



RIVERSIDE COUNTY SPECIAL EDUCATION
LOCAL PLAN AREA



*A Special Education
Reference Guide
for Parents and Guardians*



www.valverde.edu/selpa/ParentGuardianReferenceGuide.pdf



Introduction

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

The SELPA wishes to express its appreciation to its CAC members, and other SELPA staff, who contributed their time, knowledge, and experience to help make this reference guide possible:

*Leah Devulder
Kathy Little
Dr. Caryl Miller
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Delores Hartin
Gail Angus
Denise Woolsey*

Additionally, the SELPA wishes to acknowledge the following agencies whose work was the foundation for portions of this handbook:

*North Orange County SELPA (1997)
Riverside County SELPA/CAC members (1997)*



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Welcome

Dear Parent/Guardian:

YOU, as parents/guardians of children with special needs, are very special! For **YOU** the role of parenting has a much greater dimension than any ordinary child-rearing book imagined.

YOU are the primary protector of your child's interests, the guardian of your child's rights, and your child's primary advocate.

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

This handbook was written by parents/guardians to help **YOU** become an effective member of the educational team and to provide a continual reference for **YOU** throughout your child's years in school.

Remember ... **YOU** and the educational team can create a successful program for your special child.

The Community Advisory Committee (CAC) is a group mandated by state law. It is a group of parents/guardians of children enrolled in special education and individuals with a personal or professional interest in securing appropriate services for children with disabilities. The CAC membership represents the geographic, ethnic, and socioeconomic makeup of our community.

The membership of the Riverside County Special Education Local Plan Area (SELPA) CAC supports your efforts in meeting the special needs of your child. We encourage **YOU** to ask questions and seek the information **YOU** need to make wise decisions about your child's future.

Sincerely,

Your CAC



Goals and Activities

The broad goal of the CAC is to involve interested parents, students, teachers, education specialists, and consultants in advising the County and District Boards of Education and their administrative and professional staff of the unique requirements of individual students with exceptional needs, and to assist the administration in furthering and improving the functioning of the SELPA.

1. Advising the policy and administrative entity of the district, 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.
2. Recommending annual priorities to be addressed by the plan.
3. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
4. Encouraging community involvement in the development and review of the local plan.
5. Supporting activities on behalf of individuals with exceptional needs.
6. Assisting in parent awareness of the importance of regular school attendance.

For more information regarding CAC membership, contact:

**Riverside County SELPA
Attn: Coordinator
975 W. Morgan Street
Building G
Perris, CA 92571
Phone: (951) 490-0375
Fax: (951) 490-0376**



Laws Affecting Special Education

In 1974, the Education of All Handicapped Children (PL 94-142) provided the right for children with disabilities to receive an appropriate public education. In December 2004, the Individuals with Disabilities Improvement Act (IDEIA) reaffirmed these rights. IDEIA continues to guarantee four basic rights to all children with disabilities. In order to guarantee these rights, the Law also includes two protections:

Rights under IDEA

- **Free Appropriate Public Education (FAPE):** Children with disabilities (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 support and services.
- **Supplementary Aids and Services (Related or Designated Instruction & 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 disabilities. This may be done only with the parent's/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 parents/guardians or if the parents/guardians disagree. Further, due process provides a mechanism for the resolution of disagreements.
- **Individualized Education Program (IEP):** The IEP must be prepared at least annually for all children with disabilities. It is developed by a team comprised of those people who assessed the child, appropriate school district personnel who are knowledgeable about general curriculum and the availability of resources, general education teacher if appropriate, special education teacher, and the parents/guardians. Other appropriate persons who have an interest in the child's education may also attend by district or parent/guardian invitation.

Part C of IDEA (Amended in 1997 as PL 105-17)

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

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 included:

- The transition process at age 2-3 years
- Provisions for using Part C and Part B Funds (Section 619)
- Usage of Individual Family Service Plans (IFSPs) in preschool settings

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

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

Americans with Disabilities Act (ADA) of 1990

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

Corresponding state laws regarding special education can be found in the California Education Code, Part 30, 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.



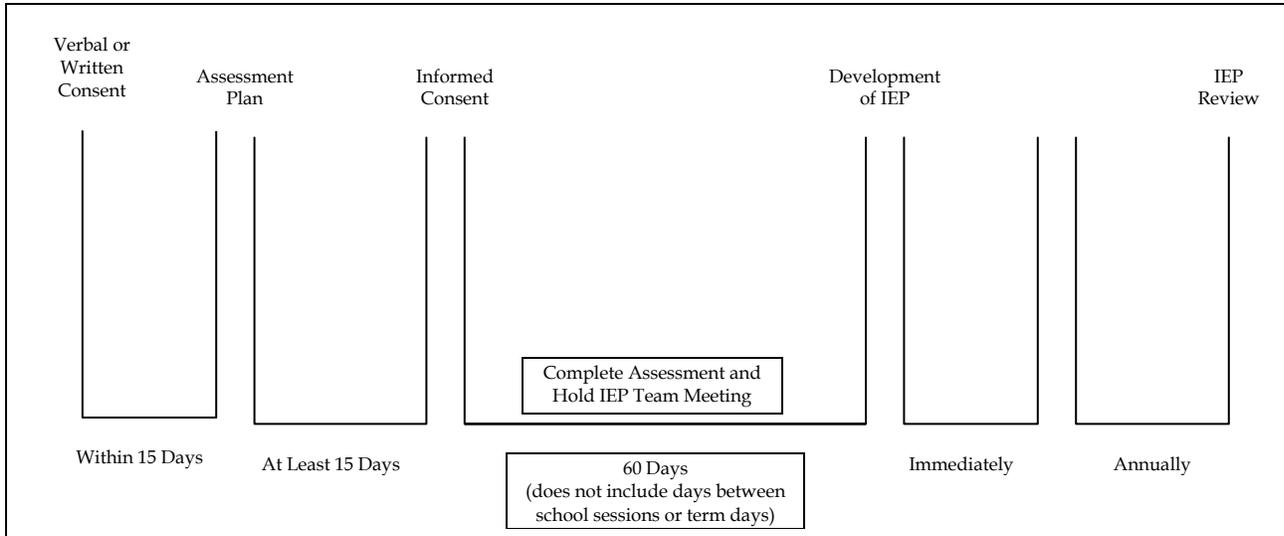
Special Education Process Timetable

	15 Days	15 Days Minimum		60 Days				ASAP	1 Year
STUDENT STUDY TEAM	REFERRAL	ASSESSMENT PLAN	INFORMED CONSENT	RECIPT OF PARENT /GUARDIAN CONSENT	MULTIDISCIPLINARY ASSESSMENT BEGINS	IEP TEAM MEETING	DEVELOPMENT OF IEP	IMPLEMENTATION OF IEP	ANNUAL REVIEW OF IEP
➔	By parents, guardians , teacher, doctor, agencies ect. ↓	Give plan to Parent / Guardian for consent ↓	Notice of Parent / Guardian Rights ↻	➔	May include assessment ↻ ❖ Academic / Preadademic achievement ❖ Social / Emotional / Adaptive Behavior ❖ Psychomotor development ❖ Communication Development ❖ Intellectual Development ❖ Vocational / Career Development ❖ Other (e.g., audiological health, vision, hearing, independent assessments, ect.)	Determine eligibility for special education services (if eligible go to next column) ↻	Provide Parent / Guardian with notice of rights ↻ Develop goals and objectives ↓ Determine related services needed ↓ Determine Placement ↓ Obtain parent / guardian consent	↻ Provide instruction and necessary related services	Review of IEP ↓ Teacher(s) Specialist(s) Report(s) ↓ Modify or add goals / objectives ↓ Parent /Guardian consent Notice of rights ↓
	Reason for referral ↓	Reason for Assessment ↻ Areas to be assessed Type of tests or procedures to be used Who Hill conduct assessments	↓ Parent / Guardian permission to test	Assessment begins when Parent / Guardian permission is received					

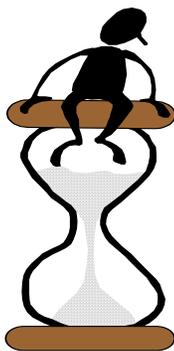
* The granting of consent for assessment and/or placement may be revoked at any time. Your written consent must be obtained before assessment can begin. You must be given, in writing, a proposed assessment plan within 15 calendar days of referral for assessment. A copy of the Parent's Guardian's Rights will be included in the assessment plan



Assessment and IEP Timeline



Education Code - California Code of Regulations - (CCR) Title 5



3021. Referral.

(a) 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 in making a request in writing, and shall assist the individual if the individual requests such assistance.

56023. "Day" means a calendar day.



Special Education Eligibility

Children who meet specific eligibility criteria exhibiting the following learning problems may qualify for special education:

- **Autism**
- **Deaf/Blind**
- **Hard of Hearing**
- **Mental Retardation**
- **Multiple Disability**
- **Other Health Impairment:** (Impaired in strength, vitality, or alertness due to chronic or acute health problems)
- **Serious Emotional Disturbance**
- **Severe Orthopedic Impairment**
- **Specific Learning Disability**
- **Speech or Language Impaired**
- **Traumatic Brain Injury**
- **Visual Impairment**

Eligible children may exhibit a variety of learning problems including many that are not listed above. For a more complete description of eligible conditions, contact your 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 special education or related services or accommodations under Section 504. Students who qualify under Section 504 are not required to have a written IEP document; however, there must be a 504 Plan. The 504 Plan requires periodic reevaluations and requires a reevaluation *before* a significant change in placement can occur.





What is Section 504?

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

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

Who is considered to be “otherwise qualified”?

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

Who is an “Individual with a Disability”?

A person who:

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



What are considered “major life activities”?

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

What are some examples of disabling conditions?

All conditions that entitle a student to receive special education, e.g., mental retardation, learning disabilities, serious emotional disturbances, AIDS, cancer, alcohol addiction, attention deficit disorder, diabetes, asthma, physical disabilities, behavior disorders, etc., *so long as they substantially limit a major life activity.*

Samples of services and accommodations which are considered reasonable under Section 504:

- Adaptations in general education programs
- Repeating and simplifying instructions for in-class and homework assignments
- Supplementing verbal instructions with visual instructions
- Using behavioral management techniques
- Adjusting class schedules
- Modifying test delivery
- Using computer aided instruction or other audio-visual equipment/technology
- Selecting modified textbooks or workbooks
- Use of NCR paper or photocopying for note taking
- Regular administration of medication or non-certified nursing procedures
- Arrangements for consultation and special resources:
 - Reducing class size
 - Use of one-on-one tutorials
 - Possible modification of nonacademic times, such as lunchroom, recess, etc.
 - Specialized instruction in a resource room

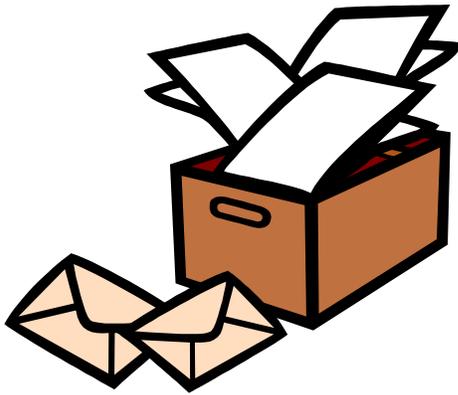
What are the procedural safeguards of Section 504?

Parents of students who have a disability must be provided with **NOTICE** of their rights prior to conducting an evaluation, making an identification, or making a significant change in the student’s placement. Parents and employees have a right to file a grievance with the local district. Every district must have a Section 504 compliance officer. Parents are also entitled to file a request for a due process hearing.



Keep Accurate Records

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



As the primary decision maker, observer, and advocate for your child, it is to your benefit to keep accurate, up-to-date records. Here's an effective way to keep your information organized. Keep records in a loose-leaf binder with tabbed dividers. Suggested sections for your notebook are:

- ☞ Background Information
- ☞ Developmental History
- ☞ Medical History and Medical Records
- ☞ Family Health History

- ☞ Educational History
- ☞ Educational, Psychological, and Therapy Reports
- ☞ IEP and Long-Term Goals and Short-Term Objectives
- ☞ Samples of Past and Present Work
- ☞ Records from Outside Agencies (*such as Regional Center, etc.*)
- ☞ Letters You have Written and Received
- ☞ A Record of Your Contacts with School Agencies (*such as personal visits, phone calls, etc.*)
- ☞ School Progress Reports

YOU may want to take your notebook with you when you go to your child's IEP meeting, or when **YOU** visit a new agency or service provider.

*** So Remember ... Keep Your Notebook Up-To-Date! ***



Individual Family Service Plan (IFSP) Transition from Infant/Early Start

Who qualifies for IFSP?

According to Title 17 CCR 52100, an Individual Family Service Plan (IFSP) is written for infants/toddlers between the ages of birth and thirty-six months who have disabilities or are at-risk of having disabilities and their families. The child is assessed and, if they qualify, an IFSP is developed.

What is an IFSP?

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

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

Who participates in the development of the IFSP during transition?

The following are the participants for the transition IFSP:

- Parents
- Service Coordinator
- Service providers, as needed
- LEA representative
- Other family members/advocates/persons familiar with the child who are invited by the parent

(Title 17 CCR, Section 52104)

Individual Family Service Plan continued...

The IFSP Service Coordinator will contact the parent and the LEA to coordinate the meeting within thirty days following notifications that transition planning will occur.

What is the timeline for transition from IFSP to 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 (Title 17 CCR, Section 52112).

Prior to the child's third birthday, the IFSP team must meet to discuss eligibility. If the child is eligible for services under the Individual with Disabilities Act (IDEA), then an Individual Education Plan (IEP) is written for the child at this meeting (Title 17 CCR, Section 52112 (c) (1-3)).

What must the IFSP contain to facilitate transition?

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

- The information necessary for transition to the LEA, including evaluation and assessment information to determine regional center eligibility and special education eligibility
- The regional center or LEA responsible for assessment and their timelines
- The people responsible for convening the initial IEP and final IFSP meeting and the person responsible for convening an IPP if necessary for the toddler by age three.
- Review of progress toward outcomes
- Discussion about options, and the transition
- A statement of the steps outlined to ensure that
 - The referral to the LEA is received in time to process
 - Assessments are completed
 - An IEP is implemented by the child's third birthday
 - 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

(For further information on IFSP, please refer to the EDUCATION/AGENCY RESOURCES Section on pg. 34 for Early Start contact information)



The Individualized Education Program (IEP) Team Process

What is an IEP?

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

What is an IEP Team Approach?

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

Who is on the IEP Team?

The IEP team that develops the IEP must include:

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

What Must the IEP Contain?

The form used to record the IEP may vary from school district to school district but it must always contain the following specific items:

- An administrator or designee signature.
- Your child's present levels of educational performance.
- Annual goals and short-range instructional objectives, if appropriate.
- Method by which progress on goals will be reported to parents/guardians.
- Special education instruction, related services and supplementary aids and services, and program modifications or supports.
- Extent to which child will participate in general education programs. If your child changes program or placement, the IEP must include provisions to help your child make a successful transition. Also included should be an explanation of the extent of which your child will NOT participate in general education classes and any harmful effects.
- Description of supports/modifications to school personnel.
- Reason for the type of educational placement.
- Projected placement date.
- Projected duration of IEP.
- Evaluation procedures to determine if goals are met.
- Persons responsible for implementation of the IEP goals.
- Description of the accommodations and modifications to be used in the regular education or special education classroom.
- Description of accommodations and modifications to be utilized by child when taking district and state assessments. These must match those accommodations and modifications listed for classroom use.
- Projected date of graduation with recommendation for diploma vs. certificate of completion which includes the number of credits required and earned. Additionally, CAHSEE scores are included.
- Provisions of extended school year considered and data to support decision.
- Pre-vocational/vocational and career development, as appropriate. For students 16 or older, the IEP must include transition goals and services which promote movement from school to post school activities based on interview of student/collaboration of team.
- Transition plans (*i.e., preschool to elementary school; public school to adult service provider*).
- Specialized services, material, and equipment for child with low incidence disabilities, as appropriate.
- Informed of the transfer of educational rights prior to age 18.
- If appropriate, documentation of English Language Level, and appropriate English Language Development goals.
- Consideration of need for assistive technology services or devices in order for the child to benefit from the IEP goals.

Special Education Placement

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

Regular Classroom - The student does not qualify for special education programs and/or services. His/her needs can be met in the regular classroom with (or without) modifications.

Regular Classroom with Support Services - The student qualifies for special education services and placement will be in the regular education classroom with support services (e.g., consultation/collaboration, special education assistance).

Related Services (RS) - The student qualifies for itinerant special education services. Placement will be provided in the regular education classroom, special day class, or appropriate environment.

Resource Specialist Program (RSP) - A special education program provided to eligible students for up to 49% of the instructional day. RSP services may be provided in a pull-out and/or consultation/collaboration model, or learning center model as noted in the school site plan.

Special Day Class (SDC) - A special education program provided to eligible students for 50% or more of the instructional day. Students enrolled in SDC can participate in a team teaching environment with general education if addressed in the school site plan.

County Placement - Refers to programs and services operated by the Riverside County Office of Education. In this case, the IEP team should also check if the student's primary placement is RS, SDC, or special instruction in non-classroom setting. These programs are typically designed for students with more intensive educational needs such that the nature or severity of the disability precludes their participation in the regular school program for the majority of a school day.

Nonpublic School (NPS) - A school under contract with the SELPA to provide a continuum of program services. Qualified students may be referred to a NPS setting if neither the district nor county office has an appropriate program. As a NPS placement entails additional expenses to the local education agency and/or state, each NPS placement must be approved by the local school board. Furthermore, SELPA office staff must be present at all NPS IEPs.

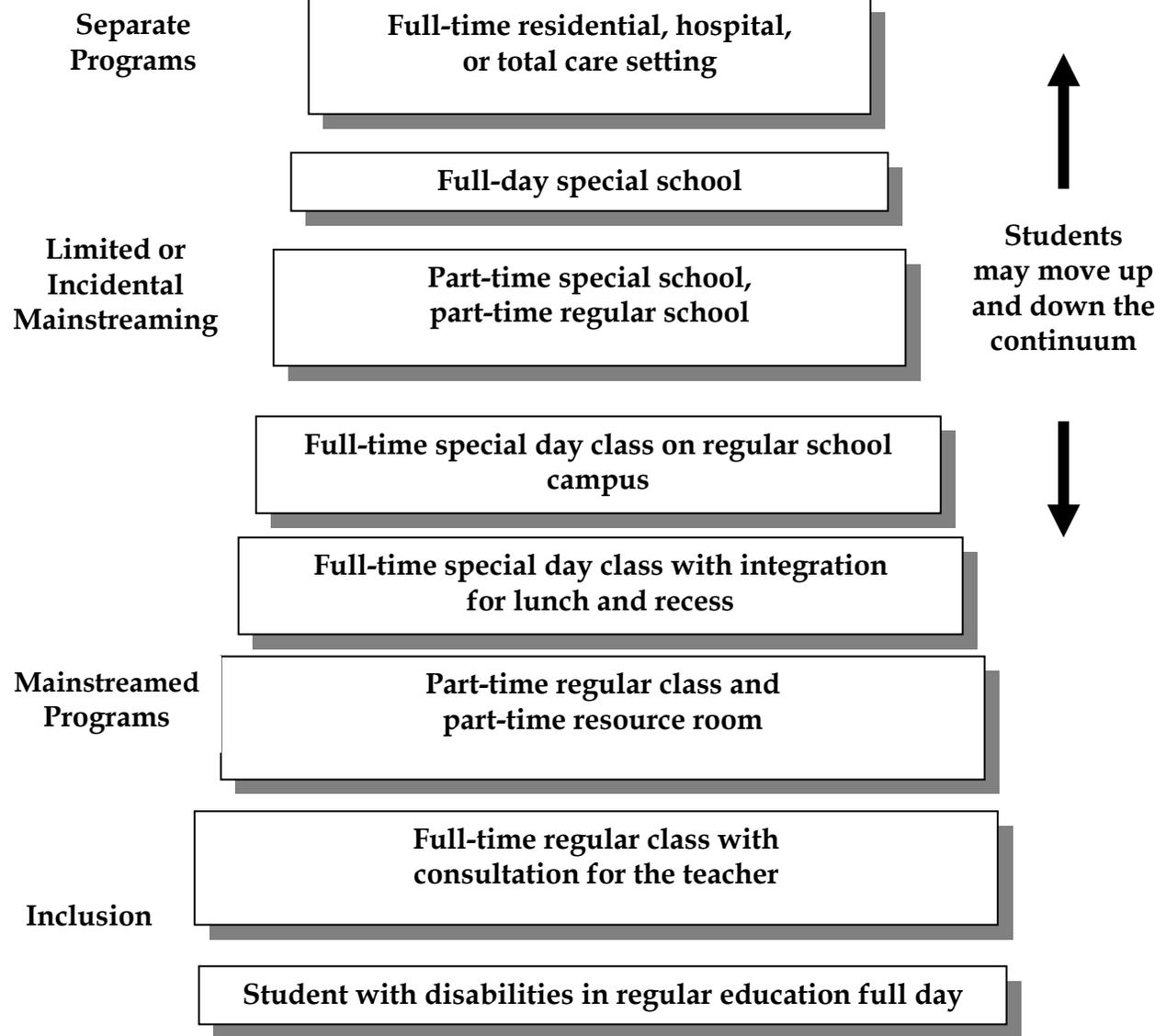
State Special School - The IEP team may recommend placement in a state special school only upon finding that no appropriate placement is available in the SELPA. Referrals for further assessment to the California School for the Deaf and/or Blind or the Diagnostic Centers shall not constitute placement in a state special school.

Home/Hospital Instruction - Refers to special education services being provided to eligible students in a home teaching program or a hospital setting. When recommending placement for home instruction, the IEP team shall have in the assessment information a medical report from the attending physician or a report of the psychologist stating the diagnosed condition and certifying that the severity of the condition prevents the student from attending a less restrictive setting. The IEP team shall review and revise the IEP whenever there is a significant change in the student's current medical condition.

Instruction in Non-classroom Setting - A special education program option for older students with severe disabilities who are continuing their public school education in a non-classroom setting operated by the Riverside County Office of Education.

Levels of Student Participation

Most Restrictive



Least Restrictive

Steps the IEP Team Should Follow in Developing the IEP:

- The IEP team will review the findings of the assessment and establish your child's present level of performance in the areas of need. Feel free to ask questions if you do not understand the test results.
- Need is identified by the information recorded on the Present Levels of Performance (PLOP) page.
- Long Term Goals and Short Term Objectives should be written for each area where the team has identified a need.
 - ❖ Goals describe how the team wants a student's competence to change after instruction, usually over the period of a year.
 - ❖ Objectives are incremental steps to be taken to reach the goals. They should be specific, meaningful, observable, and measurable. Objectives should be based on a particular activity and easy to understand. The objective should clearly say who will measure the results and how they will do it.
- The team asks if you agree with the written goals and objectives that have been generated.
- The team will review classroom and testing accommodations and/or modifications.
- For Students turning 16, the team will obtain assessment information to lead to the creation of a Transition Plan. This is to help map out student from school to work.
- For high school, the team will review graduation requirements for diploma vs. certificate of completion. A summary of performance (SOP) will be completed upon completion educational program with diploma/certificate of completion or age out.
- All possible program options are explored, and the least restrictive placement option that will allow your child to benefit from the agreed upon goals and objectives is chosen.
- Appropriate Related Services (formally known as Designated Instruction and Services DIS) are identified, specifying specific frequency and duration of the services being provided.
- After the team has selected a placement option, the parents need to give written consent for placement.
- Parents are provided with a copy of the IEP. You can request that your copy be in your primary language.
- You may take the IEP forms home to review before you sign, but services cannot start without your signed permission on the IEP form. You or any other member of the team may suggest that the IEP meeting be completed at another time.
- If you choose not to attend the meeting, the other members of the IEP team will meet on the scheduled day and develop the program. A copy of the completed IEP will be sent to you for your review and written consent.

Partial implementation of the IEP:

- If you do not agree with all the parts of the IEP, you may sign for only those portions of the program with which you agree. Those portions agreed upon will be implemented without delay.
- You have a right to write a statement of disagreement and include it with the IEP. If you sign the IEP and later decide you disagree with any part of it, you may withdraw consent at any time after giving written notification to a school administrator.

**In order to help you prepare for an IEP team meeting,
we have included a simple checklist to help you.**

How to prepare for an IEP meeting:

- Be clear on the purpose of the IEP meeting (example - initial, annual, triennial, addendum). This will help you prepare for the meeting.
- Sit down with your child and others involved in his/her education, brainstorm strengths/needs/challenge areas. List some of the areas of concern you would like to share with the IEP team.
- Be sure to write down your questions and concerns. This will help the IEP meeting move smoothly as well as address your concerns.
- Be sure you respond to the IEP notification sent to you! You are invited and encouraged to attend as a member of the team to develop, review and/or revise your child's IEP. You may reschedule the meeting or ask to attend via phone conference. If you need to reschedule, notify the school as soon as possible. Have a couple of alternative dates ready when you call.
- Be sure you have copies of your child's previous IEP available to review prior to your 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 5 days to get a copy).
- If you have specific areas or goals in mind, contact case carrier to discuss your ideas as that they be included on the IEP agenda.
- If the meeting plans to address a change in program or transition to a new school, you may want to visit that program prior to the IEP. If you intend 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.

The Individualized Education Program (IEP) Team Meeting... continued

Your role during the IEP meeting:

- Be sure you are introduced to everyone at the meeting (if their title is not mentioned, ask them in what capacity they serve your child)
- Listen
- Share your child's needs, strengths, what motivates him/her
- Give input and feedback
- Ask questions, especially if team is referring to terms with which you are not familiar
- Take notes
- Be sure to be an equal partner in the decision making

Tips on communicating in an IEP meeting:

- Have a positive attitude
- Give and expect treatment with respect. Everyone on the team has feelings
- Remember that your child is the focus of the IEP process
- Involve your child whenever possible
- Have goals in mind and let the team know what they are
- 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

After the IEP meetings:

- Review the results of the meeting with your child, if appropriate
- Maintain communication with your child's teacher
- Were new services or resources to be put in place?
- Have the related service providers 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 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 feel they require a more formal agreement or new IEP?
 - ❖ How does your child feel he/she is doing?
 - ❖ Is your child happy at school?



Transition Services Planning

Transition Services Planning is a vital part of the IEP beginning at age 16. Transition Planning is designed to develop a long-range plan for the student's movement into the adult world. Goals are developed by the IEP team in the areas of employment, training and education, financial, residential, recreational, social, and independent living.

Transition Planning should do the following:

- Target adult outcomes based on student and family input (i.e. identify occupational goals and plan backwards for activities to reach these outcomes)
- Develop both short and long-range coordinated plan of services for the student
- Work cooperatively with student centered interagency teams
- Involve families, students, and employers in transition planning and involve vocational teachers in planning
- Identify local programs and services which address: employment, training and education, financial/economic, residential, recreational, social relationships, and independent living
- Develop short and long term goals in the IEP to focus on desired student outcomes
- Involve targeted service agencies in the planning process to assure linkage services
- Determine eligibility for adult agency services
- Designate leadership, responsibility, targets, and time lines within the planning process
- Ensure that identification and eligibility documents are secured (draft registration, social security number, driver's license or identification, regional center eligibility, bus pass, graduation certification, citizenship status, etc.)
- Review transition goals annually

Transition Planning for vocationally oriented students should address the following areas for a student with special needs:

- Legal needs
- Transportation needs
- Medical needs
- Post secondary residential accommodations
- Recreation and leisure activities
- Job career plans

Diagnostic and background information collected during the career assessment process should be used to develop individualized competencies for:

- Communication skills
- Coping/compensation skills
- Social skills
- Problem solving skills
- Knowledge of rights and responsibilities
- Job related skills specific to a student's career interest



Working with the School Program

Remember, that the most well developed program still needs you to be complete. You will want to stay aware of what is going on by discussing your child's progress and problems with your child's teacher(s).

If, as a result of the IEP team meeting, your child has been recommended for placement in a special program, you are encouraged to visit the program prior to the placement and/or signing the IEP. District personnel will assist you in arranging a site visit.

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

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



Resolving Differences

During the course of the special education process, you and the school district 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/her records, you can request a re-evaluation before its scheduled time. Best practice does not support a re-evaluation in the same areas within 12 months of a previous assessment. It may be appropriate if additional areas of suspected disability arise which impact educational success.

Independent Educational Evaluation

If you do not agree with the school district's evaluation, you can request an independent evaluation at the district's expense; however, the district may initiate a due process hearing to show that its assessment is appropriate. If the decision resulting from the hearing is that the district's assessment is appropriate, the parent still has the right to an independent assessment, but not at public expense.

IEP Review

If you think that the IEP is no longer appropriate for your child, you can request another IEP meeting at any time. The district has thirty days in which to schedule an IEP requested, in writing, by a parent.

Information Meeting/Conference

If you have a concern with the school, make an appointment with the person most closely connected with the area of concern. For example, if you are concerned about a situation in a classroom, meet with the teacher and if appropriate, the school principal. (Refer to Hierarchy on page 25).

Complaint Procedure

If you suspect a school is in noncompliance with state laws or regulations, and the matter cannot be resolved informally, you can file a complaint in writing with the school district's superintendent using the district's uniform complaint procedures.

Hierarchy to follow when resolving conflicts:

SITE Level

Teacher
(educational and classroom issues)

Site Administrator
(school safety and personnel issues)

School Psychologist
(behavior issues, program/placement issues)

DISTRICT Level

Program Specialist
(program concerns)

Director of Special Education
(educational issues, program / placement issues)

District Superintendent
(site issues, personnel issues, educational issues)

SELPA Level

Intake Coordinator

SELPA Director

ADR Strategies

STATE Level

**Office of Administrative Hearing
California Department of Education/
Special Education Division**
(issues dealing with compliance/implementation of Federal and State Education Code)

Alternative Dispute Resolution

If you feel you have exhausted all of the site and district office level avenues for resolution, you may contact the district or the SELPA office for Alternative Dispute Resolution (ADR). ADR is an informal method of settling concerns or disagreements that have, to this point, ended in the inability of an IEP Team to agree on a program appropriate for a student. ADR process encourages all parties to problem-solve and reach a mutually beneficial agreement. The benefits are that the process is fast, confidential and there is no cost to the parties involved. This does **not** prevent a parent from using Due Process if a resolution is not found.

- The options available currently in Riverside County SELPA are Intake Coordinator, the Collaborative IEP process and Solutions Panels. These options were identified by the districts in the SELPA as beneficial to the IEP process. Descriptions of the options available are as follows:
 - **Intake Coordinator** – An intake coordinator listens to the concerns of the parents. He/she helps parents to identify/clarify problems and conflicts with the district. Once this is achieved, the intake coordinator will, with parent permission, contact the district. If this is not sufficient to resolve the challenges, the intake coordinator will facilitate a dispute resolution option. Following the resolution of the challenge, the intake coordinator checks on the outcomes and continues to support both parties to build relationships that will continue to support the student.
 - **Collaborative IEP** – This process provides additional elements to facilitate IEP team meeting. The essential elements are pre-meeting preparation and follow-up tasks. The pre-meeting provides each member of the IEP team, including the parent, to list items they believe are critical to developing an appropriate IEP. It also helps determine if there are other individuals or personnel who need to attend the meeting. The team agrees to a time frame for the meeting. Working agreements and charts with team concerns are posted to help the team focus on the outcomes set forth by the IEP team. As part of the process, there is a facilitator who clarifies the agenda and meeting outcomes, enforces working agreements, keeps the group focused on the IEP process, encourages problem solving, monitors time and encourages participation by all team members. Additionally, there is a recorder who records key ideas and information, asks for clarification and makes corrections while maintaining a neutral perspective.
 - **Solutions Panel** – The goal of the Solutions Panel is to reach a mutually satisfying agreement. The panel consists of a parent and administrator from **another** district. The panel is specifically trained to use problem-solving methods to bring parties together. They work to clearly articulate the problems, and clearly articulate each side's issues and feelings. The panel models teamwork and promote discussion amongst the members. They work to develop a resolution, which is mutually agreeable for both parties. Once agreement is reached, a plan is created and the team adjourns to an IEP meeting.

Due Process Proceedings

In the event that there is a disagreement between you and the school district, either party may request a due process hearing for the following reasons:

- Assessment proposal or plan
- Refused to initiate or change your child's identification, assessment, or education placement
- The provision of a Free Appropriate Public Education (FAPE)

This written request must include name and address of your child, date of birth, school and district of attendance, a description of the problem and a proposed resolution. The district will assist you, if needed, in making your request and provide you with a list of free or low cost legal services. Your request should be addressed to:

Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive Suite 200
Sacramento, CA 95833-4231
Phone (916) 263-0880
Fax (916) 263-0890

Before you file, we strongly suggest you meet with a school district representative to review your concerns. While this meeting is not required by law, it frequently will resolve the issues. If the dispute still cannot be resolved, schools have established procedures that require the district offer the parents the opportunity to meet with a neutral third party to resolve the issues noted in the Due Process. This is called a Resolution Session. This session outlines concerns noted in the Due Process Complaint and works to resolve challenges prior to moving forward with a mediation or due process. There are no lawyers involved at this level. If the Resolution Session results in an agreement, the agreement is binding. Parents and districts have 3 (three) days to change their minds.

If this meeting does not resolve the problem, the process continues toward mediation and/or Due Process. Agreements reached in mediation must be in writing. Also, mediation discussions are confidential. The state must bear the cost.

The first step in the Due Process proceedings is the mediation conference with a state appointed mediator, as noted above. Mediation can be waived by either party. If the mediation conference does not resolve the issues, then a formal Due Process hearing will be conducted by a hearing officer. The hearing will be conducted and written decisions mailed to all parties within 45 days of the request of the hearing unless a continuance is granted. During the term/length of the hearing and judicial proceedings, the student remains in his/her present placement unless other alternatives are mutually agreeable to both parties. The hearing decision will be final and binding on all parties unless appealed in state or federal court.

You have the following rights:

- To examine and have copies of any of your child's school records.
- To be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.
- To present evidence and confront, cross-examine, and compel the attendance of witnesses.
- To obtain a written or electronic verbatim record of the hearing.
- To prohibit the introduction of evidence at the hearing that has not been disclosed to you at least five days before the hearing.
- To have your child present.
- To be advised of free or reduced cost legal services and other relevant services available within the geographic area.
- To have the mediation opened to the public.
- To receive reimbursement for the cost of attorneys' fees if you prevail in court as a consequence of a due process hearing. Fees shall be based on the rates prevailing in the community for the same kind of quality of service.
- Attorney fees may be reduced if:
 - (a) The controversy has been unreasonably prolonged by either you or your attorney.
 - (b) Either you, or your attorney, fail to meet the above stated information in your written request for due process.

Before a Mediation Conference or Due Process Hearing:

- A. Be Informed** - Become familiar with all of the rights and responsibilities of the due process proceedings. Your local district has the obligation to inform you of your legal rights. Other good sources of information include the Community Advisory Committee, (CAC) the SELPA office, the County Office of Education, and the Special Education Division of the California Department of Education.

- B. Communicate With Your School District** - Although the issue or concern is usually between the school district and you, it is still important to communicate with the district personnel.



Information that you must communicate to the district includes:

- convenient dates
- locations for the mediation or hearing
- provisions for interpreters
- exchange of documents

C. Prepare Your Case - You will need to specify precisely what issue or issues you want the panel to determine, so a clear decision can be made. It is your responsibility to inform the district of what issue(s) you are basing your appeal. Only issues relating to the assessment, classification, placement, implementation of the IEP, and free appropriate public education provision should be raised.

D. Establish A Support System -

Advocate: You may choose to be represented by an advocate (*not necessarily an attorney*).

Witnesses: At the mediation or hearing, you have the right to call any person who has information about the case. Any testimony of a witness, however, must be relevant to the issue(s).

Evidence: Evidence can be either oral testimony or written documents. All evidence must be disclosed to the other party at least five business days before the hearing in order for it to be used. This evidence includes all evaluations completed by that date and recommendations based on these evaluations that your party intends to use at the hearing.

Plan of Presentation: It is a good idea to prepare a written plan or an outline for presenting your case.

During a Mediation or Due Process Hearing

A. Present Your Case - Follow your plan of presentation. You or your advocate have the right to make an opening statement, present the issue(s) to be decided upon and state your position on the issue(s) you are presenting. Call your witnesses. Whereas a mediation is informal, a hearing is formal. You may prefer to have the witnesses make their statement; then ask them questions to clarify. As determined by the mediator or hearing officer, witnesses may be asked questions by the district representative.

After the Due Process Hearing:

- A. The Decision** - The hearing officer must render a written decision. Parents may also request an electronic decision. This is the final administrative determination and is binding on all parties.
- B. Implementation of the Decision** - The decision must be implemented immediately. In order to implement the decision, all persons involved need to work together and communicate with one another about any difficulties encountered. The responsibility for implementation rests with both the district personnel and you.
- C. Court Action** - If the issue is not resolved to your satisfaction, a civil action may be filed in court. At this level, the court will review the proceedings and determine if the decision is supported by the evidence.
- D. Attorneys' Fees** - You may receive reimbursement for the cost of attorneys' fees if you prevail as a result of a due process hearing and meet the conditions as stated above. However, your attorney may have to go to court to have the attorneys' fees awarded.

Complaint Procedures

If you feel the district is in violation of state or federal laws or regulations, you have the right to file a complaint with the California Department of Education and request an investigation. Your request for a complaint investigation must be in writing and should indicate the nature of the alleged violation. It must be sent to:



**California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 "N" Street, 2nd Floor
Sacramento, California 95814
Phone: 800-926-0648, Weekdays - 9:00 a.m. to 4:00 p.m.
FAX: 916-327-3704**

A copy of the written report of the findings, conclusions, rationale, and corrective actions, if necessary, will be sent to you within 30 days of your request. Allegations concerning suspected child abuse should also be sent to the Child Protection Services (CPS).



Education/Agency Resources

Adult Education

Adult education programs are provided throughout Riverside County for persons 18 years and older. Programs cover a wide variety of subjects, which may include English as a Second Language (ESL), Math, and classes for preparation of the General Education Development (G.E.D.) test, as well as enrichment programs.

Contact the following districts for specific information and programs:

Alvord USD.....	(951) 351-9292
Banning USD.....	(951) 922-2740
Beaumont USD.....	(951) 845-6012
Coachella Valley USD.....	(760) 398-6302
College of the Desert.....	(760) 346-8041
Corona/Norco USD.....	(951) 735-3325
Desert Sands USD.....	(760) 771-8640
Hemet USD.....	(951) 765-5190
Jurupa USD.....	(951) 222-7739
Lake Elsinore USD.....	(951) 245-2903
Moreno Valley USD.....	(951) 485-5650
Murrieta Valley USD.....	(951) 695-3805
Palm Springs USD.....	(760) 416-8450
Perris Community Adult School.....	(951) 657-7357
Temecula Valley USD.....	(951) 506-7996
Twin Palms (Palo Verde USD).....	(760) 922-4884
Riverside Adult and Continuing Education Services.....	(951) 788-7185

American Diabetes Association

ADA
 Attn: National Call Center
 1701 N. Beauregard Street
 Alexandria, VA 22311
 (800) 342-2383
www.diabetes.org

American Paralysis Association

500 Morris Ave.
Springfield, NJ 07081
www.okrehab.org

Autism Society of America

ASA

7910 Woodmont Ave., Ste. 300
Bethesda, Maryland 20814-3067
(301) 657-0881 or
(800) 3AUTISM (328-8476)

Coachella Valley Autism Society

P.O. Box 11052
Palm Desert, CA 92255-1052
(760) 779-0012

Support Groups

CHADD	(800) 233-4050
Community Access Center	(951) 274-0358
Grandparent Program of Riverside "Warmline"	(800) 303-0001
Grandparents as Parents (GAP)	(951) 845-3816
"Open Doors" Community Support Group Riverside & Corona (RCDMH)	(951) 358-3622
Protection Advocacy, Inc. (PAI)	(800) 776-5746

Braille Institute www.brailleinstitute.org (800) BRAILLE (878-4553)

California Children's Services

California Children's Services (CCS) is a statewide, tax supported program of specialized medical care and rehabilitation for children with physical impairments whose families are unable to provide for such services. For further information, contact:

California Children's Services (951) 358-5401
4065 County Circle Drive - Riverside, CA 92505
P.O. Box 7600 - Riverside, CA 92503

California Department of Education/Special Education Division

www.cde.ca.gov

Highlights such items as:

- “Parents Rights: A brief summary of Procedural Safeguards” 3/00
(English, Spanish, Chinese, Vietnamese)
- Publications
 - The Special Edge Newsletter
 - Transition to Adult Living

Department of Public Social Services

24 HOUR TOLL FREE CHILD ABUSE HOTLINE: (800) 442-4918

Department of Public Social Services (DPSS) provides a wide variety of social services for children and families. These services are in the following areas:

- Adoption
- Child Day Care Services
- Employment Related Services
- Family Planning
- Health Related Services
- In Home Supportive Services
- Licensing Day Care, Foster Care, and Adult Homes
- Out of Home Care Services for Children and Adults
- Protective Services for Children and Adults

For further information, please contact the local district office nearest you:

ARLINGTON AREA

10281 Kidd Street
Riverside, CA 92503
(951) 358-3400

LAKE ELSINORE

575 Chaney Street
Lake Elsinore, CA 92530
(951) 245-3100

PERRIS

2055 N. Perris, Suite B
Perris, CA 92507
(951) 940-6600

INDIO

44-700 Palm, Suite A
Indio, Ca 92201
(760) 863-7200

BLYTHE

1225 W. Hopson Way
Blythe, CA 92225
(760) 921-7700

CATHEDRAL CITY

68615-A Perez Road
Cathedral City, CA 92234
(760) 770-2300

BANNING

161 West Ramsey
Banning, CA 92220
(951) 922-7000

RIVERSIDE

4260 Tequesquite Avenue
Riverside, CA 92501
(951) 275-6400

CORONA

3178 Hamner
Corona, CA 91720
(951) 272-5400

TEMECULA

43264 Business Park Drive, Bldg. B, Suite 1
Temecula, CA 92390
(951) 694-5100

HEMET

1075 North State Street
Hemet, CA 92353
(951) 765-1350

Community Access Center

Mission Statement

Empower persons with disabilities to continue their own lives, create an accessible community, and advocate achieving complete social, economic, and political integration.

(951) 274-0358

Department of Rehabilitation

A referral to the Department of Rehabilitation (DOR) can be made during the student's last year of high school by a parent/guardian, teacher, or a student who is 18 years or older. A rehabilitation counselor may visit the school site to review the student's skills, abilities, and present options. Additional services provided by the department may include on-the-job training, tuition for training programs, counseling, equipment purchases, and other related services. Check the state government white pages in your local telephone directory under Rehabilitation Department, or contact:

Department of Rehabilitation
3130 Chicago Avenue
Riverside, CA 92507
(951) 782-6650

Early Start Family Network

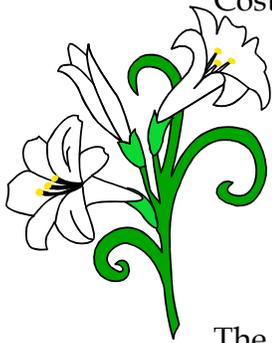
In partnership with Regional Centers, infants or toddlers with low incidence disabilities (vision, hearing, severe orthopedic impairments or a combination of these) may receive early intervention services. These services are based on eligibility established by assessment. Based on assessment an Individualized Family Service Plan (IFSP) can be developed to identify and provide required services. For more information, please contact:

Early Start Family Resource Network
P.O. Box 6127
San Bernardino, CA 92412-6127
(909) 890-4791, Fax: (909) 890-4709
(800) 974-5553

Easter Seal Society

The Easter Seal Society provides evaluation, training, information, referral, speech therapy, equipment loan service, social services, transportation for medical appointments, and residential day recreational camps for individuals with physical disabilities.

The Easter Seal Society serves Riverside, San Bernardino, and Imperial counties. Cost is based upon ability to pay. For further information, contact:



Easter Seal Society
241 East Ninth Street
San Bernardino, CA 92410
(909) 888-4125

Employment Development Department

The Employment Development Department (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 you, or contact:

EDD
1161 Spruce Street
Riverside, CA 92507
(951) 955-2200
www.edd.ca.gov

EXCEED (a Division of Valley Resource Center)

EXCEED, a division of Valley Resource Center, provides work adjustment, work experience, sheltered employment, job readiness, job coaching, and placement services for individuals with any disabling condition, ages 18 and older.

Perris
2050 Trumble Road
Perris, CA 92570
(800) 423-1227
(951) 657-0609

Santa Fe
1285 N. Santa Fe
Hemet, CA 92543
(800) 647-3451
(951) 647-3451

C.D.V.
789 Main Street
San Jacinto, CA 92583
(951) 487-6368

Supported Emp.
13800 Heacock, # D-235
Moreno Valley, CA 92553
(800) 771-5058
(951) 653-3611

Blythe
711-721 Hobson Way
Blythe, CA 92225
(800) 647-3454
(760) 922-3139

Bermuda Dunes
79-733 Country Club Dr. #2
Bermuda Dunes, CA 92201
(800) 689-7552
(760) 345-3830

Goodwill Industries of the Inland Counties, Inc.

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. For further information, contact:

Goodwill Industries
342 San Fernando Road
Los Angeles, CA 90031
(323) 223-1211
www.goodwillsocal.org

Grandparents as Parents (GAP)

Contact: Pam Wright (951) 845-3816

Habilitation Services

Habilitation services means those community based services purchased or provided for adults with developmental disabilities, including supported employment or competitive employment, to prepare and maintain them at their highest level of vocational functioning, or to prepare them for referral to vocational rehabilitation services. In order to receive habilitation services, clients must be at least 18 years old and a client of Inland Regional Center. For further information call:

Habilitation Services
(909) 890-3422

Inland Regional Center

The Inland Regional Center (IRC) provides a wide range of services for persons with disabilities. Services may include parent/guardian training, counseling, assessment, advocacy, referrals for out of home placement, and referrals for vocational training. It is recommended that all persons with severe disabilities become a client, especially before finishing school. Most vocational agencies that provide work programs require that persons be a Regional Center client. For further information, you can contact:

Inland Regional Center (IRC)
674 Brier Drive
San Bernardino, CA 92408
(909) 890-3000
or
P.O. Box 6127 San Bernardino, CA 92412



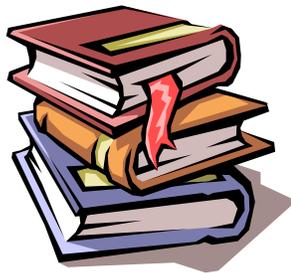
National Alliance for the Mentally Ill (NAMI)

NAMI - Riverside	(951) 369-1913
NAMI - Temecula Valley	(951) 676-8365
NAMI - Mt. San Jacinto	(951) 765-1850
NAMI - Coachella Valley	(760) 342-1898
NAMI California	(916) 567-0163

www.namicalifornia.org

Post Secondary

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



Chaffey Community College.....	(909) 980-7433
College of the Desert.....	(760) 346-8041
Crafton Hills Community College.....	(909) 794-2161
Mt. San Jacinto Community College.....	(951) 487-6752
Palo Verde Community College.....	(760) 922-4164
Riverside Community College.....	(951) 222-8000
San Bernardino Valley College	(909) 888-6511

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

Loma Linda University.....	(909) 785-2000
University of California, Riverside	(951) 787-1012
California Baptist University.....	(951) 689-5771
California State University, San Bernardino	(909) 880-5000

Regional Occupational Program

The Regional Occupational Program (R.O.P.), a unit of the Riverside County Office of Education, provides job training to the residents of Riverside County age 16 years and older. The training falls into three categories:

1. Entry level job training - preparation for immediate employment upon completion of the training.
2. Upgrading of skills to keep pace with changing technology.
3. Preparation for advanced training at the technical school or college level.

The R.O.P. currently offers training in approximately 40 career areas. Because one of the goals of R.O.P. is to prepare students for immediate employment, training is offered in those career areas determined to have need for current employment opportunities.

Education/Agency Resources ... continued

Information and registration, class descriptions, and locations can be obtained at the R.O.P. Office located on the Third Floor at:

3939 Thirteenth Street
Riverside, CA 92502-0868
(951) 826-6810

Or, you may contact:

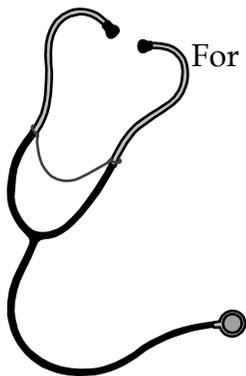
Dr. Don F. Kenny Education Service Center/Indio

47-336 Oasis Street
Indio, CA 92201
(760) 863-3300



Riverside County Department of Mental Health

Mental Health Services cover a range of programs and services for the treatment, rehabilitation, and prevention of mental health problems, including hospital care, day care, outpatient services, (both in clinics and in the community), case management, vocational, residential, and emergency services.



For further information, contact:

Riverside Department of Mental Health Services
4095 County Circle Drive
Riverside, CA 92503
(951) 358-4500
or
P.O. Box 7549
Riverside, CA 92513-7549

Support Groups

Family Advocate Program	(800) 330-4522
	(951) 849-7058
	(951) 453-5322 – (after hours)

Riverside/Imperial Counties Epilepsy Society

The Riverside/Imperial counties Epilepsy society offers the following programs for epileptic individuals:

- evaluation and referrals for vocational training
- assistance for tutoring and college related expenses
- counseling on employment and personal problems
- referrals for medical diagnosis and care
- medical assistance through public and private insurance plans, and in cases of financial need, through Epilepsy Society funds
- public education programs on epilepsy

For further information, contact:

Riverside/Imperial Counties Epilepsy Society
2060 University Avenue, Suite 207
Riverside, CA 92507 - (951) 686-9183

Social Security

Every person is required by law to acquire a social security number. A social security number and card can be obtained through your local social security office which will be listed in your local telephone directory.

Social security provides Supplemental Security Income (SSI) for persons of any age with disabilities. To qualify for SSI benefits, you must have a disability, be a legal resident of the United States, and have a low income with limited resources. The SSI provides monthly income as well as Medi-Cal insurance.

Upon reaching the age of 18, persons with disabilities, who were previously denied SSI benefits due to parental income, can reapply as an independent head of household. Parental income is no longer used as an eligibility requirement for SSI benefits.

If you need help applying for or understanding these benefits, please visit or call your local Social Security Office, or:

Social Security
1860 Chicago Avenue, Suite G-13
Riverside, CA 92517
(800) 772-1213

Team of Advocates for Special Kids (TASK)

TASK is a non-profit corporation to which parents of children with disabilities can turn for assistance and support in seeking and obtaining needed early intervention, educational, medical, or therapeutic support services for their children.

- TASK was founded by a group of parents to give families of children with disabilities the knowledge to make positive decisions concerning their child's development and education.
- TASK encourages parental participation, partnership with education and other systems affecting their child, believes that parents are entitled to be equal partners in the education process, and promotes the idea that a well-informed parent is the best advocate for his or her child. For further information, contact:

Southern California's Family
Information & Resource Center
For Special Children
100 W. Cerritos Ave.
Anaheim, CA 92805
(714) 533-TASK (8275)
(866) 828-8275 (California only)

Transition Partnership Project (TPP)

The Transition Partnership Project (TPP) helps prepare junior and senior high school special education students to secure and maintain employment. Student success is promoted through coordinated services including educational assessment, life skill causes, job training and employment, as well as follow-up and evaluation. For further information, contact:

Riverside County Office of Education
TPP Program
3939 Thirteenth Street
P.O. Box 868
Riverside, CA 92502-0868
(951) 488-9141
(760) 863-3093 - Desert

United Cerebral Palsy Inland Empire

United Cerebral Palsy, Inland Empire, provides supported services to persons with cerebral palsy and their families living in Riverside and San Bernardino counties. For further information, contact:

United Cerebral Palsy
4343 Market Street
Riverside, CA 92507
(951) 328-9509

Workability I

Workability I promotes independent living and provides comprehensive pre-employment, employment, worksite training, and follow-up services for students in special education (*ages 16-21*) who are making the transition from school to work, post secondary education, or training. For further information, contact:

Riverside County Office of education
Workability I
3939 Thirteenth Street
P.O. Box 868
Riverside, CA 92502-0868
(951) 826-6808
(760) 775-2887 - Desert

Riverside County SELPA School Districts



Special Education Departments

Alvord Unified School District.....	(951) 509-5159
Banning Unified School District	(951) 922-0224
Beaumont Unified School District	(951) 845-2681 x 41
Coachella Valley Unified School District.....	(760) 399-5137 x 349
Desert Center Unified School District.....	(760) 392-4227
Desert Sands Unified School District	(760) 771-8654
Hemet Unified School District	(951) 791-2528
Jurupa Unified School District	(951) 360-4144
Lake Elsinore Unified School District	(951) 253-7000 x 15219
Menifee Union School District	(951) 672-6463
Murrieta Valley Unified School District	(951) 696-1600 x 1039
Nuview Union School District	(951) 928-1841
Palm Springs Unified School District.....	(760) 416-6034
Palo Verde Unified School District.....	(760) 922-4164 x 243
Perris Elementary School District.....	(951) 657-3118 x 26
Perris Union High School District	(951) 943-6369 x 112
Romoland School District	(951) 926-9244
San Jacinto Unified School District.....	(951) 929-7700 x 4249
Temecula Valley Unified School District.....	(951) 506-7072
Val Verde Unified School District	(951) 940-6100 x 10433
Riverside County Office of Education	(951) 826-6476
Riverside County SELPA.....	(951) 490-0375



Special Education Terminology

The following is a list of terms used in specialized areas, such as education, psychology, and medicine. The short definition of these words included here will hopefully be helpful to parents when reading reports, attending meetings or conferences, and/or talking with specialists who have contact with their child.

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

Access: A personal inspection and review of a record, an accurate copy of a record, an oral description or communication of a record, or a request to release a copy of an educational record.

Advocate: A person who represents and provides support to parents of children with disabilities.

Affective: Pertains to feelings or emotions.

Alternative Dispute Resolution (ADR): Alternative Dispute Resolution is an informal method of settling concerns or disagreements. It is a process that encourages all parties to problem solve and reach a mutually beneficial agreement.

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

Aphasia: A weakening or loss of the ability to send and/or receive verbal and/or written messages; not connected with diseases of the vocal cords, eyes, or ears.

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

Appropriate Education: "Appropriate Education," as in "free, appropriate, public education," is an educational program and/or related service(s) as determined on an individual basis which meets the unique needs of each individual with exceptional needs. Such an educational program and related service(s) are based on goals and

objectives as specified in an IEP and determined through the process of assessment and IEP planning in compliance with state and federal laws and regulations. This educational program provides the equal opportunity for each individual with exceptional needs to achieve commensurate with the opportunity provided to other pupils.

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

Assessment/Evaluation: Assessment encompasses all those functions in the testing and diagnostic process leading up to the development of an appropriate, individualized educational program and placement for a child with exceptional needs. Assessment may include screening to identify potentially (i.e., high probability) handicapped children; the observation, testing, and diagnosis of those children to specifically identify each child's handicapping condition(s) and the severity of that condition(s); interviews; and the definition of educational needs based on handicapping condition(s) and learning profile.

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

Cognitive Operations: Processes involved in thinking.

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

Cognitive skills: The act of process of knowing. Analytical or logical thinking.

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

Communicatively Handicapped [CH or SI (speech impaired)]: The students with disabilities in one or more of the communication skills, such as language, speech, and hearing.

Complaint: An alleged violation by a public agency of any federal or state law or regulation.

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

Consent: Permission from the parent/student (eighteen years or older) required by law for assessment, development of a special education program, and placement.

Contractual Support Services: Specially allocated funds designed for special education students whose programs must be supplemented through outside sources.

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

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

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

Coordination, Visual-motor: The ability to relate vision with movements of the body or parts of the body.

Core Curriculum: The district/COE-defined curriculum. The core curriculum is the range of knowledge and skills which are included in the district-adopted course of study and which must be learned for successful grade promotion and graduation. The curriculum may include academic as well as cultural, social and moral knowledge and skills. IEP goals and objectives should reflect knowledge and implementation of the district's core curriculum as adapted for the student with disabilities.

Criterion-referenced Testing (or measurements): Measures which answer the question, "What can this student do?" not "How does this student perform compared to other students?" Individual performance is compared to an

acceptable standard (criterion) – such as “can correctly name letters of the alphabet” – not to the performance of others as in norm-referenced testing.

Deaf: A student with a hearing loss so severe that it inhibits language processing and affects educational performance.

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

Extended Year: The term “extended year” means the period of time between the close of one academic year and the beginning of the succeeding academic year. The term “academic year” as used in this section means that portion of the school year during which the regular day school is maintained. An extended year program shall be provided for a minimum of 20 instructional days, including holidays. Schools must provide extended year services to individuals with disabilities if the gains for the child during the regular school year would be significantly jeopardized by a summer break without continuous structured programming. Whether or not an individual is entitled to extended school year services is determined by the IEP team.

Eye-motor Coordination: The ability to relate vision with movements of the body or parts of the body.

Formal Assessment: Using published, standardized tests usually for measuring characteristics, such as “intelligence” or “achievement,” rather than skills, such as “tying shoes” or “following directions;” tests which have a standard set of directions for their use and interpretation.

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

Free Appropriate Public Education (FAPE): Every school-age handicapped child is entitled to an education which meets his or her individual needs, whether it be in a public school setting or in a private school at public expense, if a public program is not available or appropriate.

Grade Equivalent: The score a student obtains on an achievement test, translated into a standard score which allows the individual student’s score to be compared to

the typical score for students in his or her grade level. A "grade equivalent" score of 6.0 means the score that the average beginning sixth grader makes; a "grade equivalent" score of 6.3 means the score that the average student who has been in sixth grade for three months makes.

Group Home: A facility of any capacity which provides 24-hour non-medical care and supervision to children in a structured environment, with such services provided at least in part by staff employed by the license.

Health Impaired: Students who have persistent medical or health problems, such as heart conditions, epilepsy, diabetes, etc., which adversely affect their educational performance.

Individuals with Disabilities Education Act (IDEA): The Federal legislation that created amendments to PL 94-142, including the title of the act from the "Education for the Handicapped Act" (EHA) to the "Individual with Disabilities Education Act."

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

Individuals With Exceptional Needs (IWEN): A pupil whose educational needs cannot be met by a regular classroom teacher with modifications of the regular school program and who requires and will benefit from special instruction and/or services. Excluded are children whose needs are solely or primarily due to the unfamiliarity with the English language or to cultural differences.

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

Individualized Family Service Plan (IFSP): An IFSP is a written plan for providing early intervention services to a child eligible for early intervention service. The plan must be developed jointly by the family and appropriately qualified personnel involved in the early intervention. The plan must be based on the multidisciplinary evaluation and assessment of the child and include the services necessary to

enhance the development of the child and family's capacity to meet the child's special needs.

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

Integrated Program: Refers to participation by students in a regular classroom for specified amounts of time during the school day.

Intelligence Test: A standardized series of questions and/or tasks designed to measure mental abilities – how a person thinks, reasons, solves problems, remembers, and learns new information. Many intelligence tests rely heavily on the understanding of spoken language. Some intelligence tests are designed to be given to one person at a time; these are called individual intelligence tests; others may be given to several persons at once and are called group intelligence tests. Both types of intelligence tests are given under controlled conditions involving standard instructions and time limits.

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

Learning Disabilities: Significant delays in learning or social behaviors including disabilities resulting from visual perceptual disorder, visual motor disorders, behavior disorders, educational retardation, or a combination of these.

Least Restrictive Environment (LRE): The concept that each handicapped child is to be placed in a learning environment that most closely approximates the learning environment of his or her non-handicapped peers (regular classroom) and provides for the most appropriate educational opportunities for the handicapped child.

Local Education Agency (LEA): A school district or county office of education that provides education services.

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

Long-range Goals: Global and general “aims statements” which describe what needs to be learned by the student.

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

Mediation: A conflict resolution process that can be used to resolve special education issues. Mediation is entered into prior to holding the due process hearing. It is the intent of the legislature that the mediation conference is an intervening, informal process conducted in a non-adversarial atmosphere that allows the parties to create their own solutions rather than having one imposed upon them through the judicial process. The mediation conference must be held within fifteen days of state receipt of a hearing request.

Modality: A way of acquiring sensation; visual, auditory, tactile, kinesthetic, olfactory, and gustatory are the common sense modalities.

Motor Perceptual Tests: Tests of eye and hand coordination.

Multi-handicapped: Students with a combination of disabilities (such as mental retardation and deafness) which cause severe educational problems. Deaf-blind is not included in this category.

Neurological Examination: Tests to determine dysfunction to the nervous system.

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

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

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

Occupational Therapy (OT): Treatment provided by a therapist trained in helping the patient develop daily living skills in all areas of daily life, e.g., self-care, prevocational skills, etc.

Other Health Impaired: Students with physical impairments resulting from disease (such as polio), conditions such as cerebral palsy or from amputations or birth defects which are so severe as to interfere with their educational performance.

Parent: The natural or adoptive parent, guardian, or person appointed to act as parent for a student (surrogate parent), or the student if eighteen years or older and determined to be competent by the individualized education program team coordinator.

Public Law 94-142 (Education for the Handicapped Act (EHA) of 1975, now entitled IDEA): The federal legislation governing the education of all handicapped students. PL 94-142 mandates that all public schools in the U.S. are to provide “a free, appropriate public education and related services” to “all handicapped children.” PL stands for Public Law, 94 means it was passed by the 94th Congress, and 142 is the number of the law.

Public Law 101-476 (Education for the Handicapped Act Amendments): The Federal legislation that created amendments to PL 94-142, including changing the title of the Act from the “Education for the Handicapped Act” (EHA) to the “Individuals with Disabilities Education Act” (IDEA).

Reading Comprehension: The ability to understand what one has read

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

Referral: The process of requesting an evaluation for a student who is suspected of having a learning disability. A referral is official and must be in written form; once it is made, time lines and procedural safeguards ensue

Related Services: Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification, and medical services for diagnostic or evaluation purposes.

The term also includes school health services, social work services in schools, and parent counseling and training.

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

Resolution Session: A Resolution Session is a structured meeting lead by the facilitator with the primary goal of clarifying issue(s), determining if solution(s) can be achieved, and designate the issue(s) for hearing or complaint if no agreement to solution(s) can be achieved.

Resource Specialist Program (RSP): The RSP setting provides instruction and services for those individuals with exceptional needs who are assigned to a regular classroom for the majority of the school day.

Scaled Scores: The translation of “raw scores” (total points earned on a test) into a score which has similar meaning across age levels. If a scale from 0 to 20 is used, then a scaled score of 10 is an average score, regardless of whether it was obtained by a five-year-old or a fifteen-year-old.

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

Self-concept: A person’s idea of himself or herself

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

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

Severely Handicapped (SH): Those students who require intensive instruction and training, such as developmentally handicapped, trainable mentally retarded, autistic, seriously emotionally disturbed

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

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

Symbolization: The process in which spoken or written symbols take on meaning; that is, are understood by the individual and in turn are used for a verbal or written expression.

Tactile: Sense of touch.

Test of Auditory Perception: A test that tells how well a youngster perceives or hears specific sounds.

Transition: Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities is based upon the individual student's needs, taking into account the student's preference and interests, and as appropriate include instruction, community experience, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. The process begins at fourteen years and includes the student, family, education personnel and vocational and adult service providers (Vocational Rehabilitation, Regional Center, Social Security, etc.).

Triennial Assessment: Every child shall have a complete reassessment every three years. This reassessment may occur sooner if requested by parents or teacher. Preparation for the assessment follows the same process as for an initial evaluation, including the assessment plan with written parental consent, and the 60-day time line.

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

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

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

Visual-Perception Test: A test that requires the person to identify, organize, and interpret information received through the eyes – e.g., find a simple shape “hidden” in a complex picture.

Visually Handicapped (VH): Students who are blind or who have partial sight and who, as a result, experience lowered educational performance.

Special Education Acronyms

AB	Assembly Bill (state legislation); Adaptive Behavior
ABA	Applied Behavior Analysis
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder; Auditory Discrimination in Depth Program
ADHD	Attention Deficit Hyperactivity Disorder
ADE	Average Daily Enrollment
ADR	Alternative Dispute Resolution
APE	Adapted Physical Education
BD	Behavior Disorder
BICM	Behavior Intervention Case Manager
BIP	Behavior Intervention Plan
CA	Chronological Age
CAC	Community Advisory Committee; California Administrative Code
CAHSEE	California High School Exit Exam
CAPA	California Alternate Performance Assessment
CAT6	California Achievement Test 6
CBA	Curriculum-Based Instruction
CBE	Children with Behavioral and Emotional Difficulty
CBI	Community-Based Instruction
CBM	Curriculum-Based Measurement
CCR	California Code of Regulations
CCS	California Children's Services
CDE	California Department of Education
CFR	Code of Federal Regulations
CH	Communicatively/Communication
COE	County Office of Education

DB	Deaf/Blind
DC	Development Center
DHH	Deaf and Hard of Hearing
DIS	Designated Instruction and Services
DO	District Office
DT	Discrete Trials
EC	Education Code
ED	Emotional Disturbance
EHA	Education of the Handicapped Act (PL 94-142)
ELL	English Language Learner
ESL	English as a Second Language
ESY	Extended School Year
FAA	Functional Analysis Assessment
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Analysis
FES	Fluent English Speaker
FERPA	Family Educational Rights and Privacy Act
FTE	Full-Time Equivalent
FY	Fiscal Year
HI	Hearing Impaired
HOH	Hard of Hearing
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
ITP	Individualized Transition Plan
IRC	Inland Regional Center

LEA	Local Education Agency
LRE	Least Restrictive (educational) environment
MS	Multiple Sclerosis
MTU	Medical Therapy Unit
NCLB	No Child Left Behind
NEP	Non-English Proficient
NPA	Nonpublic Agency
NPS	Nonpublic School
OAH	Office of Administrative Hearings
OCR	Office of Civil Rights
OH	Orthopedically Handicapped
OHI	Other Health Impaired
OI	Orthopedically Impaired
OMH	Other Multihandicapped
OSEP	Office of Special Education Programs (U.S.)
OSERS	Office of Special Education and Rehabilitative Services (U.S. Department of Education)
OT/PT	Occupational Therapy / Physical Therapy
PE	Physical Education
PH	Physically Handicapped
PKY	Phenylketonuria
PL	Public Law
PLOP	Present Levels of Performance
PRW	Prior Written Notice
PSRS	Procedural Safeguards and Referral Service
PT	Physical Therapy / Precision Teaching
PTA	Parent Teacher Association

RCOE	Riverside County Office of Education
ROC	Regional Occupational Center
ROP	Regional Occupational Program
RS	Resource Specialist
RSP	Resource Specialist Program
RT	Recreational Therapist; Recreational Therapy
SB	Senate Bill (state legislation)
SD	Standard Deviation
SDC	Special Day Class
SDE	State Department of Education
SDL	Severe Disorder of Language
SE	Standard Error
SEA	State Education Agency
SEACO	Special Education Administrators of County Offices
SED	Seriously Emotionally Disturbed; Special Education Division (CDE)
SEHO	Special Education Hearing Office
SELPA	Special Education Local Plan Area
SEPAC	Special Education Parent Advisory (Awareness) Committee
SLP	Speech and Language Pathologist
SST	Student Study Team
STAR	California's Standard Testing and Reporting
USD	Unified School District
§	Section