

TURNING THREE YEARS OLD

Transitioning from Early Start into
Special Education Preschool Services

A Planning Workbook for Families



WarmLine Family Resource Center

Supporting families of children 0-26 with
developmental delays and disabilities
in 26 far northern California counties

Please call WarmLine for any questions regarding transition to
Special Education...and beyond!

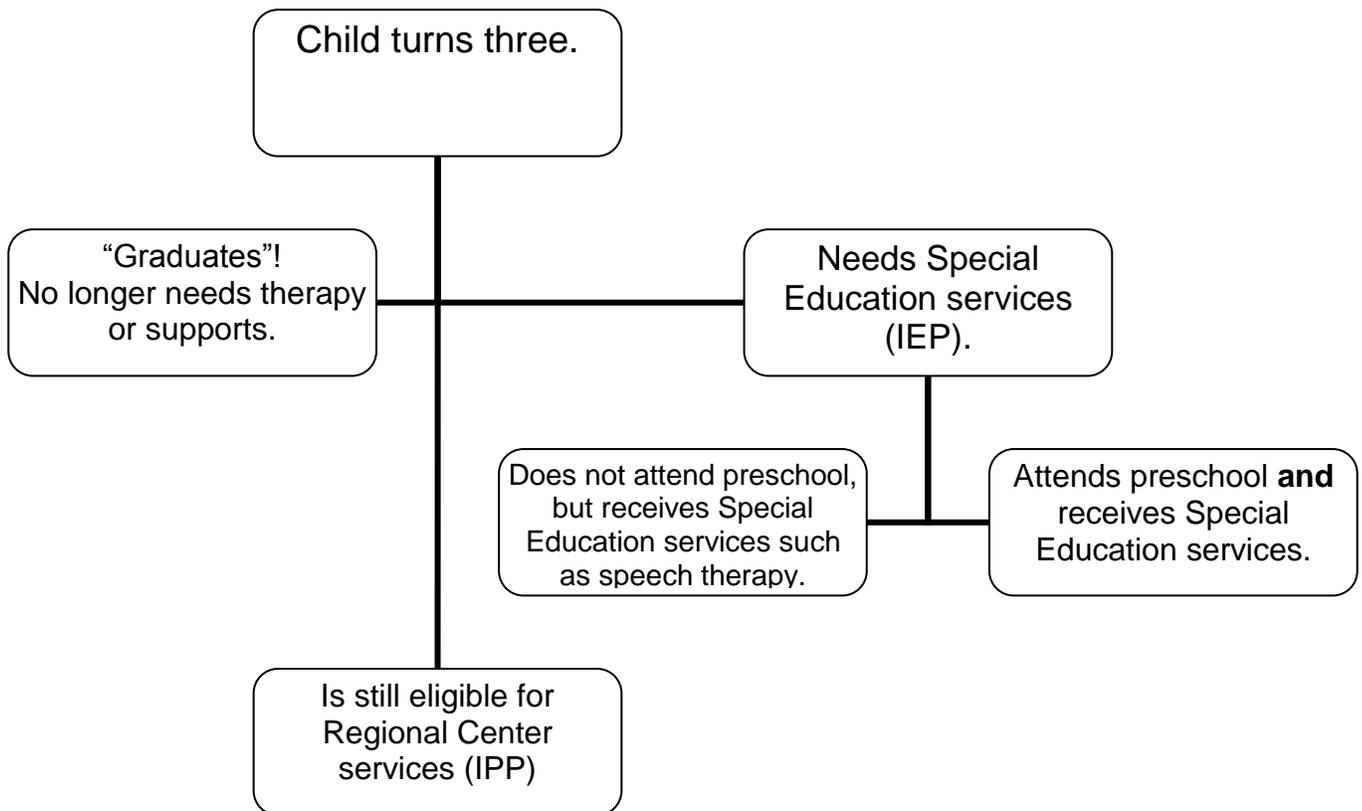
We're here to help parents navigate systems and services.

TURNING THREE YEARS OLD!

Before long, your child will turn three years old. There are changes ahead as your child moves from services for infants and toddlers to services for preschool age children. This transition is very exciting (and sometimes a bit scary) - knowing that your child is growing and changing and that you helped him/her get off to a good start by participating in an early intervention program.



Here are the possible changes that happen when your child turns three years old. We'll look at them more closely in the pages to come.

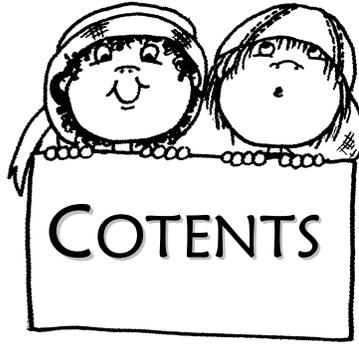


It will help you plan for transition if you understand how the transition process works and the differences between infant and preschool programs. This booklet will guide you.

As you read "Turning Three Years Old", think about what you want for your child and get the information you need to make decisions for your child's next step.

Nothing in your child's Special Education program is "written in stone" and if services need to be revised, you may call a meeting to discuss with the team the changes that are needed.

WarmLine staff is knowledgeable about transition and Special Education and are available to talk with you! We also provide IEP trainings that are posted on our website at www.warmlinefrc.org.



Transition Terms.....	3
Getting Ready for Transition.....	3
Exceptions to Transition Timeline.....	4
Transition Plan.....	4
Things to Think About.....	4
Transition Conference	4
How Early Intervention & Special Education are Different.....	6
Special Education Is	7
Main Principles of IDEA.....	7
Least Restrictive Environment (Inclusion)	7
Independent Education Evaluation (IEE).....	8
The Individual Education Plan (IEP) Process.....	8
Requesting IEP.....	9
The IEP Team	9
The IEP Timeline	9
IEP Eligibility.....	8
The IEP Document	10
What Does an IEP Contain?.....	10
Related Services	12
Preparing for Your Child’s IEP.....	13
Questions to Ask About a Preschool	14
Regional Center Services after Three Years Old.....	15
Preparing for Your Child’s IPP (Individual Person Plan).....	16
Record Keeping.....	17
Terms Used in Special Education.....	18
Parents’ Rights in Special Education.....	22
Special Education Resources.....	25
Meeting Notes	26
Meeting Participants Seating Chart	27

Let's Start With Some Terms!

Understanding your child's transition from early intervention will be easier if you understand some terms, so let's get started! (There is a more complete glossary in the back of this booklet.)

- **Early Start** – The program in California which provides early intervention services to infants and toddlers (birth to 3 years old) who are eligible.
- **FAPE** – Free and Appropriate Public Education.
- **IDEA** – Individuals with Disability Education Act. Federal “Special Education” law.
- **LEA** – Local Education Agency. The school district in which you live.
- **Lead Agency** – The agency which is providing Early Start services. It is usually the Regional Center, but may be a Local Education Agency (LEA).
- **Individualized Education Plan (IEP)** – Formal plan to provide educational services to a child through the LEA.
- **Individual Family Service Plan (IFSP)** – Formal plan to provide developmental services to a child through Early Start.
- **“Part C”** – Early intervention services for children birth to 3 years old under Individuals with Disabilities Education Act (IDEA).
- **“Part B”** - Special Education services for children 3-22 years old under Individuals with Disabilities Education Act (IDEA).
- **SEA** – State Education Agency, i.e., California Department of Education.

Getting Ready for Transition (Lead Agency)



When your child is **27-33 months old**, the lead agency must get ready to transition your child out of Early Start services. (The lead agency is usually the Regional Center, but may be your county office of education infant development program.)

The lead agency must:

- Notify you that your child will transition out of Early Start services at 3 years old,
- Get your consent to share your child's information with the LEA,
- Notify the LEA and SEA that your child may be eligible for Special Education services,*
- Plan a transition conference (meeting) with you, the LEA and the lead agency. You may invite a friend, family member(s) and/or service providers, if you choose.
- Write a transition plan, which is part of your child's IFSP. (This can be at the same time as the transition conference. See “Transition Plan” for more information.)

* If the lead agency thinks your child will not be eligible for Special Education services, it should convene a transition conference (meeting) with you and the providers of appropriate services, i.e.; Head Start, child care, other preschool programs.

Exceptions to Timeline

If your child was evaluated and found eligible for Early Start 45-90 days before turning 3, the lead agency must create an IFSP and make the referral to the LEA as soon as possible after eligibility is determined.

If your child is referred to the lead agency less than 45 days before turning 3, no evaluation, assessment or IFSP is required. However, the lead agency must notify the LEA that your child may be eligible for Special Education services.

Transition Plan

The transition plan must be included in your child's IFSP and is created **with your input!** It is written when your child is **27-33 months old** and must include:

- Steps for your child (and you) to exit Early Start
- Any transition services that the IFSP team identifies as needed for your child (and you)
- Steps to support transition to one of the following: preschool (Special Education) services, early education, Head Start, child care programs or other appropriate services.

Things to think about:

- Do I want my child to attend a (public or private) preschool class, a day care, or stay at home with me or someone else? (Preschool is not required.)
- Will my child need Special Education, such as speech therapy during the preschool years? How will those services be provided if my child does not attend preschool?
- Will my child benefit from more intensive Special Education services? If so, what type of classroom placement would be the most appropriate?
- How are infant programs and special preschool programs **DIFFERENT** and how do those differences affect my child's services?



Talking over your thoughts with your service coordinator, friends, family, other parents and WarmLine staff is a good way to sort out your ideas.

Transition Conference (Also known as Transition Meeting)

When your child is **27-33 months old**, the lead agency will, **with your consent**, notify the LEA that your child will transition from Early Start at three and work with you and the LEA to set a date for the transition conference. The transition conference is a good time to share with the LEA and your service coordinator your vision for what you would like for your child between the ages of 3-5 years old.

The lead agency and LEA are required to attend the transition conference. You may invite a friend, family member(s), service provider(s) or anyone else you think may have helpful input.

The LEA will review your child's IFSP and assessments and determine if they are current and sufficient to establish eligibility for Special Education services. If additional assessments are needed, the LEA will need your consent.

The assessments must be conducted within 60 days and a meeting held to determine eligibility for Special Education. If your child is eligible for Special Education, the LEA will write an Individual Education Plan (IEP), which must be completed **by your child's 3rd birthday**.

Special Education services begin as soon as possible after the IEP is developed.

If your child's birthday falls during summer vacation, the IEP must be held before school ends. If your child qualifies, services will begin when school resumes.

If the LEA determines (and you agree) that your child would have significant regression of skills or behavior without services during the summer, your child can be provided with extended school year (ESY) ("summer school") services. For a child entering preschool, consideration should be given to children who need instruction in self-help skills and/or who need continued structure to develop behavior control. It may be helpful for you and the team to consider what summer services may be necessary for your child to receive a Free and Appropriate Public Education (FAPE).

(Some children will continue to receive Regional Center services after age 3. For more information, please go to page 15.)

How Early Intervention Programs & Special Ed. Preschool Programs are DIFFERENT:

Early Intervention (EI)	Special Education
<p>EI services are provided in “natural environments”.</p> <p>Natural environment is:</p> <ul style="list-style-type: none"> • Any setting where typically developing children of a similar chronological age are found, • Includes home, neighborhood, child care, preschool, parks, birthday parties, gathering of family and friends, etc., • A “natural environment” is more than a location. It is a philosophy of service. <p>Parent is usually present.</p>	<p>Preschool services are provided in a classroom (or other school-based location.)</p> <p>Preschool is very language-rich and focused on social skills, so some services may not be needed as the student moves into an inclusive setting.</p> <p>Parent is usually not present.</p>
Services are provided individually	Services are provided in groups and/or individually
Usually provides services 1-2 times per week	Services are provided 1-5 times per week
Program writes Individualized Family Service Plan (IFSP) with outcomes for your child AND family. Updated every 6 months.	Program writes Individualized Education Plan (IEP) with goals and objectives for your child only. Updated yearly.
Services are DEVELOPMENTALLY based.	Services are EDUCATIONALLY based; therefore services may be changed or reduced from Early Start.
<p>EI is concerned with all the basic skills that babies typically develop during the first three years of life, such as:</p> <ul style="list-style-type: none"> • Physical (reaching, rolling, crawling, walking) • Cognitive (thinking, learning, solving problems) • Communication (talking, listening, understanding) • Social/emotional (playing, feeling secure and happy) • Self-help (eating, dressing) 	Services are provided in order to help the student access and benefit from the school curriculum.

If the LEA determines that your child does not qualify for a Special Education service, discuss with the team the assessments performed and their validity. Document your child’s needs that are not being met and request an Independent Educational Evaluation (IEE), if necessary. (See page 19) WarmLine staff can assist you with more information.

Special Education Is:

- Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability
- Educational services for students 3-22 years old with disabilities which are written into an Individual Education Program (IEP)
- Includes Related Services i.e., Speech Therapy, which assist the student to access special education services
- Mandated under federal law, Individuals with Disabilities Education Act (IDEA)



Main Principles of IDEA

Free Appropriate Public Education (FAPE)

FAPE means Special Education and related services are provided no charge to parents, meet the standards of the SEA, include an appropriate school setting and conform to the IEP.

Least Restrictive Environment (LRE)

Every child who receives Special Education is entitled to be educated in the Least Restrictive Environment (LRE). LRE means that, “to the maximum extent appropriate”, the child is to be educated with his/her same-age, non-disabled peers to the maximum extent appropriate. This is usually referred to as “inclusion”.

Inclusion means children with special needs are part of their community, attend their neighborhood schools, and participate in age-appropriate education regardless of their disability. It is the spirit of the law that all children will be included as participants in their communities and schools; that they will have opportunities to participate in activities, to interact with age mates, and to develop friendships.

Students with or without disabilities, benefit from inclusion. Inclusion provides students with disabilities opportunities to interact socially with peers who can be models for appropriate behavior. Typically developing students learn to appreciate and accept individual differences. They show increased respect for all people. All children have the opportunity to develop positive relationships and friendships with others.

Appropriate Evaluation/Assessment

Evaluation determines:

- If a child has a disability which qualifies him/her for Special Education and related services
- The child's specific educational needs
- Special Education services and related services which are appropriate

If parents disagree with the evaluation(s), they have the right ask the school district to pay for an Independent Educational Evaluation (IEE). (See page 19.)

Individualized Education Program (IEP)

Individualized Education Program means a written statement for a child with a disability that is developed, reviewed, and revised at least annually. Special Education eligibility is reviewed every three years. (A parent can request a meeting any time in writing to the Special Education department. The LEA has 30 days to convene the meeting.)

Parent (and student) participation in the decision process

Parents and students (to the extent age-appropriate) are active participants in Special Education decisions.

Due process and procedural safeguards

Formal, legal approaches which parents can use when they and the school district disagree. (There are also informal ways to solve disagreements. For more information on informal solutions, go to www.directionservice.org/cadre/)

The Individual Education Plan (IEP)

Below is general information about the IEP as it pertains to children transitioning into pre-school and is an overview. For more detailed information about the IEP, please see WarmLine's booklet, "Understanding Special Education", which can be found at www.warmlinefrc.org. We also invite you to attend a WarmLine IEP training. For more information, please visit our website or call us.

The IEP Team Consists of:

- ☆ Parent(s) or surrogate parent(s) of the student,
- ☆ At least one Special Education teacher or at least one Special Education provider,
- ☆ A general education teacher if the child is, or may be participating in general education,
- ☆ A representative of the local education agency who:
 - Is qualified to provide, or supervise, Special Education services,
 - Knows about the general education curriculum,
 - Knows about the availability of resources of the school district,
 - Can interpret the instructional implications of the evaluation results.
- ☆ Others such as a friend/advocate for the parent/student, other professionals working with the child, independent evaluators, doctors or other health professionals.

Timeline

The assessments must be completed within 60 calendar days after the assessment plan is signed. A meeting is held to discuss the child's eligibility for Special Education services and the IEP is written by the child's 3rd birthday.

Eligibility

In order to qualify for Special Education services, the child must be found to have a disability from one or more of the categories below **which also impairs the student's ability to learn and requires Special Education for the student to benefit from the curriculum.**

- Autism
- Deaf-blind
- Deaf
- Emotional disturbance
- Established medical disability
- Hearing impaired
- Intellectual disability
- Multiple disability
- Orthopedic impairment
- Other health impairment



- Speech and/or language impairment in one or more areas of voice, fluency, language and articulation.
- Specific learning impairments
- Traumatic brain injury
- Visual impairment

The Individualized Education Plan (IEP) Document

When a child qualifies for Special Education services, an Individual Education Plan (IEP) is written. This plan is a legally binding document between the LEA and the parent (student). The IEP states the student’s present levels of performance, summarizes the assessment information, sets goals and objectives appropriate to the student, describes who is responsible for the delivery of specific services and defines the least restrictive environment in which the child’s education and related services will be delivered. Parents, teacher, and administrators work together to develop the IEP.

What does an IEP contain?

The IEP must contain certain information. **(This is a shortened list and does not include material about students who are in elementary, middle or high school.)** The following are listed by the title of the IEP form page on which they typically can be found. Some school districts’ forms may vary.

Title of Page	Questions for Parent to Ask
“Eligibility”	1. How is my child eligible for Special Education?
Student’s Strengths	1. Does the team know my child’s strengths? 2. Has my input been used?
Parent Concerns	1. Is the team addressing my education related concerns?
“Present Levels of Pre-Academic Achievement and Functional Performance” Skills the child currently has in areas of: pre-academic skills, communication, gross/fine motor, social /emotional/behavior, prevocational, health, adaptive/daily living.	1. Do they describe how my child’s disability affects involvement and progress in the general curriculum? 2. Are they based on current information? 3. Do the assessments correspond to my knowledge of my child’s abilities? 4. Do the results describe my child’s abilities as well as specific areas of need?

<p>“Statewide Assessments”</p>	<ol style="list-style-type: none"> 1. Who will be responsible for administering the assessment? 2. When will the results be shared with me? <p>Preschoolers in Special Education take a test called the Desired Results Developmental Profile (DRDP) twice a year from age 3-5. The DRDP measures your child’s development in area such as learning, getting along with others, being safe and healthy and is based on observations of your child in typical, everyday activities with familiar people. (For more information, go to www.draccess.org)</p>
<p>“Annual Goals”</p>	<ol style="list-style-type: none"> 1. Are they based on assessments of my child’s current performance? 2. Are the baselines specific and quantifiable? 3. Given my knowledge of my child, are the goals appropriate? 4. Do I think additional goals should be addressed? 5. Can my child’s progress on each goal be measured?
<p>“Offer of FAPE” (Free Appropriate Public Education)</p>	<ol style="list-style-type: none"> 1. What services/supports (including related services such as speech and OT) are going to be provided to help my child access/benefit from the curriculum? 2. Services are provided: When? Where? By whom? How frequently? How long is each “session”? 3. What makes this (class) placement appropriate for my child? 4. What supplementary aids/services are needed? 5. What accommodations are needed? 6. Will my child receive transportation to and from school? How long will he/she be on the bus? 7. Does my child qualify for ESY (Extended School Year “summer school”) services?

<p>“Offer of FAPE Educational Settings”</p>	<ol style="list-style-type: none"> 1. What percentage of my child’s day will be spent with and away from typically developing children? 3. How will I receive progress reports and how often? 4. What will be done to support my child’s transition into kindergarten?
<p>“Special Factors”</p>	<ol style="list-style-type: none"> 1. Does my child require assistive technology or services/materials to meet his/her educational goals? 2. If my child is an English language learner, how will his/her IEP needs be met and measured? 3. If my child has behaviors that impede his/her learning (or that of other students), are there positive behavior supports/interventions included in the IEP?
<p>“Signature and Parent Consent” You do not have to sign the consent immediately after the meeting. You may take it home to review it. Find out who you should contact (and how) if you have questions.</p>	<ol style="list-style-type: none"> 1. Are the meeting attendees listed? If I need to follow up with someone, do I have their contact information? 2. If I disagree with any parts of the IEP, have I written short statement on this page about what I disagree with and why?

Related Services

Related services are also known as Designated Instruction and Services (DIS) in California. DIS are “any services necessary to help a student benefit from a Special Education program”. This is not a comprehensive list. For more information on DIS, please visit <https://www.cde.ca.gov/sp/se/ac/rltdsrvcidea.asp>

- Language and speech development and remediation
- Audiological services
- Orientation and mobility services
- Adapted physical education
- Physical therapy
- Occupational therapy
- Vision services
- Counseling and guidance services, including rehabilitation counseling
- Psychological services other than assessment and development of the individualized education program
- Parent counseling and training

- Health and nursing services, including school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education
- Social worker services
- Specially designed vocational education and career development
- Specialized services for low-incidence disabilities (deaf, blind and/or orthopedically impaired), such as readers, transcribers, and vision and hearing services
- Interpreting services
- Transportation services



Preparing for Your Child’s IEP (Individual Educational Plan)

Now that your child is turning 3 years old, it is time to transition from Early Start services for infants to services for preschool-age children. Every child in Special Education has the right to an **Individual Educational Program (IEP)** that describes the needs of the child and the appropriate services that will give the child access to the school curriculum.

If your child has been receiving Early Start services you are used to the IFSP or Individual Family Service Plan. Now a teacher and others will meet with you to develop an IEP (Individual Educational Plan). This plan will be updated at least yearly and will describe what your child is able to do now, what educational goals your child has for the next year, and what services the school will provide to help your child to meet these goals.

This worksheet has been developed to help you plan for the IEP meeting. Use it to note what things your child can do currently and what you think are important for your child to work on in school. Remember, no one knows your child better than you!

Area of Need	What My Child Can Do Now	What I’d like My Child to Work on
Pre-academic Skills		
Communication Skills		
Physical Activity and Gross Motor Skills		
Fine Motor Skills		
Social/Behavior Skills		

Prevocational Skills (i.e., following directions, completing tasks.)		
Self-Help and Independent Living Skills (i.e., dressing, feeding self)		
Cognitive Skills (i.e., problem solving)		
Recreational Skills (i.e., playing with others)		
Medical/Health Needs		

Questions to Ask About a Preschool



What is the make-up of the children in the class?
 Are they mostly typically developing children or do they have disabilities?
 Are they the same age as my child?

Will I have to provide transportation?
 Will my child ride a school bus?
 How long will the bus ride be?

How much time do the children spend in school?

Hours per day; days per week?
 Summer school?

Is the play area safe for my child?
 Is it fenced?
 Is the playground equipment safe?
 Are the children well supervised?
 Are there children who may be too rough or active for my child?

Will my child have to be toilet trained to attend?
 If not, how does the staff handle diaper changes?
 Will the staff work on toilet training? (This could be an IEP goal.)

What is the atmosphere in the classroom?
 Are the children busy with learning activities?

During unstructured activities, will my child be guided, as necessary, to choose an activity?

Does the staff speak to the children with caring and respect?

How does the staff handle my child's special medical or diet needs?

Can I send special food or medicine?

Who will administer the medicine? How do they keep track of medicine given?

If my child needs to be fed, who will do it?

What happens if my child gets sick at school?

How can I be involved in my child's school?

Can I visit whenever I want to?

Can I help in the classroom?

Are there parent meetings? Am I required to attend?

How will the staff communicate with me?

What will they teach my child?

Is the curriculum the same for all the children or do they have differentiated instruction?

How much time is spent in structured and unstructured activities?

Regional Center Services after Age Three

Some children will continue to be eligible for Regional Center (Alta) services after they turn 3 years old. The criteria for eligibility are a diagnosis of:

- Intellectual Disability
- Epilepsy
- Cerebral Palsy
- Autism
- "Other handicapping condition found to be closely related to intellectual disability or to require treatment similar to that required to intellectually disabled individuals...and can be expected to continue indefinitely and constitutes a substantial handicap which results in major impairment of cognitive and/or social functioning."

If your child will be eligible for Regional Center services past age 3 years, he/she will be assigned a new service coordinator from the Children's Unit and an Individual Program Plan (IPP) will be written yearly. The IPP states what services the Regional Center will provide once the transition from Early Start has taken place.

For more information on the IPP, please contact your service coordinator or WarmLine.



Preparing for Your Child's IPP (Individual Person Plan)

If your child qualifies for Regional Center services, after age 3 years, he or she will usually be assigned a new Service Coordinator.

Instead of the IFSP your child had previously, your new Regional Center Service Coordinator will meet with you to develop an IPP (Individual Program Plan). This plan will be updated at least yearly, close to the time of your child's birthday. It will describe what your child is able to do now, what you want your child to be able to do in the next year, and what services the Regional Center may provide to help you and your child to meet these goals.

My child's strengths:

What my child can do now:

Things I want people to know about my child:

Our family and significant others:

Where we live:

My child's health:

What my child likes to do for fun:

What our family likes to do for fun:

My concerns for my child:

School programs/services:

Other services:

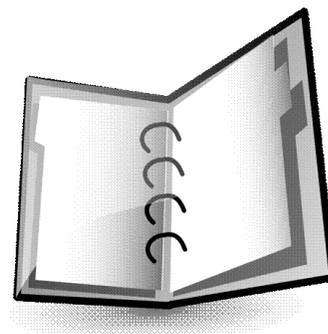
Our family's hopes and dreams for the future:

Record Keeping

If you have a child with a disability, it will be helpful to get in the habit of keeping records. Whenever you begin seeing a new professional who is working with your child you will need to provide certain information and it will be much easier if you have kept it in a format that gives you easy access.

Having a child with a developmental delay or disability and juggling services can feel overwhelming at times. Most parents who keep their child's records organized and readily available say that doing so gives them a sense of empowerment when dealing with service providers and systems.

You don't need to spend a lot of money on record keeping systems. A binder which has dividers works. A bonus is that the binder is portable and you can easily take it to appointments.



Examples of Records to Keep

Medical/Dental Records

(As your child gets older, you won't need to carry these records with you to every meeting.)

- List of doctors and other medical providers and contact information
- Hospital discharge summaries
- Initial evaluations by new physicians and therapists (at the first visit, ask to be sent a copy)
- Dates and location of tests such as MRIs and important procedures
- Vaccination records
- Current medication
- Allergies

Developmental Records

(As your child gets older, you won't need to carry these records with you to every meeting.)

- List of therapists and others who were working with your child and contact information
- Developmental milestones
- Developmental assessments/evaluations
- Individual Family Services Plan (IFSP)

Educational Records

- Teachers and others who are working with your child and contact information
- Communication logs
- Educational assessments/evaluations
- Individual Education Program (IEP)

Terms Used in Special Education

Adapted Physical Education (APE): Special physical education provided by an adapted physical education specialist who assists children with motor activities such as balance, climbing, and other gross motor skills.

Assistive Technology (AT): Any item, piece of equipment, or system used to increase, maintain, or improve function of individuals with disabilities.

Assessment: Observing and testing a child in order to identify his/her strengths and needs. Assessment is necessary to develop an appropriate educational program and to monitor progress.

Audiological Services: Service provided by a licensed audiologist who identifies children with hearing losses and helps children with hearing loss to use their strengths and abilities.

Auditory Processing: The ability to understand, remember, and use information that is heard, both as words and as other verbal sounds.

Augmentative and Alternative Communication (AAC): Augmentative and alternative communication is the use of other means to communicate in support of, or as an alternative to, speech.

Cognition; Cognitive Skills: Thinking skills; sometimes referred to as pre-academic or problem-solving skills in preschoolers.

Communicatively Handicapped (CH): Describes children whose major disability is in the area of speech and language.

Community Advisory Committee (CAC): A group of parents of children with disabilities, members of the community and Special Education professionals, who discuss and make recommendations on Special Education issues and hold informative meetings. For more information about your local CAC, contact your Special Education department or WarmLine.

Designated Instruction and Services (DIS): (Related Services) Services such as speech, adapted physical education, transportation, etc. which a student needs in order to benefit from his or her Special Education.

Due Process: The legal procedures used to make sure that parents and educators make fair decisions about the identification, assessment and placement of children with disabilities.

Emotionally Disturbed (ED): A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Evaluation: The information about a student's learning needs, strengths, and interests.

Expressive Language: How a person communicates their wants and needs. It includes verbal and nonverbal communication skills and how an individual uses language. Expressive language skills include: facial expressions, gestures, intentionality, vocabulary, semantics (word/sentence meaning), morphology, and syntax (grammar rules).

Extended School Year (ESY): Summer session designed to help children continue to work on IEP goals. Criteria for ESY are a significant loss of function (skills) and/or a long recruitment period required if services stop during summer vacation.

Fair Hearing/Due Process Hearing: A formal hearing called by parents or a school district and run by an outside person. The purpose of the hearing is to resolve a disagreement about a child's educational program.

Fine Motor Skills: Skills needing the use of hands or the use of small muscle groups.

Free Appropriate Public Education (FAPE): One of the key parts of the IDEA, which requires that an appropriate education program be provided for all school-aged children (3-22 years) without cost to families.

Functional Behavior Assessment: "Behavior assessment" usually performed by a behavioral specialist or school psychologist. It identifies problem behavior and provides interventions to teach acceptable alternative to the behavior.

Gross Motor Skills: Skills needing the use of large muscle groups.

Head Start: Pre-school program for qualifying children ages 3 to 4 years. Head Start provides health, nutritional, educational, social and other services. Ten percent of children served must be children with disabilities.

Independent Education Evaluation: When a parent requests an IEE at public expense, the school district must, without unnecessary delay, either ensure that an IEE is provided at public expense, or request a due process hearing if the district believes their assessment was appropriate and disagrees that an IEE is necessary. The school district also has the right to establish the standards or criteria (including cost and location) for IEEs at public expense. The parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees

Individuals with Disabilities Education Act (I.D.E.A): Federal Law that guarantees children with disabilities will receive a free and appropriate education.

Inclusion: Children with and without disabilities participating together in an educational setting. Students with disabilities are placed in typical classrooms taught by regular education teachers. Help from Special Education teachers and/or special instruction and services can offer additional support.

Individualized Education Program (IEP): A written plan for children ages 3 to 22 years which states a child's present level of educational performance, sets annual goals and identifies appropriate services needed to meet those goals.

Individualized Program Plan (IPP): A written, person-centered plan for persons after age 3 who are served by the Regional Center which includes the child's and family's desires, information about the child, and a plan for delivering services.

Language Delay: A lag or slowness in the development of a child's ability to speak or understand language.

Lanterman Act: The Lanterman Act is the part of California law that sets out the rights of persons with developmental disabilities and creates the agencies, including regional centers, responsible for planning and coordinating services and supports for persons with developmental disabilities and their families.

LEA: Local Education Agency. Local School District.

Least Restrictive Environment (LRE): A school setting in which children with disabilities are educated with their typically developing, same age peers as much as appropriate.

Low Incidence: Special Education term for blind, deaf and/or orthopedically impaired.

Occupational Therapy (OT): A service provided by an occupational therapist that assists children with fine motor activities and everyday tasks like eating, dressing and hand use.

Orientation and Mobility (O&M): A service provided by an orientation and mobility specialist who teaches children with visual impairments how to know their position in space and how to move safely from place to place.

Orthopedically Impaired (OI): A disability in which children have difficulty getting around without adaptive equipment, e.g., wheelchair, braces, etc.

“Part C” – Early intervention services for children birth to 3 years old under Individuals with Disabilities Education Act (IDEA).

“Part B” - Special Education services for children 3-22 years old under Individuals with Disabilities Education Act (IDEA).

Physical Therapy (PT): A service provided by a physical therapist who assists children with gross motor activities such as rolling, sitting, and walking.

Pragmatic Speech: “Social Communication”

Preschool: Refers to schools/classrooms that serve children three to five years of age.

Program Specialist: A person at the district level who is knowledgeable about available special education programs in that district, and who is responsible for making sure that children receive needed services.

Receptive Language: Recognition and/or understanding of what is heard.

Related Services: see **Designated Instruction and Services**

Resource Specialist Program: Taught by a Special Education teacher who provides instruction and services for children who are assigned to a regular classroom for the majority of the day but who have needs for Special Education services as identified by the IEP team.

Self-Help Skills: Skills such as feeding, dressing, and toileting.

Sensory Integration Therapy: Usually provided by an occupational therapist, SI therapy does not attempt to develop specific skills, but rather provides the sensory and motor activities which help the overall functioning of the nervous system and helps the child to cope with the sensory input from the environment.

Specific Learning Disability: A disability in which children have problems using language, remembering, concentrating, following instructions, reading, calculating or learning through listening or looking.

Special Day Class (SDC): A classroom placement for children who would benefit from specialized services for over half of the school day; the children receive their teaching from a Special Education teacher. (Also called Self-Contained Classroom.)

Speech/Language Therapy: Services provided by a speech therapist or speech pathologist who helps children learn to communicate.

Transition: A time in a person’s life when he or she moves from one education program to another. (This workbook helps with students moving from an early intervention infant program to a preschool program.)

Visual Processing: A visual processing disorder can cause difficulty in seeing the difference between two similar letters, shapes, or objects, or noticing the similarities and differences between certain colors, shapes, and patterns. Although visual processing disorder is not named as learning disability under federal law, it can explain why a child may have trouble with learning and performance.

Parents' Rights in Special Education

A brief summary of Procedural Safeguards for students with disabilities receiving Special Education services. From California Department of Education website (June 2013).

Parents of children with disabilities from ages three through twenty-one have specific ... rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals serving as surrogate parents and students aged eighteen receiving Special Education services, are also entitled to these rights.

A number of staff in the child's district and Special Education local plan area (SELPA) (can) answer questions about the child's education and the parents' rights and responsibilities. When the parent has a concern, it is important that they contact their child's teachers or administrators to talk about their child and any problems they see. This conversation often solves the problem and helps maintain open communication.

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

Parents and students over age eighteen have the right:

- **To Participate** - Parents have the right to refer their child for Special Education services, to participate in the development of the IEP and to be informed of all program options and alternatives, both public and nonpublic.
- **To Receive Prior Written Notice** - Parents have a right to receive prior written notice, in their native language, when the school district initiates or refuses their request to change their child's identification, assessment, or educational placement in Special Education.
- **To Consent** - Parents must provide informed, written consent before their child is assessed or provided with any Special Education services. Parental consent must also be provided before any change in Special Education services may occur. The district must ensure that parents understand proceedings of the IEP team meeting including arranging for an interpreter for parents with deafness or those whose native language is other than English.
- **To Refuse to Consent** - Parents may refuse to consent to an assessment or the placement of their child in Special Education.
- **To Be Given a Nondiscriminatory Assessment** - Children must be assessed for Special Education through the use of methods that are not culturally biased or discriminatory.

- **To Receive Independent Educational Assessments** - If parents disagree with the results of the assessment conducted by the school district, they have the right to ask for and obtain an independent education evaluation (IEE) at public expense.
- **To Access Educational Records** - Parents have a right to inspect, review, and obtain copies of their child's educational records.
- **To Stay in the Current Program If There is a Disagreement About Placement** - If parents disagree with the district regarding their child's Special Education placement or a proposed change in placement, the law requires the student to "stay put" in the current program until the dispute is resolved.
- **To Be Given a Hearing Regarding Disagreements about an IEP** - Parents have the right to present a complaint relating to the provision of a FAPE for their child; to have an attorney, an advocate, and the student, if appropriate, present at the due process hearing; and to make the hearing public. To request a due process hearing or to receive a complete notice of procedural safeguards related to a due process hearing, contact the Office of Administrative Hearings (see contact information below).
- **To Receive Mediation** - Parents are encouraged to consider settling disagreements regarding their child's Special Education program through voluntary mediation, a process through which parties seek mutually agreeable solutions to disputes with the help of an impartial mediator. Parents may seek it separate from due process, or they may participate in mediation pending a due process hearing. Mediation cannot be used to delay parents' right to a due process hearing.
- **To File a Complaint Against Your School District** - If parents believe their child's school district has violated the law, they may file a complaint with the California Department of Education. The Department must investigate complaints alleging violations of noncompliance with IDEA, state Special Education laws, or regulations, and issue a written report of findings within 60 days of receiving the complaint.
- **To Be Informed of School Discipline and Alternative Placement** - There are specific rules regarding the suspension and expulsion of students with IEPs. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities.

If the student with a disability is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the child's current placement and the extent to which the disability is the cause of the misconduct. Regardless of the child's placement, the district must provide FAPE

- **To Be Informed of Policies Regarding Children Who Attend Private Schools** - School districts are responsible for identifying, locating and assessing students with disabilities enrolled in private schools by their parents. However, school districts are not required to provide Special Education or related services to these students. There

is no entitlement for services, though some private schools and students attending private schools may receive some services from the school district.

To obtain more information about parental rights or dispute resolution, including how to file a complaint, contact the California Department of Education, Special Education Division, Procedural Safeguards Referral Service:

California Department of Education, Special Education Division

Procedural Safeguards Referral Service

1430 N Street, Suite 2401

Sacramento, CA 95814

Telephone: 800-926-0648

Fax: 916-327-3704

For mediation or a due process hearing, contact:

Office of Administrative Hearings Special Education Division

2349 Gateway Oaks, Suite 200

Sacramento, CA 95833-4231

Telephone: 916-263-0880

Fax: 916-263-0890

Special Education Resources

Center for Appropriate Dispute Resolution in Special Education (CADRE)
www.directionservice.org

Center for Parent Information and Resources
www.parentcenterhub.org

California Department of Education (CDE)
<http://www.cde.ca.gov/sp/se/>

Desired Results Access Project
<http://www.draccess.org/families/>

Disability Rights California (“Special Education Rights & Responsibilities”)
www.disabilityrightsca.org

Office of Special Education Programs (OSEP)
www2.ed.gov/about/offices/list/osers/osep/index.html

WarmLine Family Resource Center
www.warmlinefrc.or



Meeting Notes

Date: _____ Purpose: _____

Location: _____

People attending: _____

Issues, Concerns, Questions	Responses, Solutions, Answers

Outcome of meeting:

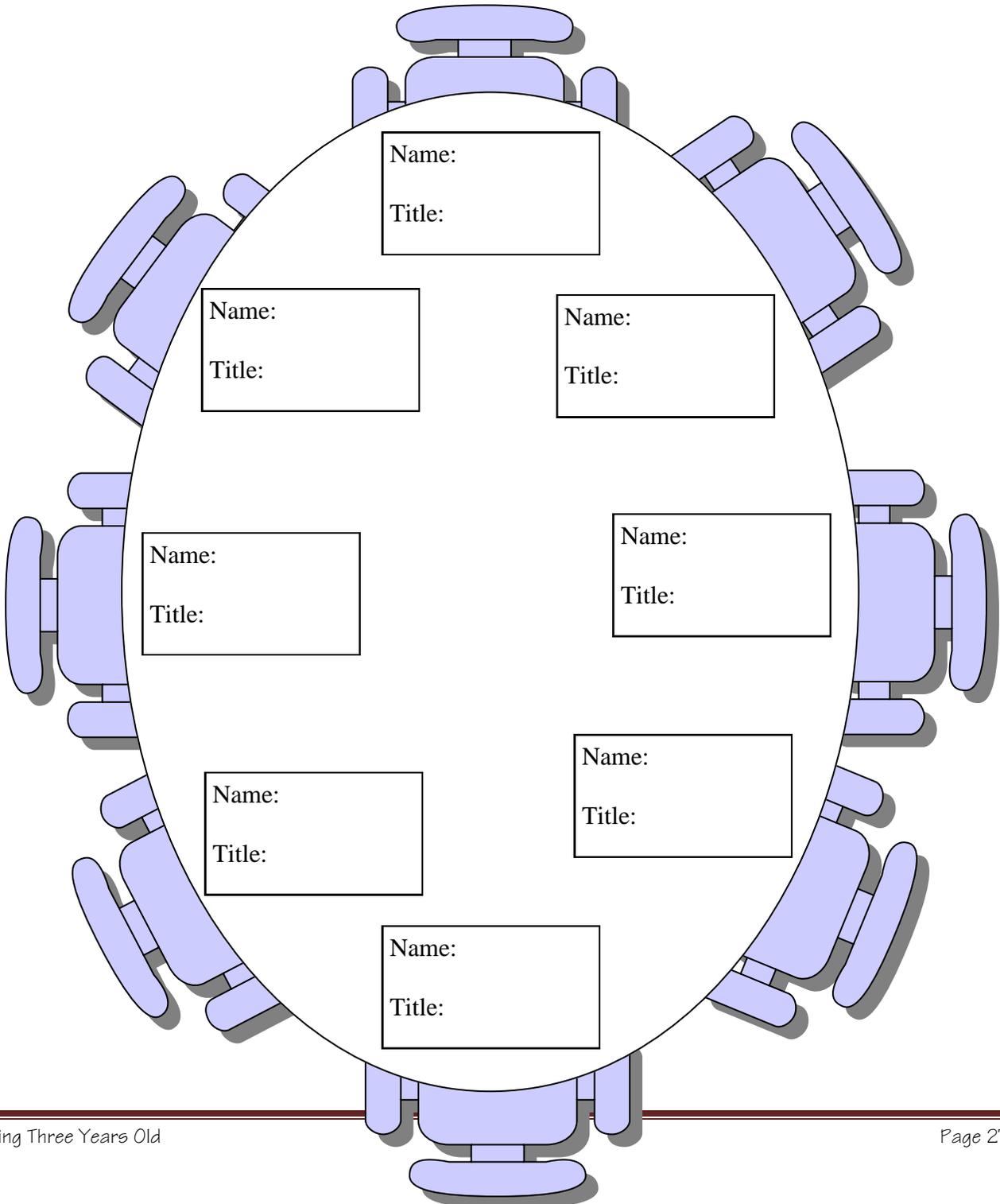
Next steps:

Things to do or remember:

Meeting Participants

Topic: _____ Date: _____

Location: _____



WARMLINE FAMILY RESOURCE CENTER

Supporting families of children 0-26 with developmental delays and disabilities in
26 counties of far northern California

Please call WarmLine for any questions regarding transition to
Special Education...and beyond!
We're here to help parents navigate systems and services.



2424 Castro Way
Sacramento, CA 95818
916-455-9500 / 844-455-9517
Spanish: 916-922-1490
warmline@warmlinefrc.org
www.warmlinefrc.org



Office of Special Education Programs
U.S. Department of Education

The contents of this publication were developed under a grant from the US Department of Education, #H328M150011. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.