

**PLACER COUNTY SPECIAL EDUCATION
LOCAL PLAN AREA (SELPA)**

Placer County SELPA

Community Advisory Committee

HANDBOOK

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INTRODUCTION

The Special Education Parent Advisory Committee who will be referred to in this publication as **SEPAC**, created this handbook. Our hope is that you may find in it answers to your questions regarding special education, or that it will lead you to a resource that will be of help.

Special Education Parent Advisory Committee (SEPAC)

SEPAC primarily includes the parents of special education students. We are trained in the laws and issues surrounding special education. We have been through many of the same emotions and circumstances that you, as the parent of a special education student, may face. Each school district's SEPAC representative volunteers his/her time and makes every effort to be available to parents. You may obtain your representative's name and phone number by contacting your special education teacher or:

Placer County SELPA (530) 745-1343

The goal of SEPAC is to empower parents of special education students to become an effective team member in their child's education through flexibility, collaboration, knowledge, and effective communication with other team members.

Distribution Plan

It is the desire of SEPAC that this handbook will be given to parents at the time of the initial referral for assessment, and then again at every tri-annual IEP meeting that follows. Due to ever-changing laws and issues surrounding special education, the SEPAC is committed to evaluate and update this handbook annually. This handbook is also available to download at www.placercoe.k12.ca.us under SELPA documents, as of this printing the steps are:

1. <http://www.placercoe.k12.ca.us>
2. Scroll down to departments
3. Click on departments
4. Scroll down to SELPA
5. Click on SELPA
6. Scroll down to "Placer County SELPA Forms Library"
7. Click on "Placer County SELPA Forms Library"
8. Click on the IEP Form you want to open
9. Scroll down to see more forms

Advocacy

You may want support in your new role as a team member in planning your child's education. Someone to aid you in the special education process is available. Such persons are considered parent advocates. They can increase the team's awareness of special education programs and services. They can promote more effective participation

in the process of developing an instructional plan for your child. Parent members of the SELPA's SEPAC are volunteers who have expressed an eagerness to assist you in finding answers to your questions and who support other parents who are new to the special education system.

PLACER COUNTY SELPA

Legislation requires all school districts and county school offices to form geographical regions to provide for all special education service needs for children residing within the region boundaries. Each SELPA develops a local plan describing how it will provide special education services. SELPAs are unique to California and there are approximately 120 SELPAs in the state.

SELPAs are responsible to the State Superintendent of Public Instruction for the development of a Local Plan for special education.

The Local Plan must contain, among other things, assurances that the SELPA is in compliance with Federal and State laws and a description of services provided by each district and county, demonstrating access to appropriate services under a student's IEP or IFSP (Individualized Education Program or Individualized Family Service Plan).

Mission Statement

The SELPA supports quality instruction for students, parents, fellow educators and the community. The SELPA believes instruction should address all ability levels and learning styles. The SELPA provides and models quality instruction through collaboration and cooperation. SELPA office staff members are accessible, resourceful, and knowledgeable. The SELPA encourages an environment for learners to be successful, motivated, flexible thinkers and to take responsibility for their own learning.

Vision Statement

By being accessible, resourceful and knowledgeable, the SELPA will support quality instruction for students, parents, educators and the community.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

IDEA is a federal law that mandates and affirms the right of all children with disabilities to a free appropriate public education. The purposes of IDEA are to do the following:

- To ensure that the rights of children with disabilities and the parents of such children are protected.
- To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities.
- To assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families.
- To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting systemic change activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services.
- To assess, and ensure the effectiveness of, efforts to educate children with disabilities.

Free Appropriate Public Education (FAPE)

A free appropriate education is one provided by the public elementary or secondary school to meet the individual educational needs of persons with a disability as adequately as the needs of a non disabled person are met. FAPE ensures that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.

Least Restrictive Environment (LRE)

“Least restrictive environment” is that placement or program which can best meet an individual student’s needs and which does so with a minimum loss of contact with the general education class, students, and programs.

Special Education Community Advisory Committee

SPECIAL EDUCATION PARENT AWARENESS CONTACT INFORMATION

The SEPAC Special Education Parent Awareness contact information* is used as an email list of special education parents for information through SELPA and SEPAC. The purpose of this list is to forward information to parents about upcoming classes and meetings that may be of assistance to you and your child's education. If you would like to be on the list, complete this form and submit it to your SEPAC representative, or mail/deliver to the Placer County SELPA, 360 Nevada Street, Auburn CA 95603.

Parent Name: _____

Address: _____

Phone: (____) _____

Email Address: _____

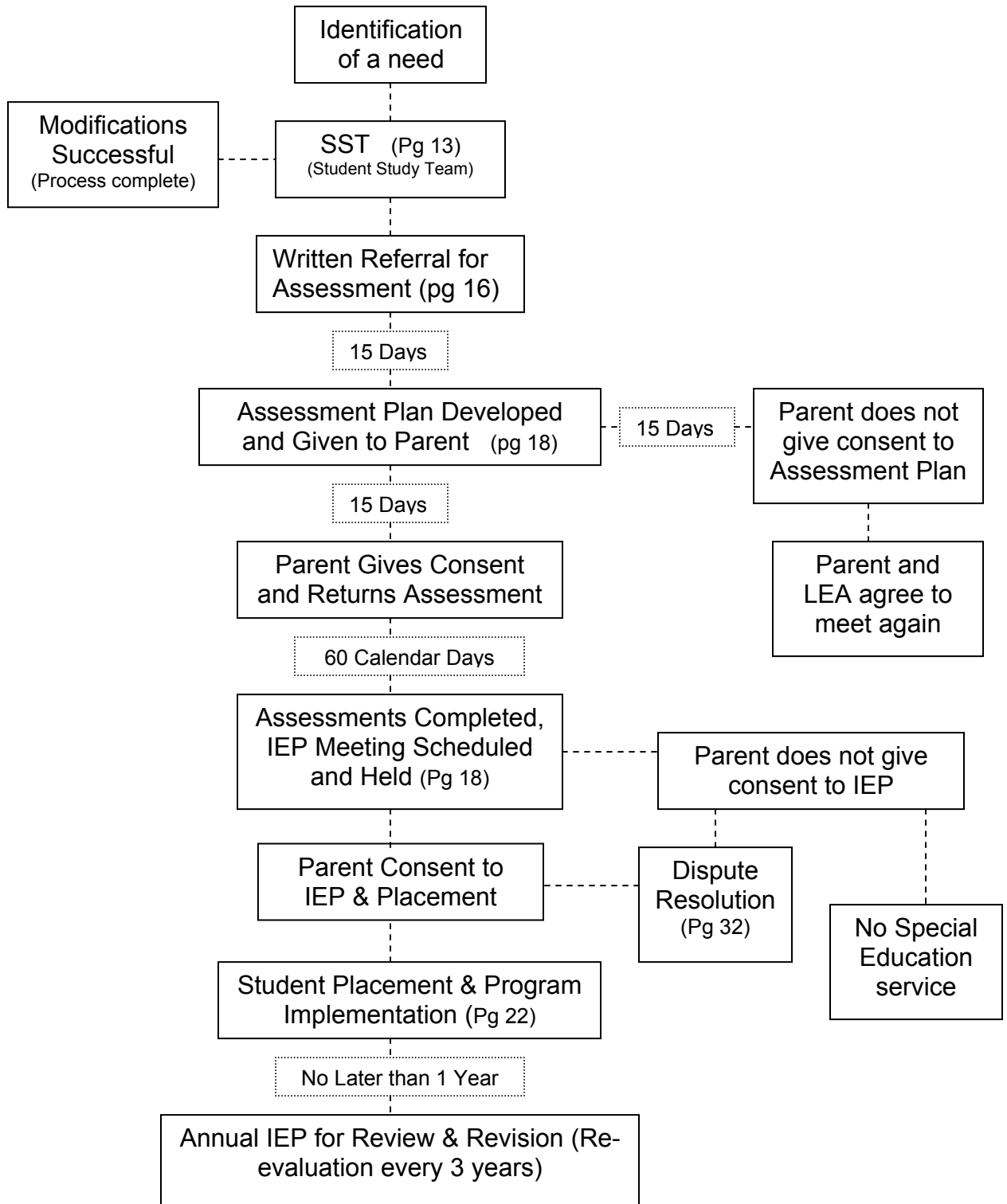
I would like to be placed on the **SEPAC Special Education Parent Awareness email Contact List.**

Parent Signature

- This list of names is for the sole use of the SEPAC and SELPA to communicate with parents and will not be given to any other party.

SPECIAL EDUCATION PLACEMENT PROCESS TIMELINE

This flow chart is intended to be used as a brief overview of the IEP process. For more detailed information, note page numbers within the selected boxes.



SPECIAL EDUCATION PLACEMENT PROCESS AT A GLANCE

Identification: First, a child will have been identified as a child with a need, by either the child's parent, teacher, counselor, principal, school nurse, or other person who has an interest in the child's welfare.

Student Study Team (SST): A problem-solving team, including the parent, will convene to discuss the concern(s) and possible solutions. This is referred to by many names, including Student Success Team (SST), Student Study Team (SST), Child Study Team (CST), and Student Assessment Team. This meeting can also be more informal, which involves the parent(s) and teacher only, but documentation of modifications and accommodations to your child's general education program. (The "SST" process per se is not required but documentation is.)

Referral for Assessment to Determine Eligibility for Special Education: The SST team, parent, teacher, counselor, principal, school nurse, or other person who has an interest in the child's welfare, may submit a written referral for assessment to determine eligibility for special education and services. The school has fifteen (15) days from the date of a written referral to present an assessment plan.

The Educational team, as a condition of eligibility for special education, must be able to document that modifications and accommodations have been attempted in a general education setting and are not adequate for the child's success. The school district does have the right to decline assessment of a student with valid reasons. This rarely happens, but if it does, the district must provide you with notice of the decline, and the reasons why.

Assessment Plan: A representative of the school will contact you to review the proposed assessment plan and secure your signature. From the time a parent signs consent for assessment, the school has sixty (60) days (excluding school breaks of more than five (5) days) to complete all assessments, then schedule and hold an Individualized Education Program (IEP) meeting.

Individualized Education Program (IEP) Team Meeting: An IEP team meeting, which requires parent input and/or attendance, will be held. The IEP team will review the results from assessments and statements to determine if the student is eligible for special education services. If the student is eligible, the IEP team will develop goals and objectives and determine appropriate services and placement. If the child is not eligible, a section 504 plan may be discussed. Other solutions to address the concerns should always be considered.

Services consented to by the parent will begin on the date designated in the IEP.

Annual Review: At least once a year your school district will contact you to set up an IEP meeting to review progress and develop new goals & objectives. Every three years a re-evaluation will be scheduled to review progress and eligibility.

Parents' Record Keeping

As the parent of a child with special needs, over time you will gather a tremendous amount of information about your child from various professionals and service agencies. Each time you seek services for your child, you may be asked to provide information about your child. Record keeping is not mandatory for parents of children with disabilities, but good records prove to be helpful. The SELPA provides a folder to all parents of special education children in the Placer County SELPA. It, or any folder or binder of your choice, may be used to organize paperwork for your child.

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

- Family History: May include child's birth date, place of birth, parent's name, address, phone number and family history.
- Developmental History of the Child: May include mother's health during pregnancy and any unusual circumstances at the birth of your child. May also include milestones and at what age your child reached them.
- Medical History and Reports: May include information on the child and family health history, nature of serious illnesses and operations, record of the child's immunizations, and medications taken.
- Educational History: May include names and dates of schools attended, copies of IEPs, test results and progress reports.
- Other Services: Copies of records from any other agencies with which you have had contact.
- Correspondence: Keep records of all correspondence written, verbal or electronic.

STUDENT STUDY TEAM (SST)

The Student Study Team is a general education function that is recommended, but not required. Most districts have a Student Study Team but may refer to them by a different name:

Student Success Team

Child Study Team

Student Access Team

A referral to a Student Study Team for problem-solving support is usually the first step when a parent, teacher, counselor, principal, school nurse, or other person who has an interest in the child's welfare, has concerns about a child's learning needs. Student Study Teams are available for any student who needs or is believed to need, supports, modifications, accommodations and/or other services in order to progress in the general education program.

This allows a team to develop accommodations, modifications, supports, or resources immediately. One of the many options of a team like this is to gather further information, which may include recommended eye exams, academic assessments, or a referral for an assessment to determine eligibility for special education services.

An SST team usually consists of the child's parent(s), teachers, principal or designee, and other appropriate school staff familiar with the child.

If it is the parent making the request write a dated and specific request to the attention of your child's principal, teacher and the district's Special Education Administrator, asking for a Student Study Team meeting. See the sample letter "Requesting a Student Study Team Meeting".

Remember, you may bring a friend, SEPAC representative, or other support person to this meeting. Keep copies of all correspondence for your child's records.

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

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

Date
Mr./Mrs. _____, Principal
Local Unified School District
Address
City, State, Zip Code

Dear Mr./Mrs. _____ :

I am the parent of John Blue, who is currently enrolled at the Regular Elementary School in the fifth grade. John is not doing well in school and I am concerned about his academic performance, specifically:

I am therefore requesting a Student Study Team meeting to develop educational strategies and modifications for John.

Sincerely,

Bev Blue

Before using a letter like this, please be sure you have taken the opportunity to communicate with your child's teacher.

REFERRAL FOR ASSESSMENT TO DETERMINE ELIGIBILITY

If the general education modifications suggested through the SST meeting are unsuccessful, a referral for Assessment to determine eligibility for special education services could be the next step.

Parents, teachers, counselors, principals, school nurses, or other persons who have an interest in the child's welfare can make referrals. Individualized assessment cannot be conducted, however, without your written permission. School personnel have a major responsibility to identify children who may have special needs and/or a suspected disability, and refer them for assessments. Written notice of referral by the school personnel will be sent to parents. Parents have the right and are encouraged to make referrals to the local school staff for assessment of their child's possible needs, when a disability is suspected.

If you suspect your child has a disability, and you want to request an assessment, you are required to write a dated letter requesting a referral for assessment to eligibility for special education services. Include your reasons why you suspect that your child may have a disability. Keep a copy of the request for your child's records. See the Sample Letter "Request for Referral for Assessment".

The school has 15 (fifteen) days from the date of a written referral to present an Assessment Plan (or notify you if they do not believe the need to assess is evident).

Sample Letter - Referral for Special Education Assessment

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

Date
Mr./Mrs. _____, Principal
Local Unified School District
Address
City, State, Zip Code

Dear Mr./Mrs. _____:

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

I am writing to make a referral for assessment to determine eligibility for special education services for John. I am requesting that John be given a comprehensive assessment by the school district in the area(s) of suspected disability(s) to determine if John is eligible for special education and/or related services under IDEA and/or Section 504.

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

Sincerely,

Bev Blue

cc: Director of Special Education

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

ASSESSMENT PLAN DEVELOPMENT

After a child is referred for a special education assessment, a representative of the school will contact you to review an assessment plan. The school representative will:

1. Review the reason(s) for referral.
2. Explain the evaluation process and the methods or tests, which will be used to obtain more information about the child. Testing will be done in the child's native language or other means of communication, unless other provisions are necessary.
3. Explain the rights of the parents to:
 - a. Review all relevant information.
 - b. Obtain an independent evaluation, if the parents disagree with the assessment results.
 - c. Have an impartial due process hearing if they are not satisfied with the results.

The parent(s) must provide written consent for assessments to be conducted.

This may occur at the same meeting where determination to make a referral is made. The assessment process has two major purposes: 1) To gather all information possible about the student and to assess needs, through observation, testing, and gathering information from those who have worked with the child, including the parent, teachers, nurses, therapists and psychologists and any other pertinent information written or otherwise; and 2) to determine if a student is eligible for special education programs and services.

The school has 60 days (excluding days during school breaks of more than 5 days) from the time of signed parent consent for assessment, to schedule and hold the Individualized Educational Program (IEP) team meeting. During that time, communication with your child's teacher(s) and assessors may be helpful in both keeping informed as to the progress of the assessments, and in developing an understandable and successful IEP at the meeting.

INDIVIDUALIZED EDUCATION PROGRAM

INDIVIDUAL ASSESSMENT PLAN

SELPA:

DISTRICT:

Last Name: _____ First Name: _____ DOB: _____ School: _____
 DistrictID: _____ Primary Student Language: _____
 Purpose: Initial Triennial Transition Other _____

This individual assessment plan is proposed to assist in determining your child's specific educational needs. All assessments will be given by appropriate personnel in the areas checked below and may include pupil observation in a group setting, classroom work samples, district standardized testing, teacher interview(s), and an interview with you. It may also include a review of reports you have authorized us to request from your records. No individualized education program will result from the assessment without the consent of the parent.

<input type="checkbox"/> ACADEMIC/PRE-ACADEMIC ACHIEVEMENT These observations and tests measures may include basic reading and comprehension, written expression, math calculation and reasoning, oral expression and/or listening comprehension. Personnel Responsible: _____	<input type="checkbox"/> SOCIAL/EMOTIONAL BEHAVIORS STATUS These observations and tests measure the ability to build and maintain satisfactory relationships and demonstrate appropriate behavior across situations. Personnel Responsible: _____
<input type="checkbox"/> INTELLECTUAL DEVELOPMENT These observations and tests measure the ability to utilize information to problem solve in both familiar and new situations. These tests also reflect learning rate and assist in predicting how well the individual may do in school. Verbal and non-verbal tests may be used, as appropriate. These tests may include the basic psychological processes of auditory, attention, visual and sensory motor. Personnel Responsible: _____	<input type="checkbox"/> FUNCTIONAL BEHAVIORAL ASSESSMENT(FBA) Functional Behavioral Assessment is considered to be a problem-solving process for addressing student problem behavior. It relies on a variety of direct and indirect techniques and strategies to identify the purposes of specific behavior and to help the IEP team select interventions to directly address the problem behavior. Personnel Responsible: _____
<input type="checkbox"/> LANGUAGE/SPEECH/COMMUNICATION DEVELOPMENT These observations and tests measure the ability to understand, relate to and use language and speech clearly and appropriately. These tests may also measure auditory processing skills. Personnel Responsible: _____	<input type="checkbox"/> FUNCTIONAL ANALYSIS ASSESSMENT(FAA) The IEP team has identified a "serious behavior" that is interfering with the student's ability to demonstrate progress towards their goals and previously attempted behavioral/instructional approaches specified in the IEP have been deemed ineffective. The team will expand to include a Behavioral Intervention Case manager (BICM) and conduct a Functional Analysis Assessment (FAA). Serious behavior defined in California Education Code 56520. is:(check all that apply and define for the BICM) <input type="checkbox"/> Assaultive <input type="checkbox"/> Serious property damage <input type="checkbox"/> Self-injurious <input type="checkbox"/> Other pervasive maladaptive behavior: Personnel Responsible: _____
<input type="checkbox"/> PSYCHO-MOTOR DEVELOPMENT These observations and tests measure the ability to coordinate body movements in both small and large muscle activities. These tests may also measure visual perceptual skills. Personnel Responsible: _____	
<input type="checkbox"/> HEALTH/VISION/HEARING These observations and tests measure vision, low vision, hearing, health, developmental history and medical history, as well as a review of medical records. Personnel Responsible: _____	
<input type="checkbox"/> SELF-HELP/CAREER/VOCATIONAL ABILITIES These observations and tests measure a student's daily living skills and adaptive functioning across different settings. In addition career and vocational tests measure interest and abilities relative to levels of skill development, work readiness, and/or occupational preparation. Personnel Responsible: _____	<input type="checkbox"/> ADDITIONAL AND/OR ALTERNATIVE ASSESSMENT Describe any additional and/or alternative assessments to be used when typical standard assessments are not advised or may be considered invalid: Personnel Responsible: _____

PARENTAL CONSENT FOR ASSESSMENT

Yes, I give my permission to conduct this assessment No, I do not give my permission for this assessment

Parent Signature: _____ Date: _____

Please sign, retain a copy for your own records, and return the original assessment plan within 15 calendar days.

For Office Use Only:

Case Manager:

Date Received by Case Manager: _____

Date Delivered/Mailed to Parent/Guardian: _____

Enclosed(1):Parental Rights and Procedural Safeguards

IEP TEAM MEETING

Before your child receives any special education services, a written individualized education program (IEP) must be developed and signed by you. You have the right and encouraged to present information during the IEP team meeting for use in developing an appropriate (Individualized) IEP for your child. You are encouraged to request in writing the assessment results, blank IEP forms * to familiarize yourself with, and other information pertinent to the IEP, before the IEP team meeting. For assessment results, it's a good idea to give ten days' notice for your request. Remember, you may bring a SEPAC representative or other support person to this meeting. (* The blank IEP forms are available in their latest edition at the SELPA Department's website, at www.placercoe.k12.ca.us, then to the SELPA Forms library.)

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

- The child's strengths and areas of concern.
- Statements of the child's present level of educational performance.
- Statements of yearly goals and short-term educational objectives.
- Those individuals responsible for helping to accomplish the objectives.
- Criteria and evaluation procedures for measuring the achievement of the educational objectives.
- A statement of the specific special education programs and the related services needed by the student
- The degree of participation anticipated in the general education program.
- Projected dates for beginning services and how long the services should continue.
- Determination of participation in state and district-wide assessments
- A system to measure and report progress for the student, at least annually

The parent(s) or guardian will be asked to give written consent (approval) of the newly developed individualized education program at the IEP meeting. You may have ten (10) days to review and respond and/or to give consent to a portion or all of the IEP. The parent(s) or guardian(s) must give permission before a change in educational placement or program of the student is implemented.

The student's program is a cooperative effort among the school, the home, and the student. Communication between home and school should be continued after the IEP team meetings take place. Requests for informal conferences with the student's teachers, requests to visit the student's classroom, notes or phone calls are all ways of learning about the child's program and performance. Another important way of finding out about program and performance is through talking with your child!

It is the team's right and responsibility to request an IEP team meeting or review more frequently than annually if there is a concern regarding your child. A sample IEP agenda follows on the next page.

If your child does not qualify for special education services, he or she may still be eligible for services under Section 504 of the Rehabilitation Act of 1973. (See page 26)

PLACEMENT

Students receiving special education will be educated with general education students to the maximum extent appropriate. IDEA has a strong preference for educating students with disabilities in general education classes with appropriate modifications, accommodations and services. Students will be integrated as much as possible in school activities and general education classroom activities as determined by the IEP team. If separate facilities and services for your child are necessary, they will be comparable to those provided for general education students. Special education and transportation will be provided on behalf of your child, without cost, except for those fees that are charged to general education students. Services will be provided in an appropriate setting as close to their homes/home school as feasible.

Least Restrictive Environment (LRE)

“Least restrictive environment” is that placement or program which can best meet an individual student’s needs and which does so with the least loss of contact with the general education class, students, and programs, appropriate to that child. Here is a brief look at how the IEP team might decide the least restrictive setting in which the student is to be educated, while still making sure that the student has the opportunity to interact with students who do not have disabilities.

- The student’s placement in the general education classroom is the first option the IEP team must consider.
- Considering just the student, the IEP team answers the question: What supplementary aids and services would ensure that the student’s IEP can be appropriately implemented in the general education classroom?
- If the IEP team decides that the student can be educated appropriately in the general education classroom, then that placement is the LRE for that student.
- The IEP team may decide that the student cannot be educated appropriately in the general education classroom, even when appropriate aids and services are provided. The IEP team must then consider other placements and/or services.
- The public agency must have other placements available within or through the SELPA to the extent necessary to ensure that the student’s IEP can be implemented. These might include: instruction in general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The IEP team decides which of these other placements are appropriate for the student, given the student’s individual needs, to ensure access to students who do not have disabilities, to the maximum extent appropriate.

SPECIAL EDUCATION PROGRAMS/SERVICES AVAILABLE

For Infants from birth to three who are suspected of having a disability, please call the Placer Infant Development Program at (916) 774-3437 ext. 113 or the Alta California Regional Center at (916) 786-8110. Contact the SELPA if you have concerns about any potential disability for your Infant.

Each Local Education Agency (LEA) provides a range of special education programs and services for students ages three to twenty-two residing in Placer County. Instructional techniques, materials, and equipment, through special education, will be adapted to meet the individual educational needs of your child.

Designated Instruction and Services (DIS) / Related Services

Trained specialists/staff provide Designated Instruction and Services. They are specific services not normally provided in a general education classroom, special class program, or the Resource Specialist program. The following services may be included in designated instruction and services:

- Instruction and services in language and speech development and remediation
- Audiological services
- Interpreters for the deaf
- Instruction and services in and orientation and mobility
- Instruction and services in home and/or hospital
- Adaptive Physical Education (APE)
- Physical or occupational therapy
- Low vision services: therapy; orientation and mobility services; Braille
- Specialized driver training instruction
- Counseling and guidance services
- Psychological services other than assessment and development of the IEP
- Parent counseling and training
- Health and nursing services
- School social work services
- Specially designed vocational education and career development
- Supplemental instruction and services including individual and small group instruction
- Recreation services
- Specialized services for low-incidence disabilities, e.g., reader, transcribers, and/or vision and hearing services.

Instruction may be given in any appropriate setting, starting with a general education classroom. Services shall be specified in the Individualized Education Program.

Resource Specialist Program (RSP) / Learning Centers

The Resource Specialist Program/Resource Room/Learning Center provides, directly or indirectly, instructional and other services for students whose needs have been identified by the IEP team as being exceptional. Students are assigned to general education classroom teachers for the majority of the school day and receive special instruction as determined by the IEP team.

The Resource Specialist, or other special education teacher, coordinates services for children, provides instructional planning, special instruction, consultant services, resource information, and materials regarding individuals with special needs, to classroom teachers, parents or guardians. Such services can be within the general education classroom, in an RSP class, or through a Learning Center, and are often provided with the assistance of an aide.

Special Day Classes (SDC)

Special Day Classes provide services to students who have more intensive needs that cannot be met by general education school programs, the Resource Specialist program, and/or Designated Instruction and Services alone. Students are placed in an SDC for a majority of the school day and grouped with other students who have similar instructional needs. Each SDC includes a special education teacher and instructional aide. The Special Day Class teacher works cooperatively with general education classroom teachers, Program Specialists, and with IEP personnel to implement and review the Individualized Education Programs for students with special needs.

State Special Schools

Residential schools and services are operated by the State of California for the deaf, blind, and neurologically impaired. The schools are available for complete diagnostic workups and may be considered as placement for certain individuals with extraordinary needs. Placement in such programs will be arranged upon the recommendation of the IEP team, with referrals supported through the SELPA.

Non-Public, Non-sectarian School/Agency Services

Nonpublic, nonsectarian school/agency services that are state certified as special education providers, may be available to individuals with exceptional needs. This occurs only when the local school district determines that an appropriate educational program is not available through the public school systems in the Placer County Special Education Local Plan Area or adjacent service regions.

Home and Hospital Services

When children's' health needs require that services be provided in the home or hospital, the IEP team will determine those services.

Extended School Year (ESY)

The extension of the goals written during the previous IEP, which are required to be offered to a student beyond the school year, in order to prevent regression. To determine if such extension is necessary, the IEP team needs to look at whether or not without such extension of services, a student would regress, or actually lose ground in the attainment of those goals.

The Placer County Office of Education currently operates the following classes in Placer County:

Severely Multi-Disabled

This program serves students who have multiple severe disabilities, and may be medically fragile. Their instructional program is designed to help students communicate, to achieve maximum independence in daily life skills, to be mobile and to develop social skills.

Functional Skills Program

This program serves students who have moderate to severe developmental disabilities. This program focuses on functional skills in the areas of communication, functional academics, self-help, independent living, vocational, and enrichment/recreation.

Severe Multiple Disabilities Program

This program serves students who have severe developmental delays. This program focuses on functional skills in the areas of self-help, vocational, recreational/leisure, and appropriate behavior.

Orthopedically Impaired

This program serves students who have severe physical disabilities such as cerebral palsy and muscular dystrophy. Students follow a typical core academic curriculum.

Emotional Disturbance

The Emotionally Disturbed Special Day Class services are designed for students from first through twelfth grade who have emotional problems that prevent them from being educationally successful in their home school district.

Deaf and Hard of Hearing

This regional program serves children who are deaf or hard of hearing. This program focuses on the development of language, communication, academics, and social development skills.

Visually Impaired

This program serves students who are blind or partially sighted. The program focuses on basic independence, mobility, and academic skills.

Autism Spectrum Disorders (ASD)

This program serves students diagnosed with Autistic Spectrum Disorders, and who have severe disabilities in language, social skills and behavior. The program provides a developmentally appropriate curriculum focusing on the development of behavior, social and language skills.

Communication Delays and Disorders Program (CDD)

This program is designed to serve children diagnosed with moderate to severe delays in the areas of expressive and receptive language.

SECTION 504

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

At a Student Study Team Meeting, or at a subsequent Individualized Education Program (IEP) team meeting, one possibility that may occur is that a child is recognized as a child with a disability, which would qualify the child for services under Section 504 of the Rehabilitation Act of 1973.

The definitions in 34CFR104.3 of “handicapped person”, “physical or mental impairment”, and “major life activity” follow:

”**Handicapped person**” means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

“**Physical or mental impairment**” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss, or any mental or physiological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities .

“**Major life activities**” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

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

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

When a condition does not substantially limit a major life activity, the individual does not qualify for a Section 504 plan.

School District Responsibility

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

Reasonable Accommodations

Section 504 requires a written plan describing placement and services for eligible students. Placement decisions must be based upon information drawn from a variety of sources; and all information must be considered. Although a formal IEP is not required, the placement decisions must be made by a group of persons knowledgeable about the child, about the meaning of the evaluation data, and about placement options. All members of the group or assistance team, including parents must sign the “educational accommodation plan”. Some examples of reasonable accommodations are:

- modified homework requirements
- provision of readers
- provision of taped textbooks
- changes in the way tests are given
- seating in the front row of the classroom

Accommodations may also be available through determination by a Student Study Team, without necessarily having a “disability” as defined by either Section 504 or IDEA, but because the team determines that a child would benefit from such accommodation, to support success in the general classroom. Examples might be the same as above.

TRANSITION SERVICES – Ages 16-22

Transition services are to be a coordinated set of activities, “a plan,” that promotes a student’s movement to life after high school. Transition services are required to begin by age 16 or younger, if appropriate.

Student Focused Planning

The IDEA '97 requires the student be invited to any IEP meeting where transition is to be discussed. The meeting should be a “student-centered” process with the student participating as an IEP team member either in person, or by a process that ensures that the student’s post high school preferences and interests are being represented.

Once a student’s post high school references and interests are identified, the challenge of the IEP team is to explore the student’s current levels of performance in relationship to his/her post high school expectations. What are the areas of strength and need, given his/her view of their future?

Transition at age 16

By age 16, the IEP team must consider community experiences, development of employment and adult living objectives, daily living skills, and if appropriate a functional vocational evaluation. These experiences will allow the student to further define, explore and practice skills. In addition, the team will consider post secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. The areas may require planning to access, current participation, and/or referral and connection to other agencies like Alta California Regional Center, Department of Rehabilitation... “agency linkage.” It is important to note that an IEP team cannot determine eligibility for another agency. Other that agency can determine eligibility for their services.

Transition at age 18

At the age of majority, 18 years old in California, educational rights transfer to the student. They now must consent to services identified in the IEP unless the student has been legally “conserved.” It is critical the student understand and participate in the IEP and transition process. He/she must perceive it to have value. This transfer of rights includes all the procedural safeguards and rights provided in IDEA. Again, this is an area that most students will need help in fully understanding and utilizing.

Graduation and Special Education

The student is eligible for special education services until age 22 or until:

1. he or she graduates from high school with a regular high school diploma (not a certificate of completion or achievement); or
2. the IEP Team determines that the student is no longer a student with a disability who requires special education services, based on current assessment(s).

The IEP and Transition Planning

In the Placer County SELPA the student's transition plan is integrated into the IEP process and should be the center of that process by the time the student reaches his or her 16th birthday.

See the following websites for a transition activities checklist to consider when preparing for an IEP where transition planning will occur.

Resources

California Department of Education – “Transition to Adult Living: A Guide to Secondary Education” located at:

<http://www.cde.ca.gov/sp/se/sr/documents/transitiongde.pdf>

Placer County SELPA – Transition Handbook – Ages 16-22 located at:

www.placercoe.k12.ca.us

Follow the steps below to access our website:

1. <http://www.placercoe.k12.ca.us>
2. Scroll down to departments
3. Click on departments
4. Scroll down to SELPA
5. Click on SELPA
6. Scroll down to “Documents”
7. Click on “Document”
8. Scroll down to “Transition Handbook”
9. Click on “Transition Handbook” to open the handbook

PROCEDURAL SAFEGUARDS

The law requires that school districts establish procedures to protect the rights of special education students and their parents or guardians; these procedures are called Procedural Safeguards. These Procedural Safeguards are described throughout this handbook as they pertain to the different topics discussed. They are summarized below:

The right:

- of parents to inspect and review all of their child's educational records;
- of parents to obtain an independent educational evaluation (IEE) of their child;
- prior written notice on matters regarding the identification, evaluation, or educational placement of their child, or the provision of FAPE to their child;
- to request a due process hearing on these matters, which must be conducted by an impartial hearing officer;
- to appeal the initial hearing decision to the State Educational Agency (SEA) if the SEA did not conduct the hearing;
- of the child to remain in his or her current educational placement, unless the parent and the agency agree otherwise, while administrative or judicial proceedings are pending (this provision has come to be known as the "stay-put" provision);
- to bring civil action in an appropriate State or Federal court to appeal a final hearing decision;
- of the parent to request reasonable attorney's fees from a court for actions or proceedings brought under IDEA (under certain circumstances);
- of parents to give or refuse consent before their child is initially evaluated or placed in a special education program for the first time.

Rather than always sending a detailed description of the procedural safeguards available to parents under the law, public agencies may now, in certain well-specified instances, merely provide to parents, as part of prior written notice, a statement that the parents of a child with a disability have protections under the law (procedural safeguards) and indicate where parents might obtain assistance in understanding these safeguards. In other specific instances, the public agency must send parents a copy of a detailed description of the procedural safeguards.

Parents must now notify the public agency when they intend to remove their child from the public school and place the child in a private school at public expense.

Parents must now notify the SEA or the LEA, as the case may be, when they intend to file a due process complaint.

States must now have a voluntary mediation process in place, as a means of resolving dispute between LEAs and parents of children with disabilities.

Specific requirements have been added to the law regarding the disciplining of children with disabilities. Under certain circumstances, such as the child bringing a weapon to school or a school function, the child may be removed from his or her current educational placement and placed in an interim alternative educational setting or suspended or expelled from school.

Attorneys' fees may, under certain circumstances, be reduced or denied. Among the circumstances is when an attorney representing the parent did not provide the school district with the appropriate information in the due process complaint in accordance with IDEA. Attorneys' fees may not be awarded relating to any meeting of the IEP team unless the meeting is called as a result of a due process hearing or judicial action, or, at the discretion of the State, for a mediation that is conducted prior to the filing of a due process complaint.

DISPUTE RESOLUTIONS

We believe that many disputes and disagreements between parents and the school community can be effectively and creatively resolved and/or prevented at an informal level. At times, parents may feel that there is a disagreement brewing between their school district's plans and the parents' wishes. The Placer County SELPA believes very strongly in positive, effective communication that is student-focused. In situations where parents are concerned about potential disagreements, they have several dispute resolution options to use for support, if a solution cannot be reached with communication with the district:

CAC

Every school district within Placer County has a parent CAC representative. This representative will be able to assist you, find resources, understand the laws surrounding Special Education and possibly attend your IEP. To obtain the name and telephone number of your district's representative in Placer County, call the SELPA office at (530) 745-1343.

SELPA Program Specialist

A Program Specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization, and who has advanced training and related experience in the education of individuals with exceptional needs and a specialized, in-depth knowledge of special education services. Program Specialists are available to you. It is helpful to have a neutral expert listen to the facts, research options and study the laws surrounding your area of dispute. A list of Program Specialists and their assignments can be found on page 38.

Alternative Dispute Resolution (ADR) Options

Solutions Team -

The Solutions Team is a two-to-three member panel of trained mediators which includes a parent, a teacher/support staff educator and/or an administrator, all of whom are from outside your school district. The parent on the team is a resident of Placer or Nevada County and has an understanding of special education. They provide the opportunity to support enhanced communication between the parties by hearing the concerns, which are "in dispute". Both parties participate in crafting a mutually satisfying resolution.

Facilitated IEP

This alternative uses a neutral, trained facilitator from outside your school district to coordinate and guide the IEP meeting. The facilitator does not make decisions, but helps with developing workable and effective solutions that satisfy both parties. The Parent(s) or the student's school district may request this option through the SELPA office at 530/745-1343, or through your local school district.

Uniform Complaint Process

Every district has a process in place for complaints - all complaints, not just special education. Refer to your district's policies manual for their specific process.

Procedural Safeguards Referral Service (PSRS)

This complaint procedure is through the California Department of Education Special Education Division. The intent of the PSRS is to help parents and schools communicate and efficiently resolve conflicts regarding Special education for students with disabilities. They provide technical assistance for parents and others, informing them about options for dispute resolution, including but not limited to compliance complaint process, mediation services, due process, and local alternative dispute resolution programs. Their phone number is 1-800-327-3704. You may reach the Special Education Division at 916-445-4613. You may also visit the Department's web site at <http://www.cde.gov/sp/se>

Pre-Hearing Mediation Conference (“Mediation Only”)

Special Education Hearing Office/Office of Administrative Hearings (OAH)

It is the intent of the Legislature that parties to special education disputes be encouraged to seek resolution through mediation **prior** to filing a request for a due process hearing. It is also the intent of the Legislature that the voluntary “pre-hearing mediation conference” be an informal process conducted in a non-adversarial atmosphere and to the satisfaction of both parties.

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

Office of Administrative Hearings

Attention: Special Education Division

2349 Gateway Oaks Drive, Suite 200

Sacramento, CA 95833-4231

(916) 263-0880

FAX (916) 263-0890

<http://www.oah.dgs.ca.gov/default.htm>

Please call the SELPA office at 530-745-1343 to request more information on any of these alternatives.

If a solution is not reached by using any or all of the alternatives to due process, the next step may be to consider filing for a due process hearing.

DUE PROCESS

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

Due Process Hearing

A due process hearing ensures that specific procedures and timelines are followed whenever there is a proposed significant change in a child's educational program and the change is challenged. Issues which may be included for consideration under the due process hearing concept are limited to identification, assessment, the Individualized Education Program, and the placement/services of individuals with exceptional needs.

"Resolution Sessions" are now required prior to a due process hearing. The sessions consist of a meeting between the parent and the LEA representative with the intent to settle any differences.

Due process procedures include an informal conference, a mediation conference, and/or an informal administrative hearing at the state level. Parents are assured specific rights in connection with the due process procedures, including the right to waive the 'mediation conference'.

Either the parent or school district may submit a written request for a due process hearing to the Office of Administrative Hearings (OAH) :

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890
<http://www.oah.dgs.ca.gov/default.htm>

A copy of the hearing request must be provided to the other party at the time the request is initiated. The OAH will then schedule a hearing date, and it must be scheduled within thirty (30) days of the date the due process hearing request is filed. A "mediation conference" will be offered prior to the hearing and is encouraged by the OAH. Attorneys or other advocates are allowed to attend or participate. The due process hearing must be completed within forty-five (45) days; or for good cause, the OAH may extend the forty-five (45) day time limit, but only if the party who requested the hearing is agreeable to the extension.

Parents' Rights

Included in the rights of parents in relation to the due process hearing are:

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

Attorney fees may be recoverable under certain circumstances, e.g., in accordance with the "Handicapped Children's Protection Act of 1986" - P.L. 99-372.

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

For more detailed information, consult your school district office or the Placer County Special Education Local Plan Area (SELPA) office, 530/745-1343.

CONFIDENTIALITY OF INFORMATION

Each local educational agency has an obligation to protect the confidentiality of personally identifiable information which is gathered on children in special education. "Personally identifiable information" includes the name of the child, the child's parents, or other family members; address of the child; the child's social security number or student number; or a list of personal characteristics or other information which would make it possible to identify the child with reasonable certainty.

Access to Records

As a parent(s) or guardian(s), you have the right to inspect and review any education records relating to your child. A child who is eighteen years of age or older has the same right to review records. With your approval, your representative may also look at the records. If you want to look at your child's records, make a verbal or written request to the educational agency. Access to the records must be granted within five days of your request. The agency may charge a small reasonable fee if you ask for a copy of the records. If you are financially unable to pay this fee, it may be waived. You may also make reasonable requests for explanations and interpretations of the records.

Amendment of Records

If you believe that the information contained within the education record is inaccurate or misleading or that it violates the privacy or other rights of your child, you may request the educational agency to amend the information in the student record. All such requests are referred to the Superintendent who will meet with the parent and the employee who wrote the material or will designate a representative to do so. Following the meeting, the Superintendent or designee may direct that all, part, or none of the challenged material be removed. If the parent is dissatisfied with this decision, you may, within thirty (30) days, appeal the decision in writing to the district Governing Board. The Board, within thirty (30) days, is required to meet in closed session with the parent, the employee who wrote the material, and the Superintendent to review the actions taken. The Board may sustain the actions of the Superintendent or modify them completely or partially, and order the Superintendent to take corrective action. The actions of the Governing Board are final and all records of the proceedings are kept in a confidential manner. If the decision is unfavorable to the parent, the parent may submit a written statement of their objections to the material. Such a statement becomes part of the pupil record.

Destruction of Records

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

SPECIAL EDUCATION ADMINISTRATORS COMMITTEE (SEAC)

For Special Education information, call the Placer County Special Education Administrators Committee (SEAC) Representative as follows:

<i>Site</i>	<i>Name</i>	<i>Address</i>	<i>City</i>	<i>Zip</i>	<i>Phone</i>	<i>E-Mail</i>
<i>Ackerman School District</i>	Marilyn Gilbert	13777 Bowman Road	Auburn	95603	(530) 885-1974	mgilbert@ackerman.k12.ca.us
<i>Alta-Dutch Flat School. Dist.</i>	Debra Sandoval Dave Tidball	P. O. Box 958 P.O. Box 958	Alta Alta	95701 95701	(530) 389-8283 (530) 389-8283	dsandoval@alta.k12.ca.us dtidball@colfax.k12.ca.us
<i>Auburn Union School Dist.</i>	Julie Kehoe	255 Epperle Lane	Auburn	95603	(530) 745-8818	jkehoe@auburn.k12.ca.us
<i>Colfax Elem. School Dist.</i>	Dave Tidball	24825 Ben Taylor Rd.	Colfax	95713	(530) 346-2202	dtidball@colfax.k12.ca.us
<i>Dry Creek Joint .Elem. School Dist.</i>	Lynn Barbaria	9707 Cook Riolo Rd.	Roseville	95747	(916) 771-0441	lbarbaria@drycreek.k12.ca.us
<i>Eureka Union Elemen. School Dist.</i>	Diane Youtsey	5455 Eureka Road	Granite Bay	95746	(916) 791-2704	dyoutsey@eureka-usd.k12.ca.us
<i>Foresthill Union School Dist.</i>	Elaine Krygowski	24750 Main Street	Foresthill	95631	(530) 367-2211	ekrygowski@fusd.org
<i>Horizon Charter School</i>	Cynthia Verdugo Wood	2800 Nicolaus Rd., Ste. 100	Lincoln	95648	(916) 408-5283	verdcy@hcs.k12.ca.us
<i>Loomis Union School Dist</i>	Laura Bishop	3290 Humphrey Road	Loomis	95650	(916) 652-1811x110	lbishop@loomis-usd.k12.ca.us
<i>Newcastle Elementary School Dist.</i>	Sue Latham	8951 Valley View Dr.	Newcastle	95658	(916) 663-3307x41	slatham@newcastle.k12.ca.us
<i>Ophir Elementary School Dist.</i>	Mary Zaun	1373 Lozanos Road	Newcastle	95658	(530) 885-3495	mzaun@opfir-esd.k12.ca.us
<i>PCOE</i>	Debby Lum	360 Nevada St.	Auburn	95603	(530) 886-5879	dlum@placercoe.k12.ca.us
	Michael Warych	360 Nevada Street	Auburn	95603	(916) 415-4460	mwarych@placercoe.k12.ca.us
	Cyndi Stone	360 Nevada Street	Auburn	95603	(916) 415-4425	cstone@placercoe.k12.ca.us
<i>PCOE Annex</i>	Sue Bolton	360 Nevada Street	Auburn	95603	(530) 745-1391	sbolton@placercoe.k12.ca.us
	Glenda Lightfoot	360 Nevada Street	Auburn	95603	(530) 745-1390	glightfoot@placercoe.k12.ca.us
	Larry Mozes	360 Nevada Street	Auburn	95603	(530) 745-1389	lmozes@placercoe.k12.ca.us
	Susan Watts	360 Nevada Street	Auburn	95603	(530) 745-1314	swatts@placercoe.k12.ca.us

Site	Name	Address	City	Zip	Phone	E-Mail
<i>PCOE Home Study</i>	Janice Beyer-Erickson	360 Nevada Street	Auburn	95603	(530) 886-5828	jbeyer-erickson@placercoe.k12.ca.us
<i>Placer Co. Infant Program</i>	Jackie Clark	360 Nevada Street	Auburn	95603	530-435-9804	jclark@placercoe.k12.ca.us
<i>Placer County SELPA</i>						
Exec Director/SELPA	Barbara Morton	360 Nevada Street	Auburn	95603	(530) 745-1387	bmorton@placercoe.k12.ca.us
	Lynne Conner	360 Nevada Street	Auburn	95603	(530) 745-1344	lconner@placercoe.k12.ca.us
	Linda Holden	360 Nevada Street	Auburn	95603	(530) 745-1351	lholden@placercoe.k12.ca.us
	Jillian King	360 Nevada Street	Auburn	95603	(530) 745-1340	jking@placercoe.k12.ca.us
	Tom Neary	360 Nevada Street	Auburn	95603	(530) 745-1352	tneary@placercoe.k12.ca.us
	Ann Vollaro	360 Nevada Street	Auburn	95603	(530) 745-1361	avollaro@placercoe.k12.ca.us
	Cindy Whitson-White	360 Nevada Street	Auburn	95603	(530) 745-1342	cwhitson@placercoe.k12.ca.us
	George Rooks	360 Nevada Street	Auburn	95603	(530) 845-1386	grooks@placercoe.k12.ca.us
<i>Placer Union High School District</i>	Lorena Spitzer	P. O. Box 5048	Auburn	95604	(530) 886-4451	lspitzer@puhsd.k12.ca.us
<i>Rocklin Unified School Dist.</i>	Betty DiRegolo	2615 Sierra Meadows Dr.	Rocklin	95677	(916) 630-2248	bdiregolo@rocklin.k12.ca.us
<i>Roseville City School Dist.</i>	Phillip Williams	1000 Darling Way	Roseville	95678	(916) 786-5714	pwilliams@rcsdk8.org
<i>Roseville Joint Union HS Dist.</i>	Craig Garabedian	2501 Woodcreek Oaks Blvd.	Roseville	95747	916) 771-6570	cgarabedian@rjuhsd.k12.ca.us
<i>Placer Hills Union School Dist</i>	Ella Dobrec	P. O. Box 379	Meadow Vista	95722	(530) 878-9473	dobrec@phusd.k12.ca.us
<i>Tahoe-Truckee Unified School Dist.</i>	Corine Harvey	11839 Donner Pass Rd.	Truckee	96161	(530) 582-2560	charvey@ttusd.k12.ca.us
<i>Western Placer Unified School Dist.</i>	Eli Gallup	810 "J" Street	Lincoln	95648	(916) 645-6350	egallup@wpusd.k12.ca.us

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE (CAC)

Parents comprise a majority of the membership of the Special Education Parent Advisory Committee; and of the members, the majority must be parents of children receiving special education services. Members of local PTCs or PTAs, special education teachers, general education classroom teachers and other school personnel, students with disabilities, and/or representatives of related public and private agencies may also be represented.

SEPAC Responsibilities

The primary responsibilities and activities of the SEPAC include, but need not be limited to:

- Advising the administration of the Special Education Local Plan Area and the Superintendent of the responsible Local Education Agency regarding the development and review of programs and services.
- Informing and advising Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for individuals with special needs.
- Making recommendations and suggestions for annual priorities to be addressed.
- Assisting in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan.
- Encouraging community awareness and involvement in the development and review of the Local Plan.
- Supporting activities on behalf of individuals with special needs.
- Facilitating communication between schools, parents and community.
- Participation in regular monthly meetings, which helps to keep members well informed about current programs and legislation, and facilitates closer communication and better understanding of the mutual goals of school administrators, faculty, parents, and the community.

Meeting Dates and Times

The **Placer County committee** meets at Placer County Office of Education Annex, 11700 Enterprise Dr. in Auburn usually from 9:30 till noon, on the second Wednesday of each month.

You may also access meeting information by going to the website at www.placercoe.k12.ca.us and clicking on the SELPA Department link, or by calling 530-745-1343.

All meetings are open to anyone interested. We encourage your participation.

PLACER COUNTY SELPA STAFFING 2007 – 2008
PROGRAM SPECIALISTS' ASSIGNMENTS 2007 - 2008

BARBARA MORTON, Executive Director, SELPA (530-745-1387)

bmorton@placercoe.k12.ca.us

TOM NEARY, Support Coordinator, (530-745-1352)

tneary@placercoe.k12.ca.us

WENDY EHLEN, Administrative Secretary, (530-745-1343)

wehlen@placercoe.k12.ca.us

LYNNE CONNER, Accounting Analyst ,(530-745-1344)

lconner@placercoe.k12.ca.us

KATHIE TAYLOR, Staff Secretary, (530-745-1353)

ktaylor@placercoe.k12.ca.us

SYDNEY BROOKS, SELPA Staff Secretary, (530-745-1362)

sbrooks@placercoe.k12.ca.us

LINDA HOLDEN, Program Specialist (530-745-1351)

lholden@placercoe.k12.ca.us

Dry Creek Joint Elementary School District

Horizon Instructional Systems

Roseville City School District

Alternative Dispute Resolution

Western Placer Unified School District

Surrogate Parent Training

JILL KING, Program Specialist (530-745-1340)

jking@placercoe.k12.ca.us

Eureka Union Elementary School District

Assistive Technology Support Team

Low Incidence

SELPA-wide SLP meetings

SELPA website updates & resources

GEORGE ROOKS, Program Specialist (530-745-1386)

grooks@placercoe.k12.ca.us

Alta-Dutch Flat School District

Foresthill Union School District

Ackerman Elementary School District

Placer Hills Union School District

Auburn Union Elementary School District

Tahoe Truckee Unified School District

Colfax Elementary School District

Behavior Training

Ophir Elementary School District

Psychologists Meeting

Newcastle Elementary School District

ANN VOLLARO, Program Specialist (530-745-1361)

avollaro@placercoe.k12.ca.us

Loomis Union School District

Mental Health Collaboration

Placer Union High School

Transition

Rocklin Unified School District

PRT Committee

Roseville Joint Union High School District

CINDY WHITSON-WHITE, Program Specialist (530-745-1342)

cwhitson@placercoe.k12.ca.us

Infants and Preschoolers

Behavior Training

PCOE Pre-K

RESOURCES FOR PARENTS/GUARDIANS

Here is a list of some of SEPAC's favorite resources. For more resources, call the SELPA office at 530-745-1343, your SEAC representative, or your SEPAC representative.

PUBLICATIONS

Special Education Rights and Responsibilities, by Community Alliance for Special Education Protection and Advocacy (800) 776-5746
ADDitude Magazine (800) 856-2032

CONTACTS

Legal Services of Northern California (800) 660-6107
Placer Independent Resource Service (530) 885-6100
Alta California Regional Center
Grass Valley – (530) 272-4231
Tahoe-Truckee – (530) 550-2220
Auburn – (530) 885-8447
Roseville – (916) 786-8110
Family Cooperative Project
Auburn – (530) 887-3536
Foresthill – (530) 367-4751
Roseville – (916) 774-6802
Area Board III (916) 263-1150
Protection & Advocacy, Inc. (800) 776-5746

WEB SITES

www.schawblearning.org: Information, resources, publications and support to parents and children who struggle with learning and attention problems.

<http://specialchildren.about.com/parentingspecialchildren/mbody.htm>:

Parenting special needs children.

www.idonline.org: Site for parents, teachers and other professionals on learning disorders.

www.ADDitudemag.com: Information on AD/HD

www.ddhealthinfo.org: California-based information and programs on Developmental Disabilities.

www.ideapractices.org: IDEA 97 Regulations

www.fape.org: Families and Advocates Partnership for Education

www.nppsis.org: National Parent to Parent Support & Information System

www.bpkids.org: Information on early onset bipolar disorder

www.usdoj.gov/crt/ada/adahom1.htm: American with Disabilities Act information

www.dredf.org: Disabilities Rights Education & Defense Fund – National law and policy center on disability civil rights.

www.nichcy.org: National Dissemination Center for Children with Disabilities – Information on disabilities, No Child Left Behind and national education practices.

www.pai-ca.org: Protection and Advocacy

www.disabilityinfo.gov: Federal site of disability related government resources.

www.php.com: Parents Helping Parents – A family resource center.

www.cde.ca.gov/sp/se/: California Department of Education / Special Education Department

GLOSSARY OF TERMS

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

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

Assessment: Refers to information used to determine if the child is eligible for special education services and to determine what services they need, as well as to other evaluations or tests students may take.

Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD): Diagnostic category of the American Psychiatric Association for a condition in which a child exhibits developmentally inappropriate inattention, impulsivity, with or without hyperactivity.

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

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

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

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

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

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

Behavioral Support Plan: In IDEA, Behavioral Support Plans (BSPs) are mandated for any child with a disability whose behavior impedes the learning of self or others. It is designed to be an earlier, positive intervention than a Behavior Intervention Plan in California Education Code.

Case Management: A service that assists students/clients to obtain and coordinate educational resources as indicated in the student's IEP or 504 Plan.

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

Communicatively Disabled (CD): Difficulty understanding language or using language to the extent that it interferes with learning in school.

Curriculum Adaptations

Changes made to the environment, curriculum, instruction, or assessment practices.

Curriculum Accommodations

Do not fundamentally alter or lower expectations or standards in instructional level, content or performance criteria.

- Changes are made in order to provide equal access to learning and equal opportunity to demonstrate what is known.
- Grading is same.

Curriculum Modifications

Do alter or lower expectations or standards in instructional level, content or performance criteria.

- Changes are made to provide student meaningful and productive learning experiences based on individual needs and abilities.
- Grading is different.

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

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

Developmental Delay (DD): A term used to describe the development of students who are at a lower skill level than other students of the same age are usually able to demonstrate.

Disability: Refers to a reduction or loss of a particular body function, part or organ. Disability is often used to describe a mental or physical impairment that restricts one's ability to function.

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

Due Process: A set of legal steps and proceedings involving the LEA and the student's parent(s) who are in dispute over the child's individual placement and/or program. This process is carried out by the state Special Education Hearing Office according to established rules and principles, which are designed to protect an individual's constitutional and legal rights.

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

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

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

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

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

Inclusion: Inclusion, in general, refers to the opportunity for a child to be included with non-disabled peers, wherever appropriate. "Full" inclusion refers to the inclusion of a student with special needs in an age appropriate general education classroom at the student's neighborhood school. To achieve this placement the student may need a modified core curriculum, physical assistance, adapted content and /or material, multi-level curriculum, curriculum overlapping (same activity, same goals) or substitute curriculum. All related services are provided in the general education classroom through a collaborative approach, except where privacy is an issue. The student moves with peers to subsequent grades.

Individualized Education Program (IEP): A written educational program developed by a team for each child with a disability. An IEP must contain:

- The child's strengths and areas of concern.
- The child's present levels of educational performance
- Annual and short-term educational goals
- The specific education program and related services that will be provided to the child

- The extent to which the child will participate in general education program with non-disabled children

Individualized Family Services Plan (IFSP): The written program for the coordination of early intervention services for infants and toddlers with disabilities and their families. Similar to the IEP that is required for all school-age children with disabilities.

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

Individualized Transition Plan (ITP): An articulated, interagency educational plan designed to facilitate a student's move from school to employment and a quality adult life. The ITP addresses critical aspects of a student's transition, including employment goals, residence planning, guardianship, transportation, independent living, and income support.

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

Learning Center/Resource Room: Specified room or area in a school that is dedicated to providing additional services written into IEPs, 504 Plans, or for other accommodations or modifications.

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

Least Restrictive Environment (LRE): A concept expressed by the courts in the 1970's, mandating that each person with a disability should be educated or served in the setting and atmosphere which provides the most opportunity to be with non-disabled peers, while still meeting the educational needs of the child. This led to the concept and practice of mainstreaming.

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

Local Education Agency (LEA): Your school district or charter school or the County Office of Education.

Low Incidence: Those disabilities that occur with low incidence in the population: Deaf, Blind, Orthopedically impaired or combinations of these.

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

Mental Illness: Any various conditions characterized by impairment of an individual's normal cognitive, emotional, or behavioral functioning, and caused by social, psychological, biochemical, genetic, or other factors, such as infection or head trauma.

Mental Retardation: A broadly used term that refers to significantly sub –average general intellectual functioning manifested during the development period and existing concurrently with impairment in adaptive behavior. At present, definitions indicate a person having an IQ of 70 or less and showing impairment in adaptation or social ability.

Occupational Therapist: A professional who programs and/or delivers instructional activities and materials to help children and adults with disabilities learn to participate in daily activities.

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

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

Parent Consent: Written authorization from the parent(s) that is required before a child is assessed or placed in a special education program, and for the implementation of all or part of the IEP

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

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

Regional Occupational Center/Program (ROC/P): These centers and programs are intended to provide vocational and occupational instruction related to the attainment of skills for the upgrading of existing skills so that trainees are prepared for gainful employment.

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

Resource Specialist Program (RSP): Students receiving special education instruction for less than 50% of the school day may be enrolled in RSP. These students may be “pulled out” of the general classroom for special assistance during specific periods of the day or week and are taught by credentialed special education Resource Specialists.

Section 504: A section of federal law which prohibits discrimination against persons with disabilities in employment and other fields, and ensures access to the same opportunities

others have. In schools, a Plan written to address a student's disability would focus on appropriate access to services.

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

Special Education: Specially-designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education.

Special Education Administrators Committee (SEAC): A committee of representatives from each school district and county office in the SELPA, established to advise the SELPA regarding the development and review of programs under the local plan.

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

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

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

Transition: Transition refers to the movement between programs and services as children progress along their development, e.g., from Infant to preschool, then to school-age, then to middle school, and high school, and beyond. Transition at age 14 is a purposeful, organized, and outcome-oriented process designed to help students move from school to employment and a quality adult life.

Traumatic Brain Injury: Term used in professional practice; applies to a person with acquired brain injuries caused by an external physical force. Does not apply to injuries caused by internal occurrences such as infections, tumors, fever, exposure to toxic substances, or near drowning.

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