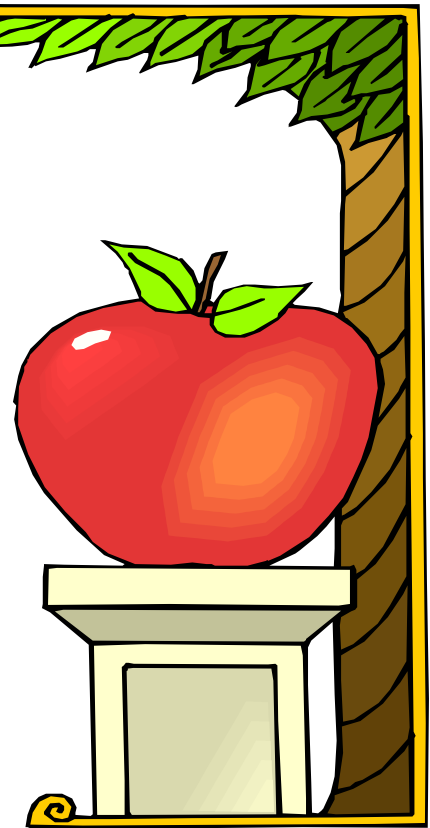
Legal

Section 504 of the Rehabilitation Act of 1973 (Code of Federal Regulations (CFR) 104.33(b)(1)(i))

Requires “provision of regular or special education and related aids and services to meet individual needs of handicapped persons as adequately as the needs of non-handicapped persons are met.”

The Individuals with Disabilities Education Act (IDEA) (PL 105-17):

- ♦ Code of Federal Regulations (CFR) 300.347 – (The IEP must contain) “a statement of the program modifications...that will be provided for the child...to be involved and progress in the general education curriculum...and to participate in extra-curricular and other non-academic activities.”
- ♦ CFR 300.342 - “The child’s (Individualized Education Program) IEP is accessible to each regular education teacher...and each teacher is informed of his or her specific responsibilities related to implementing the child’s IEP and the specific accommodations and supports that must be provided in accordance with the child’s IEP.”



Case Law – Doe vs Withers (1993-West Virginia Circuit Court, Taylor County #92-C-92):

The parents of a student with learning disabilities brought legal action against a high school teacher for refusing to accommodate their son’s disability in the classroom. The parents alleged that the teacher refused to provide their son with oral testing as required in his IEP. The jury held in favor for the parent and awarded \$5,000.00 in punitive damages and \$10,000.00 in compensatory damages, for which the teacher was held responsible.

To Summarize

Accommodations and modifications **MUST** be provided to students as written in their IEPs or 504 plans. Teachers who do not do so may be personally liable for damages.

Classroom teachers are required to attend IEP meetings and participate in developing the accommodations/modifications. In this way, teachers are involved in selecting strategies which work for them and make sense within the context of their classroom.

The IDEA requires that “The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and strategies and the determination of supplementary aids and services, program modifications, or supports for school personnel...” (CFR 300.346 (d))

Teachers should also be a part of 504 plan teams.

Further, some modifications/accommodations are great for **other** students who may be struggling also; don’t be afraid to try these for any student who may need them!

Examples of how it looks on an IEP:

Explanation of disability and how it affects progress in general curriculum -

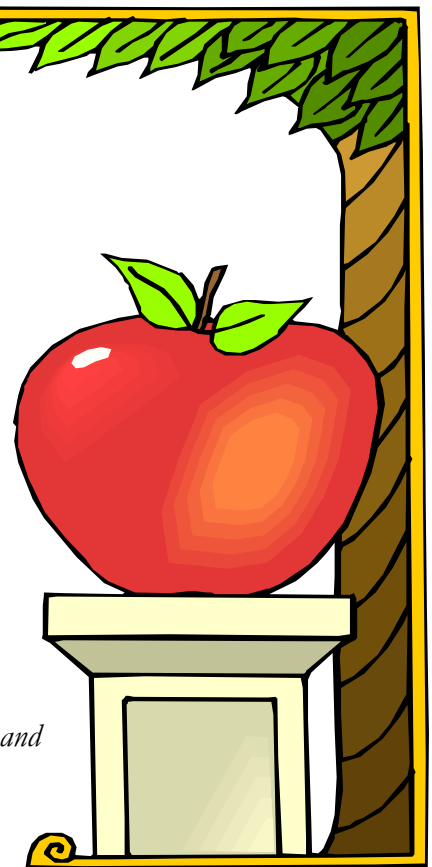
"Jim's difficulties in attention make it hard for him to concentrate in a large group setting. He often forgets to record assignments in his assignment notebook. He has difficulty memorizing basic information, such as math facts."

"Trevor's deficits in the area of auditory processing detract from his ability to comprehend orally presented material and impede his participation in class and in small group discussions."

Program modifications/accommodations needed in general education -

"Jim will be allowed to use a calculator in math problem solving activities in science and social studies. Teachers will check assignment notebook daily for accuracy."

"Trevor may utilize tape recorder and/or get duplicate notes for lectures; have extra time to prepare for oral presentations; and be provided models, demonstrations, and examples."



"I've come to the frightening conclusion that I am THE DECISIVE ELEMENT in the classroom.

My personal approach creates the climate.

My daily mood makes the weather.

As a teacher, I POSSESS A TREMENDOUS POWER to make a child's life miserable or joyous.

***I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.***

***In all situations, IT IS MY RESPONSE that decides
whether a crisis will be escalated
Or deescalated and a child humanized or dehumanized.***

Haim Ginott

90 Ways to Help Students with ADHD

What is ADHD?

Attention Deficit/Hyperactive Disorder (ADHD) is a condition of the brain that makes it difficult for students to focus their attention in the ways that we would like them to in school. For some students, there may be attention deficit disorder only, with inattentiveness. For others, there will be hyperactivity and impulsivity as well. This brochure will use the term ADHD to include both. It is one of the most common chronic conditions of childhood. It affects 4% - 12% of school-aged children. About 3 times more boys than girls are diagnosed with ADHD. Symptoms that a student with ADHD may display include difficulty focusing, shifting or maintaining attention, hyperactivity and impulsivity. Left untreated, ADHD can lead to serious lifelong problems in school, relationships, and work.



Many students with ADHD have at least one coexisting condition:

- Oppositional Defiant Disorder or Conduct Disorder (up to 35%)
- Mood Disorders/Depression (up to 18%)
- Anxiety Disorders (up to 25%)
- Learning Disabilities
- Developmental Disabilities

(Excerpted from the American Academy of Pediatrics, 37925 Eagle Way, Chicago, IL. 60678-1379, www.aap.org, 2001)

Characteristics of students with ADHD may include:

- | | | |
|--|---|---|
| • Make careless mistakes in school | • Act first-think later | • Have trouble making & keeping friends |
| • Difficulty waiting in line | • Fidget in class | • Daydream |
| • Difficulty paying attention in class | • Appear bored | |
| • Misplace materials needed for school | • Difficulty taking turns & sharing | |
| • Poor organizational skills | • Blur out answers, excessive talking | |
| • Fail to finish activities, homework | • Shift from one unfinished activity to another | |
| | • Difficulty following instructions | |

Positive characteristics!

- | | |
|---------------------------------|---------------------------------|
| • Creative, divergent thinker | • Energetic and enthusiastic |
| • Strong visual skills | • Ready to talk and participate |
| • See details other people miss | • Can do several things at once |



General Instructional Principles

These principles of effective instruction, which reflect what we know about how to educate all students, will especially **help a student with ADHD to stay focused on his/her assigned tasks** as s/he transitions from one lesson to another throughout the school day:

Prior to the Lesson

- ✎ Review previous lessons.
- ✎ Set learning expectations.
- ✎ Describe behavioral expectations for students.
- ✎ State needed materials.
- ✎ Tell students how to obtain help if needed.

During the Lesson

- ✎ Use a variety of audio-visual materials.
- ✎ Check individual student understanding.
- ✎ Allow students sufficient time to work out the answer to a question, rephrase question as needed.
- ✎ Watch for students who need additional assistance.
- ✎ Help students to identify and correct their own mistakes.
- ✎ Encourage and redirect students to focus and keep on task.
- ✎ Maintain appropriate noise level in the classroom.
- ✎ Use systematic instructional techniques such as “Reciprocal Teaching” to assist student in organization and comprehension.

Concluding/Transitioning between Lessons

- ✎ Provide advance warning that a lesson is about to end.
- ✎ Check student assignments for ability to complete independently. If needed restate necessary steps.
- ✎ Announce next activity and instruct students how to begin preparing.
- ✎ Vary your tone of voice and model enthusiasm for the content.

Individualized Instructional Practices

Effective teachers individualize their instructional practices based on the needs of their students. **Students with ADHD** may benefit from the following techniques:

Strategies for Behavior

1. **Remind yourself and the student of his/her unique strengths** even when you’re having a “bad day”.
2. **Classroom rules and consequences** should be clearly stated and posted. Involve students with ADHD as part of the classroom group developing rules. Review rules frequently, giving examples and modeling as necessary.
3. **Praise** students for specific behaviors frequently and as soon as possible. Look for a behavior to praise before—not after—a student is off task.
4. If student appears to be starting to go “off task”, **promptly intervene with redirection, praise** for appropriate behavior, or **change stimulus** (e.g. new task, new location, errand, etc.).
5. **It is appropriate to request that a student change his or her behavior.** The most effective **directions** are brief and directed at the student’s behavior—not the student. Remind him/her of rewards and/or consequences. If giving a student a consequence, use a calm and respectful voice.
6. Carefully evaluate whether to intervene when a student misbehaves. In some instances, it is helpful to **ignore** the student’s inappropriate behavior, **particularly if a student is misbehaving to get your attention.**



7. Establish a simple, “**secret signal**” with the student to remind him/her to remain on task (an eye blink or finger tap, for example).

8. When talking to a student, move to where he/she is standing or sitting. Your **physical proximity** to the student will help the student to focus and pay attention to what you are saying.
9. Work together with the student to identify appropriate goals for a **behavior contract** such as completing homework assignments on time, raising hand to speak, staying seated, and obeying safety rules on the school playground. Take the time to ensure that the student agrees that his or her goals are important to master. Put contract in writing, develop a visual system (e.g. chart), and make sure rewards are achievable.
10. Have student participate in selection of desired **reinforcement**. These rewards can include **tangible rewards** such as stickers, small toys, or food items; **activity reinforcers** such as games, computer time, special time with teacher or peers; and **privileges** such as line leader, homework pass, office runner, etc. It may be helpful to consult with family and former teachers about motivational items for the student. For activity reinforcers, observe what s/he chooses to do during unstructured time.
11. A **token economy** can be used to provide a high rate of reinforcement to the student with ADHD for appropriate behaviors and others in the class who are modeling desired behaviors. Tokens can be used to “earn” any of the reinforcers above. Tokens can be used as a “raffle ticket” toward a desired outcome, accrued as points toward a reinforcer, or to earn a “whole class” reinforcement.
12. **Reward improvement** (not just perfection).
13. Give student **frequent breaks**. Have him/her get up and move around.
14. **Communicate with family** regularly (e-mail, fax, notebook) about how student is doing. Don’t forget to give good news!
15. Allow student to **work with younger students** on reading, spelling, etc.
16. Include behavior contract or other accommodations for student with ADHD in your **substitute folder**.
17. Don’t forget that behavior doesn’t change overnight, and remember to **praise yourself** for your efforts!

Social Skills

18. **When conflicts arise**, conduct impromptu sessions with the group of involved students. Encourage students to resolve their problem by talking to each other, while you quietly monitor their interactions during the session.
19. Teach students with ADHD appropriate **social skills** using modeling, role plays, and simulations. Teach problem-solving techniques, helping student to consider options. (The SELPA has a resource of social skills curricula and materials for students with ADHD.)
20. Be confident that although teaching social skills may be frustrating, it may be **one of the most important things you do**. It will stay with students for a lifetime.
21. Keep in mind that students need **positive adult role models** to learn appropriate social skills.
22. Be aware that the teacher's **body language and tone of voice** are powerful communicators.

Classroom Accommodations

23. **Ask student which accommodations** would help him/her to stay on task (including those used in the past) and teach him/her to respectfully request as needed.
24. **Give student notice** if there will be a change in the typical daily routine.
25. **Have a plan for flexible, alternate activities** when student with ADHD is having a "bad day."
26. **Be aware of classroom pace**. Students with ADHD may get confused, upset, or bored if too fast or too slow.
27. **Use computers with stimulating software** to engage a student with ADHD.
28. Consider **best seating assignment** for opportunities to monitor and reinforce behavior and social interactions.

29. **Seat student away from distractions** (door, window, traffic areas, overly stimulating visuals, colorful objects). Provide "study carrel" or private "office" for student to use as needed.



30. **Seat student near a peer role model** to provide opportunities for students to work cooperatively and learn from their peers in the class.
31. Use **secret signals for student with ADHD to communicate privately** with you. For example, a hand signal when s/he needs a break or other support.
32. Note for the students the time at which the lesson is starting and the time at which it will conclude. **Set a timer** to indicate to students how much time remains in the lesson and place it at the front of the classroom. The students can check the timer to see how much time remains. Interim prompts can be used as well. For instance, students can monitor their own progress during a 30-minute lesson if the timer is set for 10 minutes three times.
33. Turning the **classroom lights** "on and off" prompts students that the noise level in the room is too high and they should be quieter.
34. Play **music** to prompt students that they are too noisy. In addition, playing different types of music communicates to students what level of activity is appropriate for a particular lesson.
35. Allow student to use **headset** to muffle sound or with quiet music to help him/her focus.
36. **Provide clear and precise directions**, with **consistent eye contact** with the student with ADHD.
37. **"Chunk" directions into main steps**, giving time between chunks to allow student to understand.
38. After giving directions to the class as a whole, provide additional, **oral directions**, (using different words) for a student with ADHD.

39. **Provide follow-up directions in writing**. For example, write the page number for an assignment on the blackboard or on a "post it" note.
40. **Highlight key words** in the instructions on worksheets to help the student with ADHD focus on the directions.
41. Teach student to use a **pointer** to help visually **track written words** on a page.



42. Teach student how to **adapt instructional worksheets**. For example, help a student fold his or her reading worksheet to reveal only one group of questions at a time.
43. **Shorten assignments**, while making sure not to decrease the value of the lesson.
44. Allow student to take **tests** in a quieter room.
45. **Provide foot rest and/or "wobble cushion"** to assist with postural stability and focus.
46. **Provide small textured items** (porcupine balls, Koosh balls, gel balls) to help student release energy and/or prepare for fine motor tasks.
47. **Provide novel materials** (e.g. highlighter and gel pens, textured and colored paper, etc.) for written work.

Organizational Skills

48. Provide student with an **assignment notebook** to help organize homework and other seatwork.
49. Provide student with color-coded folders and materials to **help organize assignments** for different academic subjects (e.g. reading, mathematics, social studies, and science).
50. **Assign student a partner** to help record homework and other seatwork in the proper folders and assignment notebook.
51. Respectfully assist student to periodically sort through and **clean out his or her desk, backpack**, and other "special places" where written assignments are stored.

Time Management

52. Teach the student how to use a **wristwatch and calendar to manage his or her time** when completing assigned work.
53. Provide student with supervised opportunities to **break down a long assignment** into a sequence of short, interrelated activities.
54. **Tape a schedule** of planned daily activities to the student's desk. Have child "check off" activities as completed.



Study Skills

- 55. Provide the student with a **checklist that identifies categories of items needed for homework assignments** (e.g., books, pencils, and homework assignment sheets).
- 56. Teach student with ADHD how to **prepare an uncluttered** workspace to complete his/her assignments.
- 57. **Keep track of how well your student with ADHD completes homework.** Provide student and his/her parents with progress reports specifying good efforts and/or any specific missing assignments.

Language Arts

Reading

- 58. Ask the student to make **storyboards** that illustrate the sequence of main events in a story.
- 59. Schedule **"storytelling"** sessions in which the student can retell a story.
- 60. Schedule **"play-acting"** sessions in which the student can role play different characters in a favorite story.
- 61. Play **board games** that provide practice with target reading comprehension skills, sight vocabulary words, or phonetically irregular words.

- 62. Provide student with own personal copy of classroom **word wall** to reference when writing and reading.

Composition/Writing

- 63. Use **graphic organizers/story mapping** to assist student in developing the major parts of a story (e.g., plot, main characters, setting, conflict, and resolution).
- 64. Establish a **"post office"** in the classroom and provide students with opportunities to write, mail, and receive letters. Give graphic organizers for letter writing and clear procedural/behavioral expectations.



- 65. Provide **"Editor's Checklist"** of standards for acceptable written work.

- 66. Require that the student **proofread his/her work** before turning in written assignments. Provide the student with a list of items to check when proofreading his/her own work.
- 67. Allow the student to **dictate writing assignments** into a tape recorder.
- 68. Have the teacher or another student **write down a story** told by a student with ADHD.

Spelling

- 69. Allow child to decorate and illustrate **personal dictionary** of misspelled words.
- 70. Have **spelling partners** quiz each other, checking off words when spelled correctly.
- 71. Use **manipulatives (cut out letters, Play-Dough, Wikki stix, etc.)** to spell out hard-to-learn words.
- 72. Teach student to **frame** hard-to-spell words.
- 73. Combine **movement activities** with spelling lessons (e.g., jump rope while spelling words out loud).

Handwriting

- 74. Ask student to practice copying and erasing target words on a small, **individual dry erase board**. Two students can be paired to practice their target words together.
- 75. Provide special paper (e.g. colored lines, special lines for spacing) to assist with handwriting. **I like SCHOOL**
- 76. Teach student to use his or her **finger to measure how much space** to leave between each word in a written assignment.
- 77. Provide **interesting visual marker** for student to place between words (e.g., "spaceman").
- 78. Teach **handwriting skills** through a structured program such as Jan Olson's *Handwriting Without Tears* program.

Mathematics

General

- 79. Teach student **rhythm and songs** to memorize basic math facts.

- 80. Provide student with naturally occurring, "real life" opportunities to practice **money skills**.

- 81. **Color code basic arithmetic symbols** such as +, -, and = to provide visual cues for students when they are computing whole numbers.

- 82. Allow student to use **calculator** to check work and perform basic functions for word problems.

- 83. Have student play **math games** to practice adding, subtracting, multiplying, and dividing whole numbers.

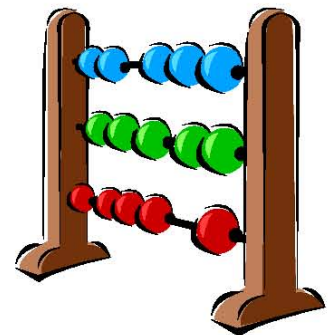
- 84. Use a **structured program** such as Innovative Learning Concepts' *Touch Math* program.

Word Problems

- 85. Teach student to **read a word problem** and illustrate with symbols or stick figures before beginning to compute the answer.
- 86. Teach student to highlight or **underline "clue words"** that identify which operation to use when solving word problems.
- 87. Ask the student to **create and solve word problems** that provide practice with specific operations such as addition, subtraction, multiplication, or division.

Special Math Materials

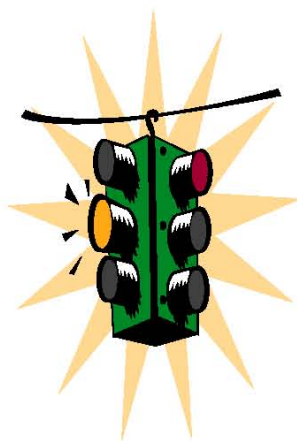
- 88. Provide a **number line** for student to use when computing whole numbers.
- 89. Use interesting **manipulatives** to help students gain **basic computation** skills when adding single-digit numbers.
- 90. Let student use **graph paper to help organize columns** when adding, subtracting, multiplying, or dividing whole numbers.





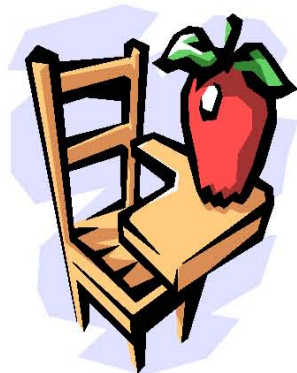
What do I do if I suspect a student has ADHD?

1. It is important to record the child's behaviors and the teaching interventions you have provided. If necessary, refer to your school Student Study Team (SST). The SST will work with you in developing other classroom strategies. If the SST feels it is necessary, they will work with the family to initiate a special education assessment.
2. Share concerns with the family. Be careful to talk in terms of behaviors you are observing in school without attempting to diagnose. The family may choose to seek a physician's assistance. Most often the doctor will ask you to complete a behavior rating scale to assist with a possible diagnosis.



What assessment strategies can be used in schools to diagnose students as having ADHD?

The assessment of attentional disorders in students is usually a multi-disciplinary, multi-step process that includes teacher observations, parent and teacher interviews, behavioral checklists and rating scales, as well as the use of psychometric assessment tools. It is very important to gather a variety of data from the child's environment since there are no single psychological, medical and/or neurological tests that reliably identify the presence of ADHD.



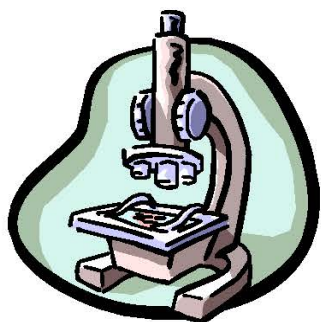
What type of school programs are available?

Most students with ADHD spend the majority of their school day in the general education classroom. Some may have a special plan to address their needs:

- **Section 504 of the Rehabilitation Act Plan (504 Plan).** For students who are not eligible for special education, a 504 Plan may be developed to list accommodations needed to assist the student in school.
- **Individuals with Disabilities Education Act (IDEA) Individualized Education Program (IEP).** For children who meet eligibility criteria for special education services (usually with "Other Health Impairments" or "Specific Learning Disabilities"), an IEP is developed. It may include special education services (such as Resource Specialist, counseling, or behavioral consultation) as well as accommodations the student needs in school.

These federal laws require schools and teachers to provide the accommodations and services specified in the plans.

What about medications?



For many young people stimulant medications are a safe and effective way to relieve ADHD symptoms. Different types of stimulants are available in short-acting (immediate-release), intermediate-acting, and long-acting forms. Other medications are also being tried to treat ADHD. Activity levels, cognitive function, academic achievement, behavior/personality, mood, body physiological systems, and attention may be affected by medications.

Choosing to give a child medication is a very personal choice for families to make with their physician. There are many considerations for families. Some children may experience mild side effects, but some children experience significant side effects. Stimulants are contraindicated for children taking certain medications or who have certain medical conditions. Finding the right medication dosage and schedule can be difficult. As the child grows the medication may frequently require adjustment.

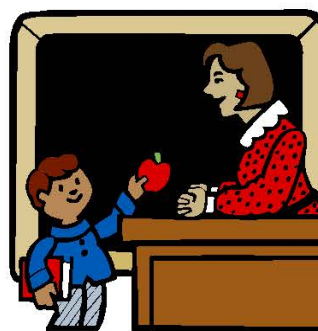
You may encourage a family to talk with their doctor if they have concerns about their child. Teachers should document and share information on the child's performance in school; however, a teacher MAY NOT in any way recommend, encourage or require that a family medicate their child.

If you have a child in your classroom for whom medication has been prescribed, it is important that you are aware of possible side effects. Finding the right medication at the right dose with the right timing can be a difficult process. Your regular communication with the family is important.

Words of encouragement....

Remember... Rome wasn't built in a day. Learning more about ADHD is the foundation for helping your student. As you try various strategies, remember that the student needs your help and isn't doing this to you on purpose. Finding the right interventions will make educational life more successful and positive for both of you. Good days and bad days are bound to happen. Rejoice in the good, try to relax, and use your positive supports during the bad!

We're on the Web!
www.venturacountyselpa.com



Contact person: Regina Reed, Director, Personnel Development
Ventura County Special Education Local Plan Area (SELPA)
(805) 437-1560
rreed@vcoe.org

Contributing editors:

- Fran Arner-Costello, Ventura County SELPA
- Frida Friend, Santa Paula Elementary School District
- Evalene Townend, Santa Paula Elementary School District
- Laurie Jordan, Rainbow Connection Family Resource Center
- Heather Johnson, clerical staff

Agreement and Attendance

On this page initial all parts of the IEP that you agree with. Indicate whether you attended in person or by teleconference. You must sign on the signature line to indicate your participation even if you are not in agreement with the entire IEP.

If there is a part that you are not in agreement with, note it.

It is important that you note everything that you are in agreement with so that the district can begin implementing them.

Speak to the IEP administrator to ask about “next steps” in resolving areas in which you disagree.

AGREEMENT/ATTENDANCE**Ventura County SELPA IEP**

Student Name _____

D.O.B. _____

Meeting Date _____

The following components of the IEP were explained and discussed at this meeting. Parent/Adult Student initials below indicate agreement with respective provisions in this IEP document unless specified below.

_____ Parent/Adult Student Rights – Within the last year, I have received a copy of and understand the rights afforded to me. I understand that this program will be reviewed annually and that I may request a review of this program at any time.

N/A Assessment Reports – I have received copies of all the reports discussed.

N/A Progress toward previous goals was reviewed, and I received a copy of the Progress Report.

_____ This IEP was prepared, reviewed and communicated with me in understandable language, including abbreviations. I have had the opportunity to provide input in developing this program. The district facilitated parent involvement as a means of improving services and results for my child.

N/A Eligibility – I agree with the eligibility determination.

N/A Annual Goals – I agree with the goals in this IEP except as noted below.

N/A Services – I agree with the services stated in this IEP except as noted below.

N/A Progress Reports – I was informed that the custodial parent/adult student will receive written reports of progress toward goals concurrent with general education reporting periods at the school of attendance. Exception(s): _____

N/A Parent/Adult Student offered translation ☐ Declined ☐ Accepted: _____ Language _____

High School / Postsecondary Only:

N/A I was informed that all special education rights will be/were transferred to student upon reaching age of majority.

N/A I was informed that graduation from high school with a regular diploma ends the district's obligation to provide a free, appropriate public education.

N/A I give the district permission to exchange information with and invite to the next IEP meeting the adult agencies specified on the *Transitioning From Public School* page.

Parent/Adult Student Participation: _____ Attended _____ Teleconferenced _____ Invited /Did not attend; Approval: _____ Agree with IEP _____ Agree except as noted below:

This IEP will be implemented except for areas of disagreement noted above. Comments, if any: _____

Parent/Guardian/Surrogate/Representative _____	Date _____	Parent/Guardian _____	Date _____	Student _____	Date _____
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☐ Private School – This IEP represents the _____ District's offer of a Free Appropriate Public Education. As parents have chosen to enroll student/continue enrollment in a private school in the _____ District, any services to be offered will be in accordance with the private school guidelines of the district in which the private school is located. Parents were given information for contacting district where private school is located.

Signatures of other IEP team members. (Indicate members with Excusal Form on record.)

Special Education Teacher _____	Date _____	School Psychologist _____	Date _____	Interpreter _____	Date _____
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General Education Teacher _____	Date _____	Occupational Therapist _____	Date _____	School Counselor _____	Date _____
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Speech-Language Pathologist _____	Date _____	School Nurse _____	Date _____	Title/Agency _____	Date _____
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LEA (District) Representative _____	Date _____	LEA (District) Representative _____	Date _____	Title/Agency _____	Date _____
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For more information about special education and your rights, please contact your district Special Education Office or visit the SELPA website at www.venturacountyselapa.com

English Language Development Assessment Info

This page is used for all students who are considered to be “English Learners” according to the Home Language Survey or recent testing. It notes universal tools, designates supports or accommodations needed to take the English Language Proficiency Assessment for California (ELPAC), or alternate, which are required for all English Learners and given every year.

This page also indicates how the student will participate in English Language Development (ELD) and goals.

ENGLISH LANGUAGE DEVELOPMENT INFORMATION

Ventura County SELPA IEP

Student Name _____ D.O.B. _____ Meeting Date _____

Primary Language (L1): _____ (Determined from information on Home Language Survey – does not ever change)

Language used to communicate with parents: _____ Other languages spoken in home: _____

Student's ELD level: Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Overall Level: _____ Assessment Instrument: _____ Date of most recent assessment: _____

☐ The IEP team has decided to recommend the student for reclassification as Fully English Proficient based on alternative measures of English Language Proficiency and performance in basic skills (**only if allowed by district policy**). If the box is checked, it is not necessary to complete the remainder of this form.

English Language Proficiency Assessment Specify assessment to be administered – English Language Proficiency Assessments of California (ELPAC) Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS):

	UNIVERSAL TOOLS	DESIGNATED SUPPORTS	ACCOMMODATIONS
	Non-Embedded	Non-Embedded	Non-Embedded
LISTENING			
SPEAKING			
READING			
WRITING			

ENGLISH LEARNER SERVICES:

PROGRAM MODEL:

- X ☒ Structured English Immersion (SEI) – Consider for students with Overall ELD levels of Beginning or Early Intermediate
- ☐ English Language Mainstream (ELM) – Consider for students with Overall ELD levels of Intermediate and above
- ☐ Alternative Educational Program – May be considered for students at all levels _____

ELD INSTRUCTION: Location: _____ Frequency: for _____ minutes per _____

Goal number(s) that address language needs of the English Learner _____ (must be at least one)

Strategies and supports for accessing the core curriculum _____

Note: A copy of this page must be forwarded to school district office or site staff person responsible for English Language Assessment.

Copy to: ☐ District Office ☐ General Education/Cumulative File ☐ Language Acquisition Office

ENGLISH LANGUAGE DEVELOPMENT INFORMATION

Ventura County SELPA IEP

Student Name Sample, Jose D.O.B. 03/24/2002 Meeting Date _____
 Primary Language (L1): Spanish 01 (Determined from information on Home Language Survey – does not ever change)
 Language used to communicate with parents: Spanish Other languages spoken in home: Filipino (Tagalog)
 Student's ELD level: Listening: Intermediate Speaking: Early Intermediate Reading: Beginning Writing: Beginning
 Overall Level: Early Intermediate Assessment Instrument: CELDT Date of most recent assessment: 10/14/2016

☐ The IEP team has decided to recommend the student for reclassification as Fully English Proficient based on alternative measures of English Language Proficiency and performance in basic skills (**only if allowed by district policy**). If the box is checked, it is not necessary to complete the remainder of this form.

English Language Proficiency Assessment Specify assessment to be administered – English Language Proficiency Assessments of California (ELPAC) Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS):

	UNIVERSAL TOOLS	DESIGNATED SUPPORTS	ACCOMMODATIONS
	Non-Embedded	Non-Embedded	Non-Embedded
LISTENING	Directions simplified or clarified	Point to multiple choice answer	
ELPAC			
SPEAKING			
ELPAC	Directions simplified or clarified		
READING	Extra time within a testing day	Administer at time most beneficial to stud	
ELPAC	Individual carrel or study enclosure	Point to multiple choice answer	
WRITING	Extra time within a testing day		
ELPAC			

ENGLISH LEARNER SERVICES:

PROGRAM MODEL:

- X ☒ Structured English Immersion (SEI) – Consider for students with Overall ELD levels of Beginning or Early Intermediate
☐ English Language Mainstream (ELM) – Consider for students with Overall ELD levels of Intermediate and above
☐ Alternative Educational Program – May be considered for students at all levels _____

ELD INSTRUCTION: Location: General education class Frequency: for 55 minutes per day

Goal number(s) that address language needs of the English Learner 4 7 (must be at least one)

Strategies and supports for accessing the core curriculum Outlines or reading guides Charts, graphs, pictures, diagrams
Compare / contrast meanings

Note: A copy of this page must be forwarded to school district office or site staff person responsible for English Language Assessment.

Copy to: ☐ District Office ☐ General Education/Cumulative File ☐ Language Acquisition Office

Parent & Adult Student Rights



VENTURA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Mary E. Samples, Assistant Superintendent
5100 Adolfo Road, Camarillo, CA 93012
(805) 437-1560, FAX (805) 437-1599, www.vcselpa.org

PARENT AND ADULT STUDENT RIGHTS AND PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION
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These are your rights under state and federal law, as guaranteed under the Individuals with Disabilities Act (IDEA) – PL. 108-446 and related California Education Code. This document is for parents of students aged 3-18 years old who are being considered for or are receiving special education services. These rights apply to all foster parents and surrogate parents (appointed by the School District) acting on behalf of a special education student or a student being considered for special education. These rights are also for enrolled special education students between the ages of 18-22 years old who have not yet obtained a high school diploma.

I. GENERAL RIGHTS

- A. IDEA is a federal law that requires school districts to provide a “free, appropriate public education” (in English, referred to as FAPE) to eligible children with disabilities. A free, appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.
- B. To be eligible for this program, a child must be evaluated and found to have one of the following disabilities, and **need special education and/or related services**.
 - Autism
 - Deaf-blindness
 - Emotional disturbance
 - Hearing impairment (including deafness)
 - Intellectual Disabilities
 - Multiple disabilities
 - Orthopedic impairment
 - Other health impairment
 - Speech or language impairment
 - Specific learning disability
 - Traumatic brain injury
 - Visual impairment
 - Established Medical Condition (preschool only)
- C. You have the right to receive this notice in your native language, unless it clearly is not feasible to do so, and written in an easily understandable manner. If your native language or other mode of communication is not a written language, the notice is to be translated orally or by other means to you. The local education agency (“district”) shall take steps to ensure that you understand the content of the notice and shall ensure that written evidence exists that these requirements have been met.
- D. The notice of Procedural Safeguards is required under IDEA and must be provided to you when:
 - You ask for a copy
 - The first time your child is referred for a special education assessment
 - Each time you are given an assessment plan to evaluate your child
 - Upon receipt of the first state or due process complaint in a school year, and
 - When the decision is made to make a removal that constitutes a change of placement.

II. RIGHTS RELATED TO PARENTAL NOTICE

- A. Written prior notice to the parents of the child is required whenever the district proposes to initiate or change or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education.
- B. The notice shall include a description of the action proposed or refused by the district, an explanation of why the agency proposes or refuses to take the action, a description of any other options that the agency considered and the reasons why those options were rejected. It also will include a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action, a description of any other factors that are relevant to the district’s proposal or refusal, and a

statement that the parents of a child with a disability have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA). The notice will also include sources for parents to contact to obtain assistance in understanding the provisions of this part. It will also note a description of other options that the IEP team considered and the reasons those options were rejected (20USC 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 CFR 300.503.

- C. The notice may be provided via the IEP or in separate format.

III. RIGHTS RELATED TO ASSESSMENT & REEVALUATION

- A. Parents have the right to initiate a referral of their child for special education services.
- B. If the district decides to assess, the parent shall be given, in writing, a proposed Assessment Plan within 15 calendar days of the referral for assessment, not counting days between school sessions or days of school vacation in excess of 5 school days, from the date of receipt of the referral. An Assessment Plan shall be developed within 10 days after the start of the new regular school year when a referral was made 10 days or less prior to the end of the regular school year. For pupil school vacations, the 15 day timeline continues when the regular school year reconvenes.
- C. The Assessment Plan shall be provided in the native language of the parent, unless it is clearly not feasible to do so, and shall explain the areas of assessments to be conducted, the assessors, and the facts which make an assessment necessary or desirable.
- D. Parents must give their written consent for an initial assessment to determine if their child qualifies as a child with a disability.
- E. The parent shall have at least 15 calendar days from receipt of the proposed Assessment Plan to provide written consent. Assessment may begin immediately upon receipt by the district of the signed Assessment Plan.
- F. If a parent refuses to provide consent for assessment, the district may continue to pursue an assessment by utilizing the mediation and due process procedures described later in this document.
- G. If the district declines a parent request for assessment, notice shall be given in writing within 15 days of the parent written request. Notice shall include an explanation of why the district does not think assessment is needed including all elements of Notice Specified in Section II of this document.
- H. Testing and assessment materials and procedures for evaluation and placement of children with disabilities will be selected and administered so as not to be racially, culturally, or sexually discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless clearly not feasible and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.
- I. Parents have the right to initiate Due Process if they disagree with the district on the issue of assessment.
- J. The parent has the right to receive a copy of all Assessment Reports when available.
- K. As part of initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and teacher and related services providers' observations. On the basis of that review, and input from the child's parents they should identify what additional data, if any, are needed to determine: whether the child has a disability; the present levels of performance and educational needs of the child; whether the child needs special education and related services; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the annual goals set out in the child's Individualized Education Program and to participate, as appropriate, in the general curriculum.
- L. A reevaluation of each child with a disability shall be conducted ~~to~~ at least once every three years or if conditions warrant or if the child's parent or teacher requests a reevaluation.
- M. The purpose of reevaluation is to determine ongoing eligibility and educational needs.
- N. If members of the IEP Team including the parents and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the district shall notify the child's parent of that determination and the reasons for it, and the right of the parent to request an assessment to determine whether the child continues to be a child with a disability. If the district feels it is necessary to conduct an assessment for reevaluation and is not able to get parent consent after reasonable attempts to do so, the district may proceed with assessment.
- O. Vision and hearing screening will be conducted at the intervals specified in California Education Code and/or within one year of Reevaluation, unless the parent denies permission.

IV. INDEPENDENT EDUCATIONAL EVALUATIONS

- A. Parents have the right to obtain one Independent Educational Evaluation (IEE) of their child at public expense for each evaluation conducted by the district if they disagree with an evaluation obtained by the district within no more than two years. The district shall provide to parents, on request, information about where an IEE may be obtained. If a parent requests an IEE at public expense, the district must either initiate a due process hearing to show that its evaluation is appropriate or ensure an IEE is provided at public expense. If the district prevails at the due process hearing, the parent still has the right to an IEE, but not at public expense.
- B. The assessment tools used by an independent education evaluator must be individually selected for your child and must be administered by competent professionals.
- C. Testing and evaluation materials and procedures must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- D. The materials or procedures must be provided and administered in your child's native language or mode of communication, unless it clearly is not feasible to do so.
- E. No single procedure shall be the sole criterion for determining an appropriate educational program for a child.
- F. IEEs must meet requirements for location, qualifications, costs and assessment instruments set forth by SELPA.
- G. Information obtained in an IEE (regardless of who pays) shall be considered along with all other assessment data in developing the IEP.
- H. If the district observes the student in his or her classroom during an assessment, or if the district would have been allowed to observe the student, an individual conducting an IEE must also be allowed to observe the classroom. If the school district proposes a new school setting for the student and an IEE is being conducted, the independent assessor must be allowed to first observe in the proposed new setting.
- I. The district shall conduct a reevaluation of a student with a disability before determining that the student no longer meets the criteria for eligibility as a child with a disability.
- J. The district must re-evaluate students transferring in from out of state if determined to be necessary.
- K. Screening by a teacher or specialist to determine instructional strategies for implementation of the curriculum is not considered evaluation for eligibility purposes and does not require parent permission.

An Information packet for parents about IEEs is located under "Information for Parents"

V. RIGHTS RELATED TO THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING

- A. An IEP required as a result of an assessment of a child shall be developed within a total time not to exceed 60 days, not counting days between the child's regular school sessions, terms or days of school vacation in excess of five school days, from the date of receipt of the parent's written consent for assessment.
- B. If the timeline is interrupted by a school vacation, the 60-day time shall recommence on the date that pupil school days reconvene.
- C. If a referral has been made 30 days or less prior to the end of the regular school year, an IEP shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar.
- D. Parents have the right to participate in meetings on the identification, evaluation and educational placement of their child and be informed of all program options, including alternative public and private programs.
- E. Parents are entitled to receive written notice of the proposed meeting, including meeting purpose, and shall be notified early enough to ensure the opportunity to attend.
- F. The IEP Team meeting shall be arranged at times and places mutually agreeable to the parent and the district.
- G. Parents have the right to be a member of the IEP Team, and to present information to the team in person or through a representative.
- H. The district shall take whatever action is necessary to ensure that the parents understand the proceedings at a meeting, and are able to participate in any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness, or whose native language is other than English.
- I. Parents may designate another adult to represent the educational interests of the child. This may be done for one meeting only by indicating the name of the representative on the IEP Meeting Notice, or on a long term basis by filling out the "Designation of Educational Representative" form. (*Available on the SELPA website, under "SIRAS IEP User's Manual/Pre-IEP Forms"*)

- J. Parents have the right to an IEP team which includes the student's present teacher, a representative of the district, one or both parents and a general educator if the student is or may be participating in the general educational environment. Also present, as appropriate, may be the student and other individuals at the request of parents or education agency who possess necessary expertise or knowledge. If the student has been assessed, a person who is qualified to interpret the results shall be present. If the student is suspected of having learning disabilities, at least one member of the team, other than the teacher, shall have observed the pupil in an appropriate educational setting.
- K. If the IEP will discuss transition to adult life, the student must be invited to participate in transition planning. However, if the student is not yet 18, parents can decide whether or not he/she attends all or part of the meeting.
- L. Parents have the right to include as members of the IEP Team other individuals who have knowledge or special expertise regarding their child.
- M. As long as the team is made up of the required members, parents may not require that a specific individual be in attendance.
- N. A required IEP team member whose area *will not* be discussed may be excused from all or part of the meeting with written permission of district and parent.
- O. An IEP team member whose area *will* be discussed may be excused from all or part of the meeting with written district and parent permission, but must submit a written report prior to the meeting in lieu of attendance.
- P. If a special education student is placed in a non-public school, any IEP meetings may be convened by the non-public school in cooperation with the placing district. However, the placing district retains full responsibility for compliance with state and federal law.
- Q. The IEP meeting shall be non-adversarial and conducted solely for the purpose of making educational decisions about the student.
- R. For children with disabilities aged 3 through 5, an Individualized Family Service Plan may serve as the IEP if agreed to by the district and the child's parents.
- S. Parents shall be given a copy of the IEP at no cost, and a copy of the IEP shall be provided in the primary language at the request of the parents.
- T. The IEP and placement of the student will be reviewed at least once each year by the IEP team.
- U. Parents have the right to request a review by the IEP Team. A meeting of the IEP Team requested by a parent shall be held within 30 days, not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days, from the date of receipt of the parent's written request.
- V. Parents and the district have a right to make an audiotape recording of the proceedings of the IEP Team meeting by giving 24 hours notice to the IEP Team of the intent to tape the meeting. If the district initiates notice of the intent to audiotape the meeting and the parent objects or refuses to attend, then the meeting shall not be tape recorded by either party.
- W. The IEP may be held by teleconference, if all parties agree.
- X. Written consent of the parent is required before any program placement or special education services may begin.
- Y. The parent may refuse consent to the initial placement of their child in special education. The district may not pursue Due Process on the issue of initial placement.
- Z. Any time after the initial provision of special education and related services, a parent or an adult student may revoke consent **in writing** for the continued provision of services and supports. This revocation would include **all** special education services. The district may not continue to provide services, but must provide written notice before ceasing services indicating when the services will cease. An IEP meeting is not required. The district may not use mediation or due process procedures to obtain agreement or a ruling that the services must be provided. If consent is revoked for special education services, the district is not required to amend the child's education records to remove any reference to receipt of special education and related services. Additionally, if you revoke consent for special education services, the child will be subject to the same disciplinary guidelines as any other student in the district. If a parent or adult student decides to re-refer the student for services the district will respond within 15 days. According to the law, the district has an additional 60 days to conduct assessment and hold an IEP at which time eligibility and services will be considered.
- AA. On review of the IEP, the parent may consent to all or part of the new proposed IEP. Those parts that are agreed upon will be implemented. If the district determines that a part of the proposed special education program to which the parent does not consent is necessary to provide a free and appropriate public education to the child, a due process hearing shall be initiated unless a prehearing mediation conference is held. If parents believe a change to the IEP is necessary, or disagree with a change proposed by the district, the parents may file for Due Process.

VI. RIGHTS RELATED TO THE CONTENTS OF THE IEP

- A. The IEP will contain these elements:
- The strengths of the child and
 - The concerns of the parents about their child's education, and
 - The results of the most recent evaluations, and
 - The student's present levels of academic achievement and functional performance, and
 - The academic, developmental and functional needs of the student, and
 - A statement of how the disability affects involvement and progress in the core curriculum (or for preschoolers, how it affects participation in appropriate activities), and
 - Measurable annual goals. For students who participate in alternate assessments, benchmarks or short-term objectives are also required, and
 - A statement of how progress toward goals will be measured, as well as when periodic reports will be given to the parents, and
 - Special education, related services and supplementary aides and services, and
 - An explanation of the extent, if any, to which the student will not participate with children without disabilities in the general education classroom, and
 - Accommodations or modifications needed for district and statewide assessments. If the student cannot participate in the regular assessment, the reasons why and the alternate assessment selected, and
 - The projected date for beginning the services.
- B. The team will also consider as appropriate:
- Behavior impeding learning of self or others, and/or
 - Language needs of a limited English proficient student, and/or
 - Braille for students who are blind or visually impaired and/or
 - Communication needs of the child, including the child who is deaf or hard of hearing, and/or
 - The need for assistive technology devices (does not include surgically implanted devices).

For additional elements included in the planning for transition to adult life, see Section VI (For students aged 15 and older)

- C. Parents shall be informed of free, appropriate public education and all available alternative options, both public and non-public, per the Local Plan and Interdistrict Charts.
- D. Special Education services mean specially designed instruction, at no cost to the parents, to meet the unique needs of the student with a disability.
- E. These services may be provided in general education classes, special classes, special schools, the home, hospital, or institutions.
- F. Children with disabilities have the right to be educated with children without disabilities to the maximum extent appropriate. This means the right to placement in the least restrictive learning environment that will also address their special education needs.
- G. Extended school year services must be made available if the IEP team determines that they are necessary for the provision of a free, appropriate public education.
- H. The description of the student's overall program will include the location and type of services, but not specific individuals or classes.

VII. TRANSITION TO ADULT LIFE

- A. Starting no later than the first IEP to be in effect when the student turns 16, planning for transition to adult life will be included in the IEP process.
- B. Transition assessments will be conducted to determine the student's desired outcomes in the areas of education and training, employment, and, as appropriate, independent living.
- C. Measurable goals for the student's desired outcomes for life after public school will be written.
- D. Annual goals will be developed as appropriate to address the desired outcomes.
- E. Necessary transition services to address the annual goals will be specified
- F. No later than one year before the student turns 18, the IEP will include a statement that the student will be informed that all special education rights will transfer to him or her upon reaching 18. *See Rights of Adult Students in this document, Section VIII.*

For more information about transition, see our website "For Families/Transition to Adult Life."

VIII. RIGHTS RELATED TO STUDENT RECORDS

- A. Parents have the right to receive notice in their native language which includes a summary of the policies, procedures and rights related to personally identifiable information, including the rights under the Family Educational Rights and Privacy Act of 1974 (FERPA). The following information meets this requirement.
- B. The district shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the agency.
- C. Parents shall have the right and opportunity to examine all school records of their child and to receive copies within 5 business days after such request is made, either orally or in writing and before any meeting regarding an IEP or any hearing relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education.
- D. A district may charge no more than the actual cost of reproducing such records, but if the cost effectively prevents the parent from exercising the right to receive such copy or copies, the copy or copies shall be reproduced at no cost.
- E. The parent's right to inspect and review the educational records of their child includes the right to a response from the district to reasonable requests for explanations and interpretations of the records and the right to have a representative of the parent inspect and review the records.
- F. The district may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.
- G. The parent may file a written request with the superintendent of the district to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following: (a) inaccurate; (b) an unsubstantiated personal conclusion or inference; (c) a conclusion or inference outside of the observer's area of competence; (d) not based on the personal observation of a named person with the time and place of the observation noted, (e) misleading; (f) in violation of the privacy or other rights of the pupil.
- H. Within 30 days of receipt of a request as described above, the superintendent or superintendent's designee shall meet with the parent and the certificated employee who recorded the information in question, if any, if the employee is presently employed by the district. The superintendent shall then sustain or deny the allegations. If the superintendent sustains any or all of the allegations, he or she shall order the correction or the removal and destruction of the information. However, the superintendent shall not order a student's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.
- I. If the superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent may, within 30 days of the refusal, appeal the decision in writing to the governing board of the district.
- J. Within 30 days of receipt of an appeal, the governing board shall, in closed session with the parent and the certificated employee who recorded the information in question, if any, if the employee is presently employed by the district and determine whether or not to sustain or deny the allegations. If the governing board sustains any or all of the allegations, it shall order the superintendent to immediately correct or remove and destroy the information from the written records of the pupil. However, the governing board shall not order a student's grade to be changed unless the teacher who determined the grade is, to the extent practicable, given the opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade. The decision of the governing board shall be final.
- K. Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing board, unless the parent initiates legal proceedings relative to the disputed information within the prescribed period.
- L. If the final decision of the governing board is unfavorable to the parent, or if the parent accepts an unfavorable decision by the district superintendent, the parent shall have the right to submit a written statement of his or her objections to the information. This statement shall become part of the pupil's school record until the information objected to is corrected or removed.
- M. Parental consent must be obtained by the district before personally identifiable information is disclosed or released to other agencies.
- N. School district officials can release confidential educational information to an agency caseworker or another representative of a state or local child welfare agency or tribal organization that has the legal responsibility for the care and protection of the student, without parent permission.

For more information regarding Family Educational Rights and Privacy Act (FERPA) visit
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

IX. RIGHTS OF ADULT STUDENTS

- A. When a student with a disability reaches the age of 18, the age of majority in California, (except for a student with a disability who has been determined to be incompetent under State law) the district shall provide any required notices to both the individual and the parents.
- B. At the age of 18, all other rights accorded to the parents under the IDEA transfer to the child. The district shall notify the individual and the parents of the transfer of rights. All rights accorded to parents under the IDEA transfer to students who are incarcerated in an adult or juvenile Federal, State, or local correctional institution.
- C. An adult student with a disability may appoint another adult to represent him or her in educational matters, if desired.

X. PARENT SURROGATES

- A. The district shall ensure that procedures are established and maintained for the assignment of an individual to act as a surrogate for the parents in all special education matters whenever the parents of the child are not known, the agency cannot, after reasonable efforts, locate the parents, or the child is a ward of the State and the parents have had their educational rights removed by a court of law.
- B. If the child lives in a foster home, and the parents have had their educational rights removed, the foster parent may fulfill the role of "parent" for educational purposes as long as the child resides in the home. A foster parent shall include a person, relative caretaker, or nonrelative extended family member who has been licensed or approved by the county welfare or probation department or the State Department of Social Services or who has been designated by the court as a specified placement. A foster parent does not have to be designated as a surrogate.
- C. The individual appointed to act as a surrogate shall not be an employee of the state education agency, the district, or any other public or private agency that is involved in the education or care of the child. The surrogate shall have no interest that conflicts with the interest of the child he or she represents and shall have knowledge and skills that ensure adequate representation of the child. An individual who would have a conflict of interest means a person having any interest that might restrict or bias his or her ability to advocate for all of the services required to ensure a free appropriate public education for the child with a disability.
- D. As far as practical, a surrogate parent should be culturally sensitive to his or her assigned child.
- E. When appointing a surrogate, the district shall, as a first preference, select a relative caretaker or a court appointed special advocate, if one of these individuals exist and is willing and able to serve. If not, the district shall select the surrogate of its choice. If the child is removed from the home of the relative caretaker who has been appointed as a surrogate, the district shall appoint another surrogate.
- F. Except for individuals who have a conflict of interest in representing the child, individuals who may serve as surrogates include, but are not limited to, retired teachers, social workers, and probation officers who are not employees of a public agency involved in the education or care of the child. If a conflict of interest arises subsequent to the appointment of the surrogate, the district shall terminate the appointment and appoint another surrogate.
- G. The surrogate shall serve as the child's parent and shall have all rights regarding the child's education that a parent has as specified in the IDEA. A surrogate may represent a child with a disability in matters relating to identification, assessment, instructional planning and development, educational placement, and/or reviewing and revising the Individualized Education Program, and in other matters relating to the provision of a free, appropriate public education to the individual. This representation shall include the provision of written consent to the IEP including nonemergency medical services, mental health treatment services and occupational or physical therapy services. The surrogate may sign any consent relating to IEP purposes.
- H. A surrogate shall not be appointed for a child who is a dependent or a ward of the court unless the court specifically limits the right of the parent or guardian to make educational decisions for the child or for a child who has reached the age of majority unless the child has been declared incompetent by a court of law.
- I. A surrogate shall be held harmless by the State of California when acting in his or her official capacity except for acts or omissions which are found to have been wanton, reckless, or malicious.

A flowchart of the Parent Surrogate process and necessary forms are available at the SELPA office.

XI. USE OF MEDICAID/MEDICAL PUBLIC BENEFITS

- A. You must give consent before the district may access your child's MediCal benefits to pay for certain special education related services.

- B. The district does not need to ask for your permission again unless the type, cost or amount of services changes.
- C. There will be no cost to you if the district accesses your child's MediCal benefits. It will not impact your child's available lifetime coverage, result in your having to pay any co-pays or for other services that would otherwise be covered by the public benefits which are required by your child outside school, increase premiums or discontinue benefits, or risk loss for home and community based waivers.
- D. You have the right to withdraw your consent for the district to use your child's name access MediCal benefits at any time. If you do this, the district will continue to be responsible to provide all services specified in your child's IEP.

XII. PROCEDURES FOR RESOLVING DIFFERENCES

A. Voluntary Pre-Hearing Mediation ("Mediation Only")

- 1. Parents may choose to participate in Mediation Only by filing the "Mediation Only Request Form." If this is requested before filing a Request for Mediation and Due Process Hearing, it is not considered to be part of the Due Process Hearing process, and attorneys and legal advocates cannot be present.
- 2. Either party may decide to participate in Mediation Only. Mediation Only is voluntary, and if one of the parties declines to participate, it will not occur.
- 3. The Mediation Only conference will be scheduled within 15 days of the request.

The "Mediation Only Request Form" is located on our website www.vcselpa.org under For Families; Special Education Parent Rights. You may also access the forms at <http://www.dgs.ca.gov/oah/SpecialEducation/Forms.aspx>.

B. Due Process

1. NOTICE OF DUE PROCESS COMPLAINT

- a. A parent or a public agency may file a Request for Mediation and Due Process Hearing if they disagree with any matters relating to the identification, assessment or educational placement of a student with a disability and would like to initiate Due Process.
- b. The Notice must be filed no later than two years after the parent or public agency knew or should have known about the alleged violation. (For complaints alleging violations after October 9, 2006)
- c. The two year time limit does not apply to the parent if they were prevented from filing a Request for Mediation and Due Process Hearing due to specific misrepresentation by the district that it has resolved the problem which is the basis of the complaint, or due to the district's withholding of information from the parent that was required to be provided.
- d. The Request must include these elements:
 - The child's name, address and school (if the child is "homeless" according to the McKinney-Vento Homeless Act, available contact information must be provided)
 - A description of the problem, including facts
 - A proposed resolution of the problem
- e. The Request must be sent to the State Superintendent of Public Instruction, with a copy provided to all other parties named. (Office of Administrative Hearings (OAH), Special Education Division, 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA, 95833, Telephone: (916)263-0880, Fax (916)263-0890
- f. Either parents or district may challenge the sufficiency of the Request.
- g. The Request will be deemed to be sufficient unless the party receiving the Request notifies the Administrative Law Judge (ALJ) and the other party within 15 days of receipt that it believes the Request does not contain the required elements (above).
- h. Within five days of receipt of notification from either party that the Request is not sufficient, the ALJ will make a decision on whether the complaint contains the required elements.
- i. The party filing the Request does not have the right to a Due Process Hearing if the Request does not contain the required elements.
- j. A party may amend its Request only if the other party consents in writing and a Resolution Session is held, or if permitted by the ALJ, but not later than five days before a Due Process Hearing occurs. In case of amendment of the Request, all timelines start over.
- k. If a party files an amended Request for Mediation and Due Process Hearing, the timelines for the Resolution Session begin again.
- l. If the district has not given the parent written notice about the subject matter contained in the parent's Request, the district must, within 10 days of receiving the Request, give the parent a

written response (known as “Other Party Response”) that contains all the elements in Section II of this document.

The “Mediation and Due Process Hearing” Request Form is located on our website www.vcselpa.org under For Families; Special Education Parent Rights. You may also access the forms at <http://www.dgs.ca.gov/oah/SpecialEducation/Forms.aspx>.

2. RESOLUTION SESSION

- a. Within 15 days of receiving the parent’s Request for Mediation and Due Process Hearing, and prior to initiation of a Due Process Hearing, the district must convene a meeting with the parent and the relevant members of the IEP team who have specific knowledge of the facts identified in the Request. The members are determined by the parent and district.
- b. The meeting must include a representative of the district who has decision-making authority.
- c. The district may not have an attorney present unless the parent is accompanied by an attorney.
- d. The purpose of the meeting is to try to resolve the issues specified in the Request.
- e. Unless both parties have agreed to waive the Resolution Session or agreed to participate in Mediation, the failure of the parent to participate in the Resolution Session will delay the timelines for the Due Process Hearing until the Resolution Session is held. If, after reasonable efforts, the district is unable to get the parents to participate in the Resolution Session within 30 days, the district may request the ALJ to dismiss the Request.
- f. If the district fails to hold the Resolution Session within 15 days of receiving the Request from the parents, or fails to participate in the Resolution Session, the parent may ask the AJL to begin the Due Process Hearing timeline.
- g. The 45 day timeline for Due Process Hearing begins if:
 - Both parties agree in writing to waive the Resolution Session; or
 - After the beginning of the Resolution period starts but before the end of the 30-day period, both parties agree in writing that agreement is not possible; or
 - The district has not resolved the issues in the Request to the satisfaction of the parents within 30 days; or
 - Both parties agree in writing to continue the Resolution or Mediation period, but one of the parties later withdraws from the process.
- h. A written settlement agreement will be developed if agreement is reached in the Resolution Session. The agreement will be:
 - Signed by both the parent and the representative of the district with authority to commit the resources of the district, and
 - Enforceable in State or Federal court.
- i. The agreement may be voided by either party within 3 business days of its execution.

3. MEDIATION (as part of Due Process)

- a. Mediation as part of the Due Process will be completed within 30 days after receipt of the Request for Mediation and Due Process Hearing, unless both parties agree to a time extension.
- b. The Mediation process is voluntary and may not be used to deny or delay a parent’s right to a hearing or other rights afforded by the IDEA. Requesting or participating in a mediation conference is not a prerequisite to requesting a Due Process Hearing.
- c. The Administrative Law Judge (ALJ) shall encourage the parties to a Hearing to consider Mediation as an alternative to a Hearing.
- d. Mediation will be conducted by a qualified, impartial and trained Mediator.
- e. Parents have the right to receive a copy of a Mediation request initiated by the district.
- f. The Mediation session shall be scheduled in a timely manner and held in a location convenient to the parties.
- g. Any agreement reached in Mediation shall be documented in a legally binding written Mediation Agreement.
- h. Discussions in Mediation shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings. The parties to the Mediation may be required to sign a confidentiality pledge prior to commencement of the process.
- i. Written resolution of the Mediation will be mailed to the parent within ten days.

4. DUE PROCESS HEARING

- a. The Due Process Hearing will begin within 30 days of the filing of the Request for Mediation and Due Process Hearing, ("Request"), if efforts at Resolution and Mediation have not been successful.
- b. Parents have the right to a fair and impartial hearing at the state level. The Administrative Law Judge ("ALJ") appointed by the Calif. Dept. of Education ("CDE") will be trained and knowledgeable in the laws governing special education and administrative hearings and not an employee of the state or district.
- c. The CDE will keep a list of all ALJs and their qualifications.
- d. The party requesting a Due Process hearing may not raise issues that were not raised in the original Request.
- e. Upon receipt by the Office of Administrative Hearings or designees of the hearing request, all parties to the hearing shall immediately be notified of the request for the hearing and the scheduled hearing date. The notice shall advise all parties of all their rights relating to procedural safeguards and shall include a list of persons and organizations within the geographical area that can provide free or reduced cost representation or other assistance in preparing for the due process hearing.
- f. Parents have the right to:
 - Be accompanied and advised by an attorney or others with special knowledge or training of students with disabilities.
 - Present evidence, written and oral arguments and confront, cross-examine and compel the attendance of witnesses.
 - Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five days before the hearing.
 - Obtain a written or (at the option of the parents) electronic verbatim record of the hearing.
 - Obtain written or electronic findings of fact and decisions.
 - Have the child who is the subject of the hearing present.
 - Open the hearing to the public.
 - Examine all school records of the child and receive copies as per Section VII of this document.
- g. Each party must disclose to all other parties prior to the hearing:
 - (Within five business days) All evaluations completed by that date and recommendations it intends to use.
 - (Within five business days) A copy of all documents and a list of all witnesses and their general area of testimony.
 - (Within 10 days) A statement as to what the party believes are the issues to be decided at the hearing and the proposed resolution of those issues. Upon the request of a parent who is not represented by an attorney, a mediator will be provided to assist the parent in identifying the issues and the proposed resolution of the issues.
 - (Within 10 days) Whether or not they intend to be represented by an attorney.
- h. Either party has the right to prohibit the introduction of any evidence that has not been disclosed to the other party within five business days of the hearing.
- i. The ALJ may:
 - Question a witness on record before other parties do so.
 - With the consent of both parties, request that conflicting experts discuss an issue with each other on record.
 - Visit the proposed placement site(s) when the physical attributes of the site(s) are at issue.
 - Call a witness to testify if all parties consent or the hearing is continued for at least five days after the witness is identified and before s/he testifies.
 - Order an impartial assessment to be conducted, and the hearing postponed until it is completed.
 - Bar introduction of any documents and testimony of any witnesses not disclosed according to legal guidelines.
 - Call independent medical specialists.
 - Set a reasonable limit on the length of the hearing after considering the issues to be heard, the complexity of the facts to be proven, the ability of the parties (and their representatives if any) to present their cases, and the parties' estimate of the time needed.

- j. The ALJ's determination of whether a child received a free, appropriate public education must be made on substantive grounds. In matters alleging a procedural violation on the part of the district, the ALJ would *not* consider the violation a denial of the child's rights unless it:
- Impeded the child's right to a free, appropriate public education, or
 - Significantly impeded the parent's opportunity to participate in the decision-making process, or
 - Caused a deprivation of educational benefit to the student.

The above criteria do not preclude an ALJ from ordering the district to comply with procedural requirements or ordering a compensatory remedy.

- k. Parents may request Mediation at any point during the hearing process if both parties are willing to extend the forty-five day limit for a period equal to the length of the Mediation process.
- l. Each party to the hearing may request an extension of the timeline for the hearing. The extension shall be granted upon a showing of good cause.
- m. During the pendency of the hearing and any judicial proceedings, unless the state or district and the parents agree otherwise, the student shall remain in the then-current educational placement, or, if applying for initial admission to a public school, shall with the consent of the parents, be placed in the public school program until all such proceedings have been completed.
- n. An ALJ may not render a decision that results in the placement or reimbursement for the placement, of a special education student in a nonpublic school or agency unless the school or agency has been appropriately certified.
- o. In decisions related to the placement, the ALJ will consider cost, in addition to all other factors.
- p. The Calif. Dept. of Education will ensure that a final written, reasoned, decision is reached in the hearing and a copy of the decision is mailed to each of the parties not later than 45 days after the expiration of the 30 day Resolution/Hearing period.
- q. The findings and decisions shall be made available to the public after any personally identifiable information has been removed.
- r. The hearing decision shall be final and binding on all parties except that any party involved in such hearing may appeal the decision to a federal court as a civil action. An appeal shall be made within 90 days of receipt of the hearing decision.

5. ATTORNEY'S FEES

- a. A court may award reasonable attorney's fees to the parent, guardian or student if:
- The parent is the prevailing party in a due process hearing or subsequent judicial proceeding.
 - The parent is the prevailing party and was substantially justified in rejecting the settlement offer.
- b. Reimbursement of reasonable attorney's fees may be awarded to the district if:
- The attorney of the parents files a complaint that is frivolous, unreasonable, or without foundation
 - The attorney of the parent continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation.
 - The parent's request for Due Process Hearing was presented for an improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of the litigation.
- c. Attorneys' fees may not be awarded and related costs may not be reimbursed for legal services performed subsequent to the time of a written offer of settlement to the parent if an offer was made within 10 days before the Hearing began, the offer was not accepted within 10 days, and the ALJ finds that the relief finally obtained by the parent is not more favorable than the offer of settlement.
- d. Attorneys' fees may not be awarded relating to any meeting of the IEP Team unless such meeting is convened as a result of an administrative proceeding or judicial action.
- e. Fees awarded will be based on rates prevailing in the community in which the action arose.
- f. The court shall reduce, accordingly, the amount of the attorneys' fees awarded whenever the court finds:
- The parent or their attorney unreasonably protracted the final resolution of the controversy, or
 - The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience, or

- The time spent and legal services furnished were excessive considering the nature of the action or proceeding, or
- The attorney representing the parent did not provide the district the appropriate information required as part of the due process request.

XIII. STATE COMPLAINTS ALLEGING VIOLATION OF THE LAW

- A complaint is different than due process. Due process is a system for resolving differences, while a complaint alleges a violation of the law. Examples of complaints would be an alleged failure to adhere to procedural requirements or to implement components of the IEP.
- An individual may file a written complaint regarding the district's alleged violation of federal or state law with the superintendent of the district or the State Superintendent of Public Instruction with a copy to the district. Address complaint to the State Superintendent to: California Department of Education, Special Education Division, Procedural Safeguards Referral Service, Attn: PSRS Intake, 515 L Street, Suite 270, Sacramento, CA 95814, (800) 926-0648, Fax (916) 327-3704, <http://www.cde.ca.gov/spbranch/sed>.
- A copy of the written resolution shall be received from the State Superintendent of Public Instruction within 60 days. The California Department of Education will carry out an independent investigation.

The "Request for Complaint Investigation" form is located on our website under For Families, Resolving Disagreements or at <http://www.cde.ca.gov/sp/se/qa/cmplntproc.asp>.

XIV. PAYMENT FOR EDUCATION OF CHILDREN ENROLLED IN PRIVATE OR NONPUBLIC SCHOOLS WITHOUT CONSENT OF OR REFERRAL BY THE DISTRICT

- A district is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if that agency made a free, appropriate public education available to the child and the parents elected to place the child in the private school or facility.
- If the parents of a child with a disability who previously received special education and related services through the district enroll the child in a private school without the consent of or referral by the district, a court or ALJ may require the parent to be reimbursed for the costs of the placement if it is found that a free, appropriate public education had not been made available to the child in a timely manner prior to that enrollment.
- If a parent unilaterally places their child in a nonpublic school and proposes the placement in the nonpublic school to be publicly financed, the school district must be given the opportunity to observe the proposed placement and the child in the proposed placement. The school district may not observe or assess any other child at the nonpublic school without permission from the other child's parent or guardian.
- The cost of reimbursement may be reduced or denied if:
 - (1) At the most recent IEP meeting the parents attended prior to removing the child from public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by the district and did not state their intent to enroll their child in a private school at public expense, or
 - (2) 10 business days (including holidays that occur on a business day) prior to removing a child from public school, the parents did not give written notice to the district of the information described in (1), or
 - (3) Prior to the parents' removal of the child from public school, the district informed the parents of its intent to evaluate the child (with notice including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation, or
 - (4) There is a judicial finding that the actions taken by the parents were unreasonable.
- The cost of reimbursement may not be reduced or denied if the parent failed to provide the notice as required in (1) and (2) above as a result of being illiterate and unable to write in English, or because providing such required notice would likely result in physical or serious emotional harm to the child, or the school prevented the parent from providing such notice, or the parents had not received procedural safeguards or otherwise been informed of the notice of the requirement to provide the information in (1) and (2) above.
- The district in which the child and his family live is responsible for assessment for special education eligibility, regardless of the location of the private school.
- If the district of residence offers a free, appropriate public education and the parents reject it and continue to enroll their child in a private school, the district has fulfilled its responsibilities.
- Upon parent request, the district where the private school is located will develop an Individual Service Plan according to district guidelines. There are no due process protections to parents in development of the Individual Service Plan.

XV. STUDENTS PLACED IN LICENSED CHILDREN'S INSTITUTIONS (LCI) OR FOSTER HOMES (FFH)

- A. Students placed in a Licensed Children's Institution (LCI) or Foster Family Home (FFH) shall attend programs operated by the public schools unless one of the following applies:
 - 1. The student has an IEP requiring placement in a nonpublic school/agency.
 - 2. The parent or guardian, or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another education program, or to continue in his/her school of origin.
- B. The school district will invite to the IEP team meetings a representative of the group home in those cases in which a student has been placed in a group home by juvenile court.

XVI. STATE SPECIAL SCHOOLS

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: The California Schools for the Deaf are in Fremont and Riverside and the California School for the Blind is in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and ages five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education Web site at www.cde.ca.gov/sp/ss/ or ask for more information from the members of the IEP team.

XVII. STUDENT DISCIPLINE

A. SUSPENSION

- 1. A special education student may be suspended for any of the acts listed in Calif. Education Code Section 48900 which occur on the school grounds, on the way to and from school, during lunch period whether on or off campus, and during or coming from any school-sponsored activity. Students may only be suspended for a first-time offense from EC Section 48900 (a)-(e), or if the student's presence causes a danger to others. Students may not be suspended for first-time offenses from EC Section 48900 (f)-(r). School administrators must try other means before suspending.
- 2. Suspension may be up to ten cumulative school days in a school year, with no special education services provided during the suspension.
 - No single suspension may exceed five school days.
 - A portion of a day of suspension counts as one school day.
 - Bus suspensions count as a day of suspension if transportation is specified on the IEP and alternative transportation is not provided.
 - An in-school suspension in which the student is able to progress in the general education curriculum, receive the services specified on the IEP and participate with peers without disabilities does not count as a day of suspension.
- 3. School personnel determine if there has been a "pattern" to the suspensions. Elements which are considered in determining whether or not there is a pattern include:
 - Length of each suspension
 - Total amount of time suspended
 - The proximity of the suspensions to each other
 - Whether or not the behavior is substantially similar across incidents.
- 4. If the team determines there is not a "pattern," the student can continue to be suspended up to 20 days in a school year. School personnel, in consultation with the student's teacher(s) determine the extent that special education services are needed to enable the student to participate in the general education curriculum (although in another setting) and progress toward meeting their IEP goals.
- 5. If the team determines there has been a "pattern" to the suspensions, an IEP meeting is held within 10 school days and a Manifestation Determination Review must be conducted:
 - The IEP team determines which special education services are needed for any potential subsequent suspensions.
 - The team reviews all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parent.
 - The team considers the behavior across settings and time.
- 6. The team decides whether or not the behavior is a manifestation of the disability. It considers if:

- Services were provided as per IEP
 - The behavior had a direct and substantial relationship to the disability.
7. If services were **not** provided as per the IEP, steps must be taken to resolve this before suspending the student further, and the behavior is considered to be a **manifestation of the disability**.
 8. If it was determined that the **behavior had a direct and substantial relationship to the disability**, it is considered to be a **manifestation of the disability** and the student must not be suspended further. The IEP team may decide to change aspects of the program including the school placement.
 9. If services were provided as per the IEP and the behavior did **not** have a direct and substantial relationship to the disability, the behavior is **not** considered to be a manifestation of the disability and the student may continue to be suspended as any other student.
 10. If the behavior is determined to be a manifestation of the disability, a Functional Behavior Analysis (FBA) of the student's behavior which led to the suspensions must be conducted, and a Comprehensive Behavior Intervention Plan (CBIP) or Positive Behavior Intervention Plan (PBIP) developed. If a behavior support plan already exists, the team should review it and revise as necessary. If the behavior is determined not to be a manifestation of the disability, a FBA/CBIP-PBIP should be considered (or revised). *See SELPA website, "SIRAS IEP User's Manual/Optional IEP Forms All Meetings/Behavior Intervention Plans" for the FBA, CBIP and PBIP forms and instructions.*
 11. If the parent disagrees with the decision of the IEP team regarding the Manifestation Determination Review, the parent may initiate a Due Process Hearing. *See Section X*

See SELPA website under "[Publications/Guidelines for Suspension and Expulsion of Special Education Students](#)" for a handbook on of Suspension and Expulsion of Special Education Students."

B. EXPULSION

1. There are five violations of California Education Code that result in mandatory recommendation for expulsion. They are:
 - Possessing, selling or furnishing a firearm
 - Brandishing a knife to another person
 - Unlawfully selling a controlled substance
 - Committing or attempt to commit sexual assault or sexual battery
 - Possession of an explosive.
2. If a special education student is being considered for an expulsion, a Manifestation Determination Review must be conducted (see XII-A above) as part of an IEP meeting.
3. Parents must be immediately notified that the purpose of the IEP meeting is to consider expulsion and must receive a copy of these procedural safeguards. The meeting shall be held at a time mutually convenient to the parents and school officials, within the period, if any, of the student's pre-expulsion suspension. Each parent shall be given 48 hours notice of the meeting. If required notice has been provided, the meeting may be held without parent participation, unless the parent requests postponement. A telephone conference call may substitute for a meeting.
4. A postponement may be for up to three additional school days. If a postponement has been granted, the district may extend any suspension of a pupil for up to three additional school days. If a postponement has been granted, the district may extend any suspension of a pupil for the period of postponement if the pupil continues to pose an immediate threat to the safety of himself, herself, or others and the district notifies the parent that the suspension will be continued during postponement. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent, or by a court order, with educational services recommencing as of the 11th day of any suspension. If a parent who has received proper notice of the meeting refuses a postponement, the meeting may be conducted without the parent's participation, if the required notice of the meeting was provided.
5. If there is no Behavior Plan in place, the IEP team will conduct a Functional Behavioral Assessment and develop a Positive Behavior Support Plan or Behavior intervention Plan.
6. If the IEP team determines through the Manifestation Determination that the behavior was NOT a manifestation of the disability, the team may recommend expulsion. If the team determines that the behavior WAS a manifestation of the disability, the team shall not recommend expulsion.
7. Special education students may be placed in an Interim Alternative Education Setting (IAES) if any of the following have occurred at school, on school premises, or at a school function under the jurisdiction of the district:
 - Carried or possessed a weapon
 - Knowingly possessed or used illegal drugs, or solicited the sale of a controlled substance

- Inflicted serious bodily injury upon another person
8. If none of the above violations occurred, the district may file a request for Due Process Hearing to ask the Administrative Law Judge (ALJ) to order the placement of the student in an IAES if the district demonstrates that keeping the student in the current school placement is substantially likely to result in injury to the student or others.
 9. Placement in an IAES shall not exceed 45 school days, unless parents and district agree to an extension. If the school year ends before the 45 days are up, placement in the IAES may resume in the subsequent school year for the remainder of the 45 school days.
 10. An IAES may include home instruction, alternative or nonpublic schools.
 11. The IAES must be planned for and determined by the IEP team. The IAES must enable the student to participate in the general curriculum, although in another setting, and continue to receive those services and supports described in the IEP to meet the IEP goals. It also will include services and supports to address the behavior so it does not recur. It may not exactly replicate the programs and services that the student was receiving at the school originally attended.
 12. If the parent disagrees with the decision regarding the IAES, the district may move forward with placement in the IAES. The IAES becomes the “stay put” placement until the ALJ makes a decision or until the 45 days expires, whichever comes first.
 13. If the ALJ determines that the removal to the IAES was in violation of the law, or that the behavior was a manifestation of the disability, the ALJ may order the student be returned to his or her placement from which he or she was removed.
 14. If a child is placed in an IAES and school personnel propose to change the child's placement after expiration of the IAES, during the pendency of any proceeding to challenge the proposed change in placement, the child shall remain in the placement he or she was in prior to the IAES.
 15. If a student is a foster youth, the Social Worker and attorney representing the student must be invited to all meetings, including the meeting to extend the suspension, the manifestation Determination Review and the Expulsion Hearing. The district must provide 10 calendar days written notice of the Expulsion Hearing to the foster student's attorney and social worker for one of the discretionary reasons for expulsion, and may provide notice for mandatory reasons.
 16. If either parents or district file for Due Process Hearing on the issue of the Manifestation Determination or educational placement of a student who has committed a behavior which is subject to expulsion or considered to be likely to result in injury to student or others, an Expedited Due Process Hearing must be conducted within 20 school days of the date in which the complaint requesting the hearing was filed. The ALJ must make a determination within 10 school days after the hearing.
 17. Unless the parents and district agree in writing to waive it, a Resolution meeting must be held within seven days of receiving the Request for Mediation and Due Process Hearing. The Due Process Hearing will proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the complaint.
 18. If the district initiates expulsion procedures, it shall ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the final determination regarding the expulsion.
 19. If the school board decides to expel a student with an IEP who has committed an expellable act which has been determined to be NOT a manifestation of the student's disability, an IEP meeting will be held. The IEP team will determine how special education and services specified in the IEP will continue to be provided in order to enable the student to advance in core curriculum and achieve the IEP goals.
 20. If a student with a disability is excluded from school bus transportation, and transportation is a necessary special education service on the IEP, the student is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent.

See SELPA website under “Publications/[Guidelines for Suspension and Expulsion of Special Education Students](#)” for a handbook on of Suspension and Expulsion of Special Education Students.”

C. DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

1. A student who has not been determined to be eligible for special education and related services and is subject to a long term removal from school may assert all due process protections included in the law if the district had knowledge that the student was a child with a disability before the behavior occurred.
2. A district shall be deemed to have knowledge that a student is a child with a disability if:

- The parent of the child expressed concern in writing to supervisory or administrative personnel, or the teacher, that the student is in need of special education and related services, or
 - The parent requested an evaluation, or
 - The teacher or other district personnel expressed specific concerns about a pattern of behavior in the student directly to the director of special education or other supervisor of the district.
3. A district would not be deemed to have knowledge that a student was a child with a disability if:
 - The parent did not allow an evaluation of the student, or
 - The parent refused services, or
 - The student has been evaluated and determined to not be a child with a disability.
 4. If the district does not have knowledge that a student is a child with a disability prior to taking disciplinary measures against the student, he or she may be subject to the same disciplinary measures as apply to students without disabilities.
 5. If a parent requests an evaluation of a child during the time period in which disciplinary measures are being taken, the evaluation shall be conducted in an expedited manner.
 6. If the student is determined to be a child with a disability, taking into consideration information from the district's evaluation and information provided by the parents, the district will provide special education and related services.
 7. Pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.
 8. The district has a right to report a crime committed by a child with a disability to appropriate authorities, and state law enforcement and judicial authorities have the right to exercise their responsibilities in applying Federal and State law to crimes committed by a child with a disability.

D. DISCIPLINE OF FORMER SPECIAL EDUCATION STUDENTS - PARENT PERMISSION REVOKED

Students who were eligible for special education and related services and for whom parent permission has been revoked outside of the IEP process shall be subject to the same disciplinary guidelines as all other students without disabilities in the district.

Community Advisory Committee (CAC)

The Community Advisory Committee (CAC) of the Ventura County Special Education Local Plan Area (SELPA) is composed of parents of individuals with disabilities enrolled in public or private schools, parents of other pupils enrolled in school, students and adults with disabilities, general education teachers, special education teachers other school personnel and representatives of other public and private agencies and persons concerned with the needs of individuals with disabilities. The majority of the CAC is composed of parents of students enrolled in schools in Ventura County SELPA; and a majority of such parents are parents of students with disabilities.

The CAC accepts as one of its main purposes the maintenance of open and free-flowing communication from the special education administration to the entire community, as well as directing information from the community to the administration. A rotation of members of the Operations Cabinet (Directors of Special Education) serve as liaison for the Operations Cabinet to the CAC, and the SELPA Assistant Superintendent represents the Superintendents' Policy Council. Recommendations of annual priorities are received and forwarded by these people. Ongoing input to the Superintendents' Policy Council agenda supports consideration of all CAC comments.

A major focus of the CAC is community education directed toward awareness and information about special education. As a group, and individually in their communities, CAC committee members encourage involvement in and knowledge of special education as well as the general education of students with disabilities and their parents.

Selection of school district representative members of the CAC is the responsibility of each District Administrator of Special Education, acting for the local Board, and with its approval. Annually staggered two-year terms are established so that no more than half of the members serve the first year of a term in any one-year.

CAC meetings are generally held once a month, September-June, and all meetings are open to the public. Free childcare is provided. For a meeting schedule, please call the SELPA office, or see the website "*For Families*."

The CAC makes many brochures and booklets available free to families of students enrolled in special education programs in the Ventura County SELPA. All are available on our website at www.vcselpa.org under the "For Families" tab or may be ordered for free (*one per family at no cost*) at (805) 437-1560.

- 90 Ways to Help Students with ADHD - *Brochure*
- A Parent Guide to Special Education (English/Spanish) - *Booklet*

- A Parent Guide to Transition Planning (English/Spanish) – *Brochure*
- A+ Access, Accommodations, Acceptance “A Winning Grade” - *Brochure*
- Adult Resources Directory – (English/Spanish) – *Booklet*
- Are You Concerned About Your Child? (3-22 years old, English/Spanish) – *Brochure*
- Community Resource Directory (*Families of Special Education Students*) – (English/Spanish) - *Booklet*
- Family Fact Sheet - Sorting through services to help you help your child. . . Regional Center or Schools? – (English/Spanish) – *Brochure*
- Going to College...or Thinking About it? - *Booklet*
- Independent Educational Evaluations – (English/Spanish) – *Booklet*
- Private School Procedures – (English/Spanish) – *Booklet*
- Procedural Safeguards Referral Service – *Brochure*
- My Child has Emotional & Behavioral Challenges...How Can I Find Help? – (English/Spanish) – *Brochures*
- My child with special needs is going to middle school. How can we get ready?
- Sensory Issues and Needs in Young Children Birth-Three (English/Spanish) – *Brochures*
- Transitioning to High School – A Guide for Parents of Special Education Students - *Brochure*
- What is Apraxia of Speech – A Guide for Parents of 3-5 year olds – *Brochure*
- What is a SELPA? – (English/Spanish) – *Brochure*

For full text of California Education Code related to special education go to <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20>.

For full text of Federal Law related to special education got to <http://cfr.law.cornell.edu/cfr/cfr.php?title=34&type=chapter&value=3>

TERMS and ACRONYMS THAT YOU MIGHT FIND IN YOUR CHILD’S IEP:

CAA	California Alternate Assessment. An assessment of common core state standards designed for students in a functional skills curriculum.
Career Interest tool	Tool used to gauge career interests that a student may have
CBIP	Comprehensive Behavior Intervention Plan – A plan which addresses underlying causes of behavior and specific strategies to address it. Typically based on an FBA.
CCS	California Children Services - Public agency which provides medical services to eligible children. Website: http://www.vchca.org/dos/Program.asp?ProgID=62
CCSS	Common Core State Standards – Nationally and state-adopted curricular standard for all students.
Certificate of Achievement/Completion	For students who do not achieve a regular HS diploma, this document reflects that they participated in the course of study and/or achieved their IEP and Transition goals.
COE	County Office of Education – Provides services to students with disabilities according to the Local Plan.
COEDS	Collaborative Educational Services - Intensive, short-term in-home social/emotional services and supports for families with students receiving ERSSES.
CST	CA Standards Test - Annual test of achievement in CA. State Curricular Standards given to all school children in the state, grades 2-11. (Not given after 2014)
DMH	Department of Mental Health – Public Agency providing counseling and medical services to people with emotional disturbance and mental illness. http://www.vchca.org/bh/index.htm (Knows as “VCBH” in Ventura County & “LACMH” in LA County)
DOR	District of Residence - District where child and family reside
DOS	District of Service - District providing primary special education services
DR or DOR	Department of Vocational Rehabilitation. Provides job training and supports to person with qualifying disabilities. Website: http://www.rehab.cahwnet.gov/
DRDP	Desired Results Developmental Profile - An assessment given to all 3,4 and 5 year old preschoolers twice a year to gauge developmental progress
EDD	Employment Development Department - CA agency which assists people to obtain jobs
EL	English Learner - A child who is learning English
ELA	English/Language Arts.
ELD	English Language Development – Strategies to assist English Learners to acquire academic-level English.
Emergency Health Care Plan	A plan that addresses steps to be taken in case of a medical emergency
EO	English only - A child who has English as his only language
ERSSES	Educationally Related Social/Emotional Services – Counseling or Social Work services provided by an Intensive School-Based Therapist.
FBA	Functional Behavior Assessment – An Assessment that looks at the function of behavior.
FEP	Fluent English Proficient - A child with other languages used in the home but who is determined to be

	proficient enough in English for participation in school
HAT	Hearing Assistive Technology
HS	Head Start – Services to low income children 3-4 years old. In Ventura County, provided by a non-profit organization, Child Development Resources. http://www.cdofvtaco.org/index.htm
ID	Intellectual Disabilities
IIS	Intensive Individualized Services – Additional adult support for a student for all or part of the school day.
ISBT	Intensive School-Based Therapist – A licensed clinician providing social work or counseling services to special education students.
ISG	Individual & Small Group Instruction – Special education services provide to <u>preschoolers only</u> .
Level of Service	Level of special transportation service specified on the IEP. Level One – closest safe accessible curbside Level Two – within 2 blocks of home/service address Level Three – within .4 mile of home/service address Level Four – within 1 mile of home/service address Level Five – closest neighborhood school
LI	Low Incidence - Disabilities that occur statistically rarely in society including visual, hearing and orthopedic impairments. Children with these disabilities qualify for a small amount of extra funding to offset costs of their unique service and equipment needs.
NPA	Non Public Agency – Agencies certified by the CA Dept. of Education to provide specific special education services
NPS	Non Public School - Schools that are certified by the CA Dept. of Education to provide special education services.
PBIP	Positive Behavior Intervention Plan – A plan which addresses underlying causes of a behavior and specific strategies to address it.
Promotion and retention standards	Standards for progress in core curriculum set by each district for promotion between certain grade levels. Consult your district policies.
RC	Regional Center - Provides supports to people with developmental disabilities of all ages. http://www.tri-counties.org/ (Known as “TCRC” in Ventura County & “NLACRH” in LA County)
Related Services	Specialized Services to assist the student in accessing his/her special education program
RFEP	Reclassified Fluent English Proficient - A child who was formerly an English Learner, but has met reclassification guidelines according to district policy
SAI	Specialized Academic Instruction Adapting the content, methodology or instruction to assist a student with disabilities to access the core curriculum.
SBAC	Smarter Balanced Assessment Consortium – Statewide test administered annually to all California school children, assessing achievement in common core standards.
SCES	Special Circumstances Educational Support – Additional support that may be provided to a student based on assessment and IEP determination.
SDAIE	Specially Designed Academic Instruction in English – Strategies for assisting English learners in accessing core content presented in English.
SELPA	Special Education Local Plan Area – Regional consortium of school districts to facilitate the provision of special education services to all children in the districts within the SELPA
Skills/Aptitude Tools	Tools to assess the student's strengths and abilities toward specific jobs/careers
SLD	Specific Learning Disability. A disability characterized by poor performance in one or more academic areas due to a psychological processing disorder.
Specialized Physical Health Care Services Plan	A plan developed by a physician to address the unique health or medical needs of a student
TPP	Transition Partnership Project – A collaboration between certain school districts and the Dept. of Rehabilitation to provide career development and transition to adult life services.
Triennial/Reevaluation	A review of all areas of suspected disability of a student to determine continued eligibility as well as need for special education and related services and supports.
WRK – WorkAbility Services	School-based career preparation services.

Due Process & Complaints



Due Process

Parents or school districts can pursue Due Process to attempt to resolve issues of disagreement on behalf of the child. A request for Due Process must be filed no later than two years after the issue occurred.

The steps to Due Process are:

(within 15 days, district offers Resolution Session)

Resolution Session held (unless both parties agree to waive)

(If not resolved,)

Mediation Held (unless either party declines)

(If not resolved, within 30 days of filing complaint)

Due Process Hearing Begins

(Final, written decision mailed no later than 45 days after expiration of Resolution/Mediation period, or within 90 days of hearing decision)

(If either party chooses to appeal)

Federal Court - Civil Action



9th Circuit Court of Appeals



U.S. Supreme Court



OFFICE OF ADMINISTRATIVE HEARINGS

STATE OF CALIFORNIA

SPECIAL EDUCATION DIVISION

Information Sheet for Request for Mediation and Due Process Hearing

(Ed. Code § 56502, subd. (b))

IMPORTANT: The Request for Mediation and Due Process Hearing (complaint) form is designed to assist parties in requesting mediation services and a due process hearing. Provide all information requested. Failure to provide all information may result in delay in opening the complaint or the return of your complaint. The Office of Administrative Hearings will send you a notice that identifies your mediation and hearing dates. OAH will also send you a list of attorneys and advocates who provide free and reduced cost services.

Mediation and Due Process Hearings under the Individuals with Disabilities Education Improvement Act Of 2004

IDEA provides for mediation and due process hearings to resolve disputes relating to the education of children with disabilities to ensure that each child receives a Free and Appropriate Public Education (FAPE) tailored to his/her unique needs. The process is initiated by serving a completed Request for Mediation and Due Process Hearing on the persons or entities you name as parties to the proceeding.

Attached is a form that you may use to request a mediation and due process hearing on behalf of a particular child. You should be aware that the IDEA has very specific requirements regarding the information to be included on the request. If the information requested is incomplete or not provided, your request for a due process hearing may be delayed until the request meets legal requirements or returned to you.

Your request must be sent to all of the parties you have named in the complaint and a copy provided to the Office of Administrative Hearings.

Before filling out the Request for Mediation and Due Process Hearing form please take the time to read the following excerpts from applicable federal statutes:

The Request for Mediation and Due Process Hearing (Complaint) shall include:

“the name of the child, the address of the residence of the child (or available contact information in the case of a homeless child), and the name of the school the child is attending...” (20 U.S.C. § 1415 (b)(7)(A)(ii)(I));

“a description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem...” (20 U.S.C. § 1415 (b)(7)(A)(ii)(III)) and

“a proposed resolution of the problem to the extent known and available to the party at the time.” (20 U.S.C. § 1415 (b)(7)(A)(ii)(IV))

“...a party may not have a due process hearing until the party, or the attorney representing the party, files a notice that meets the requirements of subparagraph (A)(ii).” (20 U.S.C. § 1415 (b)(7)(B))

“[The complaint] shall be deemed to be sufficient unless the party receiving the notice notifies the hearing officer and the other party in writing that the receiving party believes the notice has not met the requirements of subsection (b)(7)(A).” (20 U.S.C. § 1415 (c)(2)(A))

“...the hearing officer shall make a determination on the face of the notice whether the notification meets the requirements...and shall immediately notify the parties in writing of such determination.” (20 U.S.C. § 1415 (c)(2)(D))

A party may amend its Complaint only if: (I) the other party consents in writing and a Resolution Session is held; or (II) if permitted by the Administrative Law Judge. (20 U.S.C. § 1415 (c)(2)(E)(i))

“The applicable timeline for a due process hearing under this subchapter shall recommence at the time the party files an amended notice...” (20 U.S.C. § 1415 (c)(2)(E)(ii))

Clarification for sections of complaint form

***Parties to Be Named**

Please list the parties to be named in the Due Process Hearing. This includes any school district, county office of education or other public agencies responsible for providing services you feel should be a party in the hearing. (Use additional sheets if necessary)

***Problem/Complaint**

Statement of Reason(s) for Request: Federal and state law require you describe with specificity the nature of the problem(s)/complaint(s). Simply describing a problem as: “Student was denied FAPE for school year 2005-2006” is insufficient. Include facts, dates, references to specific individual education program provisions, etc. Lack of specificity in identifying problem(s)/complaint(s) may result in the dismissal of this Due Process Hearing Request.

***Proposed Resolution**

Proposed Resolution for Each Problem/Complaint: Federal law requires that you provide a proposed resolution to each identified problem/complaint to the extent known. Again, please be as specific as possible. A proposed resolution that the District “provide a FAPE” is insufficient.

If you need assistance in completing this form or have questions about the mediation and hearing process, assistance is available by contacting OAH at the numbers below.

Office of Administrative Hearings, Special Education Division
2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833
Website: www.dgs.ca.gov/oah/SpecialEducation.aspx
E-File (SFT): <https://www.dgs.ca.gov/OAH/OAHSFTWeb>

Tel. (916)263-0880

Save

Clear



OFFICE OF ADMINISTRATIVE HEARINGS
STATE OF CALIFORNIA
SPECIAL EDUCATION DIVISION

Submit completed request:

Via U.S. mail or
e-File (SFT): <https://www.dgsapps.dgs.ca.gov/oah/oahsftweb>

Questions about OAH's
Special Education
Division?

Call: (916) 263-0880

Request for Mediation and Due Process Hearing

(Document Type: Initial Hearing Request)

This is a request for:

☐ Mediation and Hearing

☐ Hearing Only

This request is being initiated by the: ☐ Parent

☐ School District

(or other Local Education Agency)

Student Information (all fields required)		
First and Last Name		Date of Birth
Street Address		Grade Level
City	Zip Code	Student's Primary Language
School of Attendance		
District of Residence		
Parent Information (all fields required if Student is under 18 years of age)		
First and Last Name		Home Phone
Street Address		Work/Cell Phone
City	Zip Code	
Email Address*		
<i>*By providing an e-mail address, you acknowledge and agree, until further notification by you, to receive documents from OAH electronically and waive receipt of documents via any other method. In the event your contact information should change, it is your responsibility to notify OAH.</i>		
Is the Student a person of color? Please check the appropriate box. (California Department of Education requirement) ☐ Yes ☐ No ☐ Decline to State		
Necessity of Interpreter		Language
Identify person(s) needing interpreter services		
Parties to Be Named *for further information on this section please refer to the Information Sheet for Request for Mediation and Due Process Hearing		
Party and Address		
Party and Address		
Party and Address		

Identify Specific Problem(s)/Complaint(s) and Proposed Resolution(s)

All that is required and recommended is a simple, clear, concise statement of the problem/complaint. If you run out of space, use additional sheets with the same format. Lengthy narratives often create more confusion than clarity and are not a substitute for a clear statement of the dispute. If a narrative is included, attach it to your Request.

*For further information on this section please refer to the Information Sheet for Request for Mediation and Due Process Hearing.

Problem/Complaint #1**Proposed Resolution #1****Problem/Complaint #2****Proposed Resolution #2**

Problem/Complaint #3

Proposed Resolution #3

Problem/Complaint #4

Proposed Resolution #4

Problem/Complaint #5

Proposed Resolution #5

Problem/Complaint #6

Proposed Resolution #6

Signature of Party Requesting Mediation and Due Process Hearing

Name (print name)

Email Address

Signature

Date

Statement of Service

Federal and state laws require you to send or deliver a copy of this Request to each of the named parties. Additionally, you must send or deliver a copy to the Office of Administrative Hearings. Retain a copy for yourself. Please indicate your compliance with this requirement by checking the appropriate box below.

I have provided a copy of this Request for Mediation and Due Process Hearing to all the named parties and to the Office of Administrative Hearings by:

☐ Email to:

☐ First Class Mail

Provide the name and address of each person or educational agency served:

☐ Facsimile Transmission

Provide the name and address of each person or educational agency served:

☐ Messenger Service (UPS, FedEx, other courier service) Please attach proof of service.

Provide the name and address of each person or educational agency served:

☐ Personal Delivery (If other than requestor please name person who made service)

Name of person who made personal delivery:

Provide the name and address of each person or educational agency served:

Print name of person completing this Statement

Signature

Date of Service



OFFICE OF ADMINISTRATIVE HEARINGS

STATE OF CALIFORNIA
SPECIAL EDUCATION DIVISION

Information Sheet for Request for Mediation Only

Important information to know before requesting a Mediation Only case:

Participation in mediation is voluntary. If one of the parties declines the opportunity to participate, the mediation cannot occur. However, if the mediation does not occur, either party may still file a request for due process hearing.

For a mediation only case, the law provides that attorneys and other independent contractors who provide legal advocacy services shall not attend or otherwise participate in a "prehearing request mediation conference." However, they may otherwise participate during all stages of the hearing process if a party later files for due process hearing. This means that by requesting a mediation only case you may not have an attorney or advocate present at mediation.

The Office of Administrative Hearings (OAH) will assign your request to a mediator who is knowledgeable about non-adversarial dispute resolution. All mediators are also experienced in the area of special education law and mediation.

Attached is a form that you may use to request Mediation Only on behalf of a particular student. If the information requested is incorrect, incomplete or not provided, your request for mediation only may be delayed until that information is provided to OAH or returned to you. All required information must be provided for the request to be processed. As soon as the completed request has been processed you will be notified by mail.

Your request must be sent to all of the parties you have named in the complaint and a copy provided to the Office of Administrative Hearings.

If you need assistance in completing this form or have questions about mediation, assistance is available by contacting OAH at the numbers below.

Office of Administrative Hearings, Special Education Division
2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833
Website: www.dgs.ca.gov/oah/SpecialEducation.aspx
Email (SFT): <https://www.dgs.ca.gov/OAH/OAHSFTWeb>

Tel. (916)263-0880

Save

Clear



OFFICE OF ADMINISTRATIVE HEARINGS
STATE OF CALIFORNIA
SPECIAL EDUCATION DIVISION

Submit completed
request:

Via U.S. mail or e-File:
<https://www.dgs.ca.gov/OAH/OAHSFTWeb>

Questions about OAH's
Special Education
Division?

Call: (916) 263-0880

Request for Mediation Only

(Document Description: Initial Mediation Request)

This request is being initiated by the:

☐ Parent

☐ School District

(or other Local Education Agency)

Student Information <i>(all fields required)</i>		
First and Last Name		Date of Birth
Street Address		Grade Level
City	Zip Code	Student's Primary Language
School of Attendance		
District of Residence		
Parent Information <i>(all fields required if Student is under 18 years of age)</i>		
First and Last Name		Home Phone
Street Address		Work/Cell Phone
City	Zip Code	
Email Address		
Necessity of Interpreter		Language
Identify person(s) needing interpreter services		
Parties to Be Named: please list the parties to be named in the Request for Mediation Only. • If this request is being filed by a parent, this includes any school district, county office of education or other public agencies involved in any decision regarding the student that you feel should be a party in the mediation. • If this request is being filed by the district or any public agency involved in any decision regarding a student, this would be the parent or student as appropriate. (Use additional sheets if necessary)		
Party and Address		
Party and Address		
Party and Address		

Brief Summary of Reason For RequestDescribe the nature of the problem including all relating facts. *(required)***Proposed Resolution of Problem Stated Above *(required)*****Signature of Party Requesting Mediation**

Name (print name)

Email Address

Signature

Date

Statement of Service

Federal and state laws require you to send or deliver a copy of this Request to each of the named parties. Additionally, you must send or deliver a copy to the Office of Administrative Hearings. Retain a copy for yourself. Please indicate your compliance with this requirement by checking the appropriate box below.

I have provided a copy of this Request for Mediation to all the named parties and to the Office of Administrative Hearings by:

☐ E-File

Provide the name and address of each person or educational agency served:

☐ First Class Mail

Provide the name and address of each person or educational agency served:

☐ Facsimile Transmission

Provide the name and address of each person or educational agency served:

☐ Messenger Service (UPS, FedEx, other courier service) Please attach proof of service.

Provide the name and address of each person or educational agency served:

☐ Personal Delivery (If other than requestor please name person who made service)

Name of person who made personal delivery: _____

Provide the name and address of each person or educational agency served:

Print name of person completing this Statement	Signature	Date of Service
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Complaints

A complaint differs from Due Process. Due Process is a method for parents and districts to resolve disagreements about what is best for the child. A complaint alleges a violation of rights under state or federal law. For example, a complaint might be filed about a procedure that was not correctly followed or a failure to provide a service specified in the IEP.

A complaint must be filed no later than one year after the alleged violation.

Hints When Requesting Direct State Intervention

Suggestions with examples on how to expedite the investigation process.

The California Department of Education, Special Education Division, responds to complaints as quickly as possible in order to make sure that the needs of special education students are met. Following the suggestions listed below will help expedite the investigation process. The examples pertain to only the most common allegations. You have the right to file a complaint about any special education laws and regulations that may have been violated.

- Be sure to sign your request for a complaint investigation.
- If your complaint alleges failure to implement an individualized education program (IEP), attach a copy of the IEP in question. Also, indicate what part of the IEP was not implemented, and include the date(s) the IEP was not implemented.

Example: "The IEP dated April 8, 2006 says that my child is supposed to receive speech therapy three times per week, but the XXX School District did not provide any speech therapy between September 11, 2006 and October 14, 2006. A copy of the IEP is attached."

- If your complaint involves a request for special education testing, attach a copy of the written request. If you don't have a copy, indicate that on the complaint form. Include the date(s) you requested testing.

Example: "I asked for special education testing on September 2, 2006. It's been more than 15 days and I still haven't received a proposed assessment plan from XXX School District. A copy of my request is attached."

- If your complaint alleges that the IEP team meeting has not been held within required timelines, attach a copy of the signed assessment plan or a copy of your written request for an IEP team meeting, whichever one applies. If you do not have a copy of the document involved, indicate that on the complaint form. Include the date you signed the assessment plan or the date you asked for an IEP team meeting.

Example: "On October 8, 2006, I asked for an IEP team meeting. It's been more than 30 days now and the XXX School District still hasn't held a meeting. A copy of my written request is attached." Note: If you are alleging that a review of your child's IEP was not held within one year of the last IEP team meeting, or that a triennial review was not held within three years, attach a copy of the last signed IEP and include the date a meeting should have been held.

- If your complaint involves a request for copies of your child's school records, attach a copy of your written request. If you do not have a copy of the request, or if you asked verbally and there is nothing in writing, indicate that on the complaint form. Include the date(s) you asked for the records.

Example: "I asked for a copy of my child's school records on November 10, 2006. It's been more than five business days and the XXX School District has not given me the copies. A copy of my request is attached."

Questions: Procedural Safeguards Referral Service | speceducation@cde.ca.gov | 800-926-0648

REQUEST FOR COMPLAINT INVESTIGATION

PLEASE NOTE: A complaint may be filed through the use of this form or by a written letter sent by fax or postal mail. E-mails cannot be accepted as formal complaints because they do not meet signature requirements under 34 C.F.R. 300.153(b)(3). If upon analysis of a request, a complaint is opened, a complaint investigation will be completed within 60 days of receipt in the California Department of Education (CDE) Special Education Division Procedural Safeguards Referral Service (PSRS) of all required information.

The written complaint must specify at least one alleged violation of state and/or federal special education laws that occurred not more than one year prior to the date the complaint is received by the CDE. The party filing a complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files a compliance complaint with the CDE. [34 Code of Federal Regulations (CFR) 300.153(d)]

Please return the completed form to: California Department of Education; Special Education Division; Procedural Safeguards Referral Service; 1430 N Street; Suite 2401; Sacramento, CA 95814; Phone: (800) 926-0648; FAX: (916) 327-3704

Name of School District or other Public Educational Agency that allegedly violated state and/or federal special education laws:

Complainant Contact Information:

Name _____

Address _____

City _____, CA Zip Code _____

Phone Numbers (Please note the best time to call):

(day) _____ (evening) _____

(work) _____ ext. _____ (fax) _____

Parent/Guardian Information (if different from above):

Name(s) _____

Address _____

City _____ CA Zip Code _____

Parent/Guardian Phone Numbers (if phone contact is permitted, please indicate the best time to call):

(day) _____ (evening) _____

(work) _____ ext. _____ (fax) _____

Student Information (If alleging violations with respect to a specific child):

Name _____

Date of Birth _____ Current Grade Level _____

Address Where Student Resides (If different from Parent/Guardian information):

Address _____

City _____, CA Zip Code _____

School of Attendance (required) _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A complaint investigation would not be necessary if:

Was your child ever identified for special education? Yes_____ No_____

Include copies of any other documents that apply to this request for complaint investigation, such as assessment plans, written correspondence or mediation and settlement agreements.

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Parents' Rights to Access Their Child's Educational Records



Parents' Rights to Access Their Child's Educational Records

(Reprinted from the ECAC News Line, North Carolina)

Being informed about their child's program and progress in school is an important step for parents as they become active partners in their child's education. To stay informed, parents need access to their child's academic records, and the **Family Education Rights and Privacy Act (FERPA)** and the IDEA provide parents with certain rights regarding those records. The following reminders will be helpful to families:

- Parents may request a list of types and locations of educational records collected, maintained, or used by the school district.
- A record is anything with personally identifiable information about their child.
- Parents may inspect and review all such records relating to their child. The school district must comply within 5 business days of the request and without any unnecessary delay before an IEP Meeting or Due Process Hearing.
- Parents may request the school to provide them with copies of the records. The school may charge a fee for copies, if the fee does not effectively prevent the parents from inspecting or reviewing the records.
- Parents may ask the school to explain or interpret the records.
- Parents may request that the school revise the records they believe to be inaccurate, misleading, or in violation of the privacy or other rights of the student. If the district refuses to revise the records, the parents may request a formal hearing to determine if a revision is appropriate. If it is decided that the records should not be revised, the parents may include a written statement in the records to explain their concerns.
- The school must inform parents when the records concerning their child will be destroyed.
- No unauthorized person may review a student's records without the signed consent of the student's parents. The following may review records without written consent:
 - School employees with a "legitimate educational interest";
 - Schools to which the student is transferring;
 - Certain government officials;
 - Sponsors of financial aid to the student;
 - Organizations doing studies for the school;
 - Individuals who have court orders or subpoenas; and
 - Persons needing records in cases of health and safety emergencies.

The school must keep a detailed record of such access to educational records. The school district must notify parents of their rights under the Family Educational Rights and Privacy Act, and requests for educational records should be made in writing to the school district. These are important rights which help strengthen the family's role in supporting their child. If the school refuses to let you see or correct your records, or releases information without your consent, send a written complaint to:

FERPA Office
U.S. Department of Education, Room 1087 FB-6
400 Maryland Avenue, SW
Washington, D.C. 20202-4605
(202) 401-2057

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Be sure to file your complaint as soon as possible and keep a copy of your letter in your home records.

*Section 504
&
ADA
(Americans with Disabilities Act)*



Responsibilities of the School District to Handicapped Students Under Section 504 and Americans with Disabilities Act (ADA)

Section 504/ADA prohibit discrimination against persons with disabilities, including both students and staff. Included in the U.S. Department of Education regulations for Section 504 is the requirement that students with disabilities be provided with “general and special education and related services and accommodations and supports.” These regulations are published at 34 Code of Federal Regulations, Part 104, Subpart D.

For students with disabilities, most aspects of Section 504 parallel the requirements of the IDEA and the California Education Code. In those areas, by fulfilling our responsibilities under the IDEA, we are also meeting the standards of the Section 504 Regulations.

However, in some other respects, the requirements of the laws are different. There are some students who are not eligible for IDEA services but who nevertheless are deemed to have a disability under Section 504, and to whom the school district, therefore, has responsibilities.

The IDEA defines as eligible only students who need Special Education. Section 504, on the other hand, covers all students with disabilities, defined as those having a physical or mental impairment, which substantially limits one or more major life activities (including learning). Section 504 covers all students who meet this definition, even if they do not need Special Education.

One example of a student who is protected by Section 504, but who may not be covered by the IDEA, is one who has diabetes which substantially limits participation in school activities. If the student does not need Special Education, he or she is not covered by the IDEA. However, the student has a disability for purposes of Section 504 and the school district may be responsible for providing services and supports in the regular education program, such as monitoring blood sugar or administration of medication.

Students with attention deficit or depressive disorders are another example. Such students may not fall within the criteria for IDEA categories such as learning disabilities or emotional disturbance. However, if their disorders or conditions substantially limit their ability to function at school, they are disabled within the meaning of Section 504.

Whether a school district has responsibilities to such students with disabilities depends upon the degree to which the disability limits the student’s ability to function at school. If there is reason to believe that, because of a disability, a student needs accommodations to participate in the school program, the school district must evaluate the student. If the student is determined to have a disability under Section 504, the school district must develop and implement a plan for the delivery of any needed accommodations. These steps must be taken even though the student is not covered by IDEA Special Education provisions and procedures.

What is required for the Section 504 evaluation and placement process is determined by the type of disability believed to be present, and the type of accommodations the student may need. The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability and its impact on the student’s ability to function in school. For example, in the case of the student with diabetes, the evaluation might consist of the school nurse meeting with the parent and reviewing the student’s current medical records. In other cases, testing and more extensive record review may be necessary. The determination of what accommodations are needed must be made by a group of persons knowledgeable

about the student. The group should review the nature of the disability, how it affects the student's education, whether accommodations are needed, and what those are. The decisions about Section 504 eligibility and accommodations must be documented in the student's file and reviewed periodically. Many times this will be fulfilled by the School Problem Solving Team.

It should also be noted that, under Section 504, parents or guardians must be provided with notice of actions affecting the identification, evaluation or placement of the student, and that they are entitled to an impartial hearing if they disagree with school district decisions in these areas. For disabilities covered only by Section 504 and not the IDEA, a Section 504 hearing will be made available that is separate from the IDEA hearing process.

In summary, it is important to keep in mind that there may be students with physical or mental conditions that limit their ability to participate in the education program who are entitled to rights under Section 504, even though they may not fall into IDEA categories and be covered by that law. Please direct any questions about the Rehabilitation Act to the school district's own 504 Coordinator.

To contact the **Office for Civil Rights, Region IX**, call (415) 486-5555, or visit its website at www.ed.gov/ocr

See the Ventura County SELPA Handbook on 504/ADA on the website under "Publications."



Parent Involvement

Parents can, and should, take an active role in their child's school programs. Since parents know their child's skills and behaviors, they are encouraged to be an active participant in their child's education. Parents can and should serve as key members on the educational team that evaluates student performance, plans appropriate placements or programs and works with students in Special Education placements. Without parent support and participation, an important link in the learning process is missing.

There are many things that you may do to help your child as a member of the education team. As a member of your child's team, here are a few tips to remember.

- Talk to your child about school.
- Get acquainted with your child's teachers, IEP team, and any support service providers and communicate with them on a regular basis; weekly or monthly as needed.
- Don't be reluctant about sharing your knowledge about your child. Share reports from outside agencies so that this valuable information can be included in the educational planning for your child.
- Know your child's IEP and be sure that you are comfortable with it as a plan to address your child's needs. You can meet as a team whenever you feel it is needed. Put this request in writing addressed to your Principal. Keep a copy for yourself. It must be held within 30 days, not counting school holidays longer than 5 days.
- Remember that communication among all members of the team is the key to your child's success in school.
- Attend SELPA trainings/seminars that would be beneficial to you and your child. Schedules can be picked up at the SELPA office, or go to <http://www.vcselpa.org/Staff-Development> and click on "SELPA Workshops."
- Schedule pre-IEP meetings if necessary. The more you communicate with teachers and Special Education staff before the IEP, the smoother and easier the IEP will go.
- Get involved in local parent support groups for specific special needs and Special Education parent groups in your community.
- Monitor continually with teachers that IEP goals are being worked on or implemented.

The school district staff values your input as a parent and encourages you to participate in planning your child's education.

Behavioral Interventions for Special Education Students

In July 2013 the California state legislature repealed the Hughes Bill, which specified regulations regarding Behavior Interventions for Special Education Pupils.

The federal Special Education law, the Individuals with Disabilities Education Act, requires that the IEPs of students with disabilities include strategies to address “Behavior Interfering with Learning of Self or Others.” The IEP team must consider the best approach to develop and implement these strategies.

In addition, there are two situations described in state and federal regulations in which a “Functional Behavioral Analysis” or “Behavior Intervention Plan” must be considered and/or developed. These include the determination that a behavior subject to disciplinary action is a Manifestation of the Disability, or in the occurrence of a Behavior Emergency.

For more information on Behavioral Interventions, you may order the Ventura County SELPA handbook “Behavioral Interventions for Special Education Students.” or visit our website at www.vcselpa.org.

“Behaviors Interfering with Learning” according to federal law

The IEP must also address problem behaviors that interfere with learning that are not considered “serious” according to the standards above. Examples of ways the behaviors may be addressed would be:

- Accommodations/modifications to classroom environment
- Contracts for positive behaviors
- Annual Goals to decrease problem behaviors and increase replacement behaviors
- Positive Behavior Support Plans (Samples follow)

POSITIVE BEHAVIOR INTERVENTION PLAN

Ventura County SELPA

SAMPLE

Student Name Paul S.

D.O.B. XXX (6 years 2 months)

Meeting Date XXX

Behavior interfering with learning (Problem Behavior): *(include frequency, duration and/or intensity as appropriate)*

Inappropriate touching of peers, defined as initiating physical contact with a peer by running up to the peer from the front and grabbing and squeezing the peer's head or upper torso with mild (not causing pain or marks) to moderate (causing pain and red marks) intensity while screaming in the peer's face
Frequency: 1-2 times per hour

Communicative function of behavior:

☐ Escape ☒ Attention ☒ Sensory ☐ Tangible

Describe: *(include antecedents/consequences as appropriate)*

Paul appears to be seeking sensory input and social interactions during transitions and in unstructured settings when peers are close by

Positive/Replacement Behavior: *(serves the same function as the problem behavior – not simply the absence of the problem behavior)*

When Paul seeks sensory stimulation or social interactions, he will verbally request a sensory object (ball, squeeze toy) and/or ask a peer to play with him.

Reduction of Problem Behavior: *(note strategies, who will implement and when)*

1. OT and case manager will collaborate to implement a sensory diet for Paul and teach Paul's Special Circumstances Professional (SCP) to implement it on a daily basis.
2. Principal will ensure that several sensory activities and items are available on the playground for Paul to request ("crash mat", therapy ball, etc.).
3. Principal will increase adult supervision and assistance on the playground and in other unstructured settings, to redirect problem behaviors and prompt and reinforce replacement behaviors.
4. Social/Emotional Services Specialist (SESS) will train and coach playground staff and yard supervisors to redirect Paul's problem behaviors in a positive and helpful way.
5. General education teacher will coach peers to respond to Paul's problem behaviors in a consistent and calm way and prompt him to ask to play with them.

Increase of Positive/Replacement Behavior: *(note strategies, who will implement and when)*

1. OT will teach Paul how to request sensory items and activities in weekly individual OT sessions, with consultation for the general education staff for daily applications.
2. Case manager will meet with Paul three times per week during RSP sessions to teach him how to request social interactions with peers.
3. General education teacher will model and role play appropriate social interactions in daily group/circle.
4. SCP will cue, prompt, and reinforce positive/replacement behaviors in unstructured settings and provide Paul with one "caught him being good" ticket whenever she observes him using a positive social behavior and/or replacement behavior.

Reinforcement: *(note reinforcers, who will administer and when)*

1. SCP and other applicable staff working with Paul will provide him with a "caught him being good ticket" every time they observe him engaging in a positive and/or replacement behavior on the playground.
2. Principal will collect Paul's tickets at the end of the school day and provide him with social reinforcement and special recognition.
3. Case Manager will e-mail parents daily to inform them of Paul's day and the number of tickets earned, and parents will reward Paul with a special snack at home if he earns at least 5 tickets.

Reactive Strategies: *(if problem behavior occurs):*

1. When Paul is observed to run up to a peer, all applicable adults will remind him of his replacement behaviors (requesting a sensory object, asking a peer to play).
2. If Paul makes contact with a peer, the peer is to shake his head and walk away without saying anything, with adult prompting and reminders. Adults will ignore the inappropriate behavior and quietly praise the peer and hand the peer a "catch him being good" ticket.
3. As soon as Paul ends the problem behavior and engages in an appropriate social behavior, the applicable adult will give him a thumbs up and smile at him.

Personnel responsible for overseeing plan: Case Manager, SESS, General Education Teacher

See IEP goal(s) related to this plan. Goal number(s): 5, 6

COMPREHENSIVE BEHAVIOR INTERVENTION PLAN

Ventura County SELPA IEP

(For students whose behavior impedes learning of self or others, or disciplinary action is resulting in a change of placement)

Student Name Lady G. D.O.B. XXX (10 years 5 months) Meeting Date XXX

This Positive Behavior Support Plan is based upon:

☐ Team meeting ☐ Observational data ☐ Student interview ☐ Staff interview(s) ☐ Behavior Analysis/Review Worksheet ☒ Functional Behavioral Assessment

Description of INAPPROPRIATE BEHAVIOR which interferes with learning (PROBLEM BEHAVIOR – must be observable/measurable):

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes).

Current frequency/intensity/duration of problem behavior:

Frequency: average once per hour

Intensity: moderate (painful to the average person but not leading to injury) to severe (leading to bruising, swelling or other injury)

Current predictors (ANTECEDENTS) for problem behavior:

Physical prompting/redirection while student is on the ground in a noncompliant episode; the communication book is not available or is in another location; denial of a request or being prevented or blocked from reaching a desired item (typically food item)

Most typical outcomes (CONSEQUENCES) of problem behavior:

Lady G. receives access to a tangible and attention from preferred staff following aggression and noncompliance

IEP team believes behavior occurs because (hypothesis of function) ☐ Escape ☐ Attention ☐ Sensory ☒ Tangible Describe:

Lady G. is seeking access to preferred items and activities and is expressing her protest when preferred items or activities are unavailable, inaccessible, or when physical redirection is used

Description of POSITIVE BEHAVIOR/REPLACEMENT BEHAVIOR (what student should do to gain the same outcome as the problem behavior in an acceptable way; NOT simply the absence of the problem behavior; should be something the student is capable of learning/doing):

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Current frequency of positive/replacement behavior:

1. Not as specified (she is able to communicate her needs through a modified PECs book when it is available and in the Speech and Language setting)
2. One incident over two weeks

TEACHING/ACTION PLAN

REDUCTION OF PROBLEM BEHAVIOR

Interventions: (Eg, Altering teaching strategies; making curricular, material or environmental modifications; changing antecedents; giving choices; preventing “triggers”.) Specify frequency and responsible personnel.	Reinforcement: (Indicate behavior, rate of behavior, interval, reinforcer, and responsible personnel for reduction of problem behavior)
1. Teacher and support staff will consistently use the modified PECs book in all educational environments. 2. SLT will ensure that photographs of preferred items and activities are included in the communication book. 3. Teacher and support staff will consistently implement a sensory diet, under OT’s guidance. 4. Program Specialist will ensure that all staff working with Lady G. is trained in NCPI strategies and provide additional training on site as needed. 5. Teacher will provide Lady G. access to the outdoors and favorite activities through her daily schedule. 6. Teacher will work with Lady G. at least twice per day in the environment where she is. 7. Behavior Specialist will develop a token economy and train teacher and support staff in its consistent use. 8. Behavior Specialist will develop task analysis for difficult or non-preferred transitions and train teacher and support staff to break down transitions into small steps and reinforce each step, using tokens and social reinforcement for each completed step in a non-preferred transition, with immediate access to an A+ reinforcer upon completed transition. 9. On days when Lady G. is sleep deprived, teacher and support staff will reduce demands and increase sensory activities and rest periods on Lady G.’s schedule.	For each completed step in a non-preferred transition (without aggression), teacher and/or support staff will provide one token on the token board, paired with specific verbal praise and social reinforcement. For each completed transition without aggression, teacher and/or support staff will provide Lady G. with five goldfish crackers or gummy candy. For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).

Plan for fading interventions and reducing reinforcement for problem behavior:
 When aggressive behaviors decrease to less than daily, teacher will gradually increase tokens needed for reward (from 5 to 6).

INCREASE OF POSITIVE/REPLACEMENT BEHAVIOR

Interventions: (Eg, Teaching, practicing or modeling; providing communication means; teaching social skills, assertive skills or problem solving.) Specify frequency and responsible personnel for each strategy.	Reinforcement: (Indicate behavior, rate of behavior, interval, reinforcer, and personnel to increase positive/replacement behavior):
1. In individual sessions with SLT twice per week, SLT will teach Lady G. to use the communication book to request tangible items and activities, through direct teaching, hand over hand, modeling, and direct reinforcement. 2. In individual sessions with SLT twice per week, SLT will teach Lady G. to express protest through her communication book, using modeled expressions and photographs of feelings. 3. SLT will teach staff on the use of the communication book and demonstrate how to use the “I want...” sentence strip with photographs. 4. Teacher and support staff will use the communication book throughout the school day and have it accessible for Lady G., to practice and strengthen her appropriate communications. 5. Teacher and support staff will honor each appropriate request or attempt (verbal, gestures, pictures) as long as it does not involve dropping to the ground or aggression to staff, and will model and prompt use of appropriate communications throughout the school day.	When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity. If the request cannot be granted, use the “first... then...” card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

Plan for fading interventions and reducing reinforcement for positive/replacement behavior:
 When Lady G. makes an appropriate request with pictures, verbally, or through gestures in 4 out of 5 difficult transitions, gradually fade staff prompting and supports and ask Lady G. to get her communication book and bring it to staff. Teacher will inform Behavior Specialist when criterion is reached, to develop fading plan together.

REACTIVE STRATEGIES TO EMPLOY AND DEBRIEFING PROCEDURES TO USE IF THE PROBLEM BEHAVIOR OCCURS:**At precursor/first sign of problem behavior (e.g., prompt to use replacement behavior, offer choices, proximity, redirect):**

Upon dropping to the ground, present Lady G. with her communication book and prompt her to "show me what you want. I want..." Assist as needed. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.

- **Personnel who will implement:** ___Teacher, Support Staff_____

If problem behavior continues or escalates (include staff response to maintain safety if needed):

If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again to show what she wants. Repeat the request until she makes an appropriate request.

- **Personnel who will implement:** ___Teacher, Support Staff_____

Debriefing/follow up with staff and/or student if necessary:

After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.

- **Personnel who will implement:** _____Teacher, Support Staff_____

See IEP goal(s) related to this plan: Goal Number(s): 7, 8, 9

- The above goal(s) are intended to: ☒ increase positive replacement behavior ☒ decrease problem behavior ☒ general skill development

Communication:

☒ Family/Caregiver ☒ School staff ☒ Outside providers ☒ Service providers ☐ Other Describe:

Monthly meetings among all service providers to update team of progress and changes in home and school program.
Daily home-to-school and school-to-home e-mails between teacher and parents, using Spanish translation.

Data Collection:

☒ Progress toward goals ☒ Problem Behavior ☒ Positive/Replacement Behavior ☐ Interventions ☐ Reinforcement ☐ Other Describe:

Daily data collection forms for problem and replacement behaviors maintained by classroom staff; bi-weekly observational data collected by Behavior Specialist

Personnel Responsible for Monitoring Plan Implementation:

☐ Principal ☐ School Psychologist ☒ Behavior Specialist ☒ Case Manager ☐ Behavior Support Staff ☐ Other _____

Social/Emotional Services

Pre-ERSES

The SELPA provides Social/Emotional Services to students with IEPs as needed to achieve their social, emotional or behavior goals. These may include:

- Behavior Interventions (see preceding section)
- Group Counseling
- Individual Counseling (short term)

These services are provided by educational staff such as Counselors, Psychologists, Therapists and Special Education Teachers.

ERSES

Some students need more intensive services, provided by licensed clinical professionals including Marriage and Family Therapists and Licensed Clinical Social Workers Services may include:

- Group Counseling
- Individual Counseling (long term)
- Social Work Services
- Parent Counseling

These services are called “Educationally Related Social Emotional Services (ERSES)” and would be provided only if less intensive services were not successful. A special ERSES assessment would be conducted by the School Psychologist in collaboration with a clinician known as the “Intensive School-Based Therapist” (ISBT). The student must have a Diagnostic and Statistical Manual (DSM) diagnosis of a mental health disorder which impacts functioning in school.

Some students and families may require additional supports in the home or community to address the student’s needs at school. The SELPA provides the “Collaborative Educational Services” (COEDS) program to address these intensive needs.

COEDS

COEDS may be provided in one of three levels, as determined by the IEP team:

1. Behavior Interventions
2. Social Work Services and parent-to-parent supports only
3. Behavior Interventions, Social Work Services, and parent-to-parent support

This program is designed to be provided from 6 months to one year, and services may be faded as families and students become more successful. Students must have received ERSES for at least 3 months before COEDs would be considered.

There is also a 24/7 “on call” support option available.

Residential Treatment Services

A very small number of students will require placement in an out of home Residential Treatment facility in order to access their education and be safe at school. Residential Treatment Services would be provided by the IEP team only after an intensive assessment. Behaviors which would and would not be related to the IEP team's responsibilities for Residential Treatment are:

IEP Related	Not IEP Related*
<i>Behaviors:</i>	<i>Behaviors primarily:</i>
• Are primarily due to social/emotional issues or symptoms and resulting in significant, ongoing difficulties in educational performance (and/or) • Are presenting frequent, ongoing safety risks <i>at school</i> to self and/or others, (and) • Are not sufficiently responsive to extensive supports and services which have been provided at school and/or home, to address educational needs (and) • Require and student is likely to benefit from a comprehensive full time therapeutic setting in order to access their educational services	• Are related to social maladjustment or conduct disorder (and/or) • Are result of substance abuse (if any) (and/or) • Are observed in the home and community but student is still able to benefit from his or her educational program (and/or) • Are due to Intellectual or Developmental Disabilities which preclude the ability to benefit from a comprehensive, therapeutic setting. *Students displaying these characteristics may be candidates for placement by agencies.

All Social/Emotional services will be measured by IEP Annual Goals for the student's performance in school. They will be provided at no charge to families.

Students with Disabilities Attending Private Schools

Rights of children with disabilities enrolled by their families in private schools are different than those in public schools.

If the family would like to have a student assessed for Special Education, they have the right to request an assessment from the school district where they live, and the school district will assess. The school district will convene an IEP meeting to share the assessment results. If the student is eligible for Special Education, an IEP will be developed, with goals and objectives and services offered.

If the family agrees to enroll the student in the public school district, the IEP will be fully implemented. However, if the family decides NOT to enroll the student in the public school and to keep them in private, the child will NOT have the same rights as a student enrolled in the public school.

An Individualized Service Plan (ISP) will be written by the district in which the private school is located. THESE SERVICES WILL USUALLY BE VERY LIMITED, compared to an IEP. School districts are required to spend only a limited amount of funds (Federal funds only) on students enrolled by parents in private schools. Also, parents do not have the same due process protections under an ISP as an IEP, except concerning initial identification and assessment.

You can contact the SELPA office at (805) 437-1560 to obtain a copy of the "Services to Special Education Students Placed in Private Schools," or visit our website at www.vcselpa.org under "Publications."

Other Agencies that may Provide Services to Children with Disabilities

DEPARTMENT OF MENTAL HEALTH

The Department of Mental Health is the state department mandated by Lanterman-Petris-Short legislation to administer Mental Health Programs for the citizens of California. In Los Angeles County, Mental Health Services are administered by the **County Department of Mental Health**, and in Ventura County, they are administered by the **Department of Behavioral Health Services**.

Eligibility

Ventura County Behavioral Health Programs provide outpatient mental health services, at clinics located throughout the Ventura County: Oxnard, Thousand Oaks, Simi Valley, and Ventura.

Each clinic is composed of a multidisciplinary staff that provides a wide array of services designed to treat severe symptoms of mental illness and assist individuals and their families in living successfully in the community. Each clinic provides a psychiatric assessment, medication services, psychological testing, individual and group therapies, crisis intervention, rehabilitation services, and case management services.

In addition, the outpatient programs assist individuals in obtaining employment, accessing: medical care, treatment for addictions, socialization and safe secure housing.

The program accepts Medi-Cal and services are on a sliding scale.

Persons of all ages may apply for Mental Health Services through the *STAR (Screening, Triage, Assessment, and Referral) Single point of entry into Behavioral Health: (866) 998-2243, (805) 981-9270*

Services

Services that are provided may include, but are not limited to:

- Out-Patient Services
- Assessment
- Treatment Planning
- Individual and Group Therapy
- Case Management
- Medication
- Parent Training
- In-School/Class Counseling

Ventura Contact Person(s):

STAR (Screening, Triage, Assessment, and Referral)
Single point of entry into Behavioral Health:
(866) 998-2243, (805) 981 – 9270

Los Angeles Contact Numbers(s):

(213) 738-4961
(800) 333-9997

CALIFORNIA MEDICAL SERVICES/CALIFORNIA CHILDREN SERVICES (CCS) CHILD HEALTH AND DISABILITY PREVENTION PROGRAM (CHDP)

WHAT IS THE CALIFORNIA CHILDREN SERVICES (CCS) PROGRAM?

The California Children Services (CCS) Program covers specialty health care services for children with serious medical illnesses. The program administered by the Children's Medical Services branch of the California Department of Health Services (DHS), serves approximately 130,000 children each year, 76% of whom also are enrolled in the Medi-Cal program. There is significant interplay between the financing and service delivery of CCS and Medi-Cal in California as CCS authorizes many services funded by Medi-Cal.

Eligibility

CCS-eligible conditions include nearly all *serious medical conditions such as genetic disease or cancer, severe injury and chronic illness, or disability*. The complexity of the program is due, in part, to the large number and wide range of eligible conditions. There is no "typical" CCS recipient.

Children under 21 who have a CCS-eligible condition and meet residential requirements qualify for CCS if they meet one of the following criteria:

- Enrolled in Medi-Cal
- Enrolled in the Healthy Families program
- Uninsured with an annual family income of less than \$40,000
- Projected to expend more than 20% of annual family income on treatment of the CCS condition

Services provided at a Medical Therapy Unit (MTU) are exempt from the financial eligibility requirements.

Coverage and Provision of Services

A broad range of medically necessary services related to the eligible condition are covered under the CCS program. Services include specialty and subspecialty care, outpatient and inpatient care, occupational and physical therapies, oral health services, pharmaceuticals, and medical equipment supplies.

A significant number of CCS providers are "special care centers" located in hospitals and academic medical centers, many of which are children's hospitals. These centers are comprised of multi-disciplinary, multi-specialty providers organized around a specific condition or system. Neonatal and pediatric intensive care units also play a significant role in the care and identification of children eligible for CCS. In addition, the CCS program provides physical and occupational therapy in public schools at Medical Therapy Units (MTUs). MTUs evaluate, treat, and refer children with CCS conditions.

There are a certain number of students who are eligible for CCS services for whom the IEP team feels that OT or PT is necessary for the child to benefit from their educational program. In these cases, the OT or PT treatment plan will be included as part of the IEP. These will be provided at "no cost" to all students.

WHAT IS THE CHILD HEALTH AND DISABILITY PREVENTION PROGRAM (CHDP)?

CHDP provides health and dental check-ups for babies, children, teens and young adults. CHDP check-ups can help people stay healthy, help them find health problems early and can answer questions about their health.

Eligibility

Children qualify for free CHDP health and dental check-ups if they meet one of the following criteria:

- Enrolled in Medi-Cal and are under 21 years of age
- Have low to moderate income and are under 19 years of age

Services

Two basic types of direct services are provided by the program – *diagnostic services and treatment services*. All services are provided by qualified CCS specialists on the CCS panel. (*Your physician will know if he is on the CCS panel.*) Related activities include case finding, maintenance of high standards of care and case management. Some of these related activities may involve many programs and agencies – *health, social services, rehabilitation, schools and private organizations*.

A special program for children with cerebral palsy was developed cooperatively by CCS and the State Department of Education in 1945. In this program, now known as the *CCS Program for Children with Cerebral Palsy and Other Physical Handicaps in the Public Schools*, physical and occupational therapy is provided in medical therapy units located in Special Education day schools for orthopedically handicapped and cerebral palsied children. All therapy is under the medical direction of the CCS physician. No charge is made to families of children who receive services in the medical therapy unit.

The significant feature of this program is the therapists who work with and see the children on a continuing basis can confer with teachers regarding classroom and schoolyard activities and give consultation to parents on home activities that will reinforce what they are doing to help each child develop maximum self-care skills and independent functioning.

In Los Angeles and Ventura Counties, CCS and CHDP are provided by the County Department of Public Health.

Ventura County

(805) 981-5281

Los Angeles County

(323) 869-8136

REGIONAL CENTER SERVICES

Regional Centers are private, non-profit organizations under contract with the California Department of Developmental Services, mandated by the Lanterman Act, to provide services to persons with developmental disabilities and their families. In Ventura County, the Regional Center is the *Tri-Counties County Regional Center (TCRC)*; and in North Los Angeles County, it is the *North Los Angeles Regional Center (NLARC)*.

Eligibility

A developmental disability is defined as:

"A disability which originates before an individual attains age 18, continues, or can be expected to continue indefinitely, and constitutes a substantial handicap for such individual. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, this term shall include intellectual disabilities, cerebral palsy, epilepsy, and autism. This term shall also include handicapping conditions found to be closely related to intellectual disabilities or which require treatment similar to that required for intellectual disability individuals, but shall not include other handicapping conditions that are solely physical in nature."

Services

Services that are provided may include, but are not limited to:

- Initial Intake and Assessment Services
- Assessment Services
- Preventative services to potential parents
- Activities authorized to achieve objectives of Individual Program Plans (IPPs)
- Transportation services
- Public information about available services
- Innovative Programs
- Investigation of alternative care
- Admission to State Hospital
- Mental examination of criminal defendant
- Consent to medical, dental and surgical treatment
- Person Centered Planning
- Purchase of services
- Quality Assurance Monitoring
- Client's Rights Advocacy

TCRC Contact Numbers(s):

2401 E. Gonzales Rd., Suite 100, Oxnard
(805) 485-3177; (800) 644-3177

1900 Los Angeles Ave., Suite 200, Simi Valley
(805) 522-8030; (800) 517-2524

Website: <http://www.tri-counties.org>

NLARC Contact Numbers:

15400 Sherman Way, Ste. 170, Van Nuys
(818) 778-1900 fax: (818) 756-6140

website: <http://www.nlacrc.com/>

RAINBOW CONNECTION FAMILY RESOURCE CENTER

Rainbow Connection is for families of/and the professionals that work with persons with special needs from birth through adulthood. There is a resource lending library available with books, videos and audio tapes on specific disabilities, Special Education, parenting and other topics relating to special needs. There is information on trainings, support groups and local, state, and national resources. Parents can talk to another parent of a child with the same diagnosis through the Parent Match program. Trainings on the Individual Family Service Plan, Individualized Education Program, Record Keeping and special topic Consumer/Family/Professional Presentations are held at Rainbow Connection monthly. There is Spanish speaking staff and some resource materials are available in Spanish.

Location and Phone Number:

2401 E. Gonzales Rd., Suite 100
Oxnard, CA 93036

(800) 332-3679
(805) 485-9643
(805) 485-9892 - Spanish

2635 Park Center Dr.
Simi Valley, CA 93065

(805) 823-2325

For a directory of other community services for school-aged students with disabilities, please call the SELPA office at (805) 437-1560 or visit our website at www.vcselpa.org For Families/Resources & Booklets.

Glossary of Terms and Conditions

AB	Assembly Bill (CA State Assembly)
ADA	Average Daily Attendance A way of calculating attendance for accountability purposes -or- Americans with Disabilities Act A law which guarantees rights to people with disabilities.
ADHD	Attention Deficit/Hyperactivity Disorder (Also known as “ADD”)
AP	Advanced Placement (Also “Assessment Plan”)
APE	Adapted Physical Education Specialized physical education services designed and provided by an Adapted Physical Education Specialist.
AT	Assistive Technology
BIP	Behavior Intervention Plan
CAA	California Alternate Assessment For students with significant cognitive disabilities who are unable to take the SBAC with supports.
CAASPP	California Assessment of Students Performance and Progress Includes SBAC, CAA, CAST and STS
CAC	Community Advisory Committee Appointed by and functions in an advisory capacity to the governing board of the Local Plan Area. Composed of: parents of individuals with exceptional needs, parents of other pupils enrolled in school, pupils or other school personnel, representatives of public or private agencies.
CAST	California Science Test
CDE	California Department of Education
Certificate of Completion	For students who do not obtain a diploma but complete the course of study.
CHSPE	California High School Proficiency Exam
CMS aka CCS	California Medical Services (also known as California Children Services) Provides specialized medical care and rehabilitation for children with physical handicaps.
Complaint	This may be filed with the State Department of Education any time anyone feels that a law or rule has been broken - an investigation will ensue.
CP	College Prep or Cerebral Palsy
CST	California Standards Test Statewide standardized achievement test for all California Students grade 2-11.
DAC	District Advisory Committee School district parent groups organized to work with Special Education administration.
DB	Deaf/Blind
DMH	Department of Mental Health The agency that administers mental health services (known as “VCBH” in Ventura County and “LACMH” in Los Angeles County).
DD	Developmental Disability
D/HH	Deaf/Hard of Hearing
DO	District Office
DOR	Department of Rehabilitation An agency that assists adults with disabilities to gain employment.
Due Process	The process for resolving differences regarding a child.
ED	Emotional Disturbance
ELPAC	English Language Proficiency Assessments for California For assessment of English language development levels, replaced the CELDT in 2017-2018.
FAPE	Free Appropriate Public Education
FEP	Fluent English Proficient
FERPA	Family Educational Rights & Privacy Access Guarantees parents access to educational records.

FMTA	Focused Monitoring and Technical Assistance The California Department of Education process for reviewing/supporting Special Education program in districts.
EL	English Learner
FRC	Family Resource Centers Mandated by California's Early Start Program to provide information and support to families of children served in Early Start.
GATE	Gifted and Talented Education
GED	General Education Development Alternative to high school diploma
GPA	Grade Point Average
HH	Hard of Hearing
HI	Hearing Impairment
IA	Instructional Assistant (also known as Instructional Aide, Paraeducator or Paraprofessional)
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program An IEP is an educational plan written by a team (<i>teachers, administrator, parents, and other individuals</i>) for each student identified as having exceptional needs.
IEP Team	The Individualized Education Program Team is composed of a representative of the district, the student's teachers (general and Special Education), and the parents. Other members may include the student, other individuals selected by the parent or the IEP chairperson, and those who have conducted assessment of the student. The student who is 16 and over must be invited to attend.
IFEP	Initially Fluent English Proficient
IFSP	Individual Family Service Plan For families of infants and toddlers 0-36 months with special needs.
IIS	Intensive, Individualized Services Additional individual adult support for all or part of the day.
IPT	Intervention Progress Team – General education team monitoring student's response to instruction and intervention.
ISBT	Intensive School-Based Therapist – A licensed clinical professional providing Intensive Social/Emotional Services to support a student's IEP goals.
ISP	Individual Service Plan For students with disabilities in private schools.
Inclusion Specialist	A Special Education teacher or specialist who supports students with moderate/severe disabilities in general education classes.
IQ	Intelligence Quotient Used to define ability levels as measured by standardized assessments.
IWEN	Individual with Exceptional Needs
LACMH	Los Angeles County Department of Mental Health (see page 138)
LEA	Local Education Agency Refers to school districts providing Special Education services within the SELPA.
LEP	Limited English Proficient A student who is still learning English.
LI	Low Incidence Refers to rarely-occurring disabilities including visual, hearing and orthopedic impairments.
LRE	Least Restrictive Environment Special Education services are provided in as close proximity to regular school programs as is educationally appropriate for each individual child.
Local Plan	Each Special Education Local Plan Area (SELPA) develops a plan for delivery of programs and services to meet the educational needs of all eligible individuals with exceptional needs in the area.
MH	Multiple Handicaps Known as "Multiple Disabilities"

M/M	Mild/Moderate Disabilities Includes students with learning disabilities, other health impairments, and other mild disabilities.
M/S	Moderate/Severe Disabilities Students with exceptional needs who require intensive instruction and training. Includes students with severe or profound intellectual disabilities, autism, multiple handicaps, or serious emotional disturbance.
NCLB	No Child Left Behind Federal legislation for school accountability
NLACRC	North Los Angeles County Regional Center (see page 141)
NPS	Nonpublic School
OCR	Office of Civil Rights The federal agency that oversees civil rights protections. (Sections 504 & ADA) (see page 131)
OHI	Other Health Impairment
OI	Orthopedic Impairment
OSERS	Office of Special Education and Rehabilitative Services The federal agency for Special Education.
OT	Occupational Therapy or Therapist
PAC	Parent Advisory Committee - (District) District-level committees which provide advice to district administration on Special Education issues. Not all school districts have them.
PI	Program Improvement A designation for schools determined to be “under performing” according to NCLB
PL	Public Law Federal Laws
PLC	Professional Learning Community Team that monitors progress and interventions for general education students.
PT	Physical Therapy or Therapist
RC	Regional Center California agencies which provide services to people with developmental disabilities. (see page 156)
RFEP	Reclassified Fully English Proficient
RtI	Response to Instruction and Intervention A method for analyzing a child’s growth in core curriculum.
ROP	Regional Occupation Program Training programs in specific vocational fields.
SAI	Specialized Academic Instruction Adapting the content, methodology or delivery of instruction to ensure access to the general curriculum for a student with a disability.
SARB	School Attendance Review Board
SB	Senate Bill - (CA State Senate)
SCC	Special Classes and Centers - (no longer used)
SDC	Special Day Class
SEAC	Special Education Advisory Committee Also known as “PACs” or “DACs”. See definitions.
SELPA	Special Education Local Plan Area Consortium of school districts organized within a geographic area in accordance with the law to coordinate the administration and delivery of Special Education services.
SLI	Speech/Language Impairment
SLD	Specific Learning Disability Must be a discrepancy between the student’s ability and achievement, resulting from a basic processing disorder. (see page 11)
SLP	Speech-Language Pathologist Also known as “therapist” or “specialist”
SPHCP	Specialized Physical Health Care Plan

SPSA	School Plan for Student Achievement A plan required in order to utilize certain types of special funds.
SSDI	Social Security Disability Income
SSI	Supplemental Security Income (<i>Social Security Program</i>)
STS	Spanish Test of Standards
TBI	Traumatic Brain Injury
TCRC	Tri-Counties Regional Center (see page 141)
TPP	Transition Partnership Program A collaboration by certain school districts with Department of Rehabilitation for transition services.
VCBH	Ventura County Behavioral Health (see page 138)
VI	Visual Impairment
WAP	WorkAbility Program A work and career preparation program space for special education students.
504	Section 504 of the Rehabilitation Act A law which prohibits discrimination against people with disabilities.

Related Resources

Other booklets which may be ordered (*free for families*) are:

- 90 Ways to Help Students with ADHD
- A+ Access, Accommodations, and Acceptance “A Winning Grade”
- Are You Concerned About Your Child’s Progress in School? (3-22 years old, English/Spanish)
- Bullying & the Child with Special Needs
- Community Resource Directories of Services for People with Special Needs (all English/Spanish)
Booklet - by age group:
 - ◆ Young Children (0-5)
 - ◆ School Age
 - ◆ Adults
- Deaf & Hard of Hearing Program
- Do You Have a Special Education Dispute You'd Like to Solve?
- Epilepsy and Seizure Disorders
- Fact Sheet About Residential Care Options
- Family Fact Sheet - Sorting through services to help you help your child...Regional Center or Schools? (English/Spanish)
- Going to College...or Thinking About it?
- Guidelines for Special Education Interpreters
- Informational Brochure for Parents of Children with Autism Spectrum Disorders (ASD)
- My child has Emotional & Behavioral Challenges...How Can I find help?
- Parent Guide to Special Education
- Parent Guide to Transition Planning (English/Spanish)
- Parent/ Adult Student Rights (English/Spanish)
- Procedural Safeguards Referral Services
- Recreational Activities/Resource Guide
- Transition Resources for Diploma-Bound High School Students with Autism
- Transitioning to High School - A Guide for Parent of Special Education Students
- What Exactly is a SELPA and What Does it Do? (English/Spanish)

Call the **Ventura County SELPA Office** at (805) 437-1560 or visit our website at www.vcselpa.org For **Families/Resources & Booklets**.

Acknowledgments

- **Parent Advisory Committee for Students with Special Needs (PACSSN)**
Ventura Unified School District
Dr. Trudy Arriaga, Superintendent
- **Team of Advocates for Special Kids (TASK)**
Anaheim, California
- **Learning Disabilities Association (LDA) of America**

This handbook compiled in 1999 by:

- **Fran Arner-Costello**
- **Tracy Gaither**
- **Maria Gomez**
- **Alisa Mahrer**
- **Diane Petrovich**
- **Robin Anderson**

VENTURA COUNTY SELPA STAFF

Mary Samples, Assistant Superintendent
Regina Reed, Director of Personnel Development
Joanna Della Gatta, Director of Technical Support & Transition
Laura Lozano, Administrative Assistant III
Juanita Delgadillo, Administrative Assistant II
Sara Fontenot, Administrative Assistant II
Barbara Rush, Administrative Assistant I

2007 REVISIONS BY:

Fran Arner-Costello, Julie Kerns, Daysi Ortiz
Laurie Jordan, Laura Lozano

2010 REVISIONS BY:

Fran Arner-Costello, Laura Lozano

2012 REVISIONS BY:

Mary Samples, Fran Arner-Costello
Julie Kerns, Laura Lozano