



**Riverside County Special Education Local Plan
Area (SELPA)
Community Advisory Committee (CAC)
WINTER 2011- 2012 NEWSLETTER**



DESCRIPTION OF CAC

The Community Advisory Committee (CAC) is a team of parents of children enrolled in special education and individuals with a personal or professional interest in securing appropriate services for students with disabilities. The CAC membership represents each of the 22 Riverside County Special Education Local Plan Areas (SELPA) member Local Education Agencies (LEAs), including the Riverside County Office of Education. The CAC works collaboratively with the SELPA and districts in the review and development of the Local Plan. CAC members support parents' efforts to meet the special needs of each and every child. We encourage you to ask questions and seek the information you need to make wise decisions about your child's education and future life successes.

GOAL AND VISION

The broad goal of the CAC is to involve interested parents, students, teachers, and education specialists in advising the County and District Boards of Education and their administrative and professional staff of the unique requirements of students with exceptional needs, and to assist the SELPA administration in furthering and improving the functioning of the Riverside County SELPA. Our vision is to encourage parents to actively participate and become knowledgeable, empowered, and effective partners in the development and implementation of learning experiences for students with exceptional needs.

**President's Message
Happy Holidays!**

I wish you all a Wonderful Holiday Season and a Safe, Healthy and Happy New Year!

Please mark your calendar for the two parent workshops to be held in January and February of 2012. On January 28, 2012, the Saturday workshop "Giving your Child a Voice: From Parent to Self-Advocacy" will be held from 8:30 am to 12:30 pm at Palm Springs High School in Palm Springs. This will be your opportunity to attend if you missed the one held in October. Many thanks to the presenters for doing an excellent job. Thank you also to the vendors and the rest of the wonderful volunteers as well as to the SELPA Staff for their support.

February 25, 2012 is the date for the workshop "Understanding Language and Processing Disorders". It will be held at Sundance Elementary in Beaumont from 8:30am to 12:30 pm. To register for both workshops or for more information, please contact me at (951) 491-3592 or the SELPA office at (951) 490-0375 or any of the CAC members listed on page 4 of this newsletter. You may also go to the website: rcselpa.org for information on SELPA, CAC Parent Guide, and other resources.

Once again, the CAC is looking for volunteer parents to represent their districts. Primary duties will encompass attending only 5 meetings for the whole year. You may do more if you wish, such as serve on committees. This is a great way to be involved and become knowledgeable about special education services.

The Autism Insurance Bill was signed by Governor Brown this past October. It is one of the many issues for which we lobbied in Sacramento on Legislative Day in May 2011. As a result of this Bill, individuals with Autism will be able to access/receive benefits thru their medical insurance where services were previously denied or delayed. Additionally, the bill diminishes some of the financial burdens and responsibilities placed on LEAs so far, while providing necessary services to students.

I hope to see many of you at the first CAC business meeting of 2012, January 17th at Val Verde Unified and Palm Springs Unified School District offices. The meeting begins at 6:00 pm with a presentation on Emergency Preparedness.

Hope you have a restful and enjoyable winter break!

Sincerely, Marie Smith



October 15, 2011

SELPA CAC Workshop at March M.S.—Val Verde USD

"The Art of Self-Advocating"

By Deborah Hill-Romero

Given the chance to participate in a seminar taught by a Karate master who is an 8th Dan or a workshop on self-advocacy, you might expect most 16 year olds to jump at the chance to attend the karate seminar. So I was pleasantly surprised that my 16-year old son, John, wanted to attend the CAC workshop on self-advocacy. He told me it was more important for him to "know what to do". I thought he was going because Mom was helping to put it on and I wanted him to attend. His sister had been harassing him all week to go to the karate seminar because she did not want to have to go by herself without her brother. So I gave him the choice of either, or. He chose self-advocacy. John wants to be independent. He refuses to ask for help, viewing it as a sign of weakness-I assume. We are always reinforcing how important it is for him to let others know when he needs help or when he is not understanding something. This is the key to self-advocating-knowing when to ask for help and then asking for the help. Now if we could just get him to understand how successful this will make him and what a strong person he will become. I know that in the long run asking for help and getting what you need is the easier path to take. It is never wrong to say you do not know or that you need help, and that this is the easiest way to get where you need to be and the safest way to get there. Unfortunately, we live in a society that sometimes views "not knowing" as not being very smart or savvy. What's really smart and savvy is knowing when to ask for help and not being afraid to ask - (self advocate), even though you may not seem as being smart to others. What others may not know is how "centered" that makes a person and how strong they are inside for knowing they need help and the importance in asking for it. The other half of that key is finding the person who has the answer you are looking for. If you do not ask you'll never find what you are looking for. It may take a little while, but a little persistence will take you far. So wish us luck on this very important journey and I wish you luck on yours as well.



What is the Difference between Section 504 & Special Education?

Section 504 of the Rehabilitation Act is a civil-rights law that attempts to remove barriers. A 504 Team considers the demands of the environment and if the person (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such impairment. The law allows a student who meets this handicapping criterion to have an Accommodation Plan so he/she can access regular education programs and be supported in the least restrictive environment.

This definition differs from that found in the Individuals with Disabilities Education Act (IDEA). The IDEA has many more restrictions for qualifications (i.e., procedural safeguards, parental consent, timelines, assessment requirements, and eligibility criteria for each specific disabling condition). Under IDEA an Individual Education Plan (IEP) is created for each child who qualifies and the team determines goals based on present levels of performance, accommodations or modifications needed, and specialized academic or related services in the least restrictive environment.

How is it determined that one qualifies for 504 Accommodation Plan?

A formal or informal evaluation to determine if the student meets one or more of the criteria listed above is required under Section 504. An informal evaluation may consist of a review of existing records. A formal evaluation may be conducted to determine eligibility for special education as described hereafter. A student who does not qualify for special education may be considered for a 504 Accommodation Plan. This determination is made by the 504 Team.

For special education, documentation of interventions considered in general education, provision of parental rights and procedural safeguards to parents of child with suspected disability, prior written notice and written parental consent to an assessment plan, an evaluation in all areas of suspected disability, a written report of findings, and an IEP team meeting are required to determine if one qualifies for special education services. Such students may also qualify under Section 504. In both cases, the student is provided with the accommodations and/or services needed for a free appropriate public education in the least restrictive environment.

Can a person be covered/protected under both of the IDEA and 504?

Yes, but when eligible for special education the team develops an IEP as this has higher level of protections and services. There are differ products produced for each process.

Does SELPA monitor students on 504? If not, then who?

No. Each local education agency has an identified 504 Coordinator.

Do students need to be referred to an intervention team before assessing for 504 or IEP?

This is recommended so that the team can review existing records, document interventions attempted and the child's response, identify area(s) of suspected disability, and establish initial referral timelines for the evaluation process.



Parent Resources

Autism

- **Coachella Valley Autism Society America**
Contact ASA Family Resource Center at (760) 772-1000
- **HEARTS ~ “Helping Everyone w/ Autism Reach Total Success”** Contact: Dennis Findly at (951) 217-0111 or heartsemail@yahoo.com or Debbie Burnett at (951) 785-6778
- **Inland Empire Autism Society of America (ASA)**
(951) 220-6922 or www.ieautism.com

Support Groups

- **Temecula**
Doug & Catherine Snodgrass (951) 821-8224 or taaq@temeculapost.com
- **Teen/Young Adult**
Kelly Londenberg (951) 678-8666 or Autismtoday@aol.com
- **New Visions Children's Services**
(951) 708-6827
www.newvisionautismcenter.com
- **Parents of Adults with Autism**
Contact ~ Jacquelyn Speaker (909) 590-9668

Developmental Disabilities

- **Down Syndrome Association of Hemet**
Contact ~ Adele Cox (951) 852-1054
dsahemet@ymail
- **Down Syndrome Association Riverside County West**
Contact (951) 314-3937 or www.dsarcw.org

Visually Impaired

- **Blindness Support Services (BSS)**
Contact ~ (951) 341-9244

Spanish Speaking Support

- **Fiesta Educativa, Inc.**
Contact ~ Alma Rodriguez (951) 567-4943
- **Team of Advocates for Special Kids (TASK)**
Information & Resource Center (714) 533-TASK (8275)
(866) 828-8275 (CA only)

Deaf & Hard of Hearing

- **Deaf Education & Families Project**
www.csun.edu/deafproject
- **Parent Links**
www.myparentlinks.com
- **“Through Your Child’s Eyes” American Sign Language**
www.throughyourchildseyes.com

- **California Department of Education Deaf & Hard of Hearing**
www.cde.ca.gov/sp/ss/dh
- **American Society for Deaf Children**
www.handsandvoices.org
- **Office of Deaf Access**
www.dss.cahwnet.gov/cdssweb
- **National Association of the Deaf**
www.nad.org
- **California School for the Deaf ~ Riverside**
www.csdrcde.ca.gov

Other Resources

- **California Department of Education**
www.cde.ca.gov
- **Epilepsy Center**
www.theepilepsycenter.org
- **Inland Regional Center**
www.inlandrc.org
- **National Dissemination Center for Children w/ Disabilities (NICHCY)**
www.nichcy.org
- **CA Foundation for Independent Living Centers—YO**
www.yodisabledproud.org/organize/disability-history-week.php
- **Department of Mental Health**
www.dmh.org
- **Wrights Law-Self Advocacy Help**
www.wrightslaw.com
- **International Dyslexia Association**
www.interdys.org/
- **United Cerebral Palsy**
www.Unitedcerebralpalsyie.com
- **Office of Special Education & Rehabilitative Services**
<http://www2.ed.gov/about/offices/list/osers/index.html>
- **California Department of Health Care Services**
<http://www.dhcs.ca.gov/Pages/default.aspx>



Happy HOLIDAYS



2011—2012 Executive Board Membership

President ~ Marie Smith ~ Lake Elsinore (951) 245-9961/(951) 491-3592 leas_mom@hotmail.com
or marie.smith@leusd.k12.ca.us

Vice President ~ Corey Stacy ~ Perris UHSD (951) 244-4550/
(951) 805-3745 corey.stacy@verizon.net

Secretary ~ Debbie Zimmer ~ Menifee (951) 672-3437
dzimmer6@verizon.net

Member at Large Jessie Mann ~ Jurupa (951) 961-0032
Jessie_mann@yahoo.com

Public Information Officer ~ Deborah Hill-Romero ~ Temecula
(951) 599-4247 or debmhr1@yahoo.com
or dhill-romero@tvusd.k12.ca.us

Member at Large ~ Phil Stein ~ Desert Sands (760) 832-4699
or (760) 469-2006 pstein2@dc.rr.com

SELPA Representative ~ Sue Balt, Ph.D. ~ Ex. Director
(951) 490-0375 sue@rcselpa.org

Secretarial Support ~ Delores Hartin (951) 490-0375
delores@rcselpa.org

Para español comuníquese con ~ Maribel Caparas al o por
correo electrónico maribel@rcselpa.org

CAC Parent Workshop Business Meetings—6:00 PM to 8:30 PM

January 17, 2012 “Parent Checklist for
Emergency Preparedness”

March 20, 2012 “Supporting Inclusion &
Minimizing Bullying”

May 15, 2012 Recognition Event

For Your Convenience—2 Locations :

Val Verde USD—975 West Morgan St. Conference Room F, Perris, 92571

Simultaneous Teleconferencing available at:

Palm Springs USD—1000 E. Tahquitz Canyon Way in the Technology
Rooms A & B, Palm Springs, 92262

**For More Information on SELPA CAC Parent & Guardian
Reference Guide ~ English & Spanish visit SELPA Website**
www.rcselpa.org

Upcoming Events

Free

CAC Parent/Student Workshop

Vendors will be on hand!!

Saturday, January 28, 2012 9:00 to 12:00

Palm Springs H.S. 2401 E. Baristo Rd., 92262

“Giving your Child a Voice: From Parent to Self-Advocacy”

Registration deadline January 20, 2012

Questions, call Delores (951) 490-0375

Advisory Committee Special Education (ACSE)

February 24, 2012 in Riverside CA

Convention Center in Riverside—For more information

please visit this link <http://www.cde.ca.gov/sp/se/as/acseclndr.asp>

Free

CAC Parent Workshop

Vendors will be on Hand!!

Saturday, February 25, 2012—9:00 to 12:00 PM

Sundance Elementary - 1520 E. 8th St.—Beaumont, 92223

“Understanding Language & Processing Disorders”

Registration deadline February 18, 2012

Questions, call Delores (951) 490-0375

27th Annual International Technology & Persons With Disabilities Conference

February 27 - March 3, 2012

Manchester Grand Hyatt Hotel San Diego, CA

For more information visit: <http://www.csun.edu/cod/conference/index.php> or call (818) 677-2578

SEARCH & SERVE

Every child with a disability between the ages of birth to 22 is entitled to a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Districts within the Riverside County SELPA offer programs with special needs in: **Behavioral ~ Cognitive ~ Emotional Health ~ Learning ~ Motor~ Physical ~ Speech/Language & other unique areas.** To find out more, contact your local District Office at the number listed below:

Alvord USD
(951) 509-5045

Banning USD
(951) 922-0224

Beaumont USD
(951) 845-2681 Ext. 2215

Coachella Valley USD
(760) 399-5137 Ext. 227

Desert Center USD
(760) 392-4227

Desert Sands USD
(760) 771-8652

Hemet USD
(951) 765-5100 Ext. 4001

Jurupa USD
(951) 360-4144

Lake Elsinore USD
(951) 253-7130

Menifee Union SD
(951) 672-6463

Murrieta Valley USD
(951) 696-1600 Ext. 1161

Nuviev E. SD
(951) 928-1841

Palm Springs USD
(760) 416-8402

Palo Verde USD
(760) 922-4164 Ext. 1242

Perris E. SD
(951) 940-4942

Perris Union HSD
(951) 943-6531

River Springs Charter
(951) 252-8881

Romoland E. SD
(951) 926-9244 Ext. 239

San Jacinto USD
(951) 929-7700 Ext. 4249

Temecula Valley USD
(951) 506-7981

Val Verde USD
(951) 940-6104