

SPECIAL EDUCATION PARENT HANDBOOK ASSESSMENT AND PLANNING



Revised — August 2016

**West Orange County Consortium for Special Education
(WOCCSE)**

Dear Parent:

Today, parents are more involved in their children's education than ever before. As a parent, you have expert knowledge of your child. Team up with your child's teacher and school staff and make them your equal partners in the educational process. Build and nurture these relationships early.

You play an important role in the education of your child. Make your views known in a positive and constructive manner. The planning, implementation and on-going support of programs are greatly enhanced when you are an involved parent.

Visit the classroom to show your interest in your child's program. Keep the teacher informed of your child's skills and behaviors. Attend scheduled teacher conferences; if unable to keep the designated appointments, notify staff as soon as possible. Attend PTA, Community Advisory Committee (CAC) meetings, and other school functions whenever possible.

This handbook was compiled to help you understand the special education process. Many of the contributors are parents of children with special needs. It is our hope that it will help you to be an active participant in meeting your child's educational needs.

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NOTICE:

Special education law can be changed or amended at any time. To be certain that the information contained in this handbook is accurate and up to date, contact your district's Director of Special Education or the West Orange County Consortium for Special Education office.

WOCCSE

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

The West Orange County Consortium for Special Education (WOCCSE) is a five-district Special Education Local Plan Area (SELPA), which includes the following school districts:

Fountain Valley School District
Ocean View School District
Huntington Beach City School District
Huntington Beach Union High School District
Westminster School District

These five school districts have joined together to provide special education programs and services to students with special needs. The districts have developed a local plan, a document that explains how they implement the state and federal laws relating to special education. A copy of this local plan is available for public review at the district office of each of the school districts and at the office of the West Orange County Consortium for Special Education.

CAC

COMMUNITY ADVISORY COMMITTEE

As a parent of a child in a special education program or as an interested member of the community, you should know that there is a group of parents like yourself, along with educators and community representatives, who meet regularly during the school year. This is your community Advisory Committee.

The CAC determines its own leadership and agenda. Professional staff provides information and support. Some topics typically discussed are parent education needs, the local plan, how to understand financial aspects, and legislative issues.

This is the local resource for parents to learn about the system that manages our children's special services and to become a collaborating partner in the process. Parent involvement is an important element in providing effective programs for our children.

For information on membership in the CAC or for current information on meeting dates and locations, refer to your District or WOCCSE Website.

LEGAL RIGHTS AND PROTECTIONS

Since the last reauthorization of IDEA (Individuals with Disabilities Education Improvement Act) amended in 2004, the four basic rights to all children with disabilities continue to guarantee the following:

RIGHTS UNDER IDEA

Assessment

An assessment must be completed to determine the child's needs. This may be done only with the parent's informed written consent.

Free Appropriate Public Education (FAPE)

Children with disabilities are entitled to a public education, appropriate to their needs, at no cost to their families.

Least Restrictive Environment (LRE)

Children with disabilities must be educated with students who do not have disabilities as much as possible and as close to home as possible.

Supplementary Aids and Services (Related or Designated Instruction and Services)

Children with disabilities must be provided the supportive services which are required to assist them to benefit educationally from their instructional program.

In order to assure that these rights are received, this law also includes two protections.

PROTECTIONS UNDER IDEA

Individualized Education Program (IEP)

This program must be reviewed and updated at least annually for all children with disabilities. It is prepared by a team comprised of those people who assessed the child, appropriate school personnel, and the parents.

Due Process

Due process rights ensure that no changes can be made in a child's program without prior notice to the parents. Further, due process provides a mechanism for the resolution of disagreements.

NOTIFICATION OF PARENTS' RIGHTS

Parents are provided a copy of the procedural safeguards once a year, upon initial referral or request for evaluation, upon the first filing of a complaint or upon parent request. (20 U.S.C. Section 1415(d).)

REFERRAL AND IDENTIFICATION HOW IT ALL HAPPENS

A referral for identification of an individual (ages 0-21) with a possible special need may come from the following:

| | |
|-----------------------|------------------|
| Parent/Legal Guardian | Administrator |
| Student Study Team | Physician |
| Community Agency | Concerned Person |
| Teacher | |

In order to provide special services, the following process has been established to conform with federal and state regulations:

STEP 1- REFERRAL

A written referral should be made to your school principal or psychologist requesting an assessment. Within 15 days of your request, the district will provide an assessment plan for your approval. You have at least 15 days to approve the assessment plan. Upon your written approval of the assessment plan, the district has 60 calendar days to complete the assessment, conduct an Individualized Education Program (IEP) Team meeting, and determine if your child is eligible for services. Parents are equal members of the team.

STEP 2 - ASSESSMENT

Upon receipt of the approval for assessment, an assessment is conducted in all suspected areas of disability by qualified personnel.

STEP 3 - INDIVIDUALIZED EDUCATION PROGRAM (IEP)

During this meeting, assessment results will be shared with the parent and/or representative. If it is determined by the IEP team that the student is eligible and requires special education, an educational program will be developed to meet your individual child's needs.

STEP 4 - APPROPRIATE SERVICES

Once the unique needs of your child have been identified, the next step is determining appropriate goals, placement, and services required to provide access to general education curriculum. You and the school team will consider where the student's needs can appropriately be met (i.e. general class with adaptation, specialized academic instruction).

STEP 5 - IEP REVIEW

Your child's program will be reviewed at least once a year to determine how well the program is meeting the child's needs. You may request a review at any time by providing to your child's teacher, principal or school psychologist a written request. At that point an IEP meeting will be scheduled within 30 calendar days, not counting school breaks in excess of 5 school days. Additionally, parents will receive reports on progress toward annual goals following the same schedule as regular education students.

SPECIAL EDUCATION ELIGIBILITY CATEGORIES

Children who meet specific eligibility criteria within the following categories may qualify for special education.

- Hard of Hearing (HH)
- Deafness (DEAF)
- Deaf-Blindness (DB)
- Speech or Language Impairment (SLI)
- Visual Impairment (VI)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Autism (AUT)
- Intellectual Disability (ID)
- Emotional Disturbance (ED)
- Specific Learning Disability (SLD)
- Traumatic Brain Injury (TBI)
- Multiple Disability (MD)
- Established Medical Disability (EMD)
Ages 3-5 only

PROGRAM and SERVICE OPTIONS

WOCCSE makes available a range of educational programs for students with special needs. The IEP team determines program placement of each student based on the principle of Least Restrictive Environment (LRE). LRE means that a student is to participate in as much of the general education program as is appropriate in view of his/her educational needs. In other words, *the district will remove children from the general classroom only when the nature or severity of the child's disability is such that the child's education in general education classes with supplementary aids and services cannot be satisfactorily achieved. Additionally, the child's program should be located as close to home as possible; meaning that the program options at the child's neighborhood school are reviewed first. All students will participate in nonacademic and extracurricular services and activities with non-disabled peers to the maximum extent appropriate.*

The following are program options:

EARLY START PROGRAM

This program is designed to provide early intervention services to infants and toddlers (birth to 18 months, and 18 to 36 months old). The classes, housed on a public school site, emphasize student/parent training. Other aspects of this program include home visits and family involvement activities.

PRESCHOOL PROGRAM

Preschool-age children with special needs may be served in several ways:

- Head Start with designated instruction and services
- Designated instruction and services only
- Special Day Class
- Special Day Class with designated instruction and services

GENERAL EDUCATION CLASS PROGRAM

A student with special needs may be placed in a general education classroom program when the IEP team determines that his/her educational needs can be met in that setting with the use of supplementary aids and services.

SPECIALIZED ACADEMIC INSTRUCTION

- **Classroom Support**

This level of support is designed to provide special education instruction and services for students with special needs who are assigned to a general education classroom for a majority of the school day. Responsibilities of the Special Education Teacher include providing specialized instruction in or outside the general ed classroom, monitoring pupil progress, revising IEPs, coordinating services, and consulting with parents and staff. Services could be provided in the general education classroom or another setting, as appropriate.

PROGRAM and SERVICE OPTIONS

SPECIALIZED ACADEMIC INSTRUCTION - continued

- **Specific Program**

A student may be eligible for a specific program when the IEP team determines that his/her educational needs cannot be satisfactorily met in general education classes for the majority of the student's day even with the use of supplemental aids and services. Students in special classes will participate in nonacademic and extracurricular services and activities with non-disabled peers to the maximum extent appropriate.

- **Home and Hospital**

WOCCSE may provide a special education program for a student residing in a local hospital, if an appropriate program is available or may provide home teaching instruction when a student is unable to attend school for medical or any other significant reason as determined by the IEP team.

- **Nonpublic, Nonsectarian School Services**

This placement is considered when a student's unique needs cannot be met within the public school programs. This placement may include a residential-type placement.

RELATED SERVICES

These supportive services are provided when they are required to assist a student with special needs to benefit educationally from his/her instructional program.

Support services may include:

- Language and speech
- Audiology services
- DHH (Deaf and Hard of Hearing) interpreter services
- Psychological services
- Physical and occupational therapy
- Adapted physical education
- Recreation, including therapeutic recreation
- Counseling and guidance
- Educationally related mental health
- Orientation and mobility services
- Specialized vision services
- Specialized deaf and hard-of-hearing services
- Health and nursing — specialized physical healthcare services
- Assistive technology services
- Braille transcription
- College awareness
- Career awareness

INDIVIDUALIZED EDUCATION PROGRAM MEETING (IEP)

Individualized Education Program (IEP) Meeting

The purpose of the initial IEP meeting is to review the assessment and determine if the child is eligible. If the child is eligible, the IEP is developed and it is implemented upon the parent's written consent. The IEP is reviewed at least annually or sooner upon written request.

What is an IEP and what should be in an IEP?

An IEP specifies the commitment of the school district to provide the services described, but it does not guarantee that your child will make the growth anticipated or described in the IEP.

Your child will only have one IEP in effect at any one time.

Your child's IEP should include, but is not limited to, all of the following:

- Your child's present levels of educational performance, both strengths and weaknesses.
- Your child's unique needs.
- Your child's annual goals and, when appropriate, short-term instructional objectives.
- A statement of the special education and related services and supplementary aides and services to be provided to the child.
- The extent to which your child will participate in regular educational programs.
- The date services will begin and how long they are expected to continue.
- Appropriate means to measure, on at least an annual basis, whether or not the educational goals and objectives (when appropriate) are being achieved.
- A statement of how the child's parents will be regularly informed of progress at least as often as parents are informed of their non-disabled children's progress.
- A statement of any individual accommodations and/or modifications needed in the administration of state or district-wide assessments and general curriculum.

Vocational Education goals may be included in an IEP. These may include prevocational education, career awareness and development, work training programs and travel training. Preparing students with special needs for employment is the long-term goal of vocational education.

An Individual Transition Plan (ITP) is included with a student's IEP beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter. The ITP is designed to prepare students for further education, employment, and independent living.

Who makes up an IEP Team?

- Parent/Legal Guardian
- Special Education Teacher
- Regular Education Teacher (when child is, or may be, participating in general education program)
- Representative qualified to provide or supervise a specially designed instruction and who is knowledgeable about general curriculum and the availability of resources within the district.

Additional members could be:

- Interpreter (if necessary)
- Psychologist
- Agency representatives who provide services to the student
Student (when appropriate)
- DIS/related services personnel

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Steps the IEP Team should follow in developing the IEP:

- The IEP team will review the findings of the assessment and establish your child's unique needs and present level of performance in the areas of need. Feel free to ask questions if you do not understand the test results.
- An annual goal or accommodation will be documented for areas where the team has identified a need. These goals will describe how the team wants a student's competence to change after instruction, usually over the period of a year. They should be specific, meaningful, observable and measurable. Goals should be based on a particular activity and easy to understand. The goal should clearly say who will measure the results and how they will do it.
- The team will ask your agreement to the written goals that have been generated.
- All possible services options are explored, and the least restrictive placement option that can allow implementation of the agreed-upon goals and objectives is chosen.
- Appropriate Designated Instruction and Services (DIS) and related services are identified if the team feels they are necessary to meet the student's goals.
- The parents give written consent to implement the IEP.
- Parents are provided with a copy of the IEP. You can request that your copy be in your primary language.
- You may take the IEP forms home to review **before** you sign, **but services (goals and specialized accommodations) cannot start without your signed permission on the IEP form.** You or any other member of the team may suggest that the IEP meeting be completed at another time.
- If you choose not to attend the meeting, the other members of the IEP team can meet on the scheduled day, with your permission, and develop the program. A copy of the completed IEP will be sent to you for your review and approval.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Partial Implementation of the IEP

If you do not agree with all the parts of the IEP, you may sign for only those portions of the program with which you agree. The portions agreed to will be implemented without delay. Areas of disagreement may become the basis for a due process hearing. (Refer to "Resolving Differences" Section of this handbook). You have a right to write a statement of disagreement and include it with the IEP.

How to Prepare For Your Child's IEP:

- Identify the purpose of the IEP meeting. Have a family conference to set some long-term and short-term goals for your child's education.
- Respond to the IEP notification. Parents are invited and encouraged to attend. You may reschedule the meeting to a mutually agreeable alternate time/day.
- Locate important documents regarding your child (school and medical files) and make sure that they are up to date. (Refer to "Building Your Child's Home File" Section of this handbook.). You have a right to request a copy of your child's school records to keep in your child's file at home.
- Write down questions, concerns and suggestions and go to the meeting with your plan.
- The IEP meeting may be tape recorded if you notify the team at least 24 hours before the meeting.

What is Your Role During the IEP Meeting?

- Meet the team working with your child.
- Listen.
- Share your child's needs, strengths, what motivates him/her.
- Give input and feedback.
- Ask questions.
- Take notes.
- Be a partner in the decision-making.

• INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Tips on Communicating in an IEP Meeting:

- Have a positive attitude.
- Give and expect respect. Everyone on the team has feelings.
- Remember that your child is the focus of the IEP process. Involve him/her whenever possible.
- Have goals in mind and let the team know what they are.
- Remember that the team is there to make your child successful. You share a common goal.
- Keep the lines of communication open. Be fair and be willing to compromise.

What Happens After the IEP Meeting?

- Thank the other members of the IEP team.
- Review the meeting with your child.
- Maintain communication with your child's teacher.
- Periodically check the IEP against schoolwork for consistency.
- Monitor homework.
- Evaluate progress:
 - Are you receiving periodic reports from school on progress or problems?
 - How is your child progressing?
 - Do you think the program is working?
 - Are there some changes you would like to make? If so, can they be done informally, or do you feel they require a more formal agreement or new IEP?
 - How does your child feel he/she is doing?
 - Is your child happy at school?

BUILDING YOUR CHILD'S HOME FILE

As a parent of a child with special needs, you will gather a tremendous amount of information about your child from various professionals and service agencies. Each time you seek services for your child, you may be asked to supply this information. As the primary decision-maker, observer and advocate for your child, it is to your benefit to keep complete and up-to-date records.

Here are suggested items to include in your child's home file:

- Your child's medical history and medical reports.
- A list of medications being given at home and at school as prescribed by your child's physician.
- Your child's developmental and family health history.
- Copies of all your child's school reports, including report cards, and any health information.
- The Individualized Education Program (IEP) recommendations and school progress reports.
- Copies of test results and recommendations from independent assessments.
- All letters (including handwritten) and notes to and from school personnel.
- All written communications with outside professionals regarding your child's unique needs.
- Dated notes of conversations and telephone calls with school personnel.
- Copies of your child's past and present work.
- Your long-term goals and short-term objectives.
- Each year list your child's:
 - General Ed Teacher
 - Special Education Teacher
 - Related Services Personnel
 - School Principal
 - Special Education Director
 - Psychologist

AS A CONCERNED PARENT - WHO CAN HELP ME?

Your **Child's Teacher** is the first person on your list. Your child's teacher can advise you on your child's progress, the skills being taught, how to improve study habits and skills, and suggest at-home learning experiences. The teacher can refer you to other professionals when necessary.

Your **School Principal** is the educational and policy leader of your school. Check with this person on matters of school-wide operation or policy, to seek information, to make a suggestion or resolve a problem.

Your **School District's Special Education Administrator** will answer questions concerning services available for students with exceptional needs. This person can advise you of community resources and activities for your child.

Your **Superintendent of Schools** recommends major policy decisions to the board of education and is in charge of their implementation.

Your **Local Board of Trustees** consists of citizens elected by voters to set policy for the entire school district. They meet in public session to conduct the business of the school district.

Your **Community Advisory Committee (CAC)** is composed of parents of children with special needs enrolled in your district, community members, teachers, and other school district personnel. The **CAC** is a collaborative group of parents, and/or educators, and community representatives whose intent is to support programs and provide parent trainings on subjects that are important to students with disabilities and their families.

Your **SELPA Administrators and Program Specialists** may advise you about services available for your child in your Special Education Local Plan Area.

Your **Physician, Pediatrician, or Health Center** can refer you to other professionals, agencies and organizations.

Your **Local Library** may provide a listing of organizations or groups in or near your community offering support for you and your special child.

RESOLVING DIFFERENCES

During the course of the special education process, you and the school district might disagree about some aspect of your child's education. Listed below are some things you can do:

Independent Educational Evaluation

If you do not agree with the school district's evaluation, you may request an independent educational evaluation at the district's expense. The district must either agree to fund an independent educational evaluation or initiate a due process hearing to show that its assessment is appropriate. If the decision resulting from the hearing is that the district's assessment is appropriate, the parent still has the right to an independent assessment, but not at public expense.

IEP Review

If you think that the IEP is no longer appropriate for your child, you can request another IEP meeting at any time. The district staff will hold the meeting within 30 days, not counting school breaks of longer than 5 school days.

Re-evaluation

If you think that your child's educational program is inappropriate due to out-dated information in his/her records, you can request a reevaluation before its scheduled time.

Information Meeting/Conference

If you have a concern with the school, make an appointment with the person most closely connected with the area of concern. For example, if you are concerned about a situation in a classroom, meet with the teacher. (Refer to "Who Can Help Me" section of this handbook.)

Alternative Dispute Resolution (ADR)

If disagreements are not resolved in an IEP meeting, a team member may request an Alternative Dispute Resolution (ADR) meeting. This option offers informal, effective methods to resolve disagreements. Participants are encouraged to problem solve and reach mutually beneficial agreements that are confidential and designed to support your child's learning needs. To request an ADR session, contact your district's special education administrator. For more information on the ADR process, contact the WOCCSE Executive Director.

Complaint Procedure

If you suspect a school has been noncompliant with state laws or regulations, and the matter cannot be resolved informally, you can file a complaint in writing with the school district's superintendent using the district's uniform complaint procedures or with the California Department of Education according to Procedural Safeguards.

RESOLVING DIFFERENCES - continued

Mediation Only

If you have a conflict with a school district that cannot be resolved informally, you can request a mediation only. Mediation only is an informal proceeding conducted in a non-adversarial manner by a trained impartial mediator. Attorneys cannot attend but parents or the school district may be accompanied by non-attorney representatives.

Mediation/Due Process

Mediation-only or ADR are not prerequisites to requesting a due process hearing. Issues which may be considered at a due process hearing are identification, evaluation or education placement of the child, or the provision of a free appropriate public education to the child. Within fifteen days of receiving your due process hearing complaint, the school district is required to convene a mandatory resolution meeting known as a "Resolution Session." Unless the school district agrees, you may not waive the mandatory Resolution Session. The Resolution Session may not include an attorney from the school district unless the parent is also accompanied by an attorney. If the dispute is not resolved at the Resolution Session, the Office of Administrative Hearings will offer a mediation meeting. If the District has not resolved the complaint within 30 days of the receipt of the complaint, the due process hearing may move forward and all applicable timelines shall commence. The due process hearing is limited to those issues raised in your due process hearing complaint. An impartial hearing officer presides over the hearing.

Your due process hearing rights include the following:

- The right to be accompanied and advised by an attorney and by individuals with special knowledge or training related to the problems of a child with exceptional needs
- The right to present evidence, written and oral arguments, the right to confront, cross-examine and compel the attendance of witnesses
- The right to a written or electronic verbatim record of the hearing
- The right to written findings of fact and decision

Pending the hearing decision, the child shall remain in the current educational placement, or, if applying for initial admission to public school, shall, with the consent of the parents, be placed in the public school program until all such proceedings have been completed.

If either party disagrees with the decision of the hearing officer, the party may appeal to a court of competent jurisdiction within 90 days.

ADMINISTRATION

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GLOSSARY

Local Plan

A plan developed by school districts and counties, and submitted for State approval, which assures and provides for delivery of special education services to all eligible individuals with special needs living within the geographic boundaries covered by the plan.

Related Services

Services which are required to assist a student to benefit from his/her special education program that are provided by specialists that are not normally provided by regular and special education teachers. These may include, but are not limited to: language and speech development and remediation, audiological services, mobility instruction, adapted physical education, instruction for the visually impaired, specialized driver training, vocational education, counseling and guidance, and psychological and health nursing services.

Specialized Academic Instruction

Specialized instruction, materials and supplemental services to students with disabilities.

SELPA (Special Education Local Plan Area)

A single district providing comprehensive special education services or several districts combining resources and expertise to provide special education services to a given geographical area.

SST (Student Study Team)

A process which is used to focus on providing modifications and interventions for a student within the regular education program before a referral is made for special education instruction. The team may consist of the parent, student, principal, teacher, psychologist, (and other school personnel as appropriate).

WOCCE (West Orange County Consortium for Special Education)

A five-district Special Education Local Plan Area which coordinates and directs special education services throughout the elementary and high school districts.

WOCCE Superintendents' Council

The WOCCE Superintendents' Council consists of a superintendent from each school district within the SELPA. The function of the Superintendents' Council is to recommend any action to be taken by the Responsible Local Agency Board of Trustees on behalf of the SELPA in appropriate areas including: Local Plan, SELPA practices, budget, and personnel.

GLOSSARY

APE (Adapted Physical Education)

Specially designed physical education program tailored to the needs of students who require special developmental or corrective instruction.

Assessment/Evaluation

All functions in the testing and diagnostic process leading up to the development of an appropriate, individualized, educational program for an individual with exceptional needs.

CAC (Community Advisory Committee)

A committee whose membership includes parents of school children (a majority must be parents of exceptional students); school personnel; and representatives of public, community and private agencies. This committee advises school administrators and local school boards regarding the Local Plan for Special Education, assists districts with parent education, and promotes public awareness and understanding of individuals with exceptional needs.

IEP (Individualized Education Program)

Written document defining student's educational program for students eligible for special education services.

IEP Team

A committee of parents, teachers, administrator or designee and student, if appropriate. May include psychologist, nurse and specialists who conduct and review assessments. Purpose is to review the assessment results, determine eligibility, determine the content of the IEP, and make program placement recommendations.

IFSP (Individualized Family Service Plan)

A process of providing early intervention services for children with special needs (age 0-3) and their families. Family-based needs are identified and a written plan is developed with periodic review.

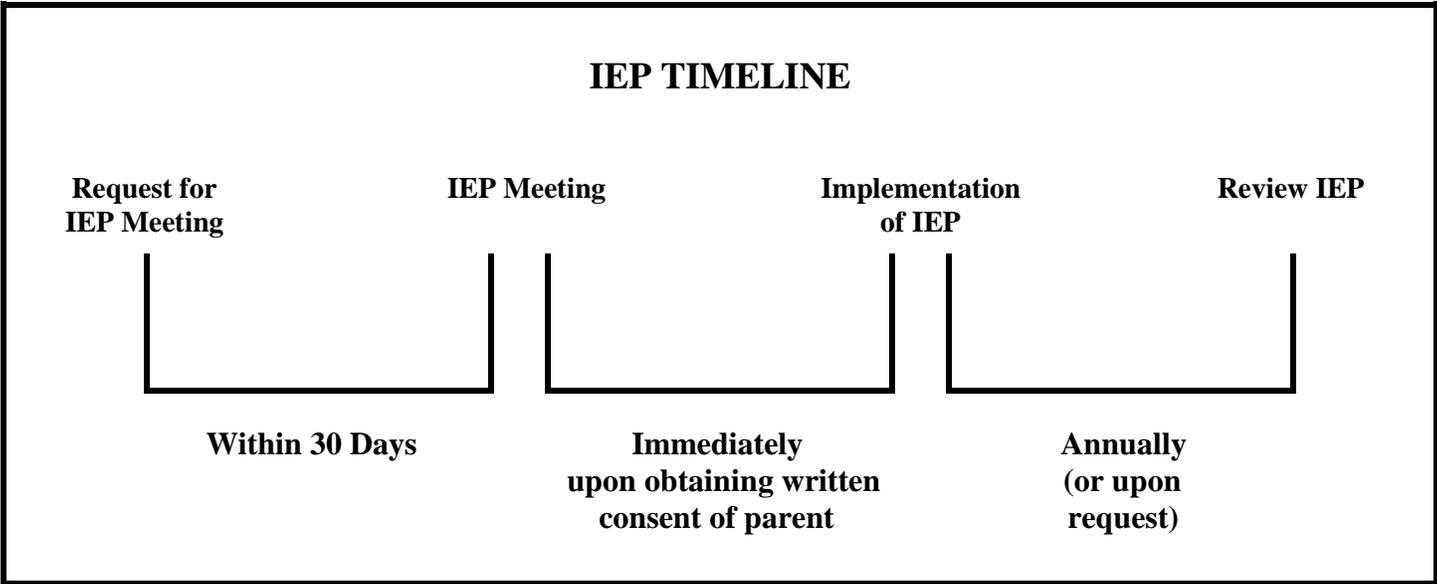
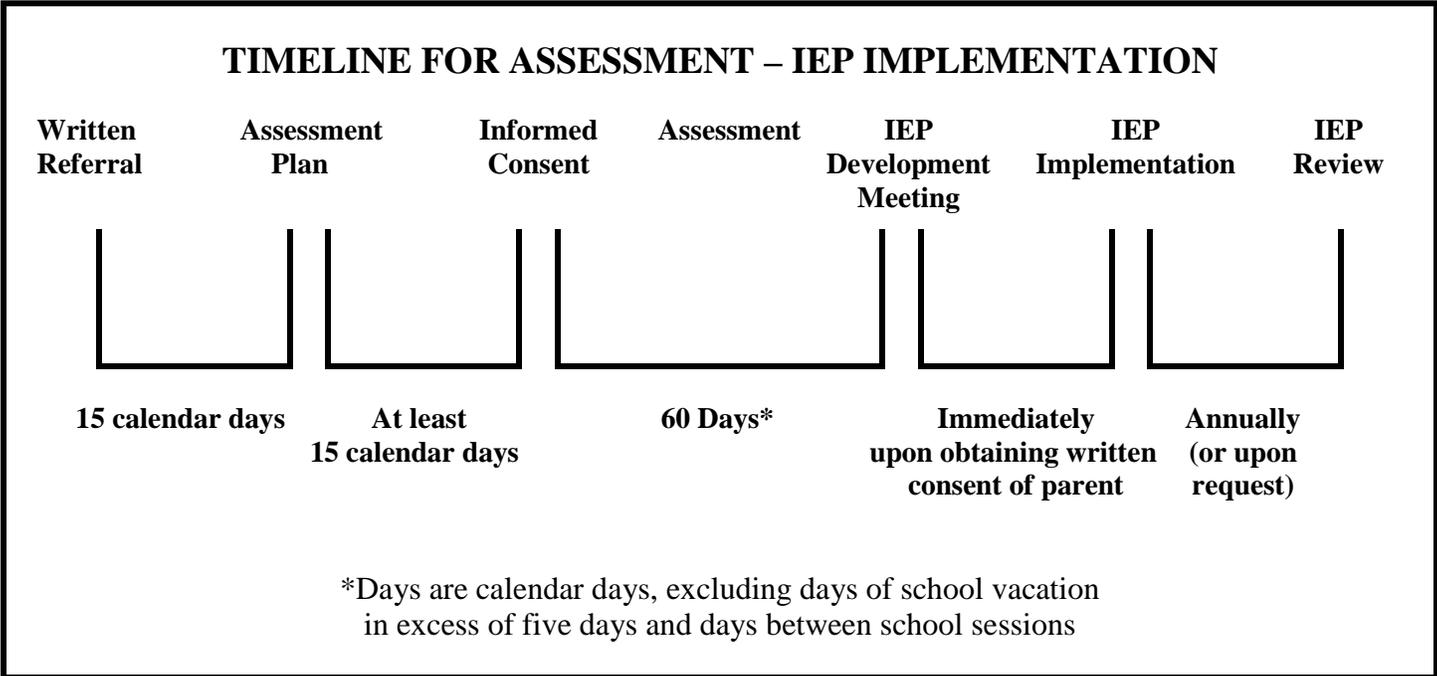
ITP (Individual Transition Plan)

An orderly plan to prepare a secondary student for passage from school to work, adult training, and community participation, with appropriate support services. Must be in place by age 16.

LRE (Least Restrictive Environment)

Students with disabilities are educated to the maximum extent appropriate with non-disabled students. Separate schooling classes occur when the nature of the disability is such that education in regular classes cannot be achieved satisfactorily.

TIMELINES



NONDISCRIMINATION NOTICE

The West Orange County Consortium for Special Education does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), handicap, or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), and the Age Discrimination Act of 1975 (pertaining to age). This nondiscrimination policy covers admission and access to, and treatment and employment in, the district's programs and activities, including vocational education.

Inquiries regarding the equal opportunity policies, the filing of complaints, or to request a copy of the complaint procedures covering discrimination complaints may be directed to:

Title IX, Title VI, and Section 504 Coordinator
5832 Bolsa Avenue
Huntington Beach, CA 92649
(714) 903-7000 ext. 4601

The West Orange County Consortium for Special Education recognizes its obligation to provide accessibility for handicapped persons. Contact the Section 504 Coordinator to obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

Inquiries regarding federal laws and regulations concerning nondiscrimination in education or the district's compliance with those provisions may also be directed to:

Office for Civil Rights
U.S. Department of Education
Old Federal Building
50 United Nations Plaza, #239
San Francisco, California 94102-4102
(415) 556-4275