

# **SPECIAL EDUCATION PARENT HANDBOOK**

**SANTA BARBARA COUNTY SELPA**  
**September 2011**

Handbook available on SBCSELPA website  
[www.sbcselpa.org](http://www.sbcselpa.org)

Ballard School District ♦ Blochman Union School District ♦ Buellton Union School District ♦ Carpinteria Unified School District  
♦ Cold Spring School District ♦ College School District ♦ Cuyama Joint Unified School District ♦ Goleta Union School District ♦  
Guadalupe Union School District ♦ Hope School District ♦ Lompoc Unified School District ♦ Los Olivos School District ♦  
Montecito Union School District ♦ Orcutt Union School District ♦ Santa Barbara County Education Office ♦ Santa Barbara High  
School District ♦ Santa Barbara School District ♦ Santa Maria-Bonita School District ♦ Santa Maria Joint Union High School  
District ♦ Santa Ynez Valley Union High School District ♦ Solvang School District ♦ Vista Del Mar Union School District.

Charter Schools: Adelante Charter, Family Partnership Home Study Charter School, Manzanita Public Charter, Olive Grove Charter  
School, Orcutt Academy K-12 Charter School, Peabody Charter School, Santa Barbara Elementary Charter School, Santa Barbara  
Middle Charter School, Santa Ynez Valley Charter School, Trivium Charter School

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## ***2010 – 2011 Community Advisory Committee Members:***

Jodi Amador, Santa Maria Joint Union High School District Parent Representative

Pat Brown, Santa Maria-Bonita School District Professional Representative

Joan Carey, Santa Ynez Valley Consortium Parent Representative

Jennifer Connolly, Chairperson, Santa Ynez Valley Consortium Professional Representative

Kathy Cutsinger, Santa Barbara High School District Parent Representative

Jody Dowell, Santa Maria Joint Union High School District Professional Representative

Marcia Eichelberger, Santa Barbara Elementary School District Parent Representative

Joan Esposito, Public Agency Professional Representative

Molly Hotchkiss, Orcutt Union School District Professional Representative

Dayna Hammell, County Schools Parent Representative

Ellen Hunt, County Schools Professional Representative

Debbie Keys-Thomas, Santa Barbara High School District Professional Representative

Bob Lane, Hope School District Parent Representative

Patricia Lomeli, Lompoc Unified School District Parent Representative

Leslie Martinez, Vice-Chairperson, Lompoc Unified School District Professional Representative

Molly Mohler, Orcutt Union School District Parent Representative

Judy Senning-Brown, Goleta Union School District Professional Representative

John Schettler, Santa Barbara Elementary School District Professional Representative

Beverly Sherman, Carpinteria Unified School District Professional Representative

Retta Slay, Goleta Union School District Parent Representative

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# INTRODUCTION

This handbook has been prepared for the parents of children with disabilities. We hope this handbook will help you understand more about the process of obtaining appropriate educational services for your child. Parents and educators are partners in planning for the exceptional needs of each child. As a parent, it is important to:

1. Be active in the entire planning process
2. Know your rights and those of your child
3. Ask questions
4. Learn about your child's exceptional needs
5. Ask for help if you need it
6. Be active in your child's education program
7. Be a confident advocate for your child

The questions answered in this booklet are the questions parents ask most often. If you have questions which are not answered here or you need clarification of an answer, feel free to call or visit your district director or coordinator of special education or call the Special Education Local Plan Area (SELPA) office at 683-1424.

This handbook is truly the product of a team effort--the same kind of teamwork we want to practice every day as parents and school personnel who work together to assure quality education for our children with exceptional needs throughout Santa Barbara County.

We hope you use this booklet as a handy source of information and find it helpful.

# SPECIAL EDUCATION

Special education is defined by Federal (Individuals with Disabilities Education Act, I.D.E.A.) and State law (Education Code) as specially designed instruction, at no cost to the parents to meet the unique needs of the individual with exceptional needs. Everyone has relative learning strengths and weaknesses. When a child's identified disability is so severe that it significantly impacts his/her educational performance, the student may be found eligible for special education services.

## **1. *WHO MAY RECEIVE SPECIAL EDUCATION SERVICES?***

In order to be eligible for special education, the student must exhibit one or more of the following disabling conditions (see Glossary for additional information):

- a. Autism
- b. Deaf
- c. Deaf/Blind
- d. Emotional Disturbance
- e. Established Medical Disability (Preschool Only)
- f. Hard of Hearing
- g. Language/Speech
- h. Intellectual Disability
- i. Multi Handicapped
- j. Other Health Impairment
- k. Severe Orthopedic Impairment
- l. Specific Learning Disability
- m. Traumatic Brain Injury
- n. Visually Impaired

## **2. *WHAT ARE OTHER GENERAL TERMS WHICH MAY REFER TO CHILDREN WITH THESE DISABLING CONDITIONS?***

Students with one or more of these disabling conditions may also be referred to by using terms such as:

- Individuals with Exceptional Needs (IWENS)
- Exceptional Children
- Children with Disabilities
- Children with Exceptional Needs

## **3. *DO DIFFERENT AGENCIES USE DIFFERENT TERMS AND GUIDELINES?***

Yes. Since various state and federal agencies operate under different laws and guidelines, the eligibility criteria may differ significantly. The same term may also be used by various state and local agencies with different meanings. This can be very frustrating and confusing to parents seeking assistance for their child. Therefore, parents should ask for clarification of terms from any agency providing services.

## **4. *DO ALL STUDENTS WITH AN IDENTIFIED DISABILITY REQUIRE SPECIAL EDUCATION?***

No. Special education is not for all children with exceptional needs. Many are able to and should attend school without any change in the classroom program. Special education is only appropriate when modifications in the regular classroom are not sufficient to meet the child's educational



needs. If, through assessment, a special education program is determined necessary for your child, an Individualized Education Program (IEP) will be developed to specify goals. For children with disabilities who take the California Alternate Performance Assessment (CAPA) aligned to alternate achievement standards, a description of benchmarks or short term objectives is required.

## **5. *WHAT IS AN IEP?***

The IEP (Individualized Education Program) is a written statement designed during an IEP Team Meeting. Some of the items the IEP include:

1. The present level of academic achievement and functional performance.
2. Goals (and objectives for CAPA Students) which include criteria for evaluation.
3. Specific special education instruction and/or related services to be provided.
4. The extent your child will be able to participate in the regular program.
5. Projected date for initiation and the anticipated duration and location of services.

## **6. *WHO ARE THE MEMBERS OF THE IEP TEAM?***

1. One or both of the student's parents
2. Not less than one general education teacher of the student, if the student is, or may be, participating in the general education environment
3. Not less than one special education teacher of the student, or if appropriate, not less than one special education provider of the student.
4. A representative of the local educational agency who meets all of the following:
  - a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs
  - b) Is knowledgeable about the general education curriculum
  - c) Is knowledgeable about the availability of resources of the local educational agency (Note: This person may serve a dual role. For example, he or she may also be a Special Education Teacher if he or she has been given these two roles by school administration)
5. An individual who can interpret the instructional implications of the assessment results. The individual [may also serve a dual role].
6. At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate.
7. Whenever appropriate, the individual with exceptional needs.

## **7. *WHEN AND HOW IS THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) IMPLEMENTED?***

You must first give your written permission for assessment and then again for the initial IEP before any services can be implemented. As soon as possible thereafter, the program as developed in the IEP will be provided. Generally you will be asked to sign permission at the end of the IEP meeting. You may take a copy home for review prior to signing if you desire. No services will begin, however, until your written permission is provided to the district.

# CHILD FIND AND REFERRAL

School personnel and other concerned parties are responsible for identifying children who are having difficulty in school and may need special education services. Teachers usually contact a parent and talk over these concerns. Others who are in contact with children including parents, doctors, child care workers, etc., may also recognize that a child is having difficulties with some aspect of development.

## **8. *HOW DO I KNOW IF MY INFANT OR PRESCHOOLER MIGHT NEED A SPECIAL EDUCATION PROGRAM?***

If you suspect your child is having difficulty learning and is an infant, ages birth through two years eleven months, or preschool age, 3 years through 4 years 9 months, contact the County Education Office at 964-4711 x414 in Southern Santa Barbara County, and 922-0334 in Northern Santa Barbara County.

## **9. *HOW DO I KNOW IF MY SCHOOL-AGE CHILD MIGHT NEED A SPECIAL PROGRAM?***

If your child has a demonstrated problem that prevents functioning effectively in a regular school program without special assistance, then your child may need a special program. Special education is one kind of special program. Public schools also have other programs available to assist students who need help, such as programs for students with limited English ability, School Improvement Programs, and Response to Intervention Programs.

## **10. *WHAT IS RESPONSE TO INTERVENTION?***

Response to interventions is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make important decisions about change in instruction or goals, and applying child response data to important educational decisions in the general education environment.

## **11. *WHOM DO I CONTACT IF I HAVE A CONCERN?***

First, contact your child's teacher. If you are not able to resolve the problem, then speak to the principal. He/she may be able to suggest other school programs or modifications to help your child. School sites often have other staff, such as a Resource Teacher or Counselor, to talk to you about your concerns. If you don't feel your concerns are being addressed, call the school district office and talk to someone in the special education department.

## **12. *WHAT HAPPENS BEFORE A REFERRAL TO SPECIAL EDUCATION?***

Before the school refers a student for a special education assessment, certain modifications of the student's current program must have been considered and, where appropriate, utilized. The first step is usually the referral to the Student Study Team (SST). Your district may call this team by another name, such as: Student Intervention Team (SIT), Student Assistance Team (SAT), Child Guidance Team (CGT), Student Success Team (SST), Child Study Team (CST), etc. The SST is made up of teachers, school administrators, and other specialists, such as, Speech-Language Pathologist (SLP) also known as the Speech/Language Specialist or Speech Therapist, counselors, or the reading specialist. The purpose of the SST 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; however, parents may at any time officially refer the student, in writing, for an assessment to determine Special Education eligibility. The SST process is not a required part of the IEP eligibility process (See question #16, "What is Referral for Special Education Assessment").

**13. *WHAT ARE SOME OF THE PROGRAM MODIFICATIONS THE SCHOOL MIGHT CONSIDER AND UTILIZE?***

The Student Study Team may consider many options to assist the student. These options include but are not limited to:

- a. Classroom modifications
- b. Other general education programs such as Migrant Education, Alternative Programs, and/or programs for basic skills remediation (Chapter 1, Remedial Reading, Learning Assistance Specialist, RTI etc.)
- c. Using special materials
- d. Specialized Remedial Program(s)
- e. Behavior Contracts
- f. Counseling
- g. Schedule Changes
- h. Modified Day
- i. Independent Study
- j. Retention
- k. Suggestions for parents to implement at home
- l. Referral to other agencies or medical professionals

**14. *WHY IS THE STUDENT STUDY TEAM PROCESS NECESSARY?***

The use of the SST assists regular classroom teachers in modifying instruction for students having difficulty in their classrooms. It also helps prevent identifying students as students with exceptional needs when all they really need is a little extra attention.

The SST also assists in documenting that modifications in the regular classroom have been implemented and whether these modifications meet the student's educational needs. Documentation that the classroom modification cannot meet student needs is a necessary part in determining that the student may require special education programs and services. When the members of the SST believe that all reasonable alternatives have been tried and are not sufficient, a referral should be initiated for special education assessment. Parents may refer for assessment while other informal interventions are occurring.

**15. *DOES SOMEONE CONTACT ME IF SPECIAL EDUCATION SERVICES ARE BEING CONSIDERED?***

Parents have the right to be a part of the Student Study Team process and will know of the referral for assessment by participating at the SST meeting. If the parent is not in attendance when the referral is made by the Team, the parent will receive a "Notice of Receipt of Referral for Special Education Assessment" in the mail prior to or with the receipt of an Assessment Plan. Usually parents are contacted by phone to discuss the referral. You should discuss the Assessment Plan with your student's teacher, psychologist, or other specialist who is conducting the assessment to be sure you understand the process.

## **16. WHAT IS A REFERRAL FOR SPECIAL EDUCATION ASSESSMENT?**

A formal referral is a written request for assessment to determine whether the student requires special education services. Within 15 days of receipt of the referral, an assessment plan may be submitted to the parent(s) for written permission to begin the evaluation or the district may choose to deny the assessment in the form of a written notice to the parent, explaining the reason why the district will not be assessing the student at this time. An initial assessment may not begin without written parental permission.

## **17. WHO CAN MAKE A REFERRAL?**

In addition to the SST, a formal written referral for assessment can be made directly to the school site or district administrator by parent or guardian; school personnel; public or private agency; student; or other interested persons.

However, the district may encourage the referring party to utilize the SST process since a direct referral does not eliminate the need for documentation of general education modifications. Parents are notified if anyone other than parent makes a referral. The district may decide if an assessment is appropriate or not. If an assessment is to be conducted, the parent will receive a Prior Written Notice and an Assessment Plan. If the district does not think an assessment is appropriate, the parent will be informed in writing why the assessment is not appropriate at this time in accordance with Individuals with Disabilities Education Act, Section 1415 (b)(3) and (4) and (c)(1) of Title 20 of the United States Code.

## **18. WHAT IS 504?**

504 is NOT a special education law. It is a section of the Rehabilitation Act of 1973. Section 504 prohibits discrimination against handicapped persons, including both students and staff members, by school districts receiving federal financial assistance. All individuals who have exceptional needs under the Individuals with Disabilities Education Act (IDEA) are also considered to be handicapped and therefore protected under Section 504. However, all individuals who have been determined to be handicapped under Section 504 may not have exceptional needs under IDEA. The IDEA defines as eligible only students who have certain specified types of disabilities and who, because of one of those conditions, need special education (specially designed instruction). Section 504, on the other hand, protects all handicapped students, defined as those having any physical or mental impairment that substantially limits one or more major life activities (including learning). Section 504 covers all students who meet this definition, even if they do not fall within the IDEA enumerated categories and even if they do not need to be in a special education program. A 504 Plan is a protection for students who may need accommodations in the general education program but are not eligible for IDEA special education services.

# **ASSESSMENT**

An assessment is a comprehensive evaluation by a team of specialists that evaluates how a child is functioning in all areas related to his/her suspected disability.

Evaluation may include intellectual, academic, physical, motor, health, assistive technology, speech/language, and social-emotional development. The assessment team may include the school psychologist, language, speech and hearing specialist, resource specialist, remedial reading teacher, school nurse, general education teacher, and/or others, depending on the individual student's needs. The specific areas to be evaluated will be specified on your child's assessment plan.

## 19. WHAT HAPPENS WHEN I SIGN THE ASSESSMENT PLAN FORM?

### THE ASSESSMENT PROCESS

**Prior to Referral for Assessment:** Consultation and General Education Interventions by the Student Study Team process. If interventions are not enough to meet your child's needs in general education, a special education assessment plan will be developed. Parents may at any time refer a student, in writing, for an assessment to determine eligibility for Special Education.

1. Parent signs Assessment Plan

\_\_\_\_\_.  
date

2. Student is assessed by the appropriate school staff, for example, Psychologist, Special Ed. Teacher, Speech Therapist, Adaptive Physical Education Specialist, or others as needed.

3. A meeting is held with parent(s) to go over assessment results on or before:

\_\_\_\_\_.  
date

4. If assessments show student needs special help and the IEP Team determined the student is eligible for Special Education, the parent will be asked to help develop the IEP. This meeting will be held on or before:

\_\_\_\_\_.  
date

5. Student receives Special Education services.

6. Progress Reports

7. A review meeting with parent is held at school.

Your child cannot be initially assessed without your permission. Assessments must be completed and an Individualized Education Program (IEP) developed if the student meets eligibility as an individual with exceptional needs within 60 days of the date the signed assessment form is received by the district, not counting days of major school holidays and breaks between school sessions or terms of more than 5 school days.

Assessments may be conducted by one or more special education specialists. You may be contacted regarding your child's health & developmental history, your concerns, and other issues.

You will be asked to come to school for a meeting. If you request and the school staff agrees, you may participate by conference call. You will find out how your child did on the assessment. You may request a copy of the assessment for review prior to the meeting. A list of your child's strengths and needs should be discussed at this meeting. You may bring someone with you to the meeting (See question #29, "May I Bring Someone to the Meeting?").

If the IEP determines your child has a disability as defined by law and requires instruction/services that cannot be provided with modification or the regular school programs, an IEP will be developed. You will receive a copy of the IEP and all reports. Your child cannot receive special education services without your permission (signature on IEP).

Your child will then receive help from Special Education teachers and/or other specialists as needed.

Progress Reports regarding goals (and objectives, if appropriate) will be sent home at the same frequency as school report cards.

After your child has been in a Special Education Program for one year, or sometimes sooner, you will be asked to come to a meeting so you and the IEP Team can review your child's progress and revise the IEP. This is known as your child's Annual Review. However, you have the right as a parent/guardian to request a review of the IEP at anytime.

Call \_\_\_\_\_ if you have any questions. Phone Number: \_\_\_\_\_

## **20. WHO SHALL I CONTACT IF I HAVE QUESTIONS ABOUT THE ASSESSMENT PLAN?**

The name and telephone number of a contact person will be listed on the assessment plan. If for some reason there is no name and number, contact the school principal or the special education office in your school district.

## **21. HOW WILL THE ASSESSMENT BE CONDUCTED?**

Assessment information may be gathered in different ways: tests; observations; discussions with classroom teachers and parents; review of student work; and a review of previous records and educational or medical records from other agencies (with parent permission). A child must be assessed in all areas related to the suspected disability and no single test may be used to determine eligibility for special education.

## **22. WHERE AND WHEN WILL THE ASSESSMENT TAKE PLACE?**

The assessment will be conducted during the school day. A student will be observed in class, and possibly on the playground, and may be taken to a quiet room for part of the assessment. Infants and preschoolers may be assessed in the home or at school.

## **23. HOW LONG DOES THE ASSESSMENT TAKE?**

Assessments are completed within sixty (60) days after *written parental consent to the assessment plan is received by the district*. When the assessment is completed, a written report will be developed and explained to the parents. Not all children who are referred and assessed are found eligible for special education.

The determination of whether or not your child is eligible for special education and appropriate services is made by the Individualized Education Program (IEP) Team.

## **24. WHAT WILL THE REPORT(S) INCLUDE?**

Although the particular components may vary, generally the assessment report(s) will include:

- a. Background information, including developmental, health, and school history
- b. Summary and interpretation of actual test results
- c. Recommendations for educational needs
- d. Relevant behavior and relationship of observed behavior to student's academic and social functioning
- e. For pupils with learning disabilities whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
- f. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
- g. The need for specialized services, materials, and equipment for pupils with low incidence disabilities

**25. ARE THERE ADDITIONAL COMPONENTS REQUIRED IN THE REPORT DEPENDING ON THE SUSPECTED AREAS OF DISABILITY?**

Yes. For example, additional components might include a vision report for the blind or visually impaired, a current audiogram for students who are hard of hearing or deaf, and a medical report for students who have orthopedic impairments or traumatic brain injury.

**26. HOW OFTEN WILL THESE ASSESSMENTS BE CONDUCTED?**

A full evaluation must be completed prior to the student's initial enrollment in special education.

At least every 3 years a determination is made of what, if any, assessments will be conducted to determine the student's continued eligibility for special education and his or her educational needs.

Evaluations may be performed more frequently if school staff determines that additional assessment information is needed or if the parent or teacher requests a re-evaluation. Both the parent and an administrative representative must agree to evaluations conducted more often than once per year.

**27. WHAT DOES THE DIAGNOSTIC CENTER OF SOUTHERN CALIFORNIA PROVIDE?**

The Diagnostic Centers of Southern California are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students. They provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance. The decision to refer a student to the Diagnostic Center of Southern California originates from the student's IEP Team after the district has implemented school intervention and finds the team needs further information to help the district design services.

## **INDIVIDUALIZED EDUCATION PROGRAM MEETING (IEP MEETING)**

The IEP Team Meeting is designed to give parents, the teacher, specialists, and the school administrator the opportunity to come together and review the present level of functioning of the child and then to plan an appropriate program, including goals and services. If assessments were administered, they will be reviewed and interpreted.

**28. WHAT HAPPENS AFTER THE ASSESSMENT IS COMPLETED?**

An IEP Team meeting will be held. You are a member of this team and must be invited, in writing, to attend the meeting. Attempts must be made to schedule the meeting on a date and time convenient to both you and the school personnel.

The invitation will tell you the purpose of the meeting, date, time, place, and who will be in attendance. **If you cannot meet at the time scheduled, contact the person listed on the meeting notice as soon as possible to reschedule.** Parents shall be notified of the individualized education program meeting early enough to ensure an opportunity to attend.

### **29. *WHAT IS THE PURPOSE OF THIS MEETING?***

The purpose of this meeting is to review the assessment findings, determine if your child is eligible for special education, and, if eligible and in need of special education services, develop the Individualized Education Program (IEP). If an IEP is developed, the team will discuss your child's strengths and needs and determine appropriate goals, supports, and services that will enable your child to progress in the general education curriculum.

### **30. *WHO WILL BE AT THE MEETING?***

The administrator/designee who is knowledgeable about resources and curriculum; a special education teacher or service provider; a general education teacher (when appropriate); someone who can interpret evaluation results; you; your child (if appropriate); and others who have information about your child (see Question #6 for more in-depth description of the IEP Team members).

### **31. *MAY I BRING SOMEONE WITH ME TO THE MEETING?***

Yes. You may bring anyone you wish with you to the meeting, such as your child's regional center worker or social services worker. Be sure to notify him/her of the date, time, and location of the meeting. If you cannot attend the meeting, you may have someone attend in your place and speak for you. However, you must ultimately give your written permission for your child's placement in special education.

You should notify the school of whether or not you will attend or if someone will be attending for you. You are encouraged to bring your child to the meeting if you feel he/she will benefit from the discussion. You may also request an interpreter to be present at the meeting.

It is also an option to request that you participate in the meeting via conference call. The school agency must agree to have a conference call IEP if one is requested.

### **32. *MAY I TAPE RECORD THE MEETING?***

Yes. The parent or guardian, district, special education local plan area, or county office shall have the right to record electronically the proceedings of IEP Team meetings on an audiotape recorder and shall notify the members of the IEP Team of their intent to record a meeting at least 24 hours prior to the meeting. If the parent or guardian objects or refuses to attend the meeting because it will be tape recorded, then the meeting shall not be recorded on an audiotape recorder. It is the parent's responsibility to record the meeting if he or she chooses. The district is only required to give a copy of a recording if the district has chosen to record the meeting. Then, if requested, the district is required to give the parent a copy of the recording at the parent's cost.

### **33. *HOW DO I PREPARE?***

You may want to review your child's past records for clues to any information which may assist the IEP team. Be sure to request records in advance of the time you want to see them. School records must be requested at least five days in advance. You may provide any information you want considered at the IEP meeting.



**34. AS THE ASSESSMENT RESULTS ARE SHARED, WHAT IS MY ROLE AS PARENT?**

You will be given a full explanation of the assessment findings. During this process you may present any additional information you have about your child, ask any questions you may have about the assessment or findings, and/or request the school to provide additional assessment if necessary. A copy of the written assessment report will be given to you. The assessment report, the IEP, and the meeting will be interpreted in your native language if requested.

**35. IF I NEED TIME TO THINK ABOUT WHAT IS PRESENTED, MAY I REQUEST A SECOND MEETING AT A LATER TIME?**

Yes. The meeting may be continued or tabled so you may consider the results and recommendations and you may request a second meeting.

**36. WHAT DO I DO IF I DO NOT AGREE WITH THE SCHOOL'S ASSESSMENT FINDINGS?**

If you disagree with an assessment obtained by the school district (also referred to as Local Education Agency (LEA)), you may be entitled to an independent educational assessment (best requested in writing) at the LEA's expense. However, the LEA may initiate a due process hearing to show that its assessment is appropriate. If the LEA's assessment is found to be appropriate, the LEA will not be required to pay for the parent's independent assessment. If the LEA requests an independent assessment, the parent is not responsible to pay.

**37. WHAT DO I DO IF I WANT MY CHILD ASSESSED BY SOMEONE OUTSIDE THE LOCAL EDUCATION AGENCY?**

You may obtain an independent assessment of your child at any time. Independent assessments not requested by the school district are at the parent's or other agency expense, and are not provided at public school expense. Independent assessments must be considered in the decision-making processes along with school assessments.

**38. WHAT DO I DO IF THE IEP TEAM FINDS THAT MY CHILD IS NOT ELIGIBLE FOR SPECIAL EDUCATION?**

If you, as part of the team, agree with the team's decision:

Sign the form indicating you agree. Discuss with the school staff any other plans or classroom modifications for your child's education program.

If you, as part of the team, **do not** agree with the team decision:

You may request:

- a. Additional assessment followed by a continuation of the IEP meeting.
- b. An administrative review with the district office special education staff.
- c. A state level hearing which may include mediation.

**39. WHAT HAPPENS IF THE IEP TEAM FINDS MY CHILD ELIGIBLE FOR SPECIAL EDUCATION?**

You and the team will develop an **Individualized Education Program (IEP)** specifically tailored to your child. The team may bring a draft of some of the goals (and objectives, if appropriate) being considered for your child to the meeting. Remember, these are drafts and can be changed.

The drafts can be helpful in giving everyone something to look at and discuss. Parents are also encouraged to offer proposed goals (and objectives, when appropriate.)

#### **40. *WHAT IS AN IEP?***

The IEP is a written legal document ideally developed in a collaborative and cooperative effort between parents and school personnel that describes the disabled child's disabilities and needs and prescribes the placement and services designed to meet the child's unique needs. The IEP will include:

- a. The present level of educational performance
- b. Goals (and objectives) as appropriate which include criteria for evaluation
- c. Specific special education instruction and/or related services to be provided
- d. An explanation of the extent your child will be able to participate in the regular program
- e. Projected date for initiation and the anticipated duration and location of services
- f. Participation in state and district wide tests
- g. How progress will be measured and how parents will be informed
- h. Transition service needs
- i. Age of majority – at age 18 student gains adult status for decision making

When appropriate, the IEP should also include:

- a. Extended school year services
- b. Provisions for transition into the regular program
- c. Access to Assistive Technology
- d. Specialized equipment, materials, and services for deaf, blind, and severely orthopedically impaired students
- e. Pre-vocational or vocational education
- f. Linguistically appropriate goals for students whose native language is other than English
- g. Special transportation arrangements when required

A parent has the right to refuse services after the initial assessment and Free and Appropriate Education (FAPE) has been offered at the initial IEP meeting.

#### **41. *WHAT DO I DO IF I AGREE WITH SOME PARTS OF THE INITIAL IEP BUT NOT ALL OF IT?***

If for the initial IEP you agree that services should be provided, sign the IEP Signature and Parent Consent page with exceptions, listing the areas to which you do not agree. This way the student can receive services while you and the district members take time to work out the areas of non-agreement. A parent also may choose not to sign the IEP until all areas of the IEP are agreed upon, but keep in mind that without signature, none of the services will be implemented. If the parent or guardian of a child who is an individual with exceptional needs refuses all services in the individualized education program after having consented to those services in the past but does not revoke consent to Special Education, the local educational agency may file a request for due process.

#### **42. *HOW OFTEN MUST THE SCHOOL REVIEW MY CHILD'S SPECIAL EDUCATION PLACEMENT AND IEP?***

Every special education student must have his or her progress and Individualized Education Program (IEP) reviewed at least once each year. Teachers, however, will be monitoring each student's progress regularly throughout the school year. Progress toward annual goals will be

reported to you in writing at least as often as students receive report cards in general education. **Parents may request an IEP review at any time.** The district will set a meeting within 30 days (not counting school breaks).

**43. CAN THE IEP BE TRANSFERRED TO ANOTHER SCHOOL DISTRICT?**

If you move to another district, take a copy of your child’s annual IEP and most recent assessment to your new school district. The new district will implement your child’s IEP with comparable services for 30 days as an administrative placement. Prior to the end of the 30-day administrative placement, an IEP meeting will be convened to review your child’s IEP, revise if necessary, and specify the provision of services in your new district.

**44. WHAT HAPPENS IF I WANT TO DROP MY CHILD FROM SERVICES AFTER HE/SHE HAS BEEN RECEIVING SPECIAL EDUCATION SERVICES?**

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency may not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing such services.

## **PROGRAM OPTIONS**

Special education is provided in the least restrictive environment (LRE) through a continuum of services and placement. Larger numbers of students are served in less restrictive environments, smaller numbers in more restrictive environments. A child's placement on the continuum may change as his/her needs change.

**45. WHAT IS THE LEAST RESTRICTIVE ENVIRONMENT (LRE)?**

The least restrictive environment for a student is the placement that realizes a match between the learning needs of the student and the conditions of the educational environment, while providing the student with the maximum integration with students who do not have exceptional needs.

The Code of Federal Regulations, Title 34 states:

"Each public agency shall insure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

#### **46. *WHAT IS THE CONTINUUM OF SERVICES AND PLACEMENTS?***

1. General Education
2. Itinerant instruction in the general education classrooms
3. Resource Specialist Program (RSP)
4. Special Day Class
5. Instruction in settings other than classrooms where specially designed instruction may occur
6. Related Services
7. Instruction in the home, hospital or other institution as required
8. Non-Public School (NPS)
9. Residential

#### **47. *WHAT IS ITINERANT INSTRUCTION?***

Itinerant instruction refers to a specialist providing instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur.

#### **48. *WHAT IS THE RESOURCE SPECIALIST PROGRAM (RSP)?***

Students in the Resource Specialist Program are assigned to their regular classrooms for the majority of the school day but receive special education instruction and/or consultation services from the Resource Specialist. Services may be provided directly to the student in the regular classroom and/or in the resource room. Consultation services may also be provided to the general education teachers by the resource specialist.

#### **49. *WHAT ARE SPECIAL DAY CLASSES (SDC)?***

Special Day Class placements serve students with similar and more intensive educational needs. The Special Day Classes may enroll students only when the nature or severity of the disability of the individual with exceptional needs is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavior support, cannot be achieved satisfactorily.

#### **50. *WHAT IS SPECIALLY DESIGNED INSTRUCTION?***

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children (34 CFR 300.39 (b)(3)).

#### **51. *WHAT ARE RELATED SERVICES (PREVIOUSLY KNOWN AS DESIGNATED INSTRUCTION AND SERVICES (DIS))?***

Developmental corrective and other supportive services designed to enable an individual with exceptional needs to receive FAPE as described in the IEP. Related services include speech and language therapy, adapted physical education, itinerant services for the hard of hearing or visually impaired counseling and other specific types of instruction required for the student to benefit from special education. The child generally receives these services at school during the regular school day.

## **52. WHAT IS A NON-PUBLIC SCHOOL?**

If the IEP team determines that no public school program in the student's district of residence or neighboring districts can meet the student's extraordinary needs, a private program certified by the state may be an option.

## **53. WHEN IS A RESIDENTIAL PROGRAM REQUIRED TO MEET THE STUDENT'S SPECIAL EDUCATION NEEDS?**

A very small minority of children with disabilities have educational needs so extensive that they require out-of-home programs to meet their educational needs. These students generally require a very highly structured, 24-hour program, which cannot be provided by school staff *and* parents. Usually, residential program placements for students with exceptional needs are made in conjunction with other state agencies, such as Mental Health or Regional Center.

# **RIGHTS AND RESPONSIBILITIES**

The provision of special education services is governed by state and federal laws. It is also required that local districts establish their own procedures to implement these laws. Students with identified disabilities have the right to free appropriate public education (FAPE) services in the least restrictive environment (LRE). Parents/adult students and the local school district have responsibilities, as well as rights, to ensure identification, placement, and services for individuals with exceptional needs. These laws protect the rights of parents/adult students to be fully informed and to participate in all planning and decision-making about their child's or their own education.

## **54. HOW ARE THESE RIGHTS PROTECTED?**

All school districts in the Santa Barbara County SELPA want to provide the appropriate educational services for all students. In doing this, certain procedures are followed. The law requires that the school districts establish guidelines and procedures to protect the rights of exceptional students and their parents or guardians; these practices are called Procedural Safeguards and are described throughout this booklet as they pertain to the different topics discussed. Parents' rights are in Appendix C. A brief summary follows (parent also means adult student, if appropriate):

- a. The right of parents to request an assessment and, under certain conditions, an independent evaluation of the student at public expense.
- b. Written permission from the student's parents or guardians (or from the student, if age 18 years or older and not conserved) is required to begin an assessment, or to change an educational placement of a student with exceptional needs.
- c. Parents have the right to participate in the IEP process and be informed of student assessment results in their native language and to give or withhold consent for placement.
- d. Parents have the right to request a meeting to review the IEP.
- e. The right of the parents or guardians (or student, if age 18 years) to examine all reports and educational records of the student.

- f. The rights of privacy and confidentiality of records apply to all students.
- g. Parents have the right to an impartial due process hearing regarding the identification, evaluation, placement, and provision of a free appropriate public education for the exceptional student.

Parents/adult students (if appropriate) receive an expanded, in-depth, version of the Parents/Adult Students Rights once per year and prior to any assessment.

**55. *WHAT ARE SOME OF MY RESPONSIBILITIES AS THE PARENT?***

You, as parent, have the primary responsibility for your child. You, as well as the school, must seek the appropriate educational program for your child. This responsibility includes communicating your concerns with the appropriate staff, requesting assistance, and initiating a written referral for assessment if needed. You should assist the school by providing relevant information and past records including medical history where they may impact the child's school progress. **Your child should come to school well rested, nourished, and prepared to learn. Your child needs to attend school every day, unless physically unable, to ensure that he/she has a continuous opportunity to succeed.**

**56. *WHAT ARE THE SCHOOL DISTRICT'S RIGHTS AND RESPONSIBILITIES?***

- a. Your school is concerned with providing an appropriate education for all its students. Generally, this includes the modification of general education programs and provision of specialized remedial services prior to consideration for special education.
- b. The school has the responsibility to identify, refer, and assess students in all areas of suspected disability.
- c. The school district must provide student records to another district if the student moves.
- d. Districts must adhere to procedural safeguards.
- e. The district has the right to request a due process hearing.

**57. *WHO MAY HAVE ACCESS TO MY CHILD'S RECORDS?***

Parents, appropriate school personnel and service providers from other agencies who provide instruction or a related service to the student may have access to the student's records. All individualized education programs shall be maintained in accordance with state and federal pupil confidentiality laws. Contact your local district or the SELPA for more detailed information.

**58. *ARE THERE SAFEGUARDS TO PROTECT MY RIGHTS?***

Yes. Parents or students have the right to file a complaint with the local district superintendent or the State Superintendent of Public Instruction, U.S. Department of Education Office of Civil Rights (OCR) or request a due process hearing with the State Superintendent of Public Instruction.

It is important to all districts in the Santa Barbara County SELPA to remediate any conflicts by working with parents to build trust and provide the student an appropriate educational program. Due process is hopefully only a last resort.

## **59. *WHAT IS A COMPLAINT?***

A complaint is an allegation that the district has violated federal or state laws or regulations regarding special education. The remedy, if the district has been found out of compliance, is to develop a process that ensures the violation will not continue to occur.

## **60. *WHAT IS DUE PROCESS?***

Due process is a legal process that ensures that each child is treated in a manner that guarantees no child is denied the right to equal educational opportunities.

Due process ensures that there are specific procedures and timelines that must be followed when and if significant changes or accommodations are made (or even proposed) in a child's educational program. Due process is guaranteed to us by the Constitution of the United States. It is there as a safeguard so that every individual has the means of protecting and asserting his or her own rights.

A due process hearing may be appropriate when there is a:

- a. Disagreement over a proposal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free, appropriate public education to the child.
- b. A refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free, appropriate public education to the child.
- c. Refusal by a parent to consent to an assessment of the child.

## **61. *HOW DO I MAKE A COMPLAINT OR REQUEST DUE PROCESS?***

Any complaint that you may have should first be shared with the individual with whom you disagree and/or with the school site administrator. If your concerns are not resolved in a timely manner, contact the special education director or program specialist in your local district. Should you be unable to resolve the issue at that level, you may file a formal complaint (within one year) or a request for a due process hearing with the California Department of Education and the local superintendent of schools. Your local school district has the responsibility to provide you with specific information on filing and to assist you if you request their help. A hearing must be within two years of the disagreement/refusal.

# **BEHAVIOR**

## **62. *WHAT IF MY CHILD HAS A SERIOUS BEHAVIOR PROBLEM?***

The IEP team will look at writing a behavior plan which is the systematic implementation of procedures that results in lasting positive changes in the individual's behavior. Interventions shall only be used to replace specified maladaptive behavior(s) with alternative acceptable behavior(s) and shall never be used solely to eliminate maladaptive behaviors. At this level a formal Functional Analysis Assessment is not necessary.

**63. WHEN WOULD THERE BE A MANDATED REFERRAL FOR FUNCTIONAL ANALYSIS ASSESSMENT?**

A referral for a Functional Analysis Assessment (FAA) and subsequent IEP Team meeting at which a Behavioral Intervention Plan (BIP) may be written is mandated whenever the IEP Team finds that instructional/behavioral approaches specified in the student's IEP have been ineffective, or the IEP Team determines at an IEP meeting the necessity for a Functional Analysis Assessment after any Behavioral Emergency Report has been written regarding an individual who does not have a behavior plan as described above. For more information, ask to see the SELPA Procedural Handbook.

**64. WHAT IS A FUNCTIONAL ANALYSIS ASSESSMENT (FAA)?**

It is an assessment of behavior and then the development of a Behavior Intervention Plan looking specifically at data (measurable and observable), function of behavior, the environment, replacement behavior, positive programming, reinforcement, reactive strategies, emergency interventions and follow-up. This process is more formal than most initial Behavior Plans used to address less serious behaviors. The functional analysis assessment must be conducted by, or under the supervision of, a person who has documented training in behavior analysis with an emphasis on positive behavioral interventions and is authorized by the SELPA as a Behavior Intervention Case Manager.

**65. WHAT SHOULD I EXPECT IF MY CHILD IS SUSPENDED OR EXPELLED?**

Students in Special Education can be suspended up to 10 days each school year **without being provided** any specialized services. If a student is suspended beyond a total of 10 consecutive or more than 10 days cumulative that is considered a "pattern" and therefore a change in placement or is expelled, the student must be provided special education services in an alternate setting.

**66. WHAT IS MANIFESTION DETERMINATION?**

The evaluation of the relationship between a student's disability and act of misconduct that must be undertaken when a district proposes to take specified serious disciplinary actions. The same review is required under Section 504 (34 CFR 104.35) in connection with disciplinary actions that constitute a significant change in educational placement.

## **TRANSITION**

**67. WHAT IS A TRANSITION PLAN?**

Some children need to have a plan to move from one program to another. This may occur when the child is going from the infant program to the preschool program and from preschool to kindergarten. It is also important at the high school level when the student is preparing to enter the world of work or when the student is exiting special education. Transition plans are developed with the parent and the student through the IEP process, and involve other agencies as appropriate, for example, Regional Center, Department of Rehabilitation, etc.

It is required that all special education students have a Transition Plan as stated in IDEA:

- a. Beginning no later than the first IEP to be in effect when the child is 16 and updated annually thereafter.



- b. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
- c. The transition services (including courses of study) needed to assist the child in reaching those goals.

## **68. WHAT HAPPENS WHEN MY CHILD LEAVES SPECIAL EDUCATION?**

Students are exited from special education when they no longer meet the eligibility criteria and/or when the IEP Team recommends exit from service and parent agrees or when the student reaches the age of 22. The student is returned to full participation in the regular school program. There is usually a period of transition from special education to full general education participation. Most often this process includes phasing out direct services to consultation between the specialist and the general education program teacher. Parents are participants in this process as it is carried out through the IEP.

Students may need to remain in special education until they graduate from high school or until the semester of their 22<sup>nd</sup> birthday.

At the time of exit from high school due to a student's graduation with a regular high school diploma, certificate of completion, or when he or she reaches the maximum age for eligibility, the parent/guardian will receive a written form, "Summary of the Student's Academic Achievement and Functional Performance – Part 1 and Part 2."

## **PARENT INVOLVEMENT**

One of the most critical aspects of your student's education is your involvement in the IEP process and regular communication with your child's classroom teacher.

## **69. HOW CAN I HELP MY CHILD SUCCEED AT SCHOOL?**

Listed below are some of the ways that you can be involved in your child's education while being sensitive to the teacher's work hours and work day yet keeping the lines of communication open with your child's classroom teacher.

- Communicating by telephone with your child's teacher, after or before instructional time.
- Sending and receiving notes from your child's teacher.
- Talking briefly with the teacher while dropping off or picking up your child.
- Receiving progress reports from the teacher.
- Attending IEP meetings and teacher conferences.
- Making materials for your child's classroom.
- Sending a small notebook back and forth to school for communication with the teacher.
- Observing your child in his/her classroom.
- Volunteering to work in the classroom on a regular basis.
- Responding positively to staff suggestions for home visits.
- Serving on district or community advisory committees.
- Participating in parent support groups.
- Supplying your child with organizational materials (notebook, backpack, pencil).

**70. ARE THERE PARENT ORGANIZATIONS IN WHICH I CAN PARTICIPATE?**

Some districts have active local advisory councils that serve as both support groups for parents and in an advisory capacity to the district.

All parents may be involved with the Special Education Local Plan Area's (SELPA) Community Advisory Committee (CAC) which is concerned with the development and review of our special education programs. By law, the committee is composed of a majority of parents of special education students. Others on the committee may include parents of general education students, special education teachers, administrative personnel, representatives of other public agencies, and students with disabilities.

Some organizations available to parents are listed in Appendix E.

**71. WHAT IS THE PURPOSE OF THE CAC?**

The primary purpose of the CAC is to provide input into the local plan (the document that describes services in the region.) However, at meetings, the CAC members may see demonstrations and share information about special programs. As a member, when you come to a CAC meeting, you can ask questions, get information, express your opinions, and get to know the people who make decisions in the Special Education Departments.

**72. WHERE DO THEY TAKE PLACE AND HOW DO I FIND OUT ABOUT MEETINGS?**

Meetings may take place at various sites around the region. For more information, contact the SELPA office at 683-1424.

# APPENDIX A

## AN INTRODUCTION TO THE LANGUAGE OF SPECIAL EDUCATION

The following phrases are often used by special education professionals. Frequently the letters to the left are used instead of the entire phrase. This list is intended to help you better understand what can otherwise seem like "Alphabet Soup."

AB	Assembly Bill
ABA	Applied Behavior Analysis
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ADI	Autism Diagnostic Interview Revised
ADMHS	Alcohol, Drug and Mental Health Services
ADOS	Autism Diagnostic Observation Scale
APE	Adaptive Physical Education
ASD	Autism Spectrum Disorder
AT	Assistive Technology
AUT	Autism
BA	Behavioral Aide
BD	Behavior Disorders
BICM	Behavior Intervention Case Manager
BIP	Behavior Intervention Plan
BSP	Behavior Support Plan
CAC	Community Advisory Committee
CAHSEE	California High School Exit Exam (General and Special Education)
CAPA	California Alternative Performance Assessment
CARS	Childhood Autism Rating Scale
CASP	California Association of School Psychologists
CCS/CMS	California Children's Services or CMS California Medical Services
CDE	California Department of Education
CEC	Council for Exceptional Children
CH	Communicatively Handicapped
CHAPTER 26.5	Mental health services provided by County Mental Health
CHAT	Checklist for Autism in Toddlers
CMH	County Mental Health
CTE	Center for Therapeutic Education (Santa Barbara County SELPA Term for SDC for ED)
DHH/DHOH	Deaf & Hard of Hearing
DIS	Designated Instruction and Services
DMH	Department of Mental Health
DSM-IV	Diagnostic & Statistical Manual
ED	Emotional Disturbance
EHA	Education for All Handicapped Children Act
ESL	English as a Second Language
ESY	Extended School Year
FAA	Functional Analysis Assessment
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights & Privacy Act
HH	Hard of Hearing
HI	Hearing Impaired
IA	Instructional Assistant

ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act (Name of PL 94-142, 1975)
IDEA 2004	Individuals with Disabilities Education Improvement Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IPP	Individual Program Plan
ISP	Individualized Services Plan
IWEN	Individual with Exceptional Needs
LCI	Licensed Children's Institution
LD	Learning Disabled
LEA	Local Education Agency
LEP/NEP	Limited English Proficiency/Non-English Proficiency
LH	Learning Handicapped (Teaching Credential)
LRE	Least Restrictive Environment
LSH	Language, Speech and Hearing
MCHAT	Modified Checklist for Autism in Toddlers
MH	Multihandicapped
NCLB	No Child Left Behind
Non-RIS	Not Requiring Intensive Special Education Services
NPA	Non-Public Agency
NPS	Nonpublic School
OAH	Office of Administrative Hearings
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights
ODD	Oppositional Defiant Disorder
OI	Orthopedically Impaired
OHI	Other Health Impaired
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PARA	Paraprofessional (see IA)
PDD	Pervasive Development Disorder
PDD-NOS	Pervasive Developmental Disorder Not Otherwise Specified
PECS	Picture Exchange Communication
PLAAFP	Present Levels of Academic Achievement & Functional Performance
PL 94-142	Education for All Handicapped Children Act of 1975
PL 99-457	Early Intervention for Handicapped Infants/Toddlers
PRT	Pivotal Response Therapy
PT	Physical Therapy
PWN	Prior Written Notice
RIS	Requiring Intensive Special Education Services
RSP	Resource Specialist Program
RTI	Response to Intervention
SB	Senate Bill
SBE	State Board of Education
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SH	Severely Handicapped
SI	Speech Impaired
SLD	Specific Learning Disability
SLI	Speech and Language Impaired
SLP	Speech/Language Pathologist
SST	Student Study Team

STAR	Standardized Testing & Reporting
TBI	Traumatic Brain Injury
TEACCH	Treatment & Education of Autistic and Related Communication Handicapped Children
TCRC	Tri-Counties Regional Center
USDOE	United States Department of Education
VI	Visually Impaired

## APPENDIX B

### GLOSSARY OF TERMS

**AGE EQUIVALENT SCORE (A.E.):** a way of reporting test scores in which the score is equal to that of an average student of that age (for example, an age equivalent score of 3.7 means that the student did as well as an average student who is 3 years and 7 months old).

**ANNUAL REVIEW:** each public agency must ensure that the IEP Team reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved and revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.

**ATTENTION DEFICIT DISORDER (ADD/ADHD):** significant inability to maintain prolonged attention to a task.

**AUTISM:** a student exhibits any combination of the following autistic-like behaviors, to include but not limited to:

- An inability to use oral language for appropriate communication.
- A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.
- An obsession to maintain sameness.
- Extreme preoccupation with objects or inappropriate use of objects or both.
- Extreme resistance to controls
- Displays peculiar motoric mannerisms and motility patterns.
- Self-stimulating, ritualistic behavior.

**BEHAVIOR INTERVENTION PLAN (BIP):** a specific behavior plan written following a Functional Analysis Assessment (FAA) not to be confused with a more general Behavior Plan that may be written at any time without a formal FAA.

**BEHAVIOR MODIFICATION:** a technique of changing or controlling the way a person behaves by controlling the events that come after the behavior.

**CALIFORNIA CHILDREN SERVICES (CCS):** the state agency which provides occupational and physical therapy to eligible physically disabled students.

**COMMUNICATIVELY HANDICAPPED (CH):** a type of special education program/teacher certification serving students with language and/or hearing impairments.

**COMMUNITY ADVISORY COMMITTEE (CAC):** a group of members appointed by local school districts. Functions in an advisory capacity to the governing board of the Local Planning Agency. Composed of parents of individuals with exceptional needs; parents of other pupils enrolled in school; pupils or adults who have exceptional needs; general and special education teachers; other school personnel; representatives of public or private agencies. All meetings are open to the public.

**COMMUNITY BASED INSTRUCTION:** training and activities to assist the student in transitioning from school to adult living.

**COMPLIANCE:** the requirement to follow all state/federal laws. An allegation of "noncompliance" will generally result in an investigation.

**COUNTY MENTAL HEALTH (CMH):** the state agency which provides counseling or other mental health services to students whose emotional needs extend beyond the school counseling options. Santa Barbara agency is known as Alcohol, Drug and Mental Health Services.

**DEAF:** means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a student's educational performance.

**DEAF-BLIND:** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

**DESIGNATED INSTRUCTION AND SERVICES (DIS):** related services required for the student with exceptional needs to benefit from special education (e.g., speech therapy, adaptive physical education, counseling, etc.).

**DIAGNOSTIC CENTER OF SOUTHERN CALIFORNIA:** provides comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance to school districts upon request.

**DIRECTIONALITY:** awareness of the two sides of the body and the ability to identify them as left and right, and to project this correctly into the outside world, as in knowing which is the right hand of a person facing you.

**DUE PROCESS:** the set of legal requirements that guarantees that the rights of the student with exceptional needs, the student's parents, and the school are protected.

**DUE PROCESS HEARING:** that part of due process in which disagreements between a parent and a school regarding identification, services, etc., for a student can be resolved. Both the school and the parent(s) get to present their evidence to an impartial hearing officer who decides which is the appropriate plan of action for the student.

**DYSLEXIA:** a disorder that results in difficulty in learning the written or symbol language skills of reading, writing, and spelling through conventional instruction.

**SPECIFIC LEARNING DISABILITY:** generally, a neurologic disability resulting in an inability or compromised ability to achieve academically that is not related to, or the cause or result of low intellectual ability or sensory impairment. Defined in IDEA regulations at 34 CFR 300.8(c)(10) as: "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

**EMOTIONAL DISTURBANCE (ED):** a condition evidenced by an inability to learn which cannot be explained by other factors, which is evidenced by inability to build or maintain satisfactory relationships with peers and adults, inappropriate behavior or feelings under normal circumstances, a general pervasive mood of unhappiness/depression, or a tendency to develop physical symptoms or fears associated with personal or school problems, manifested over a long period of time and to a marked degree that adversely affects educational performance.

**ESTABLISHED MEDICAL DISABILITY (Preschool Only):** for purposes of this section, "established medical disability" is defined as a disabling medical condition or congenital syndrome

that the individualized education program team determines that a high predictability of requiring special education services.

**EXPRESSIVE LANGUAGE SKILLS:** skills required to produce language for communicating with other people. Speaking, writing and signing are expressive language skills.

**FIGURE-GROUND PERCEPTION:** the ability to pay attention to one part of what you are looking at (for example, the ink) in relation to the rest of the "field" (for example, this paper).

**FINE MOTOR COORDINATION:** development and control of small muscles such as those used to cut, hold a pencil, etc.

**FREE AND APPROPRIATE EDUCATION (FAPE):** what the district must offer to parent/student after the student is found eligible for special education.

**FUNCTIONAL ANALYSIS ASSESSMENT:** it is an assessment of behavior and then the development of a Behavior Intervention Plan looking specifically at data (measurable and observable), function of behavior, the environment, replacement behavior, positive programming, reinforcement, reactive strategies, emergency interventions and follow-up.

**GOAL (instructional goal, annual goal):** a general statement of what is expected of an individual.

**GRADE EQUIVALENT SCORE (G.E.):** a way of reporting test scores in which the score is equal to that of an average student of that grade level (for example, a grade equivalent score of 3.7 means that the student did as well as an average student who is in the seventh month of third grade).

**GROSS MOTOR COORDINATION:** the development of awareness of large muscle activity. Coordination of large muscles in a purposeful manner such as walking and jumping.

- Bilateral - Ability to move both sides of the body at the same time (jumping).
- Unilateral - Ability to move on each side of the body without moving the other (hopping).
- Cross Lateral (Cross-Pattern) - Ability to move different parts of the opposite sides of the body together or in different sequences (e.g., skipping, which is a highly integrated movement).

**GUARDIAN:** a person who is permanently or temporarily appointed by a court to act in place of a parent.

**HARD OF HEARING:** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness.

**HYPERACTIVITY:** a description of a physical or mental condition causing constant excessive movement.

**IMPULSIVITY:** acting impulsively, without considering the outcome(s) of the action.

**INCLUSION (Integration):** to be educated and participate with students who do not have exceptional needs in the least restrictive environment. Full inclusion is to be educated in the general education classroom.

**INDEPENDENT EVALUATION:** an evaluation of the student's abilities by people not connected in any way with your public school.



**INDIVIDUALIZED EDUCATION PROGRAM (IEP):** an educational plan written for each student with exceptional needs.

**I.Q. (INTELLIGENCE QUOTIENT):** a measure of cognitive (mental) ability. It suggests a student's potential for academic success.

**INTELLECTUAL DISABILITY (ID):** means significantly below average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

**LANGUAGE/SPEECH:** means a difficulty understanding or using spoken language such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance.

**LATERALITY:** refers to the two sides of the body, and the ability to identify them as left or right correctly.

**LEARNING DISABLED (specific learning disabled-SLD):** students who have difficulty with understanding or using language which may affect their ability to listen, think, speak, read, write, spell, or do arithmetic due to a processing deficit. These problems cannot be a result of visual, hearing or physical disabilities or intellectual disability, emotional disturbance, or environmental disadvantage and must adversely impact the student's educational progress to a statistically significant degree.

**LEARNING HANDICAPPED (LH):** a type of special education program/teacher certification serving nonseverely disabled students, such as those with learning disabilities, mild intellectual disability, etc.

**LEAST RESTRICTIVE ENVIRONMENT (LRE):** the program placement which is the most "normal" that a particular student can work in and benefit from the educational program.

**LOCAL EDUCATION AGENCY (LEA):** the local school district.

**MAINSTREAMING:** (see inclusion) placing individuals with exceptional needs in as normal an educational setting as possible.

**MEDIATION:** an optional step in the Due Process Procedure in which a state appointed facilitator works with both parties to develop a mutually acceptable compromise.

**MULTIHANDICAPPED:** means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairments, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

**MULTIDISCIPLINARY:** the use of a combination of several disciplines (health, education, social services) to determine the needs of a student.

**OBJECTIVE (short term objective, instructional objective, behavioral objective):** a clear statement of what is expected of an individual. It should include: the conditions under which the behavior/skill is to occur, a description of the behavior/skill, and how the behavior/skill is to be measured.

**OTHER HEALTH IMPAIRED:** means having limited strength, vitality or alertness, including a 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 hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- Adversely affects a student's educational performance.

**PERCEPTUAL-MOTOR:** coordination of body movements with the senses of sight, hearing and touch.

**PERSEVERATION:** continuing or repeating an activity (such as finger patting) to excess.

**PLACEMENT (program placement):** the type of program and/or setting in which a student will be educated.

**PSYCHOMOTOR:** refers to muscle responses including development of fine motor, small muscles (cutting, etc.) and large muscles (walking, jumping, etc.).

**READING COMPREHENSION:** the ability to understand what one has read.

**RECEPTIVE LANGUAGE:** receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

**REGIONAL CENTER (Tri-Counties Regional Center - TCRC):** the state agency that provides supportive services to developmentally disabled students, adults, and their families.

**REGULAR CLASS PLACEMENT:** the type of program placement in which nondisabled students are educated.

**RESIDENTIAL SCHOOL:** a placement option in which students, usually with severe disabling conditions, receive their education away from their home environment in an educational facility which has dormitory or cottage living facilities. Some placements provide for returning home on holidays and weekends, while other placements may be on a more permanent basis.

**REVERSE MAINSTREAMING:** A process of bringing peers who do not have exceptional needs into a class of students with disabilities.

**RESOURCE SPECIALIST PROGRAM (RSP):** a type of instructional setting in which a student receives intensive instruction in specific areas (for example: math, spelling, language or reading) for a part of the school day. It may be implemented on a pull out, in classroom, and/or consultative mode.

**SPECIALIZED ACADEMIC INSTRUCTION:** adapting, as appropriate to the needs of the student with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum.

**SENSORY INTEGRATION:** how people use the information provided by all the sensations coming from within the body and from the external environment.

**SEVERE ORTHOPEDIC IMPAIRMENT:** means a severe orthopedic impairment that adversely affects a student's educational performance. The term included impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**SEVERELY DISABLED (designated as SH - Severely Handicapped):** a type of special education program/teacher certification serving students with severe disabilities, such as seriously emotionally disturbed, moderately-severely retarded, physically disabled, multidisabled, etc.

**SPECIAL DAY CLASS (SDC):** a type of special education placement in which a student receives most (or all) of his/her instruction in a class made up of students with similar disabilities. A self-contained class usually is in a regular school building.

**SPECIAL EDUCATION:** specially designed instruction to meet the needs of an eligible student with disabilities in accordance with his/her IEP.

**SPECIFIC LEARNING DISABILITIES:** 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 manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including dyslexia, and developmental aphasia.

**SPEECH IMPAIRED (SI):** students who have difficulty in expressing their thoughts due to difficulty with articulation, voice, fluency, and/or language.

**SPEECH/LANGUAGE PATHOLOGIST (SLP):** a person trained in the areas of speech and language disorders who may provide specialized services when a student has a disability in one or both of these areas. Other terms: Language/Speech Specialist, Language/Speech/Hearing (LSH) Specialist.

**STUDENTS WITH DISABILITIES:** students with disabilities are those students identified through the IEP process as being intellectually disabled, hard of hearing, deaf, speech impaired, visually impaired, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, learning disabled, autistic, or having suffered a Traumatic Brain Injury or from multiple disabilities. These students are referred to as Individuals with Exceptional Needs (IWENS) in California law.

**STUDENT STUDY TEAM (SST):** a process for implementing modifications in the general education setting to address a student's needs. It is generally implemented prior to a referral for special education services. Also called Student Assistance Team (SAT) or Student Guidance Committee (SGC) with minor variations.

**SURROGATE PARENT:** a person who "stands-in" for a student's parent.

**TACTILE:** sense of touch.

**TASK ANALYSIS:** breaking down a complex task (such as an instructional objective) into simpler, smaller parts.

**TRAMATIC BRAIN INJURY:** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student educational performance.

**VISUAL IMPAIRMENT:** means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

# APPENDIX C

## PARENTAL AND ADULT STUDENTS' RIGHTS AND PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION

Please keep this document for future reference.

### GENERAL RIGHTS

- 1 All children with disabilities, birth through twenty-one years of age, have the right to a free appropriate public education.
- 2 All children with disabilities have the right to placement in the least restrictive learning environment which provides maximum interaction with the general school population in a manner that is appropriate to the needs of both.
- 3 A copy of the procedural safeguards notice shall be given to the parents of a child with a disability only one time a year, except that a copy also shall be given to the parents upon initial referral or parental request for assessment or upon any reevaluation of the child, upon the first occurrence of the filing for a due process hearing under Education Code Section 56502 and upon request by a parent.
- 4 The procedural safeguards notice shall include a full explanation of the procedural safeguards, written in the native language of the parent, unless it clearly is not feasible to do so, and written in an easily understandable manner. If the native language or other mode of communication of the parent is not a written language, the notice is to be translated orally or by other means to the parent in his or her native language or other mode of communication. The local educational agency (LEA) shall take steps to ensure that the parent understands the content of the notice and shall ensure that written evidence exists that these requirements have been met.
- 5 Parents have the right to participate in meetings with respect to the identification, evaluation, and educational placement of their child, and the provision of a free appropriate public education.

### RIGHTS RELATED TO EVALUATION AND ASSESSMENT

- 6 Parents have the right to initiate a referral of their child for special education services.
- 7 Parents must give their written consent for an initial assessment to determine if their child qualifies as a child with a disability. If the parent does not provide consent for initial assessment or the parent fails to respond to a request to provide the consent, the LEA may pursue the initial assessment utilizing the mediation and due process procedures described later in this document.
- 8 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 unless there is written parental agreement to an extension. Assessment plans 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 time starts again when the regular school year reconvenes. Parent consent is not required before reviewing existing data as part of an assessment or reassessment or before administering a test or other assessment that is administered to all children, unless consent is required of the parents of all children before administration.
- 9 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 types of assessments to be conducted and the facts which make an assessment necessary or desirable. 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 LEA of the signed assessment plan.
- 10 Upon completion of the administration of tests and other assessment materials, an IEP Team meeting shall be scheduled, including the parent and his or her representatives, to determine eligibility for special education and to discuss the assessment, educational recommendations and the reasons for these recommendations.

In making a determination of eligibility for special education, a pupil shall not be determined to be an individual with exceptional needs if the determinant factor for the determination is any of the following: (a) lack of appropriate instruction in reading, including the essential components of reading instruction as defined in paragraph (3) of Section 6368 of Title 20 of the United States Code; (b) lack of instruction in mathematics; (c) limited-English proficiency.

The parent has the right to receive a copy of the evaluation report and the documentation of determination of eligibility for special education services.

- 11 A reassessment of a child with a disability shall be conducted if the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the pupil warrant a reassessment, or if the pupil's parents or teacher requests a reassessment. A reassessment shall occur not more frequently than once a year, unless the parent and the LEA agree otherwise, and shall occur at least once every three years, unless the parent and the LEA agree, in

writing, that a reassessment is unnecessary. A reassessment may not be conducted, unless the written consent of the parent is obtained prior to reassessment, except in cases where the LEA has been granted the right through a due process hearing to conduct a reassessment without parental consent. Informed parental consent need not be obtained for the reassessment if the LEA can demonstrate that it has taken reasonable measures to obtain that consent and the child's parent has failed to respond.  
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- 12 The LEA shall conduct a reevaluation of a child with a disability before determining that the child no longer meets the criteria for eligibility as a child with a disability. If, as part of a reevaluation, the Individualized Education Program (IEP) Team 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 and to determine the educational needs of the child, the LEA shall notify the child's parents 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 and to determine the educational needs of the child.
- 13 Parents have the right to obtain an independent educational evaluation of their child at public expense if they disagree with an evaluation obtained by the LEA. If an LEA observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the LEA regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. Parents must indicate in writing to the LEA or inform the LEA at an IEP meeting that they disagree with an evaluation conducted by the LEA and that they are requesting an IEE at public expense. If the parent makes an oral request for an IEE, LEA staff shall offer to assist the parent in putting the request in writing and shall assist the parent if the parent so requests. If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. The LEA shall provide to parents, on request, information about where an independent educational evaluation may be obtained. If a parent requests an independent educational evaluation at public expense, the LEA must either initiate a due process hearing to show that its evaluation is appropriate or ensure an independent educational evaluation is provided at public expense. If the final decision, as a result of a due process hearing, is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. If a parent obtains an independent educational evaluation at private expense, the results of the assessment shall be considered by the LEA with respect to the provision of a free appropriate public education and may be presented as evidence at a due process hearing.

#### **RIGHTS RELATED TO THE INDIVIDUALIZED EDUCATION PROGRAM**

- 14 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 5 school days, from the date of receipt of the parent's written consent for assessment, unless the parent agrees, in writing, to an extension. However, such 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 for each pupil for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil school days reconvene.
- 15 Parents have the right to be a member of the IEP Team. They shall have the right to present information to the Team in person or through a representative; to participate in meetings related to eligibility for special education and related services, recommendations, and program planning; to participate in the development of the IEP and to be informed of the availability under state and federal law of a free appropriate public education and of all available alternative programs, both public and nonpublic.
  16. Parents are entitled to receive notice of the proposed meeting.
    1. The IEP Team meeting shall be arranged at times and places mutually agreeable to the parent and the LEA.
- 18 When conducting IEP Team Meetings the parent and the LEA may agree to use alternative means of meeting participation, such as video conferences and conference calls.
- 19 Parents have the right to be members of any group that makes decisions on the educational placement of their child.
  - 20 Parents have the right to include as members of the IEP Team individuals who have knowledge or special expertise regarding their child, including related services personnel as appropriate.
  - 21 Parents of children transitioning from programs for children ages birth to three may request that the coordinator or other representative of the early intervention infant toddler program be invited to the initial IEP meeting.
  - 22 Parents of children transitioning from programs for children ages birth to three may request that the coordinator or other representative of the early intervention infant toddler program be invited to the initial IEP meeting.
  - 23 Parents shall be given a copy of the IEP at no cost, and a copy of the IEP shall be provided in the native language at the request of the parent.
  - 23 The IEP and placement of the child will be reviewed at least once each year by the IEP team.
  - 24 In making changes to a child's IEP after the annual IEP meeting for a school year, the parent and the LEA may agree not to convene an IEP Team meeting for the purpose of making those changes and instead may develop a written document, signed

by the parent and by a representative of the LEA, to amend or modify the child's existing IEP. Changes to the IEP may be made either by the entire IEP Team or by amending the IEP rather than by redrafting the entire IEP. Upon request, the parent shall be provided with a revised copy of the IEP with the amendments incorporated.

- 25 Parents have the right to request a meeting of the IEP Team to review their child's IEP. A meeting of the IEP Team requested by a parent shall be held within 30 calendar days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of 5 school days, from the date of receipt of the parent's written request. If a parent makes an oral request, the LEA shall notify the parent of the need for a written request and the procedure for filing a written request.
- 26 Parents and the LEA have a right to make an audio tape 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 LEA gives notice of the intent to audiotape the meeting and the parent objects or refuses to attend, then the meeting shall not be tape recorded. Under federal law, audio tape recordings made by an LEA are subject to the Family Educational Rights and Privacy Act, and are subject to the confidentiality requirements of the regulations under Part 300 of Title 34 of the Code of Federal Regulations. Parents or guardians have the right to: (a) inspect and review the tape recordings; (b) request that the tape recordings be amended if the parent or guardian believes that they contain information that is inaccurate, misleading, or in violation of the rights of privacy or other rights of the child; and (c) challenge, in a hearing, information that the parent or guardian believes is inaccurate, misleading, or in violation of the individual's rights of privacy or other rights.
- 27 The LEA that is responsible for making available a free appropriate public education to a child with a disability shall seek to obtain informed written consent from the parent before providing initial special education and related services to the child. If the parent refuses to consent to the initiation of services, the LEA shall not provide special education and related services by utilizing the due process hearing procedures.
- 28 If the parent refuses to consent to the receipt of special education and related services, or the parent fails to respond to a request to provide the consent: (a) the LEA shall not be considered to be in violation of the requirement to make available a free appropriate public education to the child for the failure to provide the child with the special education and related services for which the LEA requests consent; and (b) the LEA shall not be required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the LEA requests consent.
- 29 If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:
  - 1) May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing such services
  - 2) May not use the procedures in subpart E of Part 300 34 *CFR* (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
  - 3) Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
  - 4) Is not required to convene an IEP team meeting or develop an IEP under 34 *CFR* Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 *CFR* Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

- 30 If the parent of the child consents in writing to the receipt of special education and related services for the child but does not consent to all of the components of the IEP, those components of the program to which the parent has consented shall be implemented so as not to delay providing instruction and services to the child.
- 31 If the LEA determines that the proposed special education program component to which the parent does not consent is necessary to provide a free appropriate public education to the child, a due process hearing shall be initiated. If a due process hearing is held, the hearing decision shall be the final administrative determination and shall be binding upon the parties. While a resolution session, mediation conference, or due process hearing is pending, the child shall remain in his or her current placement unless the parent and the LEA agree otherwise.

## **RIGHTS RELATED TO PARENTAL NOTICE**

- 32 Written prior notice to the parents of the child is required whenever the LEA 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. Such notice shall be provided in the parent's native language unless it clearly is not feasible to do so.
- 33 The notice shall include a description of the action proposed or refused by the LEA; an explanation of why the agency proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; a statement that the parents of the child with a disability have protection under the procedural safeguards of the IDEA and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; sources for parents to contact to obtain assistance in understanding the provisions of the IDEA; a description of other options considered by the IEP Team and the reasons why those options were rejected; and a description of the factors that are relevant to the agency's proposal or refusal.

## **RIGHTS RELATED TO STUDENT RECORDS**

- 34 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.
- 35 The LEA shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the agency.
- 36 Parents shall have the right and opportunity to examine all school records of their child and to receive copies within 5 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. An LEA may charge no more than the actual cost of reproducing such records, but if this 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.
- 37 The parent's rights to inspect and review the educational records of the child include the right to a response from the LEA 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.
- 38 The LEA 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.
- 39 The parent of a pupil may file a written request with the superintendent of the LEA 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.
- 40 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, and if the employee is presently employed by the LEA. 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 pupil'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. 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 LEA.
- 41 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, and if the employee is presently employed by the LEA, 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 pupil'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. 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.
- 42 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 a part of the pupil's school record until the information objected to is corrected or removed.
- 43 Parental consent must be obtained by the LEA before personally identifiable information is disclosed or released to other agencies.

## **RIGHTS OF ADULT STUDENTS**

- 44 When a child with a disability reaches the age of 18, the age of majority in California, (except for a child with a disability who has been determined to be incompetent under State law) the LEA shall provide any required notices to both the individual and the parents. At the age of 18, all other rights accorded to the parents under the IDEA transfer to the child. The LEA shall notify the individual and the parents of the transfer of rights.
- 45 Beginning at least one year before a child with a disability reaches the age of 18, the child shall be informed of his or her rights under the IDEA, if any, that will transfer to the child at the age of majority.

## **PROCEDURES FOR APPOINTMENT OF SURROGATE PARENTS**

- 46 The LEA will assign an individual to act as a surrogate for the parents upon referral of the child to an LEA for special education and related services or, in cases where the child already has a valid IEP, under the following circumstances: (a) the child is a dependent or ward of the court, the court has specifically limited the right of the parent or guardian to make educational decisions for the child and the child has no responsible parent or guardian to represent him or her, or (b) the child is not a ward or dependent of the court and no parent or guardian can be located, or (c) there is no caretaker of the child or the child is an unaccompanied homeless youth. An LEA shall make reasonable efforts to ensure the appointment of a surrogate parent not more than 30 days after the LEA determines that a child needs a surrogate parent. In the case of a child who is a ward of the state, the surrogate parent may be appointed by the judge overseeing the child's care as long as the appointee meets the requirements described below.
- 47 The individual appointed to act as a surrogate shall not be an employee of the State education agency, the LEA, or any other 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 interests 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 a child with a disability.
- 48 As far as practical, a surrogate parent should be culturally sensitive to his or her assigned child.
- 49 When appointing a surrogate parent, the LEA shall, as a first preference, select a relative caretaker, foster parent, or court appointed special advocate, if any of these individuals exist and is willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the LEA shall select the surrogate parent of its choice. If the child is moved from the home of the relative caretaker or foster parent who has been appointed as a surrogate parent, the LEA shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the child.
- 50 Except for individuals who have a conflict of interest in representing the child, individuals who may serve as surrogate parents include, but are not limited to, foster care providers, 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 parent, the LEA shall terminate the appointment and appoint another surrogate parent.
- 51 The surrogate parent shall serve as the child's parent and shall have the rights relative to the child's education that a parent has as specified in the IDEA. A surrogate parent may represent a child with a disability in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of a free appropriate education to the individual. This representation shall include the provision of written consent to the IEP including non-emergency medical services, mental health treatment services and occupational or physical therapy services. The surrogate parent may sign any consent relating to IEP purposes.
- 52 A surrogate parent may represent the child until: (a) the child is no longer in need of special education; (b) the child reaches the age of 18, unless the child chooses not to make educational decisions for himself or herself or has been declared incompetent by a court of law; (c) another responsible adult is appointed to make educational decisions for the child; or (d) the right of the parent or guardian to make educational decisions for the child is restored.
- 53 A surrogate parent 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.
- 54 The parent or guardian of a child with a disability may designate another adult individual to represent the interests of the child for education and related services.

## **PROCEDURES FOR RESOLVING DIFFERENCES**

- 55 The parents and representatives from the LEA may meet informally to address any areas of concern regarding educational services for a child with a disability. An informal meeting may be initiated by sending a written request to your child's school principal.

### **Mediation**

- 56 Parents are encouraged to seek resolution of differences through participation in prehearing request mediation prior to filing a request for a due process hearing. Because the intent of voluntary prehearing request mediation is that it be an informal nonadversarial process to resolve issues relating to the identification, assessment, or educational placement of the child, or the provision of a free appropriate public education to the child, to the satisfaction of all parties, attorneys or other independent contractors used to provide legal advocacy services may not attend or otherwise participate in prehearing request mediation conferences. Parents and LEA representatives may be accompanied by non-attorney representatives and may consult with an attorney prior to or following a prehearing mediation conference.
- 57 Requesting or participating in a mediation conference is not a prerequisite to requesting a due process hearing.
- 58 A request for a prehearing mediation shall be filed in writing with the State Superintendent of Public Instruction, California Department of Education, 1430 N Street, Sacramento, CA 95814, with a copy of the request provided to the other party to the mediation at the same time the request is filed with the State Superintendent.



- 59 The prehearing mediation conference shall be scheduled within 15 days of receipt by the Superintendent of the request for mediation. The mediation conference shall be completed within 30 days after receipt of the written request unless both parties agree to extend the time for completing mediation.
- 60 If a resolution is reached that resolves the due process issue through the mediation process, the parties shall execute a legally binding written agreement that sets forth the resolution and that does all of the following: (a) states that all discussions that occurred during mediation shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; (b) is signed by both the parent and the representative of the LEA who has the authority to bind the agency; and (c) is enforceable in any state court of competent jurisdiction or in federal district court. If mediation fails to resolve the issues to the satisfaction of all parties, the party who requested the mediation has the option of filing for a state-level hearing.
- 61 Mediation conferences shall be scheduled in a timely manner and shall be held at a time and place reasonable convenient to the parties to the dispute. An LEA and a parent may, if the party initiating mediation so chooses, meet informally to resolve any issue to the satisfaction of both parties prior to the mediation conference.

### **Due Process Hearings**

- 62 Due process hearings involve disputes regarding the identification, assessment or educational placement of a child with a disability or the provision of a free appropriate public education. All requests for a due process hearing shall be filed with the State Superintendent of Public Instruction California Department of Education, 1430 N Street, Sacramento, CA 95814. Until October 9, 2006, a request for a due process hearing may be filed within three years from the date the party initiating the request knew or had reason to know of the facts underlying the basis for the request, provided that the party requesting the hearing participates in the resolution session process described in section #66 below. Beginning on October 9, 2006 a party initiating a request for a due process hearing must file the request within two years from the date the party knew, or had reason to know, the facts underlying the basis of the request. The time periods described in this section shall not apply to a parent if the parent was prevented from requesting the due process hearing because the LEA either (a) made specific misrepresentations that it had solved the problem forming the basis of the hearing request or (b) withheld information from the parent that was required to be provided pursuant to the provisions of the California Education Code.
- 63 The party, or the attorney representing the party, initiating the hearing shall provide the other party to the hearing with a copy of the request at the same time as the request is filed with the State Superintendent. The hearing request shall include the following: (a) 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; (b) in the case of a homeless child, the request shall include available contact information for the child and the name of the school the child is attending; (c) a description of the nature of the problem of the child relating to the proposed initiation or change, including facts relating to the problem and; (d) a proposed resolution of the problem to the extent known and available to the party at the time. A party may not have a hearing until the party, or the attorney representing the party, files a request that meets the above requirements. The due process request notice shall be deemed to be sufficient unless the party receiving the notice provides, within 15 days of receipt of the hearing request, written notice to the hearing officer and the other party that the receiving party believes the hearing request notice has not met the stated requirements. The hearing officer shall determine, within 5 days of receipt of the insufficiency notification, whether the initial notification meets the requirements outlined above in this paragraph.
- 64 A party that receives a due process hearing request notice must, within 10 days, send to the other party a response that specifically addresses the issues raised in the hearing request.
- 65 When a due process hearing request is made, the LEA shall convene a meeting with the parents and relevant members of the IEP Team within 15 days of receiving notice of the hearing request for the purpose of attempting to resolve the issue(s) in dispute. The meeting shall not include an attorney of the LEA, unless the parent is accompanied by an attorney. The resolution session is not required if the parents and the LEA agree in writing to waive the meeting, or agree to use mediation instead.
- 66 If a resolution is reached as a result of convening a meeting as described above, the parties shall execute a legally binding agreement signed by both the parent and a representative of the LEA. If such an agreement is developed, either party may void the agreement within 3 business days of the agreement's execution.
- 67 If a resolution to a dispute is reached through the mediation process, the parties shall execute a legally binding agreement that states that all discussions that occurred during mediation shall be confidential and that is enforceable in any State court of competent jurisdiction or in a district court of the United States. If the issue(s) have not been resolved within 30 days of receipt of the hearing request, a due process hearing may occur. A party may amend a due process hearing request notice only if the other party consents in writing to the amendment and is given the opportunity to resolve the hearing issue through a resolution meeting, or the due process hearing officer grants permission, except that the hearing officer may grant permission not later than 5 days before a hearing occurs. The timeline for a due process hearing will re-start if an amended hearing request is filed. The party requesting the due process hearing shall not be allowed to raise issues at the hearing that were not raised in the hearing notice unless the other party agrees otherwise.
- 68 The hearing shall be held at a time and place reasonably convenient to the parent or guardian and the pupil. The hearing shall be conducted by a person who shall possess knowledge of the laws governing special education and administrative hearings. Any party to a due process hearing shall be afforded the following rights: (a) the right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of children with disabilities; (b) the right

- to present evidence, written arguments, and oral arguments; (c) the right to confront, cross-examine, and compel the attendance of, witnesses; (d) the right to a written, or, at the option of the parent or guardian, electronic verbatim record of the hearing; (e) the right to written, or at the option of the parent or guardian, electronic findings of fact and decisions which will be mailed to each party within 45 days after the receipt by the State Superintendent of the hearing request; (f) a written notice of the other party's issues and proposed resolutions and the other party's intent to use an attorney at least 10 days before commencement of the hearing, or in the case of a non-represented parent, the right to the assistance of a mediator to identify the issues and proposed resolutions; (g) receive at least 5 business days before the hearing a copy of all documents, including assessments completed by that date (and recommendations based on the assessments to be used in the hearing), and a list of witnesses and their general area of testimony which the other side intends to rely upon, as well as the right to prohibit the same by a party for failing to abide by this rule (exclusion is discretionary with the hearing officer); (h) have the child present at the hearing; (i) have the hearing open or closed; (j) have an interpreter; (k) request an extension of the hearing timeline for good cause.
- 69 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 court of competent jurisdiction. An appeal shall be made within 90 days of receipt of the hearing decision.
- 70 During the pendency of the hearing and any judicial proceedings, unless the State or LEA and the parents agree otherwise, the child 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.
- 71 Reasonable attorneys' fees may only be awarded to the prevailing parent, guardian, or pupil, as the case may be, either with the agreement of the parties following the conclusion of the administrative hearing process or by a court of competent jurisdiction. An LEA may be awarded attorneys' fees against the attorney of a parent who files a due process hearing request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or who continues to litigate after the litigation clearly became frivolous, unreasonable, or without foundation. The LEA may also be entitled to attorneys' fees against the attorney of a parent, or against the parent, if the parent's due process hearing request or subsequent cause of action was presented for any improper purposes, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.
- 72 The court shall reduce the amount of attorneys' fees if: (a) the parent has unreasonably delayed the proceedings (unless the school district also delayed the proceedings or violated due process procedures); (b) the fees unreasonably exceed the prevailing hourly rate in the community; (c) the time spent and legal services were excessive; or (d) the parent's attorney did not provide the LEA with the information required in the due process hearing request notice.
- 73 A parent may not obtain additional attorneys' fees or costs after the rejection or failure to respond within 10 days to an offer of settlement that is made by an LEA at least 10 days before the hearing or court action if the hearing officer or court finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement.
- 74 Attorneys' fees may not be awarded to an attorney for attendance at an IEP Team meeting unless the meeting has been convened as a result of an administrative proceeding or judicial action. Attorneys' fees also may not be awarded for attendance at a resolution session required to take place prior to convening a due process hearing.

## **RIGHTS RELATED TO STUDENT DISCIPLINE**

- 75 School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. School personnel may suspend a child with a disability from the child's current placement for not more than 10 consecutive school days and for additional removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).
- 76 After a child with a disability has been removed for his/her current placement for 10 school days in the same school year; (a) educational services must be provided during any further days of removal sufficient to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals included in the child's IEP; and (b) as appropriate, a functional behavioral assessment and behavioral intervention services and modifications must be provided, designed to address the behavior violation so that it does not recur.
- 77 When a child is removed from his/her current placement for more than 10 school days in a school year and a subsequent removal is not a change of placement, school personnel in consultation with at least one of the child's teachers, shall determine the extent to which educational services are needed, if any, pursuant to #76(a) above, and the location in which any services will be provided. If the removal is for more than 10 consecutive school days or is a change of placement, the child's IEP Team determines appropriate educational services under #76(a) above and the location in which services will be provided.
- 78 When a school removal will be for more than 10 consecutive school days and will constitute a change of placement, within 10 school days of any decision to change the child's placement because of a disciplinary infraction, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine (a) if the misconduct was caused by, or had a direct and substantial relationship to, the child's disability; or (b) if the misconduct was the direct result of the LEA's failure to implement the IEP. If the IEP Team determines that either of the above conditions is met, the misconduct must be determined to be a manifestation of the child's disability. If it is determined that the child's misconduct was a manifestation of his/her disability, the IEP Team must either: (a) conduct a functional behavioral assessment, unless such an assessment had been conducted before the misbehavior resulting in the change of placement occurred, and implement a behavioral intervention plan; or (b) if a behavioral intervention plan already exists,

review the plan and modify it, as necessary, to address the behavior. When the misbehavior of the child has been determined to be a manifestation of his/her disability, the child must be returned to his/her previous placement unless: (a) the parent and the LEA agree to a change of placement; or (b) the child's misbehavior is included in any of the categories described in #79 below.

- 79 A child may be removed from his/her current educational placement to an Interim Alternative Educational Setting (IAES) for a period not to exceed 45 school days if he/she: (a) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or LEA; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or LEA; or (c) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of State or LEA. School officials are not prohibited by special education laws from reporting a crime committed by a child to appropriate authorities.
- 80 At the time the decision to take disciplinary action is made, the parents of the child have the right to be notified of the decision and provided written notice of procedural safeguards under the IDEA.
- 81 The parent of a child who disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may request a due process hearing.
- 82 A hearing officer may return a child with a disability to the placement from which the child was removed or order a change of placement for a child to an appropriate IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.
- 83 When an appeal has been requested by either the parent or the LEA relating to the disciplinary placement of a child or the results of the manifestation determination meeting, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period of the disciplinary removal, whichever occurs first, unless the parent and the State or LEA agree otherwise. The State or LEA shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.
- 84 If a child has not been determined to be eligible for special education and is subject to discipline, the parent may assert any of the protections provided under the IDEA if the LEA had a basis of knowledge that the child was a child with a disability before the occurrence of the behavior that caused disciplinary action. A basis of knowledge will only be determined if, prior to the behavior that is the subject of the disciplinary action: (a) the parent expressed concern in writing to district supervisory or administrative personnel, or to the child's teacher that the child was in need of special education and related services; (b) the parent requested a special education evaluation for his/her child; or (c) the child's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the LEA. An LEA shall not be deemed to have knowledge if the parent has not allowed an evaluation of the child or has refused special education services or the child has been evaluated and it was determined that the child was not eligible for services. If an LEA did not have knowledge of the disability, the child may be subject to the same disciplinary measures as those applied to children without disabilities.
- 85 If an evaluation of the child is requested when disciplinary action is pending, the evaluation shall be conducted in an expedited manner. Pending such an evaluation, the child shall remain in an educational setting determined by school authorities.

#### **CHILDREN ATTENDING PRIVATE SCHOOL**

- 86 Children who are enrolled by their parents in private schools may participate in publicly funded special education programs
- 87 Parents of private school children may seek special education services by contacting the local school district in which the private school is located.
- 88 Federal law limits the amount that LEA must spend for special education services for parentally enrolled private school students with disabilities to a proportionate share of federal funding available to the LEA under the IDEA.
- 89 Private school children with disabilities may receive a different amount of services than children with disabilities in public schools. No private school child with a disability is entitled to any service or to any amount of a service the child would receive if enrolled in a public school.
- 90 If a child with a disability is enrolled in a private school and will receive special education or related services from an LEA, the LEA shall initiate and conduct meetings to develop, review, and revise a Private School Services Plan for the child and ensure that a representative of the private school attends each meeting or use other methods, including individual or conference telephone calls, to ensure participation by the private school.
- 91 Services provided to private school children with disabilities may be provided on-site at a child's private school, including a religious school, to the extent consistent with law.
- 92 The due process protections of the IDEA apply only to identification and evaluation and are inapplicable to issues related to the provision of services pursuant to a Private School Services Plan for children with disabilities enrolled by their parents in private school.

## **PAYMENT FOR EDUCATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS WITHOUT CONSENT OF OR REFERRAL BY THE LEA**

- 93 An LEA 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 such private school or facility. If a parent or guardian proposes a publicly financed placement of the pupil in a nonpublic school, the LEA shall have an opportunity to observe the proposed placement and the pupil in the proposed placement, if the pupil has already been unilaterally placed in the nonpublic school by the parent or guardian. Any observation conducted pursuant to this subdivision shall only be of the pupil who is the subject of the observation and may not include the observation or assessment of any other pupil in the proposed placement. The observation or assessment by an LEA of a pupil other than the pupil who is the subject of the observation pursuant to this subdivision may be conducted, if at all, only with the consent of the parent or guardian pursuant to this article. The results of any observation or assessment of any other pupil in violation of this subdivision shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other pupil.
- 94 If the parent of a child with a disability who previously received special education and related services through the LEA, enrolls the child in a private school without the consent of or referral by the LEA, a court or hearing officer may require the LEA to reimburse the parent for the cost of the enrollment if the court or hearing officer finds that a free appropriate public education had not been made available to the child in a timely manner prior to that enrollment and that private placement is appropriate.
- 95 The cost of reimbursement may be reduced or denied in the event of any of the following: (a) at the most recent IEP meeting the parents attended prior to removal of the child from public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by the LEA including stating their concerns and the intent to enroll their child in a private school at public expense; (b) the parents did not give written notice to the LEA of the information described in (a) at least 10 business days (including holidays that occur on a business day) prior to the removal of the child from public school; (c) prior to the parents' removal of the child from public school, the LEA informed the parents of its intent to assess the child (with notice including a statement of the purpose of the assessment that was appropriate and reasonable), but the parents did not make the child available for the assessment; or (d) if there is a judicial finding that the actions taken by the parents were unreasonable. The cost of reimbursement shall not be reduced or denied if the parent failed to provide the notice as required in (a) and (b) above as a result of any of the following: (1) the school prevented the parent from providing the notice; (2) the parents had not received notice of the requirement to provide the information in (a) and (b) above; or (3) providing such notice would likely result in physical harm to the child. In the discretion of the court or hearing officer, the cost of this reimbursement may not be reduced or denied for failure to provide the notice in either of the following circumstances: (1) the parent or guardian is illiterate or cannot write in English; (2) providing the notice described in this section would likely result in serious emotional harm to the child.

## **COMPLAINTS**

- 96 An individual may file a written complaint with the superintendent of the LEA or the State Superintendent of Public Instruction, California Department of Education, 1430 N Street, Sacramento, CA 95814, with a copy to the district regarding the LEA's alleged violation of federal or state law involving special education and related services. Such complaints shall allege a violation that occurred not more than one year prior to the date that the complaint is received. If a complaint cannot be resolved by the parent and the LEA within 10 days, the California Department of Education shall issue a written decision addressing the findings for each allegation in the complaint within 60 days of the date of complaint was initially filed.

## **DEFINITIONS**

- 97 "Consent" means that the parent or guardian has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication. The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent or guardian revokes consent, that revocation is not retroactive to negate an action that has occurred after the consent was given and before the consent was revoked.
- 98 "Evaluation" (also called Assessment) means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
- 99 "Native language" if used with reference to an individual of limited English proficiency, means: (a) the language normally used by the individual, or, in the case of a child, the language normally used by the parents of the child except as provided in section (b) of this paragraph; (b) in all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment; (c) for an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).
- 100 "Parent" includes any of the following: (a) a person having legal custody of a child; (b) any adult pupil for whom no guardian or conservator has been appointed; (c) a person acting in the place of a natural or adoptive parent including a grandparent, stepparent or other relative with whom the child lives, "Parent" also includes a parent surrogate; (d) a foster parent if the

authority of the parent to make educational decisions has been specifically limited by court order. "Parent" does not include the state or any political subdivision of government.

101 "Personally identifiable" means information that includes the name of the child, the child's parent or other family member, address of the child, a personal identifier such as the child's social security number or student number, or a list of personal characteristics or other information that could make it possible to identify the child with reasonable certainty.

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 in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and from 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 <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

**Parents wishing additional assistance in understanding the provisions of these rights and of the IDEA may contact the administrator responsible for special education for their local school district or the Director of the Santa Barbara County Special Education Local Plan Area at 683-1424.**

## APPENDIX D

### PARENT RECORD KEEPING

Many parents have found it helpful to develop a home file or notebook about their child. One of the most practical and useful projects for parents is the formulation of a file or notebook of the child's medical development and educational histories. Such a file is useful for keeping records for every child, but it is particularly useful for keeping the records of a child with disabilities whose records are often more complicated and lengthy than those of most children. Parents may refer to these files to gauge progress and make comparisons.

Important information to include:

1. ***Medical:*** Developmental history, including pregnancy and birth, doctor's report (pediatrician, allergist), therapy reports (speech therapy, occupational therapy), and agency reports (Regional Center, Mental Health).
2. ***School:*** Copies of all IEP's, communications with school staff, assessment reports, educational history, report cards, dated examples of school work, vocational testing.
3. ***Personal/Social History:*** The child's interests, clubs and organizations, family history, camps, special awards and pictures.
4. ***Other Resources:*** Financial resources, legal documents, community agencies, copies of Federal and State laws and regulations.
5. ***Sample letter for Assessment Request***

Record keeping is not mandatory for parents of children with disabilities, but good records prove helpful in day-to-day contact. Bring your up-to-date record keeping notebook to any and all meetings with school personnel. It is great to be prepared. The following pages provide a format that might be useful for recording information about your child.

## MEDICAL AND DEVELOPMENTAL HISTORY

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Sex: \_\_\_\_\_

Siblings  
Problems

Birthday/Sex

Learning/Language

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Other family members with learning/language problems \_\_\_\_\_

Language spoken in home \_\_\_\_\_

### I. Pregnancy Birth History

Complications, illness or accidents \_\_\_\_\_

Premature? \_\_\_\_\_ How many weeks? \_\_\_\_\_ Weight and length? \_\_\_\_\_

Unusual problems (needed oxygen, blue, others) \_\_\_\_\_

Bruises or abnormalities \_\_\_\_\_

Apgar score \_\_\_\_\_

### II. Medical History

Primary physician \_\_\_\_\_ Phone Number \_\_\_\_\_

Address \_\_\_\_\_

Medications \_\_\_\_\_

Hearing problems \_\_\_\_\_ When/Where Tested \_\_\_\_\_

Results \_\_\_\_\_

Vision problems \_\_\_\_\_ When/Where Tested \_\_\_\_\_

Results \_\_\_\_\_

#### At what age did any of the following occur? Explanations

Adenoidectomy \_\_\_\_\_ Eye problem \_\_\_\_\_

Allergies \_\_\_\_\_ Head injuries \_\_\_\_\_

Asthma \_\_\_\_\_ Heart problem \_\_\_\_\_

Blood disease \_\_\_\_\_ High fevers \_\_\_\_\_

Chronic colds \_\_\_\_\_ Meningitis \_\_\_\_\_

Convulsions \_\_\_\_\_ Muscle disorder \_\_\_\_\_

Dental problems \_\_\_\_\_ Nerve disorder \_\_\_\_\_

Ear infections \_\_\_\_\_ Orthodontia \_\_\_\_\_

Encephalitis \_\_\_\_\_ Tonsillectomy \_\_\_\_\_

Any other serious injuries, illness, operations, physical problems, hospitalizations not listed \_\_\_\_\_

### III. Development

#### At What Age:

Held head up \_\_\_\_\_ Rolled over \_\_\_\_\_  
Sat alone \_\_\_\_\_ Crawled \_\_\_\_\_  
Walked alone \_\_\_\_\_ Said first words \_\_\_\_\_  
Spoke in short sentences \_\_\_\_\_ Weaned from bottle \_\_\_\_\_

#### Previous Diagnosis:

Learning disabled \_\_\_\_\_ Developmentally delayed \_\_\_\_\_  
Neurologically delayed \_\_\_\_\_ Hard of hearing/deaf \_\_\_\_\_  
Visually impaired/blind \_\_\_\_\_ Head injured \_\_\_\_\_  
Intellectually disabled \_\_\_\_\_ Autistic \_\_\_\_\_  
Cerebral Palsy \_\_\_\_\_ Down Syndrome \_\_\_\_\_  
Other-specify \_\_\_\_\_

#### Therapies:

Speech/language \_\_\_\_\_ Behavioral \_\_\_\_\_  
Physical \_\_\_\_\_ Counseling \_\_\_\_\_  
Occupational \_\_\_\_\_ Psychological \_\_\_\_\_  
Hearing \_\_\_\_\_ Nutritional \_\_\_\_\_

### IV. Social-Behavior

Toilet training problems \_\_\_\_\_ Cries a lot \_\_\_\_\_  
Needs a lot of discipline \_\_\_\_\_ Difficulty w/peers \_\_\_\_\_  
Under-active \_\_\_\_\_ Difficulty w/adults \_\_\_\_\_  
Over-active \_\_\_\_\_ Prefers to play alone \_\_\_\_\_  
Type of discipline used in home \_\_\_\_\_

Problem behaviors for parents \_\_\_\_\_  
\_\_\_\_\_

### V. Educational History

Infant program \_\_\_\_\_  
Preschools \_\_\_\_\_  
Elementary schools \_\_\_\_\_  
Jr. high schools \_\_\_\_\_  
High schools \_\_\_\_\_  
Current school attending \_\_\_\_\_  
History of learning difficulties \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### VI. Other Agencies or Professionals \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## NOTES I MAY WANT TO SHARE ABOUT MY CHILD

Additional information about your child's strengths, how your child learns best: By answering the questions below you will be prepared to include this important information at your child's IEP and/or share it with your child's teacher.

1. What are my child's strengths? (For example - David is usually in a happy mood and eager to learn.)

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2. What are good reinforcers for my child? What motivates my child to do his or her best? (For example - Senita loves to listen to music.)

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3. What are things a teacher can do to help my child learn? (For example - Kathy learns best when she is allowed to explore and touch instructional materials.)

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4. In what way do I want my child to be with peers in the regular class and involved in extracurricular and non-academic activities? (For example - I want Doug to participate in music activities with peers in the regular class.)

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5. Does my child have any health or medical problems that will affect his or her school activities? (For example - Because of heart problems, Marci needs a short rest every hour.)

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6. Other needs I think my child has that may need special attention. Why? (For example - De-Vina may need to improve her coordination and balance skills.)

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7. How do I want to be involved in my child's school program? (For example - I want to observe and meet with my child's speech therapist once a month, or I want to volunteer in my child's class.)

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8. List any additional questions or concerns you would like to discuss at the IEP meeting here.

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*(Suggestion: Copy this page for your notebook so you can keep an original for later years. Bring an updated copy to each IEP meeting.)*

## SAMPLE LETTER FOR ASSESSMENT REQUEST

Date:

Name of School Administrator  
Street Address  
City, State and Zip Code

Dear \_\_\_\_\_,

I am requesting that my child, \_\_\_\_\_, be assessed for Special Education services. He/She 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,

Signature

Your name (printed)  
Street address  
City, State and Zip Code  
Telephone number(s)

## APPENDIX E: PARENT RESOURCES

<b>Advocacy &amp; Special Education Information.....</b>	<b>49</b>
<ul style="list-style-type: none"> <li>- Area Board IX</li> <li>- California Department of Education Parent Information Line</li> <li>- Disability Rights California</li> <li>- Independent Living Resources Center</li> <li>- Learning Rights Law Center</li> <li>- National Dissemination Center for Children with Disabilities (NICHCY)</li> <li>- Office of Civil Rights, California</li> <li>- Office for Client’s Rights and Advocacy (ORCA)</li> <li>- Office of Special Education Programs (OSEP)</li> <li>- Special Advocate: Wrightslaw Newsletter</li> <li>- Special Needs Network, Santa Maria/N. Santa Barbara County</li> <li>- TASH</li> <li>- TASK (Team of Advocates for Special Kids)</li> </ul>	
<b>Assessment.....</b>	<b>52</b>
<ul style="list-style-type: none"> <li>- Southern California Diagnostic Center</li> </ul>	
<b>Assistive Technology.....</b>	<b>52</b>
<ul style="list-style-type: none"> <li>- Alliance for Technology Access</li> <li>- ATAC-Adaptive Technology Assessment Center, Ventura Co. SELPA</li> <li>- Center for Assistive Technology</li> <li>- Parents Helping Parents</li> <li>- Rigel Technology</li> <li>- San Diego Assistive Technology Center (SCATC)</li> <li>- TASK (Assistive Technology Assessment Program (TECH))</li> </ul>	
<b>Autism.....</b>	<b>54</b>
<ul style="list-style-type: none"> <li>- Autism Society of Santa Barbara</li> </ul>	
<b>Blind &amp; Visually Impaired.....</b>	<b>55</b>
<ul style="list-style-type: none"> <li>- Braille Institute of America</li> <li>- Learning Ally (formerly Recording for the Blind and Dyslexic (RFB&amp;D))</li> </ul>	
<b>Child &amp; Family Services .....</b>	<b>55</b>
<ul style="list-style-type: none"> <li>- Family First Program</li> <li>- Family Service Agency (FSA)</li> <li>- Santa Barbara Child and Family Services</li> <li>- Alpha Resource Connections</li> <li>- Alpha Resource Center</li> <li>- Pause4Kids</li> </ul>	
<b>Child &amp; Family Services - Teens .....</b>	<b>57</b>
<ul style="list-style-type: none"> <li>- Teen Club for Students with Disabilities</li> <li>- Teen Extreme &amp; Expo (connected to Alpha Resource Center)</li> <li>- Young Life Gold Coast – Central California Region</li> </ul>	
<b>Deaf &amp; Hard of Hearing.....</b>	<b>57</b>
<ul style="list-style-type: none"> <li>- GLAD (Greater Los Angeles Agency on Deafness)</li> <li>- House Ear Institute (hearing impairments)</li> </ul>	
<b>Disability Specific.....</b>	<b>58</b>
<ul style="list-style-type: none"> <li>- Multiple Sclerosis Society – Channel Islands Chapter</li> <li>- Muscular Dystrophy (MDA)</li> <li>- Obsessive Compulsive Spectrum Disorders Association</li> <li>- Prader-Willi CA Foundation</li> </ul>	

<b>Dyslexia &amp; Learning Disability .....</b>	<b>59</b>
- Braille Institute of America	
- Dyslexia Awareness & Resource Center (DARC)	
- International Dyslexia Association (Los Angeles Branch)	
- Learning Ally (formerly Recordings for the Blind and Dyslexic (RFB&D))	
<b>Healthcare .....</b>	<b>61</b>
- Children’s Medical Services (CMS)	
- Mattel Children’s Hospital at UCLA	
<b>Information &amp; Referral.....</b>	<b>61</b>
- 2-1-1 Helpline of Santa Barbara County	
- Independent Living Resources Center	
- Tri-Counties Regional Center (TCRC) for the Developmentally Disabled	
<b>Learning Disabilities.....</b>	<b>62</b>
- CHADD	
- Learning Disabilities Association of America (LDA-A)	
- Learning Disabilities Association of California (LDA-CA)	
- Learning Disabilities: LD Online	
- National Center on Learning Disabilities (NCLD)	
<b>Legal Assistance.....</b>	<b>63</b>
- California Rural Legal Assistance (CRLA)	
- Legal Aid Foundation of Santa Barbara County	
- SBCBA Lawyer Referral Service	
<b>Mental Health.....</b>	<b>64</b>
- Alcohol, Drug, and Mental Health Services (including CARES)	
<b>Preschool.....</b>	<b>64</b>
- Head Start – Community Action Commission	
- Easter Seals Tri-Counties, CA	
<b>Recreation - Athletics .....</b>	<b>65</b>
- Special Olympics	
- Boys & Girls Club	
- YMCA	
<b>Recreation - Camps .....</b>	<b>66</b>
- American Camping Association	
- Brave Kids: Camps and Resources for Children with Chronic, Life-Threatening Illness or Disabilities	
- Camp Channel: Bringing Summer Camps to the Internet	
- Camps for Children with Diabetes	
- The Camp & Conference Homepage	
- Camp Depot	
- Camp Paivika	
- Camp Search: The Search Engine for Camps	
- Camps for Children with Spina Bifida	
- Diabetes Camping Association: Diabetes Camp Directory – U.S. Camps	
- Directory of Summer Camps for Children with Learning Disabilities	
- Easter Seals Camps	
- KidsCamps.com	
- National Center on Physical Activity & Disability (NCPAD) Summer Camps Fact Sheet	
- The National Information Center of Children and Youth with Disabilities (Camp list)	
- Summer Camps for Amputees and Children with Limb Differences	
- Summer Camps for Children Who Are Deaf and Hard of Hearing	
- Preparing Children for the Summer Camp Experience	

<b>Recreation – Equestrian Therapy .....</b>	<b>69</b>
- Hearts Therapeutic Equestrian Center	
- Paula Tate Training Center	
- Rancho de Los Animales for the Disabled (RAD)	
- Santa Ynez Valley Riding Program	
<b>Recreation – Parks &amp; Recreation Departments .....</b>	<b>70</b>
- Atascadero	
- Lompoc	
- Santa Barbara (Adapted Programs)	
- San Luis Obispo	
- Santa Maria	
- Simi Valley	
- Solvang	
- Thousand Oaks	
- Oxnard	
- Ventura	
<b>Residential Programs .....</b>	<b>71</b>
- Community Care Licensing	
- Devereux California (Santa Barbara)	
- Genesis Developmental Services	
- PathPoint	
- UCP WORK, Inc. (United Cerebral Palsy, Santa Maria)	
<b>Social Services .....</b>	<b>72</b>
- People Helping People	
- Social Security Offices (and Supplemental Security Income)	
<b>Therapy Services.....</b>	<b>72</b>
- Easter Seals Tri-Counties, CA	
- Cottage Rehabilitation Hospital (medical therapy)	
- Santa Barbara Center for Educational Therapy	
<b>Transition Services .....</b>	<b>73</b>
- Department of Rehabilitation (DOR)	
- Disabled Student Programs and Services (DSPS)	
- Learning Assistance Program (LAP)	
<b>Transportation - Public.....</b>	<b>74</b>
- Metropolitan Transit District (MTD) – South Santa Barbara County	
- Santa Maria Area Transit (SMAT) – North Santa Barbara County	
<b>Transportation - Private .....</b>	<b>74</b>
- HELP of Carpinteria	
- Easy Lift Transportation	
- Lompoc Transit, City of (COLT)	
- Santa Maria Organization of Transportation Helpers (SMOOTH)	
- Santa Ynez Valley Transit	
<b>Vocational Training.....</b>	<b>74</b>
- Devereux California (Santa Barbara)	
- Lovarc (Life Options Vocational and Resource Center)	
- PathPoint (formerly Work Training Program)	
- Social Facilitation (Work Training Program)	
- UCP WORK, Inc. (United Cerebral Palsy Association)	
- Vocational Training Center (VTC) Enterprises	

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**ADVOCACY  
&  
SPECIAL EDUCATION INFORMATION**

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**AREA BOARD IX** (serving San Luis Obispo, Santa Barbara, and Ventura counties)

200 E. Santa Clara Street, Suite 210

Ventura, CA 93001

Phone: (805) 648-0220

Fax: (805) 648-0226

[www.areaboard9.net](http://www.areaboard9.net)

State info: [www.scdd.ca.gov](http://www.scdd.ca.gov)

Area Board protects and advocates the rights of all persons in the area with developmental disabilities; conducts capacity building activities and provides advocacy for systemic change; encourages and assists in the establishment or strengthening of self - advocacy organizations led by individuals with developmental disabilities.

**CALIFORNIA DEPARTMENT OF EDUCATION PARENT INFORMATION LINE**

1-800-926-0648

Procedural Safeguard Referrals Service of the Special Education Division of the California Department of Education

This number was put in operation for California parents to call and get advice about their childrens' right to a Free and Appropriate Education. The consultants will provide advice and direction to parents who feel their children are not getting the services they need in their local school. The consultants provide advice about special education protections and updated information on special education laws.

**DISABILITY RIGHTS CALIFORNIA**

100 Howe Street, Suite 185-N

Sacramento, CA 95825-9968

1 (800) 776-5746

[www.disabilityrightsca.org](http://www.disabilityrightsca.org)

Advocates with and for people with disabilities. Works to fight discrimination, promote autonomy and choice, end abuse and neglect, and increase access to programs and services that respect each client and his or her unique needs and culture.

**INDEPENDENT LIVING RESOURCES CENTER**

423 W. Victoria Street

Santa Barbara, CA 93110

(805) 963-0595 Voice or TTD

[www.ilrc-trico.org](http://www.ilrc-trico.org)

327 E. Plaza, Suite 3A

Santa Maria, CA 93454

(805) 925-0015 Voice or TTD

[www.ilrc-trico.org](http://www.ilrc-trico.org)

The Independent Living Resource Center is a public-benefit, nonprofit organization that promotes the Independent Living (IL) philosophy and its tenets of full access, equal opportunity, and maximum independence and self-sufficiency for all people with disabilities.

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**ADVOCACY  
&  
SPECIAL EDUCATION INFORMATION**  
*(Continued)*

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**LEARNING RIGHTS LAW CENTER**

205 S. Broadway, Suite 808  
Los Angeles, CA 90012  
Executive Director: Janeen Steel, Esq.  
Phone: (213) 489-4030  
[www.learningrights.org](http://www.learningrights.org)

Learning Rights Law Center provides intensive instruction to attorneys and non-attorneys in special education advocacy; advocacy services for low-income students in the K-12 system with learning disabilities; and advocacy for students at risk of, or involved in, the child welfare and/or juvenile justice systems.

**NATIONAL DISSEMINATION CENTER FOR CHILDREN WITH DISABILITIES (NICHCY)**

1-800-695-0285  
Internet <http://www.nichcy.org>

NICHCY is the center that provides information to the nation on disabilities in children and youth; programs and services for infants, children, and youth with disabilities; IDEA, the nation's special education law; No Child Left Behind, the nation's general education law; and research-based information on effective practices for children with disabilities.

**OFFICE FOR CIVIL RIGHTS, CALIFORNIA**

U.S. Department of Education  
50 Beale Street, Suite 7200  
San Francisco, CA 94105-1813  
Phone: (415) 486-5555  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

OCR provides information on Section 504 of the Rehabilitation Act of 1973. Section 504 ensures that services are provided to students with disabilities (including ADHD) who do not qualify for special education services. OCR has a complaint process for parents who feel their children are not getting services.

**OFFICE FOR CLIENT'S RIGHTS AND ADVOCACY (ORCA)**

1 (800) 390-7032  
(916) 575-1615 Voice  
(877) 669-6023 TTY  
(916) 575-1623 FAX  
Email: [OCRAInfo@pai-ca.org](mailto:OCRAInfo@pai-ca.org)  
<http://www.disabilityrightsca.org/ocra/index.htm>

The Office of Clients' Rights Advocacy (OCRA) is a statewide office run by Disability Rights California, formerly Protection & Advocacy, Inc., through a contract with the California Department of Developmental Services. OCRA employs a Clients' Rights Advocate (CRA) at each regional center. The CRA is a person trained to help protect the rights of people with developmental disabilities.



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**ADVOCACY  
&  
SPECIAL EDUCATION INFORMATION**  
*(Continued)*

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**OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)**

Office of Special Education and Rehabilitative Services

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-7100

Phone: (202) 245-7468

Website: <http://www2.ed.gov/about/offices/list/osers/osep/index.html>

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

**SPECIAL ADVOCATE: WRIGHTSLAW NEWSLETTER**

[www.wrightslaw.com](http://www.wrightslaw.com)

This free Special Ed Advocate Newsletter provides parents with current information on education laws, special education cases, research, and conferences on state and national advocacy training for parents. The newsletter also acts as a tool for good advocacy, offers tax tips for parents, and much more.

**SPECIAL NEEDS NETWORK**

**SANTA MARIA/N. SANTA BARBARA COUNTY**

P.O. Box 6443

Santa Maria, CA 93456

Diana Gard – (805) 937-8756

Joanne Cargill – (805) 937-2465

Special Needs Network's mission is to raise public awareness of developmental disabilities and to impact public policy, while providing education and resources to families, children and adults. SNN serves as a link between underserved communities and mainstream developmental disability organizations and governmental institutions, which often fail to address issues specific to these communities.

**TASH**

1001 Connecticut Avenue, NW, Suite 235

Washington, D.C. 20036

(202) 540-9020 Email: [info@TASH.org](mailto:info@TASH.org)

[www.tash.org](http://www.tash.org)

Promotes the full inclusion and participation of children and adults with significant disabilities in every aspect of their community and works to eliminate the social injustices that diminish human rights.

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**ADVOCACY  
&  
SPECIAL EDUCATION INFORMATION**  
*(Continued)*

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**TASK (Team of Advocates for Special Kids)**

100 W. Cerritos Avenue  
Anaheim, CA 92805  
(714) 533-8275 [www.taskca.org](http://www.taskca.org)

TASK serves families of children aged birth to 26 years of age under IDEA and other systems mandated to provide services to individuals with disabilities. TASK provides advocacy information, workshops, and information in English, Spanish and Vietnamese.

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**ASSESSMENT**

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**SOUTHERN CALIFORNIA DIAGNOSTIC CENTER**

4339 State University Drive  
Los Angeles, CA 90032  
Tel (323) 222-8090  
Fax (323) 222-3018  
E-mail: [vjohnson@dcs-cde.ca.gov](mailto:vjohnson@dcs-cde.ca.gov)  
<http://www.dcs-cde.ca.gov/>

Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students. We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance. We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

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**ASSISTIVE TECHNOLOGY**

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**ALLIANCE FOR TECHNOLOGY ACCESS**

1304 Southpoint Blvd., Suite 240  
Petaluma, CA 94954  
Tel (707) 778-3011  
Fax (707) 765-2080  
TTY (707) 778-3015  
[www.ataccess.org](http://www.ataccess.org)

The mission of the ATA is to increase the use of technology by children and adults with disabilities and functional limitations. ATA encourages and facilitates the empowerment of people with disabilities to participate fully in their communities. Through public education, information and referral, capacity building in community organizations, and advocacy/policy efforts, the ATA enables millions of people to live, learn, work, define their futures, and achieve their dreams.

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## ASSISTIVE TECHNOLOGY

(Continued)

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### **ATAC – ADAPTIVE TECHNOLOGY ASSESSMENT CENTER, VENTURA CO. SELPA**

5100 Adolfo Road  
Camarillo, CA 93012  
Phone (805) 437-1575  
Fax (805) 437-1599

Contact: Sherry Ruditsky/email: [sruditsky@vcoe.org](mailto:sruditsky@vcoe.org)  
Sharon Redner/email: [sredner@vcoe.org](mailto:sredner@vcoe.org)

<http://www.venturacountyselpa.com/Home/Departments/AdaptiveTechnologyAssessmentCenter.aspx>

The ATAC is a state of the art service provided by the Ventura County SELPA at no charge to our local school districts. Adaptive technology assessments are conducted with special education students to assess the need and efficacy of assistive technology for the student for communication, activities of daily living, and accessing learning in the classroom.

### **CENTER FOR ASSISTIVE TECHNOLOGY**

2547 8<sup>TH</sup> Street, #12-A  
Berkeley, CA 94710-2572  
Tel (510) 841-3224  
Fax (510) 841-7956  
[cforat@aol.com](mailto:cforat@aol.com)

<http://www.cforat.org>

CforAT provides access to computers for people with disabilities.

We do this so children with disabilities can succeed in school, adults with disabilities can find (and keep) jobs, and all people with disabilities can use the internet, email and benefit from the digital revolution.

### **PARENTS HELPING PARENTS**

Sobrato Center For Nonprofits-San Jose  
1400 Parkmoor Avenue, Suite 100  
San Jose, CA 95126  
Phone number (408) 727-5775  
Toll Free in CA (855) 727-5775  
Fax Numbers: General (408) 286-1116

[www.php.com/specialed](http://www.php.com/specialed)

Parents Helping Parents meets the needs of one of our community's most vulnerable populations - children with any special need and their families. This includes children of all ages and all backgrounds who have a need for special services due to any special need, including but not limited to illness, cancer, accidents, birth defects, neurological conditions, premature birth, learning or physical disabilities, mental health issues, and attention deficit (hyperactivity) disorder, to name a few.

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## ASSISTIVE TECHNOLOGY

(Continued)

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### **RIGEL TECHNOLOGY**

Sacramento, CA 95820  
Toll Free Phone or Fax (888) 723-5011  
Phone (916) 381-5011  
Fax (916) 914-2429  
[www.atechcenter.net](http://www.atechcenter.net)

Individual and group training

### **SAN DIEGO ASSISTIVE TECHNOLOGY CENTER (SCATC)**

8525 Gibbs Drive, #209  
San Diego, CA 92123  
(858) 571-7803  
Email: [ucp@ucpsd.org](mailto:ucp@ucpsd.org)  
Website: <http://www.ucpsdtechcenter.org/>

San Diego Assistive Technology Center (SDATC) offers many opportunities for increasing your knowledge about assistive technology solutions through the hands-on exploration of a wide array of adapted computer hardware/software, environmental control access and Augmentative and Alternative Communication (AAC) devices. San Diego Assistive Technology Center is an [Alliance for Technology Access](#) Resource Center.

### **TASK – ASSISTIVE TECHNOLOGY ASSESSMENT PROGRAM**

100 W. Cerritos Avenue  
Anaheim, CA 92805  
Phone: (714) 533-8275  
Website: <http://www.taskca.org/techcenter.html>

The TECH Center is a place for children, parents, adult consumers, and professionals to learn about assistive technology by providing hands-on access to computer hardware, software, and adaptive equipment. The TECH Center has 11 computers, over 1,100 software titles, and a multitude of different types of adaptive equipment such as alternative keyboards, trackballs, mice and switches.

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## AUTISM

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### **AUTISM SOCIETY OF SANTA BARBARA**

P.O. Box 30364  
Santa Barbara, CA 93130-0364  
(805) 560-3762  
[www.asasb.org](http://www.asasb.org)  
North County – (805) 937-8756

The mission of this site is to promote lifelong access and opportunity for all individuals within the autism spectrum, and their families, to be fully participating, included members of their community. Support, education, advocacy, and an active public awareness form the cornerstones of ASA Santa Barbara's efforts to carry forth its mission.

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## BLIND & VISUALLY IMPAIRED

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### **BRILLE INSTITUTE OF AMERICA**

2031 De La Vina  
Santa Barbara, CA 93105  
(805) 682-6222  
[www.brailleinstitute.org](http://www.brailleinstitute.org)

Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss. The Institute provides an environment of hope and encouragement for people who are blind and visually impaired through integrated educational, social and recreational programs and services.

### **LEARNING ALLY (formerly known as RFB&D)**

5638 Hollister Avenue, Suite 210  
Goleta, CA 93117  
(805) 681-0531  
[www.learningally.org](http://www.learningally.org)

Learning Ally serves more than 300,000 K-12, college and graduate students, veterans and lifelong learners – all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Learning Ally's collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

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## CHILD AND FAMILY SERVICES

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### **FAMILY FIRST PROGRAM (English/Spanish)**

Alpha Resource Center of Santa  
Barbara  
Patricia Moore, Family First  
4501 Cathedral Oaks  
Santa Barbara, CA 93110-1340  
(805) 683-2145  
Toll Free: (877) 414-6227

Mariana Murillo, Family First  
Lompoc, CA  
Call: (805) 735-7567  
(Bilingual)

Polly Bleavins/Norma Puga  
Family First  
1234 Fairway Drive  
Santa Maria, CA 93455  
(805) 347-2775 (Bilingual)  
Fax: (805) 928-0877

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## CHILD AND FAMILY SERVICES

*(Continued)*

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### FAMILY SERVICE AGENCY (FSA)

123 West Gutierrez  
Santa Barbara, CA 93101  
(805) 965-1001  
Helpline 1 (800) 400-1572  
[www.fsacares.org](http://www.fsacares.org)

110 South C Street, Suite A  
Lompoc, CA 93436  
(805) 735-4376  
[www.fsacares.org](http://www.fsacares.org)

120 E. Jones Street, Suite 123  
Santa Maria, CA 93454  
(805) 925-1100  
[www.fsacares.org](http://www.fsacares.org)

FSA is Santa Barbara County's first and oldest non-sectarian, human-service nonprofit. Its programs help people help themselves. FSA services prevent family breakdown, intervene effectively where problems are known to exist, and help individuals and families build on existing strength. Family Service Agency programs are available throughout Santa Barbara County. We offer programs addressing the unique concerns of youth, individuals, couples, and seniors.

### SANTA BARBARA CHILD AND FAMILY SERVICES

429 N. San Antonio Road  
Santa Barbara, CA 93110  
(805) 884-1600

### ALPHA RESOURCE CONNECTIONS

(Library)  
South County:  
520 E. Montecito Street  
Santa Barbara, CA 93103  
Phone: (805) 957-9272 Bilingual  
Fax: (805) 957-9672

North County:  
1234 Fairway, Suite A  
Santa Maria, CA 93455  
Phone: (805) 347-2775  
Fax: (805) 928-0877

### ALPHA RESOURCE CENTER

4501 Cathedral Oaks Road  
Santa Barbara, CA 93105  
(805) 683-2145  
Toll Free: (877) 414-6227  
[www.alphasb.org](http://www.alphasb.org)

Alpha Resource Center of Santa Barbara, a non-profit corporation established in 1953, provides services and supports for people with developmental disabilities and their families in the County of Santa Barbara, California.

### PAUSE4KIDS

P.O. Box 7113  
Thousand Oaks, CA 91359  
[www.pause4kids.com](http://www.pause4kids.com)

PAUSE4kids was formed in September 1999, by Keri Bowers, a parent of an autistic son. Eight parents came to P4k's first meeting. Today, P4k serves hundreds of families in the Ventura County area. Our goal is to "fill the gaps" by helping to provide whatever is needed for our special needs children that is not now readily available.

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## CHILD AND FAMILY SERVICES TEENS

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### **TEEN CLUB FOR STUDENTS WITH DISABILITIES – Santa Maria**

Becky Barnett  
(805) 937-1230

### **TEEN EXTREME & EXPO ALPHA RESOURCE CENTER**

4501 Cathedral Oaks Road  
Santa Barbara, California 93110  
Toll Free: 1 (877) 414-6227  
(805) 683-2145 phone  
(805) 967-3647 fax Website [www.alphasb.org/teenservices.html](http://www.alphasb.org/teenservices.html)

Teen Extreme is for junior high and high school students, typically ages 13 to 18 years of age. EXPO is for older teens and young adults, typically ages 19 to 24 years of age. Participants assist in selecting the activities and special events. Each group typically meets once a month for a light dinner and an evening of fun. Activities include crafts, sports, movies, bowling, karaoke, dances, rock climbing, kayaking and camping.

### **YOUNG LIFE GOLD COAST – CENTRAL CALIFORNIA REGION**

123 W. Padre Street, Suite 3  
Santa Barbara, CA 93105  
(805) 569-1081  
[www.sites.younglife.org/sites/GoldCoast](http://www.sites.younglife.org/sites/GoldCoast)  
[www.younglife.org](http://www.younglife.org)

A faith-based program that offers support and programs to youth through the mentorship of adults.

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## DEAF & HARD OF HEARING

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**GLAD** (Greater Los Angeles Agency on Deafness)  
Serving Ventura, Santa Barbara, San Luis Obispo Counties  
[www.gladinc.org](http://www.gladinc.org)

**Tri-county GLAD**  
702 County Square Drive, Suite 101  
Ventura, CA 93003  
(805) 644-6322 TTY (805) 644-6323  
[www.tcglad.org](http://www.tcglad.org)

GLAD acts as a coordinating agency that addresses the broad social service needs of deaf and hard of hearing people through direct service provision, advocacy, research and dissemination of information regarding deafness to parents, professionals, and consumers.

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**DEAF  
&  
HARD OF HEARING**  
*(Continued)*

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**HOUSE EAR INSTITUTE (Hearing Impairments)**

2100 W. Third Street  
Los Angeles, CA 90057  
Phone: (213) 483-9930  
TDD: (213) 484-2642  
Fax: (213) 483-8789  
[www.HEI.org](http://www.HEI.org)

The House Ear Institute (HEI), a non-profit 501(c)(3) organization dedicated to advancing hearing science through research and education to improve quality of life. Established in 1946 by Howard P. House, M.D., as the Los Angeles Foundation of Otology, and later renamed for its founder, the House Ear Institute has been engaged in the scientific exploration of the auditory system from the ear canal to the cortex of the brain for over 60 years.

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**DISABILITY SPECIFIC**

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**MULTIPLE SCLEROSIS SOCIETY – CHANNEL ISLANDS CHAPTER**

2440 S. Sepulveda Blvd., Suite 115  
Los Angeles, CA 90064  
Phone: (310) 479-4456  
Fax: (310) 479-4436  
[www.nationalmssociety.org/cal](http://www.nationalmssociety.org/cal)

Since 1947, the Southern California & Nevada Chapter of the National Multiple Sclerosis (MS) Society has provided information and assistance to people with multiple sclerosis and their loved ones. We reach out to more than 133,000 people touched by MS in our local communities. Headquartered in West Los Angeles, we have eight regional offices in Bakersfield, Fresno, Lancaster, Las Vegas, Palm Desert, Reno, Santa Barbara and Upland.

**MUSCULAR DYSTROPHY ASSOCIATION (MDA)**

402 East Carrillo Avenue, Suite C  
Santa Barbara, CA 93111  
(805) 560-7651  
[www.mdausa.org](http://www.mdausa.org)

MDA is the nonprofit health agency dedicated to curing muscular dystrophy, ALS, and related diseases by funding worldwide research. The Association also provides comprehensive health care and support services, advocacy, and education.



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## **DISABILITY SPECIFIC**

*(Continued)*

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### **OBSESSIVE COMPULSIVE SPECTRUM DISORDERS ASSOCIATION**

18653 Ventura Blvd., #414

Tarzana, CA 91356

(818) 990-4830

[www.brainphysics.com](http://www.brainphysics.com)

The goal of BrainPhysics.com is to bring people together around mental health-related issues by providing concise, up-to-date information and a meeting place for patients and those who care about them. For all of our guests, we envision BrainPhysics.com as a vital resource.

### **PRADER-WILLI CA FOUNDATION/TRI-COUNTY AREA**

(805) 461-0191

### **PRADER-WILLI CALIFORNIA FOUNDATION OFFICE**

514 M. Prospect Avenue, Suite 110, Lower Level

Redondo Beach, CA 90277

(310) 372-5053

(800) 400-9994 (within CA)

[www.PWCF.org](http://www.PWCF.org)

Prader-Willi California Foundation (PWCF) is a non-profit, charitable corporation established in 1979. The Foundation is an affiliate of Prader-Willi Syndrome Association (USA), and is comprised of parents, friends, and relatives of persons with Prader-Willi Syndrome, as well as many dedicated professionals and care providers. The mission of the Prader-Willi California Foundation is to provide to parents and professionals a state network of information, advocacy, and support services to expressly meet the needs of children and adults with Prader-Willi Syndrome and their families.

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## **DYSLEXIA & LEARNING DISABILITY**

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### **BRaille INSTITUTE OF AMERICA**

2031 De La Vina

Santa Barbara, CA 93105

(805) 682-6222

[www.brailleinstitute.org](http://www.brailleinstitute.org)

Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss. The Institute provides an environment of hope and encouragement for people who are blind and visually impaired through integrated educational, social, and recreational programs and services.

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**DYSLEXIA  
&  
LEARNING DISABILITY**  
*(Continued)*

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**DYSLEXIA AWARENESS & RESOURCE CENTER (DARC)**

928 Carpinteria Street, Suite 2  
Santa Barbara, CA 93103  
Joan Esposito - (805) 963-7339  
[www.dyslexiacenter.com](http://www.dyslexiacenter.com)

DARC's mission is to educate, advocate, provide resources for the public, and raise the awareness of the community about dyslexia, attention disorders, and other learning differences. DARC has an extensive lending library of books, DVDs, audio-tapes, and articles, covering Dyslexia, learning disabilities, Dysgraphia, Turret Syndrome, ADHD, Obsessive Compulsive Disorder, and Autism. DARC links parents to state and national resources, offers information on private schools and summer camps, offers information and guidance for adults with learning disabilities and ADHD, and refers for assessment and tutoring. DARC advocates in the juvenile justice system, offers advocacy training for parents, and coordinates awareness and advocacy presentations for educators and the public, such as "The Vision and the Task" conference held annually in Santa Barbara. There is no charge for the services offered at DARC and information is available in Spanish.

**INTERNATIONAL DYSLEXIA ASSOCIATION – LOS ANGELES BRANCH**

(818) 560-8866  
[www.interdys.org](http://www.interdys.org)

The International Dyslexia Association (IDA) is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of the learning disability, dyslexia, as well as related language-based learning differences.

**LEARNING ALLY (Formerly Recordings for the Blind and Dyslexic (RFB&D))**

5638 Hollister Avenue, Suite 210  
Goleta, CA 93117  
(805) 681-0531  
[www.learningally.org](http://www.learningally.org)

Learning Ally serves more than 300,000 K-12, college and graduate students, veterans and lifelong learners – all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Learning Ally's collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

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## HEALTH CARE

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### **CHILDREN'S MEDICAL SERVICES (CMS)**

#### **California Children's Services (CCS)**

#### **Child Health and Disability Prevention Program (CHDP)**

#### **Health Care Program of Children in Foster Care (HCPCFC)**

345 Camino Del Remedio

Santa Barbara, CA 93110

(805) 681-5360

[www.sbcpd.org/cms](http://www.sbcpd.org/cms)

CMS in Santa Barbara County offers programs meeting specific health care needs of children and youth.

### **MATTEL CHILDREN'S HOSPITAL AT UCLA**

757 Westwood Plaza

Los Angeles, CA 90095

(310) 825-9111 Hospital Information

(310) 825-2111 Emergency Department

[www.uclahealth.org/Mattel](http://www.uclahealth.org/Mattel)

Mattel Children's Hospital UCLA ranks among the world's elite institutions for pediatric research, teaching, and care. Serving more than 6,000 inpatients and 100,000 outpatients annually, Mattel Children's Hospital UCLA offers a full spectrum of primary and specialized medical care for infants, children, and adolescents. Mattel Children's Hospital UCLA is a vital part of the new Ronald Reagan UCLA Medical Center which continues to be ranked as "Best in the West" by *U.S. News & World Report's* annual survey of America's hospitals.

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## INFORMATION & REFERRAL

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### **2-1-1 HELPLINE OF SANTA BARBARA COUNTY**

Free, Confidential, 24-hour Information and Referral

**Dial 2-1-1** in Santa Barbara County

Toll Free 1 (800) 400-1572

TTY (805) 899-8108

2-1-1 is an easy to remember phone number for non-emergency information and referral and referrals to crisis intervention and suicide prevention. 2-1-1 is to health and human services what 911 is to emergency services.

### **INDEPENDENT LIVING RESOURCES CENTER**

423 W. Victoria Street

Santa Barbara, CA 93110

(805) 963-0595 Voice or TTD

[www.ilrc-trico.org](http://www.ilrc-trico.org)

327 E. Plaza, Suite 3A

Santa Maria, CA 93454

(805) 925-0015 Voice or TTD

[www.ilrc-trico.org](http://www.ilrc-trico.org)

The Independent Living Resource Center is a public-benefit, nonprofit organization that promotes the Independent Living (IL) philosophy and its tenets of full access, equal opportunity, and maximum independence and self-sufficiency for all people with disabilities.

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## INFORMATION & REFERRAL

(Continued)

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### **TRI-COUNTIES REGIONAL CENTER (TCRC) FOR THE DEVELOPMENTALLY DISABLED**

520 E. Montecito Street  
Santa Barbara, CA 93103-3252  
1(800)322-6994  
(805) 962-7881  
[www.tri-counties.org](http://www.tri-counties.org)

1234 Fairway Drive #A  
Santa Maria, CA 93455  
(805) 922-4640  
1-800-266-9071  
[www.tri-counties.org](http://www.tri-counties.org)

Tri-Counties Regional Center exists to provide supports and services for children and adults with developmental disabilities living in San Luis Obispo, Santa Barbara, and Ventura Counties, so that they may live fully and safely as active and independent members of our community.

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## LEARNING DISABILITIES

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### **CHADD**

1(800)233-4050  
[www.chadd.org](http://www.chadd.org)  
Santa Barbara: (805) 696-9449

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), is a national non-profit, tax-exempt (Section 501 (c) (3)) organization providing education, advocacy and support for individuals with ADHD. In addition to our informative website, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with ADHD. CHADD also offers information about local CHADD parent and adult groups, advocacy, medical research, legislative issues, and special education law.

### **LEARNING DISABILITIES ASSOCIATION OF AMERICA (LDA-A)**

4156 Library Road  
Pittsburgh, PA 15234-1349  
Phone: (412) 341-1515  
[www.ldanatl.org](http://www.ldanatl.org)

LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities. LDA has been providing services since 1963 and has chapters in 42 states. LDA provides information about all learning disabilities, research, advocacy, legislative information, national resources, and national conferences. LDA has an extensive library of books, videos, and DVDs for sale.

### **LEARNING DISABILITIES ASSOCIATION OF CALIFORNIA (LDA-CA)**

President: Joyce Riley  
Phone: (949) 673-3612  
Email: [ca-ida@sbcglobal.net](mailto:ca-ida@sbcglobal.net)

Provides information on all learning disabilities and advocacy information. Holds state conferences.

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## LEARNING DISABILITIES

(Continued)

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### LEARNING DISABILITIES: LD ONLINE

[www.ldonline.org](http://www.ldonline.org)

LD online is the leading website on learning disabilities. Parents and teachers of children with learning disabilities will find authoritative guidance on attention deficit disorder ADD/ADHD, Dyslexia, and Dysgraphia. National experts give advice to parents and teachers. Information in Spanish and English.

### NATIONAL CENTER ON LEARNING DISABILITIES (NCLD)

381 Park Avenue South, Suite 1401

New York, NY 10016

Phone: (212) 545-7510

Fax: (212) 545-9665

Toll-free: 1(888)575-7373

Website: [www.nclld.org](http://www.nclld.org)

For Publications: [www.nclld.org/publications-a-more](http://www.nclld.org/publications-a-more)

Provides free online newsletters and other publications for parents to stay informed about new developments in the field of learning disabilities, early learning, and literacy, Response to Intervention (RTI) practices, and related legislation issues.

*For more information and resources on ADHD also refer to The Dyslexia Awareness & Resource Center on pg. 60. Also refer to LD Online on pg.63.*

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## LEGAL ASSISTANCE

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### CALIFORNIA RURAL LEGAL ASSISTANCE (CRLA)

324 E. Carrillo Street, Suite B

Santa Barbara, CA 93101

(805) 963-5981

[www.crla.org](http://www.crla.org)

A nonprofit legal services program. Our mission is to strive for economic justice and human rights on behalf of California's rural poor. Today, CRLA has 21 offices, many in rural communities from the Mexican border to Northern California.

### LEGAL AID FOUNDATION OF SANTA BARBARA COUNTY

301 E. Canon Perdido

Santa Barbara, CA 93105

(805) 963-6754

[www.lafsbc.org](http://www.lafsbc.org)

Provides high-quality legal services in order to ensure that low-income persons and seniors have access to the civil justice system in times of crisis – to secure safe, habitable shelter, adequate income, and protection from domestic violence and elder abuse.

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## LEGAL ASSISTANCE

(Continued)

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### SBCBA LAWYER REFERRAL SERVICE

123 w. Padre Street, Ste. E

Santa Barbara, CA 93105

(805) 569-5511 Fax: (805) 569-2888

[www.sblaw.org](http://www.sblaw.org) or [www.sblaw.org/public/lawyer-referral-service](http://www.sblaw.org/public/lawyer-referral-service)

The Santa Barbara Bar Association sponsors a Lawyer Referral Service that assists people in Santa Barbara County who have legal problems and seek the advice of qualified attorneys. The Lawyer Referral Service has been serving Santa Barbara County since 1964 and is certified by the State Bar of California, Certificate Number 0032. This service is a program of the SBCBA.

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## MENTAL HEALTH

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### ALCOHOL, DRUG, AND MENTAL HEALTH SERVICES (including CARES)

South County – Santa Barbara

300 N. San Antonio Road

Santa Barbara, CA 93110

(805) 681-5220

CARES: 1(888)868-1649

(Crisis)

North County - Lompoc

Adult Mental Health Services

401 E. Cypress, #204

Lompoc, CA93436

(805) 737-7715

North County - Santa Maria

500 W. Foster Rd.

Santa Maria, CA 93455

(805) 934-6380/Adult Services

(805) 934-6385/Children's

Services

<http://www.countyofsb.org/admhs/>

ADMHS provides early intervention and treatment services to approximately 14,000 clients and substance abuse prevention services to about 5,000 residents per year. The Department's goal is to move clients toward independence and integration into the community. Toward this end, ADMHS practices a system of care which promotes partnering with Community-Based Organizations (CBOs) and community resources for the prevention, treatment, and recovery from addiction and mental illness.

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## PRESCHOOL

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### HEAD START – COMMUNITY ACTION COMMISSION

5681 Hollister Avenue

Goleta, CA 93117

(805) 964-2347

[www.cacsb.com](http://www.cacsb.com)

120 W. Chestnut

Lompoc, CA 93436

(805) 740-4555

[www.cacsb.com](http://www.cacsb.com)

201 W. Chapel

Santa Maria, CA 93454

(805) 922-2243

1(800)894-0160

[www.cacsb.com](http://www.cacsb.com)

The Community Action Commission is dedicated to providing high-quality, culturally appropriate service, and opportunities for low-income people of all ages as they maintain or achieve self-sufficiency while retaining their dignity and self-esteem.

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## PRESCHOOL

(Continued)

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### EASTER SEALS TRI-COUNTIES, CA

532 Santa Barbara Street

Santa Barbara, CA 93101

(805) 899-4557

<http://ca-tr.easterseals.com>

Located in Ventura, but serving the Tri-Counties area (Ventura, Santa Barbara, and San Luis Obispo counties), Easter Seals offers a preschool program.

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## RECREATION ATHLETICS

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### SPECIAL OLYMPICS

North County

615 S. McClelland

Santa Maria, CA 93454

Phone: (805) 928-0767 or 735-4418

[www.sosc.org](http://www.sosc.org)

South County

428 W. Victoria St.

Santa Barbara, CA 93101

Phone: (805) 884-1516

[www.sosc.org](http://www.sosc.org)

Special Olympics Southern California is a nonprofit organization that empowers individuals with intellectual disabilities to become physically fit, productive, and respected members of society through sports training and competition.

### BOYS & GIRLS CLUB

CARPINTERIA

4849 Foothill Road

Carpinteria, CA 93013

Main:

(805) 684-1568

[www.unitedbg.org](http://www.unitedbg.org)

GOLETA

5701 Hollister Ave.

Goleta, CA 93117

Main:

(805) 967-1612

[www.unitedbg.org](http://www.unitedbg.org)

SANTA BARBARA

602 W. Anapamu Street

Santa Barbara, CA 93103

Main:

(805) 966-2811

[www.unitedbg.org](http://www.unitedbg.org)

LOMPOC

1025 Ocean Avenue

Lompoc, CA 93436

Main:

(805) 736-4978

[www.unitedbg.org](http://www.unitedbg.org)

The United Boys and Girls Clubs serve five communities throughout Santa Barbara County, helping over 8,400 youth. Many kids come to the Clubs voluntarily to be with friends, participate in sports, and engage in educational activities. Children may be referred to the Clubs by schools, counselors, or other agencies as a means to gain a positive experience socially, educationally, physically, and emotionally under guidance of caring adults.

### BOYS & GIRLS CLUB – SANTA MARIA

901 N. Railroad Avenue

Santa Maria, CA 93458

(805) 922-7763

Since opening its doors in 1966, over 40,000 kids from the Santa Maria Valley have passed through our doors and taken part in a wide variety of programs and services offered at the Club. We currently operate units in Santa Maria and Guadalupe and outreach programs in Orcutt, as well as, five school sites in Santa Maria. Our membership is at 4,000 with an additional 12,000 kids benefitting from Club outreach programs.

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## RECREATION ATHLETICS

(Continued)

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### YMCA

SANTA BARBARA  
36 Hitchcock Way  
Santa Barbara, CA  
93105  
(805) 687-7727  
[www.ciymca.org/santa\\_barbara](http://www.ciymca.org/santa_barbara)

LOMPOC  
201 W. College  
Lompoc, CA 93436  
(805) 736-3483  
[www.ciymca.org/lompoc](http://www.ciymca.org/lompoc)

SANTA MARIA  
3400 Skyway Drive  
Santa Maria, CA  
93455  
(805) 937-8521  
[www.smvymca.org](http://www.smvymca.org)

SANTA YNEZ  
900 N. Refugio Road  
Santa Ynez, CA 93460  
(805) 686-2037  
[www.ciymca.org/santa\\_ynez](http://www.ciymca.org/santa_ynez)

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## RECREATION CAMPS

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### AMERICAN CAMPING ASSOCIATION

[www.ACACamps.org](http://www.ACACamps.org)  
1(765)342-8456

The American Camping Association has a list of accessible camps that are designed around specific disabilities.

### BRAVE KIDS: CAMPS AND RESOURCES FOR CHILDREN WITH CHRONIC, LIFE-THREATING ILLNESS OR DISABILITIES

<http://www.bravekids.org>

### CAMP CHANNEL: BRINGING SUMMER CAMPS TO THE INTERNET

<http://www.camp.channel.com/docs/campsearch.html>

### CAMPS FOR CHILDREN WITH DIABETES

<http://www.childrenwithdiabetes.com/camps>

### THE CAMP & CONFERENCE HOMEPAGE

<http://www.camping.org>

To locate camps for children with disabilities, click on “By Type” on the homepage, then “Specialty Camps.”

### CAMP DEPOT

[http://campdepot.com/PC\\_CampSearch.html](http://campdepot.com/PC_CampSearch.html)

Camp Depot connects families of children with disabilities with recreational opportunities.

### CAMP PAIVIKA

[www.abilityfirst.org](http://www.abilityfirst.org)

In the San Bernardino mountains offers year-round camp programs for children, teens, and adults with physical disabilities.



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## RECREATION CAMPS (Continued)

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### **CAMP SEARCH: THE SEARCH ENGINE FOR CAMPS**

<http://www.campsearch.com>

The database can be searched by “Specialty Camps.”

### **CAMPS FOR CHILDREN WITH SPINA BIFIDA**

Spina Bifida Association of America  
4590 MacArthur Boulevard, N.W., Suite 250  
Washington, D.C. 20007-4226  
(800) 621-3141; (202) 944-3285  
E-mail: [sbaa@sbaa.org](mailto:sbaa@sbaa.org)  
Web: <http://www.sbaa.org>  
Call for state-by-state listing

### **DIABETES CAMPING ASSOCIATION: DIABETES CAMP DIRECTORY – U.S. CAMPS**

<http://www.diabetescamps.org/uscams.html>

### **DIRECTORY OF SUMMER CAMPS FOR CHILDREN WITH LEARNING DISABILITIES**

Learning Disabilities Association of America (LDA)  
4156 Library Road  
Pittsburgh, PA 15234  
(412) 341-1515  
E-mail: [info@ldaamerica.org](mailto:info@ldaamerica.org)  
Web: [http://ldaamerica.org/store/LD\\_Directories.html](http://ldaamerica.org/store/LD_Directories.html)  
\$4.00, including shipping and handling

### **EASTER SEALS CAMPS**

Information Specialist Rosemary Gaza 1(800)221-6827 or e-mail her at [rgarza@easterseals.com](mailto:rgarza@easterseals.com)

With 140 sites nationwide, Easter Seals provides extensive camping and recreational programs in settings that are fully accessible. Day camps, residential camps, and respite camps address the diverse needs of children with physical disabilities. The camping experience includes sing-a-longs, campfires, boating, nature walks, and arts and crafts.

### **KIDCAMPS.COM**

<http://www.kidcamps.org>  
<http://www.kidscamps.com>

One of the most comprehensive directories of camps and summer experiences, this guide lists more than 21,000 camps and summer programs and over 100 programs for children with physical limitations alone. Other camps focusing on disabilities include developmental disabilities, diabetes, epilepsy, cancer, speech/hearing impairments, and visual impairments.

### **NATIONAL CENTER ON PHYSICAL ACTIVITY & DISABILITY (NCPAD) SUMMER CAMPS FACT SHEET**

<http://www.ncpad.org/Factshthtml/summercamps.htm>

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## RECREATION CAMPS *(Continued)*

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### **THE NATIONAL INFORMATION CENTER FOR CHILDREN AND YOUTH WITH DISABILITIES**

[www.nichcy.org](http://www.nichcy.org)

1 (800)695-0285

NICHCY lists a directory of summer camps for children with disabilities.

### **SUMMER CAMPS FOR AMPUTEES AND CHILDREN WITH LIMB DIFFERENCES**

[http://www.amputee-coalition.org/fact\\_sheets/Kidscamps.html](http://www.amputee-coalition.org/fact_sheets/Kidscamps.html)

### **SUMMER CAMPS FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING**

<http://clerccenter.gallaudet.edu/InfoToGo/142.html>

#### **PREPARING CHILDREN FOR THE SUMMER CAMP EXPERIENCE**

“Summer camp is more than a vacation for children,” says Bruce Muchnick, Ed.D., a licensed Psychologist who works extensively with day and resident camps. “As a parent, there are a few things to consider to increase the opportunity for a rewarding camp experience for your child.” Some helpful suggestions provided by Dr. Muchnick and the American Camping Association include:

#### **Consider camp as a learning experience**

This is an opportunity for your child to explore a world bigger than his/her neighborhood and a chance for you and your child to practice “letting go.” Letting go allows children to develop autonomy and a stronger sense of self, make new friends, develop new social skills, learn about teamwork, be creative and more. This time also allows parents an opportunity to take care of themselves so that they will feel refreshed when their child returns home.

#### **Get ready for camp together**

Decisions about camp – like where to go and what to pack – should be a joint venture, keeping in mind your child’s maturity. If your child feels a part of the decision-making process, his/her chance of having a positive experience will improve.

#### **Talk about concerns**

As the first day of camp nears, some children experience uneasiness about going away. Encourage your child to talk about these feelings rather than acting on what you think his/her feelings may be. Communicate confidence in your child’s ability to handle being away from home.

#### **Have realistic expectations**

Camp, like the rest of life, has high and low points. Not every moment will be filled with wonder and excitement. Encourage your child to have a reasonable and realistic view of camp. Discuss both the ups and downs your child may experience. Your child should not feel pressured to succeed at camp, either. The main purposes of camp are to relax and have fun.

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## RECREATION EQUESTRIAN THERAPY

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### **HEARTS THERAPEUTIC EQUESTRIAN CENTER**

4420 Calle Real  
P.O. Box 30662  
Santa Barbara, CA 93130  
(805) 964-1519

[www.heartsadaptiveriding.org](http://www.heartsadaptiveriding.org)

Hearts Therapeutic Equestrian Center employs the power of the horse to enhance the capabilities of children and adults with exceptional needs in the Tri-County area.

### **PAULA TATE TRAINING CENTER**

P.O. Box 1936  
Nipomo, CA 93444  
(805) 550-1693

[www.partnersinthewind.org](http://www.partnersinthewind.org)

A nonprofit program dedicated to developing and restoring the heart, mind, and strength of our children. Using rescued horses as mentors, we provide a safe learning environment to teach respect for life plus horsemanship skills. Our goal is to cultivate, for the benefit of both, the special bond that exists between humans and horses.

### **RANCHO DE LOS ANIMALES FOR THE DISABLED (RAD)**

2756/2736 Green Place Dr.  
Arroyo Grande, CA  
Phone: (805) 489-4751; (805) 459-9083

Website: [www.ranchodelosanimales.com](http://www.ranchodelosanimales.com)

Riding lessons, trail riding, birthday parties, organization and group picnics, traveling pony rides and petting zoo, and camping.

### **SANTA YNEZ VALLEY RIDING PROGRAM**

195 Refugio Road  
Santa Ynez, CA  
(805) 686-6739  
[www.syvtherapeuticriding.org](http://www.syvtherapeuticriding.org)

Therapeutic riding uses equine oriented activities and the horse's strength and spirit to enhance the cognitive, physical, emotional, and social well-being of people with disabilities.

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## RECREATION PARKS AND RECREATION DEPARTMENTS

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**ATASCADERO** (community services department)  
www.atascadero.org

**LOMPOC**  
125 West Walnut  
Lompoc, CA 93436  
(805) 736-6565  
www.ci.lompoc.ca.us

**SANTA BARBARA – Adapted programs**  
620 Laguna  
Santa Barbara, CA 93102  
(805) 564-5421  
[www.sbparksandrecreation.com](http://www.sbparksandrecreation.com)

**SAN LUIS OBISPO**  
www.slocity.org/parksandrecreation

**SANTA MARIA**  
[www.ci.santa-maria.ca.us/209.shtml](http://www.ci.santa-maria.ca.us/209.shtml)

**SIMI VALLEY**  
www.rsrpd.org

**SOLVANG**  
411 Second Street  
Solvang, CA 93463  
(805) 688-7529  
[www.cityofsolvang.com](http://www.cityofsolvang.com)

**THOUSAND OAKS**  
<http://www.crpdpd.org>

**OXNARD**  
[www.ci.oxnard.ca.us/recreation\\_services/main.html](http://www.ci.oxnard.ca.us/recreation_services/main.html)

**VENTURA**  
[www.ci.ventura.ca.us](http://www.ci.ventura.ca.us) (e-recreation)

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## RESIDENTIAL PROGRAMS

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### COMMUNITY CARE LICENSING

[www.cclld.ca.gov](http://www.cclld.ca.gov)

Access to find/review a licensed facility

### DEVEREUX CALIFORNIA (SANTA BARBARA)

PO Box 6784

Santa Barbara, CA 93160

(805) 968-2525

[www.devereuxsb.org](http://www.devereuxsb.org)

Devereux California provides programs for adults and elders with developmental/ intellectual disabilities and/or emotional disorders; neurological impairments and autism. Programs include campus-based Residential Services; Adult Day Services and Respite Services; and Community-Based Supported Living and Independent Living Services. Medical and Clinical Services are available.

### GENESIS DEVELOPMENTAL SERVICES

P.O. Box 626

Pismo Beach, CA 93448-0626

Phone: (805) 489-9472

Fax: (805) 489-4218

Our mission is to empower the individuals we serve by providing them creative living options and day program services that support their choices, personal growth, and connection to the community. Genesis Developmental Services operates three Group Homes for adolescents which are licensed by Community Care Licensing

### PATHPOINT (SANTA BARBARA COUNTY)

South Santa Barbara County	North Santa Barbara County
137 Aero Camino	2450 Professional Parkway
Goleta, CA 93117	Santa Maria, CA 93455
(805) 961-9200	(805) 934-3537

PathPoint's mission is to provide comprehensive training and support services that empower people with disabilities and disadvantages to live and work as valued members of our communities.

### UCP, WORK INC. (SANTA MARIA)

3070 Skyway Drive, Suite 102

Santa Maria, CA 93455

Phone: (805) 739-0451

Fax: (805) 739-1724

[www.ucpworkinc.org/residential.php](http://www.ucpworkinc.org/residential.php)

For those individuals who need a more structured living environment, UCP WORK, Inc. operates four high-level group homes in the Santa Maria Valley. These group homes are operated and supported by highly skilled employees dedicated to assisting individuals in gaining the skills necessary to move in to independent living. Many of the same services are provided through the group homes, along with the consultation of our staff Licensed Clinical Social Worker and Registered Nurse.

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## SOCIAL SERVICES

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### **PEOPLE HELPING PEOPLE**

545 N. Alisal  
Box 1478  
Solvang, CA 93464  
Phone: (805) 686-0295  
[www.syvphp.org](http://www.syvphp.org)

Provides individuals and families with resources that help them achieve self-sufficiency, while supporting the local economy by ensuring that those in need can continue to live and work in the community.

### **SOCIAL SECURITY OFFICES (and Supplemental Security Income)**

1(800)722-1213 (general services)  
[www.ssa.gov](http://www.ssa.gov)

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## THERAPY SERVICES

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### **EASTER SEALS TRI-COUNTIES, CA**

532 Santa Barbara Street  
Santa Barbara, CA 93101  
(805) 899-4557  
[www.ca-tr.easterseals.com](http://www.ca-tr.easterseals.com)

### **COTTAGE REHABILITATION HOSPITAL (medical therapy)**

2415 De la Vina  
Santa Barbara, CA 93105-3819  
Vice-President: Melinda Staveley  
mstavele@cottagehealthsystem.org  
Phone: (805) 687-7444  
Website: [www.cottagehealthsystems.org](http://www.cottagehealthsystems.org)

Cottage Rehabilitation Hospital (CRH) provides comprehensive medical rehabilitation services, for both outpatient and inpatient care, to empower people with disabilities to achieve optimal quality of life. For more than 50 years, the not-for-profit facility (formerly known as Rehabilitation Institute of Santa Barbara) has been recognized for excellence, innovation, and excellent outcomes of care.

### **SANTA BARBARA CENTER FOR EDUCATIONAL THERAPY**

1021 Miramonte Drive  
Santa Barbara, CA 93109  
Phone: (805) 560-3711

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## TRANSITION SERVICES

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### **DEPARTMENT OF REHABILITATION (DOR)**

509 East Montecito Street, Suite 101      2450 Professional Parkway, Suite 230  
Santa Barbara, CA 93103-3216      Santa Maria, CA 93455-6813  
(805) 560-8130 (Voice)      (805) 928-1891 (Voice)  
(805) 560-8167 (TTY)      (805) 928-7901 (TTY)  
[www.rehab.cahwnet.gov/santabarbara](http://www.rehab.cahwnet.gov/santabarbara)      [www.rehab.cahwnet.gov/santabarbara](http://www.rehab.cahwnet.gov/santabarbara)

The California Department of Rehabilitation (DOR) administers the largest vocational rehabilitation program in the country. We have a three-pronged mission to provide services and advocacy that assist people with disabilities to live independently, become employed, and have equality in the communities in which they live and work. DOR provides consultation, counseling and vocational rehabilitation, and works with community partners to assist the consumers we serve.

### **DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)**

SANTA BARBARA CITY COLLEGE  
721 Cliff Drive  
Santa Barbara, CA 93109  
Phone: (805) 965 0581 ext 2364; 730 4164  
TTY: (805) 962 4084  
Fax: (805) 884 4966  
E-mail: [dspshelp@sbcc.edu](mailto:dspshelp@sbcc.edu)  
[www.sbcc.edu/dsps](http://www.sbcc.edu/dsps)

DSPS provides access and educational support to assure that students are integrated and empowered.

### **LEARNING ASSISTANCE PROGRAM (LAP)**

ALLAN HANCOCK COLLEGE  
800 S. College Drive  
Santa Maria, CA 93454  
Building K-Annex  
Phone: (805) 922-6966 Ext. 3274  
Fax: (805) 922-3556  
[lap@hancockcollege.edu](mailto:lap@hancockcollege.edu)

Website: [www.hancockcollege.edu](http://www.hancockcollege.edu) (under “Student Services”>> “Disability Services”)

The Learning Assistance Program (LAP) is committed to providing equal opportunity and access to students with disabilities through reasonable accommodations, instruction, assessment, counseling, and advocacy.

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## TRANSPORTATION PUBLIC

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**METROPOLITAN TRANSIT DISTRICT (MTD)**  
**SOUTH SANTA BARBARA COUNTY**  
(805) 683-3702 (information and complaints)

**SANTA MARIA AREA TRANSIT (SMAT)**  
**NORTH SANTA BARBARA COUNTY**  
(805) 928-5624 (information and complaints)

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## TRANSPORTATION PRIVATE

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**HELP OF CARPINTERIA**  
(Carpinteria only, no access for wheelchair users)  
(805) 684-0065  
Demand response door-to-door transportation, information, schedule rides, complaints

**EASY LIFT TRANSPORTATION**  
(805) 681-1181  
Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

**LOMPOC TRANSIT, CITY OF (COLT)**  
(805) 736-6666  
Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

**SANTA MARIA ORGANIZATION OF TRANSPORTATION HELPERS (SMOOTH)**  
(805) 922-8476  
Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

**SANTA YNEZ VALLEY TRANSIT**  
(805) 688-4718  
Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

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## VOCATIONAL TRAINING

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**DEVEREUX CALIFORNIA ( SANTA BARBARA)**  
PO Box 6784  
Santa Barbara, CA 93160  
(805) 968-2525  
[www.devereuxsb.org](http://www.devereuxsb.org)

Devereux California provides programs for adults and elders with developmental/ intellectual disabilities and/or emotional disorders, neurological impairments, and autism. Programs include campus-based Residential Services; Adult Day Services and Respite Services; Community-based Supported Living and Independent Living Services. Medical and Clinical Services are available.



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## VOCATIONAL TRAINING

(Continued)

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### **LOVARC – LIFE OPTIONS VOCATIONAL AND RESOURCE CENTER**

116 North I Street  
Lompoc, CA 93436  
(805) 735-3428  
[www.lovarc.com](http://www.lovarc.com)

Serves persons with disabilities by providing employment, social opportunities, and residence.

### **PATHPOINT (formerly Work Training Program, Inc.)**

315 W. Haley Street, Suite 102  
Santa Barbara, CA 93101  
(805) 966-3310  
[www.wtpinc.org](http://www.wtpinc.org)

PathPoint's mission is to provide comprehensive training and support services that empower people with disabilities and disadvantages to live and work as valued members of our communities.

### **SOCIAL FACILITATION (Work Training Program)**

227 N. Nopal Street	3070 Skyway Drive, Suite 102
Santa Barbara, CA 93103	Santa Maria, CA 93455
(805) 963-1685	(805) 738-0451
	(18 years and older)

### **UCP WORK, INC. (United Cerebral Palsy Association)**

Santa Barbara	Santa Maria (For ages 18 and older)	Corporate Office
423 W. Victoria Street	3078 Skyway Drive, Suite 102	5464 Carpinteria Avenue, Suite B
Santa Barbara, CA 93101	Santa Maria, CA 93455	Carpinteria, CA 93013
Phone: (805) 962-7201	(805) 739-0451	(805) 566-9000
Fax: (805) 962-1317	Fax: (805) 739-1724	Fax: (805) 566-9070
<a href="http://www.ucpworkinc.org">www.ucpworkinc.org</a>	<a href="http://www.ucpworkinc.org">www.ucpworkinc.org</a>	<a href="http://www.ucpworkinc.org">www.ucpworkinc.org</a>

UCP WORK, Inc. is a non-profit organization whose mission is to empower and support people with significant disabilities so that they may achieve the highest degree of independence.

### **VOCATIONAL TRAINING CENTER (VTC) ENTERPRISES**

2445 "A" Street  
P.O. Box 1187  
Santa Maria, CA 93456  
(805) 928-5000  
[www.vtc-sm.org](http://www.vtc-sm.org)

Assists youth and adults with disabilities or other limitations in choosing and achieving their life goals.

## APPENDIX F

<u>DISTRICT/COUNTY OFFICE/SELPA</u>	<u>TELEPHONE NUMBER</u>
<b>Ballard School District</b> ..... <a href="http://www.ballardschool.org">www.ballardschool.org</a>	688-4812
<b>Blochman Union School District</b> ..... <a href="http://www.sbceoportal.org/blochman">www.sbceoportal.org/blochman</a>	937-1148
<b>Buellton Union School District</b> ..... <a href="http://buellton.ca.schoolwebpages.com">http://buellton.ca.schoolwebpages.com</a>	688-4222
<b>Carpinteria Unified School District</b> ..... <a href="http://www.cusd.net">www.cusd.net</a>	684-4511
<b>Cold Springs School District</b> ..... <a href="http://www.coldspringschool.net">www.coldspringschool.net</a>	969-2678
<b>College School District</b> ..... <a href="http://www.collegeschooldistrict.org">www.collegeschooldistrict.org</a>	686-8385
<b>Cuyama Joint Unified School District</b> ..... <a href="http://www.sbceo.org/~cuyama/district/distinfo.htm">http://www.sbceo.org/~cuyama/district/distinfo.htm</a>	(661) 766-2482
<b>Goleta Union School District</b> ..... <a href="http://www.goleta.k12.ca.us">www.goleta.k12.ca.us</a>	681-1200
<b>Guadalupe Union School District</b> ..... <a href="http://www.sbceoportal.org/glupe/">http://www.sbceoportal.org/glupe/</a>	343-2114
<b>Hope School District</b> ..... <a href="http://www.hopesdk6.org">www.hopesdk6.org</a>	682-2564
<b>Lompoc Unified School District</b> ..... <a href="http://www.lusd.org">www.lusd.org</a>	742-3300
<b>Los Olivos School District</b> ..... <a href="http://www.sbceoportal.org/losolivos">www.sbceoportal.org/losolivos</a>	688-4025
<b>Montecito Union School District</b> ..... <a href="http://www.montecitou.org">www.montecitou.org</a>	969-3249
<b>Orcutt Union School District</b> ..... <a href="http://www.orcutt-schools.net">www.orcutt-schools.net</a>	937-6345
<b>Santa Barbara Unified School District</b> ..... <a href="http://www.sbsdk12.org">www.sbsdk12.org</a>	963-4331
<b>Santa Maria-Bonita School District</b> ..... <a href="http://www.smbds.org">www.smbds.org</a>	928-1783
<b>Santa Maria Joint Union High School District</b> ..... <a href="http://www.smjuhsd.k12.ca.us">www.smjuhsd.k12.ca.us</a>	922-4573
<b>Santa Ynez Valley Union High School District</b> ..... <a href="http://www.sylvuhsd.org">www.sylvuhsd.org</a>	688-6487
<b>Santa Ynez Valley Special Education Consortium</b> .....	688-4222

<b>Solvang School District</b> .....	688-4810
<a href="http://www.solvangschool.org">www.solvangschool.org</a>	
<b>Vista Del Mar Union School District</b> .....	686-1880
<a href="http://www.vistadelmarunion.com">www.vistadelmarunion.com</a>	
<b>Santa Barbara County Education Office</b> .....	964-4711
<a href="http://www.sbceo.org">www.sbceo.org</a>	
<b>Santa Barbara County SELPA</b> .....	683-1424
<a href="http://www.sbcsepa.org">www.sbcsepa.org</a>	

<u>SANTA BARBARA COUNTY CHARTER SCHOOLS</u>	<u>TELEPHONE NUMBER</u>
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<b>Adelante Charter School</b> .....	966-7392
<a href="http://www.adelantecharter.org">www.adelantecharter.org</a>	
<b>Family Partnership Home Study Charter School</b> .....	686-8700
<a href="http://www.fpcharter.org">www.fpcharter.org</a>	
<b>Manzanita Public Charter School</b> .....	734-5600
<a href="http://www.manzanitacharterschool.com">www.manzanitacharterschool.com</a>	
<b>Olive Grove Charter School</b> .....	693-5933
<a href="http://www.sbceportal.org/losolivos">www.sbceportal.org/losolivos</a>	
<b>Orcutt Academy Charter (Grades K-8)</b> .....	937-6515
<a href="http://www.orcutt-schools.net">www.orcutt-schools.net</a>	
<b>Orcutt Academy Charter (Grades 9-12)</b> .....	938-8990
<a href="http://www.orcutt-schools.net">www.orcutt-schools.net</a>	
<b>Peabody Charter School</b> .....	563-1172
<a href="http://www.peabodycharter.org">www.peabodycharter.org</a>	
<b>Santa Barbara Elementary Charter School</b> .....	967-6522
<a href="http://www.sbcharter.org">www.sbcharter.org</a>	
<b>Santa Barbara Middle Charter School</b> .....	967-7775
<a href="http://www.sbcharter.org">www.sbcharter.org</a>	
<b>Santa Ynez Valley Charter School</b> .....	693-1755
<a href="http://www.syvcs.org">www.syvcs.org</a>	
<b>Trivium Charter School</b> .....	937-1148
<a href="http://www.triviumcharter.org">www.triviumcharter.org</a>	