

SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES

Appendices Section

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A. Sample Letter – Request for Assessment

Yolanda Bleu
Address
City, State, Zip Code
Telephone Number

Date

Victor Verde
Director of Special Education
Local Unified School District
Address
City, CA Zip Code

Re: Max Bleu

Dear Mr. Verde:

I am writing to refer my son, Max, for assessment to determine if he is eligible for special education services and support. He is not progressing in school. He is 7 years old and attends Harvey Milk Elementary School (child's school of attendance).

(If you believe that your child may be eligible in particular categories, especially Other Health Impaired, Emotional Disturbance or Autistic-Like, you should specifically say so and ask that the assessment address those conditions. A standard special educational assessment looks at cognition, psychological processing and academic achievement, none of which may be deficient in a student qualifying in one of the above three categories.)

*(If you have specialized knowledge or know specific tests, you **might** add:)*

I request that the Local Unified School District (your District) conduct the following evaluations of my son:

- (1) A psychological evaluation to determine his learning potential, using instruments designed for non-oral children such as the Leiter International Performance Scale-Revised or the Hiskey Nebraska Test of Learning Aptitude;

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- (2) An evaluation by a non-oral communications specialist. To my knowledge, the district does not have on staff any experts in this field. I have been recommended to Barbara Blanco, Ph.D. in non-oral communication, and unless the district has a comparable expert, I am requesting that you contract with Dr. Blanco to do the non-oral communication evaluation of my son.
- (3) An occupational therapy assessment

Note: *In every request for initial assessment, you should include a paragraph requesting that your child also be evaluated under the provisions of Section 504 for any “disabling condition” which would require service accommodations and/or services that will allow the child to benefit from public education to the extent that students without disabilities do. (However, do not agree to substitute a 504 assessment for a special education assessment.) Such a paragraph might read as follows:*

I also request that my son be evaluated under Section 504 of the Rehabilitation Act of 1973 for the presence of any educational service need which may require any accommodation or program modification not available under special education or if my child is not found eligible for special education. I also request that the Section 504 Coordinator for Local Unified School District be present at the initial IEP meeting to discuss the results and recommendations of the Section 504 Evaluation.

I look forward to receiving an assessment plan in 15 days. I hope that these evaluations can be completed promptly. Thereafter, we can have an IEP meeting to discuss the results of these evaluations and plan for John’s continued education. Please ensure that I get copies of the assessment reports one week before the IEP meeting.

Sincerely yours,

Yolanda Bleu

B. Sample Letter - Request for Records

Vena Gourджи- Hernández

Address

City, State, Zip Code

Telephone Number

Date

Stephen Punonbayong
Director of Special Education
Local Unified School District
Address City, State, Zip Code

Dear Mr. Punonbayong:

I am the parent of Sanjay Gourджи- Hernández, who is currently enrolled at the Fred Korematsu Elementary School in the fifth grade. An IEP meeting has been scheduled for Sanjay on April 7.

I would like to arrange a time to review my son's educational records (both his special education file and cumulative file) at his school within the next five business days, as required by Cal. Ed. Code Secs. 49069 & 56504. I would like to make copies of some of his records at that time.

OR

I am writing to request that you provide copies of Sanjay's educational records for my review within the next five business days. I would like copies of both his cumulative file and his special education file.

I cannot afford to pay for the copies of his records. I will call you soon to make arrangements for my school visit. (**OR** — Please send the records to my home address.)

Thank you for your cooperation.

Sincerely,

Vena Gourджи- Hernández

C. Sample Letter - Independent Educational Evaluation Reimbursement

Yolanda Bleu
Address
City, State, Zip Code
Telephone Number

Date

Victor Verde
Director of Special Education
Local Unified School District
Address
City, CA Zip Code

Re: Max Bleu

Dear Mr. Verde:

I am writing to refer my son, Max, for assessment to determine if he is eligible for special education services and support. He is not progressing in school. He is 7 years old and attends Harvey Milk Elementary School (child's school of attendance).

(If you believe that your child may be eligible in particular categories, especially Other Health Impaired, Emotional Disturbance or Autistic-Like, you should specifically say so and ask that the assessment address those conditions. A standard special educational assessment looks at cognition, psychological processing and academic achievement, none of which may be deficient in a student qualifying in one of the above three categories.)

*(If you have specialized knowledge or know specific tests, you **might** add:)*

I request that the Local Unified School District (your District) conduct the following evaluations of my son:

- (1) A psychological evaluation to determine his learning potential, using instruments designed for non-oral children such as the Leiter International Performance Scale-Revised or the Hiskey Nebraska Test of Learning Aptitude;
- (2) An evaluation by a non-oral communications specialist. To my knowledge, the district does not have on staff any experts in this field. I have been

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recommended to Barbara Blanco, Ph.D. in non-oral communication, and unless the district has a comparable expert, I am requesting that you contract with Dr. Blanco to do the non-oral communication evaluation of my son.

(3) An occupational therapy assessment

Note: *In every request for initial assessment, you should include a paragraph requesting that your child also be evaluated under the provisions of Section 504 for any “disabling condition” which would require service accommodations and/or services that will allow the child to benefit from public education to the extent that students without disabilities do. (However, do not agree to substitute a 504 assessment for a special education assessment.) Such a paragraph might read as follows:*

I also request that my son be evaluated under Section 504 of the Rehabilitation Act of 1973 for the presence of any educational service need which may require any accommodation or program modification not available under special education or if my child is not found eligible for special education. I also request that the Section 504 Coordinator for Local Unified School District be present at the initial IEP meeting to discuss the results and recommendations of the Section 504 Evaluation.

I look forward to receiving an assessment plan in 15 days. I hope that these evaluations can be completed promptly. Thereafter, we can have an IEP meeting to discuss the results of these evaluations and plan for John’s continued education. Please ensure that I get copies of the assessment reports one week before the IEP meeting.

Sincerely yours,

Yolanda Bleu

**D. Sample Letter –
Request for Independent Educational Evaluation**

Yolanda Bleu
Address
City, CA Zip Code
Telephone Number

Date

Victor Verde
Director of Special Education
Local Unified School District
Address
City, CA Zip Code

Re: Max Bleu

Dear Mr. Verde:

We have just received the psychological evaluation of our son, Max, which was completed by district personnel. We disagree with this evaluation. Since we believe it is inadequate and does not show an accurate picture of our son’s intellectual functioning, we would like to obtain an independent assessment at public expense.

If you believe an independent evaluation is needed, give a brief description of current functioning and suspected disability when you write your request. Then state the rationale for having an independent evaluation at public expense, such as:

- (1) There is no one on the district staff who is qualified to perform the evaluation.
- (2) You believe the district relied on insufficient testing when it made recommendations at the IEP meeting.
- (3) The school district results are at odds with other testing done on your child, so clarification is needed.

Federal regulations make it clear that you must respond to our request “without unnecessary delay.” We look forward to working with you to collaboratively agree on a

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qualified independent assessor and begin to move ahead with the independent assessment in accordance with federal and state assessment requirements. Please respond to our request as soon as possible.

Sincerely yours,

Yolanda Bleu

E. Sample Letter - Independent Educational Evaluation Reimbursement

Yolanda Bleu
Address
City, CA Zip Code
Telephone Number

Date

Victor Verde
Director of Special Education
Local Unified School District
Address
City, CA Zip Code

Re: Max Bleu

Dear Mr. Verde:

We have just received the psychological evaluation of our son, Max, which was completed by district personnel. We disagree with this evaluation. Since we believe it is inadequate and does not show an accurate picture of our son's intellectual functioning, **we plan to obtain an independent assessment at public expense.**

After the independent assessment is completed, **we will submit bills for the assessor's services to you for reimbursement.** Further, we would like to postpone the upcoming IEP meeting for 3 weeks so that the independent assessment is available for the team's review.

Sincerely yours,

Yolanda Bleu

If you believe an independent evaluation is necessary, add rationale. See box in previous letter.

F. Patterns to Look For

All children exhibit some of the following behaviors at times. It is important to separate occasional from persistent behavior, and not to worry about an isolated incident which could be totally insignificant for the child as a whole.

IN INFANCY

Trouble with nursing or sucking or digesting

Absence of creeping or crawling

Resistance to cuddling and body contact

Delay in sitting, standing or walking

Lack of response to sounds; excessive response to sounds

Delay in learning to talk

Trouble following movements with his eyes

IN PRE-SCHOOL YEARS:

Inability to follow directions

Unusual quietness and inactivity

Impulsive and uncontrolled behavior

Excessive craving for sweets

Excessive crying and undisturbed sleep

Poor eating habits

Poor sense of rhythm; uneven walk

Constant interrupting and persistent chatter

Fear of swings and slides

Excessive repetition in speaking, questioning, or playing. Tendency to become more upset with people around

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	than when alone
Frequent falls and tendency to bump into things	Language problems as evidenced by delayed talking and garbled speaking
Purposeless hyperactivity	Tendency to be fearless, climbing counters and roofs with no concern

IN SCHOOL YEARS:

Very poor handwriting	Excessive activity which seems purposeless, restless and undirected
Difficulty cutting with scissors and coloring inside lines	Unusual inactivity characterized by daydreaming and inner distraction
Inability to tie shoelaces, button clothes, or use hands well	Clumsiness and awkwardness in throwing and catching balls
Trouble in matching shapes and sizes: squares, circles, triangles	Difficulty in skipping, hopping and jumping
Confusion in discriminating between letters, words and numbers: “b” and “d”, “was” and “saw”, 6 and 9	Trouble with game playing and following group rules
No understanding of the difference between up and down, in and out, left and right, front and back	Confused sense of time or distance
Good verbal ability, but trouble in reading	Emotional instability; explosions for no apparent reason
Mechanical reading without comprehension	Tendency to be extremely literal or humorless
Difficulty in expressing ideas	Excessive gullibility

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Erratic school work

Extremely uneven performance in testing with some potential high, and some way below normal

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CANHC, Contra Costa West Chapter

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G. Learning Processes: A Diagnostic Framework

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Process	Definition	Tests Which Give Information
Cognition/ Intelligence	Ability to reason, to think abstractly, and to solve problems.	Wechsler Tests: WISC-III, WAIS-III, WPPSI-R Stanford-Binet: Fourth Edition Differential Ability Scales (DAS) Bayley Scales of Infant Development-Second Edition
Verbal Intelligence	Ability to use cognitive processes which rely primarily on verbal language.	Wechsler: Verbal Scales Stanford-Binet: FE-Verbal Comprehension Factor DAS: Verbal Ability
Nonverbal Intelligence	Ability to use cognitive processes which do not rely primarily on verbal language.	Wechsler: Performance Scales Stanford-Binet: FE - Nonverbal Reasoning/Visualization Factor DAS: Nonverbal Ability Kaufman Assessment Battery for Children (K-ABC): Nonverbal Scale Leiter International Performance Scale-Revised Raven's Progressive Matrices Matrix Analogies Test-Expanded Form
Language		
Process	Definition	Tests Which Give Information
Receptive Verbal Language	Ability to understand incoming spoken language.	Wechsler: Verbal Scales Test of Language Development-Third Edition (TOLD-3): Listening Composite

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G. Learning Processes: A Diagnostic Framework		
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Process	Definition	Tests Which Give Information
		Test of Auditory Comprehension of Language-Revised Clinical Evaluation of Language Fundamentals (CELF-3): Receptive Subtests Peabody Picture Vocabulary Test-Third Edition Oral and Written Language Scales (OWLS): Listening Comprehension
Expressive Verbal Language	Ability to convey ideas and relate information through oral language.	Wechsler: Verbal Scales TOLD-3: Speaking Composite CELF-3: Expressive Subtests Woodcock-Johnson, Revised-Tests of Cognitive Ability (WJ-R COG): Oral Language Cluster Expressive Vocabulary Test (EVT) OWLS: Oral Expression Speech Exam and Language Sample
Receptive Nonverbal Language	Ability to derive meaning from pictures, gestures, and facial expressions, and to interpret social situations without verbal clues.	Wechsler: Picture Completion, Picture Arrangement, Object Assembly Stanford-Binet: FE - Absurdities K-ABC: Gestalt Closure, Photo Series, Face Recognition Observations of behavior
Expressive Nonverbal Language	Ability to convey meaning through gestures, facial expressions, and drawings.	Goodenough-Harris Drawing Test Kinetic Family Drawing ITPA: Manual Expression Observations of behavior
Auditory Skills		
Process	Definition	Tests Which Give Information
Auditory	Ability to detect	Wepman Auditory Discrimination Test-

G. Learning Processes: A Diagnostic Framework

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Process	Definition	Tests Which Give Information
Discrimination	subtle likenesses and differences between speech sounds.	2nd Edition Test of Auditory Perceptual Skills-Revised (TAPS-R): Auditory Word Discrimination Goldman-Fristoe-Woodcock Test of Auditory Discrimination
Auditory Analysis	Ability to break words into syllables and/or discrete sound components.	WJ-R, Cognitive: Incomplete Words Slingerland: Test 7, Echolalia Auditory Analysis Task (plant = p-l-a-n-t)
Auditory Synthesis	Ability to combine supplied sounds or syllables into words (sound blending).	WJ-R, Cognitive: Sound Blending Mann-Suiter Sound Blending
Auditory Immediate Memory	Ability to retain information just heard for a short period of time (no storage involved).	Wechsler: Digit Span Stanford-Binet: FE-Memory for Sentences, Memory for Digits K-ABC: Number Recall, Word Order WJ-R, Cognitive: Memory for Sentences, Memory for Words Detroit Tests of Learning Aptitude-Third Edition (DTLA-3): Sentence Imitation, Word Sequences, Story Sequences Wide Range Assessment of Memory and Learning (WRAML): Verbal Scale
Auditory Recent Memory	Ability to store and recall recently heard auditory material.	Slingerland: Tests 6, 8 Rey Auditory-Verbal Learning Test WRAML: Verbal Learning, Verbal Learning Recall, Story Memory Recall

G. Learning Processes: A Diagnostic Framework

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Process	Definition	Tests Which Give Information
Auditory Remote Memory	Ability to store and recall auditory material heard several months or years earlier.	Wechsler: Information, Similarities, Vocabulary, Comprehension Stanford-Binet: FE - Vocabulary, Comprehension, Verbal Relations WJ-R, Achievement: Knowledge Cluster Peabody Individual Achievement Test-Revised: General Information (1997 Norms)

Visual Skills		
Process	Definition	Tests Which Give Information
Visual Discrimination	Ability to detect subtle likenesses and differences in visual stimuli such as symbols, pictures, and designs.	Wechsler: Performance Scale WJ-R, Cognitive: Visual Matching, Cross Out Motor Free Visual Perception Test-Revised Slingerland: Test 4 Test of Visual Perceptual Skills-Revised (TVPS-R): Visual Discrimination
Visual Analysis	Ability to identify the parts of a visual stimulus and to differentiate figure from ground.	Wechsler: Performance Scale K-ABC: Gestalt Closure, Triangles, Matrix Analogies, Photo Series Slingerland: Tests 1, 2, 3, 8 Motor Free Visual Perception Test-Revised Jordan Left-Right Reversal Test-Revised Edition Observations of word list and paragraph reading
Visual Skills		
Process	Definition	Tests Which Give Information

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Visual Skills		
Visual Analysis/Synthesis	Ability to identify the parts of a visual stimulus and to combine visual elements into a whole.	Wechsler: Picture Arrangement, Block Design, Object Assembly K-ABC: Triangles, Photo Series Raven's Progressive Matrices Stanford-Binet: FE-Pattern Analysis
Visual Immediate Memory	Ability to retain information just seen for a short period of time (no storage involved).	Wechsler: Coding Stanford-Binet: FE-Bead Memory, Memory for Objects K-ABC: Hand Movements, Spatial Memory WJ-R, Cognitive: Picture Recognition WRAML: Visual Scale
Visual Recent Memory	Ability to store and recall recently seen visual information.	Slingerland: Tests 3, 5 Ray-Osterrieth Complex Figure Drawing (ROCF) Weekly spelling tests WRAML: Visual Learning, Visual Learning Recall
Visual Remote Memory	Ability to store and recall visual information seen several months or years earlier.	Wechsler: Picture Completion, Object Assembly Achievement tests: word recognition, oral reading, spelling
Visual-Spatial Orientation	Ability to perceive spatial relationships involving one's own body and the environment. Ability to organize and interpret spatial relationships on a two-dimensional level as in copying, writing or reading.	Slingerland Tests: 1, 2 Bender Visual-Motor Gestalt Test Jordan Left-Right Reversal Test-Revised Wechsler: Block Design Stanford-Binet: FE-Pattern Analysis Observations of written work, reading, and behavior

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Visual Skills		
Visual Scanning	Ability to investigate visual material in a systematic, organized way.	Slingerland: Tests 3, 4, 8 Motor Free Visual Perception Test-Revised Jordan Left-Right Reversal Test-Revised Observations of paragraph reading

Motor Skills		
Fine Motor Coordination	Ability to control fine muscle movements, as in writing, drawing and cutting.	Wechsler: Coding, Mazes Stanford-Binet: FE - Copying Bender-Gestalt Developmental Test of Visual-Motor Integration (VMI)-Fourth Edition Slingerland: Tests 1, 2, 5, 6 Observations of writing, drawing, cutting, and coloring
Fine Motor Coordination – Speech	Ability to coordinate articulatory movement patterns for speech.	Speech Exam Slingerland: Echolalia
Tactile-Kinesthetic Discrimination	Ability to identify and interpret information gained through touch and movement.	Task: Examiner moves child’s fingers to form letters or numbers with eyes closed; child identifies
Kinesthetic Memory	Ability to remember information gained through movement.	Task: Examiner teaches a new word through repeated writing; child reproduces later Observation of motor patterns in writing
Gross Motor Coordination	Ability to coordinate large muscle movements as in running, walking, skipping and throwing.	Bruininks-Oseretsky Test of Motor Proficiency Observation of gross motor activities

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Motor Skills		
Process	Definition	Tests Which Give Information
Modality Integration	Ability to transfer information from one sensory modality to another. Ability to coordinate two or three modalities in the production of outgoing responses.	Slingerland Halstead-Reitan and Reitan-Indiana Neuropsychological Test Batteries WJ-R, Cognitive: Visual-Auditory Learning WRAML: Sound Symbol Comparisons of performance on academic tasks such as reading, copying, and dictated spelling

Social and Emotional Adjustment	
Process	Tests Which Give Information
Self-Concept and Relationships with Others	Projective Drawing Tests Apperception Tests (CAT, TAT, Roberts) Piers-Harris Children's Self-Concept Scale (updated norms) Sentence Completion Tests Rorschach Psychodiagnostic Test Millon Adolescent Personality Inventory
Social Maturity and Appropriateness of Behavior	Woodcock-Johnson Scales of Independent Behavior-Revised (SIB-R) Vineland Adaptive Behavior Scale Developmental Profile II Achenbach Child Behavior Checklist (CBCL/4-18) Achenbach 1991 Teacher's Report Form Conners Parent & Teacher Rating Scales-Revised Behavior Evaluation Scale-2

Academic Skills and Achievement		
Process	Definition	Tests Which Give Information
Reading and Phonics Skills	Ability to decode unfamiliar words, to recognize familiar	Wechsler Individual Achievement Test (WIAT): Reading Composite Woodcock-Johnson, Revised-Tests of

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Academic Skills and Achievement		
Process	Definition	Tests Which Give Information
	words, and to understand written material.	Achievement (WJ-R ACH): Reading Subtests Kaufman Test of Educational Achievement (K-TEA): Reading Composite (1997 Norms) Ekwall Reading Test Informal survey of phonics skills
Spelling Skills	Ability to encode words in written form. Use of spelling rules, visual recall, and auditory analysis skills in encoding words.	WIAT: Spelling K-TEA: Spelling (1997 Norms) Wide Range Achievement Test-3 (WRAT-3): Spelling Test of Written Spelling-3 Dictated Spelling Tasks
Handwriting Skills	Neatness, spatial organization, and knowledge of manuscript and/or cursive alphabets.	WIAT: Written Expression Test of Written Language-Third Edition (TOWL-3) Slingerland, Tests 1, 2, 5, 6 Alphabet Writing Task Classroom Writing Samples
Written Language Skills	Ability to organize and relate ideas in written form. Knowledge of written language mechanics skills.	WIAT: Writing Composite Test of Written Language-Third Edition Test of Early Written Language-Second Edition (TEWL-2) WJ-R, Achievement: Written Language Subtests OWLS: Written Expression Scale
Mathematics Skills	Ability to perform arithmetic computations and to solve problems involving mathematical concepts and reasoning.	WIAT: Mathematics Composite Key Math-Revised (1997 Norms) WJ-R, Achievement: Mathematics Subtests K-TEA: Mathematics Composite (1997 Norms) WRAT-3: Arithmetic

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Academic Skills and Achievement		
Process	Definition	Tests Which Give Information
Hearing	Pure Tone Audiometric Screening Tympanometry	
Keeness of vision	Snellen Vision Screening Titmus Test	
Physical Health and Development	Goldstein Childhood History Form (Revised) Health & Developmental Interview Neurodevelopmental Exam	

H. Sample Letter — Request for IEP Meeting

Wen Chao
Address
City, CA Zip Code
Telephone Number

Date

Rivka Bader-Auva'a
Director of Special Education
Local Unified School District
Address
City, CA Zip Code

Re: Erik Chao

Dear Dr. Banks-Auva'a:

I am the parent of Erik Chao, who is currently enrolled in 5th grade at César Chávez Elementary School in the special day class for students with learning disabilities.

I am requesting that an IEP meeting be held for my son as soon as possible. He has been having some problems at school and has been suspended once. I think his program may need to be modified to address his individual needs.

I am also requesting that a behavioral assessment be completed before the meeting and that I receive a copy of this assessment and all of Erik's school records regarding the suspension prior to the IEP meeting. [Optional: In addition, please have the Section 504 Coordinator for the local unified school district present at the IEP meeting to discuss whether assessment and/or accommodations under Section 504 of the Rehabilitation Act of 1973 might be indicated for Erik.]

Since I work in the afternoon, a morning IEP meeting would be convenient for me. If you have questions or need to discuss this letter further, please call me at work at (777) 555-5555.

Thank you in advance for your prompt action regarding this request.

Sincerely,

Wen Chao

I. Sample Letter – Compliance Complaint

Yasmine Alghazi
Address
City, CA Zip
Telephone Number

Date

Complaint Management and Mediation Unit
Special Education Division
California State Department of Education
1430 N Street
Sacramento, CA 95814

Dear Sir or Madam:

This is a special education compliance complaint. [5 C.C.R. Secs. 4600 and following.] I feel that Local Unified District (LUSD) is out of compliance with federal and state special education laws.

My child's name is Amir, and he is seven years old and attends the César Chávez Elementary School. He is developmentally delayed and has a physical disability, which requires him to use crutches. I had the following problems with my district:

NOTE: Pick the problems that apply to your child's situation. If you have a different problem from those listed, describe the situation fully and include the part of the law that has been violated. If you do not know the law that has been violated, the CDE should match the correct law to your situation.

- (1) I never consented to psychological assessments done by the district on January 21. (Failure to get written parental consent for assessment, Cal. Ed. Code Sec. 56321.)
- (2) When I asked the district for a copy of the tests done by the psychologist, they refused to give me a copy. (Failure to provide parent with requested records, 34 C.F.R. Sec. 300.501; Cal. Ed. Code Sec. 56504.)
- (3) At the February 8, 1986, IEP meeting, LUSD refused to write down in the IEP the need for, and frequency and duration of, physical therapy

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- services (related services). (Failure to provide frequency and duration of related service, 34 C.F.R. Sec. 300.320(a)(7); 5 C.C.R. Sec. 3051.)
- (4) Amir's IEP states that he will have lunch and music class with nondisabled students, but the district has not provided these opportunities. (Failure to implement the IEP; failure to provide least restrictive environment; 34 C.F.R. Sec. 300.114-117.)
 - (5) Amir's IEP states that he is to receive speech therapy twice a week for 30 minutes but LUSD says they do not have a therapist available. (Failure to implement the IEP.)

In order to resolve this complaint, I am asking for the following remedies:

Order the district to allow me access to my child's records;

- (1) Order the district to get my consent before future assessments;
- (2) Order the district to allow Amir to have lunch and music class with nondisabled students as per his IEP;
- (3) Order the district to modify the IEP to state that physical therapy three times per week, 30 minutes per week must be provided; and,
- (4) Order the district to immediately begin the twice weekly speech therapy sessions specified in Amir's IEP.
- (5) Order the district to arrange to provide make up speech therapy sessions for all sessions my son missed while the speech therapist was unavailable.

I have enclosed a copy of my child's IEP and a letter to the district asking for a copy of the psychologist's report.

Because my complaint involves a matter which calls for direct State Department of Education intervention pursuant to Title 5 of the California Code of Regulations Section 4650(a)(7), I have not filed with the local district. Rather, I request direct state intervention in this matter.

I ask for immediate investigation and resolution, as my child cannot afford to wait for these services. Thank you for your assistance.

Very truly yours,

Yasmine Alghazi

J. Sample Requests for Mediation and/or Hearing (Complaint) and Request for Stay-Put

Blank forms for requesting mediation-only or for requesting a due process hearing are available at www.oah.dgs.ca.gov. Click on Special Education. Click on Forms. Click on Special Education Forms. Click on Mediation and Due Process Hearing Request Form or click on Mediation ONLY Request Form. You may also phone OAH for forms at (916) 263-0880. FAX: (916) 376-6319.

On the following pages you will find an excerpt of a sample complaint form as well as a sample Request for Stay-Put. Another important form on the OAH website is the “Request for Continuance of Initial Special Education Due Process Hearing Date and Initial Mediation Date.” On the website, you may also wish to review OAH’s Parent Manual and Frequently Asked Questions.

K. Request for Mediation and Due Process Hearing

IMPORTANT: This form is designed to assist parties in requesting mediation services and a due process hearing. Provide all information requested. Failure to provide all information may result in delay or dismissal of your hearing request. OAH will send you a notice that identifies your mediation and Hearing Dates OAH will also send you a list of attorneys and advocates who provide free and reduced cost services.

This is a request for Hearing and Mediation Hearing Only

This Request is being initiated by the Parent School District (or other LEA)

STUDENT INFORMATION	PARENT INFORMATION
<u>Alex Z.</u>	<u>Van Z.</u>
First and Last Name (Required)	First and Last Name
Street Address (Required)	Street Address
City, Zip Code (Required)	City, Zip Code
<u>January 1, 2000</u>	
Date of Birth	Home Phone
<u>Third Grade</u>	<u>None</u>
Grade Level	Work Phone
<u>English</u>	<u>(510) 555 - 1111</u>
Student's Primary Language (Required)	Cell Phone
<u>Susan B. Anthony Elementary</u>	<u>None</u>
School of Attendance (Required)	Fax

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Local Unified School District

District of Residence (Required)

Is the Student a person of color? Please check the appropriate box.
(California Department of Education requirement)

Yes

No

Decline to State

L. Parties to Be Named

INSTRUCTIONS; please list the Parties to be named in the Due Process Hearing Request. This includes any school district, county office of education or other public agencies responsible for providing services you feel should be a party in the hearing. (Use additional sheets if necessary)

Stefan Rosier, Special Education Director

Local Unified School District

City/CA/Zip

Party and Address

Hamad Bejar, Superintendent

Local Unified School District

City/CA/Zip

Party and Address

Statement of Reason(s) for Request: Federal and state law require you describe with specificity the nature of the problem(s)/complaint(s). Simply describing a problem as "Student denied FAPE for school year 2005-2006" is sufficient. Include facts, dates, references to specific IEP provisions, etc. Lack of specificity in identifying problem(s)/complaint(s) may result in the dismissal of this Due Process Hearing Request.

Proposed Resolution for each Problem/Complaint: Federal law requires that you provide a proposed resolution to each identified problem/complaint to the extent known. Again, please be as specific as possible proposed resolution that the District "provide a Free Appropriate Public Education (FAPE)" is insufficient.

In the space below please identify specific problem(s)/complaint(s) and a proposed resolution for each to the extent known. All that is required and recommended is a simple, clear, concise statement of the problem/complaint. If you run out of space, use additional sheets with the same format. Lengthy narratives often create more

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confusion than clarity and are not a substitute for clear statement of the dispute. If a narrative is included, attach it to your Request

Problem/Complaint #1: Alex Z. is being denied education in the least restrictive environment. At two IEP meetings (11/29/2010 and 2/11/2011) Local Unified School District denied requests for Alex to be placed in a general education fourth grade classroom. The District's only offer of placement has been in a segregated classroom for the severely disabled.

Proposed Resolution #1: The Local Unified School District will agree to immediately place Alex Z. in a general education fourth grade classroom as a fully included student, at any school site that is agreeable to both parents and school district.

Problem/Complaint #2: Local Unified School District is clearly violating the law. The district's only offer Alex's educational program for the 2010/2011 school year is continued placement in a segregated classroom. This offer clearly does not fulfill the mandates of state and federal law to provide a free and appropriate education in the least restrictive environment.

Proposed Resolution #2: A consultant, trained in the development of inclusive educational programs, will provide training and support in curricular adaptations and/or modifications, classroom participation plans, social support plans and strategies to any and all teachers working with Alex Z. All fees for the consultant services shall be paid by the Local Unified School District.

Problem/Complaint #3:

Proposed Resolution #3

Problem Complaint #4

Proposed Resolution #4

Proposed Complaint #5

Proposed Resolution #5

Problem Complaint #6

Proposed Resolution #6

Necessity of interpreter

Person(s) needing interpreter services:

Language:

Van Z.

Vietnamese

Signature of Party Requesting Due Process Hearing

Please Print Name in this block: Van Z.

Please Sign Name in this block: /s/

Date 4/07/2011

Statement of Service

INSTRUCTIONS: Federal and state law require you to send or deliver a copy of this Request to each of the named parties. Additionally, you must send or deliver a copy to The Office of Administrative Hearings. Retain a copy for yourself. Please indicate your compliance with this requirement by checking the appropriate box below.

I have provided a copy of this Request for Due Process Hearing and Mediation to all the named parties and to the Office of Administrative Hearings by:

- First Class Mail
- Facsimile Transmission
- Messenger Service (UPS, FedEx, Other courier service) Please attach proof of service
- Personal Delivery (If other than requestor please name person who made service)

/s/ Van Z.

Signature of person completing this Statement of Service

M. Due Process Request for Stay-put

Parents may wish to include a paragraph, similar to the following paragraph, in order to request stay-put:

Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive
Sacramento, CA 95833
Fax: (916) 376-6319

I am writing to request a stay-put order from the Hearing Office pursuant to 20 U.S.C. Sec. 1415(j), Cal. Ed. Code Sec. 56505(d), and 5 C.C.R. Sec. 3042(a). My child's last-agreed-upon special education program and placement is reflected by the attached IEP which specifies placement in/at: _____

and includes the following services and service frequencies:

_____.

The district has threatened to terminate [or change] [or has actually terminated or changed] my child's last-agreed-upon program/placement as follows:

_____.

I respectfully request the Hearing Office to immediately issue a stay-put order which restores my child's program / placement to its status quo prior to the district's unilateral [or threatened] actions pending the results of the due process hearing.

Sincerely,

N. Mediation and Due Process Hearings under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

IDEA provides for mediation and due process hearings to resolve disputes relating to the education of children with disabilities to ensure that each child receives a Free and Appropriate Public Education (FAPE) tailored to his/her unique needs. The process is initiated by serving a completed Request for Due Process Hearing and Mediation (generally called a Complaint) on the persons or entities you name as parties to the proceeding.

Attached is a form that you may use to request a due process hearing and mediation on behalf of a particular child. You should be aware that the IDEA has very specific requirements regarding the information to be included on the request. If the information requested is incorrect, incomplete or not provided, your request for a due process hearing may be delayed until the request meets legal requirements.

Your request must be sent to all of the parties you have identified and a copy provided to the Office of Administrative Hearings

If you need assistance in completing this form or have questions about the due process hearing and Mediation process, assistance is available by contacting the Office of Administrative Hearings at the numbers identified below.

Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833

Tel. (916) 263-0880
Fax (916) 376-6319

BEFORE FILLING OUT THIS REQUEST PLEASE TAKE THE TIME TO READ THE FOLLOWING EXCERPTS FROM APPLICABLE FEDERAL STATUTES:

The Request for Due Process Hearing and Mediation (Complaint) shall include”

“The name of the child, the address of the residence of the child (or available contact information in the case of a homeless child), and the name of the school the child is attending...” (20 U.S.C. Sec.1415(b)(7)(A)(ii)(I));

“A description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem. (20 U.S.C Sec. 1415 (b)(7)(A)(ii)(III)) and

“A proposed resolution of the problem to the extent known and available to the party at the time.” (20 U.S.C Sec. 1415 (b)(7)(A)(ii)(IV))

Either party now has the right to challenge the sufficiency of any Complaint. (20 U S C. Sec. 1415 (c)(2)(A))

The party filing the Complaint is not entitled to a due process hearing if the Complaint does not comply with 20 U.S.C. Sec. 1415(b)(7)(A). (20 U.S.C. Sec. 1415 (b)(7)(B))

The determination of whether a Complaint is sufficient and in compliance with the requirements of 20 U S.C. Sec. 1415(b)(7)(A), shall be made by an administrative law judge solely on the content of the Complaint. (20 U.S.C Sec. 1415(c)(2)(D))

A party may amend its Complaint only if: (I) the other party consents in writing and a Resolution Session is held; or (II) if permitted by the Administrative Law Judge. (20 U.S C. Sec. 1415(c)(2)(E)(i))

All timelines, including those for a Resolution Session, start over upon the filing of an amended Complaint. (20 U S C. Sec. 1415(c)(2)(E)(ii))

O. Indicators of Fully Inclusive Programs for Students with Disabilities

The following characteristics are indicators of fully inclusive programs for students with disabilities. They can serve as guidelines in planning for inclusion and also as a means for maintaining the integrity of the term, Inclusive or Supported Education.

Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.

- (1) Students move with peers to subsequent grades in school.
- (2) No special class exists except as a place for enrichment activities for all students.
- (3) Disability type or severity of disability does not preclude involvement in full inclusion programs.
- (4) The special education and general education teachers collaborate to ensure:
 - a. The student's natural participation as a regular member of the class;
 - b. The systematic instruction of the student's IEP objectives; and
 - c. The adaptation of core curriculum and/or materials to facilitate student participation and learning.
- (5) Effective instructional strategies (e.g., cooperative learning, activity based instruction, whole language) are supported and encouraged in the general education classroom.
- (6) The staff to student ratio for an itinerant special education teacher is equivalent to the special class ratio and aide support is at least the level it would be in a special class.
- (7) Supplemental instructional services (e.g. communication, mobility, adapted P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

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- (8) Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.
- (9) There is always a certificated employee (special education teacher, resource specialist or other) assigned to supervise and assist any classified staff (e.g., paraprofessional) working with specific students in general education classrooms.
- (10) Special education students who are fully included are considered a part of the total class count for class size purposes. * * *
- (11) General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated with general education curriculum.
- (12) Plans exist for transition of students to next classes and schools of attendance in inclusive situations.
- (13) Districts and SELPAs obtain any necessary waivers of the Education Code to implement supported education.
- (14) Supported education efforts are coordinated with school restructuring at the district and site level.

In summary, all students are members of the general education classroom, with some students requiring varying levels of support from special education. Hence the term, “Supported Education.” This term, though synonymous with “Full Inclusion,” is explicit in acknowledging the importance of providing support services within the regular classroom, when necessary, to ensure a quality educational program.

PEERS 1992

With appreciation to Dr. Wayne Sailor, “Special Education in the Restructured School” *Remedial and Special Education*, 12, 6 (1991). 1992 DRAFT

Authors: Neary, T.; Halvorsen, A.; and Smithey, L.
Inclusive Education, Sacramento, PEERS Project

**P. Assignment of Educational Decision-Making Authority
California Education Code Section 56041.5**

I, _____, having reached the age of 18 years, having never been determined to be incompetent for any purpose by a court of competent jurisdiction, and having received, at the age of majority, all educational decision-making authority pursuant to California Education Code section 56041.5, hereby authorize my parent, _____, to make any and all decisions for me regarding my entitlement to a Free Appropriate Public Special Education. Such authority shall include, but is not limited to:

- (1) Filing complaints with any public agency, such as the California Department of Education and U.S. Department of Education, Office for Civil Rights;
- (2) Initiating and pursuing special education due process proceedings pursuant to California Education Code section 56500, *et seq.* and any judicial appeals thereof;
- (3) Attending IEP meetings and due process mediations and pre-due process mediations and signing IEP documents and mediation agreements with the same legal effect and authority as I would have absent this assignment;
- (4) Authorizing or refusing to authorize assessments, services, or placements;
- (5) Obtaining copies of any of my educational, psychological, medical, behavioral, or juvenile justice records, or any other materials and information related in any way to my special education, related services, supplementary aids and services, or transition services;
- (6) Receiving information orally from any individual or agency (public or private) regarding my special education rights or services;
- (7) Exercising any other right or action on my behalf concerning my education with the same authority as I would have absent this assignment.

A photocopy or facsimile of this document shall have the same effect as the original.

Dated: _____

Q. Sample Letter - Ten-Day Notice of Parent Intent to Place Student in Non-Public School

W C
Address
City, CA Zip Code
Telephone Number

Date

Director of Special Education
Local Unified School District
Address
City, CA Zip Code

Re: **TYESHA R. ROBINSON (Date of Birth - 11/25/2001) –**

NOTICE OF INTENT TO PLACE AT FELDMANN ACADEMY

Dear Mr. _____:

My daughter, Tyesha, is currently attending Washington Middle School, and is having extreme difficulty in meeting her IEP goals and making academic gains, especially in the areas of math and writing. Her behavior in school has also worsened. It has become increasingly clear to me that her educational needs are not being met. Tyehsa is falling farther and farther behind her classroom peers. She is not benefiting from the specially designed instruction that is being given in her current public school program.

[**Optional:** I believe that the educational program and placement offered to her by the district at her most recent IEP is inadequate to meet her needs.]

Therefore, I will be placing my child at the Feldmann Academy – a non-public school that serves students like Tyesha. Her first day at the Feldmann Academy will be _____. Once she is placed, I intend to seek reimbursement from the district for the costs of this appropriate specially designed instructional program. Since the public schools are not meeting her educational needs, I believe that this non-public school placement should be at "public expense." I will submit an invoice from the Academy and proof of her attendance.

Appendices Section

I look forward to your response . I would be very happy to hear of your willingness to offer assistance for Tyesha.

Sincerely,

Gloria Robinson

Cc: IEP Team



R. Testing Variations, Accommodations, and Modifications

Testing Variations, Accommodations, and Modifications					
	STAR Program				
Test Variation (1) Accommodation (2) Modification (3)	CST	STS	CAHSEE	CELDT	Physical Fitness
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL	ALL	ALL	ALL	ALL
Student marks in test booklet (other than responses) including highlighting	ALL For grades 2 and 3 marks must be removed to avoid scanning interference or transcribe.	ALL For grades 2 and 3 marks must be removed to avoid scanning interference or transcribe.	ALL	ALL Marked test booklets may not be used again.	Not Applicable

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Test students in a small group setting	ALL	ALL	ALL	ALL	ALL
Extra time on a test within a testing day	ALL	ALL	ALL	ALL	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1	1	1	1	1
Visual magnifying equipment	1	1	1	1	Not Applicable
Audio amplification equipment	1	1	1	1	1
Noise buffers (e.g., individual carrel or study enclosure)	1	1	1	1	Not Applicable
Special lighting or acoustics; special or adaptive furniture	1	1	1	1	Not Applicable
Colored overlay, mask, or other means to maintain visual attention	1	1	1	1	Not Applicable
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1	1	1	1	1
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school	2	2	2	2	Not Applicable

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Responses dictated [orally, or in Manually Coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)	2	2	2	2	Not Applicable
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	2	Not Applicable	2	2	Not Applicable
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	2	Not Applicable	2	2	Not Applicable
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2	2	2	2	Not Applicable
Braille transcriptions provided by the test contractor	2	2	2	2	Not Applicable
Large-print versions Test items enlarged if font larger than required on large-print versions	2	2	2	2	Not Applicable

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Test over more than one day for a test or test part to be administered in a single sitting	2	2	2	2	Not Applicable
Supervised breaks within a section of the test	2	2	2	2	Not Applicable
Administration of the test at the most beneficial time of day to the student	2	2	2	2	2
Test administered at home or in hospital by a test examiner	2	2	2	2	2
Dictionary	3	3	3	3	Not Applicable
Manually Coded English or American Sign Language to present test questions	2 Math, Science, History– Social Science	Not Applicable	2 Math	2 Writing	Not Applicable
	3 ELA		3 ELA	3 Reading, Listening, Speaking	
	3 ELA		2 Writing Task	3 Reading, Listening, Speaking	

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Test questions read aloud to student or used audio CD presentation	2 Math, Science, History– Social Science	2 Math	2 Math	2 Writing	Not Applicable
	3 ELA	3 Reading / Language Arts	3 ELA	3 Reading	
			2 Writing Task		
Calculator on the mathematics tests	3	3	3	Not Applicable	Not Applicable
Calculator on the science tests	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Arithmetic table or formulas (not provided) on the mathematics tests	3	3	3	Not Applicable	Not Applicable
Arithmetic table or formulas (not provided) on the science tests	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Math manipulatives on the mathematics tests	3	3	3	Not Applicable	Not Applicable
Math manipulatives on the science tests	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Appendices Section

Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	3	Not Applicable	3	3	Not Applicable
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe [audio recorder, or speech-to-text converter] (scribe provides spelling, grammar, and language conventions)	3	Not Applicable	3	3	Not Applicable
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3	3	3	3	Not Applicable
Unlisted Accommodation or Modification	Check with CDE prior to use				

Appendices Section

List of Internet Resources

Chapter 1—Information on Basic Rights and Responsibilities

- **Families and Advocates Partnership for Education -**
www.fapeonline.org/
- **Learning Disabilities of Association of America (LDA) -**
http://www.ldaamerica.ixwebhosting.com/aboutld/parents/assessment/evaluation.asp
- **LD Online – Understanding the IEP Process -**
www.ldonline.org/article/Understanding_the_IEP_process
- **National Dissemination Center for Children with Disabilities – Services for Preschoolers with Disabilities -**
www.nichcy.org/EDUCATECHILDREN/CHILDREN3-5/Pages/default.aspx
- **National Dissemination Center for Children with Disabilities – The Due Process Complaint -**
www.nichcy.org/EducateChildren/disputes/Pages/dueprocesscomplaint.aspx
- **Special Factors in the IEP -**
www.ntuaft.com/TISE/Special%20education/Developing%20an%20IEP/Lessons/special%20Factors%20introduction.htm
- **Wrightslaw – Inclusion, Least Restrictive Environment (LRE), Mainstreaming -** *www.wrightslaw.com/info/lre.index.htm*
- **Wrightslaw – Who is Eligible for Protections Under 504...But not Under IDEA -** *www.wrightslaw.com/info/sec504.who.protect.htm*

Chapter 2 - Information on Evaluation/Assessments

- **PEER Information Brief – Section 504, the Americans with Disabilities Act, and Education Reform -** *www.fcsn.org/peer/ess/504ib.html*
- **Great Schools – Special education evaluation: An overview -**
www.greatschools.net/LD/identifying/special-education-evaluation-an-overview.gs?content=666
- **Helium – Steps in seeking a special education assessment from your child’s school -** *www.helium.com/items/1012237-steps-in-seeking-a-special-education-assessment-from-your-childs-school*

Chapter 3 - Information on Eligibility Criteria

- **Learning Disabilities Association of America – Eligibility: Determining Whether a Child is Eligible for Special Education Services -** www.ldanatl.org/aboutld/parents/special_ed/eligibility.asp
- **Eligibility under IDEA for Other Health Impaired Children -** www.sog.unc.edu/pubs/electronicversions/slb/slbum02/article2.pdf

Chapter 4 - Information on IEP Process

- **Bright Futures Tool for Families – Individualized Education Program (IEP) Meeting Checklist -** www.brightfutures.org/mentalhealth/pdf/families/mc/iep.pdf
- **CARSPlus – The Organization for Special Education -** www.carsplus.org
- **The IEP Team Leaders -** www.concordspedpac.org/TeamMembers.html
- **LD Online – IEP: The Process -** www.ldonline.org/article/6277
- **Raven’s Guide to Special Education -** www.seformmatrix.com/raven/raven4.htm

Chapter 5 - Information on Related Services

- **Families and Advocates Partnership for Education – Facts-On-Hand Related Services -** www.fape.org/pubs/fape-33.pdf
- **Wisconsin Department of Public Instruction – Special Education in Plain Language -** www.specialed.us/pl-07/pl07-bd.html

Chapter 6 – Information on Due Process/Compliance Procedures

- **California Department of Education – Special Education Dispute Resolution Process -** www.cde.ca.gov/ls/cs/k3/dispute.asp
- **The National Center on Dispute Resolution in Special Education -** www.directionservice.org/cadre
- **A Guide for California Parents -** www.dredf.org/special_education/dueprocess.pdf
- **U.S. Department of Education – OCR Office of Civil Rights Overview -** www.ed.gov/about/offices/list/ocr/index.html
- **U.S. Department of Education – OCR Case Processing Manual (CPM) -** www.ed.gov/about/offices/list/ocr/docs/ocrcpm.html#I_3
- **U.S. Department of Education – OCR Complaint Processing Procedures -** www.ed.gov/about/offices/list/ocr/complaints-how.html
- **U.S. Department of Education – Questions & Answers on OCR’s Complaint Process -** www.ed.gov/about/offices/list/ocr/qa-complaints.html
- **Office of Administrative Hearings -** www.oah.dgs.ca.gov

- **The Basic Special Education Process -**
www.law.stanford.edu/program/clinics/youtheducation/pdf/basic_special_ed_process.pdf

Chapter 9 – Information on Interagency Services (AB 3632)

- **California Department of Education – Announcements & Current Issues**
- *www.cde.ca.gov/sp/se/ac/*

Chapter 10 – Information on Transition Services, Including Vocational Education

- **California Department of Education – Announcements & Current Issues**
- *www.cde.ca.gov/sp/se/ac/*

Chapter 11 – Information on District-Wide Assessments / Graduation Requirements

- **The Act – Services for Students with Disabilities -**
www.act.org/aap/disab/
- **California Department of Education – CMA Participation Criteria and Definition of Terms -** *www.cde.ca.gov/ta/tg/sr/participcriteria.asp*
- **California Department of Education – Algebra/Graduation Requirement -** *www.cde.ca.gov/sp/se/fg/algebra1.asp.*
- **California Department of Education – Exemption for Eligible Students with Disabilities -** *www.cde.ca.gov/ta/tg/hs/cahseefaexempt.asp*
- **California Department of Education – Assembly Bill 347 Questions & Answers -** *www.cde.ca.gov/ta/tg/hs/ab347qa.asp*
- **CollegeBoard – Students with Disabilities -** *www.collegeboard.com/ssd*

Chapter 14 – Information on the Rights of Students with Significant Health Conditions

- **Disability Rights Education & Defense Fund – Diabetes Care in California Public Schools -** *www.dredf.org/diabetes*

National Web Resources

- **United States Senate -** *http://www.senate.gov/*
- **The White House -** *http://www.whitehouse.gov/*
- **U.S. Department of Education -** *http://www.ed.gov/*
- **United States House of Representatives -** *http://www.house.gov*

- **PACER Center** - <http://www.pacer.org/>
- **National Dissemination Center for Children with Disabilities (Spanish)** - <http://nichcy.org/espanol/publicaciones/temasaz>
- **Autism Speaks** - <http://www.autismspeaks.org/>
- **Autism Society** - <http://www.autism-society.org/>

California Web Resources

- **Community Alliance for Special Education (CASE)** - <http://www.caseadvocacy.org>
- **Disability Rights California** - <http://www.disabilityrightsca.org>
- **California Department of Education – Special Education Director’s Official Letters** - <http://www.cde.ca.gov/sp/se/lr/ofclmem.asp>
- **California Department of Education – Clearinghouse of Multilingual Documents(CMD)** - <http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=759-768>
- **California Department of Education – NPS/A Certification Applications** - <http://www.cde.ca.gov/sp/se/ds/npsacrtapp.asp>
- **California Department of Education** - <http://www.cde.ca.gov/index.asp>
- **California Department of Education – Special Education** - <http://www.cde.ca.gov/sp/se/>
- **California Statutes** - <http://www.leginfo.ca.gov/statute.html>
- **California State Assembly** - <http://www.assembly.ca.gov/defaulttext.asp>
- **California State Senate** - <http://senate.ca.gov/>
- **California Law** - <http://www.leginfo.ca.gov/calaw.html>