

# A PARENT'S GUIDE TO SPECIAL EDUCATION

## Folsom Cordova Unified School District Special Education Local Plan Area

Folsom Cordova Unified School District SELPA  
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# Table of Contents

|   |    |
|---|----|
| WHAT IS A SELPA?                                  | 3  |
| WHAT IS SPECIAL EDUCATION?<br>Areas of Disability | 5  |
| TYPES OF SPECIAL EDUCATION SERVICES               | 7  |
| Infant Development Program                        | 7  |
| Early Childhood Special Education                 | 7  |
| Mild Moderate Program                             | 8  |
| Self-Contained Classrooms                         | 8  |
| Related Services                                  | 8  |
| Extended School Year                              | 9  |
| Vocational/Transitional Program                   | 9  |
| Non-Public Schools (NPS)                          | 9  |
| State Special Schools                             | 9  |
| LEAST RESTRICTIVE ENVIRONMENT                     | 10 |
| PROCEDURE FOR REFERRAL AND POSSIBLE<br>PLACEMENT  | 10 |
| SECTION 504 OF THE REHABILITATION ACT OF 1973     | 13 |
| PARENT RIGHTS/DUE PROCESS                         | 16 |
| COMMUNITY ADVISORY COMMITTEE                      | 17 |
| SPECIAL EDUCATION TERMINOLOGY                     | 18 |
| REFERRAL/RESOURCE SERVICES                        | 24 |
| RECREATIONAL/SPORTS PROGRAMS                      | 27 |
| NOTES (Blank)                                     | 28 |
| PERSONAL REFERENCE                                | 29 |

# WHAT IS A SELPA?

## Special Education Local Plan Areas

In 1977, all school districts and county school offices were mandated to form consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region boundaries. Each region, Special Education Local Plan Area (SELPA), developed a local plan describing how it would provide special education services. There are approximately 128 SELPAs in California, serving 1100 school districts in 58 counties. Our SELPA represents the Folsom Cordova Unified School District and the students served within the district's boundaries.

SELPAs are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can succeed.

Some of the major areas covered are:

- Child Find - Each public school system is responsible for finding children with disabilities in its area through a variety of means.
- Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent.
- Least Restrictive Environment (LRE) - Each child is assured of his/her right to an education with non-disabled peers to the maximum extent appropriate to the needs of both.
- Due Process - The right of parent participation and challenge, in all aspects of assessment, identification and placement is assured; involves mediation or administrative hearing procedures and complaint procedures in case of disputes.
- Individualized Educational Program (IEP) - The right of a child to an educational program designed to meet his/her individual needs and based on adequate assessment is assured. At age 14 to 16, this includes the development of an Individual Transition Plan (ITP) to provide for transition into the world of work.

The SELPA Administrator is responsible for assuring that:

- All individuals with disabilities receive a free appropriate public education in the least restrictive environment.
- All regular education resources are considered and, where appropriate, utilized on a local or regional basis to meet the needs of students with disabilities.
- A system exists for identification, assessment and placement of disabled students.

- A viable system for public education is functioning in the community, with broad participation and interaction involving parents and other agencies serving children and young adults.
- An annual compliance monitoring system is implemented, that assures non-compliant areas identified through Self Reviews, Verification Reviews, Focused Monitoring or Complaints have and continue to be rectified.

Today parents, students and staff work together to make certain that the appropriate services are provided on an individualized basis for every child with a disability. The services are provided through the SELPA. The Local Plan developed and maintained in each community by the people who live there is the basis of these improvements and the foundation of services.

## WHAT IS SPECIAL EDUCATION?

Special Education is specifically designed instruction, at no cost to the parent, to help students with special needs. It is provided for children, birth through age 21, who qualify according to laws and regulations outlined by state and federal governments. Special Education is a service not a place.

### Eligibility for Special Education

According to the California Code of Regulations (C.C.R.), Title 5, Sec. 3030: A pupil shall qualify as an individual with exceptional needs, if the results of the assessment demonstrate that the degree of the pupil's impairment requires special education.

The determination of a child's eligibility for special education must be based upon the consideration of all relevant information pertaining to the child's educational needs including the findings of a multidisciplinary assessment where no single test or single observation is the sole determining factor. The assessment must be conducted by qualified personnel who are competent in the child's primary language or mode of communication, and have knowledge and understanding of the cultural and ethnic background of the pupil.

In order for a child to receive special education services, the Individualized Education Program team must determine that:

- The child needs special education services.
- The pupil meets the age requirements for special education services.
- The child's disability meets the criteria for one of the disabling conditions. Disabled for special education purposes refers to having one or more of the following impairments to such a degree that it adversely affects the student's education and who, because of those impairments, needs special education and related services.

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

**Deaf-Blindness (DB):** a disability; means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

**Deafness (DEAF):** a disability; a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely

affects educational performance. **Hearing Impairment (HI):** Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above.

**Emotional Disturbance (ED)** a disability; 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: (A) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) inappropriate types of behavior or feelings under normal circumstances; (D) a general pervasive mood of unhappiness or depression; (E) a tendency to develop physical symptoms or fears associated with personal or school problems.

**Established Medical Disability (EMD):** a disability; a medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. Note: This eligibility category is only applicable for children ages 3 through 4.

**Hard of Hearing (HH):** a disability; means hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but is not included under the definition of "deaf".

**Intellectual Disability (ID):** a disability; significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

**Multiple Disabilities (MD):** a disability; concomitant impairments such as intellectual disabilities/mental retardation and blindness or intellectual disabilities/mental retardation and orthopedic impairment, the combination of which causes such severe educational needs that the needs cannot be accommodated in special education programs solely for one of the impairments. Multiple Disabilities does not include Deaf-Blindness.

**Orthopedic Impairment (OI):** a disability; a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.); impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.); and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

**Other Health Impairment (OHI):** a disability; means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: (a) 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; and (b) adversely affects a child's educational performance.

**Specific Learning Disability (SLD):** a disability; 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 conditions such as perceptual disabilities, brain injury, minimal brain

dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

**Speech or Language Impairment (SLI):** a disability; a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affects a child's educational performance

**Traumatic Brain Injury (TBI):** a disability; 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 applies to open or closed head injuries resulting 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; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

**Visual Impairment (VI):** a disability; including blindness, means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

## **TYPES OF SPECIAL EDUCATION SERVICES**

Children receive special education instruction and services according to their specific needs. Children are placed in special education programs only after resources of the general education program have been considered and utilized when appropriate. The following is a brief description of the special education programs available in the Folsom Cordova Unified School District Special Education Local Plan Area (SELPA).

Special Education students may be served in a variety of settings, depending upon needs as determined by the Individualized Education Program team. Settings and services may include:

**Infant Development Program:** Children with exceptional needs from birth to three years of age are eligible to receive these services. Parent involvement is a strong component of the "Infant Program" and services are offered in a variety of ways to accommodate each family's unique needs. A team of trained specialists provides an individualized program to meet the needs of the infant and family. To make a referral for a child who is younger than three years of age, contact the Sacramento County Office of Education Infant Development Program (916-277-5900) or Alta California Regional Center (916-978-6400).

**Early Childhood Special Education:** Folsom Cordova Unified School District's Early Childhood Special Education Programs serve a diverse population, ages 3-5. We provide a continuum of programs and services destined to prepare students for kindergarten. Students who meet one or more of the State of California Education Code eligibility criteria are offered Free and Appropriate Education (FAPE) which may include district special education supports and

services based on the student's unique needs. All classes utilize the Desired Results Development Profile (DRDP) as an assessment measure of kindergarten readiness. School site teams support these classes and students as needed and as determined by the student's IEP.

**Mild Moderate Program:** Students in this program remain in the general education classroom for most of the day. A variety of settings are available for intensive work in specific areas of need. These areas are determined through a holistic review which may include observations, assessments, interviews with parents, professionals, file reviews, or other means of information gathering. The mild moderate teacher provides instruction to each student, either individually or in small groups.

**Self-Contained Classrooms:** This is a service provided for students with more intensive needs. Students in self-contained classrooms spend the majority of their school day within that setting. The pupils are grouped according to similar instructional needs. Students are mainstreamed or included in the general education classroom as much as possible, based on the individual student's ability and input from staff members involved in the student's education, assuring instruction and services are delivered in the least restrictive environment (LRE).

#### **Related Services:**

These are support services deemed necessary by the IEP team to help a student benefit from the general classroom environment. Related services may be provided by the general education classroom teacher, the self-contained special education teacher, the mild moderate special education teacher or a variety of other qualified specialists. Specialized assistance is offered in individualized programs for students needing a modified program or skill support in order to better benefit from the general education classroom instruction. Related services include, but are not limited to:

- Language and Speech
- Intensive Individual Services
- Assistive Technology Services
- Adapted Physical Education
- Physical Therapy
- Specialized Vision Services
- Specialized Deaf and Hard of Hearing Services
- Interpreter Service
- Occupational Therapy
- Individual Counseling
- Counseling and Guidance
- Psychological Services
- Behavior Intervention Services
- Health and Nursing Services
- Vocational Assessment, Counseling, Guidance, and Career Assessment
- Mentoring and Job Coaching
- Transportation



**Extended School Year (ESY):** Extended school year (ESY) services are designed to support a student with a disability as documented under the Individuals with Disabilities Act (IDEA) to maintain the academic, social/behavioral, communication, or other skills that they have learned as part of their Individual Education Program (IEP). In order for a student to receive ESY services; the student must have evidenced substantial regression and recoupment issues during the previous IEP year and/or there is evidence of emerging skills which are often referred to as “breakthrough” skills. The focus of the services provided to the student as part of an ESY program is not upon learning new skills or “catching up” to grade level, but rather to provide practice to maintain previously acquired or learned skills. If a student has received ESY services in previous years the student may not be eligible in future years as determinations for eligibility of ESY services are made annually by the IEP team and according to current student needs based on assessment.

**Vocational/Transitional Program:** Readiness experience in diversified occupations and post secondary life options. Classroom experiences and training, on-the-job training and community based instruction activities are planned according to each student’s abilities.

**Nonpublic Schools (NPS):** These services may be provided to a student with exceptional needs, which are unable to be met by public education. School districts are required to try all appropriate special education settings within the public school environment before recommending nonpublic school placement. Upon placement in a nonpublic school, parents are notified that they are responsible for notifying their local school district of any change of residence.

**State Special Schools:** Residential schools for the blind and deaf, as well as the Diagnostic Center, are located in Fremont, CA. All are operated by the State of California and offer complete diagnostic workups. Decisions to place students in these programs are based on the IEP team recommendation when no appropriate placement is available in the local area.

## **LEAST RESTRICTIVE ENVIRONMENT**

Special Education is an integral part of the total public education system. It provides education in a manner that promotes maximum interaction between children with disabilities and children who are not disabled, and does so in a way that is appropriate to the needs of both.

"Least restrictive environment" (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Should the nature or severity of his or her disability prevent the student from achieving these goals in a regular education setting, then the student would be placed in a more restrictive environment, such as a classroom within the current school. Generally, the less opportunity a student has to interact and learn with non-disabled peers, the more the placement is considered to be restricted.

To determine what an appropriate setting is for a student, a team will review the student's strengths, weaknesses and needs, and consider the educational benefits from placement in any particular educational setting.

## **PROCEDURE FOR REFERRAL AND POSSIBLE PLACEMENT**

**Student Success Team:** The SST Process is a general education function. The Governing Board encourages the collaboration of parents/guardians, teachers, resource personnel, administrators and students in evaluating the strengths and needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students. The Superintendent or designee shall establish student success teams as needed to address individual student's needs. Each student success team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

The student success team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.

### **Response to Instruction and Intervention (RtI2)**

The RtI2 Process is a general education function. The Governing Board desires to provide a high-quality, data-driven educational program to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs.

The district's RtI2 system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

The district shall provide staff development to teachers regarding the use of assessments, data analysis, and research-based instructional practices and strategies. In addition, the district's RtI2 system shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.

Staff shall ensure that parent/guardian is involved at all stages of the instructional and intervention process. Parent/guardian shall be kept informed of his/her child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning, and information about the performance data that will be collected.

When data from the RtI2 system indicates that a student may have a specific learning disability, the student may be referred for evaluation for special education or other services.

**Referral for Assessment:** If the general education modifications and accommodations suggested through the SST meeting are unsuccessful, the parent is notified and a Referral for Assessment is completed. A parent may directly refer his or her child for an educational assessment in writing to the principal.

**Permission to Assess:** Parents are informed of their due process rights and the contents of the proposed assessment plan. They are asked to give written permission to assess their child's educational skills. This written permission to assess will be secured within 15 days after the referral is received. If they 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.

**Assessment:** Based on areas of suspected disability, a multidisciplinary team conducts the student's assessments. The team includes at least one teacher or specialist knowledgeable in the area of the suspected disability. The assessment team maintains a complete written record of all procedures, suggestions, and conclusions as to the pupil's future programming. Parent participation in the development of the assessment plan is encouraged to provide an optimum view of the student's unique needs.

**Parent Notification:** The parent will be notified and an IEP team meeting will be scheduled at a mutually convenient time, to discuss assessment results within 60 days of receipt of the written consent for assessment. The parent may bring anyone with them whom they feel has a special knowledge of their child or of the disability under consideration. If parents plan to bring an attorney or to tape record the meeting, please notify the district director at least 24 hours in advance of the meeting.

Test information and observational data, including input from the parent and all staff members working with the child, will be presented at the IEP meeting. The purpose of the meeting is to develop an educational program that is individualized to meet each child's needs. This program may or may not include a special education program.

### **The Individual Educational Program (IEP) Meeting**

The purpose of the IEP meeting is to produce a written agreement between the school district and the parent as to the program to be provided to the student. At the end of the meeting, the parent will be asked to sign the document stating they understand and agree to the program proposed.

Each IEP meeting, whether it is an initial or a review, must cover all of the legally required elements. This might seem tedious, especially if you are only interested in a particular issue. It is in everyone's interest; however, to make sure they have a clear understanding of the student's total special education program. In order to accomplish this, the chairperson of the IEP team will keep to a meeting agenda. A typical agenda for an initial IEP meeting looks like this:

1. Introductions and purpose of meeting.
2. Description of parent rights and involvement in the IEP process.
3. Presentation of assessment results.
4. Determination of eligibility.
5. If eligible, documentation of present levels of performance.
6. Development of goals and objectives to address assessed needs.
7. Determination of services required to implement goals and objectives.
8. Determination of appropriate placement in which to implement goals and objectives, and required services.
9. Consideration of special factors and other program components.
10. Those attending the meeting document their participation by signing the form.
11. Parent is asked to initial consent option so that service can begin.
12. Copies of the IEP document and all reports are given to parents at the meeting. District copies of IEP documents and reports are maintained in accordance with state and federal confidentiality laws.

No copies will be distributed to people or agencies not involved with your student's education without parental permission. If additional copies are needed, they may be obtained from the district office. It is a good idea to keep copies together in a binder and review them before the next IEP meeting. If there are questions about your child's special education program, this is a valuable reference.

**Parent Consent:** No educational placement or plan can occur without the written permission of the parent, parent representative or surrogate parent. If the parent consents in writing to special education and related services but not all of the components of the IEP, those components of the program to which the parent consented must be implemented without delay.

**Parent Suggestions:** It is important for you to participate and be informed in order to help plan your child's education.

- Conference with your child's teacher.
- Offer some possible suggestions to motivate and stimulate your child.
- Ask someone to accompany you to the IEP meeting, if you wish.
- Ask questions to understand terms if you are unfamiliar with them.
- Make sure all areas are addressed that you feel are important.
- Be sure to keep all documents from your child's IEP team meeting.
- Attend SELPA Community Advisory Committee (CAC) Meetings.

### **Section 504 of the Rehabilitation Act of 1973**

Section 504 of the Rehabilitation Act of 1973 is a general education function. If your child does not qualify for special education services, he/she may still be eligible for services under Section 504.

Eligibility for services under Section 504 of the federal Rehabilitation Act of 1973 means a student has any of the following conditions:

1. A physical or mental impairment which substantially limits one or more major life activities
  2. Has a record or history of such impairment
  3. Is regarded as having such impairment because he/she:
    - a. Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation (e.g., a student who has scarring, a student who walks with a limp).
    - b. Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who has scarring or disfigurement).
    - c. Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV virus but has no physical effects from it).
- Major life activities include, but are not limited to: self-care, sitting, thinking, learning, breathing, eating, sleeping, standing, lifting, bending, reading, concentrating, interacting with others, and working.

Physical or mental impairment means any of the following:

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine.
2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

District Coordinator for Implementation of Section 504

The district has designated the following individuals to coordinate its efforts to comply with the requirements of law, Board policy, and administrative regulation pertaining to the implementation of Section 504: Assistant Superintendents of Instruction.

### Referral, Identification, and Evaluation

1. Any student may be referred by a parent/guardian, teacher, other school employee, student success team, or community agency for consideration of eligibility as a disabled student under Section 504. This referral may be made to the principal or 504 Coordinator.
2. Upon receipt of a referral for eligibility, the principal shall promptly convene a meeting of a multi-disciplinary 504 team to consider the referral and determine whether an evaluation of the student is appropriate. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The team's determination shall be based on a review of the student's school records, including academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. Prior to conducting an evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent. If the 504 team determines that an evaluation is unnecessary, it shall inform the parents/guardians of this decision and of the procedural safeguards as described below.
3. If the team believes that a student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to initial placement and before any significant change in placement. The district's evaluation procedures shall ensure tests and other evaluation materials:
  - a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers.
  - b. Are tailored to assess specific areas of educational need and are not based solely on a single IQ score.
  - c. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual, or speaking skills unless the test is designed to measure these particular deficits.
4. In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.

### Accommodation Plan and Placement

1. If, upon evaluation, a student is determined to be eligible for services under Section 504, the 504 team shall meet to develop a written accommodation plan which shall specify placement, accommodations, and supplementary aids and services necessary to ensure that the student receives a free appropriate public education.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.
2. If the 504 team determines that no services are necessary for the student, the record of the committee's meeting shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
3. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
4. The district shall complete the identification, evaluation, and placement process within a reasonable time frame.

5. A copy of the student's accommodation plan shall be kept in his/her student record. The student's teacher, and any other staff who provide services to the student, shall be informed of the plan's requirements.

#### Review and Reevaluation

1. The 504 team shall monitor the progress of the student and the effectiveness of the student's plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of nondisabled students. The team shall review the student's accommodation plan annually. In addition, the student's eligibility under Section 504 shall be reevaluated at least once every three years.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. Parents/guardians shall be notified in writing of all district decisions regarding the identification, evaluation, or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their right to:

1. Examine relevant records.
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
3. Have a review procedure.

## **PARENT RIGHTS/DUE PROCESS**

Parents and guardians have many rights when it comes to gathering information and making decisions regarding their child's education. A complete list of these rights is available through your special education department and accompanies the assessment plan and IEP forms. Parents also have the right to exercise a legal procedure called "due process" which allows the parent to disagree with any part of the child's special education program, ensuring implementation of the law.

It is strongly recommended that a parent try to resolve any conflicting issues through informal meetings with the district as this effort promotes better understanding and cooperation.

If there is a disagreement regarding a child's program, as determined through the IEP process, that cannot be resolved between the parent and school district, the parent and/or the school district may initiate a due process hearing in hopes of resolving the conflict in any of these areas: assessment; program planning; placement; implementation practices; and timeline restrictions. Resolution Sessions are highly recommended at this point.

When a parent requests a meeting of the IEP team to review the IEP, it shall be held within 30 days from the date of receipt of the written request (not counting days school is not in session in excess of 5 days). Continuous contact with personnel at the school site may avoid the need for additional formal meetings.

Parents may present the IEP team with information concerning their child, or they may send a representative to do so. Parents are encouraged to exercise their right to participate with the IEP team in developing the IEP for their child and in determining eligibility for special education and related services.

Parents may have the right to electronically record the IEP team meeting if other members of the IEP team have been notified **at least 24 hours in advance**. Other members of the IEP team may also electronically record an IEP team meeting with **24 hours notice**. Each child receiving special education services will be reviewed formally at least one time per year to determine the appropriateness of the placement, the progress made toward mastery of goals and objectives designated on the child's IEP, and any modifications of the current plan necessary to make the child as successful as possible. Goals may be designed and written for a period of time less than one year when appropriate.

Continuing special education students will be assessed by the appropriate personnel every three years (Triennial) to ensure appropriateness of placement and program.



## **COMMUNITY ADVISORY COMMITTEE**

The Folsom Cordova Unified School District SELPA's Community Advisory Committee (CAC) is comprised of parents of children with disabilities, members of the community, and special education professionals who advise the school board and school district administration about special education programs.

The CAC acts in an advisory capacity to the Folsom Cordova Unified School District SELPA with regard to:

- Developing and reviewing programs and services outlined in the local plan
- Assisting in parent education
- Promoting community awareness of individuals with exceptional needs
- Supporting activities on behalf of children with exceptional needs
- Facilitating communication between schools, parents and the community.
- Assisting in parent awareness and the importance of regular school attendance
- Fundraising to support classroom efforts and parent awareness.

All meetings are open to anyone interested, and we encourage your participation. Call the Folsom Cordova Unified School District SELPA office (916) 294-9007 for the location and time of meetings.

## SPECIAL EDUCATION TERMINOLOGY

**Adapted Physical Education (APE):** a related service provided by an adapted physical education specialist who assists children with motor activities such as balance, climbing, and ball skills.

**Assessment:** observations and testing of children in order to identify the strengths and needs of the child, develop an appropriate educational program, and monitor progress.

**Audiological Services:** a related service provided by a licensed audiologist, who identifies children with hearing loss and helps them to use their strengths and abilities.

**Autism (AUT):** a disability; a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects 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.

**Behavior Disorder:** extreme behaviors a child has that may interfere with that child's ability to learn. See also ED.

**Case Manager:** The main contact person for the student's IEP team.

**Cognition, Cognitive Skills:** Intellectual abilities such as thinking, reasoning and understanding skills.

**Community Advisory Committee (CAC) SELPA:** a group of parents of children with disabilities, members of the community, students, and special education professionals who advise the school board and school district administration about special education programs.

**Compliance Complaint:** a complaint against a public school agency filed by a parent or other individual, or by a public agency or organization, when it is believed that the public educational agency has violated federal or state law or regulations relating to special education (e.g., not implementing the IEP as developed). The complaint may be filed with either the superintendent of the local school district or with the State Superintendent of Public Instruction.

**Criterion Referenced Tests:** tests that measure a child's ability to perform a variety of tasks according to specified criteria. These tests are not "standardized" to the performance of other children.

**Deaf-Blindness (DB):** a disability; means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

**Deafness (DEAF):** a disability; a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

**Due Process:** the procedures used to make sure parents and educators make fair decisions about the identification, assessment and placement of children with disabilities; due process rights are guaranteed by the Individuals with Disabilities Act (IDEA).

**Emotional Disturbance (ED)** a disability; 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: (A) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) inappropriate types of behavior or feelings under normal circumstances; (D) a general pervasive mood of unhappiness or depression; (E) a tendency to develop physical symptoms or fears associated with personal or school problems.

**Established Medical Disability (EMD):** a disability; a medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. Note: This eligibility category is only applicable for children ages 3 through 4.

**Fair Hearing/Due Process Hearing:** a formal hearing conducted by the Office of Administrative Hearings to resolve a disagreement about a child's educational program. Mediation is recommended prior to the hearing, which is a formalized process.

**Fine Motor Skills:** those skills involving hand use or the use of small muscle groups (manipulating toys, drawing, buttoning, etc.).

**Full Inclusion:** a term meaning that children with disabilities spend their entire day in a general education classroom.

**Gross Motor Skills:** those skills involving the use of large muscle groups (rolling, crawling, sitting, walking, etc.).

**Hard of Hearing (HH):** a disability; means hearing, impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf". (*Hearing Impairment (HI): Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above.*)

**Individuals with Disabilities Education Act (IDEA):** calls for all procedural safeguards to be established and maintained by each non-educational and educational agency that provides education, related services, or both, to children who are individuals with exceptional needs.

**Individualized Education Program (IEP):** a written document that states a child's current level of educational performance, specifies annual goals and short-term instructional objectives, and identifies appropriate services needed to meet the goals.

**Informed Consent:** a parent's written permission to assess or place a child in a special education program.

**Integration:** the joining of two groups that were previously separated; in this case, non-disabled children and children with disabilities. A child who is placed in a self-contained classroom has opportunities to interact and learn with non-disabled peers. These interactions can occur in the general education classroom or during non-academic activities such as recess and lunch.

**Intellectual Disability (ID):** a disability; significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. This disability was formerly known as Mental Retardation (MR).

**Language Delay:** a lag or slowness in the development of a child's ability to use or to understand language.

**Least Restrictive Environment (LRE):** a term meaning that children with disabilities must be educated (to the maximum extent appropriate) with children who are not disabled.

**Low Incidence Fund:** monies that are granted to the SELPA based on the number of students in the following categories: Deafness, Deaf-Blindness Hard of Hearing, Visual Impairment, and Orthopedic Impairment. Students in these categories can access these funds for specialized equipment and materials.

**Mainstream/Inclusion/Integration:** terms meaning that children with disabilities spend as much time in a general education classroom as appropriate.

**Mediation:** an informal meeting that is held when parents and school district personnel cannot agree on a child's educational program; this step comes before a due process hearing.

**Multidisciplinary:** assessment of a child that involves a number of different professionals.

**Multiple Disabilities (MD):** a disability; concomitant impairments such as intellectual disabilities/mental retardation and blindness or intellectual disabilities/mental retardation and orthopedic impairment, the combination of which causes such severe educational needs that needs cannot be accommodated in special education programs solely for one of the impairments. Multiple Disabilities does not include Deaf-Blindness.

**Nursing Services:** a related service provided by a school nurse who focuses on health-related concerns.

**Occupational Therapy (OT):** a related service provided by a licensed occupational therapist that assists children with fine motor activities and everyday tasks like eating, dressing, and hand use.

**Orientation and Mobility (O/M):** a related service provided by an orientation and mobility specialist who teaches children with visual impairments how to know their position in space and how to move from place to place.

**Orthopedic Impairment (OI):** a disability; a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.); impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.); and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

**Other Health Impairment (OHI):** a disability; means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that: (a) 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; and (b) adversely affects a child's educational performance.

**Parent Counseling/Parent Training:** a service in which parents receive help in understanding the special needs of their children.

**Pervasive Development Disorder (PDD):** a neurological disorder that causes difficulty in talking, playing with other children, and relating to others, including their family.

**Physical Therapy (PT):** a related service provided by a licensed physical therapist that assists children with gross motor activities such as rolling, sitting, and walking.

**Placement:** when a child is assigned to a special education classroom or to other special education services; placement occurs after the IEP is written.

**Preschool:** refers to classrooms that serve children ages three to five years old.

**Program Coordinators:** This refers to Administrators who oversee special education programs for Elementary, Secondary and specialized areas for the District.

**Program Specialist:** a specialist who is knowledgeable about special education and available programs, and is responsible for assuring that children receive needed available services and full educational opportunity.

**Psychological Services:** related services provided by a school psychologist that includes educational assessments and supports for children and parents.

**Referral:** a recommendation for assessment to determine if a specialized service is required and at what level.

**Related Services:** instruction and services that are determined to be necessary for the child to benefit educationally from his/her instructional program (e.g., language, speech and hearing

therapy, occupational/physical therapy, vision services, and specialized physical health care procedures).

**Self-Help Skills:** a term relating to those skills associated with feeding, dressing, and toileting.

**Self-Contained Classroom:** a special education classroom where children receive instruction in all developmental and academic areas. A classroom that is appropriate for children who would benefit from specialized services for over half of the school day; the children receive most of their instruction from a special education teacher.

**Social Skills/Socialization:** those skills associated with how children get along with adults and peers in home, school and community settings; with young children it also refers to their play skills.

**Special Education:** instruction that is adapted to teach children with special needs through the IEP process.

**Special Needs:** children with special needs are children who must have special adaptations made to their instruction in order to learn.

**Specialized Academic Instruction:** Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he/she can meet the educational standards that apply to all children within the jurisdiction of the public agency.

**Specialized Physical Health Care (SPHC) Services:** medical procedures required by a child while at school (e.g., tracheotomy care, gastrostomy tube feeding, catheterization, oxygen, etc.)

**Specific Learning Disability (SLD):** a disability; 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 conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

**Speech or Language Impairment (SLI):** a disability; a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, that adversely affects a child's educational performance.

**Speech Therapy/Speech, Language, Hearing (SLH) Services:** related services provided by a remedial language and speech therapist or a speech pathologist who helps children learn to communicate.

**Standardized Tests:** tests used to measure a child's abilities in relationship to other children.

**Transdisciplinary Team:** everyone works collaboratively on the same goals, sharing responsibility for assessment, planning, sharing of information, problem solving, and decision-making. Experts in each area are responsible for reporting and monitoring progress in goals most related to their area of specialization, as well as training of other team members in the best practices of their specialized area as they apply to an individual student.

**Transition:** a time in a student's life when he/she moves from one educational program to another (e.g., from the Early Education Program to preschool or from high school to work/higher education).

**Traumatic Brain Injury (TBI):** a disability; 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 applies to open or closed head injuries resulting 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; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

**Vision Services:** related services provided by a teacher of the visually impaired who helps children use their visual abilities efficiently and provides specialized instruction to blind and visually impaired children.

**Visual Impairment (VI):** a disability; including blindness, means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

## REFERRAL/RESOURCE SERVICES

### **Access Team**

<http://www.dhhs.saccounty.net/BHS/Pages/Childrens-Mental-Health/Childrens-Mental-Health.aspx>

(916) 875-9980

### **Alta California Regional Center**

2241 Harvard Street, Suite 100

Sacramento, CA 95815

(916) 978-6400

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

### **CA State Department of Rehabilitation**

721 Capitol Mall (Central Office)

Sacramento, CA 95814

(916) 324-1313

[www.rehab.cahwnet.gov](http://www.rehab.cahwnet.gov)

### **California Department of Education (CDE)**

1430 N Street

Sacramento, CA 95814

(916) 319-0800

[www.cde.ca.gov/sp/se](http://www.cde.ca.gov/sp/se)

### **Developmental Disabilities Area Board III**

2033 Howe Avenue, Suite 160

Sacramento, CA 95825

(916) 263-3085

[www.areaboard3.org](http://www.areaboard3.org)

### **Easter Seals Superior California**

3205 Hurley Way

Sacramento, CA 95864-3898

(916) 485-6711

(916) 485-2653 Fax

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

### **Families for Early Autism Treatment (FEAT)**

P.O. Box 255722

Sacramento, CA 95865-5722

(916) 303-7405

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



**Office of Administrative Hearings**  
Special Education Unit  
2349 Gateway Oaks Drive, Suite 200  
Sacramento, CA 95833-4231  
(916) 263-0550  
[www.oah.dgs.ca.gov](http://www.oah.dgs.ca.gov)

**NorCAL Center on Deafness**  
4708 Roseville Road, Suite 112  
North Highlands, CA 95660  
(916) 349-7500  
[www.norcalcenter.org](http://www.norcalcenter.org)

**Pride Industries**  
10030 Foothills Boulevard  
Roseville, CA 95747-7102  
(916) 788-2100  
[www.prideindustries.com](http://www.prideindustries.com)

**Resources for Independent Living**  
420 "I" Street, Level B, Suite 3  
Sacramento, CA 95814  
(916) 446-3074  
[www.ril-sacramento.org](http://www.ril-sacramento.org)

**Sacramento Center for Assistive Technology**  
(916) 558-5775  
[ATInfo@dor.ca.gov](mailto:ATInfo@dor.ca.gov)

**Sacramento Society for the Blind**  
1238 S Street  
Sacramento, CA 95811  
(916) 452-8271  
[www.societyoftheblind.org](http://www.societyoftheblind.org)

**Sacramento InAlliance, Inc.**  
6950 21st Avenue  
Sacramento, CA 95820  
(916) 381-1300  
[www.inallianceinc.com/careers](http://www.inallianceinc.com/careers)

**Scottish Rite Clinic for Childhood Language Disorders**  
6151 "H" Street  
Sacramento, CA 95819  
(916) 731-4357

**SETA Head Start**

925 Del Paso Blvd., Suite 100  
Sacramento, CA 95815  
(916) 263-3804  
<http://headstart.seta.net>

**Shriner's Hospital for Children**

2425 Stockton Boulevard  
Sacramento, CA 95817  
(916) 453-2000  
[www.shrinershospitalsforchildren.org](http://www.shrinershospitalsforchildren.org)

**Social Security Administration**

8581 Folsom Boulevard, Suite A  
Sacramento, CA 95826  
(916) 381-9445  
[www.ssa.gov](http://www.ssa.gov)

**Supporting Early Education Delivery Systems  
(SEEDS Project)**

Special Education Department  
(916) 228-2381  
[www.scoe.net/seeds](http://www.scoe.net/seeds)

**United Cerebral Palsy Association**

4350 Auburn Boulevard  
Sacramento, CA 95841  
(916) 565-7700  
[www.ucpsacto.org](http://www.ucpsacto.org)

**U.C. Davis M.I.N.D. Institute**

2825 50th Street  
Sacramento, CA 95817  
(916) 703-0280  
[www.ucdmc.ucdavis.edu/mindinstitute](http://www.ucdmc.ucdavis.edu/mindinstitute)

**Volunteers of America**

**Point West Plaza**

1900 Point West Way, Suite 270  
Sacramento, CA 95815-4700  
(916) 442-3691  
[www.voa-sac.org](http://www.voa-sac.org)

**Warmline Family Resource Center**

2025 Hurley Way, Suite 100  
Sacramento, CA 95825  
(916) 922-9276  
[www.warmlinefrc.org](http://www.warmlinefrc.org)

## RECREATIONAL/SPORTS PROGRAMS

### **Challenger Little League**

145 Security Lane  
Sacramento, CA 95828  
(530) 919-5757 or (530) 677-2803  
[www.d54challenger.com](http://www.d54challenger.com)

### **City of Sacramento Parks and Recreation/Access Leisure**

5735 47th Avenue  
Sacramento, CA 95824  
(916) 808-3809  
[www.accessleisuresac.org](http://www.accessleisuresac.org)

### **Parks and Recreation**

915 I Street, Fifth Floor  
Sacramento, CA 95814  
(916) 808-5200  
<http://www.cityofsacramento.org/parksandrecreation/index.html>

### **Short Center – Arts for the Handicapped**

2331 Saint Marks Way  
Sacramento, CA 95864  
[www.ddso.org/Programs.htm](http://www.ddso.org/Programs.htm)

### **Special Olympics**

1401 Halyard Drive, Suite 100  
West Sacramento, CA 95691  
(916) 375-1930  
[http://teamfolsomhills.com/Home\\_Page.php](http://teamfolsomhills.com/Home_Page.php)

### **Surplus Book Room**

4121 Power Inn Road, Suite B  
Sacramento, CA 95826  
(916) 454-3459

### **TOPSoccer**

Elk Grove, CA  
Cheryl Russell  
russell729@comcast.net  
[www.topsoccereg.com](http://www.topsoccereg.com)

# NOTES

## **Personal Reference**

School \_\_\_\_\_

Telephone \_\_\_\_\_

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

Psychologist \_\_\_\_\_

Program Specialist \_\_\_\_\_

CAC Representative \_\_\_\_\_

Transportation Dispatcher: \_\_\_\_\_

Before 8:00a.m. \_\_\_\_\_

After 8:00a.m. \_\_\_\_\_