

CALIFORNIA ASSOCIATION OF HEALTH AND EDUCATION LINKED PROFESSIONS

CAHELP

COMMUNITY ADVISORY COMMITTEE PARENT RESOURCE HANDBOOK

2025-26

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The Community Advisory Committee (CAC) Parent Resource Handbook is a book for you...as a community representative or a parent of a child with special learning needs. Participants of the Advisory Committee work cooperatively with educators in the community to help individuals receive an education that really meets their exceptional needs. Individuals "with exceptional needs" are those who require special education and related services. The purpose of this handbook is to share the Desert Mountain Special Education Local Plan Area and the Desert Mountain Charter Special Education Local Plan Area, henceforth referred to as SELPA, philosophy that individuals with exceptional needs, regardless of the nature or severity of their disabilities, have the right to a publicly supported educational program that meets their unique needs. Furthermore, parents and community members can and should be actively involved in ensuring this right for all individuals with exceptional needs. This handbook is to assist committee members in becoming better informed about the responsibilities of the CAC.

SPECIAL ACCOMMODATIONS

It is the goal of the California Association of Health and Education Linked Professions, a Joint Powers Authority (CAHELP JPA), that information regarding programs and services available at the CAHELP JPA be accessible to individuals with disabilities. The CAHELP JPA strives to ensure that it complies with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, that provides for equal access and accommodations necessary to persons with disabilities. If you and/or someone you know would like to request an alternative format of this handbook, please contact our office at 760-955-3552 or submit your request by e-mail to virtualteam@cahelp.org.

About the CAC

The CAC is made up of members representing the community. Members include parents, special and general education teachers, psychologists, consultants, students with disabilities, and various representatives from public and private agencies. These members are nominated and appointed by the school boards of participating Local Education Agencies (LEAs) within the SELPA.

The CAC holds periodic meetings during the school year to review and discuss all aspects of special education. Guest speakers are provided for parent education. Public concerns are welcomed. The CAC is a place where problems and concerns can be shared, discussed, and resolved. The meetings are open to the public and attendance is welcomed.

The goal of the CAC is to involve interested parents, students, teachers, education specialists/consultants, and community members in advising the SELPA and LEA school boards of the educational needs of individuals with exceptional needs and to help secure appropriate services for each individual. The CAC

- Advises the policy and administrative entity of the LEA, the SELPA or county office regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the CAC.
- Recommends annual priorities to be addressed by the Local Plan.
- Assists in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
- Encourages community involvement in the development and review of the Local Plan.
- Supports activities on behalf of students with disabilities.
- Assists in parent awareness of the importance of regular school attendance.

CAC members are selected by their peers and must also be formally appointed by their local school boards. Control over the CAC membership composition allows for the outreach and recruitment necessary to ensure the proper balance of parents, staff, and community representatives. Most of the CAC members must be parents and members should represent not only parents concerned with the quality of special education but the entire special education community. As such, the CAC must act responsibly to ensure fair representation and thorough evaluation of the issues and interests handled in the attainment of its goals.

Participating LEAs

DESERT MOUNTAIN SELPA

Academy for Academic Excellence

17500 Mana Road • Apple Valley, CA 92307 • 760-946-5414

Adelanto School District

11824 Air Expressway • Adelanto, CA • 760-246-8691

Apple Valley Unified School District

12555 Navajo Road • Apple Valley, CA 92308 • 760-247-8001

Baker Valley Unified School District

72100 Schoolhouse Lane • Baker, CA 92309 • 760-733-4567

Barstow Unified School District

551 S Avenue H • Barstow, CA 92311 • 760-255-6006

Bear Valley Unified School District

42271 Moonridge Road • Big Bear Lake, CA 92315 • 909-866-4631

Excelsior Charter Schools

18422 Bear Valley Road • Victorville, CA 92395 • 760-245-4262

Health Sciences High & Middle College

3910 University Avenue • San Diego, CA 92105 • 619-528-9070

Helendale Elementary School District

15350 Riverview Road • Helendale, CA 92342 • 760-952-1180

Hesperia Unified School District

15576 Main Street • Hesperia, CA 92345 • 760-244-4411

Lucerne Valley Unified School District

8560 Aliento Road • Lucerne Valley, CA 92356 • 760-248-6108

Needles Unified School District

1900 Erin Drive • Needles, CA 92363 • 760-326-3891

Norton Science and Language Academy Charter School

503 E Central Avenue • San Bernardino, CA 92408 • 760-946-5414

Oro Grande School District

19121 3rd Street • Oro Grande, CA 92368 • 760-243-5884

Silver Valley Unified School District

35320 Daggett-Yermo • Yermo, CA 92398 • 760-254-2916

Snowline Joint Unified School District

4075 Nielson Road • Phelan, CA 92371 • 760-868-5817

Trona Joint Unified School District

83600 Trona Road • Trona, CA 93562 • 760-372-2803

Victor Elementary School District

15579 8th Street • Victorville, CA 92395 • 760-245-1691

Victor Valley Union High School District

16350 Mojave Drive • Victorville, CA 92395 • 760-955-3201

Participating LEAs

DESERT MOUNTAIN CHARTER SELPA

Allegiance STEAM Academy - Fontana

7420 Locust Avenue • Fontana, CA • 909-465-5405

Allegiance STEAM Academy - Thrive

5862 C St • Chino, CA 91710 • 909-465-5405

ASA Charter School

3512 N E St • San Bernardino, CA 92405 • 909-475-3322

Aveson Global Leadership Academy

300 Madre St. • Pasadena, CA 91007 • 626-797-1438

Aveson School of Leaders

524 Palisade St • Pasadena, CA 91003 • 626-797-1440

Ballington Academy - El Centro

1525 West Main Street • El Centro, CA 92243 • 619-228-2054

Ballington Academy for the Arts and Sciences - San Bernardino

1525 West Main Street • El Centro, CA 92243 • 619-228-2054

Desert Trails Preparatory Academy

1430 Bellflower Street • Adelanto, CA 92301 • 760-530-7680

Julia Lee Performing Arts Academy

19740 Grand Ave • Lake Elsinore, CA 92530 • 951-595-4500

LaVerne Elementary Preparatory Academy

7280 Oxford Avenue • Hesperia, CA 92345 • 760-948-4333

Leonardo da Vinci Health Sciences Charter

229 E Naples St • Chula Vista, CA 91911 • 619-420-0066

Odyssey Charter School

725 W. Altadena Avenue • Altadena, CA 91001 • 626-229-0993

Odyssey Charter School - South

119 West Palm St • Altadena, CA 91001 • 626-209-5635

Options for Youth

14725 Seventh St. Suite 100 • Victorville, CA 92395 • 760-955-5525

Pasadena Rosebud Academy

3700 Denair St • Pasadena, CA 91107 • 626-318-1261

Pathways to College

9144 Third Avenue • Hesperia, CA 92456 • 760-949-8002

Southern California Flex Academy

11336 Bartlett Avenue, #9 • Adelanto, CA 92301 • 760-246-3344

Taylion High Desert Academy

11336 Bartlett Avenue, #9 • Adelanto, CA 92301 • 760-246-3344



ARTICLE I - NAME AND LOCATION

- SECTION 1.01 The name of the organization shall be the Desert Mountain Special Education Local Plan Area and Desert Mountain Charter Special Education Local Plan Area, henceforth referred to as the SELPA Community Advisory Committee, henceforth referred to as the CAC.
- SECTION 1.02 The location shall be within the Desert Mountain Special Education Local Plan Area and Desert Mountain Charter Special Education Local Plan Area, henceforth referred to as the SELPA.

ARTICLE II - PURPOSE

- SECTION 2.01 The purpose of the CAC shall be to represent broad community interests in providing the most appropriate education for individuals with exceptional needs. The committee shall serve in an advisory capacity as defined in the comprehensive plan for special education.

ARTICLE III - DUTIES

- SECTION 3.01 The duties of the CAC shall be as follows:
1. Assist the policy and administrative entity of the SELPA regarding the development, amendment, and evaluation of the Local Plan for special education.
 2. Establish lines of communication to raise the community consciousness and increase community acceptance of the differences in learning abilities in children and the need for educational and vocational provisions to accommodate these differences as well as promote and elicit support for special education programs and services.
 3. Provide a forum where needs can be assessed, issues can be raised, suggestions for change and/or improvements can be discussed, and recommendations for action can be made with respect to planning and provision of special education programs and services identified in the Local Plan.
 4. Establish programs for parents to be informed members of the Individualized Education Program (IEP) team and supportive classroom volunteers.
 5. Using evaluation data provided by the SELPA, CAC representatives will formulate suggestions for new and needed programs; become familiar with the laws pertaining to special education and their implications for children with exceptional needs; and encourage the establishment of procedures to ensure public access to all written documentation related to the Local Plan development and implementation.



ARTICLE IV - REPRESENTATIVE MEMBERSHIP

- SECTION 4.01 Representatives may include the following:
1. Parents of students enrolled in Local Education Agencies (LEAs) who shall be appointed by the Board of Education in their resident LEA.
 2. School personnel who shall be appointed by the LEA Board of Education.
 3. A representative/liason from the SELPA office who shall be appointed by the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Chief Executive Officer (CEO).
 4. Representatives of private or public community agencies.
 5. An individual with exceptional needs.
 6. Other persons concerned with individuals with exceptional needs who shall be appointed by the SELPA Steering Committee.
- SECTION 4.02 At least fifty-one percent (51%) of the representatives shall be parents and at least fifty-one percent (51%) of those parents shall be parents of students with exceptional needs.
- SECTION 4.03 CAC representatives shall consist of at least one parent and one LEA representative comprised from the following:
- Combined large LEAs (student population above 9,000).
 - Combined medium LEAs (student population of 2,000 to 9,000).
 - Combined small LEAs (student population below 2,000).
- SECTION 4.04 The term of appointment shall be two years and this will be annually staggered to ensure that no more than one-half of the membership serves the first year of the term in any one year.
- SECTION 4.05 The CAHELP CEO shall serve as an ex officio member of the CAC.
- SECTION 4.06 Any representative may resign by filing a written resignation to the CAC Chairperson and to their respective Board of Education. The LEA Board will then be responsible for appointing a new representative for the remainder of the term.
- SECTION 4.07 CAC representatives shall refrain from using their positions for purposes that are, or give the appearance of being; motivated by a desire for private gain for themselves or others such as those with whom they have family, business or other ties. In the event that the LEA determines that a conflict of interest exists, the LEA Board of Education may take action to terminate the appointment of the CAC representative and appoint another individual as a representative of the LEA to the CAC.



ARTICLE V - MEETINGS

- SECTION 5.01 The CAC shall meet as frequently as deemed necessary, but no less than four times each year.
- SECTION 5.02 All meetings shall have five days' prior public notice and be open to the public.
- SECTION 5.03 Unless the CAC decides otherwise, all meetings shall be held at the Desert Mountain Educational Service Center.
- SECTION 5.04 All CAC representatives shall receive written or electronic notification at least 10 working days in advance of all regular CAC meetings.
- SECTION 5.05 The last regular CAC meeting before the end of the fiscal school year shall be the designated annual meeting.
- SECTION 5.06 A quorum shall consist of those representatives who attend the CAC meeting.
- SECTION 5.07 The Chairperson shall not commit the CAC or its representatives to any action without a vote of the CAC. Any representative may call for a roll call or ballot vote by motion, if seconded.
- SECTION 5.08 Emergency CAC representative meetings may be called provided each Committee member is personally contacted at least 24 hours in advance.
- SECTION 5.09 Every act or decision done or made by a majority of the CAC representatives present at the meeting at which a quorum exists is the act of the Committee.
- SECTION 5.10 CAC officers shall be elected at the first regularly scheduled meeting of the CAC at the beginning of the fiscal school year.



ARTICLE VI - OFFICERS

- SECTION 6.01 There shall be the following officers: Chairperson, Vice Chairperson, and Secretary. These officers shall comprise the CAC Executive Committee.
- SECTION 6.02 The term of office shall be two years. No person shall serve more than three consecutive terms in one office.
- SECTION 6.03 The major duties of the officers are as follows:
- Chairperson: Preside at all CAC meetings. Appoint convener chairperson of the sub committees. Serve as CAC spokesperson to the LEAs. Serve as ex officio member of all CAC sub committees.
- Vice Chairperson: Assist the Chairperson and in his or her absence serve as Chairperson, and ex officio member of all sub committees.
- Secretary: Record minutes of all CAC meetings. Receive and transmit CAC correspondence and materials designated by the representatives, including public notification and notification of representatives prior to the meetings. The Secretary may designate these tasks to SELPA staff.

ARTICLE VII - COMMITTEES

- SECTION 7.01 There shall be three types of sub committees: Standing committees, ad hoc committees, and an executive committee. The following standing sub committees may exist and may be chaired in combination with another sub-committee, should this be necessary: Public Information Committee, Parent Education Committee, and Local Plan Evaluation Committee.
- SECTION 7.02 The authority and duties of all sub committees shall be delegated by the CAC Chairperson.
- SECTION 7.03 A quorum shall consist of a majority of the subcommittee representatives.
- SECTION 7.04 The Chairperson shall appoint the convener of standing and ad hoc committees as well as standing and ad hoc committee chairpersons.
- SECTION 7.05 Sub committees shall not take action without a meeting.
- SECTION 7.06 Subcommittee representatives shall receive written or personal notification of all meetings at least 10 working days prior to the meeting. The subcommittee chairperson may call a meeting on less than 10 days' notice, provided the representatives are personally contacted.
- SECTION 7.07 Sub committees may be created or inactivated as deemed necessary by a majority of the CAC.



ARTICLE VIII - EFFECTIENESS DATE BYLAWS

- SECTION 8.01 These Bylaws shall become effective immediately on their adoption by the SELPA Steering Committee. Amendments to these Bylaws shall become effective immediately on their adoption by the SELPA Steering Committee unless the CAC representatives in adopting them as hereinafter provided, stipulate that they are to become effective at a later date.
- SECTION 8.02 These Bylaws may be altered, amended, or repealed and new Bylaws adopted by the vote of a majority of representatives present at any special or regular meeting at which a quorum is present, provided that written notice of such a meeting and of the intention to change the Bylaws there-at is delivered to each member at least 10 days prior to the date of such meeting, or by written consent of all representatives without a meeting. All amendment(s) shall require a two-thirds vote of all Committee representatives present at the meeting. All amendments will become effective upon adoption by the SELPA Steering Committee.



SECTION 56001 (F): LOCAL PLAN DEVELOPMENT

Education programs are provided under an approved Local Plan for special education that sets forth the elements of the programs in accordance with this part. This plan for special education shall be developed cooperatively with input from the community advisory committee and appropriate representation from special and general education teachers and administrators selected by the groups they represent to ensure effective participation and communication.

SECTION 56190: ADVISORY CAPACITY

Each plan submitted under Section 56195.1 (Local Plan Options) shall establish a community advisory committee. Such committee shall serve only in an advisory capacity.

SECTION 56191: CAC APPOINTMENTS

The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating LEA or county office, or any combination thereof participating in the Local Plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the Local Plan. Where appropriate, this procedure shall provide for a selection of representatives of groups specified in Section 56192 by their peers. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

SECTION 56192: CAC COMPOSITION

The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in school, students and adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

SECTION 56193: PARENT MAJORITY

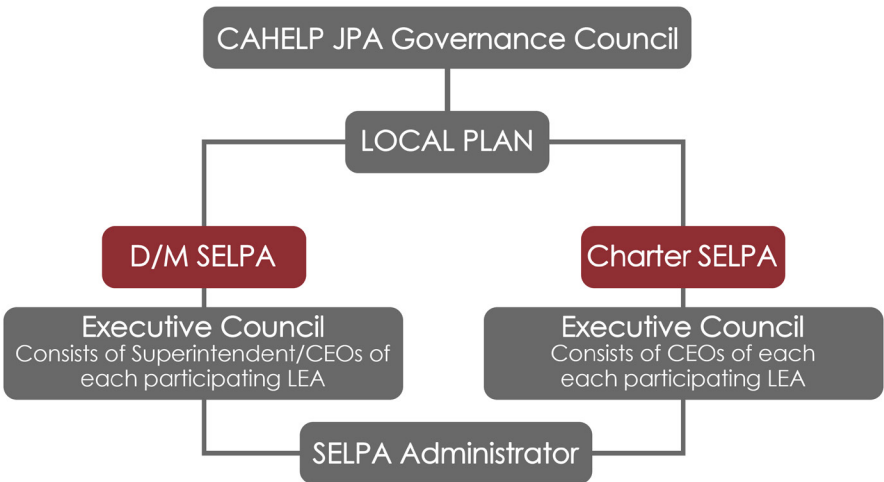
At least the majority of such committee shall be composed of parents of students enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional needs.

SECTION 56240: PARTICIPANTS

Staff development programs shall be provided for general and special education teachers, administrators, certificated and classified employees, volunteers, community advisory committee members, and, as appropriate, members of the LEA and county governing boards. The programs shall be coordinated with other staff development programs in the special education local plan area, including school level staff development programs authorized by state and federal law.



SELPA Governance



Alphabet Soup

Special Education Acronyms & Terms



| | |
|---------|---|
| AAC | AUGMENTATIVE AND ALTERNATIVE COMMUNICATION |
| AAD | ADAPTIVE ASSISTIVE DEVICES |
| ABA | APPLIED BEHAVIOR ANALYSIS |
| ACMT | ADVANCED CERTIFIED MUSIC THERAPIST |
| ADA | AMERICANS WITH DISABILITIES ACT |
| ADD | ATTENTION DEFICIT DISORDER |
| ADHD | ATTENTION DEFICIT HYPERACTIVITY DISORDER |
| ADR | ALTERNATIVE DISPUTE RESOLUTION |
| ALJ | ADMINISTRATIVE LAW JUDGE |
| APE | ADAPTED PHYSICAL EDUCATION |
| API | ACADEMIC PERFORMANCE INDEX |
| ARRA | AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 |
| ASD | AUTISM SPECTRUM DISORDER |
| ASHA | AMERICAN SPEECH LANGUAGE HEARING ASSOCIATION |
| ASL | AMERICAN SIGN LANGUAGE |
| AT | ASSISTIVE TECHNOLOGY |
| AUT | AUTISM |
| AYP | ADEQUATE YEARLY PROGRESS |
| BASC | BEHAVIORAL ASSESSMENT SCALE FOR CHILDREN |
| BCBA | BOARD CERTIFIED BEHAVIORAL ANALYST |
| BD | BEHAVIOR DISORDER |
| BER | BEHAVIORAL EMERGENCY REPORT |
| BIP | BEHAVIORAL INTERVENTION PLAN |
| BSP | BEHAVIORAL SUPPORT PLAN |
| CAA | CALIFORNIA ALTERNATIVE ASSESSMENT |
| CAASPP | CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS |
| CAC | COMMUNITY ADVISORY COMMITTEE |
| CAHSEE | CALIFORNIA HIGH SCHOOL EXIT EXAMINATION |
| CALPADS | CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEMS |
| CAPA | CALIFORNIA ALTERNATIVE PERFORMANCE ASSESSMENT |
| CAPD | CENTRAL AUDITORY PROCESSING DISORDER |
| CASEMIS | CA. SPECIAL EDUCATION MANAGEMENT INFO. SYSTEMS |
| CASP | CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS |
| CBA | CURRICULUM-BASED ASSESSMENT |
| CBM | CURRICULUM-BASED MEASUREMENT |
| CCR | CALIFORNIA CODE OF REGULATIONS |
| CCS | CALIFORNIA CHILDREN'S SERVICES |
| CCSS | COMMON CORE STATE STANDARDS |
| CDE | CALIFORNIA DEPARTMENT OF EDUCATION |
| CDS | COUNTY/DISTRICT/SCHOOL (CODE) |
| CEC | COUNCIL FOR EXCEPTIONAL CHILDREN |
| CELDI | CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST |
| CFR | CODE OF FEDERAL REGULATIONS |
| CHSPE | CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM |
| CICO | CHECK-IN CHECK-OUT |
| CMA | CALIFORNIA MODIFIED ASSESSMENT |
| CMH | COUNTY DEPARTMENT OF MENTAL HEALTH |
| CMT | CERTIFIED MUSIC THERAPIST |
| COE | COUNTY OFFICE OF EDUCATION |

Alphabet Soup

Special Education Acronyms & Terms



| | |
|--------|---|
| COTA | CERTIFIED OCCUPATIONAL THERAPY ASSISTANCE |
| CP | CEREBRAL PALSY |
| CSBA | CALIFORNIA SCHOOL BOARDS ASSOCIATION |
| CSDR | CALIFORNIA SCHOOL FOR THE DEAF, RIVERSIDE |
| CSHA | CALIFORNIA SPEECH LANGUAGE AND HEARING ASSOCIATION |
| CST | CALIFORNIA STANDARDS TEST |
| CTA | CALIFORNIA TEACHERS ASSOCIATION |
| CTC | CALIFORNIA COMMISSION ON TEACHER CREDENTIALING |
| DB | DEAF-BLIND |
| DHH | DEAF AND HARD OF HEARING |
| DLL | DUAL LANGUAGE LEARNER |
| DPR | DAILY PROGRESS REPORT |
| DSM-V | DIAGNOSTIC AND STATISTICAL MANUAL OF MENTAL DISORDERS |
| DR | DEPARTMENT OF REHABILITATION |
| DTT | DISCRETE TRIAL TEACHING |
| EAP | EARLY ASSESSMENT PROGRAM |
| EC | CALIFORNIA EDUCATION CODE |
| ECE | EARLY CHILDHOOD EDUCATION |
| ED | Emotional Disability |
| EIS | EARLY INTERVENTION SERVICES |
| ELA | ENGLISH LANGUAGE ARTS |
| ELD | ENGLISH LANGUAGE DEVELOPMENT |
| ELL | ENGLISH LANGUAGE LEARNER |
| ESEA | ELEMENTARY AND SECONDARY EDUCATION ACT |
| ESD | EXTENDED SCHOOL DAY |
| ESL | ENGLISH AS A SECOND LANGUAGE |
| ESY | EXTENDED SCHOOL YEAR |
| FAPE | FREE APPROPRIATE PUBLIC EDUCATION |
| FBA | FUNCTIONAL BEHAVIORAL ASSESSMENT |
| FERB | FUNCTIONAL EQUIVALENT REPLACEMENT BEHAVIOR |
| FERPA | FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT |
| FFH | FOSTER FAMILY HOME |
| FI | FAMILY INFANT |
| FPCO | FAMILY POLICY COMPLIANCE OFFICE |
| GED | GENERAL EDUCATION DEVELOPMENT |
| HI | HEARING IMPAIRMENT |
| HOUSSE | HIGH OBJECTIVE UNIFORM STATE STANDARD OF EVALUATION |
| HQT | HIGHLY QUALIFIED TEACHER (AS DEFINED BY ESEA) |
| IA | INSTRUCTIONAL ASSISTANT |
| IAES | INTERIM ALTERNATIVE EDUCATIONAL SETTING |
| ID | INTELLECTUAL DISABILITY |
| IEE | INDEPENDENT EDUCATIONAL EVALUATION |
| IDEA | INDIVIDUALS WITH DISABILITIES EDUCATION ACT |
| IEP | INDIVIDUALIZED EDUCATION PLAN |
| IFSP | INDIVIDUALIZED FAMILY SERVICE PLAN |
| IHO | IMPARTIAL HEARING OFFICER |
| IQ | INTELLIGENCE QUOTIENT |
| IRC | INLAND REGIONAL CENTER |
| ISIS | INDIVIDUAL STUDENT INFORMATION SYSTEM |

Alphabet Soup

Special Education Acronyms & Terms



| | |
|-------|---|
| ISP | INDIVIDUALIZED SERVICE PLAN |
| ISS | IN SCHOOL SUSPENSION |
| ITP | INDIVIDUALIZED TRANSITION PLAN |
| IWEN | INDIVIDUAL WITH EXCEPTIONAL NEEDS |
| LCI | LICENSED CHILDREN'S INSTITUTION |
| LD | LEARNING DISABILITY |
| LEA | LOCAL EDUCATION AGENCY |
| LEP | LIMITED ENGLISH PROFICIENCY |
| LIFE | LINKING INDIVIDUALS, FAMILIES, AND EDUCATORS |
| LRE | LEAST RESTRICTIVE ENVIRONMENT |
| LSH | LANGUAGE-SPEECH AND HEARING |
| MD | MANIFESTATION DETERMINATION |
| MDT | MULTIDISCIPLINARY TEAM |
| MH | MULTI-HANDICAPPED |
| MIS | MANAGEMENT INFORMATION SYSTEM |
| MTU | MEDICAL THERAPY UNIT |
| NEP | NON-ENGLISH PROFICIENT |
| NCLB | NO CHILD LEFT BEHIND |
| NPA | NONPUBLIC AGENCY |
| NPS | NONPUBLIC SCHOOL |
| O&M | ORIENTATION AND MOBILITY |
| OAH | OFFICE OF ADMINISTRATIVE HEARINGS |
| OCD | OBSESSIVE COMPULSIVE DISORDER |
| OCR | U.S. OFFICE OF CIVIL RIGHTS |
| ODD | OPPOSITIONAL DEFIANCE DISORDER |
| OHI | OTHER HEALTH IMPAIRMENT |
| OI | ORTHOPEDIC IMPAIRMENT |
| OSEP | OFFICE OF SPECIAL EDUCATION PROGRAMS |
| OSERS | OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES |
| OT | OCCUPATIONAL THERAPY |
| PBIS | POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS |
| PDD | PERVASIVE DEVELOPMENT DISORDER |
| PECS | PICTURE EXCHANGE COMMUNICATION SYSTEM |
| PFT | PHYSICAL FITNESS TESTING |
| PI | PROGRAM IMPROVEMENT |
| PLOP | PRESENT LEVELS OF PERFORMANCE |
| PS | PROGRAM SPECIALIST |
| PWN | PRIOR WRITTEN NOTICE |
| RSP | RESOURCE SPECIALIST PROGRAM |
| RTC | RESIDENTIAL TREATMENT CENTER |
| RTI | RESPONSE TO INTERVENTION |
| SAI | SPECIALIZED ACADEMIC INSTRUCTION |
| SAIG | SOCIAL ACADEMIC INSTRUCTION GROUP |
| SARB | SCHOOL ATTENDANCE REVIEW BOARD |
| SAS | SELF-ASSESSMENT SURVEY |
| SBAC | SMARTER BALANCED ASSESSMENT CONSORTIUM |
| SBE | STATE BOARD OF EDUCATION |
| SCIA | SPECIAL CIRCUMSTANCE INSTRUCTIONAL ASSISTANCE |
| SDC | SPECIAL DAY CLASS |

Alphabet Soup

Special Education Acronyms & Terms



| | |
|-------|--|
| SDQ | STRENGTHS AND DIFFICULTIES QUESTIONNAIRE |
| SEA | STATE EDUCATIONAL AGENCY |
| SED | SERIOUS Emotional Disability |
| SELPA | SPECIAL EDUCATION LOCAL PLAN AREA |
| SH | SEVERELY HANDICAPPED |
| SI | SENSORY INTEGRATION |
| SLD | SPECIFIC LEARNING DISABILITY |
| SLP | SPEECH LANGUAGE PATHOLOGIST |
| SLPA | SPEECH LANGUAGE PATHOLOGIST ASSISTANT |
| SMART | SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIMELY |
| SPED | SPECIAL EDUCATION |
| SSRS | SOCIAL SKILLS RATING SCALE |
| SST | STUDENT STUDY TEAM |
| STS | STANDARDS-BASED TESTS IN SPANISH |
| SWIS | SCHOOL-WIDE INFORMATION SYSTEM |
| TBI | TRAUMATIC BRAIN INJURY |
| TIPS | TEAM-INITIATED PROBLEM SOLVING |
| TPP | TRANSITION PARTNERSHIP PROGRAM |
| UCP | UNIFORM COMPLIANT PROCEDURES |
| VI | VISUAL IMPAIRMENT |
| WASC | WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES |
| WIOA | WORKFORCE INNOVATION AND OPPORTUNITY ACT |
| WAI | WORKABILITY I |

What is a SELPA

The SELPA is a consortium of local education agencies (LEAs) and the San Bernardino County Superintendent of Schools. Each SELPA develops a Local Plan describing how it would provide special education services. The purpose of the SELPA is to ensure that quality special education programs and services are available throughout the region to meet the individual needs of students with disabilities.

The SELPA is a support services office, whose goal is to facilitate growth and promote success for all children and youth by providing quality educational services and supports. The SELPA is a liaison to member LEAs to consult in the area of effectiveness of special education through review and modification, coordinate services among schools and community resources, and provide professional development to school administrators, teachers, and paraprofessionals.

The SELPA is governed by a Board of Directors, which is made up of the Superintendent/Chief Executive Officer (CEO) of each participating LEA within the SELPA region and is chaired by the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Chief Executive Officer.

What is a Local Plan

Each SELPA is required to have an approved Local Plan for special education. The plan shall include, through joint powers agreements or other contractual agreements, 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 special education local plan area.
3. Designation of a responsible local agency or alternative administrative entity 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.

Participating LEAs within the SELPA provide direct services to students with disabilities while the SELPA has more administrative functions. The San Bernardino County Superintendent of Schools serves as the administrative unit for the SELPA. The Local Plan defines the organizational structure of the 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 Plans. The procedures for carrying out that responsibility are locally defined but typically fulfilled by regular communication with the respective superintendent and the administrator responsible for special education.

SELPA Steering Committee

Each participating LEA shall appoint an appropriate administrator of special education programs to membership on the SELPA's Steering Committee. The SELPA Steering Committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the SELPA. The SELPA Administrator serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide for informed decision making.

SELPA Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and/or an administrator who is knowledgeable in the area of special education finance to the SELPA Finance Committee. The SELPA Administrator serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide for informed decision making.

Regulations/Laws



Affecting Special Education

Rights Under IDEA:

- Free Appropriate Public Education (FAPE): Children with disabilities (3-21 years) are entitled to a public education, appropriate to their needs, at no cost to their families.
- Least Restrictive Environment (LRE): Children with disabilities must be educated with students who do not have disabilities as much as possible and as close to the home as possible with appropriate supports and services.
- Supplementary Aids and Services (Related Services): Children with disabilities must be provided the services they need in order to benefit from their educational program. Some examples are: physical therapy, occupational therapy, speech therapy, counseling, classroom aide, sign language interpreter, etc.
- Assessment: An assessment must be completed to determine the needs of the child in all areas related to his or her suspected disability(ies). This may be done only with the parent/guardian's informed consent.

Protections Under IDEA:

- Due Process: Due process rights ensure that no changes can be made in a child's program without prior notice to the parent/guardian or if the parent/guardian disagree. Further, due process provides a mechanism for the resolution of disagreements.
- Individualized Education Program: The IEP must be prepared at least annually for all children with disabilities. It is developed by a team comprised of one or both of the student's parents/guardians, special education teacher or provider, a general education teacher, and those people knowledgeable about general curriculum and the availability of resources. Whenever appropriate, the student is encouraged to attend. Other persons who have knowledge or special expertise regarding the student 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 student, one general education teacher may be designated to represent the others.

Part C of IDEA (Amended in 1997 as PL 10517)

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 three who meet the state's eligibility criteria.

... Continued on page 22

Regulations/Laws



Affecting Special Education

... Continued from page 21

On October 7, 1991, Part C was amended as PL 102-119 to promote a coordinated system of early intervention services for children with disabilities and their families. Also, Section 619 of Part B was amended to provide services to children 3-5 years. Changes include:

- **Individual Family Service Plans (IFSPs) for birth to three**
- **Transition process at age two years and nine months**
- **Usage of IFSPs in preschool settings**

Section 504 of the Rehabilitation Act (PL 93-112)

Section 504 guarantees that individuals 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.

Corresponding state laws regarding special education can be found in California Education Code, Part 30, and California Code of Regulations - Title 5. Under California law, as required by IDEA (Part B), children with disabilities are eligible for education from ages 3-21.

Special Education Eligibility

Children who exhibit learning difficulties 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**
- **Speech or Language Impairment**
- **Traumatic Brain Injury**
- **Visual Impairment**

Eligible children may exhibit a variety of learning difficulties. For a complete description of the eligibility criteria, contact your local school district special education office.

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. A written 504 Plan requires periodic review/revision and requires a reevaluation before a significant change in placement can occur.

Identification/Referral

Special Education and Related Services

STEP 1: Child is identified as possibly needing special education and related services

"Child Find." The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "Child Find" activities. A child may be identified by "Child Find," and parents may be asked if the "Child Find" system can evaluate their child. Parents can also call the "Child Find" system and ask that their child be evaluated or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.

STEP 2: Child is evaluated

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). The parents can ask that the school system pay for this IEE.

STEP 3: Eligibility is decided

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by the Individuals with Disabilities Education Act (IDEA). Parents may ask for a hearing to challenge the eligibility decision.

Child is found eligible for services

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the Individualized Education Program (IEP) team must meet to write an IEP for the child.

IEP meeting is scheduled

The school system schedules and conducts the IEP meeting. School staff must:

- Contact the participants, including the parents.
- Notify parents early enough to make sure they have an opportunity to attend.
- Schedule the meeting at a time and place agreeable to parents and the school.
- Tell the parents the purpose, time, and location of the meeting.
- Tell the parents who will be attending.
- Tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

Identification/Referral

Special Education and Related Services

STEP 4: IEP meeting is held and the IEP is written

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well. Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting.

If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

STEP 5: Services are provided

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). The parents can ask that the school system pay for this IEE.

STEP 6: Progress is measured

The child's progress toward the annual goals is measured, as stated in the IEP. Parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their non-disabled children's progress.

STEP 7: IEP is reviewed

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parent or school asks for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

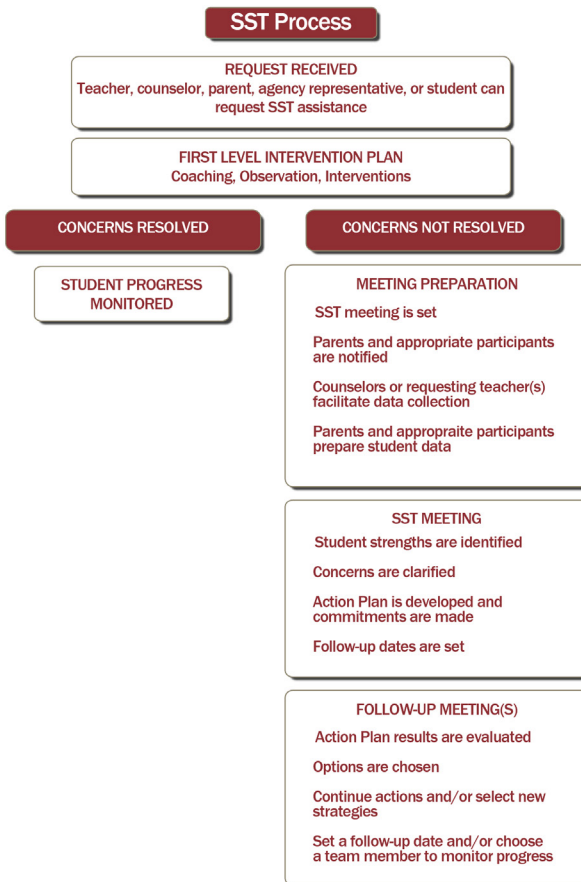
Identification/Referral

Special Education and Related Services

STEP 8: Child is re-evaluated

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.

It is essential that each public school child who receives special education and related services have an Individualized Education Program (IEP). The student's IEP must be designed and unique to each child identified as a child with a disability. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child.



Assessment/IEP



Timelines (Education Code; California Code of Regulations Title 5)

CCR § 3021. Referral. All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of the school district, special education local plan area, or county office shall offer assistance to the individual making a request in writing, and shall assist the individual if the individual requests such assistance.

| REFERRAL | Verbal or Written Referral from Parent, School Staff, or Community | |
|----------------------------------|--|---------------|
| ASSESSMENT PLAN | ⌚ Within 15 Days | ➡ From LEA |
| INFORMED CONSENT | ⌚ At least 15 Days | ➡ From Parent |
| COMPLETE ASSESSMENT | ⌚ Within 60 Days of of District Receiving the Signed Assessment Plan | ➡ By LEA |
| HOLD IEP MEETING | ⌚ Hold IEP Meeting (not including days between regular school sessions or vacation in excessive of five school days) | ➡ By LEA |
| DEVELOPMENT AND/OR IMPLEMENT IEP | ⌚ As soon as possible | ➡ By LEA |
| IEP REVIEW | ⌚ Annually | ➡ By LEA |

IFSP

Individual Family Service Plan

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 that 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; and any other relevant information that is required to meet the needs of the child and his/her family

Who qualifies?

According to Title 17 California Code of Regulation (CCR) § 52100, an Individual Family Service Plan (IFSP) is written for infants/toddlers, between the ages of birth and 36 months who have disabilities and their families. The child is assessed and if he/she meets eligibility criteria, an IFSP is developed.

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 Local Education Agency (LEA)/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 and related services under Part B of the IDEA, then an Individualized Education Program (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 30 days following notifications that transition planning will occur. Participants to the Transition IFSP: parents, service coordinator; service providers, as needed; LEA representative; other family members, advocates, and persons familiar with the child who are 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:

- Contact the participants, including the parents.
- Notify parents early enough to make sure they have an opportunity to attend.
- Schedule the meeting at a time and place agreeable to parents and the school.
- Tell the parents the purpose, time, and location of the meeting.
- Tell the parents who will be attending.
- Tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.
 - The referral to the LEA is received in time to process.
 - Assessments are completed.
 - An IEP is implemented by the child's third birthday.
 - A referral for evaluation and assessment 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.

IFSP

Individual Family Service Plan

A child enrolled in a private school has an individual right to be assessed for a suspected disability and to receive some special education services if the student continues to attend the private school.

Pursuant to federal and state law regulations, the District shall spend a proportionate share of federal funds to provide special education and related services to private school children with disabilities ages three to 22 eligible for special education services. Decisions about the services that shall be provided to private school children with disabilities are made after consulting with representatives of private school children with disabilities in order to determine:

- Which disabling conditions shall be considered;
- What services shall be provided;
- How and where services shall be provided; and
- How services shall be evaluated.

After consulting with representatives of private school children with disabilities, the District determines the services that shall be provided to private school children with disabilities ages three to 22 who are determined to be eligible for special education services.

Any private school child with a disability who has been designated to receive services under this procedural statement shall have an Individual Service Plan (ISP) that describes a specific special education and related services that District shall provide to the child as determined by the District in this policy. The District shall encourage a representative of the private school to attend each meeting involving an individual child's ISP. If the private school representative cannot attend, the District shall use other methods to ensure participation by the private school. The eligibility offered in this procedural statement may be reviewed by the District at least every three years or more often as the District finds appropriate.

IEP Meeting Process

Checklist to Assist Parents through the IEP Process

SIMPLE CHECKLIST TO HELP PARENTS/GUARDIANS THROUGH THE IEP MEETING PROCESS

- ✓ 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 alternative dates ready when you call.
- ✓ Be clear on the purpose of the IEP meeting (example - initial, annual, triennial, or addendum). This will help you prepare for the meeting.
- ✓ Sit down with your child and others involved in his or 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 the meeting. If you cannot find it, you may make a written request for a copy from the school district. (Remember, it may take up to five business days to get a copy.)
- ✓ If you have specific areas or goals in mind, contact the case carrier to discuss your ideas so they may be included.
- ✓ If the meeting plans 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.

YOUR 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 or 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

IEP Meeting Process

Checklist to Assist Parents through the IEP Process

TIPS ON COMMUNICATING IN AN IEP MEETING

- Have a positive attitude
- Give and expect treatment with respect; everyone on the team has feelings
- Keep your child as the focus of the IEP process
- Involve your child whenever possible
- Have goals in mind and 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

PARTIAL IMPLEMENTATION OF THE IEP

- 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 agreed upon will be implemented without delay.
- 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.
- If you consent to the IEP and later decide you disagree, you may revoke consent, in writing, and 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.

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
- Confirm that the related service providers have seen the current IEP
- Visit your child's program on a regular basis
- Periodically check the IEP against school work for consistency
- Monitor homework
- Evaluate progress
- Are you receiving periodic reports from the school on progress or problems?
- How is your child progressing?
- Do you think the program is working?
- Are there some changes you would like to make? If so, can they be done informally, or do you think they require a more formal agreement or new IEP?
- How does your child feel he or she is doing? Is your child happy at school?

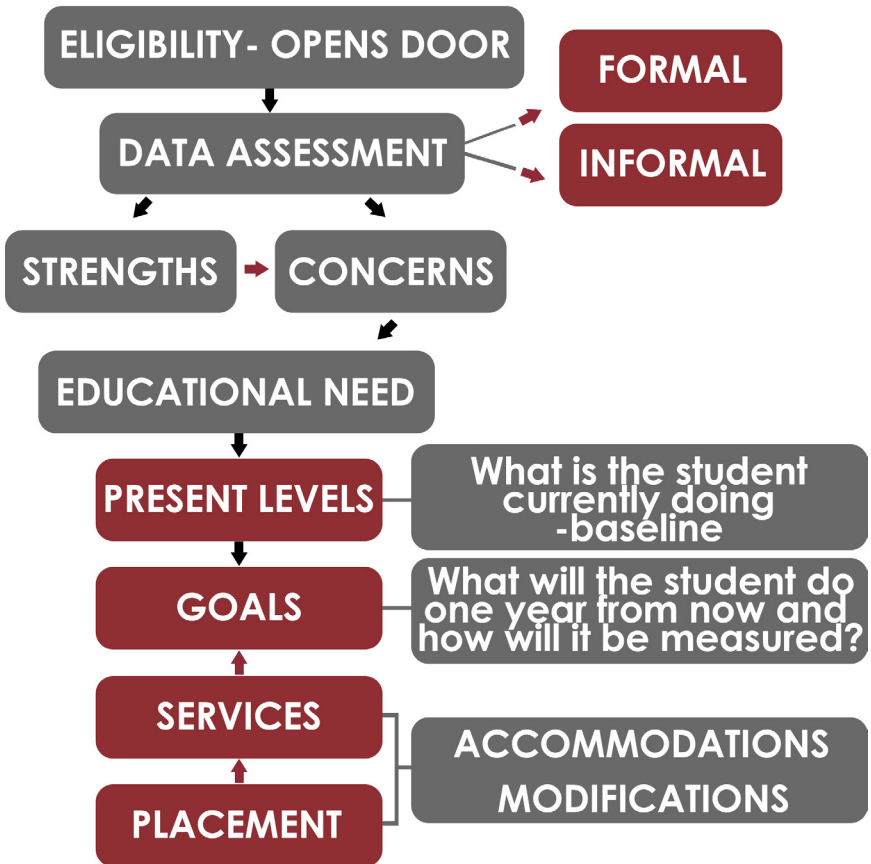
IEP Meeting Process

Checklist to Assist Parents through the IEP Process

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.

IEP Process



Transition Services

Preparing for Adulthood

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

Beginning July 1, 2025, AB 438 strengthens this requirement by mandating that an IEP include measurable postsecondary goals and transition services—if determined appropriate by the IEP team—starting when an individual with exceptional needs begins their high school experience, and no later than the first IEP in effect when the pupil is 16 years of age.

This shift emphasizes the importance of early and intentional transition planning to ensure students are better prepared for their education, employment, and independent living opportunities after high school.

TRANSITION PLANNING INCLUDES:

- ✓ 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

GRADE 8 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

Transition Services

Preparing for Adult Hood

GRADE 9 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

- 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 post-secondary world; explore the supports available at college or work

GRADE 10 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

- 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.

GRADE 11 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

- 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 post-secondary 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

Transition Services

Preparing for Adult Hood

- 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

GRADE 12 LEVEL ACTIVITIES FOR PARENTS TO SUPPORT TRANSITION:

By the twelfth grade your son or daughter should do as much as possible by himself or herself. Your son or daughter should:

- Check due dates for financial aid and scholarships
- Recheck graduation requirements and your child's progress toward graduation
- Complete and check applications to post-secondary 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 post-secondary success, and develop a plan to address those needs

TRANSITION CHECKLIST FOR PARENTS AND STUDENTS:

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 post-secondary 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 your skills in communicating personal information
- Identify and begin learning skills necessary for independent living
- Learn and practice personal health care

Transition Services

Preparing for Adult Hood

TRANSITION CHECKLIST FOR PARENTS AND STUDENTS:

Two to three years before leaving the school district:

- Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.)
- Invite adult service providers, peers, and others to IEP meetings
- Match career interests and skills with vocational course work and community work experiences. Gather more information on post-secondary 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.)
- 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 post-secondary 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 post-secondary school you plan to attend and arrange for accommodations
- Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary educational and work environments

Parents' Rights



Procedural Safeguards

- A free appropriate public education for an individual with exceptional needs.
- Refer your child (birth through age 21) for an assessment to determine eligibility for special education instruction and services.
- Receive all information in clear, concise language, and when feasible, in the native language or other mode of communication of the home.
- Receive written notice explaining the types of assessments to be conducted, the necessity and objectives for the proposed assessment, and be given 15 days to arrive at a decision to give consent for the assessment. The assessment may begin immediately upon receipt of the consent by the LEA and must be completed and an IEP developed within 60 days of the date the district receives your consent. The school district must also provide reasonable prior written notice that your child will be aging out (reaching age 22) or graduating from high school with a regular high school diploma because graduation from high school and/or reaching age 22 means that your child will no longer be eligible for special education services under IDEA 2004.
- Revoke your consent to initial provision of services. Your revocation must be in writing and cannot be retroactive. Once you revoke consent to the initial provision of services, the district will provide written notice before ceasing the services for your child. If in the future you seek re-enrollment in special education services for your child, the assessment will be treated as an initial evaluation.
- Present information, including the results of a private evaluation(s), to the IEP team in person or through a representative.
- Provide prior consent to the implementation of an individualized education program resulting from an assessment, and to have your child's psychological assessment conducted and interpreted by a person trained to evaluate cultural and ethnic factors.
- Obtain, at public expense, one Independent Educational Evaluation (IEE) from a qualified specialist, as defined by SELPA/District criteria, if you disagree with an assessment obtained by the local education agency within the past two years. You also have the right to have such assessment made part of the record and considered with respect to the provision of a free appropriate public education and as evidence in a due process hearing. However, the local education agency may choose to initiate due process to show that its assessment is appropriate. Information about where an IEE may be obtained is available from your local school district or SELPA office.
- Receive prior written notice before a district proposes or refuses to initiate or change the identification, assessment, or educational placement of your child, or the provision of a free appropriate public education.
- Be informed of the purpose of an IEP meeting together with an explanation of the assessment, recommendations, and rationale for the recommendations, and to be informed of all program options, both public and nonpublic.

Parents' Rights



Procedural Safeguards

- Participate in each meeting to develop, review, or revise an IEP, to give consent prior to special education services and placement, and to permit student participation in the IEP meeting, when appropriate, and to electronically record on an audio recorder the proceedings of an IEP meeting upon 24-hour notification to the IEP team.
- Examine all educational records within five days of either a written or oral request and prior to an IEP meeting or administrative hearing, and to obtain copies, including copies of the IEP, the findings of the assessment, recommended educational decisions and the reasons for those decisions.
- Have your child educated in an environment that will permit the interaction appropriate with non-disabled peers.
- An immediate interim placement of your child when transferring from a district in which the last enrollment was in a special education program and to receive final recommendation, within 30 days, regarding the continuation of the special education services.
- Request an IEP team meeting to be held within 30 days of the district receipt of a written request to review, or revise the IEP of your child.
- Appeal the decision of a due process hearing by filing a civil action in state or federal court within 90 days of the decision.
- Petition the court for award of reasonable attorney's fees and related costs if you are the prevailing party in a due process hearing or subsequent court action.

The local education agency (district) has the primary responsibility for ensuring that a free appropriate public education (FAPE) is available to students in the district who are eligible for special education. For a list of participating local education agencies in the Desert Mountain SELPA and Charter SELPA, contact the SELPA at (760) 552-6700 or visit our website at www.cahelp.org. A detailed copy of the Notice of Procedural Safeguards/Parent's Rights can also be obtained from our website or by contacting our office.

Questions & Answers About Special Education

Question: What programs and services are provided through special education?

Answer: Special education support services may be provided in the general education classroom or in a separate class and may include related services. Related services include: speech and language therapy, audiology, adapted physical education, physical and occupational therapy, counseling services, specially designed vocational education, and other services that may be identified by the IEP team as necessary for the student to benefit educationally from his or her instructional program.

Question: How do you get help when an "exceptional need" is suspected?

Answer: Contact your local school or school district office by mail or telephone. A student study team meeting or district meeting will be scheduled to discuss your student's educational needs.

Question: What education must be provided for the individual with exceptional needs?

Answer: Federal and state laws require that all students be provided with an appropriate education in the least restrictive environment.

Question: What is involved in the evaluation/assessment process?

Answer: Assessments are conducted in the areas of suspected disabilities. Qualified professionals observe, interview, and use testing procedures appropriate for each student. Parental approval is required prior to assessment, and parents will be provided a copy of the assessment results.

Question: Is every individual who is evaluated placed in a special education program?

Answer: Individuals identified as having exceptional needs are provided with special education services only after the IEP team has determined eligibility and parental consent for special education services has been obtained.

Question: What is an IEP?

Answer: An IEP is an "Individualized Education Program." It is a written document that establishes the following for the individual educational needs: present levels of performance, annual goals, placement, support services needed to implement program goals, individuals responsible for support services, supplementary aids and services needed to complete the prescribed course of study, including physical education as appropriate. For students 16 years of age and older, the IEP also contains transition goals and services.

Questions & Answers About Special Education

Question: Who participates in developing the IEP?

Answer: The IEP team may be comprised of special and general education teachers, support staff, local education agency (LEA) representative, and parents. The team meets to determine the services best suited to the needs of the student. The student will also be invited to attend, if appropriate. In particular, students 16 years of age and older must be invited to participate in their IEP team meetings whenever transition services will be discussed.

Question: What rights do the parents/guardians have in the decisions that are made about the student?

Answer: The parents/guardians have the right to participate in the decisions made by the IEP team and to give informed written consent before the IEP is implemented.

Question: Where and how will the educational services be provided?

Answer: It is the policy of the Desert Mountain SELPA that, to the maximum extent possible, students with exceptional needs will be educated with students who do not have exceptional needs. Special schools and classes are available within the Desert Mountain SELPA region in the event that it is not possible to provide specialized educational services at the student's school of residence. The location of services is determined at the IEP meeting.

Question: How can parents participate in the review and/or development of special education programs?

Answer: The Desert Mountain SELPA Community Advisory Committee (CAC) is comprised of parents, students, teachers, para-educators, education specialists, agencies, and individuals with exceptional needs who are working toward the most appropriate education for special needs individuals. CAC meetings are held four times per school year. For more information on CAC, please visit the Desert Mountain SELPA website at www.cahelp.org

Question: What is a SELPA?

Answer: The acronym SELPA refers to the Special Education Local Plan Area. SELPAs are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

The Desert Mountain Children's Center (DMCC) is a behavioral health program offering services to children and youth, birth to 22 years of age. The DMCC also offers a transdisciplinary team to provide a full array of services and programs comprised of a pediatrician, psychiatrist, clinical nurses, occupational therapists, and speech and language therapists. The DMCC currently provides behavioral health services in over 200 schools. Additional behavioral health services are provided in the clinic and/or in the child's residence. The DMCC provides comprehensive assessment, individual, group and family therapy, parent education, and links to community resources. The DMCC also collaborates with a number of community organizations during the process of serving children and families. There is a long history within the organization of working closely with other service organizations such as San Bernardino County Department of Behavioral Health, Child and Family Services, Juvenile Probation, community-based behavioral health organizations, and foster/adoption agencies.

Early Identification, Intervention Services (EIS). Early Identification, Intervention Services (EIS) is specifically for infants and young children who may display some type of developmental, behavioral concern or who are at risk for disabilities or special needs. The purpose of EIS is to identify mild concerns in order to provide early intervention to the child "at risk." EIS services are provided through a variety of activities, both clinical and non-clinical, to ensure that these children grow to their greatest potential.

School-Age Treatment Services (SATS). School-Age Treatment Services (SATS) provides individual, group, and family counseling services for children and youth ages 7 to 22 years of age. This program accepts Medi-Cal, IEHP, TriCare, PacifiCare, Molina, and cash pay on a sliding scale for services provided. Referrals may be made through the child's school, parents, physicians, and/or caregivers. The SATS program is primarily provided at each child's school, but is also offered in the home, clinic, and community as needed.

Screening Assessment Referral and Treatment (SART). The Screening Assessment Referral and Treatment (SART) program utilizes a team of highly qualified professionals to screen, assess, refer, and treat children birth through six years of age. The SART program is designed to provide services to children who may have been prenatally exposed to drugs, alcohol, and/or violence. The SART program also addresses concerns with children experiencing behavioral problems and difficulties maintaining appropriate behaviors in pre-school settings and the child's home. The SART program offers a comprehensive screening process, assessment, and appropriate referrals to excellent treatment to improve overall functioning of the child. The DMCC provides medication support and management upon referral from the treating therapist to the DMCC medical doctor.

Student Assistance Program (SAP). The Student Assistance Program (SAP) serves students, their families, and the school community. Students who are dealing with non-academic barriers to learning are the primary target for SAP services. Students are referred by staff, parents, or concerned others to the program. Students may also self-refer. The purpose of SAP is to (1) reduce risk factors, barriers, and stressors of children, youth, and their families, (2) provide appropriate strategies, interventions, and activities to school staff and families that increase their knowledge of social, emotional, and behavioral issues, and (3) to increase student awareness of the issues they face daily, including the social and emotional choices that impact their lives



Resolving Differences

Parents and School District Working Together

During the course of the special education process, you and the Local Education Agency (LEA) might disagree about some aspect of your child's education. Listed below are some things you can do:

- **Reevaluation:** If you think that your child's educational program is inappropriate due to outdated information in his or her records, you can request a reevaluation before its scheduled time. Best practice does not support a reevaluation 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 impacts educational success.
- **Independent Educational Evaluation (IEE):** The parent/guardian has the right to obtain an IEE at public expense when the parent disagrees with the assessment obtained 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, and which is not based on a disagreement with LEA assessment results or IEP team findings. Further, when multiple IEE reports are obtained by the parents in the same assessment areas, the LEA will not reimburse the cost of more than one IEE in any one area assessed, when the parent disagrees with an assessment previously conducted by the LEA.

- **IEP Review:** If you think that the IEP is no longer appropriate for your child, at any time, you can request in writing, another IEP meeting. The LEA has 30 days in which to schedule an IEP meeting.
- **Information Meeting/Conference:** If you have a concern with the LEA, 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.
- **Complaint Procedure:** 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.

About ADR

Alternative Dispute Resolution

Alternative Dispute Resolution (ADR) is any method of resolving disputes other than by litigation.

ADR is a term for the different ways that parties can settle disputes, with (or without) the help of a third party. ADR utilizes a neutral facilitator to various options such as:

- Affirming the feelings of the parties involved
- Direct active listening and serve as a sounding board
- Provide and explain information
- Receive important information
- Re-frame issues
- Help to develop and/or evaluate new issues
- Offer referrals to other resources
- Help collect and analyze key information
- Serve as a coach to help parties think through proposals
- Facilitate discussions
- Identify and communicate pattern of issues



The Due Process “Process”

Due Process Written Filing

- Only for evaluation, identification, educational placement, free and appropriate public education (FAPE)
- Must be filed within two years of date of basis for hearing 45 days to resolve
- Student Says in current placement.

Resolution Meeting within 15 Days

- Members of the IEP team, parent, district representative, no attorney unless parent has attorney
- Neutral facilitator
- Agreement is binding
- Three business days to void agreement
- If no agreement, then mediation

Mediation

- Voluntary meeting
- State mediator facilities
- Agreement is binding
- If no agreement then case goes to due process hearing

Due Process Hearing

- Court may award attorney fees
- Law now provides provisions for “frivolous, unreasonable, without foundation, harassment” claims regarding attorney fees.

Preschool Services

CAC: PRESCHOOL SERVICES

Children between the ages of three and five years may receive special education services from Local Educational Agencies (LEAs), prior to enrollment in elementary school. Federal and state law include provisions for the identification and education of preschool-age children with disabilities.

WHO MAY BE REFERRED FOR PRESCHOOL SPECIAL EDUCATION SERVICES?

If your child received early intervention services as an infant or toddler up to age three, and may still need special education, your service coordinator will assist you with transition planning and making a referral to your child's district of residence.

If your preschool-age child (3-5 years old) did not receive early intervention services, but has some delays in development such as difficulty in talking, moving, thinking, or learning, or is facing physical or behavioral challenges—you, or professionals who know your child, may make a referral to the special education office of your child's district of residence, who will assist you in completing the referral process.

WHO IS ELIGIBLE FOR PRESCHOOL SPECIAL EDUCATION SERVICES?

Preschool-age children who have a suspected educational disability will receive an evaluation. Parents and guardians are an integral part of the evaluation process for your children. The assessment may include observations, interviews, review of records, and standardized testing, and will address all areas of concern, such as communication, cognition, self-help skills, and/or motor development.

Eligibility criteria for special education services for preschool-age children (3-5 years old) is defined under Part B of the Individuals with Disabilities Education Act (IDEA), as well as in the California Education Code and Title 5 of the California Code of Regulations. Children must be found eligible under at least one of the 13 disabling conditions listed in federal and state law (see page 19). In addition, eligibility may be established for preschool-age children due to an "established medical disability" – that is, a disabling medication condition or congenital syndrome that has a high predictability of requiring special education and services.

WHAT TYPES OF PRESCHOOL SPECIAL EDUCATION SERVICES ARE AVAILABLE?

Special education services are determined by a child's IEP team, based upon his/her individual strengths and educational needs. LEAs offer a range of special education services for preschool-age children, in order to ensure a free appropriate public education (FAPE) in the least restrictive environment (LRE). These services may include speech and language therapy, occupational therapy, physical therapy, audiological services, and specialized academic instruction (SAI). SAI services may be offered within the context of self-contained preschool classrooms or in collaboration with general education preschool programs. Parents are encouraged to explore local preschool options in their area, such as State Preschool and Head Start.

Resources

American Diabetes Association (ADA)

The ADA provides information on the fight against the deadly consequences of diabetes. Its mission is to prevent and cure diabetes and to improve the lives of all people affected by diabetes.

2541 Crystal Drive • Arlington, VA 22202
800-342-2383 Toll Free
www.diabetes.org

Autism Society Inland Empire

The Autism Society Inland Empire is a non-profit organization which has served its local community since 1986. This organization includes individuals with autism, family members, friends, advocates, medical professionals, and educators throughout the Inland Empire and beyond. Autism Society Inland Empire works to create a world where individuals and families living with autism are able to maximize their quality of life, are treated with the highest level of dignity, and live in a society in which their talents and skills are appreciated and valued.

This organization provides education and training, outreach to the community, support, information and referral, family events, groups and events for teens and adults on the autism spectrum as well as advocating for the needs of the autism community.

420 N McKinley St., Suite 111-118 • Corona, CA 92879
951-220-6922 • 951-346-9149 Fax • E-mail: info@ieautism.org
www.ieatusim.org

Autism Society of America (ASA)

A nonprofit organization that offers a variety of free programs, classes and services, at five centers and 220 community outreach locations throughout Southern California.

732 North Washington Street • Alexandria, VA 22314
Toll-Free (888) 231-3473 | Fax: (703) 997-7299
www.amstat.org

California Children's Services (CCS)

CCS is a state program for children with certain diseases or health problems. Children up to 21 years old can get the health care and services they need. CCS connects you with doctors and trained health care people who know how to care for your child with special health care needs.

150 E Holt Boulevard, 3rd Floor (County Office) • Ontario, CA 91762
909-458-1637 • 909-986-2970
www.dhcs.ca.gov/services/ccs/

Resources

California Department of Education (CDE)

The CDE is an agency within the Government of California that oversees public education. CDE oversees funding and testing, and holds local education agencies accountable for student achievement.

California Department of Education
1430 N Street • Sacramento, CA 95814
916-319-0800 www.cde.ca.gov

Centers for Disease Control and Prevention (CDC)

The CDC is one of the major operating components of the Department of Health and Human Services. CDC's mission is to collaborate to create the expertise, information, and tools that people and communities need to protect their health – through health promotion, prevention of disease, injury and disability, and preparedness for new health threats

1600 Clifton Road • Atlanta, CA 30333
800-CDC-INFO (232-4636) Toll Free • 888-232-6348 TTY
www.cdc.gov

Coachella Valley Autism Society of America (CVASA)

The CVASA exists to provide support for families of individuals with autism in the Coachella Valley and surrounding desert areas.

41550 Eclectic Street • Palm Desert, CA 92260
760-772-1000
www.autismspeaks.org/

Council for Exceptional Children (CEC)

International professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

3100 Clarendon Blvd, Suite 600 • Arlington, VA 22201
888-232-7733 Toll Free
www.exceptionalchildren.org

Department of Public Social Services

Provides array of services for children and families. Services: Adoption; Child Day Care Services; Employment Related Services; Family Planning; Health Related Services; In-Home Support Services; Licensing Day Care, Foster Care and Adult Homes; Out-of-Home Care Services for Children and Adults; and Protective Services for Children and Adults

General Information | 888-818-8988 Toll Free
<https://www.hss.sbcounty.gov/HSS/>

Resources

Department of Rehabilitation (DOR)

Provides array of services for children and families. Services: Adoption; Child Day Care Services; Employment Related Services; Family Planning; Health Related Services; In-Home Support Services; Licensing Day Care, Foster Care and Adult Homes; Out-of-Home Care Services for Children and Adults; and Protective Services for Children and Adults

464 W. 4th Street, Suite 152 • San Bernardino, CA 92401-1419
909-383-4401 • 844-729-2800 TTY
15415 W. Sand Street, Second Floor • Victorville, CA 92392-2313
760-243-6024 • 760-245-4127 TTY
www.dor.ca.gov

Disability Rights California (DRC)

DRC advocates, educates, investigates and litigates to advance and protect the rights of Californians with disabilities.

3602 Inland Empire Blvd Suite C-110 • Ontario, CA 91764
213-213-8000 • 213-213-8001 Fax
www.disabilityrightscalifornia.org/

Disability Rights Legal Center (DRLC)

A national organization whose mission is to advance the rights of people with disabilities through education, advocacy, and litigation.

Mailbox Only: 1001 Wilshire Blvd. Ste 100 #3201, Los Angeles, CA 90017
256 S. Occidental Blvd., Suite B • Los Angeles, CA 90017
866-999-DRLC (3752) Toll Free • 213-736-1334
213-736-8310 TTY • 866-912-8193 Video Feed
E-mail: DRLC@drlcenter.org
<https://thedrlc.org>

Early Start Family Resource Network (ESFRN)

A free service for families of infants and toddlers with special needs (birth to 36 months) living in Riverside and San Bernardino Counties of California. ESFRN provides support services which include education, resources, and training to families with children at risk for or are experiencing delays or disabilities; promote parent awareness; parent and professional collaboration; and provides a coordinated network of parent to parent support throughout Riverside and San Bernardino counties.

P.O. Box 19037 • San Bernardino, CA 92423
800-974-5553 Toll Free • 909-890-4788 • 909-382-4619 Fax
www.esfrn.org

Resources

Epilepsy Foundation of Los Angeles

Offers a range of services and programs to help, support, advocate for, and empower those who are affected by epilepsy and their caregivers. The Epilepsy Foundation strives to improve the quality of life of people affected by epilepsy through information, referral, education, advocacy, support services, and research.

5777 W. Century Blvd., Suite 820 • Los Angeles, CA 90045
800-564-0445 Toll Free • 310-670-2870 • 310-670-6124 Fax

www.epilepsy.com

Employment Development Department (EDD)

The EDD provides information on local job openings, job seeking skills training, and unemployment insurance payments. Check your local telephone directory for the address and phone number nearest.

17310 Bear Valley Road, #109 • Victorville, CA 92395
760-552-6550 • 760-552-6548 Fax

www.edd.ca.gov/

Goodwill Industries of Southern California

Goodwill provides work adjustment, work experience, sheltered employment, job readiness, and placement services for individuals with any disabling condition, ages 16 and older. There are no fees.

16970 Bear Valley Road • Victorville, CA 92392
760.780.4674 Toll Free • 760-780-4970

14580 7th Street • Victorville, CA 92395
760.241.3079 Toll Free • 760-241-3079

www.goodwillsocal.org

High Desert Support & Play (Autism Society Inland Empire)

For social play with children with Autism Spectrum Disorders and their neurotypical family members (code for brothers and sisters)! We offer information and training for caregivers through support, resources, and referrals.

13467 Navajo Road • Apple Valley, CA 92308
Contact Jonathan Wilson 760 686-9074 or Tiffany Martin 760-981-8400
E-mail: HDsupportNplay@ieautism.org

20601 Highway 18, Suite 171, Apple Valley, CA 92307
760-242-8833

Resources

Inland Regional Center (IRC)

A nonprofit, private community-based agency that helps to obtain services and support for its constituents.

Headquarters
1365 S. Waterman Avenue • San Bernardino, CA 92408
909-890-3000 • 909-890-3001 Fax
www.inlandrc.org/

Muscular Dystrophy Association, Southern California Region

Provides assistance in medical services to establish diagnosis, examination, medical advice for special problems, physical therapy and acquisition and repair of orthopedic appliances.

Center For Restorative Neurology
11370 Anderson Street, Suite 8100, Loma Linda, CA 92354
800-572-1717 Toll Free (National Office) • 909-558-5977
<http://mda.org>

National Down Syndrome Society (NDSS)

The NDSS provides information/literature and resources. Their mission is to be the national advocate for the value, acceptance and inclusion of people with Down Syndrome.

1155 15th St NW Suite 540 • Washington DC 20005
800-221-4602 Toll Free • info@ndss.org
www.ndss.org

National Organization for Rare Disorders (NORD)

A unique federation of voluntary health organizations dedicated to helping people with rare "orphan" diseases and assisting the organizations that serve them. NORD is committed to the identification, treatment, and cure of rare disorders through programs of education, advocacy, research, and service.

1900 Crown Colony Drive, Suite 310 • Quincy, MA 02169
800-999-6673 Toll Free • 203-744-0100 • 203-798-2291 Fax
<http://www.rarediseases.org>

Office of Special Education and Rehabilitation Services, U.S. Dept. of Edu
OSERS is committed to improving results and outcomes for people with disabilities of all ages. OSERS provides a wide array of supports to parents and individuals, school districts, and states in three main areas: special education, vocational rehabilitation, and research.

Headquarters
400 Maryland Avenue, SW. • Washington, DC 20202
800-USA-LEARN (872-5327) Toll Free • 800-872-5327 Toll Free
<http://www2.ed.gov/about/offices/list/osers/index.html>

Resources

Point of Connection Support Group

Point of Connection is for parents to help one another with resources and to facilitate a network of personal support for families who have children with special needs. This group meets at the Victorville Activity Center on Hesperia Road on the first Monday of each month from 10:00 a.m. to noon (Spanish) or 6:00 p.m. to 8:00 p.m. (English). The third Thursday of each month from 10:00 a.m. to 11:00 a.m. is reserved for a "Reflections of the Woman" group.

For more information, contact Better Carillo 760-605-8598

Regional Occupational Program (ROP)

Locations: (see Participating LEAs for contact information)

Apple Valley Unified School District • Hesperia Unified School District
Victor Valley High School District

Spina Bifida Association (SBA) of California

An organization dedicated to promoting the prevention of Spina Bifida and to enhancing the lives of all affected. The organization serves individuals with Spina Bifida and their families throughout California and provides resources, education, networking, advocacy and public awareness of Spina Bifida and folic acid's role in reducing the risk.

National Office

1600 Wilson Blvd Suite 800 • Arlington, VA 22216

800-621-3141 Toll Free • 310-359-9611

www.sbaofca.org

Team of Advocates for Special Kids (TASK)

A nonprofit charitable organization whose mission is to enable individuals with disabilities to reach their maximum potential by providing them, their families and the professionals who serve them with training, support, information, resources and referrals, and by providing community awareness programs. TASK serves families of children aged birth through 26 years of age under IDEA and other systems mandated to provide services to individuals with disabilities.

Community Access and Disability Center

6848 Magnolia Ave., Ste. 150, Riverside, CA 92506 | 951.328.1200

www.taskca.org/

United Cerebral Palsy Association of the Inland Empire

Provides services to people with various developmental disabilities including Intellectual Disabilities, Cerebral Palsy, Autism, Down Syndrome, along with other special needs. UCP provides in-home respite and after school programs to children with all developmental disabilities and their families. UCP works with hundreds of people a month throughout Riverside and San Bernardino counties, empowering families who – without support – would be isolated from community.

70017 CA-111 #5, Rancho Mirage, CA 92270

(760) 321-8184

www.ucpie.org

Resources

TRANSPORTATION INFORMATION

City Dial-a-Ride

City Dial-a-Ride Paratransit serves elderly person (age 60 and older) and persons with a disability in the City of Barstow. Service operates six days a week. Average response time is 40 minutes. Persons with a disability may be required to provide verification, such as a Barstow Area Transit ADA card, if their condition is not readily visible. Barstow Area Transit ADA certification information is available at MV Transportation, 1612 State Street, Barstow CA 92311 (760-255-3330).

2641 West Main St • Barstow, CA 92311
760-256-0311

www.barstowca.org

Meals-On-Wheels

Through application process only. Transportation for the disabled is provided for medical appointments only. You must have a letter from a doctor on file at the office. A \$2.00 donation is requested for local trips. Although they do not transport J.O. clients to and from work, and to bowling on Thursday afternoons, they are funded primarily for senior citizens. A doctor's referral slip is required for a trip "down the hill." Fee for roundtrip is \$15.00.

Barstow Senior Citizens Center
555 Melissa Avenue • Barstow, CA 92311
760-256-5023

www.barstowseniorcenter.com

Victorville Transit Authority

Provides local bus service for the communities of Adelanto, Apple Valley, Hesperia, Victorville, and San Bernardino.

Operations and Maintenance Facility
17150 Smoketree Street • Hesperia, CA 92345
760-948-3030 • 760-244-4000 TDD • 760-948-1380 Fax
877-ADA-RIDE (232-7433) Direct Access • 760-948-1380 Fax

www.vvta.org

Resources

PARENTING CLASSES

Bridges for Families (Bilingual)

Bridges for Families, sponsored by St. Mary Medical Center's Community Health Department and First 5 San Bernardino, is a program designed to help parents develop the necessary skills for raising healthy children. The program provides resources for emergency housing, food and family counseling. Bilingual staff, speaking English and Spanish, provide services including information and referrals, family assessments, parent education, family visits, parent support and counseling, interpretation assistance and non-emergency transportation. For further information, contact:

St. Mary Medical Center
18077 Outer Highway 18, Suite 100 • Apple Valley, CA 92307
760-946-4241

providence.org/locations/st-mary-medical-center/bridges-family-resoruce-center

Children and Adults with Attention Deficit Disorder (CHADD)

A national nonprofit organization providing education, advocacy, and support for individuals with ADHD. CHADD publishes a variety of printed materials to keep members and professionals current on research advances, medications, and treatments affecting individuals with ADHD.

CHADD National Office
4221 Forbes Blvd , Suite 270 • Lanham, MD 20706
301-306-7070 • 301-306-7090 Fax

www.chadd.org

CAHELP Outreach Team

Our outreach team focuses on building relationships between LEAs, preschool programs, communities, families, and children. Family and community partner involvement is critical, and supported by providing resource connections, upcoming parent trainings, and information about local events.

CAHELP JPA
17800 Highway 18 • Apple Valley • CA 92307
760-552-6700

www.cahelp.org or https://www.cahelp.org/educators/services/outreach_team

Moses House Ministries

Moses House Ministries provides a safe and caring environment for mother to make to plan for moving from a desperate situation and unhealthy lifestyles to success and self-sufficiency through long-term, multi-service resource center and support programs. Moses House is founded on faith-based principles that guide them in its service. Moses House serves families regardless of income and without discrimination.

15180 Anacapa Road • Victorville, CA 92392
760-955-1895 • 760-955-1303 Fax • info@moseshouse.org

www.moseshouse.org

Resources

PARENTING CLASSES

Families Over Coming Under Stress (FOCUS)

Project Focus educates, inspires, and empowers local communities in the United States.

Building 693 Suite 105 Del Valle Drive • Twentynine Palms, CA 92278
760-830-3818 • TwentyninePalms@focusproject.org
<https://bit.ly/3PVMYud>

St. Joseph Health/St. Mary
18300 Highway 18 • Apple Valley, CA 92307
760-242-2311 ext. 8223 • 888-767-6202 Toll Free
<https://bit.ly/3T5e0ly>

Learn the art of non-violent discipline and how to spend quality time with your children. SETPS is a series of 7 classes offered once a week, at various times in 3 local communities offered in English and Spanish. Pre-registration required. No charge classes. Sponsored by First 5 San Bernardino.

Walden Family Services, San Bernardino County
15450 W Sand Street • Victorville, CA 92392
760-961-2662 • 760-596-7884 Aftercare On Call • 909-289-3045 Visitation
www.waldenfamily.org

Victor Community Support Services

VCSS Victorville currently serves the high desert county region with two site locations and 15 unique programs. VCSS serves high desert children and families from birth to 65 years in age, and offers an array of programs including Intensive in-home and school based mental health services as well as prevention and early intervention programs. One site location offers a Transitional Age Youth Center and Family Resource Center; Another site offers Therapeutic Behavioral Services, Wraparound, military families program, infant/toddler parent education, life skills, vocational rehabilitation for young adults, housing support services, and psychiatric services. For further information, contact:

15095 Amargosa Road, Suite 201 • Victorville, CA 92395
760-245-4695 • 760-513-4696 Fax
15400 Chalame Rd • Victorville, CA 92392
760-243-5417 • 760-245-5896 Fax
<https://www.victor.org>

Resources

DOMESTIC VIOLENCE PROGRAMS

DOVES of Big Bear Valley Inc

DOVES, a non-profit organization that provides a 17-bed long-term therapeutically and educationally intensive shelter program "Lorries House" for women and children. Other services offered: group classes, legal assistance, clinical program, transitional living program. The only shelter of its kind in the San Bernardino mountains. For further information, contact:

DOVES (Main Office)
41943 Big Bear Blvd. • Big Bear Lake, CA 92315
909-866-1546

www.doves4help.org

High Desert Domestic Violence Family Assistance Program

Provides assistance with restraining orders, advocacy, homelessness, utility assistance, homeless prevention, rapid re-housing, preventive services through teen violence classes, family/group/individual counseling, supervised visitation, and the distribution of household commodities. For further information, contact:

15075 7th Street • Victorville, CA 92395
760-843-0701 Family Center • 760-949-4357 Hotline • 760-843-9551 Fax

www.familyassist.org/get-help/

House of Ruth

Provides life-saving domestic violence services for residents of eastern Los Angeles and western San Bernardino counties. Participation is open to all battered women and children. Many services are available in both Spanish and English and are free of charge. Services are divided into the following programs: residential programs (Emergency and Transition Shelter); children's programs; counseling; community services; and prevention and outreach. House of Ruth also provides comprehensive case management, ongoing education for minor children, and assistance with access to healthcare. For further information, contact:

Outreach and Administrative Services
Mailing Address: P.O. Box 459 • Claremont, CA 91711
909-623-4364 • 909-629-9581 Fax • 909-988-5559 24 Hour Toll Free Hotline

www.houseofruthinc.org

Lucerne Valley Domestic Violence Outreach
Mailing Address: P.O. Box 2003 • 32649 State Highway,
Lucerne Valley, CA 92356
760-248-2064 Hotline

www.lucernevalley.net/orgs/domestic/

Services offered: emergency shelter, food & clothing, transportation, peer group counseling, assistance with legal paper work (restraining order), legal advocacy court support.

Resources

DOMESTIC VIOLENCE PROGRAMS

National Domestic Violence Hotline

The National Domestic Violence Hotline Celebrity Board was created in 2008 to help change public attitudes that allow domestic violence to exist. This group of acclaimed artists has made personal commitments to promoting healthy, respectful relationships, and as spokespersons for the National Domestic Violence Hotline, they publicize The Hotline (800-799-SAFE) as a source of help for people experiencing abuse. For further information, contact:

800-799-SAFE (7233) Hotline • 800-787-3224 TTY | Text "Start" to 88788
www.thehotline.org

Victor Valley Domestic Violence Program "A Better Way"

Advocates for and assists those victimized by domestic violence by providing shelter, programs, opportunity and education to contribute to social change through intervention, prevention, education and community awareness. All classes are free and child care is provided for children ages 12 and under. For further information, contact:

14114 Hesperia Rd, • Victorville, CA 92395
866-228-2059 Toll Free • Hotline: 760-955-8010 | Office: 760-955-8010
www.abetterwaydomesticviolence.org/

FOOD, CLOTHING, AND SHELTER

| | |
|--|--------------|
| Our Lady of the Desert (Apple Valley) | 760-242-4427 |
| The Lord's Table (Apple Valley) | 760-245-7674 |
| Salvation Army (Victorville) | 760-245-2545 |
| Community Action Food Bank | 909-723-1581 |
| American Red Cross (Victorville) | 760-245-6511 |
| High Desert Homeless Services 24-Hours | 760-245-5991 |

Resources

GRANDPARENT SUPPORT GROUPS

AARP's Grandparent Information Center
200 S. Los Robles Avenue, Suite 400 • Pasadena, CA 91101-2422
888-687-2277 Toll Free • 626-583-8500 Fax
<http://www.aarp.org/relationships/friends-family/>

San Bernardino County Family (Grandparent) Caregiver Support Program
686 E. Mill Street • San Bernardino, CA 92415-0640
909-798-8500 • 800-510-2020 Senior Information and Assistance
760-256-5544 Barstow, CA • 760-243-8400 Victorville, CA
760-326-9328 Needles, CA • 909-891-3700 San Bernardino
760-228-5390 Yucca, CA • 909-948-6200 Rancho Cucamonga, CA
www.hss.sbcounty.gov/daas

HEALTH INFORMATION

| | |
|--|------------------------|
| California Healthy Families | 800-880-5305 Toll Free |
| Child Health and Disability Program | 909-387-6499 Toll Free |
| St. Mary Healthy Beginnings Midwifery | |
| Hesperia | 760-956-7714 |
| Apple Valley | 760-946-8169 |
| Adelanto | 760-246-6670 |
| Healthy Kids Program (First 5) | 916-263-1050 |
| Social Action Community Health Clinic | 909-382-7100 |
| Shields Health Care | 800-210-7153 |
| St. Mary Mobile Health Van | 760-946-4240 |
| Su Familia Family Health Line | 866-783-2645 Toll Free |
| Women, Infant, and Children (WIC) | 800-472-2321 Toll Free |
| Young Adult Clinic (YAC) | 800-722-4777 Toll Free |
| Parenthood - Victorville Health Center | 909-890-5511 |

HOUSING INFORMATION

| | |
|---------------------------------------|-------------------------|
| Community Action Partnership | 909-723-1500 |
| Equal Rights Center | 202-234-3062 |
| | Toll Free: 866-549-0009 |
| Habitat for Humanity (San Bernardino) | 909-478-1176 |
| HACSB | 760-243-1043 |
| HACSB Apple Valley | |

Resources

DENTAL INFORMATION

| | |
|---------------------------------------|------------------------|
| Dexter Dental Group | 760-242-0796 |
| Desert Dental Group Children's Center | 760-227-2532 |
| Desert Valley Dental Group | 760-245-2010 |
| Golden Dental Group | 909-798-0604 |
| Just for Kids Dentistry | 760-952-3756 |
| Ko, Samuel H. DDS (Private Practice) | 760-255-1010 |
| Lee, Sungho DDS (Private Practice) | 760-955-2273 |
| Liberty Village Dental | 909-558-4689 |
| Loma Linda Pediatric Dentistry Clinic | 800-322-6384 Toll Free |
| Medi-Cal Dentist Beneficiaries Group | 760-245-7800 |
| Victorville Family Dentistry | 760-951-9181 |

LEGAL SERVICES

Community Alliance for Special Education (CASE) and Disability Rights CA.
Community Alliance for Special Education (CASE) and Disability Rights CA.
1550 Bryant Street, Suite 835 • San Francisco, CA
415-431-2285 • 415-431-2289 Fax
E-mail: info@caseadvocacy.org
www.caseadvocacy.org/

Desert Mountain Special Education Local Plan Area (SELPA)
Desert Mountain Special Education Local Plan Area (SELPA)
17800 Highway 18, Apple Valley • CA 92307
760-552-6700 • 760-242-5363 Fax
www.cahelp.org

Dignity Group
1055 N. Euclid Avenue • Ontario, CA
909-986-2420
www.dignitygroup.org/

Disability Rights California (DRC)
350 South Bixel Street, Suite 290 • Los Angeles, CA 90017
213-213-8000 • 213-213-8001 Fax
www.disabilityrightscalifornia.org/

Disability Rights Legal Center
1001 Wilshire Blvd ste 100 #3201 • Los Angeles, CA 90017
213-736-1031 • 877-669-6023 Toll Free
213-736-8310 TTY • 866-912-8310 Video Feed
E-mail: DRLC@ls.edu
www.disabilityrightslegalcenter.org/

Resources

LEGAL SERVICES

Inland Counties Legal Services
13911 Park Avenue, Suite 210 • Victorville, CA
760-241-7073 • 888-805-6455 Toll Free
www.inlandlegal.org

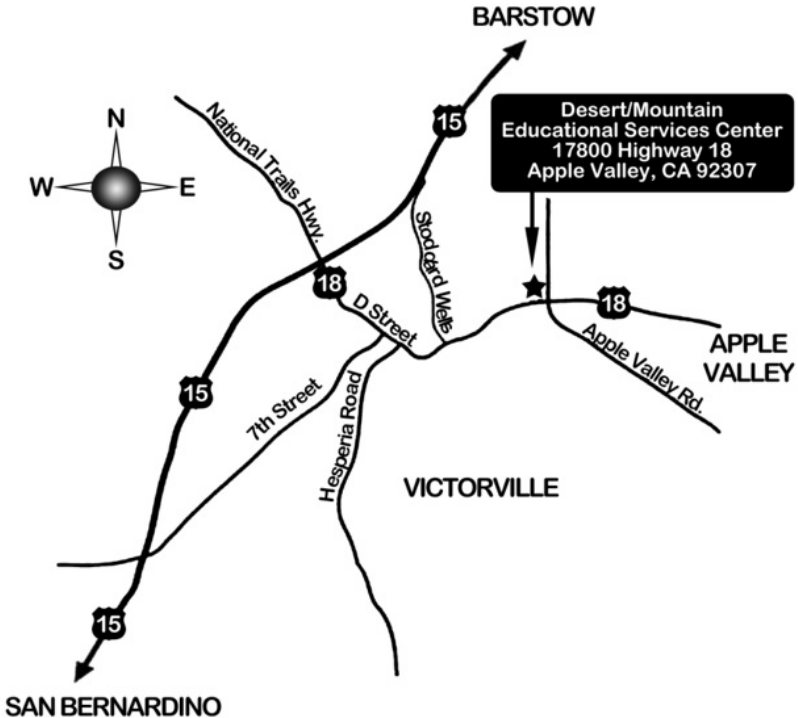
Inland Fair Housing and Mediation Board for Landlords and Tenants
14201 Kentwood Blvd ste 3, •Victorville, CA
760-243-2412 • 760-243-3312 Fax
<http://ifhmb.accountsupport.com/cms/>

Legal Aid Society of San Bernardino
588 W 6th Street • San Bernardino, CA
909-889-7328 • 866-889-7328 Toll Free • 909-889-6338 Fax
www.legalaidofsb.org/

San Bernardino County Bar Association and Lawyer Referral Services
1902 Orange Tree Ln, Suite 100, Redlands, CA 92374
909-885-1986 • 909-889-0400 Fax
<http://www.sbcba.org/>

United States Department of Education Office for Civil Rights
Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue • SW Washington, DC
800-421-3481 Toll Free • 877-521-2172 TDD • 202-453-6012 Fax
<https://ocras.ed.gov/contract-ocr>

DMESC Location



DIRECTIONS TO THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER

From Highway 15 north, exit D Street. Turn onto D Street, which is also Highway 18. Following Highway 18 for approximately two miles to Apple Valley Road. Turn left on Apple Valley Road and then turn left into the second driveway. The Desert Mountain Educational Service Center will be straight ahead on the right hand side.

— The —

RELENTLESS PURSUIT

★ OF WHATEVER WORKS IN THE ★

LIFE OF A CHILD

P: (760) 552-6700 | F: (760) 242-5363
17800 Highway 18, Apple Valley, CA 92307

www.cahelp.org

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