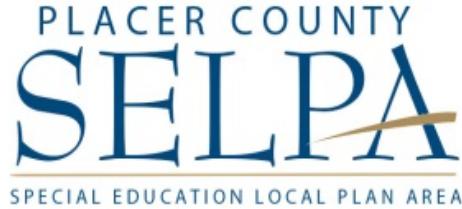


VERSION 1.0  
AUGUST 1, 2018

# PARENTS' GUIDE TO THE ALTERNATIVE DISPUTE RESOLUTION CONTINUUM

WORKING THROUGH CONFLICT IN THE IEP PROCESS

PLACER COUNTY SELPA



ACKERMAN CHARTER DISTRICT ♦ ALTA-DUTCH FLAT SCHOOL DISTRICT ♦ AUBURN UNION SCHOOL DISTRICT ♦ COLFAX ELEMENTARY SCHOOL DISTRICT ♦ DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT ♦ EUREKA UNION SCHOOL DISTRICT ♦ FORESTHILL UNION SCHOOL DISTRICT ♦ HORIZON CHARTER SCHOOL ♦ LOOMIS UNION SCHOOL DISTRICT ♦ MARIA MONTESSORI CHARTER SCHOOL ♦ NEWCASTLE ELEMENTARY SCHOOL DISTRICT ♦ PLACER COUNTY OFFICE OF EDUCATION ♦ PLACER HILLS UNION SCHOOL DISTRICT ♦ PLACER UNION HIGH SCHOOL DISTRICT ♦ ROCKLIN UNIFIED SCHOOL DISTRICT ♦ ROSEVILLE CITY SCHOOL DISTRICT ♦ ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT ♦ TAHOE-TRUCKEE UNIFIED SCHOOL DISTRICT ♦ WESTERN PLACER UNIFIED SCHOOL DISTRICT

## PARENTS' GUIDE TO THE ALTERNATIVE DISPUTE RESOLUTION CONTINUUM

### PREPARING FOR YOUR STUDENT'S IEP

#### WHAT CAN I DO TO PREPARE FOR MY CHILD'S IEP MEETING?

- Be sure to respond to the IEP notification sent to you! You are invited and encouraged to attend as a member of the team to develop, review, and/or revise your child's IEP.
  - You may reschedule the meeting or ask to attend via phone conference.
  - If you need to reschedule, notify the school as soon as possible.
  - Have a couple of alternative dates ready when you call.
- Be clear on the purpose of the IEP meeting (example – initial, annual, triennial, or addendum) as this will help you prepare and enter with confidence.
- Sit down with your child and others involved in his/her education, brainstorm strengths, needs, and challenge areas.
  - List some of the areas you would like to share with the IEP team.
- Write down your questions and concerns. This will help the IEP meeting move smoothly as well as address your concerns.
- Review copies of your child's previous IEP prior to your meeting.
  - If you cannot find it, you may make a written request for a copy from the school. (Remember, it may take up to 5 business days to get a copy).
- If you have specific areas or goals in mind, contact the case carrier prior to the team meeting to discuss your ideas so they may be included in the meeting conversation.
- If one of the purposes of the meeting is to address a change in program or transition to a new school, you may want to find out more information prior to the IEP.
  - If you would like to visit that program, contact your child's special education teacher for help to set up a visitation date and time.
- If you wish to tape record the IEP team meeting, notify the IEP team at least 24 hours before the meeting. You may indicate this on the IEP conference notice if returned within the timeline above and/or via fax or email.

#### WHAT IS MY ROLE DURING THE IEP MEETING?

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

## TIPS FOR EFFECTIVE COMMUNICATION DURING THE IEP

- Have a positive attitude
- Give and expect treatment with respect;
- Acknowledge that everyone on the team has feelings
- Keep your child as the focus of the IEP process
- Involve your child whenever possible
- If you have goals in mind and let the team know what they are, in advance if possible
- Remember that the team is there to make your child successful
- Remember, you share a common goal
- Keep the lines of communication open
- Be fair and be willing to compromise

## WHAT ABOUT IEP IMPLEMENTATION?

- If you consent with the IEP as written, it will be fully implemented.
- If you do not agree with all the parts of the IEP, you may sign consent only for those portions of the program with which you agree.
- Those portions you agreed upon will be implemented without delay.
- It is important to continue to work with the IEP team to reach full agreement.
- If you consent with the IEP and later decide you disagree with any part of it, you may request, in writing, an IEP meeting to discuss this concern.
- Even if you consent with the IEP, at any time you may **revoke consent**, in writing. This action is not retroactive. The student will exit from special education. If, in the future, you seek re-enrollment in special education, the request will be treated as an initial assessment.

## WHAT SHOULD I DO AFTER THE IEP?

- Review the results of the meeting with your child, if appropriate.
- Maintain communication with your child's teacher.
- Check that new services or resources were put in place.
- Verify the related service providers have seen the current IEP (if appropriate).
- Visit your child's program on a regular basis.
- Periodically check the IEP against school work for consistency.
- Monitor homework and support your child as needed for completion.
- Evaluate progress:**
  - Are you receiving periodic reports from school on progress or problems?
  - How is your child progressing?

- How does your child feel he/she is doing?
- Is your child happy at school?
- Do you think the program is working?
- Are there some changes you would like to make? If so, can they be done informally, or do you think they require a more formal agreement or new IEP?

**Keep Accurate Records: As the primary decision maker, observer, and advocate for your child, it is to your benefit to keep accurate, up-to-date records.**

- Background Information
- Developmental History
- Medical History and Medical Records
- Family Health History
- Educational History
- Educational, Psychological, and Therapy Reports
- IEP, including Long-Term Goals (with or without short-term objectives)
- Samples of past and present work
- Records from outside agencies (e.g., Regional Center, etc.)
- Correspondence – Letters you have written and received
- A record of your contacts with school agencies (e.g., personal visits, phone calls)
- School Report Cards and IEP Progress Reports

### WORKING WITH THE SCHOOL PROGRAM

A well-developed, successful IEP requires the active participation of everyone on the team – parents, teachers, administrators, related service providers and any other person working with the student who may have an impact on the school program. A strong IEP team will have involvement by each member of the team.

- The IEP is developed by a collaborative team whose members share responsibility for the meeting process and results
- The process builds and improves relationships among team members
- Decision-making is arrived to by true consensus based upon effective communication and reflective listening
- The needs of the student are the focus of the IEP content and process

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

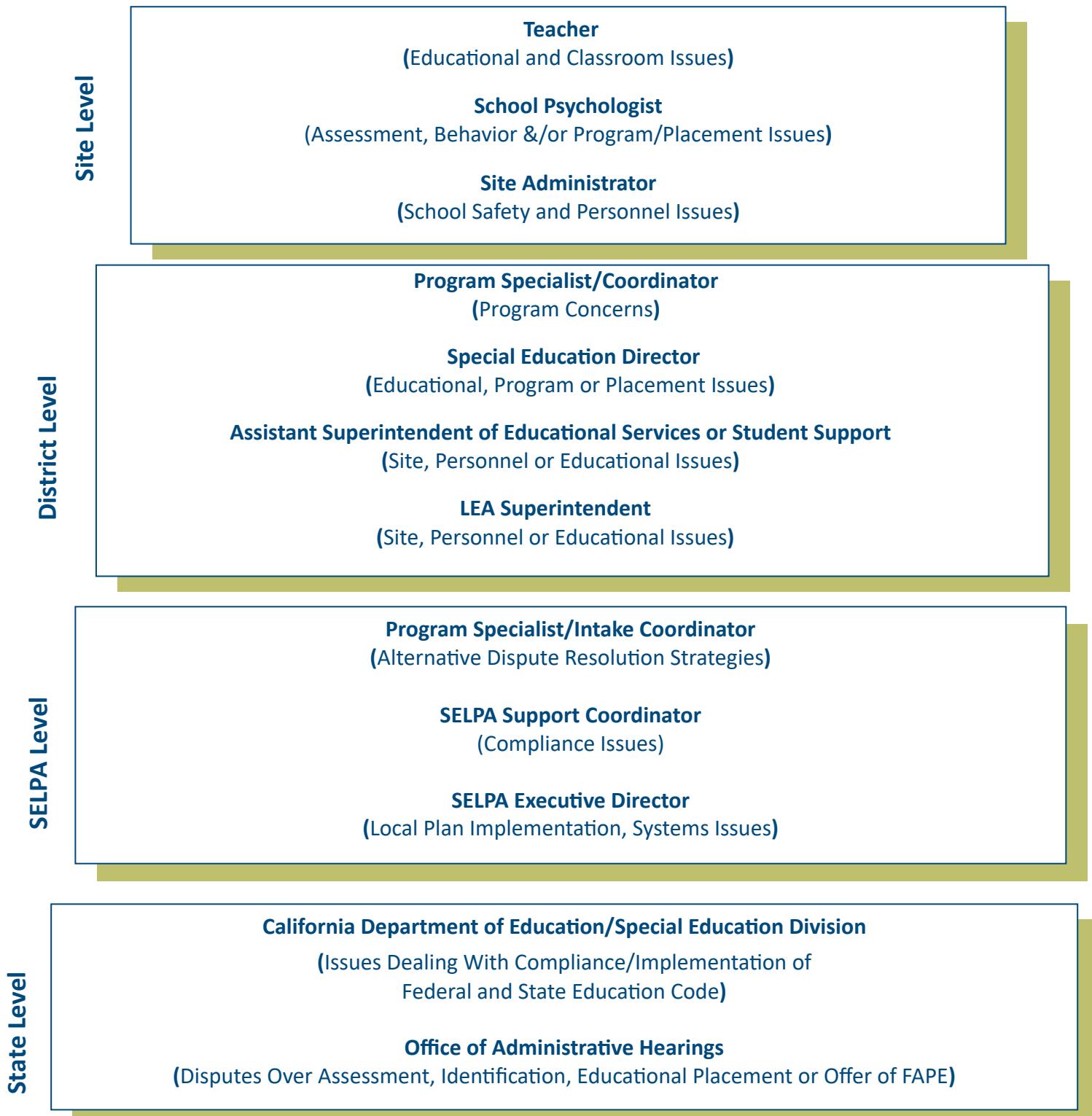
At times, both the school staff and parents/guardians recognize constraints such as geography, limited resources, time restrictions, etc., but given reasonableness by all, together, we can provide what each child needs!

## WHAT ARE SOME EFFECTIVE STRATEGIES FOR RESOLVING DIFFERENCES?

During the course of the special education process, you and the school personnel might disagree about some aspect of your child's education. Listed below are examples of issues that may arise and how to respond.

- What if I want an IEP sooner than the annual IEP review?**
  - At any time, you can request in writing that another IEP meeting be held. Expressing in your request what your specific concerns are and/or desired outcomes can help the school ensure that the right people are in attendance at the IEP meeting. The LEA has thirty days in which to schedule the IEP meeting.
- What if I want my child evaluated prior to the triennial evaluation?**
  - If you think that your child's educational program is inappropriate due to outdated information in his/her records, you can request a re-evaluation before its scheduled time. Best practice does not support a re-evaluation in the same areas within 12 months of a previous assessment. It may be appropriate to reassess if additional areas of suspected disability arise which impact educational success.
- What if I just want to talk to someone outside of the IEP meeting?**
  - If you have a concern with the school, make an appointment with the person most closely connected with the area of concern. For example, if you are concerned about a situation in a classroom, meet with the teacher and if appropriate, the school principal. The hierarchy to follow when resolving conflicts provides more examples.
- What if I am interested in requesting an Independent Educational Evaluation?**
  - The parent/guardian has the right to obtain an Independent Educational Evaluation (IEE) at public expense when the parent disagrees with the assessment conducted by the LEA. However, the LEA may initiate a due process hearing to show that its evaluation is appropriate. If the LEA initiates a hearing and the final decision is that the LEA's assessment is appropriate, the parent has the right to an IEE, but not at public expense.
  - The LEA is not responsible for providing or reimbursing an IEE when parents merely feel the need for additional information about their child, which is not based on a disagreement with LEA assessment results or IEP team findings. Further, when the parent disagrees with an assessment previously conducted by the LEA and obtains multiple IEE reports in the same assessment areas, the LEA will not reimburse the cost of more than one IEE in any one area assessed.
- What if I want to file a Uniform Complaint?**
  - If you suspect a school is in non-compliance with state laws or regulations, and the matter cannot be resolved informally, you can file a complaint in writing with the LEA's superintendent using the LEA's uniform complaint procedures.
  - Families and school districts are encouraged to work to solve differences at the lowest level possible in order to preserve collaboration and foster long term relationships which benefits the student as well as all other parties involved.

## HIERARCHY TO FOLLOW WHEN RESOLVING CONFLICTS



## ALTERNATIVE DISPUTE RESOLUTION CONTINUUM

Alternative Dispute Resolution, also known as ADR, is a free service offered to parents and school districts in the Placer County SELPA that provides parties the opportunity to resolve disputes collaboratively and avoid time-consuming and costly litigation.

All components of the ADR process are confidential. Confidentiality means the restriction of access to verbal and written communications, including clinical, medical and educational records, to appropriate parties.

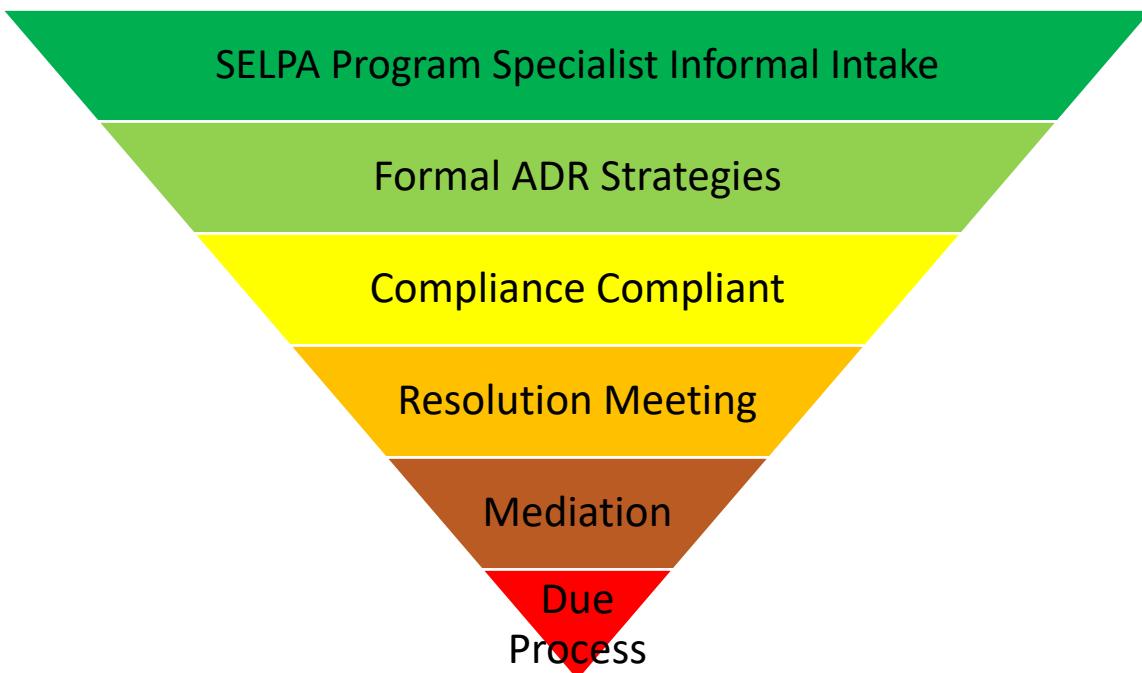
### FOUNDATIONAL PLACER COUNTY SELPA ADR PRINCIPLES

Parent/Educator engagement is a critical component to managing conflict through the IEP process. The process of building a foundation for a strong relationships between stakeholders involves intentional and proactive planning. Educating parents and educators in the areas of Conflict Resolution, Problem-Solving, Collaborative IEP Processes, and IEP Compliance is the cornerstone to engagement and collaboration.

### WHAT IS ADR?

ADR is an informal method of settling disagreements that may arise during an IEP meeting. It is designed to meet the interests of the parties involved that results in a crafted, mutually agreeable outcome rather than living with a decision made by an outside third party such as a hearing officer or judge. The process can be initiated by a school district or a parent by contacting the SELPA Intake Coordinator (Program Specialist) assigned to the school district.

### THE ADR CONTINUUM OF SUPPORTS



## SELPA PROGRAM SPECIALIST INFORMAL INTAKE

ADR Intakes are strongly encouraged by SELPA and the California Department of Education (CDE). ADR intakes can come in the form of a phone call, written letter, written notice from Procedural Safeguards Referral Services with CDE, or a potential due process. The SELPA Program Specialist is trained to match strategies to the disputes and is available to both parents and LEA staff to assist with the ADR process. During the intake, all concerns are heard and help is provided to both parties in identifying problems and conflicts. Dispute resolution options are discussed and follow up is provided to check on the outcome of the option chosen. The ADR collaborative process allows for both parties to build relationships and is the first step in a positive resolution for both the parent and the local education agency (LEA) so that matters do not escalate into a potential complaint or due process.

## SELPA PROGRAM SPECIALIST INFORMAL INTAKE STRATEGIES

### Parent Support and Intervention

- Parent Support involves gathering and sharing information as well as counseling the family on the IEP and what it means. The SELPA Program Specialist may clarify what the IEP says and what it may mean for the student. The process may also include reviewing the IEP and addressing parent concerns or needs.

### Team Planning Meeting

- Team IEP Planning is a process to prepare for the IEP. The team has the opportunity to utilize a neutral third party to work through difficult questions and to critically examine IEP team questions and data. A Team Planning Meeting is a good coaching opportunity for staff.

### File Review

- A SELPA File Review is a review of the issue in conflict (i.e. speech minutes) by a third party who may offer a fresh perspective or opinion. The purpose of the file review is to gather information and offer analysis to the current area of conflict. The file review is specifically **not** a compliance review.

### Student/Environmental Observation

- This process provides the opportunity for a third party exploration of the issue at conflict. The observation may be utilized to support discussion of IEP implementation, continuum of services, environmental issues and/or examining student needs. A Student/Environmental Observation is not a teacher evaluation and **does not** include evaluation of teacher performance.

## PLACER COUNTY SELPA FORMAL ADR STRATEGIES

If the parties are unable to resolve the differences with using informal ADR strategies, the next level of support includes formal ADR strategies. If the level of conflict is significant, parties may agree to initiate support with formal ADR strategies.

### Neutral 3rd Party IEP Observer

- This process involves the SELPA Program Specialist attending an IEP outside the role of a facilitator but as a neutral party.

### Formal Facilitated IEP

- This process provides a choice of additional elements to facilitate or guide the IEP team meeting, including pre-meeting preparation through follow-up tasks. As part of the process, there is a neutral facilitator who clarifies the agenda and meeting outcomes, enforces working agreements, keeps the group focused on the IEP process, encourages problem solving, monitors time and encourages participation by all team members, asks for clarification and makes corrections while maintaining a neutral perspective. Key ideas and information will be visually recorded. The outcome of the facilitated IEP is a signed IEP which has been developed collaboratively and with agreement between the LEA and parents.

### Local SELPA Informal Mediation

- This process involves a mediation session conducted by a SELPA mediator who will negotiate or resolve the dispute acting as a neutral third party. The local mediation process is voluntary and is provided at no cost to parents or the LEA.

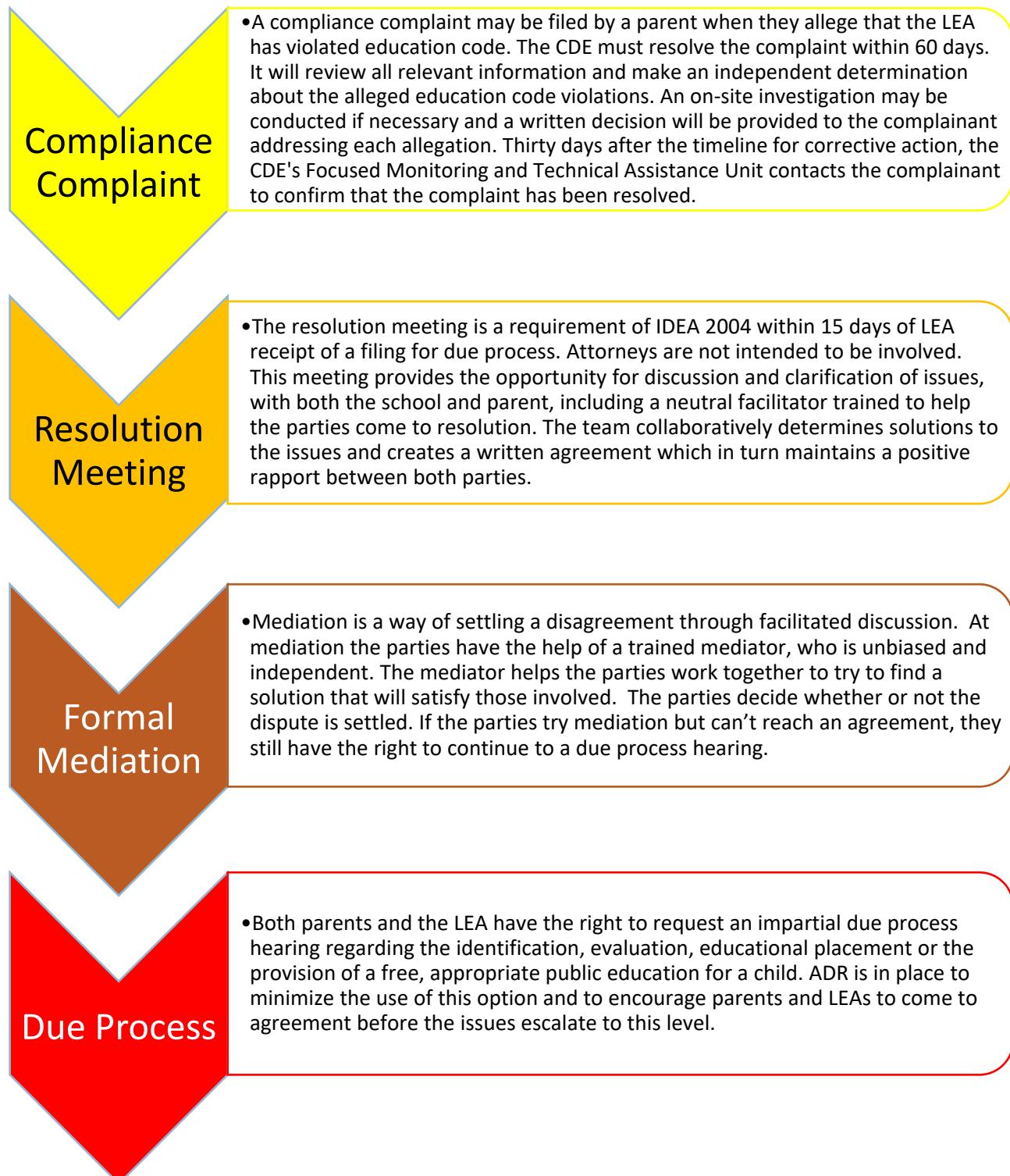
### Local Outside Informal Mediation

- This process involves a mediation session conducted by an outside mediator who will negotiate or resolve the dispute acting as a neutral third party. The local mediation process is voluntary. The LEA will pay the cost of the mediator.

## FORMAL STATE PROCESSES

If the parties are not able to resolve the differences using ADR strategies at the local level, they may choose to utilize formal procedures through the state. Disputes at this level are outside of the ADR continuum and are administered by state level agencies.

CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS (OAH) SPECIAL EDUCATION DUE PROCESS  
HEARING AND MEDIATION SYSTEM



**PLACER COUNTY SELPA LOCAL EDUCATIONAL AGENCY MEMBERS**

Local Education Agency	Special Education Contact	Contact Number
<b>Ackerman Charter</b>	Holly Van Doren	530-885-1974
<b>Alta-Dutch Flat School District</b>	Mike Wells	530-389-8283
<b>Auburn Union School District</b>	Cara Petersen	530-745-8812
<b>Colfax Elementary School District</b>	John Baggett	530-346-2202
<b>Dry Creek Joint Elementary School District</b>	Sonia Moscatelli	916-770-8860
<b>Eureka Union School District</b>	Kristi Marinus	916-774-1222
<b>Foresthill Union School District</b>	Linsey Sprecher	530-367-3782 x136
<b>Horizon/PaSCL</b>	Ramona Rogers	916-408-5200 x5191
<b>Loomis Union Elementary School District</b>	Jean Crouse	916-652-1811 x110
<b>Maria Montessori Charter Academy</b>	Brent Boothby	916-630-1850
<b>Newcastle Elementary School District</b>	Sue Latham	916-663-3307 x223
<b>Placer County Office of Education Special Education</b>	Phillip Williams	530-745-1389
<b>Placer County Alternative Education</b>	Susan Connolly	530-745-1440
<b>Placer Hills Union School District</b>	Cindy Uptain	530-878-2606
<b>Placer Union High School District</b>	Elena Delfavero	530-886-4443
<b>Rocklin Unified School District</b>	Tammy Forrest	916-630-2232
<b>Roseville City School District</b>	Lance Van Court	916-771-1605 x323
<b>Roseville Joint Union High School District</b>	Craig Garabedian	916-771-8570
<b>Tahoe-Truckee Unified School District</b>	Jeff Santos	530-582-2564
<b>Western Placer Unified School District</b>	Susan Watkins	916-645-4078

## SPECIAL EDUCATION TERMINOLOGY

The following is a list of terms used in specialized areas, such as education, psychology, and medicine. The definitions of these words are helpful to parents when reading reports, attending meetings, conferences, and/or talking with specialists who work with their child.

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

**Access** - (1) The right to enter, get near, or make use of something or to have contact with someone. For example, a child with a disability may need transportation to access his special education program. (2) A personal inspection and review of a record, an accurate copy of a record, an oral description or communication of a record, or a request to release a copy of an educational record.

**Accommodations** - Changes in format, response, setting, timing or scheduling that do not alter in any significant way what a test measures or the comparability of scores.

**Adapted Physical Education (APE)** - A related service for students with disabilities require developmental or corrective instruction in the area of physical education.

**Adaptive Behavior** - The ability of an individual to meet the standards of personal independence as well as social responsibility appropriate for his or her chronological age and cultural group.

**Administrative Unit (AU) - (same as Responsible Local Agency)** A district, county office, or agency identified in a SELPA local plan as having, among other duties, the responsibility to receive and distribute funds in support of the local plan.

**Advocate** - A person who represents and provides support to children with disabilities and/or their parents.

**Age of Majority** - Age 18, the age at which special education parental rights and procedural safeguards transfer from the parent to their child with a disability unless conservatorship is made. This must be addressed by the IEP team prior to age 18.

**Alternate Assessment** - A test designed for the small number of students with severe disabilities who cannot participate in the regular state standardized testing and reporting system. It is a means of including students with the most significant disabilities in the state's assessment and accountability program.

**Alternate Curriculum** - The curriculum used for students with more significant disabilities to access the core areas of the California State Standards.

**Alternative Dispute Resolution (ADR)** - An informal and FREE method of settling concerns or disagreements between a parent and a LEA. It is a process that encourages all parties to problem-solve and reach a mutually beneficial agreement through strategies such as professional development, parent training, facilitated IEP meetings, resolution sessions, and mediation meetings.

**Americans with Disabilities Act (ADA)** - This act prohibits discrimination of individuals based on disability.

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

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

**Applied Behavior Analysis (ABA)** - Application of learning principles derived from operant conditioning used to increase or decrease specific behaviors.

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

**Assessment/Evaluation** - Assessment encompasses all those functions in the testing and diagnostic process. It may include observation, interviews and testing methods to identify if a child has a disability, the severity of that condition, and the child's educational needs based on his or her learning profile.

**Assistive Technology** - The term "assistive technology device" means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term "assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

**At-risk** - An infant, child, or youth who has a high probability of exhibiting delays in development or of developing a disability.

**Attention Deficit Hyperactivity Disorder (ADHD)** - A disorder characterized by symptoms of inattention, hyperactivity, and impulsivity.

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

**Audiologist** - A professional who studies the science of hearing and provides education and treatment for persons with hearing loss.

**Auditory Perception** - How a person perceives or hears specific sounds.

**Autism Spectrum Disorder (ASD)** - A developmental disorder characterized by abnormal or impaired development in social interaction and communication; restricted repertoire of activities and interests; and/or repetitive patterns of behavior.

**Behavior Intervention Services** - A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior in the least restrictive environment; may include an individualized plan to address behaviors that impede a student's learning or the learning of others and describes positive changes to the environment, supports, instructional materials and strategies to be used to promote alternative replacement behaviors that support classroom success.

**Blind** - An impairment in which an individual may have some light or form perception or be totally without sight; When a child relies basically on senses other than vision as a major channel for learning.

**Braille** - A communication system utilizing raised presentation of written materials for tactful interpretation; frequently used by individuals who are blind.

**California Children's Services (CCS)** - Agency which provides medically necessary physical and occupational therapy for students eligible under CCS criteria.

**California Code of Regulations (CCR)** - Contains administrative regulations for the application of Education Code.

**California Department of Education (CDE)** - State agency responsible for educational policies and procedures required by legislation.

**CASEMIS (California Special Education Management Information System)** - An information and retrieval system in special education to collect and report on statewide mandated data fields.

**Child Find** - A federal mandate, this is the means to locate and refer all individuals who might require special education.

**Code of Federal Regulations (CFR)** - Contains administrative regulations for the application of federal laws such as the IDEA.

**Cognitive Operations (Skills)** - Processes involved in thinking, knowing; analytical or logical:

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

**Cognitive Skills** - The act or process of knowing; analytical or logical thinking.

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

**Community Based Instruction (CBI)** - A strategy for teaching functional skills in the environment in which they would naturally occur.

**Compliance Complaint** - An alleged violation by a public agency of any federal or state law or regulation; Typically filed with the CDE by a person who thinks that a special education law has been violated (e.g., failure to implement a service as specified in an IEP).

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

**Consent** - Permission from the parent/student or a student eighteen years or older as required by law for assessment, release of records, and implementation of a special education program developed by an IEP team.

**Core Curriculum** - The LEA-defined curriculum. The core curriculum is the range of knowledge and skills which are included in the LEA-adopted course of study and which must be learned for successful grade promotion and graduation. IEP goals and objectives should reflect knowledge and implementation of the LEA's core curriculum as adapted for the student with disabilities.

**Counseling and Guidance** - Counseling in a group setting, provided by a qualified individual pursuant to an IEP.

**Criterion-Referenced Testing (or measurements)** - Measures individual performance compared to an acceptable standard (criterion) – such as “can correctly name letters of the alphabet” – not to the performance of others as in norm-referenced testing.

**Curriculum-based Measurement** - Evaluation techniques for monitoring student progress in core academic areas such as reading, writing and math.

**Day Treatment** - Day Treatment and Day Rehabilitation may be provided by a school-based program or by a non-public school program. Services include assessment, plan development, therapy, rehabilitation, and educationally-related services.

**Deaf** - When a student has a hearing loss so severe that it inhibits language processing and affects educational performance.

**Deaf Blind** - When a student has a hearing loss and visual impairment which causes severe communication, developmental, and educational problems.

**Disability** - An inability or incapacity to perform a task or activity in a normative fashion.

**Discrepancy** - In regard to learning disabilities, the difference between the student’s actual academic performance and his or her estimated ability.

**Disproportionality** - Refers to being out of proportion. Disproportionate representation is the determination that students in special education are over - or under-represented based on race/ethnicity overall or by disability.

**Due Process** - Procedural safeguards to ensure the protection of the rights of the parent / guardian and the student with a disability under IDEA and related state and federal laws and regulations.

**English Language Development (ELD)** - A separate core content instructional area for English Learners (EL) to accelerate their English proficiency by promoting the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student. ELD instruction is the direct, systematic, explicit development of vocabulary, grammar, comprehension and expression in both oral and written domains of English using curricula and instructional methods appropriate for second language learners. It is provided during the regular day, based on the ELD state adopted standards, and differentiated for the English proficiency level of each EL until the student is reclassified. All ELs, including those receiving special education services, must receive ELD instruction appropriate to their proficiency level, consistent with the LEA’s instructional plan for teaching ELD, and from a teacher authorized to provide such instruction.

**Emotional Disturbance** - Because of serious emotional disturbance a student exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational placement:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. Inappropriate types of behavior or feelings under normal circumstances exhibits in several situations
4. A general pervasive mood of unhappiness or depression
5. A tendency to develop physical symptoms or fears associated with personal or school problems

**Early Childhood Education (ECE)** - Early identification and special education services provided to children ages 3-5.

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

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

**Extended School Year (ESY)** - The term means the period of time between the close of one academic year and the beginning of the succeeding academic year. An extended year program shall be provided for a minimum of 20 instructional days, including holidays. Schools must provide extended year services to individuals with disabilities based on regression and recoupment data. Whether or not an individual is entitled to extended school year services is determined by the IEP team.

**Facilitated IEP** - A facilitated IEP is an Alternative Dispute Resolution process. A facilitated IEP is developed by a collaborative team whose members share responsibility for the meeting process and results. Decision making is managed through the use of essential facilitation skills.

**Focused Monitoring Technical Assistance (FMTA)** – The CDE Special Education Division assigns consultants to provide FMTA activities for their assigned counties, districts and SELPAs. The consultants provide information and facilitate access to technical assistance related to program monitoring and program implementation.

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

**Formal Assessment** - Using published, standardized tests usually for measuring characteristics, such as "intelligence" or "achievement;" tests which have a standard set of directions for their use and interpretation.

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

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

**Free Appropriate Public Education (FAPE)** - A special education program and/or related service(s) as determined on an individual basis which meets the unique needs of each child with a disability at no charge to the parent. Such an educational program and related service(s) are based on goals and objectives as specified in an IEP and determined through the process of assessment and IEP planning in compliance with state and federal laws and regulations.

**Functional Academics** - The application of life skills as a means for teaching academic tasks; this is the core of many instructional programs for students with more significant disabilities.

**Functional Behavioral Assessment (FBA)** - A functional behavioral assessment may be conducted for any student identified as having a behavior problem serious enough to impact the learning of the child him/herself or others.

**Grade Equivalent** - The score a student obtains on an achievement test, translated into a standard score which allows the individual student's score to be compared to the typical score for students in his or her grade level. A "grade equivalent" score of 6.0 means the score that the average beginning

sixth grader makes; a “grade equivalent” score of 6.3 means the score that the average student who has been in sixth grade for three months makes.

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

Bilateral – Ability to move both sides of the body at the same time (jumping).

Unilateral – Ability to move one side of the body without moving the other (hopping).

Cross lateral (cross pattern) – Ability to move different parts of the opposite sides of the body together or in different sequences (e.g., skipping, which is a highly integrated movement).

**Hard of Hearing** - When a student has a hearing impairment, whether permanent or fluctuating, which impairs processing speech and language reception and discrimination through hearing, even with amplification, and which adversely affects educational performance.

**Individual Counseling** - One-to-one counseling, provided by a qualified individual pursuant to an IEP.

**Inclusion** – Inclusion is a philosophy and/or practice focused on educating each child with a disability to the maximum extent appropriate, in the school and/or classroom he or she would otherwise attend if he or she did not have a disability. It involves bringing the support services to the child (rather than moving the child to the services).

**Independent Educational Evaluation (IEE)** – An evaluation conducted by a qualified examiner.

**Individual Services Plan (ISP)** – Plan that describes the special education and/or related services that an LEA will provide to an eligible student who is voluntarily enrolled by his/her parent(s) in a private school setting.

**Individual Transition Plan (ITP)** – Plan included in a student’s IEP beginning at age 16 or younger, that addresses transition needs and interagency responsibilities or linkages that are needed for the student to successfully transition from school to adult life.

**Individuals with Disabilities Education Improvement Act (IDEIA)** - The Federal legislation that created amendments to PL 94-42, including the title of the act.

**Individuals with Exceptional Needs (IWEN)** - A student with a disability whose educational needs cannot be met by modifications of the regular school program and who requires special instruction and/or related services. Excluded are children whose needs are solely or primarily due to the unfamiliarity with the English language or to cultural differences.

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

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

**Individualized Family Service Plan (IFSP)** - A written plan for providing early intervention services to an eligible child from birth to three years of age. The plan must be developed jointly by the family and appropriately qualified personnel involved in the early intervention. The plan must be based on the multidisciplinary evaluation and assessment of the child and include the services necessary to enhance the development of the child and family’s capacity to meet the child’s special needs.

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

**Informed Consent** - In accordance with 34 Code of Federal Regulations and Education Code, informed consent occurs when: (1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his/her primary language or other mode of communication; (2) The parent understands and agrees in writing to the carrying out of the activity for which his/her part and may be revoked at any time.

**Intellectual Disability** - A student who has significantly below average general intellectual functioning and deficits in adaptive behavior, which manifested during the developmental period, and adversely affects the student's educational performance.

**Intelligence Test** - A standardized series of questions and/or tasks designed to measure mental abilities – how a person thinks, reasons, solves problems, remembers, and learns new information. Many intelligence tests rely heavily on the understanding of spoken language.

Intelligence tests are given under controlled conditions involving standard instructions and time limits.

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

**Interpreter** - A professional who signs, gestures, and/or fingerspells a speaker's message as it is spoken to enable individuals who are hearing impaired to understand spoken language, and who speaks for a person using sign language to be heard.

**Least Restrictive Environment (LRE)** - The concept that each child with a disability is to be provided opportunities to be educated with nondisabled peers and in a setting which promotes interaction with the general school population and classmates who are typically developing to the maximum extent appropriate to the needs of both. LRE is determined by the IEP team on an individual student basis.

**Licensed Children's Institute (LCI) aka Group Home** - A facility of any capacity which provides 24-hour non-medical care and supervision to children in a structured environment, with such services provided at least in part by staff employed by the licensed agency.

**Local Educational Agency (LEA)** - A school district, SELPA approved LEA charter school, or county office of education that provides education services.

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

**Long-Range Goals** - Global and general "aims statements" which describe what needs to be learned by the student.

**Low Incidence Disability** - A severe disability with an expected incidence rate of less than 1 percent of the total K-12 statewide enrollment; includes hearing impairments, visual impairments, and severe orthopedic impairments (EC 56026.5).

**Mainstreaming** - Refers to the selective placement of students with disabilities in one or more general education classes and or extra-curricular activities.

**Manifestation Determination** - The determination made any time a disciplinary action is taken that involves a removal of student with a disability that constitutes a change in placement. A review must be conducted of the relationship between the child's disability and the behavior subject to the action.

**Mediation** - A conflict resolution process that can be used to resolve special education issues. Mediation is entered into prior to holding a due process hearing as an intervening, informal process conducted in a non-adversarial atmosphere that allows the parties to create their own solutions rather than having one imposed upon them through the judicial process.

**Medical Therapy Unit (MTU)** - Space provided by LEAs for the provision of medically necessary occupational and physical therapy provided by CCS therapists.

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

**Modifications** - Changes that alter what curriculum is covered and/or what a test is supposed to measure or the comparability of scores.

**Multidisciplinary Team** - A group of professionals from different disciplines who function as a team but perform their roles independently of one another.

**Multi-Handicapped** - Students with a combination of disabilities (such as intellectual disability and deafness) which causes severe educational problems. Deaf-blind is not included in this category.

**Multi-Tiered Systems of Support** - MTSS is defined as a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards.

**Non-Discriminatory Assessment** - Assessment tools and methods which are "fair" to the student in the sense that they are given in the child's native language; given and interpreted with reference to the child's age and socioeconomic and cultural background; given by trained persons; appropriate even if the child has a physical, mental, speech, or sensory disability.

Because some tests used in schools often do discriminate against certain students (e.g., by asking questions that relate to the experiences of white, middle-class, English-speaking persons), the term culturally appropriate assessment has come into use to emphasize that assessment must be fair to students of other language and cultural backgrounds.

**Non-Public Agency (NPA)** - A private, nonsectarian establishment certified by the CDE that provides contracted, related services to students with disabilities.

**Non-Public School (NPS)** - A private, nonsectarian school certified by the CDE that enrolls students with disabilities pursuant to an IEP.

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

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

**Occupational Therapy (OT)** - Treatment provided by a therapist trained in helping a student develop daily living skills (e.g., handwriting, self-care, prevocational skills, etc.)

**Office of Administrative Hearings (OAH)** - The agency that handles due process hearings and conducts mediations when there is a dispute between districts and parents.

**Office of Civil Rights (OCR)** - Agency that ensure equip opportunity and accessibility for users of programs and services that receive federal funding.

**Office of Special Education Programs (OSEP)** - A component of the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education. OSEP focuses on the free appropriate public education of children and youth with disabilities from birth through age 21.

**Orientation and Mobility** - Services provided by qualified personnel to teach students with a visual impairment systematic techniques for planning routes and movements from place to place in the school, home, and/or community.

**Orthopedically Impaired** - A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**Other Health Impaired** - A pupil has limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and which adversely affects a child's educational performance.

**Parent** - Means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order.

**Parent Counseling** - Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parents of special education students in better understanding and meeting their child's needs.

**Prior Written Notice (PWN)** - A written notice that must be given to the parents of a child with a disability a reasonable time before a LEA (a) Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or (b) Refuses to initiate or change the identification, evaluation or educational placement of a child or the provision of FAPE to the child.

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

**Proficiency Level Descriptors (PLDs)** - The stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying

what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding and Bridging.

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

**Psychological Services** - Services provided by a credentialed or licensed psychologist pursuant to an IEP. Services include obtaining and interpreting information about child behaviors and conditions related to learning, planning programs of individual and group counseling and guidance services for children and parents.

**Reading Comprehension** - The ability to understand what one has read.

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

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

**Related Services** - Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education; can include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

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

**Residential Treatment Services** - A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.

**Resolution Meeting** - A structured meeting lead by the facilitator with the primary goal of clarifying issues, determining if solutions can be achieved, and designate the issues for hearing or complaint if no agreement to solutions can be achieved.

**Response to Instruction (RTI)** - Interventions that include screening, observing, intervening, and tracking progress over time (progress monitoring).

**Response to Instruction and Intervention (RtI<sup>2</sup>)** - Is defined as a general education approach of high quality instruction, early intervention and prevention, incorporating academic and behavioral strategies.

**Scaled Scores** - The translation of “raw scores” (total points earned on a test) into a score which has similar meaning across age levels.

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

**Search and Serve** - All schools are required to have procedures in place for identifying children who have or are suspected of having a disability and needing special education and related services. These procedures are commonly referred to as “search and serve” or “child find.” The school’s responsibilities for search and serve apply to the families and students attending and enrolling in the school. The District also has responsibilities for search and serve activities directed at the families of children below school age and students in private schools.

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

**Self-concept** - A person's idea of himself or herself.

**Self-help** - Refers to feeding, dressing, and other activities necessary for functioning as independently as possible in a family, in school, and in the community.

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

**Severely Handicapped (SH)** - Students who require intensive instruction and training (e.g., multi-handicapped, intellectually disabled, autistic, or emotionally disturbed).

**Significant Disproportionality** - Is the determination that a LEA has significant over- representation based on race and ethnicity overall, by disability, by placement in particular educational settings, or by disciplinary actions.

**Social Skills Training** - Using direct instruction to teach students appropriate social behaviors that increase the individual's social competency and acceptance.

**Social Work Services** - Provided pursuant to an IEP by a qualified individual and include such services as preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and assisting parents in developing positive behavioral intervention strategies.

**Special Day Class (SDC)** - A separate classroom that provides intensive instruction for students with disabilities who require special education instruction for more than 50% of the school day.

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

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

**Specialized Academic Instruction (SAI)** - Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards that apply to all children.

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

**Specific Learning Disability** - Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

**Speech Language Impairment** - When a student has a language or speech disorder that meets one or more of the following: articulation disorder, abnormal voice, fluency disorder, language disorder (receptive or expressive).

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

**State Performance Plan Indicators (SPPI)** - Measures of educational benefit developed by the CDE Special Education Division for students with disabilities enrolled in California public schools.

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

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

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

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

**Traumatic Brain Injury (TBI)** - An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

**Transition** - Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities is based upon the individual student’s needs, preference and interests. The process begins at 16 years or younger and includes the student, family, education personnel, and vocational and adult service providers.

**Triennial Assessment** - Every student with a disability eligible for special education services shall have a complete reassessment at least every three years.

**Unilateral Placement** - When a parent removes their child from a public educational placement into a private placement outside the IEP process.

**Universal Design for Learning (UDL)** - UDL focuses on *planning instruction* in such a way to meet the varied needs of students at the point of first best instruction, thereby reducing the amount of follow-up and alternative instruction necessary.

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

**Visual Discrimination** - Using the eyes to discriminate letters and words.

**Visually Impaired (VI)** - Students who are blind or who have partial sight and who, as a result, experience lowered educational performance.

**Visual-Motor** - The ability to relate vision with movements of the body or parts of the body.

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

## SPECIAL EDUCATION ACRONYMS

<b>504</b> Section 504 of the Rehabilitation Act <b>AAC</b> Augmentative & Alternative Communication <b>AB</b> Assembly Bill (State Legislation); Adaptive Behavior <b>ABA</b> Applied Behavior Analysis <b>ADA</b> American Disability Act; Average Daily Attendance <b>ADD</b> Attention Deficit Disorder <b>ADHD</b> Attention Deficit Hyperactivity Disorder <b>ADR</b> Alternative Dispute Resolution <b>AMAOs</b> Annual Measurable Achievement Objectives <b>AP</b> Assessment Plan <b>APE</b> Adapted Physical Education <b>APR</b> Annual Performance Report <b>ASD</b> Autism Spectrum Disorder <b>AT</b> Assistive Technology <b>AU</b> Administrative Unit	<b>BCBA</b> Board Certified Behavior Analyst <b>CA</b> Chronological Age <b>CAA</b> California Alternate Assessment <b>CAC</b> Community Advisory Committee <b>CAHSEE</b> California High School Exit Exam <b>CALPADS</b> California Longitudinal Pupil Achievement Data System <b>CASEMIS</b> California Special Education Management Information System <b>CAASPP</b> California Assessment of Student Performance and Progress <b>CBI</b> Community-Based Instruction <b>CBM</b> Curriculum-Based Measurement <b>CBS</b> Community-Based Services <b>CCR</b> California Code of Regulations <b>CCS</b> California Children's Service	<b>CCSS</b> Common Core State Standards <b>CCTC</b> California Commission on Teacher Credentialing <b>CDE</b> California Department of Education <b>CELDT</b> California English Language Development Test <b>CFR</b> Code of Federal Regulations <b>COE</b> County Office of Education <b>CPS</b> Child Protective Services <b>CTE</b> Career Technical Education <b>CWA</b> Child Welfare and Attendance <b>DB</b> Deaf/Blind <b>DDS</b> Department of Developmental Services <b>DHH</b> Deaf and Hard of Hearing <b>DMH</b> Department of Mental Health <b>DO</b> District Office
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<b>DOF</b> Department of Finance	<b>IEP</b> Individualized Education Program	<b>PBIP</b> Positive Behavior Intervention Plan
<b>DSS</b> Department of Social Services	<b>IFSP</b> Individualized Family Service Plan	<b>PBIS</b> Positive Behavior Intervention and Supports
<b>EC</b> Education Code	<b>ISAAP</b> Individual Student Assessment Accessibility Profile	<b>PE</b> Physical Education
<b>ECE</b> Early Childhood Education	<b>ISP</b> Individual Service Plan	<b>PL</b> Public Law
<b>ED</b> Emotional Disturbance	<b>ITP</b> Individual Transition Plan	<b>PLD</b> Proficiency Level Descriptors (English Learners)
<b>EL</b> English Learner	<b>LAGOS</b> Linguistically Appropriate Goals and Objectives	<b>PLOP</b> Present Levels of Performance
<b>ELA</b> English-Language Arts	<b>LAO</b> Legislative Analyst Office	<b>PSRS</b> Procedural Safeguards and Referral Service
<b>ELD</b> English-Language Development	<b>LCAP</b> Local Control Accountability Plan	<b>PT</b> Physical Therapy
<b>ELM</b> English-Language Mainstream	<b>LCFF</b> Local Control Funding Formula	<b>PTA</b> Parent Teacher Association
<b>EMT</b> Educational Monitoring Team	<b>LCI</b> Licensed Children's Institute	<b>PWN</b> Prior Written Notice
<b>ESY</b> Extended School Year	<b>LEA</b> Local Educational Agency	<b>QAP</b> Quality Assurance Process
<b>FAPE</b> Free Appropriate Public Education	<b>LEP</b> Limited English Proficient	<b>RFEP</b> Reclassified Fluent English Proficient
<b>FBA</b> Functional Behavior Analysis	<b>LRE</b> Least Restrictive Environment	<b>RS</b> Related Services
<b>FEP</b> Fluent English Proficient	<b>MH</b> Multihandicapped; Mental Health	<b>RSP</b> Resource Specialist Program
<b>FERPA</b> Family Educational Rights and Privacy Act	<b>MOU</b> Memorandum of Understanding	<b>RTC</b> Residential Treatment Center
<b>FES</b> Fluent English Speaker	<b>MTSS</b> Multitiered System of Supports	<b>RTI</b> Response to Intervention
<b>FFH</b> Foster Family Home	<b>MTU</b> Medical Therapy Unit	<b>SARB</b> School Attendance Review Board
<b>FMTA</b> Focused Monitoring Technical Assistance (CDE-SED)	<b>NCLB</b> No Child Left Behind	<b>SB</b> Senate Bill (State Legislation)
<b>FTE</b> Full-Time Equivalent	<b>NPS/A</b> Nonpublic School/Agency	<b>SBAC</b> Smarter Balanced Assessment Consortium
<b>IA</b> Instructional Aide	<b>OAH</b> Office of Administrative Hearings	<b>SD</b> Standard Deviation; School District
<b>IAES</b> Interim Alternate Education Setting	<b>OCR</b> Office of Civil Rights	<b>SDAIE</b> Specially Designed Academic Instruction in English
<b>ID</b> Intellectual Disability	<b>OHI</b> Other Health Impaired	<b>SDC</b> Special Day Class
<b>IDEIA</b> Individuals with Disabilities Education Improvement Act	<b>OI</b> Orthopedically Impaired	
<b>IEE</b> Independent Education Evaluation	<b>OSEP</b> Office of Special Education Programs (U.S.D.E.)	
	<b>OT</b> Occupational Therapy	

<b>SDE</b> State Department of Education <b>SEACO</b> Special Education Administrators of County Offices <b>SED</b> Special Education Division (at CDE) <b>SEI</b> Structured English Immersion <b>SEIS</b> Special Education Information System <b>SELPA</b> Special Education Local Plan Area <b>SEPAC</b> Special Education Parent Advisory Committee	<b>SH</b> Severely Handicapped <b>SLD</b> Specific Learning Disability <b>SLI</b> Speech Language Impaired <b>SLP</b> Speech Language Pathologist <b>SOP</b> State Operated Program; Summary of Performance <b>SSID</b> Statewide Student Identifier <b>SSIP</b> State Systemic Improvement Plan <b>SSPI</b> State Superintendent Public Instruction	<b>SST</b> Student Study Team <b>SWD</b> Student with Disability <b>TBI</b> Traumatic Brain Injury <b>TOMS</b> Test Operations and Management System <b>UDL</b> Universal Design for Learning <b>USD</b> Unified School District <b>USDE</b> United States Department of Education <b>VI</b> Visually Impaired <b>§</b> Section
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