

1 **NORTHEAST ORANGE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**
2 **PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT**

3
4 **Notice to Parent/Guardian/Surrogate**
5 **Notice of Procedural Safeguards**
6

7 This notice is provided to you as parents, legal guardians, surrogate parents or
8 court appointed educational rights holder, because your child is receiving special
9 education services or has been referred for possible placement in special education.
10 This information is your Notice of Procedural Safeguards (Notice) as required under the
11 Individuals with Disabilities Education Act (IDEA). The IDEA is a federal law that
12 requires school districts to provide a “free appropriate public education” (FAPE) to
13 eligible children with disabilities, as defined further below. This Notice will also be
14 provided to students who are entitled to these rights at age eighteen (18). The purpose
15 of this Notice is to explain to you your rights as a parent of a child with disabilities under
16 federal and state laws. In California, special education is provided to disabled students
17 between birth and the student’s twenty-second (22nd) birthday. Federal and state laws
18 protect you and your child throughout the procedures for evaluation and identification of
19 special education placement and services. Parents of children with disabilities have the
20 right to participate in the individualized education program (IEP) process, including
21 development of the IEP, and be informed of the availability of FAPE and of all available
22 alternate programs, including public and nonpublic programs.
23

24 A copy of this Notice will be given to you only one time a school year; except that
25 a copy must also be given to you upon (1) initial referral or your request for evaluation;
26 (2) upon the receipt of the first filing of a state complaint or due process complaint in a
27 school year; (3) when a decision is made to make a disciplinary change of placement;
28 or (4) upon your request. You have a right to receive this Notice in your primary/native
29 language or other mode of communication, unless to do so is clearly not feasible. This
30 mode of communication is not a written language. A copy of this Notice is available on
31 the Placentia-Yorba Linda Unified School District’s website at: www.pylusd.org. The
definitions below will help you understand the Notice of rights provided herein.

1 (20 U.S.C. section 1415(d); 34 C.F.R. sections 300.29 and 300.504; Education Code
2 sections 56021.1(a), 56301(d)(2), 56321(b), and 56506(a).)

4 **DEFINITIONS**

5 **Children With Disabilities** also referred to as individuals with exceptional needs is
6 defined by federal and state law as including children with intellectual disabilities,
7 hearing impairments (including deafness), speech or language impairments, visual
8 impairments (including blindness), emotional disturbance, orthopedic impairments,
9 autism, traumatic brain injury, other health impairments, specific learning disabilities,
10 deaf-blindness, or multiple disabilities; and who by reason thereof, need special
11 education and related services.

12 (20 U.S.C. section 1402(3); 34 C.F.R. section 300.8; Education Code section 56026; 5
13 California Code of Regulations (CCR) section 3030.)

14
15 **Evaluation** means the assessment of your child using various tests and measures in
16 accordance with state and federal laws to determine whether your child has a disability
17 and the nature and extent of special education and related services needed by your
18 child for his or her educational benefit. The assessment tools are individually selected
19 for your child and are administered by trained and knowledgeable professionals
20 employed or contracted by the school district. These tests do not include the basic tests
21 given to all children in the school setting.

22 (34 C.F.R. sections 300.15, 300.304 – 300.311; Education Code sections 56302.5 and
23 56320.)

24
25 **Individualized Education Program (IEP)** is defined as a written document developed
26 by your child's IEP team that includes at least all of the following: (1) present levels of
27 academic achievement and functional performance; (2) measurable annual goals; (3) a
28 description of how the child's progress toward meeting the annual goals will be
29 measured and when periodic reports on progress the child is making toward meeting
30 the annual goals will be provided; (4) a statement of the special education and related
31 services and supplementary aids and services to be provided to the child; (5) an
explanation of the extent to which the child will not participate with non-disabled children

1 in the general education programs; (6) a statement of any individual appropriate
2 accommodations that are necessary to measure the academic achievement and
3 functional performance of the child on state and district wide assessments; and (7) the
4 projected date for initiation and the anticipated duration, frequency and location of the
5 programs, services and modifications included in the IEP.
6 (20 U.S.C. section 1414(d); 34 C.F.R. sections 300.22, 300.320-300.324; Education
7 Code section 56345.)

8
9 **Free Appropriate Public Education (FAPE)** is defined as special education and
10 related services that: (1) are provided at public expense, under public supervision and
11 direction, and without charge to you; (2) meet the standards of the California
12 Department of Education (CDE); (3) are provided in conformity with a written IEP
13 developed for your child to confer an educational benefit; and (4) are provided in an
14 appropriate preschool, elementary or secondary school program of the State, or in a
15 nonpublic school if there is no appropriate program available in a school district.
16 (20 U.S.C. section 1402(9); 34 C.F.R. section 300.17; Education Code section 56040.)

17
18 **Least Restrictive Environment (LRE)** means that to the maximum extent appropriate,
19 children with disabilities will be educated with children who are not disabled, and that
20 special classes, separate schooling, or other removal of children with disabilities from
21 the regular education environment will occur only when the nature or severity of the
22 disability is such that education in regular classes with the use of supplementary aids
23 and services cannot be achieved satisfactorily.
24 (20 U.S.C. section 1412(a)(5); 34 C.F.R. section 300.114; Education Code section
25 56040.1.)

26
27
28 **Related Services** means transportation and such developmental, corrective and
29 supportive services that may be required to assist a child with a disability to benefit from
30 special education, including the early identification and assessment of disabling
31 conditions. Related services may also include:

- 1 1. Speech-language pathology and audiology services.
- 2 2. Interpreting services.
- 3 3. Psychological services.
- 4 4. Physical and occupational therapy.
- 5 5. Recreation, including therapeutic recreation.
- 6 6. Counseling services, including rehabilitation counseling.
- 7 7. Orientation and mobility services.
- 8 8. School health services and school nurse services.
- 9 9. Medical services for diagnostic or evaluation purposes only.
- 10 10. Social work services.
- 11 11. Parent counseling and training.

12 (20 U.S.C. section 1402(26); 34 C.F.R. section 300.34; Education Code section 56363.)

13
14 **Special Education** means specially designed instruction, at no cost to parents, to meet
15 the unique needs of a child with a disability, including instruction conducted in the
16 classroom, in the home, in hospitals and institutions, and in other settings, and
17 instruction in physical education.

18 (20 U.S.C. section 1402(29); 34 C.F.R. section 300.39; Education Code section 56031.)

19 20 **CONFIDENTIALITY AND ACCESS TO EDUCATIONAL RECORDS**

21 All parents of a child enrolled in the school district have the right to inspect their
22 child's educational records under the federal Family Educational Rights and Privacy Act
23 (FERPA), and the California Education Code. Under the federal and state laws, parents
24 of a child with disabilities (including noncustodial parents whose rights have not been
25 limited) are presumed to and have the right to inspect and review all educational
26 records regarding their child unless the school district has been advised that the parent
27 does not have the authority to do so under applicable state laws. This includes the right
28 to inspect and review all educational records with respect to the identification,
29 evaluation, educational placement and the provision of a FAPE, as well as to receive an
30 explanation and interpretation of the records without unnecessary delay, including prior
31 to a meeting regarding your child's IEP or before a resolution session or due process
hearing. Under California statutes, parents have the right to review and to receive

1 copies of educational records. You also have the right to have a representative inspect
2 and review the records in accordance with FERPA. These rights transfer to a pupil upon
3 their eighteenth (18th) birthday unless the pupil has had a conservator appointed by a
4 court to assume the educational rights of the pupil.

5
6 Educational records are those records that are directly related to your child and
7 maintained by the school district, or an agency, or institution acting for the school district
8 that collects, maintains, or uses personally identifiable information, or from which
9 information is obtained. Both federal and state laws further define an educational
10 record or pupil record as any item of information directly related to an identifiable pupil,
11 other than directory information, which is maintained by a school district, whether
12 recorded by handwriting, print, computer media, video or audio tape, film, microfilm,
13 microfiche or by other means. If records contain information about more than one child,
14 you have access only to that portion of the record pertaining to your child. The school
15 district must keep a record of parties obtaining access to educational records collected,
16 maintained, or used under the IDEA, other than school district employees in accordance
17 with FERPA.

18
19 The school district must protect the confidentiality of personally identifiable
20 information at collection, storage, disclosure and destruction stages. All persons
21 collecting or using personally identifiable information must receive training or instruction
22 regarding the state's policies and procedures under the IDEA and FERPA. Each school
23 district must maintain, for public inspection, a current listing of the names and positions
24 of those employees who may have access to personally identifiable information.

25
26 The school district must inform you when personally identifiable information
27 collected, maintained or used under the IDEA is no longer needed to provide
28 educational services to your child. Upon receiving notice that the records are no longer
29 necessary to the school district, you may request destruction of the records, which will
30 take place either by physical destruction or by removing personal identifiers from the
31 records so that the information is no longer personally identifiable. However, the school
district is obligated to keep a permanent record for each child.

1
2 Personally identifiable information may include: (1) the name of the child, the
3 child's parent or family member; (2) the address of the child; (3) a personal identifier
4 such as the child's social security number, student number, court file number, or
5 biometric record; (4) other indirect identifiers such as the child's date of birth, place of
6 birth and mother's maiden name; (5) a list of personal characteristics or other
7 information that would make it possible to identify the child with a reasonable certainty.
8 Parental consent must be obtained before personally identifiable information is
9 disclosed to parties other than school district employees and in accordance with
10 FERPA.

11
12 The custodian of records at each school site is the principal of the school. The
13 district custodian of records is the Director, Secondary Education. Pupil records may be
14 kept at the school site or the district office, but a written request for records at either site
15 will be treated as a request for records from all sites. The custodian of records will
16 provide you with a list of the types and locations of pupil records (if requested). A
17 request for a copy of your child's special education records may be made to the
18 District's Director of Special Education.

19
20 A review and/or copies of educational records will be provided to the parent
21 within five (5) business days after the request is made by the parent, either orally or in
22 writing. A fee for copies, but not the cost to search and retrieve, is determined by local
23 policy and will be charged unless charging the fee would effectively prevent the parent
24 from exercising the right to receive the copies. Once a complete copy of the records
25 has been provided, a fee will be charged for additional copies of the same records.

26
27 If you believe that information in the education records collected, maintained or
28 used by the school district is inaccurate, misleading or violates the privacy or other
29 rights of the child, you may request in writing that the school district amend the
30 information. If the school district agrees with your request, the record will be amended
31 and you will be informed within a reasonable time after receipt of the request. Should
the school district refuse to amend the information as requested, the school district will

1 notify you of the right to a hearing to determine whether the challenged information is
2 inaccurate, misleading, or otherwise in violation of the privacy or other rights of your
3 child. If you request a hearing, the school district will provide a hearing, within a
4 reasonable time, which must be conducted according to the procedures for such
5 hearings under FERPA.

6
7 If as a result of the hearing the school district decides the record will not be
8 amended, you have a right to provide what you believe is a corrective written statement,
9 which will be permanently attached to the contested record and also provided if the
10 contested record is disclosed to any party. Additional information regarding your right to
11 access and challenge educational records is available in the District's Annual Notice of
12 Parent Student Rights and Responsibilities.

13 (20 U.S.C. section 1232g; 34 C.F.R. sections 99.1-99.67; 34 C.F.R. sections 300.610-
14 300.625, 300.613; Education Code sections 48980, 49060-49079; Education Code
15 sections 56041.5, 56043(n) and 56504; 5 CCR section 432(b)(1).)

16 17 **PRIOR WRITTEN NOTICE**

18 The IDEA requires school districts to provide prior written notice to you as the
19 parent of a child with disabilities when the school district proposes or refuses to initiate
20 or change the identification, evaluation or educational placement of your child or the
21 provision of a FAPE to your child or if you revoke consent in writing for the continued
22 provision of special education and related services. The notice will be provided in your
23 native language or other mode of communication you use, unless it is clearly not
24 feasible to do so, and must be provided to you within a reasonable time.

25
26 The prior written notice must include:

- 27 1. A description of the action proposed or refused by the school district.
- 28 2. An explanation of why the school district proposes or refuses to take the
29 action.
- 30 3. A description of each evaluation procedure, assessment, record, or report
31 the school district used as a basis for the proposed or refused action.
4. A description of other options that the IEP team considered and the

1 reasons why those options were rejected.

2 5. A description of other factors that are relevant to the school district's
3 proposal or refusal.

4 6. A statement that the parents of a child with a disability have protection
5 under the procedural safeguards of the IDEA, and if this notice is not an
6 initial referral for evaluation, the means by which a copy of a description of
7 the procedural safeguards can be obtained.

8 7. Sources for parents to contact to obtain assistance in understanding the
9 provisions of this part.

10 (20 U.S.C. section 1415(c); 34 C.F.R. sections 300.503 and 300.300(b)(4); Education
11 Code section 56500.4.)

12 **INFORMED PARENTAL CONSENT**

13
14 The IDEA requires that school districts obtain informed consent from you before
15 the commencement of an initial evaluation of your child to determine if your child
16 qualifies as a child with disabilities. Informed consent means you have been fully
17 informed in your native language, or other mode of communication, of all information
18 about the action for which you are giving consent and that you understand and agree in
19 writing to the carrying out of the activity for which consent is sought, such as an
20 evaluation or educational placement decision for your child. Your consent is voluntary
21 and may be withdrawn at any time. Should you withdraw/revoke consent the revocation
22 is not retroactive, it will not negate an action that has occurred after the consent was
23 given and before the consent was revoked.

24
25 Your consent for the initial evaluation does not imply or grant consent for
26 placement and receipt of special education and related services. The school district will
27 request your consent for special education and related services separately and at a
28 later date. The school district will also obtain your informed consent for reevaluations of
29 your child and will not conduct a reevaluation unless you fail to respond to requests for
30 your consent.

31 If you do not provide consent for an initial assessment or fail to respond to a

1 request to provide the consent, the school district may pursue the initial assessment by
2 using due process procedures.

3
4 If you refuse to consent to the initiation of special education and related services,
5 the school district must not provide special education and related services and shall not
6 seek to provide services through due process procedures.

7
8 If at any time after the initial provision of special education and related services,
9 you revoke consent in writing for the continued provision of special education and
10 related services after having consented to those services in the past, the school district
11 must provide you prior written notice before ceasing the provision of special education
12 and related services to your child and shall not seek to provide services through due
13 process procedures. If you submit a written revocation of consent after the initial
14 provision of special education and related services to your child, the school district is not
15 required to amend the education records of your child to remove any reference of your
16 child's receipt of special education and services.

17
18 If you consent in writing to the receipt of special education and related services
19 for your child but do not consent to all of the components of the IEP, those components
20 of the program to which you have consented must be implemented so as not to delay
21 providing instruction and services. If the school district determines that the proposed
22 special education program component to which you do not consent is necessary to
23 provide a free appropriate public education to your child, the school district must file a
24 request for a due process hearing. If a due process hearing is held, the hearing
25 decision shall be final and binding, unless appealed within 90 days from the date of the
26 decision.

27
28 In the case of reevaluations, the school district must document reasonable
29 measures to obtain your consent. If you fail to respond, the school district may proceed
30 with the reevaluation without your consent.

31 (20 U.S.C. sections 1414(a)(1)(D), 1414(c) and 1415; 34 C.F.R. sections 300.9 and
300.300, 300.514 and 300.516; Education Code sections 56021.1, 56321(c) and (d),

1 56346, 56381(f) and 56506(e).)

2
3 When a parent cannot be identified and the school district cannot locate the
4 whereabouts of a parent to obtain consent, the school district must ensure that an
5 individual is assigned to act as a surrogate for the parents of a child with a disability. A
6 surrogate parent may also be appointed for unaccompanied homeless youth or a child
7 who is a dependent or ward and an educational representative has not been appointed
8 by the Court.

9 (20 U.S.C. section 1415(b)(2); 34 C.F.R. section 300.519; Education Code section
10 56050; CA Rules of Court Rule 5.650.)

11 12 **PROTECTION IN EVALUATION PROCEDURES**

13 Federal law refers to “evaluation” and California law refers to “assessment”.
14 Therefore, these words may be used interchangeably by employees of the school
15 district and in this Notice. The school district must provide you with a written
16 assessment plan or prior written notice within fifteen (15) days after a referral for special
17 education has been received, including your written request for evaluation. You will
18 have a minimum of fifteen (15) days in which to review the assessment plan and to
19 provide consent to the school district to conduct the written assessment. The proposed
20 assessment plan will be provided to you in your native language or other mode of
21 communication used, unless to do so is clearly not feasible, and will include the
22 following: the types of assessments to be conducted, notification that no education
23 program will be developed from the assessment without your consent, description of
24 any recent assessments conducted, including any available independent assessments
25 and any assessment information you want considered, and information indicating your
26 child’s primary language and your child’s proficiency in his/her primary language. You
27 may request assessment in additional areas of suspected disability. Thereafter, the
28 school district has sixty (60) days after receipt of your written consent to complete the
29 assessment and to develop an IEP to determine the educational needs of your child.
30 However, this timeline is extended by periods of school holiday or vacation, if you refuse
31 to make your child available for assessment, or if your child transfers to another school
district and you and the receiving school district agree to a specific time when the

1 assessment will be completed.

2
3 The IDEA states that in conducting the evaluation the school district will:

- 4
- 5 1. Use a variety of assessment tools and strategies to gather relevant
6 functional, developmental and academic information, including information
7 provided by the parent, that may assist in determining whether the child is
8 a child with a disability and the content of the child's IEP, including
9 information related to enabling the child to be involved in and progress in
10 the general curriculum or, for preschool children, to participate in
11 appropriate activities;
 - 12 2. Not use any single procedure as the sole criterion for determining whether
13 a child is a child with a disability or determining an appropriate educational
14 program for the child; and
 - 15 3. Use technically sound instruments that may assess the relative contribution
16 of cognitive and behavioral factors, in addition to physical or developmental
17 factors.
- 18
19

20 The school district will also make sure that tests and other evaluation materials
21 used to assess your child are selected and administered so as not to be racially,
22 culturally or sexually discriminatory and are provided and administered in the child's
23 native language or other mode of communication, unless it is clearly not feasible to do
24 so. Any standardized tests that are given to the child will have been validated for the
25 specific purpose for which they are used, administered by trained and knowledgeable
26 personnel, and administered in accordance with any instructions provided by the
27 producer of such tests. Your child will be assessed in all areas of suspected disability
28 and the school district will use assessment tools and strategies that provide relevant
29 information that will directly assist the school district in determining the educational
30 needs of your child. Upon completion of the administration of evaluation materials, the
31 determination of whether the child is a child with a disability will be made by you and
qualified professionals comprising the IEP team. A copy of the evaluation report and

1 documentation of the determination of eligibility will be given to you.
2

3 In making a determination of eligibility, your child will not be determined to be a
4 child with a disability due to a lack of instruction in reading or math or as a result of
5 limited English proficiency.
6

7 As part of an initial evaluation (if appropriate) and as part of any reevaluation
8 under this section, the IEP Team and other qualified professionals, as appropriate, will:

- 9 1. Review existing evaluation data on the child, including evaluations and
10 information provided by you, current classroom-based assessments and
11 observations, and teacher observation; and
- 12 2. On the basis of that review, and input from you, identify what additional
13 data, if any, are needed to determine:
 - 14 a. Whether the child has a particular disability, or, in case of
15 reevaluation of a child, whether the child continues to have such a
16 disability and such educational needs;
 - 17 b. The present levels of performance and related developmental
18 needs of the child;
 - 19 c. Whether the child needs special education and related services, or
20 in the case of a reevaluation of a child, whether the child continues
21 to need special education and related services; and
 - 22 d. Whether any additions or modifications to the special education
23 and related services are needed to enable the child to meet the
24 measurable annual goals set out in the IEP of the child and to
25 participate, as appropriate, in the general curriculum.
26

27 Generally, a reevaluation is required every three (3) years. However, if the IEP
28 Team determines that no additional data is needed to determine whether your child
29 continues to be a child with a disability and to determine the child's educational needs
30 the school district will notify you as to the reasons the school district believes a
31 reevaluation is not necessary. After receiving this notice, you may request a
reevaluation of your child. If the school district does not receive a reevaluation request

1 from you, the school district will not conduct a reevaluation of your child.
2

3 Before determining that your child is no longer a child with a disability, the school
4 district must conduct an assessment in accordance with the procedures discussed
5 above.

6 (20 U.S.C. sections 1414, 1415; 34 C.F.R. sections 300.301 – 300.306; Education Code
7 sections 56320, 56321, 56329, and 56381; 5 CCR section 3022.)
8

9 **INDEPENDENT EDUCATIONAL EVALUATION**

10 After the school district has completed its evaluation, if you disagree with the
11 school district's evaluation of your child and notify the school district of your
12 disagreement, you have the right to request an independent educational evaluation at
13 school district expense. Upon your request for an independent educational evaluation,
14 the school district will provide you with information about where to obtain an
15 independent educational evaluation and the district's criteria applicable for independent
16 educational evaluations. A parent is entitled to only one (1) independent educational
17 evaluation at public expense each time the district conducts an evaluation with which
18 the parent disagrees. However, if the school district disagrees that an independent
19 educational evaluation is necessary, the school district must request a hearing before a
20 due process hearing officer to dispute your request for an independent educational
21 evaluation and to show that the school district's assessment is appropriate. If the school
22 district prevails, you still have the right to an independent evaluation but not at public
23 expense. If you choose to obtain an independent educational evaluation at your own
24 expense, the results of the assessment must be considered by the district. The
25 independent educational evaluation must comply with all of the requirements that apply
26 to school district evaluations.
27

28 If the school district observes your child in his or her classroom during an
29 assessment, or if the school district procedures provide for in-class observations, an
30 equivalent opportunity must be provided for any independent educational evaluation in
31 the current and any proposed educational placement.

1 If you unilaterally place your child in a nonpublic school and you propose the
2 placement in the nonpublic school to be publicly financed, the school district must be
3 given the opportunity to first observe the proposed placement and your child in the
4 proposed placement.

5 (20 U.S.C. section 1415(b)(1); 34 C.F.R. section 300.502; Education Code section
6 56329.)
7

8 IEP MEETINGS

9 As the parent of a special education student, you have the right to be a part of
10 the IEP Team and participate in any meeting regarding the identification, assessment
11 and educational placement of your child. The term IEP or Individualized Education
12 Program means a written document for each child with a disability that is developed,
13 reviewed and revised in accordance with federal and state law. The IEP includes the
14 child's present levels of academic achievement and functional performance and must
15 consider your concerns as a parent for improving the education of your child. As a
16 parent, you have the right to be a member of any group that makes decisions with
17 respect to the educational placement of your child. You also have the right to bring
18 individuals who have knowledge or special expertise regarding your child to an IEP
19 meeting. The school district will provide you with a copy of the IEP in your primary
20 language upon request. If you are a parent of a child age three through five years, the
21 individualized family service plan (IFSP) may serve as the IEP if agreed to by the parent
22 and the school district.
23

24 Federal and state law requires that the first IEP to be in effect beginning at age
25 sixteen include a statement of the transition service needs of the child and that the IEP
26 be updated annually thereafter. Beginning at age sixteen or younger, if determined
27 appropriate by the IEP Team, appropriate measurable postsecondary goals related to
28 training, education, employment, and where appropriate, independent living skills, a
29 statement of needed transition services for the child, including, when appropriate, a
30 statement of the interagency responsibilities or linkages between the agencies is
31 required. Beginning at least one year before the child reaches age eighteen (18), a
statement must be included in the IEP that the child has been informed of his or her

1 rights that will transfer to the child on reaching the age of majority. Under California law,
2 when a child turns age eighteen (18), he or she is considered an adult and unless the
3 parent obtains a conservatorship or guardianship over the child through court
4 proceedings, the child may make decisions regarding his or her education.

5
6 In developing an IEP for your child, the IEP Team must include positive
7 behavioral intervention strategies and supports in cases where the child's behavior
8 prevents the child from learning and consider, when appropriate, strategies, including
9 positive behavioral intervention strategies and supports to address the child's behavior.
10 The regular education teacher of your child, as a member of the IEP Team, must to the
11 extent appropriate, participate in the development of the IEP of your child, including the
12 determination of appropriate, positive behavioral intervention strategies and the
13 determination of supplementary agency services, program modifications and support for
14 the school personnel.

15
16 The IEP will be reviewed by the IEP Team at least annually in order to determine
17 whether the annual goals for your child are being achieved and revise the IEP as
18 appropriate to: (1) address any lack of anticipated progress toward the annual goals and
19 in the general curriculum, where appropriate, (2) to address the results of any
20 reevaluation conducted, (3) to address information about your child provided by you,
21 and 4) to address your child's anticipated needs, if necessary. Your child will also
22 receive report cards in the same manner as regular education students. You and the
23 school district may agree in writing that the attendance of an IEP Team member is not
24 necessary because the member's area of curriculum or related service is not being
25 modified or discussed at the meeting. In addition, if you and the school district agree in
26 writing to excuse a member of the IEP team from the IEP Team meeting, in whole or in
27 part, when the meeting involves a modification to or discussion of the member's area or
28 the curriculum or related service, the member must submit in writing to you and the IEP
29 Team, input into the development of the IEP prior to the meeting. Under state law, you
30 have the right to electronically record IEP meetings by audio tape if you give 24 hours
31 notice to other members of the IEP Team. After the annual IEP meeting for a school
year, you and the school district may agree in writing not to convene an IEP meeting to

1 make changes to the annual IEP, and instead may develop a written document to
2 amend or modify the current IEP.

3 (20 U.S.C. section 1414(d); 34 C.F.R. sections 300.320-300.324; Education Code
4 sections 56032, 56304, 56341, 56341.1, 56341.5, 56342.5 and 56345; 5 CCR section
5 3040.)

6
7 **PLACEMENT (“STAY-PUT”) DURING THE PENDENCY OF**
8 **DUE PROCESS PROCEDURES**

9 As a parent of a child with disabilities, should you get involved in a disagreement
10 with the school district over the identification, evaluation or placement of your child and
11 you file a request for a due process hearing, your child will remain (“stay-put”) in the
12 current educational placement during the pendency of the proceedings. Unless you and
13 the school district agree to a change in placement, or the school district obtains a court
14 order or an order from a hearing officer, your child will remain in his or her current
15 educational placement during the pendency of the proceedings. For initial admission to
16 school, your child will be placed in a public school program, with parental consent, until
17 the proceedings have been completed. There are exceptions to this general rule which
18 allow the school district to place your child in an alternative educational setting for a
19 limited period of time. These exceptions will be discussed in the next section on interim
20 alternative educational settings.

21 (20 U.S.C. section 1415(j); 34 C.F.R. section 300.518; Education Code section
22 56505(d).)

23
24 **INTERIM ALTERNATIVE EDUCATIONAL SETTINGS**
25 **DISCIPLINE PROCEDURES**

26 School personnel may change the placement of your child if he or she violates a
27 code of student conduct to (1) an appropriate interim alternative educational setting; (2)
28 another educational setting, or (3) suspend your child for not more than ten (10)
29 consecutive school days (to the extent such alternatives would be applied to children
30 without disabilities) and for additional removals of not more than ten (10) consecutive
31 school days in that same school year for separate incidents of misconduct. If school
personnel seek a change in placement that exceeds more than ten (10) school days in

1 the same school year, school personnel must determine if the behavior that gave rise to
2 the violation of the code of student conduct is a manifestation of your child's disability. If
3 a determination is made that the behavior is not a manifestation of your child's disability,
4 school personnel may discipline your child under the same procedures applicable to
5 children without disabilities.

6
7 In order to determine if the behavior that gave rise to the violation of the code of
8 student conduct is a manifestation of your child's disability, the school district, you and
9 relevant members of the IEP Team must review all relevant information in your child's
10 file, including the IEP, any teacher observations, and any relevant information provided
11 by you to determine if the conduct in question was caused by, or had a direct and
12 substantial relationship to your child's disability. This meeting must take place within
13 ten (10) school days of any decision to take disciplinary action. If the IEP Team
14 determines that the conduct is a manifestation of your child's disability, the IEP Team
15 must either conduct a functional behavioral assessment, and implement a behavioral
16 intervention plan for your child, or review and modify as necessary the existing
17 behavioral intervention plan.

18
19 School personnel may also place your child in an interim alternative educational
20 setting for up to forty-five (45) school days without regard to whether the behavior is
21 determined to be a manifestation of your child's disability, in cases where: (1) your child
22 carries or possesses a weapon to or at school, on school premises, or to or at a school
23 function or activity; (2) your child knowingly possesses or uses illegal drugs, or sells or
24 solicits the sale of a controlled substance while at school, on school premises, or a
25 school function or activity; or (3) your child inflicts serious bodily injury upon another
26 person while at school, on school premises, or at a school function or activity. The IEP
27 team determines the interim alternative education setting for services.

28
29 After a child with a disability has been removed from his or her current placement
30 for ten (10) school days in the same school year, during any subsequent days of
31 removal the school district must provide services to enable the child to continue to
participate in the general education curriculum, although in another setting, and to

1 progress toward meeting the IEP goals. If appropriate, the child may receive a
2 functional behavioral assessment and behavior intervention services and modifications
3 designed to address the behavior violation so that it does not recur.
4

5 No later than the date on which the decision to take disciplinary action against
6 your child is made, the school district must notify you of that decision and notify you of
7 your procedural safeguards. If you disagree with any decision regarding placement, or
8 the manifestation determination of your child, you may request an expedited due
9 process hearing which must occur within twenty (20) school days of the date of the
10 hearing request. During the pendency of the due process hearing, your child will remain
11 in the interim alternative education setting pending the decision of the hearing officer or
12 for forty-five (45) school days, whichever occurs first, unless you and the school district
13 agree otherwise. If the school district believes it is dangerous for your child or others for
14 your child to return to the current educational placement, the school district may request
15 an expedited hearing.
16

17 A hearing officer may order a change in the placement of your child to an
18 appropriate interim alternative educational setting for not more than forty-five (45) days,
19 if the hearing officer determines that maintaining your child in his or her current
20 placement is substantially likely to result in injury to your child or to others.

21 (20 U.S.C. section 1415(k); 34 C.F.R section 300.530; Education Code section
22 48915.5.)
23

24 **CHILDREN WITH DISABILITIES**

25 **ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS**

26 A school district's obligation to children with disabilities enrolled in private schools
27 is limited. Under the IDEA *"no parentally-placed private school child with a disability*
28 *has an individual right to receive some or all of the special education and related*
29 *services that the child would receive if enrolled in a public school."* School districts
30 must locate, identify and assess all private school children with disabilities, including
31 religiously affiliated school age children, who have disabilities and are in need of special
education and related services, referred to as "child find". The school district in which

1 the private school is located, also referred to as the “District of Location” is responsible
2 for conducting child find activities for children enrolled by their parents in private
3 schools. If the District of Location is not the same school district in which the parents of
4 the private school student reside, then the District of Location may contract with the
5 school district of residence to assess the child.

6
7 Children with disabilities enrolled in private school may receive equitable special
8 education services as determined through consultation with private schools and
9 parents. In order to receive such equitable services, a “Service Plan” must be
10 developed for the private school student and consented to by the parents. The school
11 district in which the private school is located, the District of Location, is responsible for
12 developing and implementing the Service Plan.

13
14 A parent of a child enrolled by that parent in a private school has the right to file a
15 due process complaint only regarding the school district’s child find activities. A due
16 process complaint must be filed with the school district in which the private school is
17 located, the District of Location, and the California Department of Education (CDE).
18 However, because there is no individual right to services for children enrolled by their
19 parents in private school, any complaints regarding a Service Plan can only be filed in
20 accordance with the CDE’s compliance complaint procedures.

21 (20 U.S.C. section 1412(a)(10)(A); 34 C.F.R. section 300.130–300.144; Education Code
22 sections 56170–56177.)

23 24 **UNILATERAL PLACEMENT BY PARENTS IN PRIVATE SCHOOL**

25 If you decide to unilaterally enroll your child in a private school after the school
26 district made a free appropriate public education available to your child, the school
27 district is not required to pay for the cost of your child’s education. In order to obtain
28 reimbursement for the cost of the private school from the school district, including
29 special education and related services, you must first attempt to obtain the consent of
30 the school district, and establish that the school district does not have an appropriate
31 program for your child. Reimbursement may be denied or reduced if: 1) at the most
recent IEP meeting that you attended prior to removal of your child from the public

1 school, you did not inform the IEP Team that you were rejecting the placement
2 proposed by the school district to provide a free appropriate public education to your
3 child, including a statement of your concerns and your intent to enroll your child in a
4 private school at public expense; or 2) at least 10 business days prior to the removal of
5 your child from the public school, you did not give written notice to the school district of
6 your concerns regarding the school district's proposed placement and your intent to
7 enroll your child in a private school at public expense.

8
9 If the school district notifies you prior to the removal of your child from the public
10 school that the school district wishes to evaluate your child and indicates the purpose of
11 the evaluation, you should make your child available for the evaluation. If you have not
12 complied with these requirements, a court or hearing officer may find that you acted
13 unreasonably in unilaterally removing your child from the public school and in placing
14 your child in a private school. The court or hearing officer may deny you reimbursement
15 unless you can show one or more of the following: 1) you are illiterate and cannot write
16 in English, or 2) the school district's placement would result in physical or serious
17 emotional harm to your child.

18 (20 U.S.C. section 1412(a)(10)(C); 34 C.F.R. section 300.148; Education Code sections
19 56175-56177.)

20 21 **OPPORTUNITY TO PRESENT AND RESOLVE COMPLAINTS**

22 **A. STATE COMPLAINT PROCEDURES**

23 The IDEA grants parents an opportunity to present and resolve complaints with
24 respect to any matter relating to the identification, evaluation or educational placement
25 of your child or the provision of a free appropriate public education to your child. Written
26 complaints may be filed with the school district or the state or federal agencies at the
27 addresses listed below. Compliance complaints must allege a violation that occurred
28 not more than one (1) year prior to the date the complaint is received. A copy of the
29 written complaint must also be provided to the school district serving the child at the
30 same time it is filed with the state agency. The school district, state or federal agency
31 has sixty (60) days from the date of receipt of the complaint to render a decision in the
matter. For complaints filed with the school district, within fifteen (15) days of receiving

1 the school district's decision, you may appeal the school district's decision to the
2 California Department of Education (CDE). Complaints may also be filed directly with
3 the CDE.
4

5 You may also avail yourself of the compliance complaint process to report an
6 instance of discrimination, harassment, intimidation or bullying. A complaint must be
7 filed with the school district no later than six months from the date the incident occurred,
8 or the date you first obtained knowledge that the incident occurred. The timelines for
9 conducting and completing an investigation of the complaint and rendering a decision
10 are listed in the previous paragraph.
11

12 Placentia-Yorba Linda Unified School District
13 Attn: Renee Gray , SELPA Administrator
14 1301 E. Orangethorpe Ave.
15 Placentia, CA 92870
16 Phone:714-985-8 710
17 Fax:714-985-8714
18

19
20 California Department of Education
21 Special Education Division
22 Procedural Safeguards Referral Service
23 1430 N Street, Suite 2401
24 Sacramento, California 95814
25 Phone: 1-800-926-0648
26 Fax: (916) 327-3704
27 <http://www.cde.ca.gov/re/cp/uc/index.asp>
28

29 United States Department of Education
30 Office for Civil Rights
31 50 Beale Street, Suite 7200
San Francisco, CA 94105

1 Phone: (415) 486-5555

2 Fax: (415) 486-5570

3 TDD: (800) 877-8339

4 <http://www2.ed.gov/about/offices/list/ocr/index.html>

5
6 The school district encourages you to file your complaint with the school district.
7 We will meet with you and investigate your complaint in a timely manner and attempt to
8 resolve any concerns. The school district has established confidential procedures for
9 the filing of complaints. A complaint form is available from the school district.

10 (20 U.S.C. Section 1415(b)(6); 34 C.F.R. section 300.153; Education Code section
11 56500.2; 5 CCR section 4600.)

12 13 **B. MEDIATION AND DUE PROCESS HEARING PROCEDURES**

14 The IDEA requires states to establish procedures for mediation and impartial due
15 process hearings regarding the identification, assessment, and educational placement
16 of your child or the provision of a FAPE. You or the school district may file a request for
17 mediation-only or a due process hearing complaint.

18
19 Your request for mediation-only or a due process hearing must include the name
20 and address of the child, date of birth, grade level and name of the school the child is
21 attending, parent information, parties to the mediation, a description of the nature of the
22 problem, including facts relating to such problem, and a proposed resolution of the
23 problem. The CDE has developed model forms to assist you in filing a request for
24 mediation-only or a due process hearing. You may access these model forms at:

25 <http://www.dgs.ca.gov/oah/home/forms.aspx>

26
27 You must serve the mediation-only or due process hearing complaint on the
28 school district and file a copy with the Office of Administrative Hearings at the address
29 listed below:

30 Office of Administrative Hearings
31 Attn: Special Education Division
2349 Gateway Oaks Drive, Suite 200

1 Sacramento, CA 95833-4231

2 Phone: (916) 263-0880

3 Fax: (916) 376-6319

4 SEFilings@dgs.ca.gov

5
6 In California, mediation is voluntary. You may request a due process hearing or
7 mediation-only. Mediation-only means you are asking for mediation without asking for a
8 due process hearing. Mediation is an informal proceeding conducted in a
9 nonadversarial manner. If you request mediation-only you and the school district will
10 receive a notice that mediation has been scheduled, and the notice will contain the time,
11 date and location of the mediation as well as the name, address, and phone number of
12 a knowledgeable and impartial mediator assigned to the case. The mediation must be
13 scheduled within 15 days of the Office of Administrative Hearing's receipt of the request.
14 Attorneys cannot attend mediation-only. However, you or the school district may be
15 accompanied and advised by non-attorney representatives. Statements made by you
16 and the school district during mediation are confidential and may not be used in a due
17 process hearing or court action. Any agreement reached during mediation must be in
18 writing and signed by all parties. You may also ask the school district to resolve
19 disputes through alternative dispute resolution (ADR), which is also less adversarial
20 than a due process hearing. ADR and mediation are voluntary methods of resolving a
21 dispute. If the dispute is not resolved during mediation or through ADR, you may
22 proceed to a due process hearing. Mediation or ADR are not prerequisites to
23 requesting a due process hearing.

24
25 A due process hearing is a formal proceeding where you and the school district
26 are given the opportunity to present witnesses, documentary evidence, and oral and
27 written argument in support of your respective positions on disputed special education
28 issues. You may request a mediation conference at any point during the due process
29 hearing. A request for a due process hearing must be filed within (2) years from the
30 date you or the school district knew or should have known about the alleged action that
31 forms the basis of the due process hearing complaint. Upon receiving a request for a
due process hearing, you and the school district will receive a notice from the Office of

1 Administrative Hearings with the time, date and location of the due process hearing. If
2 your primary language is other than English, or other mode of communication, an
3 interpreter will be provided for you at the hearing.
4

5 Prior to the opportunity for an impartial due process hearing, within fifteen (15)
6 days of receiving your due process hearing complaint, the school district is required to
7 convene a mandatory resolution meeting with you and the relevant members of the IEP
8 Team who have specific knowledge of the facts raised in your complaint, where you can
9 discuss your complaint and the facts that form the basis of your complaint, and the
10 school district is provided the opportunity to resolve the complaint. The resolution
11 meeting must include a representative from the school district who has decision making
12 authority on behalf of the school district, but may not include an attorney for the school
13 district unless the parent is also accompanied by an attorney. Attorneys' fees may not
14 be awarded relating to a resolution meeting. Unless the school district agrees, you may
15 not waive the mandatory resolution meeting. If resolution is reached to resolve the
16 complaint at the mandatory resolution meeting, the parties must sign a legally binding
17 agreement. If the school district has not resolved the complaint to your satisfaction
18 within thirty (30) days of the receipt of the complaint, the due process hearing may
19 move forward and all applicable timelines for a due process hearing shall commence.
20

21 The due process hearing is limited to those issues raised in your due process
22 hearing complaint. An impartial hearing officer presides over the due process hearing.
23 You have the right to be accompanied and advised by an attorney and by individuals
24 with special knowledge or training related to the problems of children with exceptional
25 needs; the right to present evidence, written and oral arguments; the right to confront,
26 cross-examine and compel attendance of witnesses; the right to a written or electronic
27 verbatim record of the hearing; and the right to written findings of fact and decision.
28

29 At least ten (10) days prior to the hearing you and the school district must inform
30 each other of the issues to be decided at the hearing and the proposed resolution of
31 those issues as well as whether the parties will be represented by an attorney at the
hearing. At least five (5) business days prior to the hearing you and the school district

1 must disclose all your witnesses and evidence you intend to introduce at the hearing
2 including evaluations completed to the other party, or the witnesses, evidence or
3 evaluations cannot be introduced as evidence at the hearing.
4

5 In general, a hearing officer's decision should be made on substantive grounds
6 based on a determination of whether your child received FAPE. The hearing officer
7 must reach a final decision and mail a copy of the written decision to you and the school
8 district within forty-five (45) days of the receipt of the request for a hearing by the Office
9 of Administrative Hearings or State Superintendent of Public Instruction, unless a
10 continuance has been granted for good cause. The decision made in a due process
11 hearing is final, except that any party involved in the hearing may appeal the decision by
12 filing a civil action with respect to the findings and decision in the due process
13 complaint.

14 (20 U.S.C. sections 1415(b)(7)(a)–1415(j); 34 C.F.R. sections 300.506–300.518;
15 Education Code sections 56500.3, 56502–56507; 5 CCR section 3082.)
16

17 **CIVIL ACTIONS**

18 Either you or the school district may appeal the hearing officer's decision by filing
19 a civil action. This appeal must be made within ninety (90) days after the date of the
20 decision of the hearing officer. In a civil action, the records and transcription of the
21 administrative proceedings shall be filed with the court. The court may hear additional
22 evidence at the request of either party and must base its decision on the preponderance
23 of the evidence. The action may be filed in the United States District Court or in Orange
24 County Superior Court.

25 (20 U.S.C. section 1415(i); 34 C.F.R. sections 300.514, 300.516; Education Code
26 section 56505(k).)
27

28 **ATTORNEYS' FEES**

29 The United States District Court or the Orange County Superior Court has the
30 authority to award you reasonable attorneys' fees if you are the prevailing party in a due
31 process hearing or civil action; or to award the school district reasonable attorneys' fees
if your attorney files a complaint or subsequent cause of action that is frivolous,

1 unreasonable, or without foundation, or the complaint or subsequent action was filed to
2 harass, cause unnecessary delay, or to needlessly increase the cost of litigation. The
3 fees awarded are based on rates prevailing in the community in which the action or
4 proceeding arose. No attorneys' fees may be awarded to you following a written offer
5 of settlement from the school district made at least ten (10) days prior to hearing, if the
6 court or hearing officer finds that the relief you ultimately obtained is not more favorable
7 than the written offer of settlement. However, attorneys' fees will not be reduced if you
8 were substantially justified in rejecting the settlement offer, or the school district
9 unreasonably prolonged the proceedings.

10
11 You may not be awarded attorneys' fees and related costs if you unreasonably
12 prolonged the final resolution of the controversy or the amount of the fees requested is
13 unreasonable. In addition, attorneys' fees or related costs may not be awarded for
14 attorney time spent attending resolution meetings or IEP Team meetings, unless the
15 IEP team meeting is convened as a result of an administrative proceeding or judicial
16 action.

17 (20 U.S.C. section 1415(i)(3); 34 C.F.R. section 300.517; Education Code section
18 56507(b).)

20 STATE SPECIAL SCHOOLS

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

31 (Education Code section 56321.6.)

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**NOTIFICATION OF RIGHTS REGARDING
USE OF PUBLIC BENEFITS OR INSURANCE**

This notice is provided to you as parents, legal guardians, surrogate parents or court appointed educational rights holder, because your child is or may be receiving special education services under the IDEA. The IDEA requires school districts to provide prior written notice of your rights and protections when it seeks to use your child’s public benefits (i.e., Medi-Cal) or insurance to pay for special education and related services. This notice will be given to you before the school district seeks to use your child’s public benefits or insurance for the first time, and annually thereafter.

With your written consent, the school district may submit claims to your child’s public benefits or insurance program, such as the California Medi-Cal program.

The school district cannot require you to sign-up for or enroll in a public benefits or insurance program in order for your child to receive FAPE under the IDEA. The school district cannot require you to pay out-of-pocket expenses such as the payment of a deductible or co-pay. The school district cannot use your child’s benefits under a public benefits or insurance program if to do so would (1) decrease available life time coverage or any other insured benefit; (2) cause you to pay for services that would otherwise be covered by your public benefits or insurance program because your child also requires those services outside of the school day; (3) increase premiums or lead to the discontinuation of your public benefits or insurance; or (4) cause you to risk loss of eligibility for home and community based waivers based on your total health-related expenditures.

(34 CFR Section 300.154(d)(1)(2)(i)-(v) and (e); Education Code section 56363.5.)

You Have The Right To:

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- Voluntarily provide the school district with written consent to disclose educational records containing your child’s personally identifiable information such as IEPs or assessment reports to Medi-Cal, or other public benefits or insurance programs for billing purposes.
- Withdraw your consent to the disclosure of your child’s personally identifiable information to Medi-Cal, or other public benefits or insurance programs **at any time** in accordance with your rights under the Family Educational Rights and Privacy Act (FERPA; Title 20 of the United States Code, Section 1232 (g), Title 34 Code of Federal Regulations Part 99) and the IDEA (Title 20 of the United States Code, Section 1400), Title 34 Code of Federal Regulations Part 300).
- Refuse to provide consent to the disclosure of your child’s personally identifiable information to Medi-Cal, or other public benefits or insurance programs for billing purposes. Without your consent the school district may not use your or your child’s public benefits or insurance.
- Have your child continue to receive a FAPE **at no cost to you**, if you withdraw consent or refuse to provide consent to disclose your child’s personally identifiable information to Medi-Cal, or other public benefits or insurance programs for billing purposes.