

SPECIAL EDUCATION

PARENT HANDBOOK



**LAS LOMITAS ELEMENTARY SCHOOL
DISTRICT**

TABLE OF CONTENTS

Welcome	3
Our Mission and Vision	4
Who are the Partners in Your Child’s Education?	4
What is Special Education?	5
Definitions	5
The Laws	6
The Individualized Education Plan (IEP)	7
The IEP Team	9
Referral	9
Assessment/Evaluation	9
Eligibility/Ineligibility	10
Section 504 Plans	10
Goals and Objectives	10
Designated Instruction and Services	11
Placement	12
Transition	12
Implementation and Review	13
Special Education Process and Timeline	14
Getting Ready for the IEP Meeting	15
Priority Setting/Goals	15
Record Keeping	15
Tips for a Successful IEP Meeting	16
Acronyms of Special Education	18
Glossary of Special Education Terminology	25
Websites Pertaining to Special Education	33

WELCOME !

Dear Parents,

If your child is being considered for special education, you may feel as if you are entering a complicated world of services, teaching methods, classroom placements and laws. This handbook has been prepared to help you understand more about the educational services in the Las Lomas Special Education Department. It contains information about special education laws, referrals, assessment, the development of the Individualized Education Program (IEP) and placement. Organizational and record keeping suggestions are included, as are parent rights and appeal procedures. Additionally, resources and definitions (including common acronyms) for special education are included to inform parents and teachers in their work with students who have special education needs.

As you explore the range of services and placement options available to students who are eligible for special education, please note that this department is responsible for the delivery of services defined in a student's Individualized Education Program (IEP).

This packet was prepared to promote cooperative sharing of information to ensure that all children learn. Please take time to review the handbook and do not hesitate to contact the Special Education office if you have further questions or want additional information. We look forward to meeting you!

Thank You,

Robin Spindler
Director of Student Services

OUR MISSION AND VISION

Special Education services in the Las Lomas Elementary School District (LLESD) foster inclusive educational climates where individuality and diversity are respected, honored and celebrated.

We strive to partner with our students and parents in designing the most exciting learning environments for the academic, social and emotional success of each student – where all teachers and staff design curriculum that is universally accessible for all students in alignment with our community’s educational values and the District’s strategic mission.

The Las Lomas Elementary School District (LLESD) provides support to students with identified disabilities. As professional educators, whether our role is in general education, special education, or administration, we believe it is our collective responsibility to support students who receive special education services to meet the Districts standards and their individualized education plans.

WHO ARE THE PARTNERS IN YOUR CHILD’S EDUCATION?

If we are to be successful, students, parents, teachers, paraprofessionals, administrators and others all must play an active role in your child’s education. We believe that all students should have the opportunity to learn to their fullest potential. It is our joint responsibility to be certain that we shape the most optimal learning environment.

Parent and professional collaboration provides opportunities to share information about a student’s unique needs and communicate ways to assist the student’s learning. Working partnerships between parents and professionals help schools set realistic goals. Some professionals involved in the goal-setting process may include Speech/Language Specialist, Resource Specialist, Special Education Teacher, School Nurse, Behavior Specialist, Occupational Therapist and the School Psychologist. Open and frequent communication that emphasizes cooperation is always important.

In addition to opportunities for parent and professional participation at the school site, there are information and networking opportunities available to parents and professionals who have an interest in special education. The District has joined with all of the school districts in San Mateo County to form the San Mateo Special Education Local Plan Area (SELPA). The SELPA was created for the purpose of ensuring that quality special education programs and

services are available throughout the County. This consortium of school districts plans and provides regionalized services for students eligible for Special Education. The SELPA also provides and coordinates workshops for parents and staff. A Community Advisory Committee (CAC) parent group provides support, information, workshops, and valuable links for parents. For more information about the SELPA and the CAC please contact:

Anjanette Pelletier – Director of the San Mateo County SELPA
Karen Breslow – Program Administrator for the San Mateo County SELPA

Both of these administrators may be reached at the SELPA Office at 650-802-5464

WHAT IS SPECIAL EDUCATION?

Definitions

The IDEA, or the Individuals with Disabilities Act, is a federal law that requires school districts to provide a free, appropriate public education (FAPE) to eligible children with disabilities. Special education and related services are to be provided as described in an Individualized Education Plan (IEP) under public supervision at no cost to families.

Special education is an individualized method of instruction designed to meet the unique educational requirements of individuals with an IEP. It is a written plan for students whose needs cannot be met with accommodation in the regular instructional program. It includes a continuum of services/options developed by the IEP team to meet the individual needs of the students.

A child who is eligible for Special Education services must meet specific criteria to qualify in one of the following categories listed below. You will find more detail about the criteria in the SEPLP Procedural Handbook. You can find it at the following website: <http://www.smcoe.org/learning-and-leadership/special-education-local-plan-area/selpa-procedural-handbook.html>.

- Autism (AUT)
- Deaf-Blindness (DB)
- Deafness (D)
- Emotional Disturbance (ED)
- Hearing Impairment (HI)
- Intellectual Disabilities (ID)
- Multiple Disabilities (MD)

Orthopedic Impairment (OI)
Other Health Impairment (OHI)
Specific Learning Disabilities (SLD)
Speech or Language Impairment (SLI)
Traumatic Brain Injury (TBI)
Visual Impairment (VI)

What the Law Says

The Individuals with Disabilities Act – IDEA – PL 105-17 is a federal law that requires school districts to provide a free appropriate public education to eligible children with disabilities. IDEA guarantees basic educational rights, or procedural safeguards, to children with disabilities (ages 3 through 22) and to the child's parents and/or guardians. The following provisions are included.

1. A Free and Appropriate Public Education (FAPE)

Special education and related services are to be provided to students who qualify as described in an individualized education program (IEP).

2. An Education in the Least Restrictive Environment (LRE)

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with typically developing peers in the least restrictive environment (LRE). Separate schooling, or removal of children with disabilities from the regular educational environment, occurs when the nature of disability warrants placement in a more specialized setting.

3. Related Services

Sometimes support services that are developmental or corrective are required in order for a student with a disability to benefit from his or her education. These services can include, but are not limited to:

- Audiology services
- Behavioral services
- Counseling services
- Early identification and assessment of disabilities
- Medical diagnosis/evaluation
- Occupational therapy
- Orientation and Mobility series
- Parent counseling and training
- Physical therapy
- Psychological services

- Recreation
- Rehabilitation counseling services
- School health services
- Sign language interpreters
- Social work services in schools
- Speech and language pathology services
- Transportation

4. Evaluation

An evaluation is a complete, non-discriminatory educational assessment conducted prior to placing a student in special education. A re-evaluation, or a triennial, is required every three years thereafter to confirm eligibility. Written permission of the parents is required before an assessment can be performed.

5. Individualized Education Program (IEP)

Each public school student who receives special education and related services must have an Individualized Education Program (IEP). Each IEP is designed for one student and is a truly individualized document. To create an effective IEP, parents, teachers, administrators, other school staff, and sometimes the student, come together to look closely at the student's special needs. A written educational plan includes a focused set of goals and objectives that address the student's individual needs and program modifications and supports that will be provided for the student to progress in the general curriculum.

If a student qualifies, an IEP team meeting will be held to create and/or review the written plan. The team will include the student's teacher, parents, an administrator or designee, other professionals and as appropriate, the student. The team must review the IEP at least once a year to update the student's performance levels and review progress on goals.

6. Due Process Procedures

There are times when parents may not agree with a school's recommendations about their student's education. Under the law, parents have the right to challenge decisions about their child's eligibility, evaluation, placement and the services that the school provides. If parents disagree with the school's actions or inaction, they have the right to pursue a number of options. They must first try to reach agreement with the school district. Parents should talk to school officials about their concerns and try to reach agreement. The vast majority of differences are resolved in this manner. Other options are outlined in the Due Process section of the Parent's Rights document.

7. Parent Involvement

Parents are collaborators with educators in all decisions that affect a student's education. They must be notified in advance about all testing and formal IEP meetings regarding their student. Parents must be a part of the development of the assessment plan, the goals and objectives, the discussion of appropriate support services and the consideration of placement. They are a valued and integral part of the IEP team.

8. Transition

Beginning no later than a student's 14th birthday, he or she is required to be involved in planning for transition from secondary school to adult life, whether it be post-secondary education, vocational training, independent living or another choice for his or her future.

9. Positive Behavior Supports and Functional Assessment

For students with severe behavior issues a functional behavior assessment and a positive behavior intervention plan may be developed. IEP behavior goals may also be developed.

THE IEP TEAM

The IEP (Individualized Education Plan) Team includes the student (when appropriate), parent(s), a special education teacher, general education teacher, school administrator or designee and other support personnel. These members are equal participants in the IEP process.

Referral

When parents, school staff, or professionals notice that a child might need special help, they should communicate that information to the school. A team of school personnel will gather information, hold several Student Study Team (SST) meetings with the parents and decide if evaluation for special education is needed or if general education interventions are in order. If assessment is warranted, the parent/guardian will receive a copy of the assessment plan for their approval. If not, the SST will provide an action plan designed to address the student's needs in the regular education program. This may or may not include a plan under the Section 504 Rehabilitation Act (see page10).

Assessment/Evaluation

An assessment is a careful look by a team of teachers and specialists at the child's abilities, including strengths and challenges. The assessments include a review of records, informal observations, and formal evaluation using standardized tests or checklists, and information about the student's educational needs in the general education classroom. It forms the basis for determining if the student is eligible for special education. Assessment and evaluation may be in the following areas of performance if there is concern about development in that particular area:

- academic/cognitive
- psychomotor
- self-help skills
- social/emotional
- gross motor
- fine motor
- speech and language
- vocational
- other areas of suspected disability

Students are guaranteed a non-discriminatory assessment in all areas of suspected disability. Assessment materials are provided and the test administered in your child's native language or mode of communication, unless it is clearly not feasible to do so. No single procedure can be

the sole criterion for determining eligibility and developing an appropriate educational program for your child. (20 USC 1414[a][b]; EC 56001[j] and 56320)

Eligibility

The IEP team shall take into account all relevant material that is available about the student. No single score or product of scores shall be used as sole criterion for the decision on eligibility for special education. Specific processes and procedures are defined in the SELPA (Special Education Local Plan Area) plan, available at the San Mateo County of Education SELPA website (www.smcoe.org)

Ineligibility

If, after assessments are complete and reviewed, the student is found to be ineligible for special education, what can parents do? First, make sure that you review and understand the district's eligibility criteria. The district and the special education cooperative is guided by Federal Law and the SELPA plan that outlines eligibility standards. You will receive rationale for the decision in writing. If parents have a dispute with the determination, you may ask the school district to resolve the dispute through mediation. Mediation is a process designed to help people come to agreement over difficult issues with the help of a trained mediator. Most disagreements between parent and the school district are worked out in this way. The option of a due process hearing exists only if agreement cannot be reached.

Section 504

If parents or teachers are satisfied with the determination regarding ineligibility for special education services yet still have significant concerns about the learning issues which led to the referral, the student's disability may qualify him or her for accommodations and/or modifications under Section 504 of the Rehabilitation Act of 1973. A copy of the district's 504 policy is available from the district and school offices.

Goals and Objectives Written to State Performance Standards

If eligibility for special education has been established, the team then discusses current levels of performance and develops goals that are appropriate for the upcoming 12-month period. Goals can be set in a variety of different areas such as:

- Academic (reading, writing, spelling and math)
- Self-help (eating, dressing)
- Social and behavioral (peer interactions, relationships, behaviors)
- Motor skills (movement, balance, strength and coordination)
- Vocational and pre-vocational skills
- Communication

Goals answer the questions:

- Who? Will achieve
- What? Skill or behavior is to be targeted
- How? In what manner or at what level
- Where? In what setting or under what conditions
- When? Beginning when, in what increments, ending when

Well-written goals contain all five parts, plus a means of measuring success.

Designated Instruction and Services (DIS)

Designated Instruction and Services (DIS) are additional levels of support specified in the IEP when deemed necessary for the student to benefit educationally from his or her general education instructional program. The regular classroom teacher, the special class teacher, resource specialist or other specialist may provide the instruction and services. DIS are specified in the IEP, including frequency and duration of services. These are also known as “related services” under the federal law.

DIS or related services may include and are not limited to the following:

- Language and Speech Development
- Audiological Services
- Orientation and Mobility Instruction
- Inclusion Specialist Services
- Integrated Language Services
- Instruction in home or hospital
- Occupational/Physical Therapy
- Adapted Physical Education
- Vision Services
- Counseling and Guidance Services
- Psychological Services
- Parent Counseling and Training
- Health and Nursing Services
- Transportation
- Assistive Technology
- Behavioral Services

Low Incidence Disability

Low incidence disabilities are those severe disabilities with an expected incidence of less than one percent of the total statewide enrollment. The low incidence conditions are hearing impairment, vision impairment, severe orthopedic impairment, or any combination thereof.

Placement Options

Special education is provided in the least restrictive environment (LRE) through a continuum of services and placement options. In accordance with State and Federal law, students with disabilities are provided special education and related services in a setting that promotes interaction with the general school population, to a degree appropriate to the needs of both. The concept of LRE includes a variety of options designed and available to meet the diverse and changing needs of students. The least restrictive environment is determined by the IEP team on an individual student basis. LRE is intended to ensure that a child in special education is served in a setting where the child can be educated successfully.

Least Restrictive Continuum:

- General Education Classroom without support
- General Education Classroom with supplementary aids, accommodations & modifications and services. Equipment and/or specialized personnel may be provided, if necessary.
- Designated Instruction and Services (DIS) includes instruction designed to improve the student's ability to benefit from the education provided.
- Resource Specialist Program (RSP) placements are made for those students who need individualized and small group instruction for part of their school day (less than 50%) in order to benefit from regular classroom instruction.
- Special Day Class (SDC) placements are made for those students who need individualized and small group instruction within a self-contained classroom (greater than 50% of the school day). SDC's are located at various schools within a SELPA cooperative. A student who requires an SDC placement may attend a school that is not his or her neighborhood school.
- Other Placement Options are provided through the San Mateo County SELPA. These include special day class placements at sites throughout the county.
- Non-public School (NPS) placements are provided for those students whose needs exceed services provided in district or county placements. This is a restrictive setting. NPS placements are rare and must be deemed appropriate by the IEP team.

Transition

Transition is the process of preparing a student to function in future environments and move from one educational program to another (e.g. Preschool to Elementary school, Elementary school to Middle school) or from school to work. Students must be invited to attend and participate in the transition IEP's to the extent appropriate in order to accomplish the goal of maximum independence and self-advocacy. If a student is aged 14 years or older a Transition

Statement needs to be included in the IEP. If a student is aged 16 years or older, an Individual Transition Plan (ITP) needs to be completed. Parental rights are transferred to the student upon reaching his or her 18th birthday.

Implementation and Review

Implementation of the IEP begins as soon as possible. The IEP must be reviewed and updated *at least once a year* to review the goals and determine progress. A parent, student or staff member may call an IEP team meeting whenever a question or concern arises. A triennial review takes place every three years and includes reassessment in all areas of concern to confirm continued eligibility. Student performance and appropriateness of support services and placement are also reviewed.

A key element in maintaining a strong IEP team is keeping communication flowing among the members of the team. Be sure to talk about concerns as they arise and share the victories.

Success breeds success!

THE SPECIAL EDUCATION PROCESS AND TIMELINE

Referral, Assessment and Placement

Referral – A written referral may be initiated by parents, teachers or another person.

Assessment – A district response is required within 15 calendar days of the referral (excepting holidays of more than 5 school days). An assessment plan may be developed or a Student Study Team meeting (SST) scheduled.

Parent Consent – Written consent must be obtained before beginning assessment. Parents have at least 15 days to make their decision.

IEP Team Meeting – Within 60 calendar days of receipt of the signed assessment plan (excluding school holidays in excess of 5 days), an IEP team meeting is held and an IEP is developed for the student declared eligible for special education services. Parents must be invited to any meeting regarding eligibility or an IEP for their child and must be given reasonable advanced notice to ensure their participation. A 10-day notice is typical.

Parent Consent – Written permission must be obtained for placement and implementation of the IEP.

Services and Placement – These should begin as soon as possible after the date of parents' approval.

Annual Review – A special education student's IEP must be reviewed at least every 12 months.

Re-evaluation – At least every 3 years a special education student shall have a thorough re-evaluation to re-establish eligibility and measure progress.

GETTING READY FOR THE IEP MEETING

Parents and teachers should be notified in writing well in advance of an IEP meeting. This allows time to review the child's performance and focus on priorities for the coming year. As a student approaches adolescence, it becomes increasingly important for parents and teachers to include the student in preparation for the IEP. Talk to your student; decide what has been successful and where different supports might be helpful. Parents and teachers might prepare by sharing their thoughts, concerns and successes. Both parents and teachers can request assessment results a couple of days before the meeting. While not guaranteed, the school team will always do their best to complete reports as far in advance as possible.

Priority Setting

Seldom can all things that need to get done be addressed at once. It is essential to get a clear idea of what are the priorities for the coming year. Copies of the recommended curriculum for your student's grade level are available from the school office. The knowledge and an understanding of where your student is functioning will help the team set realistic and appropriate goals.

Record Keeping for Parents

You should have quick access to your child's academic and medical records. Keep IEPs and assessments in a safe and easily accessible place. A large three-ring binder can be effective in organizing these important documents. Other systems can also work. It is important to be diligent in keeping all pertinent information in one place.

- Names, telephone numbers, email addresses and schedule of those working with your student
- Chain of command within your school system from classrooms to administration
- Observations of student's interests, strengths and weaknesses
- Copies of your child's cumulative record, psychological reports, grades, assessments, IEP's, etc.
- Copies of all outside assessment or professional opinions regarding your student's unique needs and strengths
- Communications with school personnel
- Child's health history, including any medications your child takes at home or at school (include dosage, prescription name and number and any adverse reactions or side effects the medication may cause), Include prescribing physician
- Birth and developmental history as appropriate
- Birth certificate and social security number

Thorough records readily available always make the IEP process easier.

TIPS FOR A SUCCESSFUL IEP MEETING

As a parent, you should never approach IEP meetings with discomfort or uncertainty. The school team wants to collaborate with you and will do whatever they can to help you feel at ease and participate fully. The following tips are from an article by Jan Baumel, M.S. Licensed Educational Psychologist for Schwab Learning (March 2001).

Before the meeting:

- Build a positive relationship with members of the IEP team, such as the classroom teacher, principal, school psychologist or Special Education administrator before the meeting. Such relationships will help you feel more comfortable and know someone else hears your point of view.
- Plan ahead and put your thoughts down on paper, so you won't forget to mention what's important to you during the meeting. If you have specific questions, send them to a team member prior to the meeting.
- Know the purpose and format of the IEP meeting ahead of time, as well as who will be attending. This will help you feel comfortable with the process being followed and the (sometimes) large number of people attending the meeting.
- Send copies of any private assessment reports to the team ahead of time so they can be familiar with the data before the meeting. This saves valuable time at the meeting.
- Review current reports, last year's IEP (if applicable) and your copy of Parents' Rights and Responsibilities.
- The IEP Team will make every effort to get important information to you prior to the meeting.

During the meeting:

- Understand that as a parent, you are an integral part of the IEP team. Anything you can do to make yourself comfortable in this meeting will help you to participate more actively.
- Find a way to personalize your child. When you talk, make your child recognizable to all team members. Remember that you know your child best – strengths, talents, interests and needs, so take in what the professionals have to say and know that your perspective is critical.
- Be prepared for district staff to present assessment data and their professional opinions about what they have observed and feel is appropriate for your child. This may be different from your input, and is just as valid. It is important to “see the big picture” to understand your child as a whole to assist in educational planning.

- Keep focused on what you want answered or provided for your child, not on how to get there – that is the job of the professionals. For example, if you want your child to make more growth in reading, keep that in the forefront. Try not to get stuck on asking for a specific method of teaching you may have heard about.
- Do not hesitate to ask questions and seek clarification. In any profession, people talk in jargon at times. If you prefer, write down your concerns and meet with one of the team members before or after the meeting for more explanation.
- Involve your child in the IEP meeting to the extent appropriate for his or her age. At age 14 students must be invited to attend; at age 16, they will be expected to participate; and at 18, will be making decisions about their own placement. Inclusion in the process, at the appropriate age and level of understanding is important.
- Ask to take a copy of the IEP home to review or if you are unable to make a final decision at the meeting. You can agree to parts of the IEP or all of it. You should always agree to sign showing that you attended the meeting. Signing the IEP document within a few days of the meeting is important. Your consent is needed for services to begin.

After the meeting:

- Provide consent for the IEP. If you have doubts or concerns, contact one of the team members to discuss or request another IEP meeting.
- Review the agreed upon IEP to make sure you understand it. If not, talk to one of the other participants for clarification. Remember, you can always change your mind about any or all parts of the IEP with which you agreed .
- Talk to your child, in terms he or she will understand, about what was discussed in the meeting. Be sure to discuss the progress that has been made. Review goals so he or she will be focused during the coming year. Ask for feedback.
- Place the IEP in the binder or file where you keep other school notices and reports. This makes it easy to access for future reference.
- Develop a collaborative relationship with the professionals who interact regularly with your child. Meet with the special education teacher and to learn how you can reinforce the skills and strategies being taught at school. Consistency across settings is invaluable.

ACRONYMS USED IN SPECIAL EDUCATION

AACH	Association for the Care of Children's Health
AAFA	Asthmas and Allergy Foundation of America
AAMD	American Association on Mental Deficiency
AAMR	American Association of Mental Retardation
AB	Adaptive Behavior
ABA	Applied Behavior Analysis
AD	Asperger's Disorder
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADD	Attention Deficit Disorder
ADDA	Attention Deficit Disorders Association
ADHD	Attention Deficit Hyperactivity Disorder
ADL	Activities of Daily Living
ADR	Alternative Dispute Resolution
AE	Age Equivalent
AEA	Area Education Agency
AEP	Alternative Educational Program
AFB	American Foundation for the Blind
AFT	American Federation of Teachers
AFT	AFT Teacher's Network or Education of the Handicapped
AIT	Auditory Integration Training
AMA	American Medical Association
ANI	Autism Network International
AOI	Accent on Information (on products and assistive technology devices)
AOTA	American Occupational Therapy Association
APA	American Psychological Association
APE	Adapted Physical Education
ARC	Association for Retarded Citizens of the United States (now, The Arc)
ARRI	Autism Research Review International
AS	Asperger's Syndrome
ASD	Autism Spectrum Disorder
ASA	Autism Society of America
ASHA	American Speech, Language and Hearing Association
AT	Assistive Technology
AU	Administrative Unit
AU	Autistic/Autism
AUD	Audiologist
AUD DIS	Auditory Discrimination

BD	Behavior Disorders
DICM	Behavior Intervention Case Manager
BIP	Behavior Intervention Plan
BMP	Behavior Management Plan
BRS	Bureau of Rehabilitation Services
CA	Chronological Age
CAC	Community Advisory Committee
CalSTAT	California Services for Technical Assistance and Training
CASEMIS	California Special Education Management Information System
CBA	Curriculum Based Assessment
CBEDS	California Basic Educational Data System
CCBD	Council for Children with Behavior Disorders (A Division of CEC)
CCR	California Code of Regulations
CCR	Coordinated Compliance Review
CCS	California Children's Services
CD	Communication Disorders
CDE	California Department of Education
CEC	Council for Exceptional Children
CF	Cystic Fibrosis
CFR	Code of Federal Regulations
CHADD	Children and Adults with Attention Deficit Disorders
CIDC	Chronically Ill and Dependent Children
CLASS	Community Living Assistance and Support Services
CLD	Council for Learning Disabilities
COE	County Office of Education
COLA	Cost of Living Adjustment
COP	Change of Placement
CP	Cerebral Palsy
CPI	Crisis Prevention Institute
CSE	Committee on Special Education
CST	Child Study Team
DAP	Draw a Person Test
Db	Decibel (a hearing measurement)
D-B	Deaf-Blind
DCF	Department of Children and Families
DD	Developmental Disability
DIS	Designated Instruction and Services
DMH	Department of Mental Health
DTF	Discreet Trial Format
EC	Education Code

ECE	Early Childhood Education
ECI	Early Childhood Intervention
ECN	Early Childhood Network
ECSE	Early Childhood Special Education
ED	Emotional Disturbance
ED	Education Department (Federal)
EEG	Electroencephalogram
EH	Educationally Handicapped
EIP	Early Intervention Project
EMI	Educable Mentally Impaired
EMR	Educable Mentally Retarded
ERIC	Education Resources Information Center
ESY	Extended School Year
FAA	Functional Analysis Assessment
FBA	Functional Behavioral Assessment, Analysis
FAPE	Free and Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FC	Facilitated Communication
FEP	Fluent English Proficiency
FERPA	Family Education Rights and Privacy Act (Buckley Amendment)
FFH	Foster Family Home
FM	Focused Monitoring
FM	Frequency Modulation
FMTA	Focused Monitoring Technical Assistance
FQ	Frequency Range (hearing assessment)
FRC	Family Resource Center
FTE	Full-Time Equivalent
FY	Fiscal Year
GATE	Gifted and Talented Education
GGRC	Golden Gate Regional Center
HCS	Home and Community Based Services Program
HHSC	Health and Human Services Commission
HI	Hearing Impairment

IA Instructional Assistant
 IAES Interim Alternative Educational Setting
 IDEA Individuals with Disabilities Act
 IEE Independent Educational Evaluation
 IEP Individual Educational Program or Individual Educational Plan, or meeting
 IFSP Individual Family Service Plan
 IHFS In-Home and Family Support Plan
 IQ Intelligence Quotient
 ISP Individual Services Plan
 ITP Individual Transition Plan

KABC Kaufman Assessment Battery for Children
 KAIT Kaufman Adolescent and Adult Intelligence Test
 K-BIT Kaufman Brief Intelligence Tests
 KPI Key Performance Indicators

LCE Licensed Children's Institutions
 LD Learning Disability
 LEA Local Educational Agency
 LEP Limited English Proficiency
 LPR Local Percentile Rank
 LRE Least Restrictive Environment
 L/S Language, Speech

MA Mental Age
 MD Manifestation Determination
 MD Muscular Dystrophy
 MDA Muscular Dystrophy Association
 MDT Multidisciplinary Team
 MH Multiple Handicaps
 MIS Management Information System
 MRI Magnetic Resonance Imaging
 MS Multiple Sclerosis
 MSW Master Social Worker (indicates a master's degree)
 MTU Medical Therapy Unit

NCLD National Center for Learning Disabilities
 NDSS National Down Syndrome Society
 NEA National Education Association
 NIMH National Institute of Mental Health
 NHIC National Information Clearinghouse
 NPR National Percentile Rank
 NPS/NPA Non-Public Schools/Non-Public Agencies

OCD Obsessive Compulsive Disorder
 OCR Office of Civil Rights
 ODD Oppositional Defiant Disorder
 OH Orthopedic Handicap
 OHI Other Health Impairment
 OI Orthopedic Impairment
 O and M Orientation and Mobility
 OSEP Office of Special Education Programs
 OT Occupational Therapy, Therapist

PAC Parent Advisory Committee
 PBA Performance Based Assessment
 PDD Pervasive Developmental Disorder
 PDD Pervasive Developmental Disorder – Not otherwise specified
 PDT Procedural Due Process
 PH Physically Impaired
 PL Public Law
 PLEP Present Levels of Educational Performance
 PLOP Present Levels of Performance
 PPVT Peabody Picture Vocabulary Test
 PQ Perceptual Quotient
 PSYCH Psychologist, School Psychologist
 PT Physical Therapy, Physical Therapist
 PTA, PTSA Parent Teacher Association, Parent Teacher Student Association
 PTI Parent Training Information Center

QAP Quality Assurance Process

RD	Rett's Disorder
RESC	Regional Education Service Center
RLA	Responsible Local Agency
RSP	Resource Specialist Program
S-B, IV	Stanford Binet Intelligence Test
SBOE	State Board of Education
SCCOE	Santa Clara County Office of Education
SDC	Special Day Class
Section 504	Section 504, Rehabilitation Act of 1973, Civil Rights legislation
SEA	State Educational Agency
SED	Serious Emotionally Disturbance
SEHO	Special Education Hearing Office
SELPA	Special Education Local Plan Area
SH	Severe Handicap
SH	Speech Handicap
SI	Sensory Integration
SI	Speech Impairment
SLD	Specific Learning Disability
SLI	Speech/Language Impairment
SMCOE	San Mateo County Office of Education
SMI	Severe Mentally Impaired
SOP	State Operated Programs
SPH	Severe/Profound Handicaps
SST	Student Study Team
SS	Standard Score
SSI	Supplemental Security Income
STAR	State Testing and Reporting
TBI	Traumatic Brain Injury
TC	Teacher Consultant
TEACCH	Treatment and Education of Autistic and Communicatively Handicapped Children
TDD/TTY	Teletype writing Device for the Deaf/Teletypewriter
TDS	Therapeutic Day School
TS	Tourette Syndrome
VI	Visual Impairment
Voc Ed	Vocational Education
WIAT	Weschler Individual Achievement Test

WISC-IV	Wechsler Intelligence Scales for Children
W-J	Woodcock Johnson (psycho-educational Battery)
WRAT-R	Wide Range Achievement Test

Glossary of Special Education Terminology

A Child with a Disability: A student who has been properly evaluated in accordance with regulations that is found to have a disability that results in the need for special education, 504, and/or related services.

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

Age of Majority: Rights are transferred from the parent to the student on the student's 18th birthday. The IEP team must address this prior to the student reaching age 18.

American with Disabilities Act (ADA): This act prohibits discrimination against individuals based on disability. It requires public transportation services to be accessible to individuals with disabilities and prohibits discrimination in employment of qualified individuals with disabilities.

Alternative Dispute Resolution (ADR): ADR is an informal process for resolving conflicts between district and parents of students with disabilities. San Mateo County SELPA's model consists of the following components: (a) Expanded IEP (b) Facilitated IEP, and (C) Solutions Conference.

Adapted Physical Education (APE): This related service is for students with disabilities who require developmental or corrective instruction.

Administrative Unit (AU): (Same as Responsible Local Agency): District, county office or agency identified in the Local Plan having, among other duties, the responsibility to receive and distribute funds in support of the Local Plan.

Alternate Assessment: The alternate assessment is designed for the small number of students with disabilities who cannot participate in STAR. It is a means of including students with the most severe disabilities in the State's assessment and accountability program. The alternate assessment is an annual reporting to the CDE on the progress made on the goals and objectives as specified on the student's IEP.

Alternate Curriculum: The alternate curriculum is for students with moderate to severe disabilities to access the seven core areas of the California State Frameworks.

Assistive Technology Device: Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

Behavior Intervention Case Manager (BICM): A certificated person who has been trained in behavior analysis with an emphasis on positive behavior interventions.

Behavior Intervention Plan (BIP): Systematic implementation of procedures that result in lasting positive changes in a student's behavior.

Community Advisory Committee (CAC): A committee composed of parents of students with disabilities appointed by each district board. The CAC serves in an advisory capacity to the SELPA Governing Board.

California Services for Technical Assistance and Training (CalSTAT): Is a special project of the California Department of Education, Special Education Division that provides training on "Improving Outcomes for Children with Disabilities."

California Special Education Management Information System (CASEMIS): This is an information and retrieval system in special education, developed by the CDE Special Education Division. The system provides the LOCAL EDUCATION AGENCY a statewide standard for maintaining a common core of special education data at the local level. The SELPA assists districts with the collection of this data.

California Basic Educational Data System (CBEDS): Count required by the State of California each October of all enrolled schoolchildren and staff.

California Code of Regulations (CFR): Contains administrative regulations for the application of Education Code sections dealing with special education.

California Children Services (CCS): Agency that provided medically necessary physical and occupational therapy for students eligible under CCS criteria.

Compliance Complaint: Complaint filed with the California Department of Education by a person who feels that a special education law was violated. The Most common would be a service as specified in an IEP that is not implemented.

Designated Instructional Service (DIS): The federal term for related services. Transportation and such developmental, corrective and other supportive services as are required to assist the child with a disability to benefit from special education, and to include and not limited to: speech/language therapy, and audiological services, psychological services, physical and occupational therapy, recreation including therapeutic recreation, counseling services, orientation and mobility services.

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

Early Childhood Education (ECE): Early identification, special education and related services that are provided to children ages 0-5.

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

Expedited Due Process Hearing: Hearing that results in a written decision mailed to parties within 45 days of the request for the hearing, without exceptions or extensions.

Extended School Year (ESY): Special education and related services that are: (a) provided to a child with a disability; (b) beyond the normal school year; (c) in accordance with the child's IEP, and (d) meet the standard of the State Educational Agency.

Facilitated IEP: A component of the SELPA ADR process. District or parents may request to have a facilitated IEP by contacting the SELPA. A facilitated IEP is developed by a collaborative team whose members share responsibility for the meeting process and results. Decision-making is managed through the use of essential facilitation skills.

Family Education Rights and Privacy Act (FERPA): Sets out requirements for the protection of privacy of parents and students.

Foster Family Home (FFH): A family residence that is licensed by the state to provide for 24-hour non-medical care and supervision of not more than 6 foster children, including, but not limited to students with disabilities.

Focused Monitoring (FM): Focused monitoring is an essential component of the Quality Assurance Process (QAP) developed by the CDE. It monitors the practices, in educational agencies, that relate to effective learning for students with disabilities and ensures the enforcement of the protections guaranteed under state and federal law to them and their families.

Focused Monitoring Technical Assistance (FMTA): The FMTA Consultants from the CDE are assigned geographically and are responsible for coordinating all monitoring and technical assistance activities for their assigned counties, districts, and Special Education Local Plan Areas. They provide information and facilitate access to technical assistance related to program monitoring and program implementation.

Functional Analysis Assessment (FAA): Is a comprehensive behavior assessment completed by a SELPA certified behavior intervention case manager (BICM) when an IEP team finds that instructional behavioral approaches specified in the student's IEP have been ineffective.

Golden Gate Regional Center (GGRC): Regional centers are nonprofit private corporations that have offices throughout California to provide a local resource that helps find and access the many services available to individuals with developmental disabilities and their families. Golden Gate Regional Center serves San Mateo, San Francisco, and Marin counties.

Inclusion: Inclusion is educating each child, to the maximum extent appropriate, in the school and general education classroom he or she would otherwise attend. IT involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner not employed by the district responsible for the education of the child.

Individuals with Disabilities Education Act (IDEA): Federal law that ensures that all children with disabilities have a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. The Act was reauthorized in 2004.

Individualized Educational Program (IEP): A plan which describes the child's present level of educational performance, sets annual goals and instructional objectives, and describes the special education and related services needed to meet those goals and objectives.

Individual Family Service Plan (IFSP): Each eligible infant or toddler has an IFSP. The individual family service plan is in place of the IEP.

Individual Services Plan (ISP): The plan for students enrolled in private schools by their parents that describes the specific special education and related services that the LEA will provide to the child.

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

Informed Consent: In accordance with 34 Code of Federal Regulations and Education Code: (1) parent has been fully informed of all information relevant to the activity for which consent is sought, in his/her primary language or other mode of communication, (2) the parent understands and agrees in writing to the implementation of the activity for which his/her consent is sought, the consent describes the activity and lists the record (if any) which will be released and to whom, and (3) the parent understands that the granting of consent is voluntary on his/her part and may be revoked at any time.

Key Performance Indicators (KPI): Measures of educational benefit developed by the CDE Special Education Division for students with disabilities enrolled in California public schools.

Licensed Children's Institutions (LCI): A residential facility that is licensed by the state, or other public agency to provide non-medical care to children including, but not limited to, students with disabilities.

Least Restrictive Environment (LRE): In accordance with State and Federal law, students with disabilities will be provided special education and related services in a setting that promotes interaction with the general school population, to a degree appropriate to the needs of both. The concept of LRE includes a variety of options designed and available to meet the diverse and changing needs of students. The IEP team for an individual student basis determines the least restrictive environment. The principle of LRE intends to ensure that a child with a disability is served in a setting where the child can be educated successfully.

Local Educational Agency (LEA): Local school district or County Office of Education that has responsibility to provide special education services to eligible students.

Low Incidence Disability: A severe disability with an expected incidence of less than one percent of the total statewide enrollment. The conditions are hearing impairment, vision impairment, severe orthopedic impairment, or any combination thereof.

Mainstreaming: Refers to the selective placement of students with disabilities in one or more general education classes and/or extracurricular activities.

Medical Therapy Unit (MTU): Space provided by local educational agencies for the provision of medically necessary occupational and physical therapy provided by CCS therapists.

Modifications of State Wide Assessment: Changes that alter what the test measures or the comparability of scores.

Non-Public Agencies (NPA): Agencies that are private, nonsectarian, certified by the CDE that provide contracted related services to students with disabilities.

Non-Public Schools (NPS): Private, nonsectarian schools certified by the CDE that enroll students with disabilities pursuant to an IEP.

Occupational Therapy (OT): Services provided by a qualified occupational therapist that include improving ability to perform tasks for independent functioning.

Office of Civil Rights (OCR): The agency that ensures equal opportunity and accessibility for users of programs and services that receive federal funding.

Orientation and Mobility: Services provided by qualified personnel to students who are blind or have a visual impairment to enable those students to attain systematic orientation to, and safe movement within, their environments in school, home and community.

Office of Special Education Programs (OSEP): The Office of Special Education Programs is a component of the Office of Special Education and Rehabilitative Services (OSERS), which is one of the principal components of the U.S. Department of Education (ED). OSEP's mission and organization focus on the free appropriate public education of children and youth with disabilities from birth through age 21.

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

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

Qualify Assurance Process (QAP): Qualify Assurance process as developed by the CDE Special Education Division, specifically the Focused Monitoring (FM) component, is designed to monitor the practices, in an educational agency, that relate to effective learning for students with disabilities and to ensure the enforcement of the protections guaranteed under the law to them and their families. Evidence of learning needs are tied to high standards and measured by key performance indicators (KPI's).

Referral: A written request that a student be assessed to determine whether he/she has a disability that may require special education and/or related services to benefit from his/her educational program.

Related Services: See Designated Instructional Services.

Responsible Local Agency (RLA): This is the same as Administrative Unit. A district, county office, or agency identified in the Local Plan having, among other duties, the responsibility to receive and distribute funds in support of the Local plan.

Resource Specialist Program (RSP): Instruction and services provided by a resource specialist or special education specialist for students with disabilities who are assigned to general education classroom teachers for a majority of the school day.

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

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

Search and Serve: Active and systematic involvement by the educational community to locate children who may need special education services beyond the regular curriculum and program options.

Special Day Class (SDC): Intensive instruction for students with disabilities who require special education instruction for more than 50% of the school day.

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

Special Education Information System (SEIS): System used to track IEP data on students with disabilities.

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

Surrogate Parent: Individual assigned by the SELPA to act as a surrogate for the parents, when no parent can be identified and the district, after reasonable efforts, cannot discover the whereabouts of a parent, or the child is a ward of the state under the laws of that state. The

surrogate may represent the child in all matters relating to the identification, evaluation, and educational placement and the provision of a free appropriate public education to the child.

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

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

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

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

Therapeutic Day School (TDS): A special day class for students with emotional disturbance where county mental health provides intensive counseling services.

Transition: Process to prepare a student to function in future environments and emphasize movement from one educational program to another (e.g. infant program to preschool) or from school to work.

Transition Services: A coordinated set of activities for a student with a disability that: (1) is designed with outcome-oriented process, that promotes movement from school to post-school activities, and (2) is based on the individual student's needs, taking into account the student's preferences and interests.

Unilateral Placement: When a parent removes his/her r child from a public educational placement into a private placement outside the IEP process.

Websites Pertaining to Special Education

Alliance for Technology Access

<http://www.ataccess.org> – Provides information and support services on the use of assistive and information technologies for persons with disabilities.

Association for Retarded Citizens, ARC

<http://www.thearc.org>

Attention Deficit Disorder Association

<http://www.add.org>

The Attention Deficit Disorder Association provides information, resources and networking opportunities to help adults with Attention Deficit Hyperactivity Disorder lead better lives.

Autism

<http://www.autism.org>

Autism Community

<http://www.autism-community.com>

Autism Community provides information on Autism, education issues, communication, and other resources for parents, teachers and more. It is also a place to connect with individuals with autism, family members, teachers and other professionals.

California Department of Education

<http://cde.ca.gov>

California Department of Education – Special Education Division

<http://cde.ca.gov/sp/se>

California Early Start

<http://www.dds.ca.gov/EarlyStart/main/ESHome.cfm>

CHADD

<http://www.chadd.org>

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), is a national non-profit, tax-exempt organization providing education, advocacy and support for individuals with ADHD. In addition to an informative website, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with ADHD.

Child Development Institute

<http://childdevelopmentinfo.com> – A website is designed to provide the information and tools parents need to understand their unique child/children and to enable them to help each child develop into the successful human being they were meant to be.

Council for Exceptional Children

<http://www.cec.sped.org/>

Disability Resources, Inc.

<http://www.Disabilityresources.org>

Disability Resources, Inc. is a nonprofit 501(c)(3) organization established to promote and improve awareness, availability and accessibility of information that can help people with disabilities live, learn, love, work and play independently.

Easter Seals

<http://www.easterseals.com>

Easter Seals provides services, education, outreach and advocacy so that people living with autism and other disabilities can live, learn, work and play in their communities.

First Signs

<http://www.firstsigns.org>

LD OnLine

<http://www.ldonline.org>

LD OnLine.org is a website on learning disabilities and ADHD, serving more than 200,000 parents, teachers and other professionals each month.

Mind Institute

<http://www.mindinstitute.org>

National Center to Improve Practice (NCIP)

<http://www2.edc.org/NCIP/> - Provides a variety of resources focusing on the use of technology to enhance learning for students with sensory, cognitive, physical, social and emotional disabilities.

National Center for Learning Disabilities

<http://www.NCLD.ORG>

The National Center for Learning disabilities (NCLD) is committed to ensuring that all students with learning disabilities graduate from high school with a standard diploma – prepared for college and the workplace.

National Down Syndrome Society (NDSS)

<http://www.ndss.org>

The mission of the National Down Syndrome Society is to be the national advocate for the value, acceptance and inclusion of people with Down syndrome.

National Federation of Families for Children's Mental Health (FFCMH)

<http://www.ffcmh.org>

The National Federation of Families for Children's Mental Health is a national family-run organization linking more than 120 chapters and state organizations focused on the issues of children and youth with emotional, behavioral or mental health needs and their families.

Nichy

<http://nichy.org/families-community>

- Nichy serves the nation as a central source of information on disabilities in infants, toddlers, children and youth. It provides articles on IDEA, the law authorizing early intervention services and special education, as well as researched-based information on effective practices, programs and services.

Parents Helping Parents

<http://www.php.com>

– Parents Helping Parents (PHP) strives to improve the quality of life for any child with any special need of any age, through educating, supporting and training their primary caregivers

San Mateo County Office of Education - SELPA

<http://www.smcoe.k12.ca.us/Index.html/>

Schwab Learning Foundation

<http://www.schwablearning.org/index.asp>

Special Education News

<http://www.specialednews.com>

Special Education News is a newspaper that provides information on issues related to special education.

TEACCH Autism Program

<http://www.teacch.com>

TEACCH is a University based system of community regional centers that offers a set of core services along with unique demonstration programs meeting the clinical, training and research needs of individuals with ASD, their families and professionals across the state of North Carolina. TEACCH conducts training nationally and internationally and provides consultation for teachers, residential care providers and other professionals from a variety of disciplines.

The ARC

<http://www.thearc.org>

A national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families. It serves all ages and all spectrums from autism, Down syndrome, Fragile x and various other developmental disabilities.

The Autism Society

<http://www.autism-society.org>

The Autism Society has a simple goal: To improve the lives of all living with autism. In order to improve lives, we focus on ensuring that all individuals with autism and their families have access to the help they need.

The Individuals with Disabilities Education Act

<http://idea.ed.gov>

The official website of the individuals with Disabilities Education Act (IDEA), Part B (ages 3 to 21) and Part C (birth to 2 years).

U.S. Department of Education

<http://www2.ed.gov/parents/needs/speced/edpicks.jhtml>

The Department of Education provides a list of resources pertaining to the needs of children with disabilities.