PUBLIC COMMENTS ARE WELCOME

The Santa Barbara County SELPA Community Advisory Committee (CAC) will receive public comments about items appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the CAC. All such comments will be received during the Public Comments section of the agenda. Individuals who address the CAC are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The CAC may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the CAC from taking action or engaging in extended discussion of your concerns. The CAC may direct staff to meet at a later date with speakers who have specific concerns or needs. The CAC may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the CAC and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

Forms are available from the SELPA Coordinator for requests to address the CAC. Persons wishing to make public comments are requested to complete the appropriate form and return it to the SELPA Coordinator.

I.  PUBLIC SESSION
   A.  Call to Order
   B.  Roll Call
   C.  Flag Salute
   D.  Welcome Guests

II. PUBLIC COMMENTS
    Please refer to information in the first section of the agenda above.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS
    (Government Code Section 54954.3(b)(2))
IV. CONSENT AGENDA ITEMS

   A. Minutes of October 7, 2019 Regular Meeting

   It is recommended that the Consent Agenda Item A be approved as presented.

   Motion: __________
   Second: __________
   In Favor: __________
   Opposed: __________
   Abstained: __________

V. PRESENTATION

   A. Tri Counties Regional Center Employment

       Presenter: Joey Carroll

VI. ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION / ADVISEMENT

   A. SBCSELPA Professional Development Offerings/Calendar

   B. October 11, 2019 JPA Board Meeting Item, REF: VI-A

      1. Community Action Commission (CAC) / SBCSELPA Interagency Agreement

   C. October 11, 2019 JPA Board Meeting Item, REF: VII-C

      1. Regional Programs – Continuum of Services

   D. SELPA-ration

      1. Nomination Form
      2. Committee to pick awardees

   E. Member Sharing

      1. Local Plan Revision

   F. CAC Project Updates/Discussion – Toolkit for teachers with resources for families

      1. Turning 3 Years Old booklet
      2. Parent Questions for during an IEP meeting
      3. Review of Special Education Parent Handbook in Sections

VII. MISCELLANEOUS AGENDA ITEMS

   A. Next Scheduled CAC Meeting:

       February 2, 2019 from 9:30 a.m. – 11:30 a.m.
       Jonata Middle School, SYVSEC
       301 Second St., Room 2
       Buellton, CA 93427

VIII. ADJOURNMENT

   Motion: __________
   Second: __________
   In Favor: __________
   Opposed: __________
   Abstained: __________
SANTA BARBARA COUNTY SELPA
Community Advisory Committee (CAC)
Regular Meeting
Monday, October 7, 2019
Public Session 9:30 a.m. – 11:00 a.m.
Buellton Recreation Center
301 Second Street, Buellton, California 93427

Minutes

Members Present:  Chail Norton
                 Norma Cabello
                 Christine Emmanuel
                 Marianna Murillo
                 Dena Davis
                 Stacey Hansen
                 Megan Fichter, Vice Chairperson
                 Erin Davis
                 Tisha Quam
                 Sucari Epps
                 Karla Curry
                 Jestin St. Peter
                 Eva Soohoo
                 Mackenzy Bailey
                 Sonia Morosin
                 Anne Rigali
                 Kathy Long
                 Belinda Hammond (via Zoom)
                 Patty Moore (via Zoom)

Members Absent:   Leigh Collier
                 Pam Werner
                 Kristen Ruskey
                 Monica Garcia
                 Kayla Heinlein
                 Michelle Lyon, Chairperson

Others Present:   Jennifer Connolly
                 Lindsay MacDonald
                 Kim Hernandez
                 Mika Harris (via Zoom)

I.  PUBLIC SESSION
Megan Fichter, Vice Chairperson, called meeting to order at 9:32 a.m.

  Lindsay MacDonald took roll call.

  Megan Fichter led the assembly in the Pledge of Allegiance.

II. PUBLIC COMMENTS
There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS
There were no emergency items presented.

IV. CONSENT AGENDA ITEMS
A. Minutes of April 12, 2019 Regular Meeting

  Recommendation: The CAC approve the Consent Agenda Item A as presented.
  Motion to Approve: Anne Rigali  Second: Mackenzy Bailey
  The CAC was satisfied; there were no questions or comments.
Vote: 17 – 0. The motion passed with CAC Representatives Chail Norton, Norma Cabello, Christine Emanuel, Belinda Hammond, Marianna Murillo, Dena Davis, Stacey Hansen, Megan Fichter, Erin Davis, Tisha Quam, Sucari Epps, Karla Curry, Jestin St. Peter, Eva Soohoo, Mackenzy Bailey, Sonia Morosin, and Anne Rigali.

*Patty Moore* joined the meeting at 9:50 a.m. via Zoom.
*Kathy Long* arrived at the meeting at 10:13 a.m.
*Mika Harris* joined the meeting at 10:21 a.m. via Zoom.

V. ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVICEMENT

A. Brown Act Education
   Jennifer Connolly reviewed The Brown Act PowerPoint presentation and highlighted key points. Jennifer reminded the group that this meeting is open to the public and every member on CAC is elected or appointed to their role in the meeting, she reviewed the key components and meeting requirements. Lastly, Jennifer reminded the group how important attendance is to the CAC meetings, this group is based on collective decision making and in order for the CAC to proceed with decision making at the meetings we must have a quorum, at least 11 members present. The Committee was satisfied; there were no questions or comments.

B. CAC Composition of Membership – Local Plan § 2403
   Jennifer Connolly reviewed the Local Plan language that explains exactly how the 25 members of the CAC are distributed. The Committee was satisfied there were no questions or comments.

C. Review of CAC current membership/demographics
   The Committee was satisfied; there were no questions or comments.

D. Disseminate/explain mileage reimbursement form – Due by April meeting
   Jennifer Connolly reviewed the procedure for mileage reimbursement for attending the meetings. Reminded everyone to submit the completed forms at the April 2020 meeting and the SBCSELPA will issue them a reimbursement check. The Committee was satisfied; there were no questions or comments.

E. CAC Brochure, Informational Flyer, and Meeting Schedule
   The Committee was satisfied; there were no questions or comments.

F. CAC Role and Purpose – Local Plan § 2402
   The Committee was satisfied; there were no questions or comments.

G. SBCSELPA Professional Development Offerings & OMS
   Jennifer Connolly reviewed the Professional Development Offering booklet that was developed this year and further explains how the process works. Sharing that we offer mini PDs that allow for us to bring the trainings to the districts on their early release days and focus on items that the district is interested in, this eliminates the need for substitute teachers and traveling. The Committee was satisfied; there were no questions or comments.

H. SBCSELPA Brochure and Website
   The Committee was satisfied; there were no questions or comments.
I. CAC Project Updates/Discussion – Toolkit for teachers with resources for families
Jennifer Connolly reviewed with the group what had previously been decided upon for the CAC project, a toolkit for teachers with resources for families. The SBCSELPA Turning 3 Years Old Transition handbook was presented and circulated as an idea of something that could be included in the toolkit, helps with the transition from IFSP to IEP. A big transition is made during these young years that can be overwhelming for parents. Jennifer also suggested the idea of the SBCSELPA Special Education Parent Handbook as another item that could be used in the toolkit, however, she did share that this handbook does need to be reviewed and updated before we include it in our toolkit. Jennifer then asked the group for other suggestions and items that they would like to include in the toolkit. Marianna Murillo asked how we can get this information to parents, Jennifer responded with suggesting we put it on websites, send to directors, give to teachers, and provide to case managers, there are a variety of avenues we can explore. Marianna suggested early start services can give these to people for the transition. Stacey Hansen commented that she recalls walking into an IEP and not feeling empowered, she suggested the possibility of a parent mentorship process, and she does think there is a gap in getting the information and providing this toolkit would help remove the mystery, especially pre IEP information. Karla Curry talked about the need for information for post-secondary to adult transition, including information for that as well. Jennifer reviewed the project that CAC completed last year and shared the IEP documents handout that was created and provided to parents, she thinks this is another good item to include in the toolkit. It was suggested that a Google document be prepared to allow for people to provide input as to what they think should be included in the toolkit, the CAC Chairperson and Vice Chairperson can maintain the document as we finalize what is to be included.

J. SPED Finance Review
Kim Hernandez, SBCSELPA Business Official, presented on this topic, a copy of her PowerPoint presentation was provided with the agenda packet. Kim shares that we are the only State that has SELPA’s because we are large and these are unique umbrellas for special education. We have 25 school districts/leas that are part of SBCSELA. SBCSELPA is also unique within the state because we are a JPA, only about 3 SELPAs are run that way. Kim further shares that basically the State, CDE, and JPA Board tell us how we are going to spend our money, we all work together to create funding for all students. Kim reviews her PowerPoint slides and presentation. The Committee was satisfied; there were no questions or comments.

K. Mental Health: GROW, WRAP, NPS
The Committee was satisfied; there were no questions or comments.

L. SIRAS Newsletters
The Committee was satisfied; there were no questions or comments.

M. Compliance: PIR and DISPRO
The Committee was satisfied; there were no questions or comments.

VI. PRESENTATION
A. Tri-Counties Regional Center (TCRC)
Presenters Catherine Spencer, Lauren Ellenberger, and Miguel Cervantes presented and reviewed their PowerPoint presentation to the Committee. The shared the services and supports they offer by age group. The Committee was satisfied; there were no questions or comments.
VII. MISCELLANEOUS AGENDA ITEMS
   A. CAC Member Sharing
      There was no member sharing.

   B. Next Scheduled CAC Meeting: December 2, 2019, 9:30 a.m. - 11:30 a.m.
      Buellton Recreation Center
      301 Second Street, Building A
      Buellton, California 93427

VIII. ADJOURNMENT
      Dena Davis motioned for adjournment and Chail Norton seconded the motion to adjourn the meeting. The motion passed unanimously; none opposed and no abstentions.
Professional Development Offerings 2019-2020

Santa Barbara County
Special Education Local Plan Area
SELPA
# Professional Development Offerings

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**Additions for the month of September**

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Let’s Talk IEPs for Parents For Santa Maria Bonita at Liberty Elementary

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Functional Behavior Analysis/ Behavior Intervention Plan 18
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**Additions for the month of October**

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Inclusive Practices For SMB, Orcutt, SMJUHSD at Santa Maria Bonita Souza Center

**November:**

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January:
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February:
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Transition Fair North and South 30
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What are all these IEP Documents? Parent Questions for an IEP

www.sbcelpa.org
The Santa Barbara County Special Education Local Plan Area (SBC SELPA) is a Joint powers Agency mandated to govern and facilitate special education programs administered by the Local Education Agencies (LEAs)/school districts within Santa Barbara County.

Santa Barbara County Special Education Local Plan Area (SBC SELPA) provides an array of services to the 20 school districts and 4 charter schools throughout Santa Barbara County. These services include the following:

- Oversight and case management for students placed in residential treatment nonpublic schools (NPSs)
- Wraparound social work services
- Coordinates student mental health IEP related services and NPS placements for LEAs
- Provides BCBA behavioral consult services to LEAs
- Provides educational audiologist consult services to LEAs
- Coordinates with private schools for the support of Child Find and Individual Service Plans (ISPs)
- Allocates funding for special education services
- Providing training opportunities for LEA staff, parents, and community
- Allocates and manages low incidence equipment and services funding
- Develops and governs Local Plan special education policy and procedures for participating LEAs
- Engages in interagency agreements with agencies such as Tri-Counties Regional Center and California Children’s Services (CCS)
- Establishes a Community Advisory Committee (CAC) that advises the governing board and assists in parent and school education
- Provides Medical Therapy Units (MTUs) for CCS
- Provides Alternative Dispute Resolution (ADR) to LEAs/ districts and parents/guardians
- Provides advisement specific to federal and state special education law
- Provides advisement from State SELPA
- Maintains the Local Plan, Procedural Handbook, and website [www.sbcsepla.org](http://www.sbcsepla.org) for Santa Barbara County SELPA
The Law

The Individuals with Disabilities Education Act (IDEA) and California special education laws guarantee all students with disabilities a Free, Appropriate Public Education (FAPE) in the least restrictive environment. The SBC SELPA and its member districts do not discriminate on the basis of race, color, national origin, religion, sex, or disability in educational programs and activities or employment practices, as required by Title 6 of the Civil Rights Act of 1964, Title 9 of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Child Find

Special education programs are available to all eligible students with disabilities, ages 0-22 in Santa Barbara County. The Child Find mandate applies to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. (20 U.S.C. 1412(a) (3)) This includes all children who are suspected of having a disability, including children who receive passing grades and are "advancing from grade to grade.

All individuals with disabilities residing in the state, including pupils with disabilities enrolled in Elementary and Secondary schools and Private schools, including parochial schools, regardless of the severity of their disabilities, and who are in need of special education and related services, will be identified, located and assessed as required in each district. SBC SELPA, in partnership with the local school districts and county office shall establish written policies and procedures for screening, referral assessment, identification, planning, implementation, review, and three-year triennial assessment for all children who reside in the State of California who are suspected of having a disability. Section 1412 of Title 20 of the U. S. Code.
District Special Education Programs

Adelante Charter School     805-966-7392
Ballard School District     805-688-4222
Blochman Union School District 805-922-0334
Buellton Union School District 805-688-4222
Carpinteria Unified School District 805-684-7657
Cold Spring School District  805-964-4711
College School District      805-922-0334
Cuyama Joint Unified School District 805-922-0334
Family Partnership Charter School 805-686-5339
Goleta Union School District  805-681-1200
Guadalupe Union School District 805-343-2114
Hope School District        805-682-2564
Lompoc Unified School District 805-742-3300
Los Olivos School District   805-688-4222
Manzanita Public Charter School 805-734-5600
Montecito Union School District 805-964-4711
Orcutt Union School District  805-938-8960
Santa Barbara Charter School 805-967-6522
Santa Barbara Unified School District 805-963-4331
Santa Maria Bonita School District 805-928-1783
Santa Ynez Valley Union High School District 805-688-4222
Solvang School District      805-688-4222
Vista del Mar Union School District 805-688-4222
About Professional Development Offerings

Professional Development Offerings are the creation of a survey and direct input from Directors and Special Education Leadership. Each year, the Professional Development offerings are reviewed/revised with District and County Special Education Leadership and staff to ensure all topics emphasize student, district, and the county needs. Presenter(s), dates/times, and locations are subject to change based on staff attendance and venue availability.

How to Schedule a Professional Development Offering

Mini Professional Development Offerings individualized to each district request.

1. Districts: contact Jennifer Connolly at jconnolly@sbceo.org to request the Professional Development topic.
   - Propose dates/time, location
   - Requests must be in writing via email, received a month in advance.

2. The presenter(s) to be contacted by Jennifer Connolly with the Professional Development topic(s) and proposed dates. Presenter(s) will affirm date, location, and time.

3. Districts will receive confirmation of Professional Development date(s), location, and presenter name(s) and presenter(s) contact information within five business days of the request.

4. The Professional Development event to be added to the OMS calendar for tracking purposes.

5. Attendance: Participants of the Mini Professional Development events do not have to register on OMS.
   District Special Education Director or Leadership team encourages participants to attend events. District Special Education Director or Leadership team to confirm number of attendees with presenter(s) for handouts.

6. Presenter(s) subject to change due to unforeseen emergencies.

7. District venues subject to change due to number of participants for Professional Development.

8. If more than one district requests the same topic on the same day, event may include more than one district.

Large Professional Development Offerings for North, Mid, South County

1. Access the SBC SELPA OMS system at https://sbcelpa.k12oms.org/

2. If registrant does not have an account, create an OMS account.

3. Select the link on the calendar and complete the registration.

4. No Phone Registrations
Professional Development Offerings By the Month

July Scheduled PDs

Creating Positive Learning Environments
Date: July 30
Location: Santa Maria Bonita Souza Center
Presenters: Rosy Bucio and Jennifer Connolly
Time: 8:30-3:00
Creating Positive Learning Environments emphasizes starting the school year off productively with organizing and constructive positive learning environments for all students. In this training participants will learn how to organize the classroom environment by mapping out the classroom, organizing content, and preparing for students. Creating a positive behavior environment using Mindfulness techniques and strategies will be provided to staff. Jump-start your school year with a fresh approach.

Professional Development provided to Santa Maria Bonita School District Special Ed.

Seriously SIRAS
Date: July 31
Location: Santa Maria Bonita Souza Center
Presenters: Jennifer Connolly
Time: 8:30-3:00
SIRAS Systems introduction and training in IEP writing provided in this all day training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and complete the meeting to be verified and finalized in SIRAS.

Professional Development provided to Santa Maria Bonita School District Special Ed.
August Scheduled PDs

**Trauma Informed Schools**
Date: August 1  
Location: Santa Maria Bonita Souza Center  
Presenters: Santa Barbara County SELPA WRAP Team  
Time: 9:00-2:30

Our schools daily must demonstrate cultural humility and responsiveness to youth and their families. In this training, participants will gain an understanding of trauma and stress on the youth of today and their families. Participants will also examine their own perspectives that they may bring to their work places. Topics of safety and predictability and today’s varying family dynamics brought to schools will be discussion points. Participants will explore how to support diverse populations, social emotional learning, and provide resilience.

**Professional Development provided to Santa Maria Bonita School District**

**Seriously Siras**
Date: August 2  
Location: Santa Maria Bonita Souza Center  
Presenters: Jennifer Connolly  
Time: 8:30-11:30

SIRAS Systems introduction and training in IEP writing provided in this all day training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and complete the meeting to be verified and finalized in SIRAS.

**Professional Development provided to Santa Maria Bonita School District Special Ed.**

Santa Barbara County  
SELPA
**GROW: Growth Mindset, Resilience, Others-Centered, and Work Ethic (two locations)**

Date: August 1: Santa Barbara County SELPA Office, Goleta  
August 2: Buellton Recreation Center

Presenter: Rosy Bucio

Time: 8:30-3:00

This training is for new and returning staff supporting ED Programs (i.e. Therapeutic Learning Programs, Therapeutic Learning Centers, and STEPS). Attendees will learn about the needs of this population and best practices in meeting these needs in an educational setting. An overview of the GROW (Growth Mindset, Resilience, Others-Centered, and Work Ethic) model will be provided, with an emphasis on social-emotional programming and behavioral support strategies. Administrative issues such as staff roles, classroom management strategies, and the barriers and benefits of staff collaboration will also be discussed. Staff will have the opportunity to collaborate with their teams, as well as staff in other programs, and will practice skills reviewed in the training.

**Registration on** [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

**Nonviolent Crisis Intervention Prevention (two days)**

Date: August 13-14 (2 Day Initial)

Location: Santa Barbara County SELPA

Presenters: Jennifer Connolly and Rosy Bucio

Time: 8:30-3:30

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

**For Hope School District**

**SIRAS Advanced Refresher**

Advanced Refresher of Goal Wizard, Progress Reports, Service Logs, and other tricks in SIRAS

Location: Carpinteria High School

Presenter: Jennifer Connolly

Time: 1:00-3:00

**For Carpinteria Unified School District**
August PD Offerings

MINI PDs Available to Schedule

Creating Positive Learning Environments
Date: Varies
Location: Varies
Presenters: Varies
Time: Varies
Creating Positive Learning Environments emphasizes starting the school year off productively with organizing and constructive positive learning environments for all students. In this training participants will learn how to organize the classroom environment by mapping out the classroom, organizing content, and preparing for students. Creating a positive behavior environment using Mindfulness techniques and strategies will be provided to staff. Jump start your school year with a fresh approach.

Email jconnolly@sbceo.org for district scheduling.

SIRAS 101
Date: Varies
Location: Varies
Presenters: Varies
Time: Varies
SIRAS Systems introduction and training in IEP writing provided in this all day training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and complete the meeting to be verified and finalized in SIRAS. Lab time is available for IEP writing through this training as well.

Email jconnolly@sbceo.org for district scheduling

Working with Behavior in the Classroom
Date: August 20
Presenter: Rosy Bucio
Time: 8:30-3:00
Participants will learn techniques to work with varying behaviors in the classroom.
For Hope School District

SIRAS: Translation of IEP Forms (two locations)
Date:  August 21:  Santa Barbara County SELPA Office, Goleta
August 22:  Santa Maria Bonita School District Souza Center
Presenter:  Michael Brown SIRAS Systems
Time:  1:30-3:30
In this training, SIRAS will provide training to staff involved with translating IEP’s into Spanish. A step-by-step approach will be shown to bilingual staff on how to log into SIRAS, translate each IEP document in SIRAS into Spanish, and then how to verify and finalize the changes in SIRAS to send documents home to families.
Registration on https://sbcselpa.k12oms.org/

Nonviolent Crisis Intervention Prevention (two days)
Date:  August 28 and 29 (2 Day Initial)
Location:  Santa Maria Bonita School District Souza Center
Presenters vary
Time:  8:30-3:30
The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.
Investment:  $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.
Registration on https://sbcselpa.k12oms.org/

CDE Dispro Presentation
Date:  August 28
Location:  Santa Barbara County SELPA
Time:  1:00-4:00
Registration on https://sbcselpa.k12oms.org/
August PD Offerings

MINI PDs Available to Schedule

**Efficient IEP Meetings**
- **Date:** Varies
- **Location:** Varies
- **Presenters:** Varies
- **Time:** Varies

Pre-planning and organization creates positive, productive IEP meetings. In this training, participants will learn methods and strategies for making each IEP a pleasant experience for all team members.

**Email jconnolly@sbceo.org for district scheduling**

**Trauma Informed Schools**
- **Date:** Varies
- **Location:** Varies
- **Presenters:** Varies
- **Time:** Varies

Our schools daily must demonstrate cultural humility and responsiveness to youth and their families. In this training, participants will gain an understanding of trauma and stress on the youth of today and their families. Participants will also examine their own perspectives that they may bring to their work places. Topics of safety and predictability and today’s varying family dynamics brought to schools will be discussion points. Participants will explore how to support diverse populations, social emotional learning, and provide resilience.

**Email jconnolly@sbceo.org for district scheduling**
September Scheduled PDs

Deaf Awareness Month
National Service Dog Month

GROW: Growth Mindset, Resilience, Others-Centered, and Work Ethic

Date: September 4: Santa Maria- Bonita School District Souza Center

Presenters: Rosy Bucio and Alison Lindsey

Time: 8:30-3:00

This training is for new and returning staff supporting ED Programs (i.e. Therapeutic Learning Programs, Therapeutic Learning Centers, and STEPS). Attendees will learn about the needs of this population and best practices in meeting these needs in an educational setting. An overview of the GROW (Growth Mindset, Resilience, Others-Centered, and Work Ethic) model will be provided, with an emphasis on social-emotional programming and behavioral support strategies. Administrative issues such as staff roles, classroom management strategies, and the barriers and benefits of staff collaboration will also be discussed. Staff will have the opportunity to collaborate with their teams, as well as staff in other programs, and will practice skills reviewed in the training.

Registration on https://sbcselpa.k12oms.org/

SIRAS: CASEMIS 2 CALPADS (C2C) (two locations)

Date: September 4: Santa Barbara County SELPA Office, Goleta
September 6: Santa Maria Bonita School District Souza Center

Presenters: SIRAS

Time: 8:30-3:00

SIRAS will review and prepare all CASEMIS and CALPADS staff for the October 1 Pupil Count. This training will be a time to review procedures discussed from the August 9 training with CDE and for collaboration and preparation all documents for submission.

Registration on https://sbcselpa.k12oms.org/
Nonviolent Crisis Intervention Prevention

Date:  Sept. 5 (1 day refresher)
Location:  Santa Barbara County SELPA Office, Goleta
Presenters vary
Time:  8:30-3:00

The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.

Investment:  $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

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Nonviolent Crisis Intervention Prevention (two days)

Date:  Sept. 11 and 12 (2 Day Initial)
Location:  8:30-3:30; Santa Barbara County SELPA Office, Goleta
Presenters vary
Time:  8:30-3:00

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment:  $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

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Nonviolent Crisis Intervention Prevention

Date:  Sept. 12 (1 day refresher)
Location:  Santa Maria Bonita School District Souza Center
Presenters vary
Time:  8:30-3:00

The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.

Investment:  $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)
Administrators Academy (two locations)

Date:  Sept. 18 Santa Maria Bonita School District Souza Center
       Sept. 26 Santa Barbara County SELPA Office, Goleta

Presenters vary

Time:  8:30-4:00

Administrators Academy is designed to provide information to new or existing school leaders and Administrators on compliant best practices in special education including topics related to the Annual Performance Indicators Report (PIR) Targets. Sections of the Santa Barbara County SELPA Local Plan and Procedural Handbook will be discussed. Participants will have the opportunity to ask questions and discuss a variety of issues.

The Six topics presented in Administrators Academy will be the following:
- Role of SELPA, IDEA, Pre-Referral and Eligibility in Special Education, Role of Administrator in the IEP process
- Behavior Interventions, Instructional Assistants Role in the Classroom and with Inclusion
- Trauma Informed Schools
- Best Practices for English Learners
- Working with Families in the IEP Process, Alternative Dispute Resolution
- Legal Hot Topics

Registration on https://sbcselpa.k12oms.org/

September PD Offerings

MINI PDs Available to Schedule

Creating Positive Learning Environments

Date:  Varies

Location:  Varies

Presenters:  Varies

Time:  Varies

Creating Positive Learning Environments emphasizes starting the school year off productively with organizing and constructive positive learning environments for all students. In this training participants will learn how to organize the classroom environment by mapping out the classroom, organizing content, and preparing for students. Creating a positive behavior environment using Mindfulness techniques and strategies will be provided to staff. Jump start your school year with a fresh approach.

Email jeconnolly@sbceo.org for district scheduling.
**Efficient IEP Meetings**

Date: Varies  
Location: Varies  
Presenters: Varies  
Time: Varies  

Pre-planning and organization creates positive, productive IEP meetings. In this training, participants will learn methods and strategies for making each IEP a pleasant experience for all team members.

**Email** jconnolly@sbceo.org for district scheduling.

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**Trauma Informed Schools**

Date: Varies  
Location: Varies  
Presenters: Santa Barbara County SELPA WRAP Team  
Time: Varies  

Our schools daily must demonstrate cultural humility and responsiveness to youth and their families. In this training, participants will gain an understanding of trauma and stress on the youth of today and their families. Participants will also examine their own perspectives that they may bring to their work places. Topics of safety and predictability and today’s varying family dynamics brought to schools will be discussion points. Participants will explore how to support diverse populations, social emotional learning, and provide resilience.

**Email** jconnolly@sbceo.org for district scheduling

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**SIRAS 101**

Date: Varies  
Location: Varies  
Presenters: Varies  
Time: Varies  

SIRAS Systems introduction and training in IEP writing provided in this all day training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and complete the meeting to be verified and finalized in SIRAS. Lab time is available for IEP writing through this training as well.

**Email** jconnolly@sbceo.org for district scheduling
**Additional Mini PDs:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</tr>
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**October Scheduled PDs**

**Learning Disabilities Awareness Month**

**Nonviolent Crisis Intervention Prevention**

Date: Oct. 3 (1 day refresher)

Location: Santa Maria Bonita School District Souza Center

Presenters vary

Time: 8:30-3:30

The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

**Registration on** [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

**Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)**

(two locations)

Date: Oct. 8: Santa Barbara County SELPA Office, Goleta

Oct. 9: Santa Maria Bonita School District Souza Center

Presenters vary

Time: 8:30-3:30

SELPA PENT Cadre members will take participants through all the steps of a behavior intervention planning process. October 8 and 9 will focus on Functional Behavior Assessment and Environmental Analysis.

**Registration on** [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)
**Equity in IEP Interpretation**

Date: Oct. 10  
Location: Buellton Recreation Center  
Presenter: Lena Moran from Just Communities  
Time: 8:30-3:00  

In this training, participants will build skills in consecutive and simultaneous interpretation. Participants will learn how to perform effective sight translation & identify when it is appropriate to carry out such tasks. Understanding the interpreter’s role in IEPs and how to related ethics, standards, and correct terminology will be skills practiced in this training.

**Nonviolent Crisis Intervention Prevention**

Date: Oct. 10 (1 day refresher)  
Location: Santa Barbara County SELPA Office, Goleta  
Presenters vary  
Time: 8:30-3:30  

The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on [https://sbcSELPA.k12oms.org/](https://sbcSELPA.k12oms.org/)

**Assistive Technology Certification (Multiple dates, Multiple locations)**

Dates: Oct. 1, Oct. 2, Nov. 13, Jan. 29 Buellton Recreation Center Rm A  
Saturday, Oct. 12 Santa Barbara County SELPA Office, Goleta  
Presenters vary  
Time: 8:30-3:30  

The five-day training offers participants skills in assessment and implementation of Assistive Technology for their caseload. Participants will learn how to assess for Assistive Technology, devices and apps, and how to implement technology for Reading, Writing, and Math in their classrooms.

Registration on [https://sbcSELPA.k12oms.org/](https://sbcSELPA.k12oms.org/)
**Bridges to Resilience**

Date: Oct. 14

Location: Hilton Santa Barbara Beachfront

Presenters vary

Time: 8:00-4:00

Bridges to Resilience is a conference for anyone who works with children, youth and families, has an interest in the science of Adverse Childhood Experiences (ACEs), and has the goal of building a resilient and resourceful Santa Barbara County. This conference provides an opportunity to build capacity for higher levels of collaboration by giving educators, early care providers, social workers, probation officers, law enforcement, health and mental health professionals, resource families, philanthropists and other community partners the opportunity to network with each other and to learn from experts in the field. This truly is a cross-sector conference where we focus on building connections and educating our workforce to fuel our ACEs and Resilience movement.

**Nonviolent Crisis Intervention Prevention (two days)**

Date: Oct. 16-17 (2 Day Initial)

Location: Santa Barbara County SELPA Office, Goleta

Presenters vary

Time: 8:30-3:30

The two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on [https://sbselpa.k12oms.org/](https://sbselpa.k12oms.org/)

**Dyslexia Training Institute**

Date: Oct. 22-23 (2 day training)

Location: Santa Barbara County SELPA Office, Goleta

Presenter: Dyslexia Training Institute

Time: 8:30-3:30

The two-day course will provide an overview of Dyslexia and an Introduction to Orton-Gillingham (OG). Participants will learn developments in brain research with dyslexia, and how dyslexia affects reading, writing, phonological processing, orthographic processing, working memory, and math.
Nonviolent Crisis Intervention Prevention (two days)

Date:  October 23 and 24 (2 Day Initial)

Location:  Santa Maria Bonita School District Souza Center

Presenters vary

Time:  8:30-3:30

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment:  $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on https://sbcselpa.k12oms.org/

Project Read

Date:  October 29-30 (three days)

    November 5

Location:  Santa Barbara County SELPA Office, Goleta

Presenters:  Project Read

Time:  8:30-3:30

Project Read Language Circle provides instruction in phonics for grades K-3. Project Read Report form procedures to be presented on day three.  Materials to be provided for this three-day training.

Registration on https://sbcselpa.k12oms.org/
**October PD Offerings**

**MINI PDS Available to Schedule**

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**Trauma Informed Schools**

Date: Varies  
Location: Varies  
Presenters: Santa Barbara County SELPA WRAP Team  
Time: Varies  

Our schools daily must demonstrate cultural humility and responsiveness to youth and their families. In this training, participants will gain an understanding of trauma and stress on the youth of today and their families. Participants will also examine their own perspectives that they may bring to their work places. Topics of safety and predictability and today's varying family dynamics brought to schools will be discussion points. Participants will explore how to support diverse populations, social emotional learning, and provide resilience.  

**Email** [jconnolly@sbceo.org](mailto:jconnolly@sbceo.org) **for district scheduling**

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**SIRAS 101**

Date: Varies  
Location: Varies  
Presenters: Varies  
Time: Varies  

SIRAS Systems introduction and training in IEP writing provided in this all day training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and complete the meeting to be verified and finalized in SIRAS. Lab time is available for IEP writing through this training as well.  

**Email** [jconnolly@sbceo.org](mailto:jconnolly@sbceo.org) **for district scheduling**

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**Additional Mini PDs for October:**

**Date:** October 1-2  
**Behavior Aid and Trauma Education**  
For Orcutt US

**Date:** October 3  
**Trauma Informed Schools**  
For SMJUHSD

**Date:** October 3  
**SIRAS**  
For La Cumbre Jr. HS.

**Date:** October 17  
**SIRAS for SLPs**  
For SMB at SMB Souza

**Date:** October 23  
**Behavior**  
For Solvang School District
November Scheduled PDs

Epilepsy Awareness Month

Nonviolent Crisis Intervention Prevention

Date: Nov. 7 (1 day refresher)
Location: Santa Maria Bonita School District Souza Center
Presenters vary
Time: 8:30-3:30

The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on https://sbcselpa.k12oms.org/

Nonviolent Crisis Intervention Prevention (two days)

Date: Nov. 6 and 7 (2 Day Initial)
Location: Santa Barbara County SELPA Office, Goleta
Presenters vary
Time: 8:30-3:30

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on https://sbcselpa.k12oms.org/

Nonviolent Crisis Intervention Prevention (two days)

Date: Nov. 13 and 14 (2 Day Initial)
Location: Santa Maria Bonita School District Souza Center
Presenters vary
Time: 8:30-3:30

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on https://sbcselpa.k12oms.org/

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**Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)**

*(two locations)*

Date: Nov. 19: Santa Barbara County SELPA Office, Goleta

Nov. 20: Santa Maria Bonita School District Souza Center

Presenters: SBC SELPA PENT Cadre

Time: 8:30-3:30

SELPA PENT Cadre members will take participants through all the steps of a behavior intervention planning process. November 19 and November 20 will focus on Behavior Intervention Plans and strategies for behavior support.

Registration on https://sbcselpa.k12oms.org/

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**Additional Mini PDs:**

- **Date:** October 1-2  *Behavior Aid and Trauma Education*  For Orcutt USD
- **Date:** October 3  *Trauma Informed Education*  For Santa Maria JUHSD
- **Date:** October 3  *SIRAS*  For La Cumbre Jr. HS
- **Date:** October 17  *SIRAS for SLPs*  For SMB at SMB Souza
- **Date:** October 23  *Behavior*  For Solvang School District
- **Date:** October 24  *Inclusive Practices*  For SMB, Orcutt, SMJUHSD
- **Date:** October 28  *Behavior*  For Santa Ynez Valley USD

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**November PD Offerings

MINI PDs Available to Schedule**

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**Trauma Informed Schools**

Date: Varies

Location: Varies
Presenters: Santa Barbara County SELPA WRAP Team

Time: Varies

Our schools daily must demonstrate cultural humility and responsiveness to youth and their families. In this training, participants will gain an understanding of trauma and stress on the youth of today and their families. Participants will also examine their own perspectives that they may bring to their work places. Topics of safety and predictability and today’s varying family dynamics brought to schools will be discussion points. Participants will explore how to support diverse populations, social emotional learning, and provide resilience.

Email jconnolly@sbceo.org for district scheduling
**SIRAS 101**

Date: Varies  
Location: Varies  
Presenters: Varies  
Time: Varies  

SIRAS Systems introduction and training in IEP writing provided in this all day training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and complete the meeting to be verified and finalized in SIRAS. Lab time is available for IEP writing through this training as well.

Email [jconnolly@sbceo.org](mailto:jconnolly@sbceo.org) for district scheduling

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**Transition Agency Network for Teachers (two locations)**

Date: Varies  
Location: North County and South County  
Presenters: Agencies in North and South County  
Time: Varies  

Transition Agency Network for Teachers provides, to teachers, information on the many agencies in their community. In this training, agencies in North and South County will provide teachers with information to share with the families of students transitioning from middle school into high school and into the years beyond high school.

Email [jconnolly@sbceo.org](mailto:jconnolly@sbceo.org) for district scheduling

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**Additional Mini PDs:**

- Date: November 1  GROW/Trauma Education  For Lompoc USD  
- Date: November 14  Behavior  For Aliso School Carpinteria  
- Date: November 21  IEP Goal Writing and Tracking  For SMB  

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**December Scheduled PDs**

**International Day for People with Disabilities - Dec. 3**

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**Los Angeles Diagnostic Center: Reading Between the Lines**

Date: Dec. 3  
Location: Santa Maria Bonita Souza Center
Presenter: Andrea Abrishami, M.A., Education Specialist
Time: 8:30-2:30

This training will focus on best practices in working with students who have been identified with reading difficulties or are suspected of having dyslexia, including but not limited to: characteristics of dyslexia, the various subtypes, best practices for struggling readers, assessments, interventions and accommodations.

Registration on [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

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**Nonviolent Crisis Intervention Prevention**

Date: Dec. 5 (1 day refresher)

Location: Santa Barbara County SELPA Office, Goleta

Presenters vary

Time: 8:30-3:30

The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

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**December PD Offerings**

**MINI PDs Available to Schedule**

**SIRAS 101**

Date: Varies

Location: Varies

Presenters: Varies

Time: Varies

SIRAS Systems introduction and training in IEP writing provided in this all day training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and complete the meeting to be verified and finalized in SIRAS. Lab time is available for IEP writing through this training as well.

Email [jconnolly@sbceo.org](mailto:jconnolly@sbceo.org) for district scheduling
Disability Awareness for Schools

Date: Varies
Location: Varies
Presenters: Varies
Time: Varies

December 3 is International Disabilities day. In this workshop schools are provided activities and resources to teach students about disabilities.

Email jconnolly@sbceo.org for district scheduling

January Scheduled PDs

Vision Awareness Month

Los Angeles Diagnostic Center: The Missing Link: Leveraging SLP Expertise to Promote Literacy Development

Date: Jan. 23
Location: Santa Barbara County SELPA Office, Goleta
Presenter: Elizabeth Stiles Beirne, M.S., CCC-SLP, Speech-Language Pathologist
Time: 8:30 – 12:30

ASHA has clearly defined roles and responsibilities related to dyslexia and other written language disorders, which fall within our scope of Speech and Language. Research has shown that children with language disorders and/or speech sound disorders often struggle with learning to read and write, and many are at-risk for persistent learning problems related to literacy. Students with learning disabilities and concomitant speech and language disorders benefit from a transdisciplinary approach to literacy instruction.

Registration on https://sbcelpa.k12oms.org/
January PD Offerings

**MINI PDs Available to Schedule**

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**Self-Care for Educators**

Location: Varies

Presenter: Alison Lindsey

Time: Varies

Self-Care for Educators provides a time to reflect on your own mental health so that you can more effectively support students. In the course of our work, we are confronted with the challenging aspects of life. As Educators, we are asked to “do more with less,” and work within uncertain funding and restrictive policy contexts. The circumstances the youth of today bring to school often impacts not only our teaching but takes a toll on the school as a whole. Practicing self-care is an important activity that will help you cognitively, physically, and emotionally “bounce back” each day over the long term.

Email jconnolly@sbcceo.org for district scheduling.

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**Related Service Network Vision and Deaf Hard of Hearing**

Location: Varies

Presenter: Varies

Time: Varies

Registration on https://sbcsepa.k12oms.org/

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February Scheduled PDs

**American Heart Month**

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**DBT in Schools (two days)**

Dates: Feb. 5 and 6

Location: Buellton Recreation Center Building A

Presenter: Dr. Elizabeth Dexter- Mazza

Time: 8:30-3:30

The two-day workshop examines DBT Informed School Counseling. Understanding the rationale for the different applications of DBT in the school context. Participants will use chain
analysis as a method of assessment to identify possible solutions with students. DBT STEPS-A skills will be reviewed for students during counseling sessions.

Registration on [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

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**Los Angeles Diagnostic Center: The ABCs of Preschool Assessment**

**Date:** Feb. 13  
**Location:** Santa Maria Bonita Souza Center  
**Presenter:** Amy L. Taylor, Ed.S., NCSP, School Psychologist  
Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist  
**Time:** 8:30- 2:30

This training will explore the laws and regulations around special education transition from Part C (Early Intervention) to Part B (Preschool Special Education: the foundation upon which special education and related services rest). The focus of this training will explore the selection and use of appropriate assessment measures designed to assess a preschool child’s development including cognition, language, motor, and play for both the initial assessment and the transition to kindergarten. Participants will critically examine the continuum of services and optimum preschool environments. Preschool special education teams will have the opportunity to discuss challenging cases to improve the transdisciplinary assessment process. Topics of cases will explore cultural considerations when assessing young children, how to determine delay versus disorder, and medical issues that may impact a child’s development.

Registration on [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

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**Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)**

**(two locations)**

**Date:**  
Feb. 19: Santa Maria Bonita School District Souza Center  
TBD: Santa Barbara County SELPA Office, Goleta  
**Presenters:** SBC SELPA PENT Cadre  
**Time:** 8:30-3:30

SELPA PENT Cadre members will take participants through all the steps of a behavior intervention planning process. February___ and February 19 will focus on case studies and the implementation of Behavior Intervention Plans in the classroom.

Registration on [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)
February PD Offerings

MINI PDs Available to Schedule

Transition Fair for Families (two locations- North and South County)

Date: TBD

Presenters: Agencies

Location: TBD

Transition Fair offers families of students transitioning from middle school to high school and high school and beyond the opportunity to talk and gain resources from local agencies and services.

Agency registration required. Contact jconnolly@sbceo.org

March Scheduled PDs

Developmental Disabilities Month

Nonviolent Crisis Intervention Prevention (two days)

Date: March 4 and 5 (2 Day Initial)

Location: Santa Barbara County SELPA Office, Goleta

Presenters vary

Time: 8:30-3:30

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on https://sbcelpa.k12oms.org/
Multi-Tiered System of Supports for Behavior and Social Success

Date: March 4
Location: Buellton Recreation Center
Presenter: SELPA PENT Cadre
Time: 8:30-3:30

The implementation of school-wide classroom and research-based positive behavior emotional supports promotes successful social and learning outcomes. In this training, a practical application for social/emotional supports to be discussed. Resources for implementing behavior and social/emotional interventions at each tiered level will encompass this training.

Registration on https://sbcelpa.k12oms.org/

Nonviolent Crisis Intervention Prevention (two days)

Date: March 11 and 12 (2 Day Initial)
Location: Santa Maria Bonita School District Souza Center
Presenters vary
Time: 8:30-3:30

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Registration on https://sbcelpa.k12oms.org/

March PD Offerings

MINI PDs Available to Schedule

Related Service Network School Psychologists with CCASP
Location: Varies
Presenter: Varies
Time: Varies

Registration on https://sbcelpa.k12oms.org/
Related Service Network BCBA
Location: Varies
Presenter: Varies
Time: Varies
Registration on https://sbcelpa.k12oms.org/

Related Service Network Speech and Language
Location: Varies
Presenter: Varies
Time: Varies
Registration on https://sbcelpa.k12oms.org/

Related Service Network Adapted P.E. and Occupational Therapy
Location: Varies
Presenter: Varies
Time: Varies
Registration on https://sbcelpa.k12oms.org/

April Scheduled PDs
Autism Awareness Month

Evidence Based Practices for Students with Autism Spectrum Disorder
Date: April 1
Location: Buellton Recreation Center
Presenters: Rosy Bucio, Carrie Hicinbothom, Yolanda Horton, Phil Pandac
Time: 8:30-3:00
Do you work with students with autism? Are you interested in learning how to incorporate instructional practices that are evidenced based to support the growth and development of your students? C.A.P.T.A.I.N. (California Autism Professional Training and Information Network) is dedicated to ensuring that classrooms throughout the state of California are incorporating the use of evidenced based practices into instructional practices. In this training participants will learn how to use technology and functional communication in the classroom as well as how to align the use of Evidence Based Practices to student goals and classroom-wide activities.

Registration on https://sbcselpa.k12oms.org/

April PD Offerings

MINI PDs Available to Schedule

Self-Care for Educators
Location: Varies
Presenter: Alison Lindsey
Time: Varies

Self-Care for Educators provides a time to reflect on your own mental health so that you can more effectively support students. In the course of our work, we are confronted with the challenging aspects of life. As Educators, we are asked to “do more with less,” and work within uncertain funding and restrictive policy contexts. The circumstances the youth of today bring to school often impacts not only our teaching but takes a toll on the school as a whole. Practicing self-care is an important activity that will help you cognitively, physically, and emotionally “bounce back” each day over the long term.

Email jconnolly@sbceo.org for district scheduling.

CPI OPEN District Trainings
Location: Varies
Presenter: SELPA Staff
Time: 8:30-3:00

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

OR The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.
Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Email jconnolly@sbceo.org for district scheduling.

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**May Scheduled PDs**

Mental Health Awareness Month

National Nurses Day

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**Self-Care for Educators**

Location: Varies

Presenter: Alison Lindsey

Time: Varies

Self-Care for Educators provides a time to reflect on your own mental health so that you can more effectively support students. In the course of our work, we are confronted with the challenging aspects of life. As Educators, we are asked to “do more with less,” and work within uncertain funding and restrictive policy contexts. The circumstances the youth of today bring to school often impacts not only our teaching but takes a toll on the school as a whole. Practicing self-care is an important activity that will help you cognitively, physically, and emotionally “bounce back” each day over the long term.

Email jconnolly@sbceo.org for district scheduling.

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**Related Services Network Nurses Symposium**

Location: TBD

Presenters: Varies

Time: TBD

(ADD Description)

Registration on https://sbcelpa.k12oms.org/
**Presenter(s) Information**

**Dr. Ray Avila**  
SBC SELPA Executive Director  
ravila@sbceo.org  
805-683-1424

**Jennifer Connolly**  
SBC SELPA Coordinator  
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**Alison Lindsey**  
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**Rosy Bucio**  
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**Phil Pandac**  
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**Stephan Salter**  
SBC SELPA Coordinator Wrap Around Services  
ssalter@sbceo.org  
805-688-1424

**Robyn Young**  
Goleta USD Autism Specialist & Inclusion Facilitator  
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<table>
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<tr>
<th>CAPTAIN Team</th>
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<tbody>
<tr>
<td>Carrie Hicinbothom</td>
<td><a href="mailto:chicinbothom@smbsd.net">chicinbothom@smbsd.net</a></td>
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<tr>
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<td><a href="mailto:yhorton@smbsd.net">yhorton@smbsd.net</a></td>
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<td><a href="mailto:rbucio@sbceo.org">rbucio@sbceo.org</a></td>
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<td>SBC SELPA BCBA</td>
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<tr>
<th>CPI Presenters North County</th>
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<tr>
<td>Chyelin Andreadakis</td>
<td><a href="mailto:candreadakis@sbceo.org">candreadakis@sbceo.org</a></td>
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<tr>
<td>David Ibsen</td>
<td><a href="mailto:dibsen@buelltonusd.org">dibsen@buelltonusd.org</a></td>
</tr>
<tr>
<td>Brenda Bertram</td>
<td><a href="mailto:bbertram@smbsd.net">bbertram@smbsd.net</a></td>
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<tr>
<td>Phil Pandac</td>
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<tr>
<td>Alison Lindsey</td>
<td><a href="mailto:alindsey@sbceo.org">alindsey@sbceo.org</a></td>
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<tr>
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<tr>
<td>Stephan Salter</td>
<td><a href="mailto:ssalter@sbceo.org">ssalter@sbceo.org</a></td>
</tr>
<tr>
<td>Natalie Facio-Leon</td>
<td><a href="mailto:nfacioleon@sbceo.org">nfacioleon@sbceo.org</a></td>
</tr>
<tr>
<td>Natalie Thurmond</td>
<td><a href="mailto:nthurmond@sbceo.org">nthurmond@sbceo.org</a></td>
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<tr>
<th>CPI Presenters South County</th>
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<tbody>
<tr>
<td>Joe Isaacson</td>
<td><a href="mailto:jisaacson@goleta.k12.ca.us">jisaacson@goleta.k12.ca.us</a></td>
</tr>
<tr>
<td>Henly Ngai</td>
<td><a href="mailto:hngai@goleta.k12.ca.us">hngai@goleta.k12.ca.us</a></td>
</tr>
<tr>
<td>Louisa Wood</td>
<td><a href="mailto:lbwood@sbnunified.org">lbwood@sbnunified.org</a></td>
</tr>
<tr>
<td>Jermaine Powell</td>
<td><a href="mailto:jpowell@sbnunified.org">jpowell@sbnunified.org</a></td>
</tr>
<tr>
<td>Chris Osborn</td>
<td><a href="mailto:cosborn@sbnunified.org">cosborn@sbnunified.org</a></td>
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</tbody>
</table>
ADR Cadre

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Karla Curry  kcarputri@cusd.net
Carpinteria, Director of Special Education

Thank you to all of our Presenters, Teams, and Cadre for your time and positive energy!
Available Resources

**OMS Calendar of Events**
Professional Development

**Special Education Parent Handbook**
Parent Resources

**What are all these IEP Documents? Parent Questions for an IEP**
Parent Resources

**Santa Barbara SBC SELPA Conference Room**
To book Santa Barbara SBC SELPA Conference Room

Professional Development Locations for Larger Events

- **North:** Santa Maria Bonita Souza Center: 708 Miller St. Santa Maria, CA 93454
- **Mid-County:** Buellton Recreation Center: 301 2nd St. Buellton, CA 93427
- **South:** SBC SELPA Conference Room: 5385 Hollister Avenue Building 5 Santa Barbara, CA 93111

This Professional Development Offerings Booklet to be updated monthly.
December Professional Development

December 2  Community Advisory Committee  Buellton Rec. Center

December 3  Diagnostic Center of Los Angeles Reading Between the Lines  Santa Maria Bonita Souza Center

December 4  Behavior Training  For Lompoc USD

December 4  Creating Positive Learning Environments  For Carpinteria Middle School

December 5  CPI Refresher Course  SBC SELPA

December 9  North County Transition Collaborative  Tri Counties Regional Center Santa Maria

December 13  South County Transition Collaborative  Tri Counties Regional Center Santa Barbara

December 16  Behavior Training  For Santa Ynez Valley UHSD

January Professional Development

January 6  Behavior Training  For Buellton USD

January 22  Behavior Training  For Solvang Elementary

January 23  Diagnostic Center of Los Angeles The Missing Link: Leveraging SLP Expertise to Promote Literacy Development  SBC SELPA
Date: October 11, 2019
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: Community Action Commission (CAC)/SBCSELPA Interagency Agreement

BACKGROUND:
➢ Per Local Plan policy, the JPA Board shall approve all Interagency Agreements (IAAs).

➢ Community Action Commission (CAC), formerly the Head Start Program, serves children with disabilities who are between three years and entry to elementary school.

➢ The SBCSELPA Coordinator, Jennifer Connolly, and Nanette Brown, Children’s Services Quality Assurance Manager/Disabilities Specialist Community Action Commission of Santa Barbara County, reviewed the IAA agreement. The intent of the agreement with SBCSELPA and Community Action Commission (CAC) is to ensure cooperative arrangements between local education agencies and CAC are developed, implemented and preserved, and to ensure that those children needing services are provided the services in the least restrictive environment.

➢ The revisions made are noted in the attached copy of the agreement.

➢ District/LEA business officials and special education administrators are in agreement with the request.

FISCAL IMPACT: No fiscal impact.

RECOMMENDATIONS: The SBCSELPA JPA Board approve the revised Community Action Commission/SBCSELPA Interagency Agreements as presented.
INTERAGENCY AGREEMENT

Between

SANTA BARBARA COUNTY

SPECIAL EDUCATION LOCAL PLAN AREA

and

COMMUNITY ACTION COMMISSION OF

SANTA BARBARA COUNTY

HEAD START PROGRAM

October 2014

September 2019
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INTRODUCTION

The purpose of this agreement is to establish working procedures to encourage agency collaboration in the provision of services to children with disabilities.

It is the intent of this agreement to:

1. Define which services will be provided by each agency.

2. Ensure that all children with disabilities have a free and appropriate public education as required by federal and state laws, regardless of the public agency administering the program.

3. Ensure that each agency cooperatively maintains communication and shares leadership responsibilities at the state and local level to ensure that available resources are utilized in the most effective manner.

4. Ensure that cooperative arrangements between local education agencies and the Community Action Commission of Santa Barbara, Head Start Children's Services Program are developed, implemented and preserved, and to ensure that those children needing services are provided those services in the least restrictive environment.

This agreement applies only to children with disabilities who are between three years and entry to elementary school.
**LOCAL IMPLEMENTATION GUIDELINES**

I. **SEARCH** - All children with disabilities in need of special education must be identified, located and evaluated. (California Education Code Sections 56300 - 56302, IDEA PART B Regulations 34 CFR Section 300.220, Head Start 45 CFR 1308.6(b)(4))

<table>
<thead>
<tr>
<th>Special Education Local Plan Area will:</th>
<th>Head Start Program will:</th>
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<tbody>
<tr>
<td>1. Include Head Start in the child find system.</td>
<td>1. Participate in the SELPA's child find system.</td>
</tr>
<tr>
<td>2. Inform Head Start of the appropriate referral procedures.</td>
<td>2. Inform SELPA of the appropriate referral procedures.</td>
</tr>
<tr>
<td>3. Refer children who are receiving special education services to Head Start when it is anticipated that the child may benefit from Head Start.</td>
<td>3. Screen all children and refer those suspected of having special education needs to Local Education Agency (LEA) running preschool programs.</td>
</tr>
<tr>
<td>4. In collaboration, the Local Education Agency running preschool programs and Head Start will work cooperatively in the Child Study Team Process.</td>
<td>Following appropriate interventions, referrals should be made as early in the school year as possible (by November 1, if possible).</td>
</tr>
<tr>
<td>5. After receipt of a Head Start Referral Packet, the Local Education Agency running preschool programs will process the referral and provide Head Start and the Parent a copy of the current recommendations of the Local Education Agency Study Team within 30 school days.</td>
<td>4. For children referred to the Local Education Agency running preschool programs, provide the Head Start Referral Packet and written information on any classroom and curriculum modifications attempted prior to referral.</td>
</tr>
<tr>
<td>6. If a referral for Special Education Assessment is made the parent is to be sent a Notice of Referral. Subsequently within 15 days of the referral an assessment plan will be developed and sent to the parent or the parent will be notified, in writing, that special education assessment is not appropriate.</td>
<td>The Referral Packet (see Appendix C) will include:</td>
</tr>
<tr>
<td></td>
<td>A. Cover Letter</td>
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<td>B. Head Start, Referral form, Authorization for Release of Information</td>
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<td></td>
<td>C. Copy of Developmental screening instrument</td>
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<td></td>
<td>D. Copy of Audiometric and Vision Screening, if completed</td>
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<td></td>
<td>E. Local Education Agency Child Study Referral Forms (Parent and/or Teacher Form)</td>
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</table>
II. **ASSESSMENT** - Each child who is suspected of having a disability and needing special education who is referred for assessment shall have the benefit of a multidisciplinary assessment and no single procedure shall be used as the sole criterion for determining eligibility. (California Education Code Sections 56320 - 56321(a), IDEA PART B, 34 CFR Part 300.532, Head Start - 45 CFR 1308.6)

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<thead>
<tr>
<th>Special Education Local Plan Area will:</th>
<th>Head Start /Program will:</th>
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<tr>
<td>1. Be responsible for assessment of children referred by Head Start where the child is suspected of having a disability.</td>
<td>1. Be responsible for referring children suspected to be in need of special education to the local SELPA for assessment.</td>
</tr>
<tr>
<td>2. Invite Head Start personnel to participate in the development and implementation of the assessment plan of all children referred for assessment by Head Start.</td>
<td>2a. Cooperate with the SELPA in the development and implementation of the assessment plan</td>
</tr>
<tr>
<td>4. Invite Head Start personnel to participate in the IEP team meeting scheduled to discuss assessment results and determine eligibility for special education services. LEA to make reasonable effort to provide notice at least 10 days prior to the IEP meeting.</td>
<td>2c. With parental consent, provide the SELPA educationally relevant assessment information.</td>
</tr>
<tr>
<td>5. Staff will collaborate on mutual mandated State and Federal testing and share results.</td>
<td>3. Assist in procurement of parental consent for assessment.</td>
</tr>
<tr>
<td>6. Provide Head Start with a copy of the of assessment results, when a request for Release of Information is signed by the parents, including instances where the child does not meet eligibility criteria. Copies to be provided within two weeks of request after the meeting has occurred.</td>
<td>4. Participate in the IEP Team meetings as appropriate.</td>
</tr>
<tr>
<td></td>
<td>5. Collaborate with SELPA on district mandated State and Federal testing and share results.</td>
</tr>
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</table>
## III. INDIVIDUALIZED EDUCATION PROGRAM

Children with disabilities and their families shall have a right to an appropriate education and related services in accordance with their IEP, including full educational opportunity in the least restrictive environment (California Education Code Section 56340-56381 - Section 56445 (a-d), IDEA PART B, Section 300.550-300.554; 45 CFR 1308.19)

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<tr>
<th>Special Education Local Plan Area will:</th>
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<tr>
<td>1. Develop IEPs for each child for whom special education and related services will be provided by the SELPA within the legally mandated timeline of receipt of the parent’s written consent for assessment (not including days between school sessions or terms and major school holidays) and shall include Head Start personnel in the development of the IEP when the child is enrolled in Head Start or Head Start is a placement option.</td>
<td>1. Participate, when invited, in the development of the IEP for each individual with exceptional needs who is or may be enrolled in Head Start.</td>
</tr>
<tr>
<td>2. Send written notification to Head Start of IEP meetings for children enrolled or planning enrollment in Head Start.</td>
<td>2. When the IEP is developed, representative from Head Start will, when invited, participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements.</td>
</tr>
<tr>
<td>3. Specify in the IEP which special education and related services, will be provided by the SELPA and which services will be provided by Head Start.</td>
<td>3. Provide all comprehensive child development services to all children enrolled in Head Start, whether or not they are disabled and be responsible for coordinating with the SELPA special education and related services for those children who are enrolled in Head Start.</td>
</tr>
<tr>
<td>4. Provide, or ensure the provision of special education and related services as specified in the IEP for all children the SELPA is mandated to serve.</td>
<td>4. Be responsible for implementing any portions of the jointly developed IEP specified as Head Start’s responsibility, and agreed to by Head Start staff, for those children enrolled in Head Start.</td>
</tr>
<tr>
<td><strong>5. Monitor and document implementation of all IEPs and shall be responsible for monitoring pupil progress on those portions of the IEP implemented by the SELPA.</strong></td>
<td><strong>5. Be responsible for monitoring and documenting pupil progress on the portions of the IEP implemented by Head Start.</strong></td>
</tr>
<tr>
<td><strong>6. Conduct annual IEP reviews and invite Head Start personnel. LEA to make reasonable effort to provide Head Start personnel notice at least 10 days prior to the IEP meeting.</strong></td>
<td><strong>6. Participate in annual IEP reviews.</strong></td>
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# LOCAL IMPLEMENTATION GUIDELINES

## III. INDIVIDUALIZED EDUCATION PROGRAM — Continued

<table>
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<th>Special Education Local Plan Area will:</th>
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<tr>
<td>5. Monitor and document implementation of all IEPs and shall be responsible for monitoring pupil progress on those portions of the IEP implemented by the SELPA.</td>
<td>5. Be responsible for monitoring and documenting pupil progress on the portions of the IEP implemented by Head Start.</td>
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<tr>
<td>6. Conduct annual IEP reviews and invite Head Start personnel. LEA to make reasonable effort to provide Head Start personnel notice at least 10 days prior to the IEP meeting.</td>
<td>6. Participate in annual IEP reviews.</td>
</tr>
</tbody>
</table>
IV. **PROCEDURAL SAFEGUARDS** - Young children with disabilities and their families shall be afforded procedural safeguards and confidentiality of records requirements according to IDEA, (IDEA PART B, Regs. Section 300.500-300.515), California Education Code Sections 56500.1-56507, and Head Start 45 CFR 1308.6, and 1308.21 (a)(6).

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<tr>
<th>Special Education Local Plan Area will:</th>
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<tr>
<td>1. Implement all procedural safeguards, including confidentiality of records requirements and placement in the least restrictive environment, for all individuals with disabilities placed by the SELPA in Head Start and their parents, according to California Education Code Sections 56500-56506, effective California Code of Regulations, Title 5, Regulations and federal law and regulations.</td>
<td>1. Ensure that all procedural safeguards, including confidentiality of records requirements and placement in the least restrictive environment, are provided for all disabled children and their parents, according to Education Code Sections 56500-56506, effective California Administrative Code, Title 5 and federal law and regulations.</td>
</tr>
<tr>
<td>2. Inform Head Start personnel and parents of individual rights and protections.</td>
<td>2. Inform parents of individual rights protections.</td>
</tr>
<tr>
<td>3. Annually, and when changes occur, send a copy of the Parents Rights to the Head Start Disabilities Specialist.</td>
<td>3. Inform parents of due process hearing and complaint procedures. Head Start shall participate in hearings when requested.</td>
</tr>
<tr>
<td>4. Inform Head Start personnel &amp; parents of due process hearing and complaint procedures for all children placed by the SELPA in Head Start, in accordance with California Education Code requirements.</td>
<td>4. Maintain advocacy role for Head Start clients.</td>
</tr>
<tr>
<td>5. Maintain advocacy role for all SELPA children.</td>
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V. TRAINING AND TECHNICAL ASSISTANCE

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<tr>
<th>Special Education Local Plan Area will:</th>
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<td>1. Provide training to Head Start personnel, as appropriate.</td>
<td>1. Provide training to SELPA personnel, as appropriate.</td>
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<tr>
<td>2. Designate one person responsible for coordination of training opportunities with Head Start.</td>
<td>2. Designate one person responsible for coordination of training opportunities with SELPA.</td>
</tr>
<tr>
<td>3. Participate in Head Start sponsored trainings, as appropriate.</td>
<td>3. Participate in State Education Agency or SELPA sponsored trainings, as appropriate.</td>
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## VI. FUNDING

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<th><strong>Special Education Local Plan Area will:</strong></th>
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<tbody>
<tr>
<td>1. Explore innovative methods of financing the cost of special education and related services including, dual enrollment, itinerant teacher arrangements.</td>
<td>1. Explore innovative methods of financing the cost of special education and related services, including dual enrollment and other classroom support.</td>
</tr>
<tr>
<td>2. Ensure the provision of special education and related services for all children with disabilities as specified in the IEP, and for whom the SELPA is mandated to provide special education and related services, who are placed in Head Start programs.</td>
<td>2. Pay for the cost of comprehensive child development services for all children enrolled in Head Start.</td>
</tr>
<tr>
<td>3. May, by mutual agreement with Head Start, combine fiscal and service resources in a manner different than 2 above, provided the combination results in increased services to children with disabilities. For example, locate Head Start and public school special education preschool classroom facilities as closely together as possible (at same geographic location whenever possible) to facilitate integration, coordinate transportation and maximize staff-parent interactions.</td>
<td>3. When appropriate, by mutual agreement with the SELPA, combine fiscal and service resources provided the combination results in increased services to children with disabilities.</td>
</tr>
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VII. **ADMINISTRATION** - The child with disabilities and parent shall have the benefit of consistent administrative procedures.

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<th><strong>Special Education Local Plan Area will:</strong></th>
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<tr>
<td>1. Collaborate with the Head Start Program to ensure a smooth transition of children with disabilities from the Early Start Program to Head Start Programs and from Head Start programs to the public schools.</td>
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</tr>
<tr>
<td>2. Annually count and report the number of children with disabilities enrolled in Head Start for whom the SELPA provides the special education and related services, in accordance with the Department of Education pupil count procedures.</td>
<td></td>
</tr>
<tr>
<td>3. Designate a person to work with Head Start designee on problems regarding interpretation of, or compliance with, this agreement.</td>
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<tr>
<td>4. Annually designate at least one person responsible for participation on the CAC Head Start Health and Disabilities Advisory Committee.</td>
<td></td>
</tr>
<tr>
<td>1. Collaborate with SELPA to ensure a smooth transition of children with disabilities from Head Start programs to the public schools.</td>
<td></td>
</tr>
<tr>
<td>2. Annually count and report to ACF the unduplicated number of children with disabilities who are enrolled in Head Start in accordance with U.S. Department of Health and Human Services Program Information Reporting procedures.</td>
<td></td>
</tr>
<tr>
<td>3. Designate a person to work with the SELPA designee on problems regarding interpretation of, or compliance with this agreement.</td>
<td></td>
</tr>
<tr>
<td>4. Inform and invite the SELPA representative(s) to participate on the CAC Head Start Health and Disabilities Advisory Committee, to revise the disabilities services plan as needed to meet state and federal law and Head Start Performance Standards.</td>
<td></td>
</tr>
</tbody>
</table>
VIII. **DISPUTE RESOLUTION**: Special education and Head Start / Child Development staff should address any disputes through a mutually agreed upon process (IDEA 34 CFR Part 300, Section 300.152; CCR, Title 2, Division 9, Article 9, Section 60600).

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<tr>
<td>1. In the event that misunderstandings or differences of opinion occur between agencies with regard to policies and procedures necessary to accomplish the objectives of this agreement, the staff of the LEA and Head Start will meet to develop a mutually agreeable solution. These disputes should be resolved at the lowest administrative level possible.</td>
<td>1. In the event that misunderstandings or differences of opinion occur between agencies with regard to policies and procedures necessary to accomplish the objectives of this agreement, the staff of the LEA and Head Start will meet to develop a mutually agreeable solution. These disputes should be resolved at the lowest administrative level possible.</td>
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IMPLEMENTATION AND DISSEMINATION PLAN

Purpose:
1. To promote the dissemination of information concerning the Interagency Agreement to the agencies involved, other interested parties, and the public.
2. To promote the exchange of information regarding statutory and policy requirements, constraints, and discretionary authority of each agency.
3. To promote the collaboration of the agencies in the maximal and unduplicated utilization of fiscal and staff resources to meet the needs of mutual clients.
4. To promote joint planning and cooperate to effect shared goals.

The Interagency Agreement will be monitored by an Implementation Committee. The Committee will be comprised of one representative from SELPA, and Head Start, and/or additional representatives as determined by them.

Implementation Committee Responsibilities:

1. Communicate on at least an annual basis to consider the need to review and revise Interagency Agreement and carry out the functions listed below:

   a. **Provide information on the Interagency Agreement to Local Education Agencies.**

   b. Provide information on the Interagency Agreement to interested agencies and organizations.

   c. Facilitate and monitor interagency training sessions, as needed, to promote greater understanding of the Interagency Agreement and service delivery responsibilities of each agency.
### IMPLEMENTATION, REVIEW, AND DOCUMENTATION

<table>
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<tr>
<th>GOVERNANCE</th>
<th>IMPLEMENTATION COMMITTEE</th>
<th>INTERAGENCY AGREEMENT COMPONENTS</th>
<th>CONSUMER OF SERVICES</th>
</tr>
</thead>
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| SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA BOARD and SELPA **EXECUTIVE DIRECTOR** | • Develop and Refine Interagency Agreement  
• Dissemination and Implementation Agreement  
• Monitor and Evaluate Various Components | • Assessment of pupil/Clients  
• IEP Development  
• Procedural Safeguards  
• Training and Technical Assistance  
• Funding  
• Administration  
• Dispute Resolution Implementation and Dissemination | • Individual Clients/Pupils  
• Agencies  
• Parents  
• Organization and Associations |
| COMMUNITY ACTION COMMISSION **CHIEF EXECUTIVE DIRECTOR OFFICER** | | | |
| HEAD START DIRECTOR | | | |

Feedback flows regularly from each level and will allow the Implementation Committee to monitor the effectiveness of the implementation of the Interagency Agreement.
INTERAGENCY AGREEMENT APPROVAL

Indemnity Except as otherwise expressly provided, Santa Barbara Head Start and the Santa Barbara County SELPA shall defend, indemnify, and hold each other harmless from and against all claims, liability, loss and expense, including reasonable costs, collection expenses and attorneys' fees incurred, which arise by reason of the acts or omissions of the indemnifying party, its agent or employees in the performance of its obligations under this agreement.

This agreement shall commence on the effective date of approval by the signatures. The agreement shall be reviewed every five years or revised at the request of either party. It shall remain in effect until any revisions are mutually agreed upon or either party provides 20 days written notice to terminate.

CARY MATSUOKA, CHAIRPERSON
SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD
DATE ______________________

PATRICIA KEELEAN, CHIEF EXECUTIVE DIRECTOR
COMMUNITY ACTION COMMISSION OF SANTA BARBARA
DATE ______________________

RAY AVILA, EXECUTIVE DIRECTOR
SANTA BARBARA COUNTY SELPA
DATE ______________________

LORRAINE NEENAN, CHILDREN’S SERVICES DIRECTOR
COMMUNITY ACTION COMMISSION OF SANTA BARBARA, HEAD START PROGRAM
DATE ______________________
APPENDIX A
DEFINITIONS OF TERMS COMMONLY USED BY SCHOOL (LEA) AND HEAD START PERSONNEL

**LEA Definitions**

Appropriate Education  
California Code of Regulations, Title 5 Subchapter 1. Special Education  
3001.(b)  
“Appropriate education” as in ‘free, appropriate public education,’ is an educational program and related service(s) as determined on an individual basis which meets the unique needs of each individual with exceptional needs. Such an educational program and related service(s) shall be based on goals and objectives as specified in an individualized education program (IEP) and determined through the process of assessment and IEP planning in compliance with state and federal laws and regulations. Such an educational program shall provide the equal opportunity for each individual with exceptional needs to achieve his or her full potential, commensurate with the opportunity provided to other individuals.

Dual Enrollment  
Subchapter 1. Special Education  
3001.(m)  
“Dual enrollment” means the concurrent attendance of the individual in a public education agency and a nonpublic school and/or agency.

IEP  
56345(a)  
The individualized education program is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:

1. The present levels of the pupil’s educational performance.
2. The annual goals, including short-term instructional objectives.
3. The specific special educational instruction and related services required by the pupil.
4. The extent to which the pupil will be able to participate in regular educational program.
5. The projected date for initiation and anticipated duration of the programs and services included in the individual education program.
6. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

IEP Team  
60010.(e) “Individualized education program team” means a team which is constituted in accordance with Section 56341 of the Education Code, and Section 300.344 of Title 34 of the Code of Federal Regulations.
## LEA Definitions

### Individual with Exceptional Needs

56026. “Individuals with exceptional needs” means those persons who satisfy all of the following:

(a) Identified by an individualized educational program team as children with disabilities as that phrase is defined in paragraph (1) of subdivision (a) of Section 1401 of Title 20 of the United States Code.

(b) Their impairment, as described by subdivision (a), requires instruction, services, or both which cannot be provided with modification of the regular school program.

(c) Come within one of the following age categories:
   (1) Younger than three years of age and identified by the district, the special education local plan area, or the county office as requiring intensive special education and services, as defined by the State Board of Education.
   (2) Between the ages of three to five years, inclusive, and identified by the district the special education local plan area, or the county office as requiring intensive special education and services, as defined by the State Board of Education; or between the ages of three and five years, inclusive, and identified by the district, special education local plan area, or county office pursuant to Section 56441.11.

### Interagency Agreement

60010.(h) “Interagency agreement” means a negotiated written document which defines each agency’s role and responsibilities for serving individuals with exceptional needs and assist in promoting coordination of these services.

### Responsible LEA

60010.(k) “Responsible local education agency” means the school district or county office specified in Section 56030 of the Education Code.

### SELPA

60010.(m) “Special Education Local Plan Area” means the service area covered by the local plan developed in accordance with Section 56170 of the Education Code.

### Referral for Assessment

56029. “Referral for assessment” means any written request for assessment to identify an individual with exceptional needs made by a parent, teacher, or other service provider.

### Special Education

56031. “Special Education” means specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instruction program, and related services, at no cost to the parent, that may be needed to assist these individuals to benefit from specially designed instruction.

### Intensive Special Education

3001(n) “Intensive special education services” means instruction and services, without which the individual would be unable to develop the skills necessary to achieve educational goals appropriate to his or her developmental and cognitive level or potential. Such instruction and services may be provided in any of the program options as stated in Education Code Section 56361.

### Established Medical Disability

56441.11.(d) For purposes of this section, “established medical disability” is defined as a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education and services.
**Severely Disabled**

56030.5. “Severely disabled” means individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, intellectual disability, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils under Chapter 6 (commencing with Section 56800) of this part, as it read on January 1, 1998.
Head Start Definitions

Services for Children with Disabilities

Subpart A—General
Purpose and Application
This rule sets forth the requirements for providing special services for 3 through 4 years 9 months old children with disabilities enrolled in Head Start programs. These requirements are to be used in conjunction with the Head Start Program Performance Standards at 45 CFR part 1304. The purpose of this part is to ensure that children with disabilities enrolled in Head Start Programs receive all the services to which they are entitled under the Head Start Program Performance Standards at 45 CFR part 1304, as amended.

Sec. 1308.2
Scope
This rule applies to all Head Start grantees and delegate agencies.

Sec. 1308.3
Definitions
As used in this part:

(a) The term ACYF means the Administration on Children, Youth and Families, Administration for Children and Families, Administration for Children and Families, U.S. Department of Health and Human Services, and includes appropriate Regional Office Staff.

(b) The term children with disabilities means children with intellectual disability, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who, by reason thereof, need special education and related services. The term children with disabilities for children aged 3 to 5, inclusive, may, at a State’s discretion, include children experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and who, by reason thereof, need special education and related services.

(c) The term Commissioner means the Commissioner of the Administration on Children, Youth and Families.

(d) The term day means a calendar day.

(e) The term delegate agency means a public or private non-profit agency to which a grantee has delegated the responsibility for operating all or part of its Head Start program.

(f) The term disabilities coordinator means the person on the Head Start staff designated to manage on a full or part-time basis the services for children with disabilities described in part 1308.

(g) The term eligibility criteria means the criteria for determining that a child enrolled in Head Start requires special education and related services because of a disability.

(h) The term grantee means the public or private non-profit agency which has been granted financial assistance by ACYF to administer a Head Start program.
HEAD START DEFINITIONS

Services for Children with Disabilities

(i) The term **individualized education program (IEP)** means a written statement for a child with disabilities, developed by the public agency responsible for providing free appropriate public education to a child, and contains the special education and related services to be provided to an individual child.

(j) The term **least restrictive environment** means an environment in which services to children with disabilities are provided. (1) To the maximum extent appropriate, with children who are not disabled and in which:

(2) Special classes or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(k) The term **Performance Standards** means the Head Start program functions, activities and facilities required and necessary to meet the objectives and goals of the Head Start program as they relate directly to children and their families.

(l) The term **related services** means transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training. It includes other developmental, corrective or supportive services if they are required to assist a child with a disability to benefit from special education, including assistive technology services and devices.

(l) The term **assistive technology device** means any item, piece of equipment, or product system whether acquired commercially off the self, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

(2) The term **assistive technology services** means any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. The term includes: The evaluation of the needs of an individual with a disability; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by individuals with disabilities; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices; coordinating and using other therapies, interventions or services with assistive technology devices such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for an individual with disabilities, or, where appropriate, the family of an individual with disabilities; and training or technical assistance to professionals who employ or provide services involved in the major life functions of individuals with disabilities.

(m) The term **HHS official** means the official who is authorized to make the grant of assistance in question or his or her designee.

(n) The term **Special Education** means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a child with a disability. These services include classroom or home-based instruction, instruction in hospitals and institutions, and specially designed physical education if necessary.
## APPENDIX B

Personnel Responsible for Various Aspects of Interagency Collaboration

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination of Training Opportunities with Head Start</td>
<td>SELPA Coordinator</td>
</tr>
<tr>
<td>Coordination of Training Opportunities with SELPA</td>
<td>Program Support Specialist/Disabilities CAC CS Disabilities Specialist</td>
</tr>
<tr>
<td>Liaison to Work with Head Start regarding interpretation of, or compliance with, the Local Interagency Agreement</td>
<td>SELPA Executive Director</td>
</tr>
<tr>
<td>Liaison to work with SELPA regarding interpretation of, or compliance with, the Local Interagency Agreement</td>
<td>Program Support Specialist/Disabilities CAC CS Disabilities Specialist</td>
</tr>
<tr>
<td>SELPA representative to the CAC Head Start Disabilities Advisory Committee</td>
<td>Local Education Agency North County and South County Administrator of Special Education responsible for preschool programs SELPA Coordinator</td>
</tr>
</tbody>
</table>
Date: October 11, 2019

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Regional Programs – Continuum of Services

BACKGROUND:

➤ The SBCSELPA JPA Board has had previous discussions at Board meetings regarding Regionalized services in the Santa Barbara County.

➤ Specific discussion items have been focused on the availability of “Continuum of Services” for our students in Santa Barbara County and LEA requests for “program transfer” of Regional Programs that may have an impact on the Continuum of Services.

➤ There is potential for future lack of Regionalized services offered in Santa Barbara County based upon recent trends of program transfers in the past several years.

➤ At the onset of this school year, a North County LEA has sought out placement for a middle school student who is eligible for special education services via the Therapeutic Learning Program (TLP) aka “GROW” classroom.

➤ Currently, there are no Regional “GROW” classrooms in the northern part of Santa Barbara County that serve middle school students. There are two Non-Regional middle school “GROW” classrooms in two separate LEA’s in the northern part of Santa Barbara County. Referrals have been made to these programs on behalf of the middle school student, but acceptance of these referrals have been denied.

➤ SBCSELPA has recommended to the LEA of this student to transport their student to the southern part of Santa Barbara County where there is an LEA that provides a Regional “GROW” middle school program to allow for a continuum of services.

➤ For the 2019-2020 school year, SBCSELPA has developed an Ad Hoc committee to discuss the current “Continuum of Services” in Santa Barbara County and potentially develop solutions when those services are not available to an LEA’s student in a nearby location to his/her district of residence.

FISCAL IMPACT: None

RA:Im
Santa Barbara County

SELPA-bration

HONORING SPECIAL EDUCATION STAFF

~SAVE THE DATE~

May 12, 2020

5:00pm—6:00pm - Social Hour
6:00pm—7:00pm - Dinner
7:00pm—8:00pm - Awards Ceremony

Glen Annie Golf Course
Frog Bar & Grill

404 Glen Annie Rd
Goleta, CA 93117

Honorees +1 guest attend free
Invited Guests—$35
**Santa Barbara County 2019-20**

**SELPA-Bration Nomination Form**

The Santa Barbara County SELPA-Bration recognizes the hard work county Special Education staff, Administrators, and Agencies provide to the unique students they serve. A Committee will choose exceptional Special Education staff, Administrators, and an agency as award recipients after reviewing the content of this application. The Award recipients are to represent leaders in Special Education. Districts are encouraged to nominate one person in each category. Special Education staff may also self-nominate.

**Eligibility Requirements:**

*Nominee must work with students in Santa Barbara County*

*Nominee must have approval of direct supervisor/ Principal*

*Nominee must show the following qualities (leadership, team work/collaboration, positive spirit)*

*Nominee must have a minimum of three years of experience in Special Education.*

**In which category are you nominating this employee?**

**Please circle one choice.**

◊ Special Education Preschool Teacher  ◊ Special Education Instructional Assistant
◊ Special Education K-6 Teacher  ◊ General Education Teacher
◊ Special Education Jr. High Teacher  ◊ Site Administrator
◊ Special Education High School Teacher  ◊ District Administrator
◊ Special Education Related Service Provider  ◊ Agency

___ Adapted PE Teacher
___ Speech and Language Therapist
___ School Psychologist
___ Other

---

Santa Barbara County

SELPA
Please enter the following information:

<table>
<thead>
<tr>
<th>Nominee’s Name</th>
<th></th>
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<tbody>
<tr>
<td>Nominee’s School or District</td>
<td></td>
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<tr>
<td>Nominee’s Position</td>
<td></td>
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<tr>
<td>Nominee’s E-mail Address</td>
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<tr>
<td>Nominee’s Phone Number</td>
<td></td>
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<tr>
<td># of Years Nominee has worked for the district/agency</td>
<td></td>
</tr>
<tr>
<td>Nominator’s Name</td>
<td></td>
</tr>
<tr>
<td>Nominator’s E-Mail Address</td>
<td></td>
</tr>
<tr>
<td>Name of the Nominee’s Supervisor (if known)</td>
<td></td>
</tr>
</tbody>
</table>

Why have you chosen the nominee for this award?

Provide additional information in support of the nominee for the Committee to consider when making decisions for an awardee.

If this person is aware of this nomination, have they given permission to have their name considered?

Describe how the nominee demonstrates excellence in the area of teamwork; give specific examples:

Describe how the nominee demonstrates excellence in the area of leadership; give specific examples:

Why should the committee choose your nomination?

Please enter your contact information below:

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>E-Mail Address</td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
</tr>
</tbody>
</table>

All nominations are due to the Santa Barbara County SELPA office by **January 31, 2020**. Nominations may be mailed to Santa Barbara County SELPA, 5385 Hollister Avenue, Box 107, Santa Barbara, CA  93117 OR e-mailed to selpa@sbceo.org.
Local Plan for Special Education

An Overview

Sept. 4, 2019
Background

All SELPAs are required to submit a local plan to CDE for approval.

- The purpose of the plan is to: 1) assure access to special education and related services for all individuals with exceptional needs residing within the geographic areas served by the plan; and 2) to assure compliance with all federal and state codes and statutes

- The plan may be for a single district if of sufficient size and scope, include multiple districts, or include multiple districts and the county office of education
Development and Amendment

Process
Amendments to the Plan

- The plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

- The plan can be amended at any time a change is deemed necessary:
  - New legislation or court decisions
  - Findings of noncompliance by CDE
  - Change in SELPA’s membership, governance, or any other element of the plan
Approval Process

For approval of the developed or amended local plan, the SELPA must:

1. Seek approval of the plan from the SELPA governing body;
2. Obtain signatures from the AU and County Office superintendents;
3. Obtain signatures from the CAC chairperson;
4. Submit the plan to each participating LEA for governing board approval; and
5. Submit the plan to CDE for final approval.

CDE will present updates to this process (where necessary) next month.
When submitting a Local Plan to CDE, the following should be included:

- Template Sections A-E
- Attachments
- Signature Forms for Community Advisory Committee; County Superintendent, and LEA Governing Boards (for a multi-district SELPA)

Note: Section C - Annual Assurances Support Plan due July 2021
How to Access Local Plan Forms

- The following forms can be downloaded from the CDE website (https://www.cde.ca.gov/sp/se/ds/lclpln.asp):
  - CDE will post documents upon approval.
  - Members will receive an email notification from State SELPA when forms are approved and uploaded to CDE website.
Required Elements of the Plan

Kept Locally
Interagency Agreements

Interagency agreements or other mechanisms for interagency coordination to ensure services required for FAPE are provided. Examples include, but are not limited to:

- California Children’s Services (MTU)
- Head Start/Migrant and Seasonal Head Start
- Regional Center
Policies and Procedures

In addition to the federal assurances, each entity providing special education must adopt policies and procedures.
The Big Reveal

Local Plan Template Contents

- Section A: Contacts and Certifications
- Section B: Governance and Administration
- Section C: Annual Assurances Support Plan*
- Section D: Annual Budget Plan
- Section E: Annual Services Plan
- Attachments

* Not due until July 1, 2021
Turning 3 Years Old

Transitioning From Early Start Into the Preschool Years

A Guide for Families in Santa Barbara County

Santa Barbara County Special Education Local Plan Area
A Joint Powers Agency
A Word From Parents…

As our child turns three years old and graduates from the Early Start Program, we experience another milestone to celebrate. At this time we review the progress our child has made and look ahead to changes and new opportunities for our child, which may include receiving services in preschool, new programs, or a change in services. It may be determined that some or all specialized services that our child has been receiving through the Early Start Program are no longer needed. While this is exciting, we may also feel somewhat anxious about the changes that the process of transition to new services brings. During transition, it helps to remember that change offers new ways for us to learn and grow as individuals and as a family.

We may not be the first parents who have stated in exasperation, “Just when we know who’s who and our child is doing so well, it’s time to move onto another program!” As families leaving Early Start, we might find that we are leaving a place of comfort where we established relationships with all the people on our child’s team and we have learned to navigate the services, jargon, and the scheduling issues. Whether we feel as though we are finally just getting settled or perhaps still as if we are in a daze, a change in services can feel overwhelming. Regardless of what stage we are in, as parents, we have begun to build upon our own resources and networks of support and will continue to do so. It helps to be prepared before the transition begins.

This guide is intended to help you prepare for your child’s transition into the preschool years at age three by providing you with tools and supporting information. It was developed by early intervention specialists, preschool teachers, and parents who have experienced the graduation from Early Start. Many parents will point out that this transition is usually much more difficult for the parents than it is for the child! Congratulations on this new milestone in your family’s life!

Transition is the process of change; a process or period in which something undergoes a change and passes from one state, stage, form, or activity to another.
Tips From Parents

You are the expert on your child. You are also a key member of your child’s team. Your child’s team can consist of anyone you want to have input on your child’s growth and development. This includes your child’s educators, care providers, health providers and, if eligible for regional center services, a Service Coordinator from Tri-Counties Regional Center.

Create a team for your child. You are the team leader and the educators, therapists, and other service providers are the other team members. Encourage open, frequent communication and cooperation amongst team members. Remember that you and your child’s team can all learn together from each other. Make sure that everyone on your team is acquainted with one another by learning their names.

Ask questions. There is never a “dumb” question. To be prepared and informed, you must gather information and the only way to get answers to things you don’t know is by asking questions. You are building your own bank of expertise by gathering information, learning from others, and utilizing resources.

Use this information and add it to the knowledge you, other family members, and friends share.

Stay organized. Set up a simple filing system, (electronic if possible), even a binder or a box will work. Some things to keep include: medical records, Individualized Education Program plans (IEP), Individualized Family Services Plans (IFSP), Regional Center documents, evaluations, research and information on your child’s condition and business cards or other contact information for individuals working with you and your child.

Take a friend to meetings. When it comes to the care and advocacy of your child, it’s always good to have “another set of ears” when you go to meetings or important doctor’s appointments. A spouse, family member or friend can be a valuable source of help.

Remember, you are not alone. There are many other parents who have children with special needs in your community who are willing to share their experience and expertise. Network with them through support groups, resource centers and other community resources. Gather information from them and then do what feels right for you.

Don’t re-invent the wheel. You are not the first parent to have a child graduate from the Early Start Program. Talk with others, visit your Resource Center, and learn how others have developed successful plans for their preschool age children.

Take care of yourself. Accept this process as part of your life and don’t let it overwhelm you. Keep life in balance. Good health requires that you take some time for yourself, your partner, friends and family.
Turning 3 What an Exciting Time!

Early Start services provide early intervention for infants and toddlers birth to age 3. Until now, your child has been enrolled in the Early Start Program. This guide has been given to you to help you prepare for and participate in this important transition from Early Start services to services provided to preschool age children in your community.

At Age 2

When your child turns two, it is an ideal time to begin thinking about what programs or services you would like your child to participate in after his or her birthday. You may want to talk with your child’s teacher(s) or early intervention service providers and your Tri-Counties Regional Center (TCRC) Early Start service coordinator about:

- Services for preschool age children in your community
- Preschool alternatives, eligibility and availability
- How to choose quality early childhood care and education programs for your child
- Preschool services for children with special needs
- Eligibility criteria for programs you may be interested in learning more about
- Visiting preschools in your area
- How to contact other parents who have gone through the Early Start transition process
- How to contact your local family resource center for information, resources, and referral
- Transition process and timeline you and your child’s team will follow before and after your child turns three years old
- The types of services you think your child may or may not need after turning three years old

By Age 2 and A Half

When your child is 2 ½ (30 months of age), an Individualized Family Services Plan (IFSP) meeting will be held to discuss the transition from Early Start Services. This is also called a “30 month Transition IFSP meeting”. If it is anticipated that your child will be receiving specialized preschool services, a representative from your school district in Santa Barbara County may be asked to attend this meeting to discuss preschool program options. Other meeting participants may include your child’s current early intervention specialists, your Tri-Counties Regional Center (TCRC) Early Start service coordinator and anyone else you wish to attend. This is a good time for you to learn about preschool options in the community as well as special education support services your child may be eligible to receive. You may also learn during this meeting what types of further evaluations and assessments will be needed to determine eligibility for services at age three and when they will need to be conducted. Make sure you are present for and involved in all assessments for your child.
Almost 3

Within the month before your child's third birthday a final Individualized Family Service Plan (IFSP) meeting will be held. At this time one of the following will be determined:

a) Your child no longer needs specialized services based on the assessments that were performed, and the IFSP will be closed; or

b) Your child will benefit from special education supports during the preschool years. If you and your team proceed with this determination, an Individualized Education Plan (IEP) will be developed by your child's third birthday. If your child is eligible for services from Tri-Counties Regional Center after the age of three, an Individual Program Plan (IPP) will also be developed at this time. Please see pages 6, 8, and 12 for more information regarding the Individualized Education Plan (IEP) and Individualized Program Plan (IPP).
Preschool Services

Your child’s early intervention specialist and your TCRC Early Start Service Coordinator will help you learn about the preschool services that are available in your community. You may already be aware of some public or private programs that will meet your child’s needs. This may include Head Start, State Preschools, and private preschool programs that may include child care options as part of their services. These programs are open to all children, but may have enrollment fees, financial or other eligibility criteria.

IEP, Individualized Education Program Plan

If you and your child’s team determine that your child is in need of special education support services after his or her third birthday, and Individualized Education Program Plan (IEP) will be developed by the child’s third birthday. You and your child’s team will develop the IEP together. The IEP will describe:

- Your child’s current strengths and abilities
- The developmental goals you would like your child to achieve during the following year
- The specialized support services your child will receive from the school to help him or her meet these goals
- The locations and frequencies of services to be provided

The IEP will be reviewed at an annual meeting, but if you have questions, concerns, or wish to make changes to the IEP, you can ask for an IEP meeting to be held at any time. Remember that the IEP is a written agreement between you and the other members of your child’s planning team, so it is important to ask questions, be involved, and fully understand the contents of your child’s IEP.

How these services are provided, including frequency, hours per week, and location is determined by you and your child’s team and described in the written Individualized Education Plan (IEP). The level of services your child needs may determine where the services are best provided. These are some of the things you will want to discuss before your child’s third birthday and throughout the transition process so that you are prepared to make final decisions at the time of your child’s IEP meeting.
Tri-Counties Regional Center and Your Child’s Individualized Program Plan

Before your child’s third birthday, your Tri-Counties Regional Center (TCRC) Early Start Service Coordinator will begin the process of determining whether or not your child will be eligible to receive TCRC services after he or she turns three. Many children who graduate from Early Start services are no longer eligible for Regional Center services.

Some parents ask why a change in services must take place at age three. The Early Start Program provides early intervention services to help children birth to age three that may have a developmental delay or disability. Many times, early intervention helps the child develop to a level where there is no longer a delay or a need for further intervention. Other times, a child may continue to have a mild delay in one or two different areas and may continue to need special education support for academic purposes. Under these circumstances, the child does not require the types of lifelong services provided by Regional Centers. Children who have a developmental disability as defined by the Lanterman Act may continue to be eligible for regional center services at age of three. Because Early Start services end at age three, this transition period is an important time to assess the child’s needs and determine, as best you can at this time, what his or her future needs may be and how to access appropriate services accordingly.

With your permission, a medical and/or psychological evaluation may be given to your child to help determine eligibility. You may also want to ask about other available assessments to re-evaluate your child’s progress following the early intervention he or she has received thus far, or to evaluate additional special needs. Let your pediatrician or primary care providers know about this process.

If your child will continue to be served by TCRC after his or her third birthday, you will have a new Service Coordinator assigned to your child’s case. The Service Coordinator will work with you to develop an Individualized Program Plan (IPP). This plan is similar to the Individualized Education Program plan (IEP) because it will describe what your child is able to do now, what you want your child to do in the future, and what services will be provided to help your child meet these goals. The Individualized Program Plan or “IPP” focuses on your child’s goals outside of school and the Individualized Education Program plan (IEP) focuses upon your child’s academic or educational goals while in school. Your Early Start Service Coordinator will help you to discuss goals when you work together to develop your child’s IPP.
The following pages contain some basic resources. It is not intended to be a directory of all resources available, but rather a simple informational guide to help you keep connected to valuable local resources.
Questions & Answers

Q: What is transition?
A: Transition is change or movement from one program or service to another. If your child is receiving Early Start services and is turning 3 years old, he or she is ready to transition to another program or services.

Q: When does this transition process begin?
A: The transition process begins as close as possible to your child’s second birthday.

• Your child’s service coordinator will begin to discuss transition when your child is 2 years old. At this time you will also want to be thinking about what programs or services you would like your child to participate in after he or she turns 3.

• When you child is 2 ½ (30 months) a Transition IFSP meeting will be held. The purpose of this meeting is for you and the other team members to determine which program will be best for your child and family, after looking at all the possibilities.

• A final IFSP meeting will be held within a month of your child’s 3rd birthday.

Q: Why must my child transition on his or her 3rd birthday?
A: After age 36 months, your child is no longer eligible for Early Start according to federal law – the Individuals with Disabilities Education Act (IDEA), Part C. However, your child may be eligible for services under IDEA, Part B, or for other preschool services in your community.

Q: What are some of the questions I may be asking at the transition meeting?
A: Some of the frequently asked questions you may want to ask are listed below:

• What are the community-based or specialized preschool options for children?
• What is the difference between an Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP)?
• Who will be my child’s service coordinator?
• Who are the agencies who will be involved in my child’s program?
• How many children and teachers will be in my child’s program?
• How long is the school day or class and what is the daily routine of the program?
• Will my child participate with other children who do not have a disability?
• Will I be responsible for transporting my child to and from the program?
• What if I do not want my child to participate in a preschool program?

Q: What choices do I have for my child after his or her 3rd birthday?
A: There may be many settings in your community that will meet your child’s needs, such as:

• Public and private preschools/child care centers, or school readiness programs
• Family child care homes
• School pre-kindergarten programs
• Other community-based public or private programs

Q: Will I be responsible for the transportation of my child to and from services?
A: Transportation is an IEP team discussion.
## Comparing Individualized Plans: How Different Plans Measure Up

<table>
<thead>
<tr>
<th>Name of Plan</th>
<th>Individualized Family Service Plan (IFSP)</th>
<th>Individualized Education Plan (IEP)</th>
<th>Individualized Program Plan (IPP)</th>
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<tbody>
<tr>
<td><strong>Timeline of Plan</strong></td>
<td>Age Birth to 3</td>
<td>Age 3 through 22</td>
<td>Age 3 Throughout Lifespan</td>
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<tr>
<td><strong>Purpose of Plan</strong></td>
<td>To assist families and their children with special needs meet developmental goals</td>
<td>Implementation of special education and related services when a child qualifies for special education support</td>
<td>Qualifying individuals are eligible for comprehensive services and supports to the extent they are not provided by generic agencies</td>
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| **Plan Components** | - Family concerns and desired priorities/preferences  
- Child and family's strengths  
- Child’s present levels of development and current abilities  
- Child and family goals and outcomes  
- Services:  
  - Frequency  
  - Site/Location  
  - Begin/End dates  
- Parties responsible for implementation  
- Sources of funding for identifies services | - Present levels of educational performance  
- School-related goals and outcomes  
- Educational and associated services  
  - Frequency  
  - Site/Location  
  - Begin/End dates  
- Parties responsible for implementation  
- The extent to which your child will participate with other children with and without special needs in the school environment  
- Whether your child will participate in state and district-wide tests, with or without accommodations, or have an alternative assessment | - Child and family's lifestyle preferences, strength and capabilities  
  - Persons and groups to relate to  
    - Community activities  
    - Leisure activities  
- Living Support  
  - Frequency  
  - Begin/End dates  
- Extracurricular Support  
  - Frequency  
  - Site/Location  
  - Begin/End Dates  
- Parties responsible for implementation  
- Sources of funding for identified services |
Acronyms and Terms Used in This Guide

Early Start  In California, infants and toddlers from birth to 36 months may be eligible for early intervention services provided through the Early Start Program if, through documented evaluation and assessment, they meet one of the criteria listed below:

- Have a developmental delay in either cognitive, communication, social or emotional, adaptive, or physical and motor development including vision and hearing; or
- Have established risk conditions of known etiology, with a high probability of resulting in delayed development; or
- Are at high risk of having a substantial developmental disability due to a combination of risk factors.

IEP  Individualized Education Program
Each public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document. The IEP creates and opportunity for teachers, parents, school administrators, related services personnel, students, and others the family may wish to participate, including care providers, friends, and other family members, to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability. The Individualized Education Plan is the written document describing the individualized education program. The IEP meeting is held annually, or when a change in services is desired.

IFSP  Individualized Family Service Plan
A plan written to document the delivery of community-based, specialized, interagency services to families with infants or toddlers, birth to age three with developmental disabilities or who may be at risk of developmental delay. The IFSP identifies the Early Start services a child receives. It includes the priorities of the family, family resources, and future goals. It is reviewed every six months.

IPP  Individualized Program Plan
A child over the age of 3 who will receive services from Tri-Counties Regional Center will have an Individualized Program Plan (IPP). This is developed by parents, the child, the service coordinator and any other the family consents to participate in the planning process. The IPP describes what the child is able to do at present, goals for the future, and the services needed to help the child achieve these goals. The IPP focuses upon goals outside of school and the IEP focuses on academic goals worked on in the school setting. Having a good, functioning IEP is one part of your child’s overall IPP.

SELPA  Special Education Local Plan Area
SELPA (pronounced sell-puh) stands for Special Education Local Plan Area. SELPAs are made up of school districts and county offices of education within particular geographic areas. The Santa Barbara County SELPA is made up of all
school districts in Santa Barbara County and includes the Santa Barbara County Education Office (SBCEO). These coordinated educational entities have joined together to provide a full range of services to students with special needs.

TCRC  Tri-Counties Regional Center
The state of California contracts with Tri-Counties Regional Center (TCRC) to provide supports and services for children and adults with developmental disabilities living in San Luis Obispo, Santa Barbara and Ventura Counties. These services cover the life span of individuals, from early assessment and intervention for infants and young children, school-age children, transition-age young adults’ recreational, employment and residential needs to the residential, service and medical needs of adults and seniors.

For more information on acronyms, special education jargon, parental rights, or other resources, contact your service coordinator or call Alpha Resource Center of Santa Barbara.
(805) 683-2145 or toll free 1-877-414-6227

SBCSELPA is a joint powers agency that provides oversight, guidance, training and support to member local education agencies (LEAs), parents, guardians, and the community related to identifying and providing compliant, best practice Individualized Education Plan (IEP) Services to students with disabilities.
Contact Information

Alpha Resource Center of Santa Barbara
A Family Resource Center Serving Santa Barbara County
www.alphasb.org

4501 Cathedral Oaks Rd.
Santa Barbara, CA 93110
(805) 683-2145 - Santa Barbara
(805) 347-2775 - Santa Maria
1 (877) 414-6227 - Toll Free

California Children Services (CCS)
A Public Health Program of California Medical Services
www.sbcphd.org/cms/ccs.html

Tri-Counties Regional Center
www.tri-counties.org/terc3/

520 E. Montecito St
Santa Barbara, CA 93103
(805) 962-7881

1234 Fairway Dr.
Santa Maria, CA 93455
(805) 922-4640

Santa Barbara County Special Education Local Plan Area
(SELPA)

401 N Fairview Ave.
Goleta, CA 93117
(805) 683-1424
# My Child’s Early Start Team

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# My Child’s Preschool Team

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Cathy Breen, SBCEO
Alisa Welsch, TCRC
## What are all these IEP Documents?
### Clarifying Questions Parents/Guardians/Adult Students Might Ask

<table>
<thead>
<tr>
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| **Meeting Notice** - when, where, and who will be at meeting. | Who are the members of my student’s team?  
Who am I bringing to the meeting?  
Can I record the meeting? Will someone take notes? |
| **Information and Eligibility** - dates of current, next, and last IEP and eligibility. | Check your contact information to ensure it is correct and current.  
What is my student’s disability? |
| **Present Levels** - updates on Academics, Social Emotional, Communication, Adaptive Living Skills, Behavior, and Health at school. | Does the page reflect my student’s strengths and my/our concerns?  
Give current health information including medication changes. |
| **Statewide testing** - review state tests student will take, review accommodations for test (s). | When and why does my child take state tests?  
Which accommodations are appropriate for my student if any? |
| **Goals** - plans the IEP team for the student to be written in measurable terms for the school year. | How do these goals support my student’s learning? |
| **Special Factors** - Assistive technology or low incidence support through special equipment.  
English Language Learner supports.  
Positive behavior services or need for behavior support plan if appropriate. | What equipment or technology does my student require to make progress with their goals? |
| **Services- Offer of FAPE** - services provided in Least Restrictive Environment.  
The services provided including time, location, duration.  
Accommodations support in general education classes | What type of special education support is available to meet student needs?  
How will my student be supported in the general education setting? |
| **Educational Setting** - location of where the student will receive IEP services | How will I be notified about student’s progress?  
What does my student’s day look like? |
| **Parent Consent** - meeting participants sign in attendance; Parent/Guardian/Adult Student signs to initiate new IEP. | Do I have to sign agreeing to IEP at the meeting?  
If I do not sign in agreement, how will it affect my student? |
| Notes - the minutes taken at the meeting | Can I ask for the notes to be read aloud?  
What is the purpose of the notes? |
|---|---|
| Excusal - excuses a team member from attending the IEP meeting. | Can I say no to the member asking to be excused?  
If I say no to the member asking to be excused what happens next? |
| Additional IEP Forms | |
| Specific Learning Disability Form - shows how a student qualifies under a Specific Learning Disability | If I sign the form, what happens next? |
| Behavior Intervention Plan - plan that targets problem behaviors and highlights procedures for improving the behaviors. | How will I know if my child’s behavior is improving?  
What can I do at home to help the team?  
Who is responsible for implementing the plan? |
| Transition Plan - discusses future goals/plans for the student after high school (starts at age 15) | What resources are available to my student after high school?  
Will my student receive a diploma? |
| General Questions Parents/Adult Students/Guardians Might Ask: | When can I call an IEP meeting? Can I call an IEP meeting whenever I want?  
How will the student’s next teacher know about his/her IEP?  
Can a school exit my student from special ed. without my permission?  
If I still have questions about the IEP, who should I contact?  
How will the IEP team communicate? |

Resources:  
www.sbcelpa.org  
https://www.disabilityrightsca.org

Created by: Community Advisory Committee (CAC) and Santa Barbara County SELPA  
Dec. 2018
SPECIAL EDUCATION
PARENT HANDBOOK

SANTA BARBARA COUNTY SELPA
February 2017

Handbook available on SBCSELPA website
www.sbcelpa.org


2016-2017 v3
ACKNOWLEDGMENT

Many thanks go to the members of our 2010-2011 Community Advisory Committee who spent time doing research, participating in discussions and editing. The handbook from North Inland Special Education Region was adapted for use in Santa Barbara County. The committee wishes to acknowledge North Inland for the work they put into their fine handbook. Our job was made easier through their efforts.

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Revised February 2009
Revised September 2011
Revised September 2016
Revised August 2017

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Ashley Martinez, Vice-Chair, Santa Ynez Valley Consortium Professional Representative
Eric Lewis, Carpinteria Unified School District Professional Representative
Carrie McKiddie, Goleta Union School District Parent Representative
Andrea Gropetti, Lompoc Unified School District Professional Representative
Shannon Samuel, Orcutt Union School District Parent Representative
Elaine Furst, Orcutt Union School District Professional Representative
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Launa Nazifoglu, Santa Barbara Unified School District Professional Representative
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Benito Carreón, County Schools Professional Representative
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INTRODUCTION

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

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

The questions answered in this booklet are the questions parents ask most often. If you have questions which are not answered here or you need clarification of an answer, feel free to call or visit your district director or coordinator of special education or call the Santa Barbara County Special Education Local Plan Area (SBCSELPA) office at (805) 683-1424.

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

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

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

Who may receive special education services?

In order to be eligible for special education, the student must exhibit one or more of the following disabling conditions:

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

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

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

Emotional Disturbance (ED)
Emotional disturbance is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behaviors or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.
Established Medical Disability (Preschool Only) (EMD)
For purposes of this section, “established medical disability” means a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education and services.

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

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

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

Multiple Disabilities (MD)
Multiple disabilities is simultaneous impairments the combination of which, causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
- Example: Intellectual disability and blindness or intellectual disability and orthopedic impairment

Other Health Impairment(OHI)
Other health impairment is having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that result in limited alertness with respect to the educational environment and adversely affects a child's educational performance. This is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.
Orthopedic Impairment* (OI)
Orthopedic impairment is a severe inability to move using muscular and skeletal systems that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

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

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

Traumatic Brain Injury (TBI)
Traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury results in impairments in one or more areas such as:

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

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

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

This information was derived using 5 CCR § 3030. If further information is needed, refer to the preceding Education Code.  http://www.casponline.org
What are other general terms which may refer to children with these disabling conditions?

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

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

Do different agencies use different terms and guidelines?

Yes. Since various state and federal agencies operate under different laws and guidelines, the eligibility criteria may differ significantly. The same term may also be used by various state and local agencies with different meanings. This can be very frustrating and confusing to parents seeking assistance for their child. Therefore, parents should ask for clarification of terms from any agency providing services. Ask for clarification from any agency providing services and refer to Child Find and Referral Section of this handbook (Page 6).

Do all students with an identified disability require special education?

No. Special education is not for all children with an identified disability. Many are able to and should attend school without any change in the classroom program. Special education is only appropriate when modifications in the general education classroom are not sufficient to meet the child's educational needs. If, through assessment, a special education program is determined necessary for your child, an Individualized Education Program (IEP) will be developed to create goals in identified areas of need. For children with disabilities who take the California Alternative Assessments (CAA) in English language arts/literacy (ELA), mathematics, and/or science, a description of benchmarks or short term objectives is also required.

What is an Individualized Education Program (IEP)?

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

a. General Information and Eligibility (which includes annual and triennial IEP dates).
b. Present levels of child’s performance for academics (including current Statewide Assessment scores), communication, gross/fine motor, social emotional/behavioral, vocational, adaptive, and health.
c. Information about Special Factors including assistive technology, low incidence services, considerations for blind/ visual impairment, deaf/hard of hearing, and English Learners needs.
d. Statewide Assessment information including whether the child is taking the Smarter Balanced Assessment (SBAC) and the CAA.
e. Goals (and objectives for children that take the CAA), which include criteria for evaluation.
f. Specific specialized academic instruction (SAI) and/or related services to be provided to your child such as speech and language services, occupational therapy (OT), adaptive physical education (APE), counseling, etc. including the frequency and duration of each service and location where the service will be provided.
g. The extent your child will be able to participate in the general education classroom.
**Who are the members of the IEP team?**

a. One or both of the student’s parents/guardians or the adult student (18-25 years of age).

b. At least one general education teacher of the student, if the student is, or may be, participating in the general education environment.

c. The Case Manager of the student, who may be a special education teacher, a speech and language pathologist, or an APE teacher.

d. A representative of the local educational agency (LEA) who meets all of the following:
   - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs
   - Is knowledgeable about the general education curriculum
   - Is knowledgeable about the availability of resources of the local educational agency (Note: This person may serve a dual role. For example, he or she may also be a special education teacher if he or she has been given these two roles by school administration)

e. An individual who can interpret the instructional implications of the assessment results, such as a school psychologist. The individual may also serve a dual role.

f. At the discretion of the parent/guardian, or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

g. Whenever appropriate, the child with exceptional needs

**When and how is the IEP implemented?**

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

**CHILD FIND AND REFERRAL**

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

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

Children between the ages of 3 and 21 who attend private or public school, who are homeless and/or wards of the state can be referred for a special education evaluation. In addition, referrals can be made for children who are migrant, in a residential facility, and in the juvenile justice system.
If your child is younger than 3 years of age, a referral for special education can be made to the Santa Barbara County Education Office. There are two regional offices: North Office Phone Number: (805) 922-0334 and South Office Phone Number: (805) 964-4711. Referrals for special education can be made by teachers, specialists, administrators, as well as parents, doctors, community agencies, and other interested parties.

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

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

**What is Response to Intervention?**

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

**Who do I contact if I have a concern?**

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

**What is a Student Study Team Meeting?**

The Student Study Team (SST) is made up of teachers, intervention specialists, school administrators, counselors, school psychologists, and other specialists. Your district may call this team by another name, such as: Student Intervention Team (SIT), Student Assistance Team (SAT), Child Guidance Team (CGT), Student Success Team (SST), Child Study Team (CST), etc. The purpose of the SST is to report and clarify concerns for the student and develop appropriate interventions within general education resources. This may include classroom accommodations, behavior contracts, as well as providing intensive interventions such as Response to Intervention (RtI) to help the student make appropriate progress process before referring to special education; however, parents may at any time officially refer the student, in writing, for an assessment to determine special education eligibility. The school district will review the referral and determine whether to accept or reject a request for an evaluation and offer alternatives to help your child. The SST process is not a required part of the IEP eligibility process (See question pg. 8, “What is a Referral for Special Education Assessment”).
What are some of the interventions the Student Study Team might consider and implement?

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

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

Why is the Student Study Team process encouraged?

The use of the Student Study Team (SST) assists regular classroom teachers in modifying instruction for students having difficulty in their classrooms. The SST process also assists in documenting interventions have been implemented and whether they meet the student's educational needs. Documentation in which monitored interventions cannot meet student needs is an essential part in determining that the student may require special education programs and services. When the members of the SST believe that all reasonable alternatives have been tried and are not sufficient, a referral can be initiated for special education assessment. Interventions can continue to be implemented while a referral is made for special education.

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

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

What is a referral for special education assessment?

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

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

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

What is 504?

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

ASSESSMENT

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

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

THE ASSESSMENT PROCESS

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

1. Parent signs Assessment Plan
    ______________________.
    date

2. Student is assessed by the appropriate school staff, for example, psychologist, special education teacher, speech therapist, adaptive physical education specialist, or others as needed.

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

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

5. Student receives Special Education services.

6. Progress Reports

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

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

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

You will be asked to come to school for a meeting. If you request, and the school staff agrees, you may participate by conference call. At the meeting, you will find out how your child performed on the assessment. You may request a copy of the assessment for review prior to the meeting. A list of your child’s strengths and needs should be discussed at this meeting. You may bring someone with you to the meeting (See question p. 13, “May I bring someone to the meeting”).

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

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

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

After your child has been in a special education program for one year, or sometimes sooner, you will be asked to come to a meeting so you and the IEP Team can review your child’s progress and revise the IEP. This is known as your child’s Annual Review. However, you have the right as a parent/guardian to request a review of the IEP at anytime.
Who shall I contact if I have questions about the assessment plan?

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

How will the assessment be conducted?

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

Where and when will the assessment take place?

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

How long does the assessment take?

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

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

What will the report(s) include?

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

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

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

How often will these assessments be conducted?

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

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

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

What does the Diagnostic Center of Southern California provide?

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

INDIVIDUALIZED EDUCATION PROGRAM MEETING (IEP MEETING)

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

What happens after the assessment is completed?

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

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

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

Who will be at the meeting?

The administrator/designee who is knowledgeable about resources and curriculum; a special education teacher or service provider; a general education teacher (when appropriate); someone who can interpret evaluation results; you; your child (if appropriate); and others who have information about your child. An interpreter will attend if needed.

May I bring someone with me to the meeting?

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

You should notify the person who is listed on the meeting notice of whether or not you will attend or if someone will be attending for you. You are encouraged to bring your child to the meeting if you feel he/she will benefit from the discussion. You may also request an interpreter to be present at the meeting. It is also an option to request that you participate in the meeting via conference call.

May I tape record the meeting?

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

How do I prepare?

You may want to review your child's past records for clues to any information which may assist the IEP team. Be sure to request records in advance of the time you want to see them. School records must be requested at least five days in advance. You may provide any information you want considered at the IEP meeting.
As the assessment results are shared, what is my role as a parent?

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

If I need time to think about what is presented, may I request a second meeting at a later time?

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

What do I do if I do not agree with the school’s assessment findings?

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

What do I do if I want my child assessed by someone outside the local education agency?

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

What do I do if the IEP team finds that my child is not eligible for special education?

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

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

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

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

What happens if the IEP team finds my child eligible for special education?

You and the team will develop an Individualized Education Program (IEP) specifically tailored to your child. The team may bring a draft of some of the goals (and objectives, if appropriate) being considered for your child to the meeting. Remember, these are drafts and can be changed. The drafts can be helpful in giving everyone something to look at and discuss. Parents are also encouraged to offer proposed goals (and objectives, when appropriate).
**What is an Individualized Education Program (IEP)?**

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

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

When appropriate, the IEP should also include:

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

A parent has the right to refuse services after the initial assessment and free appropriate public education (FAPE) has been offered at the initial IEP meeting.

**What do I do if I agree with some parts of the initial IEP but not all of it?**

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

**How often must the school review my child’s special education placement and IEP?**

Every special education student must have his or her progress and IEP reviewed at least once each year. Teachers, however, will be monitoring each student’s progress regularly throughout the school year. Progress toward annual goals will be reported to you in writing at least as often as students receive report cards in general education. **Parents may request an IEP review at any time.** The district will set a meeting within 30 days (not counting school breaks).
**Can the IEP be transferred to another school district?**

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

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

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

**PROGRAM OPTIONS**

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

**What is the least restrictive environment (LRE)?**

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

The Code of Federal Regulations, Title 34 states:

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

**What is the continuum of services and placements?**

1. Regular education programs consistent with subparagraph (a) of paragraph (5) of subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulations.

2. A resource specialist program pursuant to Section 56362

3. Related Services pursuant to Section 56363.

4. Special classes pursuant to Section 56364.2.

5. Nonpublic, nonsectarian school services pursuant to Section 56365.
6. State special schools pursuant to Section 56367.

7. Instruction in settings other than classrooms where specially designed instruction may occur.

8. Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation.

9. Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.

What is the Resource Specialist Program (RSP)?

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

What are self-contained class placements?

Self-contained class placements (formerly known as special day class) serve students with similar and more intensive educational needs. The self-contained class may enroll students only when the nature or severity of the disability of the individual with exceptional needs is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavior support, cannot be achieved satisfactorily.

What is Specialized Academic Instruction (SAI)?

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

What are related services?

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

What is a nonpublic school (NPS)?

If the IEP team determines that no public school program in the child’s district of residence or neighboring districts can meet the child’s extraordinary needs, a private program certified by the state may be an option.
Non Public School (NPS) Residential Treatment Center (RTC) Placements

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

RIGHTS AND RESPONSIBILITIES

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). The provision of special education services is governed by state and federal laws. Local districts establish their own procedures to implement these laws. Students who are identified with a disability that requires special education and related services have the right to free appropriate public education (FAPE) services in the least restrictive environment (LRE). Parents/adult students and the local school district have responsibilities, as well as rights, to ensure identification, placement, and services for individuals with exceptional needs. These laws protect the rights of parents/guardians/adult students to be fully informed and to participate in all planning and decision-making about their child's or their own education.

How are these rights protected?

The goal of all school districts in the Santa Barbara County SELPA is to provide appropriate educational services for all students. In doing this, certain procedures are followed. The law requires that the school districts establish guidelines and procedures to protect the rights of qualified students with disabilities and their parents/guardians; these practices are called Procedural Safeguards and are described throughout this booklet as they pertain to the different topics discussed.

What are my Parent Rights?

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

a. Parents have the right to request an assessment and, under certain conditions, an independent evaluation of the student at public expense.

b. Written permission from the student's parents or guardians (or from the student, if age 18 years or older and not conserved) is required to begin an assessment, or to change an educational placement of a student with a disability who requires special education and related services.
c. Parents have the right to be informed and participate in the IEP process, including the development of the IEP.

d. Parents have the right to be informed of student assessment results in their native language, unless it is not clearly feasible to do so, and to give or withhold consent for placement.

e. Parents have the right to request a meeting to review the IEP.

f. Parents have the right to examine all reports and educational records of the student.

g. The rights of privacy and confidentiality of records apply to all students.

h. Parents have the right to an impartial due process hearing regarding the identification, evaluation, placement, and provision of a free appropriate public education for their child.

**What are some of my responsibilities as the parent?**

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

**What are the school district's rights and responsibilities?**

a. The goal of all school districts is to provide an appropriate education for all its students. Generally, this includes the modification of general education programs and provision of specialized remedial services prior to consideration for special education.

b. The school has the responsibility to identify, refer, and assess students in all areas of suspected disability.

c. The school district must provide student records to another district if the student moves.

d. Districts must adhere to procedural safeguards.

e. The district has the right to request a due process hearing.

**Who may have access to my child’s records?**

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

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

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

**What is a complaint?**

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

**What is due process?**

Due process is a legal procedure which ensures that each child has the right to equal educational opportunities.

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

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

1. **Disagreement over a proposal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child.**

2. **A refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child.**

3. **Refusal by a parent to consent to an assessment of the child.**

**How do I make a complaint or request due process?**

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

What if my child has challenging behaviors?

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

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

Behaviors typically fall within one of the following four stages:

- **Early Stage Intervention Behavior**
  - Behavior is not yet significantly impacting the learning of the student or classroom functioning but could escalate if not addressed.
  - Examples:
    - Behavior has not generalized to more than one specific situation
    - Behavior has only occurred recently, less than 3-4 occurrences

- **Moderate Behavior**
  - Behavior is beginning to significantly impact classroom functioning or student learning.
  - Examples:
    - Behavior has generalized to multiple settings
    - Behavior has been repeatedly occurring, for example daily or weekly
    - Behavior disrupts the classroom functioning and students are unable to complete anticipated work due to frequency of the teacher’s need to address this behavior.
    - Student is not mastering core curriculum at anticipated rate nor “if the student has an IEP” progress in IEP goals and objectives.

- **Serious Behavior**
  - Behavior may require systematic observations and data collection and analysis procedures.
  - Examples:
    - Assaultive: physical assaults that require staff to manage the problem safely to protect the student and/or staff or peers. (If the behavior has occurred only once, a behavior plan may or may not be required, but careful analysis of the situation is required to assure future safety of all.
    - Self-Injurious: physical harming self (e.g. repeatedly hits self on head, continuous skin pricking resulting in health issues).
    - Other: Serious behaviors that interfere with quality of life, and/or IEP goal mastery (i.e. maladaptive behaviors) and/or occurring in multiple environments.

- **Extreme Behavior**
  - Student poses a safety issue to others or to self. Students behavior may require systematic observations and data collection and analysis procedures.
  - Examples:
    - Student has made a very serious substantive threat to harm self or others, e.g. threatens to kill self or others.
- Severe self-injury: physically harms self, at an extreme level, leaving significant evidence of the attack (e.g. hits self hard enough to break skin, leaves large bruises, damages organs).

What is a Behavioral Emergency Report (BER)?

A BER is completed when an emergency intervention is used or serious property damage occurs. Emergency interventions such as Children’s or Team Control Position may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the child or others. Whenever a behavioral emergency occurs, only SBCSELPA approved techniques may be used. SBCSELPA-approved techniques are taught by the Crisis Prevention Institute (CPI).

What is a Functional Behavioral Assessment (FBA)?

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

What is a Behavior Intervention Plan (BIP)?

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

What should I expect if my child is suspended or expelled?

Students in special education can be suspended up to 10 days each school year without being provided any specialized services. If a student is suspended beyond a total of 10 consecutive days or more than 10 days cumulative where a pattern is determined to exist, this is legally an equivalent to an involuntary change in placement and requires manifestation determination and a FBA if the misconduct is a manifestation of the disability.

What is Manifestation Determination?

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

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

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

What is an Individual Transition Plan?

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

All special education students are required to have an Individual Transition Plan as stated in IDEA:

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

b. Appropriate measurable postsecondary goals are written based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.

c. The transition services (including courses of study) needed to assist the child in reaching those goals.

What happens when my child leaves special education?

Students are exited from special education when they no longer meet the eligibility criteria and/or when the IEP Team recommends exit from service and parent agrees. Students may need to remain in special education until they graduate from high school or until the semester of their 22nd birthday.

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

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

How can I be involved to help my child succeed at school?

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

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

Are there parent organizations in which I can participate?

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

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

Some organizations available to parents are listed in Appendix E.

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

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

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

Meetings may take place at various sites around the region, but are typically held in the SBCSELPA’s Buellton Conference Room. For more information, contact the SBCSELPA office at (805) 683-1424 or check the SBCSELPA website at www.sbcselpa.org.
### APPENDIX A

**AN INTRODUCTION TO THE LANGUAGE OF SPECIAL EDUCATION**

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AB</td>
<td>Assembly Bill</td>
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<td>ABA</td>
<td>Applied Behavior Analysis</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactive Disorder</td>
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<tr>
<td>ADI</td>
<td>Autism Diagnostic Interview Revised</td>
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<tr>
<td>ADOS-2</td>
<td>Autism Diagnostic Observation Scale 2</td>
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<tr>
<td>APE</td>
<td>Adaptive Physical Education</td>
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<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
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<tr>
<td>AT</td>
<td>Assistive Technology</td>
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<tr>
<td>AUT</td>
<td>Autism</td>
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<tr>
<td>BA</td>
<td>Behavioral Aide</td>
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<tr>
<td>BIP</td>
<td>Behavior Intervention Plan</td>
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<tr>
<td>CAA</td>
<td>California Alternative Assessment</td>
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<tr>
<td>CAC</td>
<td>Community Advisory Committee</td>
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<tr>
<td>CARS</td>
<td>Childhood Autism Rating Scale</td>
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<tr>
<td>CASP</td>
<td>California Association of School Psychologists</td>
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<tr>
<td>CCASP</td>
<td>Central Coast Association of School Psychologists</td>
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<tr>
<td>CCS</td>
<td>California Children's Services</td>
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<tr>
<td>CDE</td>
<td>California Department of Education</td>
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<tr>
<td>CEC</td>
<td>Council for Exceptional Children</td>
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<td>CHAT</td>
<td>Checklist for Autism in Toddlers</td>
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<tr>
<td>CTE</td>
<td>Center for Therapeutic Education</td>
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<tr>
<td>DHH</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>DIS</td>
<td>Designated Instruction and Services</td>
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<tr>
<td>DMH</td>
<td>Department of Mental Health</td>
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<tr>
<td>DSM-V</td>
<td>Diagnostic &amp; Statistical Manual – Fifth Edition</td>
</tr>
<tr>
<td>ED</td>
<td>Emotional Disturbance</td>
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<tr>
<td>EL</td>
<td>English Learner</td>
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<tr>
<td>ESY</td>
<td>Extended School Year</td>
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<tr>
<td>FAPE</td>
<td>Free Appropriate Public Education</td>
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<tr>
<td>FBA</td>
<td>Functional Behavior Assessment</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights &amp; Privacy Act</td>
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<tr>
<td>HH</td>
<td>Hard of Hearing</td>
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<tr>
<td>HI</td>
<td>Hearing Impaired</td>
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<tr>
<td>IA</td>
<td>Instructional Assistant</td>
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<tr>
<td>ID</td>
<td>Intellectual Disability</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act (Name of PL 94-142, 1975)</td>
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<tr>
<td>IDEA 2004</td>
<td>Individuals with Disabilities Education Improvement Act</td>
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<tr>
<td>IEE</td>
<td>Independent Educational Evaluation</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
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<tr>
<td>IFSP</td>
<td>Individual Family Service Plan</td>
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<tr>
<td>IPP</td>
<td>Individual Program Plan</td>
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</tbody>
</table>
ISP  Individualized Services Plan
LCI  Licensed Children’s Institution
LD  Learning Disabled
LEA  Local Education Agency
LEP/NEP  Limited English Proficiency/Non-English Proficiency
LRE  Least Restrictive Environment
LSH  Language, Speech and Hearing
MCHAT  Modified Checklist for Autism in Toddlers
MH  Multihandicapped
NCLB  No Child Left Behind
NPA  Nonpublic Agency
NPS  Nonpublic School
OAH  Office of Administrative Hearings
OCD  Obsessive Compulsive Disorder
OCR  Office of Civil Rights
ODD  Oppositional Defiant Disorder
OI  Orthopedically Impaired
OHI  Other Health Impaired
OSEP  Office of Special Education Programs
OT  Occupational Therapy
PARA  Paraprofessional (see IA)
PDD  Pervasive Development Disorder
PDD-NOS  Pervasive Developmental Disorder Not Otherwise Specified
PECS  Picture Exchange Communication
PL 94-142  Education for All Handicapped Children Act of 1975
PL 99-457  Early Intervention for Handicapped Infants/Toddlers
PRT  Pivotal Response Therapy
PT  Physical Therapy
PWN  Prior Written Notice
RIS  Requiring Intensive Special Education Services
RSP  Resource Specialist Program
RTI  Response to Intervention
SB  Senate Bill
SBE  State Board of Education
SDC  Special Day Class
SELPA  Special Education Local Plan Area
SI  Speech Impaired
SLD  Specific Learning Disability
SLI  Speech and Language Impaired
SLP  Speech/Language Pathologist
SST  Student Study Team
STAR  Standardized Testing & Reporting
TBI  Traumatic Brain Injury
TEACCH  Treatment & Education of Autistic and Related Communication Handicapped Children
TCRC  Tri-Counties Regional Center
USDOE  United States Department of Education
VI  Visually Impaired
APPENDIX B

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

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

COMPLIANCE: The requirement to follow all state/federal laws. An allegation of “noncompliance” will generally result in an investigation.
**COUNTY MENTAL HEALTH:** The state agency which provides counseling or other mental health services to students whose emotional needs extend beyond the school counseling options. Santa Barbara’s agency is known as Behavioral Wellness.

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

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

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

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

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

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

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

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

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

**ESTABLISHED MEDICAL DISABILITY (Preschool Only):** For purposes of this section, “established medical disability” is defined as a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education services.

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

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

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

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

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

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

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

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

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

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

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

**HYPERACTIVITY:** A description of a physical or mental condition causing constant excessive movement.
**IMPULSIVITY**: Acting impulsively, without considering the outcome(s) of the action.

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

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

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

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

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

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

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

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

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

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

**MEDIATION**: An optional step in the due process procedure in which a state appointed facilitator works with both parties to develop a mutually acceptable compromise.

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

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

**OBJECTIVE** (short term objective, instructional objective, behavioral objective): A clear statement of what is expected of an individual. It should include: the conditions under which the behavior/skill is to occur, a description of the behavior/skill, and how the behavior/skill is to be measured.
OTHER HEALTH IMPAIRED (OHI): Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- Is due to chronic or acute health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- Adversely affects a student’s educational performance.

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

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

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

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

READING COMPREHENSION: The ability to understand what one has read.

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

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

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

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

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

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

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

SENSORY INTEGRATION: How people use the information provided by all the sensations coming from within the body and from the external environment.
SEVERE ORTHOPEDIC IMPAIRMENT: A severe orthopedic impairment that adversely affects a student’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

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

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

SPECIFIC LEARNING DISABILITY (SLD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including dyslexia, and developmental aphasia.

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

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

STUDENTS WITH DISABILITIES: Students with disabilities are those students identified through the IEP process as being intellectually disabled, hard of hearing, deaf, speech impaired, visually impaired, emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, learning disabled, autistic, or having suffered a traumatic brain injury or from multiple disabilities.

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

SURROGATE PARENT: A person who "stands-in" for a student’s parent.

TACTILE: Sense of touch.

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

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

VISUAL IMPAIRMENT (VI): Impairment in vision that, even with correction, adversely affects a student’s educational performance. The term includes both partial sight and blindness.
APPENDIX C

PARENTAL AND ADULT STUDENTS’ RIGHTS AND PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION
Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B, and the California Education Code

Notice of Procedural Safeguards
Revised October 2016

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

What is the Notice of Procedural Safeguards?

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

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

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

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

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

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

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

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

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

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

Where can I get more help?

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

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

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

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

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at http://www.cde.ca.gov/sp/ss/ or ask for more information from the members of your child’s IEP team.

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

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 USC 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 CFR 300.503; EC 56329 and 56506[a])
The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 CFR 300.304; EC 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

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

Parental Consent

When is my approval required for assessment?

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

When is my approval required for services?

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

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

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

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.
If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

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

**When may I revoke consent?**

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing such services
May not use the procedures in subpart E of Part 300 34 CFR (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
Is not required to convene an IEP team meeting or develop an IEP under 34 CFR Sections 300.320 and 300.324 for the child for further provision of special education and related services

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

**Surrogate Parent Appointment**

**What if a parent cannot be identified or located?**

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

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

Nondiscriminatory Assessment

**How is my child assessed for special education services?**

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

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

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

**Independent Educational Assessments**

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

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

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

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

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

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

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

Access to Educational Records

May I examine my child’s educational records?

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

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

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

Mediation and Alternative Dispute Resolution

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

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

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

What is a pre-hearing mediation conference?

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

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

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

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC 56500.3 and 56503)

Due Process Rights

What are my due process rights?

You have a right to:

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

How do I request a due process hearing?

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

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

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

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

What does a resolution session include?

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

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

Does my child’s placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement.

If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 USC 1415[j]; 34 CFR 300.518; EC 56505[d])

May the decision be appealed?


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

Who pays for my attorneys’ fees?

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

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

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

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

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

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

Office of Administrative Hearings  
Attention: Special Education Division  
2349 Gateway Oaks Drive, Suite 200  
Sacramento, CA  95833-4231  
(916) 263-0880  
FAX (916) 263-0890
School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

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

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

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

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

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

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

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

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

If you disagree with the IEP team’s decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])
Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])

Children Attending Private School

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

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

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

When may reimbursement be reduced or denied?

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

Your notice to the school district must be given either:

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

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

- The school prevented you from providing notice
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
- Providing notice would likely have resulted in physical harm to your child
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child (20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

State Complaint Procedures

When may I file a state compliance complaint?

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

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

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

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

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADR</td>
<td>Alternative Dispute Resolution</td>
</tr>
<tr>
<td>CFR:</td>
<td>Code of Federal Regulations</td>
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<tr>
<td>EC</td>
<td>California Education Code</td>
</tr>
<tr>
<td>FAPE</td>
<td>Free Appropriate Public Education</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
</tr>
<tr>
<td>OAH:</td>
<td>Office of Administrative Hearings</td>
</tr>
<tr>
<td>SELPA:</td>
<td>Special Education Local Plan Area</td>
</tr>
<tr>
<td>USC:</td>
<td>United States Code</td>
</tr>
</tbody>
</table>
APPENDIX D

PARENT RECORD KEEPING

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

Important information to include:

1. **Medical**: Developmental history, including pregnancy and birth, doctor's reports (pediatrician, allergist), therapy reports (speech therapy, occupational therapy), and agency reports (Regional Center, Behavioral Wellness).

2. **School**: Copies of all IEP's, communications with school staff, assessment reports, educational history, report cards, dated examples of school work, vocational testing.

3. **Personal/Social History**: The child's interests, clubs and organizations, family history, camps, special awards and pictures.

4. **Other Resources**: Financial resources, legal documents, community agencies, copies of federal and state laws and regulations.

5. **Sample letter for Assessment Request**

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

Name: ________________________________ Birthdate: _________ Sex: __________

<table>
<thead>
<tr>
<th>Siblings</th>
<th>Birthday/Sex</th>
<th>Learning/Language Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>6.</td>
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</tr>
</tbody>
</table>

Other family members with learning/language problems ________________________________

Language spoken in home __________________

I. Pregnancy Birth History

Complications, illness or accidents ________________________________

Premature? _________ How many weeks? _________ Weight and length? _________________

Unusual problems (needed oxygen, blue, others) ________________________________

Bruises or abnormalities ______________________________________________________

Apgar score ________________________________

II. Medical History

Primary physician ________________________________ Phone Number __________________

Address ________________________________

Medications ________________________________

Hearing problems _________________ When/Where Tested ________________________________

Results ________________________________

Vision problems ______________________ When/Where Tested ________________________________

Results ________________________________

At what age did any of the following occur? Explanations

Adenoidectomy __________ Eye problem ________________________________

Allergies __________________ Head injuries ________________________________

Asthma __________________ Heart problem ________________________________

Blood disease __________________ High fevers ________________________________

Chronic colds __________________ Meningitis ________________________________

Convulsions __________________ Muscle disorder ________________________________
Dental problems __________ Nerve disorder ________________
Ear infections ________________ Orthodontia __________________
Encephalitis __________________ Tonsillectomy _______________
Any other serious injuries, illness, operations, physical problems, hospitalizations not listed ____________________________

III. Development
At What Age:
Held head up ____________________________ Rolled over ____________________________
Sat alone ______________________________ Crawled ______________________________
Walked alone __________________________ Said first words ______________________
Spoke in short sentences ________________ Weaned from bottle ____________________

Previous Diagnosis:
Learning disabled __________ Developmentally delayed __________
Neurologically delayed ______________ Hard of hearing/deaf _______________
Visually impaired/blind ______________ Head injured ______________________
Intellectually disabled ______________ Autistic ____________________________
Cerebral Palsy _______________________ Down Syndrome __________________
Other-specify __________________________

Therapies:
Speech/language ______________________ Behavioral _________________________
Physical ______________________________ Counseling ________________________
Occupational _________________________ Psychological ___________________
Hearing ______________________________ Nutritional ______________________

IV. Social-Behavior
Toilet training problems __________________ Cries a lot _________________________
Needs a lot of discipline __________________ Difficulty w/peers __________________
Under-active __________________________ Difficulty w/adults __________________
Over-active __________________________ Prefers to play alone __________________
Type of discipline used in home __________________________
Problem behaviors for parents __________________________

V. Educational History
Infant program _______________________
Preschools ___________________________
Elementary schools ___________________
Jr. high schools _______________________
High schools __________________________
Current school attending __________________
History of learning difficulties __________________________

VI. Other Agencies or Professionals __________________________
NOTES I MAY WANT TO SHARE ABOUT MY CHILD

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

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

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

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

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

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

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

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

Date:

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

Dear ________________________,

I am requesting that my child, ________________________, be assessed for Special Education services. He/She is a ______ grade student, in ______________ class.

I am concerned that my child may have a disability that is affecting these areas: (give areas and describe reasons why)

Sincerely,

Signature

Your name (printed)
Street address
City, State and Zip Code
Telephone number(s)
APPENDIX E: PARENT RESOURCES

Advocacy & Special Education Information
- Area Board IX
- California Department of Education Parent Information Line
- Disability Rights California
- Independent Living Resources Center
- Learning Rights Law Center
- Office of Civil Rights, California
- Office for Client’s Rights and Advocacy (ORCA)
- Office of Special Education Programs (OSEP)
- Special Advocate: Wrightslaw Newsletter
- Special Needs Network, Santa Maria/N. Santa Barbara County
- TASH
- TASK (Team of Advocates for Special Kids)

Assessment
- Southern California Diagnostic Center

Assistive Technology
- Alliance for Technology Access
- ATAC-Adaptive Technology Assessment Center, Ventura Co. SELPA
- Center for Assistive Technology
- Parents Helping Parents
- San Diego Assistive Technology Center (SCATC)
- TASK (Assistive Technology Assessment Program (TECH))

Autism
- Autism Society of Santa Barbara

Blind & Visually Impaired
- Braille Institute of America
- Learning Ally (formerly Recording for the Blind and Dyslexic (RFB&D))

Child & Family Services
- Children Family Advocacy Services
- Family Service Agency (FSA)
- Santa Barbara County Child and Family Mental Health
- Alpha Resource Connections
- Alpha Resource Center
- Pause4Kids

Child & Family Services - Teens
- Santa Maria Parks and Rec Programs
- Teen Extreme & Expo (connected to Alpha Resource Center)
- Young Life Gold Coast – Central California Region

Deaf & Hard of Hearing
- GLAD (Greater Los Angeles Agency on Deafness)
- House Ear Institute (hearing impairments)

Disability Specific
- Down Syndrome Association of Santa Barbara County
- Multiple Sclerosis Society – Southern California/Nevada Chapter
- Muscular Dystrophy (MDA)
- Prader-Willi CA Foundation

**Dyslexia & Learning Disability**
- Braille Institute of America
- International Dyslexia Association (Los Angeles Branch)
- Learning Ally (formerly Recordings for the Blind and Dyslexic (RFB&D))

**Healthcare**
- Children’s Medical Services (CMS)
- Mattel Children’s Hospital at UCLA

**Information & Referral**
- 2-1-1 Helpline of Santa Barbara County
- Independent Living Resources Center
- Tri-Counties Regional Center (TCRC) for the Developmentally Disabled

**Learning Disabilities**
- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
- Learning Disabilities Association of America (LDA-A)
- Learning Disabilities Association of California (LDA-CA)
- Learning Disabilities: LD Online
- National Center on Learning Disabilities (NCLD)

**Legal Assistance**
- California Rural Legal Assistance (CRLA)
- Legal Aid Foundation of Santa Barbara County
- SBCBA Lawyer Referral Service

**Mental Health**
- Alcohol, Drug, and Mental Health Services (including CARES)

**Preschool**
- Head Start – Community Action Commission
- Easter Seals Tri-Counties, CA

**Recreation - Athletics**
- Special Olympics
- Boys & Girls Club
- YMCA

**Recreation - Camps**
- American Camping Association
- Camp Channel: Bringing Summer Camps to the Internet
- Camps for Children with Diabetes
- Camp Depot
- Camp Paivika
- Diabetes Camping Association: Diabetes Camp Directory – U.S. Camps
- Easter Seals Camps
- KidsCamps.com
- National Center on Physical Activity & Disability (NCPAD) Summer Camps Fact Sheet
- Summer Camps for Amputees and Children with Limb Differences
- Summer Camps for Children Who Are Deaf and Hard of Hearing
- Preparing Children for the Summer Camp Experience

**Recreation – Equestrian Therapy**
- Hearts Therapeutic Equestrian Center
- Paula Tate Training Center
- Rancho de Los Animales for the Disabled (RAD)
- Santa Ynez Valley Riding Program

Recreation – Parks & Recreation Departments ................................................................. 69
- Atascadero
- Lompoc
- Santa Barbara (Adapted Programs)
- San Luis Obispo
- Santa Maria
- Simi Valley
- Solvang
- Thousand Oaks
- Oxnard
- Ventura

Residential Programs ........................................................................................................... 70
- Community Care Licensing
- Devereux California (Santa Barbara)
- Novelles Developmental Services
- PathPoint
- UCP WORK, Inc. (United Cerebral Palsy, Santa Maria)

Social Services ..................................................................................................................... 71
- People Helping People
- Social Security Offices (and Supplemental Security Income)

Therapy Services ................................................................................................................ 72
- Easter Seals Tri-Counties, CA
- Cottage Rehabilitation Hospital (medical therapy)
- Santa Barbara Center for Educational Therapy

Transition Services .............................................................................................................. 72
- Department of Rehabilitation (DOR)
- Disabled Student Programs and Services (DSPS)
- Learning Assistance Program (LAP)

Transportation - Public ....................................................................................................... 73
- Metropolitan Transit District (MTD) – South Santa Barbara County
- Santa Maria Area Transit (SMAT) – North Santa Barbara County

Transportation - Private ..................................................................................................... 73
- HELP of Carpinteria
- Easy Lift Transportation
- Lompoc Transit, City of (COLT)
- Santa Maria Organization of Transportation Helpers (SMOOTH)
- Santa Ynez Valley Transit

Vocational Training ............................................................................................................. 74
- Devereux California (Santa Barbara)
- Lovarc (Life Options Vocational and Resource Center)
- PathPoint (formerly Work Training Program)
- UCP WORK, Inc. (United Cerebral Palsy Association)
- Vocational Training Center (VTC) Enterprises
ADVOCACY & SPECIAL EDUCATION INFORMATION

AREA BOARD IX (serving San Luis Obispo, Santa Barbara, and Ventura counties)
200 E. Santa Clara Street, Suite 210
Ventura, CA 93001
(805) 648-0220
www.scedd.ca.gov
Area Board protects and advocates the rights of all persons in the area with developmental disabilities; conducts capacity building activities and provides advocacy for systemic change; encourages and assists in the establishment or strengthening of self-advocacy organizations led by individuals with developmental disabilities.

CALIFORNIA DEPARTMENT OF EDUCATION PARENT INFORMATION LINE
(800) 926-0648
Videophone: (916) 374-7182
Procedural Safeguard Referrals Service of the Special Education Division of the California Department of Education
This number was put in operation for California parents to call and get advice about their children’s right to a Free and Appropriate Education. The consultants will provide advice and direction to parents who feel their children are not getting the services they need in their local school. The consultants provide advice about special education protections and updated information on special education laws.

DISABILITY RIGHTS CALIFORNIA
Sacramento Office
1831 K Street
Sacramento, CA 95811-4114
(800) 776-5746

Los Angeles Regional Office
350 South Bixel Street,
Suite 290
Los Angeles CA 90017
(213) 213-8000
www.disabilityrightsca.org
Advocates with and for people with disabilities. Works to fight discrimination, promote autonomy and choice, end abuse and neglect, and increase access to programs and services that respect each client and his or her unique needs and culture.

INDEPENDENT LIVING RESOURCE CENTER
Santa Barbara Office
423 W. Victoria Street
Santa Barbara, CA 93110
(805) 963-0595 Voice or TTY
www.ilrc-trico.org

Santa Maria Office
327 E. Plaza Drive, Suite 3A
Santa Maria, CA 93454
(805) 925-0015 Voice or TTY
www.ilrc-trico.org

The Independent Living Resource Center is a public-benefit, nonprofit organization that promotes the Independent Living (IL) philosophy and its tenets of full access, equal opportunity, and maximum independence and self-sufficiency for all people with disabilities.
LEARNING RIGHTS LAW CENTER
205 S. Broadway, Suite 808
Los Angeles, CA 90012
Executive Director: Janeen Steel, Esq.
(213) 489-4030
www.learningrights.org
Learning Rights Law Center provides intensive instruction to attorneys and non-attorneys in special education advocacy; advocacy services for low-income students in the K-12 system with learning disabilities; and advocacy for students at risk of, or involved in, the child welfare and/or juvenile justice systems.

OFFICE FOR CIVIL RIGHTS, CALIFORNIA
U.S. Department of Education
50 United Nations Plaza
San Francisco, CA 94102
OCR Phone: (800) 421-3481
SF (415) 486-5555
Email: OCR.SanFrancisco@ed.gov
OCR provides information on Section 504 of the Rehabilitation Act of 1973. Section 504 ensures that services are provided to students with disabilities (including ADHD) who do not qualify for special education services. OCR has a complaint process for parents who feel their children are not getting services.

OFFICE FOR CLIENT’S RIGHTS AND ADVOCACY (ORCA)
Los Angeles Office
350 South Bixel Street Suite 290
Los Angeles, CA 90017
(213) 213-8000
Email: ORCAInfo@paic-CA.org
http://www.disabilityrightsca.org/ocra/index.html
The Office of Clients’ Rights Advocacy (OCRA) is a statewide office run by Disability Rights California, formerly Protection & Advocacy, Inc., through a contract with the California Department of Developmental Services. OCRA employs a Clients’ Rights Advocate (CRA) at each regional center. The CRA is a person trained to help protect the rights of people with developmental disabilities.

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7100
(202) 245-7468
http://www2.ed.gov/about/offices/list/osers/osep/index.html
The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.
SPECIAL ADVOCATE: WRIGHTSLAW NEWSLETTER
http://www.wrightslaw.com/
This free Special Ed Advocate Newsletter provides parents with current information on education laws, special education cases, research, and conferences on state and national advocacy training for parents. The newsletter also acts as a tool for good advocacy, offers tax tips for parents, and much more.

SPECIAL NEEDS NETWORK
SANTA MARIA/N. SANTA BARBARA COUNTY
P.O. Box 6443
Santa Maria, CA 93456
Diana Gard – (805) 937-8756
Joanne Cargill – (805) 937-2465
Special Needs Network’s mission is to raise public awareness of developmental disabilities and to impact public policy, while providing education and resources to families, children and adults. SNN serves as a link between underserved communities and mainstream developmental disability organizations and governmental institutions, which often fail to address issues specific to these communities.

TASH
2013 H Street, NW
Washington, D.C. 20006
(202) 540-9020
Email: info@TASH.org
www.tash.org
Promotes the full inclusion and participation of children and adults with significant disabilities in every aspect of their community and works to eliminate the social injustices that diminish human rights.

TASK (Team of Advocates for Special Kids)
100 W. Cerritos Avenue
Anaheim, CA 92805
(714) 533-8275
Email: task@taskca.org
www.taskca.org
TASK serves families of children aged birth to 26 years of age under IDEA and other systems mandated to provide services to individuals with disabilities. TASK provides advocacy information, workshops, and information in English, Spanish and Vietnamese.
ASSESSMENT

SOUTHERN CALIFORNIA DIAGNOSTIC CENTER
4339 State University Drive
Los Angeles, CA 90032
(323) 222-8090
E-mail: vjohnson@dcs-cde.ca.gov
http://www.dcs-cde.ca.gov/
Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students. We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance. We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

ASSISTIVE TECHNOLOGY

ALLIANCE FOR TECHNOLOGY ACCESS
1304 Southpoint Blvd., Suite 240
Petaluma, CA 94954
(707) 778-3011
(707) 778-3015 TTY
www.ataccess.org
The mission of the ATA is to increase the use of technology by children and adults with disabilities and functional limitations. ATA encourages and facilitates the empowerment of people with disabilities to participate fully in their communities. Through public education, information and referral, capacity building in community organizations, and advocacy/policy efforts, the ATA enables millions of people to live, learn, work, define their futures, and achieve their dreams.

ATAC – ADAPTIVE TECHNOLOGY ASSESSMENT CENTER, VENTURA CO. SELPA
5100 Adolfo Road
Camarillo, CA 93012
(805) 437-1575
Contact: Sherry Ruditsky/email: sruditsky@vcoe.org ; Sharon Redner/email: sredner@vcoe.org
http://www.vcselpa.org/
The ATAC is a state of the art service provided by the Ventura County SELPA at no charge to our local school districts. Adaptive technology assessments are conducted with special education students to assess the need and efficacy of assistive technology for the student for communication, activities of daily living, and accessing learning in the classroom.
ASSISTIVE TECHNOLOGY (Continued)

CENTER FOR ASSISTIVE TECHNOLOGY
3075 Adeline, Suite 220
Berkeley, CA 94703
(510) 841-3224
cforat@aol.com
http://www.cforat.org
Center for Assistive Technology provides access to computers for people with disabilities. We do this so children with disabilities can succeed in school, adults with disabilities can find (and keep) jobs, and all people with disabilities can use the internet, email and benefit from the digital revolution.

PARENTS HELPING PARENTS
Sobrato Center For Nonprofits-San Jose
1400 Parkmoor Avenue, Suite 100
San Jose, CA 95126
(408) 727-5775
http://www.php.com/
Parents Helping Parents meets the needs of one of our community's most vulnerable populations - children with any special need and their families. This includes children of all ages and all backgrounds who have a need for special services due to any special need, including but not limited to illness, cancer, accidents, birth defects, neurological conditions, premature birth, learning or physical disabilities, mental health issues, and attention deficit (hyperactivity) disorder, to name a few.

SAN DIEGO ASSISTIVE TECHNOLOGY CENTER (SCATC)
8665 Gibbs Drive, Suite 100
San Diego, CA 92123
(858) 278-5420
Email: sdatc@ucpsd.org
http://www.ucpsdtechcenter.org/
San Diego Assistive Technology Center (SDATC) offers many opportunities for increasing your knowledge about assistive technology solutions through the hands-on exploration of a wide array of adapted computer hardware/software, environmental control access and Augmentative and Alternative Communication (AAC) devices. San Diego Assistive Technology Center is an Alliance for Technology Access Resource Center.

TASK – ASSISTIVE TECHNOLOGY ASSESSMENT PROGRAM
100 W. Cerritos Avenue
Anaheim, CA 92805
(714) 533-8275
http://www.taskca.org/techcenter.html
The TECH Center is a place for children, parents, adult consumers, and professionals to learn about assistive technology by providing hands-on access to computer hardware, software, and adaptive equipment. The TECH Center has 11 computers, over 1,100 software titles, and a multitude of different types of adaptive equipment such as alternative keyboards, trackballs, mice and switches.
**AUTISM**

**AUTISM SOCIETY OF SANTA BARBARA**  
P.O. Box 30364  
Santa Barbara, CA 93130-0364  
(805) 560-3762  
[www.asasb.org](http://www.asasb.org)  
The mission of this site is to promote lifelong access and opportunity for all individuals within the autism spectrum, and their families, to be fully participating, included members of their community. Support, education, advocacy, and an active public awareness form the cornerstones of ASA Santa Barbara’s efforts to carry forth its mission.

**BLIND & VISUALLY IMPAIRED**

**BRAILLE INSTITUTE OF AMERICA**  
2031 De La Vina  
Santa Barbara, CA 93105  
(805) 682-6222  
[www.brailleinstitute.org](http://www.brailleinstitute.org)  
Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss. The Institute provides an environment of hope and encouragement for people who are blind and visually impaired through integrated educational, social and recreational programs and services.

**LEARNING ALLY (formerly known as RFB&D)**  
431 Burgess Drive Suite 120  
Menlo Park, CA 94025  
(650) 493-3717  
[www.learningally.org](http://www.learningally.org)  
Learning Ally serves more than 300,000 K-12, college and graduate students, veterans and lifelong learners – all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Learning Ally’s collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

**CHILD AND FAMILY SERVICES**

**CHILDREN FAMILY AND ADVOCACY SERVICES (English/Spanish)**  
Alpha Resource Center of Santa Barbara  
Patricia Moore, Family First  
4501 Cathedral Oaks  
Santa Barbara, CA 93110-1340  
(805) 683-2145  
Toll Free: (877) 414-6227  
Mariana Murillo, Family First  
Lompoc, CA  
(805) 453-7739 (Bilingual)  
Norma Puga  
Family First  
1234 Fairway Drive  
Santa Maria, CA 93455  
(805) 347-2775 (Bilingual)
FAMILY SERVICE AGENCY (FSA)
Santa Barbara  Lompoc  Santa Maria
123 West Gutierrez  110 South C Street, Suite A  120 E. Jones Street, Suite 130
Santa Barbara, CA 93101  Lompoc, CA 93436  Santa Maria, CA 93454
(805) 965-1001  (805) 735-4376  (805) 925-1100
Helpline 1 (800) 400-1572  www.fsacares.org  www.fsacares.org

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

SANTA BARBARA COUNTY CHILD AND FAMILY MENTAL HEALTH
429 N. San Antonio Road
Santa Barbara, CA 93110
(805) 884-1600

ALPHA RESOURCE CONNECTIONS
(Library)  North County:
South County:  1234 Fairway, Suite A
520 E. Montecito Street  Santa Maria, CA 93455
Santa Barbara, CA 93103  (805) 347-2775
(805) 957-9272 Bilingual

ALPHA RESOURCE CENTER
4501 Cathedral Oaks Road
Santa Barbara, CA 93110
(805) 683-2145
Toll Free: (877) 414-6227
www.alphasb.org

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

PAUSE4KIDS
P.O. Box 7114
Thousand Oaks, CA 91359
(805) 497-9596
www.pause4kids.com

PAUSE4Kids was formed in September 1999, by Keri Bowers, a parent of an autistic son. Eight parents came to P4K's first meeting. Today, P4k serves hundreds of families in the Ventura County area. Our goal is to "fill the gaps" by helping to provide whatever is needed for our special needs children that is not now readily available.
CHILD AND FAMILY SERVICES - TEENS

SANTA MARIA PARKS/REC YOUTH & TEEN PROGRAMS
615 S. McCelland Street
Santa Maria, 93454
(805) 925-0951 ext. 2260
www.cityofsantamaria.org/

TEEN EXTREME & EXPO
ALPHA RESOURCE CENTER
4501 Cathedral Oaks Road
Santa Barbara, California 93110
Toll Free: 1 (877) 414-6227
(805) 683-2145
www.alphasb.org/youth-services/
Teen Extreme is for junior high and high school students, typically ages 13 to 18 years of age. EXPO is for older teens and young adults, typically ages 19 to 24 years of age. Participants assist in selecting the activities and special events. Each group typically meets once a month for a light dinner and an evening of fun. Activities include crafts, sports, movies, bowling, karaoke, dances, rock climbing, kayaking and camping.

YOUNG LIFE GOLD COAST – CENTRAL CALIFORNIA REGION
123 W. Padre Street, Suite 3
Santa Barbara, CA 93105
(805) 748-8077
www.californiacentral.younglife.org/
A faith-based program that offers support and programs to youth through the mentorship of adults.

DEAF & HARD OF HEARING

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

Tri-county GLAD
702 County Square Drive, Suite 101
Ventura, CA 93003
(805) 644-6322
(805) 644-6323 TTY
www.tcglad.org
GLAD acts as a coordinating agency that addresses the broad social service needs of deaf and hard of hearing people through direct service provision, advocacy, research and dissemination of information regarding deafness to parents, professionals, and consumers.
HOUSE EAR INSTITUTE (Hearing Impairments)
2100 W. Third Street
Los Angeles, CA 90057
(213) 989-6701
www.HEI.org
The House Ear Institute (HEI), a non-profit 501(c)(3) organization dedicated to advancing hearing science through research and education to improve quality of life. Established in 1946 by Howard P. House, M.D., as the Los Angeles Foundation of Otology, and later renamed for its founder, the House Ear Institute has been engaged in the scientific exploration of the auditory system from the ear canal to the cortex of the brain for over 60 years.

DISABILITY SPECIFIC

DOWN SYNDROME ASSOCIATION OF SANTA BARBARA COUNTY
PO Box 902
Goleta, CA 93116
(805) 886-4411
www.DSASBC.org

MULTIPLE SCLEROSIS SOCIETY – Southern California/Nevada Chapter
5150 W. Goldleaf Circle
Los Angeles, CA 90056
(310) 479-4456
www.nationalmssociety.org/cal
Since 1947, the Southern California & Nevada Chapter of the National Multiple Sclerosis (MS) Society has provided information and assistance to people with multiple sclerosis and their loved ones. We reach out to more than 133,000 people touched by MS in our local communities. Headquartered in West Los Angeles, we have eight regional offices in Bakersfield, Fresno, Lancaster, Las Vegas, Palm Desert, Reno, Santa Barbara and Upland.

MUSCULAR DYSTROPY ASSOCIATION (MDA)
3415 South Sepulveda Blvd. #550
Los Angeles, CA 90034
(310) 390-6802
www.mdausa.org
MDA is the nonprofit health agency dedicated to curing muscular dystrophy, ALS, and related diseases by funding worldwide research. The Association also provides comprehensive health care and support services, advocacy, and education.
PRADER-WILLI CALIFORNIA FOUNDATION OFFICE
514 N. Prospect Avenue, Suite 110, Lower Level
Redondo Beach, CA 90277
(310) 372-5053
(800) 400-9994 (within CA)
www.PWCF.org
Prader-Willi California Foundation (PWCF) is a non-profit, charitable corporation established in 1979. The Foundation is an affiliate of Prader-Willi Syndrome Association (USA), and is comprised of parents, friends, and relatives of persons with Prader-Willi Syndrome, as well as many dedicated professionals and care providers. The mission of the Prader-Willi California Foundation is to provide to parents and professionals a state network of information, advocacy, and support services to expressly meet the needs of children and adults with Prader-Willi Syndrome and their families.

DYSLEXIA & LEARNING DISABILITY

BRAILLE INSTITUTE OF AMERICA
2031 De La Vina
Santa Barbara, CA 93105
(805) 682-6222
www.brailleinstitute.org
Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss. The Institute provides an environment of hope and encouragement for people who are blind and visually impaired through integrated educational, social, and recreational programs and services.

INTERNATIONAL DYSLEXIA ASSOCIATION – LOS ANGELES BRANCH
P.O. Box 8943
Calabasas, CA 91372
(818) 506-8866
www.dyslexiala.org/
The International Dyslexia Association (IDA) is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of the learning disability, dyslexia, as well as related language-based learning differences.

LEARNING ALLY
5638 Hollister Avenue, Suite 210
Goleta, CA 93117
(805) 681-0531
www.learningally.org
Learning Ally serves more than 300,000 K-12, college and graduate students, veterans and lifelong learners – all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Learning Ally’s collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.
HEALTH CARE

CHILDREN’S MEDICAL SERVICES (CMS)
California Children’s Services (CCS)
Child Health and Disability Prevention Program (CHDP)
Health Care Program of Children in Foster Care (HCPCFC)
345 Camino Del Remedio
Santa Barbara, CA 93110
(805) 681-5360
www.sbcphd.org/cms

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

MATTELL CHILDREN’S HOSPITAL AT UCLA
757 Westwood Plaza
Los Angeles, CA 90095
(310) 825-9111 Hospital Information
www.uclahealth.org/Mattel

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

INFORMATION & REFERRAL

2-1-1 HELPLINE OF SANTA BARBARA COUNTY
Free, Confidential, 24-hour Information and Referral
Dial 2-1-1 in Santa Barbara County
(805) 922-2243 ext. 211
www.211santabarbaracounty.org/

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

INDEPENDENT LIVING RESOURCE CENTER
423 W. Victoria Street 327 E. Plaza, Suite 3A
Santa Barbara, CA 93110 Santa Maria, CA 93454
(805) 963-0595 TTY (805) 925-0015 TTY
www.ilrc-trico.org www.ilrc-trico.org

The Independent Living Resource Center is a public-benefit, nonprofit organization that promotes the Independent Living (IL) philosophy and its tenets of full access, equal opportunity, and maximum independence and self-sufficiency for all people with disabilities.
TRI-COUNTIES REGIONAL CENTER (TCRC) FOR THE DEVELOPMENTALLY DISABLED
520 E. Montecito Street  
Santa Barbara, CA 93103-3278
(800) 322-6994 
www.tri-counties.org

1234 Fairway Drive #A
Santa Maria, CA 93455 
(805) 922-4640 
www.tri-counties.org

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

LEARNING DISABILITIES

CHADD
(800) 233-4050
www.chadd.org
west-la-chad@chadd.net
Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), is a national non-profit, tax-exempt (Section 501 (c) (3)) organization providing education, advocacy and support for individuals with ADHD. In addition to our informative website, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with ADHD. CHADD also offers information about local CHADD parent and adult groups, advocacy, medical research, legislative issues, and special education law.

LEARNING DISABILITIES ASSOCIATION OF AMERICA (LDA-A)
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515 
www.ldanatl.org

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

LEARNING DISABILITIES ASSOCIATION OF CALIFORNIA (LDA-CA)
Affiliate Contact: Suzanne Coutchie
(530) 902-1636 
contact@ldaca.org
Provides information on all learning disabilities and advocacy information. Holds state conferences.

LEARNING DISABILITIES: LD ONLINE
www.ldonline.org

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

NATIONAL CENTER ON LEARNING DISABILITIES (NCLD)
32 Laight Street, Second Floor
New York, NY 10013
Website: www.ncld.org
Provides free online newsletters and other publications for parents to stay informed about new developments in the field of learning disabilities, early learning, and literacy, Response to Intervention (RtI) practices, and related legislation issues.

LEGAL ASSISTANCE

CALIFORNIA RURAL LEGAL ASSISTANCE (CRLA)
22 North Milpas St., Ste. F
Santa Barbara, CA 93103
(805) 963-5982
www.crla.org
A nonprofit legal services program. Our mission is to strive for economic justice and human rights on behalf of California's rural poor. Today, CRLA has 21 offices, many in rural communities from the Mexican border to Northern California.

LEGAL AID FOUNDATION OF SANTA BARBARA COUNTY
301 E. Canon Perdido St.
Santa Barbara, CA 93101
(805) 963-6754
www.lafsbc.org
Provides high-quality legal services in order to ensure that low-income persons and seniors have access to the civil justice system in times of crisis – to secure safe, habitable shelter, adequate income, and protection from domestic violence and elder abuse.

SBCBA LAWYER REFERRAL SERVICE
15 West Carrillo St., Suite 106
Santa Barbara, CA 93101
(805) 569-5511  Fax: (805) 569-2888
www.sblaw.org
The Santa Barbara Bar Association sponsors a Lawyer Referral Service that assists people in Santa Barbara County who have legal problems and seek the advice of qualified attorneys. The Lawyer Referral Service has been serving Santa Barbara County since 1964 and is certified by the State Bar of California, Certificate Number 0032. This service is a program of the SBCBA.
MENTAL HEALTH

BEHAVIORAL WELLNESS (including CARES)
South County – Santa Barbara
300 N. San Antonio Road
Santa Barbara, CA 93110
(805) 681-5220
CARES: 1(888)868-1649

North County - Lompoc
117 North B Street
Lompoc, CA 93436
(805) 737-6690

North County - Santa Maria
500 W. Foster Rd.
Santa Maria, CA 93455
(805) 934-6385

www.countyofsb.org/behavioral-wellness/

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

PRESCHOOL

HEAD START – COMMUNITY ACTION COMMISSION
5638 Hollister Ave. Suite 230
Goleta, CA 93117
(805) 964-8857
www.cacsb.com

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

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

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

EASTER SEALS TRI-COUNTIES, CA
1570 E. 17th Street
Santa Ana, CA 92705
(714) 834-1111
www.easterseals.com/southerncal/

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

RECREATION - ATHLETICS

SPECIAL OLYMPICS
Santa Barbara County
15 E. Carrillo Street
Santa Barbara, CA 93101
(805) 884-1516
www.sosc.org/santabarbara

Special Olympics Southern California is a nonprofit organization that empowers individuals with intellectual disabilities to become physically fit, productive, and respected members of society through sports training and competition.
BOYS & GIRLS CLUB
ADMINISTRATIVE OFFICE
1124 Castillo Street
Santa Barbara, CA 93101
(805) 681-1315

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

GOLETA
5701 Hollister Ave.
Goleta, CA 93117
(805) 967-1612
www.unitedbg.org

LOMPOC
1025 W. Ocean Avenue
Lompoc, CA 93436
(805) 736-4978
www.unitedbg.org

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

BOYS & GIRLS CLUB – SANTA MARIA
901 N. Railroad Avenue
Santa Maria, CA 93455
(805) 922-7763
www.bgcsmv.org/

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

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

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

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

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

stuartgildred
RECREATION - CAMPS

AMERICAN CAMP ASSOCIATION
www.ACAcamps.org
(800) 428-2267
(765) 342-8456
The American Camping Association has a list of accessible camps that are designed around specific disabilities.

CAMP CHANNEL: BRINGING SUMMER CAMPS TO THE INTERNET
www.campchannel.com/

CAMPS FOR CHILDREN WITH DIABETES
www.childrenwithdiabetes.com/camps

CAMP DEPOT
www.campdepot.com/PC_CampSearch.html
Camp Depot connects families of children with disabilities with recreational opportunities.

CAMP PAIVIKA
600 Playground Drive
Cedarpines Park, CA 92322
(909) 338-1102
www.abilityfirst.org
In the San Bernardino mountains offers year-round camp programs for children, teens, and adults with physical disabilities.

DIABETES CAMPING ASSOCIATION: DIABETES CAMP DIRECTORY – U.S. CAMPS
CAMP PREVENT
1900 West 5th Street
Boys & Girls Club of Oxnard
Pxnard, CA 93030
(323) 966-2890
www.diabetescamps.org/

EASTER SEALS CAMPS
1570 E. 17th Street
Santa Ana, CA 92705
(714) 834-1111
www.easterseals.com/southerncal/our-programs/camping-recreation/
Easter Seals provides extensive camping and recreational programs in settings that are fully accessible. Day camps, residential camps, and respite camps address the diverse needs of children with physical disabilities. The camping experience includes sing-a-longs, campfires, boating, nature walks, and arts and crafts.

KIDCAMPSCOM
www.kidscamps.com
One of the most comprehensive directories of camps and summer experiences, this guide lists more than 21,000 camps and summer programs and over 100 programs for children with physical limitations alone. Other camps focusing on disabilities include developmental disabilities, diabetes, epilepsy, cancer, speech/hearing impairments, and visual impairments.
PREPARING CHILDREN FOR THE SUMMER CAMP EXPERIENCE

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

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

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

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

Have realistic expectations
Camp, like the rest of life, has high and low points. Not every moment will be filled with wonder and excitement. Encourage your child to have a reasonable and realistic view of camp. Discuss both the ups and downs your child may experience. Your child should not feel pressured to succeed at camp, either. The main purposes of camp are to relax and have fun.
HEARTS THERAPEUTIC EQUESTRIAN CENTER
4420 Calle Real
Santa Barbara, CA 93111
(805) 964-1519
www.heartsriding.org/
Hearts Therapeutic Equestrian Center employs the power of the horse to enhance the capabilities of children and adults with exceptional needs in the Tri-County area.

PAULA TATE TRAINING CENTER
(805) 550-1693
www.paulatatetraining.com
A nonprofit program dedicated to developing and restoring the heart, mind, and strength of our children. Using rescued horses as mentors, we provide a safe learning environment to teach respect for life plus horsemanship skills. Our goal is to cultivate, for the benefit of both, the special bond that exists between humans and horses.

RANCHO DE LOS ANIMALES FOR THE DISABLED (RAD)
2756 Green Place
Arroyo Grande, CA 93420
(805) 459-6000; (805) 459-9083
www.ranchodelosanimales.org/
Riding lessons, trail riding, birthday parties, organization and group picnics, traveling pony rides and petting zoo, and camping.

SANTA YNEZ VALLEY THERAPEUTIC RIDING PROGRAM
195 Refugio Road
Santa Ynez, CA
(805) 686-6739
www.syvtherapeuticriding.org/
Therapeutic riding uses equine oriented activities and the horse's strength and spirit to enhance the cognitive, physical, emotional, and social well-being of people with disabilities.

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

LOMPOC
125 West Walnut
Lompoc, CA 93436
(805) 875-8100
www.cityoflompoc.com/
RECREATION - PARKS AND RECREATION DEPARTMENTS  (Continued)

SANTA BARBARA  
620 Laguna  
Santa Barbara, CA 93102  
(805) 564-5421  
www.sbparkandsandrecreation.com  

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

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

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

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

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

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

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

RESIDENTIAL PROGRAMS

COMMUNITY CARE LICENSING  
www.ccld.ca.gov  
Access to find/review a licensed facility

DEVEREUX CALIFORNIA (SANTA BARBARA)  
PO Box 6784  
Santa Barbara, CA 93160  
(805) 968-2525  
www.devereuxsb.org  
Devereux California provides programs for adults and elders with developmental/ intellectual disabilities and/or emotional disorders; neurological impairments and autism. Programs include campus-based Residential Services; Adult Day Services and Respite Services; and Community-Based Supported Living and Independent Living Services. Medical and Clinical Services are available.

NOVELLES DEVELOPMENTAL SERVICES, CA (CPES)  
311 W Church Street  
Santa Maria, CA 93458  
(805) 489-9472  
www.cpes.com/novelles_landing.html  
Novelles is “a company that has long been committed to the idea that individuals with developmental disabilities must have opportunities to reach their potential for independence in the community.
### RESIDENTIAL PROGRAMS

**PATHPOINT (SANTA BARBARA COUNTY)**

<table>
<thead>
<tr>
<th>South Santa Barbara County</th>
<th>North Santa Barbara County</th>
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<tbody>
<tr>
<td>902 Laguna Street</td>
<td>2450 Professional Parkway</td>
</tr>
<tr>
<td>Santa Barbara, CA 93101</td>
<td>Santa Maria, CA 93455</td>
</tr>
<tr>
<td>(805) 961-9200</td>
<td>(805) 934-3537</td>
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www.pathpoint.org/

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

**UCP, WORK INC.**

<table>
<thead>
<tr>
<th>Santa Barbara</th>
<th>Santa Maria</th>
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<tbody>
<tr>
<td>423 W. Victoria St.</td>
<td>3070 Skyway Drive, Suite 102</td>
</tr>
<tr>
<td>Santa Barbara, CA 93101</td>
<td>Santa Maria, CA 93455</td>
</tr>
<tr>
<td>(805) 962-7201</td>
<td>(805) 739-0451</td>
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</table>

www.ucpworkinc.org/residential.php

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

### SOCIAL SERVICES

**PEOPLE HELPING PEOPLE**

545 N. Alisal Road, Suite 102
Santa Barbara, CA 93463
(805) 686-0295

www.syvphp.org

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

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

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

www.ssa.gov

SANTA BARBARA LOCAL OFFICE  SANTA MARIA LOCAL OFFICE
355 Pasea Nuevo            2436 Professional Parkway
Santa Barbara, CA 93101   Santa Maria, CA 93455
(866) 695-6285             (866) 331-2316
THERAPY SERVICES

EASTER SEALS
1570 E. 17th Street
Santa Ana, CA 92705
(714) 834-1111
www.easterseals.com/southerncal/our-programs/autism-asd-services/
Easter Seals provides extensive camping and recreational programs in settings that are fully accessible. Day camps, residential camps, and respite camps address the diverse needs of children with physical disabilities. The camping experience includes sing-a-longs, campfires, boating, nature walks, and arts and crafts.

COTTAGE REHABILITATION HOSPITAL (medical therapy)
2415 De la Vina St.
Santa Barbara, CA 93105-3819
http://www.cottagehealth.org/services/rehabilitation/
(805) 569-8999 x. 82338
Cottage Rehabilitation Hospital (CRH) provides comprehensive medical rehabilitation services, for both outpatient and inpatient care, to empower people with disabilities to achieve optimal quality of life. For more than 50 years, the not-for-profit facility (formerly known as Rehabilitation Institute of Santa Barbara) has been recognized for excellence, innovation, and excellent outcomes of care.

SANTA BARBARA CENTER FOR EDUCATIONAL THERAPY
972 Miramonte Drive
Santa Barbara, CA 93109
chrbaroni@yahoo.com
(805) 560-3711

TRANSITION SERVICES

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

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

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)
SANTA BARBARA CITY COLLEGE
721 Cliff Drive
Santa Barbara, CA 93109
(805) 965 0581 ext 2364
(805) 730 4164
(805) 962 4084 TTY
www.sbcc.edu/dspss
DSPS provides access and educational support to assure that students are integrated and empowered.
**LEARNING ASSISTANCE PROGRAM (LAP)**  
**ALLAN HANCOCK COLLEGE**  
800 S. College Drive  
Santa Maria, CA 93454  
Building A, Room A304  
(805) 922-6966 Ext. 3274  
lap@hancockcollege.edu  
www.hancockcollege.edu (under “Student Services”>> “Disability Services”)  
The Learning Assistance Program (LAP) is committed to providing equal opportunity and access to students with disabilities through reasonable accommodations, instruction, assessment, counseling, and advocacy.

**TRANSPORTATION - PUBLIC**

<table>
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<tr>
<th>METROPOLITAN TRANSIT DISTRICT (MTD)</th>
<th>SANTA MARIA AREA TRANSIT (SMAT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOUTH SANTA BARBARA COUNTY</td>
<td>NORTH SANTA BARBARA COUNTY</td>
</tr>
<tr>
<td>1020 Chapala Street, Santa Barbara, CA 93101</td>
<td>110 S. Pine St, Suite 101, Santa Maria, CA 93458</td>
</tr>
<tr>
<td>(805) 963-3366</td>
<td>(805) 928-5624</td>
</tr>
<tr>
<td><a href="http://www.sbmtd.gov/index.html">www.sbmtd.gov/index.html</a></td>
<td><a href="http://www.cityofsantamaria.org">www.cityofsantamaria.org</a></td>
</tr>
</tbody>
</table>

**TRANSPORTATION - PRIVATE**

**HELP OF CARPINTERIA**  
(Carpinteria only, no wheelchair access)  
1069 Casitas Pass Road  
Carpinteria, CA 93013  
(805) 684-0065  
Demand response door-to-door transportation, information, schedule rides, complaints

**EASY LIFT TRANSPORTATION**  
53 Cass Place, Suite D  
Goleta, CA 93117  
(805) 681-1181  
(805) 896-7830 (After hours emergency)  
www.easylift.org/  
Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

**LOMPOC TRANSIT, CITY OF (COLT)**  
www.cityoflompoc.com/transit/colt.htm  
1300 West Laurel Avenue  
Lompoc, CA 93436  
(805) 736-6666  
Para-transit, demand response door-to-door transportation, information, schedule rides, complaints
TRANSPORTATION – PRIVATE (Continued)

SANTA MARIA ORGANIZATION OF TRANSPORTATION HELPERS (SMOOTH)
www.smoothinc.org/
240 E. Roemer Way
Santa Maria, CA 93454
(805) 922-0146
Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

SANTA YNEZ VALLEY TRANSIT
431 Second St, Suite 9
Solvang, CA 93463
(805) 688-4718
www.syvt.com/
Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

VOCATIONAL TRAINING

DEVEREUX CALIFORNIA (SANTA BARBARA)
PO Box 6784
Santa Barbara, CA 93160
(805) 968-2525
www.devereuxsb.org
Devereux California provides programs for adults and elders with developmental/ intellectual disabilities and/or emotional disorders; neurological impairments and autism. Programs include campus-based Residential Services; Adult Day Services and Respite Services; and Community-Based Supported Living and Independent Living Services. Medical and Clinical Services are available.

LOVARC – LIFE OPTIONS VOCATIONAL AND RESOURCE CENTER
116 North I Street
Lompoc, CA 93436
(805) 735-3428
www.lovarc.com
Serves persons with disabilities by providing employment, social opportunities, and residence.

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

North Santa Barbara County
2450 Professional Parkway
Santa Maria, CA 93455
(805) 934-3537
www.pathpoint.org/
PathPoint’s mission is to provide comprehensive training and support services that empower people with disabilities and disadvantages to live and work as valued members of our communities.
UCP WORK, INC. (United Cerebral Palsy Association)

Santa Barbara  Santa Maria  Corporate Office
423 W. Victoria Street  3070 Skyway Drive, Suite 102  5320 Carpinteria Avenue, Suite G
Santa Barbara, CA 93101  Santa Maria, CA 93455  Carpinteria, CA 93013
(805) 962-7201  (805) 739-0451  (805) 566-9000
www.ucpworkinc.org  www.ucpworkinc.org  www.ucpworkinc.org

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

VOCATIONAL TRAINING CENTER (VTC) ENTERPRISES

2445 A Street
Santa Maria, CA 93455
(805) 928-5000
www.vtc-sm.org

Assists youth and adults with disabilities or other limitations in choosing and achieving their life goals.
<table>
<thead>
<tr>
<th>DISTRICT/COUNTY OFFICE/SELPA</th>
<th>TELEPHONE NUMBER</th>
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<tbody>
<tr>
<td>Ballard School District</td>
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<tr>
<td>Blochman Union School District</td>
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<td><a href="http://www.sbceoportal.org/blochman">www.sbceoportal.org/blochman</a></td>
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<td>Buellton Union School District</td>
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<tr>
<td>Carpinteria Unified School District</td>
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<tr>
<td><a href="http://www.cusd.net">www.cusd.net</a></td>
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<tr>
<td>Cold Springs School District</td>
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<tr>
<td><a href="http://www.coldspringschool.net">www.coldspringschool.net</a></td>
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<tr>
<td>College School District</td>
<td>686-7300</td>
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<td><a href="http://www.collegeschooldistrict.org">www.collegeschooldistrict.org</a></td>
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<tr>
<td>Cuyama Joint Unified School District</td>
<td>(661) 766-2482</td>
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<tr>
<td>Goleta Union School District</td>
<td>681-1200</td>
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<tr>
<td><a href="http://www.goleta.k12.ca.us">www.goleta.k12.ca.us</a></td>
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<tr>
<td>Guadalupe Union School District</td>
<td>343-2114</td>
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<tr>
<td>Hope School District</td>
<td>682-2564</td>
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<td><a href="http://www.hopesdk6.org">www.hopesdk6.org</a></td>
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<tr>
<td>Lompoc Unified School District</td>
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<td><a href="http://www.lusd.org">www.lusd.org</a></td>
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<tr>
<td>Los Olivos School District</td>
<td>688-4025</td>
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<td><a href="http://www.sbceoportal.org/losolivos">www.sbceoportal.org/losolivos</a></td>
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<tr>
<td>Montecito Union School District</td>
<td>969-3249</td>
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<td><a href="http://www.montecitou.org">www.montecitou.org</a></td>
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<tr>
<td>Orcutt Union School District</td>
<td>938-8900</td>
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<tr>
<td><a href="http://www.orcutt-schools.net">www.orcutt-schools.net</a></td>
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<tr>
<td>Santa Barbara Unified School District</td>
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<tr>
<td><a href="http://www.sbsdk12.org">www.sbsdk12.org</a></td>
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<tr>
<td>Santa Maria-Bonita School District</td>
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<tr>
<td><a href="http://www.smbsd.org">www.smbsd.org</a></td>
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<tr>
<td>Santa Maria Joint Union High School District</td>
<td>922-4573</td>
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<tr>
<td><a href="http://www.smjuhsd.k12.ca.us">www.smjuhsd.k12.ca.us</a></td>
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</table>
Santa Ynez Valley Union High School District ................................................. 688-6487
www.syvuhsd.org

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

Solvang School District ...................................................................................... 688-4810
www.solvangschool.org

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

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

Santa Barbara County SELPA ............................................................................. 683-1424
www.sbcelpa.org

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<tr>
<th>SANTA BARBARA COUNTY CHARTER SCHOOLS</th>
<th>TELEPHONE NUMBER</th>
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<tr>
<td>Adelante Charter School ..........................</td>
<td>966-7392</td>
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<tr>
<td><a href="http://www.adelantecharter.org">www.adelantecharter.org</a></td>
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<tr>
<td>Family Partnership Home Study Charter School</td>
<td>348-3333</td>
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<tr>
<td><a href="http://www.fpcharter.org">www.fpcharter.org</a></td>
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<tr>
<td>Manzanita Public Charter School .................</td>
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<td><a href="http://www.manzanitacharterschool.com">www.manzanitacharterschool.com</a></td>
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</tr>
<tr>
<td>Olive Grove Charter School ..........................</td>
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<td><a href="http://www.sbceoportal.org/losolivos">www.sbceoportal.org/losolivos</a></td>
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<tr>
<td>Orcutt Academy Charter (Grades K-8) ...............</td>
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<tr>
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<tr>
<td>Orcutt Academy Charter (Grades 9-12) ...............</td>
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<tr>
<td>Peabody Charter School .................................</td>
<td>563-1172</td>
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<tr>
<td><a href="http://www.peabodycharter.org">www.peabodycharter.org</a></td>
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<tr>
<td>Santa Barbara Charter School .........................</td>
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<tr>
<td><a href="http://www.sbccharter.org">www.sbccharter.org</a></td>
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<tr>
<td>Santa Ynez Valley Charter School .....................</td>
<td>686-7360</td>
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<tr>
<td><a href="http://www.syvcs.org">www.syvcs.org</a></td>
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</table>
APPENDIX G

IEP FORMS
**INDIVIDUALIZED EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
<th>IEP Date</th>
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<table>
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<tr>
<th>Last IEP</th>
<th>Next IEP</th>
<th>Original SpEd Entry Date</th>
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<td>____________</td>
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<th>Purpose of Meeting</th>
<th>Initial</th>
<th>Annual</th>
<th>Triennial</th>
<th>Transition</th>
<th>Pre-Expulsion</th>
<th>Interim</th>
<th>Other</th>
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<th>Interpreter</th>
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<th>Parent/Guardian</th>
<th>Foster</th>
<th>Adult Student</th>
<th>Other</th>
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<table>
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<tr>
<th>Parent / Guardian</th>
<th>Home Address</th>
<th>City</th>
<th>State, Zip</th>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Cell Phone</th>
<th>Email</th>
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<th>Home Address</th>
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</tbody>
</table>

**Ethnicity** (Select One)  
- [ ] Hispanic or Latino  
- [ ] Not Hispanic or Latino  

Race (Enter Code, must select one or more, regardless of Ethnicity):  
- [ ] Race 1  
- [ ] Race 2  
- [ ] Race 3  

**INDICATE DISABILITY/IES**  
(P = Primary, S = Secondary)  
Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility.

- [ ] 210 ID  
- [ ] 220 HH *  
- [ ] 230 Deaf *  
- [ ] 240 SLI  
- [ ] 250 VI *  
- [ ] 260 ED  
- [ ] 270 OI*  
- [ ] 280 OHI  
- [ ] 290 SLD  
- [ ] 300 DB *  
- [ ] 310 MD  
- [ ] 320 AUT  
- [ ] 330 TBI  
- [ ] 281 Est. Med. Dis. (0-5)  

* Low Incidence Disability  

- [ ] Not Eligible for Special Education  
- [ ] Exiting from Sp. Ed. (returned to reg. ed/no longer eligible)

Describe how student’s disability affects involvement and progress in the general curriculum (or for preschoolers, participation in appropriate activities)

---

**FOR INITIAL PLACEMENTS ONLY**

Has the student received IDEA Coordinated Early Intervening Services (CEIS) in the past two years?  
- [ ] Yes  
- [ ] No  

Date of Initial Referral for Special Education Services

Person Initiating the Referral for Special Education Services

Date District Received Parent Consent

Date of Initial Meeting to Determine Eligibility

Revised 7/2014

Form 1
**Santa Barbara County**
Special Education Local Plan Area
*A Joint Powers Agency*

**INDIVIDUAL TRANSITION PLAN (ITP)**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
<th>IEP Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________</td>
<td><strong>/</strong>/_______</td>
<td><strong>/</strong>/_______</td>
</tr>
</tbody>
</table>

Student Invited □ Yes □ No

If appropriate, and agreed upon, agencies invited □ Yes □ No □ NA

Describe how the student participated in the process
- [ ] Present at meeting
- [ ] Interview
- [ ] Prior Interest Inventories
- [ ] Questionnaire

Age-appropriate transition assessments/instruments were used □ Yes □ No

Describe the results of the assessments
____________________________________________________________________________

### Student’s Post Secondary Goal Training or Education (Required)

<table>
<thead>
<tr>
<th>Upon completion of school I will</th>
<th>Transition Service Code as Appropriate</th>
<th>Activities to Support Post Secondary Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linked to Annual Goal #</td>
<td>Community Experiences as Appropriate</td>
<td>Related Services as Appropriate</td>
</tr>
<tr>
<td>Person / Agency Responsible</td>
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### Student’s Post Secondary Goal Employment (Required)

<table>
<thead>
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<th>Transition Service Code as Appropriate</th>
<th>Activities to Support Post Secondary Goal</th>
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<tr>
<td>Linked to Annual Goal #</td>
<td>Community Experiences as Appropriate</td>
<td>Related Services as Appropriate</td>
</tr>
<tr>
<td>Person / Agency Responsible</td>
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### Student’s Post Secondary Goal Independent Living (As appropriate)

<table>
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<tr>
<th>Upon completion of school I will</th>
<th>Transition Service Code as Appropriate</th>
<th>Activities to Support Post Secondary Goal</th>
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</thead>
<tbody>
<tr>
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<td>Community Experiences as Appropriate</td>
<td>Related Services as Appropriate</td>
</tr>
<tr>
<td>Person / Agency Responsible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment, and, as needed, independent living. □ Yes □ No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP. □ Yes □ No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals. □ Yes □ No
INDIVIDUAL TRANSITION PLAN (ITP)

Are there annual goal(s) included in the IEP that are related to the student’s transition services needs. □Yes □No

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
<th>IEP Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em><strong>/</strong></em>/______</td>
<td><em><strong>/</strong></em>/______</td>
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</table>

District Graduation Requirements

Course of Study

A multi-year description of student’s coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal □Yes □No

<table>
<thead>
<tr>
<th>Units / Credits Completed</th>
<th>Units / Credits Pending</th>
</tr>
</thead>
</table>

Student’s Course of Study leads to: (Select one Option Below)

□ Certificate of Completion  or  □ Diploma

Anticipated Completion Date ___/___/______

CAHSEE (High School Exit Exam)

□ CAHSEE / ELA Date ___/___/______ Score___________ □Passed □Did Not Pass
□ CAHSEE / Math Date ___/___/______ Score___________ □Passed □Did Not Pass
□ CAHSEE / Other Date ___/___/______ Score___________

Age of Majority

□ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom ___________________________________________ Date ___/___/______

When you reach the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment, and, as needed, independent living. □Yes □No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP. □Yes □No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals. □Yes □No

Are there annual goal(s) included in the IEP that are related to the student’s transition services needs. □Yes □No
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student Name ___________________________ Date of Birth ___/___/_______ IEP Date ___/___/_______

Strengths/Preferences/Interests ___________________________________________________________
Concerns of parent relevant to educational progress _______________________________________

SBAC (Scores not available from 2014)

<table>
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<tr>
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<th>Adv.</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Far Below Basic</th>
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<tbody>
<tr>
<td>English/Language Arts</td>
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<td>Math</td>
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CA Standards Test

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CMA

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CAPA

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<td>English/Language Arts</td>
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CELDT

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<td>Speaking</td>
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<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
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</table>

Physical Education Testing (grades 5, 7 & 9): ________________________________________________

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.) ______________________

Hearing Date ___/___/_______ Pass Fail Other _________________________________
Vision Date ___/___/_______ Pass Fail Other _________________________________

Preacademic/Academic/Functional Skills ____________________________________________________________

Communication Development ________________________________________________________________
Gross/Fine Motor Development ______________________________________________________________
Social Emotional/Behavioral ________________________________________________________________
Vocational _____________________________________________________________
Adaptive/Daily Living Skills ______________________________________________________________
Health ________________________________________________________________

For student to receive educational benefit, goals will be written to address the following areas of need:

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

Revised 09/2014
Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

SPECIAL FACTORS

Student Name __________________________

Date of Birth __/__/_______

IEP Date __/__/_______

Does the student require assistive technology devices and/or services?

☐ Yes ☐ No

Rationale____________________________________________________

________________________________________________________________

________________________________________________________________

Does the student require low incidence services, equipment and/or materials to meet educational goals?

☐ Yes ☐ No

(if yes, specify) ________________________________________________

________________________________________________________________

________________________________________________________________

Considerations if the student is blind or visually impaired:

________________________________________________________________

________________________________________________________________

Considerations if the student is deaf or hard of hearing:

________________________________________________________________

________________________________________________________________

If the student is an English Learner, complete the following section:

Does the student need primary language support?

☐ Yes ☐ No

If yes, how will it be provided?

________________________________________________________________

What will be the language of instruction for the student?

________________________________________________________________

Who will provide ELD services to student?

☐ General Education ☐ Special Education

What type of classroom setting will the student attend?

☐ English Language Mainstream ☐ Structured English Immersion ☐ Alternative Program (primary language instruction)

Comments: ______________________________________________________

________________________________________________________________

________________________________________________________________

Does student's behavior impede learning of self or others?

☐ Yes ☐ No

________________________________________________________________

________________________________________________________________

If yes, specify positive behavior interventions, strategies, and supports

________________________________________________________________

☐ Behavior Intervention Plan (BIP) Attached ☐ Behavior Goal is part of this IEP
Indicate student’s participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Arts (Grades 3-8, & 11)
- Out of testing range
- SBAC without Designated Supports or Accommodations
- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)
- Alternate Assessment without Designated Supports or Accommodations
- Alternate Assessment with Designated Supports Embedded
- Alternate Assessment with Designated Supports Non-embedded
- Alternate Assessment with Accommodations Embedded
- Alternate Assessment with Accommodations Non-embedded
- Alternate Assessment with Accessibility Support (requires CDE Approval)  

Math (Grades 3-8, & 11)
- Out of testing range
- SBAC without Designated Supports or Accommodations
- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)
- Alternate Assessment without Designated Supports or Accommodations
- Alternate Assessment with Designated Supports Embedded
- Alternate Assessment with Designated Supports Non-embedded
- Alternate Assessment with Accommodations Embedded
- Alternate Assessment with Accommodations Non-embedded
- Alternate Assessment with Accessibility Support (requires CDE Approval)  

Science (Grades 5, 8 & 10)
- Out of testing range
- CST without Accommodations
- CST with Accommodations
- CMA without Accommodations
- CMA with Accommodations
- CAPA Level 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
If student is taking CMA or Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

The student will not participate in the SBAC because ______________________________________________________
Participation in an alternate assessment is appropriate because ______________________________________________________

Physical Fitness Test (Grades 5, 7 & 9)

☐ Out of testing range
☐ Without Accommodations
☐ With Accommodations
☐ With Modifications (Check with PFT Office prior to use)

☐ Other State-Wide/ District-Wide Assessment(s)/Alternate Assessment(s) ________________________________________________

☐ Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)
☐ Adaptations Not Applicable ☐ Sensory support ☐ Functional positioning
☐ Alternative response mode ☐ Assistive equipment or device ☐ Visual support
☐ Alternative mode for written language ☐ Augmentative or alternative communication system

☐ CELDT (English Learners Only)
☐ Listening without Accommodations
☐ Listening with Accommodations ________________________________________________
☐ Listening with Modifications ________________________________________________

☐ Speaking without Accommodations
☐ Speaking with Accommodations ________________________________________________
☐ Speaking with Modifications ________________________________________________

☐ Reading without Accommodations
☐ Reading with Accommodations ________________________________________________
☐ Reading with Modifications ________________________________________________

☐ Writing without Accommodations
☐ Writing with Accommodations ________________________________________________
☐ Writing with Modifications ________________________________________________

☐ Alternate Assessment to CELDT
If yes, areas of alternate assessment: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing
Name of alternate assessment(s) ________________________________________________
Person responsible to administer alternate assessment(s) __________________________________

☐ Standards based Tests in Spanish (STS)
☐ Math without Designated Supports or Accommodations
☐ Math with Designated Supports ________________________________________________
☐ Math with Accommodations ________________________________________________
☐ Reading, Language, Spelling without Designated Supports or Accommodations
☐ Reading, Language, Spelling with Designated Supports __________________________________
☐ Reading, Language, Spelling with Accommodations __________________________________
### Santa Barbara County
Special Education Local Plan Area
* A Joint Powers Agency

#### ANNUAL GOALS

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
<th>IEP Date</th>
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<tr>
<th>Area of Need</th>
<th>Measurable Annual Goal #</th>
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<tbody>
<tr>
<td></td>
<td>Enables student to be involved/progress in general curriculum/state standard</td>
</tr>
<tr>
<td></td>
<td>Addresses other educational needs resulting from the disability</td>
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<td>Linguistically appropriate</td>
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<td></td>
<td>Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living</td>
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<tr>
<td>Person(s) Responsible</td>
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Goal ____________________________

______________________________

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<thead>
<tr>
<th>Progress Report 1</th>
<th>Date</th>
<th>Summary of Progress</th>
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<th>Date</th>
<th>Summary of Progress</th>
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<th>Date</th>
<th>Summary of Progress</th>
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<th>Date</th>
<th>Goal Met</th>
<th>Comments</th>
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<tr>
<td></td>
<td></td>
<td>☐ Yes ☐ No</td>
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Revised 07/2013

Form 6A
Annual Goals and Benchmarks

Student Name ___________________________ Date of Birth __/__/______ IEP Date __/__/______

Area of Need

Measurable Annual Goal 

☐ Enables student to be involved/progress in general curriculum/state standard

Baseline

☐ Addresses other educational needs resulting from the disability

☐ Linguistically appropriate

☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living

Person(s) Responsible ________________________________________________________________

Goal ____________________________________________

Benchmark 1  Within ________________ ______________, will achieve the above goal at __________________

Benchmark 2  Within ________________ ______________, will achieve the above goal at __________________

Benchmark 3  Within ________________ ______________, will achieve the above goal at __________________

Progress Report 1  Date ____/____/______

Summary of Progress

__________________________________________________________________________________

Comments

__________________________________________________________________________________

Progress Report 2  Date ____/____/______

Summary of Progress

__________________________________________________________________________________

Comments

__________________________________________________________________________________

Progress Report 3  Date ____/____/______

Summary of Progress

__________________________________________________________________________________

Comments

__________________________________________________________________________________

Annual Review  Date ____/____/______

Goal Met  ☐ Yes ☐ No

Comments

__________________________________________________________________________________
Student Name ___________________ Date of Birth ___/___/________ IEP Date ___/___/_______

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<td></td>
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<tr>
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<td>Person(s) Responsible ____________________________</td>
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Goal ____________________________________________

Short Term Objective ____________________________________________

Short Term Objective ____________________________________________

Short Term Objective ____________________________________________

Progress Report 1 Date ___/___/_______
Summary of Progress ____________________________________________
Comments ____________________________________________

Progress Report 2 Date ___/___/_______
Summary of Progress ____________________________________________
Comments ____________________________________________

Progress Report 3 Date ___/___/_______
Summary of Progress ____________________________________________
Comments ____________________________________________

Annual Review Date ___/___/_______
Goal Met □ Yes □ No
Comments ____________________________________________

Revised 07/2013 Form 6C
Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

Offer of FAPE - Services

Name ____________________________  Birthdate ______/_____/_____  IEP Date ______/_____/_____

The service options that were considered by the IEP team (List all):

____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:

____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

SUPPLEMENTARY AIDS, SERVICES & OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

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<th>End Date</th>
<th>Frequency</th>
<th>Duration</th>
<th>Location</th>
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Special Education Transportation  □ No □ Yes

SPECIAL EDUCATION and RELATED SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Start Date</th>
<th>End Date</th>
<th>Provider</th>
<th>Frequency</th>
<th>Duration</th>
<th>Location</th>
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Comments:
EXTENDED SCHOOL YEAR (ESY)

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<th>End Date / /</th>
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<tr>
<td>Provider</td>
<td>[ ] Ind [ ] Grp [ ] Sec Transition</td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>Duration</td>
<td>Location</td>
</tr>
</tbody>
</table>

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.
Student Name _________________  Date of Birth __/__/_______  IEP Date __/__/_______

Physical Education  □ General  □ Specially Designed  □ Other ____________________________

District of Service _____________________  School of Attendance _____________________  School Type ________________

Federal Setting _____________________  Federal Preschool Setting _____________________

All special education services provided at student’s school of residence?  □ Yes  □ No (rationale) __________________________

______% of time student is outside the regular class & extracurricular & non academic activities

______% of time student is in the regular class & extracurricular & non academic activities

Student will not participate in the regular class and/or extracurricular and/or non academic activities __________________________

because ______________________________________________________________________________________

Other Agency Services

□ California Children’s Services (CCS)  □ Regional Center

□ Probation  □ Department of Rehabilitation

□ Department of Social Services (DSS)  □ County Mental Health (CMH)

□ Other __________________________

Promotion Criteria  □ District  □ Progress on Goals  □ Other __________________________

Parents will be informed of progress  □ Quarterly  □ Trimester  □ Semester  □ Other _________

How?  □ Progress Summary Report  □ Other __________________________

ACTIVITIES TO SUPPORT TRANSITION (e.g., preschool to kindergarten, special education and/or NPS to general education class, middle school to high school)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

GRADUATION PLAN (Grade 7 and Higher)

Projected graduation date and/or secondary completion date __/__/_______

□ To participate in curriculum leading to a Diploma

□ To participate in curriculum leading to a Certificate of Completion
Parent Consent

Student Name ______________________ Date of Birth ___/___/________ IEP Date ___/___/________

IEP MEETING PARTICIPANTS

Parent / Guardian / Surrogate ______________________ Date ___/___/______

Parent / Guardian ______________________ Date ___/___/______

Student / Adult Student ______________________ Date ___/___/______

General Education Teacher ______________________ Date ___/___/______

LEA Representative/Admin. Designee ______________________ Date ___/___/______

Special Education Specialist ______________________ Date ___/___/______

Additional Participant/Title ______________________ Date ___/___/______

Additional Participant/Title ______________________ Date ___/___/______

Additional Participant/Title ______________________ Date ___/___/______

Additional Participant/Title ______________________ Date ___/___/______

CONSENT

_______ I agree to all parts of the IEP.

_______ I agree with the IEP, with the exception of ______________________________________

_______ I decline the offer of initiation of special education services.

_______ I understand that my child is not eligible for special education.

_______ I understand that my child is no longer eligible for special education

As a means of improving services and results for your child did the school facilitate parent involvement?  Yes No No Response

Signature below is to authorize and approve the IEP.

Signature ______________________ Date ___/___/______

Parent  Guardian  Surrogate  Adult Student

Signature ______________________ Date ___/___/______

Parent  Guardian  Surrogate  Adult Student

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature ______________________

Parent  Guardian  Surrogate  Adult Student

□ Parent /adult student has received a copy of the Procedural Safeguards
□ Parent /Adult student has received a copy of assessment report (if applicable)
□ Parent/Adult student has received a copy of Individualized Education Plan (IEP)
□ Parent/Adult student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits
□ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.
□ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.
**Santa Barbara County**  
**Special Education Local Plan Area**  
**A Joint Powers Agency**

**SIGNATURE(S) AND PARENT CONSENT**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
<th>IEP Date</th>
</tr>
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<tbody>
<tr>
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**IEP MEETING PARTICIPANTS**

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<th>Date</th>
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<tr>
<td>student / Adult Student</td>
<td>Date</td>
<td>General Education Teacher</td>
<td>Date</td>
</tr>
<tr>
<td>LEA Representative/ Admin. Designee</td>
<td>Date</td>
<td>Special Education Specialist</td>
<td>Date</td>
</tr>
<tr>
<td>Additional Participant/Title</td>
<td>Date</td>
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</table>

**CONSENT**

- I agree to all parts of the IEP.
- I agree with the IEP, with the exception of ____________________________
- I decline the offer of initiation of special education services.
- I understand that my child is **not** eligible for special education.
- I understand that my child is **no longer** eligible for special education.

As a means of improving services and results for your child did the school facilitate parent involvement?  □ Yes  □ No  □ No Response

**Signature below is to authorize and approve the IEP.**

- □ Parent  □ Guardian  □ Surrogate  □ Adult Student

**Signature**

- ______________________  __/__/______
  □ Parent  □ Guardian  □ Surrogate  □ Adult Student
  Date

**Signature**

- ______________________  __/__/______
  □ Parent  □ Guardian  □ Surrogate  □ Adult Student
  Date

- □ Parent/Adult student has received a copy of the Procedural Safeguards
- □ Parent/Adult student has received a copy of assessment report (if applicable)
- □ Parent/Adult student has received a copy of Individualized Education Plan (IEP)
- □ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.
Student Name ____________________ Date of Birth ___/___/________ IEP Date ___/___/________

Comments____________________________________________________________________________________________________
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IEP AMENDMENT(S) / ADDENDUM PAGE

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SSID: __________________________

Purpose of Meeting

_________________________________________________________________________________________________

Changes to the IEP dated _____/___/______

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

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_________________________________________________________________________________________________

(Initial) ______ I agree to the contents of the amendment to the IEP dated _____/___/______

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Parent/Adult student has received a copy of IEP Amendments/Addendum Page

Revised 07/2015

Form 10