

"WHAT'S NEXT AFTER EARLY START?"

FOR YOUR CHILD WITH SPECIAL NEEDS

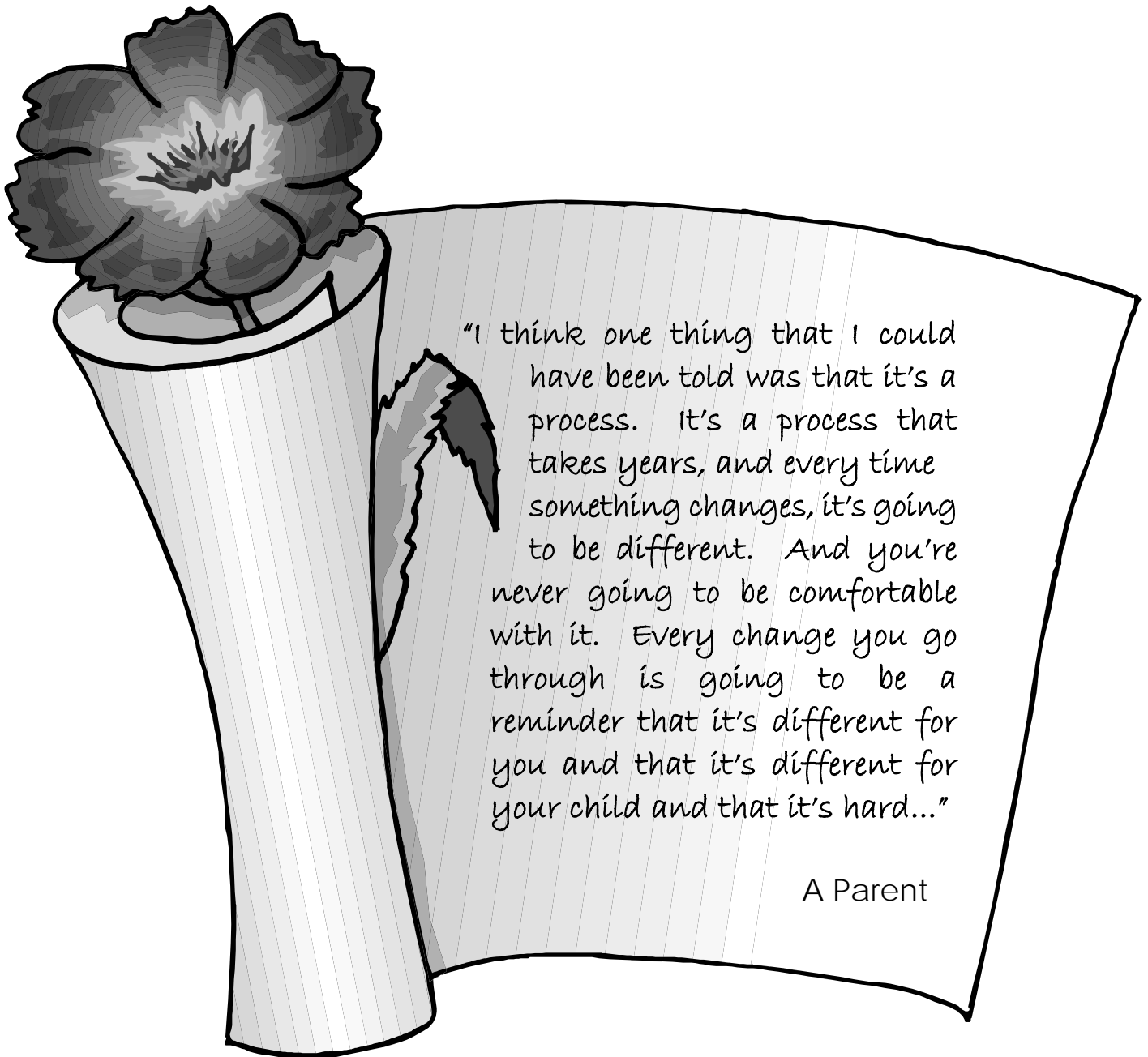
A RESOURCE GUIDE TO THE TRANSITION PROCESS
WHEN YOUR CHILD IS TURNING THREE YEARS OLD



DEVELOPED BY
THE VENTURA COUNTY EARLY START PROGRAM
WWW.VENTURACOUNTYSELPA.COM

2009

Transition...



"I think one thing that I could have been told was that it's a process. It's a process that takes years, and every time something changes, it's going to be different. And you're never going to be comfortable with it. Every change you go through is going to be a reminder that it's different for you and that it's different for your child and that it's hard..."

A Parent

(Project STIP)

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Dear Families,

“What’s Next After Early Start?” What an exciting, challenging, and maybe a bit scary question. This transition time is a change for your child and entire family. Transitions can be confusing. Change, even good and exciting change, can be stressful. It is a time to celebrate as our children move on in life but it can also be a bit sad to leave behind where we are now. It can be exciting to look ahead to our children’s future.

It can be challenging to plan what the future will be. It can be scary trying to make the right decisions. Please remember that transitioning is a process and not a destination. The decisions that you make now are not always and forever. It’s okay to change the plan if you need to.

How do you start this process? Start by thinking about who you are as a family. What are your hopes and dreams? What is important to your family? What are your goals for your child and for your family? This is a time to look at where your child is and decide how to move forward. Your child may not need additional help from agencies like the schools or regional center. If you have concerns later about your child’s development you can always consult with your school district. If your child needs more assistance there is a process for determining school eligibility. It is explained in this booklet.

This booklet can help you through the transition process. If you are feeling confused talk with your Service Coordinator, other parents, or give us a call at Rainbow Family Resource Center.

Take care,

Laurie Jordan, Director
Rainbow Connection Family Resource Center
(800) 664-3177, extension 204
(805) 485-9892 (español)



INTRODUCTION

As a parent or care giver, you have a great deal of knowledge about your child. You should also be familiar with the range of services and programs that are available for preschool aged children in your area. Your knowledge and familiarity with the types of programs and service options that are available will help you in making decisions with your family.

This guide was prepared as a resource to give you timelines for transition, information about preschool and other options, suggestions for observing preschool programs, and ways to prepare for your child's transition out of Early Start.

Your Service Coordinator and/or School District Early Childhood Special Educator is a valuable resource to you during this transition time. Be sure to contact him/her with any of your questions or concerns. It may also be helpful to talk with other parents who are going through or have completed transition with their child. The Rainbow Connection Family Resource Center can put you in contact with other parents.

IMPORTANT NUMBERS:

Service Coordinator:

Name: _____

Phone: _____

Email: _____

Rainbow Connection Family Resource Center:
(805)485-9643, (805)485-9892 (español)

School District Early Childhood Specialist (if appropriate):

Name: _____

Phone: _____

Email: _____

Other questions I have:



WHAT WILL THE TRANSITION PROCESS BE LIKE?





Your Service Coordinator will start talking to you and your family right away about transition options and possibilities for when your child turns three. Do not hesitate to ask any questions that you have when they come up. Feel free to call your Service Coordinator, or you may want to develop a list of question for a review meeting.

When your child is between 2 years six months and 2 years nine months, a transition IFSP meeting will be held in person with your Service Coordinator, and any other people who you want to include. Options for your child at age three will be discussed, and recorded on the Transition IFSP forms.

If you are thinking about referring your child for public school Special Education preschool services, you will need to make sure a representative from your school district is included in the meeting. It is your Service Coordinator's responsibility to work with the school district to schedule a time that is convenient for all of you to meet. If it is okay with you, it is acceptable for the school district representative to participate by phone, although it is best if they can meet you and your child in person.

If there are other options that you are considering, such as private preschools, Head Start, or other community programs, speak to your Service Coordinator about the appropriateness of inviting a representative from the program to the Transition IFSP meeting. The purpose of the meeting is for you to be knowledgeable about all the possible options that may be available to your child.

The following is a sample "Profile" which may be filled out by the family to assist in developing information about your child for future settings. It may be filled out differently for different settings, ie; sports vs religious school etc.

My Name is Brian

What are some great things about me?

I am happy. I am very determined. I enjoy being around people. I love to explore my world. I have a great smile. I love to ride the bus.

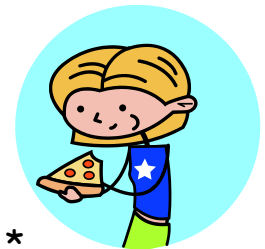


What is important FOR me?

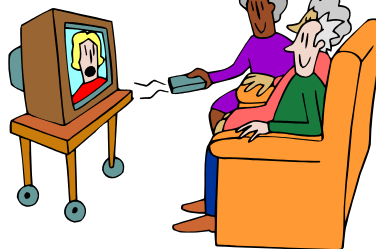
- Structure
- * The support of an aide at school
- * Behavioral Program
- Having well trained people work with me - sometimes I run out of the room
- * Food must be cut up for me
- * Listening to music helps me remain calm
- *

I need to be reminded to use the bathroom since I am being "potty trained" * Be aware that loud noises bother me.

What is important TO me?



- Exercise such as running, playing in the pool, playing on the swings
- *
- Music and singing - I am learning how to talk
- * Going to the library to look at books with pictures
- * Playing with my dog
- * Eating pizza
- * Watching TV with my family
- * Holding my teddy bear
- * Playing ball with my brother





WILL YOUR CHILD STILL BE ELIGIBLE?





Eligibility Beyond Early Start

Eligibility Under Age Three

Under Early Start, eligibility for children is very broad. An infant/toddler is eligible if he or she has one of the following:

- A developmental delay
- An established risk condition with a high probability of leading to developmental delay

At three years old, eligibility becomes more complicated. Each agency from which you may seek services has its own laws and regulations regarding eligibility. This means your child may or may not qualify for services from an agency from which you received services prior to age three.

You will want to discuss your child's possible eligibility for services after age three with your Service Coordinator. Also, see the list of agencies on page 27. You may want to call to inquire about their specific eligibility requirements.

Eligibility for Over Age Three

School District

Eligibility for school district Services is defined through CA Ed Code:

- Autism
- Deaf-Blindness
- Deafness
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Serious Emotional Distance
- Specific Learning Disability (rarely used with 3-4 year olds)
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Established Medical Disability

In addition, the disability must impact educational performance.

Regional Center

Eligibility for Regional Center services for a child three years of age and older is defined through the Lanterman Act:

- Mental Retardation
- Cerebral Palsy
- Epilepsy
- Autism
- Other conditions requiring services similar to those required by individuals with mental retardation.

In addition, the condition must constitute a substantial disability for the child and be expected to continue indefinitely.

Some children may not meet eligibility requirements for either school district or regional center, but still experience some challenges. There are many other options and resources that may be appropriate that will be discussed in this booklet.



WHAT KINDS OF OPTIONS ARE THERE?





PROGRAMS AVAILABLE TO ALL THREE YEAR OLDS

COMMUNITY PROGRAMS

You may want to consider various programs in the community for your child including preschool classes offered by the local Recreation and Park District, swimming classes, gymnastics classes, parent and child classes, etc. We are fortunate to have many recreational programs for children and their families. These programs can be a wonderful way for your child to learn social and play skills in a group with other children.

Not all these programs are specifically designed for children with special needs. However, even if your child continues to have special needs which make him/her eligible for specialized services, you may still consider having your child participating in one or more of these community programs. Sometimes, very simple accommodations can be made which will accommodate your child's needs. Call ahead to discuss what he or she may need with representatives of the organization. In addition, in Ventura County there are "*Neighborhoods for Learning*" (NFLs) which are organized to provide services to help families get their young children ready to start school. Ask your Early Start Service Coordinator for a copy of the booklet "*Community Resources for Families of Young Children*" if you are interested in a list of community programs. (Available on the Ventura County SELPA website www.venturacountyselpa.com under "*Parent Information/Parent Resources*").

COMMUNITY PRESCHOOL PROGRAMS

Parent Participation Preschool Classes are operated by the **Adult Education** program provided at some local school districts. These preschool classes allow parents or caregivers to participate with their child in a developmentally appropriate preschool program. A variety of class schedules are offered throughout the week. Parent participation in the program decreases as children get older so that the preschoolers have increasing experience in larger groups. Parents are able to learn skills for working with their child as well as get support from other parents in the program. These classes have a minimal cost per semester to parents.

Head Start is a federally funded preschool program that serves primarily children from low income families. Head Start is required to have a portion of its population made up



of children with special needs. Head Start has a variety of scheduling and location options. It provides center-based as well as Family Day Care locations. Some transportation may be provided to children. Due to space limitations, Head Start gives priority to 4 year old children who meet income guidelines, and to children who have special needs. There is no direct cost to parents for this program; however, parents are strongly encouraged to volunteer time in the classroom or on various advisory committees. If you are considering a Head Start placement, it is helpful to invite the Head Start Special Education Coordinator to your child's IFSP meeting. **(805) 485-7878** www.cdrv.org

School District **State Funded Preschool Programs** are operated in some local school districts. These programs are half-day preschool programs which have some income requirements for families. These programs provide developmentally appropriate instruction for children. Parent involvement is encouraged. More information about State Funded Preschools is available from your local school district. If you are considering this as a placement, it is helpful to involve a school district preschool program staff member in your child's IFSP meeting. www.cde.ca.gov

Neighborhood for Learning (NfL) Preschools are state funded preschools operated in various communities in Ventura County. In Ventura County, the NfLs may also offer developmental screening and child/family mental health services also. (Go to <http://first5ventura.org/parents-caregivers/neighborhoods-for-learning> for more information.)

There are many **Private Preschools** in our community available for a tuition or fee. There are a variety of schedules and other options which may be available. Some are sponsored by a religious organization, or offer a specific approach. See the "Community Resources for Families of Young Children" for a list of preschools. Although private preschools are not typically designed to meet the needs of children with disabilities, they are required by law to make accommodations for children with special needs. Contact the preschool you are considering to discuss your child's needs. As you would with any child, consider whether the structure, philosophy and format will be a "good fit" for your child.

Child Development Resources of Ventura County (CDR) is a public agency that provides a referral service and/or financial assistance to families who may want to place children in preschool or day care programs. Requirements vary but may include requiring the parent(s) to be working or going to school, the child to be in foster care, and/or for the family to meet certain income guideline. CDR also provides a referral list of preschool and child care programs from which parents or care givers can choose a placement for their child. **(805) 485-7878** www.cdrv.org



PROGRAMS AVAILABLE TO SCHOOL DISTRICT SPECIAL EDUCATION ELIGIBLE CHILDREN

SPECIAL EDUCATION PRESCHOOLS


Local School Districts and the Ventura County Superintendent of Schools Office operate a variety of special education preschool programs. These are preschool classrooms for children with identified disabilities who meet eligibility criteria for special education set by the State Department of Education. Preschool children may attend local preschool programs from two to five days per week for a half day; however, IEP teams may choose to have children attend fewer days or less hours depending on the child's individual needs. Classrooms are usually staffed by one certificated teacher and one or more instructional assistants. Activities in the classroom are designed to help children reach the goals specified on their IEPs as well as to provide a stimulating developmentally appropriate preschool program. Related Services are available as determined by the IEP Team. There is no cost to parents.

Related Services are those services that are needed to assist the child in benefiting from his or her *Special Education program*. These services will assist the child in participating in the activities of the preschool day and obtaining their goals. Examples of Related Services are:

- Speech-Language Pathology
- Occupational Therapy
- Physical Therapy
- Deaf/Hard of Hearing or Audiological Supports
- Support by Specialists in Impairments of Vision and/or Orientation and Mobility (for students with visual impairments)
- Health and Nursing Services
- Behavior Specialist Services

COMBINATION PROGRAMS

Many families find it desirable to use a combination of programs for their child. This might include having the child attend a community preschool program and receive Special Education Related services from the local school district. Some



children attend a special education preschool program two or three days per week and a community preschool program on other days. Some families choose to use other community resources such as recreation or gymnastic classes, religious schools or informal social groups to provide for their child's needs. Some families choose to use private insurance or their own funds to arrange for therapy and other services. Because no two children or their families are alike, developing a creative combination program can be a way to individualize and personalize services for a child with special needs.

PROGRAMS AVAILABLE TO CHILDREN ELIGIBLE FOR REGIONAL CENTER SERVICES AFTER AGE THREE

Children who meet the eligibility criteria of developmental disability under the Lanterman Act can receive services and supports through the Regional Center at the age of three. Services provided by the Regional Center are specified in your child's Individual Program Plan (IPP). Development of your child's IPP will be done through a person-centered planning process. Services and supports may be provided by generic or public resources, unpaid community supports, or vendors under contract with the Regional Center. Some services that can be accessed through Regional Center funding include behavior training, behavior modification programs, daycare, and respite.

PROGRAMS AVAILABLE TO CHILDREN ELIGIBLE FOR CALIFORNIA CHILDREN'S SERVICES (CCS) AFTER AGE THREE

What is CCS?

California Children's Services (CCS) is a statewide program that arranges, directs, and pays for medical care, equipment, and rehabilitation when these services are authorized by the program. Services can be authorized for children and young adults under 21 years of age who have CCS-eligible medical conditions and whose families are unable to pay for all or part of their care. CCS defines eligibility and selects the most qualified professionals to treat the child's CCS-eligible condition. However, it is important for you to know that CCS is not a health insurance program and will not meet or pay for all of your child's health care needs. CCS covers only those health care needs related to your child's CCS-eligible condition.



What does the CCS program offer children?

CCS pays for or provides treatment, such as doctor services, hospital and surgical care, physical and/ or occupational therapy, laboratory tests, X-rays, orthopedic appliances, and medical equipment as needed for your child's CCS-eligible condition. CCS may also provide help for your child to see special doctors who will care for your child when medically necessary. The CCS program can make referrals to other agencies, including public health nursing, regional centers, or to the Medical Therapy Program (MTP), which can provide physical and/or occupational therapy in some public schools for children who are medically eligible for these special services.

CCS Benefits:

Case Management

Case management is determining medical eligibility, deciding your child's medical needs, and helping you see special doctors and receive services to meet your child's special health care needs. This includes help to coordinate your child's medical care and referrals to other agencies, such as the county health department, schools, and agencies that serve children and adults with disabilities. Every CCS client receives case management.

Diagnostic Services

Once CCS receives a signed application and residential eligibility is determined, CCS may authorize a diagnostic evaluation to establish the presence of a CCS-eligible condition.

Treatment Services

Treatment services include medical services, medicines, equipment, or supplies that are medically necessary to treat your child's CCS-eligible condition. *Treatment services are provided when they are prescribed by a CCS-approved doctor and authorized by the CCS program.*

Services from a Doctor

The CCS program refers your child to doctors and clinics that are CCS approved. Doctor's services may include consultations, office visits, surgery, anesthesiology, radiology, and other medical services needed to treat your child's CCS-eligible condition.

Emergency Services

Emergency services, including doctor, laboratory, or hospital services to treat a CCS-eligible condition may be a benefit of the CCS program.



Hospital Services

CCS only covers hospital services for your child's CCS-eligible condition. Overnight hospital care can be authorized by CCS only if the doctor and

hospital are approved by CCS and your child's condition is severe enough to require overnight hospital services

Home Health Care Services

In some cases, home health care services such as nursing, occupational therapy, physical therapy, or medical social services may be provided in your home to treat your child's CCS-eligible condition. If your child's CCS-authorized doctor prescribes the service and CCS agrees that your child needs the service at home, it may be authorized.

Other Medical Services

Following are additional services that may be authorized only when CCS determines that they are medically necessary to treat your child's CCS-eligible condition.

This list may not be complete. Ask the CCS office about any services not on this list.

- * Medicines, including prescription drugs and special nutrition products
- * Home infusion therapy
- * Dental services
- * Nutrition services
- * Social work services
- * Durable medical equipment such as wheelchairs and braces
- * Medical supplies
- * Eyeglasses, prostheses, and orthotics
- * Dialysis
- * Organ transplants and donor services
- * Audiology services and hearing aid services
- * Rehabilitation services, including occupational and/or physical therapy and speech therapy
- * Medical transportation
- * Genetic counseling

Special Care Centers

Special Care Centers provide comprehensive, coordinated health care to CCS clients with specific medical conditions. Special Care Center teams of providers evaluate the child's medical condition and develop a family-centered health care plan to ensure timely and coordinated care.



Medical Therapy Program in Schools

The Medical Therapy Program (MTP) provides medically necessary physical and/or occupational therapy services to eligible children. These services are provided in Medical Therapy Units (MTUs) located in public schools.

Children who are served in the MTP:

Children with a neuromuscular, musculoskeletal, or muscular disease. For example, some types of cerebral palsy, poliomyelitis, myasthenias, muscular dystrophies, osteogenesis imperfecta, arthrogryposis, rheumatoid arthritis, amputation, and contractures resulting from burns.

For more information or assistance with an application:

Look us up on the web at www.dhs.ca.gov.ccs or contact the local CCS office in Ventura County at 805-981-5281.



ARE YOU THINKING ABOUT A PRESCHOOL?





INTRODUCTION TO PRESCHOOL PROGRAMS

A wide variety of private or community preschool programs are available in our area. These programs may include a half-day preschool or a combination preschool/child care program. Preschools may be operated by private corporations, religious organizations, or individuals. The location of these programs may be in a business, within a church or synagogue, or even in a home. Program hours vary but preschool is generally a half day program two or three days per week for three year olds and three to five days a week for 4 year olds. Preschool programs have many different ways of structuring programs for young children. They also have different ways of grouping children and different expectations of the skills that children should learn in preschool. Preschool programs are licensed by the State of California and must meet certain standards regarding space, cleanliness, and adult/child ratios. Costs for private preschool programs vary greatly.

DIFFERENCES BETWEEN EARLY START AND PRESCHOOL PROGRAMS

	Early Start Program	Preschool
Service Delivery Model	<ul style="list-style-type: none"> • Family focused • Parent education • Parent involvement in service delivery • Individual or small groups 	<ul style="list-style-type: none"> • Classrooms • Small or large groups • May or may not include parent involvement component
Program Emphasis	<ul style="list-style-type: none"> • Family's needs to support child • Child's individual developmental needs 	<ul style="list-style-type: none"> • Child's functioning in the educational setting • Interaction with children and adults • Learning to participate in a group • Social skills
Type of Instruction	<ul style="list-style-type: none"> • Individual • Small groups 	<ul style="list-style-type: none"> • Whole groups • Small groups • Learning centers • Some individual
Length of Day/ Days per Week	<ul style="list-style-type: none"> • Varies based on individual needs, ranging from weekly to monthly 	<ul style="list-style-type: none"> • Typically 2 – 5 half days per week • For some children with disabilities, may be a full-day program.
Location	<ul style="list-style-type: none"> • Natural Environments; including home, day care and other community settings 	<ul style="list-style-type: none"> • Public school sites • Other community locations, including churches, synagogues, corporations, etc.
Transportation	<ul style="list-style-type: none"> • Transportation provided to required Early Start Services if parent does not have resources 	<ul style="list-style-type: none"> • Private preschools may or may not have transportation available • Head Start may provide busing • Some special education preschools provide busing • In all situations, parents may choose to transport
Parent/Family Involvement	<ul style="list-style-type: none"> • Parents involved in developing and delivering services • Parent education a critical component 	<ul style="list-style-type: none"> • Some preschools require parent participation • Public preschool programs may limit parent visits on an appointment basis



SUGGESTED STEPS FOR INVESTIGATING PRESCHOOL OPTIONS

Getting started with the search for a preschool program for your child is often the most difficult “*first step*”. Here are some suggestions for beginning your search.

Begin to determine the unique needs of your child and family- You know your child best. Does your child feel most comfortable in large or small groups or in individual settings? Does your child need more experience with peers and adults other than family members? Do you want your child included with children who are typically developing or do you want your child to be in a specialized program for children with special needs? Does your child have special physical or equipment needs? Does your child have medical or behavioral needs which will need attention at school? What activities does your child enjoy? Does your family need program hours to accommodate work or school schedules? How much are family members able or willing to participate in the preschool program? Think about the environment that you feel would best suit your child.

Identify several programs that might be beneficial to your child- Your Service Coordinator and/or School District Early Childhood Special Educator can help with this. Friends, relatives, other parents, and professionals can all provide recommendations for programs they might know. Prepare to investigate these programs by developing a list of questions that you can ask on the phone or in person. A sample checklist is included on the next page.

Screen programs by looking at websites or making telephone calls- This saves you time and helps you eliminate programs which are not suited for your child. Narrow your list down to the programs you feel would be best for your child.

Arrange to visit programs, if possible- Different programs have different policies on visitation. If you cannot visit immediately, ask to talk with the classroom teacher and/or parents already involved in the program. Prepare a list of things you want to observe on your visit or use the checklist. Make notes after the visit of the things you liked or didn't like about the programs and the things that might be beneficial to your child.

SELECTING A PRESCHOOL FOR YOUR CHILD

Adapted from a brochure originally written by the members of the Preschool Language Program of Tucson.

Choosing a preschool for your child can be a confusing task. Think about the items on the following checklist which are important to you. You may want to highlight or underline the most important ones. It is not necessary to look for every item. As you look at different programs, check off the factors that are available at the school. This will help you in evaluating programs.

PROGRAM

- The atmosphere is relaxed and accepting of children. _____
- A written statement of policy concerning behavior support is given to parents. _____
- You can enroll your child at a convenient time. _____
- The length of the day is appropriate. _____
- There is a daily schedule with a good balance of structured activities and free play. _____
- The noise level of the program is appropriate. _____
- The age range of the children in the program is appropriate. _____
- Children are placed according to age level. _____
- Children are placed according to developmental level. _____
- Fees are acceptable. _____
- Financial aid is available. _____
- Includes children with similar special needs as your child. _____
- Includes peers who are typically developing. _____

STAFF

- There are enough adults to guide and supervise the number of children at the school. _____
- The adults responsible for the program are certified teachers or therapists. _____
- Teachers and teachers' aides provide the children with guidance during activities. _____

- The staff creates a warm and comfortable environment for the children. _____
- The staff communicates well with children. _____

SPECIAL SERVICES PROVIDED

- Physical, occupational, and/or speech therapy are integrated into the program. _____
- Individual therapy and/or consultation is available. _____
- Group therapy is available. _____
- Special education teachers assist in the program. _____
- Integration with children without disabilities is available. _____
- Toilet training is available. _____
- Nutritious meals and/or snacks are provided. _____
- Assistance with meals is available. _____

PARENT PARTICIPATION

- Parent/teacher conferences are scheduled regularly. _____
- Parent participation in classroom activities is encouraged. _____
- Parent participation in classroom activities is required. _____
- Observation by parents is allowed. _____
- Parents must make an appointment before visiting. _____
- A parents' organization or support group exists. _____

FACILITY

- Classrooms are sectioned into areas for play, work, or quiet times. _____
- Space is provided in the classroom for a clothes bin or work bin for each child. _____



FACILITY, CONTINUED

- ___ There is adequate space provided for the number of the children in the program. _____
- ___ Adequate heating and cooling is provided. _____
- ___ There is an outdoor play area which consists of grass and dirt, sunny and shady, hard and soft areas. _____
- ___ There are sufficient drinking fountains inside and outside. _____
- ___ There are enough restrooms available. _____
- ___ There are accessible restrooms available. _____
- ___ There is a private area with facilities for changing/ toilet accidents. _____

ACTIVITIES

- ___ There is a variety of activities so that each child has a chance to be successful. _____
- ___ Children are grouped for activities, either by age, skill level, or interest. _____
- ___ Learning is recognized as an active process. Children participate in activities and manipulative objects while learning. _____
- ___ Children participate in activities which require responsibility, such as watering plants, wiping the table, etc. _____
- ___ Activities are planned which are creative and productive. _____
- ___ Children participate in indoor and outdoor play. _____
- ___ There is enough time allowed for both active play and rest. _____
- ___ Children participate in self-directed, individual activities and group activities. _____
- ___ Children participate in both noisy and quiet activities. _____
- ___ Imaginative play is encouraged. _____

- ___ Activities that encourage language development and talking are included. _____
- ___ Music activities, including singing, listening to music, playing instruments, and dancing are included. _____
- ___ Art activities that encourage experimenting and creating are included. _____
- ___ Children have opportunities to read and to listen to reading. _____
- ___ If there is television watching, adult direction is used to encourage thinking and language skills. _____
- ___ Children participate in community programs, field trips, and library visits. _____
- ___ Children participate in activities that require large muscle movements such as running and small muscle movements such as pasting and cutting. _____
- ___ Children are provided with experiences that stimulate all their senses: hearing, seeing, touching, tasting, and smelling. _____
- ___ Supports are provided for necessary transitions between activities. _____

MATERIALS

- ___ There are enough materials for a variety of activities, including: sand, water, paint, fabric, clay, crayons, blocks, puzzles, balls, and wheeled toys. _____
- ___ Children can bring in materials. _____
- ___ Toys and safe materials are placed within children's reach. _____
- ___ Unsafe materials are out of children's reach. _____
- ___ Books on a wide range of interests are available. _____
- ___ There is a variety of safe playground equipment available. _____
- ___ Materials are appropriate for the age and skill range of the children. _____



WHAT ABOUT PUBLIC SCHOOL SPECIAL EDUCATION PROGRAMS?





ACCESSING PUBLIC SCHOOLS

If you are considering Special Education services from your Local School District, here are some steps you'll need to take.

Referral to Special Education- At the time of the transition IFSP, if you decide that you may want to have your child referred to the school district for assessment for Special Education services, your Service Coordinator will fill out the Referral Form, attaching the latest assessment reports and IFSP, and forward it to the school district representative. This may occur at the time of the transition IFSP meeting or at an agreed upon later date. Once the district receives the referral, a very strict timeline begins.

The district must respond to the referral within 15 calendar days of receiving it. They will do one of two things:


- 1) Develop an Assessment Plan and forward to you for your approval. The Assessment Plan will note all the areas in which the district plans to assess, and the people who will do the assessment (by job title, not name).
- 2) Send you a notice that the district will not proceed with assessment and the reasons why. One reason for not assessing would be that the district does not believe that your child has any "suspected disability" based on the reports and information given to the district.

If you receive the Assessment Plan, look it over carefully and ask any questions you may have, either of the school district representative whose name is on the bottom of the plan, or of your Early Start Coordinator. If you approve of the Assessment Plan, sign it and return it to the school.

If you receive a notice that the district will not be starting an assessment, you have rights to appeal that decision. If you choose to appeal, work with the district (your Service Coordinator can help you) to file the request. (See Parent Rights for Special Education on page 29 of this booklet.)

Assessment- Your child's assessment appointment is an opportunity for you to share information with team members from your local school district, to gain additional information and insight into your child's strengths and needs, and to discuss your future plans for your child.

Prior to your child's assessment, take time to think about your child's unique abilities and strengths. Also think about your child's current needs and needs you are concerned about in the future. You may want to write these thoughts on a list or use the worksheet in this section to record your ideas. You should also think about the short-range and long-range goals that you have for your child. In addition, if you are able to bring or send copies of reports or assessments completed by other



agencies, this will be very helpful to your school district.

The actual assessment process for you and your child will vary according to the School District in which you live. You may meet individually with different members of the assessment team or you and your child may be involved with all of the team members during your appointment. Remember that you are a member of the team and that it is your job to provide valuable information about your child. The goal of the other members of the team is to generate additional information about your child. This will assist in determining whether or not your child is eligible for special education, and if so, to assist in planning an educational program individualized for your child.

At the conclusion of the assessment, be sure to make arrangements for your child's IEP meeting. This includes scheduling a date and time, and informing the school district whom you would like to have invited to the meeting. You may invite anyone you want to the meeting who has an interest in your child. This may include other professionals who have worked with your child, family members, care givers, friends or other support persons. The school district must invite your Early Start Service Coordinator if you request.

Individualized Education Program (IEP)- The IEP meeting is required by law and has several purposes. The first purpose is to determine your child's eligibility for special education services. This includes reviewing the assessment information and deciding as a team whether your child meets the state specified criteria as a child with a disability who requires special education. If it is determined that your child is eligible, then the team will develop annual goals in all the areas where your child has identified needs. Based on these goals, recommendations for your child's program will be made. This may include a classroom placement and/or Related Services.

The IEP team must include: administrator, special education teacher, general education teacher, parents, and anyone who has conducted recent assessment of the child. The parent is an equal member to all others on the team. (Required professionals whose input are not needed may be excused with parent permission.)

All preschoolers who receive special education services are assessed twice annually in statewide achievement testing. Your child will participate in the Desired Results Developmental Profile –(DRDP)– access assessment in Fall and Spring. The team will discuss whether or not your child will need accommodations in order to participate in the DRDP assessment.

All ideas and information discussed during this meeting are recorded on an IEP document and a copy will be given to you. Everyone participating in the IEP meeting will be asked to sign this document. You must sign that you were in attendance. However, if there are parts that you disagree with, you can indicate there that you disagree or ask for time to decide. Be sure to indicate all the parts



you are in agreement with.

If you are unable to resolve the areas of disagreement, you have the right to “*due process*” in order to resolve any disagreements with the School District. For more information on due process, go to the Ventura County SELPA website www.venturacountyselpa.com under “*Parent Information/Parent Resources*” and see the brochure “*Procedural Safeguards Referral Service*” and “*Due Process Request Form*”.






At the conclusion of the IEP meeting, be sure to make arrangements to visit your child’s proposed program and find out if anything is needed to register your child for that program. **If your child turns three during a time when the school district is on vacation, your child may not start in the new program until the regular program year begins again.**

Not all school districts operate their own preschool special education classes. In some cases there are agreements between districts to serve children in another district. See the Ventura County SELPA website www.venturacountyselpa.com “*Public Schools/Preschool*” for a chart of serving School Districts. There is no cost involved for families when a child is served by another district.

Least Restrictive Environment- The State and Federal Laws which govern special education service require that the IEP Team determine placement based on the child’s goals and objectives, and taking into account the Least Restrictive Environment for that child. Least Restrictive Environment is defined as the setting which is closest to a typical setting (*where children of the same age would be educated*) that can meet the child’s special needs. This is determined by the IEP team.



THINGS TO THINK ABOUT IN PREPARING FOR YOUR CHILD'S IEP

<p>Questions I have:</p> 
<p>Things I need to share about my child:</p> 
<p>My child's areas of needs:</p> 
<p>Services and supports I feel are important for my child:</p> 
<p>Other:</p> 



THREE YEAR OLD TRANSITION TIMELINE

Child turns 2.6

- 2.6 – Regional Center contacts schools and schedules transition IFSP meeting no later than 2.9, at a time which allows the IEP to be held no later than the child’s 3rd birthday. The meeting date must be agreed upon within 30 days of the contact. District staff should make every effort to schedule the meeting so that the referral can be made early enough to complete the assessment prior to the child’s 3rd birthday.
- Between 2.6 – 2.9 Required transition IFSP meeting held at location convenient to family. Schools and regional center must be in attendance. (School district may participate by telephone if parent agrees).
 - Purpose = to meet family, discuss timing of referral, share program options, consider areas of assessment
 - Regional Center completes form. Copy to schools.
- Referral packet given to schools (either at the transition IFSP or at agreed upon time)

(If schools do not attend Transition IFSP, referral packet to be sent no later than 2.9)
- Within 15 days of receipt of referral packet by district:
 - Assessment Plan sent to family (or)
 - Prior Written Notice to Parent of Action sent to family
- Assessment Plan signed by parent
- IEP Held
(within 60 days of receipt of signed Assessment Plan)

- Allowable Interruptions:
 - School Holidays in excess of 5 days
 - Breaks between regular school sessions
 - The timeline will continue on the first day after the Holiday or break.
 - If the signed Assessment Plan is received by district within 30 days or less of end of the regular school year, the assessment must be completed and IEP held within 30 days of start of new school year.
- Referrals received by school after 2.10 – IEP not required to be held by 3rd birthday.

3 years old

Child starts program as soon as school program starts after 3rd birthday



PARENT RIGHTS AND PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION – ABBREVIATED SUMMARY

NOTE: This notice is an abbreviated summary of your rights under state and federal law. A more extensive description of these rights is available on our website. These rights are guaranteed under the Individuals with Disabilities Act (IDEA) – PL. 108-446 and related California Education Code. Contact your school district or see our website for the complete Parent/Adult Student Rights.

INTRODUCTION: This document is for parents of students aged 3-18 years old who are being considered for or are receiving special education services. These rights apply to all foster parents and surrogate parents (appointed by the School District) acting on behalf of a special education student or a student being considered for special education. This is your Notice of Procedural Safeguards. (Contact the SELPA for your rights if your child is under 3 years of age) You will be given these rights once a year, also upon initial referral, at assessment, and if you file a Notice of Due Process Complaint.

There are many people in your child’s school district (“district”) and Special Education Local Plan Area (SELPA) who can answer questions about your child’s education and questions you may have regarding your rights. When you have a concern, it is important that you contact your child’s teachers or administrators to talk about any problems you see. This informal conversation often solves the problem and helps maintain open communication.

Parent Surrogates: A surrogate may be appointed by the district to represent a student with a disability when a parent cannot be identified or located, or when the parent’s educational rights have been removed by a court of law. A surrogate may exercise all rights of a biological parent in issues regarding educational records and decision-making.

Parent Participation: You have the right to refer your child for special education services, participate in the development of the Individualized Educational Program (IEP), and to be informed of all program options and alternatives, both public and nonpublic. You must be given the opportunity to participate in any meeting in which decisions are made regarding your child’s special education program, including meetings about identification, assessment, educational placement and/or other matters relating to your child’s education. You should be notified early enough to ensure an opportunity to attend.

You may designate another adult to represent you at IEP and other meetings, by giving written notice. You may designate a representative for one meeting only by indicating on the IEP meeting notice, or you may do it on a long term basis by completing the “Designation of Educational Representative” form. (On our website “IEP/Pre-IEP”)

Written Notice: You have a right to receive written notice, in your native language, when the district proposes or refuses to initiate a change in the identification, assessment or educational placement of your child. This may be given via the IEP or separate form. The notice will include a description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, a description of any other options that the district considered and the reasons why those options were rejected. It will also include a description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action, a description of any other factors that are relevant to the district’s proposal or refusal, and a statement about your rights.

Consent: You must provide informed, written consent before your child is assessed or provided with any special education services. Consent must also be provided before any change in special education services can occur. You can revoke your consent at any time, but it does not negate an action that has already occurred. If your child is being reassessed, the district may conduct assessment without your consent if you have failed to respond to the district’s attempts to obtain consent.

Rights of Refusal: You can refuse consent for an assessment or the placement of your child in special education. The district may not pursue Due Process on the issue of your child’s initial placement into special education.



Revoking Consent: Any time after the initial provision of special education and related services, you the parent, or an adult student, may revoke consent for your child to receive special education services. You must put it **in writing**. If you choose to do this, your child will be exited from **all** special education services and supports. The district will not continue to provide services, but must give you written notice before stopping the services indicating the date services will stop. An IEP meeting will not be held. The district may not use mediation or due process procedures to obtain agreement or a ruling that the services must be provided. If you revoke consent for special education services, the district is not required to amend your child's education records to remove any reference to receipt of special education and related services. Additionally, if you revoke consent for special education services, your child will be subject to the same disciplinary guidelines as any other general education student in the district.

Assessment: Your child must be assessed for special education using methods that are not biased or discriminatory, based on culture, ethnicity, gender or disability. Tests will be administered in your child's native language or mode of communication, unless clearly not feasible to do so. No single assessment procedure will be used as the sole criteria for determining eligibility and programming for your child. The assessors will be qualified. You must sign the Assessment Plan to initiate assessment.

Independent Educational Evaluations (IEE): You may request one IEE for your child at public expense, if you disagree with an assessment conducted by the district. However, if the district disagrees that an IEE is necessary, it may request a Due Process Hearing to prove that its assessment is appropriate. Any IEE (regardless of who pays) must be considered by the IEP Team. If the district observes your child in his or her classroom during an assessment, or if the district would have been allowed to observe your child, an individual conducting an IEE must also be allowed to observe your child in the classroom. If the district proposes a new school setting for your child and an IEE is being conducted, the independent assessor must be allowed to first observe your child in the proposed new setting.

Individualized Education Program (IEP): An IEP meeting will be held within 60 calendar days (excluding school holidays in excess of 5 days) of the date the district received the signed Assessment Plan. You may attend in person, or by teleconference if all agree. Any assessment results will be shared with you, and a copy given to you in writing. You have a right to be a participating member of the IEP team, and an interpreter will be provided if you need it. Other members of the team will include: an administrator or other qualified representative of the district; a general education teacher; a special education teacher; anyone who has conducted assessment; and the student, if transition to adult life will be discussed. A required member of the IEP team whose area will not be discussed may be excused from all or part of the meeting with your (and the district's) written permission. If you and the district agree, a member whose area will be discussed can also be excused from all or part of the meeting but must submit a written report prior to the meeting. Parents and district have a right to make an audiotape recording of the IEP by giving 24 hours notice of the intent to tape. If the district initiates the intent to record and the parent objects or refuses to attend, the meeting shall not be recorded by either party.

Transition: Beginning the year of the IEP before your child turns 16, the IEP will address transition to adult life. Your child must be invited to participate, and a plan developed to address his/her dreams and interests for outcomes in life after high school/postsecondary school. Goals and services will be developed to address the outcomes, as well as linkages to adult service providers, if needed. Prior to your son/daughter's 17th birthday, she/he must be informed that all special education rights will transfer to him or her upon turning eighteen.

Access to education records and other rights related to records: You have a right to inspect, review, and obtain copies of your child's education records. They must be provided within 5 business days of your request. The district may charge you actual costs for copies. You have the right to dispute documents in the record.

Suspension, alternative placement and expulsion of Special Education Students: For the first ten days (cumulative in a school year), a special education student may be suspended the same as students without disabilities. A suspension for any part of a school day counts as one day of suspension, but in-school suspension does not. If the district proposes to suspend your child for more than 10 days, and the suspensions have caused a change of placement, an IEP meeting called "Manifestation Determination" will be held. If it is determined that the behavior was a result of the district's failure to implement the IEP or was caused by, or had a direct and substantial relationship to your child's disability, steps must be taken before the student is suspended further. For suspensions beyond ten days that caused a change of placement, the district must continue to provide special education services during the suspension.



In cases involving weapons, drugs, or serious bodily injury, the district may place your child in an Alternative Educational Setting (AES) for 45 school days while decisions are being made. While in an AES, he/she must continue to participate in the general education curriculum and receive the special education services specified in the IEP.

In cases in which your child is being considered for expulsion, the district will hold a Manifestation Determination IEP meeting. If it is determined that the misconduct was not caused by or a direct result of your child's disability, or the district's failure to implement the IEP, the principal may recommend expulsion to the school board.

Due Process: You have the right to assistance in resolving conflicts which may arise regarding special education issues. If you and the district are involved in dispute resolution over an issue, it does not necessarily mean that someone is at fault. It means that there is a disagreement over what is best for your child. You may choose to participate in "Mediation Only." This is a voluntary process, outside of any timelines, at which attorneys may not be present. The form for "Mediation Only" is located on our website. If you choose to begin Due Process, you need to file a Request for Mediation and Due Process Hearing, stating a description of the problem, including facts, and a proposed resolution to the problem. This may be done no later than two years after the issue under dispute arose. (As of October 9, 2006). The Request should be forwarded to the Office of Administrative Hearings (OAH) (address on page 3) with a copy to the district. The form is located on our website. The district has 10 days to send you a Written Notice described above, or send an Other Party Response attempting to resolve the issue. The OAH will inform you within 15 days if there is not enough detail in your notice. Once you file a Request for Mediation and Due Process Hearing, your child will "stay put" in the last agreed-upon program until the issue is resolved.

Resolution Session: Upon receipt of your notice, the district will schedule a Resolution Session within 15 days. The Resolution Session is an informal way to attempt to resolve the conflict and may be facilitated by a neutral party from outside the district. You have three days to rescind any agreements made in a Resolution Session. The Resolution Session period is 30 days and precedes initiation of Mediation/Due Process Hearing.


Mediation: As part of Due Process, you may want to request Mediation. Mediation involves the use of an impartial mediator who is appointed by the OAH. Participation in Mediation will not delay the timeline for a Due Process Hearing.

Both Resolution Sessions and Mediation are informal, non-adversarial methods designed to be conducted without an attorney, but if you bring an attorney the district may also.

Due Process Hearing: You have the right to a Due Process Hearing if there are still disagreements relating to special education services for your child. You also have the right to have an attorney, advocate, and/or the student present at the Due Process Hearing and to make the hearing public. Under certain conditions, the Administrative Law Judge may award the reimbursement of attorney's fees and/or fees paid to nonpublic institutions by you in the settlement of a case. Under certain other conditions, the judge may reduce or completely deny reimbursement to you for attorney fees and/or fees for nonpublic institutions. The Due Process Hearing will result in written findings from the judge within 45 days of completion of the 30 day Resolution Session period. You have the right to appeal a Due Process Hearing decision to a federal court as a civil action. Appeal must be made within 90 days of the decision.

Children Attending Private Schools: Children who are enrolled by their parents in private schools may be referred to the district in which they live for assessment for special education. If eligible, the IEP team will offer a free, appropriate public education to the child. However, if you choose to continue your child's attendance in the private school, your rights will be extremely limited. In some cases, very limited services will be offered via an Individual Service Plan, according to the guidelines of the district in which the private school is located. You would be entitled to reimbursement for private school costs only if a hearing officer or court determined that your district had not made a free, appropriate public education available.

Parent Placement in a Non-Public School: A non-public school is a private school which is certified by the state to provide special education services. The district will pay for non-public school costs only if the IEP team agrees that all public school options are not appropriate. If you intend to place your child in a non-public school,



you must give the district ten business days notice. In that time, if the district wishes to assess your child, you must make your child available for assessment. If you place your child in a nonpublic school without approval by the district, but you propose that it be paid for by the district, the district must be given the opportunity to observe and assess your child there. An IEP meeting will then be held to review assessment results and discuss the appropriate placement.

State Special Schools - 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 are in Fremont and Riverside and the California School for the Blind is in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and ages 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 Web site at www.cde.ca.gov/sp/ss/ or ask for more information from the members of your child's IEP team.

Complaints: If you believe that the district has violated the law, you may file a complaint with the district, according to their "uniform complaint procedures." If not satisfied, or if you choose not to file with the district, you may file a complaint with the California Department of Education (CDE). The CDE must investigate the complaint and issue a written report of findings within 60 days. The complaint form is located on our website (above).

To obtain more information about parental rights, or to file a complaint, contact:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
Attn: PSRS Intake
515 L Street, Suite 270
Sacramento, CA 95814
Telephone: (800) 926-0648 ~ Fax (916) 327-3704
<http://www.cde.ca.gov/spbranch/sed>

To file a Request for Mediation and Due Process Hearing:

State of California, Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA, 95833
Telephone: (916)263-0880
Fax (916)263-0890

COMMUNITY ADVISORY COMMITTEE (CAC)

The SELPA convenes a Community Advisory Committee with the purpose of maintaining a flow of communication between the Special Education Administration and the community. Meetings are generally held once a month, September through June, and are open to the public. Free childcare is provided, if reserved one week in advance.

The CAC makes many brochures and booklets available free to families of students enrolled in special education programs in the Ventura County SELPA. All are available on our website at www.venturacountyselpa.com or may be ordered for free at (805) 437-1560.

- 90 Ways to Help Students with ADHD - *Brochure*
- A Parent Guide to Special Education (English/Spanish) - *Booklet*
- A Parent Guide to Transition Planning (English/Spanish) – *Brochure*
- A+ Access, Accommodations, Acceptance "A Winning Grade" - *Brochure*
- AB3632 – How does it help with Mental Health Services? – *Brochure*
- Autism: A Confusing Diagnosis – (English/Spanish) – *Brochure*
- Are You Concerned About Your Child? (3-22 years old, English/Spanish) – *Brochure*
- Community Resource Directory for School Aged Students (English/Spanish) - *Booklet*
- Community Resources for Families of Young Children (English/Spanish) – *Booklet*
- Community Parks and Recreation Programs (English) – *Booklet*
- Could Your Baby Benefit From Special Education Services? (Birth-3, English/Spanish) – *Brochure*
- Going to College...or Thinking About it? - *Booklet*
- Interagency Coordinating Council (ICC) - *Brochure*
- My child is not eligible for special education services...but he still needs help! - 504 Plan – *Brochure*

- Public Agencies Serving Adults with Disabilities- *Booklet*
- Procedural Safeguards Referral Service – *Brochure*
- Family Fact Sheet - Sorting through services to help you help your child. . . Regional Center or Schools? – (English/Spanish) – *Brochure*
- School-based Early Start Services – *Brochure*
- Sensory Issues and Needs in Young Children Birth-Three (English/Spanish) – *Brochures*
- Student Study Team (SST) Parent Brochure (English/Spanish) – *Brochure*
- Ventura County Transition Project Community Resource Directory (Programs and services for students in transition from Special Education Programs to Community-Based Programs for Adults) (English/Spanish) – *Booklet*
- What is Apraxia of Speech – A Guide for Parents of 3-5 year olds – *Brochure*
- What is a SELPA? - *Brochure*
- What's Next After Early Start? - *Booklet*

FOR FULL TEXT OF CALIFORNIA EDUCATION CODE RELATED TO SPECIAL EDUCATION GO TO
[HTTP://WWW.LEGINFO.CA.GOV/CGI-BIN/CALAWQUERY?CODESECTION=EDC&CODEBODY=&HITS=20](http://www.leginfo.ca.gov/cgi-bin/calawquery?codeSection=EDC&codeBody=&hits=20).

FOR FULL TEXT OF FEDERAL LAW RELATED TO SPECIAL EDUCATION GOT TO
[HTTP://CFR.LAW.CORNELL.EDU/CFR/CFR.PHP?TITLE=34&TYPE=CHAPTER&VALUE=3](http://CFR.LAW.CORNELL.EDU/CFR/CFR.PHP?TITLE=34&TYPE=CHAPTER&VALUE=3)

TERMS AND ACRONYMS THAT YOU MIGHT FIND IN YOUR CHILD'S IEP:

CAHSEE	CA High School Exit Exam - A required exam of all students in California in order to meet graduation requirements.
Aprندا	A state test designed to assess a student's acquisition of content in Spanish.
BSP	Behavior Support Plan – A plan which addresses underlying causes of a behavior and specific strategies to address it. Also known as a "Positive Behavior Support Plan" (PBSP)
CAPA	California Alternate Proficiency Exam. An assessment of state curricular standards designed for students in a functional skills curriculum.
Career Interest tool	Tool used to gauge career interests that a student may have
CCS	California Children Services - Public agency which provides medical services to eligible children. Website: http://www.vhca.org/dos/Program.asp?ProgID=62
Certificate of Achievement/Completion	For students who do not achieve a regular HS diploma, this document reflects that they participated in the course of study and/or achieved their IEP and Transition goals.
Chapter 26.5 (Also know as "AB 3632")	Chapter 26.5 of the Government Code of California. This law applies to the CA Departments of Mental Health, Health Services and Social Services and mandates interagency responsibilities for IEP services with the local public schools.
CMA	California Modified Assessment – an alternate statewide achievement test for some special education students.
COE	County Office of Education – Provides services to students with disabilities
CST	CA Standards Test - Annual test of achievement in CA. State Curricular Standards given to all school children in the state, grades 2-11
DMH	Department of Mental Health – Public Agency providing counseling and medical services to people with emotional disturbance and mental illness. http://www.vhca.org/bh/index.htm
DOR	District of Residence - District where child and family reside
DOS	District of Service - District providing primary special education services
DRDP	Desired Results Developmental Profile - An assessment given to all 3,4 and 5 year old preschoolers twice a year to gauge developmental progress
EDD	Employment Development Department - CA agency which assists people to obtain jobs
EL	English Learner - A child who is learning English
ELA	English/Language Arts.
ELD	English Language Development – Strategies to assist English Learners to acquire academic-level English.
Emergency Health Care Plan	A plan that addresses steps to be taken in case of a medical emergency
EO	English only - A child who has English as his only language
FEP	Fluent English Proficient - A child with other languages used in the home but who is determined to proficient enough in English for participation in school

FM System	A classroom-wide system for amplification.
HS	Head Start – Services to low income children 3-4 years old. In Ventura County, provided by a non-profit organization, Child Development Resources. http://www.cdofvtaco.org/index.htm
IFSP	Individual family Service Plan - Plan provided to young children with disabilities age 0-36 months and their families
Individual & Small Group Instruction	Special education services provide to <u>preschoolers only</u> .
LCI	Licensed Children's Institution. Public agencies that care for children with special needs, or who are wards of the state.
Level of Service	Level of special transportation service specified on the IEP. Level One – closest safe accessible curbside Level Two – within 2 miles of home/service address Level Three – within .4 mile of home/service address Level Four – within 1 mile of home/service address Level Five – closest neighborhood school
LI	Low Incidence - Disabilities that occur statistically rarely in society including visual, hearing and orthopedic impairments. Children with these disabilities qualify for extra funding to offset costs of the unique service and equipment needs of this population.
NPA	Non Public Agency – Agencies certified by the CA Dept. of Education to provide specific special education services
NPS	Non Public School - Schools that are certified by the CA Dept. of Education to provide special education services.
Promotion and retention standards	Standards for progress in core curriculum set by the district for promotion between certain grade levels. Consult your district policies.
RC	Regional Center - Provides supports to people with developmental disabilities of all ages. http://www.tri-counties.org/
Rehabilitation or DR	Department of Vocational Rehabilitation. Provides job training and supports to person with qualifying disabilities. Website: http://www.rehab.cahwnet.gov/
Related Services	Specialized Services to assist the student in accessing his/her special education program
RFEP	Reclassified Fluent English Proficient - A child who was formerly an English Learner, but has met reclassification guidelines according to district policy
SDAIE	Special Designed Academic Instruction in English – Strategies for assisting English learners in gaining core content presented in English.
SELPA	Special Education Local Plan Area – Regional consortia of school districts to facilitate the provision of special education services to all children in the districts within the SELPA
Skills/Aptitude Tools	Tools to assess the student's strengths and abilities toward specific jobs/careers
SLD	Specific Learning Disability. A disability characterized by poor performance in one or more academic areas due to a psychological processing disorder.
Specialized Academic Instruction	Adapting the content, methodology or instruction to assist a student with disabilities to access the core curriculum.
Specialized Physical Health Care Services Plan	A plan developed by a physician to address the unique health or medical needs of a student
TPP	Transition Partnership Project – A collaboration between certain schools – Dept. of Rehabilitation to provide career development and transition to adult life services.
Triennial	A review of all areas of suspected disability of a student to determine continued eligibility as well as need for special education and related services and supports.
WRK – WorkAbility Services	School-based career preparation services.



INFORMATION ON HOW TO CONTACT YOUR LOCAL SCHOOL DISTRICT- Ask for the Special Education Office

Briggs School District

12465 Foothill Rd.
Santa Paula, CA 93060
(805) 525-7540

Conejo Valley Unified School District

1400 East Janss Road
Thousand Oaks, CA 91362
(805) 497-9511

Fillmore Unified School District

Post Office Box 697
Fillmore, CA 93016
(805) 524-6029

Hueneme Elementary School District

205 N. Ventura Road
Port Hueneme, CA 93041
(805) 488-3588

Las Virgenes Unified School District

4111 North Las Virgenes Road
Calabasas, CA 91302
(818) 878-5243

Mesa Union School District

3901 North Mesa School Road
Somis, CA 93066
(805) 485-1411

Moorpark Unified School District

5297 Maureen Lane
Moorpark, CA 93021
(805) 378-6300

Mupu School District

4410 North Ojai Road
Santa Paula, CA 93060
(805) 525-0422

Oak Park Unified School District

5801 East Conifer
Oak Park, CA 91301
(818) 735-3208

Ocean View School District

4200 Olds Road
Oxnard, CA 93033
(805) 488-4441

Ojai Unified School District

Post Office Box 878
Ojai, CA 93024
(805) 640-4300

Oxnard Elementary School District

1051 South "A" Street
Oxnard, CA 93030
(805) 487-3918

Pleasant Valley School District

600 Temple Avenue
Camarillo, CA 93010
(805) 445-8675

Rio School District

2500 Vineyard Avenue
Oxnard, CA 93036
(805) 485-3111

Santa Clara School District

20030 East Telegraph Road
Santa Paula, CA 93060
(805) 525-4573

Santa Paula Elementary School District

201 S. Steckel Drive
Santa Paula, CA 93060
(805) 933-8837

Simi Valley Unified School District

875 East Cochran Street
Simi Valley, CA 93065
(805) 520-6500

Somis Union School District

5268 North Street, PO Box 900
Somis, CA 93066
(805) 386-5711


Ventura Unified School District

255 West Stanley Ave, # 100
Ventura, CA 93001
Phone: 641-5000, ext. 1123



RESOURCES





Rainbow Connection Family Resource Center is a parent resource funded by California's Early Start Program. It is housed at Tri-Counties Regional Center in Simi Valley and Oxnard. Rainbow offers information, training and support provided by parents. Rainbow also serves people eligible for services through Tri-Counties Regional Center of all ages. A toll-free number is available and there is no direct cost to parents for these services.

(800) 664-3177, (805) 485-9643, Spanish (805) 485-9892

Child Development Resources provides a referral service for parents and care givers. They maintain a list of licensed preschools, day care centers, and home day care providers. Parents and care givers can request referrals by area where they live or work. Requests for referrals can be made over the phone and there is no charge for the information.

(805) 485-7878

Tri-Counties Regional Center provides a variety of resources for families with children with developmental disabilities including social work services, counseling, medical consultation, behavioral intervention, and assessment. Children over the age of three must meet specific medical or psychological criteria to be eligible for Regional Center programs. Costs of Regional Center programs are paid for by state and federal tax dollars.

(805) 485-3177

Children's Medical Services provides a variety of health and related services to children with special needs. The Children's Health and Disability Prevention (CHDP) program provides regular medical check ups and immunizations to eligible children. California Children's Services (CCS) provides center-based occupational and physical therapy to eligible children and assists with medical and equipment costs for families who are income eligible for this program.

(805) 981-5281, (800) 781-4449, ext. 4

Ventura County Special Education Local Plan Area (SELPA) oversees special education programs in 22 school districts in and around Ventura County. The SELPA Community Advisory Committee is made up of parents and community members who meet regularly to discuss special education related issues. Some local school districts also sponsor a district advisory committee which meets regularly to provide information, support and programs for families of children with special needs. For more information on how to get involved in these committees, contact your local school district or the Ventura County SELPA.

(805) 437-1560 or www.venturacountyselpa.com



Ventura County SELPA Resource Library, Special Education Collection (Located at Triton Academy, 700 Temple Ave., Camarillo, CA 93010) contains several hundred titles of books, videos and other materials about special education and children with special needs. Includes an “Early Childhood Special Education” collection open to all residents of Ventura County. (805) 384-0205

Go to www.venturacountyselpa.com for the resource list.

Other Ventura County Agencies which provide support services to children and their families include Department of Behavioral Health, Department of Public Health, Public Social Services Agency, and Interface Children and Family Services. These agencies can be contacted at any time to provide support for your child or your family. Your Service Coordinator is familiar with the services provided by these agencies and can give you more information about them:

BEHAVIORAL HEALTH DEPARTMENT- (866) 904-9362

DEPARTMENT OF PUBLIC HEALTH- (805) 654-7600

HUMAN SERVICES AGENCY- (866) 998-2243

INTERFACE RESOURCE & REFERRAL- (800) 339-9597, (805) 485-6114 (or call 2-1-1)



REFERENCES AND RESOURCES FOR PARENTS

REFERENCES:

Transition Issues: A Model for early Childhood Special Education

by Linda Brekken y Andrea Knowlton

Personnel Development for Infant Preschool Programs (PDIPP)

A Collaborative Model...Transition from Infant Intervention to Preschool Special Education Public Programs (Project STIP)

by Mary Frances Hanline and Andrea Knowlton

Journal of the Division of Early Childhood

Parent Education: Easing the Transition to Preschool

by Phyllis Spiegel-McGill, Deborah J. Reed, Claire S. Konig, Patricia A. McGowan

Topics on Early Childhood Special Education

Parent Articles: Enhancing Involvement in Language Learning

edited by Margaret Schrader

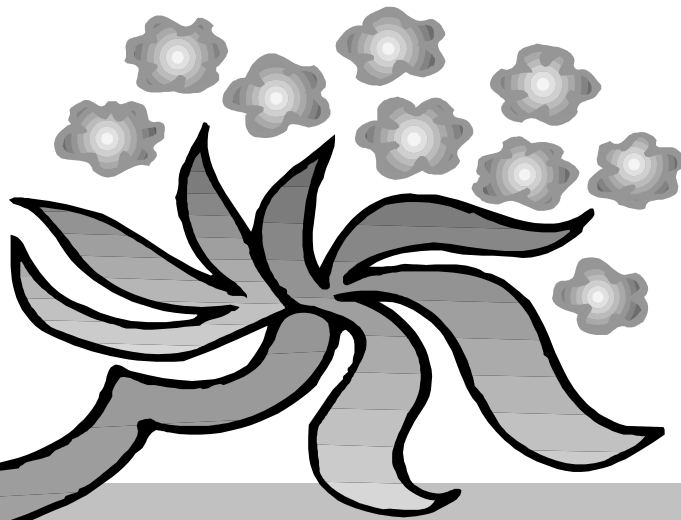
Communication Skill Builders

Available from the Ventura County SELPA

- A Parent Guide to Special Education (*free to families*)
- Community Resources for Families of Young Children (*free to families*)
- Community Parks and Recreation Programs (*free to families*)
- Community Resource Directory (*free to families*)
- Special Education Eligibility Guidelines (\$5.25)
- Guidelines and Procedures for the Local Plan for Special Education (*call for price*)
- "It's Easy as 1-2-3-4-5-6" Positive Behavior Support Made Simple (\$7.35)
- Teaching Social Skills "Assessment Tools, Goals, and Curricula" (\$8.00)

Call Ventura County SELPA at (805) 437-1560 or visit our website www.venturacountyselpa.com to download any of the above.

To obtain more resource for parents about transition and preschool, please contact the Rainbow Family Resource Center or check our SELPA "Resource Library Catalog" on our website under "SELPA Publications".

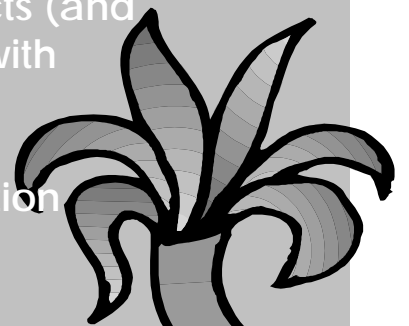


"Transition is a normal, lifelong process. It involves a predictable sequence of events or stages that people go through.

Transition involves the difficult process of letting go of an old situation, suffering the confusion of in betweenness and launching forth again in a new situation.

We begin transition with an ending and end with a beginning. One of the more striking aspects (and the most stressful) of transition for families with young children with special needs is that it focuses on relationships: beginning and ending them, leaving a comfortable situation and starting all over again."

Excerpted from Transition Issues:
A MODEL FOR EARLY CHILDHOOD SPECIAL EDUCATION - - PDIP





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Maria Gomez, *Tri-Counties Regional Center*
Gina Villavicencio, *Secretary, Ventura County SELPA*



ANSWERING YOUR QUESTIONS

After reading this booklet, please take a few minutes to answer the following questions. It is important to discuss your questions and concerns and to have them addressed. Please share this list with your school Early Childhood Special Educator and/or your Service Coordinator. You may contact them in person or by phone. In addition, you may always talk with another special education parent by calling Rainbow Connection at (800) 664-3177, (805) 465-9643.

Do you need more information about or assistance in:

___ Preparing for your child's assessment?

___ Preparing for your child's IEP meeting?

Do you need more information about:

___ Your legal rights and responsibilities?

___ Preschool special education programs and DIS?

___ Other placement options (*community preschool, Head Start, etc.?*)

___ Your involvement in the preschool program?

___ Communicating with your child's new teacher?

___ Services from other community agencies?

Do you have any other concerns or questions not listed above? Please write them here:



“Educating and empowering parents to become long-term,

independent, informed advocates for their children is integral to the

success of transition planning. This approach enables parents to play

the leading role in the transition process.

Active participation is likely to reduce parents’ transition-related stress and to provide parents with the necessary experience and knowledge to independently prepare for future transitions as well.”

**From Parent Education:
Easing the Transition to Preschool**