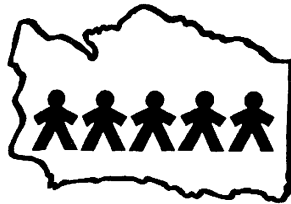


SPECIAL EDUCATION PARENT HANDBOOK



SANTA BARBARA COUNTY SELPA
August 2023

Handbook available on SBCSELPA website
www.sbcselpa.org

Adelante Charter School ♦ 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 ♦ Family Partnership Charter School ♦ Goleta Union School District ♦ Guadalupe Union School District ♦ Hope School District ♦ Lompoc Unified School District ♦ Los Olivos School District ♦ Manzanita Public Charter School ♦ Montecito Union School District ♦ Orcutt Union School District ♦ Santa Barbara Charter School ♦ Santa Barbara County Education Office ♦ Santa Barbara Unified 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.

ACKNOWLEDGMENT

Many thanks go to the members of our 2019-2020 Community Advisory Committee who spent time doing research, participating in discussions and editing. The handbook from North Inland Special Education Region was adapted for use in Santa Barbara County. The committee wishes to acknowledge North Inland for the work they put into their fine handbook. Our job was made easier through their efforts.

Original printing July 1995
Revised July 1998
Revised December 2000
Revised October 2004
Revised May 2006
Revised May 2008
Revised February 2009
Revised September 2011
Revised September 2016
Revised February 2017
Revised January 2020

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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 Santa Barbara County Special Education Local Plan Area (SBCSELPA) office at (805) 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.

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:

Autism (AUT)

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (although it can be diagnosed at a later age as long as all criteria are met) and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf* (DEAF)

Deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Deaf/Blindness* (DB)

Deaf-blindness is related 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 children with deafness or children with blindness.

Emotional Disturbance (ED)

Emotional disturbance is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

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

Established Medical Disability (Preschool Only) (EMD)

For purposes of this section, “established medical disability” means a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education and services

Hard of Hearing* (HH)

Hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Speech/Language Impaired (SLI)

A language or speech disorder is defined by one or more the following:

- Articulation disorder - reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention.
- Abnormal Voice - characterized by persistent, defective voice quality, pitch, or loudness.
- Fluency Disorders - the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.
- Language Disorder - when there are difficulties with expressive or receptive language that falls below the 7th percentile on two or more standardized assessments in one or more of the following areas:
 - Morphology
 - Syntax
 - Semantics
 - Pragmatics

Intellectual Disability (ID)

Intellectual disability is significantly lower than average general intellectual functioning, existing at the same time with deficits in practical life skill behaviors and appears during the developmental period that adversely affects a child's educational performance.

Multiple Disabilities (MD)

Multiple disabilities is simultaneous impairments 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.

- Example: Intellectual disability and blindness or intellectual disability and orthopedic impairment)

Other Health Impairment (OHI)

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

Orthopedic Impairment* (OI)

Orthopedic impairment is a severe inability to move using muscular and skeletal systems that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Specific Learning Disability (SLD)

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

- Education code allows for eligibility to be determined through any of the following processes:
 - Discrepancy Model
 - Response to Intervention (RtI)
 - Pattern of Strengths and Weaknesses (PSW)

Traumatic Brain Injury (TBI)

Traumatic brain injury is 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 child's educational performance. Traumatic brain injury results in impairments in one or more areas such as:

- cognition
- language
- memory
- attention
- reasoning
- abstract thinking
- judgment
- problem-solving
- sensory, perceptual, and motor abilities
- psychosocial behavior
- physical functions
- information processing
- speech

Visually Impaired* (VI)

Visual impairment is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

* Denotes a Low Incidence Disability meaning a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12.

This information was derived using 5 CCR § 3030. If further information is needed, refer to the preceding Education Code. <http://www.casponline.org>

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
- Exceptional Children
- Children with Disabilities
- Children with Exceptional Needs

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. Ask for clarification from any agency providing services and refer to Child Find and Referral Section of this handbook (Page 6).

Do all students with an identified disability require special education?

No. Special education is not for all children with an identified disability. Many are able to and should attend school without any change in the classroom program. Special education is only appropriate when modifications in the general education 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 create goals in identified areas of need. For children with disabilities who take the California Alternative Assessments (CAA) in English language arts/literacy (ELA), mathematics, and/or science, a description of benchmarks or short term objectives is also required.

What is an Individualized Education Program (IEP)?

The Individualized Education Program (IEP) is a legal document designed during an IEP Team Meeting. Items the IEP may include:

- a. General Information and Eligibility (which includes annual and triennial IEP dates).
- b. Present levels of child's performance for academics (including current Statewide Assessment scores), communication, gross/fine motor, social emotional/behavioral, vocational, adaptive, and health.
- c. Information about Special Factors including assistive technology, low incidence services, considerations for blind or visual impairment, deaf/hard of hearing, and English Learners needs.
- d. Statewide Assessment information including whether the child is taking the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment of California (ELPAC) and the California Alternative Assessments (CAA).
- e. Goals (and objectives for children that take the CAA and the ELPAC), which include criteria for evaluation.
- f. Specific specialized academic instruction (SAI) and/or related services to be provided to your child such as speech and language services, occupational therapy (OT), adaptive

- physical education (APE), counseling, etc. including the frequency and duration of each service and location where the service will be provided.
- g. The extent your child will be able to participate in the general education classroom.

Who are the members of the IEP team?

- a. One or both of the student's parents/guardians or the adult student (18-25 years of age).
- b. At least one general education teacher of the student, if the student is, or may be, participating in the general education environment
- c. The Case Manager of the student, who may be a special education teacher, a speech and language pathologist, or an APE teacher.
- d. A representative of the local educational agency (LEA) who meets all of the following:
- Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs
 - Is knowledgeable about the general education curriculum
 - 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)
- e. An individual who can interpret the instructional implications of the assessment results, such as a school psychologist. The individual may also serve a dual role.
- f. At the discretion of the parent/guardian, or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate
- g. Whenever appropriate, the child with exceptional needs

When and how is the IEP implemented?

For all initial assessments and for the initial IEP, you must give written consent before any assessment may begin or any services can be implemented. As soon as possible thereafter, the program as developed in the IEP will be provided. At the end of each IEP you will be asked to sign, consenting to the IEP as agreed upon in the meeting. You may take a copy home for review prior to signing if you desire. No services will begin, however, until your written consent 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, childcare workers, etc., may also recognize that a child is having difficulties with some aspect of development.

Who can be referred for a special education evaluation? Who can make a referral?

Children between the ages of 3 and 21 who attend private or public school, who are homeless and/or wards of the state can be referred for a special education evaluation. In addition, referrals can be made for children who are migrant, in a residential facility, and in the juvenile justice system.

If your child is younger than 3 years of age, a referral for special education can be made to the Santa Barbara County Education Office. There are two regional offices: North Office Phone Number: (805) 922-0334 and South Office Phone Number: (805) 964-4711. Referrals for special education can be made by teachers, specialists, administrators, as well as parents, doctors, community agencies, and other interested parties.

How do I know if my child might need to be referred for a special education evaluation?

Parents are encouraged to discuss concerns with their child's teacher, doctors, community agencies, and interested parties to clarify and organize specific problems and issues. Many school districts have a process in place to discuss concerns for a child through a Student Study Team (SST) meeting.

What is Response to Intervention?

Response to Intervention 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.

Who 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.

What is a Student Study Team Meeting?

The Student Study Team (SST) is made up of teachers, intervention specialists, school administrators, counselors, school psychologists, and other specialists. 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 purpose of the SST is to report and clarify concerns for the student and develop appropriate interventions within general education resources. This may include classroom accommodations, behavior contracts, as well as providing intensive interventions such as Response to Intervention (RtI) to help the student make appropriate progress 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 school district will review the referral and determine whether to accept or reject a request for an evaluation and offer alternatives to help your child. The SST process is not a required part of the IEP eligibility process (See question pg. 8, "*What is a Referral for Special Education Assessment?*").

What are some of the interventions the Student Study Team might consider and implement?

The Student Study Team may consider many options to address the concerns for a student. These options include but are not limited to:

- a. Classroom accommodations and/or adaptations
- 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. School-Based 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

Why is the Student Study Team process encouraged?

The use of the Student Study Team (SST) assists regular classroom teachers in modifying instruction for students having difficulty in their classrooms. The SST process also assists in documenting interventions have been implemented and whether they meet the student's educational needs. Documentation in which monitored interventions cannot meet student needs is an essential 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 can be initiated for special education assessment. Interventions can continue to be implemented while a referral is made for special education.

Does someone contact me if special education services are being considered?

Parents have the right to be a part of the Student Study Team (SST) 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.

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. The school district can provide assistance to parents in writing a written referral for a special education evaluation.

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 the 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.

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.

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. 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 education 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 determines 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:

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. At the meeting, you will find out how your child performed 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 p. 13, "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 of 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.

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.

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.

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.

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.

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

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.

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.

What does the Diagnostic Center of Southern California provide?

The Diagnostic Center 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.

What happens after the assessment is completed?

An IEP Team meeting will be held. As a parent, you are a member of this team. You will be invited, in writing, to the meeting. Attempts will 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 has been invited. **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.

What is the purpose of the IEP meeting?

The purpose of the Initial IEP 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.

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. An interpreter will attend if needed.

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 person who is listed on the meeting notice 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.

May I record the meeting?

Yes. The parent or guardian, district, special education local plan area (SBCSELPA), or county office shall have the right to record electronically the proceedings of IEP team meetings 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, due to it being recorded then the meeting shall not be recorded. 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.

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.

Parent questions to ask during IEP (English & Spanish)

**What are all these IEP Documents?
Clarifying Questions Parents/Guardians/Adult Students Might Ask**

IEP Pages	Clarifying Questions for Parents/ Guardians/Adult Students
(NC 6A) Notice of Meeting - when, where, and who will be at meeting.	Who are the members of my student’s team? Whom can I bring to the meeting? Can I record the meeting? Will someone take notes?
(IEP 1) Demographic and Eligibility (IEP 2) IEP Eligibility - dates of current, next, and last IEP and eligibility.	Check your contact information to ensure it is correct and current. What is my student’s disability?
(IEP 2B) Present Levels of Performance - updates on Academics, Social Emotional, Communication, Adaptive Living Skills, Behavior, and Health at school.	Does the page reflect my student’s strengths and my/our concerns? Give current health information including medication changes.
(IEP 4) State Wide Assessments - review state tests student will take, review accommodations for test (s).	When and why does my child take state tests? Which accommodations are appropriate for my student if any?
(IEP 3B) Annual Goals - plans the IEP team for the student to be written in measurable terms for the school year.	How do these goals support my student’s learning?
(IEP 5) Special Factors - Assistive technology or low incidence support through special equipment. English Language Learner supports. Positive behavior services or need for behavior support plan if appropriate.	What equipment or technology does my student require to make progress with their goals?
(IEP 7A-1) Special Education and Related Services (IEP 8) Supplemental Aids and Transportation (IEP 6A) Instructional Accommodations - services provided in Least Restrictive Environment. The services provided including time, location, duration. Accommodations support in general education classes	What type of special education support is available to meet student needs? How will my student be supported in the general education setting?
(IEP 7B) FAPE and Educational Setting - location of where the student will receive IEP services	How will I be notified about student’s progress? What does my student’s day look like?
(IEP 10A) Consent and Signatures - meeting participants sign in attendance; Parent/Guardian/Adult Student signs to	Do I have to sign agreeing to IEP at the meeting? If I do not sign in agreement, how it will affect my

initiate new IEP.	student?
(IEP 12) Notes and Additional Information - the minutes taken at the meeting	Can I ask for the notes to be read aloud? What is the purpose of the notes?
(NC 7) IEP Team Member Excusal - excuses a team member from attending the IEP meeting.	Can I say no to the member asking to be excused? If I say no to the member asking to be excused what happens next?
Additional IEP Forms	
(IEP 2C) Specific Learning Disability Eligibility - shows how a student qualifies under a Specific Learning Disability	If I sign the form, what happens next?
(IEP 6 G-1) and (IEP 6G-3) Behavior Intervention Plans - plan that targets problem behaviors and highlights procedures for improving the behaviors.	How will I know if my child's behavior is improving? What can I do at home to help the team? Who is responsible for implementing the plan?
(IEP 6D) Transition Plan - discusses future goals/plans for the student after high school (starts at age 15)	What resources are available to my student after high school? Will my student receive a diploma?
General Questions Parents/Adult Students/Guardians Might Ask:	When can I call an IEP meeting? Can I call an IEP meeting whenever I want? How will the student's next teacher know about his/her IEP? Can a school exit my student from special ed. without my permission? If I still have questions about the IEP, who should I contact? How will the IEP team communicate?

Resources: www.sbcselpa.org
<https://www.disabilityrightsca.org>

**Created by: Community Advisory Committee (CAC) and Santa Barbara County SELPA
Dec. 2018/ Revised January 2020**

As the assessment results are shared, what is my role as a 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.

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.

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 (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.

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.

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

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).

What is an Individualized Education Program (IEP)?

The IEP is a written legal document ideally developed in a collaborative and cooperative effort between parents and school personnel that describes the 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, as appropriate
- 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 appropriate public education (FAPE) has been offered at the initial IEP meeting.

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 IEP 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.

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 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).

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 held to review your child's IEP, revise if necessary, and specify the services that will be given in your new district.

What happens if I want to drop my child from services after he/she has been receiving special education services?

If you decide you do not want your child to receive Special Education Services, you must provide in writing a revocation of consent for implementing the IEP. This can be to one service or all.

PROGRAM OPTIONS

Special education is provided in the least restrictive environment (LRE) through a continuum of services and placements. A larger percentage of students are served in less restrictive environments while a smaller percentage are served in more restrictive environments. A child's placement on the continuum may change as their needs change.

What is the least restrictive environment (LRE)?

The least restrictive environment (LRE) for a child 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."

What is the continuum of services and placements?

1. Regular education programs consistent with subparagraph (a) of paragraph (5) of subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulations.
2. A resource specialist program pursuant to Section 56362
3. Related Services pursuant to Section 56363.
4. Special classes pursuant to Section 56364.2.

5. Nonpublic, nonsectarian school services pursuant to Section 56365.
6. State special schools pursuant to Section 56367.
7. Instruction in settings other than classrooms where specially designed instruction may occur.
8. Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation.
9. Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.

What is the Resource Specialist Program (RSP)?

Students in the Resource Specialist Program (RSP) 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.

What are self-contained class placements?

Self-contained class placements (formerly known as special day class) serve students with similar and more intensive educational needs. The self-contained class 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.

What is Specialized Academic Instruction (SAI)?

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 education curriculum, so that they can meet the educational standards within the jurisdiction of the public agency that apply to all children (34 CFR 300.39 (b)(3)).

What are related services?

Developmental, corrective and other supportive services designed to enable a child 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.

What is a nonpublic school (NPS)?

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

Non Public School (NPS) Residential Treatment Center (RTC) Placements

When a LEA/District IEP team determines they can no longer provide a continuum of program options to meet the needs of a student within the LEA/District or Santa Barbara County SELPA it may recommend that student be provided a free and appropriate education (FAPE) in a NPS placement with or without a RTC. In most circumstances this placement would be in an out-of-home RTC placement as there are no NPS day treatment placements located in Santa Barbara County. These placements are very restrictive and typically are only recommended in rare circumstances when all other programs and supports have been exhausted. Students requiring this high level of very structured program are usually deemed a danger to themselves or others, or have other very unique needs that cannot be met at the local level. In some circumstances these program placements may be made collaboratively with other agencies such as Tri Counties Regional Center (TCRC), Department of Probation, etc.

RIGHTS AND RESPONSIBILITIES

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). The provision of special education services is governed by state and federal laws. Local districts establish their own procedures to implement these laws. Students who are identified with a disability that requires special education and related services 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/guardians/adult students to be fully informed and to participate in all planning and decision-making about their child's or their own education.

How are these rights protected?

The goal of all school districts in the Santa Barbara County SELPA is to provide 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 qualified students with disabilities and their parents/guardians; these practices are called Procedural Safeguards and are described throughout this booklet as they pertain to the different topics discussed.

What are my Parent Rights?

The full version of Parents' Rights is available in Appendix C. A brief summary is provided below. It should be noted that Parent Rights is in reference to parents/guardians and also adult student where appropriate):

- a. Parents have the right 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 a disability who requires special education and related services.

- c. Parents have the right to be informed and participate in the IEP process, including the development of the IEP.
- d. Parents have the right to be informed of student assessment results in their native language, unless it is not clearly feasible to do so, and to give or withhold consent for placement.
- e. Parents have the right to request a meeting to review the IEP.
- f. Parents have the right to examine all reports and educational records of the student.
- g. The rights of privacy and confidentiality of records apply to all students.
- h. Parents have the right to an impartial due process hearing regarding the identification, evaluation, placement, and provision of a free appropriate public education for their child.

What are some of my responsibilities as the parent?

You, as the parent/guardian, 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 and make meaningful progress on their IEP goals.**

What are the school district's rights and responsibilities?

- a. The goal of all school districts is to provide 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.

Who may have access to my child's records?

Parents/guardians, 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 SBCSELPA for more detailed information.

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. Parents or a school district may request a mediator through SBCSELPA Alternative Dispute Resolution (ADR) process to support the IEP team in collaboration and resolution. ADR is requested through contacting SBCSELPA. The process of ADR is highlighted in Section 12 of SBCSELPA's Procedural Handbook. Due process is hopefully only a last resort.

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.

What is due process?

Due process is a legal procedure which ensures that each child has 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.

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 administrator 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

What if my child has challenging behaviors?

If your child is displaying challenging behaviors, then an IEP team meeting should be convened to discuss the impact of the behavior on your child's learning/safety and/or the impact on others learning/safety. If your child's behavior has resulted in the completion of a Behavioral Emergency Report (BER) then the District is required to schedule an IEP meeting within two days and hold the scheduled meeting within 30 days. The IEP team will look at the severity of your child's behavior and determine if a Functional Behavioral Assessment (FBA) is warranted which would lead to a Behavior Intervention Plan (BIP) if necessary or if early stage interventions provided by the teacher are sufficient in reducing the frequency and intensity of the challenging behavior.

What level would my child's challenging behavior be considered as?

Behaviors typically fall within one of the following four stages:

- Early Stage Intervention Behavior
 - Behavior is not yet significantly impacting the learning of the student or classroom functioning but could escalate if not addressed.
 - Examples:
 - Behavior has not generalized to more than one specific situation
 - Behavior has only occurred recently, less than 3-4 occurrences
- Moderate Behavior
 - Behavior is beginning to significantly impact classroom functioning or student learning.
 - Examples:
 - Behavior has generalized to multiple settings
 - Behavior has been repeatedly occurring, for example daily or weekly
 - Behavior disrupts the classroom functioning and students are unable to complete anticipated work due to frequency of the teacher's need to address this behavior.
 - Student is not mastering core curriculum at anticipated rate.
 - The student has an IEP and is not making progress in IEP goals and objectives.
- Serious Behavior
 - Behavior may require systematic observations and data collection and analysis procedures.
 - Examples:
 - Assaultive: physical assaults that require staff to manage the problem safely to protect the student and/or staff or peers. (If the behavior has occurred only once, a behavior plan may or may not be required, but careful analysis of the situation is required to assure future safety of all.
 - Self-Injurious: physical harming self (e.g. repeatedly hits self on head, continuous skin pricking resulting in health issues).
 - Other: Serious behaviors that interfere with quality of life, and/or IEP goal mastery (i.e. maladaptive behaviors) and/or occurring in multiple environments.
- Extreme Behavior
 - Student poses a safety issue to others or to self. Students behavior may require systematic observations and data collection and analysis procedures.
 - Examples:
 - Student has made a very serious substantive threat to harm self or others, e.g. threatens to kill self or others.

- Severe self-injury: physically harms self, at an extreme level, leaving significant evidence of the attack (e.g. hits self hard enough to break skin, leaves large bruises, damages organs).

What is a Behavioral Emergency Report (BER)?

A BER is completed when an emergency intervention is used or serious property damage occurs. A completed BER is housed in the student's cum file and a copy of the report provided to the parent or guardian. Emergency interventions such as Children's or Team Control Position may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the child or others. Whenever a behavioral emergency occurs, only SBCSELPA approved techniques may be used. SBCSELPA-approved techniques are taught in the Nonviolent Crisis Prevention Intervention (CPI) classes offered for certification to each district yearly.

What is a Functional Behavioral Assessment (FBA)?

An FBA is an assessment based on observations, review of records, interviews, and data analysis to determine the function the challenging behavior serves for the child, how that function can be met more appropriately and how the environment can be altered to better support general positive behaviors. The outcome of the FBA should include replacement behaviors, positive programming, reinforcement strategies, reactive strategies, emergency interventions and follow-up plans. An FBA should be done as best practice when a Behavior Intervention Plan (BIP) is being proposed. The FBA must be conducted by, or under the supervision of, a person who has documented training in behavioral analysis with an emphasis on positive behavioral interventions.

What is a Behavior Intervention Plan (BIP)?

A BIP should be created from data collected by trained school personnel, which may be in the form of an FBA. These are often developed for children that exhibit moderate to extreme level behavior. A BIP may be developed for a moderate level behavior if the team determines it is required. The BIP is a part of the IEP, which should include a description of the challenging behavior(s), the potential positive replacement behaviors, behavioral interventions to be used, specific reinforcement strategies, and how information pertaining to the behavior will be communicated between home and school.

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 days or more than 10 days cumulative where a pattern is determined to exist, this is legally an equivalent to an involuntary change in placement and requires manifestation determination and an FBA if the misconduct is a manifestation of the disability.

What is Manifestation 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, such as

suspension or expulsion. 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.

POSTSECONDARY TRANSITION

Transitions happen throughout every person's lifetime. Change can be stressful, but with preparation, support, information, and planning, transition to adult programs and services can be made easier for you and your student with exceptional needs. Students with exceptional needs and their families, experience more frequent and some times more challenging transitions than do typically developing children for various reasons such as change of providers (teachers, therapists, case managers, etc.) who might have been providing guidance and support for years. Your knowledge of the needs of your family and teen can help his or her transition(s) to be successful.

“One of the most striking (and most stressful) aspects of transition for families of children with exceptional needs is that it focuses on relationships: beginning and ending them, leaving a comfortable situation and starting all over again.” Brekken & Knowlton, *Transition Issues: A Model for Early Childhood Special Education*

What is an Individual Transition Plan?

At the high school level when the student is preparing to enter the world of work or when the student is exiting special education Individual Transition Plans (ITP) are developed with the parent and the student through the IEP process, and involve other agencies as appropriate, for example, Tri Counties Regional Center, Department of Rehabilitation, etc.

All special education students are required to have an Individual 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 are written 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.

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

Two 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.

How can I be involved to 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:

- Communicate by email or telephone with your child's teacher, before or after instructional time
- Request information from teachers on a regular basis so you can reinforce class work at home.
- Send and receive notes from your child's teacher
- Receive and review progress reports from the teacher
- Attend IEP meetings and teacher conferences
- Schedule a time to observe your child in his/her classroom
- Volunteer to work in the classroom
- Serve on school site, district or community advisory committees
- Participate in parent support groups

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.

Parent involvement is encouraged in the Special Education Local Plan Area's 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.

What is the purpose of the Community Advisory Committee (CAC)?

The primary purpose of the Community Advisory Committee (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 district special education departments.

Where do CAC meetings take place? How do I find out about meeting dates, times and location?

Meetings may take place at various sites around the region, but are typically held in the mid-county in Buellton. For more information, contact the SBCSELPA office at (805) 683-1424 or check the SBCSELPA website at www.sbcsepa.org.

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
ADHD	Attention Deficit Hyperactive Disorder
ADI	Autism Diagnostic Interview Revised
ADOS-2	Autism Diagnostic Observation Scale 2
APE	Adapted Physical Education
ASD	Autism Spectrum Disorder
AT	Assistive Technology
AUT	Autism
BA	Behavioral Aide
BIP	Behavior Intervention Plan
CAA	California Alternative Assessment
CAC	Community Advisory Committee
CARS	Childhood Autism Rating Scale
CASP	California Association of School Psychologists
CCASP	Central Coast Association of School Psychologists
CCS	California Children's Services
CDE	California Department of Education
CEC	Council for Exceptional Children
CHAT	Checklist for Autism in Toddlers
CTE	Center for Therapeutic Education
DHH	Deaf & Hard of Hearing
DIS	Designated Instruction and Services
DMH	Department of Mental Health
DSM-V	Diagnostic & Statistical Manual – Fifth Edition
ED	Emotional Disturbance
EL	English Learner
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights & Privacy Act
GROW	Growth Mindset, Resilience, Other Centered, Work Ethic
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
LCI	Licensed Children's Institution
LD	Learning Disability
LEA	Local Education Agency
LEP/NEP	Limited English Proficiency/Non-English Proficiency
LRE	Least Restrictive Environment
LSH	Language, Speech and Hearing
MCHAT	Modified Checklist for Autism in Toddlers
MH	Multihandicapped
NCLB	No Child Left Behind
NPA	Nonpublic 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
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
SI	Speech Impaired
SIRAS	SIRAS Systems online system for writing IEPs
SLD	Specific Learning Disability
SLI	Speech and Language Impaired
SLP	Speech/Language Pathologist
SST	Student Study Team/Student Success Team
STAR	Standardized Testing & Reporting
TBI	Traumatic Brain Injury
TEACCH	Treatment & Education of Autistic and Related Communication Handicapped Children
TCRC	Tri-Counties Regional Center
TLP	Therapeutic Learning Program
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.

ALTERNATIVE DISPUTE RESOLUTION (ADR): A process requested by a district or parent for support with dispute resolution through a neutral mediator.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD): Inattentive type, hyperactive type, or combined; significant inability to maintain prolonged attention to a task.

AUTISM (CCR § 3030(b)(1)): Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

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

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

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 before and after the behavior.

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

COMMUNITY ADVISORY COMMITTEE (CAC): A group of members appointed by local school districts that functions in an advisory capacity to the governing board of the Local Planning Agency and is 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 CAC 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: The state agency which provides counseling or other mental health services to students whose emotional needs extend beyond the school counseling options. Santa Barbara's agency is known as Behavioral Wellness.

DEAF: 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-BLINDNESS: 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.

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: 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: Dyslexia is a learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge (*International Dyslexia Association, 2002*)

SPECIFIC LEARNING DISABILITY (SLD): 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 process 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 has 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 APPROPRIATE PUBLIC EDUCATION (FAPE): What the district must offer to parent/student after the student is found eligible for special education.

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA): An assessment of behavior and then the development of a Behavior Intervention Plan (BIP) 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 body in opposite directions 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: 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: 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): 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: 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.

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: 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.

OCCUPATIONAL THERAPY: Occupational therapists provide rehabilitative services to individuals with mental, physical, or developmental impairments. Whether someone has trouble performing day-to-day activities due to an illness, injury, or disability, occupational therapy is about teaching people how to work within their limitations so they can live as independently as possible.

OTHER HEALTH IMPAIRED (OHI): 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.

RELATED SERVICES: Required for the student with exceptional needs to benefit from special education (e.g., speech therapy, adapted physical education, counseling, etc.).

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.

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: A severe orthopedic impairment that adversely affects a student's educational performance. The term includes 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).

SPECIALIZED ACADEMIC INSTRUCTION (SAI): 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.

SPECIAL EDUCATION: Specially designed instruction to meet the needs of an eligible student with disabilities in accordance with his/her Individualized Education Program (IEP).

SPECIFIC LEARNING DISABILITY (SLD): 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 SPECIALIST: A person trained in the areas of speech and language disorders that 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, emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, learning disabled, autistic, or having suffered a traumatic brain injury or from multiple disabilities.

STUDENT STUDY TEAM/ STUDENT SUCCESS 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 (TBI): 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 (VI): Impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

APPENDIX C

Special Education Rights of Parents and Children Under the Individuals with Disabilities Education Act, Part B, and the California Education Code

Notice of Procedural Safeguards

Revised July 25, 2023

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child’s special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment.
- Each time you are given an assessment plan to evaluate your child.
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement

(20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g] [1])

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a “free appropriate public education” (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child’s education?

You must be given opportunities to participate in any decision-making meeting regarding your child’s special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child’s FAPE. (20 USC 1414[d] [1]B–[d][1][D]; 34 CFR 300.321; EC 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC 1401[3], 1412[a][3]; 34 CFR 300.111; EC 56301, 56341.1[g][1], and 56506)

Where can I get more help?

When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at <http://www.cde.ca.gov/sp/se/qa/caprntorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

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. Such programs are offered to students aged 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 (CDE) Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 USC 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 CFR 300.503; EC 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication unless it is clearly not feasible to do so. (34 CFR 300.304; EC 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district.
2. An explanation of why the action was proposed or refused.
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused.
4. A statement that parents of a child with a disability have protection under the procedural safeguards.
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused. (20 USC 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 CFR 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. You have at least fifteen (15) days from the receipt of the proposed assessment plan to note your consent or non-consent on the assessment plan. The assessment may begin immediately upon receipt of the consent and must be completed, and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all the components of the IEP, those components of the program to which you have consented must be implemented without delay. If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public

education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 USC 1414[a][1][D] and 1414[c]; 34 CFR 300.300; EC 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time after 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) to obtain agreement or a ruling that the services may be provided to the child.
3. Will not 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.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified, and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code and is referred to special education or already has an IEP. (20 USC 1415[b][2]; 34 CFR 300.519; EC 56050; GC 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided, and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC 1414[b][1]– [3], 1412[a][6][B]; 34 CFR 300.304; EC 56001[j] and 56320)
Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC 1415[b][1] and [d][2][A]; 34 CFR 300.502; EC 56329[b] and [c])

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) business days after the request has been made orally or in writing. (EC 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[I])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

Santa Barbara County SELPA also supports parents/guardians, students, and school personnel through ADR in being a neutral third party. Santa Barbara County SELPA can provide trained neutral facilitators to mediate disputes in collaborative team meetings. Through the ADR process, it is the hope that parents/guardians and districts work together to resolve conflicts and encourage future positive relationships.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the

issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (*EC 56500.3 and 56503*)

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (*20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4]*)
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (*EC 56505 [e][1]*)
3. Present evidence, written arguments, and oral arguments (*EC 56505[e][2]*)
4. Confront, cross-examine, and require witnesses to be present. (*EC 56505[e][3]*)
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (*EC 56505[e][4]*)
6. Have your child present at the hearing (*EC 56501[c][1]*)
7. Have the hearing be open or closed to the public (*EC 56501[c][2]*)
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (*EC 56505[e][7] and 56043[v]*)
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (*EC 56505[e][6]*)
10. Have an interpreter provided (*CCR 3082[d]*)
11. Request an extension of the hearing timeline (*EC 56505[f][3]*)
12. Have a mediation conference at any point during the due process hearing (*EC 56501[b][2]*), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (*EC 56507[a]*). (*20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515*)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending.
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (*20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1]*)

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC 1415[f][1][B]; 34 CFR 300.510)

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC 1415[f][1][B]; 34 CFR 300.510)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission of your child to a public school, your child will be placed in a public-school program with your consent until all proceedings are completed. (20 USC 1415[j]; 34 CFR 300.518; EC 56505[d])

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 USC 1415[i][2] and [3][A], 1415[1]; 34 CFR 300.516; EC 56505[h] and [k], EC 56043[w])

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517; EC 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy.
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience.
3. The time spent, and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 USC 1415[i][3][B]-[G]; 34 CFR 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 USC 1415[i][3][B]-[G]; 34 CFR 300.517)

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

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890

The OAH can also be contacted by email using the Secure e-File Transmission (SFT) system. The SFT may be found on OAH's website at <https://www.applications.dgs.ca.gov/OAH/oahSFTWeb>.

**School Discipline and Placement Procedures
for Students with Disabilities
School Discipline and Alternative Interim Educational Settings**

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
- Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than ten (10) days?

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC 1415[k][1] and [7]; 34 CFR 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all the special education and related services necessary to provide FAPE. (20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
- In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice.
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district.
- Providing notice would likely have resulted in physical harm to your child.
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child.

(20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 CFR 300.151–153; 5 CCR 4600)

Complaints alleging violations of federal, and state special education laws or regulations may be mailed to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

You may also email your complaint to sepeceducation@cde.ca.gov.

For complaints involving issues not covered by federal or state special education laws or regulations, consult your district’s uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>

Senate Bill 511, Family Empowerment Centers

The Family Empowerment Centers (FECs) were established in 2001 by the enactment of Charter 690 of the Statutes of 2001 (Senate Bill 511, Alpert), enacted as Education Code (EC) 56400-56415. The FECs provide services to families with children with disabilities ages three to twenty-two. The intent of the legislature is to ensure that parents, guardians, and families of children and young adults with disabilities have access to accurate information, specialized training, and peer-to-peer support.

FEC Contact and Service Information

Organization	Counties Served	Website
Ability Path’s Family Resource Center of San Mateo County	San Mateo	https://www.smcfrc.org/
Alpha Family Resource Center	Santa Barbara	https://alphasb.org/
Exceptional Family Resource Center (EFRC)	Imperial, San Diego	https://efrconline.org/
Exceptional Parents Unlimited (EPU)	Madera	https://www.epuchildren.org/
Family Focus Resource and Empowerment Center	North Los Angeles (San Fernando, Santa Clarita, Antelope Valley)	https://csun.edu/family-focus-resource-center
Family Resource Navigators	Alameda	https://familyresourcenavigators.org/
Family SOUP	Colusa, Sutter, Yuba	http://www.familysoup.org/
H.E.A.R.T.S. Connection Family Resource Center and Empowerment Center	Kern	http://www.heartsfrc.org/
Heluna Health/Eastern Los Angeles Family Resource Center	Los Angeles (Alhambra, Arcadia, Boyle Heights, City Terrace, Commerce, East Los Angeles, East Pasadena, El Sereno, Eagle Rock/ Highland	https://www.helunahealth.org/partners/eastern-los-angeles-regional-family-resource-center/

	Park, La Habra Heights, La Mirada, Lincoln Heights, Montebello, Monterey Park, Mount Washington, Pico Rivera, Rosemead, San Gabriel, San Marino, South Pasadena, Santa Fe Springs, Temple City, Whittier)	
Matrix Parent Network and Resource Center	Napa, Solano, Sonoma	https://www.matrixparents.org/
Matrix Parent Network	Marin	https://www/matrixparents.org/
Parents Helping Parents, Inc.	Santa Clara	https://www.php.com/
Parents Helping Parents San Luis Obispo	San Luis Obispo	http://www.phpslo.org/
The Parents' Place Family Resource Center	Los Angeles (San Gabriel Valley, Pomona)	http://www.parentsplacefrc.com/
Plumas Rural Services, Inc.	Lassen, Modoc, Plumas, Sierra	https://www.plumasruralservices.org/
Rowell Family Empowerment of Northern California (RFENC)	Butte, Glenn, Shasta, Siskiyou, Tehama, Trinity	https://rfenc.org/Home/
South Central Los Angeles Regional Center (McClaney Family Resource Center)	Los Angeles (South Los Angeles including Watts, Leimert Park, Florence/ Firestone, West Adams, Bell, Bell Gardens, Compton, Cudahy, Downey, Huntington Park, Lynwood, Maywood, Vernon, South Gate, North Carson, Gardena, Paramount)	https://sclarc.org/
Special Kids Connect	Monterey	https://specialkidsconnect.org/
Special Parents Information Network (SPIN)	San Benito, Santa Cruz	https://www.spinsec.org/
Support for Families of Children with Disabilities	San Francisco	https://www.supportforfamilies.org/
Team of Advocates for Special Kids, Inc. (TASK)	Orange	https://taskca.org/

Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Artesia, Avalon, Bellflower, Carson, Cerritos, Harbor City, Harbor Gateway, Hawaiian Gardens, Hermosa Beach, Lakewood, Lomita, Long Beach, Manhattan Beach, Norwalk, Palos Verdes Estates, Rancho, Palos Verdes, Rolling Hills, San Pedro, Signal Hill, Torrance, Willmington)	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Signal Hill, Long Beach, Catalina Island)	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Lakewood, East Lakewood, Hawaiian Gardens, Bellflower, Norwalk/Little Lake, Artesia, Cerritos)	https://taskca.org/
Warmline Family Resource Center	Alpine, El Dorado, Nevada, Placer, Sacramento, Yolo	http://www.warmlinefrc.org/
Westside Family Resource Center	West Los Angeles	http://wfrec.org/

Glossary of Abbreviations Used in This Notification

ADR	Alternative Dispute Resolution
CFR	Code of Federal Regulations
EC	California Education Code
FAPE	Free Appropriate Public Education
FEC	Family Empowerment Center on Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
PTIC	Parent Training and Information Center
OAH	Office of Administrative Hearings
SELPA	Special Education Local Plan Area
USC	United States Code

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 reports (pediatrician, allergist), therapy reports (speech therapy, occupational therapy), and agency reports (Regional Center, Behavioral Wellness).
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: _____

Siblings	Birthdate	Learning/Language Problems
----------	-----------	----------------------------

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Other family members with learning/language problems _____

Language spoken in home _____

I. Pregnancy Birth History

Substances or medications taken during pregnancy, 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 _____

Has your child received all of their doctor recommended vaccinations? ___ Yes ___ No.
Vaccinations needed _____

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.)

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.)

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.)

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.)

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.)

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.)

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.)

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

(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)

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- American Camping Association	
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- Camp Depot	
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- KidsCamps.com	
- National Center on Physical Activity & Disability (NCPAD) Summer Camps Fact Sheet	
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- Department of Rehabilitation (DOR)
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- Metropolitan Transit District (MTD) – South Santa Barbara County
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- HELP of Carpinteria
- Easy Lift Transportation
- Lompoc Transit, City of (COLT)
- Santa Maria Organization of Transportation Helpers (SMOOTH)
- Santa Ynez Valley Transit

Vocational Training78

- Devereux California (Santa Barbara)
- Lovarc (Life Options Vocational and Resource Center)
- PathPoint (formerly Work Training Program)
- UCP WORK, Inc. (United Cerebral Palsy Association)
- Vocational Training Center (VTC) Enterprises

ADVOCACY & SPECIAL EDUCATION INFORMATION

AREA BOARD IX

(serving San Luis Obispo, Santa Barbara, and Ventura counties)

200 E. Santa Clara Street, Suite 210

Ventura, CA 93001

(805) 648-0220

<https://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

(800) 926-0648

Videophone: (916) 374-7182

<https://www.cde.ca.gov/sp/se/fp/>

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 children's 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

Sacramento Office

1831 K Street

Sacramento, CA 95811-4114

(916) 504-5800

Los Angeles Regional Office

350 South Bixel Street, Suite 290

Los Angeles, CA 90017

(800) 776-5746

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 RESOURCE CENTER

Santa Barbara Office

423 W. Victoria Street

Santa Barbara, CA 93110

(805) 963-0595 Voice or TTY

www.ilrc-trico.org

Santa Maria Office

222 West Carmen Lane #106

Santa Maria, CA 93458

(805) 925-0015 Voice or TTY

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.

ADVOCACY & SPECIAL EDUCATION INFORMATION *(Continued)*

LEARNING RIGHTS LAW CENTER

1625 West Olympic Blvd. Ste 500

Los Angeles, CA 90015

(213) 489-4030

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.

OFFICE FOR CIVIL RIGHTS, CALIFORNIA

U.S. Department of Education

50 United Nations Plaza

San Francisco, CA 94102

OCR Phone: (800) 421-3481

SF (415) 486-5555

<https://ww2.ed.gov/about/offices/list/ocr/index.html>

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)

Los Angeles Office

350 South Bixel Street Suite 290

Los Angeles, CA 90017

(800) 776-5746

Email: 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.

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

(202) 245-7468

<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.

ADVOCACY & SPECIAL EDUCATION INFORMATION *(Continued)*

SPECIAL ADVOCATE: WRIGHTSLAW NEWSLETTER

<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

4401 Crenshaw Blvd. Ste.215

Los Angeles, CA 90043

323291-7100

<https://snnla.org>

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

1101 15th Street NW Ste. 206

Washington, D.C. 20006

(202) 817-3264

Email: info@TASH.org

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.

TASK (Team of Advocates for Special Kids)

100 W. Cerritos Avenue

Anaheim, CA 92805

(714) 533-8275

Email: task@taskca.org

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.

ASSESSMENT

DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

4339 State University Drive

Los Angeles, CA 90032

(323) 222-8090

E-mail: 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.

ASSISTIVE TECHNOLOGY

ALLIANCE FOR TECHNOLOGY ACCESS

1304 Southpoint Blvd., Suite 240

Petaluma, CA 94954

(707) 778-3011

(707) 778-3015 TTY

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.

ATAC – ADAPTIVE TECHNOLOGY ASSESSMENT CENTER, VENTURA CO. SELPA

5100 Adolfo Road

Camarillo, CA 93012

(805) 437-1575

<http://www.vcselpa.org/>

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.

ASSISTIVE TECHNOLOGY (Continued)

CENTER FOR ASSISTIVE TECHNOLOGY

3075 Adeline, Suite 220

Berkeley, CA 94703

(510) 841-3224

cforat@aol.com

<http://www.cforat.org>

Center for Assistive Technology 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

(408) 727-5775

<http://www.php.com/>

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.

SAN DIEGO ASSISTIVE TECHNOLOGY CENTER (SDATC)

8665 Gibbs Drive, Suite 100

San Diego, CA 92123

(858) 278-5420

Email: sdatc@ucpsd.org

<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

(714) 533-8275

<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.

AUTISM

AUTISM SOCIETY OF SANTA BARBARA

P.O. Box 30364
Santa Barbara, CA 93130-0364
(805) 560-3762

www.asasb.org

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.

BLIND & VISUALLY IMPAIRED

BRILLE INSTITUTE OF AMERICA

2031 De La Vina
Santa Barbara, CA 93105
(805) 682-6222

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)

431 Burgess Drive Suite 120
Menlo Park, CA 94025
(650) 493-3717

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.

CHILD AND FAMILY SERVICES

CHILDREN FAMILY AND ADVOCACY SERVICES (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
(805) 453-7739 (Bilingual)

Norma Puga
Family First
1234 Fairway Drive
Santa Maria, CA 93455
(805) 347-2775 (Bilingual)

CHILD AND FAMILY SERVICES (Continued)

FAMILY SERVICE AGENCY (FSA)

Santa Barbara

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

Lompoc

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

Santa Maria

120 E. Jones Street, Suite 130
Santa Maria, CA 93454
(805) 925-1100
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 COUNTY CHILD AND FAMILY MENTAL HEALTH

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
(805) 957-9272

North County:

1234 Fairway, Suite A
Santa Maria, CA 93455
(805) 347-2775

ALPHA RESOURCE CENTER

4501 Cathedral Oaks Road
Santa Barbara, CA 93110
(805) 683-2145
Toll Free: (877) 414-6227
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 7114
Thousand Oaks, CA 91359
(805) 497-9596
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.

CHILD AND FAMILY SERVICES - TEENS

SANTA MARIA PARKS/REC YOUTH & TEEN PROGRAMS

615 S. McClland Street
Santa Maria, 93454
(805) 925-0951 ext. 2260
www.cityofsantamaria.org/

TEEN EXTREME & EXPO ALPHA RESOURCE CENTER

4501 Cathedral Oaks Road
Santa Barbara, California 93110
Toll Free: 1 (877) 414-6227
(805) 683-2145
www.alphasb.org/youth-services/

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) 748-8077
www.californiacentral.younglife.org/

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

DEAF & HARD OF HEARING

GLAD (Greater Los Angeles Agency on Deafness)
Serving Ventura, Santa Barbara, San Luis Obispo Counties
www.gladinc.org

Tri-County GLAD
702 County Square Drive, Suite 101
Ventura, CA 93003
(805) 644-6322
(805) 644-6323 TTY
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.

DEAF & HARD OF HEARING *(Continued)*

HOUSE EAR INSTITUTE (Hearing Impairments)

201 SOUTH Alvarado Ave. Ste 809

Los Angeles, CA 90057

(213) 483-9930

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.

DISABILITY SPECIFIC

DOWN SYNDROME ASSOCIATION OF SANTA BARBARA COUNTY

PO Box 902

Goleta, CA 93116

(805) 886-4411

www.DSASBC.org

MULTIPLE SCLEROSIS SOCIETY – Southern California/Nevada Chapter

5150 W. Goldleaf Circle, Ste. 400

Los Angeles, CA 90056

(310) 479-4456

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 DYSTROPY ASSOCIATION (MDA) - GREATER LOS ANGELES

6167 Bristol Parkway #325

Culver City, CA 90230

(310) 390-6802

www.mda.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

DISABILITY SPECIFIC *(Continued)*

PRADER-WILLI CALIFORNIA FOUNDATION OFFICE

1855 First Ave, Ste. 201
San Diego, CA 92101
(310) 372-5053
(800) 400-9994 (within CA)
info@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.

DYSLEXIA & LEARNING DISABILITY

BRaille INSTITUTE OF AMERICA

2031 De La Vina
Santa Barbara, CA 93105
(805) 682-6222
www.brailleinstitute.org/santabarbara
sb@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.

INTERNATIONAL DYSLEXIA ASSOCIATION – LOS ANGELES BRANCH

12405 Venice Blvd. #392
Los Angeles, CA 90066
(818) 506-8866
www.dyslexiala.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

5638 Hollister Avenue, Suite 210
Goleta, CA 93117
(805) 681-0531
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.

HEALTH CARE

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.sbcphd.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

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.

INFORMATION & REFERRAL

2-1-1 HELPLINE OF SANTA BARBARA COUNTY

Free, Confidential, 24-hour Information and Referral

Dial 2-1-1 in Santa Barbara County

(805) 922-2243 ext. 211

www.211santabarbaracounty.org/

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 RESOURCE CENTER

423 W. Victoria Street

Santa Barbara, CA 93110

(805) 963-1350 TTY

www.ilrc-trico.org

222 Carmen Lane

Santa Maria, CA 93458

(805) 332-3213 TTY

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.

INFORMATION & REFERRAL *(Continued)*

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

520 E. Montecito Street
Santa Barbara, CA 93103-3278
(800) 322-6994

www.tri-counties.org

1234 Fairway Drive #A
Santa Maria, CA 93455
(805) 922-4640

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.

LEARNING DISABILITIES

CHADD

(866) 200-8098

www.chadd.org

west-la-chad@chadd.net

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
P.O. Box 10369
Pittsburgh, PA 15234-1349
(412) 341-1515

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)

(530) 902-1636

contact@ldaca.org

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

LEARNING DISABILITIES: LD ONLINE

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.

LEARNING DISABILITIES *(Continued)*

NATIONAL CENTER ON LEARNING DISABILITIES (NCLD)

32 Laight Street, Second Floor

New York, NY 10013

Website: www.nclد.org

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.

LEGAL ASSISTANCE

CALIFORNIA RURAL LEGAL ASSISTANCE (CRLA)

324 E Carrillo Street

Santa Barbara, CA 93101

(805) 963-5981

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 St.

Santa Barbara, CA 93101

(805) 963-6754

www.lafsbс.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.

SBCBA LAWYER REFERRAL SERVICE

15 West Carrillo St. Suite 106

Santa Barbara, CA 93101

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

www.sblaw.org

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.

MENTAL HEALTH

BEHAVIORAL WELLNESS (including CARES)

South County – Santa Barbara

300 N. San Antonio Road
Santa Barbara, CA 93110
(805) 681-5220
CARES: 1(888)868-1649

North County - Lompoc

Adult Mental Health Services
117 North B Street
Lompoc, CA93436
(805) 737-6690

North County - Santa Maria

Children’s Mental Health Services
500 W. Foster Rd.
Santa Maria, CA 93455
(805) 934-6385

www.countyofsb.org/behavioral-wellness/

Behavioral Wellness 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, Behavioral Wellness 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.

PRESCHOOL

HEAD START – COMMUNITY ACTION COMMISSION

5638 Hollister Ave. Suite 230
Goleta, CA 93117
(805) 964-8857

120 W. Chestnut Ave.
Lompoc, CA 93436
(805) 740-4555

201 W. Chapel St.
Santa Maria, CA 93458
(805) 922-2243

www.cacsb.com

www.cacsb.com

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.

EASTER SEALS TRI-COUNTIES, CA

26 W Anapamu St. Ste 102
Santa Barbara, Ca 93101
(805) 899-4557

www.easterseals.com/southernca/

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

RECREATION - ATHLETICS

SPECIAL OLYMPICS

Santa Barbara County
15 E. Carrillo Street
Santa Barbara, CA 93101
(805) 884-1516

www.sosc.org/santabarbara

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.

RECREATION – ATHLETICS *(Continued)*

BOYS & GIRLS CLUB

632 W Canon Perdido St.
Santa Barbara, CA 93101
(805) 966-1553

CARPINTERIA
4849 Foothill Road
Carpinteria, CA 93013
(805) 684-1568
www.unitedbg.org

GOLETA
5701 Hollister Ave.
Goleta, CA 93117
(805) 967- 2617
www.unitedbg.org

LOMPOC
501 N W Street
Lompoc, CA 93436
(805) 742-2475
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 93455
(805) 922-7763
www.bgcsmv.org/

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.

HIDDEN WINGS

(805) 705-3918
517 Atterdag Road
Solvang, CA 93463
jim@hiddenwings.org

Hidden Wings is a non-profit 501©3 corporation dedicated to nurturing the gifts of young adults with autism so that they might have full and productive lives in society. Hidden Wings is a post-secondary school, a place specifically designed for visual thinkers with rigorous exercise, a predictable and loving environment, and intellectual stimulation based upon the unique gifts of every student.

YMCA

SANTA BARBARA
36 Hitchcock Way
Santa Barbara, CA
93105
(805) 687-7727
www.ciymca.org/santa_barbara

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

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

SANTA YNEZ
900 N. Refugio Road
Santa Ynez, CA 93460
(805) 686-2037
<http://www.ciymca.org/stuartgildred>

RECREATION - CAMPS

AMERICAN CAMP ASSOCIATION

www.ACAcamps.org

(800) 428-2267

(765) 342-8456

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

CAMP CHANNEL: BRINGING SUMMER CAMPS TO THE INTERNET

www.campchannel.com/

CAMPS FOR CHILDREN WITH DIABETES

www.childrenwithdiabetes.com/camps

CAMP DEPOT

www.campdepot.com/PC_CampSearch.html

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

CAMP PAIVIKA

600 Playground Drive

Cedarpines Park, CA 92322

(909) 338-1102

www.abilityfirst.org

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

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

CAMP PREVENT

1900 West 5th Street

Boys & Girls Club of Oxnard

Oxnard, CA 93030

(323) 966-2890

www.diabetescamps.org/

EASTER SEALS CAMPS

1570 E. 17th Street

Santa Ana, CA 92705

(714) 834-1111

www.easterseals.com/southernca/our-programs/camping-recreation/

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.

RECREATION – CAMPS (Continued)

KIDCAMPS.COM

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

www.nchpad.org/

SUMMER CAMPS FOR AMPUTEES AND CHILDREN WITH LIMB DIFFERENCES

www.amputee-coalition.org/

SUMMER CAMPS FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING

www.gallaudetathletics.com/camps/index

www.gallaudet.edu/youth-programs/summer-youth-camps

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.

RECREATION - EQUESTRIAN THERAPY

HEARTS THERAPEUTIC EQUESTRIAN CENTER

4420 Calle Real
Santa Barbara, CA 93111
(805) 964-1519

www.heartsriding.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

(805) 550-1693

www.paulatatetraining.wixsite.com

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 Green Place
Arroyo Grande, CA 93420
(805) 459-6000; (805) 459-9083

www.ranchodelosanimales.org/

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

SANTA YNEZ VALLEY THERAPEUTIC RIDING PROGRAM

195 Refugio Road
Santa Ynez, CA
(805) 598-1099

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.

RECREATION - PARKS AND RECREATION DEPARTMENTS

ATASCADERO (Community Services
Department)
6500 Palma Ave
Atascadero, CA 93422
(805) 461-5000
www.atascadero.org

LOMPOC
125 West Walnut
Lompoc, CA 93436
(805) 875-8100
www.cityoflompop.com/

RECREATION - PARKS AND RECREATION DEPARTMENTS *(Continued)*

SANTA BARBARA

620 Laguna
Santa Barbara, CA 93102
(805) 564-5421
www.santabarbaraca.gov/gov.depts/parksrec/

SAN LUIS OBISPO

1341 Nipomo Street
San Luis Obispo, CA 93401
(805) 781-7300
www.slocity.org/

SANTA MARIA

615 S. McCelland Street
Santa Maria, CA 93454
(805) 925-0951
www.cityofsantamaria.org/

SIMI VALLEY

1692 Sycamore Drive
Simi Valley, CA 93065
(805) 584-4400
www.simivalley.org/

SOLVANG

411 Second Street
Solvang, CA 93463
(805) 688-7529
www.cityofsolvang.com/179/parks-recreation

THOUSAND OAKS

403 W. Hillcrest Drive
Thousand Oaks, CA 91360
(805) 495-6471
www.crpdpd.org/

OXNARD

300 West 3rd Street
Oxnard, CA
www.oxnard.org/

VENTURA

501 Poli Street
Ventura, CA 93001
(805) 654-7800
www.cityofventura.net/

RESIDENTIAL PROGRAMS

COMMUNITY CARE LICENSING

www.cclcd.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

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.

NOVELLES DEVELOPMENTAL SERVICES, CA (CPES)

951 E Fesler St.
Santa Maria, CA 93458
(805) 928-7900
www.cpes.com/nouvelles_landing.html

Novelles is “a company that has long been committed to the idea that individuals with developmental disabilities must have opportunities to reach their potential for independence in the community.

RESIDENTIAL PROGRAMS *(Continued)*

PATHPOINT (SANTA BARBARA COUNTY)

South Santa Barbara County North Santa Barbara County
902 Laguna Street 2450 Professional Parkway
Santa Barbara, CA 93101 Santa Maria, CA 93455
(805) 961-9200 (805) 934-3537

www.pathpoint.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.

UCP, WORK INC.

Santa Barbara
423 W. Victoria St.
Santa Barbara, CA 93101
(805) 962-6699

www.ucpworkinc.org/residential.php

Santa Maria
434 E Rose Ave.
Santa Maria, CA 93454
(805) 614-0967

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 into 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.

SOCIAL SERVICES

PEOPLE HELPING PEOPLE

175 McMurray Rd.
Buellton, CA 93427
(805) 686-9897

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)

(800) 772-1213
(800) 325-0778 TTY

www.ssa.gov

SANTA BARBARA LOCAL OFFICE
122 W Figueroa St.
Santa Barbara, CA 93101
(866) 695-6285

SANTA MARIA LOCAL OFFICE
2436 Professional Parkway
Santa Maria, CA 93455
(866) 331-2316

THERAPY SERVICES

EASTER SEALS

1570 E. 17th Street
Santa Ana, CA 92705
(714) 834-1111

www.easterseals.com/southernca/our-programs/autism-asd-services/

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.

COTTAGE REHABILITATION HOSPITAL (medical therapy)

2415 De la Vina St.
Santa Barbara, CA 93105-3819
<http://www.cottagehealth.org/services/rehabilitation/>
(805) 569-8999 x. 82338

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

972 Miramonte Drive
Santa Barbara, CA 93109
chrbaroni@yahoo.com
(805) 560-3711

TRANSITION SERVICES

DEPARTMENT OF REHABILITATION (DOR)

(844) 729-2800 TTY
www.rehab.cahwnet.gov/santabarbara
509 East Montecito Street, Suite 101 2615 South Miller St, Suite 101
Santa Barbara, CA 93103-3216 Santa Maria, CA 93455
(805) 560-8130 (805) 928-1891

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
(805) 965 0581 ext. 2364 / (805) 730 4164
(805) 962 4084 TTY

www.sbccc.edu/dsps

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

TRANSITION SERVICES *(Continued)*

LEARNING ASSISTANCE PROGRAM (LAP)

ALLAN HANCOCK COLLEGE

800 S. College Drive

Santa Maria, CA 93454

Building A, Room A304

(805) 922-6966 Ext. 3274

lap@hancockcollege.edu

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.

TRANSPORTATION - PUBLIC

METROPOLITAN TRANSIT DISTRICT (MTD)

SOUTH SANTA BARBARA COUNTY

1020 Chapala Street

Santa Barbara, CA 93101

(805) 963-3366

www.sbmtd.gov/index.html

SANTA MARIA AREA TRANSIT (SMAT)

NORTH SANTA BARBARA COUNTY

110 S. Pine St, Suite 101

Santa Maria, CA 93458

(805) 928-5624

www.cityofsantamaria.org

TRANSPORTATION - PRIVATE

HELP OF CARPINTERIA

(Carpinteria only, no wheelchair access)

1069 Casitas Pass Road

Carpinteria, CA 93013

(805) 684-0065

Demand response door-to-door transportation, information, schedule rides, complaints

EASY LIFT TRANSPORTATION

53 Cass Place, Suite D

Goleta, CA 93117

(805) 681-1181

(805) 896-7830 (After hours emergency)

www.easylift.org/

Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

LOMPOC TRANSIT, CITY OF (COLT)

www.cityoflom poc.com/transit/colt.htm

1300 West Laurel Avenue

Lompoc, CA 93436

(805) 736-6666

Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

TRANSPORTATION – PRIVATE *(Continued)*

SANTA MARIA ORGANIZATION OF TRANSPORTATION HELPERS (SMOOTH)

www.smoothinc.org/

240 E. Roemer Way
Santa Maria, CA 93454
(805) 922-0146

Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

SANTA YNEZ VALLEY TRANSIT

431 Second St, Suite 9
Solvang, CA 93463
(805) 688-4718

www.syvt.com/

Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

VOCATIONAL TRAINING

DEVEREUX CALIFORNIA (SANTA BARBARA)

PO Box 6784
Santa Barbara, CA 93160
(805) 968-2525

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.

LOVARC – LIFE OPTIONS VOCATIONAL AND RESOURCE CENTER

116 North I Street
Lompoc, CA 93436
(805) 735-3428

www.lovarc.com

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

PATHPOINT (SANTA BARBARA COUNTY)

South Santa Barbara County
902 Laguna Street
Santa Barbara, CA 93101
(805) 961-9200

North Santa Barbara County
2450 Professional Parkway
Santa Maria, CA 93455
(805) 934-3537

www.pathpoint.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.

VOCATIONAL TRAINING *(Continued)*

UCP WORK, INC. (United Cerebral Palsy Association)

Santa Barbara
423 W. Victoria Street
Santa Barbara, CA 93101
(805) 962-7201

Santa Maria
3070 Skyway Drive, Suite 102
Santa Maria, CA 93455
(805) 739-0451

Corporate Office
5320 Carpinteria Avenue, Suite G
Carpinteria, CA 93013
(805) 566-9000

www.ucpworkinc.org

www.ucpworkinc.org

www.ucpworkinc.org

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
Santa Maria, CA 93455
(805) 928-5000

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>
Ballard School District..... www.ballardschool.org	(805) 688-4812
Blochman Union School District..... www.blochmanusd.org	(805) 937-1148
Buellton Union School District..... www.buelltonusd.org	(805) 686-2767
Carpinteria Unified School District..... www.cusd.net	(805) 684-4511
Cold Spring School District..... www.coldspringschool.net	(805) 969-2678
College School District..... www.collegeschooldistrict.org	(805) 686-7300
Cuyama Joint Unified School District..... www.cuyamaunified.org	(661) 766-2482
Goleta Union School District..... www.goleta.k12.ca.us	(805) 681-1200
Guadalupe Union School District..... www.guadusd.org	(805) 343-2114
Hope School District..... www.hopesdk6.org	(805) 682-2564
Lompoc Unified School District..... www.lusd.org	(805) 742-3300
Los Olivos School District..... www.losolivosschool.org	(805) 688-4025
Montecito Union School District..... www.montecitou.org	(805) 969-3249
Orcutt Union School District..... www.orcutt-schools.net	(805) 938-8900
Santa Barbara Unified School District..... www.sbsdk12.org	(805) 963-4338
Santa Maria-Bonita School District..... www.smbusd.org	(805) 928-1783
Santa Maria Joint Union High School District..... www.smjuhsd.k12.ca.us	(805) 922-4573

Santa Ynez Valley Union High School District(805) 688-6487
www.syvuhd.org

Santa Ynez Valley Special Education Consortium(805) 688-4222
www.syvsec.org

Solvang School District.....(805) 688-4810
www.solvangschool.org

Vista Del Mar Union School District.....(805) 686-1880
www.vistadelmarunion.com

Santa Barbara County Education Office.....(805) 964-4711
www.sbceo.org

Santa Barbara County SELPA.....(805) 683-1424
www.sbcselpa.org

SANTA BARBARA COUNTY CHARTER SCHOOLS

TELEPHONE NUMBER

Adelante Charter School(805) 966-7392
www.adelantecharter.org

Family Partnership Charter School(805) 348-3333
www.fpcharter.org

Manzanita Public Charter School(805) 734-5600
www.manzanitacharterschool.com

Santa Barbara Charter School(805) 967-6522
www.sbcharter.org

APPENDIX G
SIRAS IEP FORMS