

**EL DORADO COUNTY CHARTER SELPA
SPECIAL EDUCATION LOCAL PLAN AREA**

6767 Green Valley Road
Placerville, California 95667
(530) 295-2462 or (800) 524-8100 ext 2462

NOTICE OF PROCEDURAL SAFEGUARDS AND PARENTS' RIGHTS

*Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B
2004 Reauthorization (H.R. 1350)*

INTRODUCTION

This information provides you as parents, legal guardians, persons authorized to make educational decisions, and surrogate parents of children with disabilities from 3 years of age through age 21 with an overview of your educational rights, sometimes called procedural safeguards. This notice is also provided for students who are entitled to these rights at age 18. (20 USC 1415; EC 56321) A copy of these safeguards will be given to you once a year. Additional copies may be given upon an initial referral or parent request for evaluation, upon the first occurrence of the filing of a complaint under Section 615(b) (6) of H.R. 1350, upon provision of an assessment plan to parents and at your request. If your Charter School has a website, a copy of these procedural safeguards may be made available to you through that website. [615(d) (1) (A-B)] You may elect to receive this notice and other notices required under this section by an electronic mail (e-mail) communication, if your Charter School makes such an option available. [615(n)]

Participation in making decision about your child's education

You have the right to refer your child for special education services. You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in an IEP meeting about the identification (eligibility), assessment, educational placement of your child and other matters relating to your child's free appropriate public education. [20 USC 1414(b)(c)(d) and (f); EC 56341(b), 56343(c)]

You also have the right to participate in the development of the IEP and to be informed of program options, and the availability of free appropriate public education.

Additionally, you have the right to electronically record the meeting on an audio tape recorder. The law requires that you notify the Charter School at least 24 hours prior to meeting if you intend to record the proceedings. (EC 56341.1)

Additional Assistance

When you have a concern about your child's education, it is important that you call or contact your child's teacher or administrators to talk about your child and any problems you see. Staff in the Special Education Department can answer questions about your child's education, your rights and procedural safeguards. When you have a concern, this informal conversation often solves the problem and helps maintain open communication. Additional resources are listed at the end of this document to help you understand the procedural safeguards.

NOTICE, CONSENT, ASSESSMENT, AND ACCESS

Prior Written Notice

You have the right to receive a written notice from the charter School before decisions affecting your child's special education are put into place. These include decisions to:

- identify your child as a child with a disability, or change your child's eligibility from one disability to another;
- evaluate or reevaluate your child;
- provide a free appropriate public education to your child, or change a component of your child's free appropriate public education;
- place your child in a special education program; or,
- change your child's special education placement. (20 USC 1415[b]; EC 56500.4)
- acknowledge receipt of a parental request to revoke consent for all special education and related services.

You also have the right to written notice from the Charter School if the Charter School refuses your request to take these actions.

The Prior Written Notice must include the following:

- a description of the actions proposed or refused by the Charter School;
- an explanation of why the action was proposed or refused;
- a description of other options considered and the reasons those options were rejected;
- a description of each assessment procedure, test, record or report used as a basis for the action proposed or refused;
- a description of any other factors relevant to the action proposed or refused; and
- a statement that parents of a child with a disability are protected by the procedural safeguards.

If the notice is not in regard to an initial referral for assessment, the notice must provide a statement that you have protection under procedural safeguards, information on how you can obtain a copy of described procedural safeguards, and sources of additional assistance in understanding the procedural safeguards. (20 USC 1415[c])

Parent Consent

Parents' written approval is required for:

- **First Evaluation:** The Charter School must have your informed written consent before it can evaluate your child. You will be informed about the evaluations to be used with your child. Your Charter School must make reasonable efforts to obtain your informed consent for a first evaluation.
- **Re-evaluation:** The Charter School must have your informed written consent before reevaluating your child. To avoid confusion, you should inform the school in writing if you want to refuse consent to a reevaluation. The Charter School may reevaluate your child without your written consent if the Charter School has taken reasonable measures to get your consent and you have not responded.

Initial and Continued Placement in Special Education: You must give informed written consent before the Charter School can place your child in a special education program. You can refuse consent for an evaluation, a reevaluation or the initial placement of your child in special education. The Charter School may seek to evaluate or continue your child's placement in special education through a due process hearing, if it believes that it is necessary for your child's education. You and the Charter School may agree to first try mediation to resolve your disagreements. (EC 56321[c], 56346,56506[e]; 20 USC 1414[a][c])

Consent forms must describe the activity for which consent is sought and list the records (if any) that will be released and to whom. You can revoke consent at any time, except that revocation is not retroactive (does not negate actions that occurred after consent was given and before consent was revoked). (34 CFR 300.300)

Surrogate Parent Appointment

In order to protect the rights of the child, Charter Schools must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the Charter School cannot discover the whereabouts of a parent. A surrogate parent may be appointed if the child is an adjudicated dependent or ward of the court under the state Welfare and Institutions Code and the child is referred to special education or already has an IEP. A Charter School must make reasonable efforts to appoint a surrogate within 30 days after determining that a surrogate is needed. (20 USC 1415[b]; EC 56050)

Age of Majority

When your child reaches the age of 18, all rights under Part B of the Individuals with Disabilities Education Act (IDEA) will transfer to your child. The only exception will be if your child is determined to be incompetent under State Law. (34 CFR 300.517 30; EC 56041.5)

Parent Revocation of consent for Student to Receive All Special Education and Related Services

Changes to the federal regulations for the Individuals with Disabilities Act give parents (or the adult student) the right to revoke their consent for the student to receive special education and related services. You can revoke your consent without any recourse from the Charter School. You must submit this statement of revocation in writing and you are not required to state a reason. The Charter School may inquire as to the reason, but you are not obligated to respond. Revocation may not be effective retroactively.

Upon receipt of your written request revoking consent for special education and related services, the Charter School is required to provide you with Prior Written Notice acknowledging your revocation of special education and related services and must include the date on which all services will cease. This date must be within a reasonable time and the Charter School may not postpone ceasing services. The Charter School may not require the parent to attend a meeting to discuss the revocation. The Charter School may not file for due process or dispute resolution to delay your request. Under the regulations, the Charter School will not be considered in violation of FAPE by this revocation. Upon the cessation of services, your child will be considered a general education student for all purposes, including discipline, graduation and state testing requirements; procedural safeguards (with the exception of Child Find requirements provided under IDEA) will no longer be available to your child. Accommodations and modifications provided to your child under the IEP process will also be discontinued. The Charter School is not required to amend your child's records to remove any references to your child's prior receipt of special education and related services. If your child attended a school other than his or her neighborhood school through the IEP process, there may be implications for your child's enrollment.

You may not choose to reinstate the consent for your child to receive special education and related services. However, you, or the Charter School, may re-refer your child for special education at any time. In this case, the referral will be treated as an initial request for an evaluation, including timeline and assessment requirements.

Assessment

Nondiscriminatory Assessment

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory. Assessment materials must be provided and the test(s) administered in your child's native language or mode of communication, unless it is clearly not feasible to do so. No single procedure can be the sole criterion for determining eligibility and developing an appropriate education program for your child. (20 USC 1414[a][b]; EC 56001[j] and 56320)

Assessment Plan

When the Charter School is seeking to assess your child, you will be given a written, proposed assessment plan. Along with that plan you will receive a copy of this Procedural Safeguards document. When the assessment is completed, an individualized education program team meeting, which includes you, the parent or guardian, and or your representatives, will be scheduled to determine whether the student qualifies for special education services. The IEP Team will discuss the assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility will be given to you. (EC 56329 (a))

Independent Educational Evaluation

If you disagree with the results of the assessment conducted by the Charter School, you have the right to ask for one independent education evaluation (IEE) for your child, per evaluation conducted by the Charter School, from a person qualified to conduct the assessment, at public expense. The Charter School must respond to your request for independent educational evaluation and provide you information, upon request, about where to obtain an independent educational evaluation. Alternatively, the Charter School must request a due process hearing to prove that its assessment was appropriate. If the Charter School prevails, you still have the right to an independent assessment but not at public expense. The IEP Team must consider independent assessments.

The Charter School assessment procedures may allow in-class observation of students. If the Charter School observed your child in his or her classroom during an assessment, or if the Charter School would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed an equivalent opportunity to observe your child in the classroom. If the Charter School proposes a new school setting for your child, an independent educational assessor must be allowed to first observe your child in the proposed new setting. (ED 56329(b)and(c))

Access to Educational Records

All parents of a child enrolled in the Charter School have the right to inspect records under the federal Family Educational Rights and Privacy Act (FERPA), which has been implemented in California under Education Code sections 49060-49079. Under IDEA, parents of a child with disabilities (including noncustodial parents whose rights have not been limited) have the right to review all educational records regarding the identification, evaluation and educational placement of the child and the provision of a free appropriate public education and to receive an explanation and interpretation of the records. Under California statutes, the parents have the right to review and to receive copies of educational records.

These rights transfer to a nonconserved pupil who is eighteen years old or attending an institution of post secondary education.

Parental consent, or the consent of an adult student, is required before personally identifiable information is released to officials of participating agencies providing or paying for transition services related to post secondary goals.

“Education record” means those records that are directly related to a pupil and maintained by an educational agency or a party acting for the agency or institutions, and may include (1) the name of the child, the child’s parent or other family member; (2) the address of the child; (3) a personal identifier such as the child’s social security number, student number, or court file number; (4) a list of personal characteristics or other information that would make it possible to identify the child with a reasonable certainty. Both federal and state laws further define a pupil record as any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a Charter School or required to be maintained by an employee in the performance of his duties whether recorded by handwriting, print, tapes, film, microfilm, computer or by other means. Pupil records do not include informal personal notes prepared and kept by a school employee for his/her own use or the use of a substitute. If records contain information about more than one student, a parent can have access only to that portion of the record pertaining to his/her child.

Pupil records may be kept at the school site or Charter School office, but a written request for records at either site will be treated as a request for records from all sites. The Charter School custodian of records will provide you with a list of the types and locations of pupil records (if requested).

The custodian of the records shall limit access to those persons authorized to review the pupil record, which includes the parents of the pupil, a pupil who is at least sixteen years old, individuals who have been authorized by the parent to inspect the records, school employees who have a legitimate educational interest in the records, post secondary institutions designated by the pupil, and employees of federal, state and local education agencies. Unauthorized access will be denied unless the parent has provided written consent to release the records or the records are released pursuant to a subpoena or court order. The Charter School shall keep a log indicating the time, name and purpose for access of those individuals who are not employed by the Charter School.

You have a right to inspect and review all of your child’s educational records without unnecessary delay, including prior to a meeting about your child’s IEP or before a due process hearing. The Charter School must provide you access to records and copies, if requested, within five business days after the request has been made orally or in writing. A fee for copies, but not the cost to search and retrieve, may be charged unless charging the fee would effectively deny access to the parent. *(20 USC 1415[b]; EC 56501, 56504, and 49069)*

Parents who believe that information in the education records collected, maintained or used by the Charter School is (among other things) inaccurate, misleading or violates the privacy or other rights of the pupil may request in writing that the Charter School amend the information. If the Charter School concurs, the record will be amended and the parent will be informed. Should the Charter School refuse to make the amendment requested, the Charter School shall notify the parent of the right to and provide a hearing, if required, to determine whether the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the pupil. If it is decided by the governing board after the hearing that a record will not be amended, the parent shall have the right to provide what he/she believes is a corrective written statement to be permanently attached to the record. The Charter School has policies and procedures governing the retention and destruction of records. Parents wishing to request the destruction of records, which are no longer necessary to the Charter School, may contact the Charter School’s Custodian of Records. However, the Charter School is required to maintain certain information in perpetuity.

(34CFR99; CFR300.561—573; 20USC 1415 [b](1); 34 CFR 500.567; EC 49070)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The public education agency initiates and conducts meetings for the purpose of developing, reviewing and revising the individualized education program of each child with a disability. The IEP documents the child’s eligibility for special education services and parents receive a copy of each IEP for their child. These meetings are conducted by the individualized education program (IEP) team.

When the IEP has been completed and appropriate parental consent has been provided, it is implemented as soon as possible following the IEP team meeting. A copy of the IEP is provided to the parents at no cost and if necessary, a copy

of the IEP will be provided in the primary language of the parent(s), at the request of the parent(s). An individualized family service plan (IFSP) for a child aged three through five may serve as the IEP after a full explanation of the difference and written parent consent. The IEP team must consider the concerns of the parents for enhancing the education of their child.

IEP Team Members and Responsibilities

The IEP team includes:

- An administrator or a representative designated by administration who is knowledgeable about program options appropriate for the child and who is qualified to provide, or supervise the provision of special education;
- At least one general education teacher of the child, if the child is, or may be participating, in the general education environment;
- At least one special education teacher of the child, or if appropriate, at least one special education provider of the child; and,
- One or both of the child's parents, individuals selected by the parent, or both.

When appropriate, the IEP team will also include:

- The child, including when the team will discuss transition services;
- Other persons who possess expertise or knowledge necessary for the development of the IEP;
- When the child has been assessed for purposes of developing, reviewing or revising the IEP, a person who has conducted an assessment of the child or who is knowledgeable about the assessment procedures used to assess the child and is familiar with the results of the assessment; and,
- When the child is suspected to have a learning disability, at least one member of the IEP team, other than the child's regular teacher, will be a person who has observed the child's educational performance in an appropriate setting. If the child is younger than five years or is not enrolled in a school, a team member will observe the child in an environment appropriate for a child that age.

A member of the IEP team may be excused from an IEP team meeting, in whole or in part, when the LEA and the parent agree that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting. When the member's area of curriculum or related services is being modified or discussed at the meeting, a required member of the IEP team may be excused, but only when the LEA and the parent consent to the excusal in writing, and the member submits in writing input into the development of the IEP prior to the meeting. The excusal provisions do not apply to parents, the student or persons with special knowledge or expertise.

If the child does not attend an IEP team meeting where transition services will be discussed, the Charter School will ensure that the child's needs and preferences are considered. The Charter School may invite representatives from other agencies that are likely to be responsible for transition services.

HOW DISPUTES ARE RESOLVED

Due Process Hearing

You have the right to request an impartial due process hearing regarding:

- The identification of your child for special education eligibility.
- The assessment of your child.
- The educational placement of your child.
- The provision of a free appropriate public education (FAPE) for your child.

The request for a due process hearing must be filed within two years from the date you knew or had reason to know of the facts that were the basis for the hearing request. [H.R.1350 §615(f)(3)(C)]

There is an exception to this timeline if you were prevented from requesting the hearing earlier because:

- a) the Charter School misrepresented that it had resolved the problem
- b) the Charter School withheld information that should have been provided to you. [H.R.1350 §615(f)(3)(D)]

Mediation and Alternative Dispute Resolution (ADR)

You may ask the Charter School to resolve disputes through mediation, which is less adversarial than a due process hearing. Alternative Dispute Resolution (ADR) may also be available in your Charter School. Mediation and ADR are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing. The parents and the Charter School must agree to try mediation before mediation is attempted. A mediator is a person who is trained in strategies that help people come to agreement over difficult issues. (20 USC 1415[e]; EC 56500.3)

Due Process Rights

You have a right to:

1. Have a fair and impartial administrative hearing at the state level with a person who is knowledgeable of the laws governing special education and administrative hearings (EC 56501[b]);
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505[e]; 20 USC 1415[h]);
3. Present evidence, written arguments, and oral arguments (EC 56505[e]);
4. Confront, cross-examine, and require witnesses to be present (EC 56505[e]);
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e]; 20 USC 1415[h]);
6. Have your child present at the hearing (EC 56501[c]);
7. Have the hearing be open or closed to the public (EC 56501[c]);
8. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten calendar days prior to the hearing (EC 56505[e] and 56043[s]; 20 USC 1415[b]);
9. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five business days before a hearing. (EC 56505[e];
10. Have an interpreter provided at the expense of the California Dept. of Education (CCR 3082[d]);
11. Have a mediation conference at any point during the due process hearing (EC 56501[b]; and
12. Receive notice from the other party, at least ten days prior to the hearing that it intends to be represented by an attorney. (EC56507[a])

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as a part of the costs to you as the parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be awarded following the conclusion of the administrative hearing with the agreement of the parties. (20 USC 1415[i]; EC 56507[b])

Fees may be reduced for any of the following:

1. The court finds that you unreasonably delayed the final resolution of the controversy;
2. The hourly attorneys' fees exceed the prevailing rate in the community for similar services by attorneys of reasonable comparable skill, reputation and experience;
3. The time spent and legal services provided were excessive; or
4. Your attorney did not provide to the Charter School the appropriate information in the due process complaint.

Attorneys' fees will not be reduced, however, if the court finds that the state or the Charter School unreasonable delayed the final resolution of the action or proceeding or there was a procedural safeguards violation. (20 USC 1415[i])

Attorneys' fees may not be awarded relating to any meeting of the IEP team unless an IEP meeting is convened as a result of a due process hearing proceeding or judicial action. Attorney fees may also be denied if you reject a reasonable settlement offer made by the Charter School/public agency ten days before the hearing begins and the hearing decision is not more favorable than the settlement offer. (20 USC 1415[d])

Filing a Written Due Process Complaint

To file for mediation or a due process hearing, contact:

**Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive, Suite 200**

Sacramento, CA 95833-4231
Phone: (916) 263-0880; Fax: (916) 376-6319
(916) 274-6035 after hours settlement line

You need to file a written request for a due process hearing. The written notice shall be kept confidential. You or your representative needs to submit the following information in your request:

1. Name of the child;
2. Address of the residence of the child;
3. Name of the school the child is attending; and
4. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s).

State law requires that either party filing for a due process hearing must provide a copy of the written request to the other party. *(20 USC 1415[h]; EC 56502[c])*

Child's Placement While Due Process Proceedings are Pending

According to the "stay put" provision of the law, a child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school Charter School agree on another arrangement. If you are applying for initial admission to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. *(20 USC 1415[j]; EC 56505[d]and [i])*

Opportunity for Charter School to Resolve the Complaint

If you choose to file a due process complaint as explained in the section entitled "Filing a Written Due Process Complaint," a meeting must be scheduled by the Charter School within 15 days of receiving the notice of your due process complaint. The purpose of the meeting is to give you opportunity to discuss your due process complaint and the facts on which you based your complaint so that the Charter School has a chance to address your concerns and work with you to reach a resolution. This meeting must be held before the initiation of a due process hearing unless you and the school Charter School agree in writing to waive the meeting and use the mediation process. The meeting must include the parents and other members of the IEP team who have specific knowledge of the facts. The Charter School has 30 days from the receipt of the due process complaint to resolve the due process complaint or the due process hearing may occur. These timelines are expedited if you request a hearing regarding pending disciplinary action.

If you fail to participate in the resolution session, the Charter School may (after 30 days) seek dismissal of your complaint. If the school Charter School fails to convene or participate in a resolution session meeting within 15 days of receiving your complaint, you may ask a hearing officer to begin the due process timeline.

If the parents and the Charter School are unable to resolve the due process complaint and it goes to hearing, the hearing decision is final and binding on both parties. Either party can appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. *(20 USC 1415[l]; EC 56505[g] and [i]; EC 56043[u])*

SCHOOL DISCIPLINE AND PLACEMENT PROCEDURES FOR STUDENTS WITH DISABILITIES

Children with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for children without disabilities.

If a child exceeds ten days in such a placement, a meeting must be held to determine whether the child's misconduct is caused by the disability. This meeting must take place immediately, if possible, or within ten school days of the school Charter School's decision to take this type of disciplinary action. *(20 USC 1415[k])*

As a parent, you will be invited to participate as a member of the team. The school Charter School must provide you with a written notice of the required action. The school Charter School may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan, as necessary. If the team concludes that the misconduct was not a manifestation of your child's disability, the school Charter School might take disciplinary action, such as expulsion, in the same manner as it would for a child without disabilities.

If you disagree with the team's decision, you may request an expedited due process hearing from the Office of Administrative Hearing. *(20 USC 1415[k])*

Placement in an Interim Alternative Educational Setting

Under Federal law, a school Charter School may place a child in an appropriate interim alternative placement for up to forty-five school days under certain circumstances. Those circumstances are when the child has a weapon, or has knowingly possessed or used illegal drugs or sold controlled substances at school or a school function, or has inflicted serious bodily injury upon another person. (20 USC 1415[k])

If you request a hearing or an appeal regarding disciplinary action or manifestation determination, your child will stay in the interim alternative setting or disciplinary setting unless the maximum time for that setting is reached, or the parents and school Charter School agree to another placement. (34 CFR 300.526)

Alternative educational settings, when permissible, must allow the child to continue to participate in the general curriculum and receive services designed to address the behavior so it does not recur. (20 USC 1415[k])

STATE SPECIAL SCHOOLS

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

CHILDREN ATTENDING PRIVATE SCHOOL

The school Charter School is responsible for the full cost of special education in a nonpublic, nonsectarian school, when the school Charter School, together with the IEP Team, recommends that this would be the appropriate placement for the student. (20 USC[a][10][B]; CFR 300.401; CFR 300.349[c]; EC 56361)

Observation of Your Child at a Nonpublic School

If you unilaterally place your child in a nonpublic school and you propose the placement in the nonpublic school to be publicly financed, the school Charter School must be given the opportunity to first observe the proposed placement and your child in the proposed placement. The school Charter School may not observe or assess any other child at the nonpublic school without permission from the other child's parent or guardian. (EC 56329(d))

Unilateral Parent Placement in Nonpublic or Private School

If you unilaterally place the student in a private or nonpublic, nonsectarian school without Charter School consent or referral of a court or hearing officer, the Charter School may only be required to reimburse the parents if their child received special education and related services under the authority of a public agency before enrolling in the private school and the court or hearing officer finds that the school Charter School did not make a free and appropriate education available in a timely manner.

A court or hearing officer may not reduce or deny reimbursement to you if you failed to notify the school Charter School for any of the following reasons:

- Illiteracy and inability to write;
- Giving notice would likely result in physical or serious emotional harm to the child;
- The school prevented you from giving notice; or
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of this notice requirement. (20 USC 1412[a]; 34 CFR 300.403)

The court or hearing office may reduce or deny reimbursement if you did not make your child available for an assessment upon written notice from the school Charter School. You may also be denied reimbursement if you did not inform the school Charter School that you were rejecting the special education placement proposed by the school Charter School and did not give notice of your concerns and intent to enroll your child in a private school at public expense.

Notifying the Charter School

You must notify the Charter School of your intent to place your child in a private school:

- At the most recent IEP meeting you attended before removing your child from the public school; or
- In writing to the school Charter School at least ten business days (including holidays) before removing your child from the public school. (20 USC 1412[a]; 34 CFR 300.403)

The Charter School is not obligated to offer a free appropriate public education to a child whose parent(s) have voluntarily enrolled that child in a private school. In such cases, the Charter School will propose an Individual Services Plan for Private School Students. (20 USC 1412(a)(10)(A)(I))

COMPLAINT PROCEDURES

State Appeal Process

Note: *Complaint procedures in this section are related specifically to the California State Appeal Process and are not the same as the due process complaint procedures covered earlier in this document.*

If you wish to file a complaint with the California Department of Education, you should submit your complaint in writing to:

**California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street Suite 2401
Sacramento, California 95814
Attn: PSRS Intake**

Within 60 days after a complaint is filed, the California Dept. of Education will: carry out an independent investigation, give the complainant an opportunity to provide additional information, review all information and make a determination as to whether the LEA has violated laws or regulations and issue a written decision that addresses each allegation.

For complaints involving issues not covered by IDEA, consult your Charter School's Uniform Complaint Procedures.

The Charter School would like to work with you to resolve all complaints at the local level whenever possible. We invite you to meet with the administrator who has been designated to work with compliance issues and attempt to resolve your concern informally before a complaint is filed. S/he will maintain confidentiality as permitted by law. If your complaint cannot be resolved, a formal investigation will be initiated or you will be referred to the appropriate agency for assistance.

Charter LEA Contact Information

Please contact the Special Education Administrator at the phone number listed below for your school Charter School if you:

- Would like additional copies of the Notice of Procedural Safeguards
- Need assistance in understanding the provisions of your rights and safeguards
- Require a translation orally, by other means, in a different language or other mode of communication

El Dorado County Charter SELPA 2012-2013 (July 2012)

	<u>Special Education Contact</u>	<u>Telephone Number</u>
Academy of Personalized Learning	Jean Hatch	(530) 247-6933
ACE Charter Schools ACE Charter ACE Charter High	Sam Duell, Assistant Principal	(408) 295-6008
Alpha: Blanca Alvarado Middle	Paige Abramson Hirsch	(408) 455-9242
Altus Institute Audeo Charter Mirus Secondary The Charter School of San Diego	Stephanie Chappell Ginese Quann, Program Administrator Ginese Quann, Program Administrator	(858) 678-4807 (858) 678-2048 (858) 678-2031
Alliance College Ready Public Schools Christine O'Donovan Middle Academy College-Ready Academy High School #16 College-Ready Academy High School #11 College-Ready Middle Academy #7 College-Ready Middle Academy #4 College-Ready Middle Academy #5 Dr. Olga Mohan High Environmental Science & Technology High Gertz-Ressler High School Health Services High School Heritage College-Ready Academy High School Huntington Park College-Ready Academy High School Marc and Eva Stern Math and Science Media Arts and Entertainment HS Richard Merkin Middle School William and Carol Ouchi High School	Rebecca Boss, Program Specialist	(626) 390-6318
ASPIRE Public Schools SBC-ASPIRE Alexander Twilight	Sue Shalvey, SpEd Director	(510) 434-5034

Secondary Academy
 SBC-ASPIRE Alexander Twilight College
 Preparatory Academy
 ASPIRE Antonio Maria Lugo Academy
 ASPIRE Benjamin Holt College Prep
 Academy
 ASPIRE Berkley Maynard Academy
 ASPIRE California College Preparatory
 Academy
 ASPIRE Capitol Heights Academy
 ASPIRE Centennial College Prep
 Academy
 SBC-ASPIRE Junior Collegiate Academy
 ASPIRE College Academy
 SBC-ASPIRE APEX Academy
 ASPIRE East Palo Alto Charter School
 ASPIRE East Palo Alto Phoenix Academy
 ASPIRE Eres Academy
 ASPIRE Huntington Park
 ASPIRE Langston Hughes Academy
 ASPIRE Lionel Wilson College Prep
 Academy
 ASPIRE Millsmont Elementary
 ASPIRE Golden State College
 Preparatory Academy
 ASPIRE Monarch Academy
 SBC-ASPIRE Port City Academy
 ASPIRE River Oaks Academy
 ASPIRE Rosa Parks Academy
 ASPIRE Summit
 SBC-ASPIRE Titan Academy
 ASPIRE University Charter School
 ASPIRE Vincent Shalvey Academy
 ASPIRE Vanguard College Preparatory
 Academy

Bayshore Preparatory Charter School	Dana Lenahan, SpEd Coordinator	(760) 471-0847
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California Virtual Academies	Laura Terrazas, Dean of Students	(831) 479-1723
CAVA @ Kern		
CAVA @ Kings		
CAVA @ San Mateo		

Clayton Valley Charter High School	Pat Middendorf, SpEd Director	(925) 682-3800
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Coastal Academy	Cori Coffey, SpEd Director	(760) 631-4027
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Community Learning Center Schools, Inc.

Alameda Community Learning Center	Carrie Blanche, SpEd Director	(510) 521-7542 x109
Nea Community Learning Center	Nancy Welt, SpEd Director	(510) 748-4008 x123
Community School for Creative Education		
	Shirley Priestley	(415) 378-2743
SBE-Dixon Montessori Charter		
	Linda Delgado, Director	(707) 451-3881
SBE- Doris Topsy-Elvord Academy		
	Marvin Smith, Executive Director	(562) 630-6096
SBE-Edison Charter Academy		
	Shawn Whitney, Coordinator	(510) 205-9461
Education for Change		
Achieve Academy ASCEND Cox Academy Lazear Elementary Learning Without Limits World Academy	Lihi Rosenthal	(510) 326-3844
Eleanor Roosevelt Community Learning Center		
	Angela Mills, Education Specialist	(559) 592-9160
Envision Schools		
Envision Academy for Arts & Technology Envision City Arts & Technology High School Envision Metropolitan Arts & Technology High School Envision Impact Academy of Arts & Technology	Sabrina Yacoub, SpEd Director	(510) 451-2415
FAME Charter		
	Cerrene Cervantes, Special Education	(510) 687-9111
Fathers Heart Charter School		
	Edwin Colon, Director	(760) 835-1308
Five Keys Charter Schools, Inc.		
Five Keys Adult School (SF Sheriffs) Five Keys Charter (SF Sheriffs) Five Keys Independence High School (SF Sheriffs)	Jennifer Zamora, Special Education	(415) 734-3310
Flex Charter Schools		
SBE-San Francisco Flex Academy Silicon Valley Flex	Royce Conner, Principal Jean Southland, Principal	(415) 762-8800 (415) 710-6759
Fortune Public Schools		

Fortune School	Susan Nisonger, Co-Principal	(916) 924-8633
Hardy Brown College Prep	Howanda Lundy, Principal	(916) 924-8633
William Lee College Prep	Susan Nisonger, Co-Principal	(916) 924-8633
Gilroy Prep	Sharon Waller, Special Education	(831) 235-0484
Golden Lakes Charter	Pete Fogarty, Principal	(209) 852-9563
Howard Gardner Community Charter	Shannon Richardson, Executive Director	(619) 395-3214
Ingenium Schools		
SBE-Barack Obama Charter School	Chaleese Norman, Principal	(424) 203-0890
SBE-Ingenium Charter	Sharon Soeller, Coordinator	(818) 746-3522
iLead Lancaster Charter School	Gris Ibarra, Special Education	(661) 609-1489
Inland Leaders Charter School	Corey Loomis, SpEd Director	(909) 446-1100
John Adams Academy	Eli Johnson, Principal	(916) 267-8999
KIPP Bay Area Schools	Julie Mattoon, SpEd Director	(510) 465-5477
KIPP Bayview Academy		
KIPP Bridge Charter School		
KIPP Heartwood Academy		
KIPP King Collegiate		
KIPP San Francisco Bay Academy		
KIPP San Jose Collegiate		
KIPP Summit Academy		
Leadership Public Schools	Joe Pacheco, Director of Student Services and Special Education	(408) 937-2723
LPS College Park (Oakland)		
LPS Hayward		
LPS Oakland		
LPS Richmond		
LPS San Jose		
Learn 4 Life Concept Schools	Dr. Pat Hill, SpEd Director	(661) 456-0598
Alta Vista Public Charter		
Ambassador Phillip V. Sanchez Public Charter		
Antelope Valley Learning Academy		
Crescent Valley Public Charter		
Crescent View South Charter School		
Crescent View West Charter High School		
Desert Sands Charter High School		
Diego Hills Charter High School		
Diego Valley Charter High School		

Mission View Public School
Vista Real Charter High School

SBE-Lifeline Education Charter School Jeanette Andrews, Director (310) 605-2510

SBE-Mission Preparatory Jane Henzerling, Special Education (650) 452-4244

North Woods Jean Hatch, Special Education (530) 247-6933
North Woods Discovery II

Oakland Military Institute College Preparatory Academy Dara Northcroft, Director of Instruction (510) 594-3924

Oakland School for the Arts Sarah Notch (510) 873-8800

one.Charter Gabriel Perez, Special Education (213) 709-5404

Pacific Technology Schools (Magnolia Foundation)

SBC-Pacific Technology School Orangevale Kelly Hourigan, Special Education (916) 293-8611

SBC-Pacific Technology School Santa Ana Kelly Hourigan, Special Education (714) 557-7002

Paragon Collegiate Academy Lisa Reese, Principal (530) 742-2505

Redding School of the Arts II Jean Hatch (530) 247-6933

SBE-River Montessori Elementary Charter Kelly Mannion, Executive Director (707) 364-8254

Rocketship Public Schools Genevieve Thomas, Regional Director (310) 279-6676

Rocketship Discovery Prep
Rocketship Los Suenos
Rocketship Mateo Sheedy
Rocketship Mosaic
Rocketship Seven Elementary
Rocketship Si Se Puede
Rocketship Six Elementary

Rocklin Academies David Patterson, CEO (916) 632-6580

Rocklin Academy Meyers
Rocklin Academy Turnstone
SBE-Western Sierra Collegiate Academy

San Diego Charter Schools Special Education Consortium Cindy Atlas, Executive Director Special Education (619) 564-0209

Einstein Academy
Albert Einstein Academy Charter Middle

Arroyo Paseo Charter High School
 Darnall Charter School
 Gompers Preparatory Academy
 Harriet Tubman Village Charter
 Keiller Leadership Academy
 King Chavez Preparatory Academy
 King Chavez Community High School
 King Chavez Academy of Excellence
 King Chavez Primary Academy
 King Chavez Athletics Academy
 King Chavez Arts Academy
 KIPP Adelante
 Learning Choice Academy
 Magnolia Science Academy San Diego
 Magnolia Science Academy San Diego 3
 McGill School of Success
 Preuss School UCSD
 Urban Discovery Academy Charter

San Joaquin Building Futures	Sheila Goulart, Director	(209) 468-5911
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Santa Clarita Valley International Charter School	Gris Ibarra, Special Education	(661) 609-1489
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St Hope Public Schools	Jaclyn Moreno, Director SpEd	
Oak Park Preparatory Academy		(916) 275-5800
PS7		(916) 649-7850
Sacramento Charter High School		(916) 277-6200

Stockton Collegiate International	Katherine Luu, Administrator Special Education	(209) 390-9861
Stockton Collegiate International Elementary		
Stockton Collegiate International Secondary		

Summit Public Schools	Linda Odde, Special Education	(650) 773-2438
Summit Public School: Rainier		
Summit Public School: Tahoma		

Sunrise Middle School	Teresa Robinson, Director	(408) 206-4779
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SBE-Synergy	Cheryl Townsend, Director	(707) 315-1309
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Tri Valley Learning Corporation

SBE-Livermore Valley Charter School	Stephanie Pavlenko, Resource Specialist	(650) 867-5052
SBE-Livermore Valley Charter Preparatory High	Lauren Kelly, Principal	(925) 456-9000

Urban Montessori Charter	Amanda Klein	(415) 637-2785
Yu Ming Charter	Laura Ross, Principal	(415) 999-7180

If you need additional assistance beyond your Local Charter or general information regarding Special Education program and services within the El Dorado County Charter Special Education Local Plan Area (SELPA) you may contact the SELPA, at (800) 524-8100 ext 2462 or (530) 295-2462 or visit the SELPA Website at www.edcoecharterselpa.org