A Guide for Parents and Guardians of Students with Disabilities

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Dear Parent/Guardian:

You, as a parent/guardian of a child with special needs, are very special! For You, the role of parenting has a much greater dimension than any ordinary child-rearing book imagined. You are the primary protector of your child's interests, the guardian of your child's rights, and your child's primary advocate.

You are an essential member of the educational team that designs the school program which best suits your child. Your firsthand, round-the-clock knowledge of your child is important information. As an active team participant, you give the educational team a picture of your child's educational growth and future aspirations.

This handbook was written by parents/guardians and special education administrators to help you become an effective member of the educational team and to provide a continual reference for You throughout your child's years in school. We believe … You and the educational team can create a successful program for your special child.

Do you wonder what Special Education Local Plan Areas (SELPAs) are and why we exist? Here are some quick answers.

- SELPAs are dedicated to the belief that all students can learn and that students with special needs must be guaranteed equal opportunity to become contributing members of society.
- SELPAs facilitate high quality educational programs and services for students with special needs and training for parents and educators.
- SELPAs collaborate with county agencies and local educational agencies (LEAs) to develop and maintain healthy and enriching environments in which students with special needs and families can succeed.

Each SELPA is mandated by state law to have a Community Advisory Committee (CAC). It is a group of parents/guardians of children enrolled in special education and individuals with a personal or professional interest in securing appropriate services for children with disabilities. The CAC membership is intended to represent the geographic, ethnic, and socioeconomic makeup of our community. The broad goal of the CAC is to get people interested in advising the County and LEA Boards of Education (and their administrative and professional staff) of the unique requirements of students with disabilities, and to assist the administration in furthering and improving the functioning of the SELPA. This is done by:

- Advising the policy and administrative members of the SELPA regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the CAC.
- Recommending annual priorities to be addressed by the plan.
- Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- Encouraging community involvement in the development and review of the Local Plan.
- Supporting activities on behalf of students with disabilities.
- Assisting in parent awareness of the importance of regular school attendance.

The members of the Riverside County SELPA CAC support your efforts in meeting the special needs of your child. We encourage You to ask questions and seek the information You need to make wise decisions about your child's future.

Sincerely,

Your CAC and SELPA Members

Acknowledgements

The Community Advisory Committee (CAC) and Riverside County Special Education Local Plan Area (SELPA) offers this handbook as a tool to assist parents in their endeavor to support their child(ren) to achieve their greatest educational potential.

The SELPA wishes to acknowledge various agencies whose work was the foundation for portions of this handbook: North Orange County SELPA (1997), the Riverside County SELPA/CAC members (1997), and the Community Advisory Committee Guidelines (4th Edition, 2011).

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TABLE OF CONTENTS

Contents

Major Federal Laws Affecting Special Education 7
Rights under IDEA 7
Protections under IDEA 8
Part C of IDEA 8
Section 504 of the Rehabilitation Act 8
Americans with Disabilities Act (ADA) of 1990 8
What is a SELPA? 10
The Riverside County SELPA 11
Governing Board Responsibilities 11
Superintendent Responsibilities - Governance Council 11
Coordinating Council 11
SELPA Finance Committee 12
Community Advisory Committee 12
Early Intervention is KEY! 13
Reasons for Concern 14
Special Education Process Timeline 16
Eligibility Criteria 18
Infant/Early Start Services 20
The Individualized Education Program 22
Special Education Service Options 27
Transition Services Planning 28
Transition Checklist 31
How to Prepare for an IEP Meeting 33
Working with the School Program 36
Steps to Follow in Resolving Conflicts 38
District Level 38
Alternative Dispute Resolution (ADR) Continuum 39
Office of Administrative Hearings (OAH) Special Education Division 41
Riverside County SELPA Agency Members 53
Educational Resources 54

Adult Education 54
Post Secondary 57
Support Groups 58
Links to National & State Organizations 58
Special Education Terminology 60
Special Education Acronyms 74

Major Federal Laws Affecting Special Education

Since 1974, federal legislation has provided the right for children with disabilities to receive an appropriate public education. The Individuals with Disabilities Educational Improvement Act (IDEIA, 2004) reaffirmed these rights. Under the federal law, **special education** means specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, including related services and transition services for youth ages 16 and above.

IDEIA also guarantees four basic rights to all children with disabilities. In order to guarantee these rights, the Law also includes two protections.

Rights under IDEA

- **Free Appropriate Public Education (FAPE) –** Children with disabilities (from birth until 22 years old) who meet special education eligibility criteria are entitled to a public education, appropriate to their needs, at no cost to their families.
- **Least Restrictive Environment (LRE) –** Each public agency must ensure that, to the maximum extent appropriate, children with disabilities are educated with students who do not have disabilities. Special classes, separate schooling, or other removal of a child with a disability from the regular educational environment should occur only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The LEAs also strive to serve their students with disabilities as close to their home school as possible with appropriate support and services provided therein.
- **Supplementary Aids and Services (Related Services) –** Children with disabilities must be provided aids, services, and other supports that are provided in regular classes or other education-related settings and in extracurricular and nonacademic settings, to enable each child to be educated with nondisabled peers to the maximum extent appropriate.
- **Assessment –** An assessment must be completed to determine the needs of the child in all areas related to his or her suspected disabilities. This may be done only with the parent's/guardian's informed consent. After initial assessment and determination of eligibility for special education, the child must be reassessed at least every three years to determine continued eligibility and need for services.

Protections under IDEA

- **Due Process –** Due process is described in the legal procedural safeguards. They are designed to ensure that parents provide informed consent regarding special education programs offered. Further, due process provides a mechanism for the resolution of disagreements.
- **Individualized Education Program (IEP) –** The IEP must be prepared at least annually for each child with a disability. It is developed by a team comprised of one or both of the child's parents or a guardian, special education teacher or provider, a general education teacher, personnel who assessed the child (if applicable), and a person who is knowledgeable about general curriculum and the availability of resources (Administrator). Whenever appropriate, the pupil is encouraged to attend. Other persons who have knowledge or special expertise regarding the pupil may also attend at the discretion of the LEA or parent/guardian. If more than one general education teacher is providing instructional services to the pupil, one teacher may be designated to represent the others.

Part C of IDEA

Part C authorizes assistance to address the needs of infants and toddlers with disabilities and their families. These grants support coordination across agencies and disciplines to ensure that comprehensive, multidisciplinary, and family-focused early intervention services are available on a statewide basis. These services are designed for children below the age of 3 who meet the state's eligibility criteria. Part C promotes a coordinated system of early intervention services for children with disabilities and their families via:

- Individual Family Service Plans (IFSPs) for birth to three years old;
- The transition process at age 2.9 years; and
- Provisions for using Part C and Part B Funds (Section 619).

Section 504 of the Rehabilitation Act

Section 504 guarantees that people with disabilities may not be discriminated against because of their disability. While IDEA protects children in the area of education, Section 504 protects those with disabilities for life and encompasses the right to vote, accessibility, and employment, in addition to education.

Americans with Disabilities Act (ADA) of 1990

The ADA guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications.

Following the federal requirements, California's special education laws are delineated in Education Code Part 30 and the California Code of Regulations Title 5. Special Education Local Plan Areas (SELPAs) were created as part of California's Master Plan for the design of special education services across the state.
The Legislature made its intentions clear under the general provisions described in Education Code Section 56000.

- All individuals with exceptional needs have a right to participate in free appropriate public education and special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs.
- Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a manner that is appropriate to the needs of both.
- Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education, to meet the educational and service needs in the least restrictive environment.
- It is the intent to unify and improve special education programs in California under the flexible program design of the Master Plan for Education and to ensure that all individuals with exceptional needs are provided their rights to appropriate programs and services designed to meet their unique needs under the IDEA.

What is a SELPA?

President Gerald Ford signed the first federal legislation mandating that all states develop a master plan for special education. In 1977, California mandated all school districts and county offices to form consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the boundaries. These regions became known as a SELPA (Special Education Local Plan Area). Each SELPA has a Local Plan describing how it provides special education services across and within its Local Educational Agency (LEA) members. LEA membership refers to school districts, LEA charter schools, and the County Office of Education. There are currently 135 SELPAs in California. SELPAs are responsible for assuring:

- All individuals with disabilities receive a free appropriate public education in the least restrictive environment.
- All general education resources are considered / utilized on a local or regional basis to meet the needs of students with disabilities.
- A system exists at the regional level for identification, assessment, and placement of students with disabilities.
- A viable system for public education is functioning in the community, with participation and interaction involving parents and other agencies.
- An annual compliance monitoring system is implemented and reviewed to assure identified non-compliant items are rectified.

Each SELPA is required to have an approved Local Plan for special education. The plan includes all the following:

(1) Provision of a governance structure and any necessary administrative support to implement the plan.

(2) Establishment of a system for determining the responsibility of participating agencies for the education of each individual with exceptional needs residing in the SELPA.

(3) Designation of a responsible local agency to perform functions such as the receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the plan. Any participating agency may perform any of these services required by the plan.

The Riverside County SELPA

The Riverside County SELPA is the largest multi-district SELPA in the state. A listing of the current 23 LEA members is included in the Appendix.

The LEAs provide direct services to students with disabilities while the SELPA has more administrative functions. Val Verde Unified School District serves as the administrative unit for the SELPA. The Local Plan defines the organizational structure of the Riverside County SELPA as follows.

Governing Board Responsibilities

Each participating LEA governing board accepts responsibility in the policy-making process as demonstrated by approval of the Local Plan for the Riverside County SELPA. The procedures for carrying out that responsibility are locally defined and fulfilled by regular communication with the respective superintendents and administrators responsible for special education.

Superintendent Responsibilities - Governance Council

The Governance Council consists of each participating LEA superintendent, Charter School Chief Executive Official (CEO), and the Riverside County Superintendent of Schools (RCSS). When the term “Superintendent” is included therein, it refers to all such personnel. The superintendents serve as representatives of the LEA and their governing boards in overseeing the delivery and effectiveness of special education programs. The Governance Council operates as a committee of the whole to approve policies and specific procedural guidelines for the operation of the Master Plan for Special Education. In support of its intent to minimize financial encroachment upon LEAs’ general education funds, the Governance Council acts upon the recommendations of the SELPA Finance Committee to approve the Allocation Plan, budget updates, and Annual Budget Plan. The committee may be called upon to mediate problems arising from the implementation of the Master Plan and the administration of contracts. The Governance Council also serves as the Board for the Joint Powers Agreement (JPA).

Coordinating Council

The Coordinating Council consists of the special education administrator, or a designated person who has been empowered by the superintendent, from each participating LEA to act on behalf of the LEA in fiscal and educational matters related to special education. The Coordinating Council formulates potential decisions for program organization, structure, allocation, and policy issue recommendations to assure that all students with disabilities receive appropriate program and services. The members act as a collaborative to create, review, and revise as needed procedures and guidelines designed to improve practices in the schools.

SELPA Finance Committee

The purpose of the SELPA Finance Committee is to analyze all financial and related issues with the resulting recommendations transmitted to the Governance Council/JPA Board. The SELPA Finance Committee makes recommendations to the Governance Council/JPA Board. The Allocation Plan Committee is a sub-committee of SELPA Finance and includes membership from both this and the Coordinating Council.

Community Advisory Committee

The Community Advisory Committee (CAC) serves the SELPA in an advisory capacity, in accordance with EC §56190-56194 and legislation related thereto. Parents comprise a majority of the membership of the CAC; and the majority are parents of a child with disabilities. Other persons concerned with the needs of children with disabilities may also be represented.

A collaborative working relationship among parents, students, and school and agency personnel facilitates obtaining appropriate services for every student with a disability

Early Intervention is KEY!

How do I know what is typical child development?
If you have a child aged birth to five in your care that you suspect may have a disability, look at the reasons for concern document on the next page and/or on our website: https://www.rcselpa.org/info/parent-and-cac-resources You can also find resources about good health and safety, protective factors for keeping your family strong, and more on our webpage.

Who can I turn to for help if I have concern?

All referrals for special education and related services initiate the assessment process. When a verbal referral is made, staff of the school, LEA, SELPA, or county office shall offer assistance to the individual in making a request in writing and shall assist the individual if the individual requests such assistance (CCR 3021).

Early Start (Birth to 3): Babies born with a low incidence disability (blind, deaf, deaf-blind, orthopedic impairment) are identified quickly by medical professionals. The Riverside County Office of Education *Infant Circle Program* receives such referrals, conduct evaluations, and provide services. For more information, call (951) 826-7101. If you suspect your infant or toddler is behind in developmental milestones, contact the Inland Regional Center *Early Start Program* at (909) 890-3000 or the *Early Start Family Resource Network* at (909) 890-4788.

School Age (3 to 22 years old): Your local district of residence is responsible for "child find" or "search and serve" – which includes identifying if a child has a disability, determination of eligibility for special education and related services, and the provision of services agreed upon by the individualized education program (IEP) team members. As the child's parent or guardian, *You* are an active participant in this entire process. For more information, contact your local school or school district.

Reasons for Concern

Children develop at different rates and in different ways. Differences in development may be related to health, personality, temperament, and/or experiences. Here are some reference points to help determine if your child or a child in your care may need special help.

The first five years are very important in a child's life. The sooner a concern is identified, the sooner a child and family can receive specialized services to support growth and development. Parents, family members, and caregivers may have concerns about a child's development and seek help when needed. It is always a good idea for families to discuss any questions they may have with the child's doctor. Caregivers should discuss concerns with families to see how best to support them.

RISK FACTORS

The following factors may place children at greater risk for health and developmental concerns:

- Prematurity or low birth weight
- Vision or hearing difficulties
- Prenatal exposure or other types of exposure to drugs, alcohol, or tobacco
- Poor nutrition or difficulties eating (lacks nutritious foods, vitamins, proteins, or iron in diet)
- Exposure to lead-based paint (licking, eating, or sucking on lead-base painted doors, floors, furniture, toys, etc.)
- Environmental factors, such as abuse or neglect

BEHAVIORS AND RELATIONSHIPS

Some of the following behaviors may be cause for concern in any child:

- Avoids being held, does not like being touched
- Resists being calmed, cannot be comforted
- Avoids or rarely makes eye contact with others
- By age four months, does not coo or smile when interacting with others
- By age one, does not play games such as peek-a-boo or pat-a-cake or wave bye-bye
- By age two, does not imitate parent or caregiver doing everyday things, such as washing dishes, cooking, or brushing teeth
- By age three, does not play with others
- Acts aggressively on a regular basis, hurts self or others

HEARING

- Has frequent earaches
- Has had many ear, nose, or throat infections
- Does not look where sounds or voices are coming from or react to loud noises
- Talks in a very loud or very low voice, or has an unusual sound
- Does not always respond when called from across a room even when it is for something that the child is usually interested in or likes
- Turns body so that the same ear is always turned toward a sound

SEEING

- Has reddened, watery eyes or crusty eyelids
- Rubs eyes frequently
- Closes one eye or tilts head when looking at an object
- Has difficulty following objects or looking at people when talked to
- Has difficulty focusing or making eye contact
- Usually holds books or objects very close to face or sits with face very close to television
- Has an eye or eyes that look crossed or turned, or eyes do not move together

MOVING

- Has stiff arms or legs
- Pushes away or arches back when held close or cuddled
- By age four months, does not hold head up
- By age six months, does not roll over
- By age one, does not sit up or creep using hands and knees, does not pick up small objects with finger and thumb
- By age two, does not walk alone, has difficulty holding large crayons and scribbling
- By age three, shows poor coordination and falls or stumbles a lot when running, has difficulty turning pages in a book
- By age four, has difficulty standing on one foot for a short time
- By age five, does not skip or hop on one foot, has difficulty drawing simple shapes

COMMUNICATING

- By age three months, does not coo or smile
- By age six months, does not babble to get attention
- By age one, does not respond differently to words such as “night-night” or “ball”; does not say words to name people or objects, such as “mama” or “Bottle”, or shake head “no”
- By age two, does not point to or name objects or people to express wants or needs; does not use two-word phrases, such as “want juice” or “mama go”
- By age three, does not try to say familiar rhymes or songs; cannot follow simple directions
- By age four, does not tell stories, whether real or make-believe, or ask questions; does not talk so that adults outside the family can understand

THINKING

- By age one, has difficulty finding an object after seeing it hidden
- By age two, does not point to body parts when asked such questions as “Where’s your nose?”
- By age three, does not play make-believe games
- By age three, does not understand ideas such as “more” or “one”
- By age four, does not answer simple questions, such as “What do you do when you are hungry?” or “What color is this?”
- By age five, does not understand the meaning of today, yesterday, or

tomorrow

Special Education Process Timeline

15 Days

- **Referral**
  - By parents, guardians, teachers, doctors, agencies, or others who are familiar with the child
- **Problem Solving Team**
  - Respond to reason for referral
  - Document response to pre-referral intervention
  - Continue intervention; If appropriate, refer to multi-disciplinary team member for next steps

15 Days Minimum

- **Informed Consent**
  - Meet or Call Parent to explain:
  - Notice of Parent Guardian Rights and Procedural Safeguards
  - Prior Written Notice (PWN) & proposed assessment plan
- **Assessment Plan**
  - Describe reason for assessment
  - Identify areas to be assessed
  - Check type of tests or procedures to be used
  - Obtain parent guardian permission to assess
  - Note who will conduct assessments

60 Days

- **Receipt of Parent Guardian Consent**
  - Assessment begins when parent guardian permission is received
- **Multidisciplinary Assessment Begins**
  - Assess in all areas of suspected disability, such as:
    - Academic or Pre-Academic Achievement
    - Social, Emotional, and/or Adaptive Behavior
    - Psychomotor Development
    - Communication Development
    - Vision/Hearing
    - Intellectual Development
    - Vocational/Career Development
    - Other (e.g., audiological, health, independent evaluation, etc.)
- **IEP Team Meeting**
  - Provide Notice of Meeting
  - Provide Notice of Parent Guardian Rights and Procedural Safeguards
  - Discuss present levels of performance
  - Determine eligibility for special education services
  - Identify impact of disability on educational performance

- If eligible go to next section

- **Development of IEP**
  - Develop goals and objectives
  - Discuss special factors, including means of state testing
  - Identify supplementary aides & services;
  - Determine special education and/or related services
  - Discuss location, % time in general education
  - Make clear offer of FAPE
  - Obtain parent guardian consent

ASAP

- **Implement IEP**
  - Provide PWN after IEP clarifying offer of FAPE
  - Provide special education services per written IEP

1-YEAR

- **Annual Review of IEP**
  - Send Notice of Meeting to convene prior to the due date at a mutually convenient time to review progress on prior goals and propose IEP
  - Incorporate parent input into teacher(s) and/or specialist(s) reports
  - Modify or add goals, objectives, special factors, etc.
  - Offer FAPE in least restrictive environment
  - Obtain parent guardian consent
  - Provide copy

Eligibility Criteria

What makes a child eligible for special education services?

Children who exhibit learning problems and meet specific eligibility criteria may qualify for special education under one of the following areas:

Autism
Deaf/Blindness
Deafness
Emotional Disability
Hearing Impairment
Intellectual Disability
Multiple Disabilities

Orthopedic Impairment
Other Health Impairment
Specific Learning Disability
Language or Speech Disorder
Traumatic Brain Injury
Visual Impairment, including Blindness

Eligible children may exhibit a variety of learning problems. For a complete description of the eligibility criteria, go to the Riverside County SELPA website – www.rcselpa.org – Resources/Policies and Procedures tab – look under Assessment – *"Best Practices for Special Education Evaluations"*.

What other help is available if my child does not meet special education eligibility criteria?

If a student does not meet the special education eligibility requirement, (i.e., the student's disability did not significantly affect the student's ability to learn) a student ***may*** qualify for services or accommodations under Section 504. Students who qualify under Section 504 are not required to have a written IEP document; however, there may be a written 504 Plan.

Congress passed **Section 504 of the Rehabilitation Act in 1973**. It is a civil rights statute designed to prevent discrimination against individuals with disabilities. It states that:

> No otherwise qualified individual with handicaps in the United States, shall, solely by reason of his/her handicap, be excluded from the participation in, be denied benefits of, or be subjected to discrimination ***under any program or activity receiving federal financial assistance...***

Who is considered to be "otherwise qualified under 504"?

- All students with disabilities who are entitled to attend school under state law
- Parents with a disability
- An employee with a disability who can, with or without reasonable accommodation, meet the essential requirements of a job
- Under the Americans with Disabilities Act (ADA), persons who are discriminated against because of their association with individuals with disabilities

Who is an "Individual with a Disability"?

A person who:

- Has a physical or mental impairment which substantially limits a major life activity;
- Has a record or history of having such an impairment; or
- Is regarded as having such impairment

What are considered "Major Life Activities"?

Major life activities include seeing, hearing, speaking, walking, breathing, learning, working, caring for oneself, and performing manual tasks.

What are some examples of disabling conditions?

Some conditions that entitle a student for a 504 Plan may include: intellectual disability, learning disabilities, emotional disability, AIDS, cancer, alcohol addiction, attention deficit disorder, diabetes, asthma, physical disabilities, behavior disorders, etc., so long as they substantially limit a major life activity***.***

What are some sample services and accommodations which are considered reasonable under Section 504?

- Adaptations in regular education programs
- Repeating and simplifying instructions for in-class and homework assignments
- Supplementing verbal instructions with visual instructions
- Using behavioral management techniques
- Adjusting class schedules
- Providing accommodations during classroom, district or state testing
- Using computer aided instruction or other audio-visual equipment/technology
- Selecting modified textbooks or workbooks
- Use of NCR paper or photocopying for note taking
- Regular administration of medication or non-certified nursing procedures
- Arrangements for consultation and special resources such as reducing class size
- Use of school-wide and/or targeted interventions

What are the Procedural Safeguards of Section 504?

Parents of students who have a disability must be provided with ***NOTICE*** of their rights prior to conducting an evaluation, making identification, or making a significant change in the student's placement. Parents and employees have a right to file a grievance with the LEA. Every LEA has a Section 504 Compliance Officer. Parents are also entitled to file a request for a due process hearing. Alternative dispute resolution strategies are encouraged to promote win-win resolution of concerns on behalf of the child.

Infant/Early Start Services
Individualized Family Service Plan (IFSP)

For detailed information on IFSP, please refer to

Policy and Procedures for Students with Disabilities Birth to Three

Go to www.rcselpa.org under the Resources/Policies/Procedures tab

The Riverside County Office of Education *Infant Circle Program* (951) 826-7101 receives referrals, conduct evaluations, and provides special education services to babies born with a low incidence disability (blind, deaf, deaf-blind, orthopedic impairment). The Inland Regional Center *Early Start Program* (909) 890-3000 or the *Early Start Family Resource Network* (909) 890-4788 can help families of babies with delays in other developmental milestones.

Who qualifies for an IFSP?

An IFSP is written for infants/toddlers, (between the ages of birth and thirty-six months) who have disabilities and their families. The child is assessed and if he or she meets eligibility criteria, an IFSP is developed.

What is an IFSP?

An IFSP is a written plan for providing early intervention services to infants and toddlers. The IFSP is a family focused plan, which documents the following:

- Child's eligibility
- Parent concerns and priorities
- Health history
- Present levels of functioning
- Goals and outcomes appropriate to the needs of the child and the family
- Services to be provided
- Any other relevant information which is required to meet the needs of the child and his/her family

What is a transition IFSP and timeline for developing an IEP?

A transition IFSP is held during the period when the child's age is two years six months to two years nine months. The purpose is to develop a plan for initiating the referral to the child's district of residence.

Prior to the child's third birthday, the IFSP team must meet to discuss eligibility. If the child is eligible for special education services under Part B of the Individual with Disabilities Educational Act (IDEA), then an Individualized Education Plan (IEP) is written for the child at this meeting.

Who participates in the development of the IFSP during transition?

The IFSP Service Coordinator will contact the parent and the LEA to coordinate the meeting within thirty days following notifications that transition planning will occur. The following participants are typically invited for the transition IFSP: Parents, Early Start Service Coordinator, Service providers (as needed), and LEA representative. Other family members, advocates, persons familiar with the child may be invited by the parent.

What must the IFSP contain to facilitate transition?

For those students who may be eligible for special education preschool services from the LEA under Part B of IDEA, the team must consider and include the following points:

- The information necessary for transition to the LEA, including evaluation and assessment information to determine eligibility for regional center and/or special education services.
- The regional center or LEA responsible for assessment and their timelines.
- The people responsible for convening the initial IEP and final IFSP meeting and the Regional Center person responsible for developing an Individual Performance Plan (IPP) if necessary for the toddler by age 3.
- Review of progress toward outcomes.
- Discussion about options and the transition plan.
- A statement of the steps outlined to ensure that the referral to the LEA is received in time to process, assessments are completed, an IEP is implemented by the child's third birthday, and a referral for evaluation will be made no later than the time the toddler is two years nine months of age or before the LEA break in school services.

The Individualized Education Program (IEP) Team Process

What is an IEP?

The IEP is a written plan for the child who qualifies for special education services.

What is an IEP Team Approach?

The IEP team approach is the collaborative effort between *You*, your child's teacher(s), and significant others. The IEP team develops the IEP at a meeting that must be held at a mutually convenient time and place for all participants. The teacher(s) and other individuals who work with your child are responsible for designing learning tasks and activities which correspond with the goals and objectives written in the IEP. They must also keep a record of your child's progress.

Who is on the IEP Team?

The IEP team that develops the IEP must include:

- *You,* the parent/guardian
- An administrator or designee who is knowledgeable about general curriculum and about availability of LEA resources
- Your child's special education teacher(s)
- At least one general education teacher if your child is or might be participating in a general education environment
- Your child (if appropriate)
    - ✓ Beginning at age 16, younger if agreed; your child needs to be in attendance at the IEP meeting
    - ✓ Beginning at age 17, your child must be given information regarding transfer of parental rights and procedural safeguards when he/she turns 18 years old
- A person who had conducted the assessment of your child or someone who understands the assessment procedures used with your child and who is familiar with the results
- Other support persons, as decided by the school and/or yourself

What steps does the IEP team follow in developing the IEP?

- The IEP team reviews the findings of the assessment and establishes your child's eligibility for special education services. Feel free to ask questions if you do not understand the test results.
- Your primary concerns, the child's strengths, his/her present levels of performance, and the areas of need for extra special education support are documented.
- Annual Goals are written for each area where the team has identified a need. Goals describe how the team wants a student's competence to change after instruction, usually over the period of a year.
- Short term objectives may be written for students participating in an alternate functional skills curriculum. Objectives are incremental steps to be taken to reach the goals. They are specific, meaningful, observable, and measurable. Objectives are based on a particular activity and easy to understand. The objective identifies who will measure the results and how they will do it.
- The team will ask if you agree with the goals and objectives that have been generated.
- The team will review classroom and testing accommodations and/or modifications.
- For students turning age 16, the team will obtain assessment information to lead to the creation of a Transition Plan. This is to help map out strategies for the student to successfully transition from school to work and/or continuing education.
- For high school, the team will review graduation requirements for diploma vs. certificate of completion. A summary of performance (SOP) will be completed upon completion of educational program with diploma or age out.
- Special factors such as impact of a low incidence disability, behavioral challenges, English learner needs, and statewide assessment are discussed and documented.
- All possible program options are explored, and the least restrictive placement option that will allow your child to benefit from the agreed upon goals and objectives is chosen.
- Appropriate supplemental aides and services, modifications and supports, special education and/or related services are identified, with specific frequency and duration.
- After the team has made an offer for a Free Appropriate Public Education (FAPE), the parents need to give written consent for the IEP to be implemented.
- Parents are provided with a copy of the IEP, preferably at end of the IEP meeting. You can request that a copy also be provided to you in your primary language.

- You may take the IEP forms home to review before you sign, but services cannot start without your signed permission on the IEP form. You or any other member of the team may suggest that the IEP meeting be completed at another time.
- If, after at least three attempts by the LEA to engage your participation, you choose not to attend the meeting, the other members of the IEP team will meet on the scheduled day and develop the program in order to meet compliance timelines. A copy of the completed IEP will be sent to you for your review and written consent.

What must the IEP contain?

The form used to record the IEP is designed by the SELPA. It is up to the IEP team members to ensure that each IEP contains the following specific items:

- Parent consent and the signature of all IEP team members.
- Your child's present levels of educational performance.
- Annual goals and short-range instructional objectives, if appropriate.
- Method by which progress on goals will be evaluated and reported to parents/guardians.
- Persons responsible for implementation of the IEP goals.
- Determination of need for special factors:
    - assistive technology devises or services;
    - low incidence services, equipment and/or materials (for blind, visually impaired, deaf, hard of hearing, or orthopedically impaired);
    - regular or specially designed physical education;
    - none, regular education, or special transportation;
    - English language learner needs related to the IEP; and/or,
    - need for positive behavioral supports and interventions.
- Description of the accommodations and modifications to be used in the general education or special education classroom.
- Special education instruction, related services and supplementary aids and services, and program modifications or supports. Frequency and duration must be noted.
- Extent to which your child will participate in regular education programs. If your child changes program or placement, the IEP must include provisions to help your child make a successful transition. Also included should be an explanation of the extent of which your child will NOT participate in regular education classes and any harmful effects of this decision.
- Description of supports/modifications to school personnel, if needed.

- Reason for the type of educational placement/services.
- Projected initiation date and projected duration of IEP.
- Description of state approved accommodations and modifications to be utilized by child when taking LEA and state assessments. The accommodations and modifications listed must also be used for classroom use.
- For students with disabilities grades 7 and above, projected date of graduation with recommendation for diploma vs. certificate of completion which includes the number of credits required and earned. Additionally, CAHSEE scores are included.
- Determination of need for extended school year services and data to support decision.
- Pre-vocational/vocational and career development, as appropriate. For students 16 and older, the IEP must include transition goals and services which promote movement from school to post school activities based on interview of student/collaboration of team.
- Change in location transition plans *(i.e., preschool to elementary school; public school to adult service provider).*
- Information about the transfer of educational rights prior to age 18.

What special education service options are available?

Special education services means that unique combination of facilities, personnel, location, or equipment necessary to provide instructional services to students with disabilities as specified in the IEP document. Check the primary service as determined by the IEP team.

- **General Education Class** – The student does not qualify for special education programs and/or services. His/her needs can be met in the general classroom with (or without) modifications.
- **General Education Class with Supplemental Services and Aids** – The student qualifies for special education services and placement will be in the general education classroom with support services (e.g., consultation, accommodations).
- **General Education Class with Related Services** – The student qualifies for itinerant special education services. Services will be provided in the general education classroom.
- **General Education Class with Consult and/or Collaboration from the Special Education Staff** – The student receives all special education services in the general education classroom from both the general education and special education staff planning and working together on the service delivery and accommodations.

- **General Education Class with Specialized Academic Instruction –** The student obtains direct support from special education personnel within the general education classroom.
- **General Education Class with Specialized Academic Instruction (pull-out model) -** The student works with the special education staff in another portion of the general education classroom or separate classroom up to 49% of the school day.
- **Separate Classroom with Specialized Academic Instruction for Majority of the Day (Mild/Moderate)** – The student works with special education staff in a separate classroom for 50% or more of the school day.
- **Separate Classroom with Specialized Academic Instruction for Majority of the Day Utilizing Alternate Curriculum Standards (Moderate/Severe)** – The student works with the special education staff in a separate classroom utilizing alternate curriculum and standards for the majority of the day.
- **State Special School Referral** – The IEP team may recommend placement in a state special school only upon finding that no appropriate placement is available in the SELPA. Referrals for further assessment to the California School for the Deaf and/or Blind or the Diagnostic Centers shall not constitute placement in a state special school.
- **Nonpublic School (NPS)** – A school under contract with the SELPA to provide a continuum of program services. Qualified students may be served in a NPS setting if neither the LEA nor county office has an appropriate program. As a NPS placement entails additional expenses to the local education agency, each NPS placement must be approved by the local school board.
- **Alternative Education** – These programs include community school, juvenile court schools, independent study, home instruction, and hospital setting.
- **Home/Hospital Instruction** – Refers to special education services provided to eligible students in a home teaching program or a hospital setting. When recommending placement for home instruction, the IEP team shall have in the assessment information a medical report from the attending physician or a report of the psychologist stating the diagnosed condition and certifying that the severity of the condition prevents the student from attending a less restrictive setting. The IEP team shall review and revise the IEP whenever there is a significant change in the student's current medical condition.
- **Instruction in Non-Classroom Setting** – A special education program option for older (18-22) students with severe disabilities continuing their public school education in a non-classroom setting.

Decisions about placement and services must be based on offering a free appropriate public education (FAPE) in the least restrictive environment (LRE) able to meet the unique needs of the child.

Special Education Service Options
Least Restrictive

General Education Class

General Education Class with Supplemental Services and Aids

General Education Class with Related Services

General Education Class with Consult and/or Collaboration from the Special Education Staff

General Education Class with Specialized Academic Instruction (in-class support model)

General Education Class with Specialized Academic Instruction (pull-out model)

Separate Classroom with Specialized Academic Instruction for most of the Instruction (Mild/Moderate)

Separate Classroom with Specialized Academic Instruction (Moderate/Severe)

State Special School Referral

Non-Public School

Alternative Education

Home/Hospital

Instruction In Non-Classroom Setting

Most Restrictive

Transition Services Planning
Preparing for Adulthood

Transition Services Planning is a required part of the IEP that is put in place prior to the student turning 16 years of age, or sooner if necessary. If the student will turn 16 during the year ahead, this may be included in the annual IEP. Transition planning is a long-range plan to support the student's movement into the adult world.

What are the best strategies for successful transition planning?

- Student participation and input
- Family involvement
- Transition plan based on current transition assessment
- Measurable post-secondary goals in the areas of education or training, employment, independent living, and community experiences
- Appropriate annual goals that are developed based on the transition assessment and reviewed annually, to support the long range planning that addresses identified areas of need
- Transition activities that address areas of need based on transition assessment and post-secondary goals
- Review of high school course of study to ensure alignment of appropriate instruction to support student's post-secondary goals
- Appropriate transition services and other related services, as appropriate, to support transition activities that enable the student to meet transition goals
- Identify the person/agency responsible to assist with meeting their transition goals
- Notification to the family that educational rights transfer to the student at age 18

How can I help my child in 9th Grade?

- Encourage as much independence as possible!
- Discuss interests by asking, "What do you like to do?"
- Discuss career plans, options, and goals with your child.
- Develop a systematic, four-to-six-year plan of study.
- Review with your child the necessary requirements for high school graduation.
- Become aware of the career training opportunities in school and in the community.
- Understand education and training requirements in career areas of interest.
- Help your child become familiar with student organizations or clubs in school or in the community and encourage their participation.
- Stress the importance of staying in school and earning a diploma.

- Understand the difference between high school and the postsecondary world; explore the supports available at college or work.

How can I help my child in 10th Grade?

- Encourage as much independence as possible!
- Review your son or daughter's academic performance and progress toward the four-to-six-year plan of study.
- Check on financial aid and scholarship opportunities.
- Encourage your son or daughter to attend career fairs or attend them with your son or daughter.
- Encourage your son or daughter to talk with people who work in positions related to careers of interest to him or her.
- Assist your son or daughter in exploring degree or vocational programs available at your local community college.
- Continue to stress the importance of staying in school, earning a diploma, and pursuing post-school options.
- Review the eleventh and twelfth grade plan of study with your son or daughter and include in it as many general education classes as appropriate.

How can I help my child in 11th Grade?

- Encourage as much independence as possible!
- Help your son or daughter check on college entrance exam dates and registration procedures.
- Review your son or daughter's academic performance and progress toward the four-to-six-year plan of study.
- Assist your son or daughter in identifying entrance requirements of various postsecondary career training options in the community.
- Review graduation requirements and your child's progress toward earning a diploma.
- Assist your son or daughter in checking on financial aid and scholarships.
- Review the twelfth-grade plan of study for your son or daughter and include in it as many general education classes as appropriate.
- Help him or her learn about the salary and benefits in his or her career area of interest.
- Assist him or her in identifying education/training requirements for his or her area of interest.
- Encourage volunteer or service-learning experiences.
- Encourage work experiences.

How can I help my child in 12th Grade?

As a parent, one of your goals will likely be for your child to do as much as possible by himself or herself by the twelfth grade. Specific goals may include the ability to:

- Check due dates for financial aid and scholarships.
- Recheck graduation requirements and your child's progress toward graduation.
- Complete and check applications to postsecondary education or career training options.
- Learn about available support services in college or career training options (e.g., Disabled Student Services).
- Learn about costs associated with post-school training and/or living arrangements.
- Learn about their disability-related needs that may impact postsecondary success and develop a plan to address those needs.
    - The Summary of Performance (SOP) form may be a resource for this goal.
    - The SOP is a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting post-secondary goals.
    - It is developed for each student whose eligibility for special education is terminated due to graduation with a regular diploma or reaching maximum age of eligibility.
    - It is accompanied by a Prior Written Notice form as the student will be exiting from special education services.

What are my child's rights regarding participation in graduation?

The California Department of Education (CDE) has advised LEAs that students with disabilities must be allowed to participate in any graduation ceremonies and scheduled activities related to graduation *even if they have not passed the CAHSEE or completed the required coursework for a regular diploma*. CDE advised that by meeting any one of the following requirements in Education Code Section 56390 the student may participate in graduation activities and should receive a Certificate of Achievement:

(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her IEP, **or**

(b) The individual has satisfactorily met his or her IEP goals and objectives during high school as determined by the IEP team, **or**

(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her IEP, and has met the objectives of the statement of transition services.

Any student who meets <u>one</u> of the above in (a), (b), or (c) is eligible to participate in all graduation activities, including walking at graduation. The High School will award these students a Certificate of Achievement or Completion.

Transition Checklist
For Parents and Students

Parents can support their son or daughter through the transition activities listed in the checklist below. This list offers a variety of activities for a student to consider when preparing his or her individual transition plan section of the IEP. The student's skills and interests will determine which items on the checklist are relevant. The list can also help identify who should be part of the IEP team. Responsibility for who carries out which specific activities should be determined at the IEP meetings.

Four to five years before leaving the school district:

- Identify personal learning styles and the accommodations necessary to becoming a successful learner and worker.
- Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for postsecondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate your interests, preferences, and needs effectively.
- Be able to explain your disability and the accommodations you need.
- Learn and practice informed decision-making skills.
- Investigate assistive technology tools that can increase your community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options outside of the family.
- Investigate money management and identify necessary skills.
- Acquire an identification card and practice skills in communicating personal information.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

Two to three years before leaving the school district:

- Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.) and invite them to the IEP team meeting.
- Match career interests and skills with vocational course work and community work experiences.
- Gather more information on postsecondary programs and the support services offered.

- Make arrangements for accommodations to take college entrance exams, if appropriate.
- Identify health care providers and become informed about sexuality and family planning issues.
- Determine the need for financial support (Supplemental Security Income, State Financial Supplemental Programs, Medicare, etc.).
- Learn and practice appropriate interpersonal communication and social skills for different settings (employment, school, recreation, etc.).
- Explore legal status with regard to decision making prior to age of majority.
- Begin a résumé and update it as needed.
- Practice independent living skills (budgeting, shopping, cooking, housekeeping, etc.).
- Pursue and use local transportation options outside of the family.
- Learn about money management and identify necessary skills.
- Identify needed personal assistant services; and, if appropriate, learn to direct and manage these services.
- Learn and understand the laws that impact postsecondary opportunities and develop and practice self-advocacy skills.
- Participate in work experience.

One year before leaving the school district:

- Apply for financial support programs (Supplemental Security Income, independent living services, vocational rehabilitation, and personal assistant services).
- Identify the postsecondary school you plan to attend and arrange for accommodations.
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at postsecondary educational and work environments.
- Specify desired jobs and obtain paid employment with supports, as needed.
- Take responsibility for arriving on time to work, appointments, and social activities.
- Register to vote and, if male, register for the selective service.
- Parents and teachers: Inform students of their rights one year before they reach the age of majority (18).

How to Prepare for an IEP Meeting

Preparing for an IEP meeting can sometimes feel like going through a maze. However, by keeping the child at the center of the conversations and making decisions on his or her behalf makes it easier!

What can I do prior to prepare for my child's IEP meeting?

- Be sure to respond to the IEP notification sent to you! You are invited and encouraged to attend as a member of the team to develop, review, and/or revise your child's IEP.
    - You may reschedule the meeting or ask to attend via phone conference.
    - If you need to reschedule, notify the school as soon as possible.
    - Have a couple of alternative dates ready when you call.
- Be clear on the purpose of the IEP meeting (example – initial, annual, triennial, or addendum) as this will help you prepare and enter with confidence.
- Sit down with your child and others involved in his/her education, brainstorm strengths, needs, and challenge areas.
    - List some of the areas you would like to share with the IEP team.
- Write down your questions and concerns. This will help the IEP meeting move smoothly as well as address your concerns.
- Review copies of your child's previous IEP prior to your meeting.
    - If you cannot find it, you may make a written request for a copy from the school. (Remember, it may take up to 5 business days to get a copy).
- If you have specific areas or goals in mind, contact the case carrier prior to the team meeting to discuss your ideas so they may be included in the meeting conversation.
- If one of the purposes of the meeting is to address a change in program or transition to a new school, you may want to find out more information prior to the IEP.
    - If you would like to visit that program, contact your child's special education teacher for help to set up a visitation date and time.
- If you wish to tape record the IEP team meeting, notify the IEP team at least 24 hours before the meeting. You may indicate this on the IEP conference notice if returned within the timeline above and/or via fax or email.

What is my role during the IEP meeting?

- Be introduced to everyone at the meeting and, if their title is not determined, ask them in what capacity they serve your child
- Actively listen
- Share your child's needs, strengths, what motivates him/her

- Give input and feedback
- Ask questions, especially if the team is referring to terms with which you are not familiar
- Take notes
- Be an equal partner in the decision making process

What are some tips for communicating effectively in an IEP meeting?

- Have a positive attitude
- Give and expect treatment with respect;
- Acknowledge that everyone on the team has feelings
- Keep your child as the focus of the IEP process
- Involve your child whenever possible
- If you have goals in mind, let the team know what they are, in advance if possible
- Remember that the team is there to make your child successful
- Remember, you share a common goal
- Keep the lines of communication open
- Be fair and be willing to compromise

What about implementation of the IEP?

- If you consent with the IEP as written, it will be fully implemented.
- If you do not agree with all the parts of the IEP, you may sign consent only for those portions of the program with which you agree.
    - Those portions you agreed upon will be implemented without delay.
    - It is important to continue to work with the IEP team to reach full agreement.
- If you consent with the IEP and later decide you disagree with any part of it, you may request, in writing, an IEP meeting to discuss this concern.
- Even if you consent with the IEP, at any time you may **revoke consent**, in writing. This action is not retroactive. The student will exit from special education. If, in the future, you seek re-enrollment in special education, the request will be treated as an initial assessment.

What should I do after the IEP meeting?

- Review the results of the meeting with your child, if appropriate.
- Maintain communication with your child's teacher.
- Check that new services or resources were put in place.

- Verify the related service providers have seen the current IEP (if appropriate).
- Visit your child's program on a regular basis.
- Periodically check the IEP against schoolwork for consistency.
- Monitor homework and support your child as needed for completion.

Evaluate progress

- Are you receiving periodic reports from school on progress or problems?
- How is your child progressing?
- How does your child feel he/she is doing?
- Is your child happy at school?
- Do you think the program is working?
- Are there some changes you would like to make? If so, can they be done informally, or do you think they require a more formal agreement or new IEP?

Keep Accurate Records

As the parent/guardian of a child with a disability, *You* have gathered a tremendous amount of information about your child from various professionals and service agencies. Each time You seek services for your child, *You* will be asked to supply this information.

As the primary decision maker, observer, and advocate for your child, it is to your benefit to keep accurate, up-to-date records.

Here's an effective way to keep your information organized. Keep records in a loose-leaf binder with a picture of your child on the cover and tabbed dividers within. Suggested sections for your notebook are:

- Background Information
- Developmental History
- Medical History and Medical Records
- Family Health History
- Educational History
- Educational, Psychological, and Therapy Reports
- IEP, including Long-Term Goals (with or without short-term objectives)
- Samples of past and present work
- Records from outside agencies (*e.g., Regional Center, etc.*)
- Correspondence – Letters you have written and received
- A record of your contacts with school agencies (*e.g., personal visits, phone calls*)
- School Report Cards and IEP Progress Reports

This notebook can be a great resource to you when you go to your child's IEP meeting, or when you visit a new agency or service provider.

*** Remember … Keep Your Notebook Up To Date! ***

Working with the School Program

A well-developed program requires your involvement!

If, as a result of the IEP team meeting, it has been recommended that your child receive services in a special program that you are unfamiliar with, you are encouraged to visit the school and/or classroom. LEA personnel will assist you in arranging a site visit.

Please keep in mind that the schools care about your child and try very hard to provide a high quality, effective program. Your cooperation, understanding, and support are important.

At times, both the school staff and parents/guardians recognize constraints such as geography, limited resources, time restrictions, etc., but given reasonableness by all, **together**, we can provide what each child needs!

What are some effective strategies for resolving differences?
During the course of the special education process, you and the school personnel might disagree about some aspect of your child's education. Listed below are examples of issues that may arise and how to respond.

What if I want my child reevaluated sooner than three years?
If you think that your child's educational program is inappropriate due to outdated information in his/her records, you can request a re-evaluation before its scheduled time. Best practice does not support a re-evaluation in the same areas within 12 months of a previous assessment. It may be appropriate to reassess if additional areas of suspected disability arise which impact educational success.

What if I am interested in requesting an independent educational evaluation?
The parent/guardian has the right to obtain an Independent Educational Evaluation (IEE) at public expense when the parent disagrees with the assessment conducted by the LEA. However, the LEA may initiate a due process hearing to show that its evaluation is appropriate. If the LEA initiates a hearing and the final decision is that the LEA's assessment is appropriate, the parent has the right to an IEE, but not at public expense.

The LEA is not responsible for providing or reimbursing an IEE when parents merely feel the need for additional information about their child, which is not based on a disagreement with LEA assessment results or IEP team findings. Further, when the parent disagrees with an assessment previously conducted by the LEA and obtains multiple IEE reports in the same assessment areas, the LEA will not reimburse the cost of more than one IEE in any one area assessed.

What if I want an IEP meeting sooner than the annual review?
At any time, you can request in writing that another IEP meeting be held. Expressing in your request what your specific concerns are and/or desired outcomes can help the school ensure that the right people are in attendance at the IEP meeting. The LEA has thirty days in which to schedule the IEP meeting.

What if I just want to talk with someone outside of an IEP team meeting?
If you have a concern with the school, make an appointment with the person most closely connected with the area of concern. For example, if you are concerned about a situation in a classroom, meet with the teacher and if appropriate, the school principal. The hierarchy to follow when resolving conflicts provides more examples.

What if I want to file a Uniform Complaint?
If you suspect a school is in non-compliance with state laws or regulations, and the matter cannot be resolved informally, you can file a complaint in writing with the LEA's superintendent using the LEA's uniform complaint procedures.

Steps to Follow in Resolving Conflicts

Site Level

- **Teacher**
  For Educational & Classroom issues, or
- **School Psychologist**
  Assessment, Behavior, and or Program/Placement Issues, or
- **Site Administrator**
  School Safety and Personnel Issues

District Level

- **Program Specialist/Coordinator**
  Program Concerns
- **Special Education Director**
  Educational, Program or Placement Issues
- **Assistant Superintendent of Educational Services or Student Support**
  Site, Personnel, or Educational Issues
- **LEA Superintendent**
  Site, Personnel, Educational Issues

SELPA Level

- **Intake Coordinator**
  Alternative Dispute Resolution (ADR) Strategies
- **SELPA Assistant Director**
  Compliance Issues
- **SELPA Executive Director**
  Local Plan Implementation, Systems Issues

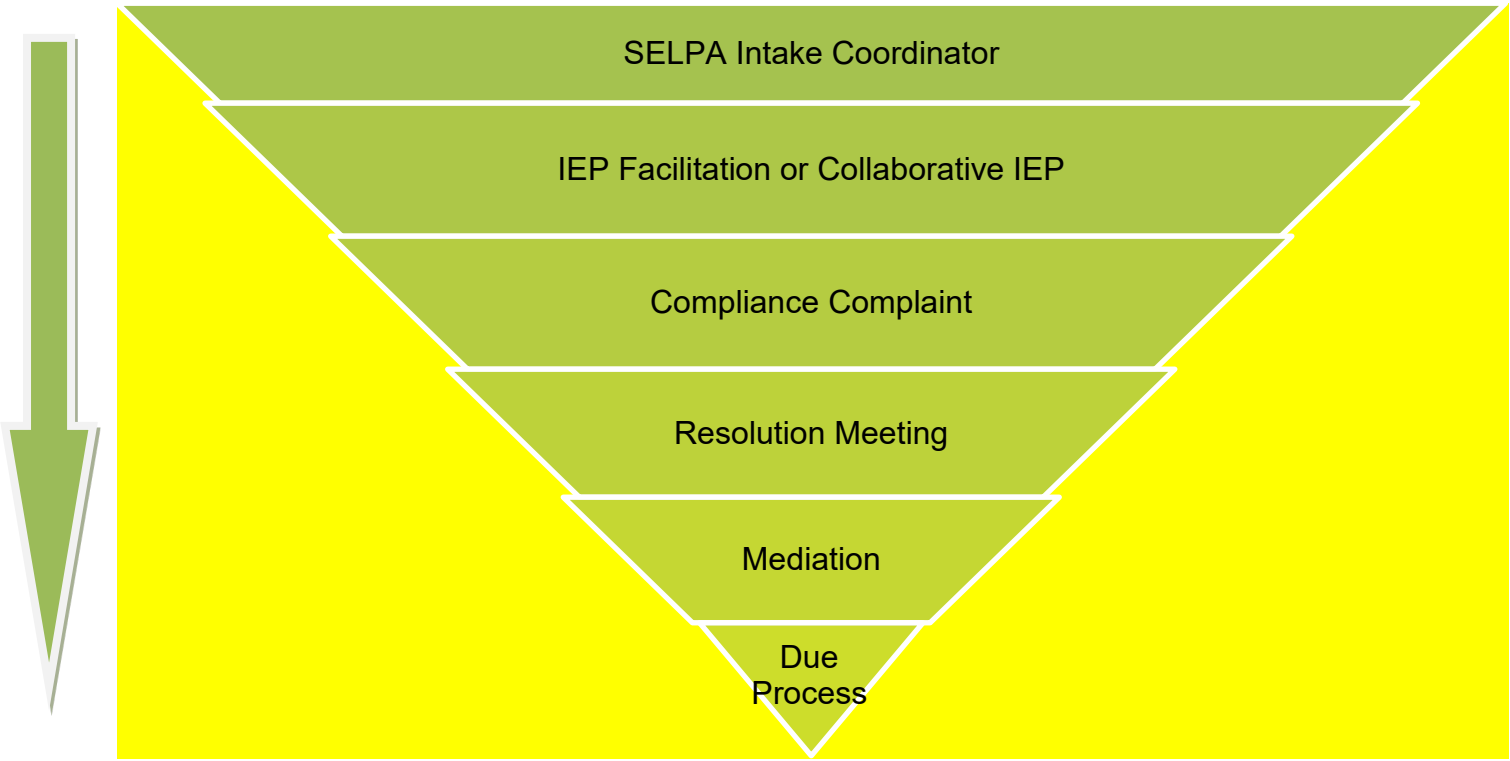
State Level

- **California Department of Education/Special Education Division**
  Issues Dealing with Compliance, Implementation of IEP, Federal and State Education Code
- **Office of Administrative Hearings (OAH)**
  Disputes over assessment, Identification, Educational Placement or Offer of FAPE

Alternative Dispute Resolution (ADR) Continuum

Alternative Dispute Resolution, also known as ADR, is a free service that offers parties the opportunity to resolve disputes collaboratively and avoid time-consuming and costly litigation.

All components of the ADR process are confidential. Confidentiality means the restriction of access to verbal and written communications, including clinical, medical and educational records, to appropriate parties.



Least Intensive

SELPA Intakes:

ADR Intakes are strongly encouraged by SELPA and the California Department of Education (CDE). ADR intakes can come in the form of a phone call, written letter, written notice from Procedural Safeguards Referral Services with CDE, or a potential due process. The SELPA Intake Coordinator is trained to match strategies to the disputes and is available to both parents and LEA staff to assist with the ADR process. During the intake, all concerns are heard and help is provided to both parties in identifying problems and conflicts. Dispute resolution options are discussed and follow up is provided to check on the outcome of the option chosen. The ADR collaborative process allows for both parties to build relationships and is the first step in a positive resolution for both the parent and the local education agency (LEA) so that matters do not escalate into a potential complaint or due process.

IEP Facilitation or Collaborative IEPs (ADR Meeting):

This process provides a choice of additional elements to facilitate or guide the IEP team meeting, including pre-meeting preparation through follow-up tasks. As part of the process, there may be a neutral facilitator who clarifies the agenda and meeting outcomes, enforces working agreements, keeps the group focused on the IEP process, encourages problem solving, monitors time and encourages participation by all team members. Additionally, there is a recorder who records key ideas and information, asks for clarification and makes corrections while maintaining a neutral perspective. The outcome of the facilitated or collaborative IEP is a signed IEP which has been developed collaboratively and with agreement between the LEA and parents.

Compliance Complaint:

A compliance complaint may be filed by a parent when they allege that the LEA has violated education code. The CDE must resolve the complaint within 60 days. It will review all relevant information and make an independent determination about the alleged education code violations. An on-site investigation may be conducted if necessary and a written decision will be provided to the complainant addressing each allegation. Thirty days after the timeline for corrective action, the CDE's Focused Monitoring and Technical Assistance Unit contacts the complainant to confirm that the complaint has been resolved. CDE "Compliance Complaint" Form**:**
https://www.cde.ca.gov/sp/se/qa/cmplntproc.asp

Resolution Meeting:

The resolution meeting is a requirement of IDEA 2004 within 15 days of LEA receipt of a filing for due process. Attorneys are not intended to be involved. This meeting provides the opportunity for discussion and clarification of issues, with both the school and parent, including a neutral facilitator trained to help the parties come to resolution. The team collaboratively determines solutions to the issues and creates a written agreement which in turn maintains a positive rapport between both parties.

Mediation:

Mediation is a way of settling a disagreement through facilitated discussion. At mediation the parties have the help of a trained mediator, who is unbiased and independent. The mediator helps the parties work together to try to find a solution that will satisfy those involved. The parties decide whether or not the dispute is settled. If the parties try mediation but can't reach an agreement, they still have the right to continue to a due process hearing.

Due Process:

Both parents and the LEA have the right to request an impartial due process hearing regarding the identification, evaluation, educational placement or the provision of a free, appropriate public education for a child. ADR is in place to minimize the use of this option and to encourage parents and LEAs to come to agreement before the issues escalate to this level.

Most Intensive

Office of Administrative Hearings (OAH) Special Education Division

For more information regarding Office of Administrative Hearings, please go to: http://www.dgs.ca.gov/OAH

Special Education Division

- Special Education Handbook for Unrepresented parties
- Resource Packet for Unrepresented Parties
- Resource Packet for Districts
- Low Cost or Free Lists of Attorneys and Advocates
- Special Education Calendar
- Decision/Order Search
- Mediation and hearing Surveys-Links and Information

Link to Special Education Due Process Parent Handbook through OAH:

https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Resources

This is a comprehensive guide to understanding Special Education Due Process Hearings at OAH. This User Guide contains answers to frequently asked questions about the hearing process to help parents and other parties better understand California's special education dispute resolution system.

Low Cost or Free Lists of Attorneys and Advocates (Also available by request at SELPA)

Pursuant to California Education Code section 56502(h) and its inter-agency agreement with the California Department of Education, the Office of Administrative Hearings (OAH) is required to maintain lists of free or reduced cost attorneys and advocates and make those lists available to the public. The attorneys or advocates listed on these lists self-certify that they are free or low cost. You should contact the individual attorney or advocate and determine what free or low cost services they provide. OAH does not represent that the individuals placed on the list offer free or low cost services. It is important that if you choose to use these lists that you contact the attorneys and advocates to discuss their fees.

Link to List of Low Cost or Free Special Education Attorneys and Advocates: https://www.dgs.ca.gov/en/OAH/Case-Types/Special-Education/Services/Page-Content/Special-Education-Services-List-Folder/Access-List-of-Low-Cost-or-Free-Attorneys-and-Advocates-for-Special-Education

IDEA Special Education Due Process Complaints/ Hearing Requests

Including Expedited Hearing Requests, A Guide for Parents of Children & Youth (Ages 3-21)

This publication is part of a series about IDEA (Individuals with Disabilities Education Act) dispute resolution options. Parent guides in this series include:

IDEA Special Education Written State Complaints
IDEA Special Education Due Process Complaints/Hearing Requests
IDEA Special Education Resolution Meeting

Office of Special Education Programs
U.S. Department of Education

This publication describes Due Process Complaints/Hearing Requests generally for Part B of the IDEA. It is not intended to interpret, modify. Or replace any procedural safeguards or requirements of federal or state law. Additional information related to California and RC SELPA has been added.

What Is A Due Process Complaint/Hearing Request?

A Due process complaint is a written document used to request a due process hearing related to the identification, evaluation, or educational placement of a child with a disability, or the provision of a free, appropriate public education (FAOE) to the child. The complaint may be filed by a parent or public agency (such as your child's school district). This starts a process that may lead to a formal hearing where a hearing officer decides the outcome.

- Due process complaints may also be referred to as "hearing requests."
- A few examples of when a parent might file a due process complaint include:
  - You disagree with the results of your child's evaluation regarding his or her eligibility for special education regarding his or her eligibility for special education and related services.
  - You think that the individualized education program (IEP) developed by your child's IEP team doesn't meet his or her special education and related service needs.
  - You believe the school is not providing the service included in your child's IEP.
  - You disagree with the school district's placement decision for your child.
- Details on how to file a due process complaint are available from your state educational agency (SEA) at:

https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Resources/Page-Content/Special-Education-Resources-List-Folder/Request-a-Due-Process-Hearing-and-Mediation

Important Things To Know Before Filing A Due Process Complaint/Hearing Request…

The IDEA requires a due process complaint include at least the following information:
The child's name
The child's address, or contact information for a homeless child
The name of the child's school;
A description of the specific problem concerning the child and facts relating to the problem; and
Ideas or suggestions to resolve the matter.
The Parent or school district filing the complaint/ hearing request must send a copy to the other party at the same time it is filed with the SEA.
A complaint. Hearing request that doesn't have the required content may be dismissed or returned, which could delay resolution of the matter.

State regulations associated with the IDEA dispute resolution processes vary widely. Parents and family members are encouraged to contact their state educational agency or SELPA for more information

What Happens After I Request A Due Process Hearing?

- Typically, the hearing office will send a letter to you and the school district with information about what you can expect to happen. This letter often includes:
    - The name and contact information of the hearing officer assigned to your case;
    - Due process timelines and important things that happen in the process:
    - Information about the resolution meeting requirement and available in the area.
- The school district will have 10 calendar days to respond to your due process complaint. If the school district filed the complaint, you will have 10 calendar days to respond to the issues listed in their complaints.
- The school district must schedule a resolution meeting to take place within 15 calendar days of receiving your complaint, unless you and the school district agree in mediation instead. See IDEA Special Education Resolution Meetings immediately following the document.
- If a due process hearing takes place, the hearing officer must mail a copy of the hearing decision to each party no later than 45 calendar days from the beginning of

the hearing timeline or, if the hearing officer granted an extension to the hearing timeline, by the end of that extension.

Questions About Due Process Complaints/Hearing Requests

Is there a time limit for filing a due process complaint/hearing request?
Unless an exception to the time limit applies, the problems you list in your due process complaint must have occurred no more than 2 years before you file the complaint, or from the date you should have known that the problem happened. In some states, the time limit for filing is less than 2 years, so it is important to file your complaint as soon as possible.

Is there a special form that I have to use?
No. Your OAH must make a due process complaint form available, but you do not have to use it. Looking at the form and seeing what information it requests may help you organize your thoughts before writing a complaint.

What is the resolution period?
This is the 30-calendar day period that begins after the school district receives a parent's due process complaint. It is during this time that a resolution meeting takes place. Resolution meetings offer parents and school districts an opportunity to resolve issues before going to a hearing.

Where does my child go to school after I file a due process complaint/hearing request?
From the time a due process complaint is filed until it is resolved, your child stay in his or her current educational placement, unless you and the school agree otherwise. This is often referred to as "pendency" or "stay put." If your complaint involves admission to public school for the first time, with your consent, your child must be placed in the public school until everything related to the due process complaint is resolved.

Do I need an attorney to file a due process complaint/hearing request?
No. A parent doesn't need an attorney to file a due process complaint. Because of the legal mature of due process proceedings. Let everyone involved know you need an interpreter. Contact your OAH for more Information.

What if I need an interpreter?
It is important that you are able to understand and fully participate in the due process proceedings. Let everyone involved know you need an interpreter. Contact your OAH for more information.

For more information on resolving special education disputes and dispute resolution options available under the IDEA, visit the CADRE Website: https://www.cadreworks.org/

Questions About Due Process Hearings

What is a due process hearing?
A hearing is a more formal process than other dispute resolution options. It is conducted by a hearing officer who considers the information provided by each side, may ask questions of witnesses, and makes a decision about the dispute. The hearing officer is neutral and knowledgeable about the IDEA.

When and where does the hearing occur?
The due process hearing should occur at a time and place that is reasonably convenient to the parent and child involved. Hearings sometimes take place over several days. They are often held in public buildings with conference rooms with enough space, such as courthouses, town halls, and libraries.

Can a hearing officer make adjustments to the 45-calendar day hearing timeline?
Yes. The hearing officer may grant a specific extension of the hearing timeline at the request of you or the school.

Who is likely to attend the hearing?
Generally, parents and school staff, their attorneys, witnesses, and others whom they invite may attend the due process hearing, in addition, a parent may choose to allow members of the public to observe the hearing.

What happens with the hearing decision?
The SEA has the responsibility to make sure that the hearing officer's decision is followed unless the decision is appealed. The SEA must also share a copy (with personally identifiable information removed) with the state's advisory panel and make the decision available to the public.

Can I appeal the hearing decision
Yes. Either party may appeal a due process hearing decision. For information on appeals in your state, check with your SEA or parent center. It is important to know exactly how much time you have to appeal. In many states, appeals must be filed in a short period of time, such as within 30 or 60 calendar days after the hearing officer's decision.

Do I have a right to a copy of the hearing record?
Yes. Parents have the right to a record of the hearing, the findings of fact, and hearing decision at no cost to them.

What if the school district doesn't follow the hearing officer's decision?
If the school district isn't following the hearing officer's decision, you may choose to file a written state complaint with the SEA, requesting that they enforce the decision. See IDEA Special Education Written State Complaints for more information.

Considerations About Due Process Complaints/Hearings

- Due process is considered the most adversarial, least collaborative dispute resolution option, and may damage the working relationship between educators and families.
- Certain issues that might be of concern to a parent, such as who a school district hires, are not appropriate for a due process hearing.
- In a due process hearing, a hearing officer who doesn't know your child makes the decision.
- In mediation or resolution meetings, a solution is reached by your, school staff, and others who know your child best.
- Most due process complaints are resolved without the need for a hearing, often through the use of mediation or at resolution meetings.
- To protect the hearing officer officer's fairness, the hearing officer is not permitted to talk to either party individually about the due process complaint or hearing.
- The hearing officer's decision is legally binding, even if you disagree with the outcome, unless the decision is appealed.

Expedited Hearing Requests

An expedited hearing may only be requested in certain situations. This special type of due process complaint is used when parents disagree with a school district's discipline-rated decision affecting their child's placement.

Parents can also file an expedited hearing request when they disagree with a school district's decision about whether a child's behavior is related to their disability. This decision is called a manifestation determination.
A school district may file an expedited hearing request when it believes that a child's behavior could be dangerous to the child or others.

- Expedited hearing requests must include the same information required for a due process complaints.
- States may have different filling requirements for expedited hearing requests. The procedures may also differ from other due process complaints.

What Happens After I file An Expedited Hearing Request?

- A resolution meeting must occur within 7 calendar days, unless you and the school district both agree in writing not to have a resolution meeting, or to use mediation instead.
- If the dispute is not resolved within 15 calendar days, the hearing timeline proceeds.
- The hearing must be held within 20 school days of the expedited hearing request being filed.

- The hearing officer must issue a decision within 10 school days of the date of the hearing.

!* A Note About Expedited Hearing Timelines*!

It is important to keep in mind expedited timeline differences, especially during or close to times when school is not in session, such as summer vacation and extended breaks.

School day has the same meaning for all children including children with disabilities- meaning day when children are scheduled to attend school.

Calendar day means all the days on the calendar, including weekends and holidays.

Questions About Expedited Due Process Hearings

See Also Questions About Due Process Complaints/Hearings

Where does my child go to school after I file an expedited hearing request?

Your child must remain in the educational setting chosen by his or her **IEP** team until the hearing officer issues a decision or the time period for the disciplinary action expires, unless you and the school agree otherwise.

Can a hearing officer extend the expedited hearing timeline?

No. A hearing officer cannot extend the resolution period, hearing date. Or the time for issuing a decision for an expedited hearing request.

What happens after the expedited hearing?

As with any due process hearing decision, the SEA must ensure that the hearing officer's decision is followed, unless the decision is appealed. The SEA must also share a copy (with personally identifiable information removed) with the state's advisory panel and make the decision available to the public.

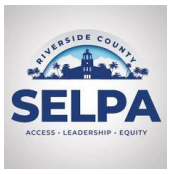
What if I disagree with the hearing decision?

An expedited hearing decision may be appealed. For information on how to file an appeal in your state, you can check with your SEA or parent center. They will know the important timelines and filing requirements.

Sources Of Important Information

For more information in the Riverside County SELPA area,
Please contact us at:

Riverside County Special Education Local Plan Area (SELPA)



http://rcselpa.org
2935 Indian Ave
Perris, CA 92571
Or Call (951)490-0375

The Center for Appropriate Dispute Resolution in Special Education (CADRE) is the national technical assistance center on dispute resolution:

https://www.cadreworks.org
or call (541)686-5060

Information on the individuals With Disabilities Education Act (IDEA) is available online: https://sites.ed.gov/idea/

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What Is A Resolution Meeting?

A resolution meeting is a dispute resolution process that takes place after a parent files a due process complaint/ Resolution meeting offer parents and school districts the opportunity to resolve issues before a due process hearing happens.

- Participants include the parent, someone form the school district who can make decisions on behalf of the school, and individualized education program (IEP) team members who have knowledge about the facts listed in the due process complaint. A parent may also choose to bring an advocate, attorney, or other support person.
- The parent and school district decide together which members of the IEP team should attend the resolution meeting.
- Working together to resolve disputes can prevent the need for a due process hearing, which can be expensive and have a negative effect on relationships.

Some states may provide facilitators for resolution meetings when requested by the parent and school district. There is no requirement in the IDEA that facilitators be made available for resolution meetings.
If you think it would be good to have someone help with communications, you may want to suggest mediation instead of having a resolution meeting. For more information, see IDEA Special Education Mediation.

How Does A Resolution Meeting Happen?

- The School district must hold a resolution meeting within 15 calendar days of receiving notice of a parent's due process complaint.
- The meeting must occur unless the parent and school district both agree in writhing not to have the meeting or agree to use the mediation process.

State regulations associated with the IDEA dispute resolution processes vary widely. Parents and family members are encouraged to contact Riverside County SELPA or their stat educational agency for more information.

Benefits Of Resolution Meetings.

- Resolution meetings are an important opportunity to communicate and improve the relationship between you and your child's school. They provide a chance to work together to resolve issues before a due process hearing takes place.
- The resolution meeting keeps the decision-making with you and the school. In a due process hearing, a hearing officer who does not know your child decides how to resolve the dispute.
- There will be someone at the meeting who can make decisions on behalf of the school district.

Helpful Tips To Prepare For A Resolution Meeting

- Identify the issues as you see them, outline what you feel your child needs, and bring some ideas you have for possible solutions, including practices that have been proven effective.
- Organize your documents and write dates and notes on them. Bring them to the meeting, along with any other materials that support your viewpoint.
- Practice what you want to say at the resolution meeting with a family member, friend, or advocate.
- Try to think of some questions that the school may ask and write down your possible answers.
- Think about how you plan to deal with emotions (your and others) during the meeting.
- The meeting is more likely to result in an agreement if everyone listens carefully to one another and is respectful.

Frequently Asked Questions About Resolution Meetings

What happens at a resolution meeting?
You will be offered the chance to discuss the concerns you identified in your due process complaint, including ways to address those concerns.

Can the resolution meeting be scheduled on a day that school is not in session?
Yes. The school district must schedule the resolution meeting to occur within 15 calendar days of receiving notice of the due process complaint, regardless of whether school is in session.

What if I can't make it to the resolution meeting at the scheduled time?
The school district must make an effort to schedule the meeting at a time when everyone involved can attend. If you are unable to attend the meeting in person. The school district may offer you the option of participation by video conference or conference call.

What if I don't want to participate in the resolution meeting?
Unless you and the school district have agreed to not have the resolution meeting, or to use mediation, it is very important for you to participate in the resolution meeting. If you don't participate, the school district can request that the hearing officer dismiss your due process complaint and cancel the hearing.

What if the school doesn't schedule the resolution meeting?
If the school district fails to schedule the resolution meeting within the required time, you can ask the due process hearing officer to schedule the hearing. See IDEA Special Education Due Process Complaints/Hearing Requests for more information.

Are discussions at the resolution meeting confidential?
Not unless you are the school district agree to keep them confidential. If confidentiality is important to you and the school district, you may sign a confidentiality agreement or include it in your resolution agreement. You cannot be required to sign a confidentiality agreement in order to participate in the resolution meeting.

Can attorneys attend the resolution meeting?
The school district may only bring an attorney to the resolution meeting if the parent chooses to bring an attorney.

What if I need an interpreter?
It is important that you understand and are able to fully participate in the resolution meeting and process. Let everyone involved know that you need an interpreter. Contact your District/Local educational agency (LEA) for more information.

How do I know that the school will follow through with the agreement?
Agreements that families and schools develop together are more likely to be followed. Written resolution agreements that are signed by both the parent and school district can be enforced in court and, in some states, by the SEA.

What if I change my mind about the agreement after the resolution meeting?
Parents or school districts may cancel a resolution agreement within 3 business days after the agreement is signed.

What if we don't reach an agreement during the resolution meeting?
You and the school district could continue discussions after the resolution meeting, working toward resolving the dispute and reaching an agreement.

- You could ask the hearing officer for additional time to resolve the dispute.
- You could try mediation, where the mediator would help facilitate communications between you and the school.

- If you and the school do not come to an agreement within 30 calendar days of your due process complaint being filed, you may proceed to a due process hearing.

Who pays for the resolution meeting?
There is no cost to parents. Unless you hire an attorney, the only cost to you is the time it takes for you to prepare and participate.

For more information on resolving special education disputes and dispute resolution options available under the IDEA, visit the CADRE Website: Directionservice.org/cadre

Important Things To consider About Resolution Meetings

- Participating in the resolution meeting, as well as preparing for the meeting, can be difficult – emotionally and mentally. Taking time to prepare in advance of the meeting can be very beneficial and may increase the likelihood of reaching an agreement.
- If you find it difficult to communicate with the school district, as whether a third party facilitator could assist with the resolution meeting, or suggest trying mediation instead of the resolution meeting.
- There is no guarantee that an agreement will be reached.
- Discussions that take place during resolution meetings are not confidential unless you and the school district agree that they will be.

Source Of Important Information

For more information in the Riverside County SELPA area, please contact us at:

Riverside County Special Education Local Plan Area (SELPA)
http://rcselpa.org
2935 Indian Ave
Perris, CA 92571 Or Call (951)490-0375

The Center for Appropriate Dispute Resolution in Special Education (CADRE) is the national technical assistance center on dispute resolution:

https://www.cadreworks.org
or call (541)686-5060

Information on the **Individuals With Disabilities Education Act (IDEA)** is available online: https://sites.ed.gov/idea/

Riverside County SELPA Agency Members

Alvord USD (951) 509-5045	**Palm Springs USD** (760) 833-2703 x 4805011
Banning USD (951) 922-0224	**Palo Verde USD** (760) 922-4164 x 1243
Beaumont USD (951) 845-1631 x 005379	**Perris Elementary SD** (951) 940-4942
Coachella Valley USD (760) 848-1135	**Perris Union High SD** (951) 943-6369 x 81300
Desert Center USD (760) 413-2646	**Leadership Military Academy** (951) 421-8450
Desert Sands USD (760) 771-8652	**Riverside County Office of Education** (951) 826-6297
Hemet USD (951) 765-5100 x 4080	**Romoland Elementary SD** (951) 926-9244 x 1237
Jurupa USD (951) 360-4144	**San Jacinto USD** (951) 929-7700 x 4246
Lake Elsinore USD (951) 253-7130	**Santa Rosa Academy** (951) 672-2400 x 4214
Menifee Union SD (951) 672-1851 x 49430	**SCALE Leadership Academy** (888) 345-4660
Murrieta Valley USD (951) 696-1600 x 1020	**Val Verde USD** (951) 940-6104
Nuview Union SD (951) 928-0066 x 1711	

Educational Resources

Adult Education

Adult education programs are provided throughout Riverside County for persons 18 years and older. Contact the following LEAs for specific information and programs:

Alvord USD	(951) 509-5010
Banning USD	(951) 922-2740
Beaumont USD	(951) 845-6012
Coachella Valley USD	(760) 398-6302
Corona/Norco USD	(951) 736-3325
Desert Sands USD	(760) 975-5487
Hemet USD	(951) 765-5190
Jurupa USD	(951) 222-7739
Lake Elsinore USD	(951) 253-7093
Moreno Valley USD	(951) 571-4790
Murrieta Valley USD	(951) 696-3805
Palm Springs USD	(760) 442-4450
Perris Community Adult School	(951) 943-6194
Twin Palms (Palo Verde USD)	(760) 922-4884
Riverside Adult & Continuing Education Services	(951) 788-7185

American Diabetes Association

(800) 342-2383
http://www.diabetes.org/

Autism Society Inland Empire

(951) 220-6922
http://www.ieautism.org/

Autism Society of America

(301) 657-0881 or (800) 3AUTISM (328-8476)
http://www.autism-society.org/

Coachella Valley Autism Society

(760) 772-1000

https://www.autismspeaks.org/provider/coachella-valley-autism-society-cvasa

Braille Institute

(800) 272-4553

http://www.brailleinstitute.org/

California Children's Services

(951) 358-5401

http://www.rivcoccs.org/

Our California Colleges Guide

http://www.affordablecollegesonline.org/online-colleges/california/

California Department of Education/Special Education Division

(916) 445-4613

http://www.cde.ca.gov/

Department of Public Social Services

24 Hour Toll Free Child Abuse Hotline: (800) 442-4918

http://www.dpss.co.riverside.ca.us/

For further information, please contact the DPSS office near you:

Riverside ~ (951) 358-4000	**Banning ~ (951) 922-7550**
Blythe ~ (760) 921-5800	**Cathedral City ~ (760) 773-6800**
Corona/Norco ~ (951) 272-5400	**Hemet ~ (951) 791-3200**
Indio ~ (760) 863-7210	**Lake Elsinore ~ (951) 245-3060**
	Perris ~ (951) 940-6600

http://dpss.co.riverside.ca.us/office-locations

California Department of Rehabilitation

(916) 324-1313 or (800) 952-5544 (VOICE) (916) 558-5807 (TTY)

http://www.dor.ca.gov/

Early Start Family Resource Network

(909) 890-4788 - (800) 974-5553

http://www.esfrn.org/

Easter Seal Society

714-834-1111

http://www.easterseals.com/southerncal/who-we-are/contact-us/

Employment Development Department

http://www.edd.ca.gov/Office_Locator/

http://www.edd.ca.gov/

Epilepsy Foundation

800-332-1000

http://www.epilepsy.com/

EXCEED

*(*A Division of Valley Resource Center*)*

http://www.weexceed.org/

Inland Regional Center

(909) 890-3000 ~ Branch Office ~ (951) 826-2600

http://inlandrc.org/

National Alliance for the Mentally Ill (NAMI)

NAMI – Riverside	(951) 369-1913
NAMI – Temecula Valley	(951) 672-2089
NAMI – Mt. San Jacinto	(951) 765-1850
NAMI – Coachella Valley	(760) 200-9198
NAMI – California	(916) 567-0163

http://www.namicalifornia.org/

Post Secondary

The following campuses provide post secondary education at the community college level:

Chaffey Community College	(909) 652-6000	www.chaffey.edu
College of the Desert	(760) 346-8041	www.collegeofthedesert.edu
Crafton Hills Community College	(909) 794-2161	www.craftonhills.edu
Mt. San Jacinto Community College	(951) 487-6752	www.msjc.edu
Palo Verde Community College	(760) 921-5500	www.paloverde.edu
Riverside Community College	(951) 222-8000	www.rcc.edu
San Bernardino Valley College	(909) 384-4400	www.valleycollege.edu

The following local campuses provide post-secondary education at the university level:

Loma Linda University	(909) 558-1000	www.llu.edu
University of California, Riverside	(951) 827-1012	www.ucr.edu
California Baptist University	(877) 228-3615	www.calbaptist.edu
California State Univ., San Bernardino	(909) 537-5000	www.csusb.edu
California State University, San Marcos	(760) 750-4000	www.csusm.edu

Project Workability

(951) 826-6763 or (760) 863-3285 – Desert
https://www.rcoe.us/departments/student-programs-and-services/special-education/workability-i

Regional Occupational Program

Riverside (951) 826-6450 Indio (760) 863-3300
https://www.rcoe.us/departments/student-programs-and-services/career-technical-education

Riverside County Department of Mental Health

****In Case of an Emergency dial 911****
(800) 706-7500 or (951) 358-4500
http://www.rcdmh.org/

Social Security

(800) 772-1213 TTY (800) 325-0778
http://www.ssa.gov/

Team of Advocates for Special Kids (TASK)

(866) 828-8275 or (714) 533-TASK (8275)
http://www.taskca.org/

United Cerebral Palsy of the Inland Empire

(877) 512-2224 or (760) 321-8184
http://www.ucpie.org/

Support Groups

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
http://www.chadd.org/

Community Access Center - http://www.ilcac.org/

Disability Rights California - http://www.disabilityrightsca.org/

Kinship and Youth WarmLine - (800) 303-0001
https://rivcodpss.org/

Links to National & State Organizations

American Printing House for the Blind http://www.aph.org/

California Council of the Blind http://www.ccbnet.org/

California Department of Health Care Services http://www.dhcs.ca.gov/pages/default.aspx

California Educators of the Deaf and Hard of Hearing http://www.cal-ed.org/

California Employment Development Department http://www.edd.ca.gov/

California Foundation for Independent Living Centers – YO!
http://www.yodisabledproud.org/organize/disability-history.php

Center for Applied Special Technology http://www.cast.org/

Disability History Association http://www.dishist.org/

Disability History Timeline http://www.ncld-youth.info/index.php?id=61

Disability Resources http://www.disabilityresource.org/

Learning Disabilities Association of America https://ldaamerica.org/

Museum of Disability History http://museumofdisability.org/

National Federation of the Blind https://nfb.org//

National Organization on Disability http://www.nod.org/

Office of Special Education and Rehabilitative Services
http://www2.ed.gov/about/offices/list/osers/index.html

Social Security Administration http://www.socialsecurity.gov/disabilityssi/apply.html

UC Davis MIND Institute http://www.ucdmc.ucdavis.edu/mindinstitute/education/

U.S. Department of Justice http://www.justice.gov/

Special Education Terminology

The following is a list of terms used in specialized areas, such as education, psychology, and medicine. The definitions of these words are helpful to parents when reading reports, attending meetings, conferences, and/or talking with specialists who work with their child.

Academic - Refers to subjects such as reading, writing, math, social studies, and science.

Access - (1) The right to enter, get near, or make use of something or to have contact with someone. For example, a child with a disability may need transportation to access his special education program. (2) A personal inspection and review of a record, an accurate copy of a record, an oral description or communication of a record, or a request to release a copy of an educational record.

Accommodations - Changes in format, response, setting, timing or scheduling that do not alter in any significant way what a test measures or the comparability of scores.

Adapted Physical Education (APE) - A related service for students with disabilities require developmental or corrective instruction in the area of physical education.

Adaptive Behavior - The ability of an individual to meet the standards of personal independence as well as social responsibility appropriate for his or her chronological age and cultural group.

Administrative Unit (AU) - (same as Responsible Local Agency) A district, county office, or agency identified in a SELPA local plan as having, among other duties, the responsibility to receive and distribute funds in support of the local plan.

Advocate - A person who represents and provides support to children with disabilities and/or their parents.

Age of Majority - Age 18, the age at which special education parental rights and procedural safeguards transfer from the parent to their child with a disability unless conservatorship is made. This must be addressed by the IEP team prior to age 18.

Alternate Assessment - A test designed for the small number of students with severe disabilities who cannot participate in the regular state standardized testing and reporting system. It is a means of including students with the most significant disabilities in the state's assessment and accountability program.

Alternate Curriculum - The curriculum used for students with more significant disabilities to access the core areas of the California State Standards.

Alternative Dispute Resolution (ADR) - An informal and FREE method of settling concerns or disagreements between a parent and a LEA. It is a process that encourages all parties to problem-solve and reach a mutually beneficial agreement through strategies such as professional development, parent training, facilitated IEP meetings, resolution sessions, and mediation meetings.

Americans with Disabilities Act (ADA) - This act prohibits discrimination of individuals based on disability.

Annual Review - A scheduled meeting of the IEP team on at least an annual basis to review, revise, and update the IEP.

Appeal - An integral part of the due process and complaint procedures. If the party filing a complaint disagrees with the findings, the party may give input at the local board presentation of findings or request review of the findings by the State Superintendent of Instruction. A parent or LEA that disagrees with a due process decision may appeal that decision through the court of appropriate jurisdiction.

Applied Behavior Analysis (ABA) - Application of learning principles derived from operant conditioning used to increase or decrease specific behaviors.

Aptitude Test - A test which measures someone's capacity, capability, or talent for learning something.

Assessment/Evaluation - Assessment encompasses all those functions in the testing and diagnostic process. It may include observation, interviews and testing methods to identify if a child has a disability, the severity of that condition, and the child's educational needs based on his or her learning profile.

Assistive Technology - The term "assistive technology device" means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term "assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

At-risk - An infant, child, or youth who has a high probability of exhibiting delays in development or of developing a disability.

Attention Deficit Hyperactivity Disorder (ADHD) - A disorder characterized by symptoms of inattention, hyperactivity, and impulsivity.

Attention Span - The extent to which a person can concentrate on a single task (sometimes measured in length of time).

Audiologist - A professional who studies the science of hearing and provides education and treatment for persons with hearing loss.

Auditory Perception - How a person perceives or hears specific sounds.

Autism Spectrum Disorder (ASD) - A developmental disorder characterized by abnormal or impaired development in social interaction and communication; restricted repertoire of activities and interests; and/or repetitive patterns of behavior.

Behavior Intervention Services - A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior in the least restrictive environment; may include an individualized plan to address behaviors that impede a student's learning or the learning of others and describes positive changes to the environment, supports, instructional materials and strategies to be used to promote alternative replacement behaviors that support classroom success.

Blind - An impairment in which an individual may have some light or form perception or be totally without sight; When a child relies basically on senses other than vision as a major channel for learning.

Braille - A communication system utilizing raised presentation of written materials for tactual interpretation; frequently used by individuals who are blind.

California Children's Services (CCS) - Agency which provides medically necessary physical and occupational therapy for students eligibly under CCS criteria.

California Code of Regulations (CCR) - Contains administrative regulations for the application of Education Code.

California Department of Education (CDE) - State agency responsible for educational policies and procedures required by legislation.

CALPADS (California Longitudinal Pupil Achievement Data System) - The foundation of California's K–12 education data system that allows for tracking a student's academic performance over time.

Child Find - A federal mandate, this is the means to locate and refer all individuals who might require special education.

Code of Federal Regulations (CFR) - Contains administrative regulations for the application of federal laws such as the IDEA.

Cognitive Operations (Skills) - Processes involved in thinking, knowing; analytical or logical:

1. Cognition – comprehension
2. Memory – retention and recall of information
3. Convergent thinking – bringing together of known facts
4. Divergent thinking – use of knowledge in new ways (creative thinking)
5. Evaluation – critical thinking

Cognitive Skills - The act or process of knowing; analytical or logical thinking.

Community Advisory Committee (CAC) - A committee of parents and guardians, including parents or guardians of individuals with exceptional needs, and representatives from schools and community agencies, which has been established to advise the SELPA regarding the development and review of programs under the comprehensive Local Plan.

Community Based Instruction (CBI) - A strategy for teaching functional skills in the environment in which they would naturally occur.

Compliance Complaint - An alleged violation by a public agency of any federal or state law or regulation; Typically filed with the CDE by a person who thinks that a special education law has been violated (e.g., failure to implement a service as specified in an IEP).

Confidentiality - Assurance that no information contained in school records be released without parental permission, except as provided by law.

Consent - Permission from the parent/student or a student eighteen years or older as required by law for assessment, release of records, and implementation of a special education program developed by an IEP team.

Core Curriculum - The LEA-defined curriculum. The core curriculum is the range of knowledge and skills which are included in the LEA-adopted course of study and which

must be learned for successful grade promotion and graduation. IEP goals and objectives should reflect knowledge and implementation of the LEA's core curriculum as adapted for the student with disabilities.

Counseling and Guidance - Counseling in a group setting, provided by a qualified individual pursuant to an IEP.

Criterion-Referenced Testing (or measurements) - Measures individual performance compared to an acceptable standard (criterion) – such as "can correctly name letters of the alphabet" – not to the performance of others as in norm-referenced testing.

Curriculum-based Measurement - Evaluation techniques for monitoring student progress in core academic areas such as reading, writing and math.

Day Treatment - Day Treatment and Day Rehabilitation may be provided by a school-based program or by a non-public school program. Services include assessment, plan development, therapy, rehabilitation, and educationally related services.

Deaf - When a student has a hearing loss so severe that it inhibits language processing and affects educational performance.

Deaf Blind - When a student has a hearing loss and visual impairment which causes severe communication, developmental, and educational problems.

Disability - An inability or incapacity to perform a task or activity in a normative fashion.

Discrepancy - In regard to learning disabilities, the difference between the student's actual academic performance and his or her estimated ability.

Disproportionality - Refers to being out of proportion. Disproportionate representation is the determination that students in special education are over - or under-represented based on race/ethnicity overall or by disability.

Due Process - Procedural safeguards to ensure the protection of the rights of the parent / guardian and the student with a disability under IDEA and related state and federal laws and regulations.

English Language Development (ELD) - A separate core content instructional area for English Learners (EL) to accelerate their English proficiency by promoting the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student. ELD instruction is the direct, systematic, explicit development of vocabulary, grammar, comprehension and expression in both oral and written domains of English using curricula and instructional methods appropriate for second language learners. It is provided during the regular day, based on the ELD state adopted standards, and differentiated for the English proficiency level of each EL until the student is reclassified. All ELs, including those receiving special education services, must receive ELD instruction appropriate to their proficiency level, consistent with the LEA's instructional plan for teaching ELD, and from a teacher authorized to provide such instruction.

Emotional Disability - Because of serious emotional disability a student exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational placement:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors

2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. Inappropriate types of behavior or feelings under normal circumstances exhibits in several situations
4. A general pervasive mood of unhappiness or depression
5. A tendency to develop physical symptoms or fears associated with personal or school problems

Early Childhood Education (ECE) - Early identification and special education services provided to children ages 3-5.

Evaluation - Procedures used by qualified personnel to determine whether a child has a disability and the nature and extent of the special education and/or related services that the child needs.

Expressive Language Skills - Skills required to produce language for communicating with other people. Speaking and writing are expressive language skills.

Extended School Year (ESY) - The term means the period of time between the close of one academic year and the beginning of the succeeding academic year. An extended year program shall be provided for a minimum of 20 instructional days, including holidays. Schools must provide extended year services to individuals with disabilities based on regression and recoupment data. Whether or not an individual is entitled to extended school year services is determined by the IEP team.

Facilitated IEP - A facilitated IEP is an Alternative Dispute Resolution process. A facilitated IEP is developed by a collaborative team whose members share responsibility for the meeting process and results. Decision making is managed through the use of essential facilitation skills.

Focused Monitoring Technical Assistance (FMTA) – The CDE Special Education Division assigns consultants to provide FMTA activities for their assigned counties, districts and SELPAs. The consultants provide information and facilitate access to technical assistance related to program monitoring and program implementation.

Fine-Motor Coordination - Pertains to usage of small muscle groups (writing, cutting).

Formal Assessment - Using published, standardized tests usually for measuring characteristics, such as “intelligence” or “achievement;” tests which have a standard set of directions for their use and interpretation.

Foster Family - Education Code 56155 (b): A family residence that is licensed by the state or other public agency having delegated authority by contract with the state to license, to provide 24-hour non-medical care, and supervision for not more than six foster children, including, but not limited to, individuals with exceptional needs.

Foster Family Home (FFH) - A family residence that is licensed by the state to provide 24-hour non-medical care and supervision of not more than six foster children, including, but not limited to students with disabilities.

Free Appropriate Public Education (FAPE) - A special education program and/or related service(s) as determined on an individual basis which meets the unique needs of each child with a disability at no charge to the parent. Such an educational program and related service(s) are based on goals and objectives as specified in an IEP and

determined through the process of assessment and IEP planning in compliance with state and federal laws and regulations.

Functional Academics - The application of life skills as a means for teaching academic tasks; this is the core of many instructional programs for students with more significant disabilities.

Functional Behavioral Assessment (FBA) - A functional behavioral assessment may be conducted for any student identified as having a behavior problem serious enough to impact the learning of the child him/herself or others.

Grade Equivalent - The score a student obtains on an achievement test, translated into a standard score which allows the individual student's score to be compared to the typical score for students in his or her grade level. A "grade equivalent" score of 6.0 means the score that the average beginning sixth grader makes; a "grade equivalent" score of 6.3 means the score that the average student who has been in sixth grade for three months makes.

Gross-Motor Coordination - Pertains to usage of large muscle groups (jumping, running).

1. Bilateral – Ability to move both sides of the body at the same time (jumping).
2. Unilateral – Ability to move one side of the body without moving the other (hopping).
3. Cross lateral (cross pattern) – Ability to move different parts of the opposite sides of the body together or in different sequences (e.g., skipping, which is a highly integrated movement).

Hard of Hearing - When a student has a hearing impairment, whether permanent or fluctuating, which impairs processing speech and language reception and discrimination through hearing, even with amplification, and which adversely affects educational performance.

Individual Counseling - One-to-one counseling, provided by a qualified individual pursuant to an IEP.

Inclusion – Inclusion is a philosophy and/or practice focused on educating each child with a disability to the maximum extent appropriate, in the school and/or classroom he or she would otherwise attend if he or she did not have a disability. It involves bringing the support services to the child (rather than moving the child to the services).

Independent Educational Evaluation (IEE) – An evaluation conducted by a qualified examiner.

Individual Services Plan (ISP) – Plan that describes the special education and/or related services that an LEA will provide to an eligible student who is voluntarily enrolled by his/her parent(s) in a private school setting.

Individual Transition Plan (ITP) – Plan included in a student's IEP beginning at age 16 or younger, that addresses transition needs and interagency responsibilities or linkages that are needed for the student to successfully transition from school to adult life.

Individuals with Disabilities Education Improvement Act (IDEIA) - The Federal legislation that created amendments to PL 94-42, including the title of the act.

Individuals with Exceptional Needs (IWEN) - A student with a disability whose educational needs cannot be met by modifications of the regular school program and who requires special instruction and/or related services. Excluded are children whose needs are solely or primarily due to the unfamiliarity with the English language or to cultural differences.

Individualized Education Program (IEP) - The IEP is a written educational plan for each special education student that includes instructional goals and objectives based upon the educational needs specified and developed by the IEP team.

Individualized Education Program Team (IEPT) - Comprised of multidisciplinary staff which includes the surrogate parent and open to any other persons charged with care and education of wards of the court and dependents in each local educational agency. The team is responsible for determining special education eligibility for individuals referred to special education services and appropriate educational program goals.

Individualized Family Service Plan (IFSP) - A written plan for providing early intervention services to an eligible child from birth to three years of age. The plan must be developed jointly by the family and appropriately qualified personnel involved in the early intervention. The plan must be based on the multidisciplinary evaluation and assessment of the child and include the services necessary to enhance the development of the child and family's capacity to meet the child's special needs.

Informal Assessment - Using procedures such as classroom observations, interviewing, or teacher-made tests which have not usually been tried out with large groups of people, and which do not necessarily have a standard set of instructions for their use and interpretation.

Informed Consent - In accordance with 34 Code of Federal Regulations and Education Code, informed consent occurs when: (1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his/her primary language or other mode of communication; (2) The parent understands and agrees in writing to the carrying out of the activity for which his/her part and may be revoked at any time.

Intellectual Disability - A student who has significantly below average general intellectual functioning and deficits in adaptive behavior, which manifested during the developmental period, and adversely affects the student's educational performance.

Intelligence Test - A standardized series of questions and/or tasks designed to measure mental abilities – how a person thinks, reasons, solves problems, remembers, and learns new information. Many intelligence tests rely heavily on the understanding of spoken language. Intelligence tests are given under controlled conditions involving standard instructions and time limits.

Intelligence Quotient (IQ) - The score obtained on a test of mental ability; it is usually found by relating a person's test score to his or her age.

Interpreter - A professional who signs, gestures, and/or fingerspells a speaker's message as it is spoken to enable individuals who are hearing impaired to understand spoken language, and who speaks for a person using sign language to be heard.

Least Restrictive Environment (LRE) - The concept that each child with a disability is to be provided opportunities to be educated with nondisabled peers and in a setting which promotes interaction with the general school population and classmates who are typically developing to the maximum extent appropriate to the needs of both. LRE is determined by the IEP team on an individual student basis.

Licensed Children's Institute (LCI) aka Group Home - A facility of any capacity which provides 24-hour non-medical care and supervision to children in a structured environment, with such services provided at least in part by staff employed by the licensed agency.

Local Educational Agency (LEA) - A school district, SELPA approved LEA charter school, or county office of education that provides education services.

Local Plan - The state required plan (EC 56170) that designates how the local educational agencies of the special education local plan area will meet both state and federal requirements for educating individuals with exceptional needs who reside in the geographical area served by the plan. The Local Plan must include the governance structure, administrative support, and agency responsibilities.

Long-Range Goals - Global and general "aims statements" which describe what needs to be learned by the student.

Low Incidence Disability - A severe disability with an expected incidence rate of less than 1 percent of the total K-12 statewide enrollment; includes hearing impairments, visual impairments, and severe orthopedic impairments (EC 56026.5).

Mainstreaming - Refers to the selective placement of students with disabilities in one or more general education classes and or extra-curricular activities.

Manifestation Determination - The determination made any time a disciplinary action is taken that involves a removal of student with a disability that constitutes a change in placement. A review must be conducted of the relationship between the child's disability and the behavior subject to the action.

Mediation - A conflict resolution process that can be used to resolve special education issues. Mediation is entered into prior to holding a due process hearing as an intervening, informal process conducted in a non-adversarial atmosphere that allows the parties to create their own solutions rather than having one imposed upon them through the judicial process.

Medical Therapy Unit (MTU) - Space provided by LEAs for the provision of medically necessary occupational and physical therapy provided by CCS therapists.

Modality - A way of acquiring sensation; visual, auditory, tactile, kinesthetic, olfactory, and gustatory are the commonsense modalities.

Modifications - Changes that alter what curriculum is covered and/or what a test is supposed to measure or the comparability of scores.

Multidisciplinary Team - A group of professionals from different disciplines who function as a team but perform their roles independently of one another.

Multi-Handicapped - Students with a combination of disabilities (such as intellectual disability and deafness) which causes severe educational problems. Deaf-blind is not included in this category.

Multi-Tiered Systems of Support - MTSS is defined as a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.

Non-Discriminatory Assessment - Assessment tools and methods which are "fair" to the student in the sense that they are given in the child's native language; given and interpreted with reference to the child's age and socioeconomic and cultural background; given by trained persons; appropriate even if the child has a physical, mental, speech, or sensory disability. Because some tests used in schools often do discriminate against certain students (e.g., by asking questions that relate to the experiences of white, middle-class, English-speaking persons), the term culturally appropriate assessment has come into use to emphasize that assessment must be fair to students of other language and cultural backgrounds.

Non-Public Agency (NPA) - A private, nonsectarian establishment certified by the CDE that provides contracted, related services to students with disabilities.

Non-Public School (NPS) - A private, nonsectarian school certified by the CDE that enrolls students with disabilities pursuant to an IEP.

Norms - Information, provided by the test-maker, about "normal" or typical performance on the test. Individual test scores can be compared to the typical score made by other persons in the same age group or grade level.

Occupational Therapist - Trained in helping pupils develop daily living skills (e.g., self-care, prevocational skills, etc.)

Occupational Therapy (OT) - Treatment provided by a therapist trained in helping a student develop daily living skills (e.g., handwriting, self-care, prevocational skills, etc.)

Office of Administrative Hearings (OAH) - The agency that handles due process hearings and conducts mediations when there is a dispute between districts and parents.

Office of Civil Rights (OCR) - Agency that ensure equip opportunity and accessibility for users of programs and services that receive federal funding.

Office of Special Education Programs (OSEP) - A component of the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education. OSEP focuses on the free appropriate public education of children and youth with disabilities from birth through age 21.

Orientation and Mobility - Services provided by qualified personnel to teach students with a visual impairment systematic technique for planning routes and movements from place to place in the school, home, and/or community.

Orthopedically Impaired - A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or

burns that cause contractures).

Other Health Impaired - A pupil has limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and which adversely affects a child's educational performance.

Parent - Means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order.

Parent Counseling - Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parents of special education students in better understanding and meeting their child's needs.

Prior Written Notice (PWN) - A written notice that must be given to the parents of a child with a disability a reasonable time before a LEA (a) Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or (b) Refuses to initiate or change the identification, evaluation or educational placement of a child or the provision of FAPE to the child.

Procedural Safeguards - Also known as Parent Rights; Procedural safeguards must be given to the parents of a child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; and (d) Upon receipt of a request for due process.

Proficiency Level Descriptors (PLDs) - The stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding and Bridging.

Program Specialist (PS) - A specialist who holds a valid special education credential and has advanced training and related experience in the duration of students with disabilities.

Psychological Services - Services provided by a credentialed or licensed psychologist pursuant to an IEP. Services include obtaining and interpreting information about child behaviors and conditions related to learning, planning programs of individual and group counseling and guidance services for children and parents.

Reading Comprehension - The ability to understand what one has read.

Receptive Language - Receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

Referral - The process of requesting an evaluation for a student who is suspected of having a disability. A referral is official and must be in written form. Once it is made, timelines and procedural safeguards ensue.

Related Services - Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education; can include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Reliability - The extent to which a test provides precise or accurate measures.

Residential Treatment Services - A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.

Resolution Meeting - A structured meeting lead by the facilitator with the primary goal of clarifying issues, determining if solutions can be achieved, and designate the issues for hearing or complaint if no agreement to solutions can be achieved.

Response to Instruction (RTI) - Interventions that include screening, observing, intervening, and tracking progress over time (progress monitoring).

Response to Instruction and Intervention (Rtl^2) - Is defined as a general education approach of high-quality instruction, early intervention and prevention, incorporating academic and behavioral strategies.

Scaled Scores - The translation of "raw scores" (total points earned on a test) into a score which has similar meaning across age levels.

School Psychologist - A person trained to give psychological tests, interpret results, and suggest appropriate educational approaches to learning or behavioral problems.

Search and Serve - All schools are required to have procedures in place for identifying children who have or are suspected of having a disability and needing special education and related services. These procedures are commonly referred to as "search and serve" or "child find." The school's responsibilities for search and serve apply to the families and students attending and enrolling in the school. The District also has responsibilities for search and serve activities directed at the families of children below school age and students in private schools.

Section 504 - A component of the Rehabilitation Act of 1973. It is a civil rights law that prohibits discrimination on the basis of disability in programs and activities, public and private that receive federal financial assistance. Any person is protected who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

Self-concept - A person's idea of himself or herself.

Self-help - Refers to feeding, dressing, and other activities necessary for functioning as independently as possible in a family, in school, and in the community.

Service Provider - Refers to any person or agency providing some type of service to children and/or their families.

Severely Handicapped (SH) - Students who require intensive instruction and training (e.g., multi-handicapped, intellectually disabled, autistic, or emotionally disturbed).

Significant Disproportionality - Is the determination that a LEA has significant over-representation based on race and ethnicity overall, by disability, by placement in particular educational settings, or by disciplinary actions.

Social Skills Training - Using direct instruction to teach students appropriate social behaviors that increase the individual's social competency and acceptance.

Social Work Services - Provided pursuant to an IEP by a qualified individual and include such services as preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and assisting parents in developing positive behavioral intervention strategies.

Special Day Class (SDC) - A separate classroom that provides intensive instruction for students with disabilities who require special education instruction for more than 50% of the school day.

Special Education - Specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

Special Education Local Plan Area (SELPA) - Individual district, group of districts, or districts and County Office of Education, which forms a consortium to ensure that a full continuum of special education services is available to all eligible students within its boundaries.

Specialized Academic Instruction (SAI) - Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards that apply to all children.

Specialized Physical Health Care Services - Health services prescribed by the child's licensed physician and/or surgeon which are necessary during the school day to enable the child to attend school and are written into the IEP. Designated providers must be appropriately trained and supervised as defined in Education Code

Specific Learning Disability - Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

Speech Language Impairment - When a student has a language or speech disorder that meets one or more of the following: articulation disorder, abnormal voice, fluency disorder, language disorder (receptive or expressive).

State Operated Programs (SOP) - Special schools operated by the California Department of Education for the education of students with disabilities, including individual assessment services and the development of IEPs for students who are deaf and/or blind.

State Performance Plan Indicators (SPPI) - Measures of educational benefit developed by the CDE Special Education Division for students with disabilities enrolled in California public schools.

"Stay Put" - During the pendency of a hearing a child with a disability must remain in his or her current educational placement unless the parents of the child agree otherwise.

Student Study Team (SST) - A team of educational personnel including classroom teachers who are responsible for developing modifications to the regular program and providing appropriate learning environments for students who may be exhibiting school related problems. Through combining knowledge and brain storming efforts, the SST may generate solutions that enable a student to remain in general education rather than be referred for special education.

Supplementary Aids and Services - Aids, services and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with typically developing peers to the maximum extent appropriate. These aids and services must be noted on the IEP.

Surrogate Parent - A person appointed by the SELPA who acts as a child's parent for the purpose of the IEP process to ensure the rights of an individual with exceptional needs when no parent can be identified or located, or the child is a ward of the state and the parents do not retain educational rights for the child.

Traumatic Brain Injury (TBI) - An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Transition - Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities is based upon the individual student's needs, preference and interests. The process begins at 16 years or younger and includes the student, family, education personnel, and vocational and adult service providers.

Triennial Assessment - Every student with a disability eligible for special education services shall have a complete reassessment at least every three years.

Unilateral Placement - When a parent removes their child from a public educational placement into a private placement outside the IEP process.

Universal Design for Learning (UDL) - UDL focuses on *planning instruction* in such a way to meet the varied needs of students at the point of first best instruction, thereby reducing the amount of follow-up and alternative instruction necessary.

Validity - The extent to which a test really measures what it is intended to measure.

Visual Discrimination - Using the eyes to discriminate letters and words.

Visually Impaired (VI) - Students who are blind or who have partial sight and who, as a result, experience lowered educational performance.

Visual-Motor - The ability to relate vision with movements of the body or parts of the body.

Visual Perception - The identification, organization, and interpretation of data received through the eye.

Special Education Acronyms

504
Section 504 of the Rehabilitation Act
AAC
Augmentative & Alternative Communication
AB
Assembly Bill (State Legislation); Adaptive Behavior
ABA
Applied Behavior Analysis
ADA
American Disability Act; Average Daily Attendance
ADD
Attention Deficit Disorder
ADHD
Attention Deficit Hyperactivity Disorder
ADR
Alternative Dispute Resolution
AMAOs
Annual Measurable Achievement Objectives
AP
Assessment Plan
APE
Adapted Physical Education
API
Academic Performance Index
APR
Annual Performance Report
ASD
Autism Spectrum Disorder
AT
Assistive Technology
AU
Administrative Unit
AYP
Adequate Yearly Progress
BCBA
Board Certified Behavior Analyst
CA
Chronological Age
CAA
California Alternate Assessment
CAC
Community Advisory Committee
CAHSEE
California High School Exit Exam
CALPADS
California Longitudinal Pupil Achievement Data System
CASEMIS
California Special Education Management Information System
CAASPP
California Assessment of Student Performance and Progress
CBI
Community-Based Instruction
CBM
Curriculum-Based Measurement
CBS
Community-Based Services
CCR
California Code of Regulations
CCS
California Children's Service
CCSS
Common Core State Standards
CCTC
California Commission on Teacher Credentialing
CDE
California Department of Education
CELDT
California English Language Development Test
CFR
Code of Federal Regulations
COE
County Office of Education
CPS
Child Protective Services
CTE
Career Technical Education
CWA
Child Welfare and Attendance
DB
Deaf/Blind
DDS
Department of Developmental Services
DHH
Deaf and Hard of Hearing
DMH
Department of Mental Health
DO
District Office
DOF
Department of Finance
DSS
Department of Social Services
EC
Education Code
ECE
Early Childhood Education
ED
Emotional Disability
EL
English Learner
ELA
English-Language Arts
ELD
English-Language Development
ELM
English-Language Mainstream
EMT
Educational Monitoring Team
ESY
Extended School Year
FAPE
Free Appropriate Public Education
FBA
Functional Behavior Analysis
FEP
Fluent English Proficient
FERPA
Family Educational Rights and Privacy Act
FES
Fluent English Speaker
FFH
Foster Family Home
FMTA
Focused Monitoring Technical Assistance (CDE-SED)
FTE
Full-Time Equivalent
IA
Instructional Aide
IAES
Interim Alternate Education Setting
ID
Intellectual Disability
IDEIA
Individuals with Disabilities Education Improvement Act
IEE
Independent Education Evaluation
IEP
Individualized Education Program
IFSP
Individualized Family Service Plan
IRC
Inland Regional Center
ISAAP
Individual Student Assessment Accessibility Profile
ISP
Individual Service Plan
ITP
Individual Transition Plan
LAGOS
Linguistically Appropriate Goals and Objectives
LAO

Legislative Analyst Office
LCAP
Local Control Accountability Plan
LCFF
Local Control Funding Formula
LCI
Licensed Children's Institute
LEA
Local Educational Agency
LEP
Limited English Proficient
LRE
Least Restrictive Environment
MH
Multihandicapped; Mental Health
MOU
Memorandum of Understanding
MTSS
Multitiered System of Supports
MTU
Medical Therapy Unit
NCLB
No Child Left Behind
NPS/A
Nonpublic School/Agency
OAH
Office of Administrative Hearings
OCR
Office of Civil Rights
OHI
Other Health Impaired
OI
Orthopedically Impaired
OSEP
Office of Special Education Programs (U.S.D.E.)
OT
Occupational Therapy
PBIP
Positive Behavior Intervention Plan
PBIS
Positive Behavior Intervention and Supports
PE
Physical Education
PL
Public Law
PLD
Proficiency Level Descriptors (English Learners)
PLOP
Present Levels of Performance
PSRS
Procedural Safeguards and Referral Service
PT
Physical Therapy
PTA
Parent Teacher Association
PWN
Prior Written Notice
QAP
Quality Assurance Process
RCOE
Riverside County Office of Education
RFEP
Reclassified Fluent English Proficient
RS
Related Services
RSP
Resource Specialist Program
RTC
Residential Treatment Center
RTI
Response to Intervention
SARB
School Attendance Review Board
SB
Senate Bill (State Legislation)
SBAC
Smarter Balanced Assessment Consortium
SD
Standard Deviation; School District
SDAIE
Specially Designed Academic Instruction in English
SDC
Special Day Class
SDE
State Department of Education
SEACO
Special Education Administrators of County Offices
SED
Special Education Division (at CDE)
SEI
Structured English Immersion
SEIS
Special Education Information System
SELPA
Special Education Local Plan Area
SEPAC
Special Education Parent Advisory Committee
SH
Severely Handicapped
SLD
Specific Learning Disability
SLI
Speech Language Impaired
SLP
Speech Language Pathologist
SOP
State Operated Program; Summary of Performance
SSID
Statewide Student Identifier
SSIP
State Systemic Improvement Plan
SSPI
State Superintendent Public Instruction
SST
Student Study Team
SWD
Student with Disability
TBI
Traumatic Brain Injury
TOMS
Test Operations and Management System
UDL
Universal Design for Learning
USD
Unified School District
USDE
United States Department of Education
VI
Visually Impaired
§
Section