



SPECIAL EDUCATION PARENT HANDBOOK

SANTA ANA UNIFIED SCHOOL DISTRICT

SPECIAL EDUCATION/SELPA

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Santa Ana Unified School District

Jerry Almendarez
Superintendent of Schools

Dear Parent/Guardian,

The Special Education Parent Handbook has been compiled by educators and parents of children with special needs to help you understand the special education process and serve as a guide to navigating our system.

In the Santa Ana Unified School District, our objective is to ensure that your children are prepared to reach their highest potential by acquiring the knowledge and skills necessary to be college and career ready upon graduation from high school.

To help us succeed in this mission, parental involvement is vital. I encourage you to become our partners in the educational process to provide the greatest benefits for your children's success. There are number of ways that you may choose to participate.

Attending regular parent/teacher conferences, PTA meetings, Community Advisory Committee (CAC) meetings, and other school and district functions will help you stay informed and involved in your children's education. By doing so, you can make your views known in a constructive manner and contribute to planning, implementing, and providing ongoing support of the best instructional practices and curriculum which will help your children thrive.

Additionally, I encourage you to visit your children's classrooms to observe the learning process in action and to keep up-to-date on your children's skills and behavior in the classroom setting. We welcome your participation and enthusiasm in your children's education, and we thank you for all your efforts to work together to provide the best opportunities for your children to succeed.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Almendarez".

Jerry Almendarez
Superintendent

1601 East Chestnut Avenue, Santa Ana, CA 92701-633 (714-558-5501)

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COMMUNITY ADVISORY COMMITTEE

The Community Advisory Committee (CAC) is a group of parents, agency, and school representatives who advise the Special Education Local Plan Area (SELPA) on matters related to special education. The purpose of the CAC is to inform and educate members of the community, so that a broad base of community support and participation is developed. This enables the committee to advise the SELPA in all matters concerning the identification and educational management of individuals with exceptional needs.

Authority and responsibilities of the Community Advisory Committee include, but are not limited to:

1. *Advising the administration of SAUSD and the Special Education Department in the development of the local comprehensive plan.*
2. *Making recommendations on annual priorities addressed by the plan.*
3. *Assisting in parent education and recruitment of other volunteers.*
4. *Encouraging public involvement in the development and review of the Local Plan.*
5. *Supporting activities on behalf of individuals with exceptional needs.*
6. *Assisting in parent awareness of the importance of school attendance.*

From Educational Code-Section 56194(a-f), Article 7

LEGAL RIGHTS AND PROTECTIONS

The reauthorization of IDEA (Individuals with Disabilities Education Act) in 2007 continues to guarantee these four basic rights of all children with disabilities: **RIGHTS UNDER IDEA:**

Free Appropriate Public Education (FAPE)

Children with disabilities are entitled to a public education, appropriate to their needs, at no cost to their families.

Least Restrictive Environment (LRE)

Children with disabilities must be educated with students who do not have disabilities as much as possible and as close to home as possible.

Supplementary Aids and Services (Related or Designated Instruction and Services)

Children with disabilities must be provided with the supportive services which are required to assist them to benefit educationally from their instructional program.

Assessment

An assessment must be completed to determine the child's needs. This may be done only with the parent's informed written consent.

PROTECTIONS UNDER IDEA

In order to assure that these rights are received, this law also includes two protections:

Individualized Education Program (IEP)

This program must be written at least annually for all children with disabilities. It is prepared by a team comprised of individuals who assessed the child, appropriate school personnel, and the students' parents.

Due Process

Due process rights ensure that no changes can be made in a child's program without prior notice to the parents. Due process also provides a mechanism for the resolution of disagreements.

NOTIFICATION OF PROCEDURAL SAFEGUARDS (PARENTS' RIGHTS)

Parents are provided with a copy of Parent Rights annually at the child's IEP meeting and, upon initial referral, request for evaluation, the first filing of a complaint, or upon request. (20 U.S.C. Section 1415(d).) Parents can ask for assistance in understanding these rights.

REFERRAL AND IDENTIFICATION

HOW IT HAPPENS

A referral for identification of an individual (ages 0-19) with a possible special need may come from the following:

Parent/Legal Guardian	Administrator
Student Success Team (SST)	Physician
Community Agency	Concerned Person
Teacher	

CHILD FIND

The Santa Ana Unified School District provides ongoing opportunities for parents to have their preschool children screened for disabilities. This Child Find procedure is held monthly at Mitchell Child Development Center located at:

**3001 W. Harvard Street
Santa Ana, CA. 92704
(714) 430-5600**

To provide special education services, the following process has been established to conform to federal and state regulations.

Pre-Referral Interventions / Multi-tiered Systems of Support (MTSS/RtI)

Students should have pre-referral interventions prior to Special Education assessment. When a concern is expressed about a particular student, a Student Success Team (SST) meeting will be held with school members knowledgeable about the student to discuss these concerns and make recommendations. In accordance with Educational Code provisions, appropriate interventions will be implemented prior to referral for special education and the student's individual progress will be monitored. The SST will meet to report on the student's response to the interventions and if necessary, make a referral for special education assessment.

STEP 1 – REFERRAL

Parents are encouraged to participate in the SST process to ensure that their child has access to interventions within their classroom. If these interventions have proven unsuccessful, the SST can recommend assessment for special education. In response, the SST team may request that the parent meet with the SST to review prior interventions. With the parent's agreement, the SST may also implement new interventions. A parent can also request a special education assessment by writing a letter to the school principal. A written response is provided within 15 days. The parents retain the right to request that the assessment be conducted without the SST review of interventions.

REFERRAL AND IDENTIFICATION *HOW IT HAPPENS*

STEP 2 – ASSESSMENT

Upon receipt of the signed approval for assessment from the parent by the school, a case manager (usually the school psychologist or special education teacher) will be assigned. The case manager will then consult with the parents. At this time, arrangements will be made to have the student's strengths and possible needs evaluated. The school has 60 days from receipt of the signed parent consent to conduct the assessment and hold the IEP meeting. Parents are equal members of the IEP team.

The following are some of the rules that apply to initial evaluations/assessments and to assessments for possible revision of an IEP:

- Parental consent must be obtained prior to assessment.
- The Assessment Plan will be given to the parents in Spanish if that is the family's primary language.
- The evaluation is conducted by a multi-disciplinary team in all areas related to the child's suspected disability, which may include vision, hearing, motor abilities, self-help, mobility skills, learning skills, and social emotional status.
- The tests must be valid and reliable for the specific purpose used and given by trained personnel. No single procedure or test is to be used for determining eligibility and an appropriate special education program.
- The assessments must be given in the child's native language and/or other mode of communication if feasible. An interpreter can be used.
- The testing and evaluation materials must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- **At any time a parent can request copies of their child's educational records, including assessment reports and IEP, and copies must be provided within 5 business days.**
- **A copy of the assessment must be provided to the Parent at the IEP meeting. Parents can request a copy of the draft assessment report before the IEP meeting but providing a copy in advance of the meeting is not legally required. Any questions Parents have regarding the assessment could be answered at the IEP meeting.**
- Parents have the right to have private assessments ("Independent Educational Evaluations" or "IEEs") of their child considered in the assessment and IEP process.
- If parents disagree with the assessment, they can call an IEP meeting to discuss the areas they disagree with to try to reach an agreement. If they cannot reach an agreement, they may request in writing an IEE paid for by the District. The District must either fund the IEE or file for a due process hearing to defend the District's assessment.

REFERRAL AND IDENTIFICATION

HOW IT HAPPENS

STEP 2 – ASSESSMENT (continued)

- A re-evaluation must be completed at least every three years (Triennial IEP). Eligibility for special education must be re-determined as part of the Triennial IEP process. Parents and the other IEP team members can determine to do a Triennial early Re-evaluations in one particular area or an evaluation in a new area must also be done at a parent's or teacher's request if another area of disability is suspected.

- **A copy of parents' rights must be provided with the assessment plan.** The notice must explain the procedural rights of a special education student under federal and state special education law, in Spanish if that is the primary language of the family. It must include information on resolving complaints, such as the procedures for requesting an informal meeting, pre-hearing mediation conference, or due process hearing, as well as the timelines of each process, whether the process is optional, and the type of representative who may be invited to participate.

There are many types of assessments conducted depending on the suspected disability. The child's assessment plan identifies the specific assessments for which the parent's consent is requested.

STEP 3 – INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING

During this meeting, assessment results will be shared with the parent and/or representative. If it is determined by the IEP team that the child is eligible for special education, goals are written to address the child's needs.

STEP 4 – APPROPRIATE SERVICES

Once goals of the child have been identified, the next step is determining appropriate placement and services. Parents and the school team will consider the least restrictive environment (LRE) where the student's needs can appropriately be met, (i.e., from least to most restrictive - general education class with supports, part-time special education services, full-time special class placement and non-public school placement).

STEP 5 – IEP REVIEW

The child's program will be reviewed at least once a year to determine how well the program is meeting the child's needs (Annual Review IEP). Parents may request a review more often making a written request to the IEP team. The meeting should be conducted within 30 days of the parent request.

SPECIAL EDUCATION ELIGIBILITY CATEGORIES

Children who meet specific state eligibility criteria within the following categories may qualify for special education.

● Autism (AUT)
● Deaf-Blindness (DB)
● Deafness (DEAF)
● Developmental Delay (DD) Ages 0-3 – Infant
● Emotional Disturbance (ED)
● Hard of Hearing (HH)
● Intellectual Disability (ID)
● Multiple Disability (MD)
● Orthopedic Impairment (OI)
● Other Health Impairment (OHI)
● Specific Learning Disability (SLD)
● Speech or Language Impairment (SLI)
● Traumatic Brain Injury (TBI)
● Visual Impairment (VI)

Preschool (ages 3-5 years)

Any of the above including:

- Established Medical Disability

Infant (ages 0-3 years)

Any of the above including

- Developmentally Delayed

PROGRAM AND SERVICE OPTIONS

Santa Ana Unified School District makes available a range of educational programs for students with special needs. The IEP team determines placement and services of each student based on the principle of **Least Restrictive Environment (LRE)**. LRE means that a student is to participate in as much of the general education program as is appropriate in view of his/her educational needs. In other words, *the District will remove children from the general classroom only when the nature or severity of the child's disability is such that the child's education in general education classes with supplementary aids and services cannot be satisfactorily achieved. Additionally, the child's program should be located as close to home as possible, meaning that the program options at the child's neighborhood school are considered first. All students will participate in nonacademic and extracurricular services and activities with typically developed peers to the maximum extent appropriate.*

THE FOLLOWING ARE PROGRAM OPTIONS

EARLY START PROGRAM

This program is designed to provide early intervention services to infants and toddlers (birth to 18 months, and 18 to 36 months old). The classes emphasize student/parent training. Other aspects of this program are home visits and family involvement activities. An Individualized Family Service Plan documents these services for eligible 0-3 year old children.

PRESCHOOL PROGRAM

Preschool-age children (3-5 until eligible for Kindergarten) with special needs may be served in several ways:

- Designated instruction and services
- Head Start or State Preschool with designated instruction and services
- Special Education Class
- Special Education Class with designated instruction and services

GENERAL EDUCATION CLASS PROGRAM

A student with special needs may be placed in a general education classroom program when the IEP team determines that his/her educational needs can be met in that setting with the use of supplementary aids and services.

PROGRAM AND SERVICE OPTIONS

SPECIALIZED ACADEMIC INSTRUCTION (SAI)

A student can receive SAI in any of these programs as determined by the IEP team:

Mild /Moderate (MM) Programs

Responsibilities of the Mild Moderate teachers include providing instruction, monitoring student progress, implementing and revising IEPs, coordinating services, and consulting with parents and staff. Specialized academic instruction may be provided in the general education classroom or in a MM classroom, as deemed appropriate by the IEP team.

A student may need MM services for a small amount of time if the student can make progress in a general education classroom for a majority of the school day. MM class is available for the majority of the student's day if the IEP team determines the student requires more SAI.

Moderate/Severe (MS) Programs

A student is eligible for MS when the IEP team determines that his/her educational needs require support for the majority of the student's day. Students in separate MS classes will participate in nonacademic and extracurricular activities with their typically developing peers to the maximum extent appropriate. MS programs are of two types: SUCSESS, which are autism-specific classes and Non-categorical MS classes.

Home and Hospital Instruction (HHI)

SAUSD may provide specialized academic instruction for a student residing in a local hospital or may provide home teaching when a student is unable to attend, even part-time, school for medical or any other significant reason as determined by the IEP team. HHI is typically 5 hours per week in the home or hospital.

Certified Nonpublic School and Designated Instructional Services

This placement is considered when a student's unique needs cannot be met within the public-school programs. This placement may include day treatment at a non-public school or a residential-type placement and is the most restrictive type of placement.

PROGRAM AND SERVICE OPTIONS

RELATED SERVICES

Support services are provided when they are required to assist a student with special needs to benefit educationally from his/her special education program.

Support services may include:

- Speech and Language
- Audiological services
- Sign Language Interpreter services
- Psychological services
- Physical and occupational therapy
- Adapted physical education
- Counseling services including rehabilitation counseling
- Orientation and mobility services
- Specialized vision services
- Specialized deaf and hard-of-hearing services
- Health and nursing – specialized physical healthcare services
- Assistive technology services
- Braille transcription
- Career awareness
- College awareness

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The purpose of the initial IEP meeting is to review the assessment and determine the child's eligibility. If the child is eligible, the IEP is developed and implemented upon the parent's written consent. The IEP is reviewed at least annually or sooner upon written request.

What is an IEP and what should be in an IEP?

An IEP specifies the goals and services that are designed to provide the child with a **free appropriate public education (FAPE)** that allows the child to make appropriate educational progress. However, it does not guarantee that the child will make the growth anticipated or described in the IEP.

- A child can have one IEP in effect at any one time.

The IEP should include, but is not limited to, the following:

- Child's present levels of educational performance, both strengths and weaknesses.
- Child's unique needs.
- Child's annual goals and objectives.
- A statement of the special education and related services and supplementary aids and services to be provided to the child.
- The extent to which the child will participate in general educational programs.
- The date services will begin and how long they are expected to continue.
- Appropriate means to measure, on at least an annual basis, whether or not the educational goals and objectives are being achieved.
- A statement of how the child's parents will be regularly informed of progress. Typically progress reporting is at the same time as report cards issue.
- A statement of any individual accommodations and/or modifications needed in the administration of state or District-wide assessments and general curriculum.

Vocational Education goals may be included in an IEP. These may include prevocational education, career awareness and development, work training programs, and travel training. Preparing students with special needs for employment is the long-term goal of vocational education.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An Individual Transition Plan (ITP) is included with a student’s IEP when the child is 16, or sooner if the IEP team decides it is needed and updated annually thereafter. The ITP is designed to prepare students for further education, employment, and independent living.

Who makes up the IEP team?	
o Parent/Legal Guardian	o Representative qualified to provide or supervise specially designed instruction and who is knowledgeable about general curriculum and the availability of resources within the District.
o Special Education Teacher	
o General Education Teacher (when child is or may be participating in general education program)	
Additional Members could be:	
o Agency representatives who provide service to the student	o Interpreter (if necessary) o Student (when appropriate)
o Speech Language Pathologist	o Individuals invited by parents
o Psychologist	

Steps the IEP Team should follow in developing the IEP

- The IEP team will review the findings of the assessment and establish your child’s unique needs and present levels of performance in the areas of need. Parents should feel free to ask questions and are encouraged to actively participate in the IEP process.
- An annual goal will be written for each area where the team has identified a need. These goals will describe how the team wants a student’s competence to improve after instruction, usually over the period of the IEP year. Goals should be specific, meaningful, observable, measurable and written to be understood. The goal should clearly state who will measure the results and how they will do it.
- All appropriate service options are explored and the least restrictive placement option that can allow implementation of the agreed-upon goals and objectives is chosen.
- Appropriate related services are identified if the team feels they are necessary to meet the student’s goals.
- The parents give written consent to implement the IEP.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Steps the IEP Team should follow in developing the IEP (continued)

- Parents are provided with a copy of the IEP. If Spanish is the parents' primary language, a translation can be requested.
- Parents may take the IEP forms home to review **before** signing, **but services cannot start without signed permission on the IEP form.** Parents or any other member of the team may suggest that the IEP meeting be completed at another time. Parents or other IEP team members may participate in the IEP meeting via phone.
- If parents do not attend the meeting, after adequate notice, the other members of the IEP team will meet on the scheduled day and develop the IEP. A copy of the completed IEP will be sent for the parents' review and approval. The IEP cannot be implemented until the parent consents.

Partial Implementation of the IEP

If Parents do not agree with all the parts of the IEP, the parent may sign for only those portions of the IEP with which the parent agrees. The portions agreed to will be implemented without unreasonable delay. Areas of disagreement may become the basis for a due process hearing. (Refer to "Resolving Differences" Section of this handbook.) Parents have a right to write a statement of disagreement and include it with the IEP.

How Parents Can Prepare for the IEP Meeting

- Identify the purpose of the IEP meeting. Have a family conference to set some long-term and short-term goals for the child's education.
- Respond to the IEP notification. Parents are invited and encouraged to attend. Request to reschedule the meeting to a mutually agreeable alternate time/day well in advance if needed.
- Locate important documents regarding the child (school and medical files) and make sure that they are up to date. (Refer to "Building Your Child's Home File" Section of this handbook). Parents have a right to request a copy of their child's school records to keep in your child's file at home.
- Write down questions, concerns, and suggestions and go to the meeting with a plan.
- The parent may tape record the IEP meeting if the parent notifies the team at least 24 hours before the meeting in writing. The school may also tape record the meeting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

What is the parents' role during the IEP Meeting?

- Parents have the right to request an IEP meeting. They should make this request to the school principal or their child's special education teacher.
- Meet the team working with the child.
- Listen.
- Share the child's needs, strengths, what motivates him/her.
- Give input and feedback.
- Ask questions.
- Take notes.
- Be a partner in the decision-making.

Parent Tips:

Communicating in an IEP Meeting

- Have a positive attitude. Assume everyone on the team cares about the child.
- Give and expect to be treated with respect.
- Remember that the child is the focus of the IEP process. Involve him/her whenever possible.
- Have goals in mind and let the team know what they are. Putting these in writing is an appropriate way to share them.
- Remember that the team is there to make your child successful. You share a common goal.
- Keep the lines of communication open. Be fair and be willing to compromise.

Tips for After the IEP Meeting

- Thank the other members of the IEP team.
- Review the IEP meeting with the child as appropriate.
- Maintain communication with the teacher and school staff.
- Monitor homework.
- Evaluate progress:
 - Are periodic reports from school on progress or problems provided?
 - How is the child progressing? How does the child think he/she is progressing, and do they seem happy about school?
 - If there are changes to suggest, discuss with the teacher(s) and then request an IEP meeting if changes need to be considered for the IEP.

BUILDING YOUR CHILD'S HOME FILE

A parent of a child with special needs has a tremendous amount of information about their child from various professional and service agencies. Each time services are sought; the parent may be asked to supply this information. As the primary decision-maker, observer, and advocate for their child, parents can benefit by keeping **complete and up-to-date records in a file at home.**

Suggestion: Purchase a loose-leaf binder, pocket file, or small file to collect and maintain the child's records. Keep records chronologically, with the most recent information on top. Record keeping is not mandatory, but good records prove helpful in day-to-day contact. Bring records to any and all meetings with school, health, or other agency personnel.

Here are suggested items to include in the child's home file:

- Child's medical history and medical reports.
- A list of medications being given at home and at school as prescribed by the child's physician.
- Child's developmental and family health history.
- Copies of all school reports, including the cumulative file, confidential file, psychological file, and any other papers or records regarding the child in the District or Special Education Local Plan Area.
- The Individualized Education Program (IEP) recommendations and school progress reports.
- Copies of test results and recommendations from independent assessments.
- All letters (including handwritten) and notes to and from school personnel.
- All written communications with outside professionals regarding the child's unique needs.
- Dated notes of conversations and telephone calls with school personnel.
- A copy of the child's past and present work.
- Parents' long-term goals and short-term objectives.
- Each year make a list of child's:

o Teacher	o Special Education
o Special Education Teachers	o Director
o Psychologist	o Principal
o Related Services Personnel	o School

Include other administrators and teachers from your child's school site and the Parent/Student Handbooks from the School.

AS A CONCERNED PARENT – WHO CAN HELP ME?

Your **Child's Teacher** is the first person on your list. They can advise you on your child's progress, the skills being taught, how to improve study habits and skills, and suggest at-home learning experiences. The teacher can refer you to other professionals when necessary.

School Principal is the educational and policy leader of your school. Check with the principal on matters of school-wide operation or policy, to seek information, to suggest, or resolve a problem.

Check the Parent Rights document you were given or ask for another copy if you need one. Resources parents can contact to receive additional assistance in understanding their rights are listed.

School District's Program Specialist and Director of Special Education will answer questions concerning services available for students with exceptional needs. They can answer questions regarding the Parent Rights document.

The **Assistant Superintendent, Support Services**, is the senior administrator for special education.

Superintendent of Schools recommends major policy decisions to the Board of Education and oversees their implementation.

Local Board of Trustees consists of citizens elected by voters to set policy for the entire school District. They meet in public session to conduct the business of the school District.

Community Advisory Committee (CAC) is composed of parents of children with special needs enrolled in your District, teachers, and other school District personnel to offer advice to parents new to the system and to the school administration on ways to meet the needs of their special needs children. This is a collaborative group of parents, and/or educators, and community representatives whose intent is to articulate and promote issues that are important to students with special needs and their families in regard to special education issues

Your **Physician, Pediatrician, or Health Center** can refer you to other professionals, agencies, and organizations.

Alternative Dispute Resolution (ADR) is the District's informal mediation process that can be utilized when there is a disagreement that cannot be resolved within the IEP process. (See p. 17)

See "**Resources**" section of this book on pages 18-20 for more information.

RESOLVING DIFFERENCES

DUE PROCESS

Mediation/Due Process Hearing

If parents have a conflict regarding the IEP with the District that cannot be resolved informally, the parent can request an impartial due process hearing. Issues which may be considered at a due process hearing are identification, evaluation, educational placement of the child, or the provision of a free appropriate public education to the child. Either you or the school District can submit a written request to the State Superintendent of Public Instruction or California Office of Administrative Hearings (OAH) for a due process hearing. A copy of the request must be provided to the other party at the time the request is initiated.

If the parent files for the hearing, the District must convene a meeting called a Resolution Session within 15 days of notice of the complaint in order to attempt to resolve the matter. The parties may agree in writing to waive the resolution meeting or agree to use formal mediation through OAH. During the legal process, the student usually stays in the last agreed upon and implemented IEP program, this is called “stay put”.

The due process hearing is a proceeding where parents and the school district are given the opportunity to present witnesses, documentary evidence, and oral and written argument in support of your respective positions on disputed special education issues. Parents may request a mediation conference at any point during the due process hearing. A request for a due process hearing must be filed within (2) years from the date parents or the school district knew or should have known about the alleged action that forms the basis of the due process hearing complaint. Upon receiving a request for a due process hearing, you and the school district will receive a notice from the Office of Administrative Hearings with the time, date, and location of the due process hearing. Please see Parents Rights, pages 20-25.

RESOLVING DIFFERENCES

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

Information Meeting/Conference

If parents have a concern with the school, make an appointment with the person most closely connected with the area of concern. For example, if you are concerned about a situation in a classroom, meet with the teacher. (Refer to "Who Can Help Me" section of this handbook.)

IEP Review

If you think that the IEP is no longer appropriate for your child, you can request another IEP meeting at any time.

Re-evaluation

If you think that your child's educational program is inappropriate due to out-dated information in his/her records, you can request a re-evaluation before its scheduled time.

Independent Educational Evaluation

If you disagree with the school District's evaluation, you can obtain an independent evaluation at the District's expense. However, the District may initiate a due process hearing to show that its assessment is appropriate. If the decision resulting from the hearing is that the District's assessment is appropriate, the parent still has the right to an independent assessment, but not at public expense.

Alternative Dispute Resolution (ADR) Process

Santa Ana SELPA/District provides an informal process to resolve differences that are not resolved through the IEP process. The ADR process is facilitated through an outside ADR consultant with the goal of reaching a compromise written agreement relating to the issue(s). The Director of Special Education is the contact regarding the ADR process.

Uniform Complaint Procedure

If you suspect a school of noncompliance with state laws or regulations, and the matter cannot be resolved informally, you can file a complaint in writing with the school District's Superintendent using the District's uniform complaint procedures.

RESOURCES

Autism Society of Orange County

582 N. Waverly
Orange, CA 92867
English: (714) 288-9005
Spanish: (714) 642-7298
Web: www.members.tripod.com/asaoc

California Children's Services (CCS)

200 W. Santa Ana Blvd., Suite 100
Santa Ana, CA 92701
Phone: (714) 347-0300
Fax: (714) 347-0301
Web:
www.ochealthinfo.com/Public/ccs/

CHADD

Greater Orange County CHADD
(Children & Adults with Attention-Deficit
Hyperactivity Disorder)
Orange, CA
Phone: (714) 490-7022
E-mail: ADHDmeeting@pacbell.net
Web: www.chadd.net
(Non-profit organization serving individuals
with AD/HD and their families)

Colorin' Colorado

(A website that provides information in
English and Spanish to parents and teachers
of English Learners, including students with
disabilities.)
Web: www.colorincolorado.org

Comfort Connection Family Resource Center at RCOC

1525 N. Tustin Ave.
Santa Ana, CA 92705
Phone: (714) 558-5400

Department of Rehabilitation

(Santa Ana Branch)
2002 E. McFadden Ave.
Santa Ana, CA. 92705
Phone: (714) 662-6030
Web: www.rehab.cahwnet.gov
(vocational evaluation, training and job
placement for adults)

Disability Rights California

1111 6th Ave., Suite 200
San Diego, CA 92101
Phone: (619) 239-7861
Phone: 1-800-776-5746
Web: www.disabilityrightsca.org
(legal rights resource and advocacy services)

DSAOC

Down Syndrome Association of Orange
County
151 Kalmus Dr., Suite M-5
Costa Mesa, CA 92626
Phone: (714) 540-5794
Fax: (714) 540-5872
Web: www.DSAOC.org

The Epilepsy Foundation of L.A. and Orange County

5777 W. Century Blvd., Suite 820
Los Angeles, CA 90045
Phone: (310) 670-2870
Fax: (310) 670-6124
Web: www.epilepsy-socalif.org

Grupo de Autismo Angeles

401 Brookhurst St. Suite 208
Anaheim, CA 92801
Office: (714) 956-0362
Email:
Ahernandez@gruppodeautismoangeles.org
Web: www.grupodeautismoangeles.org

RESOURCES

Learning Center & Dyslexia Foundation

833 Dover Dr., Suite 27
Newport Beach, CA 92663
Phone: (949) 642-7303
Fax: (949) 642-0689
Web: www.Dyslexiafoundation.org

Learning Disabilities Association of California

(Orange County Chapter)
P.O. Box 25772
Santa Ana, CA 92799-5772
E-mail: info@oclda.org
Web: www.oclda.org

Mental Health Services

(East Region)
(Serving: El Modena, Lemon Heights,
Orange, Santa Ana, Tustin & Villa Park)
1200 N. Main St., Suite 200
Santa Ana, CA. 92701
Phone: (714) 480-6767
TDD: (714) 480-6750
Web: www.ochealthinfo.org

NICHCY

National Information Center for Children
and Youth with Disabilities
P.O. Box 1492
Washington D.C. 20013
Phone: 1-800-695-0285 (Voice/TT)
(202) 854-8200 (Voice/TT)
E-mail: nichcy@aed.org
Web: www.nichcy.org

Orange County Department of Education

200 Kalmus Drive
Costa Mesa, CA 92628
Phone: (714) 966-4000
Fax: (714) 662-3570
Web: www.ocde.us

OCCTAC

(Orange County Children's Therapeutic
Arts Center)
2215 N. Broadway
Santa Ana, CA. 92607
Phone: (714) 547-5468
E-mail: reception@occtac.org
Web: www.occtac.org

Regional Center of Orange County

1525 N. Tustin Ave.
Santa Ana, CA 92705
Phone: (714) 796-5100
Web: www.rcocdd.com
(one of 21 regional centers in the state;
provides services for individuals with
developmental disabilities and for infants
who are at risk)

Shea Therapeutic Riding Center

26284 Oso Road
San Juan Capistrano, CA. 92675
Phone: (949) 240-8441
Fax: (949) 240-3447
Web: www.sheacenter.org
(Children with disabilities are assisted
with horseback riding)

RESOURCES

Special Olympics of Orange County

550 N. Parkcenter Dr.
Santa Ana, CA 92705
Phone: (714) 564-8374
Fax: (714) 569-0084
E-mail: orangecounty@sosc.org
Web: www.sosc.org/orangecounty

Social Security Administration

1851 East 1st St., 5th Floor
Santa Ana, CA. 92705
Phone: 1-800-772-1213
TTY: 1-800-325-0778
Web: www.socialsecurity.org

State Council on Developmental Disabilities

2000 E. Fourth Street, Suite 115
Santa Ana, CA 92705
Phone: (714) 558-4404
Fax: (714) 558-4704
E-mail: susan.eastman@sdcc.ca.gov
Web: www.scdd.ca.gov
(legal, civil and service rights resource for people with developmental disabilities)

Superintendent of Public Instruction
1430 N Street #5602
Sacramento, CA 95814
Phone: (916) 319-0800
TTY: (916) 445-4556
TDD: (916) 445-4556
Web: www.cde.ca.gov

UCP-OC

(United Cerebral Palsy of Orange County)
980 Roosevelt, Suite 100
Irvine, CA 92620
Phone: (949) 333-6400
Fax: (949) 333-6440
E-mail: info@ucp-oc.org
Web: www.ucp-oc.org

VSA

(Very Special Arts)
c/o Orange County Department of Education
200 Kalmus Dr., P.O Box 9050
Costa Mesa, CA. 92626
Phone: (714) 966-4303
Fax: (714) 662-3148
E-mail: pberenbeim@ocde.us
Web: www.vsaoc.com

WEB RESOURCES

Closing the Gap
www.closingthegap.com

Colorin' Colorado
www.colrincolorado.org

Department of Developmental Services
www.dds.ca.gov

Family Village
www.familyvillage.wisc.edu

Kid's Health
<http://kidshealth.org>

Lanterman Act
www.dds.ca.gov/ConsumerCorner/LantermanActGuide.cfm

Moms Online
www.momsonline.com

Mi Peditra
www.mipediatra.com.mx

National Center for Fathering
www.fathers.com

Our Kids
<http://wonder.mii.edu/ok/>

Parents Helping Parents
www.php.com

Parents of Children with Challenging Behavior
www.oz.net/~llngreen/

Positive Parenting
www.positiveparenting.com

Parent's Place
www.parentsplace.com

Parent Soup
www.parentsoup.com

Super Kids: Educational Software
www.superkids.com

TACA
(Talk About Curing Autism)
www.talkaboutcuringautism.org

The Pacer Center
www.pacer.org

United Cerebral Palsy
www.ucp.org

WrightsLaw
www.wrightslaw.com

Zero to Three
www.usakids.org/sites/z3.1um1

REGIONAL CENTERS

Regional Centers (RC) also offer services to students who are eligible under RC criteria. The school District has a responsibility to provide free, appropriate public education until the child turns 22 years old. The RC provides lifelong support, even during the school years. The Department of Developmental Services contracts with nonprofit corporations that operate Regional Centers. Regional Centers serve people with developmental disabilities across all ages. The Regional Centers are governed by a law called the “**Lanterman Act**”. This law gives people with disabilities in California **the right to services and supports that will allow them to live a more normal and independent life.** The Lanterman Act is covered in section 4500 through 4846 of the California Welfare and Institutions Code. **Protection and Advocacy (PAI) provides a publication entitled “Rights under the Lanterman Act”, publication 5063.01.** It describes the services and supports for special needs students.

People Eligible for RC services are:

- People with developmental disabilities such as intellectual disability, cerebral palsy, autism, or seizure disorders.
- People at high risk of giving birth to a child with a developmental disability.
- Infants at risk of becoming developmentally disabled.

Parents can contact the RC directly to request an assessment for their child. If you have difficulty understanding English, the RC will provide translation. A Service Coordinator (SC) helps develop a person centered IPP (Individual Program Plan). The IPP is the equivalent to the IEP within the school District. All services and supports must be written in your IPP.

GLOSSARY

APE (Adapted Physical Education)

Specially designed physical education program tailored to the needs of students who require developmental or corrective instruction.

Assessment/Evaluation

All functions in the testing and diagnostic process leading up to the development of an appropriate, individualized, educational program for an individual with exceptional needs.

CAC (Community Advisory Committee)

A committee whose membership includes parents of school children (a majority must be parents of exceptional students); school personnel; and representatives of public, community, and private agencies. This committee advises school administrators and local school boards regarding the Local Plan for Special Education, assists Districts with parent education, promotes public awareness, and understanding of individuals with exceptional needs.

DIS (Designated Instruction and Services); Related Services

Services designated on a student's IEP, provided by a specialist, which are not normally provided by general and special education teachers. These may include but are not limited to: language and speech development, audiological services, mobility instruction, adapted physical education, specialized instruction for the visually impaired, counseling, psychological services, and health services.

Full Inclusion

Including students with disabilities in general education classes for most of their school day.

IEP (Individualized Education Program)

Written document stating goals and objectives (when appropriate) for students receiving special education services

IEP Team

IEP Team consists of parents, teachers, administrator or designee and student, if appropriate. IEP team may include a psychologist, nurse, and specialists who conduct and review assessments. The purpose is Including students with disabilities in general education classes for most of their school day.

GLOSSARY

Full Inclusion

Including students with disabilities in general education classes for most of their school day.

IEP (Individualized Education Program)

Written document stating goals and objectives (when appropriate) for students receiving special education services

IEP Team

IEP Team consists of parents, teachers, administrator or designee and student, if appropriate. IEP team may include a psychologist, nurse, and specialists who conduct and review assessments. The purpose is to review the assessment results, determine eligibility, determine the content of the IEP, and make program placement recommendations.

IFSP (Individualized Family Service Plan)

A process of providing early intervention services for children with special needs (age 0-3) and their families. Family-based needs are identified, and a written plan is developed with periodic review.

ITP (Individual Transition Plan)

ITP is an orderly plan to prepare a secondary student for passage from school to work, adult training, and community participation, with appropriate support services. ITP must be in place by age 16.

Local Plan

A plan developed by school districts and counties, and submitted for State approval, which assures and provides for delivery of special education services to all eligible individuals with special needs living within the geographic boundaries covered by the plan.

A copy of each of the following documents is available at the Special Education Department in the school District office for your review:

LEA (Local Education Agency) Refers to school Districts

LRE (Least Restrictive Environment)

Students with disabilities are educated to the maximum extent appropriate with typically developed students. Placement in separate classes occurs when the nature of the disability is such that education in regular classes cannot be achieved satisfactorily.

GLOSSARY

Related Services

Services which are required to assist a student to benefit from his/her special education program provided by specialists and not normally provided by general or special education teachers. These may include but are not limited to: language and speech development and remediation, audiological services, mobility instruction, adapted physical education, instruction for the visually impaired, vocational education, counseling and guidance, psychological, and health nursing services.

RSP (Resource Specialist Program)

Provides specialized academic instruction, materials, and supplemental services to students with disabilities.

MTSS/MTSS/RtI (Multi-tiered Systems of Support)

A system of interventions implemented by school sites prior to a referral to special education. The MTSS/RtI model provides appropriate interventions before a child falls behind academically. The MTSS/RtI interventions are monitored regularly for progress and adapted as needed.

SDC (Special Day Class)

Self-contained special education classes to which students are assigned because their instructional plan requires attendance in special classes. Provides specialized academic instruction, in a self-contained setting, to students who require more intensive instruction that cannot be met within a general education setting.

SELPA (Special Education Local Plan Area)

A single District providing comprehensive special education services or several Districts combining resources and expertise to provide special education services to a given geographical area.

SST (Student Success Team)

A process which is used to focus on providing modifications and interventions for a student within the regular education program before a referral is made for special education instruction. The team may consist of the parent, student, principal, teacher, and psychologist.

TIMELINES

TIMELINES FOR ASSESSMENT-IEP IMPLEMENTATION						
Written Referral	Assessment Plan	Informed Consent to Assessment	Hold IEP Meeting	IEP Implemented	IEP Review	
	15 Days	At Least 15 Days	60 Days	Immediately	Annually (or upon request)	

***days are calendar days – excluding days of school vacation in excess of five days between school sessions.**

IEP TIMELINE			
Request for IEP Meeting	IEP Meeting	Implementation of IEP	Review IEP
	Within 30 days	Immediately	Annually (or upon request)

**Santa Ana Unified School District
Special Education Department Staff District**

**website: www.sausd.us
1601 East Chestnut Avenue, Second Floor
Santa Ana, CA 92701-6322
(714) 558-5551**

ADMINISTRATORS

Mayra J. Helguera, Assistant Superintendent, Special Education/SELPA Director
Alma R. Ulloa, Executive Director, Special Education Services
Dolores Alvarado, Director, Early Start – Elementary (K-8)
Hector Cenicerros, Director, Secondary – Adult Transition
Patricia Barrientos, Assistant Director, Psychological Services

MITCHEL CHILD DEVELOPMENT CENTER TEAM

Mark Bello, Principal
Kara Unger, Assistant Principal
Patricia Shepherd, Program Specialist

ADMINISTRATIVE SUPPORT STAFF/SELPA

Cecilia VuongLuna, Executive Secretary
Blanca Gutierrez, SELPA Secretary
Norma Canal, Senior Secretary
Edith Ramirez, Senior Secretary
Angelica Barajas, Student Records Technician (SEIS/CALPADS)
Sergio Zapata, Student Records Technician
Laura Lopez, Medi-Cal Programs Technician
Sophia Villasenor, Department Specialist, Medi-Cal Programs
Betty Calderon, Budget Analyst

<u>Elementary Team Coordinators</u>	<u>Secondary Team Coordinators</u>
Gabriela Palosaari Maricecy Hernandez Jenny Sosa Lisa Ramos	Jolene Bowman Caitlyn Gregory Brandon Peterson
<u>Specialized Program Support</u> Gregory Stowers, Coordinator Louisa Silang, Coordinator	<u>Transition Services</u> Marci Dallazen, Coordinator Ryan Murray, Interim Coordinator
<u>Special Education Support Staff</u>	<u>Interpreters/Translators</u>

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