



Madera-Mariposa Special Education Local Plan (SELPA)

How to Navigate Special Education

**Parent Handbook
2017-2018 School Year**

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Madera-Mariposa SELPA—Local Education Agencies Served

| | |
|--|---|
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Overview of Madera-Mariposa SELPA

Each local education agency in Madera and Mariposa counties provides a continuum of services to students with disabilities who have qualified for special education and who reside within the boundaries of the SELPA. The SELPA administrator provides leadership to ensure the member districts work together in the sharing of resources to meet the educational needs of all students in the area receiving special education services.

Federal Laws

Individuals with Disabilities Education Improvement Act (IDEA)

The Individuals with Disabilities Education Improvement Act (IDEA) is a federal education law that forms the foundation for special education throughout the country. It helps guarantee students with disabilities from birth through age



21 receive a “free appropriate public education” (FAPE). This ensures students can attend school daily, access educational content at the same level as their peers, and have their individual educational needs determined and addressed.

The Individuals with Disabilities Education Improvement Act of 2004 represents the sixth set of amendments to the Education for All Handicapped Students Act known as EHA or Public Law 94-142, which was originally enacted in 1975. (<http://idea.ed.gov/>)

IDEA guarantees four major rights:

1. Free Appropriate Public Education (FAPE)
2. Fair Assessment Procedures
3. Placement in Least Restrictive Environment (LRE)
4. Parent Involvement in Educational Decisions.

IDEA provides for two protections:

- * Individualized Education Program (IEP)
- * Due Process Procedures

The provisions of IDEA are enforced by the US Department of Education, Office of Special Education Programs (OSEP - <http://www2.ed.gov/about/offices/list/osers/osep/index.html>).

Parent Rights and Procedural Safeguards

As parents of a student either being considered for special education services or currently in a special education program, the student and parents are entitled to procedural safeguards guaranteed by both state and federal laws. Highlights of the parent rights are described below. These rights transfer to the student at age 18 and the student and parent(s) are notified of the future transfer at least one year prior to the transfer. (<http://idea.ed.gov/>)

Highlights of Parent Rights and Procedural Safeguards

Prior Written Notice

School districts must notify parents when they propose or refuse to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a free appropriate public education (FAPE) for the student.



Access to Educational Records

Parents have the right to inspect and review all records relating to their student that the school district collects, maintains, or uses regarding the identification, evaluation or educational placement of their student, or the provision of a free appropriate public education (FAPE).

Parental Consent

Parental consent is required before their:

- Student is evaluated for the first time or reevaluated;
- Student is initially placed in special education;
- Student's special education placement, program, and/or services are changed. (Under certain conditions, such as suspension and expulsions, placement change may supersede parent consent.)

Member of the IEP Team

Parents are part of the team with input into:

- Their student's eligibility for special education;
- Development and revisions to their student's individualized education program;
- Their student's educational placement.

Participation in Meetings

Parents must be given the opportunity to participate in meetings held with respect to the identification, evaluation, and educational placement of their student.

- Parents have the right to bring other people to the IEP meetings that have knowledge or special expertise regarding their student.
- Parents (and the school district) have the right to make audio recordings of IEP meetings. The parent (or school district) must notify members of the IEP team of their intent to record an IEP meeting at least 24 hours prior to the meeting. If the parent objects to the school district recording the IEP meeting, the meeting shall not be recorded.
- Parents have the right to send another adult to represent them at the IEP meeting.

Receiving Progress Reports and Revision of the IEP

Parents have the right to receive regular reports on their student's progress on individualized education program (IEP) annual goals/objectives at the same schedule as students without disabilities. When appropriate, an IEP team meeting is held when there has been insufficient progress toward the annual goals.

Right to Obtain an Independent Assessment

Parents who disagree with the results of an assessment conducted by the school district may request an independent educational evaluation (IEE) at the school district's expense. If a parent requests an independent educational evaluation, the school district must either initiate a due process hearing to show that its evaluation is appropriate, or insure that an independent educational evaluation is provided at public expense. IEE cost reimbursements can be found in the SELPA policies.



Notification to the Public Agency by Parents Regarding Parental Placement of Their Student in Private School

Parents must notify the school district if they intend to remove their student from the public school and place him or her in a private school at public expense.

Right to Present and Resolve Complaints

Parents have the right to challenge or

appeal any decision related to the identification, evaluation, or educational placement of their student, or the provision of a free appropriate public education (FAPE) for their student.

Notification by Parents of Their Intent to File a Complaint

If parents intend to submit a complaint or request a due process hearing, they must notify the school district's Director of Special Education in writing. Information on filing can be found at <http://www.dgs.ca.gov/oah/SpecialEducation/Forms.aspx>

Mediation and Due Process Procedures

Concerns and issues parents have about their student's educational program can usually be taken care of by talking with the special education teacher or case manager and/or reconvening an IEP meeting. In situations where parents have not been able to obtain an acceptable outcome, alternative dispute resolution, mediation and/or a due process hearing are available.

Alternative Dispute Resolution

ADR is a process in which a third party, ideally neutral, assists two parties in reaching an amicable resolution through the use of various techniques. ADR describes a variety of approaches to resolve conflict which avoid the cost, delay, and unpredictability of the traditional judicial processes. ADR is usually conducted at a local level through a facilitated IEP process or mediation.



Mediation

Mediation is a managed process during which the parties discuss their dispute in an attempt to reach a mutually acceptable resolution. The manager of the process is called the "mediator." The mediator is a neutral participant, skilled in methods of facilitating effective communication between the parties. In mediation, it is the parties themselves that determine if a resolution is reached, and if so, the terms of their agreement. Mediations can take place at a local level or through a state mediator.

Due Process Hearing

- If unable to resolve a disagreement through ADR or mediation, parents may request a due process hearing regarding their student's special education identification, assessment, educational placement, or FAPE. Due process hearing procedures include the right to a mediation

conference, the right to examine student records, and the right to a fair and impartial administrative hearing at the state level.

- To file for mediation and/or due process hearing contact the Office of Administrative Hearings:

Office of Administrative Hearings
Special Education Client
1102 Q Street, 4th Floor
Sacramento, CA 95814

Telephone: (916) 323-6876
Fax: (916) 376-6319
Web: <http://www.dgs.ca.gov/oah>

- Parents are required to provide the school district's Director of Special Education with a copy of the written request for the due process hearing.
- In matters related to the due process hearing, parents have the right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to students with disabilities.
- **The due process hearing must be completed within 45 days** of the request to the Office of Administrative Hearings.

The California Department of Education (CDE) special education complaints.

A complaint is a formal request to the CDE to investigate allegations of noncompliance with special education laws, federal or state. CDE ensures public agencies meet the educational needs of students with disabilities. (<http://www.cde.ca.gov/sp/se/qa/cmplntproc.asp>)

A complaint needs to contain the following information:

1. Statements that the school district or public agency violated special education law within one year prior to the complaint being filed.
2. Facts on which such statements are based.
3. Signature and contact information for the complainant.
4. Child's name, address, and school if alleging violations that are child specific.
5. Proposed resolutions.

Send complaints by fax or mail to:
California Department of Education
Special Education Division
Procedural Safeguards Referral Service (PSRS)
1430 N Street, Suite 2401
Sacramento, CA 95814-5901
Fax: 916-327-3704



Referral and Assessment—Qualifying Conditions

Educational Conditions Which Qualify a Student for Special Education

In order to receive special education services, a student must meet Federal and State eligibility standards for one or more of the disabilities listed below and because of that disability, demonstrate a need for special education and related services. Qualifying educational conditions include:

- Autism
- Deafness
- Deaf-Blindness
- Emotional Disturbance
- Hard of Hearing
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech and/or Language Impairment
- Traumatic Brain Injury
- Visual Impairment



Pre-referral Process

Prior to students being referred for special education instruction and services, the continuum of general education resources needs to be considered and where appropriate implemented and documented. Many school districts meet this requirement through the student study team (SST) process.

Initial Referral Process/Child Find

Students, birth to age 21, can be referred, through written notification, for special education services by parents, the school's student study team (SST), individual school personnel (teachers, counselors, and administrators), or other agencies and professionals. Members of the community suspecting a student with disabilities, who is not receiving services, are encouraged to notify the nearest school district.

Parent Notification of Referral and Development of Assessment Plan

Upon receiving a referral for a special education assessment, the case manager notifies the parents that their student has been referred and the reasons why the referral was made.

The case manager **has fifteen calendar days** in which to send the parent a written assessment plan and related documents including: assessment plan

with the areas to be assessed and who, by position, will be conducting the assessment (assessment team); and a copy of the procedural safeguards afforded to parents who have students being referred or are receiving special education services.

Evaluation Timelines

After the parent completes the forms and returns the signed Assessment Plan, authorizing the assessment, to the case manager, the assessment team (the professionals conducting the assessments) has 60 calendar days in which to conduct the evaluation and hold the Individualized Educational Program (IEP) team meeting.



Assessment Team

In conducting the assessment, the evaluators obtain information from the parents, school records, and the student's teachers, other school personnel as appropriate and through student observations. In addition, the assessment team may consider, when authorized by the parent, information from community agencies and other professionals. Evaluators will conduct assessments in their specific field of expertise. These assessments may be formal or informal. Upon completion of the assessments, evaluators will put their findings in writing, and these reports will be made available to the parents at the time of the IEP meeting.

Initial Referral Individualized Education Program (IEP) Meeting

Following completion of the initial evaluation, the IEP team and parents meet to review the assessment information to determine:

- Student's present levels of educational performance and needs.
- Eligibility and need for special education.
- Goals and short-term objectives/benchmarks that address the student's educational needs related to involvement in and progress in the general education curriculum as well as other needs which arise from the disability.
- Special education and related services required to meet the IEP goals.
- Post high school transition needs and course of study if 16 years-of-age or older

What is an IEP?

Federal law (IDEA) specifies that every student who receives special education services must have an individualized education program (IEP). There are two main parts to the IEP requirement:

- The IEP meeting(s), where parents and school personnel jointly make decisions about an individualized educational program for a student with a disability, and
- The IEP document itself, that is a written record of the decisions reached at the meeting to guarantee delivery of appropriate services to meet the educational needs of the student.

IEP Team Responsibilities

The individualized education program (IEP) team is responsible for:

- Reviewing assessment results;
- Documenting present levels of performance;
- Identifying the student's educational and transition needs;
- Determining eligibility for special education;
- Determining the content of the IEP including annual goals, objectives, and the means to measure student's progress;
- Determining program and related services recommendations.



Members of the IEP Team

IEP team participants include:

The Parent(s)

- The parent is an essential member of the IEP team. The term parent, as defined by federal and state laws, includes a legal guardian or an individual assigned as a surrogate parent.
- Parents may present information and participate in the IEP meeting in person, by sending a representative or through a conference call.
- Additionally, parents may authorize the IEP team to meet in their absence and then be notified later (in writing and, if requested, by phone) of the contents of the IEP meeting. In all instances, all recommendations relative to the student's special education program and services can take place only with signed written permission from the parent.

The Student

When appropriate, and at the discretion of the parents, students are encouraged to be active participants in their IEP meetings.

Special Education Teacher(s)

The student's special education teacher.

General Education Teacher(s)

If the student is or will be participating in one or more general education classes or activities on a comprehensive school site, at least one of the student's general education teacher participates.

District Representative/Administration

The representative of the school district and/or county office must be:

- Qualified to provide or supervise specially designed instruction to meet the needs of students with disabilities;
- Knowledgeable about the general curriculum;
- Knowledgeable about the availability of resources.

School Psychologist

The school psychologist as appropriate.

Individual who can interpret the instructional implications of evaluation results

If appropriate, this person may be one of the persons listed above.

Other individuals

Other individuals with expertise may include:

- Specialists, also known as Designated Instruction and Services (DIS), this may include speech and language specialist, occupational therapists, adaptive physical education specialist, vision specials, hard of hearing specialists, behaviors specialists.
- School counselor.
- Principal, assistant principal or learning director.
- Community agency representative (Central Valley Regional Center).
- Others invited by the parent.

IEP Team Meetings

Reasons for IEP Team Meetings

An IEP meeting is required when:

- Determining initial eligibility for special education.
- Developing the initial IEP.
- Conducting an annual review of the IEP.



- Conducting a three-year reassessment (triennial) of the student using existing assessment data or the collection of additional assessment data.
- Changes to the IEP after the annual IEP meeting for the school year.
 - ✓ In making changes to a student’s IEP after the annual IEP meeting for a school year, the parent and the school district may agree not to convene an IEP meeting but, instead may develop an addendum, signed by the parent and by a representative of the school district, to amend or modify the student’s existing IEP.

Requesting an IEP Team Meeting

Parents and school personnel may request an IEP meeting, in writing, at anytime. An IEP will be scheduled within 30 days of receipt of the request. Requests can be made to the special education teacher, case manager, school administrator or director of special education.

Parent Notification of IEP Team Meetings

State and federal laws require that parents be notified of IEP team meetings early enough to ensure an opportunity to attend. The IEP meeting is scheduled at a mutually agreed-upon time and place.

Parent Attendance at IEP Meetings

Parents are strongly encouraged to attend IEP meetings either in person, by phone conference or by sending a representative. An IEP meeting may be conducted without a parent in attendance, if so authorized by the parent, or in the event the school district is unable to convince the parent or guardian that he or she should attend.

IEP Team Members Attendance At IEP Meetings

- All IEP members are strongly encouraged to attend.
- If the parent and the school district agree the attendance of a member is not necessary because the member’s area of expertise or related service

is not being modified or discussed, an excusal may be signed excusing the member.



Recording IEP Meetings

Parents and the school district have the right to make audio recordings of IEP meetings. The parent or school district must notify the IEP team leader of their intent to record at least 24 hours prior to the meeting. If the parent objects to the school district recording the IEP meeting, the meeting shall not be recorded.

Parents cannot video record the IEP meeting.

Annual Review Requirement

Federal and state laws require that each student's entire IEP be reviewed and updated at least every 12 months (annually).

Activities Completed Prior to Annual Review Meeting

Prior to the annual review IEP meeting, the student's special education teacher:

- Reviews and evaluates the student's progress on the current IEP goals and any benchmarks or short-term objectives.
- Reviews and evaluates the student's progress on current post secondary goals if the student has an individualized transition plan.
- Gathers and summarizes relevant data needed to describe the student's current level of educational performance.
- Conducts a conference with parent either by phone or in person.
- Writes a draft of proposed annual goals and objectives using input from parent, student, and school personnel.
- For students 16 years of age and older, writes a draft of proposed postsecondary goals based on input from the student about student's goals and plans for life after high school.

Annual Review IEP Meeting

During the annual review meeting, the IEP team, including the parents and student:

- Review the degree to which past goals/objectives, and postsecondary goals have been met.
- Document the student's current performance levels.
- Determine appropriate new goals and objectives.
- Determine level of services based on new goals and objectives.

Three-Year Reassessment (Triennial)

Federal and state laws require that each student receive a reassessment at least once every three-years.

The reassessment process is designed to determine:

- If the student continues to be a student with a disability;
- If the student continues to need special education and related services;
- What the student's present levels of educational performance and educational needs are; and
- Whether or not additions or changes need to be made to the special education and related services the student is receiving, to enable the student to meet IEP goals and participate, as appropriate in the general curriculum.

An assessment plan will be developed and sent home for parent approval. Upon receiving the signed assessment plan, the district will conduct the needed assessments.

Continued Eligibility

In some cases no additional data is needed to determine whether the child continues to be a child with a disability. In this case the public agency shall notify the child's parents of that determination and the reasons for it and notify parents of the right to request an assessment to determine whether the child continues to be a child with a disability.

Vision and Hearing Screening

California law requires that an updated vision and hearing screening be performed by the school nurse prior to the three-year reassessment due date.

Parent Notification, Rights and Consent

Prior to the due date for the three-year reassessment, the parent receives the Three-Year Reassessment Plan from the school outlining the school's proposal for the three-year reassessment. As with other special education assessments, parents have the right to:

- Request a copy of special education parent rights and procedural safeguards and to have them explained.
- Request that additional assessment data be collected beyond what is proposed by the school district.



- Provide the IEP team with independent assessments or other information.
- Deny all of or part of the proposed reassessment, including the vision and hearing screening.
- Request a copy of any assessment data and reports used for the three-year review prior to the IEP team meeting.
- Receive prior written notice of any proposed change in the student’s individualized education program (IEP) resulting from any reassessment, including the vision and hearing screening.
- Receive notification of any IEP team meeting.

Student Progress

Progress on IEP Goals

Federal and State Requirement

Federal and California laws require that parents be periodically informed of their student’s progress toward meeting long-term annual goals set forth in the individualized education program (IEP). The progress reports indicate the progress the student is making toward meeting his or her annual goal(s).

Frequency of Progress Report

Parents with students in special education receive an IEP progress report at the same frequency that general education students receive notices of educational progress. The IEP progress report indicates whether the student is making sufficient or insufficient progress for each long-term annual goal listed on the student’s IEP. When appropriate, teacher comments related to the student’s insufficient progress on a particular goal are included.

Insufficient Progress

When a student’s IEP progress report indicates that the student is making “insufficient” progress on one or more of the long-term annual goals, it means that the special education teacher feels the student will not be able to meet the performance standard set forth in the goal by the time of the next annual review meeting. The reason(s) for the insufficient progress are noted on the report. When appropriate, the special education teacher may arrange for an IEP team meeting.



Questions Concerning Progress Report

Questions regarding student progress, should be addressed with the student’s special education teacher.

Discontinuation of Special Education Services

One of the primary goals of special education is to assist students with acquiring the skills necessary to be involved in and progress in the general curriculum and school environment. When a student has demonstrated the ability to be successful in the general education environment with little or no special education support, the individualized education program (IEP) team may recommend the student be dismissed from special education. However, prior to a student being withdrawn from special education, the IEP team must conduct a reassessment (basic procedures described for conducting a three-year reassessment) unless the dismissal is:

- Related to a parent or adult student request to discontinue services.
- Student graduating high school with a general education diploma.
- An adult student aging out.

Statewide and District Assessment

Purpose of Statewide and Districtwide Assessments

Statewide and districtwide assessments have the following purposes:

- To show how much a student has learned.
- To reveal how successfully a school has educated its students.
- To help guide instructional improvement strategies and allocate resources.

Student Participation In Statewide and Districtwide Assessments

- All students are expected to participate in statewide and district assessments.
- Since instructional and policy decisions are based on data from statewide and districtwide assessments, students with disabilities need to be included to the maximum extent possible.
- Only parents may exempt their student from participating in one or more statewide and districtwide assessments. Exemptions need to be in writing and are only valid for the specific state/district test administration period.
- Parents cannot exempt their student from the California English Language Development Test – CELDT.



Community Advisory Committee (CAC)

The SELPA Community Advisory Committee (CAC) is comprised of parents of pupils in special education , general education parents, teachers, School/ District representatives, administrators, and other interested individuals.

The CAC acts in an advisory capacity to the SELPA regarding:

- The development and review of programs and services;
- Parent education;
- Community awareness of individuals with special needs;
- Activities on behalf of pupils with special needs;
- Communication between schools, parents, and the community.

All CAC meetings are open to interested parties. The location and time of the meetings may be obtained by contacting the SELPA office.

People First Language

ACR 60. On May 13, 2015, the Assembly Committee on Education resolved that the Legislature affirms that state policies and procedures should utilize People First Language to the greatest extent possible when referring to students with disabilities. Specifically, this resolution:

1. Makes findings and declarations relative to the importance of using “People First Language,” which places the person ahead of his or her disability
2. Makes findings and declarations regarding the impact that language has on beliefs and attitudes about students with disabilities
3. Resolves that the Legislature affirms that state policies and procedures should utilize People First Language to the greatest extent possible, especially those utilized by state and local educational agencies

“The language used to refer to students with disabilities has a profound impact in shaping beliefs and attitudes about these students, driving policies and laws, influencing our feelings and decisions, and affecting students’ daily lives. Old, inaccurate, and inappropriate descriptors about students with disabilities perpetuate negative stereotypes and attitudinal barriers. When we identify or describe students with disabilities primarily in terms of their disability or medical diagnosis, we devalue and stigmatize them. Using thoughtful terminology can foster positive attitudes about students with disabilities. One of the major improvements in communicating verbally or in writing with or about students with disabilities is People First Language, which places the person ahead of his or her disability. People First Language is an objective form of communication that eliminates generalizations and stereotypes by focusing on the person rather than the disability.” - ACR 60

Glossary of Terms Associated with Special Education

- ADA ...Americans with Disabilities Act
ADD ...Attention Deficit Disorder
ADHD .Attention Deficit Hyperactivity Disorder
APEAdapted Physical Education - Specialized physical education services designed and provided by an Adapted Physical Education Specialist
ATP.....Adult Transition Program
- BIPBehavior Intervention Plan
BMH ...Behavioral Mental Health
- CAC.....Community Advisory Committee - Advisory group to the governing board of the Local Plan Area. Comprised of parents of individuals with exceptional needs, educators and community members.
CBICommunity Based Instruction
CCR.....Coordinated Compliance Review - California Department of Education review process for school districts
CCSCalifornia Children Services - Provides medical care and rehabilitation for students with physical disabilities
CDECalifornia Department of Education
CECCertificate of Educational Completion - For students who complete a course of study prescribed by the IEP team.
- DDDevelopmental Delay
DHH ...Deaf/Hard of Hearing
DISDesignated Instructional Services
DSM V Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition
- ED.....Emotional Disturbance
- FAPE ..Free and Appropriate Education
FBA.....Functional Behavior Assessment
- HHHard of Hearing
- IDIntellectual Disability
IDEA ...Individuals with Disabilities Education Act
IEPIndividual Education Program
IFSPIndividual Family Service Plan
IQ.....Intelligence Quotient
ISPIndividual Service Plan
ITPIndividual Transition Plan
- LD Learning Disability (See SLD)
LEA ...Local Education Agency - Refers to school districts providing special education service within the SELPA
LCI Licensed Children's Institution
LH Learning Handicapped (dated term)
LRE ...Least Restricted Environment

MD Multiple Disabilities

NCLB ... No Child Left Behind - Federal legislation for school accountability

NPS Non-Public School

OCR Office of Civil Rights

OI Orthopedic Impairment

OHI Other Health Impairment

OSEP ... Office of Special Education Programs (Federal)

OCERS Office of Special education and Rehabilitative Services (Federal)

OT Occupational Therapy or Therapist

O&M ... Orientation and Mobility

PT Physical Therapy or Therapist

RSP Resource Specialist Program

RtI Response to Intervention

SARB ... School Attendance Review Board

SDC Special Day Class

SELPA . Special Education Local Plan Area

SLI Speech and Language Impairment

504 Section 504 of the Rehabilitation Act of 1973

SD Severe Disability

S&L Speech and Language Services

SLD Specific Learning Disability

SLP Speech/language Pathologist

SPED ... Special Education

SSDI Social Security Disability Income

SSI Social Security Income

SST Student Study Team

TBI Traumatic Brain Injury

TPP Transition Partnership Program

VI Visual Impairment

WA1 WorkAbility 1 – A grant which allows special education students to receive job preparedness skills and on the job (paid) experiences

Agencies and Resources

| Agency | | | |
|---------------------------------|---|----------------|--|
| ARC of Fresno | 4490 E Ashlan Fresno, CA 93726 | (559) 226-6268 | www.arcfresno.org |
| Autism Center @ Fresno State | 5048 N. Jackson Ave M/S LS 138 Fresno, CA 93740 | (559) 278-6773 | www.fresnostate.edu/csm/bsi/autism-center/ |
| Break the Barriers | 8555 N. Cedar Fresno, CA 93720 | (559) 432-6292 | www.breakthebarriers.org |

| Agency | Address | Phone | Website |
|--|--|----------------------------------|--|
| California Children Services/Public Health | 14215 Road 28 Madera, Ca 93638 | (559) 675-7893 (800) 427-6897 | |
| California Dept. of Education | 1430 "N" Street Sacramento, CA 95814 | (916)-319-0800 | www.cde.ca.gov |
| California Dept. of Education-Special Education Division | 1430 "N" Street #2401 Sacramento, CA 95814 | (916) 445-4613 | www.cde.ca.gov/sp/se/ |
| Central Valley Regional Center | 4615 North Marty Fresno, CA 93722-4186 | (559) 276-4300 | www.cvrc.org |
| Child Protective Services (CPS) | 629 E. Yosemite Avenue Madera, CA 93638 | (559) 675-7829 | www.madera-county.com/index.php/child-protective-services |
| Community Integrated Work Program (CIWP) | 980 Emily Way Madera, CA 93637 | (559) 673-5174 | www.ciwp.org |
| Department of Rehabilitation | Merced Fresno | (209) 726-6529 (559) 445-6011 | |
| Diagnostic Center, Central California | 1818 W. Ashlan Avenue Fresno, CA 93705 | (559) 243-4047 | www.dcc-cde.ca.gov |
| Down Syndrome Association of Central California | 1491 W. Shaw Ave Fresno, CA 93711 | (559) 228-0411 | www.dsacc.org |
| Exceptional Parents Unlimited | 4440 N. First Street Fresno, CA 93726 | (559) 229-2000 | www.epuchildren.org |
| Fresno City College | 1101 E. University Ave Fresno, CA 93741 | (559) 442-4600 | www.fresnocitycollege.edu |
| Fresno County Superintendent of Schools | 1111 Van Ness Ave Fresno, CA 93721 | (559) 265-3000 | www.fcoe.k12.CAus |
| Kings County Superintendent of Schools | 1144 W. Lacey Blvd. Hanford, CA 93230 | (559) 589-7084 | www.kings.k12.ca.us |
| Madera Comm. College Center | 30277 Avenue 12 Madera, CA 93638 | (559) 675-4800 | www.maderacenter.com |
| Madera County Adult Protective Services | Dept. of Social Services 605 S. Gateway Madera, CA 93637 | (559) 675-7839 | http://www.madera-county.com/index.php/adult-services |
| Madera County Superintendent of Schools | 1105 S. Madera Ave Madera, CA 93637 | (559) 673-6051 | www.maderacoe.k12.ca.us |

| Agency | Address | Phone | Website |
|---|--|--|--|
| Madera County Public Health Department | 14215 Road 28 Madera, CA 93638 | (559) 675-7893 (559) 675-8828 | www.madera-county.com/index.php/dph-home |
| Madera County Workforce Assistance Center | 441 E Yosemite Ave Madera, CA 93638 | (559) 662-4600 | www.maderaworkforce.org |
| Mariposa County Adult Protective Services | Dept. of Human Services 5362 Lemee Lane Mariposa, CA 95338 | (209) 966-2000 After Hours: (209) 966-7000 | www.mariposacounty.org/index.aspx?NID=276 |
| Mariposa County Office of Education/Unified School District | P.O. Box 8 5082 Old Hwy. North Mariposa, CA 95338 | (209) 742-0250 | www.mariposa.k12.ca.us |
| Merced College | 3600 M. Street Merced, CA 95348 | (209) 384-6000 | www.mccd.edu |
| Merced County Superintendent of Schools | 632 W. 13 th Street Merced, CA 95340 | (209) 381-6600 | www.mcoe.org |
| Social Security Administration | 348 E. Yosemite Ave. Madera, Ca 93637 | (559) 661-4446 | www.ssa.gov |
| Social Vocational Services (SVS) | 49234 Golden Oak Dr Ste 104, Oakhurst, CA 93644 | (559) 692-2922 | www.socialvocationalservices.org |
| Special Olympics Northern California | 848 Clovis Ave Clovis, CA 93612 | (559) 355-6034 | www.sonc/sports/county/fresno.org |
| STAR Center – Adult Program | 109 East Central Ave Madera, CA 93638 | (559) 674-8670) | www.thecarecenters.com/show/Star-Center-Adp-Madera-CA |
| Tulare County Superintendent of Schools | 6200 S. Mooney Blvd Visalia, CA 93277 | (559) 733-6300 Fax: (559) 627-5219 | www.tcoe.org |
| United Cerebral Palsy Association of Central California | 4224 N. Cedar Avenue Fresno, CA 93726 | (559) 221-8272 | www.ccucp.org Email: info@ucpcc.org |
| Valley Children's Hospital | 9300 Valley Children's Place Madera, CA 93636-8761 | (559) 353-3000 | www.valleychildrens.org |
| Vocation Plus, Adult Program | 3985 N. Fresno St #106 Fresno, CA 93726 | (559) 221-8019 | www.vocationplusconnections.com |

*If you have further questions,
please contact us:*

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