October 1, 2013

Kevin Skelly, Superintendent
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, CA 94306-1099

Dear Superintendent Skelly:


The Palo Alto Unified School District has been selected to participate in the 2013–14 verification review to be conducted by consultants from the California Department of Education (CDE), Special Education Division (SED).

As a part of CDE's responsibility for supervision and monitoring of local educational agencies for compliance with the Individuals with Disabilities Education Act (IDEA) as required by the Office of Special Education Programs (OSEP), U.S. Department of Education, the verification review process may include any, or all, of the following monitoring activities:

1. Review of randomly selected pupil records and individualized education programs (IEPs) to determine educational benefit, compliance, and accuracy of data reported to the CDE

2. Interviews and follow-up discussions with parents or guardians, general and special education teachers, and other school personnel

3. Interviews with district administrators regarding noncompliance and other areas of the IDEA

4. General parent/guardian input about special education programs and services

5. Review of local policies, procedures, and the Special Education Local Plan for compliance with the IDEA

6. Fiscal review
District staff will be contacted to determine the schedule for this review, which will involve pre-planning on the part of the district. Reviews may begin as early as fall, 2013. More information will be provided as scheduling is completed.

The CDE looks forward to working with District staff and administrators over the next few months, and appreciates your cooperation in this important monitoring review process. While the review is intense and demanding, districts have reported to us that they have found it to be an excellent way to monitor their own special education programs, as well as a useful vehicle for staff training.

If you have questions regarding this subject, please contact Jivendra Singh, Consultant, Focused Monitoring and Technical Assistance Unit Four, by phone at 916-319-0668 or by e-mail at jisingh@cde.ca.gov.

Sincerely,

Fred Balcom, Director
Special Education Division

FB: ds

cc: Holly Wade, Director, Special Education, Palo Alto Unified School District
Hi Holly,

Attached is a introduction of Verification Review process for your information. You may want to share with your staff.

Jivendra Singh
Education Consultant,
Special Education Division,
Focused Monitoring & Technical Assistance Unit IV
1430 N Street, Suite 2401
Sacramento, CA 95814
(916) 319-0668/Fax (916) 327-3534
jisingh@cde.ca.gov
ABCs of CDE Verification Review
Jivendra Singh

Following is a brief and informal overview of the Verification Review (VR) Process as conducted by Jivendra Singh.

The State Director of Special Education notifies the superintendent of the LEA that his/her district has been selected for a VR for the current academic year. California Department of Education (CDE) consultant then contacts the superintendent and special education director to begin preliminary VR tasks.

One of the first tasks is to set up a Parent Input Meeting (PIM). The purpose of the PIM is to allow parents to come together to share their views about their experiences with the LEA regarding special education services for their children. CDE maintains a contract with Sacramento County Office of Education (SCOE) to provide facilitation for the PIM by a member of the Supporting Early Education Delivery Systems (SEEDS) program. SEEDS will also provide a parent survey for each parent to complete and return to SEEDS. Parents may also access the parent survey on line at the SEEDS provided web site. SEEDS compile the data from the PIM and the parent survey in report form and submit same to CDE. LEA and SEEDS will coordinate these activities. The SEEDS contact person is Robin Ryan, Project Manager—916 228 2388 ryan@coe.net

The CDE VR Team in conjunction with SEEDS utilizes the PIM data in the development of a Monitoring Plan (MP). This plan details the issues to be addressed during the on-site VR. Also reviewed at this meeting is the LEA’s complaint history and other CDE CASEMIS data. The MP is used as an individualized blueprint for the specific LEA process.

The VR process includes an on-site visit at the LEA by the CDE VR Team. This visit usually lasts four days and includes a review of student records, site visits, documentation of IEP implementation, interviews with school administrators, general and special education teachers, psychologists, service provides, parents and others involved with the provision of special education services to students with disabilities.

Up to 50 or 60 student records will be reviewed by the CDE-LEA VR Team. The record review team will consist of CDE and LEA staff that will use a CDE-provided Protocol to verify district special education services provided by the LEA. The Protocol may include issues relating to Identification, Assessments and Assessment Plans, Assessment Procedures, Triennial IEPs, IEP timelines, IEP content, IEP Team, IEP additional requirements, Transitions, FAPE, Staff Development, Suspension Expulsion, LRE and placement issues, Procedural Safeguards, Parent Participation, Surrogate Parents, Consent, Procedural Safeguards in Evaluation and Assessment, Access to Records, Right to Due

The above issues may be addressed either through the record review, interviews, or a review of the LEA's Policies and Procedures.

There will be a combined CDE-LEA Team of approximately 12 individuals for the Review of Student Records. A large room with ample table space for writing and reviewing records will need to be provided. All Team Members need to be in the same room because as questions arise, it is important that each person hears the question and response. I consider the VR process as an excellent opportunity for TA. The CDE Team is composed of three to six individuals. The LEA will provide staff to review records and participate in the Ed Benefit review. The LEA Team should consist of at least one of each of the following: administrator (principal or supt.), general education teacher, special education teacher, psychologist, program director, and service provider(s). This is an excellent time for the LEA to hand pick staff that really need technical assistance in multiple areas.

We ask that lunch this day be a working lunch with sandwiches, etc. brought in from a deli. CDE Team members will reimburse the LEA for their individual lunches.

On the Friday before the week of the review, CDE will FAX a list of students (random computer choice) whose files will be reviewed. This list will always have more names than the designated number of records to be reviewed to allow for students who may have graduated or moved out of the district. These files must be complete and stand alone files. The LEA is responsible for ensuring that all necessary information is included in the folders. For example, some health records may be retained by the nurse—these records need to be collected from the nurse and included in the cum folder—or—psych’s may have assessments retained in their offices—these need to be included in the cum file. It is helpful for the LEA to have a “runner” to pick up missing pieces of information that should be in the file—or to get recently completed IEPs which may not have been filed at the time of the review. It is my policy to allow the LEA to locate and bring in missing documentation that has simply not been filed or has been misfiled.

Each Team member will select a record, place his/her initials by the student’s name on the student list. Experience has again demonstrated that the provision of boxes for student files really expedites the process. Keeping accurate track of
files is extremely important. Student records should be filed in numerical order according to the CDE-provided Student List.

We usually complete most of the records on Monday and Tuesday—if not all of them. On Tuesday afternoon, based on the information learned from the file review, school sites will be selected for CDE Team visits on Wednesday. The CDE Team will also select 15 reviewed records to use in its IEP Implementation review. Of these 15 records, at least 5 must be of students whose IEP identifies them as emotionally disturbed or whose IEP indicates they receive mental health services. It may be necessary to pull additional student files to satisfy this requirement.

On Wednesday, some of the CDE Team members will begin site visits and interviews at sites. It is helpful if maps/directions can be provided to facilitate this portion of the review.

LEA and some CDE Team Members will complete any remaining record reviews on Wednesday morning and then begin the Educational Benefit portion of the VR. In this review, the LEA will furnish IEPs of five students (chosen in conjunction with the CDE Team) to review for the Ed Benefit. For each of the five students there will need to be either a triennial or initial IEP with assessments and evaluations plus the two subsequent IEPs. Each student will thus have three years of IEPs for review. The initial/triennial IEP will be analyzed and then each of the two subsequent IEPs will be reviewed to determine appropriate goals, adequate process, necessary changes from year to year. This is a remarkable technical assistance opportunity for CDE to provide the LEA staff. Throughout the state we have received all positive comments on the value of this exercise. This portion of the review is time-consuming and typically is finished late Wednesday. The LEA Team must be available for all of Monday, Tuesday and Wednesday of the Verification Review.

On Thursday morning any unfinished business is completed.

CDE Team returns to Sacramento and as Lead Consultant I collate all the data from the VR using CDE software/computer programs and prepare the formal Verification Report. This report is usually completed within two months following the VR.
Hi Holly,

I want to take a moment to provide some clarification about how districts are selected to participate in VRs. Specifically, the criteria are as follows: 1) the districts SPP indicators; 2) the district’s program improvement status; 3) and the district’s compliance history.

Each year, SED conducts approximately twenty (20) verification reviews. We are doing 33 this year, typically four local educational agencies (LEAs) are selected from each of the five regions to participate. The selection is based upon an evaluation of various indicators. FMTA administrators make recommendations to the Director of Special Education, who makes the final decision as to which LEAs will be included.

Within each FMTA region, SED identified a pool of LEAs with SPP scores indicating a need for State assistance.

The second set of indicators pertains to compliance history. For each of the LEAs included in the pool of potential participants, SED reviewed findings of non-compliance found in the LEA’s most recent compliance complaint investigation reports, and due process hearing orders. For each indicator, SED considered the type, frequency, and pervasiveness of non-compliance. SED also noted the LEA’s actions to correct the reported non-compliance.

In addition to the two sets of indicators already mentioned, SED considered whether or not each LEA is identified as a School Improvement District.

As you may recall, the purpose of the VR is threefold:

1. To ensure that the SELPAs and LEAS are providing appropriate supervision and monitoring of their special education programs and services.

2. To ensure that students are provided with an educational context in which they receive educational benefit in accordance with all of the procedural guarantees governing special education programs.

3. Provide compliance and student outcome information that assists both CDE and the LEA to focus their activities on program improvement and corrective actions.

Jivendra K. Singh, M.A.
Education Consultant
Focused Monitoring and Technical Assistance Unit IV
1230 N Street, Suite 2901
Sacramento, CA 95814
(916)979-0688/ FAX (916) 327-3584
jsingh@cdes.ca.gov
Hi Holly,

Here is the contact information for Robin Ryan who will be facilitating parent meeting at your district. Thanks.

Robin Ryan  
SEEDS Project  
Sacramento County Office of Education  
(916) 228-2388 (916) 228-2311 fax  ryan@scoe.net  

Jivendra K. Singh M.A.  
Education Consultant  
Focused Monitoring and Technical Assistance Unit IV  
1430 N Street, Suite 2201  
Sacramento, CA 95814  
(916)319-0668/ FA (916) 327-3534  
jksingh@cdde.ca.gov
Hi Holly,

Could you please tell me what time the parent meeting will start? I understand Robin is very busy traveling one county to another with parent meetings and did not have a time to send any email to me. Thanks.

Jivendra K. Singh M.A.
Education Consultant
Focused Monitoring and Technical Assistance Unit IV
1430 N Street, Suite 2401
Sacramento, CA 95814
(916)319-0688/ FAX (916) 327-3534
jsingh@cede.ca.gov
Hi Holly,

I just checked with the Director’s office and I was told, that CDE does not have a ground to deny to the access of this meeting but they cannot participate in the meeting. Please do not share the ABC’s of Verification Review back ground, press can contact our public relation division for the information. See you on Nov. 12th and 13th. Thanks.

Jivendra K. Singh M.A.
Education Consultant
Focused Monitoring and Technical Assistance Unit IV
1130 N Street, Suite 2401
Sacramento, CA 95814
(916)327-0068/ FAX (916) 327-3531
jsingh@ca.de.ca.gov

From: Holly Wade [mailto:hwade@pausd.org]
Sent: Wednesday, November 06, 2013 3:37 PM
To: Jivendra Singh
Cc: Beth Majchrzak
Subject: Parent Input Meeting

Dear Jivendra,
I have been asked by the press if they may attend the meeting next week. I spoke to Robyn and she indicated that has happened before and that it is okay, but they can’t participate. Also, can you please let me know if I can share with them the ABC’s of Verification Review that you sent as a background, it would make it easier.
Thank you,
hw
Holly Wade, Ph.D.
Director, Special Education Services
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
650.833.4257

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Hi Holy,

Attached is a blank Monitoring Plan. Could you please complete page 1 and page 3. I need the complete information for your district. See you on Nov. 13th at 9 AM.

Jivendra K. Singh, M.A.
Education Consultant
Focused Monitoring and Technical Assistance Unit IV
1430 N Street, Suite 2101
Sacramento, CA 95814
(916)319-0662/ FAX (916) 327-3537
jsingh@cdescagov
2013–14 Special Education Verification Review Monitoring Plan

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2013–14 Special Education Verification Review Monitoring Plan

**Signatures**

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FMTA Administrator

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Division Administrator

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*Team Members (List):*

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2013–14 Special Education Verification Review Monitoring Plan

Monitoring Plan Components

District Information:  Total special education student population

Total district student population

I. Parent input:

1. Method(s) used to gather parent input:

   Parent input meeting(s):  Total Number of Parent Input Meetings Held

   Total Number of Parents Attending the Parent Input Meeting(s)

   Date(s) of Parent Input Meeting(s)

   Surveys:  Total number mailed or otherwise distributed

   Total number of responses/surveys returned

   Date(s) surveys mailed/distributed

   Total number of parent providing input
   (Parent input Meetings and/or returned surveys)

   Percent of parents providing input
   (Must equal 20 percent or greater)  %
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II. Data Analysis: Investigative Criteria
Identify only areas that require further investigation based on the analysis of the LEA's State Performance Plan Indicator (SPPI) data. The "Description" statement should include language from the SPP indicator and include information about the difference between the SPP target and actual score for each indicator where the LEA did not meet the target.

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<th>Title</th>
<th>Identified area for Investigation (mark with an X)</th>
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III. Compliance History
CDE staff will identify below issues for review as a result of three years of compliance and due process complaint history. Also include issues related to Fiscal Accountability, Highly Qualified Teachers (HQT), California Alternate Performance Assessment (CAPA), California Modified Assessment (CMA), and other areas for investigation, as necessary.

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2013–14 Special Education Verification Review Monitoring Plan

IV. Student Records

Total number of student files to be reviewed in each category:
- School age
- Infant/Toddler
- Preschool

Note: If the district does not have the required number of Infant/Toddler or Preschool students, please explain:

Special Populations: Based on data (http://data1.cde.ca.gov/dataquest/), CDE staff will ensure the following special populations are included in the student record review:

<table>
<thead>
<tr>
<th>Special Populations for Review Selection</th>
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<tr>
<td><strong>Special Population</strong></td>
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<td><strong>Number of files for review</strong></td>
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<td><strong>Special Population</strong></td>
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<td><strong>Number of files for review</strong></td>
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- □ English language learners
- □ Students who are African American
- □ Students of transition age
- □ Students that transition from Part C to Part B
- □ Students receiving mental health services
- □ Students suspended or expelled
- □ Students with a Behavior Intervention Plan
- □ Students with Other Health Impairment with Diabetes
- □ Students with a severe handicap testing greater than one percent on the CAPA
- □ Other:
- □ Other:
2013–14 Special Education Verification Review Monitoring Plan

Settings: For the student record review, describe below how the district will include students served in the settings below. If there are no students in a particular category, provide an explanation. Provide the number of students to be included in the review from each setting. Do not leave any category blank.

- Continuation schools:

- Charter schools (district-sponsored, other district-sponsored, county-sponsored, and state-sponsored):

- Nonpublic schools:

- Juvenile court schools:

- County programs including, but not limited to, infant/toddler programs, community schools, and programs for students with severe disabilities:

- District community schools:

- County jails with students eligible for special education services:

- Other districts:
Sources of data used in the completion of this monitoring plan:

Check all that apply.

- Dataquest, Special Education Enrollment by Age and Disability, District of Service (DoS)
- Dataquest, Special Education Enrollment by Age and Disability, District of Residence (DoR)
- Dataquest, Suspension, Expulsion and Truancy Report, by Federal Offense, 
- Dataquest, Suspension, Expulsion and Truancy Report, defiance Suspension and Expulsion 
- Dataquest, NCLB Core and Compliant Classes by Subject Area
- Dataquest, Special Education Enrollment by Age and Major Ethnic Group-DoS 
- Dataquest, Special Education Enrollment by Age and Major Ethnic Group-DoR  
- Dataquest, Special Education Enrollment by Age and Grade-DoR 
- Dataquest, Special Education Enrollment by Age and Grade-DoS 
- Dataquest, English Learner Students by Language by Grade 
- Dataquest, California English Language Development Test (CELDT) 
- Dataquest, Local Educational Agency Report, Growth API 
- Dataquest, Local Educational Agency Report, AYP 
- CASEMIS, School Type by Age, December [ ] June [ ]  
- CASEMIS, Services by Provider, December [ ] June [ ]  
- Annual Service Plan 
- CASEMIS, Services by Student, December [ ] June [ ]  
- Parent Input, Surveys and Meetings 
- Annual Performance Report Measures 
- Compliance History, Complaints 
- Compliance History, OAH Decisions 
- Compliance History, CDE QAP (SESR and VR items of recurrent noncompliance) 
- Other:  
- Other:
Please correct email its rryan@scoe.net. Tx
Jivendra

Robin will send you the letters (with all the languages) for survey and invitation. You do not have to create any letter. Her contact info. rryan@scoe.net and phone # 916-228-2388.

Jivendra

Great, I will set that up. My direct line is 650 833 4262.
I have not heard from Robyn Ryan yet. I have a room reserved for that evening meeting already. Will I be provided with a letter to invite parents or will I create one?
Thank you,
hw
Holly Wade, Ph.D.
Director, Special Education Services
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
650.833.4257

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Jan. 27-30 is fine. I will ask my team to reserve this week. We would like to have a large room where at least 10-12 people can sit for file review. I will not be able to do Ed. Benefit prior to the VR as manager’s has asked the team to review Emotional disturb student’s file first and select five files out of the randomly selected pool. Did Robin Ryan contacted you for the parent meeting yet? Could you please let me know your direct line # to contact you from now on please. Thanks.

Jivendra K. Singh  M.A.
Education Consultant
Focused Monitoring and Technical Assistance Unit IV
1730 N Street, Suite 2301
Sacramento, CA 95814
(916)319-0668/ E9X (916) 327-3524
jksingh@ca.ct.gov

From: Holly Wade [mailto:hwade@pausd.org]
Sent: Thursday, October 10, 2013 10:58 AM
To: Jivendra Singh
Subject: <no subject>

Jivendra,
We would like to invite you to our district on January 27-30. Will you need a room to use while you are here? And, I needed to know what day you would like to come for the ed benefit review.
Thank you so much,
hw
Holly Wade, Ph.D.
Director, Special Education Services
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
650.833.4257

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Subject: RE: <no subject>
Date: Thursday, October 10, 2013 11:41:28 AM Pacific Daylight Time
From: Jivendra Singh
To: Holly Wade

Robin will send you the letters (with all the languages) for survey and invitation. You do not have to create any letter. Her contact info. rryan@sccoe.net and phone # 916-228-2388.

Jivendra

From: Holly Wade [mailto:hwade@pausd.org]
Sent: Thursday, October 10, 2013 11:25 AM
To: Jivendra Singh
Subject: Re: <no subject>

Great, I will set that up. My direct line is 650 833 4262.
I have not heard from Robyn Ryan yet. I have a room reserved for that evening meeting already. Will I be provided with a letter to invite parents or will I create one?
Thank you,
hw
Holly Wade, Ph.D.
Director, Special Education Services
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
650.833.4257

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From: Jivendra Singh <JJSingh@cde.ca.gov>
Date: Thursday, October 10, 2013 11:19 AM
To: Holly Wade <hwade@pausd.org>
Subject: RE: <no subject>

Holly,

Jan. 27-30 is fine. I will ask my team to reserve this week. We would like to have a large room where at least 10-12 people can sit for file review. I will not be able to do Ed. Benefit prior to the VR as manager’s has asked the team to review Emotional disturb student’s file first and select five files out of the randomly selected pool. Did Robin Ryan contacted you for the parent meeting yet? Could you please let me know your direct line # to contact you from now on please. Thanks.
From: Holly Wade [mailto:hwade@pausd.org]
Sent: Thursday, October 10, 2013 10:58 AM
To: Jivendra Singh
Subject: <no subject>

Jivendra,
We would like to invite you to our district on January 27-30. Will you need a room to use while you are here?
And, I needed to know what day you would like to come for the ed benefit review.
Thank you so much,
hw
Holly Wade, Ph.D.
Director, Special Education Services
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
650.833.4257

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Subject: RE: <no subject>
Date: Thursday, October 10, 2013 11:19:48 AM Pacific Daylight Time
From: Jivendra Singh
To: Holly Wade

Holly,

Jan. 27-30 is fine. I will ask my team to reserve this week. We would like to have a large room where at least 10-12 people can sit for file review. I will not be able to do Ed. Benefit prior to the VR as manager’s has asked the team to review Emotional disturb student’s file first and select five files out of the randomly selected pool. Did Robin Ryan contacted you for the parent meeting yet? Could you please let me know your direct line # to contact you from now on please. Thanks.

Jivendra K. Singh  M.A.
Education Consultant
Focused Monitoring and Technical Assistance Unit IV
1230 N Street, Suite 2401
Sacramento, CA 95814
(916)219-0668/ FAX (916) 327-2521
jsingh@cdes.ca.gov

From: Holly Wade [mailto:hwade@pausd.org]
Sent: Thursday, October 10, 2013 10:58 AM
To: Jivendra Singh
Subject: <no subject>

Jivendra,
We would like to invite you to our district on January 27-30. Will you need a room to use while you are here?
And, I needed to know what day you would like to come for the ed benefit review.
Thank you so much,
hw
Holly Wade, Ph.D.
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25 Churchill Avenue
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Let me know ASAP, as our unit have to conduct 9 VRs this year and every consultant is scheduling their counties VR. I need other consultants help to conduct my VR. Thanks. Call me when you get chance today. Thanks

Jivendra K. Singh M.A.
Education Consultant
Focused Monitoring and Technical Assistance Unit IV
1220 N Street, Suite 2301
Sacramento, CA 95814
(916) 326-0688/ Fax (916) 327-3584
jsingh@cde.ca.gov

From: Holly Wade [mailto:hwade@pausd.org]
Sent: Wednesday, October 09, 2013 12:20 PM
To: Jivendra Singh
Subject: Re: Verification Review

Thank you. Also I needed to find another time for review because we will be at ACSA during that week of January.
Sorry!!

hw

Holly Wade, Ph.D.
Director, Special Education
Palo Alto Unified School District.

On Oct 9, 2013, at 12:17 PM, "Jivendra Singh" <jsingh@cde.ca.gov> wrote:

Hi Holly,

I want to take a moment to provide some clarification about how districts are selected to participate in VRs. Specifically, the criteria are as follows: 1) the districts SPP indicators; 2) the district’s program improvement status; 3) and the district’s compliance history.

Each year, SED conducts approximately twenty (20) verification reviews. We are doing 33 this year, typically four local educational agencies (LEAs) are selected from each of the five regions to participate. The selection is based upon an evaluation of various indicators. FMTA administrators make recommendations to the Director of Special Education, who makes the final decision as to which LEAs will be included.
Within each FMTA region, SED identified a pool of LEAs with SPP scores indicating a need for State assistance.

The second set of indicators pertains to compliance history. For each of the LEAs included in the pool of potential participants, SED reviewed findings of non-compliance found in the LEA’s most recent compliance complaint investigation reports, and due process hearing orders. For each indicator, SED considered the type, frequency, and pervasiveness of non-compliance. SED also noted the LEA’s actions to correct the reported non-compliance.

In addition to the two sets of indicators already mentioned, SED considered whether or not each LEA is identified as a School Improvement District.

As you may recall, the purpose of the VR is threefold:

1. To ensure that the SELPAs and LEAS are providing appropriate supervision and monitoring of their special education programs and services.

2. To ensure that students are provided with an educational context in which they receive educational benefit in accordance with all of the procedural guarantees governing special education programs

3. Provide compliance and student outcome information that assists both CDE and the LEA to focus their activities on program improvement and corrective actions.

Jivendra K. Singh M.A.
Education Consultant
Focused Monitoring and Technical Assistance Unit IV
1230 N Street, Suite 2201
Sacramento, CA 95814
(916)319-0668/ FAX (916) 327-3534
jsingh@cde.ca.gov
Holly

Here are the documents that we spoke about yesterday.

Robin Ryan
SEEDS Project
Sacramento County Office of Education
(916) 228-2388 (916) 228-2311 fax

SEEDS Project website: http://www.scoe.net/seeds
SCHOOL DISTRICT

SPECIAL EDUCATION VERIFICATION REVIEW INVITATION

EVENT: The ______________________ District invites you to a meeting for parents and guardians of special education students. This will be a chance for you to tell us about the special education services your child has had. We are also interested in learning about your child’s experiences in the programs the school district provides for infants, toddlers, children, and youth. We would like to hear about what you think works and what areas could be made better.

The parent or guardian meeting is an important part of the California Department of Education’s Special Education Verification Review process for school districts. It is one way that school districts can examine their compliance with the law as stated in the Individuals with Disabilities Education Act (IDEA). This meeting is designed to gain as much information as possible from parents and guardians about key areas in the district’s implementation of IDEA.

WHERE: The Parent or Guardian Input Meeting will take place at:

Building Name ____________________________
Street Address ____________________________
City ____________________________

WHEN: Month Day Year

TIME: From: _____ p.m. to _____ p.m.

SPECIAL REQUESTS
The meeting site is physically accessible to individuals with disabilities. If you are in need of further accommodations in order to participate (for example: assistive listening devices, materials in an alternate format, or translation if English is not your primary language) please contact _______________ (name) at _______________ (phone) by _______________ (date). We will make every attempt to provide accommodations, but cannot guarantee that we will be successful.

CONFIRMATION
Please confirm your interest in coming by calling:

_________________________ (name) ______________________ (phone number)
by ________________________ (date).

VR 8/2007
PARENT SURVEY/WRITTEN COMMENTS
If you are unable to attend we would like to have you fill out the attached survey.
Please answer any of the questions on the enclosed survey that apply to your child and
tell us about your experiences with the District’s special education programs; or provide
us with any comments you may have about your district’s special education programs
and services.

Please mail your comments within the next two weeks to:

Robin Ryan
Supporting Early Education Delivery Systems
Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003

OR you can submit your survey online by logging onto: www4.scoe.net/seeds

QUESTIONS?
If you have any questions please contact:

Name: ________________________________

Phone Number: __________________________

We genuinely look forward to meeting with you and listening to your comments
about the special education programs and services provided by your school
district.
SCHOOL DISTRICT

INVITACIÓN A UNA REUNIÓN DE REVISIÓN DE VERIFICACIÓN DE EDUCACIÓN ESPECIAL

Evento: El Distrito ________________ lo invita a una reunión de padres y tutores de estudiantes de educación especial. Ésta será una oportunidad para que nos comente sobre los servicios de educación especial que tuvo su hijo. También deseamos obtener información sobre las experiencias de su hijo en los programas que brinda el distrito escolar para bebés, niños pequeños, niños en edad escolar y jóvenes. Nos interesan sus opiniones sobre lo que funciona bien y lo que se podría mejorar.

La reunión de padres o tutores es una parte importante del Proceso de Verificación de Educación Especial del Departamento de Educación de California aplicable a los distritos escolares. Permite que los distritos escolares examinen su cumplimiento de la Ley de la educación de personas con discapacidades (llamada IDEA en inglés). Esta reunión está diseñada para obtener la mayor información posible de padres y tutores sobre aspectos importantes en nuestro distrito relativo a la aplicación de la ley IDEA.

Dónde: La reunión de comentarios de padres o tutores tendrá lugar en:

Nombre del edificio _____________________________

Dirección ______________________________________

Ciudad ________________________________________

Cuándo: Mes   Día   Año

Hora: Desde las: ______ hasta las ______ de la tarde

Pedidos especiales
El lugar de la reunión es físicamente accesible para personas con discapacidades. Si necesita otras adaptaciones para poder participar, (como por ejemplo dispositivos auditivos, materiales en otro formato o traducción si el inglés no es su idioma primario) póngase en contacto con _____________ (name) llamando al _______________ (phone) el o antes del ___________ (date). Haremos todo lo que esté a nuestro alcance para proporcionarle adaptaciones, pero no podemos garantizar que podremos hacerlo.

Confirmación
Le solicitamos que confirme su interés en asistir llamando a:

____________________ (name) ________________ (phone number)

el o antes del ___________________________ (date).

VR 8/2007 – Spanish
Encuesta y comentarios por escrito de los padres
Si no puede asistir, nos gustaría que llenara la encuesta adjunta. Le solicitamos
contestar las preguntas en la encuesta adjunta que correspondan a su hijo, y que nos
 cuente sobre sus experiencias con los programas de educación especial del distrito o
 que nos proporcione los comentarios que tenga sobre los programas y servicios de
 educación especial que proporciona su distrito.

Envíe sus comentarios por correo dentro de las próximas dos semanas a:

Robin Ryan
Supporting Early Education Delivery Systems
Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003

O puede presentar su encuesta en línea iniciando sesión en:
www4.scoe.net/seeds

¿Tiene alguna pregunta?
Si tiene alguna pregunta, póngase en contacto con:

Nombre: ______________________

Número de teléfono: ______________________

Realmente estamos muy interesados en reunirnos con usted y escuchar sus
comentarios sobre los programas y servicios de educación especial que
proporciona su distrito escolar.

Rev. 2/26/07

VR 8/2007 – Spanish
SPECIAL EDUCATION VERIFICATION REVIEW PARENT SURVEY

The California Department of Education Special Education Division (CDE/SED) conducts Verification Reviews of selected school districts as part of their Quality Assurance Process. One essential component of the Verification Review is gathering parent input regarding district services and programs provided to students with disabilities. As part of CDE’s effort to gather parent input, please answer all of the questions below that apply to your child and return the survey within the next two weeks to: Robin Ryan, Supporting Early Education Delivery Systems, Sacramento County Office of Education, P.O. Box 269003, Sacramento, CA 95826-9003

PLEASE ANSWER ONLY THOSE QUESTIONS THAT APPLY TO YOU AND YOUR CHILD

Child’s Primary Exceptionality / Disability (Mark only one)
- Autism
- Established Medical Disability
- Orthopedic Impairment
- Speech or Language Impairment
- Deaf-Blindness
- Hard of Hearing
- Other Health Impaired
- Traumatic Brain Injury
- Deafness
- Intellectual Disability/ Mental Retardation
- Visual Impairment including Blindness
- Emotional Disturbance
- Multiple Disabilities
- Specific Learning Disability

Child’s Age: ____________________________

Part A: Child’s Ethnicity - Is this student Hispanic or Latino? (Select only one)
- No, not Hispanic or Latino
- Yes, Hispanic or Latino
- Intentionally left blank

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider the student’s race to be.

Part B: Child’s Race - What is this student’s race? (select one or more)
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Asian Indian
- Cambodian
- Filipino
- Hawaiian
- Chinese
- Korean
- Other Asian
- Haitian
- Laotian
- Guamanian
- Filipino
- Vietnamese
- Samoan

Questions 1 – 5 apply to all parents

1. Does the district make a good faith effort to assist your child with achieving the goals and objectives or benchmarks listed in his/her Individualized Education Program (IEP)?

2. Do you receive progress reports on how your child is meeting his/her Individualized Education Program/ Individualized Family Service Plan (IEP/IFSP) goals/ outcomes at least as often as the regular report card schedule?

3. Are the services your child is receiving in accordance with his/her IEP?

4. Do you receive a copy of your parental rights (procedural safeguards) at least one time per year?

5. Did the school district facilitate parent involvement as a means of improving services and results for your child?

Questions 6 – 7 are for parents of Infants/Toddlers only

6. If your child is under three (3)-years of age, is his/her Individualized Family Service Plan (IFSP) reviewed with you at least every six (6) months?

7. Were the transition services for your child from infant to preschool programs planned and implemented as written?

VR 1/1/11
### Questions 8 – 21 are for parents of School Age children
(Preschool through 12th grade)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don’t</th>
<th>Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Do you understand the reasons why your child was referred for Special Education services?</td>
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<tr>
<td>9. Were your child’s strengths considered during the IEP Meeting?</td>
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<tr>
<td>10. Were the results of your child’s assessment used to plan IEP goals?</td>
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<tr>
<td>11. Is your child re-evaluated for Special Education every three (3) years?</td>
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<tr>
<td>12. Does the district have an IEP meeting for your child at least once a year?</td>
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<tr>
<td>13. Does a regular education teacher attend your child’s IEP meeting, unless you and the district agree, under specified circumstances, to excuse him/her?</td>
<td></td>
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</tr>
<tr>
<td>14. Were information and any concerns you had about your child considered when planning and writing his/her IEP?</td>
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</tr>
<tr>
<td>15. At your child’s IEP meeting, did the team discuss your child’s program in terms of the least restrictive environment (e.g., general education classroom, resource, special day class, etc.) for him/her?</td>
<td></td>
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<tr>
<td>16. Are teachers and service providers informed of specific responsibilities related to implementing your child’s IEP, and the specific accommodations, program modifications and support for school personnel?</td>
<td></td>
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<tr>
<td>17. Did you discuss a variety of program options for your child at the IEP meeting?</td>
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<tr>
<td>18. Are IEP goals and objectives reviewed and revised at the IEP meeting, based on both progress and lack of progress?</td>
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<tr>
<td>19. Does your child have the opportunity to participate in school and extra curricular activities (such as, assemblies, field trips and after school activities)?</td>
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<tr>
<td>20. Did the IEP team discuss how your child would participate in State and district testing?</td>
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<tr>
<td>21. If your child will turn 16 years of age before his/her next IEP meeting, did the IEP team discuss transition services (e.g., career interests, employment, high school classes) at the most recent meeting?</td>
<td></td>
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</tr>
</tbody>
</table>

### Questions 22 – 26 are for parents who don’t speak English at home or for parents of students who are learning English at school

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don’t</th>
<th>Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Does your child’s IEP indicate that he/she is an English Learner?</td>
<td></td>
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</tr>
<tr>
<td>23. As an English Learner, does your child receive services to assist with progress in English language development?</td>
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</tr>
<tr>
<td>24. As an English learner, does your child receive the language support in Special Education classes necessary to learn subjects other than English, such as math or science?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>25. If you speak a language other than English, upon request, do you receive information from the school in your native language?</td>
<td></td>
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<tr>
<td>26. Upon request, does the district provide a language interpreter for your child’s IEP meeting?</td>
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</tbody>
</table>

### Question 27 applies to all parents

27. Do you have any other concerns or information about you or your child’s Special Education experience that you would like to tell us? Please attach your comments to this form.

The information below is optional; however, it would be helpful in case we need to follow-up on any of the issues or questions that you may have.

Parent or Guardian Name:        Child’s Name:        Home Address:        Phone Number:

VR 1/1/11
ENCUESTA PARA PADRES DE ESTUDIANTES DE EDUCACIÓN ESPECIAL

Distrito: __________________________ Escuela: __________________________

La División de Educación Especial del Departamento de Educación de California (llamada CDE SED, por sus siglas en inglés) realiza Evaluaciones de Verificación en distritos escolares seleccionados como parte de su Proceso de Garantía de Calidad. Un componente esencial de la Evaluación de Verificación es obtener opiniones de los padres sobre los servicios y programas que los distritos proporcionan a los estudiantes con discapacidades. Como parte del esfuerzo del CDE de obtener opiniones de los padres, le solicitamos que conteste todas las preguntas a continuación que sean aplicables a su hijo y que envíe su encuesta completada dentro de las próximas dos semanas a: Robin Ryan, Supporting Early Education Delivery Systems, Sacramento County Office of Education, P.O. Box 269003, Sacramento, CA 95826-9003

Conteste SÓLO las preguntas que corresponden a usted y a su hijo.

<table>
<thead>
<tr>
<th>Excepcionalidad / discapacidad principal del niño (Marque sólo uno)</th>
<th>Edad del niño:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autismo</td>
<td>Sordera-ceguedad</td>
</tr>
<tr>
<td>Discapacidad médica establecida</td>
<td>Impedimento auditivo</td>
</tr>
<tr>
<td>Impedimento ortopédico</td>
<td>Otro impedimento de salud</td>
</tr>
<tr>
<td>Deficiente en el habla o el lenguaje</td>
<td>Lesión traumática en el cerebro</td>
</tr>
</tbody>
</table>

Parte A: Grupo étnico del niño. ¿Es hispano o latino este estudiante? (Selezione sólo una)

- No, no es hispano ni latino
- Sí, es hispano o latino
- Dejó en blanco intencionalmente

La parte anterior de la pregunta trata del grupo étnico, no de la raza. Sin importar lo que haya seleccionado arriba, siga respondiendo lo siguiente, marcando uno o más cuadros para indicar la que considera que es la raza del estudiante.

Parte B: Raza del niño: ¿Cuál es la raza de este estudiante? (Selezione una o más)

- Nativo americano o nativo de Alaska
- Asiático: Indio asiático, Japonés, Camboyano, Coreano, Chino, Laosiano, Filipino, Otro asiático, Hmong, Vietnám
- Nativo de Hawai o de otra isla del Pacífico: Hawaiano, Tahitiano, Guameño, Otro isleño del Pacífico, Samoano

Las preguntas 1 a 5 son para todos los padres

<table>
<thead>
<tr>
<th>Núm.</th>
<th>Pregunta</th>
<th>Sí</th>
<th>No</th>
<th>Sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>¿Hace el distrito un esfuerzo de buena fe para ayudar a su hijo a alcanzar las metas, los objetivos y los puntos de referencia indicados en su IEP (su Programa de Educación Individualizado)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>¿Recibe informes de progreso sobre la manera en que su hijo está alcanzando las metas o resultados de su IEP/IFSP (su Programa de Educación Individualizado o Plan Individualizado de Servicios Familiares) con, por lo menos, la misma frecuencia que recibe su boletín de calificaciones?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>¿Concordan con su IEP los servicios que está recibiendo su hijo?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>¿Recibe una copia de sus derechos como padre (salvaguardas de procedimiento) al menos una vez por año?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>¿Facilitó el distrito escolar la participación de los padres de familia para poder mejorar los servicios para y el progreso de su hijo?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Las preguntas 6 y 7 son sólo para los padres con niños pequeños

<table>
<thead>
<tr>
<th>Núm.</th>
<th>Pregunta</th>
<th>Sí</th>
<th>No</th>
<th>Sé</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Si su hijo tiene menos de tres (3) años de edad, ¿repasan con usted su IFSP (Plan Individualizado de Servicios Familiares) al menos una vez cada seis (6) meses?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>¿Se planificaron y se pusieron en práctica tal como estuvieron escritos los servicios de transición de programas para bebés a preescolares para su hijo?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VR 1/1/11- Spanish
### Las preguntas 8 a 21 son para los padres de niños en edad escolar
(preescolar hasta el 12° grado)

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Sí</th>
<th>No</th>
<th>Sí</th>
<th>No</th>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Entiende los motivos por los cuales su hijo fue remitido a servicios de educación especial?</td>
<td></td>
<td></td>
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<tr>
<td>¿Se tomaron en consideración los puntos fuertes de su hijo durante la reunión del IEP?</td>
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<tr>
<td>¿Se usaron los resultados de la evaluación de su hijo para planificar las metas del IEP?</td>
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<tr>
<td>¿Se evaluó a su hijo para educación especial cada tres (3) años?</td>
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<tr>
<td>¿Realiza el distrito una reunión del IEP de su hijo al menos una vez por año?</td>
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<tr>
<td>¿Asiste un maestro de educación normal a la reunión del IEP de su hijo, a menos que usted y el distrito acuerden excusarlo en circunstancias especificadas?</td>
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<tr>
<td>¿Se tomaron en consideración la información y las inquietudes que usted tenía sobre su hijo cuando planificaron y redactaron su IEP/IFSP?</td>
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<td>En la reunión del IEP de su hijo, ¿platicó el equipo sobre el programa de su hijo en términos del entorno menos restrictivo (como una clase de educación general, recursos, clases especiales) durante el día para el niño?</td>
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<td>¿Están informados los maestros y los proveedores de servicios sobre las responsabilidades específicas vinculadas a la puesta en práctica del IEP de su hijo, así como sobre las adaptaciones específicas, las modificaciones de programas y el apoyo del personal escolar?</td>
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<tr>
<td>¿Platicó en la reunión del IEP sobre varias opciones de programas para su hijo?</td>
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<td>¿Se repasan y modifican los objetivos y las metas del IEP en la reunión del IEP tomando en consideración el progreso y la falta de progreso?</td>
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<tr>
<td>¿Tiene su hijo la oportunidad de participar en actividades escolares y extracurriculares (como reuniones escolares, excursiones y actividades fuera del horario escolar)?</td>
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<tr>
<td>¿Platicó el equipo del IEP sobre la manera en que su hijo participaría en las pruebas del estado y del distrito?</td>
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<td>Si su hijo cumplirá 16 años de edad antes de su próxima reunión del IEP, ¿platicó el equipo del IEP en la reunión más reciente sobre servicios de transición (como las carreras que le interesen, trabajos, clases de educación secundaria)?</td>
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### Las preguntas 22 a 26 son para los padres que no hablan inglés en su hogar o para los padres de estudiantes que están aprendiendo inglés en la escuela

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Sí</th>
<th>No</th>
<th>Sí</th>
<th>No</th>
<th>Sí</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>¿Indica el IEP de su hijo que es un estudiante que aprende el inglés (English Learner)?</td>
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<tr>
<td>Como estudiante que aprende inglés, ¿recibe su hijo servicios de ayuda para progresar en el desarrollo del inglés?</td>
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<td>Como estudiante que aprende el inglés, ¿recibe su hijo apoyo de lenguaje que necesita en sus clases de educación especial para aprender materias aparte del inglés, como matemáticas y ciencias?</td>
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<td>Si usted habla un idioma aparte del inglés y solicita a la escuela que le dé información en su idioma, ¿se la dan?</td>
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<td>Si se pide, ¿el distrito le da intérprete para la reunión del IEP de su hijo?</td>
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### La pregunta 27 es aplicable a todos los padres

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Sí</th>
<th>No</th>
<th>Sí</th>
<th>No</th>
<th>Sí</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>¿Tiene alguna otra inquietud o información sobre la experiencia de educación especial de su hijo que desea compartir con nosotros? Adjunte sus comentarios a este formulario.</td>
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La información a continuación es optativa, pero nos resultaría muy útil si necesitamos dar seguimiento a algunos de los problemas o preguntas que usted tenga.

Nombre del padre o tutor: 
Dirección particular: 
Número del niño: 
Número de teléfono: 

VR 1/1/11: Spanish