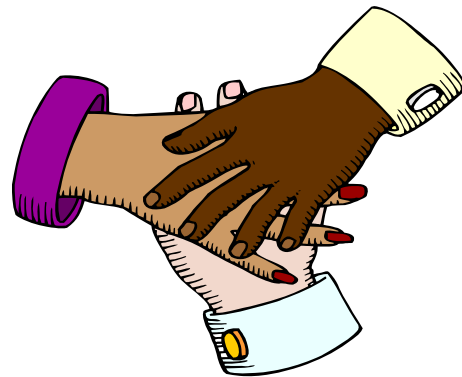




Parent Resource Guide



**Irvine Unified School District
Irvine Special Education Local Plan Area (SELPA)
2007-2008**

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Message to Parents

Welcome to special education in Irvine Unified School District! Irvine offers exemplary special education programs that provide educational opportunities to meet the unique needs of each individual student. We offer you this Parent Handbook to guide you through our special education programs.

The Parent Handbook has been recently updated and revised with input from parents, staff and administrators in order to provide you with complete, accurate and useful information about Irvine's special education programs and services. It includes information about special education law, parents' rights, a listing of terms commonly used in special education and community resource information. We believe that you will find this to be a valuable resource.

We recognize that finding your way through the maze of special education programs and procedures can be a complex task. The Special Education Community Advisory Committee (SE CAC), a group largely composed of parents of children who are receiving special education services, have made it a priority of the group to help other parents by providing a variety of resources including the Parent Handbook. For more information about the Special Education Community Advisory Council and its role please go to the SE CAC website: www.empoweringirvine.com. Meeting dates are listed on the website. We encourage you to attend the SE CAC meetings. Additional parent resources can be found on the IUSD website at www.iusd.org/parent_resources/SpecEd. We expect that these resources will be of use to you.

We hope that the Parent Handbook will help guide you through referral and evaluation processes as well as through the planning and implementation of your child's Individualized Educational Plan. If you have further questions, please contact your student's school. You may also contact the Special Education Office at the Irvine Unified School District Office at any time.

Mary B. Bevernick

Director, Special Education/ SELPA

Irvine Unified School District

Table of Contents

Special Education Community Advisory Committee.....	5
Special Education Defined.....	6
How to Use This Parent Resource Guide.....	7
Pre-Referral Interventions.....	8
Student Study Team (SST).....	9
Response To Instruction (RTI).....	10
Section 504 Plans.....	13
Special Education Process.....	14
Referral or Request for Evaluation	17
Evaluation.....	19
Eligibility Determination	21
Individualized Education Program (IEP) Development	23
Parent Participation in the IEP Process.....	26
Progress Monitoring and IEP Review	29
Understanding the IEP Form	32
Resolving Differences.....	36
Special Education Program Options.....	38
Transition Planning Your Student’s Future	44
Student Discipline.....	51
Appendix A Special Education Support Personnel.....	54
Appendix B Parental Rights and Procedural Safeguards	56
Appendix C Individuals with Disabilities Education Act (IDEA).....	57
Appendix D Glossary of Acronyms	61
Appendix E Community Resources.....	63

Special Education Community Advisory Committee

Irvine Unified School District's (IUSD's) Special Education Community Advisory Committee (SE CAC) provides the opportunity for interaction, communication, support and cooperation between parents of children with special needs, professionals with special education interests and expertise, and other interested individuals in the Irvine community.

SE CAC meetings are open to all interested persons including parents, general education teachers, special education teachers, students, administrators, school nurses, psychologists and representatives of public and private agencies.

As mandated by the California Educational Code, the SE CAC is a vital part of each district's special education plan. This multidisciplinary group provides valuable community input about Irvine's local plan and its implementation. As dictated by law, a majority of the SE CAC members are parents of children with special needs.

The SE CAC has several purposes:

- To advise the Irvine SELPA (Special Education Local Plan Area) on matters of concern to students with exceptional needs and their parents,
- To educate parents, teachers, school personnel and members of the community as to strategies, programs and related services that will assist students with exceptional needs,
- To strive to influence federal and state legislation for the benefit of students with exceptional needs, and
- To partner with IUSD and the Irvine Public Schools Foundation to implement programs that support students with exceptional needs.

The SE CAC offers parents and other interested individuals an opportunity to take an active role in the planning and implementation of special education in Irvine. If you would like to find out more about what the SE CAC does or if you are interested in becoming a member, please attend an SE CAC meeting or visit the web site www.empoweringirvine.org. Upcoming meeting times are posted on the web site and can also be obtained by calling the Office of Special Education at (949) 936-5230.

Special Education Defined

Special education is specially designed instruction developed to meet the unique needs of a child with a disability whose educational needs cannot be met without significant modification to the general instructional program. Disabilities include: Mental Retardation, Speech and Language Impairment, Orthopedic Impairment, Specific Learning Disability, Autism, Hard of Hearing, Visual Impairment, Other Health Impairment, Deaf-Blindness, Traumatic Brain Injury, Deafness, Emotional Disturbance, Established Medical Disability, Multiple Disability.

Special education services can begin at birth and continue, if needed, up to 22 years of age for students who qualify according to laws and regulations outlined by the federal and state governments and whose parents give their written consent to such services. Special education services may be offered in a variety of ways and in a variety of settings.

Special education programs are subject to federal and state laws, regulations, policies and guidance. The most important laws governing the education of students with disabilities include:

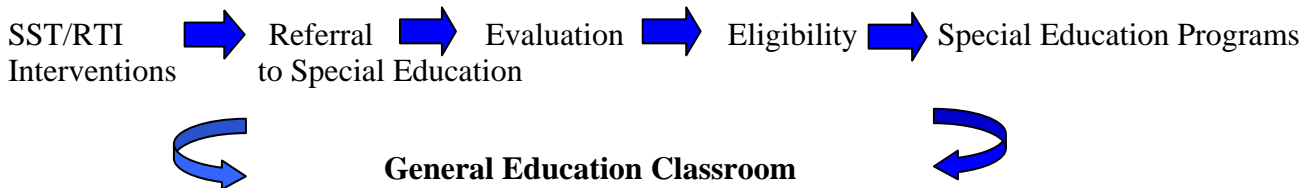
- The Americans with Disabilities Act
- Section 504 of the Rehabilitation Act
- The Family Educational Rights and Privacy Act
- The Individuals with Disabilities Education Act

Parent rights are covered in-depth in the Irvine Special Education Local Plan Area Notice of Procedural Safeguards.

Special education is an integral and dynamic part of the total public education system and provides education in a manner that promotes maximum interaction between students with disabilities and students without disabilities, in a manner that is appropriate to the educational needs of both.

How to Use This Parent Resource Guide

As you will discover, special education is complex. It is full of terms and acronyms, specific timelines, and a variety of program options. We hope this parent handbook will act as a starting point to answer most of your questions. This handbook was written to enable parents to find and read chapters that are relevant to their current situation, but it's best to read this handbook from beginning to end, to gain an understanding of the entire special education process and how all its pieces fit together.



The *arrows* point out where you are in the special education process.

At a Glance

At a Glance helps you determine quickly if the chapter pertains to the information you are seeking.

This chapter identifies the consistent organizational features you will find in each chapter.

Key Terms

Key Terms identifies and defines common terms used in special education.

Parent The term “parent” is used to refer to a natural, adoptive or foster parent, a guardian, an individual acting in the place of a natural or adoptive parent with whom the child lives, or an individual who is legally responsible for the child’s welfare.

School District The terms “school district,” “IUSD” and “school” are used interchangeably to refer to the entity that has legal authority, control and responsibility for public education. You may interact with someone at your local school or at a district-level office regarding special education matters.

IDEA The Individuals with Disabilities Education Act (IDEA) ensures equal educational opportunities for learning disabled students, with accommodations and modifications, as students enrolled in general education classes. Regulations are continually being updated. See Appendix C for more information.

Parent Tips

Parent Tips provides ideas to help facilitate the special education process.

Pre-Referral Interventions



Teacher Conference

At a Glance

This section is for parents who want to learn about pre-referral interventions available to their student when they are struggling in the classroom.

Pre-referral interventions are a set of strategies, techniques or accommodations that are utilized by the school staff to enable a student to be more successful in the school environment. Pre-referral interventions are utilized prior to any special education assessment as most students respond positively to in-class interventions. Pre-referral interventions may include:

- Priority seating in the classroom,
- Small group instruction in the deficit area(s),
- Differentiated instruction,
- Extra time on tests (when appropriate),
- Shortened assignments (when appropriate),
- Counseling, and
- Other intervention strategies.

Parent Tips

Parents can meet with the classroom teacher when they feel their student is not progressing in the classroom to discuss what interventions or resources are available and follow up on the recommendations or information being discussed.

Student Study Team (SST)



At a Glance

This section is for parents who are concerned about a student's academic, behavioral, and/or social-emotional progress in school and want to understand the next step in the pre-referral intervention process. The SST meeting provides parents and school staff the opportunity to share concerns and develop a joint intervention plan when a student begins to struggle in school. A referral may be made through the school principal by a teacher, parent or other staff member. These interventions will vary based on the individual educational needs of the student.

The Student Study Team (SST) is a team formed to further examine and propose interventions for a student who is experiencing academic, behavioral or emotional difficulties in his/her general education classroom. This team usually consists of a teacher(s), administrator and support personnel from the school. The student and parent(s) also comprise part of the SST team.

SST meetings allow parents and school staff the opportunity to share concerns and develop a joint instructional plan when a student begins to struggle in school. These instructional plans will vary based on the individual educational needs of the student and will include specific strategies. SST meetings will also take place to monitor the student's progress and ensure the instructional plan is being utilized and that it is effective. Generally, when appropriate, these plans are implemented prior to more involved instructional plans, such as formal special education services.

If the student is struggling in school, it may not be due to specific learning disabilities. The SST will explore other possible reasons, such as: impaired vision, impaired sight, previous school experience, and/or learning English as a second language.

If the SST instructional plans are not successful, a recommendation for more intense instruction or a possible evaluation for special education may be recommended. SST instructional plans are considered pre-referral interventions, in that they occur before a student is referred for formal special education evaluation.

Parent Tips

Parents can:

- Attend the SST meeting with an open mind and provide detailed information about your student.
- Ask questions when you are uncertain about recommendations or information being discussed.

Response To Instruction (RTI)



At a Glance

This section is for parents whose student's academic and/or behavioral progress falls below grade level in reading and mathematics. Response to Instruction (RTI) provides research-based intervention programs to students who fall behind in reading and mathematics. The student's academic progress is monitored on a regular basis to make sure the interventions are working and the student is making continual progress.

Irvine's RTI model is known as Response to Instruction. Irvine is beginning to implement RTI during the 2007-08 school year at the elementary level.

RTI is implemented to meet the educational needs of all students who struggle academically and/or behaviorally. Through this process, students are identified and research based instructional methods are implemented according to a three-tiered model. The student's academic progress is monitored on a regular basis to make sure the interventions are working and the student is making continual progress. If the student does not make sufficient progress, RTI identifies students who may require additional support.

The three-tiered model results from legislation for the reauthorization of the Individuals with Disabilities Act (IDEA, 2004). The goal is to provide interventions (either new or existing) to students who are below grade level.

The purpose of RTI is to find the least intrusive effective instruction that creates acceptable rates of learning. Students begin with Tier I instruction and progress to Tier II and Tier III if further interventions are needed.

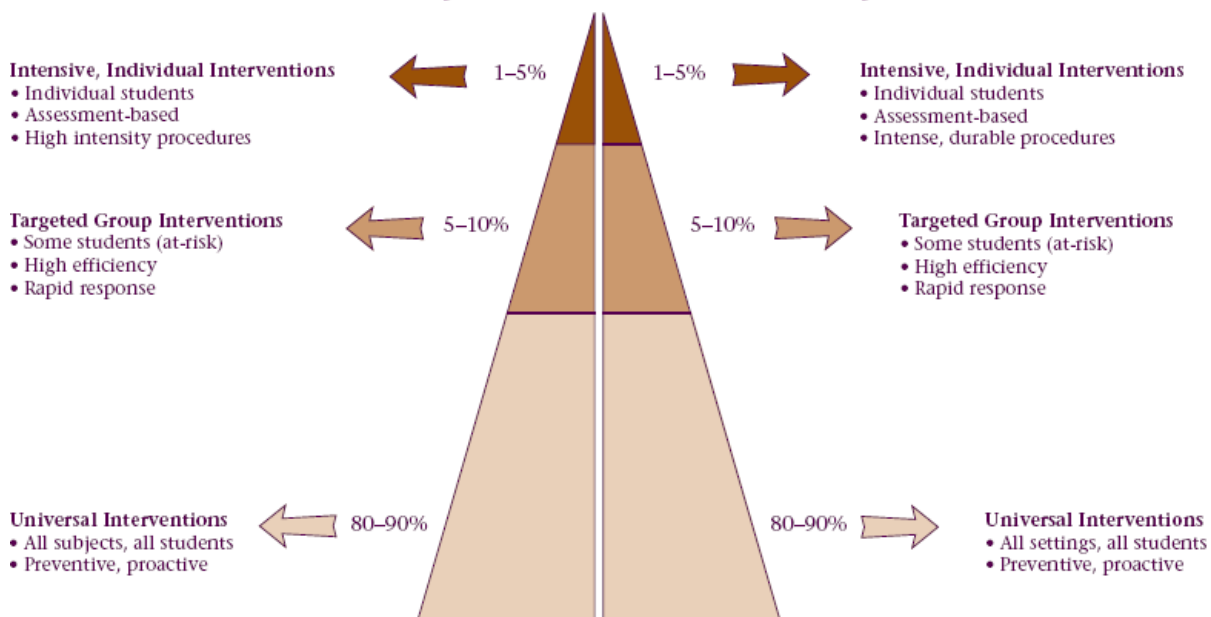
Some of the key RTI concepts include:

- The student's current and past test scores form the basis for choosing and modifying instruction.
- Information is gathered from multiple sources including the classroom teacher.
- The student will receive high quality, research-based instruction in the regular education setting prior to being considered for special education services.
- The student will participate in instructional interventions that vary depending on the specific nature of the academic concern.
- The student's progress will be monitored regularly to determine the effectiveness of the instruction.

Response to Instruction Model

Academic Systems

Behavioral Systems



From the Special Edge, "Intervening Effectively in Literacy," Winter/Spring 2006

Tier I – General Education Interventions

Tier One instruction is provided in the general education classroom to all students during the regular school day. A majority of the students (80%) will make progress with this level of instruction. Those that continue to struggle will move into Tier II. The major components may include:

- Preventative and proactive approaches,
- Monitoring and recording academic growth for all students,
- Early screening for indicators of academic weakness, and
- Providing additional instruction for “at risk” students.

Tier II- Targeted Group Interventions

The major components of Tier II may include:

- Ongoing monitoring and recording of academic progress,
- Providing intensive, research based instruction,
- Conducting a focused assessment for students not improving with the academic interventions, and
- Instructional plans take place inside or outside the class during or outside the school day.

Tier III- Intensive Individual Interventions

Those requiring more intensive interventions beyond II will move into III. The major components of Tier III may include:

- High intensity instruction,

- Instructional plans that are of longer duration, and
- The evaluation of students who may have special needs.

Parent Tips

Parents can:

- Ask what instructional and intervention programs are available at your student's individual school site.
- Read with your student nightly and reinforce the reading and mathematics skills taught in school.
- Stay informed of your student's reading and mathematic skill level and talk with your student's teacher when problems arise.
- Provide a consistent routine at home and implement the behavioral strategies being used at school.

Section 504 Plans



At a Glance

This section provides information and resources on 504 plans.

504 Plans are for general education students who have a diagnosed disabling condition and may require accommodations in the general education setting. Referrals are made through the site principal or designee.

Students may have a disability that requires accommodations in the general education classroom, but do not meet the criteria for special education services. If a student meets the criteria for a 504 plan he/she must be provided the necessary accommodations in the general education setting.

A 504 accommodation plan is regulated by the Office of Civil Rights (OCR) to prevent discrimination. A 504 plan is not part of special education and does not contain an IEP. The 504 plan may contain accommodations such as priority seating in the classroom, extended time on tests or behavior contracts.

504 plans are individualized to one student and for a particular environment. They are renegotiated based on environmental or health changes.

Parent Tips

Parents can:

- Stay in close communication with the classroom teacher to determine if interventions strategies are necessary or have been utilized.
- Work with your student in areas where they may struggle and or pursue any extra assistance that may be available within the school or district.
- Visit the IUSD website www.iusd.org for more information on 504 Plans.
- Contact the staff member at the school who is the section 504 Coordinator.
- Contact the district's 504 Coordinator if you have questions or concerns.

Special Education Process



At a Glance

This section is for parents who want to understand the special education process, starting with initial referral for evaluation and concluding with participating in annual Individual Education Program (IEP) reviews.

Key Terms

Assessment Plan A list of evaluations considered to determine a student's educational needs and eligibility for special education program and services. An initial assessment plan:

- Must evaluate a student in all areas of suspected disability,
- Describes all areas the evaluation is designed to assess, and
- Lists the appropriately qualified personnel who will conduct the evaluation.

Child Find The responsibility given to school districts through IDEA to identify, locate and evaluate all students suspected of having a disability who reside within school district boundaries, including students attending private schools.

Free and Appropriate Public Education (FAPE) Special education and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and that meet the standards of the state education agency (SEA). Special education and related services must be provided in conformity with an Individualized Education Program (IEP) as required by IDEA.

IEP Team The IEP team is comprised of:

- One or both of the pupil's parents, a representative selected by a parent, or both.
- Not less than one regular education teacher of the pupil, if the pupil is, or may be, participating in the regular education environment.
- Not less than one special education teacher of the pupil, or if appropriate, not less than one special education provider of the pupil.
- A representative of the local education agency.

They may include:

- A representative of the local education agency.
- An individual who can interpret the instructional implications of the assessment results.
- At the discretion of the parent, guardian or the local education agency, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel, as appropriate.

- Whenever appropriate, the individual with exceptional needs.

Independent Educational Evaluation (IEE) The school district is required by law to conduct assessments for students who may be eligible for special education in all areas of suspected disability. After the district has completed and reviewed its assessments, you may disagree with the evaluation of your child. You have the right to request an independent educational evaluation. If the district agrees that an IEE is necessary, they will provide an IEE. If the district disagrees, due process will be followed.

Informed Parent Consent A procedure that ensures that parents have been fully informed regarding proposed special education activities (ie, evaluations, reevaluations and the initial delivery of special education program options, placement and services). Informed consent requires:

- Access to information in the language most appropriate to parent’s needs,
- Understanding and agreeing in writing to the proposed plan,
- Understanding that consent is voluntary and can be revoked at any time, and
- Understanding that revoking consent does not apply to activities that have already happened.

Least Restrictive Environment (LRE) The law requires that to the maximum extent appropriate, students with special needs are educated with typical peers. In accordance with LRE, the IEP team considers the placement of a student with special needs in an educational program that promotes maximum interaction with typical peers in a manner beneficial to the student with special needs and the students in the general education environment. Separate schooling and removal from the general education environment occurs only when the nature and the severity of the disability prevents satisfactory education in general education classes even with the use of supplementary aids and services.

Modifications and Accommodations The IEP team will consider instructional techniques and strategies that support students access to the general education curriculum with specific intended outcomes when building a plan for an individual student.

Special Education Process

The special education process determines whether or not a student is eligible for special education services, and if so, what special education programs and services are appropriate for that student. Understanding the special education process will assist parents to act in the best interest of the student during each phase of the process.

There are five basic steps to become familiar with in the special education process:

1. Referral or request for evaluation,
2. Evaluation,
3. Eligibility determination,
4. Individualized Educational Program (IEP) development, and
5. Progress Monitoring and IEP review.

Parent Tips

As a member of the IEP team, parents need to understand all steps in the special education process in order to participate fully in all decisions involving the student. Parents can:

- Familiarize themselves with the special education process.
- Keep records related to your specific concerns for your student including interventions tried.
- Share important and relevant information with the IEP team.
- Request a copy of any assessment reports completed prior to IEP meetings so that you can consider the results in planning for the meeting.
- Refer to the Parent Participation in the IEP Process chapter for additional information.
- The team will review and take into consideration any outside assessments you may have obtained.

Referral or Request for Evaluation



Referral

At a Glance

This section explains how to initiate a request for evaluation and identifies whom to contact.

A parent or legal guardian may request a referral for evaluation to identify an individual (ages 0-21) with possible special needs. Teachers, other school personnel, and community members may also refer a student for evaluation. In accordance with IDEA, school districts have the responsibility to identify, locate and evaluate all students suspected of having a disability who reside within school district boundaries, including students attending private schools within the boundaries of the District. This responsibility is commonly referred to as Child Find. In most cases an SST would come before a formal evaluation, although a parent can make a formal written request at any time.

If Your Child is Under 3 Years of Age

- If you suspect delays in one or more areas, contact the Regional Center for an intake interview.

NOTE: IUSD primarily works with the Regional Center of Orange County (RCOC) which can be contacted at (714) 796-5354 or via their website at www.rcocdd.com.

- If your child has a low incidence disability (visual, hearing and/or orthopedic impairment), contact your local school in order to be referred to the appropriate special education staff member who can advise you.
- If your child is currently a client of Regional Center, the Regional Center Service Coordinator will initiate contact with the school district to start the transition process at approximately 2.6 years of age. By 2.9 years, the IUSD Special Education Preschool Program will conduct a transition meeting with your family and the Regional Center Service Coordinator at which an assessment plan is initiated.

If Your Child is 3-5 Years Old and Not Yet in School

- If you suspect that your child has a delay or disability contact your neighborhood elementary school and speak with the speech and language specialist to discuss your concerns and/or be referred to the appropriate school and/or district personnel who can advise you.
- If you suspect that your child has a speech and/or language delay/disability, you may request a screening with the speech and language specialist at your neighborhood elementary school. The speech and language specialist will discuss your concerns, perform a screening if appropriate and forward the information to the appropriate preschool assessment team if further assessment is warranted.

If Your Student is Enrolled in a K-12 School

- If you suspect a delay or disability for your student and they are not currently in special education, contact the student's teacher or the neighborhood school to discuss your concerns and/or be referred to the appropriate special education staff member for advice.
- Your student may be referred to a Student Study Team (SST). The SST team represents both general education and special education staff who review student progress and recommend instructional strategies to assist students within the general education program.
- Prior to a referral for special education services, school districts are recommended by IDEA 2004 to provide scientific research-based instructional interventions through a Response to Instruction model (RTI) in the general education environment.

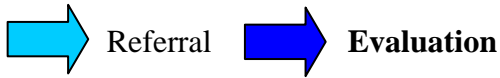
Timelines

A referral or request for evaluation sets forth a series of legal requirements and procedures as outlined by IDEA.

- Within **15 days** of a written request for an evaluation, the District must either provide you with a proposed assessment plan or provide you with prior written notice as to why the District believes an assessment is not necessary.
- Parents will be given a written individualized assessment plan asking for written, informed consent to the proposed assessment and a copy of the Procedural Safeguards (Parents' Rights).
- Parents have **15 days** to approve and return the proposed assessment plan.
- Once written consent for assessment is received, the district has **60 calendar days**, not counting breaks in school programs in excess of 5 days, to complete the assessment, conduct an Individualized Education Program (IEP) team meeting for a student, and determine eligibility for services.

NOTE Without informed written parent consent for assessment, a student cannot be assessed. If a parent does not consent to the assessment plan, the district may need to pursue the right to assess the student if the school district believes that he/she is being denied appropriate special education services. The school may request to meet with parents informally or initiate a due process hearing to override a refusal to consent.

Evaluation



At a Glance

This section is for parents who want to learn more about the evaluation process.

An evaluation provides the IEP team information that will assist in determining if a student has an eligible disability and because of that disability, needs special education or related services in order to make progress in school.

With informed written consent, the student's strengths and all areas of suspected disability are evaluated by appropriately qualified personnel. Refer to Appendix A: Special Education Support Personnel for more information.

NOTE If a student's primary language is a language other than English, the assessment may be administered in the primary language by a bilingual specialist or a language interpreter working with a specialist.

The assessment will measure areas of suspected disability specific to a student's cognitive, academic, language, social/emotional skills, and/or educationally relevant health, developmental and medical findings. The assessment will include information gathered in a variety of ways to provide important functional, developmental and academic information that identifies the strengths, present skill levels and areas of educational need in all areas of suspected disability, including but not limited to:

- Review of Records
- Student Observations
- Classroom Work Samples
- District and/or State Assessments
- Administration of Psychometric Tests
- Interviews with people knowledgeable about the student

Once the evaluation is complete, the results will be included in an evaluation report to be shared at the IEP meeting. Most IEP teams attempt to provide a copy of the evaluation report prior to the meeting, however, it is not mandated by law. Parents may request a copy of the evaluation report in advance of the IEP meeting. The report will:

- Describe the assessment instruments and procedures used as part of the evaluation,
- Describe the determination of the effects of environmental, cultural, or economic disadvantage,
- Share the assessment results in all areas assessed,
- Describe the student's ability to be involved in and make progress in the general curriculum and participate in appropriate activities with their peers,
- State the basis for making a determination of eligibility for special education, and
- Make a recommendation to the IEP Team regarding eligibility for special education.

Reevaluations

- A reevaluation cannot be conducted more frequently than once a year, unless both the parent and the school district agree that it is necessary.
- A triennial reevaluation is required at least once every three years to determine the continuing educational need for special education or if special education and related services are no longer needed.

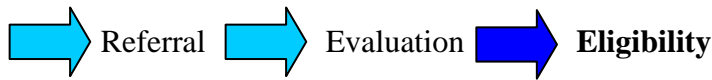
Parent Tips

A parent's first-hand knowledge of the student is important information.

- Share your knowledge of your student's behaviors, strengths and educational needs with the IEP team.
- If independent psychological or educational assessment data exists, it should be submitted for inclusion in the student's educational record to be considered by the IEP team when developing the IEP.

NOTE The IEP team must consider private or independent assessment data, but is **not mandated** to accept the findings or recommendations included in the independent assessment.

Eligibility Determination



At a Glance

This section describes the criteria by which special education eligibility is determined.

After a student has been evaluated, an IEP meeting is held. At this initial IEP meeting, the IEP team will discuss the assessment results and in accordance with special education regulations and California Education Code will make the final determination of the student's special education eligibility. A student may be a student with a disability based on any of the 14 disability categories as determined by the law:

- Mental Retardation
- Speech and Language Impairment
- Orthopedic Impairment
- Specific Learning Disability
- Autism
- Hard of Hearing
- Visual Impairment
- Other Health Impairment
- Deaf-Blindness
- Traumatic Brain Injury
- Deafness
- Emotional Disturbance
- Established Medical Disability
- Multiple Disability

Establishing eligibility in accordance with the law is a two-pronged process. A student must meet both of the following criteria in order to be eligible for special education services:

**The student must be determined to have one of the 14 disabilities listed above,
AND**

**The student, as a result of that disability, requires instruction, services, or both,
which cannot be provided with modification of the regular school program.**

NOTE If found eligible, special education services cannot be provided until an IEP is developed and informed written consent to the IEP is given. In accordance with law, after a student is determined eligible, the IEP team has 30 days to meet and develop an IEP.

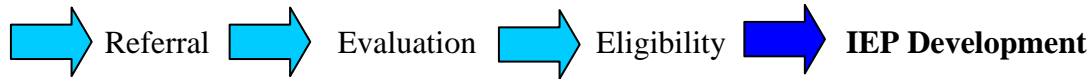
Often the IEP team will meet for the initial IEP meeting to make the final determination of the student's special education eligibility AND discuss placement and related services required for the student to benefit from the educational program. This practice enables the student to begin receiving services once consent is received.

When a Student Does Not Qualify for Special Education Services

If a student does not qualify for special education services AND:

- **You agree** with the IEP team's findings, you will be referred to alternative school district and community resources, such as a school principal, school psychologist, and/or the student study team. These individuals will assist you and make recommendations about how educational changes and/or supports can be made in the general educational setting. Possible suggestions may include remedial or community support classes, or learning tasks. You have the option to pursue additional support for the student from the community at your expense.
- **You disagree** with the IEP team's findings, note your disagreement on the signature page of the IEP to discuss reconsideration or further assessment with the IEP team or a referral for a conference with the school principal, district program specialist, or the Director of Special Education. You may request an independent education evaluation which, under certain conditions, may be obtained at district expense. (see p. 15)

Individualized Education Program (IEP) Development



At a Glance

This section helps parents understand how an IEP is developed once a child is found eligible for special education.

Key Terms

Case Manager The case manager is responsible for ensuring that the IEP is implemented. A case manager may be one of the following special educators: a special education teacher, program specialist, psychologist, speech and language specialist, or resource specialist. The name of the case manager appears in the upper left hand corner of the IEP document.

Designated Instructional Services (DIS) DIS refers to the related or supplementary services required to assist a student with special needs to benefit educationally from their special education setting. These related services may include, but are not limited to: audiology, counseling services, medical services, mental health services, psychological services, physical, occupational and vision therapy, speech/language therapy and transportation. The IEP team determines eligibility for these services based on current assessments.

IEP Development

After it has been determined that a student is eligible for special education, the placement and related services required for the student to benefit from the educational program are discussed by the IEP team. This ensures that students have access to a free and appropriate public education (FAPE). In the development of the IEP, the IEP team considers student strengths, parent concerns related to education, assessment results, and areas of need related to the academic, developmental and functional levels of the student in the school setting. The IEP is the written legal document that describes:

- A student's present levels of performance including strengths, abilities, and educational needs,
- Eligibility,
- Annual goals and objectives,
- Designated Instructional Services (DIS),
- Program placement,
- Accommodations and assessment participation, and
- Appropriate transition services.

It is important to understand that assessment determines present levels of performance upon which goals are written and placement is determined. The IEP will specify who is responsible for each goal.

The IEP Team

The IEP team is comprised of:

- Parent, guardian, or representative,
- School administrator knowledgeable about appropriate program options,
- Special educator,
- General education teacher, if appropriate,

and may include:

- Professionals who have assessed the student,
- Other persons whom the IEP team wishes to invite, and
- The student, when appropriate.

Placement and Service Considerations

Other factors considered by the IEP team are, to the maximum extent appropriate:

- The least restrictive environment where a student's educational needs can appropriately be met,
- Supports are available that enable a student to make progress toward appropriate annual goals, and
- Appropriate social and/or academic opportunities with typical peers, dependent on the unique needs of the student.

Other Important IEP Notes

- IEP team meetings shall be scheduled at a mutually agreed upon time and place.
- The IEP team may recommend that parents visit a specific placement option before agreeing to a placement.
- Parents have the right to agree or disagree with any part of the IEP.

NOTE Parents can agree or disagree with all or part of the IEP goals, placement and/or services. Signing for partial acceptance of the IEP allows the IEP team to implement the parts of the plan you agree with while final issues can be resolved. The parts of the plan not yet resolved typically revert back to the previous IEP, until resolution is obtained.

If parents do not agree, the IEP team will try to determine appropriate next steps which may include additional testing, independent evaluation, mediation, or due process procedures outlined in the Procedural Safeguards.

- Goals and objectives are reasonably calculated based on a student's assessed skills and rate of learning. However, the IEP is not a guarantee that the student will achieve the goals and objectives. If a student is not making progress the IEP team may need to reconvene.
- Without informed written parent consent to the IEP, an IEP cannot be implemented.

NOTE If you sign the IEP and determine at a later date that you disagree with any part of the IEP, you may withdraw your consent by giving written notification.

- You are entitled to receive a copy of the IEP document.
- The IEP is a document that can be revised through the IEP process.

Parent Participation in the IEP Process

At a Glance

This section helps parents understand the format, language and components of the written IEP.

The IEP Team Meeting

A written or informal agenda is often followed in IEP team meetings. You might expect:

- Introductions of IEP team members and signatures of participants,
- Procedural Safeguards (Parent Rights),
- Parents and students (as appropriate) discuss their concerns,
- Strengths of the student are reviewed,
- IEP team shares present levels of performance and/or assessment results in all areas of unique need as appropriate, as follows:
 - Teacher reports on academic performance,
 - School Psychologist (if applicable),
 - Speech and Language Specialist (if applicable), and/or
 - Related services,
- Low incidence factors are discussed (if applicable) for vision/blind, hard of hearing, assistive technology,
- IEP team recommendations including proposed goals and objectives, as well as, placement and services,
- Accommodations and /or modifications,
- State and district assessments, and
- Parent attendance and consent to IEP.

Preparing for the IEP Team Meeting

Parents are active members of the IEP team. Any additional information that you provide will help the IEP team develop an appropriate IEP that ensures growth for your student. Parents can:

- Share questions and concerns with staff prior to the meeting thus giving time for understanding and research.
- Generate and bring a list of questions and concerns prior to the meeting (ie., homework, social skills, etc.).
- Bring your file of important documentation specific to your student (ie., medical information, interventions, etc.).
- Inform the case manager of any additional participants that may be attending an IEP meeting.

IEP Team Communication Tips (For school site teams and parents)

- Emphasize student strengths and positive outcomes.
- Have a positive attitude.
- Watch the time.
- Stay on task.
- Communicate openly with respect and courtesy.
- Turn cell phones off.
- Remember the common purpose.
- Assume good reason and intention.
- Value the team and its members.
- Trust the process.
- Share your ideas for goals and services.
- Share student's concerns.
- Ask questions if something is unclear.
- Agree to disagree when consensus cannot be reached.

Building Your Student's Home File

As a parent of a student with special needs, you will gather a tremendous amount of information about your student from various professional and service agencies. Each time you seek services for your student from a new agency, you may be asked to supply information from other agencies. As the primary decision maker, observer, and advocate for your student, it is to your advantage to keep complete and up-to-date records.

In organizing and categorizing your student's records, there are four basic titles under which all material may be kept in an orderly and useful way:

Medical History could include developmental history including pregnancy and birth, birth certificate (copy), doctor's reports (pediatrician, allergist), therapy reports (speech and language, occupational therapy, physical therapy), and agency reports (Regional Center, Orange County Mental Health).

School records could include copies of all IEPs, communications from school staff, assessment reports (psychologist, speech and language, health, academic), educational history, report cards, and examples of school work (dated).

Personal/Social History could include the student's interests, clubs and organizations, family history, camps, special awards, and pictures.

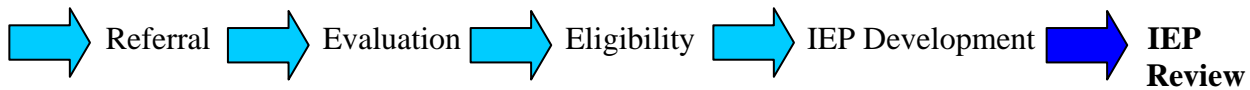
Other Resources could include financial resources, community and legal agencies, and copies of federal and state laws and regulations.

It may be helpful to purchase a notebook or small file to collect and maintain your records. Record keeping is not mandatory, but good records prove helpful with day to day contacts. This notebook is especially valuable when you transfer to another school district and meet with the new IEP team to discuss programs and services needed.

Moving To Another District

- When a student transfers from one district to another within the same Special Education Local Plan Area (SELPA), the new district shall continue without delay to provide comparable services unless parent and district adopt and implement a new IEP.
- When a student transfers from one SELPA into a different SELPA, including when a student moves from another state, the new district shall provide comparable services in consultation with the parents for a period not to exceed 30 days by which time the district shall adopt previously approved IEP or shall develop, adopt, and implement a new IEP.
- When a student is placed in a nonpublic school or agency, the Local Education Agency (LEA) and the nonpublic school or agency must notify the parents of their responsibility to report each change in residence. The notice by the LEA is in writing and is given at the time that nonpublic school (NPS) or agency (NPA) placement is recommended.

Progress Monitoring and IEP Review



At a Glance

This section helps parents understand how their child's progress is monitored and reviewed through the IEP process.

Progress Monitoring

A student's IEP program and progress towards their goals and objectives will be reviewed as frequently as the general education program provides progress reports for all students. The IEP team is required to review the IEP at least annually to determine how well the program is meeting the student's educational needs. It is the school's responsibility to ensure that the IEP is implemented as written. In addition, the IEP team meets whenever:

- An assessment is conducted,
- An IEP team member requests a meeting to develop, review or revise the IEP

NOTE The IEP is a work in progress and any member of the IEP team may request a review or change to the IEP when necessary, by providing written request to the student's case manager, teacher, school psychologist or administrator. Once your request is received, the meeting must be held within thirty days, not counting breaks in school programs in excess of five days.

Addendum IEP

If the IEP team determines that a change might be warranted, an addendum may be proposed to support the student's continued progress. Proposed changes may be related to the:

- Service,
- Goals and objectives, and/or
- Program placement.

Annual IEP

The IEP team is required to review the IEP at least once a year to determine how well the program is meeting the student's educational needs. At the annual review, the IEP team meets to discuss your student's progress in his or her current setting and to review their goals. The IEP team will also review any curriculum-based and or standardized assessments that were administered in order to help determine what your student's present level of functioning is and what growth he or she has made. Based upon that review, the IEP team decides what a student's goals will be for the next year, as well as the appropriate program placement and related services for the student to meet his or her annual goals.

Transition IEP

IEP teams conduct transition IEPs for students transitioning from one education program/service to another, such as from 0-3 services to preschool, preschool to elementary, elementary to middle school, middle school to high school and for all students, from high school to adult life. The transition IEP typically occurs between March and June preceding the transition and may be held in conjunction with the annual IEP. Before attending a transition IEP where a change in placement is occurring, it is important that parents communicate with their case carrier/program specialist to be prepared and knowledgeable regarding program options. This includes discussing present levels and any other information (i.e. outside reports) that may be pertinent to the placement of your child.

Parents may wish to visit the recommended program(s). The receiving transition team will participate in the transition IEP along with your current IEP team.

Triennial IEP

A triennial IEP and evaluation is required at least once every three years to determine the continuing educational need for special education or if special education and related services are no longer needed.

Exit IEP

There are two primary ways for a student to be exited from Special Education:

- The student no longer meets the federal or state eligibility criteria for special education, and/or
- The student graduates from high school.

Before a student can be exited from special education (not including graduation) an assessment by the IEP team needs to take place and the results of the assessment must indicate that the child no longer meets federal or state criteria for special education. The IEP team must agree that the student no longer qualifies for special education services.

If it is determined that a student is no longer in need of special education services or instruction, transition services may be designed by the IEP team to assist with the program change depending on the student's educational needs. You will be asked to provide input regarding if the plan is working or needs to be revised based on what you have learned from classroom observations, school conferences, and assessment information.

Special Education students who graduate from high school should be informed in writing during their senior year that they will be graduating in June. An exit IEP meeting may be necessary during the student's senior year of high school. The student must meet all the district's requirements for graduation.

Scheduling the IEP Meeting

School personnel must provide opportunities for one or both parents of students under the age of 18 to attend the IEP meeting by scheduling the meeting at a mutually agreed upon date, time, and place with ample notice so parents can arrange their schedule. Alternative means of conferencing are acceptable, such as telephone conference calls.

A meeting notice must be provided for every IEP meeting. The notice should state the purpose (such as initial, annual, triennial, or review), date, time, and place of the meeting. The title of each participant, including outside agencies, will be listed. The student's family may also invite additional participants. The IEP notice will list any IEP team member who is unable to attend.

If an IEP team member is not available for the entire meeting, the parent has the right to excuse them or arrange for an alternate meeting date. A member may be excused from a meeting, if their curriculum area or area of expertise is not being discussed or the member provides a written statement to the parents regarding the student's skills and progress. Parents must agree and sign a notice prior to or at the beginning of the meeting to excuse teachers from the meeting before the meeting concludes.

Understanding the IEP Form

At a Glance

This section is for parents who want to understand the format, language and different parts of the written IEP.

The IEP is an important and complex document. Every member of the IEP team may refer to the document to understand your student's educational priorities, goals and objectives. It identifies supplementary services, modifications and accommodations and the frequency and duration of related services.

The Cover Page

The cover page provides a variety of general information.

- Case Manager
- Student Information
- Parent/Guardian Information – Residency
- Second Language Information
- Eligibility Categories & Qualifying Condition
- Type of Plan: Individualized Education Plan; Service Plan (private school); Individualized Family Service Plan (0 – 3 years)

Present Levels of Performance (PLOP)

This section provides baseline information about the student. It includes the student's strengths and areas of concern related to a student's education, as well as health and special factors that need to be considered.

Parent Section addresses strengths, interests and learning interests as well as concerns for enhancing your student's educational program.

PLOP addresses development in the areas of academic, communication, fine motor and gross motor, adaptive/daily living, social/emotional, and vocational.

Health addresses the results of the nurse's health and development screening including any special health alerts.

Special Factors addresses behavior, communication, assistive technology, vision, low incidence, and English language learners.

Classroom and Curriculum Accommodations and Modifications

This section addresses the accommodation and modification needs of the student relative to the general education curriculum. The IEP team decides whether the student will be expected to meet the same standards of curriculum as non-special education students with or without accommodations and or modifications. This helps determine whether the student will receive a modified grade in any academic

area or simply be exposed to the general curriculum so they can develop and improve their social skills and increase peer interaction and not receive a grade for a specific class.

Accommodations and modifications allow the student to access the general education curriculum with specific intended outcomes. Accommodations and modifications may include the following:

- The student is expected to meet the same standards of curriculum content mastery as non-special education students within the classroom. The student may demonstrate mastery in an alternate way that requires accommodations, including those identified below. Grading will be the responsibility of the general education teacher. Special education staff will be available to provide consultation.
- To perform most class activities and assignments and to obtain optimal grade level curriculum mastery (accommodations as necessary).
- To gain academic competence in general education curriculum and to participate, as appropriate, in learning activities (with accommodations and modifications as necessary).
- The student is not expected to meet the same standards of curriculum mastery as non-special education students in the same class. Student will require accommodations and/or modifications, including those identified below. The modified grades will be in accordance with district policy and is in collaboration between the general and special education teachers.
- Exposure to general education in order to assist in development of positive peer interaction, and to improve social skills and adaptive behavior.

Many of the items listed below could be considered either accommodations or modifications depending upon how they are implemented. The general education teacher in collaboration with the special education teacher will determine when and how the accommodations and modifications will be implemented:

- Quality.....Adapt the number of items that are to be learned or completed
- TimeAdapt the time allotted for learning, task completion or testing
- Level of SupportAdapt the amount of personal assistance provided
- InputAdapt the manner in which the instruction is given
- OutputAdapt how the student can respond to instruction
- ParticipationAdapt the extent or manner in which the learner is involved
- Difficulty*Adapt the skill level, problem type or rules related to the work
- Alternate Goals*Adapt the outcome expectations using the same materials
- Alternative Curriculum**Adapt the outcome expectations using the same materials

* Modifications only

** Accommodations and modifications (depending on the alternative curriculum)

If you have questions about accommodations or modifications, talk with your IEP team and or case manager.

Participation in State and/or District Assessments

In this section the IEP team determines whether or not the student will receive, accommodations or modifications with California State Testing and District Wide Assessments. This may include but is not limited to Preschool Assessments, Physical Fitness Testing, California Standards Testing, California English Language Development Testing, California High School Exit Exams, and other district wide

assessments. These accommodations or modifications may vary year to year dependant on the state and/or federal guidelines.

Goals and Objectives

In this section the IEP team delineates what the student's goals will be for the year based upon the student's areas of educational need.

Measurable annual goals and short-term objectives are an important component of the strategic planning process used to develop and implement the IEP. The goals and objectives should be specific and measurable to enable educational providers to develop strategies to effectively meet the goals and to develop measurable intermediated steps that will enable parents and teachers to monitor progress during the year. If applicable, assistive technology and/or supplementary aids to support the goals are also noted in this section.

Assistive Technology and/or Supplementary Aids are supports that the student will require to meet the annual goal

Instructional Settings and Services Page

The IEP team determines level of services and settings based upon the students educational needs and adopted goals. Every student is entitled to a free and appropriate education (FAPE) based upon the adopted goals and students educational needs.

Extended School Year Services (ESY)

Extended school year is special education service for students with unique needs who require services in excess of the regular academic year. Extended year refers to the time between the close of one academic year and the beginning of the following academic year. Ongoing services are deemed necessary when an interruption of programming causes more regression than normal and it is anticipated that the student may have limited recoupment capacity.

Designated Instructional Services (DIS)

DIS services may be provided by a specialist with credentials in a specific area, or by qualified staff such as a general education teacher, special education teacher, resource teachers and/or instructional assistants. Specially designed instruction is provided by the special education staff through accommodations and modifications, so the student has access to the general education curriculum.

Designated instructional services help support children access the general education curriculum and may include:

- Language and speech development and remediation
- Audiological services
- Orientation and mobility services
- Instruction in the home or hospital
- Adapted physical education
- Physical and occupational therapy
- Vision services
- Specialized driver training instruction
- Counseling and guidance services, including rehabilitation counseling

- Psychological services other than assessment and development of the individualized education program
- Parent counseling and training
- Health and nursing services
- Social worker services
- Specially designed vocational education and career development
- Recreation services
- Specialized services for low-incidence disabilities, such as readers, transcribers and vision and hearing services
- Interpreting services

These services may be provided to the student, after appropriate assessment, as part of their IEP.

Supplementary Services enable children with disabilities to be educated in general education classes. These services might include such services as assistive technology.

Signature and Parent Consent Page

On this page each person attending the IEP team meeting must sign their name to indicate participation; however only the parent/guardian is asked to approve the IEP.

Meeting attendance In this section all members of the IEP team who are participants sign their names.

Consent to the IEP In this section the parent signs and dates their consent to the IEP. They will also initial the following, as appropriate:

- Receipt of and the opportunity for an explanation of Procedural Safeguards,
- Agreement with the IEP in its entirety,
- Agreement with the IEP except for _____, and the opportunity to list those parts of the IEP in which you do not agree,
- Understanding that the student does not qualify for special educational services, and/or
- Understanding that the student no longer qualifies for special education services.

NOTE It is not required that the IEP be signed at the IEP meeting. You may request to take the document home to read it and return it in a timely manner to ensure IEP implementation. You have the right to consent to all or part of the IEP, however, only those services consented to will be implemented by the school. Any disputed services will need to be addressed further in either an informal or formal setting, as necessary. For more information, refer to the Resolving Differences chapter.

Parent Tips

As a member of the IEP team, parents need to understand all steps in the special education process in order to participate fully in all decisions involving the student. Parents can:

- Familiarize yourself with the written IEP.
- Pay attention to sections in the IEP that are of particular interest to you with regard to your student.

Resolving Differences

At a Glance

This section helps parents understand the different options to consider when in disagreement with the IEP team.

In most cases, parents and the other members of the IEP team communicate well. Sometimes communication breaks down which can cause conflicts. As parents you have the right to disagree with any part of your child's special education program. If disputes or disagreements arise, or you believe that the school district has violated any of the requirements of the federal or state laws or regulations governing special education, you have many informal and formal options for resolving differences.

Depending on the nature of the disagreement, there are many options for parents to consider. Some issues such as the implementation of part of the IEP or disagreement regarding the goals and objectives may be best handled with informal discussions with your child's case manager and/or classroom teacher. On occasion, other issues may progress into more formal proceedings at the state or federal level. Listed below are some options towards resolving differences:

Parent Conference

Discuss the problem with your child's case manager, classroom teacher and/or other school staff members who are aware of your child's specific needs; for example, the school psychologist, speech and language specialist, resource specialist, or school principal. If the problem has not been resolved, you may contact the district program specialist responsible for the program or contact the Director of Special Education. Call 949-936-5230 to find out the name and phone number of the personnel responsible for your child's school site.

IEP Review and Addendum

If you think that the current IEP is no longer appropriate or meeting your child's needs, an IEP meeting may be requested at any time. Write a letter to your child's case manager requesting to review the IEP. The district has up to 30 days from receipt of the letter to convene a meeting. An addendum to the current IEP may be proposed to support the student's continued progress or a new IEP may be developed.

Parent Attachment to the IEP

Any disagreement or issues you want stated in the IEP can be written by the parent on a page entitled "Parent Attachment to the IEP". Request to have the page numbered and included as part of the IEP.

Re-Evaluation

If you think your child's educational program is inappropriate due to outdated information in his/her records or that conditions warrant, you can request a re-evaluation before its scheduled time through the case manager. An assessment plan will be developed and when signed, gives the district 60 days to complete the assessment and conduct an IEP..

Special Education Community Advisory Committee

Contact a parent representative or officers of your CAC who may be able to assist you with your issues or point you in the right direction. See www.empoweringirvine.org for more information.

Team of Advocates for Special Kids

Team of Advocates for Special Kids (TASK) is a federally funded, nonprofit charitable organization whose mission is to enable individuals with disabilities to reach their maximum potential by providing them and their families with training, support, information and resources. TASK serves families of children aged birth to 22 years of age under IDEA and other systems mandated to provide services to individuals with disabilities. TASK can be contacted at:

TASK
100 West Cerritos Avenue
Anaheim, CA 92805
(714) 533-8275 or (866) 828-8275
www.taskca.org

Independent Education Evaluation (IEE)

If you do not agree with the evaluation conducted by the school district, try to discuss your concerns with the principal or school psychologist. If your concerns have not been adequately addressed, you may contact a district special education program specialist or the Director of Special Education. It may be appropriate to request an independent educational evaluation. Please refer to page 15-16 for additional information on IEEs.

Complaint Procedure

If you feel that the district is not in compliance with state or federal laws or regulations, and the matter cannot be resolved informally at the school, you can file a complaint in writing with the school district. A special education program administrator will meet with you and investigate your complaint in a timely manner and attempt to resolve any concerns. The school district has established confidential procedures for the filing of complaints. A complaint form is available from the school district.

Please refer to the Irvine Unified School District Notice to Parent/Guardian/Surrogate, Notice of Procedural Safeguards (Parents' Rights), for information regarding formal complaint procedures. This document can be found on the IUSD Website at http://www.iusd.org/parent_resources/SpecialEducation.html

Special Education Program Options

At a Glance

This section is for parents who want to understand the continuum of educational program options considered for students with special needs in the public education setting.

Key Terms

Individuals with Disabilities Education Act (IDEA 2004) The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education (FAPE) and the right to be educated with their non-disabled peers. This federal law is reauthorized by Congress periodically. The most recent revision occurred in 2004. New federal regulations were provided in 2006 and states are now in process of implementation of new regulations.

Individualized Educational Program (IEP) This is a legal document for each student with a disability that is developed, reviewed and revised in accordance with the requirements of federal and state special education law.

Least Restrictive Environment (LRE) The law requires that to the maximum extent appropriate, students with special needs are educated with typical peers. In accordance with LRE, the IEP team considers the placement of a student with special needs in an educational program that promotes maximum interaction with typical peers in a manner beneficial to the student with special needs and the students in the general education environment. Separate schooling and removal from the general education environment occurs only when the nature and the severity of the disability prevents satisfactory education in general classes even with the use of supplementary aids and services.

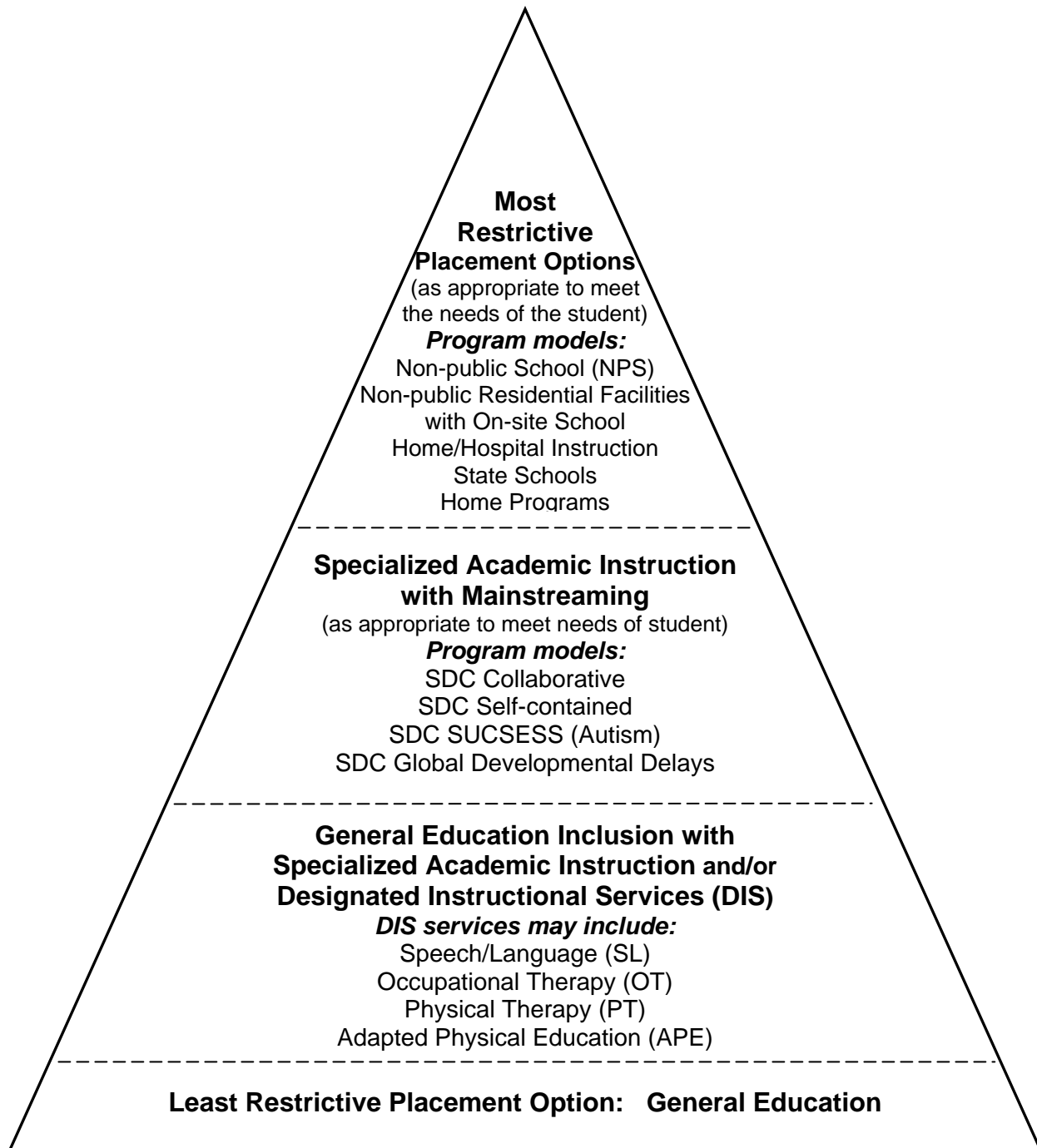
Special Education Program Options

In accordance with law, the Irvine Unified School District (SELPA) makes available a range of educational programs for students with special needs. Placement in Special Education:

- is determined by the IEP team when the IEP has been developed and agreed upon;
- is based on goals and objectives of the IEP;
- provides the appropriate supports and services as stated on the IEP to enable a student to make progress on annual goals;
- is as close to home as possible;
- requires prior parental approval and written consent; and
- for each student is based on the unique educational needs of the student and the principle of Least Restrictive Environment (LRE).

Continuum of Special Education Program Options

When looking at special education program options the team considers the Least Restrictive Environment (LRE) and how to best support a student's unique educational needs and educational success. One way to view LRE is below. However, LRE also depends on individual students' unique needs, which may influence their own particular LRE.



Continuum of Selected Program Options Prior to Kindergarten

Early Start Services (birth-3 years)

In California, children with special needs younger than three years of age may also qualify for early intervention services.

- IUSD is responsible for providing assessment and services for infants with solely low incidence disabilities, which include visual, hearing and orthopedic impairments under Part C of IDEA.
- If a child is younger than three years of age and is suspected of or experiencing developmental delays in the areas of cognitive, physical, language and speech, social or emotional development or self-help skills, the Regional Center is responsible for providing early intervention services.

NOTE Children in the IUSD attendance are with the aforementioned developmental delays work with Regional Center of Orange County (RCOC), which can be contacted at (714) 796-5354 or via their website at www.rcocdd.com.

Transition from RCOC to the School District

If children are receiving early intervention services prior to age 3, RCOC initiates a referral (between 2.6 and 2.9 years of age) to the school district regarding transition. The school district holds a transition meeting with the family and RCOC service coordinator prior to when a child is 2.9 years old. At the transition meeting, parent concerns are shared; and appropriate assessments are identified and scheduled. Prior to the child's third birthday, all assessments and the initial IEP meeting will be held. Refer to the Chapters related to the special education process for more information.

Preschool Programs (3-5 years)

General Education Early Childhood Learning Center (ECLC) Preschool This program is designed to meet the educational needs of children with disabilities, in the Least Restrictive Environment (LRE), and is for children who are parent enrolled in an IUSD general education ECLC preschool program for the majority of their school day. Itinerant staff provides direct instruction and/or therapy to students, dependent on an individual child's educational needs.

General Education Community Preschool and Speech and Language Clinic The ECLC Speech and Language Clinic program is designed to meet the educational needs of children with speech and/or language delays in a Least Restrictive Environment (LRE). The speech and language clinic provides therapy to students that have articulation, oral motor fluency, voice, and/or language delays. Typically, children participating in this program are also parent enrolled in a general education community preschool.

Special Day Class Program The Early Childhood Learning Center (ECLC) Special Day Class (SDC) Preschool program is designed to enhance the growth and development of children with disabilities whose educational needs could not be fully met in a general education preschool setting. Each child's program is based on a comprehensive diagnostic assessment that profiles the child's strengths and educational needs. The SDC program includes a developmentally appropriate global curriculum that addresses communication, social/play, cognitive/academic, motor and self-help skills through direct, small group and class wide instruction and activities. A continuum of program options is available based on the individual child's educational needs. Support staff is available to

provide consultative and/or direct services as needed to address the unique areas of educational need specific to each child.

Continuum of Selected Program Options K-12

Each student's instructional program is designed to meet their areas of unique educational need as identified through the assessment process and determined by the IEP team. The instructional program reflects the service or combination of services appropriate to meet the student's educational needs. The following is a list of program options from the least restrictive to the most restrictive:

K-12 General Education Classroom Placement with Special Education Services

Inclusion refers to the placement of a student with special needs in an age appropriate, general education classroom at the neighborhood school. You may find out your neighborhood school by going to www.iusd.org (click "enrollment" and then "assigned neighborhood schools," then enter your home address). Whenever appropriate, students with special needs will be educated in general education classes. The IEP team determines if Resource Specialist Program (RSP), supplementary support (DIS services) and/or consultation with special education staff is needed to assist the student in this setting. All related services such as RSP and/or Speech/Language are provided in the general education classroom, through a collaborative approach, using pull-out, push-in service delivery model or a combination of the above.

Designated Instruction Services (DIS)

Refers to the related or supplementary services required to assist a student with special needs to benefit educationally from their instructional program in the special or general education setting. These related services may include, but are not limited to: transportation, speech/language therapy, audiology, psychological services, physical, occupational and vision therapy, mental health services, medical services and counseling services. The IEP team determines eligibility for these services based on current assessments. DIS services are available at all IUSD school sites.

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 or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. Specialized Academic Instruction includes Resource Specialist Services as well as Special Day Class opportunities.

Non-public School (NPS)

Irvine SELPA contracts with non-public schools when an appropriate placement cannot be found within the scope of the public education setting. Non-public, non-sectarian school placement is sought only after efforts to find appropriate placement in the public schools have been exhausted.

Residential Placements

An expanded IEP team meeting can be requested by the district and parents, including a representative of Orange County Mental Health Agency, to determine if students with emotional disturbance (ED) require out-of-home placement. These schools are located in California and also in out-of-state facilities.

Home/Hospital Instruction

Students with verified medical conditions which prevent them from attending school may receive services on a temporary basis in the home or hospital with a physician's referral.

State Schools

The California Department of Education (CDE) operates two state residential schools for deaf students located in Riverside and Fresno, and one residential school for blind students, which is located in Fresno.

Private Schools

There are new laws regulating the rights of students with disabilities whose parents place them in private schools in or outside the Irvine School District. Parents need to contact the Special Education Office to determine if their child may be eligible for a service plan. A Special Education Administrator can explain the roles and responsibilities of the school district of residence and the school district where their student attends school.

Students who are placed in private schools by their parents have certain rights which may lead to special education services and an Individual Education Plan (IEP) or a Service Plan (SP). When a student is enrolled in a private school and exhibits academic difficulties, the school where the student attends needs to inform the parent and the local public school district of the student's difficulties. The parent and/or local school district (after receiving written parent permission) informs the public school district where the student lives of potential learning problems. The district of residence may assess the student to determine if the student qualifies for special education. If the student qualifies for special education, the district of residence identifies the student for special education, writes an Individual Education Plan (IEP) and offers the student a free and appropriate public education (FAPE). If the student does not qualify for special education, he/she is not eligible for an IEP or an SP. If a student qualifies for special education and the parents choose to keep their student at the private school, their student may be entitled to a service plan.

Additional Options

- For students with developmental disabilities reaching middle or high school age, IUSD provides an SDC program that emphasizes a daily living skills curriculum and community based instruction.
- To meet the educational needs of students with disabilities who require very specialized instructional settings, IUSD has joint agreements with surrounding school districts that operate specialized programs for the orthopedically impaired, deaf or hearing impaired, or visually impaired.
- The Orange County Department of Education also operates several programs that are available for students with severe and/or medically fragile disabilities. Several of these county programs are located within IUSD school sites.
- IUSD also has joint agreements with different agencies to provide specialized services, such as Regional Center of Orange County (RCOC), California Children's Services (CCS), and Orange County Mental Health (OCMH) and Head Start.

Parent Tip

Familiarize yourself with special education program and service options. If a student is eligible to receive special education services, parents have a right to be informed about educational program options appropriate to meet the student's unique educational needs. Each student may require a different service or combination of services in their special education program.

Transition Planning Your Student's Future

At a Glance

This section helps middle and high school students and their parents understand effective transition planning, including legal requirements and best practices needed to promote positive post-school outcomes for students with disabilities.

Key Terms

Benefits Planning A process to aid understanding of the importance of supporting and sustaining working in the context of a quality life and self sufficiency while continuing to receive needed benefits including Medi-Cal. This includes submitting proper reporting documents to the Social Security Administration.

Cal-Optima This is a managed care program for Medi-Cal beneficiaries in Orange County.

CA Graduation Requirements Students graduating from California public high schools must meet course work requirements, which includes: passing one year of Algebra I and passing the California High School Exit Exam (CAHSEE). As of January 31, 2008, starting with the class of 2008, no CAHSEE waivers have been approved by the California Legislature.

Conservatorship If the parent feels that their son or daughter is not capable of assuming responsibility as an adult at the age of 18, then conservatorship is a process that needs to be considered and or pursued at least one year prior to the age of 18. This is a legal procedure that will take some time to complete. This process is not taken lightly by the judicial system and should be considered when it is determined that the individual needs extensive care and protection. Once conservatorship is determined, this individual becomes the responsible party at the IEP/ITP meeting.

Course of Study A schedule of classes that leads to certain types of diplomas, certificates and/or requirements for post-secondary education.

Department of Rehabilitation A publicly funded agency that provides services to individuals with disabilities as they transition from school to work, in order to maximize employability, independence and integration into the workplace. To qualify for services, the individual must have a disability that substantially impacts employment potential.

Functional Skills Functional skills are those needed for independent living such as cooking, meal planning, shopping, using or managing money, using public transportation, and knowing safety procedures in the home and community.

ITP (Individualized Transition Plan) This is a required component of the IEP and must be developed by the age of 16 and updated annually. This component outlines transition related post-secondary goals and current transition activities.

Legal Protections Disability-related laws including: Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), The Rehabilitation Act of 1973, Section 504, and Lanterman Developmental Disabilities Services Act.

Post-Secondary Education Formal education or training beyond high school, including university, community college, adult school, regional occupational program, vocational school and trade school.

Regional Center of Orange County (RCOC) This is a publicly funded agency that operates under the provisions of the Lanterman Developmental Disabilities Services Act. To be eligible for services the person must have a disability that began before the age of 18 and includes: mental retardation, cerebral palsy, epilepsy, autism or any condition that would require treatment similar to an individual with mental retardation

SSDI Social Security Disability Insurance benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who have paid into the system or has a parent who has paid into the Social Security system

SSI Supplemental Security Income benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who fall below certain assets and income levels.

Transition Planning

In the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA 97) it was acknowledged for the first time that the primary purpose of the free and appropriate public education guaranteed to children and youth with disabilities is to “prepare them for employment and independent living.”

IDEA 2004 has changed the Individual Transition Plan (ITP) development timeline from 14 years to 16 years of age. The development of effective ITPs is a process that embraces best practices and the law. IDEA states: All ITPs MUST be developed by the age of 16 and updated annually.

Therefore, by the age of 16, an ITP is to be in place, and it is suggested that this be done by the age of 15 years with measurable objectives as well as long-term goals stated. IEP teams are encouraged to begin this planning earlier, with best practice suggesting that this process begin formally at the middle school level.

National transition related studies and reports have repeatedly documented negative data and statistics comparing non-disabled peers with students with disabilities.

Specifics include the following:

- People with disabilities are less likely to receive a high school diploma.
- People with disabilities are twice as likely to drop out of high school.
- People with disabilities complete post-secondary education programs at 50% the rate of their non-disabled peers.
- Only 35% of people with disabilities are employed full or part-time, compared to 78% of people without disabilities.
- Three times as many people with disabilities live in poverty.
- People with disabilities are twice as likely to have inadequate transportation.
- People with disabilities are less likely to socialize than their peers without disabilities.
- On life satisfaction surveys only 34% of people with disabilities indicate they are very satisfied with their lives compared to 61% of those without disabilities.

- The severity of the disability makes a significant difference in all of the gap areas; people with severe disabilities have much greater disadvantages.

(Statistics taken from a report made by the National Organization on Disabilities, June 24, 2004 and the Harris Poll, 2004.)

The chronic unemployment of people with disabilities places a tremendous strain on our nation's economy. Some 7.5 million unemployed Americans with disabilities will draw \$73 billion in Social Security benefits this year, with less than 1% of those receiving benefits becoming self supporting through employment. (Gerry, 2002)

The Irvine Unified School District's grant funded, Career Link Program has been in existence since 1981. The purpose of this program is to assist students with mild, moderate and severe disabilities to become self-sufficient adults. This is done through transition planning with a focus on employment, post-secondary education and independent living. One and two year follow-up studies are completed as part of some of the grant projects. In studies completed recently, employment data shows at least a 70% employment rate. This is a reversal of the percentages seen in data collected in national studies. The IUSD data supports a recent state and federal emphasis on the importance of transition planning for individuals with disabilities.

The transition of students with disabilities from school to adult life is a complex process.

Collaboration between the student, family, school staff and community agencies is critical. Effective interagency planning can help to ensure that appropriate post-secondary services are identified and accessed, which in turn, can promote successful outcomes for students.

Transition Topics

Age of Majority Statement

Age of Majority Statement to be signed no later than 1 year before the student reaches the age of majority under State law. This statement declares that the student has been informed of his/her rights that transfer to the student at the age of majority, 18.

IDEA specifies that communication with the student must occur at age 17 to document that the student understands that beginning the following year he/she will be an adult and as such will assume the role previously held by the parent. At eighteen, the student should receive the IEP meeting invitation and a copy of the Special Education Procedural Safeguards. They also have the right to approve the development and implementation of the IEP/ITP. At 18 the IEP/ITP is to be signed by the student.

Individual Transition Plan (ITP)

The ITP process is to be a living, evolving procedure to embrace the student's dreams and desires. The ITP will help drive services today and goals for the future. A collaborative effort among student, parents, school staff and adult service providers is essential. The required elements are as follows:

- **Transition Assessment** The transition assessment is the ongoing process of collecting data on the individual's needs, preferences and interests as they relate to the demands of current and future working, educational, living and personal and social environments. Formal and/or informal assessment procedures provide valuable information for transition planning. Age appropriate assessment in the areas of education, employment and, where appropriate, independent living, are

mandated by IDEA 2004. Please refer to the Evaluation section of this handbook, page 19, for specific rights surrounding assessments.

- **Measurable Post-Secondary Goals** Appropriate measurable post secondary goals are based upon age. Appropriate transition assessments are related to:
 - Training/Education (includes vocational education and adult education),
 - Employment (includes supported employment), and/or
 - Independent Living Skills (where appropriate).

The areas above must be addressed and individualized for the student, with educational opportunities and environments considered. Employment goals for the future and life goals (health, money management, social skills. etc.) are mapped out.

- **Transition Services** The ITP must contain transition services (a coordinated set of activities) needed to assist the student in reaching the post secondary goals and IEP goals (based on the individual student's strength's, preferences and interests) including:
 - Instruction (course of study),
 - Related Services,
 - Community Experiences,
 - Employment,
 - Other post-school living objectives (when appropriate),
 - Acquisition of daily living skills (when appropriate), and/or
 - Functional vocational evaluation (when appropriate).

These services are to be designed within a results oriented process that is focused on improving academic and functional achievement of the student with the disability to facilitate the student's movement from school to post-school activities.

Measurable Annual Transition Goals

The transition annual goals listed in the IEP should relate to specific post-secondary goals. These goals are to be worked on now while the student is still in high school. Meeting these goals will assist the student in completing his/her postsecondary goals.

Community Agency Partnerships

As the student is preparing to enter the adult world, participation in the IEP will expand to additional agencies and services that will be supporting the student. IDEA requires the school district to invite agencies likely to be responsible for providing or paying for transition services to the transition meeting. When agency representatives are not available to attend the meeting, it is important to get their input ahead of time. Key transition planning partnerships include the Department of Rehabilitation (DR), Regional Center (RC), and the Disabled Programs and Services (DSP& S) Office at the Community College. These programs and other adult service providers have separate qualification guidelines. If a participating agency fails to provide the transition services described in the IEP, the LEA shall reconvene the IEP team to identify alternative strategies to meet the transition needs of the student.

Summary of Performance

The Summary of Performance (SOP), although not a part of the IEP, is required by IDEA 2004. When a student exits the school system, either by obtaining a diploma or aging out, schools must provide them with an SOP to assist in the transition from school to post school activities. Contents shall include a summary of the student's academic achievement and functional performance, which will include recommendations on how to assist the student in meeting his/her post secondary goals. Specifically this should include accommodations and modifications that have been utilized in high school in the academic, cognitive and functional areas. This information is intended to help establish a student's eligibility and need for reasonable accommodations and supports in postsecondary settings. The SOP should also include specific information regarding adult support services and agencies to allow the student and family to access support as needed.

Transition Planning Programs

At age 16, individual planning for postsecondary goals is included in each student's IEP. The Individual Transition Plan (ITP) includes appropriate postsecondary goals related to training, education, employment, and independent living skills. Parents and students are encouraged to research potential adult service providers, vocational, college and university programs that offer programs and services aligned with each student's transition goals.

In addition, IUSD offers several transition related grant programs for students with disabilities. The grant specifics are as follows:

Workability I Program

The California Workability Program focuses on preparing high school students with disabilities for successful transition to employment, continuing education and quality adult life with an emphasis on work-based learning opportunities. This is a grant funded project for students with mild, moderate and severe disabilities.

A small middle school program is available for students with mild to moderate disabilities and focuses on developing pre-employment skills.

Transition Partnership Project

The TPP Program, funded by the Department of Rehabilitation (DR) is for students with significant disabilities who are interested in paid employment related to a Career Goal. This program provides service coordination, specialized job development and some job coaching. Eligibility is determined by D.R.

Adult Transition Programs (17-22 years)

For students with developmental disabilities and other significant disabilities, starting at 17 years of age, the district provides Adult Transition Programs, which emphasize community-based instruction and job training experiences with goals of independent living and self sufficiency. IUSD provides several distinct programs for students as they prepare to transition to adult programs that provide varying levels of services and supports consistent with their performance abilities and educational needs. These programs focus on students who will be receiving a Certificate of Completion upon exit from the Irvine Unified School District.

Irvine Adult Transition Program I (IATP I)

This is a two year program where students with moderate to severe disabilities prepare for employer paid jobs with less than 20% job coaching. Students must be Regional Center and Department of Rehabilitation clients. Employment and independent living skills are the focus of two classes that are provided at Irvine Valley College; the remainder of the program is offered in community based settings.

Irvine Adult Transition Program II (IATP II)

Students participate in this program while still enrolled in their last one or two years of high school. Students intend to graduate with their same age peers at 18-19 years old. The emphasis in this program is to prepare students to get and keep an employer paid job upon graduation. Program participants must be Department of Rehabilitation clients and are not typically eligible for Regional Center support.

Irvine Adult Transition Program III (IATP III)

Students in this program are Regional Center clients and not eligible for Department of Rehabilitation services. These students will be staying in this IUSD program until they are 22 years old and then moving on to an adult day program with a work component to it. Participants in the ITAP III program require ongoing job coaching and most likely will be working in a group setting as they move into adult programming.

Workforce Investment Act Program (WIA)

This program is for students who are economically disadvantaged and will need additional assistance to complete an education program in addition to getting and keeping a job.

Bridges to Youth Self Sufficiency Program

This program, sponsored by the Social Security Administration and the Department of Rehabilitation, is intended for individuals with moderate-to-severe disabilities who are receiving SSI or eligible for SSI/SSDI. Benefits planning and counseling are provided to both participants and their families with a focus on employment and self-sufficiency.

Parent Tips

Parents are a critical part of the IEP team and can play a major role in the transition planning process. This includes giving input on present levels of performance in transition areas including education, employment and independent living. It is also important for parents to provide information that can be used to develop ITP post school goals and transition activities. This can be accomplished by assisting the student in identifying career options and hopes for the future. Once the goals are identified, the IEP team must then develop transition services, including a course of study needed to assist the student in reaching his/her goals. Additionally, parents' expertise can assist the IEP team in assessing their student's transition needs and identifying accommodations/modification specifics.

Families play an important role in the quality of life and adjustment of people with disabilities as they leave the secondary school system. It is critical to learn the strategies needed for individuals and their families to take more power and responsibility for accessing the postsecondary supports needed.

Finally, and most importantly, parents need to promote self determination and self advocacy in their student so they can more fully and meaningfully prepare for the future. This can be done by:

- Modeling self-advocacy,
- Teaching decision making skills,
- Allowing your student to take risks safely and try new things,
- Knowing when to step-in to help without taking over,
- Helping your student feel good about him/herself,
- Emphasizing what he/she can do,
- Helping your student to understand his/her disabilities/challenges, and/or
- Realizing that self-determination doesn't just happen, it takes a lot of practice.

For information regarding potential adult service providers, career development and college/university programs, please see suggestions listed in the "IUSD Families in Transition Guide, 2007." Transition guides are available from your middle school or high school special education site coordinator. These guides are specific to students with mild/moderate or moderate/severe disabilities.

Student Discipline

At a Glance

This section describes the conditions for disciplining special education students. It is best that parents thoroughly understand these conditions before their student is the focus of such actions.

Key Terms

Functional Behavioral Assessment (FBA) A problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help IEP teams select interventions that directly address the problem behavior.

Behavior Intervention Plan (BIP) A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies, and supports; program modifications; and supplementary aids and services that may be required to address the problem behavior.

Interim Alternative Education Setting (IAES) A setting other than the student's current placement that enables the student to continue to participate in the general curriculum and to progress toward meeting the goals in his or her IEP. The IAES must enable the student to continue to participate in the general education curriculum, although in another setting, and progress towards meeting the goals set out in the IEP. Students in an IAES may also receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation by providing positive behavior supports to prevent further behavioral violations. The particular IAES is determined by the student's IEP team.

Disciplinary Actions of 10 Days or Less Disciplinary consequences may involve removing students from their current educational settings and placing them in either in-school suspension, out-of-school suspension, or an interim alternative educational setting. Students receiving special education services may be suspended from school for up to 10 school days. During the time the student with an IEP is in one of these other settings, the school is only required to provide educational services (including special education) if the school district also provides educational services to non-disabled students in the same circumstances.

When a student is suspended from school, the school must notify the parents in writing and provide the parents with a written copy of the notice of procedural safeguards.

Disciplinary Actions Beyond 10 Days Student's receiving special education services who have been removed from their current educational placement in excess of 10 consecutive days in the same school year, or whose removals add up to more than 10 school days in a year and clearly indicate a pattern, will be provided special education services that allow the student to:

- continue to participate in the general education curriculum, although in another setting, and
- progress toward meeting the goals outlined in the student's IEP.

The IEP team will meet to determine the exact educational services needed while the student is assigned to the disciplinary setting. In addition, if the behavior is found to be related to the student's

disability, the IEP team must plan for a functional behavior assessment and the development of a behavior intervention plan based on the results of the assessment. If the student already had a behavior intervention plan in place, the IEP team must review if the plan was being followed and revise it as needed to address the problem behavior that led to this disciplinary action. For student's whose behavior is not determined to be directly associated with their disability, the IEP team may consider the need for a functional behavior assessment and behavior intervention plan.

Relationship between Behavior and Disability Within 10 days from the beginning of a disciplinary action that exceeds 10 days, the school district, the parents and relevant members of the student's IEP team must meet to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability. This is referred to as a "manifestation determination." The IEP team must also determine if the conduct was the direct result of the school's failure to implement the student's IEP, including a behavior intervention plan.

In making the determination, the IEP team will review:

- The student's IEP,
- The student's behavior intervention plan,
- Any teacher observations, and
- Any relevant information provided by the parents.

If the IEP team finds that the student's behavior was related to the disability or an improperly implemented IEP, the student is returned to the original education setting unless the parents agree to a new placement, which is a new educational setting, as part of the behavior intervention plan.

If, on the other hand, the IEP team finds that the student's behavior was not directly related to the disability, the same disciplinary actions can be imposed on the student with a disability as those imposed on a non-disabled student. Such action could include expulsion. However, if the student is expelled from school, the student will continue to receive educational services that allow him or her to continue to participate in the general education curriculum and progress toward meeting the goals set out in the IEP.

Student Discipline

While IDEA extends certain protections to special education students, they are subject to the same disciplinary programs available for all students.

It is important that all students, including those receiving special education, are familiar with the school's code of conduct. Parents should be sure to understand the code of conduct and help their student understand the expectations and consequences involved with violating the code. The IEP team should determine any specialized help and instruction the student may need in order to understand the code and consistently demonstrate appropriate classroom behaviors.

Parents should understand the discipline provisions of IDEA as well as their school's discipline policy. Information related to student discipline may be found at your student's school and in the annual Parent Notifications brochure. Parents may also contact the Student Services Department to request a copy of the Board Policy related to Suspensions/Expulsions- Student Due Process. If your student is at risk for conduct that requires disciplinary action, these concerns should be addressed during the IEP process.

Please refer to the Irvine Unified School District Notice to Parent/Guardian/Surrogate, Notice of Procedural Safeguards (Parents' Rights) for further information regarding student discipline issues. This

document can be found on the IUSD Website at
http://www.iusd.org/parent_resources/SpecialEducation.html

Students Not Yet IDEA Eligible

Under certain circumstances, the protections available to students with disabilities who are already receiving services under IDEA may also be available to students who do not have an IEP in effect if it can be shown that the school had a basis for knowledge that the student was a student with a disability by:

The student's parent had expressed concern in writing to school personnel, including the teacher that their student may be in need of special education prior to the behavior that resulted in disciplinary action.

The student's parent had requested an evaluation as provided for by IDEA.

The student's teacher or other school personnel had expressed concerns about a pattern of behavior that might call for a referral for evaluation. Such concerns would need to have been made directly to supervisory personnel.

Certain exceptions apply to the above circumstances. They include:

- If the student's parent had not allowed an evaluation of the student or had refused special education services that had been offered as required by IDEA.
- If the student had been evaluated as required by IDEA and was not found eligible for special education.

If a request is made to evaluate a student during the time period of the disciplinary action, the evaluation must be conducted in an expedited manner. During the evaluation, the student remains in the interim alternative educational setting.

Parent Tips

Parents can

- Be proactive in teaching your children problem solving skills and ways to resolve conflict.
- Consult with the classroom teacher to discuss ways to reduce behavior problems or resources that may be available to assist the parent and student when parents notice their student struggling with behavior.

(Some information from this section on Student Discipline was taken from the IDEA Parent Guide from the National Center for Learning Disabilities.)

Appendix A

Special Education Support Personnel

IUSD employs a wide range of trained specialists to provide program support, consultation and direct service for students with special needs. Typical support personnel may include, but are not limited to the following:

Adapted Physical Education (APE) Teachers Provide services for students' gross motor development as it relates specifically to the general physical education curriculum. Services may be direct instruction (group or individual), collaboration or consultation. APE instructional techniques are used to improve the student's movement performance in gross motor, object control (ball handling), perceptual motor, functional, and sport/game skills; physical fitness (strength, endurance, cardiovascular and flexibility); and motor fitness (speed, power, agility, balance and coordination).

Administrative Designees Provide administrative leadership in IEP meetings and is knowledgeable about various program interventions and accommodations at the school site level.

Assistive Technology Specialists Provide district wide coordination, training and technical support for the implementation of approved augmentative and assistive technology equipment. They provide for the functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing or repairing appropriate devices; coordinating services with assistive technology devices; and training or technical assistance for students with a disability, the student's family, individuals providing education, and employers.

Behavior Specialists Provide consultation and support to staff and/or specialized instructional support for students designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events and placement in the least restrictive environment.

Case Manager Ensures that the IEP is implemented. A case manager may be one of the following: special day class teacher, resource specialist, speech and language specialist, psychologist or a program specialist.

Occupational Therapists Provide consultation and support to staff and/or specialized direct instruction to improve a student's educational performance related to fine motor, gross motor and sensory integration development. They use goal-directed activities to improve the student's educational performance in postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, and fine motor abilities.

Physical Therapists Provide consultation and support to staff and/or specialized direct instruction to improve a students' educational performance related to functional gross motor development. They use goal-directed activities to improve the student's motor control and coordination, posture and balance, self-help capabilities, functional mobility, accessibility, and the use of assistive devices.

Program Specialists Provide district wide coordination of all special education programs and administrative support to local sites.

Resource Specialists Provide consultation, instructional planning and support to staff and/or direct instruction and services to those students whose needs have been identified in an IEP and are assigned to general education classroom teachers for the majority of the school day.

School Nurses Assist in the understanding and facilitation of the health and developmental needs of a student. They provide consultation, training and support to staff specific to a student's health needs and/or specialized physical health care services, as prescribed by a physician, which are necessary during the school day to enable a student to attend school. Specialized physical health may include, but are not limited to suctioning, oxygen administration, insulin administration and glucose testing.

School Psychologists Assist in the identification of intellectual, social, and emotional needs of students. They provide consultation and support to families and staff regarding behavior and conditions related to learning. They plan programs to meet the special needs of students as indicated in the IEP. Psychologists often serve as a facilitator or administrative designee during an IEP meeting.

Special Day Class Teachers Provide intensive instruction and services to students in self-contained special education classrooms when the nature or severity of the disability precludes the student's participation in the general education classroom for a majority of the school day. Special education teachers may also provide consultation and support to general education staff and/or part-time instruction to students with intensive special education needs who are enrolled in general education classrooms.

Speech and Language Specialists Assess students for possible delayed speech and language skills and if eligible, direct services are provided in the areas of phonology, morphology, syntax, semantics, and pragmatics. In addition, the SLP is available for consultation and support to staff members and parents regarding hearing impairments and amplification. Services are not provided when language deficits or speech patterns are the result of English as a second language or from environmental, economic, or cultural differences.

Transition Specialist Provide oversight and guidance for all secondary transition programming for students with disabilities, 16 years and older. Specialized support is provided to parents and students to plan for life after IUSD including post-secondary education, employment and independent living. This includes collaborating with community agencies to promote student access to needed resources and support services.

Vision Specialists Provide consultation and support to staff and/or specialized instructional support for students with visual impairments. They provide functional vision assessments and curriculum modifications necessary to meet the student's educational needs: including Braille, large type and aural media; instruction in areas of need; concept development and academic skills; communication skills; and social, emotional, career, vocational and independent living skills.

Appendix B

Parental Rights and Procedural Safeguards

Periodically throughout the IEP process, or at least annually, parents will be offered a copy of the Procedural Safeguards. In addition, parents can find a copy of these parent rights on the IUSD website at www.iusd.org. When a student who is entitled to these rights reaches 18 years old, he/she will be provided with a copy. Below you will find a brief description of each section:

- Page 1 Parents can read the definitions of basic terms.
- Page 2 Parents have access to their student's records with safeguards stated in the Family Educational Rights and Privacy Rights Act (FERPA). A copy of educational records will be provided to the parent within five business days of a request.
- Page 3 Parents/guardians will be notified in writing of all District decisions regarding the identification, evaluation, or educational placement of students with disabilities or suspected disabilities. This notice will also be provided to students who are entitled to these rights at age 18. Parental consent is required prior to your student participating in any special education program.
- Pages 3-5 Evaluation procedures are described along with timelines.
- Pages 5-6 IEP meetings are described according to IEP team members, procedures, transition services, and positive behavioral interventions.
- Page 6 Describes "stay-put" procedures while due process procedures are in progress.
- Page 7 Describes interim alternative educational settings when a student violates laws relating to student discipline, along with discipline procedures.
- Pages 7-8 Describes unilateral placement by parents in private school along with district procedures.
- Page 8 Procedures are described to give parents an opportunity to resolve compliance complaints along with timelines.
- Page 9 Mediation and due process hearings are described along with timelines.
- Page 10 Civil actions procedures are described along with timelines.
- Page 10 Payment of attorney fees are discussed along with timelines.

Appendix C

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act ensures equal educational opportunities for students with disabilities along with the accommodations and modifications for special education students enrolled in general education classes. Regulations are continually being updated. Please refer to the IUSD website for current revisions. Listed below you will find some changes to the law in 2004.

Special Education Program Services

- The “CHILD FIND” procedures include children who are homeless, wards of the state, and/or students enrolled in private schools.
- The Procedural Safeguards Notice must contain all the information contained in the IDEA 2004 and must be given to the parents at specified points during the IEP process. Parents may request a copy at any time from the special education department.

Early Intervening Services

- Early intervening services provides additional support for struggling students in the general education classrooms. School districts may use up to 15 % of their special education funding to provide academic support in the classroom for students who are not currently identified as special education students. Funding maybe used for teacher training or direct services. The interventions must be based on scientifically researched programs with proven outcomes. Additional services may include academic and behavioral interventions.
- Reading instruction must be based on the essential components of reading and eligibility criteria.
- If a student does not demonstrate adequate progress after receiving research-based, scientific instruction, an evaluation for special education services may be warranted. Adequate progress must be demonstrated in measurable terms, while measurable progress is equivalent to age or grade level expectancies for the standard curriculum.
- The scientific, research-based instruction should be provided by a highly qualified teacher.
- The student’s progress should be recorded and documented by regular informal and/or formal assessments.
- The parents should be informed about their student’s progress.

Evaluations

- Evaluations must be completed within 60 days unless the student is out of state or the student transfers to another school district.
- Parent consent is not required for school wide assessments or screenings, unless required for all students. Screening given by a teacher or other specialist for instructional purposes is not considered part of the evaluation.
- Under federal law, a severe discrepancy between intellectual ability and academic achievement does not need to be determined for a primary handicap under a specific learning disability.
- Members of the IEP who completed a segment of the evaluation, must submit a written report of the their findings. If they do not agree with the eligibility, they may submit a separate written statement.

Identification of Specific Learning Disabilities (IDEA 2004)

- A student may be eligible for special education services under the criteria for SLD, if he/she does not achieve adequately for his/her age or if the student does not meet California grade level standards in one or more of the following areas, when provided with appropriate learning experiences and instruction:
 - Oral expression
 - Written expression
 - Reading fluency skills
 - Mathematics calculation
 - Listening comprehension
 - Basic reading skill
 - Reading comprehension
 - Mathematics problem solving
- The primary reason for a lack of progress is not due to:
 - Cultural factors
 - Environmental or economic disadvantages
 - Mental Retardation
 - Emotional Disturbance
 - Limited English Proficiency
 - Visual, hearing, or motor disability
- The IEP team must consider information from the general education classroom in the areas of academic performance and behavior.
- The IEP team should not apply a single criteria for determining eligibility.
- The IEP team must demonstrate that the student has participated in a process that assesses the student's response to scientific, research-based intervention.

Individual Education Program

- The IEP team may agree to combine the initial IEP meeting with the meeting to discuss eligibility.
- Short term objectives do not need to be written unless required by the state.
- Changes to the IEP may be made at any time by adding an addendum. The parents should receive a copy of the addendum.

IEP Meetings

- A member of the IEP team may be excused from the meeting with parent's permission.
- A member of the IEP team may be excused if their area of the curriculum is not being discussed.
- A member of the IEP team may be excused if they submit a written statement to the parents regarding the student's academic progress and behavior.
- IEP members may be excused from the entire meeting or part of the meeting.
- If parents do not want an IEP member to be excused from the meeting, they must inform the school psychologist in writing.
- Parents have the right to audiotape IEP meetings if the members of the IEP Team are given 24 hours notice.

Exiting Special Education Programs

- A formal assessment does not need to be completed when a student leaves special education programs due to graduating with a diploma or when he/she reaches 22 years old. However, a statement of academic achievement and functional performance is necessary.

Moving or Transfers

- The student's IEP should continue without interruption when the family moves to another school district. The new school district must provide comparable services as those listed in the IEP until the provisions are accepted or another IEP is developed with the parents.

Discipline

- Disciplinary actions will be reviewed on a case-by-case basis when a student violates zero tolerance policies.
- If student inflicts serious bodily harm, he/she maybe removed from school for no more than 45 days even if the conduct was related to the student's disability.
- The student maybe assigned to an alternative school setting, if his/her behavior is dangerous to himself or others. The parents have the right to appeal. However, the student remains in the alternative school setting until the appeal process is completed.

Conflict Resolution (refer to Parent Rights p. 9)

- When a dispute arises the sequential actions are followed from informal to formal procedures:
- Mediation-only
- Due process complaint
- Resolution session
- Due process hearing
- Civil suit
- When a dispute arises, the parents and school district may request a mediation-only prior to filing for a due process hearing.
- A mediation session is available and voluntary if due process is requested.
- Mediation must be held by a qualified and impartial mediator. Each state has a list of mediators who are assigned cases on a random basis, and finances the cost.
- Mediation discussions cannot be used in subsequent due process hearings.
- A binding written agreement follows the mediation process. The agreement must include a description of the agreement, a statement that the agreement is enforceable in state and federal courts, and all discussions are kept confidential.
- A request for a due process hearing must be filed within two years of the alleged action. The timeline does not apply if the school district misrepresented a proposed action or if the school district did not give you a copy of the procedural safeguards (parent rights).
- Within 15 days of a parent's filing for due process, the school district must hold a resolution session, unless waived by both parties in writing. The resolution team will include the parents, a school administrator, and relevant members of the IEP team.
- If the parents bring an attorney to the resolution meeting, the school district may bring an attorney.

- The school district is not required to bring an attorney to the resolution meeting, even if the parents bring one. If the parents bring an attorney, it is not paid for by the school district.
- The agreement made at the resolution meeting is legally binding and must be signed by the parents. Parents and or school district have three business days to rescind the agreement.
- The resolution session maybe waived and the timeline for due process may begin.
- Due process may begin if the actions agreed upon at the resolution session are not activated within 30 days to the parent's satisfaction.
- If the parent does not participate in the resolution meeting, the school district may request that the complaint be dismissed.

Appendix D

Glossary of Acronyms

The acronyms listed below are frequently used through special education programs, although they may not be used within this Parent Resource Guide.

AAC	Alternative Augmentative Communication	CEC	Council for Exceptional Children
ADA	Americans with Disabilities Act	CELDT	California English Language Dominance Test
ADD	Attention Deficit Disorder	CH	Communicatively Handicapped
ADHD	Attention Deficit Hyperactivity Disorder	CMA	California Modified Assessment
ADL	Activities of Daily Living	CP	Cerebral Palsy
APE	Adapted Physical Education	CST	California Standards Test
ASD	Autism Spectrum Disorder	DHH	Deaf and Hard of Hearing
ASL	American Sign Language	DIS	Designated Instructional Services
AT	Assistive Technology	DOB	Date of Birth
AYP	Annual Yearly Progress	DR	Department of Rehabilitation
BIP	Behavior Intervention Plan	DSP&S	Disabled Students Programs and Services
CAC	Community Advisory Committee	ECLC	Early Childhood Learning Center
CAHSEE	California High School Exit Exam	EC	Education Code
CAPA	California Alternate Performance Assessment	ED	Emotional Disturbance
CAPD	Central Auditory Processing Disorder	EI	Early Intervention
CAT	California Achievement Test	FERPA	Family Education Rights and Privacy Act
CBA	Curriculum Based Assessment	EIRM	Early Intervention Reading Mastery
CBI	Community Based Instruction	EL	English Language
CCR	California Code of Regulations	ELA	English Language Arts
CCS	California Children's Services	ELL	English Language Learner
CDE	California Department of Education	FAPE	Free and Appropriate Public Education
		HH	Hard of Hearing

HIPPA	Health Insurance Portability and Accountability Act	PT	Physical Therapy
IA	Instructional Assistant	RC	Regional Center
IDEA	Individuals with Disabilities Education Act	RCOC	Regional Center of Orange County
IEP	Individual Education Plan	ROP	Regional Occupational Program
IFSP	Individualized Family Services Plan	RSP	Resource Specialist Program
ITP	Individual Transition Plan	RTI	Response to Instruction or Response to Intervention
IUSD	Irvine Unified School District	SAT	Scholastic Aptitude Test
LD	Learning Disability	SDC	Special Day Class
LEA	Local Education Agency	SE CAC	Special Education Community Advisory Committee
LRE	Least Restrictive Environment	Section 504	Section 504 of the Rehabilitation Act of 1973
MR	Mental Retardation	SELPA	Special Education Local Plan Area
NPA	Non-Public Agency	SI	Sensory Integration
NPS	Non-Public School	SLD	Specific Learning Disability
OHI	Other Health Impairment	SLI	Speech Language Impairment
OI	Orthopedic Impairment	SSI	Supplemental Security Income
PAT	Preschool Assessment Team	SSDI	Social Security Disability Insurance
PBS	Positive Behavior Supports	TBI	Traumatic Brain Injury
PDD	Pervasive Developmental Disorder	TEACCH	Treatment and Education of Autistic and Communication-handicapped Children
PECS	Picture Exchange Communication System	UCP	United Cerebral Palsy
PH	Physically Handicapped	VI	Visual Impairment
PL	Public Law	WIA	Workforce Investment Act
PLOP	Present Levels of Performance		
PRE-K	Pre-Kindergarten		

Appendix E

Community Resources

American Youth Soccer Organization (AYSO)

V.I.P. Division
www.ayso.org

Anaheim Therapeutic Recreation Center

2660 West Broadway, Anaheim CA (714) 821-6510
www.anaheim.net/articles

Autism Society of Orange County

582 North Waverly, Orange CA 92867 (714) 282-9005
<http://members.tripod.com/asoc/index.htm>

5591 Yuba Ave., Westminster CA 92683 (714) 318-7571 Hotline
<http://www.asaoc.org>

Autism Society of America

7910 Woodmont Ave., Suite 620, Bethesda, MD 20814-3015
<http://www.autism-society.org>

Best Buddies

www.bestbuddies.org 1 (800) 892-8339

Boys and Girls Clubs of Garden Grove

10540 Chapman Ave., Garden Grove, CA 92840 (714) 530-0430
www.bgcagg.org

Boys Scouts of America for Handicapped Scouts

3590 Harbor Gateway North, Costa Mesa 92626-1425 (714) 546-4990
www.scouting.org

Braille Institute

527 North Dale, Anaheim 92801 (714) 821-5000
<http://www.brailleinstitute.org/Centers/OrangeCounty.htm>
oc@brailleinstitute.org (e-mail)

California Children's Services (C.C.S)

200 Santa Ana Blvd., Suite 100, Sana Ana, CA 92701 (714) 347-0300
<http://ochealthinfo.com/public/ccs/index.htm>

Phillip J. Reilly School
24171 Pavion, Mission Viejo, CA 92691 (949) 707-2190

California Department of Rehabilitation

24012 Calle De La Plata, Laguna Hills, CA 92653 (949) 598-7942
<http://www.rehab.cahwnet.gov/>

Camp Fire USA, Orange County Council

1505 East Seventeenth Street, #225, Santa Ana, CA 92705 (714) 547-5200
www.campfireusaoc.org

Child Guidance Center of Orange County

1440 E. First Street, Ste. 100, 406 & 420, Santa Ana, CA 92701
www.cgcoc.org

Children's Hospital of Orange County (CHOC)

455 South Main Street, Orange, CA 92868-3874 (714) 997-3000
27700 Medical Center Road, Mission Viejo, CA 92691 (949) 364-1400
<http://www.choc.com>

Children with Attention Deficit/Hyperactivity Disorders of Orange County (CH.A.D.D.)

<http://chaddonline.org/chapters/chadd455.html> (714) 490-7022

Comfort Connection Family Resources Center

12361 Lewis Street, Ste. 101, Garden Grove, CA 92840 (888) 372-2229
www.comfortconnection.org

Support Groups from A-Z from the Comfort Connection
www.comfortconnection.org/support_groups_a_to_z.htm

Council for Exceptional Children

1110 North Glebe Road, Suite 300, Arlington, VA 22201
(703) 620-3660
www.cec.sped.org

Dayle McIntosh Center

13272 Garden Grove Blvd., Garden Grove, CA 92843 (714) 621-3300
<http://www.daylemc.org/> (714) 663-2087 TTY

Department of Social Services, Aid to Families with Dependent Children

1055 N. Main Street, Santa Ana, 92701 (714) 541-7787
<http://www.childsworld.ca.gov/>

Developmental Disabilities Area Board XI

2000 E. Fourth Street, Ste. 115, Santa Ana, CA 92706 (714) 731-4787

Disability Services, City of Irvine

P.O. Box 19575, Irvine, CA 92713 (949) 724-6732
www.irvinedisabilityservices.org

Downs Syndrome Association of Orange County

151 Kalmus Drive, Suite M-5, Costa Mesa 92626 (714) 540-5794
<http://www.dsoc.org>

Easter Seal Society of Orange County

1661 North Raymond Ave., Ste. 100, Anaheim, CA 92801 (714) 441-3070
<http://www.essc.org/ServicesNearYou/Offices.html#OrangeCounty>

Children's Services

1801 E. Edinger Ave., Ste. 190, Santa Ana, CA 92705 (714) 834-1111 Ext. 221

Adult Services

500 W. Central Ave., Suite A, Brea, CA 92821 (714) 672-0866

FOR Families, City of Irvine

P.O. Box 19575, Irvine, CA 92713 (949) 724-6650
<http://www.cityofirvine.org/depts/cs/familyservices/forfamilies/default.asp>

For Orange County Kids Neurodevelopment Programs

1915 W. Orangewood Ave., Ste. 200, Orange, CA 92868 (714) 939-6579
www.ForOCKids.org

Girl Scouts of America for Handicapped Scouts

1620 Adams Ave., Costa Mesa 92626 (714) 979-7900
www.gsoc.org

Goodwill of Orange County

410 North Fairview, Santa Ana, CA 92703 (714) 547-6308
www.ocgoodwill.org

Grandparent Autism Network

1100 Irvine Blvd., Suite 202, Tustin, CA 92780 (714) 573-1500
www.ganinfo.org

Greater Los Angeles Council on Deafness, Inc. Referral Service

6022 Cerritos Ave, Cypress, CA 90630 (714) 826-9793
www.ocdeaf.org
<http://www.gladinc.org>

Irvine Little League Baseball Challenger Division

(909) 887-6444
www.littleleague.org/divisions/challenger.asp

Learning Disabilities Association of Southern California

P.O. Box 25772, Santa Ana, Ca 92799 (714) 547-4206
www.ldaca.org

National Association of Mental Illness of Orange County

1810 East 17th Street, Sana Ana, CA 92705 (714) 544-8488
www.namioc.org

National Center for Learning Disabilities

381 Park Avenue South, Ste. 1401, New York, NY 10016 (212) 545-7510
<http://www.nclld.org/>

Orange County Aspergers Support Group

rziebol_OCUPTASK@hotmailcom

Orange County Deaf Advocacy Center

2960 Main Street, Suite 100, Irvine, CA 92614 (949) 955-0054
www.deafadvocacy.org

Orange County Head Start

2900 S. Harbor Blvd, Ste. 101/102, Santa Ana, CA 92704 (714) 241-8920
<http://www.ochsinc.org/>

Orange County Mental Health/Orange County Health Care Agency

225 West Carl Karcher Way, Anaheim, CA 92801 (949) 850-8408

Orange County ARC

225 West Carl Karcher Way, Anaheim, CA 92801 (714) 744-5301
www.orangecountyarc.org

Orange County Therapeutic Art Center

2215 North Broadway, Santa Ana, CA 92706 (714) 547-5468
www.occtac.org

Project Independence

3505 Cadillac, Suite P-101, Costa Mesa, CA 92626 (714) 549-3464
www.p-i.org

Regional Center of Orange County

801 Civic Center Dr. West, Ste 100, Santa Ana, CA, 92703 (714) 796-5100
www.rcocdd.com

Special Olympics, Orange County Division

2080 North Tustin Ave., Suite B, Santa Ana, CA 92605 (714) 564-8374
www.sosc.org

Spirit League

www.spiritleague.org (949) 498-2340

State Council on Developmental Disabilities, Area Board XI

2000 East Fourth Street, Suite 115, Santa Ana, CA 92705 (714) 558-4404
www.sccd.ca.gov

Special Olympics

www.specialolympics.org

Social Security Administration

17075 S. Newhope St., Ste.B, Fountain Valley, CA 92708 (714) 966-2410
www.ssa.gov

Team of Advocates for Special Kids (TASK)

100 West Cerritos Ave., Anaheim 92805 (714) 533-8275
www.taskca.org

The Help Group

13130 Burbank Blvd., Sherman Oaks, CA 91401 (818) 779-5207
cpenaflpr@thehelpinggroup.org

Vocational Visions

26041 Pala, Mission Viejo, CA 92691 (949) 837-7280
www.vocationalvisions.org

United Cerebral Palsy (UCP)

230 Commerce, Suite 190, Irvine, CA 92602 (714) 200-2646
www.ucp-oc.org

YMCA New Horizons

13821 Newport Ave., Suite 200, Tustin, CA 92780 (714) 549-9622
www.ymcaoc.org

Additional resources are available on the website for the Community Advisory Committee at
<http://www.empoweringirvine.org/>