



Parent Handbook



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Dear Parent or Caregiver,

It is with a sincere desire to assist our parents to feel knowledgeable about special education and to feel included in the process as much as possible that we have created this parent handbook. We hope you'll find this handbook a valuable resource.

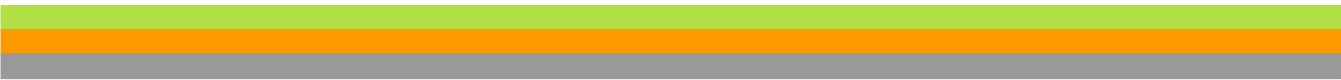
If you would like more information about the Antelope Valley SELPA and/or about the Community Advisory Committee, please reach out to us or go to our website <https://www.avspeialed.com/>.

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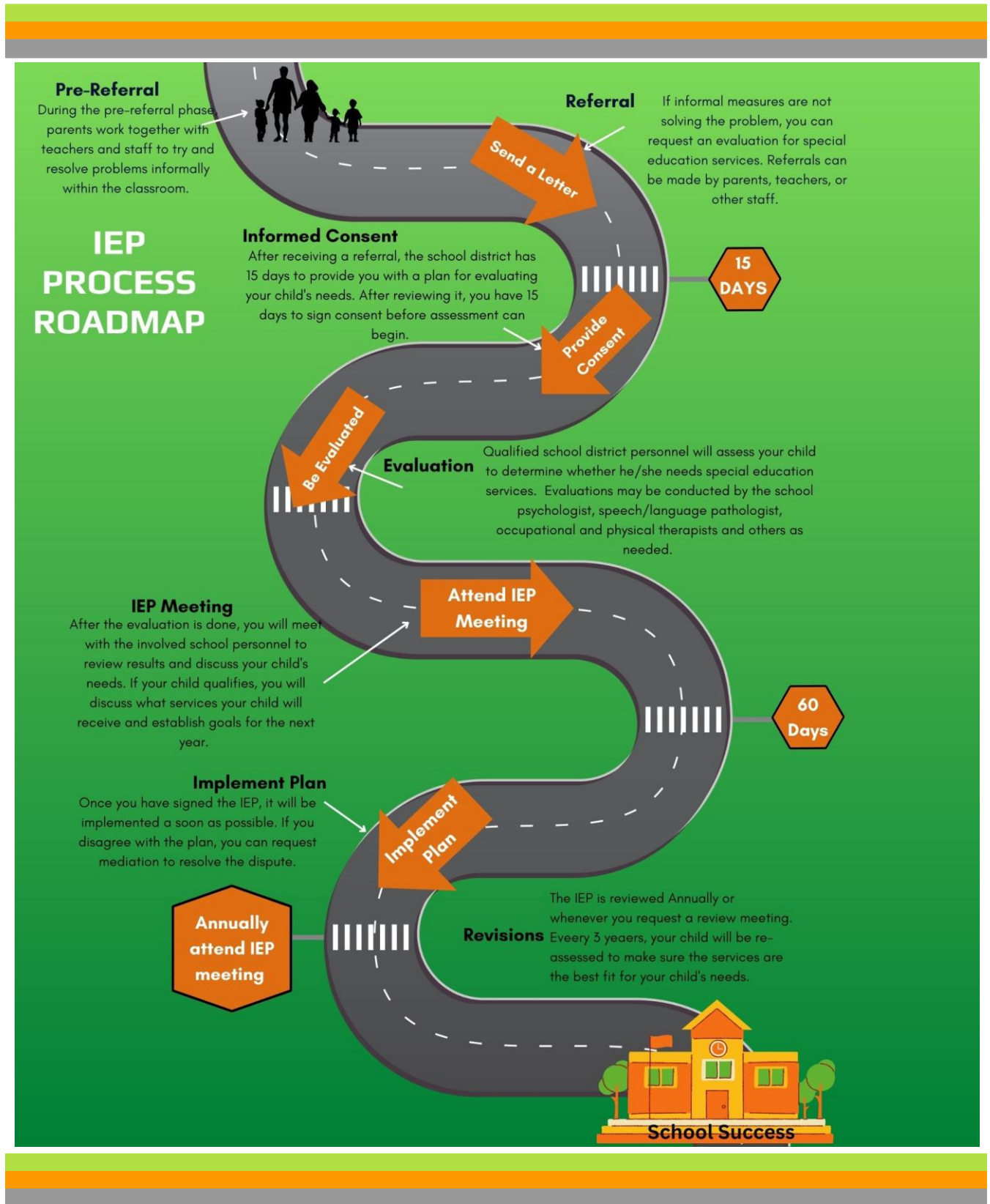
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The Roadmap to School Success!



1. Welcome to the Antelope Valley SELPA

What is the Special Education Local Plan Area (SELPA)?

In 1977, all school districts and county school offices in California were required to form geographical regions of sufficient size to provide for all special education service needs of children residing within the region's boundaries. Each region became known as a Special Education Local Plan Area – SELPA. Today, there are over 130 SELPAs in the State. The SELPA and member districts or local educational agencies (LEAs) foster coordination between general and special education for prevention and early intervention of suspected disabilities. The SELPA also ensures appropriate education services for individuals with disabilities by working cooperatively with other public and private agencies to support a full complement of special education services for students.



AV SELPA Member Districts

Acton-Agua Dulce Unified School District

32248 Crown Valley Road • Acton, CA 93510 •
661.269.5999

Antelope Valley Union High School District

176 Holston Drive •
Lancaster, CA 93535 • 661.948.7655

Eastside Union School District

45006 30th St East •
Lancaster, CA 93535 • 661.952.1225

Gorman Joint School District

49847 Gorman School Road • Gorman, CA 93243 • 661.248.6441

Hughes-Elizabeth Lakes Union School District

16633 Elizabeth Lake Road • Lake Hughes, CA 93532 • 661.724.1231

Keppel Union School District

34004 128th Street East •
Pearblossom, CA 93553 •
661.944.2155

Lancaster School District

44711 North Cedar Avenue •
Lancaster, CA 93553 • 661.948.4661

Palmdale School District

39139 10th Street East • Palmdale, CA 93550 • 661.947.7191

Westside Union School District

41914 50th Street West •
Quartz Hill, CA 93536 • 661.722.0716

Wilsona School District

18050 East Avenue O • Palmdale, CA 93591 • 661.264.1111

2. Special Education Acronyms

Acronyms

AAC Alternative Augmentative Communication	IPP Individual Program Plan
ABA Applied Behavioral Analysis	ITP Individualized Transition Plan
ADLs Activities of Daily Living	LEA Local Education Agency
ADR Alternative Dispute Resolution	LEP Limited English Proficient
ALJ Administrative Law Judge	LRE Least Restrictive Environment
APE Adaptive Physical Education	MD Manifestation Determination
ASD Autism Spectrum Disorder	NPA Non Public Agency
AT Assistive Technology	NPS Non Public School
BCBA Board Certified Behavior Analyst	OAH Office of Administrative Hearings
BIP Behavioral Intervention Plan	OCR Office of Civil Rights
BSP Behavior Support Plan	OHI Other Health Impairment
CAC Community Advisory Committee	OI Orthopedic Impairment
CBI Community Based Instruction	O & M Orientation and Mobility Services
CCS California Children's Services	OSEP Office of Special Education Programs
CDE California Department of Education	OT Occupational Therapy
CST Child Study Team	PBIS Positive Behavioral Intervention and Supports
DOR District of Residence	PLoP or PLAP Present Level of Educational Performance
ECE Early Childhood Education	PT Physical Therapy
ED Emotional Disturbance	PWN Prior Written Notice
EI Early Intervention	RSP Resource Specialist Program
EL English Learner	RS Related Services
ERICS Educationally Related Intensive Counseling Service	RTI Response to Intervention
ESY Extended School Year	SDC Special Day Class
FAPE Free Appropriate Public Education	SELPA Special Education Local Plan Area
FBA Functional Behavioral Assessment	SL Speech Language
FERPA Family Educational Rights and Privacy Act	SLD Specific Learning Disability
IA Instructional Assistant	SLI Speech/Language Impairment
ID Intellectual Disabilities	SLP Speech/Language Pathologist
IEE Independent Educational Evaluation	SLP-A Speech/Language Assistant
IFSP Individualized Family Service Plan	SST Student Study Team
	TBI Traumatic Brain Injury
	VI Visual Impairment
	Voc Ed Vocational Education

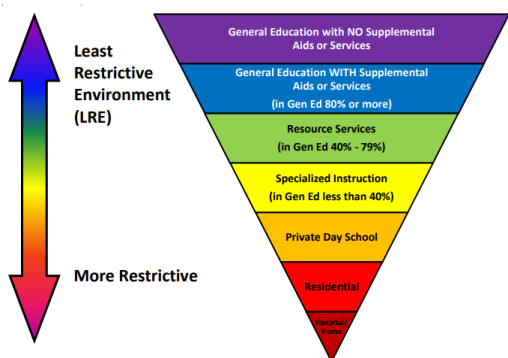
3. Individuals with Disabilities Education Act (IDEA)

As the nation's special education law, The Individuals with Disabilities Act (IDEA) provides rights and protections to children with disabilities and to their parents. The Individuals with Disabilities Act (IDEA) is a federal law that mandates and affirms the right of all children with disabilities to a **Free Appropriate Public Education (FAPE)**.



The purposes of IDEA are to do the following: Ensure that all children with disabilities have available to them a Free Appropriate Public Education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; Ensure that the rights of children with disabilities and parents of such children are protected; Assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities; and Assess and ensure the effectiveness of efforts to educate children with disabilities.

Least Restrictive Environment



“Least Restrictive Environment (LRE)” is the placement/services or program which can best meet an individual student’s needs and does so with a minimum loss of contact with general education curriculum, programs and typically developing peers. The Individuals with Disabilities Education Act (IDEA) has a strong preference for educating students with disabilities in the general

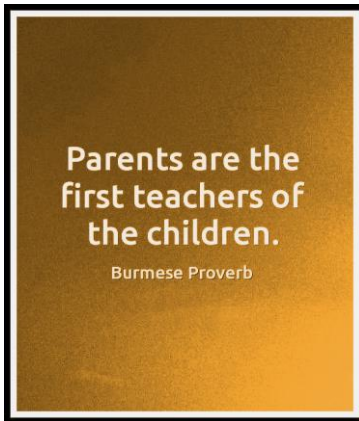
education classroom with appropriate aids and services.

The IEP team may decide that the student cannot be educated satisfactorily in the general education classroom, even when aids and services are provided. The IEP team must then consider other placements and/or services. A full continuum of program options must be available within the LEA to the extent necessary to ensure the student receives a Free Appropriate Public Education (FAPE).

4. The Individualized Education Program Process

Meeting	Timeline	Exceptions/Notes/Considerations
Propose an assessment plan for initial assessment	Assessment plan must be sent to the parent within 15 calendar days from the date of referral or request for assessment.	60 day timeline extends for school breaks in excess of 5 schooldays. - If referral received 30 days or fewer before end of school year, then assessment plan due within first 30 days of next school year.
IEP meeting to review assessment results	Assessment must be completed within 60 days of receipt of parental consent.	- Student enrolls in another LEA - Student not made available
Plan Review	Not longer than 12 months from the date of the last annual/plan review IEP	- School breaks in excess of 5 school days. - If referral received 30 days or fewer before end of school year, then due within first 30 days of next school year. - Student enrolls in another LEA - Student not made available
Eligibility Evaluation	Every 3 years based on the date of the last eligibility evaluation	- No more than once per year unless parties agree - Parent and LEA may agree in written that triennial assessments are not necessary and/or to limit scope of review
Parent request for IEP team meeting	30 calendar days after receipt of written request from parent for IEP team meeting	- School breaks in excess of 5 schooldays - If parent makes an oral request, LEA must direct parent to make a written request
Meeting to review lack of anticipated progress	Team should reconvene within 30 days after determining that the student is demonstrating a lack of anticipated progress	None
Within 30 days for a student who has moved in from another SELPA and been placed into any special education services	Convene an IEP within 30 days of enrollment to either adopt the prior IEP or develop a new plan review IEP.	None
Student in residential placement	IEP must be held every six months	None

The Parents/Caregivers Role



You are your child's first teacher and their advocate. You are an essential member of the IEP team.

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals serving as surrogate parents and students aged eighteen receiving special education services, are also entitled to these rights. You should be offered a copy of the procedural safeguards on an annual basis.

Parents must be given opportunities to participate in any decision-making meeting regarding their child's special education services. Parents have the right to participate in Individualized Education Program (IEP) meetings about the special education eligibility, assessment, educational placement/services of their child and other matters relating to their child's free appropriate public education (FAPE).

Before the IEP

When preparing for an IEP, the following checklist will help you to prepare:

- Do I have my child's notebook of records?
- Do I have stated goals?
- Did I provide accurate records and input about my child's performance at home?
- Do I know my rights, protections and Due Process safeguards under IDEA?
- Have I attended parent-teacher conferences when notified?
- Have I provided the school with any outside assessment reports that have been provided for my child?
- Have I followed through with any suggestions for my child which I was in agreement?
- Have I cooperated by completing any releases for requested information, (medical, etc.)
- Have I signed and returned the written notification for this IEP meeting?
- Have I prepared a list of my child's strengths and abilities?
- Have I made a list of my child's needs?

- Have I asked for a copy of written assessment reports ahead of the meeting?
- Have I asked to review the assessment results with the assessor ahead of the meeting?
- Have I provided at least 24 hours notice of my intent to audio record the IEP meeting?
- Have I invited any persons I would like to attend the meeting with me?

During the IEP meeting

Don't be afraid to ask questions. Educators are so used to speaking in acronyms that sometimes they forget that they are using them without fully explaining what they mean. You also want to make sure you understand exactly what your child's educational plan is going to look like. Ask the other team members about how they will measure your child's progress towards the goals. You want to be informed about what to expect.

Discuss your child's present level of performance, or in other words, what are your child's strengths, interests and abilities and the concerns you have about areas in which they are struggling.

Make sure you understand what your child's time in general education and special education will look like, how they will be supported to access general education and how they will have an opportunity to interact with their non-disabled peers.

Although you must sign the IEP to verify your attendance, you are not obligated to sign the IEP at the meeting. You may take a copy of the IEP document with you to think through and process the verbal agreements that were reached in the meeting before you sign the document in agreement. Services or change in services will only start once parents have signed in agreement.

After the IEP meeting

- **Meet your child's teacher(s)** at the beginning of the school year, volunteer in the classroom and/or participate in school activities. If you work during the school day, you may be able to assist in preparing materials at home in the evening. Being involved in your child's classroom and/or school will help them to feel special.
- **Support your child in establishing, building and maintaining friendships** with other students, with and without disabilities. This will help your child to feel a part of their community.
- **Arrange for periodic communication** with your child's teacher(s).

Considerations for Early Start Transition

If your child is receiving early start services (birth to 3 services) from the Regional Center, before your child approaches the age of three, the agency will begin to prepare for the transition to the local School District. For more details about the transition process, see the Handbook for Effective Early Childhood Transitions: A Guide for Transition at Age Three, https://www.dds.ca.gov/wp-content/uploads/2019/02/EarlyStart_EffectiveTransitions_20190205.pdf

Below is a brief overview of the process your family will go through to prepare for this transition:

Birth to 3rd birthday, eligible children can receive Early Start Services, from designated agency.

Between 2 years, 6 months and 90 days prior to 3rd birthday, Transition IFSP meeting between parent, Regional Center case worker, and district representative.
Referral packet will be sent to district.

Local School District will contact you to set up a date for testing in all areas of suspected need. Assessment occurs at the school district, by district personnel before age 3.

Once assessment has been completed, an IEP meeting will be scheduled with you and the district, and will be held ON or BEFORE 3rd birthday.

If student has been found eligible and IEP was signed, services will start for the student at the specified school within the district.

Considerations for High School Transition

As a student approaches the time to leave high school, it is important that preparations for adult life are well underway. For early transition planning and active participation in decision making to occur for students with disabilities, members of the planning team need to be well-informed about the student's abilities, needs, and available services. For more information regarding high school transition, visit the California Transition Alliance, "*Transition Planning: The Basics*" document: https://6abb391c-dbc9-4e2e-9cd4-f10c9c4bb967.filesusr.com/ugd/c055a4_f1b186d9ab24411eb8971d6583e849b5.pdf

- Transition services are intended to prepare students to move from the world of school to the world of adulthood.
- Transition planning begins during high school **at the latest**.
- IDEA requires that transition planning start by the time the student reaches age 16.
- Transition planning may start earlier (when the student is younger than 16) if the IEP team decides it would be appropriate to do so.
- Transition planning takes place as part of developing the student's IEP.
- The IEP team (which includes the student and the parents) develops the transition plan.
- The student must be invited to any IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered.
- In transition planning, the IEP team considers areas such as postsecondary education or vocational training, employment, independent living, and community participation.
- Transition services must be a coordinated set of activities oriented toward producing results.
- Transition services are based on the student's needs and must take into account the student's preferences and interests.

5. Alternative Dispute Resolution (ADR)

There are a variety of ways to reach dispute resolution for students receiving special education services. While filing a written State Complaint or a Due Process Complaint/ Hearing Request are always options, you should be aware that there are alternatives to such actions which may be able to achieve the same outcomes in a shorter amount of time, while maintaining strong working relationships.



- Confidential
- Speedy
- No cost
- Legal Protections
- Outcome oriented
- Preserves relationships between all parties

What you should know about Alternative Dispute Resolution (ADR)

The ADR process is less formal than a due process hearing and intends to maintain positive relationships between families and districts (a.k.a. LEA) staff by working collaboratively toward solutions. The Antelope Valley SELPA is committed to ensuring school staff are trained in the provision of IEP facilitation, a process identified by the U.S. Department of Education as a best practice model.

The Facilitated IEP Process

A Facilitated Individualized Education Program (IEP) meeting is one in which:

- An IEP is developed by a collaborative team whose members share responsibility for the meeting process and results and are supported by a trained facilitator.
- Decision-making is managed through the use of facilitation skills.

The facilitator's role is to focus the dynamics of the meeting to ensure that the participants interact respectfully, that the perspectives of all the participants are heard, and that the participants focus on the issues and future actions.

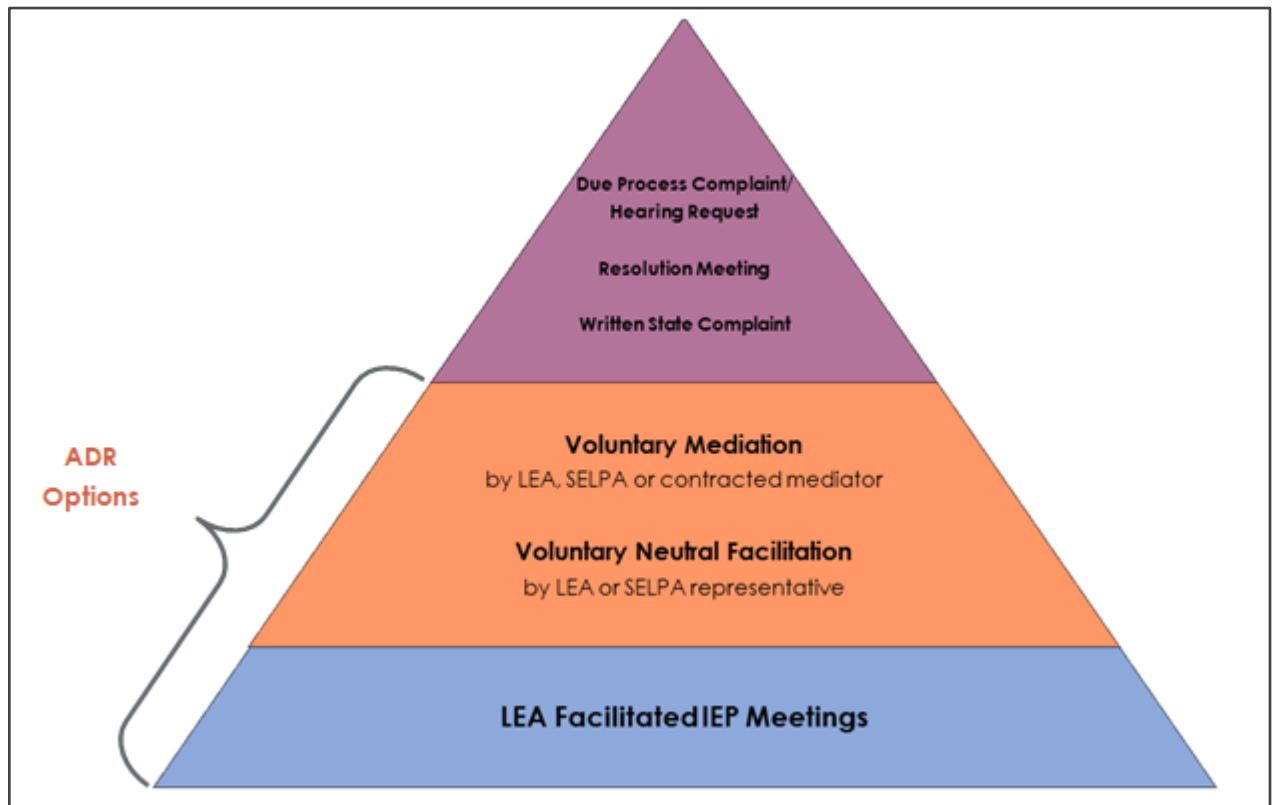
This process of Facilitation for IEP meetings enables the team to:

- Build and improve strong relationships among team members
- Reach true consensus
- Focus the IEP content and process on the needs of the student
- Exercise an efficient, guided meeting process where effective communication and reflective listening are practiced.

What are the benefits of having a Facilitated Meeting?

- A facilitated meeting is first and foremost student-focused and a neutrally-guided process.
- A facilitated meeting encourages prepared IEP team members
- A facilitated meeting provides opportunities for all team members to have a voice.
- In a facilitated meeting there is an emphasis on positive communication and collaboration.
- In a facilitated meeting there is shared decision-making using consensus.
- In a facilitated meeting there is reduced contention, resulting in positive outcomes.

What are the ADR Options?



Although most LEAs are now using the **Facilitative IEP** process, some IEP teams will not gain consensus on matters concerning the student's education. In instances where the team has not been able to reach agreement, the following services are available:

Voluntary Neutral Facilitation — a neutral facilitator guides the IEP team to ensure all team members feel valued and heard and ensures constructive dialogue with focus on the student's educational program.

Voluntary Mediation — This service is available anytime there is a disagreement between parents and educators about special education and/or related services and supports each to listen to each other in order to reach agreement.

What happens if we can't reach agreement after utilizing the ADR process?

Ultimately, if a dispute cannot be resolved through alternative processes, a formal process like a complaint or hearing may need to be initiated.

- A written State Complaint — filed with the State of California communicates that a public agency (LEA) has not followed the IDEA, and requests an investigation.
- A Due Process Complaint/Hearing Request — results in a written decision with finds of fact & conclusions of law, which may order specific activities to be carried out.

6. Parent Record-keeping

Record keeping helps you keep track of your child's educational progress and changing educational needs, your communications with the school district, and the many different documents related to your child's growth and development through the school years. Developing an organizational system for your child's records is an effective way to prepare for Individualized Education Program (IEP) team meetings.

While you can find all kinds of recommendations online for how to keep your records, it can be as simple as keeping them in a 3-ring binder with tabs to organize:

- Current IEP information
- Historical IEP documents
- Assessment reports
- Documentation of your communications with school personnel
- Behavior logs/records
- Work samples
- Reference materials, such as the AV SELPA Parent Handbook
- Questions that come to your mind that you want to ensure to ask at an upcoming meeting.



7. Resources for Parents & Guardians

The Community Advisory Committee

The purpose of the Community Advisory Committee (CAC) is to improve and promote communication between schools, parents, and public agencies to increase community awareness, facilitate parent education and support, and to coordinate activities on behalf of children with exceptional needs. Members provide input to the local plan, assist in the development of parent information materials and awareness activities to understand disabling conditions. Membership is composed of school district board-appointed parents, educators and public/private agency representatives within the Antelope Valley SELPA.

CACs are designed to be a dynamic collaborative partnership of educators, parents, and community members. The active participation of the membership of each CAC meets the mandate of informed parent-community involvement between those who *provide* Special Education services and those who *receive* Special Education services.

For additional information about your SELPA Community Advisory Committee, ask your child's case manager, psychologist, program specialist, or special education administrator, or simply contact your local SELPA office. More information can be found at www.avspecialed.com, click on **FOR PARENTS**.



Commonly Asked Questions

? What is special education?

Special education is instruction that is specially designed to meet the unique needs of children who have disabilities. Special education and related services are provided in public schools at no cost to the parents and can include special instruction in the classroom, at home, in hospitals or institutions, or in other settings. This definition of special education comes from IDEA, the Individuals with Disabilities Education Act. This law gives eligible children with disabilities the right to receive special services and assistance in school.

More than 6.8 million children ages 3 through 21 receive special education and related services each year in the United States. Each of these children receives instruction that is specially designed:

- to meet his or her unique needs (that result from having a disability); and
- to help the child learn the information and skills that other children are learning in the general education curriculum.

? Who is eligible for special education?

Children with disabilities are eligible for special education and related services when they meet IDEA's definition of a "child with a disability" in combination with state and local policies. IDEA's definition of a "child with a disability" lists 13 different disability categories under which a child may be found eligible for special education and related services. These categories are listed below.

IDEA's Categories of Disability

Autism	Intellectual disabilities
Deafness	Multiple disabilities
Deaf-blindness	Orthopedic impairment
Hearing impairment	Other health impairment

Serious emotional disturbance

Traumatic brain injury

Specific learning disability

Visual impairment, including blindness

Speech or language impairment

How is my child's eligibility for special education decided?

Parents are part of the team that decides a child's eligibility for special education. This team will look at all of the information gathered during the evaluation and decide if your child meets the definition of a "child with a disability." If so, your child will be eligible for special education and related services.



Under IDEA, a child may not be found eligible for services if the determining reason for thinking the child is eligible is that:

- the child has limited English proficiency, or
- the child has not had appropriate instruction in math or reading.

If your child is found eligible, you and the school will work together to design an Individualized Education Program for your child.

The school will give you a copy of the evaluation report on your child and the paperwork about your child's eligibility for special education and related services. This documentation is provided at no cost to you.

What happens if my child is not eligible for special education?

If the eligibility team decides that your child is not eligible for special education, the school system must tell you this in writing and explain why your child has been found "not eligible." Under IDEA, you must also be given information about what you can do if you disagree with this decision.

Read the information the school system gives you. Make sure it includes information about how to appeal the school system's decision. If that information is not in the materials the school gives you, ask the school for it. IDEA includes many different mechanisms for resolving disagreements, including mediation. The school is required to tell you what those mechanisms are and how to use them.

What Information is in my Child's IEP?

Your child's IEP will contain the following statements:

Present levels of academic achievement and functional performance. This statement describes how your child is currently achieving in school. This includes how your child's disability affects his or her participation and progress in the general education curriculum.

Annual goals. The IEP must state annual goals for your child, what you and the school team think he or she can reasonably accomplish in a year. The goals must relate to meeting the needs that result from your child's disability. They must also help your child participate in and progress in the general education curriculum.

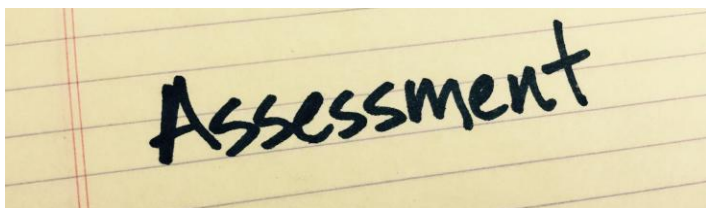


Special education and related services to be provided. The IEP must list the special education and related services to be provided to your child. This includes supplementary aids and services (e.g., preferential seating, a communication device, one-on-one tutor) that can increase your child's access to learning and their participation in school activities. It also includes changes to the program or supports for school personnel that will be provided for your child.

Participation with children without disabilities. The IEP must include an explanation that answers this question: How much of the school day will your child be educated separately from children without disabilities or not participate in extracurricular or other nonacademic activities such as lunch or clubs?

Dates and location. The IEP must state (a) when special education and related and supplementary aids and services will begin; (b) how often they will be provided; (c) where they will be provided; and (d) how long they will last.

Participation in state and district-wide assessments. Your state and district probably give tests of student achievement to children in certain grades or age groups. In order to



participate in these tests, your child may need individual accommodations or changes in how the tests are administered. The IEP team must decide what accommodations your child needs and list them in the IEP. If your child will

not be taking these tests, the IEP must include a statement as to why the tests are not appropriate for your child, how your child will be tested instead, and why the alternate assessment selected is appropriate for your child.

Transition services. By the time your child is 16 (or younger, if the IEP team finds it appropriate for your child), the IEP must include measurable postsecondary goals related to your child's training, education, employment, and (when appropriate) independent living skills. The IEP must also include the transition services needed to help your child reach those goals, including what your child should study.

Measuring progress. The IEP must state how school personnel will measure your child's progress toward the annual goals. It must also state when it will give you periodic reports on your child's progress.



Can my child's IEP be changed?

Yes. At least once a year a meeting must be scheduled with you to review your child's progress and develop your child's new annual IEP. But you don't have to wait for this annual review. You (or any other team member) may ask to have your child's IEP reviewed or revised at any time.

The meeting to revise the IEP will be similar to the IEP meeting described above. The team will talk about:

- your child's progress toward the goals in the current IEP;
- what new goals should be added; and
- whether any changes need to be made to the special education and related services your child receives.



This plan review IEP meeting—or any periodic IEP review you might request—allows you and the school to review your child's educational program and change it as necessary.





Communication Log

Day/time:	Mail	Phone	Email
Name & Title of person contacted			
Reason for contact:			
Notes & Action Needed:			

Day/time:	Mail	Phone	Email
Name & Title of person contacted			
Reason for contact:			
Notes & Action Needed:			

Definitions

Accommodation: Generally, an adaptation or modification that enables a student with a disability to participate in educational programming, for example, complete school work or tests with greater ease and effectiveness, by enabling him or her to participate in the activity, to the extent possible, as if he or she were nondisabled. Does not alter expectations and create a different standard for children with disabilities than for those without disabilities.

Adaptive behavior: Behavior that displays an age-appropriate level of self-sufficiency and social responsibility: domains of adaptive behavior include: (a) independent functioning, (b) physical development, (c) economic activity, (d) language development, (e) numbers and time, (f) vocational activity, (g) self-direction, (h) responsibility and (i) socialization.

Age of Majority: When a child turns eighteen, he/she is legally considered an adult and is afforded all educational rights previously held by parent unless conserved by court of law.

Alternative Dispute Resolution (ADR): refers to any method of resolving disputes without litigation

Applied Behavioral Analysis (ABA): A method of analyzing behavior into component parts to determine where a student fails to perform, and therefore permitting extra training to be applied to those specific parts; a method of using simple rewards and reinforcers to help train components of behavior.

Assessment: Broader than testing and typically includes gathering and integrating information to determine a student's current level of emotional, behavioral, academic and intellectual functioning, resulting in educational needs and strategies for remediation to promote effective treatment programming. Parent permission required.

Assistive Technology (AT): Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.

Augmentative and Alternative Communication (AAC): Includes all forms of

communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. An AAC device is a tool that uses a non-speech mode of communication to augment spoken language. AAC devices include electronic devices that digitize or synthesize speech and non-electronic communication aids such as manual communication boards.

Baseline: The beginning point for measurement, prior to interventions or services, necessary to determine in order to measure effectiveness of the intervention or service. Baselines data should include a minimum of 3 points of baseline data

Behavioral Emergency: Situations involving “unpredictable, spontaneous behavior which poses a clear and present danger of serious physical harm to the individual with exceptional needs, or others, and cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. (Sec. 42. Section 56521.1) Approved behavioral emergency procedures must be outlined in the special education local planning area (SELPA) local plan.

Behavioral Emergency Report (BER): A report which is completed whenever an emergency intervention is used, or serious property damage occurs. The parents, guardian, or residential care provider shall be notified within **one school day**. It is recommended that notification be made as soon as reasonably possible and before the student arrives home from school on the day of the incident). Immediately following an emergency intervention, or if serious property damage occurs, a Behavioral Emergency Report (BER), must be prepared and maintained in the student’s file. All BERs shall immediately be forwarded to and reviewed by a designated responsible administrator.

Behavior Intervention Plan (BIP): A BIP is a plan that is developed if the behavior impedes the learning of the student or others and that other positive behavior intervention strategies have not been successful and is recommended to be developed in conjunction with a Functional Behavior Assessment. The plan addresses needed environmental changes, the schedule for reinforcement of a functionally-equivalent replacement behavior, and addresses how staff will respond when an interfering behavior continues to occur.

Board Certified Behavior Analyst (BCBA): An individual who has taken five or more courses in applied behavior analysis, fulfilled supervised field experience, and passed a comprehensive record review and written exam given by the national Behavior Analysis Certification Board. (See: <http://www.bacb.com/>)

California Alternate Assessments for ELA/Mathematics & Science: The alternate assessment revised for children whose IEP teams determine alternate assessment is appropriate for students with significant cognitive disabilities.

California Assessment of Student Performance and Progress (CAASPP)

The broad category of state required assessments for all students in California. (See Procedural Manual, Teacher’s Edition, Section 3.) The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types and is comprised of the following:

- Smarter Balanced Assessment System
- California Science Test
- California Alternate Assessments (CAAs) for English Language ARts/Literacy and Mathematics
- California Alternate Assessment for Science
- California Spanish Assessment
- Grade Two Diagnostic Assessments

English Language Proficiency Assessments for California ELPAC: is the required state for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve ages 3-21 within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1. LEAs are required to administer the Summative ELPAC annually to students identified as English Learners until they are redesignated as Fluent English Proficient (RFEP).

Alternate ELPAC: This assessment is proposed to be delivered online in a one-on-one setting. The student will interact with a trained test examiner who will collect and record responses. The Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete proficiency assessment in all domains (Reading, Writing, Speaking, and Listening). The proposed design of the Alternate ELPAC is linear (i.e., not adaptive). The Alternate ELPAC will assess a student’s proficiency in English while allowing for a range of receptive and expressive communication modes, including assistive devices, gestures, and so forth. The Alternate ELPAC will adopt a multitiered accessibility resources model so that the assessment will measure language proficiency, not technology ability.

Community Advisory Committee (CAC): Made up of members representing the Local

Education Agencies' (LEAs) communities. 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 LEAs.

Child Find (Search and Serve): The requirement that places an affirmative duty on local educational agencies (LEAs) to identify, locate and evaluate all children with disabilities within their jurisdictions 3-22. Each statewide system of early intervention services must include a comprehensive child find system that guarantees that infants and toddlers (0-2.11) who are eligible for services are identified, located, and evaluated. A requirement similar to that of the IDEA applying to school districts under Section 504 requires LEAs to annually “undertake to identify and locate every qualified individual with a disability residing in the district’s jurisdiction who is not receiving a public education.”

Collaborative Teaching: A teaching strategy in which two or more teachers work together, sharing responsibilities to help all students succeed in the classroom.

Community Based Instruction (CBI): A model for delivery of instruction in which the IEP goals are met in a “natural” age-appropriate setting. For example, math, sequencing, travel, and social skills may all be developed in the setting of a trip to the grocery store.

Due Process: The process that either a parent or school district (or similar public agency) may initiate to resolve a disagreement about the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE) for a child with a disability or suspected of being disabled under the IDEA. Each public agency must establish, maintain, and implement procedural safeguards that ensure that due process requirements are met.

Early Intervention Services: Specific types of services and supports which infants and toddlers age 0-2.11 with a disability receive.

Educationally Related Intensive Counseling Services: Educationally Related Intensive Counseling Services (ERICS) are counseling services that are provided to students receiving special education services. These services are provided when students have significant socio-emotional needs that impede their ability to benefit from their special education services, that are not able to be addressed through related service counseling and/or other supports and services to address behavior. There must be a direct relationship between the socio- emotional characteristics and the lack of benefit from special education services.

Eligibility Evaluation: Formerly referred to as “Triennial Review”, this meeting takes place every three years. During this meeting, the IEP team meets to discuss a student’s continuing eligibility, as determined by assessment, for special education services. It is often combined with the Plan Review (formerly referred to as an Annual Review.)

English Language Learner (EL): Students for whom parents indicate a language other than English as primary for student on home language survey and receive confirmation by ELPAC assessment.

Extended School Year (ESY): Additional instruction beyond the normal school year, conducted during the school breaks. IEP team determines individual need related to regression, recoupment patterns and the need for ESY to ensure FAPE. LRE must be considered when ESY services are discussed.

Facilitated Individualized Education Program (FIEP): A meeting in which an IEP is developed by a collaborative team whose members share responsibility for the meeting process and results and decision-making is managed through the use of facilitation skills, guided by a trained facilitator. This enables the team to build and improve strong relationships among team members, reach true consensus, focus the IEP content and process on the needs of the student and exercise an efficient, guided meeting process where effective communication and reflective listening are practiced. FIEP is a proactive ADR process.

Family Educational Rights and Privacy Act (FERPA): A federal law that regulates the management of student records and disclosure of information from those records, with its own administrative enforcement mechanism.

Free Appropriate Public Education (FAPE): Entitles a public school child with a disability to an educational program and related services to meet his/her unique educational needs at no cost to the parents; based on IEP; under public supervision and meeting state standards.

Functional Behavioral Assessment (FBA): An evidence-based, analytical process based on observations, review of records, interviews and data analysis. It strives to determine the immediate and immediate past antecedents and consequences supporting the problem behavior. This assessment is the first step in designing function-based interventions that promote educational success. FBA is necessary prior to identifying a functionally equivalent replacement behavior.

General Education: As distinguished from special education, an established curriculum of academic subjects with age appropriate peers. Also includes extracurricular activities, lunch, recess, etc.

Generalization: Ability to apply a skill or behavior learned in one setting to another setting or ability to apply a learned skill or behavior in similar situations.

Health Assessment: In connection with school health services, the collection and analysis of information about the health situation of a student with a disability to determine his or her need for health-related supportive services.

Inclusion: Generally means integration of a student with a disability in general education with his or her chronological age peers up to 100% of his or her school day.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner of a student by a non-school district employee that parents may obtain as a right under the IDEA and possibly at LEA expense. 2

Individual Program Plan (IPP): An annually-reviewed record of program and service needs provided by the Regional Center (i.e., respite care, behavior management training, supported employment, living skills etc.)

Individual Transition Plan (ITP): A transition plan is the section of the Individual Education Plan (IEP) that outlines a student's measurable post-secondary goals and services for the student based on age appropriate assessments and becomes a part of the IEP that will be in effect when the student turns 16. The ITP is the template for mapping out long-term adult outcomes from which annual goals and services are defined. The ITP is updated annually to reflect the student's current preferences, interests and needs.

Individualized Education Program (IEP): The cornerstone of the IDEA, a written document, ideally developed in a collaborative and cooperative effort between parents and school personnel that describes the disabled child's abilities and needs and prescribes the placement and services designed to meet the child's unique needs.

Individualized Family Service Plan (IFSP): Specific types of services and supports which infants and toddlers age 0-2.11 with a disability receive. Also includes services the family will receive.

Individuals with Disabilities Education Act (IDEA 2004): Federal law that provides for special education and related services to eligible children with disabilities.

Individualized Education Program (IEP) Meeting: The meeting in which decision-making context for educators and parents enable them to review a student's identified needs and develop an educational plan to provide special education programs and services that address those needs in an appropriate setting and that provide an "educational benefit".

Informed Consent: Generally, consent given after full disclosure of all the information a reasonable person would require to make an intelligent decision.

Least Restrictive Environment (LRE): Generally, the appropriate placement for a child with a disability that most closely approximates where the child, if nondisabled, would be educated; not necessarily the regular education classroom and not synonymous with inclusion or mainstreaming. Whenever there is a reasonable likelihood that a student with a disability can be educated appropriately in a regular classroom with the use of supplemental aids and services, then a regular classroom placement should be tried.

Low Incidence Disability: A student who has a hearing, visual or severe orthopedic impairment, that even with amplification; correction; or modification respectively, adversely affects educational performance.

Mainstreaming: Not a formal term, but common jargon in the educational community typically accepted as meaning the placement of a student with a disability alongside nondisabled students in the general education setting for a percentage of the total day; less preferred term for inclusion or full inclusion.

Manifestation Determination: The evaluation of the relationship between a student's disability (IDEA or 504) and act of misconduct that must be undertaken when a district proposes to take specified disciplinary actions that may result in a change of placement.

Mediation (Mediation Only): A voluntary alternative dispute resolution (ADR) process that may be requested PRIOR to filing a Due Process Complaint. It is not a prerequisite to filing.

Mediation (Formal Due Process): A voluntary alternative dispute resolution (ADR) process that may occur *after* a Due Process Complaint is filed. The Office of Administrative Hearing (OAH) provides mediators.

Modification: Changes in the delivery, content, or instructional level of a subject or test

which result in altered expectations and create a different standard for children with disabilities than for those without disabilities.

Multidisciplinary Evaluation Team: Name used for a group of trained professionals that conduct eligibility and review assessments.

Multi-Tiered System of Support (MTSS): A Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

Native Language: The first language of an individual.

Non-Public Agency (NPA): A private business or individual that may be contracted by an LEA to provide related services necessary for an individual with exceptional needs to benefit educationally from the students' educational program pursuant to an Individualized Education Program and that is certified by the California Department of Education. The nonpublic agency shall also meet standards as prescribed by the superintendent and board.

Non-public School (NPS): A private school where a student whose needs cannot be served within the special education programs offered within the SELPA may be placed pursuant to an individual educational program. A NPS placement is considered one of the most restrictive placements and must be certified by the CA Department of Education.

Occupational Therapist (OT): A professional who addresses the physical, cognitive, psychosocial and sensory components of performance of students with exceptional needs, through the therapeutic use of everyday activities.

Pattern of Strengths and Weaknesses (PSW): A pattern of strengths and weaknesses (PSW) is one approach for determining specific learning disabilities (SLD). As opposed to the discrepancy model, which tells clinicians *if* a student is performing more poorly than expected, PSW seeks to determine *why* a student is performing poorly by looking more specifically at the various cognitive processes that contribute to cognitive abilities.

Placement: The unique combination of facilities, personnel, location or equipment necessary to provide instructional services to meet the goals as specified in the student's IEP. **Placement is a set of services, not a location.**

Plan Review: Formerly referred to as an “Annual Review”. The yearly meeting of the IEP team, designed to gather all the IEP team members in one location to update one another on a student’s needs and performance by reviewing progress toward goals and looking at new data like work samples and recent testing.

Positive Reinforcement: Principle used in behavior modification in which a student is motivated to perform a desired target behavior by his or her receipt of a reward after performing the desired behavior.

Postsecondary Education: In connection with transition services under the IDEA, a post-school activity that includes: technical trade schools and vocational centers, public community colleges, and four-year colleges and universities.

Present Levels of Academic Achievement and Functional Performance (PLAAFP): A component of an individual's education program that defines a student’s strengths and weaknesses, current levels of academic achievement, and current levels of functional performance. Sometimes referred to as Present Levels of Performance (PLOP). Goals, supports and services are driven by the student’s needs identified in all areas of the PLAAFP.

Prior Written Notice: A written explanation of a change the school district or LEA wants to make or refuses to make in a child’s Individualized Educational Program (IEP).

Regionalized Services: Whenever an LEA does not have an appropriate placement/service option for a student with disabilities, it may refer the student, through the IEP Team, to a District of Service (DOS) in the SELPA.

Reinforcement: Reinforcement is when a behavior is increased or maintained by its consequences. Reinforcement may either be positive or negative.

Related Services: (Formerly referred to as Designated Instructional Services) Those services as defined by Federal and State laws which may be needed by students to make adequate progress per IEP expectations, i.e. transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, music therapy, counseling services, including rehabilitation counseling, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only).

Resolution Meeting: A meeting mandated in IDEA 2004 as part of the Due Process Complaint process where parties attempt to resolve a dispute prior to proceeding to a Due Process Hearing.

Response to Intervention (RTI): RTI is a tiered process of instruction that allows schools to identify struggling students early in their education and provide appropriate instructional interventions. Early intervention means increased success and less need for special education services. RTI also addresses the needs of students who previously did not qualify for special education. This is usually a three-tiered approach in the areas of academics and/or behavior.

Reverse Mainstreaming: A program in which typically developing students are brought into a special education classroom at various times to participate in activities with special education students. Such programs allow students with disabilities to remain in familiar, structured surroundings while interacting with typically developing peers. It also increases awareness and acceptance of differences between children.

Screening: The first step in the assessment process, a fast, efficient way to identify students who may have disabilities and should undergo further testing. Screening includes “basic tests administered to or procedures used for all students in a school, grade, or class. The mass screenings used in connection with child find activities are not considered evaluations and thus are not subject to the prior parental notice and consent requirements that apply to pre-placement evaluations.

Section 504: A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED).

Special Education Local Plan Area (SELPA): A consortium of school districts, within a geographical service area, responsible for ensuring that every student eligible for special education receives appropriate services. Each SELPA’s Local Plan, based on Federal and California law and regulations, describes how special education services are provided.

Services Plan (aka Individual Services Plan): Defined by the IDEA regulations as a written statement that describes the special education and related services the LEA will provide to a parentally placed student with a disability enrolled in private school.

Specialized Academic Instruction (SAI): Adapting, as appropriate to the needs of the student with a disability, the content, methodology, or delivery of instruction to ensure

access of the student to the general curriculum, so that they can meet the educational standards within the jurisdiction of the public agency that apply to all students.

“Stay Put” Law: A legal term which states that a parent can request that a student remain in their current educational placement while an IEP or offer of FAPE is in dispute.

Summary of Performance (SOP): The SOP is a summary of a student’s academic achievement and functional performance and must include recommendations on how to assist the student in meeting their postsecondary goals. The school/LEA is required to give the SOP to any student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility.

Surrogate Parent: An individual assigned by an LEA (or similar public agency) to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified for a particular student, the public agency cannot determine the parents whereabouts, or the student is a ward of the state or if the educational rights have been removed from the

Transition:

- (1) The term “[transition services](#)” means a coordinated set of activities for a student [with a disability](#) that—
- is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - is based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests; and
 - includes instruction, [related services](#), community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Universal Design for Learning (UDL): An approach that makes a curriculum accessible to all students, regardless of their backgrounds, learning styles and abilities.