

# **Hesperia Unified School District Family Handbook**

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Hesperia Unified School District  
Special Services  
15576 Main Street  
Hesperia, CA 92345

Dear Parents:

As a parent of a student with exceptional needs, parenting is a greater responsibility than you ever imagined. You are the primary protector of your child's interests and your child's primary advocate.

At Hesperia Unified School District, we are your partner in planning for the needs of your child. We are a team and you as the parent are a most valued member!

This handbook is for you to use as a reference. Together we can create a supportive educational environment for your student.

Sincerely,

*Matthew Fedders*

Matthew Fedders  
Director, Special Services

# Hesperia Unified School District Special Education Department

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# Community Advisory Committee

## What is the Community Advisory Committee (CAC)?

The Community Advisory Committee originated under the California Master Plan, and since that time has functioned under legislative mandate (Education Code Section 56194). The CAC acts in an advisory capacity to the Special Education Local Plan Area (SELPA), and involves the community by actively participating in the development and review of the SELPA's Local Plan for Special Education.

## The CAC's responsibilities include the following:

- Advising the policy and administrative entity of the District and the Special Education Local Plan Area regarding the development, amendment, and review of the local plan for special education.
- Recommending annual priorities to be addressed by the plan.
- Assisting in parent education and in recruiting parents and other volunteers who may implement the plan.
- Encouraging community involvement in the development and review of the plan.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting in parent awareness of the importance of regular school attendance.

Parents comprise a majority of the membership of the CAC, and of these members, the majority are parents of children with special needs.

## What does the CAC do?

The CAC is the advisory board to the Special Education Local Plan Area (SELPA).

The primary responsibilities and activities of the CAC include but are not limited to:

- Advise the administration of the Special Education Local Plan Area and the superintendent of the responsible local agency regarding the development and review of program and services.
- Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for individuals with exceptional needs.
- Make recommendations and suggestions for annual priorities to be addressed.
- Assist in parent education and in recruiting parents, volunteers, and agencies that may contribute to the implementation of the Local Plan.
- Encourage community awareness and involvement in the development and review of the Local Plan.
- Support activities on behalf of individuals with exceptional needs.
- Facilitate communication between schools, parents, and community.

## Benefit of a CAC

1. Dissemination of Information, Resources to Parents
  - Identifies support services available in the district
  - Identifies where to go for services outside the district
  - Regional Centers
  - Parent groups

- Community activities
  - Network with other local special education groups
2. Emotional Support
    - Sponsor parent support group (which meets separately from CAC)
    - Disseminate information regarding parent support groups in the community
  3. Skill Building for Parent
    - Through parent education workshops
    - Through newsletters
  4. Working Toward Positive System Change
    - Input from parents to staff
    - Parental concerns, questions
    - Needs for parent education
    - Staff development planning
    - Ongoing parent input regarding program priorities

**For more information regarding CAC membership, contact**

Danielle Côté  
Program Specialist  
Desert/Mountain SELPA  
17800 Highway 18  
Apple Valley, CA 92307  
(760) 242-6333 ext. 350

All meetings are open to anyone interested

# **Your Child's Education**



## **And the Law**

## **The Individuals With Disabilities Education Improvement Act IDEA 2004**

On December 3, 2004, the Individuals with Disabilities Education Improvement Act of 2004 was enacted into law as Public Law 108-446. The statute, as passed by Congress and signed by the President, reauthorizes and makes significant changes to the Individuals with Disabilities Act.

The Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004, is intended to help children with disabilities to achieve high standards by promoting accountability for results, enhancing parental involvement, using proven practices and materials, and also by providing more flexibility and reducing paperwork that burdens teachers, states, and local school districts. It will help strengthen the effort to ensure that every child with a disability has a **Free and Appropriate Public Education** (FAPE) that is of high quality, and designed to achieve standards reflected in the Elementary and Secondary Education Act of 1965, as amended by the **No Child Left Behind Act** of 2001 (NCLB) and its implementing regulations.

### **IDEA 2004**

Retains and supports six principles that have previously guided special education law and the provision of services for students will remain.

1. Free and Appropriate Public Education (FAPE)
2. Full Educational Opportunity
3. Child Find
4. Procedural Safeguards
5. Least Restrictive Environment
6. Individualized Education Program





**Hesperia Unified School District** has incorporated an intervention-based service delivery model.

The core components of this service delivery model center on the following

- Data-based decision making
- Collaborative problem solving
- Culturally responsive practices
- Intervention design
- Systemic progress monitoring

The integrated model of support is based on a three-tiered Matrix of Interventions approach responsive to the academic and behavioral needs of Hesperia Unified School District children.

### **Before Referral**

School personnel must document that the child's regular education plan has been modified and interventions have been tried. This is usually accomplished through the **Intervention Team (IT)**. The team monitors data, which reveals a lack of progress, despite the implementation of valid interventions in form of data, which clearly justifies the need for more intensive support.

### **Before Identification**

School personnel have a major responsibility to actively and systematically seek out individuals with exceptional needs. This means that teachers may be asking parents to join them in the identification of children, and parents are encouraged to make referrals to the local school staff for assessment of their child's possible needs.

### **Formal Referral Begins**

When a formal referral is initiated, due process rights ensure that procedural time lines must be followed. A proposed assessment plan shall be developed within **15 calendar days** of referral for assessment, not counting calendar days between the pupil's regular school sessions or terms, or calendar days of school vacation in excess of **5 school days** from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension, pursuant to subdivision (a) of Section 56321.

A parent or guardian shall have at least **15 calendar days** from receipt of the proposed assessment plan to arrive at a decision, pursuant to subdivision I of Section 56321.

**Once a child has been referred** for an initial assessment to determine whether the child is an individual with exceptional needs and to determine the educational needs of the child, these determinations shall be made, and an individualized education program team meeting shall occur, within **60 days of receiving parental consent** for the assessment, pursuant to subdivision (a) of section 56302.1 not counting calendar days between the pupil's regular school sessions or terms, or calendar days of school vacation in excess of **5 school days** from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension, pursuant to subdivision (e) section 56344.

A meeting to develop an initial individualized education program for the pupil shall be conducted within **30 days** of a determination that the child needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations and in accordance with Section 56344.

### **Assessment**

Before any action is taken, the parents or guardians will be informed of the types of assessments to be conducted:

- Be in a language easily understood by the general public
- Be provided in your native language or mode of communication
- You will be given an explanation of the type of assessments to be conducted
- And to inform you that no individualized education program will result from the assessment without your written consent. Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Procedures shall be provided in the pupil's native language or mode of communication most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally.
- Assessment plan. A written explanation of all procedural safeguards under the federal Individuals with Disabilities Education Act (20 U.S. C. Sec 1400 et seq.)
- Parent's or guardian's rights shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; and the type of representative who may be invited to participate.
- In accordance with Section 300.505 of Title 34 of the Code of Federal Regulations, parental consent is not required before reviewing existing data as part of an assessment or reassessment, or before administering a test or other assessment that is administered to all children, unless before administration of that test or assessment, consent is required of the parents of all children.
- Screening of a pupil by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an assessment for eligibility for special education and related services.

Upon completion of the administration of tests and other assessment materials, an individualized education program team meeting, including the parent or guardian and his or her representative, will be scheduled to determine if the pupil is an individual with exceptional needs as defined in

Section 56026, and to discuss the assessment, the educational recommendations, and the reason for these recommendations.

- You will receive a copy of the assessment report and documentation of determination of eligibility.
- If you disagree with the results of the assessment, you can appeal either through the fair hearing process or obtain independent assessment.

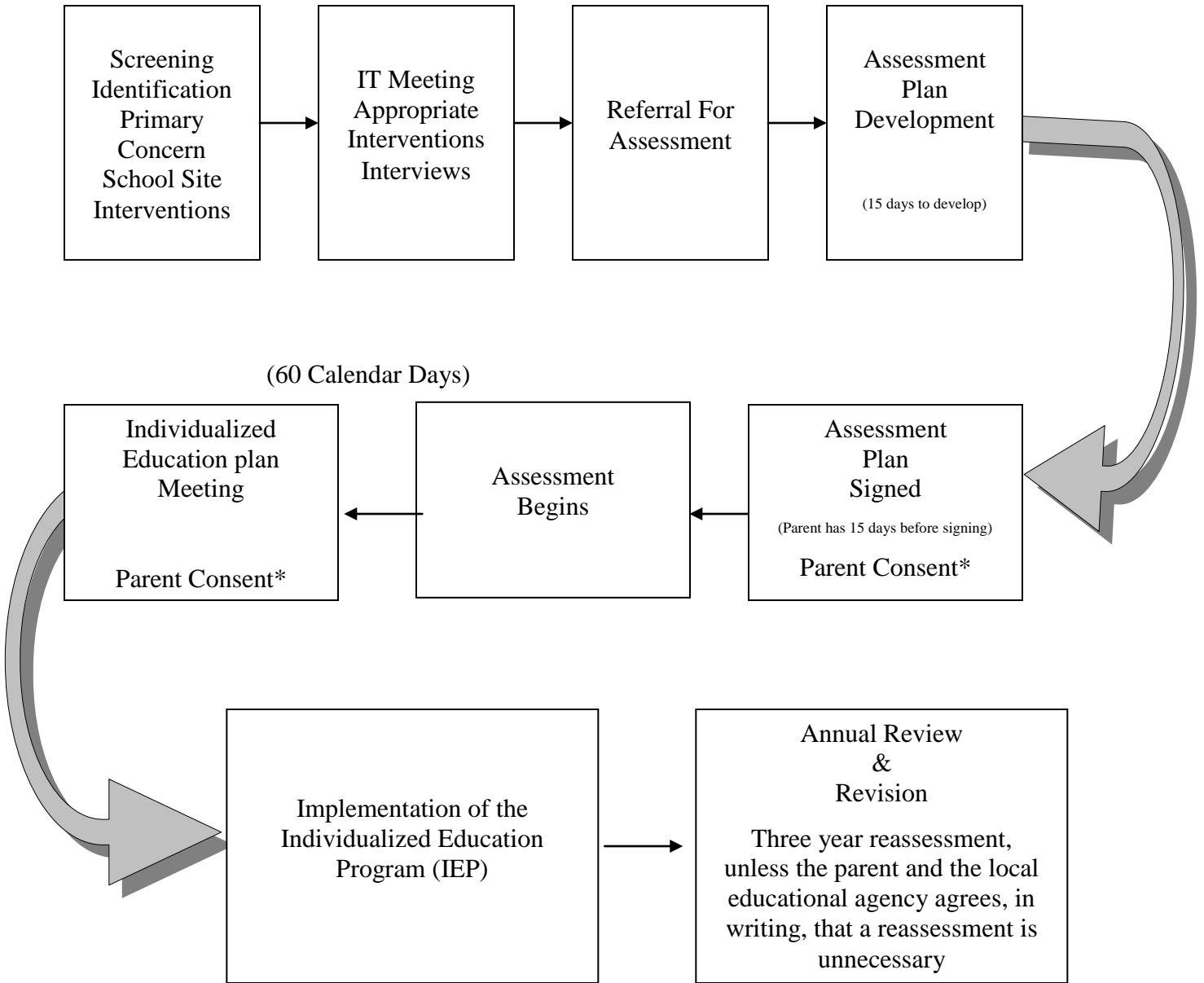
### **Students not Eligible for Special Education**

Not all students experiencing difficulty in school meet the state eligibility requirements for special education. Pupils may not be eligible if:

- The student's educational needs are due primarily to maturational, environmental, cultural, or economic factors.
- Excessive absence from school or limited school experience is the main basis for referral.
- A temporary physical disability exists, that is a disability incurred while a pupil was a regular education pupil and which, at the termination of the temporary physical disability, the pupil can, without special intervention, reasonably be expected to return to his/her regular education class.
- Determinant factor is a lack of instruction in reading, lack of instruction in math, or limited English Proficiency, and the child does not otherwise meet eligibility criteria. CFR section 300.306 (b).



# Individualized Education Program Process and Time Line



# Individualized Educational Program



**Team**

# Individualized Education

## *What is it?*

A written individualized program developed by a team to guarantee delivery of appropriate services for all children who meet eligibility.



# The IEP Team

## **Minimum membership shall include:**

- Administrator or administrator's designee
- One or both of the pupil's parents or guardian
- Pupil's present special education teacher or special education provider.
- At least one general education teacher if the child is in or may be participating in general education.

## **When appropriate, the team shall also include:**

- The individual with exceptional needs
- Other individuals, at the direction of the parent or SELPA
- Persons who have assessed the student
- Anyone else whose competence is needed

A member of the individualized education program team shall not be required to attend an individualized education meeting, in whole or in part, if the parent of the individual with exceptional needs and the local educational agency agree that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting, or;

1. The parent and the local educational agency consent to the excusal after conferring with the member.
2. The member submits in writing to the parent and the IEP team input into the development of the individualized education prior to the meeting.

***The parent's agreement shall be in writing***



# **THE TEAM MEETING**

## **Developing the Individualized Education Program**

### Individualized Education Program (IEP) Meeting

Before the Individualized Education Program meeting, you will receive a **Conference Notice**. This notice will notify you of the following;

- Purpose of the meeting
- Time and location
- Who shall attend
- Your right to bring other people to the meeting
- Any other agency who was invited to attend

### **The meeting will be scheduled at a mutually agreed-upon time and place**

- If no parent or guardian can attend, the local educational agency (LEA) will use other methods to ensure the parent's or guardian's participation
- Individual or conference telephone calls can be used

Interpreters for the IEP meeting are obtained for parents who are deaf or whose primary language is one other than English.

You will receive a copy of the IEP at no cost and, **when requested**, in your primary language after the IEP is held.

You, the parent, will receive a copy of the evaluation report and the documentation that formed the basis for the determination of eligibility.

All service providers, the school site, and any outside agencies that will provide services to your child, are given a copy of the IEP or are knowledgeable of its content.

The district will appoint a surrogate parent where no parents can be located, or if the court has specifically limited the right of a parent or guardian to make educational decisions.

**When developing each pupil's Individualized Education Program (IEP)**, the Individualized Education Program team shall consider the following:

1. The strengths of the pupil
2. The concerns of the parents or guardians for enhancing the education of the pupil.
3. The results of the initial assessment or most recent assessment of the pupil.
4. The academic, developmental, and functional needs of the child.

### **The individualized Education Program team shall do the following:**

1. In the case of a pupil whose behavior impedes his or her learning, or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

2. In the case of a pupil with limited-English proficiency, consider the language needs of the pupil as those needs relate to the pupil's individualized Education Program. .
3. In the case of a pupil who is blind or visually impaired, provide instruction in Braille, and the use of Braille, unless the IEP team determines, after an assessment of the pupil's reading and writing media including an assessment of the pupil's future needs for instruction, that Braille is not appropriate for the pupil.
4. Consider communication needs of the pupil and, in the case of a pupil who is deaf or hard of hearing, consider the pupil's language and communication needs, opportunities for direct communication with peers and professional personnel in the pupil's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the pupil's language and communication mode.
5. Consider whether the pupil requires assistive technology devices as defined in paragraph (1) and (2) of Section 1401 of Title 20 of the United States Code.

**When considering special factors**, the individualized education program determines that a pupil needs a particular device or service, including an intervention, accommodation, or other program modification, in order for the pupil to receive a free appropriate and public education, the individualized education program team will include a statement to that effect in the IEP.

**As part of the participation of an individual with exceptional needs** in the development of an individualized education program, as required by federal law, the individual with exceptional needs shall be allowed to provide confidential input to any representative of his or her individualized education program team.

**For an individual with exceptional needs, beginning no later than the effective date** of the individualized education program **in effect** when the individual reaches the age of 16 years, or younger if determined appropriate by the individualized educational team, the meeting notice shall also indicate that a purpose of the meeting will be the consideration of postsecondary goals and **transition services** for the individual, pursuant to Section 56345.1 which defines "transition services as a coordinated set of activities for an individual with exceptional needs that does all of the following:

- Is designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, including support employment, continuing and adult education, adult services, independent living, or community participation.
- Is based upon the individual pupil's needs, taking into account the pupil's preferences and interests.
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional evaluation.

If the pupil does not attend the IEP, the team will take steps to ensure that the pupil's preferences and interests are considered in accordance with section 300.344 of Title 34 of the Code of Federal Regulations.



Beginning not later than one year before your son or daughter reaches the age of 18, they will be informed that **all educational rights will transfer to them upon reaching the age of 18.**

**Remember, the Individualized Education Program is a written statement for each individual with exceptional needs, which is developed, reviewed, and revised. Education Code 56345**

**1. A statement of the individual's present levels of academic achievement and functional performance, including the following:**

The manner in which the disability of the individual affects his or her involvement and progress in the general education curriculum.

A) For preschool children, as appropriate, the manner in which the disability affects his or her participation in appropriate activities.

B) For individuals with exceptional needs to take **alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.**

**2. A statement of measurable annual goals, including academic and functional goals:**

A) That meet the individual's needs that result from the individual's disability to enable the pupil to be involved in and make progress in the general curriculum.

B) That meet each of the pupil's other educational needs that result from the individual's disability.

**3. A description of the manner in which the progress of the pupil toward meeting the annual goals** will be measured when periodic reports on the progress the pupil is making toward meeting the annual goals, such as through the use of quarterly periodic reports, concurrent with the issuance of the report cards, will be provided.

**4. A statement of the special education and related services and supplementary aids and services**, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or support for school personnel that will be provided to the pupil to do the following:

A) To advance appropriately toward attaining the annual goals.

B) To be involved in and make progress in the general education curriculum and to participate in extracurricular and other non-academic activities.

C) To be educated and participate with other individuals with exceptional needs and non-disabled pupils in regular class and in non-academic activities.

**5. An explanation of the extent**, if any, to which the pupil will not participate with non-disabled pupils in the regular class and in non-academic activities.

6. (A) **A statement of any individual appropriate accommodations** that are necessary to measure the academic achievement and functional performance of the pupil on state and district-wide assessments of pupil achievement,  
(B) **If the individualized education program team determines that the pupil shall take an alternate assessment** on a particular state or district-wide assessment of pupil achievement, a statement of the following:
  - The reason why the pupil cannot participate in the regular assessment.
  - The reason why the particular alternate assessment selected is appropriate for the pupil.
7. **The projected date for the beginning of the services and modification and the anticipated frequency, location, and duration of those services and modifications.**
8. **Transition Services: Beginning not later than the first individualized education program to be in effect when the pupil is 16 years of age, and updated annually thereafter, the following shall include:**
  - Appropriate measurable post-secondary goals based upon age-appropriate transition assessment related to training, education, employment and, where appropriate, independent living skills.
9. **The transition services, as defined in Section 56345.1,** including courses of study, needed to assist the pupil to reaching those goals. If appropriate, the individualized education program shall also include, but not be limited to, all of the following:
  - A) For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation.
  - B) Prior to graduation from a secondary school with a regular diploma, or due to exceeding the age eligibility for a free appropriate public education, the Local Educational Agency shall **provide the student with a summary of the pupil's academic achievement and functional performance, which shall include recommendations on the manner in which to assist the pupil in meeting his or her post-secondary education goals** as required in clause (ii) of subparagraph (B) of paragraph (5) of subsection (c) of section 1414 of Title 20 of the United States Code.
  - C. For individuals whose native language is other than English, linguistically appropriate goals, objectives, programs and services.
  - D. Section 300.309 of Title 34 of Code of Federal Regulations, extended school year services shall be included if the individualized education program team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the pupil.
  - E. Provision for the transition into regular class program if the pupil is to be transferred from a special class or nonpublic, nonsectarian school into a regular public school for any part of the school days, including the following:
    - A description of the activities provided to support the transition of pupils from the special education plan into the regular education program.

- F. For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines established pursuant to California Education Code Section 56136.

The IEP team will review your child's IEP periodically, but not less frequently than annually, to determine whether the annual goals for your child are being achieved, and revise the IEP, as appropriate.



Hesperia Unified School District  
Special Education Primary Service  
and Service Delivery Models



This continuum is a commitment to creating a unified service delivery model for all students. It is an effort to support students in the least restrictive environment while including the expansion of strategies to maintain students in general education.

## Primary Service

**Regular Education with Accommodations:** Student is educated in the general education classroom. Accommodations to the curriculum that do not fundamentally alter the content standards are determined and implemented through collaboration. Instructional content is under the direction and supervision of the general education teacher. Special education staff provides no direct instruction for the student.

**Learning Center:** Services are provided in an integrated resource program including general education and special education program options in accordance with the school site plan. Instructional content to address the student's IEP goals is under the direction/supervision of the special education teacher. General education staff and/or special education staff may provide instruction.

**Resource Specialist Program:** The resource specialist program is a special education service that provides consultation and support to general education staff, and or direct instruction and services to those students whose needs have been identified in the IEP, and are assigned to regular classroom teachers for the majority of a school day.



## Service Delivery Model

**Consultation/Full Inclusion:** Students are placed in the general education classroom **100% of the school day**. The special education staff provides consultive support to meet student's needs.

**Collaboration:** The special education teacher works in the classroom supporting the direct instruction of the general education teacher. Students receive age-appropriate academics, support services, and possible accommodations and modifications.

**Collaboration/Co-Teaching:** The general education and special education teacher work together to teach students with/without disabilities in a shared classroom. Both are responsible for instructional planning, delivery of instruction, student achievement, assessment, and discipline. Students receive age-appropriate academics, support services, and possible modified instruction.

**Collaboration:** The special education teacher works in the classroom supporting direct instruction of the general education teacher. Students receive age-appropriate academics, support services, and possible accommodations and modifications.

**Collaboration/Co-Teaching:** The general education teacher and special education teacher work together to teach students with/without disabilities in a shared classroom. Both are responsible for instructional planning, delivery of services, and possible modified instruction.

**Individual Small Group Instruction Outside of General Education:** Students are removed from the general education classroom for a portion of the school day for special services according to the needs of the student as determined by the IEP team.

## Primary Service

**Special Day Inclusion Services:** Students with intensive special education needs are educated in the general education classroom. Modifications to the core curriculum are required based on alternate performance indicators as determined in the individual student's IEP.



**Special Day Class In Public Integrated Facility:** A placement that provides intensive instruction and services to pupils when the nature or severity of the disability precludes their participation in the regular program for a majority of a school day.

**Special Day Class In Public Separate Facility:** A placement setting in which disabled children and youth receive special education and related services for a majority of the school day in a public separate facility.

## Service Delivery Model

**Collaboration/Co Teaching:** The general education and special education teacher work together to teach students with/without disabilities in a shared classroom. Both are responsible for instructional planning, delivery of instruction, student achievement, assessment, and discipline. Students receive age-appropriate academics, support services, and possible modified instruction.

**Individual and Small Group Instruction:** Students are instructed with/without regular education students in a small group setting or on an individual basis within the general education classroom in order to remediate needed skills.

**Special Classroom:** Students are removed from the general education classroom for a significant amount of the day and placed in self-contained classrooms, which offer highly individualized, closely supervised, and specialized instruction.

**Special Classroom:** Students are removed from the general education classroom for a significant amount of the day and placed in self-contained classrooms which offer highly individualized, closely supervised, and specialized instruction.



**High School Graduation related information is required to be included in your pupil's individual educational program (IEP):**

- Course of study for the pupil (20 United States Code (USC) 1414 (d)(1)(A)(i)(Viii)(bb).
- Supports necessary for the pupil to make educational progress (20USC 1414 (d)(1)(A)(i)(IV).



- Local requirements for the receipt of a high school diploma California Education code (EC) Sections 56345 (b)(1), 56500.5).
- State requirements for receipt of a 2006 high school diploma (i.e., successful completion of algebra 1, passage of the CAHSEE (EC Sections 51224.5, 60851 (a).

- Accommodations or modifications, if any, required for the pupil to access instruction and assessments (20 USC 141 (d)(1)(A)(i)(VI)(aa).
- Provisions of remedial or supplemental instruction focused on the (CAHSEE) California High School Exit Exam (EC Section 60581 (f).
- Statement that the pupil was informed of the rights under Part B of IDEA, if any, that will transfer to the student on reaching the age of majority (20USC 1414 (d)(1)(A)(1)(Viii)(cc).
- Summary of the pupil's academic achievements and functional performance, including recommendations on how to assist the pupil to meet postsecondary goals (20 USC 1414 ©(5)(b)(i).
- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills, and the transition services the child needs to reach those goals (20 USC 1414 (d)(1)(A)(i)(Viii)(aa)-(bb).

Entitlement of the pupil to receive a free and appropriate public education until the end of the school year in which the pupil turns 21 years of age, or until the pupil receives a high school diploma, whichever event occurs first (20 USC 1412 (a)(1).

## **Special Education Records**

Each Local Education Agency has an obligation to protect the confidentiality of personally identifiable information that is gathered on children in special education. “Personally identifiable information” includes the name of the child, the child’s parents, or other family members; address of the child; the child’s social security number or student number, or a list of personal characteristics or other information which would make it possible to identify the child with reasonable certainty.

### **Access to Records:**

As parent(s) or guardian(s), you have the right to inspect and review any education records relating to your child. A child who is sixteen years of age or older (or who has completed grade ten) has the same right to review records. With your approval, your representative may also look at the records.

If you want to look at your child’s special education file, make a verbal or written request to:

**Hesperia Unified School District**  
**Attn: Special Services, Records**  
**15576 Main Street**  
**Hesperia, CA 92345-3482**

Access to the records must be granted within five (5) days of your request. You may also make a reasonable request for explanations and interpretation of the records.

### **Amendments of Records:**

If you believe that the information contained within your child’s education record is inaccurate or misleading, or that it violates the privacy or other rights of your child, you may request that the information in the student record be amended. The school district may either amend or refuse to amend the information. If the school district refuses to amend, you will be notified of your right to a hearing.

If after the hearing, it is determined that there is nothing wrong with the information contained in the record, you have the right to place in the records a written statement commenting on the information and set forth your reasons for disagreeing with the agency. Your statement must remain in the record as long as the contested information remains.

### **Destruction of Records:**

All special education records will be destroyed, in compliance with state and federal regulations and district policy, after a letter is sent to your last known address on file, of our intent to destroy these records. If you desire copies of this information, a written request must be sent to: Hesperia Unified School District, Attn: Special Education Records, 15576 Main Street, CA 92345 and must specify requested information. If no request is received, the records will be destroyed thirty (30) days from the date of the letter, in accordance with district policy.



## Family Record Keeping

You are a valuable resource regarding your child and his/her disability. You may have contact with a wide variety of professionals and service agencies, and, as the primary decision maker, observer, and advocate for your child, it is to your benefit to maintain complete and up-to-date records. Each time you seek services for your child, you may be asked to supply specific information pertaining to him/her.

**A good way to keep the information organized is to use a loose-leaf binder with tabbed dividers arranged around the following topics:**



### **Family History**

Include the name, birth date, and place of birth of family, parents' names address, phone number, place of employment, and so forth; and a brief history of parents, siblings, grandparents, aunts, and uncles.

### **Developmental History of the Child**

Include the mother's health during pregnancy and any unusual circumstances at the birth of the child. Keep developmental records of when your child first crawled, walked, talked, fed self, dressed self, and so forth. Also record information regarding your child's behavior patterns.

### **Personal/Social History**

List your child's interests, membership in clubs and organizations, attendance at camps, special awards received, and photographs.

### **Educational history**

Include the names and dates of schools your child has attended; names of teachers and other staff who have provided services for your child; copies of your child's IEP, assessment reports, therapy reports, and progress reports; and examples of dated school work.

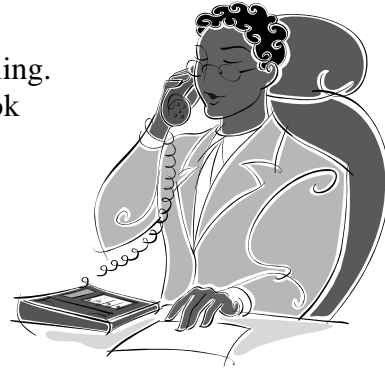
### **Chronology of Records**

Keep copies of records from other agencies with which you have contact, copies of letters you have written or received regarding your child's disability and needs, a log of phone calls or visits with agencies or professionals. Include dates, names, phone numbers, and the purpose and outcome of such contacts (a sample log sheet is on page 27).

**Record keeping is not mandatory for parents, but you may find it useful to bring your notebook to all meetings with school, medical, or community agencies.**

## Telephone Tips:

1. Always have a pen and paper with you before calling.  
(It is a good idea to keep information in a notebook you are using to collect information).
2. Identify your child's name.
3. State the reason why you are calling:
  - A) I'm calling for information about...
  - B) I would like an appointment for...
  - C) I was told to call your office by (name) from (agency)
  - D) I am returning (name's) call for (reason)
4. Be prepared. Describe what you or your son/daughter needs in addition, what services you think the agency can provide.
  - A) Ask if the agency has pamphlets or booklets that describe the services of the agency. Any written information is useful.
  - B) Have information available that the person helping you may need: insurance information, name of pediatrician, health clinics or case managers; social security numbers.
5. Take brief notes of your conversation so that you may ask questions. If you do not understand what is being said, repeat what you don't understand.
6. Follow-up:
  - Find out if, and when you need to call back.
  - Let staff know times that are best for them to reach you.
  - Write down any appointments or office visits that you will need to make.
  - Double-check the address and business hours of the agency.
  - Find out what papers, documents or other information you will need before you contact the agency again.
  - If the agency is sending information to you, ask when you should expect to receive it.





# Our Son's/Daughter's Record

Full Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Social Security # \_\_\_\_\_

Address: \_\_\_\_\_ Day Phone #: \_\_\_\_\_

Name of Parent(s)/Guardian(s): \_\_\_\_\_

Health Insurance: \_\_\_\_\_

## Name of Medical Contacts:

\_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

## Evaluation & Tests Performed:

Conducted by: \_\_\_\_\_ Date: \_\_\_\_\_

Conducted by: \_\_\_\_\_ Date: \_\_\_\_\_

Conducted by: \_\_\_\_\_ Date: \_\_\_\_\_

## Programs Attended:

Title: \_\_\_\_\_ Entry/Completion Date \_\_\_\_\_

Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Title: \_\_\_\_\_ Entry/Completion Date \_\_\_\_\_

Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Title: \_\_\_\_\_ Entry/Completion Date \_\_\_\_\_

Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

## SPECIAL EDUCATION ACRONYMS AND GLOSSARY OF TERMS

ACRONYM	TERM	DEFINITION
	Adapted Curriculum	An alternative in the general education curriculum that includes the same content and to some extent the same sequence as regular education.
	Adaptation	Any modification to the classroom, instruction, or materials that strengthen the student performance or allows participation.
<b>ADL</b>	Activities of Daily Living	Activities that make a student independent in his environment, such as dressing, eating, and toileting.
	Administrator/Designee	A representative designated by administration, other than the pupil's teacher.
<b>ADR</b>	Alternative Dispute Resolution	An interest-based approach to resolving disagreements between two parties.
<b>APE</b>	Adapted Physical Education	Specialized physical education for students with disabilities not able to participate effectively in general education physical education.
<b>AT</b>	Assistive Technology	Refers to any item, piece of equipment, product, or system whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of students with disabilities.
<b>ASD</b>	Autism Spectrum Disorder	A group of disorders that includes autism and non-autistic pervasive development disorders (PDD), not otherwise specified (NOS), Fragile X Syndrome, and Childhood

			Disintegrative Disorder.
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<b>ACRONYM</b>	<b>TERM</b>	<b>DEFINITION</b>
	Assessment	Observation and testing of children to identify the strengths and weaknesses of the child. To monitor progress in order to develop an appropriate education plan.
	Behavior Interventions	The systematic implementation of procedures that results in lasting positive changes in the individual's behavior.
<b>BICM</b>	Behavioral Intervention Case Manager	A designated certificated school/district/SELPA staff member or other qualified personnel contracted by the school district that has been trained in behavioral analysis and positive behavioral interventions.
<b>BIP</b>	Behavioral Intervention Plan	A written document, which is developed when an individual exhibits a serious behavior problem that significantly interferes with the implementation of the goals of the individual's IEP. The behavioral intervention plan becomes part of the IEP.
<b>CAC</b>	Community Advisory Committee	A group of parents, community members and district staff appointed by and responsible to the governing board of the District. It advises the District in the development and implementation of the local plan for special education. It also assists in parent education and public involvement in the development of the local plan and supporting activities on behalf of students with disabilities.

<b>ACRONYM</b>	<b>TERM</b>	<b>DEFINITION</b>
<b>CALP</b>	Cognitive Academic Language Proficiency	A level of competence required in oral and written language related to literacy and academic achievement.
	Core Academics	The required subjects in middle and high school, usually English, social studies, math, and science.
	Deaf/Blind	Student with both hearing and vision disability.
	Deaf/Hard of Hearing	Student who have a measurable hearing loss, conductive or sensor neural, in either one of both ears. This limits the normal acquisition of speech and language through the ear.
<b>DIS</b>	Designated Instruction and Services	Transportation and such developmental corrective and other supportive services as may be required to assist a student with a disability to benefit from Special Education.
	Due Process	All procedural safeguards of public law and related laws and regulations.
<b>ED</b>	Emotionally Disturbed	An emotional problem that has existed for a period of time, which interferes with learning.
<b>ESY</b>	Extended School Year	The special education program provided between school sessions when the IEP team determines they are needed to prevent regression of skills.
	Fair Hearing	A formal hearing that is requested by parents or school district personnel. Issues that may be considered under the fair hearing procedures are limited to eligibility, assessment, the individual education program, and placement of individuals with exceptional needs.

<b>ACRONYM</b>	<b>TERM</b>	<b>DEFINITION</b>
<b>FAPE</b>	Free Appropriate Public Education	Every school-age child with a disability is entitled to an education that meets his/her individual needs, which is at no cost to parents.
<b>IDEA</b>	Individuals with Disabilities Act (PL 101.476)	A law passed by Congress that states all children with disabilities have the right to a free, appropriate, public education (FAPE).
<b>IEP</b>	Individualized Educational Program	A written document, mandated by law, that defines a child's disability, states current levels of educational needs and specifies annual goals, and an evaluation and progress-reporting schedule.
<b>IEPT</b>	Individualized Education Program Team	The team is composed of an administrator or his/her designee, the student's special education and general education teacher, and the parent. Other members may include the student, those who have assessed the student, and others as appropriate.
<b>IFSP</b>	Individualized Family Service Plan	An individualized education plan for eligible children from birth to age three, this is a written plan, that includes the child's present levels of physical, cognitive, communication, social emotional and adaptive development, the family's resources, priorities and concerns about their child's development. The plans outline the major outcomes to be achieved. Specific services and supports the child and family will receive to meet the goals and responsibility for providing the services.
<b>IEP</b>	Individualized Educational Program	A written document, mandated by law, that defines a child's disability, states current levels of educational needs and specifies



			annual goals, and an evaluation and progress-reporting schedule.
<b>ACRONYM</b>		<b>TERM</b>	<b>DEFINITION</b>
		Inclusion	The participation of children with disabilities into a regular education program with related services.
<b>IT</b>		Intervention Team	A team of educators, convened at the request of a classroom teacher, parent, or counselor which designs in-class interventions techniques to meet the needs of a particular student.
<b>IWEN</b>		Individual With Exceptional Needs	Individuals from infancy through 21 identified by an individualized education plan team as having a disability or condition that requires specialized instruction and/or services.
<b>LEA</b>		Local Education Agency	A local school district
<b>LEP</b>		Limited English Proficiency	Students whose primary language is other than English, who lack competence in the English language, and for whom linguistically appropriate goals, are developed.
<b>LRE</b>		Least Restrictive Environment	A learning environment for a student with exceptional needs that meets his/her learning needs while providing maximum interaction with the general school population in a manner appropriate to the needs of the student and his/her peers.
<b>LSH</b>		Language, Speech & Hearing	An educational service provided by a remedial LSH teacher or speech therapist who helps children to communicate.
		Mainstreaming	Placement of students with disabilities in typical classrooms under the direction of regular education teachers with support from special education teachers and/or designated instruction and

			services
<b>MR</b>		Mental Retardation	Student with significantly below average general intellectual functioning, existing concurrently with deficits in adaptive behavior.
<b>ACRONYM</b>		<b>TERM</b>	<b>DEFINITION</b>
		Multidisciplinary Team	Using a combination of the skills of several persons with specialized areas of training for a common purpose, i.e. assessment of student to determine eligibility for services.
<b>NCLB</b>		No Child Left Behind	A federal school reform law that seeks to improve the quality of public schools around the United States.
<b>NPS</b>		Non-Public School	Licensed private, nonsectarian school that provides special education programs and services for a child whose needs cannot be served within the SELPA.
<b>OH</b>		Orthopedically Handicapped	Students with specific orthopedic or physical needs that adversely affect their educational participation or performance.
<b>OHI</b>		Other Health Impaired	Students who have chronic or acute health conditions resulting in limited strength, vitality or alertness, which adversely affect a student's educational performance, may require special education services.
<b>OT</b>		Occupational Therapy	An educational service provided by a licensed occupational therapist who assists children with fine motor activities and every day tasks like eating, dressing and hand use.
<b>PT</b>		Physical Therapy	An educational service provided by a licensed physical therapist who assists children with gross motor activities such as rolling, sitting, and walking.
		Policy	Refers to a procedure, philosophy or standard that has been formally

			adopted by the Board of Trustees and is intended to assist in the governance and provision of programs in the school district.
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<b>ACRONYM</b>	<b>TERM</b>	<b>DEFINITION</b>
	Referral	The request to identify and assess a child's possible special education needs; a referral may be made by a parent, teacher, medical personnel, or anyone with specific knowledge of the child.
<b>RSP</b>	Resource Specialist Program	Provides students with special education instruction for a portion of their day.
<b>SAI</b>	Specialized Academic Instruction	Instruction with a special education teacher
<b>SDC</b>	Special Day Class	Provides students with special education instruction for over half of the school day.
<b>SDL</b>	Severe Disorder of Language	Students who have a severe impairment in the ability to use of understand language.
<b>SELPA</b>	Special Education Local Plan Area	An educational agency that ensures programs and services are provided to students requiring Special Education and operates as described in the Comprehensive Plan for Special Education, which is submitted by the agency to the California Department of Education.
<b>SLD</b>	Specific Learning Disabilities	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations.
<b>SST</b>	Student Success Team	A team of educators, convened at the request of a classroom teacher, parent, or counselor which designs in-class interventions techniques to meet the needs of a particular student.

	Surrogate Parent	A person selected by the local school district to act as the parent after determination that the child's parent(s) cannot be located, or after the child has been made a ward of the court, or the court has removed the parent's rights to make educational decisions for the child.
<b>ACRONYM</b>	<b>TERM</b>	<b>DEFINITION</b>
<b>TBI</b>	Traumatic Brain Injury	TBI is an acquired injury to the brain caused by an external physical event resulting in total or partial functional disability or psychosocial impairment that adversely affects a student's educational performance.
<b>VI</b>	Visually Impaired	A visual impairment, which, even with correction adversely affects a student's educational performance.
	WorkAbility	Provides programs that serve students with disabilities at different educational levels by providing training and assistance toward meaningful employment.

## **California State Resources Web Sites**

California Department of Education:  
[www.cde.ca.gov](http://www.cde.ca.gov)

California Department of Developmental Services  
[www.dds.cahwnet.gov/index.cfm](http://www.dds.cahwnet.gov/index.cfm)

California Parent Outreach Resources for Families:  
[www.parentoutreach.org](http://www.parentoutreach.org)

Early Start Family Resource Network  
[www.esfm.org](http://www.esfm.org)

Inland Regional Center  
[www.inlandrc.org](http://www.inlandrc.org)

Network care for Seniors and people with disabilities  
[www.riverside.networkofcare.org](http://www.riverside.networkofcare.org)

The Arc of California Advocates for persons with developmental disabilities and their families  
[www.arccalifornia.org](http://www.arccalifornia.org)

## **National Resources Web Sites**

The National Information Clearinghouse on Children Who are Deaf-Blind  
[www.dblink.org](http://www.dblink.org)

The National Information Center for Children and Youth with Disabilities (NICHCY)  
[www.nichey.org](http://www.nichey.org)

Family Village  
<http://www.familyvillage.wisc.edu/>

Autism society of America  
[www.autism-society.org](http://www.autism-society.org)

Interactive Guide to Learning Disabilities  
[www.ldonlin.org](http://www.ldonlin.org)

National Parent Network on Disabilities  
[www.npnd.org](http://www.npnd.org)

**Behavioral Health Consultants**

16519 Victor Street, Ste. 406  
Victorville, CA 92395  
(760) 843-0506

**California Children Services (CCS)**

150 Carousel Mall  
San Bernardino, CA 92415-0062  
(909) 387-8400

The California Legislature started the California medical program for treating children with physically handicapping conditions in 1927. This tax-supported program provides specialized medical care and rehabilitation for children whose families cannot provide all or part of the care.

**California Conservation Corp (CCC)**

(909) 383-4547

The CCC provided paid training, work and room and board for young adults 16-24. This program operates centers throughout California. Community colleges provide a variety of degrees and certificate programs. Each college has an office for students with learning disabilities. Call your local community college campus for information.

**Department of Behavioral Health**

12625 Hesperia Road  
Victorville, CA 92395  
(760) 955-1777

Services cover a range of programs for the treatment and the prevention of mental health problems.

**Department of Children Services**

15400 Civic Drive  
Victorville, CA 92392  
(760) 243-5227

DPSS provides a variety of social services for children and families. Services include protective, foster care, health related and employment related services.

**Department of (Vocational) Rehabilitation – DR or DVR**

San Bernardino Department of Rehabilitation  
464 W. 4<sup>th</sup> Street, Ste. 152  
San Bernardino, CA 92411  
(909) 383-4401

**Desert Mountain F.I.C.S (Family Intervention  
And Community Support**

14360 St. Andrews Dr., Suite 11  
Victorville, CA 92392  
(760) 245-4695

**Desert/Mountain SELPA**

17800 Highway 18  
Apple Valley, CA 92307  
(760) 242-6333

The D/M SELPA is a consortium of twenty-five Local Education Agencies (LEAs) and the San Bernardino County Superintendent of Schools. The purpose of the SELPA is to ensure that quality special education programs and services are available throughout the region to meet the needs of special education students.

**D/M SELPA Children’s Center**

17800 Highway 18  
Apple Valley, CA 92307  
(760) 242-6336

The Desert/Mountain SELPA Children's Center (DMSCC) is a counseling center designed to meet the therapeutic needs of children and adolescents. The DMSCC provides individual, group and family counseling.

The DMSCC accepts Medi-Cal, IEHP, TriCare, Pacific Care, Molina and cash payment on a sliding scale for services. The goal of the DMSCC is to assist clients in developing skills to reach their full potential. Referrals may be made through the child's school, parents, physicians and/or guardians.

**Hesperia Behavioral Health**

14628 Main Street  
Hesperia, CA 92345  
(760) 244-0576

**In Home Support Services (IHSS)**

17270 Bear Valley Road, Ste. 108  
Victorville, CA 92392  
(760) 843-5100

IHSS is a program which assists low-income, elderly, and disabled adults and children with extraordinary needs for care to remain in their own homes by providing personal care services and/or domestic services

**Inland Regional Center**

674 Brier Drive  
San Bernardino, CA 92408  
Mail: P.O. Box 6127  
San Bernardino, CA 92412-6127  
(909) 890-3001

**Medi-Cal Insurance**

9655 9<sup>th</sup> Avenue  
Hesperia, CA 92345  
(760) 956-4500

**Social Security Office**

13955 Park Ave., Ste. 110  
Victorville, CA 92392  
(760) 241-5009  
Or (800) 772-1213

Social Security provides Supplemental Security Income (SSI) for people of any age who are disabled, a legal resident of the U.S. and with low-income and limited income.