

Orange Unified School District

Special Education Parent Handbook



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Orange Unified School District

Dear Parents:

You are an important member of your child's educational team. As a parent, you have valuable knowledge of your child which is important to the planning process. You are an equal partner on the educational team and school staff desire to work closely with you building positive school relationships. Developed and nurtured early, these relationships lead to a strong network of support for your child's success.

We at the Orange Unified School District encourage you to visit the classroom to see your child's program. Communicate often with the teacher as your child's skills and behaviors change. Attend teacher conferences and, if unable to keep designated appointments, notify staff as soon as possible. Attend PTA, Community Advisory Committee (CAC) trainings, and other school functions.

You play an important role in the education of your child. Share your views in a positive manner and expect the staff to maintain open communication with you in return. The planning and implementation of your child's educational program will be greatly enhanced by your involvement.

This handbook was created to help you understand the special education process. It is our hope that it will assist you to become an active and informed participant in your child's education.

Sincerely,

Sue Singh, Ed.D.

Executive Director
Special Education

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LEGAL RIGHTS AND PROTECTIONS

Rights under IDEA:

The reauthorization of IDEA (Individuals with Disabilities Education Act) in 2007 continues to guarantee these four basic rights of all children with disabilities:

1. Free Appropriate Public Education (FAPE)

Children with disabilities are entitled to a public education, appropriate to their needs, at no cost to their families.

2. 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 home as possible.

3. Supplementary Aids and Services

(Related or Designated Instruction and Services)

Children with disabilities must be provided the supportive services which are required to assist them to benefit educationally from their instructional program.

4. Assessment

An assessment must be completed to determine the child's needs. This may be done only with the parent's informed written consent.

Protections under IDEA:

In order to assure that these rights are received, this law also includes two protections:

1. Individualized Education Program (IEP)

This program must be written at least annually for all children with disabilities. It is prepared by a team comprised of those people who assessed the child, appropriate school personnel and the parents.

2. Due Process

Due process rights ensure that no changes can be made in a child's program without prior notice to the parents. Further, due process provides a mechanism for the resolution of disagreements.

Notification of Parents' Rights:

Parents are provided a copy of the procedural safeguards once a year, upon initial referral or request for evaluation, upon the first filing of a complaint or upon parent request. (20 U.S.C. Section 1415(d).)

REFERRAL AND IDENTIFICATION

At any time a referral for identification of an individual (ages 0-19) with a possible disability may come from the following: parent/legal guardian, Student Success Team (SST), community agency, teacher, administrator, physician, concerned person.

Child Find:

Orange Unified School District provides ongoing opportunities for parents to have their preschool children screened for disabilities. This child find screening procedure is scheduled through the OUSD Preschool Program located at: 5125 E. Gerda Drive, Anaheim, CA 92807 (714) 977-6202.

In order to provide special services, the following process has been established to conform to federal and state regulations.

Pre-Referral Interventions/Multi-Tiered System of Support (MTSS)

Students have the legal right to pre-referral interventions prior to Special Education assessment. When a concern is expressed about a particular student, a Student Success Team (SST) meeting is scheduled to discuss these concerns with school members who are knowledgeable of the student and his/or her issues. In accordance with Educational Code, appropriate interventions are implemented prior to referral for special education, and the student's individual progress is monitored. The Student Success Team tracks the student's progress, response to the interventions, and if necessary makes a referral for special education assessment.

Step 1: Referral

Parents are encouraged to participate in the Student Success Team (SST) process, discussed above, to ensure that their child had access to interventions within his/her classroom. If interventions have not proven successful, the SST can recommend assessment for special education. A parent can also request a special education assessment by writing a letter to the school principal. In response, the Student Success Team may request that the parent meet with the Student Success Team to review prior interventions. With the parent's concurrence, the SST may also implement new interventions. When it is apparent that interventions have not proved successful, an assessment plan will be provided for the parent's signature. The parent retains the right to request that the assessment be conducted without the SST review of interventions.

Step 2: Assessment

Upon receipt by the school of the signed approval for assessment from the parent, a case manager who will consult with the parents will be assigned. At this time, arrangements will be made to have the student's strengths and possible needs evaluated. The school has 60 days from receipt of the signed

parent consent to conduct the assessment and hold the IEP meeting. Parents are equal members of the IEP team.

The following rules are only some of the **rules that apply to initial evaluations/assessments** and to assessments for revision of an IEP:

- The Assessment Plan is to be given in the family's primary language.
- Parental consent must be obtained prior to assessment.
- The evaluation is by a multi-disciplinary team and assessment is in all areas related to the child's suspected disability, including all areas related to the child's vision, hearing motor abilities, self-help, mobility skills, learning skills and social emotional status.
- The test must be validated for the specific purpose used and given by trained personnel. Test must accurately measure a child's aptitude or achievement and assess specific areas of educational need. No single procedure or test is to be used for determining an appropriate educational program for a child.
- The assessments must be given in the child's native language and/or other mode of communication. If this is not feasible, an interpreter must be used.
- The testing and evaluation materials must be selected and administered so as not to be racially, culturally or sexually discriminatory.
- At anytime a parent can request records of their child's assessment reports, work, and IEP records, to be provided within 5 business days. Parents can request that a copy of the written assessment be provided before the IEP meeting so that parent can consider the results in planning for the meeting.
- If you, the parent, disagree with the assessment, you may call an IEP meeting to discuss the areas of the assessment that you disagree with. Your IEP Team will attempt to reach an agreement with you. If you cannot reach an agreement, you may request an Independent Educational Evaluation. An Independent assessment must be considered by the District when it makes any decision about the student. The District, upon request, must pay for the cost of the private assessment unless it can show, through a due process hearing, that the District's assessment was accurate, complete and met the legal requirements described.
- A complete reevaluation must be completed at least every three years and more frequently if required by a parent or their child's teacher. Reevaluations in one particular area or evaluation in a new area must also be done at a parent's or teachers' request.
- A copy of parents' rights must be attached to the assessment plan. The notice must explain all the procedural rights of a special education student under federal and state special education law in the primary language of the family. It also must include the timelines for completing each process.

There are many types of assessments. Some examples are:

Achievement, adaptive physical education, developmental, emotional, hearing, medical, non-verbal intelligence, occupational therapy, physical, sensory integration, speech/language, standardized tests of intelligence, and more.

Step 3: Individualized Education Program Team Meeting

During this meeting, assessment results are shared with the parent and/or the parent's representative. If it is determined by the IEP Team that special education placement is needed for the student, an educational program is developed to meet the individual needs of the child.

Step 4: Appropriate Services

Once the special needs of your child have been identified, the next step is determining appropriate placement and services. You and the school team will consider where your student's needs can appropriately be met (for example: the regular classroom with special assistance, part-time special services, full-time special class placement and non-public school placement).

Step 5: IEP Review

Your child's program must be reviewed at least once a year to determine how well the program is meeting his/her needs. You may request a review at any time by providing to your child's teacher, principal or school psychologist a written request. Additionally, you will receive reports on your child's progress toward his/her annual goals. These progress reports will follow the same schedule as regular education students.

SPECIAL EDUCATION ELIGIBILITY CATEGORIES

Children who meet specific state eligibility within the following categories may qualify for special education:

- Autism (AUT)
- Dear-Blindness (DB)
- Deafness (DEAF)
- Emotional Disturbance (ED)
- Hard of Hearing (HH)
- Intellectual Disability (ID)
- Multiple Disability (MD)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Speech or Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)
- Developmental Delay
(Infants and Toddlers only)

Preschool children

- Ages 3 – 5 years

Infants

- Younger than 3 years of age
- Any of the above categories, including
- Developmentally Delayed

INDIVIDUALIZED EDUCATION PROGRAM: THE IEP

The purpose of the initial IEP Team meeting is to review the assessment and determine the child's eligibility. If the child is eligible, an IEP is developed and implemented upon the parent's written consent. The IEP is reviewed at least annually or sooner upon written request.

What is an IEP and what should be in the IEP document?

- An Individualized Education Program (IEP) specifies the commitment of the school district to provide the services described, but it does not guarantee that the student will make the growth anticipated or described in the IEP.
- The student has only one IEP in effect at any one time.
- The student's IEP includes, but is not limited to, all of the following:
 - The student's present levels of educational performance, both strengths and weaknesses.
 - The student's unique needs.
 - The student's annual goals and, when appropriate, short-term instructional objectives.
 - A statement of the special education and related services and supplementary aids and services to be provided to the student.
 - The extent to which the student will participate in regular educational programs.
 - The date services will begin and how long they are expected to continue.
 - Appropriate means to measure, on at least an annual basis, whether or not the educational goals and objectives (when appropriate) are being achieved.
 - A statement of how the child's parents will be regularly informed of progress at least as often as parents are informed of their non-disabled children's progress.
 - A statement of any individual accommodations and/or modifications needed in the administration of state or district-wide assessments and general curriculum.
- Vocational Education goals may be included in an IEP. These may include prevocational education, career awareness and development, work training programs and travel training. Preparing students with special needs for employment is the long-term goal of vocational education.
- An Individual Transition Plan (ITP) is included with a student's IEP when the child is 16 and updated annually thereafter. The ITP is designed to prepare students for further education, employment, and independent living.

Who makes up the IEP team?

- Parent/Legal Guardian
- Education Specialist

- General Education Teacher
- District representative qualified to provide or supervise specially designed instruction and who is knowledgeable about general curriculum and the availability of resources within the district.
- Interpreter (if necessary)

Additional team members could be:

- Specialist (such as Speech/Language Therapist)
- Psychologist
- Agency representative who provides service to the student
- Student, when appropriate
- Individual(s) invited by parent

Steps the IEP Team should follow in developing the IEP:

- The IEP Team will review the findings of the assessment and establish the student's unique needs and present levels of performance in the areas of need. Parents should feel free to ask questions if they do not understand the test results.
- An annual goal will be written for each area for which the Team has identified a need. These goals will describe how the Team wants the student's competence to improve after instruction, usually over the period of one year. The goals should be specific, meaningful, observable, and measurable. The goals should be based on a particular activity and easy to understand. The goals should clearly state who will measure the results and how they will do it.
- All possible service options are explored and the least restrictive placement option that can allow implementation of the agreed-upon goals and objectives is chosen.
- Appropriate Designated Instruction and Services (DIS) are identified if the Team feels they are necessary to meet the student's goals.
- The parents must give written consent before the district may implement the IEP.
- Parents are provided with a copy of the IEP. Parents may request a copy be provided in their primary language.
- Parents may take the IEP forms home to review them before they sign; however, none of the services can start until the parent has signed permission on the IEP form. The parent, or other member of the IEP Team, may request that the IEP Team meeting be completed at another time.
- If parents choose not to attend the IEP Team meeting, the other members of the IEP Team will meet on the scheduled day to develop the program. A copy of the completed IEP will be sent to the parent for review and approval.

Partial Implementation of the IEP

If the parent does not agree with all the parts of the IEP, the parent may sign for only those portions of the program with which they agree. The portions agreed to will be implemented without delay. Areas of disagreement may become the basis for a due process hearing. (Refer to “Resolving Differences” Section of this Handbook.) Parents have a right to write a statement of disagreement and include it with the IEP.

How to Prepare for Your Child’s IEP Team Meeting

- Identify the purpose of the IEP Team meeting. Have a family conference to set some long-term and short-term goals for your child’s education.
- Respond to the IEP Team meeting notification. Parents are invited and encouraged to attend the meeting. You may reschedule the meeting to a mutually agreeable alternate time/day.
- Locate important documents regarding your child (school and medical files) and make sure that they are up-to-date. (Refer to “Building Your Child’s Home File” Section of this Handbook.) You have a right to request a copy of your child’s school records to keep in your child’s file at home.
- Write down questions, concerns and suggestions and go to the meeting with your plan.
- The IEP Team meeting may be audiotape recorded, if you notify the district in writing at least at least 24 hours before the IEP Team meeting.
- You may withdraw consent for special education services (remove your child from special education) at any time by submitting a written request to the school principal.

For checklists to help you prepare for your child’s IEP Team meeting and for more information on the IEP process, contact Team of Advocates for Special Kids (TASK, listed in the “Resources” Section of this Handbook.

What is Your Role during the IEP Team Meeting?

- Parents have the right to request an IEP Team meeting. Parents should make this request to the school principal or their child’s special education teacher.
- Meet the team working with your child.
- Listen.
- Share your child’s needs, strengths, and what motivates him/her.
- Give input and feedback.
- Ask questions.
- Take notes.
- Be a partner in the decision-making.

Tips on Communicating in an IEP Team Meeting

- Have a positive attitude.

- Give and expect treatment with respect; everyone on the IEP Team has feelings.
- Remember that your child is the focus of the IEP Team 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. You share a common goal.
- Keep the lines of communication open. Be fair and be willing to compromise.

What Happens After the IEP Team Meeting?

- Thank the other members of the IEP Team.
- Review the meeting with your child.
- Maintain communication with your child's teacher.
- Periodically check the IEP against schoolwork 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 the changes be done informally, or do you feel the changes require a more formal agreement or new IEP?
 - How does your child feel he/she is doing?
 - Is your child happy at school?

The PROGRAM AND SERVICE OPTIONS

The Orange Unified School District makes available a range of educational programs for students with disabilities. The student's IEP Team determines placement and services for the student based on the principle of *Least Restrictive Environment* (LRE). LRE means that a student is to participate in as much of the general education program as is appropriate in view of his/her educational needs. In other words: *the district will remove children from the general classroom only when the nature or severity of the child's disability is such that the child's education in general education classes with supplementary aids and services cannot be satisfactorily achieved. Additionally, the child's program should be located as close to home as possible, meaning that the program options at the child's neighborhood school are considered first. All students will participate in nonacademic and extracurricular services and activities with non-disabled peers to the maximum extent appropriate.*

The following are Program Options:

Early Start Program

This program is designed to provide early intervention services to infants and toddlers (birth to 18 months and 18 to 36 months old). The services emphasize child/parent training, home visits, and family involvement activities.

Preschool Program

Preschool-age children with special needs may be served in several ways:

- Designated instruction and services only
- Special Day Class with access to peer models
- Special Day Class with designated instruction and services with access to peer models

General Education Class Program

A student with disabilities may be placed in a general education classroom program when the IEP Team determines that his/her educational needs can be met in that setting with the use of supplementary aids and services.

Specialized Academic Instruction (SAI)

A student can receive SAI in any of these programs:

- Mild to Moderate Programs
The responsibilities of the Mild to Moderate teachers include providing instruction, monitoring pupil progress, implementing and revising IEPs, coordinating services, and consulting with parents and staff. Specialized academic instruction may be provided in the general education classroom or in a mild/moderate classroom, as deemed appropriate by the IEP Team. Mild to Moderate classroom settings include:
 - Inclusive Schooling

Student's needs are met in the general education classroom with the use of supplementary aids and services and push-in/pull-out SAI.

- Resource Specialist Program (RSP)

This program is designed to provide special education instruction and services for students with disabilities who are assigned to a general education classroom for a majority of the school day with limited special education support.

- Special Day Class (SDC)

Students in this program receive special education support for a majority of their day, either in a self-contained class or in general education.

- Moderate to Severe/Special Day Class (SDC)

A student may be eligible for moderate to severe/special day class service when the IEP Team determines that his/her educational needs require support for the majority of the student's day. These students may receive specialized academic instructional support for the majority of their school day with general education classes, or they may be assigned to a special day classroom. Students in separate special education classes will participate in nonacademic and extracurricular activities with their non-disabled peers to the maximum extent appropriate.

- Home and Hospital

Orange Unified School District may provide specialized academic instruction for a student residing in a local hospital, or may provide home teaching when a student is unable to attend school for medical or any other significant reason as determined by the IEP Team.

- Nonpublic, Nonsectarian School Services/Designated Instructional Services

This placement is considered when a student's unique needs cannot be met within the public school programs. This placement may include day treatment non-public school or a residential-type placement.

Related Services

Support services are provided when they are required to assist a student with special needs to benefit educationally from his/her instructional program. Support services may include:

- Speech and Language
- Audiological services
- Psychological services & Counseling services
- Physical and occupational therapy
- Adapted physical education
- Orientation and mobility services
- Specialized vision services
- Specialized deaf and hard-of-hearing services
- Health and nursing – specialized physical healthcare services
- Assistive technology services
- Braille transcription
- Career awareness

WHO IS AVAILABLE TO HELP A CONCERNED PARENT?

Your Child's Teacher

Your child's teacher is the **first** person to ask for help. Your child's teacher can advise you on your child's progress, the skills being taught, give advice on how to improve study habits and skills, and suggest at-home learning experiences. The teacher can refer you to other professionals when necessary.

Your School Principal

The school principal is the educational and policy leader of your school. Check with this person on matters of school-wide operation or policy, to seek information, to make a suggestion or resolve a problem.

Your School District's Program Coordinator and Director of Special Education

The Orange Unified School District Program Coordinator and Director of Special Education (Pupil Services Department) will answer questions concerning services available for students with exceptional needs. They can advise you of community resources and activities for your child.

Your Superintendent of Schools

The Orange Unified School District Superintendent of Schools recommends major policy decisions to the Board of Education and is in charge of their implementation.

Your Local Board of Trustees

The Local Board of Trustees consists of citizens elected by voters to set policy for the entire school district. They meet in public session to conduct the business of the school district.

Your Community Advisory Committee (CAC)

The CAC is composed of parents of children with special needs enrolled in Orange Unified School District, teachers, and other school district personnel. The CAC is available to offer advice to parents new to the system and to school administration on ways to meet the needs of special needs children. The intent of this collaborative group of parents, educators, and community representatives is to articulate and promote issues that are important to students with disabilities and their families.

Your Physician, Pediatrician, or Health Center

Your physician, pediatrician, or health center can provide you with valuable information and refer you to other professionals, agencies and organizations.

Your Local Library

Your local library may provide a listing of organizations or groups in or near your community offering support for you and your special child.

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:

Information Meeting or 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 the classroom, meet with the teacher. (Refer to *WHO IS AVAILABLE TO HELP A CONCERNED PARENT* Section.)

IEP Team Review

If you believe that your child's IEP is no longer appropriate for your child, you may request another IEP Team meeting at any time.

Re-evaluation

If you believe that your child's educational program is inappropriate due to out-dated information in his/her records, you may request a re-evaluation before the scheduled time.

Independent Educational Evaluation

If you do not agree with the school district's evaluation of your child, you may request an independent evaluation at the district's expense. The district may, however, choose to 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 obtain an independent assessment, but not at public expense.

Uniform Complaint Procedure

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

RESOLVING DIFFERENCES: DUE PROCESS

Mediation and Due Process Hearing

If you have a conflict with a school district that cannot be resolved informally, you may request an impartial due process hearing. Issues which may be considered at a due process hearing are identification, evaluation, or education placement of the child, or the provision of a free appropriate public education to the child. Either you or the school district can submit a written request to the State Superintendent of Public Instruction or California Office of Administrative Hearings (OAH) for a due process hearing. A copy of the request must be provided to the other party at the time the request is initiated.

If the parent files for the hearing, the district must convene a meeting within 15 days of notice of the complaint in order to attempt to resolve the matter. The parties may agree in writing to waive the resolution meeting or agree to use formal mediation through OAH. If the district has not resolved the complaint within 30 days of receipt of the complaint, the due process hearing may occur. Pending the hearing decision, the child shall remain in the then-current educational placement of the child, or, if applying for initial admission to public school, shall, with the consent of the parents, be placed in the public school program until all such proceedings have been completed.

Due Process Hearing Rights Include the Following:

- The right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of a child with disabilities.
- The right to present evidence and confront, cross-examine, and compel the attendance of witnesses.
- The right to written, or, at the option of the parents, electronic verbatim record of a hearing.
- The right to written, or, at the option of the parents, electronic finding of fact and decisions.
- The right to an open or closed hearing.

If either party disagrees with the decision of the hearing officer, the party may appeal to a court of competent jurisdiction.

BUILDING YOUR CHILD'S HOME FILE

As a parent of a child with disabilities, you will gather a lot of information about your child from various professionals, service providers, and agencies. Each time you seek services for your child, you may be asked to supply information. As the primary decision-maker, observer, and advocate for your child, it is to your benefit to keep complete and up-to-date records in a file you create and maintain at home.

A Suggestion

Purchase a loose-leaf binder, pocket file, or small file box to in which to organize and place your child's records. Keep your child's records chronologically, with the most recent information on top. Record-keeping is not mandatory, but good records prove helpful in day-to-day contact. Take your records to any and all meetings with school, health, or agency personnel.

Suggested Items to Include in your Child's Home File:

- Medical history and medical reports
- List of medications being given at home and at school as prescribed by our child's physician
- Your child's developmental and family health history
- Copies of all of your child's school reports, including
 - Cumulative file
 - Confidential file
 - Psychological file
 - Any other paper or records you receive
- The Individualized Education Program (IEP) recommendations and school progress reports
- Copies of test results and recommendations from independent assessments
- All letters (including handwritten) and notes to and from school personnel
- All written communications with outside professionals regarding your child's unique needs
- Dated notes of conversations and telephone calls with school personnel
- Copy of your child's past and present work
- Your long-term goals for your child
- Each year list your child's:
 - Teacher
 - Special education teacher(s)
 - Related services personnel
 - Principal
 - Special education director
 - Psychologist
 - School
 - Other administrators and teachers at your child's school site

DICTIONARY OF SPECIAL EDUCATION TERMS

ABA

Applied behavioral analysis

ADA

Americans with Disabilities Act

AT device & AT services

Assistive Technology device & Assistive Technology services

Accommodation

Generally, an adaptation that enables a student with a disability to participate in educational programming with greater ease and effectiveness by assisting him or her to participate in the activity to the extent possible, as if he or she were nondisabled.

Adaptive Behavior

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

Adapted Physical Education (APE)

Specially designed physical education program tailored to the needs of students who require developmental or corrective instruction.

Age of Majority

When a child turns eighteen, he/she is legally considered an adult and is afforded all educational rights previously held by the parent.

Asperger's Syndrome

Under the diagnosis of Autism, a developmental disorder characterized by impaired development in communication, social interaction, and behavior; however has normal intelligence.

Assessment/Evaluation

Broader than testing and typically includes gathering and integrating information to determine a student's current level of emotional, behavioral, academic and intellectual functioning, resulting

educational needs and strategies for remediation to promote effective treatment programming. Parent permission is required.

Autism

A pervasive developmental disorder characterized by deficits in social interaction, communication, and unusual repetitive behavior. Autism is usually diagnosed before age six.

Baseline

The beginning point for measurement, prior to intervention or treatment, necessary to determine in order to measure effectiveness of the intervention or treatment.

Behavioral Intervention

The systematic implementation of procedures that result in lasting positive changes in the individual's behavior.

CAC

Community Advisory Committee: A committee whose membership includes parents of school children (a majority must be parents of exceptional students); school personnel; and representatives of public, community, and private agencies. The CAC advises school administrators and local school boards regarding the Local Plan for Special Education, assists districts with parent education, and promotes public awareness and understanding of individuals with exceptional needs.

CAA California Alternative Assessment

DIS

Designated Instruction Services (Related Services): Services designated on a student's IEP, provided by a specialist, which are not normally provided by general and special education teachers. These may include (but are not limited to): language and speech development, audiological services, mobility instruction, adapted physical education, specialized instruction for the visually impaired, counseling, psychological services, and health services.

Inclusive Schooling

Including students with disabilities in general education classes.

FAPE

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

General Education

As distinguished from special education, an established curriculum of academic subjects offered in essentially the same fashion for all children and youth. The term frequently is used interchangeably with regular education.

Generalization

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

Health Assessment

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

IDEA

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

IEP Team Meeting

The meeting in which an *Individualized Education Program* is developed for a student with special needs.

IEP Team

A committee of parent, teacher, administrator or designee and student, if appropriate. The Team may include psychologist, nurse and specialists who conduct and review assessments. The purpose of the committee/team is to review the assessment results, determine eligibility, determine the content of the IEP, and make program placement recommendations.

IFSP

Individualized Family Service Plan: A process of providing early intervention services for children with special needs under the age of three and their families. Family-based needs are identified, and a written plan is developed with periodic review.

Impulsivity

An approach to problem-solving associated with attention deficit hyperactivity disorder (ADHD); responding abruptly without consideration of consequences or alternatives.

Inclusive Schooling

Including students with disabilities in general education classes for most of their school day.

Informed Consent

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

IPP

An annual-reviewed record of program and service needs provided by the Regional Center.

ITP

Individual Transition Plan: A plan designed to facilitate a secondary student's passage from school to work, adult training, and community participation with appropriate support services. The ITP must be in place by age 16.

LEA

Local educational agency (the district)

Learning Modalities

The three pathways through which students learn: visual, auditory, and kinesthetic (sense).

LRE

Least Restrictive Environment: Generally, the appropriate placement for a child with a disability that most closely approximates where the child, if nondisabled, would be educated; not necessarily the regular education classroom and not synonymous with inclusion or mainstreaming. Placement in separate classes occurs when the nature of the disability is such that education in regular classes cannot meet the child's needs.

Local Plan

A plan developed by school districts and counties, and submitted for State approval, which assures and provides for delivery of special education services to all eligible individuals with special needs living within the geographic boundaries covered by the plan.

Low Incidence

Students with more involved disabilities in the areas of hearing, vision, hearing and vision, and hearing, vision and orthopedic disabilities.

Mainstreaming

Not a formal term, but common jargon in the educational community typically accepted as meaning the placement of a child with a disability alongside nondisabled children in the regular education setting for a percentage of the school day.

Manifestation Determination

The evaluation of the relationship between a student's disability and act of misconduct that must be undertaken when a district proposes to take specified serious disciplinary actions.

Modifications

Changes in the delivery, content, or instructional level of a subject or test that results in altered expectations and creates a different standard for children with disabilities than for those without disabilities.

Multi-Tiered System of Support (MTSS)

A leveled system of academic and behavioral supports for all students.

No Child Left Behind Act of 2001 (NCLB)

NCLB was designed around four essential components: accountability for results; an emphasis on scientific research; expanded parental options; and expanded local control and flexibility.

Orientation and Mobility (O&M)

A related service for students with visual impairments to train them to know where their bodies are in space and how to move through space.

PECS

Picture Exchange Communication System

Positive Reinforcement

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

Related Services

Services designated on a student's IEP (also referred to as Designated Instruction and Services or DIS Services), provided by a specialist, which are not normally provided by general and special education teachers. These may include (but are not limited to): language and speech development, audiological services, mobility instruction, adapted physical education, specialized instruction for the visually impaired, counseling, psychological services, and health services.

Response to Intervention (RTI)

A system of interventions implemented by school sites prior to a referral to special education. The RTI model provides appropriate interventions before a child falls behind academically. The RTI interventions are monitored regularly for progress and adapted as needed. According to IDEA 2004, districts may use RTI as part of the eligibility determination process for special education. The RTI structure and content falls within general education.

Reverse Mainstreaming

A program in which typically developing students are brought into a special education classroom at various times to participate in activities with special education students.

RSP

Resource Specialist Program: Provides specialized academic instruction, materials and supplemental services to students with disabilities who are assigned to general classroom teachers for the majority of the school day.

Screening

The first step in the assessment process; a fast, efficient way to identify students who may have need further testing.

SDC

Self-contained special education classes to which students are assigned, because their instructional plan requires more intensive instruction than can be met within a general education setting.

SELPA

Special Education Local Plan Area: A single district (such as Orange Unified School District/SELPA) that provides comprehensive special education services, resources. A SELPA can also take in several districts to provide special education services to a given geographical area.

SOP

Summary of Performance: Provided to students upon leaving public education at the end of high school or young adult programming.

SST

Student Success Team: A process which is used to focus on providing accommodations and interventions for a student within the regular education program before a referral is made for special education instruction. The team may consist of the parent, student, principal, teacher, and psychologist.

Triennial

Federal and State laws mandate special education students are assessed no later than every three years to determine current needs and continued eligibility. This information is provided by a multi-disciplinary team and is presented to the IEP Team, including parents, for consideration.

RESOURCES

American Academy of Audiology

Phone: 1-800-AAA-2336

Web: www.audiology.org

American Academy of Pediatrics Bright Futures

Phone: 1-847-434-4223

Web: brightfutures.aap.org

American Association of Intellectual and Developmental Disabilities (AAIDD)

Phone: 1-202-387-1968

Web: www.aaidd.org

American Foundation for the Blind

Phone: 1-800-424-8666

Web: www.afb.org

American Speech-Language-Hearing Association

Phone: 1-800-638-8255

Web: www.asha.org

ARC of the United States

Phone: 1-800-433-5255

Web: www.thearc.org

Attention Deficit Disorder Association (ADDA)

Phone: 1-484-945-2101

Web: www.add.org

Autism Society of America

Phone: 1-800-3-AUTISM

Web: www.autism-society.org

Autism Society of Orange County

582 N. Waverly

Orange, California 92867

English: 714) 282-9005

Spanish: 714) 642-7298
Web: members.tripod.com/asaoc

California Children's Services (CCS)

200 W. Santa Ana Blvd., Suite 100
Santa Ana, California 92701
Phone: 714) 347-0300
Fax: 714) 347-0301
Web: ochealthinfo.com/Public/ccs

Centers for Disease Control and Prevention (CDC)

National Center on Birth Defects and Developmental Disabilities

Web: www.cdc.gov/ncbddd/index.html

Centers for Disease Control and Prevention (CDC)

Early Hearing Detection and Intervention Program

Web: www.cdc.gov/ncbddd/ehdi

Centers for Disease Control and Prevention (CDC)

National Immunization Program: *Vaccines and Autism* Internet Site

Web: <https://www.cdc.gov/vaccinesafety/Vaccines/MMR/index.html>

Children & Adults with Attention-Deficit Hyperactivity Disorder (CHADD)

(Non-profit organization serving individuals with ADHD and their families)

Greater Orange County CHADD

Orange, California

Phone: 714) 490-7022

Email: ADHDmeeting@pacbell.net

Web: www.chadd.net

Colorin' Colorado

A website that provides information in English and Spanish to parents and teachers of English Learners, including students with disabilities.

Web: www.colorincolorado.org

Comfort Connection Family RSRC

1525 N. Tustin Avenue

Santa Ana, California 92705

Phone: 714) 558-5400

Web: www.cdc.gov/ncbddd/index.html

Department of Developmental Services

Web: www.dds.ca.gov

Department of Education

Web: www.ed.gov

Department of Rehabilitation

(Vocational evaluation, training and job placement for adults)

Orange Ana Branch

790 The City Dr. South, Suite 100

Orange, California 92868

Phone: 714) 662-6030

844-729-2800 (TTY)

Web: www.rehab.cahwnet.gov

Developmental Disabilities Area Board XI

(Legal, civil and service rights resource for people with developmental disabilities)

2000 E. Fourth Street, Suite 115

Santa Ana, California 92705

Phone: 714) 558-4404

Fax: 714) 558-4704

Email: orangecounty@scdd.ca.gov

Web: www.scdd.ca.gov

Disability Rights

California's Protection and Advocacy System

Phone: 800) 776-5746

Web: www.disabilityrightsca.org

Down Syndrome Association of Orange County (DSAOC)

151 Kalmus Drive, Suite M-5

Costa Mesa, California 92626

Phone: 714) 540-5794

Fax: 714) 540-5872

Web: www.DSAOC.org

Epilepsy Foundation of Los Angeles and Orange County

5777 W. Century Blvd., Suite 820

Los Angeles, California 90045
Phone: 310) 670-2870
Fax: 310) 670-6124
Web: www.epilepsy.com

First Signs

Phone: 1-978-346-4380
Web: www.firstsigns.org

Kid's Health

Web: <http://kidshealth.org>

Lanterman Act

Web: www.dds.ca.gov/ConsumerCorner/LantermanActGuide.cfm

Learning Center & Dyslexia Foundation

833 Dover Drive, Suite 27
Newport Beach, California 92663
Phone: 949) 642-7303
Fax: 949) 642-0689
Web: www.dyslexiafoundation.org

Learning Disabilities Association of California

Orange County Chapter
P.O. Box 25772
Santa Ana, California 92799-5772
Phone: 714) 547-4206
Web: www.oclda.org

Mental Health Services

East Region, serving: El Modena, Lemon Heights, Orange, Santa Ana, Tustin & Villa Park
1200 N. Main Street, Suite 200
Santa Ana, California 92701
Phone: 714) 480-6767
TDD: 714) 480-6750
Web: www.ochealthinfo.com

National Federation of the Blind

Phone: 1-410-659-9314
Web: www.nfb.org

Mi Peditra

Web: www.mipediatra.com

National Center for Fathering

Web: www.fathers.com

National Information Center for Children and Youth with Disabilities (NICHCY)

Phone: 800) 695-0285

202) 854-8200

Email: malizo@spannj.org

Web: www.parentcenterhub.org/nichcy-gone/

National Institute of Mental Health

Phone: 1-866-615-6464

Web: www.nimh.nih.gov

National Institute of Neurology Disorders and Stroke (NINDS)

Web: www.ninds.nih.gov

Orange County Children's Therapeutic Arts Center (OCCTAC)

2215 N. Broadway

Santa Ana, California 92607

Phone: 714) 547-5468

Email: reception@occtac.org

Web: www.occtac.org

Orange County Department of Education

200 Kalmus Drive

Costa Mesa, California 92628

Phone: 714) 966-4000

Fax: 714) 622-3570

Web: www.ocde.us

Pacer Center

Champions for children with disabilities

Web: www.pacer.org

Parent to Parent-USA

Web: www.p2pusa.org

Parents Helping Parents

Web: www.php.com

Parent's Place Family Resource Center

Web: www.parentspacefrc.com

Positive Parenting

Web: www.positiveparenting.com

Regional Center of Orange County

(One of 21 regional centers in California that provides services for individuals with developmental disabilities as well as for infants who are at risk.)

801 Civic Center Drive West, Suite 100

Santa Ana, California 92701

Phone: 714) 796-5100

Web: www.rcocdd.com

Shea Therapeutic Riding Center

(Children with disabilities are assisted with horseback riding).

26284 Oso Road

San Juan Capistrano, California 92675

Phone: 949) 240-8441

Fax: 949) 240-3447

Web: www.sheacenter.org

Social Security Administration

1851 East 1st Street, 5th Floor

Santa Ana, California 92705

Phone: 800) 772-1213

TTY: 800) 325-0778

Web: www.ssa.gov

Special Olympics of Orange County

2080 N. Tustin Avenue, Suite B

Santa Ana, California 92705

Phone: 714) 564-8374

Email: orangecounty@sosc.org

Web: www.sosc.org

Super Kids: Educational Software

Web: www.superkids.com

Superintendent of Public Instruction

1430 N Street #5602

Sacramento, California 95814

Phone: 916) 319-0800

TTY: 916) 445-4556

TDD: 916) 445-4556

Web: www.cde.ca.gov

Talk About Curing Autism (TACA)

Web: www.talkaboutcuringautism.org

Team of Advocates for Special Kids (TASK)

(Parent training, workshops on the IEP process, basic rights, law and transition, IEP worksheets and checklists, TASK Tech computer information center)

100 W. Cerritos Avenue

Anaheim, California 92805

Phone: 714) 533-8275

866) 828-8275

Fax: 714) 533-2533

Email: taskca@yahoo.com

Web: taskca.org

United Cerebral Palsy of Orange County (UCP-OC)

980 Roosevelt, Suite 100

Irvine, California 92620

Phone: 949) 333-6400

Fax: 949) 333-6440

Email: info@ucp-oc.org

Web: www.ucp-oc.org

Very Special Arts (VSA)

Orange County Department of Education

200 Kalmus Drive

P.O. Box 9050

Costa Mesa, California 92626

Phone: 714) 966-4303

Web: www.ocde.us/VSA/Pages/VSA-Festival.aspx

Wrightslaw

Web: www.wrightslaw.com

Zero to Three

National center for infants, toddlers, and families

Web: www.zerotothree.org

SPECIAL EDUCATION DEPARTMENT STAFF

Sue Singh, Ed.D.
Executive Director

Rachele Dale, M.S.
Administrator

Program Coordinators:

- **Bree Tippetts - PreK-K Coordinator**
- **Cheri Estrada- Elementary Coordinator**
- **Loren Pazdzior – Elementary Coordinator**
- **Andrew Granite – Elementary/Secondary Coordinator**
- **Julie Lucas - Secondary Coordinator**
- **John Erratt – Coordinator- Communicative Disorders**
- **Eric Salcedo - Coordinator, Mental Health**
- **Kassy Makena – Teacher on Special Assignment, Inclusive Schooling**

Canyon Hills Special School

- **Karen Hanson - Coordinator**